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ABSTRACT

This document consists of all 26 issues of Volume 10 of "The Hispanic Outlook in Higher Education," a biweekly journal that addresses issues in higher education for Hispanic Americans. Each issue contains several feature articles, a policy update column called "Outlook on Washington," a description of an exemplary program, and a sample student success story. Among topics addressed by feature articles for each issue are: (1) Hispanic Americans and Ivy League colleges; (2) community college opportunities for Hispanic Americans; (3) celebrating Hispanic heritage; (4) law schools, Hispanics, and the Supreme Court; (5) top picks in colleges for Hispanic American students; (6) land grant colleges; (7) Hispanic Americans in collegiate athletics; (8) award winning journalists and their interest in Hispanic American issues; (9) financial aid for Hispanic students; (10) Hispanic college faculty members; (11) Latina success; (12) private colleges and Hispanic Americans; (13) Hispanic administrators of community colleges; (14) campus diversity; (15) graduate school opportunities for Hispanic Americans; (16) top 100 colleges for Hispanics; (17) Latino issues that cross border between the United States and Mexico; (18) Hispanics in the health professions; (19) minority student orientation programs; (20) scholarships for Hispanic Americans; (21) Hispanic students, professors, and heritage; (22) college admissions examinations; (23) Hispanic resources at the Library of Congress; (24) Internet resources and financial aid; (25) 10th anniversary of "Hispanic Outlook for in Higher Education"; and (26) index to volume 10 and minority teachers. (SLD)

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The Hispanic Outlook in Higher Education, 1999-2000

Adalyn Hixson, Editor

Volume 10 Numbers 1-26

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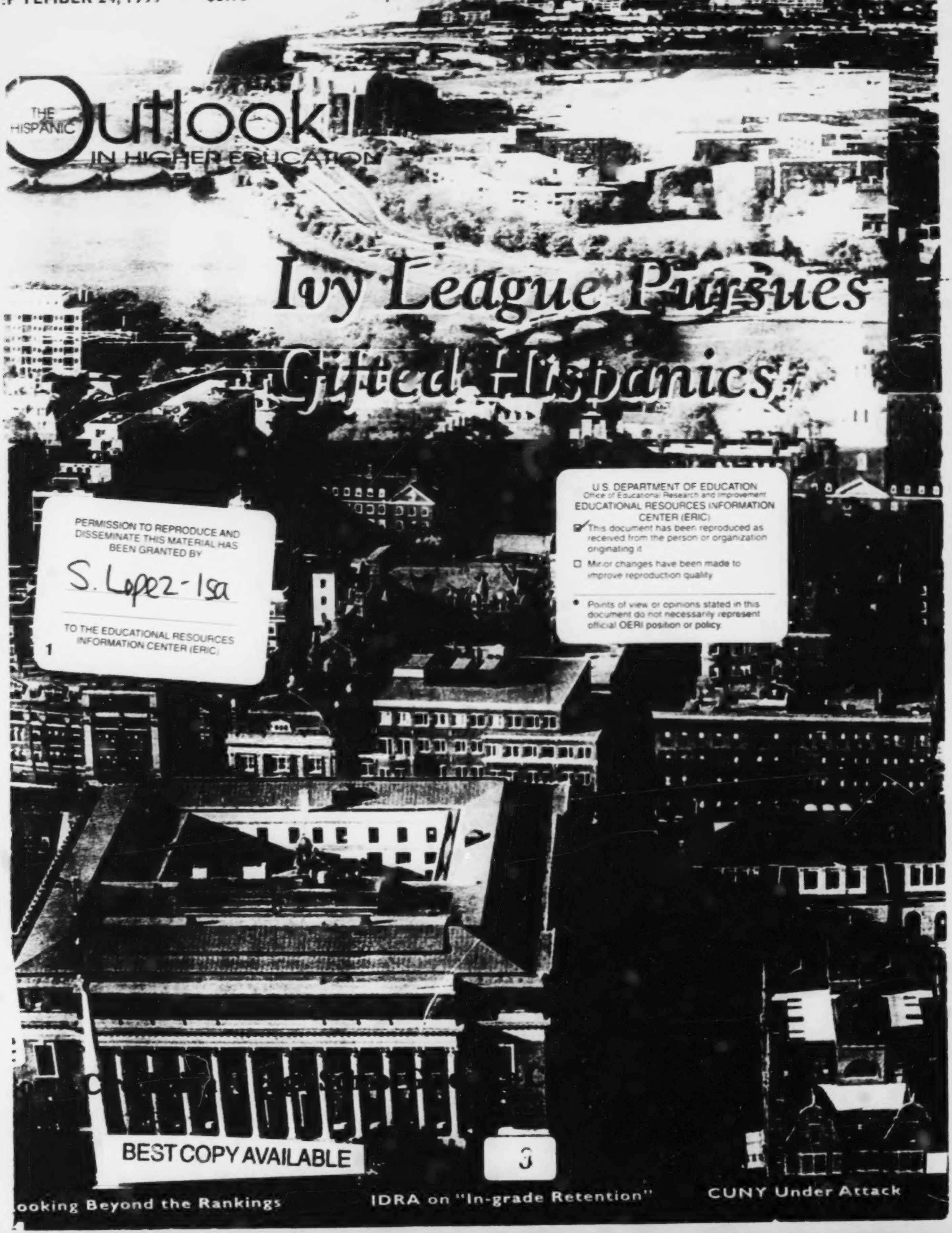
THE HISPANIC Outlook IN HIGHER EDUCATION



Ivy League Pursues Gifted Hispanics

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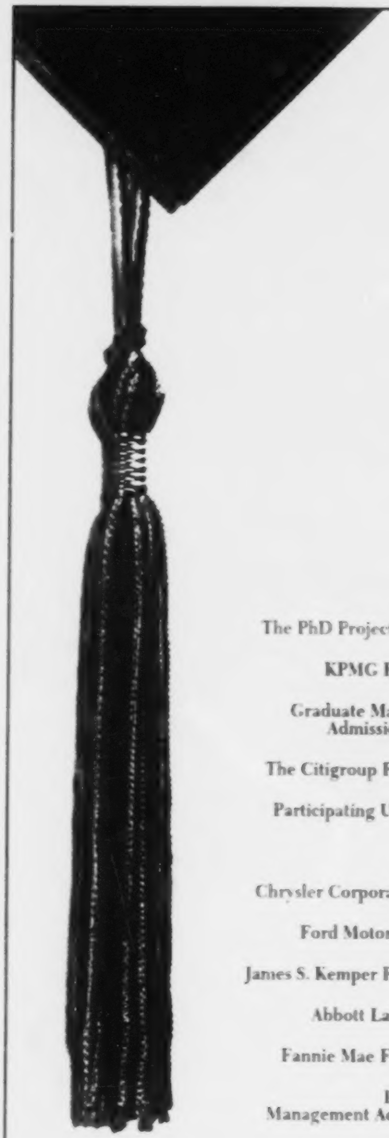
IDRA on "In-grade Retention"

CUNY Under Attack



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Mari Carmen Sarracent

Senior Editor
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News Desk Editor
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CONTRIBUTORS: Ines Pinto Alicea, José A. Alvarez, Roger Deitz, Marilyn Gilroy, Adalyn Hixson, Angela Provitera McGlynn, Gustavo Mellander, Tony Pals, Mark Saad Saka, Jeff Simmons, Gary Stern, Laura Wilcox

LETTERS TO THE EDITOR: Commentaries or Questions should be addressed to:
The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652.
All correspondence should include author's full name, address, and phone number.

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From time to time, *The Hispanic Outlook in Higher Education* will publish articles dealing with controversial issues. The views expressed herein are those of the authors and/or those interviewed and may not reflect the official policy of the magazine. *The Hispanic Outlook in Higher Education* neither agrees nor disagrees with those ideas expressed, and no endorsement of those views should be inferred unless specifically identified as officially endorsed by The Hispanic Outlook in Higher Education.

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A CAPITOL VIEW

College Completion Realities

BY GUSTAVO A. MELLANDER

As we begin a new academic year, there is enthusiasm and hope on every college campus. And that is good—for it is invigorating and motivating. There are many reasons for Hispanics to be encouraged. Over the past twenty years, many have successfully completed college. It is useful and proper to reflect upon that past and on what has been accomplished.

However, sometimes we are blinded by the successes we have seen on our campuses. There is a larger picture to be considered.

Census Realities

The latest U.S. college completion rates have been released in Washington. They aren't particularly encouraging for Hispanics. Improvement is evident, but college completion rates remain proportionally higher for Caucasians/Anglos and Blacks than for Hispanics.

In its report entitled *Educational Attainment in the United States*, U.S. Census Bureau data clearly indicate time and time again that Hispanics lag behind, and in third place, among the three largest ethnic groups in the country. For instance, 24.6 percent of Whites had obtained a bachelor's or higher degree by 1997. That contrasts with 13.3 percent for Blacks and 10.3 percent for Hispanics.

It also reports 49.1 percent of Whites had achieved some college or other post-secondary education by 1997, compared with 39.0 percent of Blacks and 28.8 for Hispanics. In short, as a nation, more Americans are attending and finishing college. It is the entry-level requirement for professional jobs. And the "best" jobs nowadays require some graduate work.

Hispanics still come up short in all categories. By contrast, Asians are doing very well. They exceeded all other groups by far. They log in with an admirable 42.2 percent holding at least a bachelor's degree, and 61.7 percent with some college or other post-secondary education in 1997.

Colleges, universities, and think tanks should study the reasons for their success so those formulas can be shared with all Americans. We all know of some anecdotal reasons why Asians succeed in our educational system. It would be helpful to study the issue in greater detail and share the findings.

Young Adults

Taken as a whole, the educational attainment of those groups who have historically been underserved is up. There has also been a dramatic improvement in educational attainment for young adults (ages 25 to 29). Keeping within that age group, the Census reports that 58.2 percent of Whites, 46.7 percent of Blacks, and 33.3 of Hispanics had some college education in 1997. Further, 28.9 percent of Whites, 14.4 percent of Blacks, and 11 percent of Hispanics held a bachelor's or higher degree.

Within that age cohort, Asians excelled once again. A remarkable 73.6 percent of Asians in that group completed some college and 50.5 percent had earned degrees. A break-down of associate's degrees earned is not provided. If it had been, Hispanic achievement would have been higher since most Hispanics begin their higher education journey at a community college.

High School Completion

Another serious problem that Hispanics face is the high attrition of students long before they reach college age. For both Blacks and Whites, high school completions in the 25-year-and-older group were at record-high levels in 1997, according to the Census.

"The black/white high school attainment gap has narrowed for all adults, as the proportion of students obtaining a high school degree has increased consistently and considerably over the past decade," the report revealed. It said that the Black/White differential in the proportion of high school graduates had narrowed from 13.6 percentage points in 1987–when completion for Blacks was 63.4 percent and for Whites, 77 percent–to about eight percentage points in 1997.

Other Washington sources indicate that last year, 83 percent of Whites, 74.9 percent of Blacks, and 52 percent of Hispanics were high school graduates. This is the first year that more than 50 percent of Hispanics had finished high school.

That is the good news, a trend in the right direction. Yet like all data, it can be misleading. These figures, for instance, hide the fact that in some Hispanic communities more than 50 percent of all students never graduate from high schools. The reasons are well known to all who have cared to study the issue. A system burdened with age-old prejudices and negative assumptions, combined with financial constraints, language barriers, and a continuing flow of immigrants, has led to frustration, dropouts and failure.

That is bad, very bad, and it doesn't even address the psychological scars, feelings of inferiority, and low self-esteem that doom those youngsters not to reach their highest potential.

What to Do?

Hispanics will not graduate from our colleges in their rightful proportions until more of them complete high school. Too few Hispanics survive our high schools. Fewer still go to college. And of those, only 33 percent of all Hispanics who go to college actually receive a degree. This is also misleading because most of the degrees earned by Hispanics are two-year– community college degrees. Few transfer to four-year institutions and graduate.

To continue to the end of the spectrum, Hispanics earn very few doctorates. The latest figures, as collected by the University of Chicago, reflect that 42,705 doctorates were awarded in 1997, the latest year available. Of that number, Hispanics earned the smallest percentage of any ethnic group in this country: 3.8 percent. Blacks earned 4.8 percent; Asians, 10.3 percent; and Whites, 78 percent.

Many colleges have begun to reach out not to high school but to middle school students. One has to make that connection early on. Students must be encouraged to think of college while still in the grades. They should grow comfortable with colleges and with the belief that they are fully worthy and capable of attending. It should not be a question of "if I go to college." It should be "when I go to college."

College professors must get involved. Busy as they are, they can not isolate themselves from the K-12 Hispanic experience. Colleges are not superior or separate. They are part of the continuum, and if the pipeline is clogged, Hispanics will not get to college.

Dr. Mellander is a professor at George Mason University.

Back-to-School Letter from The Editor

Dear Colleagues:

No matter how reluctantly students and faculty bid *adios* to summer, getting back to school generates an impressive amount of energy.

This semester, that energy field is larger than ever. A record 14.9 million students have enrolled in the nation's colleges and universities. And 53.2 million are entering our public and private K-12 institutions, breaking prior records for the fourth year running.

K-12 increases are projected for each of the next seven years, the largest in the high school grades. Arizona is facing a secondary school population gain of 35 percent.

Our goal, one we share with our subscribers, is to help assure that a healthy number of those graduating from high schools, then entering and persisting in college, are Hispanic. Articles in this Back-to-School issue touch on a number of ways in which this enabling takes place.

Getting off to a solid start is one example. The courageous Intercultural Development Research Association is questioning the wisdom of the politically popular move, in New York and elsewhere, to halt "social promotion." IDRA is pressing for alternatives that offer real help and hope to the children, largely poor and minority, who would be "left back."

Getting into the best possible school is another example. Some hold that we learn as much from fellow students as we do from faculty. Harvard sends recruiters to high schools in part to talk with high school counselors, who have not always recognized, says Harvard, an eligible Hispanic in their midst.

Learning the ropes is an important aspect of any new venture. The first-year-student orientation course and the prescriptions for a civil classroom described herein make for a positive early adjustment to academia and to campus life.

Understanding and seizing political power is basic to all successful quests. Increasingly, Latinos and Latinas are awakening to and even taking over campus politics–great preparation for effective activism and leadership beyond the campus years.

With your participation as guest editors and subscribers, ***The Hispanic Outlook in Higher Education*** will continue to present issues of special interest to a community that commands increasing respect and influence. And one of its most popular features, People, Places, and Publications, your guide to career moves, honors, new grants, and more, is now being posted on the internet at www.HispanicOutlook.com.

Welcome back. May the new school year bring all the positive outcomes that you desire.

Sincerely,

Adalyn Hixson

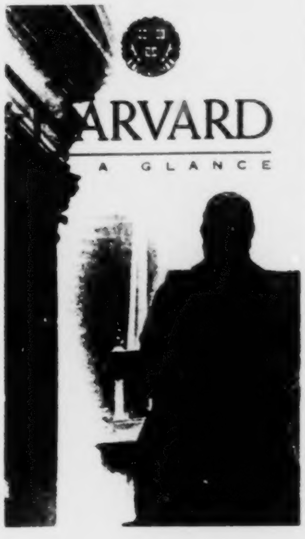
Adalyn Hixson
Editor

Ivy League Schools & Latino Students

Harvard, Princeton, & Yale working harder to recruit!

BY
INÉS PINTO ALICEA

Only Harvard doubled the percentage of Latino students it enrolled over the last decade, from four to eight percent of the university's 1,614 students.



Lourdes Gómez, an admissions officer of Cuban descent at Harvard University, knows that the biggest challenge in recruiting a talented Latino student from a different part of the country is getting the parents to agree that the long-distance move to Cambridge, Mass., will benefit the student immensely.

"I've heard parents say, 'I don't want my daughter to go away,'" said Gómez, 26 and a graduate herself of Harvard. "I know my parents didn't want me to come to Harvard. Once they know the resources you have at your disposal at this school and the experiences you will have, then the parents will want that student here. All parents want what's best for their children."

Harvard is not the only Ivy League school to face this challenge of recruiting gifted Latinos and other minorities from around the country. Officials from Princeton and Yale Universities, who were interviewed for this story, reported that getting students and their families to overcome their concerns about living far apart was one of the biggest challenges in recruiting minorities.

Gómez said that one of the best recruiting tools to help the potential students and their families resolve their fears is sending Ivy League students of similar backgrounds as the recruits to their high schools to meet with them.

"Their visits bring it home in a way that no publication could," said Gómez. "It tells the student personally that there is someone like them there. It really works. Just because no one in their family has been to college or they consider going away to college a foreign concept does not mean that there is no one like them at the campus."

Lourdes Gómez an admissions officer at Harvard University

The USA Group Foundation, a higher education research organization based in Indianapolis, Ind., said in its May 1999 publication *Top Ten Trends in Enrollment Management* that many colleges and universities find that hosting college visits for talented students and telecounseling (calling prospective students regularly) are more effective recruiting tools than visits by campus representatives to high schools. In a recent survey by the organization, 78 percent of private campuses reported that hosting campus visit days for high school students was a "very effective" tool, and 53 percent of the private schools gave equally high marks to telecounseling, up from 50 percent in 1995.

But, Gómez said, the high school visits by Harvard officials and students have proved highly effective because they give them an opportunity not only to meet with parents and students but also with high school counselors, who sometimes might not know that one of their students is a viable candidate for an Ivy League school.

Robert Jackson, Yale University's director of minority recruitment, said that the school also has a number of minority recruiters on its staff as well as minority students who assist in outreach to minority communities. The school not only sends Yale students and recruiters to high school campuses nationwide, but it also routinely calls prospective students, and the dean of admissions sends students of color letters about life at Yale and the merits of going to school there. School officials also visit junior high schools to emphasize "the importance of taking school seriously."

"It makes them know it's a realistic goal to attend Yale or Harvard

Robert P. Jackson, Yale University's director of minority recruitment undergraduate admissions

or any other Ivy League school," Jackson said. That personal attention, however, costs money, and so the recruitment of students, in general, has become a larger part of many universities' budgets in recent years.

In fact, the budgets for marketing, recruiting, and admissions at private universities have increased significantly in the last few years. According to the USA Group Foundation, these budgets at private universities grew on the average about 19 percent (to $745,383) from 1995 to 1997. That compares to a 45 percent increase (to $965,383) for public universities' budgets for marketing, recruiting, and admissions.

Yale has slowly increased the numbers of Latino students matriculating at and graduating from the university over the past decade. In the 1988-89 school year, 62 of the 1,275 students or 4.8 percent who matriculated were Latino compared to 6.3 percent or 82 of 1,299 students in 1998, according to statistics provided by the university. Latinos earned 6.5 percent of the bachelor's degrees granted by the university in 1998 (86 out of 1,304) compared to 2.4 percent in 1989 (31 out of 1,268).

Growth in Latino enrollment was similar at Princeton over the same time frame. Latinos represented 3.8 percent of Princeton's 4,570 students in 1988. By 1998, Latinos comprised 6.3 percent of the university's 4,600. Over the same time frame, only Harvard doubled the percentage of Latino students that it enrolled. In 1988, Latinos comprised four percent of the university's 1,636 students, but by 1998, the Latino student population grew to eight percent of the university's 1,614 students.

Another challenge that the Ivy League schools face in recruiting is competition–all vie for the nation's top minority students and try to outdo one another with different offerings to attract, keep, allow exploration of ethnic and racial diversity, and improve the students' quality of campus life.

Yale University, for example, offers Ethnicity, Race and Migration, an interdisciplinary major that studies the forces that have created a multicultural, multiethnic, and multiracial world, said a Yale brochure entitled "Celebrating Diversity." The university also offers courses for students interested in learning about different facets of diversity.

Moreover, minority students are also assigned to ethnic counselors, who provide advice and support. There is a dean of Mexican American students and a dean of Puerto Rican students should Latinos need assistance with any matter involving campus life. Yale students also can become involved in minority student organizations and participate in cultural centers if they want to explore further the ethnic or racial side of themselves. "You don't have to get involved in these things," said Jackson, adding, however, that the university wants to go to certain lengths to increase students' comfort level.

Princeton tries to incorporate racial, ethnic, and gender differences in many of its regular class offerings rather than just offer classes on ethnic diversity, said Justin Harmon, an alumnus and director of communications at Princeton University, Princeton, N.J. But Princeton does have what's known as its Third World Center, a gathering place for minority students, which, Harmon said, was named in the 1960s "to celebrate diversity."

Harvard tries to take a different approach, said Gómez. There are no ethnic-themed houses and no minority student centers. But students are the forces behind many of the changes for more diversity at the campus. Gómez said that students have been advocating an ethnic studies program but the university is reluctant to establish it. The university has been more open to individual class offerings, such as one in Latino music.

Moreover, students have been instrumental in getting minority faculty hired at the university, said Dr. Allen Counter, a professor at the Harvard Medical School and an active participant at the Harvard Foundation, a set up for undergraduate students to improve cultural understanding through guest speakers, activities, and other projects.

Counter said, for example, that students were pivotal in the hiring of the university's first Puerto Rican full professor, Dr. Walter Frontera, head of the Department of Physical Medicine and Rehabilitation and the Earle P. and Ida S. Charlton associate professor of physical medicine and rehabilitation at Spaulding Hospital.

"There is progress being made, but still more needs to be done," said Counter of the hiring of minority faculty. "The university needs to make a stronger effort in recruiting Latino faculty."

There were 458 Latino medical and non-medical faculty members at Harvard out of 16,379 faculty members during 1998, according

Justin Harmon, director of communications, Princeton University to the Harvard University 1998 Affirmative Action Plan. The current percentage of Latino Faculty–2.3 percent–has not changed significantly since 1988 when Latinos comprised 1.98 percent of all faculty members at Harvard.

The percentage of Latino faculty at Yale University was equally low–2.3 percent–or 74 Latinos out of 3,196 faculty members. Minorities with the best representation at Yale are Asians or Pacific Islanders, with 470 faculty members or nearly 15 percent of the faculty. But the percentage of Latino faculty has increased since 1988 when Latinos comprised only 1.4 percent or 34 of the university's 2,453 faculty members.

The percentage of Latino faculty at Princeton grew to only three percent in 1999 from two percent in 1989. In 1999, 29 out of 936 faculty members were Latino, said Harmon.

But, Gómez said, the high school visits by Harvard officials and students have proved highly effective because they give them the opportunity to meet not only with parents and students but also with high school counselors, who sometimes might not know that one of their students is a viable candidate for an Ivy League school.

Officials at all three Ivy League universities expressed concern about the *Hopwood* ruling in Texas, which ended the use of a person's race as a factor for admission to college in the region, as well as an anti-affirmative action initiative passed by California voters.

"We're thinking a lot about what these rulings might portend for the future of diversity," said Harmon. "We're watching the evolving legal climate nationally."

Harvard President Neil L. Rudenstine expressed his concern in "The President's Report 1993-1995" on diversity about the legal challenges facing diversity and affirmative action in higher education. Rudenstine said that while people in the 1950s could not imagine that "so great a number of talented and dissimilar students would be studying together and learning from one another after so brief a passage of time," more strides need to be made to further diversify campuses.

"This is not a moment for national self-congratulation," Rudenstine said. "But neither is it a moment to underestimate the substantial human and institutional achievements–in terms of education and diversity of the past few decades. The progress, however imperfect, is inspiring. That progress must be sustained and strengthened. To change course now would be to turn aside from many decades of difficult but steady hope and fulfillment, in order to follow pathways far less bright and far less full of promise."

But the Ivy League officials said that they felt their recruiting procedures were safe because all students undergo the same recruitment process and are evaluated under the same standards. Representatives at the three schools said that students are evaluated from a variety of standards, including their academic profile, not just their grades but the difficulty of the classes they took in high school, their test scores, their extracurricular and school activities, and their personal characteristics such as motivation, curiosity, energy and leadership ability. A student's race, gender, ethnicity, or economic disadvantage often is considered a factor but is not the main or deciding factor in admission to any of the universities. "We consider a variety of things in the admissions evaluation process," said Yale's Jackson. "We consider race like we consider if a student is a child of an alumnus or is extremely talented."

"We are not in short supply of qualified minority candidates," said Gómez. "Minority students undergo the same [selection] process as other students. There's a stereotype that minority students aren't getting the score. They are as qualified as non-minority students. We are not dipping for students."

"We feel our programs are solid and sound," said Harmon, who added that admission to the university is extremely competitive, with about

Allen Counter, professor, Harvard Medical School

14,000 applicants vying yearly for about 1,100 incoming first-year slots. "We do not lower the bar to have a diverse class. Those who are here are qualified to do the work." But, Harmon said, to assure that Princeton was able to recruit qualified low-income to middle-income students, the university made several changes to its financial aid program, since parents of those students had been expressing concern over the high cost of attending the university. The university reduced or eliminated loans in student aid packages, opting to offer more grants, and it reduced or eliminated consideration of the amount of equity in a family's home when determining a student aid package.

Jackson said that many students fear applying to Ivy League schools because of concerns over financial aid and the high cost of the private schools. The total costs at Yale, for example, run about $34,000. "Students assume they aren't going to get financial aid," said Jackson.

"We give it."

CUNY under Attack: Pass or Fail

But Are the Criticisms Valid?

BY
GARY M. STERN

> ***"Looking at whether students graduate within two years is the worst possible way to look at students at an institution like the City University of New York," declares Bernard Sohmer, chair of the University Faculty Senate and a professor of math at the City College of New York.***

A report by a mayoral task force on the City University of New York blasts CUNY's six community colleges for various inadequacies, including graduating only one percent of enrolled students in two years and not offering sufficient testing to ensure that remediation has taught basic skills. Though the community colleges have been a launching pad in higher education for Hispanic, minority, and immigrant students, the report, issued by its chair, Benno Schmidt, former Yale University president and chairman of the for-profit Edison Project, criticized community colleges for not having college-level courses, not articulating with four-year schools, and for having inadequate standards. But community colleges have numerous defenders, including Joanne Reitano, who writes in a chapter of *Gateways to Democracy: Urban Community Colleges and the American Future* (Josey Bass, 1999) that CUNY's community colleges serve "three sometimes contradictory purposes–acting as a 'buffer' for senior colleges reluctant to admit nontraditional students, providing a 'springboard' for people seeking a second chance, and offering a 'safety net' for those struggling to overcome educational disadvantages."

Schmidt's report recommended sweeping changes at CUNY's 21 two-year and four-year colleges, attended by 200,000 students, including a reorganization, vouchers for taking remedial courses outside of the system, strengthening standards, maintaining open admissions–creating a three-tier system of colleges based on SAT scores, high school class ranking, and Regents diplomas. But critics say that the report ignores the community college's strengths, overlooks students' complex needs and economic poverty, dismisses the failings of New York's high school system, and downplays funding, which has been cut by the current administration.

CUNY community colleges are an entrée for minority students into higher education. The *1997 CUNY Data Book* revealed its students' ethnic breakdown as 33 percent Hispanic, 33 percent African American, 23 percent White, and 10 percent Asian, amounting to 73 percent minority students. Nearly one-half of CUNY students are immigrants whose native language is not English. More than half hail from families that earn $20,000 or less, putting them at poverty level.

Herman Badillo, newly appointed CUNY chair of the board, told *Hispanic Outlook* that the Schmidt report's major criticism of community colleges is that they "give students college work for which they are not ready. Given the fact that 87 percent of students require some degree of remediation, students should be prepared for college work first. We should emphasize remediation. Secondly, we have an entrance test to evaluate remediation but no exit test, so we have no way of determining if students have learned what they are supposed to learn." Badillo pointed to Hostos Community College, where students were granted associate's degrees but could not pass a basic reading or writing test.

Badillo also noted that students receive Tuition Assistance Plan money for two years, which is then exhausted before they graduate. "Remediation," he said, "should be free and separate from taking college courses." The Schmidt report proposes expanding the College Now program so that remedial work is offered to students in ninth to twelfth grades to better prepare them for college. Badillo also

Bernard Sohmer, chair of the University Faculty Senate

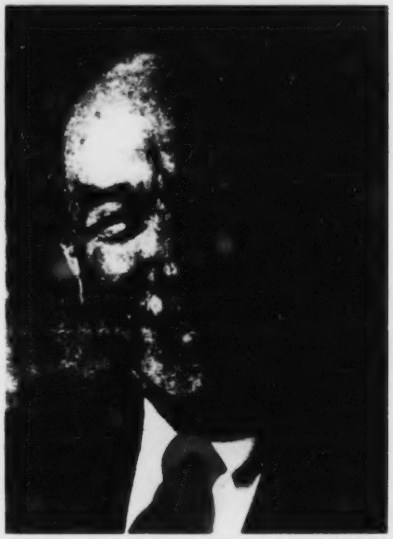
rejected the idea that reducing funds has contributed to the ills of community colleges. "If you're not testing if students have finished remediation, more money won't solve the problem," he asserted. Badillo is interested in increasing funds to community colleges and in hiring more tenured professors rather than relying on adjuncts.

Furthermore, he thinks community colleges should play a more concerted role in teaching students marketable skills. In the late 1960s, he was involved in establishing Hostos Community College as a school that specialized in health careers such as gerontology. But if students graduate and have not mastered basic English, how can they succeed in a health career, he wonders?

However, Reitano counters that Badillo is misinformed. "You can't use the same test for two purposes, said a task force on our assessment tests," she said. Each school offered its own exit test to ensure that basic skills are taught. Further, students can not enter a college-level course without having prerequisites and proving that they have mastered basic skills. If a student has basic skills and takes English Composition I and II, we believe they're equipped for the workplace." Further, she also emphasized how funding plays a major role in remediation because trying to teach basic skills in a class of 30 students is very difficult.

Critics of the Schmidt report also thought that its charge of students failing to graduate within two years was unfounded. "Looking at whether students graduate within two years is the worst possible way to look at students at an institution like the City University of New York," declares Bernard Sohmer, chair of the University Faculty Senate and a professor of math at the City College of New York. "Our students lead very complicated lives," he says. Most work either full-time or part-time, many take care of their parents and raise children, face immigration issues, and can only attend classes on a part-time basis, so judging them on the basis of a fixed time period is irrelevant."

The *1997 CUNY Student Data Book* reveals that as of 1995, 1.4 percent of students earned their associate's degrees within two years; 8.3 percent earned their associate's degree within three years; 16.8 percent, within four years; and as of 1994, 26 percent within six years. "If you give students six years, over 30 percent graduate," noted Ed Sullivan, chair of the Higher Education Committee of the New York State Assembly. "If you give them eight years, over 40 percent graduate. Those numbers are higher than the national average for people getting their associate's degrees," he said. Is it possible that the report is using a harsh yardstick to measure student performance, and the mayor, who is running for New York senator, is exploiting the findings for his own political interests? Sullivan acknowledged that a student who fails three of the basic assessment tests might require more educational assistance before attending community college.



Ed Sullivan, chair of the Higher Education Committee of the NY State Assembly

The report also overlooks the transfer of CUNY students from associate's programs to CUNY four-year schools, noted Dean Savage, a sociology professor at Queens College. In fact, 19 percent of students at Kingsborough, 18 percent at LaGuardia, 16 percent at Queensborough, 16 percent at BMCC, and 11 percent at Bronx and Hostos transferred to CUNY's four-year schools. Those percentages do not include any transfers to other four-year colleges. In addition, many transfer before graduation, enter private colleges, or join the workforce.

"The report is misleading because it gives a false impression of some mysterious failing on the part of either the student, the faculty, or administration," said Dr. Robert Hollander, former member of the Academic Policy Program and Research Committee of the CUNY board of trustees and an assistant adjunct professor at Hunter College. He cited several reasons for students' inability to graduate within two years, including their poverty, which forces most of them to work. In fact, 32 percent of CUNY (including four-year schools) students work full-time, 27 percent work part-time, and nearly 30 percent take care of children. Hollander also noted the insufficient academic preparation offered at New York City's public high schools. Further, the report clusters part-time and full-time students and includes students who withdraw for financial reasons, which distorts its accuracy. He proposes that a school should be measured by how it improves a student's performance, not by "cheap statistics."

Neil Kleiman, director of the Center for an Urban Future

The report also overlooks the many benefits that students reap from attending community colleges, suggested Joanne Reitano, head of the Community College Caucus of the University Faculty Senate and a professor of history at LaGuardia Community College. "Community colleges are multipurpose, not glorified high schools, as Badillo has said," she asserted. Moreover, community colleges are teaching marketable skills that transcend more limited vocational training such as auto repair. She cited the veterinarian studies at LaGuardia Community College, broadcast technology and marine technology at Kingsborough Community College, and journalism, marketing, nursing, occupational therapy, electrical technology, nuclear medicine, radiology, telecommunication, and computer science at either Queensborough Community College, Bronx Community College, Hostos Community College, or the Borough of Manhattan Community College.

"Our students are the poorest community college students in the nation and pay the highest tuition, so why is there a need to graduate them in two years?" she asks.

Schmidt's report "overstates its point and avoids the reality of CUNY. It neglects the reality of hard-working students at community colleges and senior colleges," observed Neil Kleiman, director of the Center for an Urban Future, a nonprofit organization, and writer of a recent report, "Putting CUNY to Work." He noted that the report was on target on recommending reforms that would lead to more timely graduation of community college students. "It's a legitimate criticism of the university. It shouldn't be the focus of the report," he observed.

The report failed to mention community colleges that have established innovative programs in collaboration with companies, Kleiman said. New York Technical College, which offers both four-year and associate's degrees, has designed a program with Bell Atlantic to offer its entry-level staff a two-year degree in telecommunication. "Bell Atlantic needed to invest in training to be competitive, increase the skill level of its workforce, to complete a new fleet of supertechnicians," he said.

Herman Badillo, chair of the CUNY board

"Remediation should be free and separate from taking college courses."

HERMAN BADILLO, CHAIR OF CUNY BOARD OF TRUSTEES

Nonetheless, he recommended that CUNY community colleges establish a more unified approach to skill-training, which has been done in North Carolina, California, and Iowa. He estimated that CUNY's two-year schools train about 4,500 skilled workers annually while other states train upwards of 20,000 students.

Schmidt's CUNY report was not a scathing attack on community colleges, but faulted them for not adapting to its student population, asserted Sally Renfro, director of research at the CUNY Task Force. The system "should offer more career-oriented programs," she said. Another underlying issue is that more than half of community college students major in liberal arts and do not learn a marketable skill. In 1970, Renfro said, CUNY adopted an open admissions program, appealing to many nontraditional students. "For 30 years, they haven't changed the curriculum. Why can't they modify the way they do business," she said. Moreover, she debunked the "knee-jerk" reaction of most CUNY faculty who claim that students take a long time to graduate because most students are poor and work. More than half of community college students nationwide work, but other schools do a much better job of graduating and offering students more marketable skills, she said.

Counters David Lavin, a professor of sociology at the CUNY Graduate School and Lehman College, who researched the effects of a CUNY degree over a 15-year period for the book he co-authored, *Changing the Odds* (Yale University Press), "A degree from a four-year college and community college provided clear benefits beyond a high school diploma."

The Schmidt report recommended better articulation between four-year CUNY colleges and community colleges. In addition, students should not have to use their financial aid to pay for their own remedial courses. It also criticized community colleges for not offering diagnostic tests, agreeing on remedial standards, or finding ways to improve student skills faster. The major failure of CUNY colleges was "its inability to define itself," Renfro said, quoting the 11-volume report.

But though he is critical of Schmidt's report, sociologist David Lavin noted that it pointed out the lack of substantive research on remedial courses. "Thirty years after open admissions began—and we still don't know what works and doesn't work about remedial efforts," he said.

Despite the range of opinions regarding the CUNY report findings, the report leads to further research and problem-solving in that area. **HO**

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Looking Beyond the Rankings

HO *checks the climate at some top-ranked schools for Hispanics*

BY
JEFF SIMMONS

> ***He also sings a common refrain, one echoed by faculty and administration: There are too few tenured faculty of color.***
>
> ALEX SCHWARTZMAN,
> STUDENT,
> UNIVERSITY OF TEXAS

Over the last four years, Alex Schwartzman has immersed himself in the life of ethnic organizations at his campus, the University of Texas in Austin. When he returns to school this fall, he will continue his work with the Latin American Association, the Mexican Students Association, and the European Students Association.

"I chose the University of Texas because it was a very good mix of all the things I needed for college," says the 24-year-old. And pivotal to that mix are its academic record, its support system, and its proximity to Mexico, where Schwartzman can easily return home to visit his family.

"It is academically very well known and respected," the senior says. "This university gives so much support and motivates equality and promotes all kinds of activities that make Hispanics, among others, feel more accepted and prepared for the future." Such praise would likely bring a smile to the face of any administrators on campus. After all, the school has made a concerted effort to create a welcoming environment.

Administrators speak about how a school can thrive if it reaches out and retains a diverse student population in this era. So it wouldn't seem surprising that the university was among 25 recently selected by ***Hispanic*** magazine as the top colleges and universities for Hispanic students across the nation.

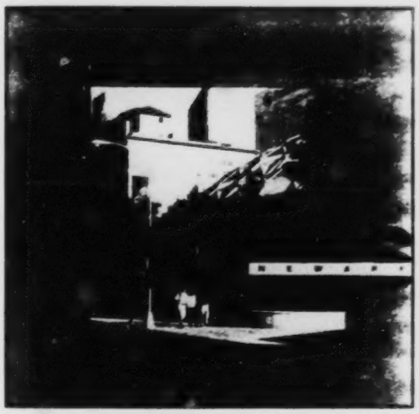
St. John's University (New York) students

The designations were based on statistics gleaned from *U.S. News & World Report*'s "America's Best Colleges, 1999," and ***The Hispanic Outlook***'s annual tally of the Top 100 colleges for Hispanics (rankings are based on the number of degrees conferred to Hispanics).

The figures are initially obtained by the U.S. Department of Education's Center for Education Statistics, which compiles numbers supplied by the more than 3,500 colleges and universities across the nation. But numbers say only so much. They might speak volumes about the demographics of a school and its surrounding communities but little about campus life, support systems, ethnic programs, and the curricula–all aspects that students need to know about when choosing the right college.

"Most kids like to look at the basics: the majors, what the population is in terms of diversity, the size of the student body, the student-faculty ratio, and the proximity to home sometimes is very important," says Antonio Aponte, who operates an annual Latino college expo in Manhattan. "I think students are really into knowing that there are other students and organizations they can go to on campus for support, and that there is programming that interests them."

In its preface to the article citing the Top 25, ***Hispanic*** magazine said that the anointed institutions



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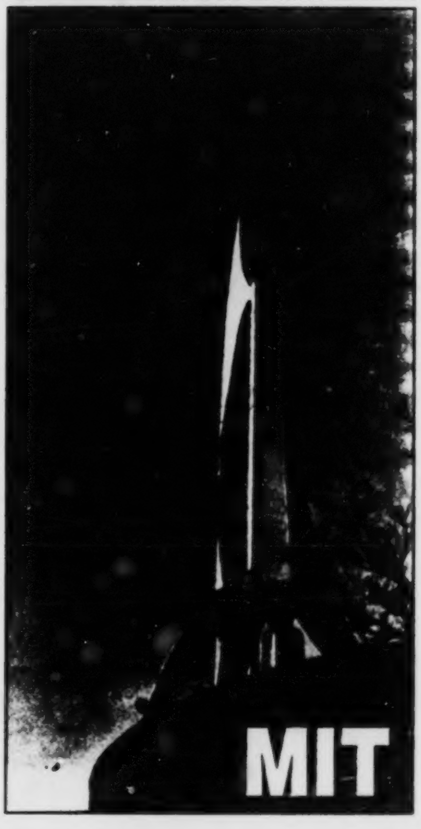


"offer an excellent education" and pointed out that "we considered only those colleges and universities with a demonstrated commitment to diversity."

HO reviewed *Hispanic* magazine's list, and *HO*'s own rankings, and then contacted several of the selected "top" schools to dig just a bit deeper, to determine whether schools do indeed put a premium on diversity efforts. We asked about diversity programs, campus life, faculty, and the curriculum. By no means is this list the final word. In fact, it is an attempt to go beyond skimming the surface. But it should provide more insight into the schools and help guide students when they select one.

We also spoke to students to determine whether they agreed or disagreed. Generally, many students were like Schwartzman, a strong believer in his school, even while admitting that it needs to pay more attention to some ingrained problems.

University of Texas at Austin is the largest in the state's university system and in the United States, with more than 49,000 students on its 130 acres. It has seen its enrollment of non-White students escalate for years, up until the mid '90s, and has paid more attention to recruitment and retention efforts.

Non-White enrollment rose from 21 percent during the 1990-91 academic year to 30.2 percent during the 1994-95 academic year. Over the last school year, 13.9 percent of undergraduates–or 5,154–were Hispanic, and 6.8 percent–or 623–were graduate students. Those numbers are on the upswing, after plummeting briefly. The downturn was due to a 1996 circuit court ruling–known as the *Hopwood* decision–that dismantled the school's affirmative action program and stated that the school couldn't use race and ethnicity in awarding scholarships.

James Hill, the school's vice president for human resources, estimates that minority enrollment plummeted by half as a result. But he paints a portrait of rebirth, explaining how the decision has forced the university to broaden its outreach and recruitment.

For one, House Bill 588 was enacted in 1996 and provides that the top 10 percent of all Texas high school graduates automatically qualify to attend any institution of higher learning in Texas. The university now dispatches recruiters to schools with high minority concentrations to sell its virtues.

As well, the school recognized that many students of color could not afford the tuition and needed financial aid. So it started a new scholarship fund targeting schools that traditionally have not sent students to the Austin campus. "We checked with the attorney general to make sure it was legal. As long as we go into high schools and don't just earmark the scholarships for Hispanic or Black students, but earmark them for all students," it is legal, he says. "It just so happens you don't have many White students at those schools."

Professors now travel to high schools in the state to work with teachers and to inform them of the skills that students need to thrive in college. That also has helped with retention, he says, calling it "a breakthrough." Once they arrive on campus, students will find heavy student involvement in campus life. There are 30 Chicano and Mexican American student organizations, including the Hispanic Business Student Association, Hispanic Journalists, Chicano/Hispanic Law Students' Association, and Minority Engineering Society. Often, there are Hispanic speakers on campus as part of a speaker series.

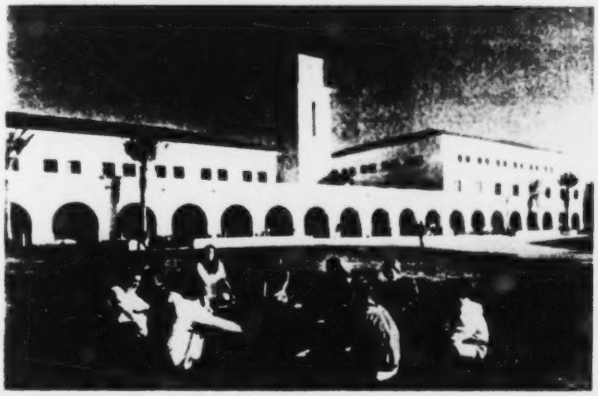
If students require help, there is a Mapping a Plan for Success Program, which provides peer advisers and referrals for tutoring for minority students. Officials also have established a Minority Information Center in its Teaching Center, and there is a Mexican American Studies degree program, which was established in 1970.

Schwartzman says that the school is strongest in "promoting activities for and from Hispanics" in the community. "The Mexican Center and the Institute of Latin American Studies is the biggest in the country. The Benson Latin American Library is one of the most important in the world," he says.

But he points to some problems. When asked where the school is weakest, he says that the school needs to work harder at "controlling conflicts when they arise," but he does not elaborate other than to say that there is too much bureaucracy and that this pertains to all students, not only Hispanics.

He also sings a common refrain, one echoed by faculty and administration: there are too few tenured faculty of color. This is an area that the school readily acknowledges and describes as endemic at all institutions of higher learning. "The university has not made a real effort to promote this," he says. "I would say they need to try harder."

Adds Hill: "It's not nearly to the extent that



San Diego State University students

we would like."

The minority faculty dearth is the key complaint we heard from students and staff alike in our review. Most of the schools to which we spoke readily cite it when asked about strengths and weaknesses. They say they've encountered trouble recruiting because of few candidates. But they insist that there have been gains, however marginal. "They do look for faculty also that are representative of their culture" and across the board, not just teaching Latin American History but also in the sciences and arts," says our expert, Aponte. A school such as the **Massachusetts Institute of Technology (MIT)**–another of the Top 25–is a prime example. Of the 826 faculty members, 15–or 1.8 percent–are Latino.

Students say that this is one of their top concerns, and they are working to address it this fall. "Right now we are brainstorming and writing a proposal to see if we can find someone qualified," says student Gerardo Martinez. "What we want to do is find a pool of applicants and then say to MIT, 'We have these people who we feel are qualified. Do you have a position for this?'"

"We do have representation on campus, but there really is no one who we can relate to, period," Schwartzman says. "We usually have an Asian tutor or professor. Usually they speak a certain language (for example, Chinese, and they communicate better with the Chinese students). There is an intimacy there that automatically brings them together. For us, there really is nobody." Nevertheless, he says, he's not had any other concerns on campus. The school holds an international fair–complete with ethnic foods–and brings in Hispanic speakers. Often, though, such events appear more student-driven than motivated by administration, he says.

"MIT is not a very big university as far as undergraduates, but there is a small but active Latino population on campus," says Martinez, who is a member of the school's Mexican American organization, LUCHA, the Society of Hispanic Professional Engineers, and the Mexican American Engineers in Sciences. "I have never really felt out of place," says Martinez, who is from Brownsville, Texas, and will graduate this December. The number of Latino students has grown dramatically over the last decade, from 353 to 555. (The school's handbook, however, notes that there were 440 Latino undergraduates–out of 4,372–and 95 graduates–out of 5,513–during the 1998-99 school year.)

The school's press office referred questions to two individuals on campus. One, Regina Caines, the Equal Opportunity/Affirmative Action officer, briefly answered questions, saying the school has sponsored "several diversity-oriented programs" and started "interracial group discussions." The school has an Office of Minority Education to support students. Caines and the school's press office referred our remaining questions to Leo Osgood, the dean of students and director of the Office of Minority Education. Osgood did not respond.

Other schools were readily more accessible and open about their strengths and weaknesses. For example, the Newark campus of **Rutgers**, New Jersey's state university. Unlike the more daunting Rutgers in New Brunswick, this is a much smaller campus where it's not as easy "to get lost," as one student put it. In fact, the school–with just under 10,000 students in the heart of the urban city–has strong student organizations and a multicultural student affairs office designed to bring communities together. Students hail from more than 75 countries.

"It's friendly and small enough so students don't get lost," says James Credle, assistant dean for multicultural student affairs. He cites the surrounding area as a demographic virtue. "You are coming to a largely minority city."

Echoing the other schools in the Top 25, Rutgers has a Latin American studies program. It also tries to assist economically troubled students by recruiting them to its law school through a Minority Student Program, which provides outreach to area high schools to help minority students gain access to legal education. The school has a handful of groups for Hispanic students, including the Latinos United Network, the Hispanic Society, and the Cuban Cultural Club. On

University of Texas at Austin campus

campus, there are a number of cultural events, including a program for Hispanic Heritage and Puerto Rican Months. And recently, Credle accompanied 32 students to a national conference on race and ethnicity in Memphis, Tenn.

"We all work together here," says Patti Maldonado, president of the Puerto Rican Organization. She readily points out that she is not even Puerto Rican. "It doesn't matter. The rest of my board is also diverse, three Puerto Ricans, a Peruvian, and a Honduran." Maldonado, who is starting her senior year this fall as an economics major, says that the student-sponsored activities display a receptive atmosphere to minority students. There are Spanish authors who visit the campus, salsa workshops, fairs, and an annual Latino Caucus Dinner to thank professors and organizations and business leaders who have supported the student groups. However, when asked whether the groups have received much support from the administration, she admits there have been "some problems" but refuses to elaborate.

Credle acknowledges that the Newark campus does not display the same diversity at the management level as it does in its student body. "We do have middle-level and lower-level people of color who are involved at various supervisory and support positions with students," he says. "But when it comes to faculty who have been there for a long time, you find less of us involved, as well as in upper-level management," Credle says. "It sends a message to me that we have come so far but still have got a ways to go....I think that that is the challenge as far as I'm concerned."

The challenge for **San Diego State University** in recent years has been to maintain its diversity–at the administrative level and its student level. "I and many others will retire in the next few years, and we're concerned about who will be replacing us, as staff directors, associate directors, as faculty. We don't have the numbers [of minorities] to begin with," says Gus Chavez, director of the university's Office of Educational Opportunities Program and Ethnic Affairs. Chavez, who is arranging a Sacramento conference on Latinos in higher education to "set an agenda" come January, says the problem is widespread and warrants immediate attention. The school enrolled close to 30,000 undergraduate and graduate students, about a fifth of whom are Latino. It employs more than 4,000 faculty, staff, and administrators. Of the 2,355 faculty members, 48 Latinos were full-time and 179 were part-time, including teaching assistants.

Dr Willard Gingerich, associate provost, St. John's University N.Y.

But he also says that faculty is the school's strong point: despite ethnicity, they are very involved in the students' academic performance. They submit midsemester reports on Equal Opportunity Program students. "They might not know the language or be totally familiar with our culture, but they are reaching out to our students," he says. The school's Parent Institute for Quality Education reaches out to parents in the public elementary, middle, and high schools in the county and teaches them–about 90 percent of whom are Latino–how the school system works and how to advocate for better education.

"The university has communicated to the Latino community that San Diego State belongs to them," says Chavez. On campus, there are 18 Latino and Chicano student organizations, ones focusing on business or social activities, and fraternities and sororities. However, there is not a Multicultural Office on campus, although Chavez says there are discussions on starting one.

The second challenge the school now faces is retaining its student diversity: the state recently designated it an "impacted" campus, so it is raising its admissions requirements for grade point averages and test scores. The school requested the change because of the steep number of applications it receives: 20,000 this last year, for instance, when only 5,000 first-year students will be enrolled.

"We're concerned that it might have an impact on the non-White student enrollment," Chavez says. The result: the school is now reaching out to seventh, eighth, and ninth grades in the area to better prepare them to attend college.

Demographics play a large role in allowing **St. John's University** to remain diversified. St. John's, in the Jamaica neighborhood of Queens, New York, has seen an increase in its number of Latino students, even though it's now just over a tenth of enrollment. There are more than 18,336 students on campus, 2,096 of them Hispanic. However, Hispanic students account for the second largest group on campus, after White students, and many of them arrive at the school speaking two languages. "Our traditional student market is basically the Queens market, but all of New York City as well," says Glenn Sklarin, vice president and dean of enrollment management. "Queens being one of the most highly diverse areas in the country, our market certainly includes a large number of Hispanic students."

The school provides a Latin American Studies Program, and a number of bilingual courses in its master's and doctoral programs. It has two cultural organizations and one combination fraternity-sorority, and has a committee on Latin American and Caribbean studies. The business school also has an exchange program with Brazil. Sklarin points out that for many

Glenn Sklarin, associate vice president and dean, Enrollment Management, St. John's University

University of Texas-San Antonio student

Latino students, attending a Catholic institution is a main attraction. "There is a link to the Catholic tradition at St. John's. St. John's reaches out to all groups, so for many of these students they may have had some earlier tie to the university through a community activity."

William Gingerich, associate provost for Graduate Studies, Research, and International Programs, says that the school has been trying to boost its minority faculty ranks and recently hired a Latino professor from California for its psychology department. The school has 570 faculty members. He did not know offhand how many were Latino. "We have Latino faculty members who are very visible and very active, and that has attracted the Hispanic community of New York," he says. "The way we approach Latino students is to understand the history and context of their background, and their culture."

That isn't difficult for the final school we contacted, **City College of New York** in Manhattan. The neighborhood demographics expose the obvious reason for its heavily Latino enrollment. The area houses one of the highest concentrations of Dominicans in the nation, and the school has adjusted to serve this need. It started a Dominican Studies Institute, a one-of-a-kind research center. Come February, there will be an event, "Dominican 2000, Building a National Agenda," to bring together 1,000 Dominicans from across the nation.

"We see diversity as an institutional commitment, so...we make our entire campus community responsive to the cultural diversity of the student body," says Yolanda Moses, president of the college for the last six years. Students and staff say that the university is strongest when it comes to the curriculum, particularly the institute and its Black Studies courses. "Latino Studies and Black Studies did not come to the university as a result of good will of the old university structures," says Silvio Torres-Saillant, professor and head of the institute. "They came into being as a result of a great deal of pressure that was put on by the communities, and they demanded to be included and argued very effectively and very rightly that the studies of the experiences of minorities are crucial to understanding the American experience and that their experiences cannot be left out without a cost."

Moses named a cultural diversity task force of students, staff, and administrators to ensure that everything from the curriculum to student affairs addressed the needs of the study body. "The school invites Latino speakers on campus and encourages students to work with the institute. It sends a message that we care about Dominican life and the culture, particularly as it plays out in New York City and the United States," she says.

Hispanics account for the second largest group on campus: 2,804 during the 1998-99 school year, while there were 3,311 African Americans and 871 White students. But of note is the decrease in the total student population. There were 8,863 students on campus this past academic year. While that is just more than 100 more than in the previous year, it is still much less than in every other year since 1989.

"MIT is not a very big university as far as undergraduates, but there is a small but active Latino population on campus," says Martinez, who is a member of the school's Mexican American organization, LUCHA, the Society of Hispanic Professional Engineers, and the Mexican American Engineers in Sciences.

There are a number of other concerns on campus. For one, Moses readily admits that the school needs to work on "cross-cultural communication" among students so that they can appreciate each other's heritage. It also is a commuter-campus, so students don't always remain active after class. So the school is considering starting off-campus dorms.

The school has weathered more than two decades of financial cuts. It also has come under fierce attack from a central Board of Trustees and state Department of Education that has faulted it for low achievement, particularly in its teaching school, from which many students have failed the exam to earn a teaching license. Most recently, trustees encouraged Moses to leave, and she tendered her resignation two weeks after the interview with *HO*. Trustees say that it's time for new leadership at the school, to reverse a downward spiral that has crippled many students' chances at a good education.

Moses blames much of the problem on the tight fiscal times. That is why it has come to rely more heavily on part-timers than in the past. Over the last six years, City has hired 28 new faculty, half of whom are underrepresented minorities. Of the 1,420 full-time, part-time, and tenured faculty, 94 are Latino, while 206 are African-American and 963 are White.

That still doesn't meet all students' hopes. "When you look to the faculty and you don't see a Dominican, you are concerned," says Ydanis Rodriguez, a graduate student at the school. He adds that the school needs to do a better job recruiting by reaching out to area high schools to attract the "best and brightest."

City College is part of the City University of New York system, which recently moved to end remedial services at its four-year campuses. Instead, students who can't pass basic tests will have to attend two-year colleges first, and critics charge this will slam the door unfairly on many minorities. "We've had 25 years of underfunding, and that has taken its toll," Moses says. "Top students are being wooed by everybody. We have to be competitive with different institutions in New York alone to attract Hispanic students, and we're not quite up to snuff in terms of the latest facilities that we need. If we were able to get additional resources, we'd be the No. 1 college in the country."

HO

The Honor Roll

Teachers College, Columbia University

A Powerful Historical Legacy

BY ROGER DEITZ

A short time after being named president of Teachers College, Arthur E. Levine received a letter from a "well-known educator" suggesting that the college change its name. Levine relays that the author of the letter reasoned that Teachers College was, after all, the largest and most comprehensive graduate and professional school of education in the United States. Levine had no problem with the writer's complimentary evaluation of the college.

"Teachers College focuses on education in the broadest sense of the word," reports Levine, "in and out of the classroom and across a lifespan. A third of our students are planning on careers in administration, policy, research, and teaching in fields ranging across education, health, and psychology." Levine says that the proposal certainly was understandable, but it was at the same time impossible. "The most valuable possession we have at Teachers College is our name. The name summons a powerful historical legacy."

Levine explains that Teachers College began nearly a century ago with the radical mission of preparing "a new breed of professional educators." He notes that in the years since, "Teachers College has been a leader in defining the work of educators and the nature of their field. It has attracted to its faculty the greatest minds in education and educated the students who have led the field." That certainly has been the case. Teachers College has been and will continue to be a leader in the field of education, and a leader in providing innovative education to children of many socioeconomic groups. For living up to and beyond its name, and for its efforts and impact on the field of education, the name of Teachers College is entered on *The Hispanic Outlook* Honor Roll.

Teachers College was founded in 1887 by the philanthropist Grace Hoadley Dodge and philosopher Nicolas Murray Butler to provide "a new kind of schooling" for teachers of the poor children of New York, "one that combined a humanitarian concern to help others with a scientific approach to human development." The founders recognized from the start that professional teachers required reliable knowledge about the conditions under which children learn most effectively. As a result, the college's programs have always included such fundamental subjects as educational psychology and educational sociology. The founders also insisted that education must be combined with clear ideas about ethics and the nature of a good society. For this reason, programs were developed in subjects such as the history of education and comparative education.

Teachers College, Columbia University

Arthur Levine, Teachers College president

Honor Roll Facts in Brief

INSTITUTION
Teachers College
Columbia University

LOCATION
Office of Admission
Box 302
525 West 120th Street
New York, NY 10027-6696
(212) 678-3710

ESTABLISHED
1887

ENROLLMENT
5,030 (307 Hispanic)

DEGREE OFFERINGS
Master's
Doctorate

TUITION AND FEES
$670 per credit-hour

FACULTY
120 full-time (4 Hispanic)

SEVERAL DEGREE PROGRAMS
Developmental Psychology
Early Childhood Education
Educational Administration
History and Education
Special Education

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Casa Hispanica
International Students and Scholars Office

INTERNET ADDRESS
www.tc.columbia.edu

As the number of school children grew during the 20th century, educators at the college turned their attention to the problems of managing schools as schools became ever more complex. The college rose to the challenge and instituted programs of study in areas of administration, economics, and politics. Other programs were begun in such emerging fields as counseling, curriculum development, and school health care.

More recent issues for the college include the need to contend with the difficult problems of urban education, and with the process of reaffirming the college's original mission of providing a new kind of education for those left most in need by society or circumstance. Teachers College continues its collaborative research with urban and suburban school systems that strengthen teaching in such fundamental areas as reading, writing, science, mathematics, and the arts. It also prepares leaders to develop and administer psychological and health care programs in schools, hospitals, and community agencies. On another front, the college advances technology for the classroom, developing new teaching software while keeping teachers abreast of new developments. Teachers College is affiliated with Columbia University but retains its legal and financial independence. The college is the nation's largest graduate school of education.

Last term there were 5,030 full- and part-time graduate students from all of the United States and more than 80 countries enrolled at the college; 2,565 of these students received financial aid. The college grants approximately $6 million annually in scholarships and fellowships, including International Student Scholarships and Minority Student Scholarships program funds, and Professional Development Incentive Awards for teachers and future teachers in designated fields. Five hundred and fifty students (11 percent) are from countries outside the United States. Many of these students attend with the aid of prestigious programs such as Fulbright Scholarships and International Rotary Club Scholarships, and several have received special scholarships from the ministries of education in their home nations.

Of the total enrollment, 307 students were Hispanic, 543 African

American, 422 Asian American, eleven Native American. There were 89 Hispanic master's graduates and 13 Hispanic doctoral graduates during the 1997-1998 school year. Teachers College had 120 full-time faculty in the past academic year, four of whom are Hispanic.

Teachers College is once again in the top rankings of the 1999 *U.S. News and World Report* survey of graduate schools of education. It is a close second in the nation to Harvard University. In specialties ranked by education school deans and senior faculty, Teachers College is first in Curriculum/Instruction; in the top five in Administration/Supervision, Social/Philosophical Foundations, Elementary Teacher, Secondary Teacher, and Higher Education Administration; and in the top ten in Educational Psychology.

The influence on educational policy and practice by Teachers College is greatly felt nationally, but it is also global. Last year, Eduardo Frei, president of Chile, visited Teachers College to help launch a "new era of cooperation." The Chilean Ministry of Education and Teachers College agreed to develop a series of pre-service and in-service training programs for Chilean teachers, and exchange programs with college faculty. At a press conference in Grace Dodge Hall, President Frei said that the agreement with TC could play an important role in education reform in his country. The agreement was the product of negotiations coordinated by Peter Comeau, associate director of the Center for Educational Outreach and Innovation, and representatives of the Chilean Ministry of Education. Teachers College President Arthur Levine observed, "Chile has been one of the most visionary countries in the world in bringing about reforms."

> ***There were 89 Hispanic master's graduates and 13 Hispanic doctoral graduates during the 1997-1998 school year. Teachers College had 120 full-time faculty in the past academic year, four of whom are Hispanic.***

The quality of education and the subject of access to education have become important issues in Chile. Since 1990, government spending on social programs, primarily health and education, has doubled. At the same time, the proportion of Chileans living in poverty has declined by almost 50 percent. Under Frie, Chile has lengthened the school year, has linked nearly 3,600 schools to the internet, and has increasingly turned control of schools to local communities.

But the Chilean leader wants to use this partnership with Teachers College to build upon the progress that his country has already made. He remarked, "All the efforts for these reforms take place in the classroom. Now, it is time for those reform efforts to focus on the teachers themselves. Too many teachers lack specialization and suffer from low wages and low morale. That is why we are sending them to centers of excellence in teacher education in North America, South America, Europe, and Asia." President Frei is "especially pleased" that Teachers College will play a key role in this effort, "because of TC's long history with Chile."

There is another effort afoot at Teachers College that should be of interest to Spanish-speaking bilingual educators. Maria Torres-Guzman, associate professor of Bilingual Education, worked with the New York City Board of Education and Spain's Ministry of Education for more than two years to recruit experienced teachers for a pilot program. The program has already begun, sending seven teachers to two school districts in the Bronx to teach Spanish to middle school pupils. The seven Spaniards, all of whom have been teaching for four years, arrived last summer and started their new jobs when school began in the fall of 1998. "Their presence in the system is intended to promote exchanges in educational settings," says Dr. Gomez Decal, who heads the education office at the Spanish Embassy in Washington, D.C. Decal feels that this pilot program will promote better preparation and enhanced foreign language training for teachers in New York City public schools and in Spain. "Moreover," he adds, "this initiative will provide the teachers from Spain with greater fluency in English, which will assist them on their return to Spain. Certainly it will have the added factor of advancing values associated with international relations among students in both countries."

Torres-Guzman observes, "Spain is finding the world changing, and their teachers need to know how to work in multicultural/multilingual settings. So the Ministry is emphasizing that their teachers will learn a lot here, and they are going to go back with these tools." Yet, as *The New York Times* reported of the program, "It may seem odd, in a city with more than a million households in which Spanish is spoken, that the Board of Education has gone all the way to Spain to find people to teach Spanish." But that's what the program did. And Torres-Guzman points out that New York City children benefit from this seemingly ironic situation. "First of all," Torres-Guzman responds, "the reason why these teachers were brought here is that there is a shortage of teachers who are fluent Spanish speakers in the New York City Public Schools. These particular teachers are specifically entering school districts where there is a very high need for them, and they are being placed in middle schools to focus on Spanish."

President Arthur E. Levine is proud of his institution's leadership role, a role that it has assumed for more than 100 years. Moreover, he points out that this role has become more broadly and universally one of international influence. He assesses, "We live in an age in which our world is changing dramatically and quickly. Our educational institutions and the educators who lead them are being buffeted by demographic, economic, global, and technological change." Levine concludes, "Our work at Teachers College today, as it was yesterday, is to create the programs, carry out the research, and develop the models that will guide educators and the institutions they serve." What's in a name, indeed! There will be no change to the Teachers College moniker under Arthur Levine's presidency.

Latino Students Embrace Politics

Students become leaders on campuses across the country

BY
JOSÉ A. ALVAREZ

Piles of paper are scattered throughout her office. Posters and family photos are down and ready to be packed. Final e-mail messages need to be answered, phone calls returned. Her political career at San Diego State University is over. It's time for Celinda Vázquez to say goodbye.

"I'm sad about leaving," said Vázquez, who a year ago made history by becoming the first Latina elected president of the student body at SDSU. "But I am also happy. It's been a wonderful experience, and I am leaving the students in good hands."

Vázquez is cheerful because she knows her leadership and example have yielded positive results. Her former vice president, another Latina, is following in her footsteps. Come September, Jena Saldaña will assume the reins as president of Associated Students and lead the SDSU student body into the new millennium.

Jena Saldaña FOR A.S. Pres.
SDSU
Love Library
Aztec Shops
Administration
Aztec Center
Adams Humanities
Open Air Theater
No Bicycling
No Skateboard
CVC 21113 Public Safety

Jena Saldaña, current SDSU Associated Students president, campaigns for the position

More Latinos in Student Politics

At university campuses across the southern United States, Latino students are becoming more actively involved in student politics. They are raising their voices on issues of importance to them and launching an overall campaign to achieve equal representation.

"We've taken the initiative to get involved because we are not being represented adequately," said Vázquez, a social work senior at SDSU. Her involvement in student politics began her first year in college, when she got elected to the Movimiento Estudiantil Chicano de Aztlán (MEChA). MEChA is a Latino student organization founded in California in 1968 to draw attention to the needs and concerns of Latinos; it is the driving force behind Latinos in student politics. "We wanted a Latino voice in student politics because Latino issues were not being brought to the negotiating table," Vázquez said.

At San Diego State University, Latinos began getting involved in student politics in the early 1980s, when the Greek fraternities and sororities controlled student government. Slowly, Latinos became part of the system and assumed leadership positions. By 1986, a Latina occupied the office of vice president, and by 1994, Associated Students had elected its first Hispanic president. Since then, they have dominated the executive level of student government even though Latinos represent only 21 percent of the more than 29,000 students on the SDSU campus. MEChA was able to elect Latinos to key positions by building coalitions with other ethnic groups on campus. These alliances have given them a stronger power base and allowed them to maintain control of student politics.

"We're fortunate we have a very diverse campus," said Saldaña, SDSU's newly elected student body president, and an English and women's studies major. "All the multicultural organizations have banded together, allowing us to reach out to all the students."

Remedial education, increasing student fees, curriculum changes, more financial support, and recruitment and retention of Hispanic students and faculty are some of the issues of most concern for Latino students today. However, Hispanic candidates have also had to educate themselves on issues that affect the interests of all students, not just Latinos. "We're presenting qualified candidates with experience and broad voter appeal," explained Saldaña. "We've realized that being involved in the decision-making process is the only way to get things done."

"They've developed a very sophisticated process that allows their candidates to run effective campaigns," explained Dr. Isidro D. Ortíz, professor of Chicana and Chicano studies at SDSU. "It is critical for Latinos to have students in positions of power."

Movement Originated in California

The Latino student movement originated in California in the late 1960s, when students took to the streets demanding the creation of curriculum and related support services to facilitate access for Hispanics into institutions of higher learning. Their involvement continued through the '70s and slowly spread to other parts of the country, resulting in colleges and universities making post-secondary education available to minorities. This furthered the Latino politicization and activism by this first generation of ethnic students. Armed with new leadership and organizational skills, the

Jena Saldaña
A.S. Pre

Jena Saldaña and fellow students

students were able to openly express their views due to the relative openness of the American political system.

Latino students were less vocal during the '80s, when Chicano activists gained access into government, education, and professional institutions. However, their movement was revitalized in the early 1990s in response to the anti-Latino sentiment resonating throughout the country, particularly in California.

"The anti-Latino attacks woke us up," said David Pino, a political science graduate student at SDSU. For his master's thesis, Pino analyzed the mobilization of Latino students against the passage of Proposition 187, a California initiative denying benefits and services to undocumented immigrants. The xenophobic attacks emanating from California affected Latinos all over the country. The Hispanic community, particularly college and high school students, responded by rallying against the measure, fearing that similar initiatives could be brought up in other parts of the country. Despite the opposition, California voters approved the initiative in 1994. Immediately, Latinos challenged the proposition as unconstitutional, and the courts have since blocked some of its most drastic provisions.

Jena Saldaña (l) and Celinda Vazquez (r)

"Latinos were not electorally prepared to deal with the challenge," added Pino. "Many Latino Americans vehemently opposed the anti-immigration measure but could not directly prevent it from becoming law." Nevertheless, Latinos channeled their anger and disgust into widespread naturalization and voter registration drives, resulting in increasing Latino voter participation throughout the United States.

"Many students went to the barrio to get their parents and their *tíos* and *tías* to register to vote," Pino explained, adding that the anti-immigrant attacks got students to be more proactive. "Latino students are mad. They want to be heard." Their voices are now being heard in colleges and universities across the country as more Latino students are entering the political arena.

"Sleeping Giant" Awakens

SDSU, California State University-Los Angeles, New Mexico State University, University of Texas at El Paso, and Florida International University are a few of the campuses where this "sleeping giant" is now fully awake.

"I got tired of being neglected," said Angel Mendoza, outgoing student body president of the University of Texas at El Paso. "And if there is something that you don't like, you don't just complain about it; you change it."

At UTEP, just as at SDSU, the Greek organizations controlled student politics until the 1990s. Then the university changed its tuition policy and allowed students from across the border to register as if they were residents of the state of Texas. That change allowed Latino students in the primarily Hispanic campus to launch a unified effort and take control of student government. They have not looked back since. UTEP's incoming student body president is a Latina.

"Our political involvement was quite low," added Mendoza, a history and political science graduate, who during his two years in office rallied the students to "take more responsibility." "Education is where we need to concentrate. If we are going to be the majority, we have to educate our people," explained Mendoza, who's just been named town manager of Anthony, Texas, a small city in the southwest part of the state. His political aspirations do not end there. He plans to go on to graduate school to study management and public policy and eventually launch a campaign for a seat in the State Assembly.

Mendoza is not alone. An increasing number of students are continuing their political careers past graduation. Their experience and political involvement, they say, has prepared them to take the next step.

"Being student body president opened a lot of doors," said Guillermo Mayer, former Associated Students president and SDSU political science graduate. "It's great training for future leaders," added the 25-year-old legislative assistant to Los Angeles State Senator Tom Hayden, in his Sacramento office.

"The drill of politics–strategizing, management, and decision-making–is the same," Mayer said. The difference, he explained, is that in "real world" politics the "stakes are higher because you're impacting the lives of more people."

No one understands that better than Vázquez, Mayer's friend and former student colleague. Prior to her presidency at SDSU, Vázquez chaired the California State Student Association and lobbied before the California State Assembly on issues affecting the more than 300,000 students the association represents. "It could be intimidating, but you have to put everything aside and do your job," said Vázquez, who just completed an internship in social work and public policy with the Congressional Hispanic Caucus Institute in Washington, D.C.

For the moment, Vázquez has no plans of being an elected official, but she wants to remain involved in the political arena promoting education and social policy. "Students are the future of the Latino community. It would definitely be a healthier future for us if more students got involved," concluded Vázquez. "It's hard to change things, but it can be done."

IDRA Taking a Stand on "In-grade Retention"

Equity and the Public Schools

BY
MARILYN GILROY

INTERCULTURAL DEVELOPMENT RESEARCH ASSOCIATION
IDRA

According to IDRA's latest research, 50 percent of students who repeat a grade do not do better the second time, and 25 percent actually do worse.

What educational issue do President Clinton, Texas Gov. George W. Bush, California Gov. Pete Wilson, and New York City Mayor Rudolph Giuliani all seem to agree on?

Answer: Social promotion–the policy of passing students on to the next grade even if they have failed to master all of the current grade-level curriculum–should be abolished.

In his State of the Union address earlier this year, President Clinton joined a chorus of other politicians when he said that we must "end social promotion." Governors, mayors, and school administrators around the country have quickly jumped on the bandwagon. In fact, social promotion is a concept that seems to have so few supporters that it has been compared to some of the nation's most unpopular welfare programs.

But while nobody is advocating that social promotion is educationally sound, the Intercultural Development Research Association (IDRA), a Texas-based organization that researches and reports on educational issues, says that forcing millions of students across the nation to repeat a grade is even more harmful. IDRA contends that the process leads to low self-esteem because "students see it as punishment and a stigma...not a move to help them improve academic performance." According to the IDRA's latest research, 50 percent of students who repeat a grade do not do better the second time, and 25 percent actually do worse. Furthermore, retained students are far more likely to drop out of school, particularly if they are held back in grade a second time. This is not a minor problem: the numbers of students affected by the policy shift on social promotion is staggering.

Dr Maria Robledo Montecel executive director IDRA

In New York City, Schools Chancellor Rudy Crew predicted that this year approximately 362,000 students, nearly one-third of the pupils in the public school system, will not qualify for promotion and will have to attend summer school in the year 2000. Even after completing summer school, Crew predicted, 88,000 students would be held back. In Texas, as social promotion has been phased out, the numbers of students retained in grade has risen steadily from 125,959 in 1993-94 to 147,202 in 1996-97. Chicago schools, which eliminated social promotion three years ago, have a mandatory summer program for the approximately 30,000 students who have failed and can not be advanced to the next grade level. But as the number of failing students continues to grow, there are not much data to support the success of summer school as an antidote to social promotion, according to a recent article in *The New York Times*.

In its latest policy brief, entitled "Failing Our Children–Finding Alternatives to In-Grade Retention," IDRA contends that current summer school programs are just a "traditional response which gives students a larger dose of what failed to work the first time." And IDRA, which lobbies for accountability and equity in the public schools, has pointed out that "the majority of students who are required to attend and pass summer school as a condition for promotion are low-income, minority students."

The end result of this questionable strategy to combat social promotion is that Hispanic and African American students are retained at twice the rate of White students. For example, of the 147,202 students who were retained in grade in the Texas schools in 1997, 70.6 percent were minority, with Hispanics representing 50.3 percent of the total.

IDRA is also concerned that most school districts have adopted the use of a single test score as the means of deciding who will be held back. The tests are usually administered during the latter part of the school year and often include reading, writing, and math components. IDRA believes that schools need to use "multiple criteria for determining whether a student should be retained or promoted to the next grade." It recommends the use of review committees that include teachers, parents, administrators, and counselors. These committees would look at a variety of factors, including assigned grades in several subjects, standardized test scores, emotional and physical development, and teacher observations and evaluations.

Some school officials and politicians are already acknowledging that in-grade retention would be an undesirable result of uniform testing. Chancellor Crew of New York City says that he hopes to use standardized test scores, class work, and attendance to assess which students may be held back. In Texas, the legislature recently passed a bill that required "satisfactory performance on assessment instruments" in order for a student to move to the next grade. However, the bill also allows a student two additional opportunities to take the test and calls for a program of "accelerated instruction" to be determined by a "grade placement committee" made up of administrators, teachers, and parents.

But what else can and should be done to help students who are falling behind in their work and are potential candidates for failure?

One IDRA recommendation that seems to be gaining favor is a program of intervention, which means putting more resources into identifying at-risk students and offering after-school programs that would help children gain the necessary skills for their grade level. Specifically, recommendations call for an "extended day program" where for up to one hour after the regular school day ends, students get help from teachers, aides, college tutors, or community members. Some schools have opted for optional Saturday morning tutoring that begins in January of the school year when students begin to prepare for standardized tests. One school district in Corpus Christi, Texas, which has reduced its in-grade retention rates, tests students every three weeks to make sure they are keeping up and can get extra help as soon as problems arise.

IDRA research points out that these remediation and intervention measures cost far less than the approximately $5,000 per pupil average cost to retain a student for an extra year of school.

IDRA's policy brief also takes aim at what it calls "outdated, ineffective practices" and offers a look at some successful strategies that are working. Some of the ideas challenge the basic social and academic structures of schools. For example, IDRA points out that there might be advantages to abandoning the idea of "moving groups of students through a sequential curriculum correlated to grade." One possible alternative is a model of "cross-grade grouping" where a fourth grade student having trouble with reading attends instruction with third graders, and a more advanced fourth grader joins a fifth grade reading class.

IDRA also supports the idea of "double dosing," the practice of having students who are not doing well in a particular subject take two periods of the class on selected days. Studies show that students benefit from having increased amounts of time to work on material.

Finally, IDRA contends that teachers must receive professional development "to ensure that they have the knowledge and skills to teach a wide range of students to meet standards."

IDRA: 25 Years of Educational Leadership

It is typical that IDRA is on the cutting edge of educational issues such as social promotion. Founded by Dr. Jose Cardenas in 1973 as a nonprofit research and public education organization, IDRA is dedicated to the principle that all students are entitled to an equal opportunity education. It has joined forces with some of the country's most prestigious foundations to achieve that goal. Working with organizations such as AT&T, The Ford Foundation, and the Andrew Mellon Foundation, among others, IDRA staff members have provided professional training for public school teachers and administrators, published research and policy papers, served as expert witnesses in legislative hearings and court cases, and developed school curricular materials.

The driving force behind many of these projects is the current leader of IDRA, executive director Dr. María Robledo Montecel. Although she heads an impressive administrative, professional, and technical staff, she is often IDRA's "point person," going out to address legislative bodies, corporate foundations, and school districts personnel.

She is pleased with the progress

that IDRA has made in some areas but is worried that today's educational reforms feature "too much focus on numbers and that officials are not looking at how students are really doing."

She also fears that many educational reforms tend to hurt "primarily poor, primarily Latino children."

Robledo Montecel's prior experience working on the prevention and recovery of school dropouts reinforced her belief that minority youth, who were dropping out of the Texas public schools in alarming numbers (one out of two Hispanic and African American students from the 1994-95 class never reached 12th grade), needed advocates in the community and the legislature. She conducted the first statewide study of dropouts in Texas. It was used to shape legislation requiring standard identification and reporting procedures of school dropouts. This led to development of strategies that began to address the dropout issue.

Robledo Montecel continues to hold policy-makers accountable for the role they can and must play in improving education.

"We know what needs to be done," she said. "We must find the political will to do it."

In addition to working with political leaders, Robledo Montecel and IDRA continue to forge alliances with corporations and communities. In conjunction with the Coca Cola Foundation, IDRA developed the Valued Youth Program, which helps secondary school students who are at risk of dropping out. Under the slogan of "all students are valuable; none is expendable," the program supports students, teachers, and parents in coordinating strategies to help at-risk students stay in school.

The core of the program is a cross-age tutoring approach in which potential dropouts tutor elementary school students, thus enabling the older students to develop the sense of pride and responsibility that motivates them to do better and stay in school. The program has won recognition from the U.S. Department of Education as well as the Peter F. Drucker Foundation for nonprofit management, and has been featured on ABC and NBC television specials.

IDRA has also issued policy briefs on disciplinary alternative education programs and the use of public money for private schooling, policies that often affect poor, limited-English-proficient students, many of whom are Latinos.

For this reason, IDRA was in the forefront of the battle for equity in the financing of Texas public schools, which was formerly based on the property tax system. They also successfully lobbied against a voucher bill because it would have allowed the use of public funds for private schools. Calling the measure a blow to neighborhood schools and communities in Texas and citing vouchers as "an attempt to avoid the issue of funding high-quality public schools for all children," IDRA circulated research showing that private schools would not serve the interest of the large numbers of special needs students (special education, limited-English-proficient, immigrant, and migrant students).

Robledo Montecel is passionate when she talks about protecting the rights of poor children to a good education. She also believes that misconceptions about the abilities of these children and the attitudes of their families toward education contribute to some of the inequitable policies.

"Latino parents are often portrayed as uncaring or unsupportive of education," said Robledo Montecel. "This is not true....Latino children also suffer when they are pre-judged on the basis of poverty, skin color, or language skills. We need to create ways to tap the abilities of Latino students. They are very capable learners when given opportunities and resources."

That basic proposition recently got a very big boost when IDRA was selected by the Kellogg Foundation to serve as project manager for the $28 million ENLACE (Engaging Latino Communities for Education), which will increase opportunities for Latinos to enter and complete college. Its goal is to create coalitions among higher education institutions, school districts, communities, businesses, and other funders to achieve its objectives. It is, as Robledo Montecel said, one of her biggest challenges but one that she is looking forward to. She is also extremely hopeful about the quantitative and qualitative change this type of project can produce.

"When organizations and people whose frame of reference is quite different form partnerships and become genuine participants in education, they begin to see the assets of ALL of our children," said Robledo Montecel.

VALUED YOUTH

Dr. María "Cuca" Robledo Montecel with tutors in the IDRA Coca-Cola Valued Youth Program

Incivility in the College Classroom: *Its Causes and Cures*

BY
ANGELA PROVITERA McGLYNN

As professors head back to college classrooms, many bring enthusiasm for their subject matter as well as a genuine sense of caring about their students. Students are also eager to start the new semester, but, unfortunately, some will need instruction in decorum along with academics. The reason: the presence of incivility in today's college classrooms.

What do we mean by "incivility" when describing student conduct?

The term has been used to include the following behavior:

- lateness to class,
- talking while the instructor is speaking,
- wearing Walkman headphones in class,
- talking on cell phones,
- walking out of class and walking back in while the class is in session, and
- walking in late in front of the teacher.

This list does not include a number of behaviors that would be considered insolent, challenging, and intimidating. There are well-documented cases of faculty members who have been harassed and challenged by students. In some cases, the gender or race of the faculty member might be a factor that contributes to student rudeness. As Alison Schneider says in her article entitled "Insubordination and Intimidation Signal the End of Decorum in Many Classrooms," "Male students are far more likely to try to run roughshod over female professors–especially those working in male-dominated disciplines like chemistry, physics, and math, scholars say."[1]

Schneider also discusses the story of Chana Kai Lee, an assistant professor of history at Indiana University, who tried to speak to students who had engaged in extremely disruptive behavior (reading newspapers, talking loudly, and passing around a game of tic-tac-toe). While attempting to speak to them after class about their rude behavior, one of the

Faculty members should address, in some way, behavior that is disruptive when it occurs. Approaches that avoid direct confrontation seem to work best.

McGlynn is a professor of psychology at Mercer County Community College where she has been teaching for 28 years.

young men grabbed his genitals and pumped his hand up and down. Ms. Lee believes that her race influenced her students' rude and contemptuous behavior. Schneider quotes Ms. Lee in her article: "Students could only see me as the permissive mammy, who could be controlled, or the stereotypical sinister black bitch, who needed to be challenged at every turn."[2]

Kathy Franklin, an assistant professor of higher education at the University of Arkansas at Little Rock, has been researching the history of undergraduate life for years. She says that students have been making mischief on college campuses from the first days of higher education. She cites as examples 13th-century students at the University of Bologna who beat their professors if they didn't like their grades. At Yale University in the 1820s, students rebelled against classes that they saw as too demanding by throwing food and plates at professors in the dining hall. Ms. Franklin says that what is happening today on campuses is not unusual, but she does say that students today are different from students ten or more years ago because of demographic changes, consumerism, and their K-to-12 experiences.[2]

Many of us who have been teaching for two or three decades believe that problems of incivility are much worse and more widespread these days than in the past. One of the big differences seems to be that professors are not receiving the same level of respect that they enjoyed decades ago. On the other hand, I don't want to overstate the problem. Most students are respectful and well behaved. In fact, many of these students are complaining about the disruptive students. The problem is that all it takes is a few students, the disruptive ones, to change the teaching/learning environment for everyone.

If there has been an increase in disruptive classroom behavior, to what can we attribute it? There are many theories attempting to explain the increased prevalence of incivility. Peter Sacks, a journalist and, for a short time, a faculty member, believes that incivility is rooted in the new consumerism attitude among many students. In Sacks' book, *Generation X Goes to College: A Journey into Teaching in Postmodern America*, he suggests that many students see themselves as customers. They believe that since they are paying money for a degree, they are running the show. Their attitude is "I am the customer, and I will behave any way I want." Their behavior reflects their attitude of entitlement.[3]

Add to this the crisis of authority in the United States that scholars are writing about. Many students are suspicious in general of the rules set by adults. Their professors are not held in high esteem by the culture at large, and therefore, our current students simply do not hold their teachers in high regard. These students have expectations that teachers ought to "give" them the information they are paying for. Furthermore, they want to be entertained in class. They are studying less, have shorter attention spans, are less well prepared for college, and are less disciplined than students of the past.

Lest we place all the responsibility on students and their life circumstances (these are children of divorce, latchkey children, children of MTV) for this increase in incivility, let's examine the role of the college and the role of the faculty in encouraging disruptive behavior.

What can be said about the culture of the college in the 1990s? First, there is much greater diversity in our classes than decades ago. While this diversity, of ethnicity/race, age, and social class, makes for a richer classroom environment than decades ago, it might also create a diversity of student expectations for what ought to take place in the class. For example, returning students, our older college population, might bring to class a seriousness of intent to learn; they might have certain expectations about how class will be conducted. Some Asian students might expect a straight lecture format and remain quiet and attentive. After all, they come from a model of education where that was expected of them. To ask questions in class and participate, in their educational culture, could be interpreted as a sign of disrespect.

Students from American public high schools, on the other hand, might come to college still with their high school mentalities; often their behavior is immature. The diverse backgrounds of students might be a contributing factor to the increases faculty are seeing in disruptive behavior.

Secondly, many colleges are offering courses in a large lecture format. Social psychologists have long known that when people feel anonymous, that is, when they lose a sense of self, their behavior might be influenced in negative ways. Research shows that when people lose a sense of self, and thus feel "de-individuated," they are more likely to behave in aggressive and undesirable ways. Students in large lecture rooms often feel disconnected from the teacher because the size of classes ranges from several hundred students to classes so large that students can only see the instructor on a TV monitor. These feelings of de-individuation are intensified by the fact that so many students have trouble staying tuned in to a lecture that lasts 50 or 75 minutes. The atmosphere is ripe for side conversations, walking in and out of class, and engaging in other forms of disruptive behavior.

What Can Faculty Do?

In the videoconference, "Faculty on the Front Lines: Reclaiming Civility in the Classroom,"[4] there was discussion of the role that faculty possibly play in creating incivility or in exacerbating it, and of what they could do to eliminate or reduce it. Although the panelists were not implying that student incivility is actually caused by faculty, they pointed out the many ways that the behavior of faculty might create a classroom atmosphere that is conducive to the development of disruptive behavior. For example, faculty who are repeatedly late to class themselves are setting an example–a negative one–for students to emulate. Faculty members who show disrespect for their students by being condescending or sarcastic in class can expect students to be hostile towards them and towards the course. And, faculty members who ignore disruptive behavior are tacitly giving a message to their students that they tolerate or condone the behavior. It is possible, then, that some faculty are setting a stage for incivility or inadvertently encouraging it. This being said, even teachers who create a warm and welcoming classroom environment, who seem to be doing everything we would hope teachers do, are complaining about greater incivility in their classes.

What can teachers do to eliminate, or at least reduce, the incidence of disruptive classroom behavior? First and foremost, teachers need to put into writing what the course expectations are and what their expectations are about student behavior. This can be part of the syllabus or an addendum to the syllabus; it should be given out and discussed in the first or second class of the semester. It is important that the tone of such a guidelines sheet foster a positive classroom climate; the guidelines sheet should reflect that the teacher is in charge of the classroom dynamic without sounding authoritarian. Here is an example of a guidelines sheet created by a committee at my institution; many faculty use it as is, or they adapt it to their specific courses:

Guidelines for Courtesy and Respect

I would like to welcome all students into an environment that creates a sense of community of pride, courtesy, and respect; we are all here to work cooperatively and to learn together.

In order to create a smooth and harmonious learning community, please make every attempt to come to all the class sessions, to come to class on time, and to stay until the end of the meeting unless you have informed me that you must leave early. There may be a time when you are unavoidably late for class. In that case, please come into the room quietly and choose a seat closest to the entrance. Please see me after class to record your lateness; otherwise you will be marked absent. (Please note that two latenesses to class will be considered the equivalent of one absence, and that poor attendance to class may result in a ten point penalty, a letter grade penalty, or withdrawal from the course–see syllabus for details.)

Once the class session has begun, please do not leave the room and then re-enter unless it is an emergency. If you miss a class meeting for any reason, you are responsible for all material covered, for announcements made in your absence, and for acquiring any materials that may have been distributed in class.

It is important that we are all able to stay focused on the class lecture/discussion. For this reason, only one person at a time in the class should be speaking. Side conversations are distracting for surrounding students and for the instructor.

As you can see, simple norms of courtesy should be sufficient to have our class run in the best interests of all of us. Thank you in advance for your cooperation.

One of the ways I discourage latecomers from walking into the class and distracting us all is to ask students to leave one row of seats near the entrance to the room empty so that latecomers can simply slip in quietly. Also notice that I have an attendance and late policy that specifies serious grade point reductions. Faculty members should address, in some way, behavior that is disruptive when it occurs. Approaches that avoid direct confrontation seem to work best from their final grades. This seems to have cut down unexcused absences and patterns of tardiness.

Photo © by University of San Francisco

For example, if students are carrying on a side conversation, a teacher might simply interrupt conducting the class, look at the disruptive students, and wait for their silence. Walking close to the talkers might also help. Sometimes, it might be necessary to say something, as for example, "May we please have only one person talking at a time?" If talking is persistent, probably the best way to handle it is to ask the students if they would please see you after class. The whole class is now alerted to the fact that side conversations are not tolerated without directly confronting and embarrassing the talkers. After class, you can explain how side conversations are distracting to you and to other students and ask them if they can refrain in the future. In extreme cases, I have asked students to separate for the remaining classes since the temptation to talk to each other appeared to be overwhelming for them.

Faculty need to model appropriate behavior. Certainly we should come to class on time; if possible, we should arrive early so that we can connect with our students. Greet them in a friendly way. Ask them questions to engage them in conversation. Learn students' names and learn to pronounce them correctly. In focus groups, and in many studies I have conducted or reviewed, students say how important it is to them to have their instructors know their names. Students say that they want to feel that their teachers are approachable. We teachers ought to treat all students with respect and treat their questions and comments accordingly. Even if what they have to say is sometimes ignorant, we need to find a respectful way to reframe it for the class. This way, misinformation is not accepted as true, but at the same time, we have not embarrassed the student. If we diminish a student's self-esteem, we have not only reduced the chances of that student's participating in the future, but we have also reduced the chances that any of the other students will ask or answer a question.

A positive classroom atmosphere can go a long way in reducing disruptive behavior in the college classroom. If teachers are authoritative rather than authoritarian, if they make their expectations crystal clear, and if they treat students with respect, hopefully, student incivility will no longer be a consuming issue on college campuses.

References

[1] Schneider, Alison. "Insubordination and Intimidation Signal the End of Decorum in Many Classrooms." *The Chronicle of Higher Education* 27 March 1998: A12.

[2] Schneider.

[3] Sacks, Peter. *Generation X Goes to College: A Journey into Teaching in Postmodern America.* Peru: IL: Open Court, 1996.

[4] "Faculty on the Front Lines: Reclaiming Civility in the Classroom." Videoconference produced by Dallas Teleconferences, Dallas TeleLearning, LeCroy Center for Educational Telecommunications, and Dallas County Community College District. Presented by: PBS Adult Learning Satellite Service, April 8, 1999, 2:30 to 4:00 p.m.

Americans Strongly Support Federal Aid to College Students

September 10 was national **Call Congress Day** for the the Student Aid Alliance (SAA), a coalition of 58 organizations representing colleges, universities, and students.

At issue was, and is, federal funding to help students go to college. The coalition urged presidents, business leaders, students, faculty, parents, and others to tell their representatives and senators to support increased student aid funding.

"Funding for Title IV student financial aid programs, particularly the grant programs, has lagged behind inflation and student need for two decades," said David L. Warren, president of the National Association of Independent Colleges and Universities and co-chair of the Student Aid Alliance.

"That means students' federal grants and loans are worth less today than in 1980. In constant dollars, the Pell Grant has declined 14 percent, and campus-based aid has declined 35 percent between 1980-81 and 1998-99. Congress and the president have increased funding for some key programs in the last four years, but they need to do more," said Warren.

Tony Pals, also of NAICU, told *HO* in early August that "both the House and Senate Labor-HHS-Education Appropriations Sub-committees have delayed the release of their fiscal year spending bills until September–which means that the time between now and the September budget showdown is a critical period for the higher education community to convey its funding priorities to Congress. This is the point where we need the involvement of presidents, students, faculty, and parents to supplement our regular Hill lobbying activities and to reinforce our message," said Pals, who noted that the Hispanic Association of Colleges and Universities is one of the 60 organizations that make up the Student Aid Alliance.

Asked which Hispanics in Congress have been most active on behalf of the proposed legislation, he said, "To date, the key legislators on this issue have all been non-Latinos." Pals continued, ". . . .the programs that the Student Aid Alliance is championing are those that have the greatest impact on the nation's needy students, who, as you know, tend to be disproportionately first-generation and minority students." Some campuses hosted events at the district or state level for their representatives during the August recess.

Student Aid Alliance SAA

Survey Confirms Support

Americans overwhelmingly support federal spending to help students go to college, according to the results of a national public opinion survey that the Student Aid Alliance released in late June.

Among the findings, respondents not only expressed strong support for increased funding for federal student aid programs; but they also ranked such funding alongside Social Security and health care as national priorities.

The survey also shows that by vast majorities, members of the public believe that "without financial aid, most low- and middle-income families cannot afford to send children to college" (90 percent "strongly" or "somewhat agreed") and that, "by providing financial aid for people who want to go to college, the federal government is investing in America's future" (91 percent "strongly" or "somewhat agreed"). A majority (56 percent) feel the federal government currently spends "too little" of its budget on grants to help those families pay for college.

The poll findings are particularly timely as Congress turns attention to appropriations matters. The Senate Labor, Health and Human Services, Education Appropriations Subcommittee is expected to write its FY 2000 bill very soon. The Senate Health, Education, Labor, and Pensions Committee plans to mark up shortly S. Con. Res. 28–a resolution calling for an increase of $400 in the maximum Pell Grant award and significant increments in campus-based aid programs. The House approved a similar resolution, H. Con. Res. 88, on May 4.

Other Findings

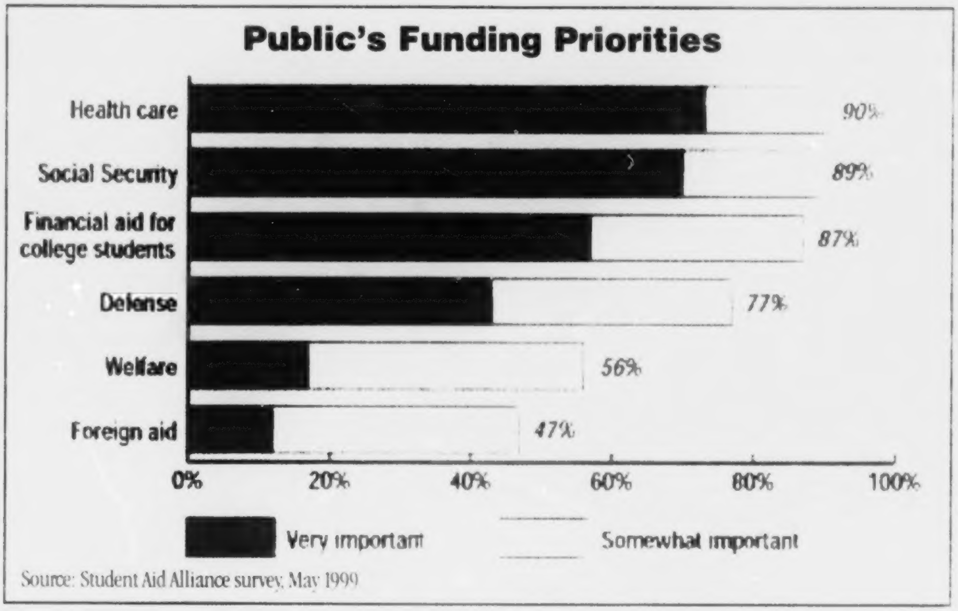
Eighty-seven percent of respondents said it was "very important" or "somewhat important" to increase financial aid for college students. The funding priority given student aid was almost identical to that for health care (90 percent) and Social Security (89 percent).

A full 90 percent of respondents agreed that "making more financial aid available will make college more accessible to many low- and middle-income families," and 89 percent agreed that "when students meet all the academic requirements for college admissions, they should be able to get financial aid from the government when they need it."

Sixty-one percent of the public would be "more likely" to "vote for a candidate for Congress who worked to increase financial aid for low- and middle-income families with children in college."

The Student Aid Alliance is calling on Congress to increase the maximum Pell Grant award by $400 to $3,525; raise by $50 million to $75 million funds for the Leveraging Educational Assistance Partnership program (formerly the State Student Incentive Grant program); and increase funding for campus-based programs.

Federal Work-Study, says the coalition, should be increased by $64 million, to $934 million. Each year, Federal-Work Study helps 700,000 needy students through jobs on cam-



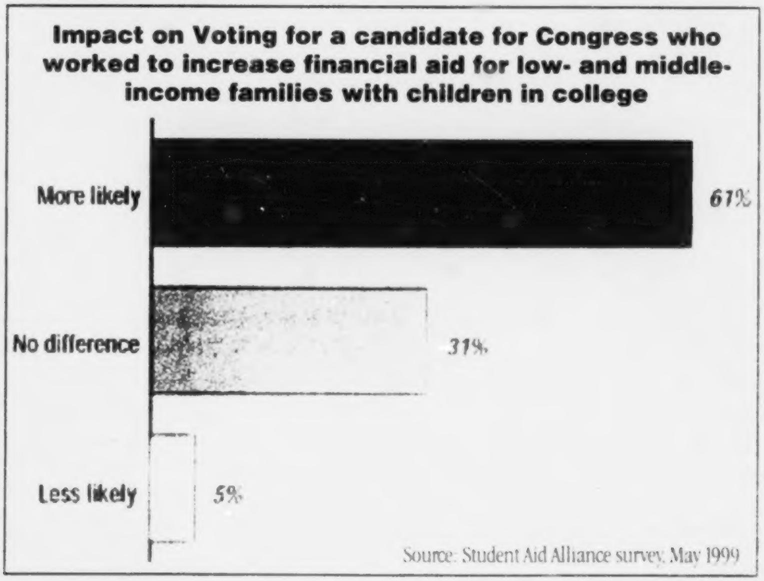
Source: Student Aid Alliance survey, May 1999

pus, in the community, and in the private sector. More than half of the recipients come from families with incomes of less than $30,000. Institutions match federal funds by at least one-third, and often more.

SAA's goal for TRIO program funding is an increase of $70 million, to $570 million. Two-thirds of TRIO-assisted students come from families with incomes of less than $24,000 in which neither parent graduated from college.

Last month, the House and Senate Appropriations Committees voted to slash $10.7 billion from the House Labor-HHS-Education appropriations bill and $8.3 billion from the Senate Labor-HHS-Education bill, cuts of 12 and 9.4 percent, respectively. Both plans would almost surely necessitate cuts or freezes for most student aid and higher education programs.

These reductions are the direct result of spending caps contained in the 1997 Balanced Budget Act, which were imposed in an effort to eliminate deficit spending. At the time the budget was approved, however, lawmakers did not expect the federal government to experience dramatic budget surpluses as early as the year 2000. Now that such surpluses are expected in the coming fiscal year and in subsequent years, leaders in Congress from both parties are calling for the caps to be raised, a position endorsed by the higher education community.



Source: Student Aid Alliance survey, May 1999

American Council on Education President and Co-Chair of the Student Aid Alliance Stanley O. Ikenberry commended selected members of Congress for their leadership and support of student aid funding. In letters to Senators James Jeffords (R-VT) and Edward Kennedy (D-MA) regarding the introduction of S. Con. Res. 28, Ikenberry thanked the senators and their colleagues, Senators Dodd (D-CT), Collins (R-ME), and Reed (D-RI), "for their efforts to make federal funding for student aid a priority for fiscal year 2000 appropriations."

In letters to Representatives Goodling (R-OA), McKeon (R-CA), Clay (D-MO), and Kildee (D-MI), Ikenberry noted that H. Con. Res. 88 "underscores the point that the Pell Grant is the federal government's most important program for helping financially needy families finance post-secondary education. It also makes clear that campus-based aid programs complement the Pell Grant program to provide students with the monetary resources to obtain a post-secondary education.

The SAA survey was conducted by KRC Research & Consulting, Inc., a national polling firm based in New York City. The student aid questions were included in an omnibus survey that included extensive interviews with 1,022 American adults during the month of May 1999. The margin of error for respondents is plus or minus 3.1 percent.

SAA has established a Web site, <http://www.StudentAidAlliance.org>, which contains sample letters to members of Congress that urge increases in federal student aid funding. In addition, the Alliance Hotline, 1-800-574-4243, will help Americans contact their U.S. representatives to express their views on current proposals to fund student aid programs.

Organizing handbooks, which provide campuses with information on SAA funding priorities and with tips on contacting legislators and working with the media, became available upon request to campuses from the Washington higher education associations in mid-August.

HO

Student Aid Alliance

American Association for Higher Education
American Association of Colleges for Teacher Education
American Association of Colleges of Nursing
American Association of Colleges of Pharmacy
American Association of Collegiate Registrars and Admissions Officers
American Association of Community Colleges
American Association of Dental Schools
American Association of State Colleges and Universities
American Association of University Professors
American College Personnel Association
American College Testing
American Council on Education
American Psychological Association
American Society for Engineering Education
American Student Association of Community Colleges
APPA: The Association of Higher Education Facilities Officers
Association of Academic Health Centers
Association of Advanced Rabbinical and Talmudic Schools
Association of American Colleges and Universities
Association of American Law Schools
Association of American Medical Colleges
Association of American Universities
Association of Catholic Colleges and Universities
Association of Community College Trustees
Association of Governing Boards of Universities and Colleges
Association of Jesuit Colleges and Universities
Career College Association
Council for Christian Colleges and Universities
Coalition of Higher Education Assistance Organizations
College and University Personnel Association
College Board
College Fund/UNCF
College Parents of America
Council for Advancement and Support of Education
Council for Higher Education Accreditation
Council of Graduate Schools
Council of Independent Colleges
Educational Testing Service
Hispanic Association of Colleges and Universities
Lutheran Educational Conference of North America
NAFSA: Association of International Educators
National Association for Equal Opportunity in Higher Education
National Association for College Admission Counseling
National Association of College and University Attorneys
National Association of College and University Business Officers
National Association of Graduate and Professional Students
National Association of Independent Colleges and Universities
National Association of State Universities and Land-Grant Colleges
National Association of Student Financial Aid Administrators
National Association of Student Personnel Administrators
National Collegiate Athletic Association
National Council of Educational Opportunity Associations
National Council of University Research Administrators
National Education Association
NAWE: Advancing Women in Higher Education
The Council on Government Relations
United State Public Interest Research Group
United States Student Association
University Continuing Education Association
Women's College Coalition

**INVEST IN FUTURES.
THEIRS AND OURS.**

Teaching Responsibility: The First-Year-Student Seminar

BY
ELIZABETH COONROD MARTINEZ, PH.D.

Although they might sound close-minded and sometimes prejudiced in early weeks, their personal assessments begin to open them to other perspectives. I strive for an ebb and flow of heavy material and then lighter presentations that give them time to reflect.

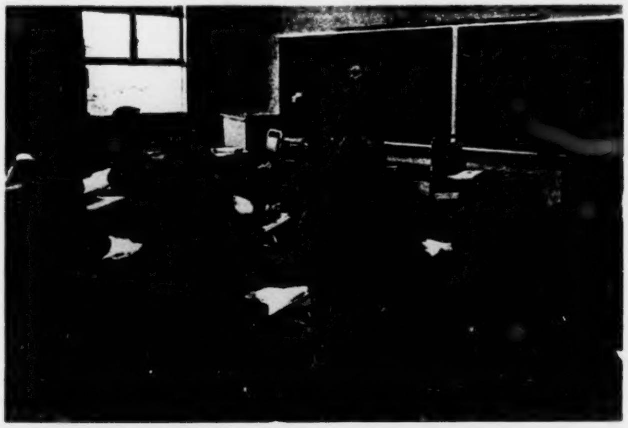
What is the meaning of a college education? What is its value?

These and other issues arise in Sonoma State's two-unit Freshman* Seminar, a part of the Educational Mentoring Team (EMT) advising and college orientation program, designed for all incoming first-time students. An EMT consists of a faculty member, a student services professional, and a peer advisor. Each team teaches a Freshman Seminar course and is responsible for the academic advising for assigned students during their first year.

In the Freshmen Seminar, students learn how to use campus resources such as the computer network and electronic library services, and the office of career and internship services. Class topics include the meaning, value, and expectations of a college education; problem-solving and decision-making; selection of a college major and career path; navigating the university curriculum; graduating in four years; study skills and success in college; multicultural awareness; interpersonal relations and related student life-style responsibilities regarding wellness, alcohol and drug use, and sexual harassment.

In my first year of teaching at the university level, I learned to dislike first-year classes. Teaching a class that contained mainly beginning students was not my favorite, as the majority of students seemed more interested in showing themselves as rebels or in joking about illegal substances or sexual innuendo. I always preferred classes in which most of the students had had two or three semesters under their belts and knew what college was about.

When I moved to another university, I saw that a new program was being incorporated to help guide young first-year students, based on the ideas of Freshmen Seminar guru John Gardner. I was intrigued, and signed up. Those of us faculty who became involved were from several disciplines—psychology, biology, political science, English, math, and, in my case, Spanish and Latin American literature. We were teamed with a student services or advising professional who knew the General Education system, career and scholastic advising, EOP, and financial issues. We professors brought our various strengths in academic discipline, curriculum, classroom environment, and student-professor relations. A student peer leader was added to complete the trio of the Educational Mentoring Team. Together, we designed the semester's classes with the objectives of not only helping students become acquainted with resources, and how to solve possible problems in academic life that they might not otherwise discover for several semesters, but also a subjective lesson: how to cope with problems, stresses, and other issues that surface at college and in early adult life.



Now, after teaching a Freshman Seminar course at Sonoma State University for the past three years, I have come to enjoy guiding and seeing first-year students take responsibility for their new role as adults. Some students struggle openly and voice feelings, while others quietly absorb ideas and opinions that they hear in class. It is the environment and climate of this class that promotes understanding. The class format helps students adjust to college, and I think that such a class, outside the specific disciplines, should be required of all students during their first semester.

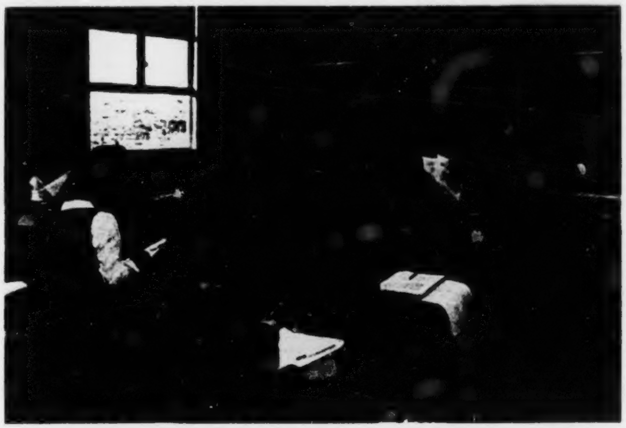
Faculty colleagues who are not involved often ask the purpose of the Freshmen Seminar, especially since it is a creation of recent years, and while it is difficult to give a specific, well-defined answer, our class includes a number of components that help to reveal our goals.

While there are basics of campus life that the designers of Freshmen Seminar ask us to cover, such as library, computer technologies, advising for General Education and choice of major, some legal premises, such as guarding against rape and sexual harassment, and a little advice about drinking, etc. (I like to call this segment "Healthy Lifestyles"), the class is open to how I choose to teach it.

My experience has led me to think of this class as one that teaches beginning students responsibility in a more effective way than their learning it in bits and pieces over several semesters. I seek their own recognitions of and reactions to that responsibility at every venture. We begin with assessments of who we are and what brought each one of us to Sonoma State University. My partner (a student services professional) leads students in the Myers-Briggs test as well as an exercise on values. Students start seeing that they already possess certain values and impressions, and that they view others in a specific way formed by their culture, religion, and environment. Although they might sound close-minded and sometimes prejudiced in early weeks, their personal assessments begin to open them to other perspectives. I strive for an ebb and flow of heavy material and then lighter presentations that give them time to reflect.

A visit to the library and e-mail instruction might seem unnecessary in the current era, but we often find several students who are not sure where the library is or how the computer cataloguing system works, and others who are afraid to admit they do not know how to navigate e-mail. While some express their confidence in what they already know, others feel new empowerment, and the students begin to find more in common with one another.

Then I do a "healthy lifestyles" presentation. The students have to read a handout (not only about sex and drugs but also about the importance of stress relief and exercise) prior to the class and generally arrive with the attitude of "Gee, just like in high school." But as I go over each of the sections of the handout, students begin to tell us what they do not know. For example, they are always surprised to discover how long alcohol or drugs stay in the body; an anecdote in the handout reveals the findings of a test done on pilots. They seem shocked to discover the high percentage of students contracting chlamydia. My impression is that they expect me to tell them what not to do, and when that does not happen, they begin discussing the issues like individuals who must take responsibility for their actions.



We bring in guest speakers to talk about activities and careers, but also about rape and sexual harassment. We talk about respect for other individuals, and here the students begin talking about what they are hearing. My partner and I are there only to ensure that each gets a turn to speak.

When we discuss diversity, I like to show the HBO film based on the novel by Greg Sarris, *Grand Avenue*. We stop this film at least twice to talk about relationships among family members and about prejudices or perceptions of single parents, gang members, and employers. Often the students will relay examples from their own families and assessments of issues in their lives. Even those who do not speak up readily in class discuss their perceptions in small groups.

Last year, a discussion of perceptions and ethnic groups led to comments on the film *Beloved*, based on Toni Morrison's novel. I told the students that the *Beloved* film gives us a way to better understand the Mexican "Llorona" image–another woman who gave up her children to save them from a difficult situation. The ensuing conversation included several examples from the families and ethnic groups represented in the class. Students found a comfortable way to share their own experiences in a conversation about culture and society. They were talking about life and their own experiences, something that might not happen for a while in their other classes, and that helped validate their present.

The final project is to assess one of the schools within the university (we divide the class into five groups, one for each academic school). Each group decides which professor, administrator, or staff to interview and prepares their findings in terms of grades, majors, or career potential. At the end of the semester, students who do not, in their first weeks, understand the difference between high school and college are now telling other students how to design a major, finish a bachelor's degree, and work on a credential or a master's degree. It is always amazing and gratifying to discover this development in such a short period. In their journals, they tell us how they are coping with parents, roommates, and boy-or girlfriends. But in the themes we select for our classes, these students learn to assess their own perceptions and discoveries about adult life, and begin assuming responsibility for being a member of their society.

Elizabeth Coonrod Martinez is an assistant professor in the Foreign Languages and Literatures Department at Sonoma State University.

* **Editors' Note:**

The Hispanic Outlook in Higher Education **strives to use only unbiased language. In such an instance as this, however, we accede to the official course name, Freshmen Seminar.** ***M.A.***

People-Places-Publications-Conferences

PEOPLE

Rocha Becomes Dean of Arts and Humanities at Texas-Pan Am

Dr. Rodolfo Rocha is now dean of the College of Arts and Humanities at the University of Texas-Pan American (UTPA).

"His background, in terms of being a faculty member and department chair and having had additional experience through the American College of Education Fellows program, provided the greatest fit for what we were looking for," said UTPA Vice President for Academic Affairs Rodolfo Arévalo, when announcing Rocha.

Rocha has been a member of the editorial board for the publication of the proceedings of the Mexican-Americans in Texas History Conference since 1992 and is a member of the Southwestern Historical Association and the Texas State Historical Association.

Díaz-Colón Speaks at Central Michigan Commencement

The adjutant general of the Puerto Rico Army National Guard spoke at Central Michigan University's (CMU'S) commencement in August. Major General Emilio Díaz-Colón is a career military officer and professional engineer with ties to CMU's College of Extended Learning programs in Puerto Rico.

CMU President Leonard Plachta said, "Major General Díaz-Colón has been a strong supporter of CMU and the degree programs that we have offered to members of the Puerto Rico Army National Guard since 1996."

Thirty master's degree candidates from the Puerto Rico National Guard participated in the ceremony, and Díaz-Colón himself received an honorary doctor of public service degree.

Palm Beach Community College Recruits Vallejo

Dr. Maria M. Vallejo, vice president for student affairs at Rockland Community College (N.Y.) since 1996, recently became campus provost of Palm Beach Community College, Central Campus, in Lake Worth, Fla. Vallejo is serving as campus CEO at the Central Campus, the largest of the college's four campuses, with a student population of 13,000.

"State University of New York (SUNY)-Rockland benefited greatly from the service of Dr. Vallejo, and although she will be missed here, we are flattered that one of our senior administrators was recruited for a prominent position in Florida," said Dr. George Hamada, president of SUNY-Rockland.

Vallejo holds a bachelor's degree from Hampshire College, two master's degrees from Columbia University, and a doctorate from New York University.

Ferguson Speaks at National Jesuit Conference

Anita Perez Ferguson, president of the National Women's Political Caucus, was a keynote speaker at the national Jesuit Advancement Administrator conference at the University of San Francisco (Calif.) in June. She offered advancement professionals inspiration for reflection as they returned to their respective institutions.

"Your work and your attitude toward your work could be more important to the future of our country and our world than you can imagine," said Ferguson. "As we begin toward the bottom line, toward getting our numbers up, whether it be numbers of students who come from underrepresented groups or numbers for annual gifts, we cannot lose focus of the value we are working toward."

Flores Named Top Speaker

Garden City High School (Kan.) sophomore Alexandria Flores won a public speaking contest at a three-state, 600-student TRIO Programs Student Leadership Conference in Lincoln, Neb. Flores participated as part of a seven-member delegation of students from the Educational Talent Search Program at Garden City Community College.

Flores spoke before more than 500 listeners at the conclusion of the July gathering. She also won a $100 prize.

"Everything begins with dreams," Flores told the crowd. "Each of us has within us the capacity to lead."

Miami-Dade Professors Named to Children's Cultural Coalition

Dr. Alex Gancedo, associate dean of natural and social sciences at Miami-Dade Community College's (Fla.) Wolfson Campus, and Gladys Montes, director of the North Campus Center for Early Care and Education, were appointed to the board of the Children's Cultural Coalition–an alliance of not-for-profit cultural organizations and individuals dedicated to providing and promoting cultural programs and enrichment for children through opportunities to work with professional, practicing artists in dance, music, drama, and visual arts.

Jude Parry, president of the Coalition, said Gancedo and Montes were chosen because of their interest in children, their history of contributing to their communities, and the potential insight they would bring.

Palo Alto Announces Scholarship Winners

Ten winners of the Frank M. Tejeda/Palo Alto College (Texas) Scholarship were selected for 1999-2000, based on demonstration of leadership qualities, overall academic achievement, and involvement in extracurricular activities and community service.

Winners are: Leticia Del Carmen Ambriz, Cecilia G. Arreola, Christina Reyes, Gina Loriette Martinez, Juan Antonio Rodriguez, Jennifer De La Garza, Cesar Hernandez, Charles Luis Hernandez, Gloria Jose, and Nicole A. Lyssy.

Cal State-L.A. Students Win Film and Video Awards

California State University (CSU)-Los Angeles broadcasting students Edgar Yanez and Matt Gatlin won major awards in the 1999 CSU Film and Video Festival.

Yanez won two honorable mention plaques for his narrative piece, "The Wastebasket," and his music video, "El Desierto." Yanez recently graduated with a bachelor's degree and is working as a film producer at Univision (KMEX-TV).

Gatlin, who has been working in the university's Academic Technology Support office, won both a first place award in music video and the Best in Show award, which recognizes the top film or video of the festival, for his music video "Rhapsody."

Cantú-Weber Named Director of Newspapers Foundation

Josie Cantú-Weber, assistant professor of journalism at Northern Arizona University (NAU), was named director of the Arizona Newspapers Foundation.

The educational foundation, responsible for contests, conventions, and seminars, as well as journalism education grants, had been creating a traveling exhibit that explains the role that Arizona newspapers played in the development of the state.

Cantú-Weber is the director of the NAU High School Journalism Workshop for Minority Students. A professional journalist for 15 years, she was features editor of the *El Paso Times* and the *Corpus Christi Caller-Times* before returning to academe.

Padrón Proclaimed "Champion of Students"

In recognition of Miami-Dade Community College (M-DCC) President Eduardo J. Padrón's commitment to students, presidents of the student government associations, representing all six Florida-based M-DCC campuses, presented a resolution commending him for his dedication and work to enhance education and to encourage and provide opportunities for students.

A "champion of students," Padrón is pictured here holding the framed resolution surrounded by (from l. to r.) student government presidents Davien Fernandes-Jones, Mercedes Parada, and Naomi McDonnough.

Lawrence Interns with Congressional Hispanic Institute

Senior Jason Lawrence was an intern with the Congressional Hispanic Caucus Institute during the summer, thanks to the Higher Education Opportunity Program at Cazenovia College (N.Y.), where he is a student. The organization enables 30 Latino students from across the country to spend two months in a paid internship on Capitol Hill.

Earlier, Lawrence attended the Northeastern Collegiate Latino conference at the State University of New York-Albany and spent a full semester interning in Washington, D.C., with the Education Trust, a nonprofit organization dedicated to raising educational standards for all students, especially Latinos, African Americans, and other students of color.

LULAC Honors Smart

J. Graham Smart, former Pima Community College (Ariz.) West Campus president, was honored for his service to minority students and the League of United Latin American Citizens (LULAC). The recognition took place at a luncheon at the 48th Annual State Convention of the Arizona LULAC.

Smart, who began his career at Pima as a biology teacher in 1974 and became West Campus president in 1994, retired in May.

PLACES

La Raza Council Releases "Mainstreaming of Hate"

The National Council of La Raza has released a report, "The Mainstreaming of Hate: A Report on Latinos and Harassment, Hate Violence, and Law Enforcement Abuse in the '90s."

The report provides exhaustive evidence of an emerging pattern of hate-related activity against Hispanics, including private acts of hate violence, citizen vigilantes and hate groups, and church burnings. In addition, it documents the recent exponential increase in incidences of law enforcement abuse and racial profiling, particularly at the hands of local police and Immigration and Naturalization Service officials, targeting Latinos.

Eastern Washington Promotes Safety through Drama

El Regreso de Miguel, an original Spanish-language play that was developed under a grant to the Eastern Washington University (EWU) Center for Farm Health and Safety from the National Institute for Occupational Safety and Health, was staged at Walla Walla Community College (Wash.). The drama, written by Seattle playwrights Leticia Lopez and Lupita Patterson, was one of four one-act plays containing messages of health and safety written for farm workers in Walla Walla, Benton-Franklin, and Yakima counties.

"We believe the most meaningful way to get needed health and safety information to non-English-speaking agricultural workers is in fiesta-like settings such as this event," said Kathy Pitts, Hispanic Theatre Project coordinator of the EWU Center for Farm Health and Safety.

New Language and Culture Center at East Tennessee

The Expanding Community Partnerships Program offers interdisciplinary learning and service opportunities to ETSU faculty and students in the Colleges of Arts and Sciences, Applied Science and Technology, Business, and Education, along with the Center for Appalachian Studies and Services and the Division of Student Affairs.

The center is made possible through the Expanding Community Partnerships Program, which is funded by a grant awarded to ETSU by the W.K. Kellogg Foundation of Battle Creek, Mich.

Champlain Program Features Alvarez Novel

To develop a sense of community and introduce new students to academic life, Champlain College (Vt.) initiated a new across-the-college summer reading program.

Participating students, faculty, and staff were required to read Julia Alvarez's *In the Time of Butterflies* by the first day of class. An afternoon was then devoted to discussions and activities related to the novel, which was inspired by the true story of three Dominican sisters who were murdered in 1960 for their part in a plot to overthrow their government.

Alvarez was scheduled to visit Champlain to read from and discuss her novel in mid-September.

Rio Hondo Students Win at Welding

Rio Hondo College (RHC) welding instructor George Gavela (pictured) announced that students Armando Robles, Jesus Fernandez, Samuel Vidana, Ramiro Montalvo, and Victor Hernandez won gold, silver, and bronze medals at the Vocational Industrial Clubs of America state competition in California.

RHC student Thomas Lopez, the California State welding champion, went on to compete nationally in Kansas City, Mo.

Fernandez Twins Succeed at Texas A&M-Kingsville

Twin sisters Kris (l.) and Rose Fernandez (r.) both graduated with honors in August at Texas A&M University-Kingsville with a major in biology and a minor in chemistry, having taken ten classes together.

Biology Professor Glenn Perrigo said, "The girls are dynamic and always full of energy. It was a pleasure working with them."

Aside from their studies, Kris was president of the student government association (SGA) and has been a lector at St. Martin Catholic Church; and Rose was SGA vice president and has participated in the church choir. Both were mentors to first-year students.

Their mother, Leonor Fernandez, said, "I am so happy that I raised two individuals with strong beliefs and a willingness to help others."

Law School Association Supports Racial Justice and Diversity

The Association of American Law Schools (AALS) announced two initiatives relating to President Clinton's summons to the legal profession to take steps to assure racial justice and diversity.

The AALS is developing a comprehensive strategic plan to promote diversity that will help law schools facing attacks on their diversity efforts, help provide more access to law schools for persons of color, and encourage young students to consider professional careers.

Also, the AALS calls upon law schools to provide opportunities for law students to volunteer their legal skills in their communities, enabling students to witness first-hand racial and economic injustice, confront ethnic and economic prejudices and misconceptions, and learn the importance of pro bono legal services.

La Raza Council and Bank of America Announce Initiative

Bank of America and the National Council of La Raza announced the bank's $20 million commitment to a new revolving loan fund that will help build wealth and assets in Hispanic communities across the country.

Bank of America's commitment is one of the single largest capitalizations of a Community Development Financial Institution (CDFI). The HOPE Fund, the only national Latino CDFI certified by the Department of Treasury, will focus on providing loans to community development projects such as low-income housing, employment training centers, and charter schools.

Houston Community College Becomes "Hispanic-Serving Institution"

Houston Community College (HCC), the third largest community college system in the nation, has met the criteria to be designated a Hispanic-Serving Institution.

Analysis showed an increase of 482 students for the Spring 1999 semester compared to the spring semester enrollment in 1998. These numbers enabled HCC to meet the criteria for a Hispanic-Serving Institution by having at least 25 percent or more total Hispanic student enrollment. Hispanics make up 27 percent of the student body and are HCC's fastest growing student population.

The designation makes available additional resources, including grants specifically geared toward meeting needs of Hispanic students.

Education Improvement Foundation Announces Grants

The National Foundation for the Improvement of Education (NFIE) has made available as many as 50 grants to be awarded to public school teachers, higher education faculty, and educational support personnel nationwide in 1999-2000 through its Leadership Grants Program. The grants will help educators and support personnel to deepen their content knowledge, improve their teaching skills, and share their expertise with colleagues.

Successful applicants will receive one-year grants of $1,000 to be used for professional development activities of their choice.

For more information, contact: NFIE, (202) 822-7840; Web site, <www.nfie.org>.

Palo Alto Community Sponsors Fair

The Palo Alto Community Coalition, including Palo Alto College (Texas), sponsored La Fiesta Del Verano '99, a Community Resource Fair showcasing the pride of the Southside, in July.

More than 40 service organizations provided information on education, legal, health, and family/youth issues. There was music, family entertainment, free books, special giveaways, and door prizes.

Texas Confirms Formal System Status for University of North Texas

The Texas Higher Education Coordinating Board has confirmed formal system status for the University of North Texas (UNT), making UNT one of only six public university systems in the state.

With more than 25,000 students on its main campus in Denton, and a growing Health Science Center in Fort Worth, UNT has been the leading public university in North Texas for years.

For the first time, UNT is offering classes through a System Center at Dallas that gives people living in southern Dallas and northern Ellis counties the first access to bachelor's or master's degree programs from a public institution in their area.

In the News at William Paterson University

•Four William Paterson University (WPU) students coordinated an all-day conference, "Women, Leadership, and Diversity," at the NJ institution to discuss common problems and issues. Barbara Bricoli, Jessica Gonzalez, Leiah Harris, and Stephanie Koncicki hoped to inspire young women to "be stronger and reach for goals and success no matter what road they take."

•Felix Viscarret, a WPU international exchange student, was a two-time winner at the Hunter College National Student Film Festival for Film, Video, and New Media held in New York.

•Sixteen WPU students participated in a Model United Nations Conference held at the University of Pennsylvania. Representing Cuba, the students were briefed on sanctions, human rights, and foreign policy.

Rhode Island College Upward Bound Grant Renewed

The Rhode Island College Upward Bound Program, one of the oldest programs of its kind in the country, has received a four-year renewal grant from the U.S. Department of Education. The grant, which will provide about $461,400 in each of the next four years, ensures the program's continuation through the year 2003.

Upward Bound helps selected high school students improve their academic skills and motivation so that they can complete high school and graduate from college. The program is for students from low-income families who will be the first in their family to attend a four-year college, are U.S. citizens (or permanent residents), and are not over age 19 when accepted to the program.

"Chautauqua" at New Mexico Showcases Alliance Grid

The National Computational Science Alliance's "Chautauqua" technology road at the University of New Mexico (UNM) showed researchers and educators first-hand how the Alliance Grid will change the way people work, communicate, and conduct research in the 21st century.

The prototype national computational and information infrastructure, the Alliance Grid is a collaborative environment that links people, resources, and services over high-speed networks. With two supernodes on the National Technology Grid, UNM is at the forefront of the nation's supercomputing efforts.

Called "Chautauquas," a Seneca Indian word meaning meeting or gathering, the Alliance's meetings captured the spirit of the original Chautauqua movement of the early 20th century, when traveling educational meetings were used to spread information about new technologies and concepts.

Coca-Cola Foundation Awards Grants

Following are some of the grants awarded by the Coca-Cola Foundation during the first half of 1999:

•Mexican American Grocers Association Foundation (Los Angeles, Calif.)–$25,000 to support a scholarship fund for financially disadvantaged Hispanic students;

•New York University–As part of a multi-year commitment, $200,000 to continue support for programs associated with the King Juan Carlos I Center for Spanish Studies;

•Spoleto Festival, USA (Charleston, S.C.)–$25,000 for "educationSpoleto," to give school children the opportunity to experience this major cultural and arts festival;

•Universities of Denver, Hartford, Pennsylvania, and Washington, and Northeastern University–$100,000 each to continue support for the Keeping Kids in School dropout prevention programs.

Alamo Parent-Child Scholarships Receives Support

Continuing a unique program intended to establish a new generation of college-goers, the League of United Latin American Citizens Rey Feo Parent-Child Scholarships will provide $1,000 scholarships to 25 children of first-time parents for attending, 12-18 years from now, a college of the Alamo Community College District (ACCD) in Texas. The scholarship money will be held in a trust fund until the recipient children graduate from high school.

The program also stresses two other components involving the parents of the recipient children. First, the parents will receive training and education from various local agencies to improve parenting skills. Also, the parents will enroll in an ACCD program now and will receive assistance and counseling in securing college financial assistance through the ACCD.

Science Foundation Grants New Mexico $405,000

The National Science Foundation (NSF) approved the University of New Mexico (UNM) Center for Micro-Engineered Materials (CMEM) proposal to form a multi-university center by incorporation of the Rutgers University Center for Ceramics Research. In August, this new NSF Industry/University Cooperative Research Center (UCRC), Ceramic and Composite Materials Center, became NSF/UNM/Rutgers I/UCRC. The NSF awarded UNM, the lead institution, a five-year research grant of $405,000.

The CMEM has been in operation at UNM for the last 10 years. Providing an industry-sponsored, pre-competitive research program, it remains UNM's focal point for materials research.

New Mexico Program for Underrepresented Students Receives Aid

The University of New Mexico (UNM) received a four-year, $800,000 grant to establish the Ronald E. McNair Postbaccalaureate Achievement Program, designed to increase the number of doctorates conferred to traditionally underrepresented, low-income, and first-generation students.

African American, Native American, and Hispanic student populations, where the number of potential graduate students is rising, are targeted for the program. In Fall 1998, students from these populations constituted some 44 percent of UNM's first-year class.

Hispanic Journalists Call for More Hispanic Students

The National Association of Hispanic Journalists (NAHJ) raised more than $135,000 from corporate and individual sponsors at the association's 10th Annual Rubén Salazar Scholarship Banquet.

The goal of the scholarship program, founded in 1986, is to increase the number of Hispanic students pursuing a degree in journalism. Last year, the NAHJ raised $120,000 at its banquet and awarded scholarships to 38 students.

Discussing the lack of diversity in newsrooms, *The Miami Herald*'s publisher, Alberto Ibargüen, said, "In journalism today, the difficulty isn't the glass ceiling. It's the glass door. Too many newsroom doors are still effectively closed to minorities."

New Study Finds Benefits of Diversity

The Civil Rights Project at Harvard University (Mass.) recently released the results of a new Gallup poll survey of two of the nation's leading law schools–Harvard Law School and the University of Michigan Law School–that points to substantial benefits of diversity for all students, with particularly strong positive opportunities for White students.

The survey is important because it is the first to specifically link the impact of diversity with students' ability to develop knowledge and skills critical to their future success in the legal arena. A legal career depends upon the ability to consider complex and abstract concepts, to look at the same issue from a variety of different viewpoints, and to advocate for a variety of sides. This survey draws the connections between diversity and the development of these skills.

Jacksonville Receives Pre-Columbian Mayan Stelae

Jacksonville University's (Fla.) Alexander Brest Museum received a major addition to its holdings of Pre-Columbian art and artifacts this summer. Three Mayan stelae were transferred from the Jacksonville Museum of Contemporary Art to the Brest Museum in July. A generous gift from Dr. Walter Scott, the donor of the major portion of the university's current pre-Columbian collection, made the transfer of the three pillars possible.

The three pieces, from the Ceibal area in Southwestern Guatemala, are replicas of monumental stones carved by the Mayan Indians in the jungles of Central America between 840 and 870 A.D.

Hispanic Law Journal Seeks Scholarly Papers

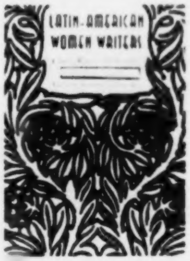
The Texas Hispanic Journal of Law & Policy (THJLP), established at the University of Texas School of Law, is accepting papers for Volume 6, Issue 1 (Spring 2000). THJLP seeks scholarly legal articles as well as papers from the social sciences that pertain to prevalent issues that affect Hispanics. Issues include, but are not limited to, freedom of speech, immigration, international trade, voting, hate crimes, criminal procedure, death penalty, affirmative action, discrimination, education, employment and labor, law practice and other professions, NAFTA, AIDS, communication, environment, Puerto Rico, Mexican law, Latin American politics, and tax.

Send submissions to: Sergio Muniz, *Texas Hispanic Journal of Law and Policy*, University of Texas School of Law, 727 East 26th St., Suite 4.134A, Austin, Texas 78705-3299; or phone, (512) 232-1395; or e-mail, <thjlp@mail. law.utexas.edu>.

PUBLICATIONS

Latin-American Women Writers: Class, Race, and Gender

by Myriam Yvonne Jehenson



This book provides a much-needed grouping of Latin American women, emphasizing their differences–the diversity of their cultural backgrounds, socioeconomic conditions, and literary strategies–as well as their commonalities.

1995
201 pgs.
ISBN 0-7914-2560-6
$18.95 paper
SUNY Press
(800) 666-2211

Painting on the Page: Interartistic Approaches to Modern Hispanic Texts

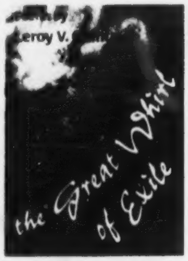
by Rosemary Geisdorfer Feal and Carlos Feal

This book devises critical strategies that combine psychoanalysis, feminism, semiotics, and philosophy to examine late 19th- and 20th-century Spanish and Spanish American literature in relation to painting and to larger questions of art and literary history.

1995
341 pgs.
ISBN 0-7914-2604-1
$1995 paper
SUNY Press
(800) 666-2211

The Great Whirl of Exile

by Leroy V. Quintana



This is a new collection of poems from Leroy Quintana, a leading voice in contemporary letters. Presently a professor of English at San Diego Mesa College, Quintana is known for his remarkable storytelling and his articulations of Chicano life.

May 1999
59 pgs.
ISBN 1-880684-60-8
$12.95 paper
Curbstone Press
(860) 423-5110

The Day of the Moon

by Graciela Limón

The Day of the Moon

In a dramatic new work, novelist Graciela Limón tells a story of forbidden loves: a tale that spans the 20th Century, across the Southwest from Mexico to Los Angeles, across skin colors, across the sexes, across religious boundaries, across life and death, and across four generations of a family named Betancourt.

April 1999
228 pgs.
ISBN 1-55885-274-3
$12.95 paper
Arte Público Press
(800) 633-ARTE

The Big Banana

by Roberto Quesada

The Big Banana

Eduardo Lin loves New York. Where else could an aspiring (if underemployed) Honduran actor possibly want to be? In this book, we follow the struggles of Eduardo, his gringo boss Charlie, his true love Mirian, and his many Latin American friends to survive in the Big Apple.

March 1999
248 pgs.
ISBN 1-55885-255-7
$12.95 paper
Arte Público Press
(800) 633-ARTE

Culture Across Borders: Mexican Immigration and Popular Culture

David R. Maciel and María Herrera-Sobek, eds.

This book-length study analyzes and discusses art, folk songs, humor, and literary narratives inspired by the Mexican immigrant experience. Grassroots Border Zone popular culture is explored and interpreted.

1998
268 pgs.
ISBN 0-8165-1833-5
$16.95 paper
University of Arizona Press
(800) 426-3797

Nobody's Son: Notes from an American Life

by Luis Alberto Urrea

This book explores author Luis Alberto Urrea's quest for personal growth. It examines his desire to fit in with society, as a youngster of Mexican American heritage, as well as his attempts at self-discovery as an adult.

1998
194 pgs.
ISBN 0-8165-1865-3
$1995 paper
University of Arizona Press
(800) 426-3797

Mestizo: The History, Culture and Politics of the Mexican and the Chicano—The Emerging Mestizo-Americans

by Arnoldo Carlos Vento

This text covers more than 2,000 years, tracing the roots of the contemporary Mexican American. It utilizes the fields of history, political science, cultural anthropology, folklore, literature, sociolinguistics, Latin American studies, and ethnic studies.

Press Logo

1998
336 pgs.
ISBN 0-7618-0920-1
$40.50 paper
University Press of America
(800) 462-6420

Globalization, Urbanization, and the State: Selected Studies on Contemporary Latin America

Satya R. Pattnayak, ed.

In this book, scholars address the social impact of the neoliberal economic and political strategies in Latin America.

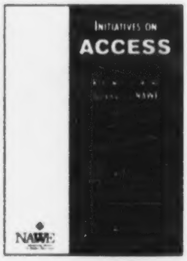
1996
274 pgs.
ISBN 0-7618-0353-X
$34.00 paper
University Press of America
(800) 462-6420

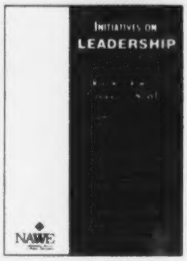
Initiatives on Access: Readings from the Journal of NAWE

Initiatives on Diversity: Readings from the Journal of NAWE

Initiatives on Leadership: Readings from the Journal of NAWE

INITIATIVES ON
DIVERSITY
NAWE





NAWE: Advancing Women in Higher Education, a nonprofit membership association dedicated to the advancement of women in higher education and related fields, hopes this multi-volume publication will provide readers with resources for achieving access and advancement for all women, integrating diverse voices, and, most importantly, creating true equity in higher education.

1999
100-170 pgs.
$25.00 each, paper
$66.00 for all three
NAWE
(202) 659-9330

Pillaging the Empire: Piracy in the Americas, 1500-1750

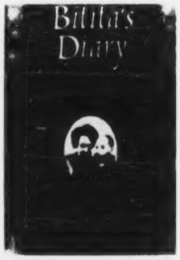
by Kris E. Lane

This introductory survey of maritime predation in the Americas from the age of Columbus to the reign of the Spanish King Philip V includes piracy, privateering (state-sponsored sea-robbery), and genuine warfare carried out by professional navies. Incorporating fascinating details, the book offers additional topical discussion on shipbuilding, sailors' diets, navigation, arms and armaments, and leisure activities.

1998
237 pgs.
ISBN 0-7656-0257-1
$19.95 paper
M.E. Sharpe
(800) 541-6563

Bitita's Diary: The Childhood Memoirs of Carolina Maria de Jesus

Robert M. Levine, ed.



Carolina Maria de Jesus' autobiographical memoir, ably translated by Emanuelle Oliviera and Beth Joan Vinkler, stands as one of the most compelling testimonies about race, class, status, and gender ever written about rural Latin America in the early 20th century. This book testifies to the hardships of lower-class black Brazilian women and reveals details about a world virtually unknown to contemporary Brazilians.

1998
163 pgs.
ISBN 0-7656-0212-1
$21.95 paper
M.E. Sharpe
(800) 541-6563

VIDEOS

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
P.O. Box 2053
Princeton, N.J. 08543-2053
(800) 257-5126

Cuba: The Broken Image

This program gathers together the most representative of exiled Cuban filmmakers, who recount their personal experiences of having to abandon their work and start a new life away from their country, culture, and natural environment.

(46 min., color)
Item #FFH 5866

Rigoberta Menchú: Día Sereno

Rigoberta Menchú
Día
Sereno

In an interview conducted by journalist Carlos Payan Velver, tireless human rights activist Rigoberta Menchú, in the natural, serene setting of her home in Guatemala, discusses her fight both for women's rights and for those of her own Mayan Quiché people.

(Spanish with English subtitles, 24 min., color)
Item #FFH 8371

Songs of the Gauchos: An Argentine Journey

BBC
SONGS OF THE GAUCHOS

The very word "gaucho" conjures up romantic images of Argentina's cowboys chasing wildly across the pampas, twirling and tossing their traditional "bolas." In this program, we meet several colorful gauchos who train horses and sing songs of freedom and loneliness–reflections of a vagabond lifestyle.

(54 min., color)
Item #FFH 7495

Women of Hope: Latinas Abriendo Camino

This program tells the story of Latina women in the United States through portraits of 12 unusual women who have broken new ground in their lives and achievements. The women share their stories in the context of their families, their common histories, and their careers. Among those featured are Miriam Colón, Nydia Velázquez, and Sandra Cisneros.

(29 min., color)
Item #FFH 6558

CONFERENCES

Popular Culture Association and American Culture Association–Latin American Congress

September 29-October 2

In Puebla, Mexico.

Contact: Paul Rich, Hoover Institution, Stanford, CA 94305-6010; e-mail, <rich@hoover.stanford.edu>; Web site, <http://fenix.puc.udlap.mx/congress>.

CUPA National Conference and Expo '99

October 3-6

CUPA (College and University Personnel Association) will hold its national conference and expo for vice presidents, directors, and managers of human relations departments in colleges and universities. Topics relate to employee benefits and compensation, financial/retirement planning, health/life insurance, among many others. At the Westin Seattle Hotel in Seattle, Wash.

Contact: Rebecca Mangan, (202) 429-0311 ext. 387; e-mail, <mangan@cupainet.cupa.org>; Web site, <www.cupa.org>.

Education Connections '99

October 4-5

Study USA-Mexico '99

October 7-9

The U.S. Trade Center, Department of Commercial Service, and Kiva Expositions, Inc., are hosting the 2nd annual Study USA-Mexico '99 education fair in Mexico City. In addition, Kiva is offering Education Connections '99 in Guadalajara. This year's recruitment fairs not only focus on student recruitment but also promote dialogues between Mexican and American universities to initiate articulation agreements.

Contact: Charlotte Adams, (303) 751-9600; e-mail, <kivaexpo@mindspring.com>.

USHLI–National Conference

October 7-10

The 17th Annual United States Hispanic Leadership Conference (USHLC): "Taking Responsibility: Making Latinos Count in America's New Majority." Sponsored by the U.S. Hispanic Leadership Institute (USHLI), the USHLC program focuses on empowerment, unity, pride, diversity, and community. At the Hyatt Regency McCormick Place in Chicago, Ill.

Contact: USHLI, (800) 959-5151; e-mail, <ushli@aol.com>.

SACNAS–National Conference

October 7-10

Society for Advancement of Chicanos and Native Americans in Science presents "Bridging the Gaps in Education." In Portland, Oregon.

Contact: SACNAS, (408) 459-0170; e-mail, <info@sacnas.org>; Web site, <www.sacnas.org>.

University of South Carolina–"The Minority Student Today"

October 10-13

Conference on recruitment, retention, and success of the minority student today. Sponsored by the University of South Carolina Division of Regional Campuses and Continuing Education; in cooperation with University of the Incarnate Word. In San Antonio, Texas.

Contact: (803) 777-9444 or -2260; e-mail, <confs@gwm.sc.edu>; Web site, <www.sc.edu/conted/mst.htm>.

Austin Community College –Telelearning '99

October 10-13

Telelearning '99: Education in Transition conference, hosted by Austin Community College; sponsored by The Telecourse People and Instructional Telecommunications Council; in cooperation with PBS Adult Learning Service. An annual conference to learn about the latest products and services in the growing field of distance education. In Austin, Texas.

Contact: Fran Pretty, (302) 436-1773; e-mail, <pretty_f@email.msn.com>; Web site, <www.sinclair.edu/community/itc>.

Online Learning '99 International Conference and Performance Support '99 Exposition

October 17-20

The most innovative ways to develop and deliver online learning will be presented and demonstrated at these companion events sponsored by Lakewood Publications. At the Los Angeles Convention Center.

Contact: Tom Reidy or Walter Speer, (212) 966-0024; Web site, <www.lakewoodconferences.com>.

UT-Austin–International Symposium

October 19-22

The Jack S. Blanton Museum of Art of the University of Texas-Austin is hosting "Representing Latin American/Latino Art in the New Millennium," a four-day international symposium for scholars and arts professionals. Participants will examine the role of Latin American/Latino art and curatorial practices in museums and cultural institutions.

Contact: (512) 471-8984; e-mail, <tharrison@mail.utexas.edu>; Web site, <www.utexas.edu/cofa/hag/latart>.

National MultiCultural Institute–Annual National Conference

October 21-24

The 14th annual national conference of the National MultiCultural Institute: "Embracing an Inclusive Society: The Challenge for the New Millennium." Given the increasing diversity in the U.S., new skills and knowledge are required in such fields as workforce diversity, human resource management, education, and conflict resolution. At the Hyatt Regency Washington on Capitol Hill, Washington, D.C.

Contact: Institute, (202) 483-0700; e-mail, <nmci@nmci.org>; Web site, <www.nmci.org>.

New Jersey Project Fall Conference

Octobber 22

The New Jersey Project on Inclusive Scholarship, Curriculum, and Teaching's 1999 fall conference is on the theme "Teaching Today's Students," with opening talk by Lee Knefelkamp of Teachers College followed by respondents' panel and workshops. At New Jersey Institute of Technology, Newark.

Contact: NJProject, (973) 720-2296; e-mail, <nj_project@wpc.wilpaterson.edu>; Web site, <www.wpunj.edu/icip/njp/>.

National Higher Education Conference on Students of Color

October 27-31

"The Learning-Centered Environment: Students and Learning in the New Millennium." Featured guests include Dr. Alfredo G. de los Santos, Jr., The Maricopa Community Colleges (Ariz.). At the Minneapolis Hilton & Towers, Minneapolis, Minn.

Contact: phone, (850) 222-1087/385-1747; e-mail, <cnjford@aol.com>; Web site, <www.collegesurvival.hmco.com>.

ACE: Educating a Nation (VII)

October 28-30

The American Council on Education's Division of Access and Equity Programs' Office of Minorities in Higher Education is sponsoring its 7th "Educating a Nation" national conference on diversity and improving the participation of students of color in post-secondary education.

Contact: phone, (202) 939-9395; e-mail, <lachone_fuquay@ace.nche.edu>; Web site, <www.acenet.edu>.

NSHMBA–National Conference and Career Expo

October 28-30

The National Socity of Hispanic MBAs' 10th annual event, this year on the theme of "Elevate beyond Excellence: Face the Challenges." Closing plenary speaker: Ray Suárez, host of *Talk of the Nation*. At the Adam's Mark Hotel and Colorado Convention Center, Denver.

Contact: phone, (214) 267-1622; e-mail, <info@nshmba.org>; Web site, <www.nshmba.org>.

HACU–13th Annual Conference

October 30-November 2

The Hispanic Association of Colleges & Universities 13th annual event, on the theme, "Championing Success in Higher Education: Current Issues, Best Practices, and Promising Initiatives." At Hotel Inter Continental in Miami.

Contact: phone, (210) 692-3805; Web site, <www.hacu.net>.

CORRECTION

An article entitled "Cultural Diversity and Mental Health Training" published in the August 13, 1999, issue, the graduate degree granted by the Chicago School of Professional Psychology was erroneously identified as the Ph.D. The School grants the Psy.D. degree, which is quite different. We sincerely regret this error and any confusion we may have caused.

MIAMI

MIAMI UNIVERSITY OXFORD OHIO

DEAN

SCHOOL OF ENGINEERING AND APPLIED SCIENCE

Responsibilities: The Dean is responsible for the academic leadership of the School including but not limited to academic planning, enhancement of programs and curriculum, accreditation, recruitment of faculty, faculty development and evaluation, student recruitment, advising and placement, improvement of physical facilities and equipment, and allocation of resources. The Dean is responsible for fundraising, for fostering diversity, and support of university-wide goals.

Qualifications: Miami University will consider candidates who have demonstrated excellence in leadership in either an academic or professional setting. Candidates must be able to provide evidence of ability to relate well to students, faculty, staff and alumni, and to the leadership of the larger community. Desirable qualifications include earned doctorate in one of the disciplines represented in the School, excellence in teaching, excellence in scholarship or creative activities, demonstrated commitment to diversity, significant administrative experience and proven ability to attract external support. Successful candidate must qualify for appointment at rank of Professor in one of the departments in the School.

School of Engineering and Applied Science: The School of Engineering and Applied Science has programs on all three of Miami's campuses, supported by almost 100 faculty and staff. The school's distinctive offerings include ABET accredited engineering programs, an interdisciplinary engineering management program, a systems analysis/computer science program, and accredited nursing programs. There are approximately 1600 students majoring in our programs at the associate, bachelor and master's degree levels. The School works to continually improve the environment for effective teaching, learning, and critical thinking; to encourage scholarship and creativity of its faculty and students; and to promote the professional development of its faculty. The School of Engineering and Applied Science leads and supports university-wide diversity efforts, including the coordination of an interdisciplinary course in multicultural perspectives. The Dean of the School of Engineering and Applied Science reports to the Provost and Executive Vice President for Academic Affairs, and is one of seven academic deans.

Application: Applications should include a letter of application and a resume addressing the qualifications stated above. Applicants are asked to provide a preferred mailing address, e-mail address, and fax number(s), if available. Please also provide five references whom the committee may choose to contact. All nominations and applications should be sent to:

Prof. Karen K. Shaffer
Secretary of the University
101 Roudebush Hall
Miami University
Oxford, Ohio 45056
Phone: (513) 529-3610; FAX (513) 529-1737

To ensure full consideration, applications should be received by November 1, 1999. The search will remain open until a well-qualified appointee is identified. The starting date is negotiable.

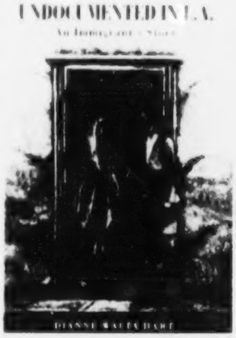
For more information, visit our Home Page:
http://www.muohio.edu

Book Review

by Mark Saad Saka

***Undocumented in L.A.: An Immigrant's Story*, by Dianne Walta Hart.** Wilmington, Delaware: Scholarly Resources Inc. [104 Greenhill Ave., Wilmington, Delaware 19805], 1997. 136 pages. ISBN# 0-8420-2649-5. $18.95 paper.

This is the story of Yamileth, one of thousands of Central American immigrants who have recently come to the United States, some legal, and some, like Yamileth, undocumented. The story of Yamileth is told by her friend Dianne Hart, who-chronicles Yamileth's many journeys and the contradictions that make up the life of someone who must decide to leave her or his homeland. In telling Yamileth's story, Hart chronicles the plight of all undocumented workers, such as running the risks of crossing the border, the dangers of city life in the U.S., and the difficulties of adjusting to a strange and highly individualistic culture. In addition to the difficulties of life in the U.S., Yamileth must also deal with the political environment in California, where, in 1994, the citizenry approved of Proposition 187, a law intended to deny to undocumented immigrants education, social services, and health care.



Yamileth's story begins in Eesteli, Nicaragua, where, in 1995, she was born into a working-class family. During the 1980s, Yamileth supported the revolutionary Sandinista government in power in Nicaragua and served in the *Asociación de Mujeres Nicaraguenses* (The Association of Nicaraguan Women) and assisted women's cooperatives in protecting themselves against American-supported Contra attacks. Family and community values held Yamileth's world together as the day-to-day existence of Nicaraguans became increasingly precarious. At one point, her neighbors and extended family members financially assisted her so that she could provide her mother a decent burial. The effects of the wartime stresses on the Nicaraguan economy contributed to a spiraling inflation rate that made life for ordinary Nicaraguans increasingly difficult, and by the late 1980s, Yamileth decided to make the dangerous overland journey to the United States to join her sister Leticia, who was living in Los Angeles.

After days of traveling through Mexico, Yamileth paid a *coyote* to lead them across the border, and they finally arrived in L.A. Her life in America was more difficult than she could ever have imagined. Expecting a paradise where the streets were paved with gold, Yamileth soon found herself living in a roach-and rat-infested apartment where the monthly rent exceeded four hundred dollars. Her neighborhood was violent and plagued with drug gangs, and they lived in fear of being robber or even killed. Ironically, Yamileth left war-torn Nicaragua but found her life in the U.S. more dangerous. In Nicaragua, where community values remained strong, people often left their doors unlocked and walked the streets in comfort and relative freedom. In a much more competitive and individualistic society such as the United States, these community values seemed lacking or even nonexistent. Yamileth's life became more precarious when, during the Los Angeles Riots of 1992, it seemed as if the entire U.S. had erupted into a war of its own.

Contrary to popular media hype that often portrays immigrants as living off public handouts, Yamileth immediately began looking for work. She always maintained her dignity and self-respect. One of her early humiliating experiences came when she arrived at a cantina looking for work as a waitress only to find out that it served as a cover for an escort service. She quickly left and used that experience as a lesson. At another point, Yamileth worked as a housekeeper in Oregon. She eventually opened a bakery, and her sister and family helped in trying to make the business a success. Although the bakery failed, her efforts are a testimony to the resiliency of immigrants and demonstrate their work ethic and contribution to the United States. An interesting part of the book is when Yamileth decides not to obtain false documents because she feels that that would be dishonest. In other words, she did not consider the fact that she was an illegal alien to be a violation of the law, yet she did consider that lying would be dishonest. Alas, America needs more hardworking and honest citizens such as Yamileth!

This book is an excellent choice for use in the classroom, one that I have used many times in my "Hispanics in the United States" history class. Yamileth's experience allows us to appreciate the diversity of the Hispanic experience in the U.S. Hart puts a human face on a group of people whom the media often portray as some large, brown, faceless mass, a people whose very presence somehow threatens our "way of life." By reading Yamileth's story, students come to appreciate the rich contribution that all immigrants make to our country.

Dr. Saka, a Fulbright scholar, completed his Ph.D. at the University of Houston in 1995. He is a Mexican specialist whose areas of interest include peasant social movements and agrarian unrest in the Mexican countryside. An American of Arab ancestry, Professor Saka has taught in the Department of History at Sul Ross State University, Alpine, Texas, since 1995.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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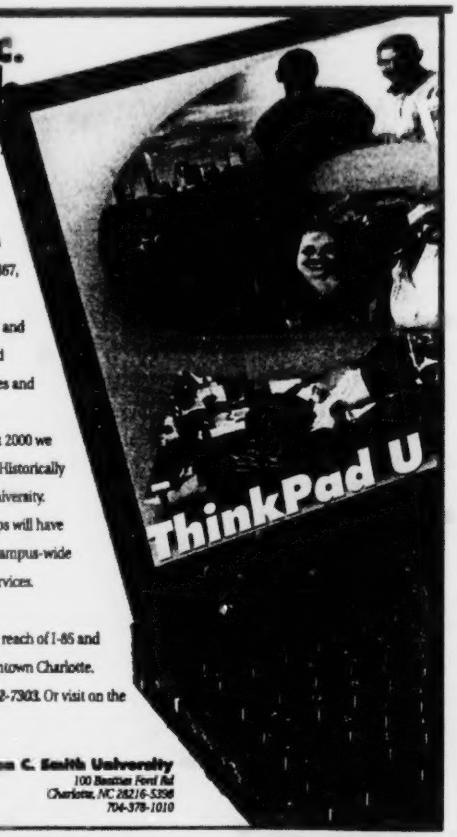

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National Conference
February 21-26, 2000
Houston, Texas

Abstracts, not to exceed two pages, should be submitted which relate to any aspect of the Hispanic and Latino experience. Subjects may include but are not limited to literature, demographics, history, politics, economics, education, health care, fine arts, religion, social sciences, business and many other subjects. Please indicate the time required for presentation of your paper (25 minutes/45 minutes).

Abstracts must be postmarked by:
November 23, 1999

Send Abstracts To:
Dr. Lemuel Berry, Jr.
Executive Director, NANAS
Morehead State University
212 Rader Hall
Morehead, KY 40351
Telephone: (606) 783-2650
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UNIVERSITY OF
FLORIDA

DEAN. COLLEGE OF ENGINEERING

The University of Florida invites nominations and applications for the position of Dean of the College of Engineering. The College, which enrolls about 5,600 (4,000 undergraduate; and 1,600 graduate) of the University's 43,000 students, consists of twelve degree granting departments with 285 faculty and is one of the University's premier colleges. The college ranks 15th among the nation's public engineering programs in the attraction of research support (about $57 million in research expenditures in 1997-98).

The University of Florida, the state's oldest and largest university, is one of the nation's most comprehensive institutions of higher education. The university is a land-grant University and a memmber of the Association of American Universities.

The Dean of Engineering is the chief academic officer of the college and is responsible for all facets of the college's performance. The Dean serves on a variety of university-wide committees and boards and represents the university in many national and international organizations. Also, the Dean will hold a tenured academic appointment in the appropriate department in the College of Engineering, University of Florida.

Candidates must have an earned doctorate, a distinguished record of scholarly accomplishments, and appropriate administrative experience. The salary is nationally competitive.

The deadline for nominations is **Friday, October 15, 1999,** and the deadline for applications is **Friday, October 29, 1999.** Interested candidates should forward a letter addressing his or her qualifications, a resume, and the names, addresses and telephone numbers of five references to:

Vice President Michael V. Martin, Chair
Search and Screen Committee
P.O. Box 110180
University of Florida
Gainesville, FL 32611-0180
Email: MVM@GNV.IFAS.UFL.EDU
Phone: 352-392-1971

The University of Florida is an equal opportunity, equal access, affirmative action employer. The "government in the sunshine" laws of Florida require that all documents relating to the search process, including letters or application/nomination and reference, be available for public inspection.

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Washington University Creates Annika Rodriguez Scholarship for Hispanic Students

Washington University in St. Louis is proud to offer up to five full-tuition scholarships for four years of undergraduate study to outstanding Hispanic students. This scholarship honors Annika Rodriguez, a young alumna who was tragically killed in an accident while working for the Peace Corps in Honduras. The scholarship is in addition to the $40 million in scholarships awarded annually to Washington University Undergraduate Students.

For Information and Application Contact:
Rodriguez Scholarship Committee
Washington University
Campus Box 1089
One Brookings Drive
St. Louis, MO 63130-4899
(314) 935-6000 or (800) 638-0700
admissions@wustl.edu • www.wustl.edu

UNIVERSITY
OF SOUTHERN
CALIFORNIA

The Law School
of the University of Southern California
POSITION DESCRIPTION - DEAN OF THE SCHOOL

The University of Southern California is inviting applications and nominations for the position of Dean of the Law School. The University is located in Los Angeles and is one of the nation's premier private research universities. USC Law School was the first law school established in the southwestern United States, and is now a national law school serving a student body drawn from over 100 undergraduate institutions distributed throughout the nation. It is one of the preeminent law schools in California, and is typically rated among the top 15 or 20 in the country.

USC Law School is relatively small, with an average class size of approximately 200 students and a total enrollment of 600. It has approximately 35 full-time faculty, many of whom have advanced degrees or training in other disciplines in addition to law and are recognized nationally as experts in their respective fields. The Law School's endowment is among the ten largest for private American law schools. The Law School's primary mission is facilitating the production of quality scholarship by its faculty, and training students for the bar, bench and other pursuits to which knowledge about law and the legal system is relevant.

The Dean of the USC Law School is its academic leader and chief administrative officer, and reports directly to the Provost of the University. The responsibilities of the job include: leading the recruitment, development and retention of talented faculty; promoting excellence in the School's educational and scholarly functions; planning and managing fiscal matters; leading the School's fundraising efforts; and maintaining supportive relationships with alumni and with other members of the local bar and bench.

Nominations and applications should be sent to: Randolph Westerfield, Search Committee Chair, c/o Office of the Provost, University of Southern California, Bovard Administration Building, Room 202 - MC 4019, Los Angeles, CA90089-4019. Applications should include: a letter describing the candidate's qualifications for this position; a curriculum vitae; and names, addresses and telephone numbers of three references. Questions may be directed to **Bill Strippoli, Director of Information Resources, Office of the Provost (213-740-0917, 213-740-1782 (fax), strippol@usc.edu).** Review of applications and nominations will begin immediately and will continue until the position is filled.

USC is proudly pluralistic and firmly committed to providing equal opportunity for outstanding men and women. USC actively seeks nominations of and applications from qualified individuals from the broadest possible community.

(AA/EOE)

UNIVERSITY OF DENVER
DEPARTMENT OF PSYCHOLOGY

Anticipates a tenure-track position in Child Clinical Psychology to begin Fall 2000. The primary requirement for this position is excellence in research and teaching. We particularly encourage applications from individuals with interests in developmental psychopathology, multicultural research, or pediatric psychology, but will seriously consider individuals with other interests relevant to Child Clinical Psychology. Send a letter of interest, vita, at least three letters of recommendation, and reprints/preprints to **Child Clinical Search Committee, Department of Psychology, University of Denver, Denver, CO 80208.** We will give priority to applications received by December 1, 1999 but will consider applications until the position is filled. The University of Denver is committed to enhancing the diversity of its faculty and staff and encourages applications particularly from women, minorities, veterans, and people with disabilities.

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FURTHER INFORMATION:
NYS Archives Partnership Trust, Cultural Education Center, Suite 9C49, Albany, NY 12230; 518-473-7091; jrydberg@mail.nysed.gov; or http://www.sara.nysed.gov/new/hackman.
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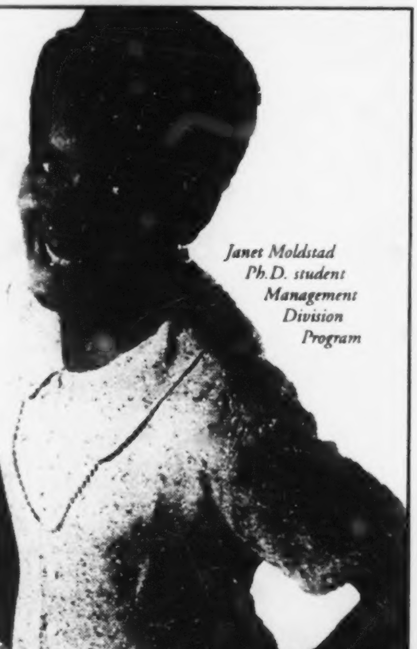

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SOCIOLOGY OF GENDER

Pending approval and funding, the Department of Sociology at the University of San Francisco invites applications for a tenure-track position in Gender at the Assistant Professor level, anticipated to begin in the Fall 2000. Additional expertise in one or more of the following areas would be desirable: family, race and ethnicity, or research methods.

Teaching responsibilities: may include inter alia, Sociology of Gender, Sociology of the Family, Race and Ethnicity, and Research Methods. Normal teaching load is three courses per semester. The Department contributes to the Women's Studies, Latin American Studies, Ethnic Studies, Peace and Justice and Legal Studies certificate programs as well as the social science course offerings in the General Education Curriculum.

Qualifications: Candidates must have university teaching experience, a strong commitment to teaching, evidence of scholarship, an earned doctorate in Sociology by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University. The candidate will be expected to develop an independent and ongoing research program.

Send applications to: **Michael J. Webber, Chair, Sociology Search Committee, Department of Sociology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.**

GLOBALIZATION

Pending approval and funding, the Department of Sociology at the University of San Francisco invites applications for a tenure-track position at the Assistant Professor level, anticipated to begin in the Fall 2000. We are interested in candidates who specialize in any aspect of globalization, including global environmental issues, international migration, development/underdevelopment, border studies, multinationals and the international division of labor, women in development, cultural globalization, inequality, etc.

Teaching responsibilities: may include inter alia, Globalization, Global Population and Consumption, Environmental Sociology, Global Inequality, Women in Development, Environmental Racism as well as general Sociology courses. Normal teaching load is three courses per semester. The Department contributes to the Women's Studies, Latin American Studies, Ethnic Studies, Peace and Justice and Legal Studies certificate programs as well as the social science course offerings in the General Education Curriculum.

Qualifications: Candidates must have university teaching experience, a strong commitment to teaching, evidence of scholarship, an earned doctorate in Sociology by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University. The candidate will be expected to develop an independent and ongoing research program.

Send applications to: **Michael J. Webber, Chair, Sociology Search Committee, Department of Sociology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.**

PUBLIC RELATIONS

Pending approval and funding, the University of San Francisco invites applications for a tenure-track position in Public Relations at the Assistant Professor level, anticipated to begin in the Fall 2000.

Teaching responsibilities: may include inter alia, Public Relations Writing, Public Relations Theory, Public Relations Research and Campaigns, Public Speaking, and other courses according to the candidate's specialty. Competency in related areas, such as advertising and organizational communication is also desirable. The faculty member will assist in building a public relations program, develop and advise the PRSSA chapter, and assist with Public Relations internships. Because the University of San Francisco is a Jesuit institution situated in a culturally diverse region, the new program will emphasize nonprofit and international PR, professional public relations experience in either of these areas is extremely desirable.

Qualifications: University teaching experience, evidence of a strong commitment to teaching, evidence of scholarship, an earned doctorate by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required. The candidate will be expected to develop an independent and ongoing research program.

Send applications to: **Rhonda Parker, Chair, Public Relations Search Committee, Department of Communication Studies, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.**

COORDINATOR OF EXPOSITORY WRITING

Pending approval and funding, the Department of Communication Studies at the University of San Francisco invites applications for a full time tenure-track position in Expository Writing at the Assistant or Associate Professor level, anticipated to begin in the Fall 2000. The Department of Communication Studies incorporates English as a Second Language, Expository Writing, and Speech/Rhetoric.

Responsibilities include: Coordinating the undergraduate Expository Writing program, teaching two to three expository writing courses per year and collaborating with other Communication Studies faculty to advance curriculum development and to integrate speech and writing as communication skills.

Qualifications: University teaching experience, a strong commitment to teaching, evidence of scholarship, an earned doctorate by Fall 2000, academic program administrative experience, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required. The candidate will be expected to develop an independent and ongoing research program.

Send applications to: **Stephanie Vandrick, Chair, Expository Writing Search Committee, Department of Communication Studies, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.**

Established as San Francisco's first institution of higher learning in 1855, the University of San Francisco presently serves 8000 students in the arts and sciences, business, education, nursing, law, and professional studies. The University is a private, Catholic and Jesuit Institution and particularly welcomes candidates who will positively contribute to such an environment.

INTERNATIONAL MEDIA/VIDEO OR MULTIMEDIA PRODUCTION

Pending approval and funding, the Media Studies Program at the University of San Francisco invites applications for a tenure-track position in International Media with a second specialization in Production, at the Assistant Professor level, anticipated to begin in the Fall 2000.

Teaching responsibilities: may include inter alia International Media, Media and Globalization, Media and New Technology and/or Video or Multimedia Production, and other courses according to the candidate's specialty. Competency in one or more of the following core courses is also necessary: Media and Society, Media Institutions, Media Law and Policy, Media Theory, Media Audience.

Qualifications: University teaching experience, evidence of a strong commitment to teaching, evidence of scholarship, an earned doctorate by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required.

Send applications to: **Bernadette Barker-Plummer, Chair, International Media Search Committee, Department of Media Studies, University of San Francisco, 2130 Fulton Street, Harney 243, San Francisco, CA 94117-1080.**

Applicants should submit a letter of application, curriculum vitae, graduate transcripts, brief description of research plans, copies of recent research papers, statement of teaching philosophy, evidence of teaching ability including copies of teaching evaluations, and three letters of recommendation. Applications must be received by October 15, 1999, in order to ensure full consideration.

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MICHIGAN STATE UNIVERSITY

POSITION: Inviting applications for the position of Chairperson of the Department of Art at Michigan State University. Department includes 27 tenure-stream faculty and 300 majors in BA, BFA, MA, and MFA programs in the History of Art, Studio Art, and Art Education. Resides in the College of Arts and Letters at Michigan State University, a premier land-grant, AAU university enrolling over 40,000 students. A tenure-stream, 12-month basis appointment.

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QUALIFICATIONS: Credentials appropriate for a tenured faculty appointment at the rank of Full Professor. Prior relevant experience. An understanding of and sensitivity to creative, scholarly, pedagogical, and outreach issues related to history of art, studio art, and art education. A history that includes a commitment and demonstrated accomplishment in creative and scholarly activities appropriate to area of expertise.

APPLICATIONS: Due November 15,1999. Position to begin July, 2000. Women and minorities are encouraged to apply. Send letter of application, vita, the names of three references, a statement of administrative philosophy, experience, and vision, and any evidence of creative and scholarly work appropriate to your area of expertise to:

Karl Wolter, Chair
Chairperson Search Committee
Department of Art
Michigan State University
113 Kresge Art Center
East Lansing, MI 49924-1119
Telephone: (517)355-7610
(References will be contacted only at a later stage in consideration.)

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New York University

ASSISTANT DEAN

Gallatin School of Individualized Study

The Gallatin School of Individualized Study of New York University seeks an Assistant Dean to work closely with the Dean and Associate Dean on several aspects of the School's operations. The Assistant Dean works with the professional staff and faculty to oversee the preparation and administration of the budget (generating enrollment forecasts, organizing the planning of expenditures in various categories, managing the financial procedures and record-keeping) and serves as the School's liaison to the central administration for budget-related matters; oversees the planning, allocation and improvement of space and facilities, including office renovations and capital projects; and oversees the planning and implementation of technology systems in the School, especially computer equipment and networks. The Assistant Dean also represents the Gallatin School and the Dean on various University committees and at public functions, maintains cooperative relations with other University units, and performs other general administrative tasks.

Requirements are a Master's degree; five years in administration and budget management, preferably in higher education or the non-profit sector, and expertise in computer technology. Successful candidates will possess excellent organizational, management, communications and interpersonal skills.

Founded in 1972, Gallatin is a school of 1,100 students within a major research university. Its innovative, nationally recognized B.A. and M.A. programs in individualized study encourage students to develop an integrated, multidisciplinary program of study that combines courses in the various schools of NYU with independent studies, internships and Gallatin's own interdisciplinary seminars and arts workshops. The School emphasizes excellent teaching, intensive student advisement and mentoring, and a unique combination of program flexibility and academic rigor.

The salary for the Assistant Dean is competitive, and the preferred starting date is November 1, 1999. Applications (a letter of interest and a current vita) and nominations should be sent by **September 15, 1999** to: **David Moore, Associate Dean, Gallatin School of Individualized Study, New York University, 715 Broadway, New York, New York 10003.**

NYU encourages applications from women and members of minority groups.

POSITION ANNOUNCEMENT

DEAN OF THE SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION

California State University, Bakersfield

DESCRIPTION: California State University, Bakersfield (CSUB) invites applications and nominations for the position of Dean of the School of Business & Public Administration. CSUB was founded in 1968 and is one of the twenty-two campuses in the California State University System. The campus serves the metropolitan Bakersfield population of 300,000 and a growing and diverse population of 700,000 people who live primarily in the Southern San Joaquin Valley. Oil and agribusiness are traditional mainstays of the economy, but recently light industry and service businesses have brought new jobs and people to the area. The relatively low cost of housing and the region's proximity to the major population and recreation areas of the state are attractive features.

The University is composed of three schools: Arts and Sciences, Education, and Business & Public Administration. The School of Business & Public Administration offers baccalaureate and masters degrees in business administration and in public administration. Business degrees are accredited by AACSB, and the graduate degree in public administration is accredited by NASPAA. The School is organized into the departments of Accounting and Finance, Management and Marketing, and Public Policy and Administration. A new classroom/office building, including a community financed Leadership Development Center, is being planned for construction during the next two years, which will be a new home for the growing School of Business and Public Administration. CSUB is also significantly engaged in applications of technology to teaching and learning, and to distance education.

The University has a growing enrollment which is presently at about 5,600 for an annual average of 4,800 full-time equivalent students. About twenty percent of CSUB's students major in programs offered by the School of Business and Public Administration. The Dean will enjoy the opportunities that go with new facilities, strong community support, and change due to growth and retirements.

RESPONSIBILITIES: The Dean is expected to provide leadership for the School of Business & Public Administration in the areas of teaching, academic planning, research, and community relations and support. The school plays an important role in the local business community. The Dean is responsible for all budgeting, personnel, and instructional services, and administers all curricular and academic support programs in the School. The Dean is expected to work closely with faculty in curricular matters and to provide significant leadership in the development of strong and innovative academic programs. The Dean reports to the Provost and Vice President for Academic Affairs and represents the School to the University; external professional constituencies; local, state, and national agencies; and the regional community.

QUALIFICATIONS:
- An earned doctorate and a record of teaching excellence and scholarly achievement or other qualifications sufficient to merit an advanced rank appointment;
- Appropriate administrative experience leading to the dean's level of responsibility;
- Demonstrated experience in the acquisition of external funding;
- Proven ability to work with faculty, students, other administrators, and members of the community; and
- Competence to assume a leadership role in a public institution of higher education that serves an ethnically and culturally diverse population like that of the Southern San Joaquin Valley.

APPLICATIONS: For maximum consideration, deadline for receipt of application materials is November 1, 1999. The appointment is expected to begin by August 1, 2000. Salary and benefits are competitive and commensurate with experience and qualifications. Nominations, or letters of application with resumes, and names of at least four references should be sent to:

Chair, Search Committee
Dean of Business & Public Administration
c/o Office of the Provost and Vice President for Academic Affairs
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, California 93311-1009

CSUB fosters and appreciates ethnic and cultural diversity among its faculty, students, and administrative staff. Applications from women, ethnic minorities, veterans, and individuals with disabilities are welcome. For additional information about CSUB please refer to CSU Home Page (**http://www.csubak.edu/**).

Daytona Beach
COMMUNITY COLLEGE

Daytona Beach Community College is a public, multi-campus, comprehensive community college which serves approximately 10,000 full-time equivalent and 33,000 headcount students. It is home the the Southeast Museum of Photography.

ADMINISTRATION

DIRECTOR OF ASSESSMENT SERVICES: Master's degree in Education or related field required, Doctorate preferred. Experience with standard assessment instruments, practices and techniques, demonstrated competence and experience with computer technology required. Responsible for coordination and supervision of all activities related to the delivery of assessment services.

DIRECTOR OF RESOURCE DEVELOPMENT: Master's degree required and a minimum of five years demonstrated successful experience in grants and resource development. The office is responsible for the funding source identification, budget preparation and the proposal process. Proven record of achievement. Excellent proposal writing and communication skills. Ability to work in participatory management framework. Must be able to facilitate teamwork approach to proposal development with faculty and staff. Responsible for the review and research of appropriate publications, literature, and Internet regarding grant opportunities; establishment of personal contacts with state and federal officials representing funding agencies; and work with faculty and staff to develop, incubate, discuss and share ideas for enhancements through grant opportunities.

FACULTY

All Faculty positions are full-time, tenure track, nine-month positions with a comprehensive benefits package. It is anticipated that positions will begin no later than January 2000. Probable appointment at Instructor to Associate Professor level.

ENGLISH: Master's degree in English with emphasis on composition and literature.

ENGLISH LANGUAGE INSTITUTE: Master's degree in TESOL, English or related field, TESOL teaching experience. TESOL certification preferred.

MATHEMATICS: Master's degree in Mathematics or related area with at least eighteen graduate hours in mathematics. Ability to teach developmental math through calculus.

DEADLINE TO APPLY: All positions are open until filled.

SALARY: Competitive salary commensurate with experience.

Interested candidates should forward a letter of intent, current vitae, a completed DBCC employment application, copies of transcripts and the names, addresses and telephone numbers of at least three professional references to the address below.

HUMAN RESOURCES DEPARTMENT
1200 W. International Speedway Boulevard, Daytona Beach, FL 32114
Fax: 904-254-4482 • E-mail: jobs@dbcc.cc.fl.us • WEB:
http//wwwdbcc.cc.fl.us

DAYTONA BEACH COMMUNITY COLLEGE IS AN EQUAL OPPORTUNITY/ADA EMPLOYER WOMEN AND MINORITIES STRONGLY ENCOURAGED TO APPLY

TEXAS A&M UNIVERSITY

College Station, Texas

ASSISTANT PROFESSOR OF FINANCE

Finance specialities desired are Business Finance, Investments, and Financial Institutions. The Department of Finance will have two tenure track positions available at the beginning of 2000-2001 academic year. Ph.D. in Finance or equivalent is required. We are seeking individuals who can excel in the classroom and who will produce significant research and publications. Faculty are supported with excellent computer facilities, summer research funding, research assistants, and secretarial support. TAMU is an Affirmative Action/Equal Opportunity Employer. **POSITION AVAILABLE:** Fall, 2000 **SALARY:** Competitive **CONTACT: Donald R. Fraser, Department Head, Finance Department, Texas A&M University, College Station, TX 77843-4218, (409) 845-2020.** FMA-Yes (Don Fraser) SFA-No; ASSA-Yes (Don Fraser)

Education

ASSISTANT PROFESSOR
• MODERN EUROPEAN HISTORY •

DePaul University's department of history seeks applicants for a tenure track position (assistant level) in eighteenth/nineteenth-century continental western Europe. The successful applicant must be able to teach the French Revolution era and be willing to teach in interdisciplinary programs. The ability to teach European women's and/or Russian history is highly desirable. Commitment to undergraduate education and publications or strong scholarly potential required. Ph.D. must be completed by August 2000. Send letter of application, C.V., and three references to: **Chair, European History Search Committee, History Department, DePaul University, 2320 North Kenmore Avenue, Chicago, IL 60614-3298.** Deadline: November 15. Preliminary interviews at AHA annual meeting. DePaul University is committed to diversity and equality in education and employment.

DEPAUL
UNIVERSITY

WWW.DEPAUL.EDU/~HR/

THE UNIVERSITY OF MICHIGAN
TAUBMAN COLLEGE OF ARCHITECTURE + URBAN PLANNING

ARCHITECTURE PROGRAM

The Architecture Program is seeking to appoint up to four tenured or tenure-track architecture faculty in the following areas: design studio, structural design, design theory, construction technology and/or computer applications. Applicants should have a professional degree (B Arch., M Arch., or its equivalent) and experience in practice or a record of research and scholarly work. Applicants who can teach design studio in addition to one of the areas of expertise are preferred. The ability to contribute to doctoral studies is also desirable.

FELLOWSHIPS

The Architecture Program also offers three one-year teaching fellowships: the William Muschenheim Fellowship for individuals wishing to begin an academic career, the Walter B Sanders Fellowship for experienced practitioners, and the Willard A. Oberdick Fellowship for individuals interested in building science and design. Fellows are expected to spend one academic year in residence.

DOCTORAL PROGRAM

The Doctoral Program in Architecture is seeking to appoint a Chair for its Doctoral Program in Architecture. One of the first doctoral programs in architecture, it currently has four areas of specialization: History and Theory, Environment and Behavior, Design Process and Methods, and Building and Environmental Technology. The Chair, a tenured faculty member, must have a record of outstanding pedagogy, scholarship and research, and is expected to be an academic leader. A doctoral degree or its equivalent is required. email: docsearch@umich.edu

URBAN DESIGN PROGRAM

The Taubman College is starting a one-year, post-professional Master of Urban Design degree program, scheduled to offer courses in the fall term of 2000. It is envisioned that a related research/community center will also be started. Up to two tenured or tenure-track faculty members are being recruited, one for a leadership position as Director of the program and/or research/community center. Applicants should be experienced in urban design practice and theory and should have a professional design degree (M.Arch., M.L.A., M.U.P. or its equivalent) and experience in urban design, architecture, urban landscape architecture and/or urban planning.

URBAN AND REGIONAL PLANNING PROGRAM

The Urban and Regional Planning Program intends to make one or two faculty appointments at any rank to begin in fall 2000. We seek faculty with expertise in community development planning, geographic information systems (GIS), and/or transportation planning. We welcome applicants who combine research using GIS with other specialization areas in planning. We invite applicants who have either international and domestic interests. A Ph.D. in planning or a related field is highly desirable. The Urban and Regional Planning Program offers a professional master's degree in urban planning as well as an interdisciplinary Ph.D. in Urban, Technological, and Environmental Planning. Applicants should have interest in educating both professionally-oriented students and future scholars. Faculty at the University of Michigan are expected to be widely recognized for their scholarly and creative work.

The University of Michigan is a non-discriminatory, affirmative action employer

Applicants should send a letter explaining their interest in the position, a curriculum vitae, and names of three references. Fellowship applicants should also send a portfolio and research proposal. Review of applications will commence December 1, 1999.

Send materials and address inquiries to:

Chair, (insert appropriate) Program Search Committee
A. Alfred Taubman College of Architecture
and Urban Planning
2000 Bonisteel Blvd.
Ann Arbor, MI 48109-2069

Please visit our website for more information
http://www.caup.umich.edu/

UCI

University of California, Irvine

LATINO/LATINA POLITICS

The Department of Political Science and the Interdisciplinary Program in Chicano/Latino Studies at the University of California, Irvine invite applications for an experienced Assistant Professor or junior Associate Professor position. This tenure track or tenured position will be a joint appointment between the Department and the Program. Candidates should have strong research and teaching interests in Latino/Latina politics, preferably with substantial experience with empirically grounded research. There is preference for scholars investigating the Latino/Latina experience in California and the southwestern United States. Specific topics are open but include gender issues, democratization and political inclusion, political participation, organization and leadership, immigration and other public policy issues. A comparative approach to inquiry is highly desirable. The successful applicant will be expected to be actively involved in the research activities of the Center for the Study of Latinos in a Global Society. Ph.D. is required. Applications should be received by October 15, 1999. The University of California is an affirmative action/equal opportunity employer and particularly welcomes the applications of minorities and women. Interested applicants should send a cover letter, vitae, and for junior appointments, three letters of reference to: **Chair, Chicano/Latino Studies Search Committee, Department of Political Science, 3151 Social Science Plaza, University of California, Irvine, CA 92697-5100. E-mail: akirkens@uci.edu**

SC
SU

Southern Connecticut State University

LIBRARIAN
Collection Development

Under the general direction of the Head of Technical Services, coordinates the selection and acquisition of library materials, policy formulation; allocation and management of $1.5 million materials budget; collection assessment, preservation, and management; and gifts processing. **QUALIFICATIONS:** ALA accredited M.L.S., or equivalent; minimum of five years of professional experience in collection development in an academic setting; supervisory experience; experience in negotiating contracts and license agreements; demonstrated ability to work creatively and collaboratively with faculty, staff, students, and colleagues; knowledge of current issues and practices, emerging technologies and innovations, and national trends in collection development and acquisitions; and experience with integrated library systems, automated acquisitions systems, and financial accounting systems. **SALARY RANGE:** $39,677 to $55,000, dependent upon rank and qualifications. Send letter of application, resume, and the names, addresses, and telephone numbers of at least three references to **Dr. Susan E. Cirillo, Director of Library Services, Southern Connecticut State University, 501 Crescent St., New Haven, CT 06515-1355.**

THE UNIVERSITY OF MICHIGAN-DEARBORN

CHANCELLOR

Nominations and applications are invited for the position of chancellor of the University of Michigan-Dearborn, an interactive, student-centered institution committed to excellence in education, research, and service. The University of Michigan-Dearborn is one of three campuses of the University of Michigan, and is located on 196 acres of the former estate of automotive pioneer, Henry Ford. Grounded in the liberal arts and sciences, UM-Dearborn is a thriving educational community that offers high-quality, accessible undergraduate, graduate, professional, and continuing education programs to a diverse and talented student body primarily from southeastern Michigan. The campus comprises four academic units: the College of Arts, Sciences, and Letters; the College of Engineering and Computer Sciences; the School of Education; and the School of Management. One-third of the campus, more than 70 acres, is maintained as one of the largest natural areas in metropolitan Detroit, serving as a research and teaching facility. The campus serves more than 8,000 full-time and part-time commuting students: 7,000 undergraduate and 1,600 graduate.

The Chancellor of the University of Michigan-Dearborn, under the general direction of the President of the University of Michigan, serves as the chief administrator for this campus of 829 full-time and part-time faculty and staff. The Chancellor exercises broad delegated powers and is responsible for all aspects of campus administration.

We seek a chancellor who is committed to excellence in education and scholarship. Candidates should have outstanding leadership ability; substantial administrative experience in higher education; deep appreciation of academic values; the ability to effectively represent the UM-Dearborn to its constituencies and to the state legislature; experience in working with an urban, multi-cultural community; understanding of the appropriate public service roles of an urban, regional university; and demonstrated ability in fund-raising.

Nominations and applications, including a letter describing qualifications for and interest in the position and a current *curriculum vitae* should be sent to:

Professor Sidney Bolkosky, Chair
Search Advisory Committee for the Chancellor
University of Michigan-Dearborn
1070 Administration Building
4901 Evergreen Road
Dearborn, MI 48128-1491

Fax: 313-593-5204
Phone: 313-593-5500
E-Mail: umd_chancellor_search@umich.edu

Candidates are also encouraged to check for more information and for updates at the search website: **www.umich.edu/pres/chancellor_search.**

The University of Michigan treats inquiries, nominations, and applications for this position and others in a confidential manner. Applicants should confirm in their letters that they wish their applications to be kept confidential.

The University of Michigan is an equal opportunity, affirmative action employer and actively seeks the applications and nominations of qualified women and minorities.

Northeastern
UNIVERSITY

FACULTY POSITIONS

Located on an attractive campus in the heart of Boston, Northeastern University is a premier research University that is student-centered, practice-oriented and urban. Founded in 1898 and the world leader in cooperative education, Northeastern offers Bachelor's, Master's, and Doctoral degrees to approximately 27,000 full-time and part-time students in eight colleges. Applications are invited for the following tenure-track faculty positions. Requirements include a strong commitment to teaching and research and tenure-track or tenurable at the assistant/associate professor level.

ARTS AND SCIENCES

Communication Studies – Chair, candidates should be tenurable at the Associate or Full Professor level.
Anthropology – Cultural
Sociology – Aging, Medical, Urban, Race & Ethnicity, Social Inequity, Violence/Social Conflict
Economics – Urban
English – Technical Writing
Political Science – Comparative Politics, Western Europe, Latin America
Education – Elementary/Early Childhood, Curriculum & Instruction, Science, Math Education
Biology – Microbiology

BUSINESS

Accounting – Corporate, Managerial
Finance – Corporate
Marketing – Retail, Consumer Behavior
Management – International, Strategy, Entrepreneurship
MIS – Telecom, Database

ENGINEERING

Civil – Environmental
Electrical and Computer – Computer
Chemical – Biotechnology, Materials
Technology – Computer Technology

BOUVE HEALTH SCIENCES

Nursing

The following are open at the assistant professor or clinical specialist (non-tenure-track) level:

Athletic Training • Pharmacy Practice
Physical Therapy
Speech-Language Pathology and Audiology

COMPUTERSCIENCE CRIMINAL JUSTICE LAW

Please send letter of application (indicating position of interest) and CV to: Provost Office, 112 Hayden Hall, Faculty Positions, Northeastern University, 360 Huntington Avenue, Boston, MA 02115.

Northeastern University is an Equal Opportunity/Affirmative Action, Title IX Employer

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ST. CLOUD TECHNICAL
COLLEGE

Echocardiography
Instructor Position

Duties: To provide classroom and lab instruction to students. Develop and maintain curriculum, participate in advisory committees, develop student educational internships, manage program budgets, maintain student records, participate in program related organizations, advise students and perform other duties as assigned. **Qualifications:** Must be licensed or licensable as a technical college instructor. **Educational Requirements:** Sonographer credentialed by Cardiovascular Credentialing Institute (C.C.I.) or registry of Diagnostic Medical Sonographers (R.D.M.S.). **Professional Requirements:** Cardiopulmonary resuscitation (C.P.R. certification) and C.C.I. or R.D.M.S. **Salary:** Commensurate with education and experience in accordance with the UTCE Master Contract. **Application process:** Submit a letter of interest, current resume, three references relevant to candidacy and official academic transcripts to:

St. Cloud Technical College
Human Resources
1540 Northway Drive
St. Cloud, MN 56303

Position starts August 1999.
Position will remain open until filled.
Affirmative Action/Equal Opportunity
Educator and Employer.

DEAN
College of Education

The University of Florida invites nominations and applications for the position of Dean of the College of Education. The Dean of Education is the chief academic officer of the college and is responsible for all facets of the college's performance. Candidates must have an earned doctorate, a distinguished record of scholarly accomplishments, and appropriate administrative experience. The Dean should have the qualifications necessary to hold a tenured academic appointment in the appropriate department in the College of Education, University of Florida. Salary will be commensurate with experience and other qualifications.

The deadline for nominations is Friday, October 15, 1999, and the deadline for applications is Monday, November 1, 1999. Interested candidates should forward a letter addressing his or her qualifications, a current curriculum vitae and the names, addresses and telephone numbers of five references to:

Will Harrison, Chair
Search and Screen Committee
P.O. Box 117300
University of Florida
Gainesville, FL 32611-0180

PEABODY COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT VANDERBILT UNIVERSITY

PROFESSOR AND CHAIR, DEPARTMENT OF LEADERSHIP AND ORGANIZATIONS

Peabody College, Vanderbilt University, invites applications and nominations for the position of Department Chair in the Department of Leadership and Organizations. The successful candidate will have a nationally and internationally prominent reputation, a distinguished record of scholarly activities, widespread experience in securing external funding, and a demonstrated capacity for academic leadership.

We seek a senior scholar committed to broad conceptions of education, organizations, leadership, and schools to support and develop undergraduate and graduate programs in School Administration, Education Policy, Higher Education Administration, Human and Organizational Development, and Human Resource Development. The programs in the Department of Leadership and Organizations are continually ranked among the highest in the country. The Department is committed to high quality research, excellence in teaching, creating strategic relationships and fruitful collaborations with practitioners and policymakers, and developing ties with national and international institutions, and other units in the College and University.

QUALIFICATIONS: Earned doctorate in education or related field; a strong record of scholarship to warrant a tenure appointment at the rank of professor; and previous leadership experiences.

Candidates are asked to submit a letter of interest, curriculum vitae, and names of three people who may serve as references to: **Ellen Goldring, Chair, Search Committee; Box 514, Peabody College; Vanderbilt University; Nashville, Tennessee 37203. Telephone (615) 322-8000.** For more information visit our website at **www.peabody.vanderbilt.edu** or email: **ellen.goldring@vanderbilt.edu.**

Vanderbilt is an affirmative action, equal opportunity employer. We strongly encourage applications from women and members of minority groups. Review of applications will begin on November 15, 1999, and continue until the position is filled.

DEAN, A. JAMES CLARK SCHOOL OF ENGINEERING

University of Maryland, College Park

The University of Maryland invites applications and nominations for the position of Dean of the A. James Clark School of Engineering. The School has the fastest rising reputation for excellence among engineering schools as illustrated by rankings in, for example, U.S. News and World Report. The Dean is expected to provide innovative leadership to build upon the outstanding research and educational activities within the School.

The University of Maryland, College Park, is a comprehensive Carnegie I, public university with almost 33,000 students in baccalaureate, master's and doctoral programs. It is located on a 350 acre campus just outside Washington, D.C. The School is composed of the Departments of Aerospace Engineering, Chemical Engineering, Civil and Environmental Engineering, Electrical and Computer Engineering, Fire Protection Engineering, Materials and Nuclear Engineering, Mechanical Engineering, as well as the Institute for Systems Research and the Engineering Research Center. Further information on the School may be found at **<http://www.engr.umd.edu>.**

The Dean has responsibility for approximately 200 faculty, 2,800 undergraduate students, 1,200 graduate students, and an annual state budget of approximately $27 million. The School has experienced substantial growth in research productivity over the past several years and currently conducts a thriving and diversified $60 million per year program. The School also supports an array of continuing education programs and televised distance learning programs. Through a highly successful Technology Advancement Program (TAP) and a number of other activities, the School maintains an active outreach program with local industry. The primary responsibilities of the Dean's position include academic leadership, fund raising, maintaining and enhancing relations with alumni and government and industrial partners, and administrative oversight and direction. Candidates should have qualifications for a tenured full professorship in one of the School's departments, a distinguished record of scholarly achievement, a strong commitment to excellence in teaching, research, and service, demonstrated administrative ability and excellent interpersonal and communications skills, and a demonstrated commitment to diversity. The Dean reports directly to the Senior Vice President for Academic Affairs and Provost, the chief academic officer for the University.

Applicants and nominees should submit a letter of interest, curriculum vitae, and the names, addresses and telephone numbers of at least four persons who can be contacted by the search committee for references. For best consideration, all materials should be received by November 1, 1999. Nominations are encouraged and will be received at any time. Please send all materials to:

Search Committee for Dean of the
A. James Clark School of Engineering
Attention: Ms. Sheila Mahaffy
1119 Main Administration Building
University of Maryland
College Park, MD 20742

Please feel free to direct inquiries to the chair of the committee, Dr. Jack Minker, via e-mail to **<minker@cs.umd.edu>**

The University of Maryland, College Park, actively subscribes to a policy of equal education and employment opportunities. Women and minority candidates are encouraged to apply.

UNIVERSITY OF
MARYLAND

CONTROLLER

Connecticut College invites applications for the position of Controller. Reporting to the Vice President for Finance, the Controller oversees the financial reporting, budget, accounts receivable, accounts payable, endowment accounting, purchasing and cashiering functions. The successful candidate will be responsible for modeling, expenditures and other key indicators as they relate to budget and actual results for the past, current and future budget years; developing financial benchmarks for the College as it enters into a new five-year strategic plan; preparing governmental compliance reports; and managing the audit process. As the College implements a new comprehensive software system, the Controller will play a critical role in the review of financial policies and procedures, and the development of a new accounting structure.

Qualifications: Bachelor's degree in Accounting or related field, with a minimum of 5 years' management experience in the not-for-profit sector. Thorough knowledge of accounting standards that affect higher education, budgeting, and computer modeling required. A CPA or MBA is preferred.

Connecticut College is located in the historic seaport of New London now undergoing extensive revitalization. The southeastern Connecticut area offers a rare combination of affordable living and natural, unspoiled beauty with convenient access to Boston and New York City. The college offers a highly competitive salary and excellent benefits package.

To apply, please send a cover letter, resume and the names, addresses, and phone numbers of three professional references to: **Office of Human Resources, Connecticut College, 270 Mohegan Avenue, New London, CT 06320.**

Connecticut College

Connecticut College is actively seeking to diversify its staff and faculty. Affirmative Action/Equal Opportunity Employer.

FOOTHILL

Counselor

Foothill College

Extended Opportunity Programs & Services

This position will provide academic, career and personal counseling services to income eligible students in determining and achieving academic, vocational and personal objectives. Develop and implement orientation activities and services, facilitate and instruct study skills and career decision-making classes.

For application materials, contact

Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, CA94022
(650) 949-6217, employment@fhda.edu
wwwfh.fhda.edu/district/hr/employment.html

AA/EOE

BEST COPY AVAILABLE

WILLIAMS COLLEGE

PRESIDENT

The Board of Trustees of Williams College announces a search for the 15th President of the College. The new president will be expected to assume office in the summer of 2000.

Williams, founded in 1793 and recognized as one of the preeminent liberal arts colleges in America, seeks a distinguished person capable of providing the visionary leadership required to enhance the College's strong and distinctive academic program. The College is a coeducational institution, which has built its reputation on a long tradition of outstanding teaching and scholarship and on the academic excellence of its 2,000 undergraduate students.

To provide effective leadership, the next president must believe deeply in the value of the residential liberal arts college experience; be an articulate advocate for Williams, on campus and off; possess a keen understanding of the College's unique campus culture and system of governance; continue the advances Williams has made in creating a diverse faculty and student body; and display those personal attributes required to communicate and interact effectively with a broad range of internal and external constituencies.

The Presidential Search Committee will begin to review candidates in September 1999 and continue until the appointment is made. Nominations and expressions of interest, which will be treated in confidence, should be sent to:

Mr. Raymond F. Henze III, Chair
Presidential Search Committee
Williams College
P.O. Box 628
Williamstown, MA 01267

Barbara E. Taylor and Ronald S. Stead of the Academic Search Consultation Service are assisting the search committee. Inquiries may be made to them at 202/332-4049.

An Affirmative Action/Equal Opportunity Employer, Williams College especially welcomes and encourages applications from women and minority candidates.

THE UNIVERSITY OF KANSAS

DEAN

SCHOOL OF LAW

Nominations and applications are invited for the position of Dean for appointment effective July 1, 2000. The Dean is responsible for the administration of the School, with an enrollment of 549 and a faculty of 39. REQUIRED QUALIFICATIONS: J.D. from an accredited institution; eligibility for appointment as full professor with tenure based either on the School's criteria for promotion and tenure or on an equivalent demonstration of outstanding professional scholarship, teaching, service and leadership. A complete position description is available upon request. Screening of nominations will begin on October 25, 1999, and will continue until the position is filled. A completed application file must include a statement of interest, curriculum vita, and the names, addresses and telephone numbers of three references. Nominations and applications should be sent to:

Professor Michael J. Davis, c/o Office of the Provost, 250 Strong Hall, The University of Kansas, Lawrence, Kansas 66045-1501

EO/AA Employer

WAUBONSEE COMMUNITY COLLEGE

INSTRUCTORS
Spring 2000
Full-Time, Tenure Track

Waubonsee Community College is seeking candidates for full-time, tenure track faculty appointments beginning January 12, 2000 in the following areas. Unless otherwise noted, all positions require a Master's Degree in a related field and two years teaching experience and/or applied business or field experience in addition to other qualifications listed. Experience at the community college or university level is desirable for all positions.

- **BUSINESS ADMINISTRATION and BUSINESS ADMINISTRATION/INFORMATION SYSTEMS:** Two positions available. Bachelor's Degree in Management Information Systems, Computer Science or related field required, Master's Degree preferred. Concentration in microcomputer systems, networks, Internet and programming desirable.
- **ENGLISH:** Master's Degree in English required.
- **LIBRARIAN:** One year reference and library instruction experience required. Knowledge of current and emerging library technologies and Web page development desirable.
- **MATHEMATICS:** Master's Degree in Mathematics or Mathematics Education required.

Waubonsee Community College is a fully-accredited community college with a headcount enrollment of 10,000. The college is located 40 miles west of Chicago in one of the fastest growing collar counties on a beautiful 2[illegible]-acre campus with state-of-the-art facilities and technologies. Waubonsee provides outstanding service to its students and district residents through demonstration of its core values — quality, service, value, innovation and accessibility.

Review of applications will begin October 8, 1999. To maximize your opportunity for selection, the following information should be forwarded to the Office of Human Resources as quickly as possible: Letter of interest, resume and completed college application form. Call, write or visit our website to request an application packet.

(630) 466-7900, Ext. 2214
Office of Human Resources
WAUBONSEE COMMUNITY COLLEGE
Rte. 47 at Harter Road
Sugar Grove, IL
60554

"Celebrating Excellence"

eoe

http://www.wcc.cc.il.us

HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

DIRECTOR OF INTERNATIONAL STUDENT SERVICES

RESPONSIBILITIES: Supervise the International Students Office; Direct, coordinate, and review the following: issue I-20 forms for F-1 visas and IAP-66 forms for J-1 visas, process change of status forms, severe economic hardship employment applications, curricular practical training applications, reinstatement of student status applications, transfers from other United States Universities to Hunter College and from Hunter College to other Universities, and authorizations to international students to work on campus; Plan and execute updated immigration law workshops for international students attending Hunter College; Develop and implement on-going orientation to new and continuing Hunter College international students; Supervise and monitor the Transfer Credit Foreign Evaluation unit which is responsible for the evaluation of international credits for students who have completed post secondary education abroad; Disseminate multi cultural education to international students, permanent residents and newly naturalized citizens; Formulate a program to provide updated social services counseling to permanent residents and naturalized citizens in light of the Federal Welfare Reform Act of 1996; Liaison between the Office of Admissions, the "Welcome Center," Registrar's Office and departmental advisors to ensure well-coordinated, timely delivered services to graduate and undergraduate international students.

QUALIFICATIONS: Bachelor's Degree and six years of Higher Education experience required.Master's Degree in Academic or appropriate professional field preferred.

SALARY: $41,780-$66,837 (commensurate with experience)

SEND RESUMES BY OCTOBER 1, 1999 to: **Vice President Sylvia Fishman, Hunter College, Room 1103E, 695 Park Avenue, New York, NY 10021**

Hunter College is an Affirmative Action/Equal Opportunity/
IRCA/Americans with Disabilities Act Employer

VACANCY ANNOUNCEMENT

New Jersey City University invites applications for the position of Assistant Registrar in the Graduation Clearance Office. The responsibilities include, but are not limited to, maintaining student graduation applications, degree eligibility, finalization of academic records for graduating students, and preparation and maintenance of graduation clearance file.

Assistant Registrar
Graduation Clearance Office

The Assistant Registrar also assists with the in-person registration process and carries out various other departmental responsibilities as assigned by the Director.

A Master's degree is preferred. Excellent organizational, planning, and communication skills are required. Experience in utilizing PC network software is essential. Familiarity with PeopleSoft or a similar student database is preferred.

The position is to begin as soon as possible. Salary Range: $39,512.00 - $59,273.00. Applicants should submit a cover letter detailing relevant experience along with a resume and name, addresses and telephone numbers of three professional references by October 15, 1999 to:

Miriam H. Laria
Director of Registration Services
New Jersey City University
2039 Kennedy Boulevard
Jersey City, NJ 07305

NEW JERSEY
CITY
UNIVERSITY

An affirmative action, equal opportunity employer, the University especially welcomes and encourages applications from women and minority candidates.

Position Announcement

DEAN
SCHOOL OF ARTS AND SCIENCES
California State University, Bakersfield

Description: California State University, Bakersfield (CSUB) seeks an academic leader with vision and energy who will work collaboratively to continue building a distinguished School of Arts and Sciences (A&S). A&S offers 23 baccalaureate and 8 masters degrees in the liberal arts disciplines of the fine and performing arts, humanities, behavioral and social sciences, biological and physical sciences, and mathematics, and in professional programs of computer science, criminal justice, environmental resource management, nursing, and social work. A&S also offers a diversified baccalaureate degree in Liberal Studies for students interested in elementary school teaching. In addition, A&S is establishing baccalaureate degree programs at the University's off-campus center in Antelope Valley.

CSUB enrolled its first students in 1970 and is one of the 23 campuses in the California State University (CSU) system. CSUB has a growing enrollment with an annual average of 5,700 students or 4,770 full-time equivalent students (FTES). A&S enrolls approximately 70 percent of the total FTES and is the largest of the University's three Schools. For additional information, please refer to the CSUB Home Page at **http://www.csubak.edu/.**

The service region for CSUB is larger than West Virginia and includes the Southern San Joaquin Valley, the eastern Southern Sierra Nevada, and the western Mojave Desert. Bakersfield, the largest city in the region, has a population of 231,000, and the service region exceeds 700,000. Bakersfield offers all the amenities of modern city life and a relaxed life style for families. New housing is the best in the State for value and availability. New light industries and service businesses have expanded on the traditional economic base of oil and agriculture.

Responsibilities: The Dean for the School of Arts and Sciences is expected to provide leadership within the context of the CSU system and CSUB's service region. He/she is responsible for ensuring teaching excellence, research and scholarship, and community service within the School, recruiting, hiring, and evaluating all A&S faculty, and academic planning, budgeting, and personnel management for the School. The Dean is expected to work collaboratively with faculty and other academic administrators in all curricular matters and in the development of strong, innovative, academic programs. He/she will have major responsibilities in acquiring grants and contracts and engaging community leaders to establish partnerships that will enhance the School's programs. The Dean reports to the Provost and represents the School within the University and to external professional constituencies; local, state, and national agencies; and the regional community.

Qualifications:

1. An earned doctorate and a record of teaching excellence and scholarly achievement and other qualifications sufficient to merit appointment as a Professor in one of the disciplines in the School of Arts and Sciences;
2. Appropriate academic administrative experience leading to the level and range of responsibilities described above;
3. Demonstrated success in the acquisition of external funding and the development of community partnerships;
4. Effective engagement of faculty, students, staff, other university administrators, and members of the greater community; and
5. Commitment to the ethnically and culturally diverse population served by the University.

Applications and Nominations: Review of applications will begin November 1, 1999. Completed applications must include the following:

1. Letter of application addressing the responsibilities and qualifications described above;
2. Current vita; and
3. Names, addresses, telephone numbers, and e-mail addresses for at least four (4) references.

Nominations and applications should be sent to:
Chair, Search Committee
Dean for the School of Arts and Sciences
c/o Office of the Provost
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1099

Salary and benefits are competitive and commensurate with experience and qualifications. Appointment is expected to begin August 1, 2000.

CSUB fosters and appreciates ethnic and cultural diversity among its faculty, students, and administrative staff. Applications from women, ethnic minorities, veterans, and individuals with disabilities are welcome.

PRINCETON UNIVERSITY

Woodrow Wilson School of Public and International Affairs

Master's Degree in Public Policy: A One-Year Program For Midcareer Professionals

The Woodrow Wilson School of Public and International Affairs at Princeton University offers a Master's Degree in Public Policy (M.P.P.), providing rising leaders in the international and domestic policy worlds an opportunity to expand their organizational skills and intellectual breadth to compete in an increasingly complex global environment.

The Princeton Difference. The dynamic resources of the Woodrow Wilson School and Princeton University provide the ideal setting for this rigorous one-year residential program. The School's faculty, curriculum, and research facilities are recognized throughout the world for excellence.

Financial Assistance. The School's generous policy meets the full demonstrated needs of all admitted students. More than three-quarters of graduate students at the School receive financial aid, which for most includes full tuition and a stipend for living expenses.

Qualifications. Applicants must possess a minimum of 7 years of professional experience in domestic or international government agencies, and/or experience in the nonprofit sector. Successful candidates must demonstrate creativity, leadership skills, a commitment to public service, and the intellectual capacity to thrive in a demanding academic setting.

To Apply. For an application and further information, contact:

Woodrow Wilson School of Public and International Affairs
Master's Degree in Public Policy
Princeton University
Princeton, NJ 08544-1013
Telephone: 609-258-4836
E-mail:MPP9@wws.princeton.edu

Website: http://www.wws.princeton.edu/degree/mpp.html
On-line applications now available.
Applications must be received by January 3, 2000.

AMHERST COLLEGE

FACULTY POSITIONS

Amherst College announces searches for seven full-time tenure track positions for the 2000-2001 academic year

Amherst College is a private undergraduate liberal arts college for men and women, with 1600 students and 165 faculty. Located in the Connecticut River Valley of western Massachusetts, Amherst participates with Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts in the Five-College Consortium. For all faculty positions, completion of the Ph.D. or appropriate equivalent is expected. Candidates should have a strong commitment to undergraduate and interdisciplinary teaching in a liberal arts context, and a well-articulated plan for sustained research.

English Assistant Professor. British Literature before 1660. For more information, see the announcement in the October **MLA** job listing.

German Assistant Professor. Scholarly specialty open; excellent research potential required. Also required are native or near native language proficiency, experience in and strong commitment to undergraduate teaching in language/literature/culture, German Studies, and interdisciplinary courses, and expertise in current foreign language teaching technology. Send application, curriculum vita, and dossier by November 20, 1999 to: **Professor Ute Brandes, Chair, Department of German, Amherst College, Box 2255, Amherst, MA 01002-5000**

History Assistant Professor. 20th Century European History. Preference will be given to specialists on Central Europe, broadly defined. The successful candidate will be expected to teach two courses per semester. Courses will include both general and specialized courses in European history as well as departmental courses for majors. Send application (with curriculum vita) by November 22, 1999 to: **Departmental Search Committee, c/o Ms. Rhea Cabin, Department of History, Box 2254, Amherst College, Amherst MA 01002-5000**

Music Assistant Professor. Teaching will include a broad range of courses for majors and non-majors in basic musicianship, theory, music literature, history and criticism. Preference will given to a candidate with wide-ranging musical and intellectual interests, experience as a performing musician, and a commitment to undergraduate instruction and artistic collaboration. Review of applications begins on October 5, 1999. Send letter of application, three letters of recommendation, curriculum vita, graduate and undergraduate transcripts and samples of scholarly writing to: **Search Committee, Department of Music, Box 2258, Amherst, MA 01002-5000**

Physics Assistant Professor. Theorist or experimenter. The Department seeks applicants with broad intellectual interests, a strong commitment to excellence in research and undergraduate teaching, and the ability to develop an on-site research program with opportunities for undergraduate participation. Accordingly, preference will be given to candidates with postdoctoral research and teaching experience. Start up funds are available. Applicants should submit by December 1, 1999 a current curriculum vita, a list of publications, and a letter describing plans for teaching and research. In addition they should arrange to have three letters of recommendation sent to **the Chair, Search Committee, Department of Physics, Box 2244, Amherst College, Amherst, MA 01002-5000**. Early applications are encouraged.

Political Science Rank open. Political theory. The Department seeks someone who can offer courses in the history of political thought and contemporary theory. Applicants should submit by November 5, 1999 a letter of application, curriculum vita, sample of recent writing, and three letters of recommendation to: **Professor Amrita Basu, Chair, Department of Political Science, Box 2259, Amherst College, Amherst, MA 01002-5000**

Psychology Assistant Professor. Cognitive psychology. The successful applicant should have competencies to teach introductory psychology, statistics, cognitive psychology, and intermediate courses and advanced seminars in his or her area of expertise broadly related to cognition (e.g., memory, social cognition, cognitive neuroscience.) The appointee will be expected to teach two courses per semester, direct senior research projects and develop an active research program. Candidates should submit curriculum vita, sample preprints/reprints and three letters of reference to: **Cognitive Search Committee, Department of Psychology, Box 2236, Amherst College, Amherst, MA 01002-5000**. For full consideration, applications should be submitted by October 15, 1999.

Amherst College is an equal opportunity, affirmative action employer, and encourages women and minorities to apply. The administration, faculty and student body are committed to attracting talented candidates from groups presently under-represented on campus.

East Stroudsburg University of Pennsylvania

ASSISTANT PROFESSOR

Movement Studies & Exercise Science Department

The MSES Department is seeking applications for a full-time continuing Assistant Professor beginning in Spring 2000. **RESPONSIBILITIES**: Teaching Undergraduate and graduate courses in Physical Education Teacher Preparation and supervising in both health and physical education student teaching experiences. Additional responsibilities include mentoring graduate students, advising undergraduate majors, and providing service to the department and university. Final determination will be based upon successful interview, which may include teaching demonstration performance. **QUALIFICATIONS**: Doctorate in Physical Education, Curriculum and Instruction, or Instructional Design and Technology required at time of appointment. CHES certification is also required. An Advanced Degree in Health Education is preferred. Background in physical education and health education in K-12 settings as well as college and university settings is preferred. Experience in adapted physical education, adventure education, and educational gymnastics preferred. Please send letter of application, credentials, and three letters of reference by October 15, 1999 to: **Dr. Robert J. Smith, Chair, MSES Dept., East Stroudsburg University, 200 Prospect St., East Stroudsburg, PA 18301**.

ESU is an equal opportunity employer. Minorities and women are strongly encouraged to apply. Visit our homepage at www.esu.edu

FULL-TIME FACULTY

The School of Art and design at Pratt Institute invites applications for the following tenure-track faculty positions, available Spring, 2000 or thereafter. Responsibilities include teaching, student advisement, curriculum development and committee work. We offer a competitive salary and an excellent benefits package. Salary and faculty rank are commensurate with qualifications and experience.

ART HISTORY - DESIGN HISTORIAN

Applicants must have the ability to teach industrial design history, interior design history, and design theory and criticism. A Ph.D. or equivalent; teaching or museum experience; and a significant record of publications are required. Please send cover letter, C.V. and names of three references by December 1, 1999 to: Art History Faculty Search Committee, East Hall 250.

COMMUNICATIONS DESIGN

The selected candidate will teach visual communication creativity and technical graphic design procedures on the sophomore level. A Master's degree or its equivalent; professional experience; and knowledge of teaching techniques in the areas of graphic design and illustration are required. Teaching experience is strongly preferred. Please submit resume, cover letter and names of three references by November 5, 1999 to: Communications Design Faculty Search Committee, Steuben Hall 4.

FOUNDATION ART/DRAWING

We seek a faculty member to teach figure and general drawing to freshman students. A B.F.A. or equivalent is required; an M.F.A. is preferred. The successful applicant will have at least three years' teaching experience in foundation figure and general drawing; and professional level drawing skills. Ability to teach other foundation disciplines including 2-D and 3-D design and color is preferred. Please submit resume, cover letter and names of three references by November 5, 1999 to: Foundation Art Faculty Search Committee, Main Building 4.

MEDIA ARTS/PHOTOGRAPHY

The selected candidate will teach a variety of undergraduate photography classes on the basic, intermediate and advanced levels. An M.F.A. or equivalent and solid teaching experience are required. Applicants should have the technical skills to teach a diverse array of courses such as color, non-silver, large format, digital and studio. Please submit resume, cover letter and names of three references by November 5, 1999 to: Media Arts Faculty Search Committee, ARC G-25.

Pratt

Pratt Institute
200 Willoughby Ave.
Brooklyn, NY 11205

Pratt Institute is an Equal Opportunity Employer (M/F).

Bates|College

Latin American History

Bates College invites applications for a tenure-track position in Latin American history to begin September 2000. Responsibilities include a one-semester survey of Latin American history, upper division courses in the candidate's area of specialization and senior thesis advising. Strong commitment to teaching at the undergraduate level and to research and publication are primary qualifications. Candidates should hold the Ph.D. by the time of employment and have college or university level teaching experience. Review of applications will begin December 1, 1999, and continue until the position is filled. Please send c.v., graduate transcript, three letters of recommendation and cover letter to:

Latin American History Search Chair
c/o Secretarial Services
Bates College
2 Andrews Road, 7 Lane Hall
Lewiston, ME 04240

Bates College values a diverse college community and seeks to assure equal opportunity through a continuing and effective Affirmative Action Program.

WESTERN CONNECTICUT STATE UNIVERSITY

VICE-PRESIDENT FOR STUDENT AFFAIRS

http://www.wcsu.edu

WCSU is located in Danbury, a city in Fairfield County, 60 miles north of New York City. The University is located on two campuses and serves 5,800 undergraduate and graduate students. Western is one of the four comprehensive universities that comprise the Connecticut State system. WCSU is divided into the School of Arts & Sciences, the School of Professional Studies, and the Ancell School of Business. WCSU invites applications for the position of Vice-President for Student Affairs.

Duties: The Vice-President reports to the President, serves as a senior member of the President's staff, and is actively involved in strategic planning efforts. The Vice President must provide energetic and creative leadership in the development and maintenance of high quality programs in all areas that deal with student life outside the classroom, and will serve as the principal advisor to the President with respect to student matters. The Vice President is responsible for the oversight of student-related operations, that include , Residential Living, Student Activities and the Student Center, Student Health Services, Counseling, and Student Judicial and Disciplinary Matters.

Qualifications: The successful candidate will have at least seven years of demonstrated experience in higher education student services at the senior management level. A Master's degree in student personnel administration, higher education administration or similar discipline; a doctoral degree is preferred. The Vice President should have experience in staff and program development, budgeting and student information systems. The successful candidate should also provide evidence of demonstrated leadership ability, high ethical values, excellent interpersonal skills, and the ability to communicate effectively both verbally and in writing.

Application Deadline is October 22, 1999. Interested candidates should send a cover letter and current resume along with names and telephone numbers of three professional references to:

Human Resources Department
Western Connecticut State University
181 White Street
Danbury, Connecticut 06810

Western is an Affirmative Action/Equal Opportunity Educator/Employer.
Women and minorities are encouraged to apply.

Learning Oasis in the High Desert of Southern California

VICTOR VALLEY COLLEGE

INVITES APPLICATIONS FOR THE FOLLOWING FULL-TIME POSITIONS

MANAGEMENT

Director, Financial Aid (#98007)
$4,635-$5,636
Director, Child Development Center (#98011)
$3,904-$4746 (pending funding)
Programmer/Software Developer (#98010)
$3,808-$4,630

FACULTY

$36.00-$55,100
Elec & Computer Tech Instructor (#83005)
Nursing Instructor (#93063)
Bilingual Counselor (#93060)
Outreach Counselor (#93061)

FIRST REVIEW DATE
Monday, October 4, 1999 at 4:00 p.m.

Apply or request an application packet:

VICTOR VALLEY COLLEGE
Office of Human Resources
18422 Bear Valley Road
Victorville, CA 92392-5849
24-hour Jobline: (760) 245-4271, ext 2500

Equal Opportunity/Affirmative Action Employer

RARITAN VALLEY COMMUNITY COLLEGE

President

The Board of Trustees of Raritan Valley Community College (RVCC) invites nominations for the position of President. The President is the Chief Executive Officer of the College and reports directly to its fourteen-member governing board.

RVCC has garnered six national awards over the past five years for excellence in faculty instruction, innovative new courses, distinctive leadership, integrating technology into instruction and offering international resources to the business community. It has set national precedent by freezing tuition for five consecutive years including the '99 -'00 academic year. The College recently opened the Advanced Technology Communication Center, serving as a conduit between the college and the business community, and a new Science and Technology Laboratory Complex is set to open in early 2001.

The College's 1999 – 2002 strategic plan focuses on establishing RVCC as a Regional Higher Education Center, collaborating with other colleges and universities to offer baccalaureate and graduate degree programs on campus.

RVCC is a bi-county college in New Jersey, supporting both Somerset and Hunterdon counties. Somerset and Hunterdon counties continue to be identified in the top ten for the fastest growing and wealthiest areas in the country. Located in North Branch, New Jersey, the 240-acre suburban/rural campus is sixty minutes from both New York City and Philadelphia. It offers 73 associate degrees and certificates to a student body of over 6,000 and customized training programs and non-credit courses are taken by over 5,000 corporate employees. RVCC can be located on the web at **www.raritanval.edu.**

The position will remain open to nominations until a select list of candidates is put forward for final consideration by the Board of Trustees; however, the search committee, comprised of students, faculty, staff, community members and trustees, intends to begin its screening of candidate files by the end of October. Nominations should be addressed to:

Dr. John McGuire
Vice Chairman, Board of Trustees
Chair, Presidential Search Committee
C/O College and Community Relations
Raritan Valley Community College
PO Box 3300
Somerville, NJ 08876

Robert Moran and Shelly Weiss Storbeck of the A.T. Kearney Education Practice are assisting the Board and Search Committee in this search, and interested parties are also invited to contact them: A.T. Kearney, Inc., Education Practice, 333 John Carlyle Street, Alexandria, VA 22314, Phone: 703/739-4627, Fax: 703/518-1782.

Raritan Valley Community College is an affirmative action, equal opportunity employer. It actively seeks and encourages nominations from women and members of the underrepresented populations.

THE UNIVERSITY OF RHODE ISLAND

ASSISTANT PROFESSOR, SPANISH

Ph.D. in 19th century peninsular Spanish literature required with a preference for some background in 19th century Latin American literature. The following are also required: native or near-native fluency in Spanish, evidence of strong teaching skills, research potential, exposure and commitment to interdisciplinary work and cross-cultural studies. This is a tenure-track position beginning in the fall of 2000. Submit a resume, cover letter and three letters of recommendation by 10-29-99 to: **Joseph Morello, Search Committee Chair, (Log # 021371-0), University of Rhode Island, P.O. Box G, Kingston, RI 02881.** The University of Rhode Island is an AA/EEO employer and is committed to increasing the diversity of its faculty, staff and students. Persons from under-represented groups are encouraged to apply.

WAYNE STATE COLLEGE

EXERCISE SCIENCE/WELLNESS. Requirements: Earned doctorate (ABD considered) with emphasis in exercise physiology, successful teaching experience and a demonstrated desire for excellence in teaching. **Responsibilities:** Teach courses in exercise science, co-coordination of the Human Performance Laboratory, and provide service to the college. Information about Wayne State College can be found at:

http://www.wsc.edu/academic/hpls/index.html

Application: Submit formal letter of application, vita (list of three references), official transcript, and statement of teaching philosophy to: **Exercise Science/Wellness Search, c/o Vice President for Academic Affairs, Wayne State College, 1111 Main Street, Wayne, NE 68787.** Review of applications will begin 11-1-99 and continue until position is filled. *Wayne State College is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.*

Montgomery College

DIRECTOR OF PLANNING AND INSTITUTIONAL RESEARCH

Montgomery College, a multi-campus two-year community college located in the Maryland suburbs of Washington, D.C., is seeking a key administrator to lead and direct a comprehensive unit responsible for strategic planning as well as institutional and marketing research. Montgomery College operates three campuses and a Continuing Education division which enroll 40,000 students each year from 170 nations and employ 1,300 full-time faculty and staff. The College places a high priority on planning and research to help guide and support student success, academic planning, budgeting and long-term institutional directions. The College's new president has recently launched a broad planning and visioning process, involving community and college leaders in shaping the College's agenda for the next three to five years. The Director of Planning and Institutional Research will play a key role in this effort.

Reporting directly to the new Vice President for Administrative and Fiscal Services, this position is responsible for:

- leading the College's strategic and annual planning processes, including accreditation efforts
- internal, federal, state, and local reporting
- enrollment forecasting
- conducting surveys
- institutional and marketing research
- institutional assessment functions, including program and discipline review and auditing

The successful candidate will be able to provide vision, leadership, and management for a team of eight talented staff and three faculty associates.

Qualified candidates will possess the following:

- at least an earned master's degree in a relevant area
- at least five years of progressive experience in relevant planning, research and evaluation in higher education functions
- demonstrated excellent skills in team leadership, management, written and oral communications, human relations, analysis and presenting
- demonstrated ability to bring about constructive change using participatory processes and to work effectively with an ethnically and culturally diverse work force
- knowledge and experience working with appropriate software including SPSS or SAS
- experience in developing and maintaining databases for reporting and decision making
- commitment to the philosophy of a comprehensive community college

The salary range is $64,293 to $99,902 per year. The College offers excellent benefits. **Applications for vacancy #1009 can be obtained by calling our 24-hour job line at 301-279-5374,** or by coming to the **Office of Human Resources, Montgomery College, 900 Hungerford Drive, Suite 130, Rockville, Maryland 20850.**

www.montgomerycollege.com

The deadline for the receipt of applications is Friday, October 8, 1999.

Montgomery College is an EO/AA/ Title IX employer

CAL STATE FULLERTON

ASSOCIATE DEAN FOR TEACHER EDUCATION

School of Human Development and Community Service

The School of Human Development and Community Service is accepting applications for the position of Associate Dean for Teacher Education.

The Position: The Associate Dean is a full-time Management Personnel Plan (MPP) position reporting directly to the Dean of the School of Human Development and Community Service. The person selected will provide leadership in developing relationships between the Division and the school districts. Promoting and instituting effective responses to the increased emphasis on the professional preparation of teachers and administrators is critical. Working in consultation with the department heads, this individual will coordinate the budget, course scheduling, faculty contracts, student admissions, and other division operations. The individual oversees the Credential Center, supervises the clerical and other staff support in the Division, and represents the Division to accreditation and credentialing agencies. The Associate Dean maintains and promotes necessary campus and community liaisons that pertain to education and assumes additional duties as assigned.

Qualifications: The successful candidate will have a demonstrated record of excellence; a record of working collaboratively; an earned doctorate in a relevant education field from an accredited institution; appropriate evidence of quality scholarship, research and publications; successful university-level teaching experience in education; experience in academic administration; experience in public K-12 education; and some familiarity with instructional technology. Evidence of strong interpersonal skills and experience in working with diverse populations is essential, as is knowledge of issues and trends in teacher education.

Salary: Commensurate with experience and qualifications.

Application Procedure: Applicants should provide a letter of application listing qualifications and expertise for the position, a current vita, a brief statement of administrative philosophy and vision, at least three and not more than five recent letters of reference that directly address this position, and other support materials as appropriate. For further information call 714-278-3357. Review of applicants will begin on November 15, 1999, but applications will be accepted until the position is filled. Materials should be submitted to:

Chair, Associate Dean Search Committee
Division of Education, EC-379
School of Human Development
and Community Service
P. O. Box 6868
Fullerton, CA 92834-6868

For further information, visit our web site at
'hdcs.fullerton.edu.'

CSUF is an Affirmative Action, Equal Opportunity, Title IX, ADA Employer.

DIRECTOR OF INTERNATIONAL EDUCATION

The College at Oneonta invites applications for the position of Director of International Education. SUNY-Oneonta, a four-year arts and sciences college with a pre-professional focus, offers liberal arts and professional programs at undergraduate and master's levels. See the Oneonta home page for additional information (**http://www.oneonta.edu**).

QUALIFICATIONS: Ph.D. in appropriate field required along with ability to teach at the college level; fluency in English and competency in one foreign language; studied (or had relevant experience) in a non-English speaking country; proven track record in recruiting foreign students and in the area of developing student and faculty foreign exchange programs, with demonstrated success in the collegial management of those programs; and demonstrated expertise in administering study abroad programs, academic credentialing, immigration laws/regulations and budgetary/fiscal management required.

TO APPLY: Send letter of application, resume, names, addresses and telephone numbers of three references to: **Employment Opportunities, Box H, 208 Netzer Administration Building, SUNY Oneonta, Oneonta, NY 13820-4015.** Review of applications will begin immediately and continue until the position is filled. SUNY Oneonta is an Affirmative Action, Equal Opportunity Employer. Women and minorities are encouraged to apply.

CORNELL UNIVERSITY

Cornell University New York State School of Industrial and Labor Relations is looking for a dynamic individual to lead its public and on-site workshop series in Human Resources. The Director of Human Resource Programs will lead the country's largest university based continuing education program for human resources professionals which is based in New York City. The successful candidate will have attained a Masters Degree, will have served in a senior HR capacity in a major organization and will have at least 10 years of HR experience. Strong training skills and the ability to market training programs are highly desired. Must be able to function in a team environment. **Deadline for receipt of all applications is October 15, 1999. Applications received after this date will not be considered for the position.**

Please send resume and salary requirements to:

Anthony Panos
Chair-Human Resources Director Search Committee
c/o Sandra Acevdo
Cornell University
16 East 34th Street
4th Floor
New York, NY 10016

Equal Employment Opportunity Employer

California Lutheran University
Business Office
60 West Olsen Road
Thousand Oaks, California 91360-2787

FACULTY POSITIONS SCHOOL OF EDUCATION

THE SCHOOL OF EDUCATION AT CALIFORNIA LUTHERAN UNIVERSITY SEEKS TO FILL THE FOLLOWING FACULTY POSITIONS:

• ASSISTANT OR ASSOCIATE PROFESSOR •

Counseling and Guidance Program. Teach courses in School Counseling credential/graduate program, advise students, supervise practicum and field studies, engage in professional scholarly activities, and perform service to the university and the school community. Doctorate required. Beginning in January, 2000.

• DIRECTOR OF SPECIAL EDUCATION •

Tenure track position, rank open. Oversee credential and masters degree program, advise students, teach courses, supervise field experience. Credential program includes mild to moderate/moderate to severe disabilities. Doctorate in Special Education or related field required. Beginning in January, 2000.

• DIRECTOR OF DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP •

Tenure track position, rank open. Opportunity to guide the planning and development of a new program. Record of successful experience in K-12 schools and higher education. Experience is thesis/dissertation advising. Evidence of scholarly productivity. Expertise in one of the following: research methods; organizational theory; leadership; curriculum; educational technology. Start date: fall 2000.

• COORDINATOR OF LIBERAL STUDIES/SUBJECT MATTER PROGRAMS •

Teach, advise students, and help bridge undergraduate subject matter and fifth year/graduate professional preparation. Experience in K-12 schools required. Doctorate in education or related field. Teaching expertise in child development; foundations; multicultural education. Start date: fall 2000.

• TWO CLINICAL FACULTY POSITIONS •

3 year (academic calendar) appointments to work on Educational Technology grant from the U.S. Department of Education. Teach, advise students, work with school partners, and team teach with teacher education faculty. Masters degree required. . Expertise in instructional technology and experience in k-12 schools. To begin as soon as possible.

APPLICATIONS ARE CURRENTLY UNDER REVIEW AND WILL BE CONSIDERED UNTIL POSITIONS ARE FILLED.

California Lutheran University is committed to ensuring equal opportunity to all persons, and does not discriminate on the basis of sex, race, color, religion, age, marital status, veteran's status, non job related disabilities, or national or ethnic origin. Applicants should send a letter of interest, vita, a copy of graduate transcripts, publication reprint, and the names of three references to:

Search Committee for (name position)
School of Education
California Lutheran University
60 West Olsen Road #4100
Thousand Oaks, CA 91360

Women and minorities are encouraged to apply.

Dean of Science and Technology

The College of Staten Island of The City University of New York seeks nominations and applications for the position of Dean of Science and Technology. As head of one of the college's two academic divisions, the Dean of Science and Technology reports to the Vice President for Academic Affairs/Provost and is a member of the President's cabinet. The Dean of Science and Technology has responsibility for the academic standards of the division as a whole and specifically for the personnel, curriculum, and budgets of six academic departments (Biology, Chemistry, Computer Science, Engineering Science and Physics, Mathematics, Nursing). The division offers master's programs in Adult Health Nursing, Computer Science, Environmental Science, and Physical Therapy; and, in conjunction with the CUNY Graduate School, doctoral programs in Computer Science, Neuroscience, Physics, and Polymer Chemistry. The Dean has responsibility also for supervision of faculty recruitment, appointment, reappointment, tenure, and promotion, including the implementation of college affirmative action policies; for maintenance of the range, depth, and quality of divisional undergraduate and graduate programs, curricula, and courses, and their evaluation; for coordination of grant activity and faculty development; for divisional long-range planning and short-range implementation; for the allocation of budgets among departments.

Qualifications include an earned doctorate in a discipline represented in the division. A demonstrated record of distinction in college teaching and scholarship is required, as is a successful record of extramural funding. A minimum of three years of higher education leadership at the level of department chair or above is also expected. The search committee will be particularly interested in candidates with proven ability to manage fiscal and physical resources, with superior communication and organizational skills, and a personal and professional commitment to equal opportunity and affirmative action goals.

Salary range: $92,904 - $112,602, commensurate with qualifications.

The College of Staten Island is one of 11 senior colleges of the City University of New York system. CSI has an enrollment of 12,000 and awards associate, baccalaureate, and master's degrees; and offers doctoral programs in Computer Science, Neuroscience, Physics, and Polymer Chemistry in conjunction with the University Graduate Center. Modern, state-of-the-art classrooms and facilities provide an outstanding learning environment on a 204-acre campus.

The position is effective September 1, 2000. The review of applications will begin on October 25, 1999 and continue until the position is filled.

Suggestions and nominations by third parties are invited. Applicants should submit a letter of interest that draws attention to the pertinent features of their credentials, a curriculum vitae, the names, addresses, and telephone numbers of three references to:

Chairperson, Search Committee for Dean of Science and Technology
South Administration (1A), room 305
College of Staten Island/CUNY
2800 Victory Blvd., Staten Island NY 10314
email: dileo@postbox.csi.cuny.edu
EEO/AA/ADA employer

The Evergreen State College

FACULTY POSITIONS FOR 2000-2001

The Evergreen State College seeks broadly trained faculty interested in teaching in a public, liberal arts institution emphasizing interdisciplinary study and team-teaching. "Regular" appointments typically involve initial 3-year term contracts, rotation between specialized and general education courses, eligibility for permanent employment after 3-6 years of full-time Evergreen teaching. All faculty help students develop effective writing. Review of completed applications will begin on the dates indicated and continues until finalists are selected.

Art History (October 29,1999)
Classics(November 29, 1999)
Dance (October 29, 1999)
Developmental Biology (October 29, 1999)
Developmental Psychology (October 29, 1999)
Ecological Agriculture (January 3, 2000)
Fish Biology (October 29, 1999)
Applied Math (October 29,1999)
Math (November 29, 1999)
Molecular Biology (January 3, 2000)
Native American Studies (November 29, 1999)
Public Administration (January 3, 2000)
Urban Environmental Science (November 29, 1999)
English Literature: Shakespeare (January 3, 2000)

For complete position description and procedures, please contact

Faculty Hiring Coordinator
The Evergreen State College, L-2211
Olympia, WA 98505
call (360) 866-6000, ext. 6861 (voice) or TDD line at (360) 866-6834
email blodgetd@evergreen.edu.

For all positions: Masters degree required, Ph.D. preferred. Further information about Evergreen is available at **http://www.evergreen.edu.** The College reserves the right to extend searches or not offer positions advertised. All position offers are contingent on funding. Persons with disabilities can receive accommodations in the hiring process by contacting the Hiring Coordinator.

UNIVERSITY OF
WISCONSIN
MADISON

DEPARTMENT OF HISTORY FACULTY POSITIONS

AMERICAN CULTURAL OR DIPLOMATIC HISTORY

The Department of History of the University of Wisconsin-Madison invites applications for a position as Assistant Professor (tenure track) in either American cultural history or in American diplomatic history. The successful candidate must have the Ph.D. degree by the starting date of the appointment (August 28, 2000) and be prepared to teach courses in the relevant field at the undergraduate and graduate levels. Salary will be commensurate with qualifications and experience. Applications will be accepted until November 19, 1999. Please send a letter of application, CV, and three letters of recommendation to **Chair, Search Committee in American History, History Department, University of Wisconsin-Madison, 3211 Humanities Building, 455 N. Park Street, Madison, WI 53706-1483.**

20TH CENTURY RUSSIAN HISTORY

The Department of History of the University of Wisconsin-Madison invites applications for a position as Assistant Professor (tenure track) in the history of 20th century Russia and related areas within the boundaries of the former Soviet Union. The successful candidate must have the Ph.D. degree by the starting date of the appointment (August 28, 2000) and be prepared to teach courses in this field at the undergraduate and graduate levels. Salary will be commensurate with qualifications and experience. Applications will be accepted until November 19, 1999. Please send a letter of application, CV, and three letters of recommendation to **Chair, Search Committee in Russian History, History Department, University of Wisconsin-Madison, 3211 Humanities Building, 455 N. Park Street, Madison, WI 53706-1483.**

20TH CENTURY INDIAN HISTORY

The Department of History of the University of Wisconsin-Madison invites applications for a position as Assistant Professor (tenure track) in the history of 20th century India. The successful candidate must have the Ph.D. degree by the starting date of the appointment (August 28, 2000) and be prepared to teach courses in this field at the undergraduate and graduate levels. Salary will be commensurate with qualifications and experience. Applications will be accepted until November 19, 1999. Please send a letter of application, CV, and three letters of recommendation to **Chair, Search Committee in Indian History, History Department, University of Wisconsin-Madison, 3211 Humanities Building, 455 N. Park Street, Madison, WI 53706-1483.**

20TH CENTURY HISTORY OF AMERICAN WOMEN

The Department of History of the University of Wisconsin-Madison invites applications for a tenured position (Associate or Full professor) in the 20th history of American Women. Candidates for this appointment should currently hold tenure and must have an outstanding record of research and teaching excellence. Salary will be commensurate with qualification and experience. Application will be accepted until November 19, 1999. Please send a letter of application, CV, and three letters of recommendation to **Chair, Search Committee in American Women's History, History Department, University of Wisconsin-Madison, 3211 Humanities Building, 455 N. Park Street, Madison, WI 53706-1483.**

Unless confidentiality is requested in writing, information regarding the applicants must be released upon request. Finalists cannot be guaranteed confidentiality.

The University of Wisconsin-Madison is an Equal Opportunity/Affirmative Action Employer and encourages applications from women and minorities.

DEAN

COLLEGE OF LIFE SCIENCES

The University of Maryland, College Park invites applications and nominations for the position of Dean of the College of Life Sciences. This is one of the core academic colleges at the University, and in recognition of its growing importance, the University has targeted this college for substantial enhancement with new faculty positions and increased budgetary support. The faculty of the college are organized in four departments: Biology; CellBiology and Molecular Genetics; Chemistry and Biochemistry; and Entomology. Students may also earn graduate degrees in several inter-college and intercampus interdisciplinary programs. The Dean, who reports directly to the Senior Vice President for Academic Affairs and Provost, provides both academic and administrative leadership for the College.

The University of Maryland, College Park, is a comprehensive research-oriented, public university of Carnegie I category with almost 35,000 students in baccalaureate, master's and doctoral programs. It is located on a 350 acre campus just outside Washington, D.C. The University has established relationships with major research laboratories in the area such as NIH, NASA, NIST and the Smithsonian Institution, which provide opportunities for partnerships for students, faculty and programs in the life sciences. Most recently the College joined the Federal Drug Administration in a joint Institute for Food Safety and Applied Nutrition.

The College, which is one of the most popular for undergraduate majors, has approximately 130 tenured and tenure-track faculty. It serves approximately 2300 undergraduate majors and 540 graduate majors, and provides science courses to large numbers of students from across the University. It has a large and growing research base, with nearly $9M in research expenditures in the most recent fiscal year and an annual state-supported budget of $16.7M. Further information on the College can be found at **<http://www.life.umd.edu>**

The person selected to fill the position of Dean of the College of Life Sciences should have the scientific distinction, vision and energy to lead a top-ranked science college into the 21st century, and experience in recruiting and retaining faculty of the highest caliber, promoting collaborative research partnerships, and managing a complex academic enterprise. Candidates should possess an earned doctorate, have a record of accomplishment commensurate with appointment as a tenured professor in a department of the College, and possess a demonstrated capacity for creative and effective leadership. The successful candidate must have demonstrated a commitment to fostering diversity.

Salary will be competitive and commensurate with experience. Applicants should submit a letter of interest, curriculum vitae, and the names, addresses, and telephone numbers of at least four persons who can be contacted by the search committee for references. Nominations are encouraged and will be received at any time. Review of nominations and applications for this position will commence on November 1, 1999, and continue until the position is filled. All materials should be sent to:

Search Committee for the Dean of the College of Life Sciences
Attention: Mrs. Sheila Mahaffy
1119 Main Administration Building
University of Maryland
College Park, MD 20742

Telephone inquiries to discuss the position are welcome. Please feel free to call the chair of the committee, **Dr. John E. Osborn, Professor of Mathematics, at 301-405-5129** or direct inquiries via e-mail to **<jeo@math.umd.edu>**

The University of Maryland, College Park, actively subscribes to policies of Affirmative Action and equal education and employment opportunities. Women and ethnic minority candidates are encouraged to apply.

UNIVERSITY OF
MARYLAND

DEAN
SCHOOL OF ART AND DESIGN

Search Reopened

Pratt Institute invites nominations and applications for the position of Dean of the School of Art and Design.

This century-old private college, which is also comprised of the Schools of architecture, Information and Library Science, Liberal Arts and Sciences and Professional Studies, offers undergraduate and graduate degrees to a student body of 3800 on its Brooklyn and Manhattan campuses. The departments of the School of Art and Design include: Arts & Cultural Management, Art & Design Education, Art History, Computer Graphics, Creative Arts Therapy, Communications Design, Design Management, Fashion Design, Fine Arts, Foundation Arts, Graduate Communications/Package Design, Industrial Design, Interior Design and Media Arts.

Reporting to the Provost, the Dean participates in campus strategic planning and development, and is responsible for the School's budget, management, administration, faculty review, and dynamic leadership of professional programs, at a promising moment for the Institute's future.

Candidates should have a terminal degree or its equivalent; a record of academic administrative success and a broad knowledge of, and experience in, art and design. Excellent communication skills and ability to work effectively with diverse constituencies required. Preferred starting date is January, 2000. Salary is commensurate with background and experience. Excellent benefits.

Please forward nominations and applications by November 1, 1999, to: Provost's Office, Main 1.

Pratt Institute is an Equal Opportunity Employer (M/F).

Pratt

Pratt Institute
200 Willoughby Ave.
Brooklyn, NY 11205

CAL STATE
FULLERTON

BUSINESS/REFERENCE/ INSTRUCTION LIBRARIANS

California State University, Fullerton. The Pollak Library is seeking dynamic librarians to provide instruction and reference assistance to students, faculty, staff, and the community. Two or more tenure track positions are offered. One requires a specialty in business and the other general subject expertise in one or more areas: business, law, communications, social sciences (especially ethnic studies), science/engineering or government publications. Assignments include teaching library instruction sessions in an electronic environment and provision of assistance at the reference desk and in an electronic resources area. Other duties include serving on one or more instruction teams, creating instruction-related Web pages and serving as subject consultant to academic departments, with responsibilities for collection development activities. MLS degree required. Prefer two years professional experience in academic library or other library providing similar services; experience providing computerized reference service; experience conducting instruction sessions in an electronic environment.

BUSINESS REFERENCE/INSTRUCTION POSITION requires significant subject expertise in business. Appointment range will be from Senior Assistant Librarian, Step 3 ($3575 /mo.) to Associate Librarian Step 9, ($5,191/mo.).

REFERENCE/INSTRUCTION POSITION requires general subject expertise in one or more of the disciplines noted above. Appointment range will be from Senior Assistant Librarian, Step 1 ($3,412 /mo.) to Step 9, ($4,107/mo.). For complete position descriptions and application instructions, send a request to:

Richard Pollard, University Librarian
Pollak Library
California State University, Fullerton
P.O. Box 4150
Fullerton, CA 92834-4150
(714) 278-2714

http://www.library.fullerton.edu/Recruitment/

For full consideration, all application materials must be received by November 1, 1999.
AA/EEO/TITLE IX/ADA EMPLOYER

UNIVERSITY OF FLORIDA

COORDINATOR OF COMPUTER APPLICATIONS

The College of Education at the University of Florida invites applications for a Coordinator of Computer Applications who will serve as Director of the Office of Technology Support in the College. The College, which enrolls about 1,989 students (881 undergraduate and 1,108 graduate) of the University's 43,000 students, consists of 5 degree granting departments with 93 faulty. The University of Florida, the state's oldest and largest university, is one of the nation's most comprehensive institutions of higher education. The university is a land-grant university and a member of the Association of American Universities.

The successful candidate will provide leadership, plan, coordinate and administer the College's information technology resources in support of the College's primary functions of teaching and research, as well as support for administrative services. He or she will be responsible for procurement, maintenance, security and upgrading of the College's technology network; serve on University and College committees to further the interest of information technology; and act as the primary liaison between the College and University Information Technology Services. He or she will satisfy these requirements where possible by leveraging already existing resources on campus and where necessary by hiring, training, and directing a technical staff of systems personnel and educational software specialists. As Director of the Office of Technology Support, the successful candidate will serve as a member of the College's Administrative Council and report to the Dean.

QUALIFICATIONS: A minimum of a bachelor's degree plus two years experience in information technology or related areas, preferably in higher education, is required. A master's degree and 5 years experience are preferred. The successful candidate will have a proven record of leadership in information technology, the ability to assess faculty needs in a diverse academic environment, the ability to articulate technology strategy to non-technical clients, consultation skills, and the technical ability to craft unique support solutions. Knowledge of and experience with established software and operating systems including MacOS, all Windows, Web technology, UNIX, and Linux is highly desired. Exceptional oral and written skills are required. Salary will be based on qualifications and experience.

APPLICATION DEADLINE: The deadline for application is October 8, 1999. Please send a resume and the names of four references to

Diana Stetter, University Personnel
PO Box 115002
Gainesville, Fl 32611-5002
PLEASE REFERENCE POSITION NUMBER: 844800.

If an accommodation due to a disability is needed to apply for this position, please call (352) 392-4621 or TDD (352) 392-7734. AA/EA/EEO

University of Missouri-Columbia School of Law

University of Missouri-Columbia School of Law invites applications for one endowed professorship and three tenured or tenure-track faculty positions.

Elwood L. Thomas Missouri Endowed Professorship: requires national reputation for distinguished scholarship and record of excellence in teaching in the broad field of dispute resolution, including trial or appellate advocacy, pretrial practice, evidence, negotiation, mediation, or arbitration.

Conflict Resolution and Journalism: requires J.D. and substantial experience in law and journalism.

Dispute Resolution and Social Science: requires J.D., Ph.D. in a social science discipline, and demonstrated interest in conducting empirical research on dispute resolution topics.

E-Commerce: requires J.D. and experience or demonstrated interest in intellectual property or electronic aspects of commercial and/or business law. Additional information is available at

www.law.missouri.edu

Applications from women and minorities are encouraged. Contact:

Professor Martha Dragich
Chair, Faculty Appointments Committee
University of Missouri-Columbia School of Law
226 Hulston Hall
Columbia MO 65211-4300

EEO/ADA institution.

UNIVERSITY OF NEW MEXICO

The University of New Mexico's Counselor Education Program is seeking a tenure-track Assistant Professor beginning August, 2000. Minimum qualifications required: doctorate in counselor education or counseling psychology by appointed start date, experience or training in the science and practice of counseling diverse populations, potential for conducting research and scholarly publication, potential for teaching, supervising, and advising graduate students, New Mexico licensure or license-eligibility as a counselor or psychologist. Best consideration given to applications received by November 1, 1999. Complete position description and application submission requirements are available by contacting: **Virginia C. Shipman, Ph.D., College of Education, University of New Mexico, Albuquerque, NM 87131-1231 or David Scherer, Ph.D., (505) 277-1353 or http://www.coe.unm.edu**. UNM is an Affirmative Action, Equal Opportunity Employer and Educator.

Education

Twentieth Century America/Women's History

DePaul University's department of history seeks applicants for a tenure-track position (assistant or associate level) in American History. Applicants should specialize in twentieth century America, or in American women's history, or both. Successful applicants will bring a multi-cultural perspective to their field of study, and will be able to teach courses on the diverse experiences of American women, especially women of color. Commitment to undergraduate education and publications or strong scholarly potential required. Ph.D. must be completed by August 2000. Send letter of application, C.V., and three references to **Professor Gregory Kozlowski, Chair, American Search Committee, History Department, DePaul University, 2320 N. Kenmore Ave., Chicago, IL 60614-3298.** Deadline November 15. Preliminary interviews at the AHA annual meeting. DePaul University is committed to diversity and equality in education and employment.

DEPAUL UNIVERSITY

www.depaul.edu/~hr/

THE COLLEGE OF ARTS AND HUMANITIES AT THE UNIVERSITY OF MARYLAND AT COLLEGE PARK INVITES APPLICATIONS FOR THE FOLLOWING FACULTY POSITIONS TO BEGIN IN THE FALL TERM 2000.

ART: Tenure track Assistant Professor, Digital Media Artist. APPLICATION DEADLINE: December 1, 1999, for best consideration.

ART HISTORY AND ARCHAEOLOGY: Senior scholar (tenured) in Modern European Art. APPLICATION DEADLINE: December 15, 1999, for best consideration.

ASIAN AND EAST EUROPEAN LANGUAGES AND LITERATURES: Tenure track Assistant Professor in Chinese Language and Linguistics. APPLICATION DEADLINE: November 15, 1999 for best consideration.

COMMUNICATION: Tenure track Assistant Professor in Public Relations. APPLICATION DEADLINE: October 15, 1999, for best consideration.

ENGLISH: 1. Senior appointment in African American/ African Diaspora Literature. 2. Tenure track Assistant Professor in Eighteenth-Century British Literature. APPLICATION DEADLINE FOR BOTH POSITIONS: November 15, 1999, for best consideration.

FRENCH AND ITALIAN: Tenure track Assistant Professor in French Sociolinguistics. APPLICATION DEADLINE: November 29, 1999, for best consideration.

HISTORY: 1. Senior Full Professor in Latin American History. APPLICATION DEADLINE: October 29, 1999, for best consideration. 2. Tenure-track Assistant or tenured Associate Professor in the history of East, Central, or West Africa; APPLICATION DEADLINE: October 22, 1999, for best consideration. 3. Tenure-track Assistant of tenured Associate Professor in German political history. APPLICATION DEADLINE: November 12, 1999, for best consideration. 4. Tenure-track Assistant Professor in early modern British History (1500-1700). APPLICATION DEADLINE: October 31, 1999, for best consideration.

JEWISH STUDIES: Tenure track Assistant Processor in Comparative Jewish Literature (Modern). APPLICATION DEADLINE: November 1, 1999, for best consideration.

SCHOOL OF MUSIC: 1. Tenure track Asst. Prof. in Music Education (wind specialist). 2. Appointment in French Horn, rank open. 3. Tenure track Asst. or Assoc./or tenured Assoc. Professor Ethnomusicology. 4. Tenure track Asst. or Assoc./or tenured Assoc. Professor-Musicology (in Medieval or 19th Century Music). APPLICATION DEADLINE FOR ALL SEARCHES: December 1, 1999, for best consideration.

PHILOSOPHY: Full Professor to serve as Department Chair. Priority will be given to candidates with an academic background in value theory, cognitive studies, or philosophy of science.

THEATRE: Tenure track Assistant Professor in Theatre, specialty in movement. Terminal degree required, Ph.D. preferred. APPLICATION DEADLINE: February 7, 2000, for best consideration.

A Terminal degree is required for each of these positions. For more information, or to submit an application, contact the **Search Committee Chair (relevant department), University of Maryland, College Park, Maryland 20742.**

The University of Maryland, College Park is strongly committed to the principle of diversity. We are especially interested in receiving applications from a broad spectrum of people, including women, members of ethnic minorities, and disabled individuals.

UNIVERSITY OF MARYLAND

USF
UNIVERSITY *of* SAN FRANCISCO

Director Multicultural Opportunities for Developing Excellence in Leadership

(MODEL)

The University of San Francisco welcomes all to participate in a rich educational opportunity where the commitment to diversity is demonstrated in its longstanding Jesuit, Catholic tradition.

We seek applicants for this position who can lead students in furthering the university's mission to "prepare men and women to shape a multicultural world."

If you are energetic, have imagination and the interest and ability to work within a diverse, multicultural, urban environment, this is the job for you.

The Director is responsible for initiating programs and services that support the development of a multicultural community, overseeing services related to the unique needs of international students and supervising community service and service learning programs.

The ideal candidate will have a Master's degree in college student personnel, higher education administration, or related field required; three to five years of related administrative experience in student affairs; significant experience in working with students of broad cultural backgrounds, coordinating community service opportunities, and designing educational leadership programs; specific experience with providing directservices to international students and students of color in a urban, multicultural inclusive environment, particularly within the context of a Catholic, Jesuit institution; the ability to incorporate academic/educational components into co-curricular programs and services; strong supervisory and problem-solving skills in the context of interpersonal, group relations, and campus-wide collaboration; demonstrated written and oral communication skills appropriate for the job requirements; general knowledge of INS regulations applicable to international students and visiting scholars; and the ability to use a personal computer for e-mail, word-processing, databases, and editing basic publications.

For the "essential job duties" visit our web page at: http://jobs.usfca.edu. To apply, please submit a letter of interest and resume to: University of San Francisco, Human Resources - HO-350317, 2130 Fulton Street, San Francisco, CA 94117 or e-mail to: resumes@usfca.edu.

Established as San Francisco's first institution of higher learning in 1855, the University of San Francisco presently serves 8,000 students in the schools of Arts and Sciences, Business, Education, Nursing, Law, and Professional Studies. The University is a private, Catholic and Jesuit institution. We particularly welcome candidates who will positively contribute to such an environment.

USF is an equal opportunity employer dedicated to affirmative action and work force diversity. The University provides reasonable accommodations to qualified individuals with disabilities upon request.

TEXAS TECH UNIVERSITY

DEAN

COLLEGE OF EDUCATION

Texas Tech University invites applications and nominations for the position of Dean of the College of Education (COE). Texas Tech University is located in Lubbock, a city of approximately 197,000 situated in the High Plains of West Texas, and is the only university in Texas boasting a School of Medicine, School of Law, and a comprehensive university on the same campus. The University holds the Carnegie Foundation Research II classification with expenditures in excess of $27 million in sponsored projects annually. Enrollment of approximately 25,000 includes almost 4,000 graduate students, and degrees are offered in more than 150 undergraduate, 100 master's, and 60 doctoral fields of study.

The TTU College of Education (www.educ.ttu.edu) is accredited by the State Board for Educator Certification, the Southern Association of Colleges and Schools and the National Council for Accreditation of Teacher Education. The College has approximately 67 full-time equivalent faculty (60 graduate faculty) members. The COE has an annual budget of approximately $5.6 million and a committed endowment of $3.17 million. Bachelor's, master's, and doctoral degrees are offered through the divisions of Curriculum and Instruction and Educational Psychology and Leadership. Fall 1998 undergraduate enrollment included 780 upper division undergraduates, 292 master's students, and 173 doctoral students.

We seek a dynamic leader with a strong commitment to academic excellence in teaching, research, and outreach. Reporting to the Provost, the Dean represents the College to the University and its many constituents. The position requires:

- distinguished scholarly achievements (teaching and research) meriting tenured full professor appointment;
- record of effective leadership and administrative experience in higher education;
- emphasis to expand cultural diversity;
- capacity to articulate (add-develop consensus) and implement the College and University visions and goals;
- exhibit excellent interpersonal and communication skills including advocacy, community building, shared governance, and collaboration;
- ability to communicate effectively with students, faculty, university administrators, K-12 educators, government and foundation officials, and alumni;
- capacity to secure funds to support programs and ability to maximize internal and external resources;
- capacity to establish and nourish strong University/school relationships;
- broad understanding of national trends and issues in K-12 education, teacher preparation in the contemporary social context, and technological innovations;
- experience with development of strong teacher preparation programs;
- leadership for compliance with state mandates, regulations, teacher certification, and accreditation; and
- a terminal degree.

Applicants should submit a curriculum vita; a personal statement on the role and future of Colleges of Education in comprehensive universities; and names, addresses, and telephone numbers of three references. Anticipated beginning date is Summer 2000. Nominations and applications being accepted immediately and should be received by November 15, 1999, or until the position is filled. Women and members of minority groups are encouraged to apply. Applications and nominations should be submitted to:

Dr. John R. Abernathy, Chairperson
Search Committee for Dean of Education
Texas Tech University
Box 42123
Lubbock, Texas 79409-2123
Phone: (806) 742-2810
Fax: (806) 742-2836

Texas Tech University is an EEO/Affirmative Action Institution.

FASHION INSTITUTE OF TECHNOLOGY
A State University of New York (SUNY)
College of Art and Design, Business and Technology

The Fashion Institute of Technology is a comprehensive community college accredited by the Middle States Association of College and Schools, NASAD, and FIDER, with an enrollment of 5,750 full-time and 6,000 part-time students and 1,500 full-time and part-time faculty and staff.

The Fashion Institute of Technology invites applications for the following positions:

Assistant Vice President for Academic Affairs

F.I.T. seeks an energetic visionary to assist the Vice President for Academic Affairs in a variety of administrative responsibilities relating to all direct reports. Duties are all encompassing and include: development and the implementation of policies, oversee academic programs, and management of a strategic plan. Assist with the development of annual operations budget, managing the primary financial operations including budget, accounting and finance.

Successful candidates will possess a Master's degree, Doctorate preferred, 5 years of recognized professional achievement as well as demonstrated effectiveness as an administrator of a college or university. Thorough knowledge of academic policies and processes. Evidence of administrative, analytical, computer and organizational skills required.

Dean for Curriculum and Instruction

F.I.T. seeks a Dean who can lead the faculty in strengthening existing academic programs and in exploring and developing new opportunities in undergraduate and graduate education. The Dean will be charged with integrating technology into curriculum and with developing distance learning programs.

Successful candidates will possess a Doctoral degree and be both an experienced practitioner and a distinguished educational leader. Demonstrated excellence in undergraduate teaching, high energy, excellent interpersonal skills; a minimum of 5 years in the Academic Affairs area as well as demonstrated success in development and implementation of changes in curriculum. Experience in contemporary methods of instructional delivery, program planning, a vision for the use of technology in the classroom, and principles of general education in a college or university environment.

Qualified candidates who are interested must submit a letter of interest that details experience and accomplishments relevant to the above qualifications, a current resume and the names, addresses and phone numbers of five references to: **Employment Manager, Fashion Institute of Technology, Seventh Avenue at 27th Street, New York City 10001- 5992, fax to 212-217-5616 or send e-mail to hanrahm@fitsuny.edu.** Review of applications will begin immediately and the search will remain open until a successful candidate is identified for each position.

F.I.T. is an Equal Opportunity and Affirmative Action Employer

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President
St. Cloud State University

ST. CLOUD STATE
UNIVERSITY
A tradition of excellence and opportunity

The Minnesota State Colleges and Universities invites applications and nominations for President of St. Cloud State University. SCSU is the largest state university in MnSCU with 15,000 undergraduate and graduate students and 575 faculty. SCSU offers over 150 major, minor, and pre-professional programs organized into five colleges: Business, Education, Fine Arts and Humanities, Science and Engineering, and Social Sciences. A number of international study center locations enhance the opportunities for global experience and understanding for SCSU students and faculty. The University is committed to the scholarship of women and various cultural groups and to the values of a diverse society and multicultural world. The university actively seeks students, faculty, staff and administrators who are committed to this goal.

The fast-growing St. Cloud Metropolitan Area has over 100,000 residents. Located on the Mississippi River, 70 miles from Minneapolis/St. Paul, SCSU plays an important educational, economic, and cultural role in Central Minnesota.

SCSU is part of the Minnesota State Colleges and Universities (MnSCU) system, with 36 institutions and campuses in 46 communities. Missions span occupational, associate, baccalaureate, and graduate education. The system enrolls more than 145,000 students, with approximately 17,000 employees and an annual budget of nearly $1 billion. Further information can be found at the following websites: **www.mnscu.edu and www.stcloudstate.edu.**

Responsibilities: The President serves as chief executive officer and is responsible for leading the university's faculty, staff and students in accomplishing the mission. By tradition, policy, and collective bargaining agreements, educational policies are jointly determined though participation of faculty, students, and administration and in conformance with MnSCU Board policies. The President maintains productive relationships with all segments of education, the community, legislators, and other state agencies. The President reports to the MnSCU Chancellor.

Criteria:

- An earned doctorate or other appropriate academic preparation is required. College/university teaching experience is expected. Strong interpersonal, writing and public speaking skills are important.
- Evidence of a strong commitment to and support of academic excellence: faculty teaching, research, scholarship, and students' academic success. Visionary leadership in a changing environment.
- Excellent administrative skills, including planning and managing complex budgets to meet short and long-term needs. Effectiveness in securing and developing significant resources from public and private sources. Effective skills in negotiating creative solutions to issues confronting higher education.
- Demonstrated commitment to open communication, democratic decision making and consensus building within a collective bargaining context. Commitment to an accessible and respectful university community of students, staff, faculty and administrators. Ability to advocate effectively for the university with public and private constituencies. Active participation in fostering a positive relationship between the university and the surrounding community.
- Achievement in advancing the goals of affirmative action, cultural diversity, and equity in education and employment. Commitment to the goals of international and multicultural education.

Applications and nominations should be received as soon as possible and prior to mid-October when review will begin. The expected date of appointment is July 1, 2000. Application materials should include a letter of application, resume, and the names, addresses, and telephone numbers of at least five references which include faculty, student leadership, and community leaders. Applications, nominations and requests for information should mention the SCSU Presidency. Send materials to:

Linda Skallman, Associate Vice Chancellor for Personnel
Minnesota State Colleges and Universities
500 World Trade Center, 30 East Seventh Street, St. Paul, MN 55101
Telephone: (651) 296-5157 FAX: (651) 297-3145

MnSCU
Minnesota State Colleges & Universities

Women and people of color are encouraged to apply.
EQUAL OPPORTUNITY EDUCATOR AND EMPLOYER

Alfred University

PRESIDENT

Alfred University invites inquiries, nominations and applications for the position of president. The position is available in June 2000 upon the retirement of President Edward G. Coll, Jr., who is completing an 18-year term.

Alfred offers degrees ranging from bachelor's to doctorate to approximately 1,900 undergraduate and 400 graduate students, and combines the feel and ethos of a small college with the resources and dynamism of a university. The University has received wide recognition for its accomplishments, and has been ranked among the top 15 regional universities in the North by U.S. News and World Report for the past 12 years. External funding for research and new programs recently reached $6 million, including extensive support from private industry.

The president will be expected to provide visionary leadership for this diverse University, to develop an articulated academic vision, to build resources and institutional visibility, and to bring the management skills necessary to lead a complex University with both public and private institution issues. Compensation is highly competitive. Additional information about the University and the position is available on the web at www.alfred.edu/president.

We are being assisted in this search by **Dr. Jean Dowdall and her associate, Elizabeth Currie, A.T. Kearney Executive Search, 333 John Carlyle Street, Alexandria VA 22314. You may contact them at (703) 739-4725, jean_dowdall@atkearney.com, or elizabeth_currie@atkearney.com** for additional information or to offer a nomination. Candidates should provide a resume, the names and phone numbers of five references, and a cover letter describing their interest in the position and the experience that they would bring to address the issues described above.

Candidate materials should be sent to:

Dr. Gene Bernstein, Chair
Presidential Search Committee
Office of the President
Alfred University
Saxon Drive
Alfred NY 14802

E-mail submission is encouraged; documents with Word attachments should be sent to **drakel@alfred.edu.** Review of candidates will begin on October 15; for fullest consideration, materials should be received by that date.

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Please send letter of interest, curriculum vita, 3 letters of recommendation (teaching letters preferred), brief statement of teaching philosophy (about 300 words), sample course syllabus, and samples of evaluated student papers to: **Prof. Jim Rhodes, Chair, Personnel Committee, English Department, Southern Connecticut State University, New Haven, CT 06515**

All materials must be received by November 12, 1999. SCSU is an EO/AA employer. Minorities and women are strongly encouraged to apply. Any applicants hired with a non-terminal degree will be appointed at the level of instructor.

Coming Up!

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Publisher's Picks Issue

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Review of candidates will begin November 15, 1999 and will continue until an appointment is made. Applicants should submit a complete C.V., statement of research interests and names of five references. All correspondence should be addressed to:

Plant Pathology and Microbiology Head Search
Attn: Terry Thomas, Search Committee Chair
Department of Biology, Texas A&M University
College Station, Texas 77843-3258

Texas A&M University is an equal opportunity employer. Women, Minority, and International candidates are encouraged to apply.

President
Metropolitan State University

METROPOLITAN
STATE UNIVERSITY

The Minnesota State Colleges and Universities invites applications and nominations for President of Metropolitan State University. Metro State is a comprehensive urban university committed to meeting the higher education needs of those who live and work in the Twin Cities metropolitan region. Founded in 1971, the university has a strong tradition of individualized educational programs, offering more than 60 undergraduate majors and minors and four graduate programs. Metro State is committed to providing high quality, accessible education for working students. The university serves more than 8,000 full- and part-time, traditional and returning students at two campuses and four centers in St. Paul and Minneapolis, with an annual budget of $29 million. A core of 90 full-time faculty is supported by 450 part-time practitioner faculty who bring state-of-the art knowledge to the classroom. The university reflects the diversity of its urban environment in its students, faculty, and community partners. Metro State enjoys a healthy relationship with surrounding community organizations, area two-year colleges, and local businesses, and seeks a leader who can promote growth and development from internal and external constituency groups.

Metropolitan State University is part of the Minnesota State Colleges and Universities (MnSCU) system, with 36 colleges and universities located in 46 communities. Missions span occupational, associate, baccalaureate, and graduate education. The system enrolls more than 145,000 students, with approximately 17,000 employees and an annual budget of nearly $1 billion. Further information can be found at Metro State's website **www.metrostate.edu or www.mnscu.edu.**

Metro State is located in the heart of the Minneapolis/St. Paul Twin Cities area (population 2.5 million). The metropolitan region is known for the quality of its theaters, music, parks, art, educational resources and successful international business community. There are numerous opportunities for social, recreational and cultural growth.

Responsibilities: The President serves as chief executive officer responsible for leading the university's faculty, staff and students in accomplishing the mission. Educational policies are jointly determined through participation of faculty, students, and administration and in conformance with MnSCU Board policies. The President reports to the MnSCU Chancellor.

Qualifications:

- An earned doctorate or other appropriate preparation. Evidence of successful college/university teaching and research experience is expected.
- Evidence of a strong commitment to and support of academic excellence. Demonstrated ability to create and maintain a climate that supports the highest quality education.
- Commitment to an accessible, respectful university community which fosters and celebrates diversity among its students, faculty, staff, and administration.
- Understanding of and demonstrated commitment to working in partnership with community groups, employers, legislators, other academic institutions, and faculty, staff, and students.
- Excellent administrative skills, including planning and managing complex budgets to meet short and long-term needs. Ability to devise creative solutions to issues confronting higher education.
- Effectiveness in securing and developing significant resources from public and private sources.
- Demonstrated commitment to open communication and consensus building among all constituencies. Ability to work effectively with collective bargaining units. Ability to advocate effectively for the university with public and private entities.
- Evidence of high personal and professional integrity, and the ability to exercise strong leadership skills in a rapidly changing environment.

Applications and nominations should be received as soon as possible. Review will begin in early November, 1999 with an anticipated appointment of July, 2000. Application materials should include a letter of application, resume, and the names, addresses, telephone numbers, and e-mail addresses of at least five references which include faculty, student leadership, and community leaders. Applications, nominations and requests for information should mention the Metropolitan State University Presidency. Send materials to:

Linda Skallman, Associate Vice Chancellor for Personnel
Minnesota State Colleges and Universities
500 World Trade Center, 30 East Seventh Street, St. Paul, MN 55101
Telephone: (651) 296-5157 FAX: (651) 297-3145

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MC Montgomery College

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The Director of Enrollment Management develops and implements annual and long-range comprehensive recruitment plans which include well-defined communications and tracking, high school visits, fairs and open house components. The Director provides Collegewide leadership in addressing enrollment variables, recommending enrollment management policies and procedures, and developing information to increase awareness of the College's quality programs and services. The Director of Enrollment Management is responsible for supervising and providing leadership to the Offices of Admissions, Records, and Registration, the College Response Center and the College Recruiters.

Candidates must have a Master's Degree and completed course work in marketing and forecasting, 5 years of documented administrative experience which includes marketing and forecasting experience in supervising, leading and developing diverse teams, experience in mainframe and or PC applications and integrated systems related to student services. In addition, candidates must have documented experience in strategic and operational planning, trend analysis, budget development and management. Qualified candidates must possess excellent written and oral communication and interpersonal skills.

The salary range is $64,293-$99,902 per year, with a starting salary generally falling within the first half of the range. The College offers excellent benefits. Applications for **vacancy # 1078** can be obtained by calling our **24-hour job line at (301) 279-5574**, or by coming to the **Office of Human Resources, Montgomery College, 900 Hungerford Drive, Suite 130, Rockville, Maryland 20850. Applications must be received by 5:00 p.m. on October 1, 1999.**

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UNIVERSITY OF NEW HAMPSHIRE
DEAN
WHITTEMORE SCHOOL OF BUSINESS AND ECONOMICS

The University of New Hampshire invites applications and nominations for the position of Dean of the Whittemore School of Business and Economics. The Dean manages the School's budget and allocation of resources, reviews faculty performance, administers the academic and research programs, and directs the School's external professional relations and fundraising activities.

The Whittemore School, an AACSB accredited institution, offers undergraduate programs in business administration, economics, and hospitality management. Graduate programs include both full-time and part-time MBA programs, an Executive MBA program and master's and Ph.D. programs in economics. Enrollment includes approximately 1,200 undergraduate students and 200 graduate students.

QUALIFICATIONS INCLUDE: an outstanding record of achievement in higher education, business, research, or public service; a terminal degree in an appropriate field or equivalent administrative experience; leadership skills to work effectively with faculty, students, and administrators within the University and diverse constituencies outside the University. He/she must be committed to achieving the School's strategic vision, which emphasizes entrepreneurship, international business, and technology and innovation.

APPLICATIONS: Nominations and applications, should include the name and address, phone number and email address of five references, and should be submitted to:

Helen Brewster
Dean's Search Committee
Office of the Provost and VP for Academic Affairs
Thompson Hall
University of New Hampshire
Durham, NH 03824

The Committee will begin review of applications on October 15, 1999. Date of appointment will be no later than July 1, 2000.

UNH is strongly committed to achieving excellence through diversity. The University actively encourages applications and nominations of women, persons of color, the disabled, and members of other underrepresented groups.

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UNIVERSITY OF MARYLAND, COLLEGE PARK

COLLEGE OF LIBRARY AND INFORMATION SERVICES

ASSISTANT, ASSOCIATE, OR FULL PROFESSOR IN INFORMATION POLICY

Position Description

The College is developing a new area in information policy and is seeking a full-time, tenure-track faculty member. Information policy deals with the philosophy, statutes, guidelines, and regulations that guide the creation, management, and use of information by institutions and the public. The position will focus on the theories, issues and processes involved in the development and implementation of information policy, particularly in a digital, networked environment, in government, business, education, libraries, and other settings in the U.S.

A doctorate in library/information science, government, public policy, business, or other field related to information policy, or a J.D. is required. Exceptional potential for research is required at the Assistant Professor level; for appointments at a higher level, a distinguished record of research and contribution to policy analysis is expected. The appointee will be expected to develop and teach courses in information policy and related areas; develop and maintain an active research program; carry out professional service; and advise and work closely with students.

The appointment covers 9 1/2 months each year with the opportunity for summer teaching. Rank and salary at appointment will be commensurate with qualifications and experience.

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http://www.clis.umd.edu.

MORE INFORMATION AND APPLICATION SUBMISSION

Applications will be accepted until appropriate candidates have been identified. Inquiries and applications should be sent to the **Search Committee Chair, Dr. Bruce W. Dearstyne, Associate Professor, College of Library and Information Services, 4105 Hornbake Library Building, University of Maryland, College Park, MD 20742-4345 Phone: 301-405-2001 E-mail: bd58@umail.umd.edu**

UNIVERSITY OF MARYLAND

¡PUNTO FINAL!

RE-VISIONING MACHISMO IN THE SERVICE OF TRANSFORMATION

Dr. David Abalos is a Professor of Religious Studies and Sociology at Seton Hall University (N.J.). He has written extensively on multicultural and gender scholarship and on Latinos/as in the United States from the perpective of the politics of transformation.

It is our challenge as members of *la comunidad* Latina in the United States to subvert aspects of *la cultura* Latina so that we can turn it towards transformation, that is, toward our participation in the creation of fundamentally more loving and just alternatives. We are the living members and carriers of *la cultura*; it belongs to us. Therefore it is up to us to decide which stories wound us and which ones deepen our humanity. This means that we can take the archetype of the macho in our heritage and remove it from the service of destructive stories such as possessive love, patriarchal domination, and physical abuse in the service of deformation, and redefine and rediscover it in the service of transformation. The answer is not to blame and punish men; the problem is not men, nor the masculine nor machismo, but rather the distortion of the masculine, wherein men become arrested in destructive forms of machismo that give us as Latinos permission to dominate women, children, and one another in order to prove our manhood. This cripples us as men and forces us to assert our masculinity primarily through the control of others.

We can and need together as a culture and community to empty ourselves and to liberate men and women from the patriarchal machismo, the abuse of masculinity, without destroying machismo itself, which has its roots in masculine energy. This means that we can vigorously condemn and end the misuse of machismo as a force to maintain the dying story of patriarchy through the use of violence against women and children and to struggle against those forces in the wider society that hurt Latino men so that they feel that the only place where they can assert themselves is at home. What is to be done? Let us consider strategies for growing our own Latino manhood through the subversion of machismo, that is, turning machismo from the destructive and reorienting it to the service of transformation:

- reject the sickness inherent in the notion that there is nothing that we can do to change our lives,
- turn our *coraje*, our anger, into the necessary courage to bring about a better life,
- reject the pornography of the male organ as a weapon and substitute for it intimacy;
- empty ourselves of the masturbatory sex of the patriarchal world in exchange for a sensuous, erotic love of giving and receiving in wholeness,
- rediscover the body, nature, emotions, feelings, the feminine, and *fiesta* as the search for community,
- de-educate ourselves so as to throw out the lies regarding our maleness by re-educating ourselves to celebrate our emotional and affectionate nature,
- rediscover the sacredness of the self by going home to the deepest source within our own self,
- become a masculine and feminine male, that is, a whole person,
- create relationships of mutuality with women.

Now I am ready to redefine machismo not as the use of brute strength to dominate women but as the energy of a Latino man who steps forward urgently to love and nurture others and who uses his male energy together with women as mutual allies to protect and defend their humanity and that of the community by organizing a rent strike, setting up a co-op, establishing a scholarship fund, tutoring, spending time with the sick and senior citizens, and nurturing children. There is no limit to what can be done when Latino men and Latina women rediscover each other in these kinds of personal, political, historical, and sacred tasks.

But since I also believe that masculine energy belongs to women in the very nature of their being human, then women also can and need to express their masculine strength as *Marimachas*, Chicana, and Latina women active in the fight for civil rights in the service of transformation. Just as Dorothy on her journey in *The Wizard of Oz* discovered that her companions, the lion, the tin man, and the scarecrow, were dimensions of her own undeveloped masculine self, so in like manner Latina women and Latino men can find their feminine and masculine wholeness through action in the community.

What we need as a community are Latina women who are strong within themselves and who, because they know who they are as full selves, are willing to struggle with their fathers, their husbands, their sons, their lovers, their brothers and uncles and male colleagues. To daily choose to challenge a Latino male whom you care about is to love him in such a way that you demand that he be a different and better kind of man. I am not looking for Latina women to save us or to make us their project but rather to struggle with those of us who are trying to re-create ourselves as Latino males in the service of transformation. Together we can refuse to continue the story of patriarchy and create a new and more loving kind of family.

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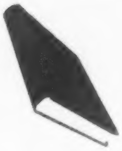

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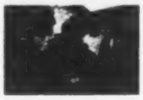

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CONTRIBUTORS: Patsy J. Albright, José Alvarez, Rosie Carbo, Craig Castro, Roger Deitz, Frank Carrasco Espinosa, Patrick Fite, Marilyn Gilroy, Gustavo Mellander, Arthur Schwartz, Betty Semet, Victoria Stuart, Alayne Unterberger

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**

The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652.

All correspondence should include author's full name, address, and phone number.

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From time to time, *The Hispanic Outlook in Higher Education* will publish articles dealing with controversial issues. The views expressed herein are those of the authors and/or those interviewed and may not reflect the official policy of the magazine. The *Hispanic Outlook in Higher Education* neither agrees nor disagrees with those ideas expressed, and no endorsement of those views should be inferred unless specifically identified as officially endorsed by Hispanic Outlook in Higher Education.

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A CAPITOL VIEW

Opponents of Preference Ratchet Up

BY GUSTAVO A. MELLANDER

Many Hispanics have benefited from college and university goals when those colleges and universities sought to diversify their student body. Clearly it worked. Government data note that minority college enrollment was 25.3 percent in 1995, a healthy increase from 16.5 percent in 1980.

New battle lines

But as we all know, new battle lines have been drawn. There is a backlash. Legal challenges and changing political realities now challenge hard-fought gains.

Those who are livid over the remnants of affirmative action in college admissions have launched a new campaign. Claiming that U.S. colleges are illegally using racial preferences in admissions, they have expanded their attack. They have decided to try to influence students and faculty at their very colleges nationwide.

Their latest tactic has been to place advertisements in college newspapers. They are funded by the Center for Individual Rights (CIR), a conservative Washington, D.C., law firm representing students suing universities. Sensationally headlined "Guilty by Admission," these ads claim that virtually every elite college in the United States violates the law.

On the other side of the spectrum, many educators contend that the law firm is wrong. Further, that it has misrepresented 20 years of court rulings by virtually ignoring them. It has also overstated colleges' efforts to bring diversity to their campuses. Lastly, educators point out that colleges seek a lot more than just racial and ethnic diversity in their student body.

But the CIR is serious and determined. Aside from its college newspaper ads, it has issued two 30-page handbooks that it says are intended to help students identify discrimination and to help institutions keep from getting sued. But critics say that the handbooks are inflammatory and designed to incite lawsuits. The ads are controversial, and some newspapers have refused to accept them.

These ads and handbooks are part of a national initiative. They wish to highlight the use of racial preferences in admissions. They characterize college diversity programs "an antithesis of the civil rights movement." As of yet, no civil rights organization has agreed.

"Colleges very clearly understand they may not use quotas," said Norma Cantú, the assistant secretary for the Department of Education's Office of Civil Rights. "There's no need for these handbooks."

At a news conference recently held in Washington D.C., the CIRcited anecdotes and a handful of state-specific studies as evidence that race preference is without merit and that it is widespread.

Another group supporting the campaign, The Center for Equal Opportunity, released a study concluding that the odds of a White candidate being admitted to the University of Virginia instead of an equally qualified Black candidate are 45 to one. As usual, Hispanics weren't even mentioned.

The data, based on 1996 applications for 10 public Virginia universities, include the race, sex, SAT scores, class rank, and high school grade point averages of 72,000 applicants. The group studied the records of all who applied, whether they were admitted or not.

"We've found use of racial/ethnic preference in all of the states. The more selective schools tend to use preferences the most," said Roger Clegg, general council for the group.

Other voices

Rene Redwood, executive director of Americans for a Fair Chance, a group that advises colleges and community groups on affirmative action, contends that preference programs still are needed. Generations are yet to be served. And the "old boy network," the way it used to be–a preference system of the first order–was too restrictive. "We have studies that show that there are communities that are healthier because women and minorities who become doctors often return to those communities," Redwood said. So beneficial societal ramifications go far beyond the individual student involved. Both sides in the affirmative action battle cite the 1978 *Bakke* case, in which a White student denied admission to medical school claimed that specific slots reserved for minority students were unconstitutional.

Ultimately, the Supreme Court decided that colleges could not have separate admissions criteria for minority students, but could consider race a "plus" factor. (Bakke was admitted and is now a practicing physician.)

In 1996, a federal appeals court in Texas decided the *Hopwood* case and barred the consideration of race in admissions and financial-aid decisions. It cited other high court rulings involving such issues as government contracting.

The Supreme Court has refused to hear *Hopwood*; thus the appeals court's decision is binding only in its region of Texas, Louisiana, and Mississippi. But its influence is pervasive and in reality goes beyond those three states. It has encouraged the enemies of affirmative action to sally forth.

Bottom line

Hispanics must remain vigilant. Vigilant about those who distort the record, about state ballot measures such as California's 1996 Proposition 209 that ban many racial preferences, and about shifting public opinion. But it will take more than vigilance; it'll take concerted action.

Dr. Mellander is a professor at George Mason University.

Community Colleges Aren't What They Used to Be

✓ They're Taking the Lead, Says Miami-Dade

BY
VICTORIA STUART AND
BETTY SEMET, MEDIA
RELATIONS, MIAMI-DADE
COMMUNITY COLLEGE

> ***Miami-Dade Community College was the first community college in the country to create endowed chairs for its faculty based on the excellence of their teaching rather than on their research.***

When they first opened their doors in the early '60s, community colleges were perceived as the educational equivalent of fast food–able to satisfy an immediate need, but without the "finer" qualities traditionally associated with higher education. But over the years, community colleges have transformed themselves, and all indications are that they might well become the premier educational institution for the new millennium.

While a number of external pressures have contributed to this transformation–including the skyrocketing costs of traditional four-year colleges, overcrowded university classrooms, and nationwide economic initiatives such as the Welfare to Work program–the driving force behind the advance to quality has come from within the institutions themselves.

There has been an intensive commitment to recruiting the best faculty, building state-of-the-art facilities, offering cutting-edge programs in emerging technologies, establishing relationships with local businesses to provide employment and training opportunities for students and graduates, offering direct-entry job training, and enhancing general education classes so that they are on a par with similar classes at four-year institutions.

For example, **Bellevue Community College** in Washington State carved out a niche for itself by providing some of the best computer-technology instruction anywhere, along with state-of-the-art computer facilities, including a $15 million Center for Emerging Technologies. **Cuyahoga Community College** in Ohio established one of the best music programs in the nation, offering music history, sound engineering, and production, in connection with the nearby Rock & Roll Hall of Fame. The college even has its own record label.

Miami-Dade Community College students

Nassau Community College in Garden City, New York, is recognized for its outstanding faculty, most of whom hold doctoral degrees and are employed full time. And Miami-Dade Community College in Florida has earned the distinction of being the "most wired" community college in the nation, by pioneering open college programs and distance learning using state-of-the-art technologies, as well as providing access to computers and the internet for every student.

The other surprising contributor to the evolution of community colleges is–the students themselves. Back in the early '60s, community college students were perceived as low-achievers, those who couldn't or wouldn't succeed at a traditional college. But today, community colleges enroll some of the nation's most outstanding high school graduates, reversing the trend of community colleges as a "last chance" choice to that of students' first choice in education.

These students are breaking new ground in achievement levels across the board. For example, **Miami-Dade Community College's** student team in the National Model United Nations was the first team from a community college to take first place at this national event. And in the college's aviation program, its student pilots have consistently taken first place at national flying competitions–again, the first community college team to hold that honor.

In addition, community college alumni are proving themselves at some of the finest four-year institutions in the nation. Several recent studies indicate that, in almost all instances, in nearly every area of study, community college transfers to four-year institutions perform academically as well as (and sometimes better than) students who begin their studies at the same university. This increasingly common academic success has improved the prestige of community colleges nationwide, to the point that some Ivy League universities even give enrollment preference to outstanding students from community colleges.

Miami-Dade Community College (M-DCC) is a good example of these achievements. Recognized as the largest, most diverse, and one of the best community colleges in the nation, M-DCC offers more than 200 academic programs on six major campuses, two centers, and numerous outreach locations throughout South Florida. Its students include some of the region's top high school graduates as well as some of the poorest refugees from the Caribbean and Eastern Europe–emphasizing its mission to serve the needs of the community while offering the best possible education. For example, M-DCC's vocational graduates have one of the highest employment rates in the country, while its academically motivated students have gone on to such prestigious institutions as Smith and Cornell.

Meet the following students who have benefited from a community college education:

- Lester Sanchez, 21, a former sales clerk in an electronics store, who realized that he could never support a family on $7 an hour, so he enrolled in M-DCC to take the first steps toward pursuing his master's degree in electronics.
- Marcel Martínez, 19, the youngest-ever U.S. Junior Master Chess Champion, who will enroll in M-DCC this fall to earn his associate in arts degree.
- Antonio Cuadra, 22,(pictured below) who enrolled in M-DCC two years before he finished high school and attended both simultaneously in a special accelerated program. He graduated from M-DCC one month before his high school graduation, and went on to win a scholarship to study engineering at Cornell University, where he is at the top of his class.

- Dolores Gonzalez, 43, a hearing-impaired mother whose son is permanently connected to a respirator. After years of struggling with poverty, she enrolled in M-DCC to pursue studies in respiratory therapy. She graduated last May with two degrees–an associate's in arts and an associate's in science in respiratory therapy.
- Aquiles Más, 21, (pictured below) the youngest ever to graduate from M-DCC's Medical Campus dental hygienist program. He also graduated from high school a year early, at the age of 17, and will follow in the footsteps of his father, who is a dentist, and his mother, who is a dental hygienist.

- Norma Cruz, 45, a former banking executive who switched careers mid-stride. She graduated from M-DCC's Translation and Interpretation program where she learned to speak four languages –enabling her to become a professional interpreter/translator for the county's judicial system.
- Carmen Rosa, 41, (pictured below) a single mother and a former victim of domestic abuse whose dedication to her education earned her more than $6,000 in scholarships and a new career as a medical records administrator.

- Lissette Garcia, 28, (pictured below) a Cuban refugee from the Guantanamo refugee camp, who earned her associate's degree in journalism and is now employed as a reporter with South Florida's leading newspaper.

- Cristina Díaz, 20, who works 45 or more hours a week at an accounting firm while also attending M-DCC full time.
- Carlos DoMato, 24, a former pilot with the Uruguay Air Force who moved to Miami without knowing more than a few words of English. He enrolled in the ESL program and went on to graduate with an associate's degree in engineering with the highest honors in his class. He also received a full scholarship to Georgia Tech University.

Part of the reason for these success stories is that M-DCC fields so many programs that support students throughout their academic careers. There is an active honors program, an eco-urban residential studies program, English as a Second Language, a variety of service learning programs, refugee assistance programs, and articulation agreements with some of the nation's leading universities as well as regional and state colleges.

The college also has developed strong relationships with major corporations to provide the best equipment and training and to offer the best opportunities for employment after graduation. A recent example is the college's partnerships with Nortel Networks and Cisco–two of the nation's leading network providers–to train students for the high demand for computer networking professionals in the 21st century.

M-DCC also offers exceptional educational and training opportunities in nursing and health care, and has earned an excellent reputation that most of the firefighters, police, nurses, and allied health professionals in Miami-Dade County are graduates of M-DCC. But in addition to its goal of "putting students first," M-DCC also boasts a high-quality faculty–and not by accident. M-DCC was the first community college in the country to create endowed chairs for its faculty based on the excellence of their teaching rather than on their research.

"The Endowed Teaching Chair represents our institution's highest recognition of our faculty," says Dr. Eduardo J. Padrón, M-DCC president. "The recipients of this award have demonstrated to their peers the definition of excellence in every aspect of teaching. Further, they have made student learning their top priority, and, in so doing, have fulfilled the central mission of the college."

Some past award recipients:

- Mercedes Sandoval is a Cuban exile who received many honors for her studies in pre-Columbian art and Cuban history at the University of Havana, and who went on to earn her doctorate in the history and culture of the Americas from the University of Madrid, Spain. She joined Miami-Dade Community College in 1967 as a professor of anthropology, and developed and taught the first-ever college-level course in Cuban history.

- Teresa María Rojas is a native of Cuba, with a degree in drama from Havana University, who has used her talents to bring multicultural, multilingual performance to audiences throughout South Florida as the founder of the distinguished Prometeo Community Theatre. Rojas is an alumna of Havana's Sala Prometeo–a "poor and small theatre kingdom" located in La Calle Prado–who once, as a fledgling actor, represented Cuba at the first Iberoamerican Theatre Festival in Mexico City. She is also a veteran radio and television performer. In 1972, she became a teacher. To her classes, she taught acting; to her community, she taught intercultural understanding through the arts. She has also written six books of poetry and has performed in the award-winning, internationally recognized film *Bitter Sugar*.

Cuyahoga Community College in Ohio established one of the best music programs in the nation, offering music history, sound engineering, and production, in connection with the nearby Rock & Roll Hall of Fame. The college even has its own record label.

- Susan Summons is one of the original players in the historic Women's Professional Basketball League and an NBA Naismith Basketball Hall of Fame inductee. She is the most successful basketball coach in Miami-Dade history, both on the court and in the classroom: her students have one of the highest graduation and job placement rates in the nation.
- Lois Klezmer is recognized for leading the college's Early Childhood Education program to national prominence, as well as for her extensive efforts in the community as a child advocate.
- Eileen Delgado Johann is a professor of chemistry and a rare third-time recipient of an endowed teaching chair. She is also a highly respected author who co-wrote *Exploring Chemistry* and *Exploring Chemistry Laboratory Manual*, the standard texts in college-level allied health chemistry courses, and the author of two National Academy of Science publications.
- Ana Cruz is a professor of accounting who spent more than a decade working for the IRS as well as in private practice before moving into the academic environment. She has earned quite a reputation for making the study of accounting both interesting and relevant.
- Alberto Meza is an artist, poet, author, innovator, and teacher who not only introduces his students to the arts, but also tries to "inflame" them with the passion to share their artistic experiences. Although he has gained local, national, and international accolades for his artwork, he has concentrated much effort on bringing the arts to the children of one of the poorest neighborhoods of Miami's inner city.

- Rolando Montoya is an expert in international finance who has brought extensive experience in foreign affairs and international trade into the classroom. This native of Camaguey, Cuba, was the former consul and trade commissioner of Costa Rica in Miami at the Costa Rican Ministry of Foreign Affairs (1980-84), and has served as finance vice president for Aldo International Corporation, and as junior auditor for Price Waterhouse & Company in San Jose, Costa Rica.

"As evidenced by M-DCC, community colleges are ensuring that students are provided with state-of-the-art education and technology along with the most talented and qualified faculty," said Padrón. "We are extending our distance learning programs and broadening our options to be able to reach even more students....Community colleges will enter the new millennium as the nation's first choice for education."

Presidents of Color
Support New Minority Alliance

BY
MARILYN GILROY

> ***"Prisons and welfare reform have gone ahead of higher education on the national agenda. We have to find the political will to change that."***
>
> TOMAS ARCINIEGA,
> PRESIDENT,
> CSU-BAKERSFIELD

Hoping to build "unity, community, and influence," the first Summit for Presidents of Color uniting African American, Hispanic, and American Indian college and university presidents was held in August in Florida. Fifty presidents from around the country gathered to address what one summit organizer called "a tough agenda" focusing on the challenges and opportunities facing leaders of color in their academic presidencies.

The summit was organized under the umbrella of the American Council on Education (ACE) and funded by the W.K. Kellogg Foundation. Participants listened to presentations and discussed sensitive issues dealing with politics of race and gender in the presidency. Several sessions focused on the importance of consolidating resources and creating inter-institutional partnerships to gain federal support.

Hector Garza, vice president for ACE's Division of Access and Equity programs, explained that the summit goal was to begin a dialogue on how to build unity within the various ethnic groups and how to expand the spheres of influence of presidents of color and minority-serving institutions.

Attendance at the summit included Hispanic, African American, and American Indian presidents. Some, like Ricardo Romo, from the University of Texas at San Antonio, were new to their positions, but there were also seasoned veterans such as Tomas Arciniega, president at California State University-Bakersfield for 16 years.

Summit roundtables produced some frank discussions. One centered on how to increase the numbers of presidents of color and women who serve the academy. The search process, said several participants, is full of subtle racism.

"Minority applicants have to worry...because they are under a microscope," said Garza. "Interviews and dinners become a test where candidates worry about protocol and the need to do everything right."

American Council on Education

ACE

During the search process, committee members might ask minority and female candidates questions that reveal prejudicial attitudes such as whether or not the candidate will be able to bring in large donors. Will candidates' spouses be able to entertain appropriately?

Sometimes minority candidates inadvertently hurt themselves, said presenters. Keynote speaker Vera King Ferris, president of The Richard Stockton College of New Jersey, noted that when two minority candidates surface on a short list for the presidency, they often end up competing with one another and canceling one another out. Or, she explained, at times, minority search committee members will be biased advocates for the candidate of their community without accountability to the other candidates. Instead, Ferris said, we need to see all candidates as exemplary and worthy of consideration.

Once in the presidency, minorities and women need to find a support network for dealing with forces and factors that can influence their effectiveness, including the predominantly White male governing boards that exist at most colleges.

"White presidents have their own network, which provides them with strategies for handling difficult problems," said Garza. "These networks are often not available to presidents of color, so we have to find ways of providing more support for them."

So, how can presidents of color begin to deal with interracial tensions more constructively and form an alliance?

"The reason these tensions exist is because of scarce resources," said Garza. "Competition and competitiveness are bound to surface when there are scarce resources. Rather than fight over how to divide the existing small pie, we talked

Hector Garza, vice president for ACE's Division of Access and Equity Programs

about the need to unify and expand the pie."

But participants agreed that creating strength in numbers would not occur without some operating principles for supporting instead of undermining one another.

Garza explained one of the principles of agreement that came out of the summit roundtables: "If we can't say something good, then maybe we should be silent. When we can't, say, support an issue brought forth by another racial group, we will try to be silent," he said. "This will prevent the divide-and-conquer model from succeeding and will also ease the divisiveness among minority communities."

The presidents of color also acknowledged that the various ethnic groups have a lot to learn about one another. One exchange of views tackled the whole notion of language that each community uses and how that language is interpreted. For example, on the third day of the summit, there was a meeting agenda item listed as "Understanding the Role That Nationalism Plays in Building Community."

"When African Americans talk about *nationalism*, it is a positive concept, one about building community and family," said Garza. "But when applied to Hispanics, *nationalism* has a negative connotation because we think of it is as reductionist and narrow. It seems to apply only to a U.S. model and excludes a global dimension and international perspective on issues and therefore doesn't resonate well with us. Our two communities need to understand such differences and appreciate why there might be some misunderstandings when this term is used."

These barriers will have to be overcome in order for minority presidents and the institutions they lead to form inter-institutional partnerships, a process vital to remaining competitive in vying for large federal grants.

Fortunately, the Presidents of Color Summit came on the heels of an announcement that three higher education associations–The American Indian Higher Education Consortium, the Hispanic Association of Colleges and Universities, and the National Association for Equal Opportunity in Higher Education–representing 321 institutions, have joined to form The Alliance for Equity in Higher Education, a group that will lobby on behalf of colleges that serve the United States' growing minority population.

The goal of the alliance, says Garza, is to help institutions that serve students of color to speak with unity on public policy issues, rather than pursue their agendas separately. They hope to secure more federal funding for a variety of projects but especially to increase financial aid packages for their students, who often come from poor families and inferior public schools. These students generally need large financial packages, remedial courses, and mentoring, all of which are expensive, said Ricardo R. Fernandez, president of CUNY's Herbert H. Lehman College, in a recent interview. Lehman's enrollment is 41 percent Hispanic and 30 percent African American.

The creation of the alliance was welcome news at the Presidents of Color Summit. Many of the presidents strongly support this and other efforts to encourage collaboration among their institutions. Tomás Arciniega, president of California State University-Bakersfield, who delivered an address at one of the summit's plenary sessions, stated that it was absolutely critical to find resources that will increase the number of minorities earning baccalaureate degrees. (Data compiled by the Mortenson Research Seminar on Postsecondary Opportunity shows that in the 25-years-and-over age group, approximately 13.3 percent of Blacks and 10.3 percent of Hispanics have attained a bachelor's degree.)

"Ethnic minorities are the critical pool of human resources for the future," said Arciniega. "Yet they are disproportionately represented by low-income status and educational achievement. "We have to carve out a bigger and better place for minorities and bring them into the economic mainstream."

Arciniega says that the only way to deal with the enormity of the problem is through national efforts. "We need a major initiative, something equivalent to the push for civil rights in the '60s. The federal government must become involved in improving public education. It will take a coalition of educational leaders, politicians, and other officials to move beyond an expression of concern to positive action."

Arciniega's address was especially forceful and hopeful because he comes from a state that has been through some "troublesome times," as he called them. He indicated that the dark clouds of the anti-affirmative action, anti-immigration movements that culminated in California voter propositions are lifting and that the current sociopolitical climate provides a major opportunity for change.

But although he sees a turn for the better, Arciniega cautions that it will take a united effort to ensure that improving educational opportunity comes to the forefront of the political agenda.

Dr Tomás A. Arciniega, president, Cal State University-Bakersfield

"We cannot address our problems on a state-by-state basis," he said, speaking of the state-based tax structure for supporting higher education. He compared the current funding formula to a "strait jacket" that can only be removed by a major restructuring of resources. "Prisons and welfare reform have gone ahead of higher education on the national agenda," he said. "We have to find the political will to change that."

Texas A&M Vision 2020

Doubling Faculty, Quadrupling Endowment in the Plans

BY
PATSY J. ALBRIGHT

Vision 2020 is intended to result in Texas A&M's attaining top-tier status by the year 2020.

More than 250 of Texas A&M's best thinkers were thinking billion-dollar bold when mapping strategies for propelling the state's first public university into the ranks of the top 10 flagship institutions nationally, according to their recently released report. The bold thinking transpired over the past year as faculty, staff, students, alumni, and other supporters of Texas A&M formed a taskforce and held brain-storming sessions as part of the institution's Vision 2020 project. Vision 2020 is intended to result in Texas A&M's attaining top-tier status by the year 2020, not merely for its own benefit, but for the benefit of the state and all its citizens.

Dr. Ray Bowen, Texas A&M University president

"The destiny of Texas is inextricably linked to the level of quality of its premiere institutions of higher education," notes the Vision 2020 report, entitled *Creating a Culture of Excellence*.

Another Vision 2020 goal is to continue the university's academic evolution while retaining, or even enhancing, many of the unique features that have differentiated Texas A&M in the past. No specific dollar value has been placed on implementation of the report's nearly 100 recommendations, but one of the stated Vision 2020 goals is to increase the university's private endowment to a level of $3 billion. Texas A&M's endowment currently totals about $700 million.

Perhaps the most costly recommendation is to increase the size of the present 2,400-member faculty by as much as 50 percent while also enhancing its quality. Other big-ticket recommendations include significant upgrading of the university's library and information technology systems and enhancement of the institution's letters, arts, and sciences core.

The report revolves around a series of 12 "imperatives" that emerged from the work of the taskforce's theme groups. Texas A&M President Ray M. Bowen and Jon L. Hagler, a partner in a Boston-based investment firm and a 1958 Texas A&M graduate, co-chaired the Vision 2020 project and jointly authored an introduction to the report that said in part. "We believe [the report] represents a convergence of some of the best thinking on higher education in many years. "It is bold in its recognition of the progress required to continue to move Texas A&M forward, a process that will add value to the degree of every former, current and future student.

"It is sensitive in that it recognizes our heritage as a land grant university, as a place where students are central, and as a place that inspires leadership. It is visionary in that it suggests many changes to the culture of Texas A&M that are challenging, particularly when we regard the institution so highly."

The imperatives and some of its key goals:

Elevate faculty and their teaching, research, and scholarship: attain a faculty-student ratio equal to the median of the best public universities; institute a research requirement for all undergraduates; achieve top-five status in research expenditures as measured by the National Science Foundation; quadruple the number of faculty who are members of the National Academy of Sciences or National Academy of Engineering; and cre-

John L. Hagler, co-chair of the Vision 2020 project

ate an environment that increases the probability of a Nobel Prize or Pulitzer Prize being awarded for work done at Texas A&M.

Strengthen graduate programs: have 20 percent of the students enrolled in master's programs; double the number of post-doctoral fellows; increase to 50 percent the proportion of the master's population enrolled in distance learning and nontraditional master's offerings.

Enhance the undergraduate academic experience: ensure that the core of the university must be a residential, learner-centered community; attain a 95 percent first-year-student retention rate and 85 percent six-year graduate rate–levels consistent with the best institutions; have 75 percent of lower-division courses taught by tenured or tenure-track faculty; establish specialized dormitories for 25 percent of undergraduates; grow the Corps of Cadets to 2,800 members; and build a student leadership center.

Build on tradition of professional education: create a "university within a university"–a component funded entirely from non-state sources that would allow the entity to attempt new forms of educational opportunity to serve Texas business and industry at both the corporate and individual levels.

Build the letters, arts, and sciences core: establish an "honors college;" establish doctoral-level faculties in all arts, humanities, and social sciences disciplines; expand co-curricular art experiences available to students.

Diversify and globalize the Texas community: achieve student diversity that reflects college-bound Texas high school graduates; have 100 percent participation in international study opportunities for undergraduates.

Increase access to intellectual resources: have library expenditures per student equivalent to that of the best institutions; establish a digital library; have state-of-the-art information and computing systems available to anyone anywhere and anytime.

Enrich the campus: provide for all undergraduates to have the opportunity to live on campus at some point in their student experience; provide new residence halls equipped for the technological climate of the 21st century.

Build community and metropolitan connections: nurture connections with the local community; establish a strong partnership with Blinn College for the benefit of citizens of the Brazos Valley; establish a significant transportation, cultural, and economic linkage between Houston and other metropolitan areas and the Brazos Valley.

Demand enlightened government and leadership: create and implement a comprehensive pay, benefit, and recognition plan for all faculty and staff that encourages informed risk-taking; maintain the lowest ratio of administrative costs to general educational costs when compared to peer institutions.

Attain resource parity with the best public universities: achieve resource allocation from state sources, on a per-student basis, equal to the average for the best public flagship universities; acquire the ability to charge differential tuition based on market value, and offset the impact of the increase with access to appropriate financial aid; double the number of strategic alliances with corporate, public, and nonprofit partners; document the role of Texas A&M in attracting new industries to Texas; mount two successful capital campaigns that will increase the university's private endowment to $3 billion, from its current level of $700 million; increase financial support by alumni to 55 percent of the graduates.

Meet commitment to Texas: gain a significantly enhanced level of public and legislative support for the university's flagship role as evidenced by tripling per-student appropriations; incorporate a required service experience into the undergraduate curriculum; quadruple the number of spin-off industries associated with the university; establish an "access center," a large window through which requests for assistance or partnerships would flow.

Vision 2020 sets a direction and a context for future strategic planning at Texas A&M, the project's leaders note in their closing statement in the report. Strategic plans from each unit on campus will be reviewed and updated annually, they add. These plans will include goals and strategies that are responsive to the imperatives and goals of Vision 2020. These cycles, as well as the day-to-day activities and decisions at every level of the university, will be guided by the general principles articulated in the report.

"This structure–our ongoing planning processes kept on target by a university planning council and an external review council–will help guide us," Vision 2020 leaders explain. "But what chaperones this university into the first part of the next century is a commitment to be better than we have been before–to add value to the degrees of our students. Our commitment to excellence is the bedrock on which the future of the university will be built. Our responsibility to be better than ever is the '13th imperative'–and the most important of all."

(from left) Dionel E. Aviles, Al Jones, and Bill Thornton

Diversity is practically a byword in Texas A&M's Vision 2020 report. One of the report's 12 "imperatives" specifically addresses diversity goals, and one of the university's six "core values" reflects a commitment to provide even more opportunities for women and underrepresented minorities.

The report, "Creating a Culture of Excellence," includes an "imperative" entitled "Diversify and Globalize the A&M Community." Vision 2020 taskforce members emphatically state that Texas A&M must be a leader in promoting diversity in its student body, faculty, staff, and intellectual viewpoints.

"Affording opportunity to all racial and ethnic groups is critical to the future of Texas," Vision 2020 participants state in the report. "Our vision of diversity as a wellspring of academic energy goes beyond race and ethnicity to all manner of thought and action."

Specific Vision 2020 goals related to diversity:

- Achieve student diversity that reflects college-bound Texas high school graduates through appropriate recruitment and retention activities.
- Recruit outstanding minority students and provide the educational opportunities and leadership development experiences that will prepare them as future leaders of Texas.
- Reduce to zero the number of students, faculty, or staff who leave because of a perception of a less-than-welcoming environment.

Dr. Ray Bowen Texas A&M University president

In the university's statement outlining the core values that will drive all of its decision-making, the fourth provision states: "We will welcome all people and do our best to prepare them for purposeful and productive lives. We will attract a richly diverse student body, faculty, and staff. We will value and build character and leadership in our faculty, students, and graduates. We will treat all members of our community with respect and civility. We will foster an atmosphere of community among our faculty, students, staff, former students, and parents. We will increase opportunities for women and underrepresented minorities on our faculty, staff, and administration."

In addition to examining key issues and initiatives on the university level, the institution's academic units also went through similar processes and made their own assessments. Those assessments will figure prominently in their future perspectives and operations.

The College of Education, for example, included the following observation as part of its Vision 2020 planning in a section entitled "The University's Future Is About Diversity": "The pluralism of our nation in terms of ethnic heritage and economic status will continue to challenge the skills of educators and other professionals to establish and maintain high-quality, rigorous schooling/educational experiences. Linguistic diversity and rapidly changing knowledge bases coupled with the pervasive effects of generational poverty on children and families create a context in which our College of Education community must focus on the preservation and enhancement of democracy."

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The Politics of Caring-or Not Caring

The "Subtractive Schooling" of Chicano Children

BY
ROSIE CARBO

What Valenzuela found was that these students suffered from a host of problems with identity and lack of self-esteem due mainly to the school system.

Angela Valenzuela wasn't trying to indict the U.S. public school system when she began research at a Houston school made up primarily of Mexican immigrant and Mexican American children. But that's what emerged after years of research that culminated in dozens of personal interviews with teenagers representing the fastest growing ethnic minority in the country.

The first Mexican American female professor ever hired at the prestigious Rice University, Valenzuela recently published her findings in a book titled *Subtractive Schooling: U.S. Mexican Youth and the Politics of Caring.*

"It was very emotional for me. I felt a lot of frustration. I felt like I walked away with a stronger sense of how the cards are really stacked against us."

Valenzuela knows firsthand about facing institutional opposition. She recently left Rice after having served as assistant professor of sociology since 1990. But the professor did not want to dwell on disputes concerning matters of tenure. Instead, Valenzuela preferred to point out that she had just published her first official book last month through State University of New York (SUNY).

Dr. Angela Valenzuela

"I was mainly interested in the general idea of assimilation. And the school, which has the fictitious name of Juan Seguin High School, was a natural laboratory for my research," said Valenzuela, who earned her doctorate in sociology from Stanford University in 1990. "I focused on Latino youths at Juan Seguin who are in the regular track. These were not magnet school or college-bound students."

What Valenzuela found was that these students suffered from a host of problems with identity and lack of self-esteem due mainly to the school system. "Most of these high school kids are not in honors programs or college bound. And I attribute that to "subtractive schooling," Valenzuela asserted. "Instead of nurturing their linguistic and cultural resources by virtue of their *Mexicanidad*, the public school system subtracts them, leaving students in a weakened position."

Despite its short time out, *Subtractive Schooling* has already received rave reviews from sociologists, linguists, colleagues, and other writers from across the country. "The strong, beautiful writing in this book should be a potent antidote to the enormous tide of shallow propaganda coming from the

'English-only' forces....I hope it's given the attention it deserves," writes Jonathan Kozol, author of ***Savage Inequities: Children in America's Schools.***

Lack of attention, which translated into lack of caring on the part of teachers, administrators, and the American school system in general, is why the word "caring" became part of the final draft. "A lot of people I talked to used the word 'caring.' The teachers said the students didn't care. The parents said the teachers didn't care, and the students said their teachers didn't care. So the word 'caring' had to be in the title," said Valenzuela.

Harriett Romo, a former colleague from Stanford, read the book at the request of Rice University officials prior to its recent publication. "I think it's an excellent book that will be useful in schools around the country. I think it will also wake up some people and change attitudes and perspectives about Hispanic students," said Romo, professor of education and sociology at the University of Texas at San Antonio. "Angela's particular study focused on the school. She says caring and relationships are essential to keeping students in school. That's her main theory."

But while she agreed with Valenzuela's theory, she didn't think it was enough to bring about dramatic and necessary changes in curbing the high dropout rate among Hispanic students nationwide. "Angela is a very talented scholar who researched the book very thoroughly. But positive relationships are not enough. You need the structural academics," said Romo, co-author of a soon-to-be released book about Latino youths.

Valenzuela would agree, since strong academics played a major role in guiding and shaping her own life from the time she was a child, one of three children in the family. Her father was a Baptist minister. "Growing up, my mother always said that she wanted to go back to school. So in my senior year in college, she did go back. It was such a pleasure going to school with my mom," said Valenzuela.

"Mom went back when my younger sister graduated from high school. I relished being able to have these intellectual conversations with her. She graduated summa cum laude, higher honors than me," she said.

The book evolved after Valenzuela graduated cum laude from Angelo State University in her native San Angelo, Texas, in 1981.

"I thought I wanted to teach English overseas because I love to travel. But when I went to the University of Texas in Austin for my master's, I enrolled in the Foreign Language Education Program. And what it did was associate me with linguistics." She became so intrigued with the program, which included the study of literacy and anthropology, that Valenzuela earned a master of arts degree in sociolinguistics in 1983.

> ***"The strong, beautiful writing in this book should be a potent antidote to the enormous tide of shallow propaganda coming from the 'English-only' forces...."***
>
> JONATHAN KOZOL

It was at this point in Valenzuela's life that the combined fields of sociology and linguistics piqued her interest in the process of cultural assimilation. She relocated to California after being accepted into Stanford University's doctoral program, which included the need to earn a second master's degree as a prerequisite to her doctorate.

"Actually, my dissertation, which focused on extended families, is what attracted me to the whole idea of cultural assimilation," said Valenzuela, who earned a master of arts in sociology from Stanford in 1985. "I was concerned about the idea that our strong allegiance to our families was a hindrance to our achievement, and I wanted to test that hypothesis." The result was a dissertation titled "Familism and Academic Achievement Among Mexican-Origin High School Adolescents," the study that laid the groundwork for *Subtractive Schooling.*

"I found that strong allegiance to family was not a hindrance. And that if parents had a high school education, it was actually a help," said Valenzuela, who recently accepted a position at the University of Texas in Austin as an associate professor of curriculum, instruction, and Mexican American Studies.

"In *Subtractive Schooling* I wanted to understand the experience of Mexican immigrant children and Mexican American children at the most general level. I wanted to know how the schools play into the process of assimilation," said Valenzuela.

"It's a very well-done study that speaks truthfully about the problems of undereducating our youth, which I know is a subject very close to her heart," said Emilio Zamora, Valenzuela's husband, a professor of U.S. labor and Mexican history at the University of Houston.

But the differences between the public school experience of Mexican immigrant students and those of first-generation Mexican American students were decidedly revealing. "Even though my study found that immigrant students do better, in part because they come into the system already knowing who they are, that doesn't mean they remain positive through their school experience," said Valenzuela. "Immigrant students haven't internalized what it means to be a minority. So at first, they see school as a positive experience. But Limited English Proficient children are transitioned as rapidly as possible into an all-English curriculum. That's when things change."

"One immigrant student told me, 'I used to know math; I used to be smarter.' This is the result of tracking. That's why I feel that the schools need to stop the subtracting and respect the culture," she said.

In summing up her lifelong research, Valenzuela said that when she graduated from San Angelo Central High School in 1976, she never envisioned advocating for social justice. "I'm an Affirmative Action baby. My parents lived through the Jim Crow era and segregation. That and the Civil Rights Movement and Women's Movement motivated me and deepened my concern for social issues," said Valenzuela.

The Honor Roll

Southeast Missouri State University

An Institution of Academic Legends

BY ROGER DEITZ

Sometimes you can learn a great deal about a university from the little things it does to serve students. One case in point is the innovative Textbook Rental program at Southeast Missouri State University (SMSU) that, in effect, results in a $3,000 scholarship for every student. The concept of the program is elegant. The institution notes that no matter what a student's ACT score, or how high the grades are, or how many activities that student participates in, a student can get textbooks for free (almost) at Southeast.

It is a long-standing policy at the university that students can rent their course texts on campus. Since the policy was instituted on campus in the early part of the century, students have benefited from the philosophy of "providing the best education for the least amount of money." The textbook rental system actually got its start in 1915 and has remained virtually unchanged since its inception.

Southeast Missouri State University

Here's how it works. Students are charged $14 (plus tax) per course, per semester. After that, if a student enrolls in an average of 15 credit hours per semester, that student would spend only about $150 on books a year. It has been estimated that students from other universities spend between $400 to $800 a year on their textbooks. It all adds up. That means that over the span of four years, a student at Southeast could save about $3,000 on this piece of higher education costs.

"The system runs very smoothly," the university says, "due to the combination of a specialized computer system and the friendly staff. The process itself is very easy to follow and can take as little as a few minutes." The first step is for students to bring their ID and a copy of their semester schedule to the University Center that houses the Southeast Bookstore Textbook Rental. The students walk through the alphabetized stacks and collect the corresponding books. After signing a copy of the regulations, the books are scanned on to their university accounts, and the books are theirs....at least for a few months! A university spokesperson estimates that starting such a system from scratch would be quite expensive, reporting, "Our system at Southeast began long enough ago that the financial implications of beginning such a system have faded through the years. The cost of starting something similar is estimated at $3 million, and although many other universities envy our system, it is just too difficult to get that kind of money together. We are just lucky that ours started so long ago that rental was only $2 a term." The spokesperson notes that, after the start of such a system, upkeep is not overly expensive. Students generally take care of the books, and the system doesn't really require a lot of maintenance. The highest costs exist in updat-

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Dr. Kenneth W. Dobbins, Southeast Missouri State University president

Honor Roll Facts in Brief

INSTITUTION
Southeast Missouri State University

LOCATION
Office of Admissions
One University Plaza
Cape Girardeau, MO 63701-4799
(573) 651-2590

ESTABLISHED
1873

ENROLLMENT
8,500 (6.6 percent minority)

Southeast
Missouri State University

DEGREE OFFERINGS
Master's
Bachelor's
Associate's

TUITION AND FEES
$2,979 (Missouri residents)

FACULTY
400 full-time

SEVERAL DEGREE PROGRAMS
American Studies
Business Administration
Health Management and Health Promotion
Historic Preservation
Pre-Medicine

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Central American Student Association
Global Students Association

INTERNET ADDRESS
www.semo.edu

ing the books, but obviously, after more than 80 years, administrators at Southeast think that it's worth the cost.

For holding down the costs of higher education, and for building innovation into even the most accepted cost points, we welcome Southeast Missouri State University to *The Hispanic Outlook* Honor Roll....and that's not a temporary invitation: it need not be turned in at the end of the semester.

Southeast Missouri State University is a four-year, comprehensive public university that specializes in a "student-centered education" and "focuses on the professional development of its students." The university was established in 1873 as the Southeast Missouri Normal School. By legislative enactment in 1919, the institution became Southeast Missouri State Teachers College and was authorized to grant degrees. The name Southeast Missouri State College was adopted on September 21, 1946, by permission of the Missouri General Assembly. The changing curricula and educational mission of the school were reflected in a modification on August 27, 1972, when the Board of Regents approved the name Southeast Missouri State University.

Cape Girardeau, the home of Southeast Missouri State University, overlooks the Mississippi River and is one of the oldest cities in Missouri. The city on the west bank of the Mississippi offers a variety of cultural, recreational, educational, and health facilities to its nearly 40,000 residents. The campus consists of more than 200 acres situated on a hill overlooking the city and the river. St. Louis is two hours to the north by Interstate 55, and Memphis, only three hours to the south.

Since 1873, Southeast has evolved into a university consisting of five colleges, two schools, and a Polytechnic Institute. The institution offers more than 150 academic programs.

Southeast is proud of its personalized attention to students. Dr. Kenneth W. Dobbins, its 17th president, says, "Southeast strives continually to be, both literally and figuratively, a student-centered university, and welcomes students of diverse backgrounds and experiences. At Southeast, students are the most important resource of all.

Southeast has approximately 8,500 students who come from all 50 states and 51 countries around the world. Southeast is "committed to expanding diversity both in its academic programs and in the types of students who enroll at the university." The school has more than 1,000 faculty members who are "focused on student success." Nearly 400 are full-time faculty. Full-time faculty members instruct 95 percent of the courses offered by the school. Graduate teaching assistants are used to teach only a small number of introductory courses and labs. All faculty members hold weekly office hours and serve as faculty advisors for undergraduate students in their academic areas of study.

Approximately 85 percent of the faculty have terminal degrees. The commitment to controlling class size is upheld by an average enrollment of 25 to 30 students per class and an overall student to faculty ratio of 18:1. Progress toward what the institution terms "Student Mix Goals" showed that at the start of the diversity plan in the fall of 1995 (when goals were set), the percentage of the student body that was made up by minority students was 5.6 percent. As of last year, that group had risen to 6.6 percent; international students represented 2.1 percent last term.

Southeast believes that residential campus living is a major part of the college experience: 1,736 students live in residence halls. Students who live in one of Southwest's seven living areas govern their residence halls and study in the lounges and computer labs. Residence halls range from simple and affordable to "nearly luxurious" and "slightly less affordable." Students usually have a double room–many with private baths and walk-in closets. There are ice machines, kitchen facilities for late night snacks, and laundry facilities. Students have access to voice mail, telephone service, and computer labs, which feature links to the campus mainframe computer and to e-mail.

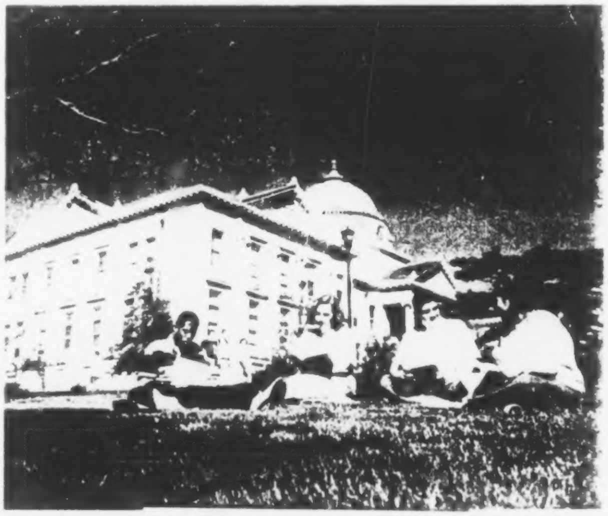
Athletics are a great option for students. Southeast competes in NCAA Division I athletics in the Ohio Valley Conference. Since moving to Division I in 1991, the program has had great success. Last year, Southeast claimed four OVC regular-season titles, two post-season titles, two OVC players of the year, four OVC coach of the year awards, an OVC scholar athlete, the OVC female athlete of the year, and, for the fourth straight year, claimed the OVC women's sports trophy.

Southeast is recognized as a leader in undergraduate education. The progressive science and medical programs have top placement rates and excellent laboratory facilities. An average of more than 70 percent of students who graduate from the pre-medical program are accepted into medical school! That's an amazing statistic. The national average is 40 percent. Southeast's Donald L. Harrison College of Business is housed in the new $17 million Dempster Hall of Business and carries the elite accreditation of the AACSB-The International Association for Management Education. The university was selected as the site for Missouri's new Polytechnic Institute and continues to be recognized as having some of the top teacher education programs in the nation. Southeast also offers such programs as historic preservation and corporate video, plus new fields of study for students interested in sports management and environmental science.

First-rate facilities and technology are hallmarks of Southeast Missouri State. Crisp Hall, Rhodes and Magill Halls of Science, and the new Robert A. Dempster Hall of Business feature the latest in computer and educational technology. Kent Library houses nearly 800,000 volumes and microfilm files, subscribes to almost 2,500 periodicals, and is home to the Louis Daniel Brodsky Faulkner Collection. It is the site of the Center for Scholarship, Teaching and Learning and is designated as an Official Government Document Depository.

Notable program centers include the Center for Child Studies, the Center for Regional History and Cultural Heritage, the Institute of Gerontology, and the Linda M. Godwin Center for Science and Mathematics Education.

Some of the greatest excitement on campus is the result of the Polytechnic Institute, which is recognized as a Missouri Center of Excellence in Advanced Manufacturing Technology and has programs accredited by the National Association of Industrial Technology. The Polytechnic Institute is a new academic unit offering degrees leading to high-tech, high-demand careers in industrial technology, engineering technology, and other technological areas. Recent placement rates for students who have completed the various technology programs are said to be nearly 100 percent within three months of graduation. A new $7 million facility is under construction. Educators at Southeast note that local and national data predict the need for graduates of the Polytechnic Institute will remain high. They say surveys indicate that graduates advance quickly, which is reflected in increased salaries and responsibilities. The school notes that many employers who have recruited Southeast graduates return year after year to hire other graduates based on their satisfaction with earlier placements.



Southeast Missouri State University students

Unmasking Language Loss in the Hispanic Community

BY
FRANK CARRASCO ESPINOZA, ED.D.

“Augustine Gurza talks in the LA Times *about the feelings of ‘humiliation, embarrassment and pain’ among some Latino legislators from California who, in a visit to Mexico, were unable to speak enough Spanish to effectively communicate with Mexican officials.*

Language loss has traditionally been considered a loss to individuals who at one time spoke the primary language; yet, many people who have never learned to speak that language are also casualties due to the encroachment of external societal forces. This loss has a significant impact on their ability to communicate with family members as well as a negative effect on their self-concept.

The causes of language loss create insurmountable obstacles and infringe on the rights of anyone who chooses to speak and maintain a primary language.

Throughout the United States, families whose primary language is other than English are attempting to dismantle the stumbling blocks that hinder them from acquiring the level of proficiency in English that is needed to further their economic condition. The reality is that in the U.S., English is a high priority for individuals who desire acceptance and success. At what cost? At whose expense? Language loss infringes on the rights of Hispanics in their communities and affects their family, relationships, cultural values, and ability to communicate with one another.

Language loss within the family circle first attracted my attention while visiting with my *abuelita* (grandmother), who spoke only Spanish and constantly reprimanded us for not speaking to her in Spanish. During my visits, I observed my younger relatives visiting and greeting her with a hug and "Hi, Grandma" as they darted off. I also noticed that this initial contact was the only direct communication to take place during their visit. Why? My younger relatives did not speak Spanish to her because they never acquired our family's primary language, Spanish.

Frank C. Espinoza

Educational institutions strategically promote English as the valued language. Spanish-speaking students who are not fluent English speakers are often conditioned to accept the belief that their language has little or no value. In the United States, the Spanish language is attributed to people who are considered either impoverished, low-achieving, or from low-economic-status communities. This fallacy has compelled some Hispanics to deny that they speak Spanish when in fact they are fluent in it. Hispanics whose primary language is Spanish and who enter education institutions in the United States have often been viewed as having a sub-standard language. Neither age nor education background serves to shield them from experiencing and eventually developing a marred self-concept as a direct result of language loss. Many succumb to the extrinsic pressures and have either not acquired the ability to speak Spanish or have dropped their primary language and embraced the English language in order to feel accepted by education institutions and the mainstream culture.

Language plays an integral role in the maintenance of culture and is a mode of communicating thoughts, ideas, feelings, and love. Once this avenue no longer exists, a separation between communities and families is inevitable. Spanish-speaking communities have the right to maintain the use of their primary language to instill and maintain cultural values, share information and knowledge with family members, and to continue to function as contributing members of the community and society.

Effective communication within the different segments of the Hispanic community is important but can only occur if the ability to speak the language of the respective group is valued. In an article published in the *Los Angeles Times* (May 18, 1999) titled, "A Language Is a Terrible Thing to Lose," Augustine Gurza talks about the feelings of "humiliation, embarrassment, and pain" among Latino legislators from California who were to join the governor for a visit to Mexico. The problem was that some of the Latino legislators of Mexican ancestry were unable to speak enough Spanish to effectively communicate with Mexican officials. Families have traditionally been eager to have their children acquire English for various reasons. Parents recall receiving corporal punishment and being sent home from school for speaking Spanish. The degrading treatment they experienced during their early years in education institutions for having the audacity to speak Spanish served as the impetus for members of Spanish-speaking communities to advocate that in their home only English was to be spoken. They were determined that their children would not speak Spanish and would not experience the same fate. Educational institutions have established a climate that encourages students to speak only English while attending school if they are to be successful. This, coupled with Hispanic parents who are convinced that success is possible if only English is promoted in the home, has resulted in first- and second-generation Hispanics in the United States experiencing language loss.

Alma Flor Ada, a professor at the University of San Francisco, believes that we should "look at language loss, reflect and unmask the causes of it, and free ourselves of a guilt that should not be personal." I have engaged in numerous conversations with monolingual English-speaking Hispanic students who are pursuing higher education. These intensive discussions provided insightful information on their personal experiences based on their inability to communicate in Spanish. As these students began to reflect on their experience, they felt that they had been cheated and stripped of the key essence of their culture, language. They expressed feelings of resentment, anger, shame, and inferiority and believed that their inability to speak Spanish was the basis for their demeaning experiences. The fact that they are non-Spanish-speaking Hispanic students attending institutions of higher education has broader implications in the area of academic success. Like those California legislators who shared feelings of "humiliation, embarrassment, and pain," on occasion these students have experienced the same feelings, and for the same reason.

The harm is most evident within the circle of the family. These students shared feelings of frustration and isolation due to their inability to communicate with their grandparents, uncles, aunts, and other relatives. The systematic erosion of the Spanish language among Hispanics in the United States continues to encroach upon the Spanish-speaking community.

A student attending a university in California's San Joaquin Valley was unable to communicate with his grandmother because he did not speak Spanish. "It really hurt me when I went to my grandmother's funeral to see more relatives there. I wondered, how many of these people am I not going to be able to speak to because I cannot speak Spanish? It kind of makes me wonder, what else am I going to lose?"

The inability of family members to communicate with one another has produced fragmented family relationships that continue to grow further apart as a direct result of language loss. It has created situations in which family members know to whom they are related, but they no longer benefit from either family stories being shared or family customs being practiced. They revealed that they feel like outcasts among their own Spanish-speaking family members.

The systematic erosion of the Spanish language among Hispanics in the United States continues to encroach upon the Spanish speaking community.

Another student said, "There are a whole bunch of people out there that I can't communicate with that are my family. I kind of feel ignorant. Like something is wrong with me."

Whenever we have a need to communicate directly with people in the community, (spoken) language is the key ingredient in establishing a meaningful dialogue. The changes in national, state, and local policies negate linguistic diversity and continue to establish procedures that impede the manner in which Spanish-speaking communities are able to maintain their culture. It is unfortunate that segments of society institutionalize structures that dictate which languages are deemed to have value and merit while other languages are deemed unworthy and to be disregarded.

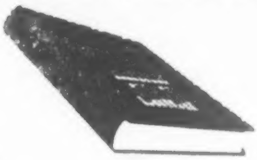
Entering a Spanish-speaking community can intimidate Hispanics who are non-Spanish-speakers. A monolingual English-speaking Hispanic student described her experience among Spanish speakers as "really humiliating."

"Sometimes I'd rather experience the hostility than the pity," she said. "People look at you and feel sorry for you. It is easier on my ego if I stay away from those situations. It's not a good feeling, that is for sure."

Speaking Spanish is essential for Hispanics in order to communicate effectively and to be accepted within the Spanish-speaking communities. And to maintain their family relationships. It is time to challenge the paradigms that continue to promote the external pressures, which result in language loss. Structures, organizations, and practices which result in language loss and negatively impact the self-concept of non-Spanish-speaking Hispanics need to be examined, analyzed, unmasked, and then dismantled.

Dr. Espinoza is an assistant professor at California State University-Bakersfield.

Overcoming Fear and Succeeding in Math



Lessons from a Distinguished Teacher at Mercer

BY
ARTHUR E. SCHWARTZ

Why do so many people have trouble with mathematics? What propels countless individuals to shrug their shoulders and say "I'm no good at math" when they are asked to divide up a restaurant check, make change, or handle their own finances?

For many, fear of mathematics starts well before adulthood. By the time significant numbers of students reach junior high, they are already losing interest in math and can't wait to get their math requirements "out of the way" in high school and college.

As a teacher of mathematics for more than 30 years, I have encountered several thousand cases of math anxiety, probably brought on by a number of educational and societal factors that can be compounded even further for women and minorities.

I know that many students think of math as a male-dominated world and can recall going through school encountering what they characterize as "tough, insensitive, boring math teachers." Although the number of women and minorities teaching mathematics is increasing, the majority of today's students are not encountering role models or teaching styles that ease their fears. They often enter their math classes tentatively and with a lack of confidence. Some students are so intimidated that they don't even make a sincere attempt at math, and profess not to care. After all, if they don't care and don't try, they can automatically justify failing.

We must begin to change the way our students feel about math and, in some cases, re-think our approach to teaching the subject matter. As several recent studies point out, students in the United States are falling way behind other nations in math and science achievement. And with today's diverse student population, we must find ways to ensure that all students have an equal opportunity to succeed in math.

Parents and educators, by encouraging students to gain the mathematical skills they need to be successful, are the key to reversing this downward trend in math achievement. A good math background is an invaluable skill in life. Additionally, it can help high school students get into better schools, and for college students, it can mean more job opportunities.

Succeeding in math is certainly not a function of gender or ethnic background. It is, however, a function of attitude and perseverance.

"Most parents I talk to want to help their children but feel woefully inadequate because they have no guidelines or support materials."

ARTHUR E. SHWARTZ

When I teach mathematics, I'm not just showing how to solve an equation, I am providing my students with a way of thinking and analyzing that is going to apply to everything in their lives. That's important. It opens up doors to a better quality of living, not only in terms of having a better job, but also in terms of being a more competent person.

Arthur E. Schwartz

Professor, Mathematics

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In the award-winning film *Stand and Deliver*, Jaime Escalante gives up a promising career in computers to teach in an inner-city high school. His students have poor academic records, and the school can barely provide basic resources such as textbooks, let alone calculators and computers. Even the teachers have resigned themselves to the idea that the students have limited abilities.

Yet Escalante inspires and motivates his students to do well in math. He tells his students to forget past performance and expectations. "Math is the great equalizer," he says, and asks them to cultivate *ganas* for math.

The film is a powerful lesson in how even disenfranchised students can become engaged in mathematics. It is not an easy task, and it requires many of us in mathematics education to constantly revise our approaches in the classroom.

Even the government has begun to realize that the teaching of mathematics needs attention. Recently, officials in Washington announced the formation of the National Commission on Mathematics and Science Teaching for the 21st Century. Membership will include business and academic leaders who will join astronaut John Glenn and Senators Edward Kennedy (D-Mass.) and James Jeffors (R-Vt.) to develop a strategy to improve the quality of math and science teaching. As the July 16th *HO*'s "Outlook on Washington" column pointed out, there is growing concern that middle and high school students are not being taught by teachers who are trained to teach math and therefore our students are not getting the foundation they need in critical-thinking and problem-solving skills.

Teaching Strategies

What can be done to help students become confident about learning math and to ensure their success in class and on standardized tests, which remain the benchmark for assessing learning? Some of the following suggestions might be helpful in the teaching of any discipline, but they are critical in the teaching of mathematics.

Students might have been taught to memorize various functions and formulas but don't really understand... because they are not taught the underlying concepts and basic structure....They have not been taught critical thinking.

• Working on attitudes

Both the teacher and the student need to consider their frame of mind as they approach mathematics. For the teacher, it is important to put himself or herself in the students' place...to try to remember how intimidated some individuals might feel about learning mathematics. In many cases, instructors have to realize that their students don't know how to study and learn math. Students might have been taught to memorize various functions and formulas but don't really understand what they are doing because they are not taught the underlying concepts and basic structure on which to build a foundation for mathematical reasoning. Essentially, they have not been taught critical thinking. Students need to see specific examples with clear verbal explanations that detail a logical sequence in the process. Applications are essential to both reinforce and justify mathematical concepts that have been introduced.

Unfortunately, many of our students have been taught that the right answer is the most important thing in mathematics. In fact, the process of developing critical and mathematical analysis is often more important than the actual solution to the problem.

• Going back to basics

Instructors should consider reviewing some basics that are often taken as a given, such as how should we read and effectively use a mathematics textbook. As every college student knows, math books are expensive, but students need to own the text in order to underline, highlight, and write examples and explanations in the margins based on notes taken from the instructor's lecture. We need to make sure that students understand that pencil, paper, and calculator are also essential as they proceed through the text. Students should be prepared to go through each example or proof by writing it out; they should not be lulled into thinking they can do problems in their heads. By the time they progress to the second or third example, they should be able to predict and justify each step in the solution process. In my first few classes, I explain this basic methodology of approaching math to students and show them how to use the book's index and glossary as a helpful follow-up to class instruction.

Going over the basics helps the students to see learning math as a "building block" process, which must be approached in increments. In algebra, calculus, or low-level math, I start with problems and examples they can see and understand and try to build to more sophisticated ones. It is impossible to start with complex problems and work backwards; it must progress from the simple and concrete to the complex. Only then do students gain the confidence and knowledge that will enable them to tackle more rigorous mathematics.

By using this approach from day one and continuing it throughout the semester, teachers can help their students develop a more positive attitude about learning math. It can take away some of the anxiety as students see that they are not going to be in over their head and lost as the semester progresses.

• Learning the language of math

Mathematics is often referred to as the universal language. This truism is one of the "good news, bad news" aspects in the teaching and learning of mathematics. The good news is that the symbolization and notation, such as "pi", is reasonably standard and universal throughout the world. The bad news is that students must learn this language that not only involves definitions and vocabulary but also the very symbols and notations that are an essential part of mathematics. The instructor must be a facilitator in this process by finding a way to present and articulate mathematics terminology in the language of the student.

For these reasons, language IS an important consideration in the teaching and learning of mathematics because eventually, students must be able to verbalize what is going on in the mathematical process. If they can't explain the procedure in their own words, they probably will not be able to apply the necessary techniques for problem-solving using the various formulas in math.

For students whose native language is not English, the math classroom can be especially bewildering because math instructors often give rapid explanations of complicated procedures. It is crucial that the language of the instructor and the grade level of the text be consistent with that of the students.

- **Taking tests**

An additional complication and anxiety-producing ritual associated with fear of mathematics is test-taking. I have worked with many students who understand math and can do the problems and get the right answer but fail to transfer those skills when taking a test.

Some test anxiety might be created early in the students' career when they are tested on what they know but they don't score very well on the exam. They become frustrated because they are trying as hard as they can but are still getting C's. This unfortunately reinforces the belief that they are not good at math.

Arthur E. Schwartz, professor of mathematics

Test-taking, whether it be teacher-made or standardized instruments, should be addressed as part of any math course. Indeed, there are many national services coaching students on how to take tests because it is a skill that can be learned. One question to ask: Is the test trying to measure the student's mathematical problem-solving ability or is it measuring their skills at taking a test?

"Math is the great equalizer," he says, and asks them to cultivate ganas *for math.*

Students need to be counseled that tests are a mind game–or, I should say, "time game" because there never seems to be enough time to work on the problems. On most standardized tests (multiple choice in particular), students should treat each question with equal respect because each problem is of equal weight or point value. They need to assess from the beginning approximately how much time should be allotted for each problem.

Test problems can be classified as easy, intermediate, and hard. When I tutor students on test-taking, I suggest that they carefully attempt the easy and intermediate problems and avoid getting hung up on the hard problems. If time permits, they should come back to these more difficult problems. It might be possible by carefully rereading the problem to eliminate two or three of the choices and increase the chances of selecting the correct answer.

These are just a few small pointers that can make a big difference in a student's test-taking confidence.

- **Support systems**

My last observation about teaching and learning math is related to what goes on long after math class is over. Even students who have a good grasp of math and have been taught effectively can struggle as they attempt to do homework eight to 24 hours after a class presentation. This is especially true of middle and high school students who often turn to their parents for help with homework. Unfortunately, today's parents are not well equipped to deal with a discipline that has become extremely broad in content and has been enhanced by technology such as the graphics calculator and computer. In many cases, math is taught differently than when they were young.

I have seen eighth grade homework that would challenge college professors. Younger students are dealing with problems involving elementary statistics and probability. I strongly support this expansion of coverage, which enables problem-solving and critical thinking to be much more relevant.

However, it is vital that students and parents are given assistance through well-chosen textbooks and study sheets that show them sample problems with step-by-step solutions and detailed explanations. Most parents I talk to want to help their children but feel woefully inadequate because they have no guidelines or support materials.

These suggestions are only the beginning of a strong foundation for the teaching and learning of math. Jaime Escalante told his students that good grades in math were "a ticket out of the barrio" because he knew that mathematical skills were critical to their futures. His example is a lesson for all of us as we face the challenge of helping our students succeed.

The author is a professor of mathematics at Mercer County Community College (NJ), where he received its Distinguished Teaching Award.

Self-Discovery and Success at CRAFTON HILLS COLLEGE

Thoughtful faculty, staff, and services endorse and support

BY PATRICK FITE

Twenty-nine-year-old Mayda Gómez, married and with two children, was self-conscious about her age and apprehensive about her ability to succeed at the college level when she first signed up two years ago for some basic classes at Crafton Hills College (CHC), a small community college in Yucaipa, California.

Gómez proved to herself and to others that it is never too late to go to college, graduating recently with honors. She earned four scholarships, was listed in the *Who's Who Among Students in American Junior Colleges*, served as the CHC 1998-99 MEChA (Movimiento Estudiantil Chicano de Aztlan) president and will be transferring to the University of Riverside-California in education this fall.

Gómez was one of 368 students graduating at CHC this year. "I had wanted to go back to school for years," said Gómez, a resident of Redlands, California. "I always instilled in my children the importance of getting a college education, but how could I encourage them unless I made the effort myself?"

Prior to attending CHC, Gómez took a Redlands Adult School sign language class, a subject that always interested her because she has a cousin who is deaf. Gómez's success in the sign language class motivated her to take the next step, enrolling at Crafton Hills College. CHC is one of 106 colleges in the California Community College System–the largest college system in the world.

As a California community college, the purpose of CHC is to make a college education accessible to anyone who is interested in pursuing a higher education and is willing to put in the time and effort necessary to succeed. The in-state tuition is low, and there are a number of student services available to help students get started. The philosophy of California's community colleges is that education is the key to better jobs, a better economy, and a better quality of life.

"Going to college is a process of self-discovery," said CHC President Dr. Luiz Gómez. "Mayda got involved in the educational process and various activities at the college and discovered that she has a lot of ability that's never been tapped."

Dr. Gómez also recognized the value of the many student services available to help community college students succeed.

Outstanding CHC Student Mayda Gómez and her children

"The variety of programs that we offer takes into account the great diversity of the student population in community colleges," he said. "These programs accommodate the uniqueness of individuals and increase their chances of success. Mayda is a prime example of a community college student who started with some fear and trepidation of what's ahead, but as she developed self-confidence, she excelled in her endeavors. My hat is off to her."

During her first week at the campus, Gómez said, she was "scared to death to ask anybody anything," but someone referred her to the EOPS (Extended Opportunity Programs and Services) Office. EOPS is a state-funded program designed to assist disadvantaged, low-income students succeed in college. The support provided includes tutoring, academic counseling, and financial aid assistance.

"I felt kind of embarrassed going to college because, at the age of 27, I thought I was too old," Gómez said. "I always thought you were supposed to go to college right after high school."

"I found out that you're never too old to go to college," she said. "Once I got started, everyone was like family."

It was at the EOPS office that Gómez met CHC student Rick Vargas, who was working as a volunteer peer counselor and was himself receiving aid from EOPS. Vargas has since graduated from CHC in administration of justice, and he is attending the University of California-Riverside majoring in law and society.

"Rick's help opened a lot of doors for me," she said. "He explained about the services available to students on campus, including the library, nurse's office, learning resource center, EOPS, and financial aid. If it were not for EOPS and financial aid, I couldn't have afforded school. These two programs made all the difference."

In addition to EOPS and the Financial Aid Office, which provides eligible students access to various types of funding to pay for college, the college also offers the California Work Opportunities and Responsibilities to Kids (CalWORKS) program. The purpose of CalWORKS is to help the students receiving cash aid from the local county to find employment and become independent. The program assists these students in successfully completing an approved certificate/occupational program and provides employment experience.

CHC also has a two-year-old Child Development Center to provide child care and education services for children of CHC students who need child care services while attending school. Operated by Child Care America, a California corporation that specializes in managing child care centers at college sites, the CHC Child Development Center is open to the public and serves children who are six weeks old through five years of age.

"There are people who have the drive and want to learn, but they need to be given that chance," Gómez added. "There are doctors, teachers, and many others who got their start in such programs as EOPS."

Gómez acknowledged that when she began college, English was her greatest fear. Her first English class was a beginning class focusing on such fundamental topics as sentence structure. Gradually, as she began to understand and build confidence, Gómez signed up for more advanced English classes.

"Daniel Bahner [assistant professor of English] was awesome," Gómez said. "He was always so enthusiastic, and he was always there to encourage you and congratulate you."

Bahner noted, "You have people coming back to college and working towards a second chance. There are people who are going through struggles with these incredible pasts. To see them progress and succeed is just a tremendously satisfying experience."

Gómez also recognized the accessibility of CHC counselors, who assisted her with her educational plan. She was particularly appreciative of the help she received from CHC Counselor Gloria Molino.

"Younger people can sometimes doubt themselves and think that their dreams might not be valid," said Molino, who has been a counselor at CHC for nine years and was selected by CHC faculty as one of the college's 1998 Professors of the Year. "It's important for these students to learn to believe in themselves and follow through with their own inner feelings."

Regarding Molino, Gómez said, "Gloria was like a mom to me. She guided me through college, and she was always there if you just needed to talk."

Gómez recounts how she began studying at home with her kids, five-year-old Janee and 12-year-old Armando Jr., at the kitchen table. She would also bring them to the library to do research.

"Now, I can actually help my kids with their English papers," she smiled. "There was a time I couldn't do that."

Mayda Gómez, Crafton Hills College 1999 Honor Student and MEchA President

Because Gómez is a strong proponent of parents' being involved with their children's education, she serves as a volunteer class mom and as a volunteer in the Book Bridges Program, a reading program for young kids. In the Book Bridges Program, Gómez visits her daughter's kindergarten class one day per week and reads a different book with each student.

"We read with them and coach them through it," she said. "During the course of a year, you can see them grow and how much they learn. It's fun."

She also takes her son and daughter to t-ball practices, and her children have been involved with the Yucaipa Little Theatre, a community theatre for children. As a sideline, she volunteers to perform as a clown for kids in local hospitals.

"Between school, family, and everything else, it gets hectic, but you have to find a way to balance everything," Gómez said. "It's important for the children to see that their mom and dad care enough to see what their world is all about, who teaches them, who their friends are, and what they're learning."

"If there's time to sit down and watch TV, then there's time to go to a baseball game," she said. "I want my kids to try as much as they can. I never had any of that. I just want them to have what I didn't."

Crafton Hills College Commencement

Gómez acknowledges the strong support of her husband, who works as a crew chief of a shipping department for a furniture manufacturer.

"Sometimes it's hard, but he sees how excited I am," she said. "I've taken a lot of night classes, and when he gets home from work, he'll feed the kids and watch them. He says that I'll be the one to get things for the family that he never could with his job."

As president of CHC's MEChA, an organization dedicated to the betterment of Latinos in college and high school, she believes she and the other members of the organization serve as positive role models for young people. Gómez believes that many Latinos do not see a future for themselves.

"Even if they think about a better future, it's just a dream to them," she said. "If no one else in the neighborhood can make it, they don't think they can make it either. MEChA outreaches to the community and local schools and shows people the opportunities available. We show them that going to college is not just a dream, that you can actually do it. We set examples for the children. They need it."

According to Gómez, she never had any goals prior to going to college and "always made excuses." "There's so many people out there who are scared and in situations like me," she said. "I tell everybody to take the time to go to school. It's so important."

Gómez's goal is to become an elementary school teacher. "I'll never stop going to school," she added. "Even when I become a teacher, I will go to school. I enjoy learning, even when I get frustrated. There is so much out here to know, and I want to know it."

"I can't believe I've been going to college for two years now," Gómez said. "Everything has turned out so great. Since starting college, I've matured so much. I know what I want to do, and now I have the confidence to do it."

Gómez recalled a quote passed along to her by a CHC instructor: "You can tell but never teach–unless you practice what you preach."

All in the Family

All Persist at San Diego State University and a local community college

BY
JOSÉ ALVAREZ

> ***"When I was in elementary school, I remember seeing my father at each parent conference and after-school activity. That left an impression in me and was one of the key factors that helped me decide to go into education."***
>
> ESTELLA OLIVO
>
> AN ELEMENTARY SCHOOL TEACHER IN SAN DIEGO

It's a late Tuesday afternoon. The hot California sun is going down, but its heat is still strong. The Olivo family has gathered in one of the daughter's Chula Vista home in southern California. Sitting on the pool deck, the Olivos rearrange their chairs to avoid the sun's blinding rays. Four of the five grandchildren play with the swing or playfully run back and forth. For the Olivos, getting together is nothing new. Family reunions are something they do on a regular basis. What is new is that for the first time, the family has come together to share its life story–to talk about its successes, about the importance of getting an education, about the importance of family.

The story begins

It's been more than 15 years, but Librado and Vicenta Olivo still remember the look on their children's faces when they took them to their place of employment, Vicenta to the agriculture fields and Librado to the construction sites where he worked. Their goal was not to teach their children to do the work they did but to show them how difficult life can be and how hard it is to earn a living when you don't have a college education.

"I took them to show them what I did and what my boss did," recalled Librado, now retired from the construction industry and still living in San Jacinto, California. "I wanted them to see how I dressed and how my boss always wore a shirt and tie. I would tell them: 'I want to be him, the one with a college education.'

According to Librado, this was the only way he knew how to teach his children, three males and three females, the importance of going to college and becoming a professional.

His six children–Iracsema, Edalia, Estella, René, Rolando, and Ricardo, in that order–learned the lesson well. Four graduated from San Diego State University, one decided to stay home and go to the local community college, and the youngest is still studying at SDSU.

"Getting an education was the main thing that was pushed at home. We always knew we were going to go to college," said Edalia Olivo-Gómez, who in 1982 left home in search of a better future. Along for the ride came Iracsema, her older sister, who attended a local college for two years while Edalia graduated from high school. Given the closeness of the Olivo family and the fact that the two sisters would be the first to go away to college, their parents thought it best that they leave home together.

"Our parents felt that if we were together, the chances for success were better," stated Edalia.

Adjusting to college life was not easy. They would call their parents often and would go home almost every weekend.

Olivo family reunion

"We went from a community where we knew everybody to a place where all you were was a Social Security number. That was difficult," assured Edalia.

"In our entire lives, we had only spent one night away from home at a sleepover," remembered Iracsema, indicating that life got easier once they started to get involved in campus extracurricular activities.

"It was hard letting them go, but I wanted them to be able to accomplish a lot more than their parents had," stated Librado.

"It was difficult for them because they were not used to being away from home," said Vicenta. "But at least we knew that once they graduated, bigger and better things would be waiting for them. We did not have that opportunity," stated the mother, explaining that she and her husband only had a third grade education.

Humble beginnings

Born in Masas, Texas, near Corpus Christi, one-year-old Librado went to live with distant relatives after his mother died and his father could not care for him. It was with his foster family that Librado learned the importance of getting an education and was able to complete the third grade. At age 10, he went back to live with his father, who and two years later. Librado found himself moving from family to family and not able to continue his education. By 16, he had left home for Los Angeles, and in early 1960, after a number of restaurant jobs in L.A., Librado moved east to San Jacinto, a farming community where he met Vicenta, a 20-year-old migrant farm worker who had swum across the border three years earlier. Librado and Vicenta were married four and a half months later.

"She really liked me," remembered Librado. A couple of years later, the first child arrived, followed by five others. The couple supported their family by picking grapes, potatoes, and other fruits and vegetables until Librado found a steady job doing construction.

"I always wanted my children to have what we could not," said Vicenta, third in a line of 12 children. "We're very proud that we were able to give them an education."

Paving the way

Iracsema and Edalia's decision to go to college paved the way for the other Olivo siblings to follow. In 1986, Estella and Rene joined their two older sisters at San Diego State University.

"I wanted to follow the example that my sisters had set for us," explained René, who arrived at SDSU attracted by its civil engineering program.

> ***"I always inspired them to better themselves. Making sure that all of them went to college was the biggest and most important job I ever had."***
>
> LIBRADO OLIVO

"My years at SDSU were the best time of my life," added René. It was there that he met the woman he would later marry. Iracsema and Edalia also met their future husbands at SDSU.

Olivo brothers and sisters

In 1992, René graduated with a degree in civil engineering, she now works for Rudolph & Sletten, a general contracting firm from the San Francisco area, with satellite offices in San Diego.

Estella, who had graduated the year before, obtained a degree in teacher education and now works as an elementary school teacher in San Diego.

Four years after René's graduation, at San Diego State University arrived Ricardo, the youngest of the Olivo siblings. Ricardo is a junior at SDSU studying pre-medicine in hopes of becoming a doctor.

"They set the foundation, and now it is up to me to follow their example," said Ricardo. "Besides, my father always told me that if I didn't make it, I could always be my sisters' butler," he added jokingly.

Rolando, his next oldest brother, opted to stay at home and attended the local college, a move his siblings lovingly tease him about, but one that his father appreciates because "he has kept me company."

For Librado, who always watched over his children's education and made sure they got involved in extracurricular activities and community events, his youngest son's departure meant that his role of higher education promoter was about to end. All his children had graduated or were attending college.

"I always inspired them to better themselves. Making sure that all of them went to college was the biggest and most important job I ever had," said Librado, who rewarded his children with $2 dollars for every A they got on their report cards. B's were worth $1. C's were not rewarded. Besides, everyone tried not to get them. In fact, said Edalia, "I cried if I got a C."

For Librado, it was important that his children receive not only emotional support but also economic assistance. All of the Olivo siblings came to SDSU thanks to the Equal Opportunity Program, a program designed to provide financial assistance to low-income and educationally disadvantaged students. A number of grants and scholarships also helped them finance their college education.

"One of the first things we did upon arriving at San Diego State was look for jobs," remembered Edalia, explaining that all her brothers and sisters worked to help her parents pay for their education. They worked during the school year and during winter and summer breaks. Given their financial situation, it was imperative for the Olivos to keep expenses down at all costs. At one point, the eldest four lived together.

"Our parents taught us to always work together, to maintain the family unit, help one another, and not be afraid to try," said Edalia, adding that even though they came from a low socio-economic status, "we never felt poor."

"Parents are the most influential teachers, and our parents were always there for us," said Rolando, who now works with youths in a Native American not-for-profit organization.

Librado Olivo and his three daughters

"When I was in elementary school, I remember seeing my father at each parent conference and after-school activity," recalled Estella. "That left an impression in me and was one of the key factors that helped me decide to go into education."

"Bittersweet" experience

Watching his children grow, educate themselves, and become young professionals made this Mexican American father very proud. But with this new-found freedom came difficult decisions. Once the first Olivo sisters graduated from college, they opted not to go back home and instead decided to stay in the San Diego area about two hours south of San Jacinto. Their decision, Edalia believes, was a "bittersweet" experience for her parents.

"They are happy because we all went to college and have careers. But we all–except Rolando–left home," stated Edalia who, like her sister Iracsema, received a master's degree in public administration from SDSU. Now, they both work in Chula Vista, Edalia for the city's planning department and Iracsema for the police department. All five Olivo siblings live in Chula Vista.

Librado admits that his children's leaving has been somewhat difficult for him and his wife since "we were always such a close family," but says they are "proud of them" and happy with the path they have followed.

"Our children have been really good. They all followed our example. We're very proud of them and of what they've accomplished," said Vicenta, adding that her wish now is to see her youngest son Ricardo realize his dream of becoming a doctor.

"Since they were little, I understood that the only thing I could give them was my support so that they could go on and better themselves," said Librado, asking his children to continue his legacy by instilling in their children the importance of getting an education. "I always tried to teach my children that what comes easy, easy goes. In life, everything of value takes a lot of work and effort. But once you achieve it, it's worth it.

HO

CALL FOR PAPERS

National Association of Hispanic and Latino Studies

National Conference
February 21-26, 2000
Houston, Texas

Abstracts, not to exceed two pages, should be submitted which relate to any aspect of the Hispanic and Latino experience. Subjects may include but are not limited to literature, demographics, history, politics, economics, education, health care, fine arts, religion, social sciences, business and many other subjects. Please indicate the time required for presentation of your paper (25 minutes/45 minutes).

Abstracts must be postmarked by:
November 23, 1999

Send Abstracts To:
Dr. Lemuel Berry, Jr.
Executive Director, NANAS
Morehead State University
212 Rader Hall
Morehead, KY 40351
Telephone: (606) 783-2650
Fax: (606) 783-5046

The Colorado College

SEARCH RE-OPENED

DIRECTOR OF CHORAL ACTIVITIES

Colorado College again invites applications for a previously unfilled tenure-track appointment as Director of Choral Activities at the Assistant Professor level beginning in August, 2000. Primary professional responsibilities include directing and conducting the Colorado College Choir in major performances with orchestra; directing and conducting the Chamber Choir, whose repertoire includes various kinds of music such as classical, popular (jazz and gospel), and contemporary; teaching a course in conducting; and teaching one or two additional courses such as Introduction to Music, American Music, Interdisciplinary Topics, African American Music, Popular Musics, Gender Studies in Music, or an area of the candidate's interest. Further responsibilities include conductor for official College convocations, coordinator of department vocal activities, and informal departmental liaison to student-led vocal groups. Qualifications include a doctorate and choral conducting experience; some classroom experience is also desirable. Colorado College, founded in 1874, is a selective, private, undergraduate liberal arts college with an enrollment of 1900. The College is committed to increasing the diversity of the college community and the curriculum. Candidates who can contribute to that goal are encouraged to apply and to identify their strengths or experiences in this area.

Please send a cover letter with *curriculum vitae*, undergraduate and graduate transcripts, three written letters of reference, and the names, addresses, and phone numbers of two additional references to: **Chair, Choral Music Search Committee, Music Department, Colorado College, 14 E. Cache la Poudre, Colorado Springs, CO 80903. The deadline for receipt of complete applications is Wednesday, 1 December 1999.**

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People-Places-Publications-Conferences

PEOPLE

Soza Receives Accolades

William Soza, founder of Soza & Company, Ltd., was honored by the Commonwealth of Virginia for bettering the lives of Virginia's citizens; and by *Hispanic Magazine* and NationsBank for outstanding achievement by a Hispanic man in the United States.

Soza's company, which has spanned 30 years, provides a wide range of management consulting services to national and international, private and public sector clients, including financial consulting for mergers and acquisitions, information resource management and operations, solutions design and implementation, and program analysis and support. The company has earned a place on such lists as "The 500 Largest Hispanic-Owned Companies," "Fastest Growing 100," and the "Fastest Growing Private Companies in America."

Soza has a bachelor's degree from the University of Texas-Austin. He served in the U.S. Army for two years.

International Scholar Joining Illinois-Chicago

Christopher Maurer, professor of Spanish and authority on Spanish poetry, will be joining the University of Illinois-Chicago (UIC) in January to head its Department of Spanish, Italian, French, and Portuguese.

Maurer said his top priorities will be to make language instruction "as engaging as possible" and to develop and strengthen the graduate programs in literature, linguistics, and teacher education. His areas of expertise are Spanish poetry, textual criticism, and translation.

For Maurer, the role of the Hispanist–scholar of Spanish literature and culture–goes beyond classroom teaching and scholarly writing. He says a Hispanist also could translate and write about Spanish and Latin American authors, for "as wide and as general an audience as possible."

Rodriguez Receives Research Grant

Rosita J. Rodriguez, assistant professor of pharmaceutics and toxicology at Oregon State University, received a 1999 Research Starter Grant, sponsored by the Pharmaceutical Research and Manufacturers of America Foundation Inc. She is one of 26 featured scientists in the Oregon Museum of Science and Industry (OMSI) exhibit "Faces of Science," which opened in May as a permanent addition to the museum. It is the first exhibit at OMSI to focus on the people rather than the processes behind the principles.

Rodriguez, who currently is teaching undergraduate and graduate students while maintaining an active research program, received a doctorate in 1996 at the University of Texas-Austin, which is an associate member of HACU.

Perez Named Interim President at Cañada College

Rosa Perez, vice president for Chabot College in Hayward, Calif., was named interim president of Cañada College, part of the San Mateo County Community College District.

Perez previously was vice chancellor for educational services for the San Francisco Community College District, an administrator at Santiago Canyon College in Orange, Calif., and dean of counseling, advising, and matriculation at Skyline College. She has a bachelor's degree from Stanford University and a master's from the University of San Francisco.

Gonzalez Becomes Dietetic Association Spokesperson

Registered dietician Claudia M. Gonzalez was named a media spokesperson for The American Dietetic Association (ADA), the nation's largest organization of food and nutrition professionals.

Gonzalez joins ADA's national volunteer network of 29 experts who communicate the importance of sound nutrition to the public. She will serve her three-year term as national spokesperson on issues of particular concern to Latino consumers, and will provide expert commentary for print and broadcast news stories on health and nutrition topics, ADA's official positions, educational campaigns, and public policy initiatives.

Gonzalez is an expert in the nutritional treatment of immunology, HIV/AIDS, as well as weight management, cardiac disease, diabetes, and pregnancy nutrition. She has a bachelor's degree and a master's from Florida International University.

College Presidents Call for Civic Responsibility

Dr. Eduardo J. Padrón, president of Miami-Dade Community College (Fla.), along with 50 other college presidents, in a special conference on Independence Day, issued a nationwide call for increased civic responsibility among college students. The presidents said they were responding to a growing cynicism about government on their campuses.

The presidents collectively signed a report, "Presidents' Fourth of July Declaration on the Civic Responsibility of Higher Education," which challenges higher education "to re-examine its public purposes and its commitments to the democratic ideal, and to become engaged, through actions and teaching with its communities."

Veteran Educator de los Santos Retires

Dr. Alfredo G. de los Santos Jr., veteran educator and administrator, is retiring from the Maricopa Community College District (Ariz.), where he has served for 21 years.

De los Santos has spent more than half of his education career serving the 10-college district as vice chancellor for student and educational development. He significantly strengthened the district's ties with Arizona universities, high schools, and the business and industry community through a variety of educational and business partnerships. He serves on the board of trustees of the Tomás Rivera Policy Institute; the Carnegie Foundation for the Advancement of Teaching; the Council for Higher Education Accreditation; and Multicultural Education, Training and Advocacy, Inc.

Nazareth Alumnus Earns Fulbright Grant

Nazareth College (N.Y.) alumnus Edward J. "E.J." Monster, class of 1999, has been awarded a prestigious Fulbright grant. He will spend a year at the University of Ghent in Flanders, Belgium, teaching first- and second-year students English as a foreign language.

Monster, while a sophomore at Nazareth, spent two semesters studying in Rennes, France, and Valencia, Spain.

"When you come from a small, rural community, you desire to travel the world, to meet different people, and to learn about other cultures," said Monster.

Corona Directing Online Operations at National University

National University (Calif.), known for its innovative and future-focused educational programs, in July launched National University Online, a new infrastructure to support its distance education programs. Ramon Corona was appointed director of online operation and student services. His responsibilities include the daily operations of National University Online as well as managing the provision of student services in cooperation with National's virtual counselors.

Corona has a master's degree from National University and is earning his doctorate in education, with an emphasis on distance learning, from Ibero University in Mexico.

Ramos Becomes Academic Advising Association President

The National Academic Advising Association (NACADA) announced that Manuel "Buddy" Ramos will become its president at the conclusion of its annual conference this month. Ramos was elected to the two-year term after serving as vice president for commissions and in other leadership capacities.

NACADA is an educational association with more than 5,200 members working to ensure the educational development of students in higher education.

A higher education consultant with IBM, Ramos has a bachelor's degree and a master's from Central Missouri State University and a doctorate from the University of Kansas.

Alvarez Honored by College Mentorship Group

News anchor and reporter Linda Alvarez was the keynote speaker at a fund-raising dinner at the University of California-Los Angeles (UCLA) hosted by Women and Youth Supporting Each Other (W.Y.S.E.), a college mentorship program aimed at empowering young women to take control of their lives. Alvarez received the W.Y.S.E. Role Model of the Year award for her contributions in advancing the role of women in law, advocacy, and politics.

"A big part of W.Y.S.E. is bringing together women from all races and ethnicities who have overcome barriers to succeed both professionally and on a personal level," said UCLA alumna and W.Y.S.E. founder Saru Jayaraman.

Alvarez, also an alumna of UCLA, has been an anchor and special-assignment reporter for KCBS since 1993.

Mohammad Attends Latino Issues Conference

Sofia Mohammad, a student member of Western Illinois University's (WIU's) Learning to Lead: Leadership Development Institute, represented WIU at a Latino issues conference in Washington, D.C.

Participating in the conference on the recommendation of Dr. Juan Andrade, president of the U.S. Hispanic Leadership Institute, Mohammad took part in a roundtable discussion of issues in the U.S. Latino community with Vice President Al Gore and influential Latino leaders. Speaking of Latino youths, Mohammad said, "It is crucial to increase Latino college student preparation, recruitment, and retention." She also expressed her passion for serving the needs of the Latino community and "our America."

Salinas New San Antonio College Dean of Student Services

Luciano Salinas Jr., former director of special projects at North Harris College (Texas), has become dean of student services at San Antonio College (SAC).

SAC President Vern Loland said, "With his extensive background working with students, I am confident Mr. Salinas will provide important leadership for our college."

At North Harris, Salinas designed a comprehensive outreach program with high schools to recruit prospective students, reorganized the district's career placement centers, and helped develop a shared counselor program with local high schools.

Salinas has a bachelor's degree from the University of Houston and a master's from Pan American University.

Santiago Reads at Westchester Community Writers Series

Novelist Esmeralda Santiago, who was born in Puerto Rico, arrived in the U.S. when she was 13, and now lives in Westchester, N.Y., gave a reading at State University of New York-Westchester Community College's Fall Poets and Writers Series.

Santiago's memoir, *When I Was Puerto Rican*, its sequel, *Almost a Woman*, and her novel, *America's Dream*, include her observations on cultural identity and her efforts to function in two languages.

Dominguez First New Mexico Vice Provost of Extended University

Dr. Jeronimo Dominguez became vice provost of the University of New Mexico's (UNM's) Extended University, a newly formed administrative structure for UNM's off-campus educational services.

Dominguez, since 1995 dean of the UNM Division of Continuing Education and Community Services, is responsible for supervising and coordinating all of UNM's graduate centers, branch campuses, continuing education and community service programs, television, radio and internet courses, and distant education learning.

Dominguez has a bachelor's degree from Eastern New Mexico University and a master's and doctorate from UNM.

PLACES

University of Dallas Preparing Students for GMAT

The University of Dallas Graduate School of Management (Texas) together with the Dallas-Fort Worth Chapter of the National Society of Hispanic MBAs is offering students a Graduate Management Admissions Test (GMAT) Preparatory Course. The program goal is to improve test-taking skills and provide an overview of the types of questions the students will face on the exam.

The Dallas-Fort Worth Chapter is funding scholarships for Hispanic students to attend the five-week course, which is conducted by the graduate school's Center for Professional Development. The university substantially discounted the enrollment fee for the course so that 30 scholarships could be awarded.

Lesley Receives Bilingual Teacher Training Grant

With a $1.2 million grant from the U.S. Department of Education, Lesley College (Mass.) will prepare teachers to meet the needs of young children, those who speak limited English, during their most critical years of language development.

About one-third of Boston, Mass., children speak a first language other than English. As the population of Boston grows increasingly diverse, the need for qualified bilingual early childhood educators is becoming critical.

Lesley College's new program, the Boston Collaborative Bilingual Project, is part of an effort to improve the academic performance of limited-English-proficient students, who tend to score lower on standardized exams and have higher dropout rates than the rest of the population.

Latino Web Site Launches

YAVAS.COM The first independently Latino-owned book and music Web site, <www.YAVAS.COM>, was launched this summer.

YAVAS.COM claims that it offers the largest Latino book and music catalog in the world, with many English and Spanish titles not found in traditional internet venues. Synercomm & Marketing, a small Hispanic public relations and marketing agency, created YAVAS.COM, "The Latino book and music store," to give the world a place for Latino products and to attract more Latinos to the internet.

Smithsonian Selects Latino Fellows

The Smithsonian Center for Latino Initiatives (Washington, D.C.) made its selections for two of its fellowship programs: the Humanities Fellowships in Latino Cultural Research in a National Museum Context, "Issues of Representation and Interpretation"; and the Graduate Student Fellowships in Latino Studies.

The Humanities doctoral fellows are: George Sanchez, Gerald Poyo (pictured), Arlene Torres, and Maria Lorena Chambers.

The graduate student fellows are: Darshan Elena Campos, Melissa Carrillo, Melinda Gandara, Nora Michelle "Miki" Garcia, and Oscar Macchioni.

Both fellowship programs are co-sponsored by the Inter-University Program for Latino Research, a national consortium of university research centers, with headquarters at Notre Dame University.

Hispanic Heritage Month Events at SUNY-Rockland

State University of New York-Rockland Community College is celebrating Hispanic Heritage Month with a series of events through the end of October. The theme is "Forward to Tradition–2000 and Beyond."

- •October 1-31: Library Media Center, exhibit by Puerto Rican artist Gloria Rodriguez (reception and lecture October 8);
- •October 9: Cultural Arts Building/Theater, performance by Ballet Folklorico Mexicano (pictured), a fiesta of Mexican folkloric music and dance, from ritual Aztec dances to modern-day Latin America;
- •October 11: Library Bridge, film festival and discussion, presented by Sylvia Miranda and Karen McGovern;
- •October 14: Library Bridge, lecture, "Going Home: An Artist's Return to Cuba," by Eugenio Espinosa, assistant professor of art.

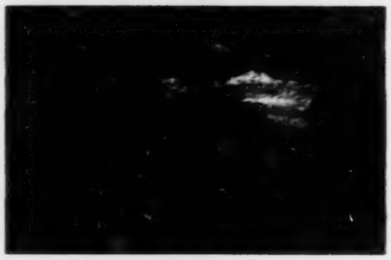
Latino Education Programs Receive Aid

The Nellie Mae Foundation (Mass.) granted a total of $451,800 to nine middle and high school New England-based college preparation programs that aim to increase access to higher education and encourage high school and college graduation for Latinos/Latinas and other minorities. Grant recipients help students develop study skills, prepare for college and career opportunities, and form leadership qualities.

Grantees are: the Emmanuel Gospel Center, Boston Urban Youth Foundation, Westfield State College, Dorchester House Multi-Service Center, Mary McLeod Bethune Institute for Young Women, and Project RISE, in Massachusetts; ASPIRA and The Drop-in Learning Center, in Connecticut; and Roger Williams University, in Rhode Island.

University of North Texas to Open System Center at Dallas

The University of North Texas (UNT) will open the UNT System Center at Dallas in January 2000. The building will be a state-of-the-art facility housing classrooms, computer labs, a library, general meeting and study spaces for students, and offices for instructional, student, and administrative support.



"Opening this facility for the center is just the first step in establishing what we hope will eventually be a full UNT campus in Dallas," said Chancellor Alfred F. Hurley.

League of United Latin American Citizens Holds 70th Convention

Richard Riley (pictured l.), secretary of the Department of Education, visited with Enrique Dovalina (r.), national president of the League of United Latin American Citizens (LULAC) at LULAC's 70th annual convention in Corpus Christi, Texas, in July.

Teachers from Mexico Attend Texas-Kingsville Workshop

Texas A&M University-Kingsville's bilingual education department hosted the Teaching English as a Second Language Professional Development Institute workshop, "Teaching for Excellence." Twenty-nine educators from Mexico attended the institute, including teachers from the Universidad Autónoma de Nuevo León in Monterrey, Universidad Autónoma de Coahuila in Torreón, Universidad Autónoma Agraria Antonio Narro in Saltillo, Secretaría de Educación in Nuevo León, Necali Centro Educativo in Monterrey, and the Escuela Normal Pablo Livas in Sabinas, Nuevo León.

The four-week program was designed for professionals teaching language arts or content area in English to second language learners.

St. Francis Hosts Hispanic Festival 1999

Throughout October, Fleet Bank and St. Francis College (N.Y.) are sponsoring events for Hispanic students, including a high school writing contest for Hispanic students, a Hispanic food festival, business seminars, a film festival, a family salsa concert, a photography exhibit, and a Latin dance party.

During the salsa festival, musicians from some of America's most renowned Latin bands will trace the history of salsa music from its Afro-Cuban origins right up to its tremendous impact on contemporary American pop. Families will be introduced to basic techniques, the role of each instrument, and the concept of the *clave* rhythm, the unifying element of salsa music.

Fullerton Library "Under the Big Top"

The Fullerton College (Calif.) library is currently "camping out"–literally–in a temporary 8,000-square foot tent located in the southwest corner of the campus quad area. The $250,000 tent, which took one month to construct, sports an aluminum frame with a vinyl covering, measures three stories tall at its highest point, is outfitted with six inches of insulation throughout, and is fully air-conditioned. The temporary facility will serve as the campus library while the original library building undergoes a $1.5 million renovation project.

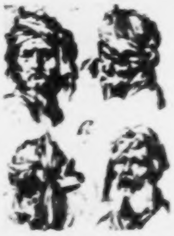
The library is expected to remain "under the big top" throughout the fall semester and is projected to move into its renovated facility in January 2000.

Alberto Meza Exhibition at Miami-Dade

The Kendall Campus Art Gallery at Miami-Dade Community College (Fla.) recently hosted "Alberto Meza: Edgar Allan Poe's Room," an exhibition of prints, texts, paper casts, sounds, and other literographics.

Rare Spanish Drawings at Getty Museum

The J. Paul Getty Museum in California currently is presenting "Juanes to Goya: Spanish Drawings 1560-1825," a rare look at the variety and vibrancy of Spanish draftsmanship. Spanning over 250 years, the exhibition–which ends November 28–includes drawings by Francisco de Goya and numerous recent acquisitions, most of which never have been exhibited.



Among the highlights are "Saint John the Evangelist" and "An Angel," by El Greco, as well as works by Juan de Juanes, Jusepe de Ribera, and Bartolomé Esteban Murillo, one of Seville's most influential artists in the 1600s.

The installation's 29 drawings are grouped geographically to illustrate how Spanish artists responded to various influences and incorporated them to produce distinctive regional styles.

Palomar College, Local Schools, Teach English as Second Language

More than 600 parents are learning English as a second language this fall thanks to trendsetting agreements between Palomar College (Calif.) and two local school districts.

With funding from Proposition 227, the Escondido Union School District and the San Marcos Unified School District have contracted with the Worksite Education and Training Office at Palomar College to provide instruction for after-school and evening classes.

Along with other materials, the teachers in both programs use children's literature books in English to teach the parents, who then take the books home and read them with their children.

Conference on Cuban Economy at University of Miami

Leading economists, Cuba scholars, and policy analysts from throughout the world examined the latest developments in the Cuban economy during the ninth annual meeting of the Association for the Study of the Cuban Economy (ASCE), co-hosted this year by the University of Miami (UM) in Florida.

The three-day conference brought together experts from the International Monetary Fund, the U.S. Department of Labor, the U.S. Interest Section in Havana, universities from the United States and Latin America, and representatives from several Latin American embassies and consulates.

"The ASCE conference has become the world's most important gathering of Cuba scholars," said Juan Carlos Espinosa, assistant director of the UM Institute for Cuban and Cuban-American Studies.

Texas A&M-Corpus Christi Sponsors Language Immersion Program

To develop more ties to Mexico and the Mexican culture, Texas A&M University-Corpus Christi sponsored an intensive five-week Spanish language program in Orizaba, Mexico.

Seven students participated, immersing themselves in all aspects of Mexican culture. They studied beginning Spanish I and II, and experienced daily life with a Mexican family.

Associate Professor of Spanish and trip sponsor Dr. Jesus Rosales said, "This was an enriching cultural experience. Students not only experienced living within the Mexican environment and culture but were also able to break stereotypes."

Cleveland State Wins $800,000 Grant

Cleveland State University (Ohio) was awarded an $800,000 grant from the U.S. Department of Education to initiate an Upward Bound program on campus. The Office of Minority Affairs and Community Relations will receive $200,000 per year for four years.

Upward Bound helps high school students develop the skills and motivation necessary for success in postsecondary education. The program will enable the university to establish mentoring relationships with Cleveland public school students, help them build a solid academic foundation for college, and prepare them for the challenges of college life.

Cleveland State was selected for the Upward Bound program through a national competitive grant process.

McGraw-Hill Sponsoring Minority MBA Organization

The McGraw-Hill Companies joined a list of Fortune 1,000 companies in sponsoring The Consortium for Graduate Study in Management, a unique initiative that helps minority students get their MBAs. McGraw-Hill's $20,000 donation to the consortium will aid the nonprofit association in its efforts to bring more diversity to the nation's business school classrooms, and ultimately to corporate America.

The consortium is a national nonprofit group of 11 graduate business schools dedicated to providing management education opportunities to African Americans, Hispanic Americans, and Native Americans seeking business careers.

The McGraw-Hill Companies joins Chrysler, Citibank, the KPMG Foundation, and Ford Motor Company as consortium sponsors.

Hispanic Association of Colleges and Universities Joins Minority Alliance

The Hispanic Association of Colleges and Universities (HACU), the National Association for Equal Opportunity in Higher Education, and the American Indian Higher Education Consortium have combined to form the Alliance for Equity in Higher Education, which, officials say, will promote "greater collaboration and cooperation among colleges and universities that serve large numbers of students of color in order to enhance the nation's economic competitiveness, social stability, and cultural richness."

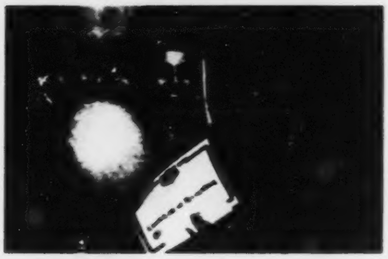
In an article in *Community College Week*, Dr. Gumecindo Salas, HACU's vice president for government relations, said the alliance will benefit HACU by trying to move policy and legislation from a broader perspective.

Log on to the Alliance for Equity in Higher Education's Web site, located at <www.ihep.com/alliance>.

(See story, page 9.)

Northern Essex Graduates Welfare Recipients

Twenty-six Spanish-speaking welfare recipients whose benefits were scheduled to run out as a result of welfare reform graduated from Northern Essex Community College's (Mass.) New Beginnings Program.



Funded through a $40,000 grant from the Regional Employment Board, the 12-week program trained participants for early-level health care jobs. In addition to training, the program offers support and career services as well as follow-up for one year after participants are placed in jobs.

A recent graduate of the program, Kathy Rodriguez (pictured here with her mother, Anna), the single parent of a toddler, gained confidence in the program and was to enroll in Northern Essex's Dental Assistant Program this fall.

PUBLICATIONS

Castro's Daughter: An Exile's Memoir of Cuba

by Alina Fernández

This book is a remarkable and intimate look at Communist Cuba and the man who created it. Alina Fernández provides a vivid and personal view of how she saw Cuba crumble and decay under her father's regime. In a shocking revelation, she asserts that her father's regime allowed Che Guevara to die in order to create the "Necessary Hero." Translated by Dolores Koch.

September 1999
272 pgs.
ISBN 0-312-24293-X
$13.95 paper
St. Martin's Griffin
(888) 330-8477

Days of Plenty, Days of Want

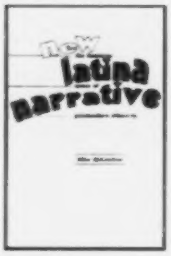
by Patricia Preciado Martin

Past and present meet in a collection of strikingly crafted short stories that shows us a heritage being irreverently pushed aside by "progress" yet passed along from person to person, century to century. The author reminds us that freedom and self-expression are important in fulfilling our potential, and that a large part of this process requires acknowledging our heritage as a priceless gift whose relevance in our lives cannot be ignored.

1999
66 pgs.
ISBN 0-8165-1946-3
$9.95 paper
University of Arizona Press
(800) 426-3797

New Latina Narrative: The Feminine Space of Postmodern Ethnicity

by Ellen McCracken



Ellen McCracken discusses the works of more than two dozen writers, including Julia Alvarez, Denise Chávez, Sandra Cisneros, Cristina Garcia, Graciela Limón, Demetria Martínez, Pat Mora, Cherríe Moraga, Mary Helen Ponce, and Helena María Viramontes, and she illustrates how these writers have redefined the concepts of multiculturalism and diversity in American society.

1999
233 pgs.
ISBN 0-8165-1941-2
$19.95 paper
University of Arizona Press
(800) 426-3797

Fighting Slavery in the Caribbean: The Life and Times of a British Family in Nineteenth-Century Havana

by Luis Martínez-Fernández

This book not only offers a fascinating traveler's account of 19th-century Cuba, but invaluable insight into the history of the Cuban sugar industry, its reliance on slave labor, the island's race relations, and the movement to abolish slavery.

1998
200 pgs.
ISBN 0-7656-0248-2
$25.95 paper
M.E. Sharpe
(800) 541-6563

The Haunting Past: Politics, Economics and Race in Caribbean Life

by Alvin O. Thompson

This book places in firm historical perspective the roots of Caribbean dependency, highlighting the ways in which the region has been and continues to be a pawn in Great Power politics and economics. The past is both haunting and daunting, seriously hampering the region's capacity to pursue an autonomous path.

1997
283 pgs.
ISBN 0-7656-0013-7
$27.95 paper
M.E. Sharpe
(800) 541-6563

Two Novellas: First Love & Look for My Obituary

by Elena Garro

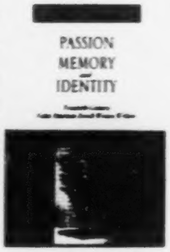
First Love examines the consequences of two tourists befriending German prisoners of war in France, and explores the tension between primal human kindness and social

conventions. *Look for My Obituary* explores a surrealistic, haunting love affair set in a world of arranged marriages. The book was the 1996 winner of the Sor Juana Inés de la Cruz Prize.

1997
99 pgs.
ISBN 1-880684-51-9
$11.95 paper
Curbstone Press
(860) 423-5110

Passion, Memory, and Identity: Twentieth-Century Latin American Jewish Women Writers

Marjorie Agosín, ed.



This collection of essays, written by a distinguished group of literary critics, explores the Jewish woman's experience in Latin America. It came about as an attempt to define the cultural experience of Jewish Latin American women writers, as well as their relationship with their various countries.

June 1999
217 pgs.
ISBN 0-8263-2049-X
$18.95 paper
University of New Mexico Press
(800) 249-7737

The Spanish Speakers in the United States: A History

by Peter J. Duignan and L.H. Gann

This book covers the history, politics, and culture of the major groups of the fastest growing minority in the United States. The authors address the major questions surrounding Hispanic immigrants, including whether immigrants compete for jobs and social services, whether the Immigration and Naturalization Service is capable of handling the flow of immigrants, and whether employer sanctions are just.

1998
496 pgs.
ISBN 0-7618-1258-X
$39.50 paper
University Press of America
(800) 462-6420

Mockery in Spanish Golden Age Literature: Analysis of Burlesque Representation

by Kimberly Contag

Author Kimberly Contag–through scholarship, through formal and informal discussions, and through persistent inquiry–investigates the historical and social functions of burlesque mockery in Spanish Golden Age literature.

1996
260 pgs.
ISBN 0-7618-0374-2
$34.00 paper
University Press of America
(800) 462-6420

Gender and Modernity in Andean Bolivia

by Marcia Stephenson

In Andean Bolivia, racial and cultural differences are most visibly marked on women, who often still wear native dress and speak an indigenous language rather than Spanish. In this study of modernity in Bolivia, Marcia Stephenson explores how the state's desire for a racially and culturally homogenous society has been deployed through images of womanhood that promote the notion of an idealized, acculturated female body.

May 1999
288 pgs.
ISBN 0-292-77743-4
$18.95 paper
University of Texas Press
(800) 252-3206

Reflexiones 1998: New Directions in Mexican American Studies

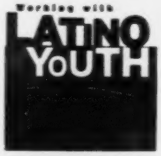
Yolanda C. Padilla, ed.

Reflexiones is an annual review of the work in progress of scholars affiliated with the Center for Mexican American Studies at the University of Texas-Austin. This, the second volume in the series, invites us to view Mexican American identity in a new light.

May 1999
176 pgs.
ISBN 0-292-76588-6
$12.95 paper
University of Texas Press
(800) 252-3206

Working with Latino Youth: Culture, Development, and Context

by Joan D. Koss-Chioino and Luis A. Vargas



This book offers counselors, teachers, social workers, therapists, and other professionals–whatever their level of experience or cultural background–an accessible and practical guide for working effectively with Latino children and adolescents.

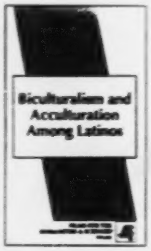
1999
236 pgs.
ISBN 0-7879-4325-8
$34.95 cloth
Jossey-Bass
(888) 378-2537

VIDEOS

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
P.O. Box 2053
Princeton, N.J. 08543-2053
(800) 257-5126

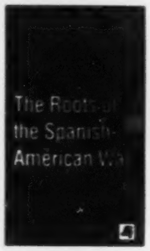
Biculturalism and Acculturation Among Latinos



This program examines the question of which part of their culture Latinos feel they should keep and leave behind while assimilating into American culture. It explodes some commonly held beliefs and misperceptions about who Latinos are today in the United States, and probes the relationship between ethnic identity and entrepreneurial success in the changing mosaic of the U.S. marketplace.

(28 min., color)
Item #FFH 3202

"Remember the Maine:" The Roots of the Spanish-American War



Using archival footage, newspaper excerpts, and historical documents, this program traces the roots of the Spanish-American War to Spain's quest to preserve its flagging empire, American imperialism, and the genuine desire on the part of Cubans to shake off the yoke of Spanish domination.

(50 min., color)
Item #FFH 8334

Songs of the Argentine Provinces: An Argentine Journey

In the provinces, we experience three kinds of music and dance–"chamame," "chacareca," and "zamba." The contrapuntal rhythms of these forms convey the tensions in both urban and rural life.

(62 min., color)
Item #FFH 7496

CONFERENCES

University of Nebraska–Beyond Diversity 101

October 15-16

"People of Color in Predominantly White Institutions–Beyond Diversity 101: Accountability, Implementation, Responsibility, and Action." At the University of Nebraska, Lincoln, Nebraska.

Contact: (402) 472-2844; e-mail, <accpl@unl.edu>; Web site, <http://unl.edu/conted/acpp/people99>.

Online Learning '99 International Conference and Performance Support '99 Exposition

October 17-20

The most innovative ways to develop and deliver online learning will be presented and demonstrated at these companion events sponsored by Lakewood Publications. At the Los Angeles Convention Center.

Contact: Tom Reidy or Walter Speer, (212) 966-0024; Web site, <www.lakewoodconferences.com>.

National MultiCultural Institute –Annual National Conference

October 21-24

The 14th annual national conference of the National MultiCultural Institute: "Embracing an Inclusive Society: The Challenge for the New Millennium." Given the increasing diversity in the U.S., new skills and knowledge are required in such fields as workforce diversity, human resource management, education, and conflict resolution. At the Hyatt Regency Washington on Capitol Hill, Washington, D.C.

Contact: Institute, (202) 483-0700; e-mail, <nmci@nmci.org>; Web site, <www.nmci.org>.

National Higher Education Conference on Students of Color

October 27-31

"The Learning-Centered Environment: Students and Learning in the New Millennium." Featured guests include Dr. Alfredo G. de los Santos, Jr., The Maricopa Community Colleges (Ariz.). At the Minneapolis Hilton & Towers, Minneapolis, Minn.

Contact: phone, (850) 222-1087/385-1747; e-mail, <cnjford@aol.com>; Web site, <www.collegesurvival.hmco.com>.

El Paso Community College–Great Teaching

October 28-30

"Southwest Seminar for Great Teaching: Education as Liberation." At the Sage Brush Inn, Taos, N.M.

Contact: (915) 831-2201; e-mail, <anae@epcc.edu>.

ACE: Educating a Nation (VII)

October 28-30

The American Council on Education's Division of Access and Equity Programs Office of Minorities in Higher Education is sponsoring its seventh "Educating a Nation" national conference on diversity and improving the participation of students of color in postsecondary education.

Contact: phone, (202) 939-9395; e-mail, <lachone_fuquay@ace.nche.edu>; Web site, <www.acenet.edu>.

NSHMBA–National Conference and Career Expo

October 28-30

The National Socity of Hispanic MBAs' 10th annual event, this year on the theme of "Elevate beyond Excellence: Face the Challenges." Closing plenary speaker: Ray Suárez, host of *Talk of the Nation*. At the Adam's Mark Hotel and Colorado Convention Center, Denver.

Contact: phone, (214) 267-1622; e-mail, <info@nshmba.org>; Web site, <www.nshmba.org>.

HACU–13th Annual Conference

October 30-November 2

The Hispanic Association of Colleges & Universities' 13th annual event, on the theme, "Championing Success in Higher Education: Current Issues, Best Practices, and Promising Initiatives." At Hotel Inter Continental in Miami.

Contact: phone, (210) 692-3805; Web site, <www.hacu.net>.

NAWE, Advancing Women in Higher Education

November 6-10

"Institute for Emerging Women Leaders in Higher Education." At University of Maryland Inn and Conference Center, College Park, Md.

Contact: NAWE, (202) 658-9330; Web site, <www.nawe.org>.

Book Review

by Craig Castro

***"I didn't know there were Latinos in Wisconsin," 30 Hispanic Writers, Vol. II*, edited by Oscar Mireles.** 188 pages. Madison, Wisc.: Focus Communications (1301 Wheeler Road, Madison, WI, 53704; http://danenet.wicip.org/latino), 1999. ISBN# 0-9671649-0-7. $6.95 soft cover.

The United States, like most other countries and societies around the globe, has a long history of racial conflict and antagonisms born of and reproduced by cultural differences, cultural misunderstanding, and stereotyping by the dominant culture. The recent racist attacks by Benjamin Nathaniel Smith in the Chicago area, stacked on a long, ugly history of hate-based crimes, including the brutal assault on Abner Louima, illustrate the need for developing ways and approaches to promote a better understanding of and appreciation and respect for cultural differences. Racial stereotyping developed and refined by the dominant culture does not increase cultural pride and racial harmony. A lot needs to be done to overcome positive and negative stereotypes of Latinos in North American society. From Speedy González, fastest *ratón* in the West, to the Taco Bell Chihuahua and Ricky Martin, the mainstream media does little to make the task easier, locally or nationally.

"I didn't know there were Latinos in Wisconsin"
30 Hispanic Writers

"I didn't know there were Latinos in Wisconsin," poems and short stories written by Latinos from Wisconsin and other parts of the U.S., provides insight into Latino culture and values. Edited by Oscar Mireles and to be published soon by Focus Communications, it could be used in high schools, literary groups, or universities to provoke discussions on Latino culture and pride and its interaction with the dominant culture in North American society. The stories and poems explore issues of race, cultural differences, and discrimination from the lived experiences of the contributing writers and also presents themes that constitute similarities that Latino culture shares with others as human beings. These human elements, including love and friendship, gender relations/conflict, and the special relationship between parents and children will help remind readers of how much we have in common.

"Elvis Presley Was Chicano" uses both negative and positive stereotypes to demonstrate the importance that Latino culture places on family. The negative stereotypes ("his jet black hair/you know with the little curl in the front," "those tight black pants," and "son of migrant parents") are presented as clear proof that Elvis was Chicano, which the writer only dismisses at the end using what the dominant culture raises up as the defining valuable characteristic of Latino culture, the importance of family: "if Elvis really was a Chicano/he wouldn't have settled/to die alone/in an empty mansion/with no *familia* around/who cared enough/to cry."

Two of my favorites look into the effects that a more "subtle racism" exerts on Latino children, who often stand between their parents and the dominant culture as translators, both literally and figuratively. In "Whatchoo Call Me?" the author reflects on her experiences growing up in "the only Mexican family in the whole town" in a small rural Wisconsin town in the early 1970s.

"Paramour," describing a visit by an Avon lady to the home of a Latino family, provides another reflection on an encounter with everyday racism. A younger daughter finds herself in the position of translating the sales pitch of a gringo Avon lady to her mother and a group of Latina women. The reader will feel the Avon lady squirm as the Latinas see through her attempt to politely say that their skin color *–piel de oliva–*is not appropriate for some of the products. The Avon encounter is very humorous, but the humor does not hide the pride that the women feel in their culture.

This theme of cultural pride is demonstrated in a number of poems and other works–"The Color Brown," "Self Portrait," "I Look in the Mirror," and "Rafael Marrero," a poem that provides a stinging critique of the dominant culture's relentless desire for expansion. "Where are you from" and "Weeh Con Sohn!" demonstrate cultural pride through the frustration that Latinos often have in their interaction with close-minded people in the United States, while "Before Horace Greeley" illustrates the struggle of a Latino torn between the world of the conquered and the conqueror. "Weeh Con Sohn!" provides a good modern analogy that can be used to understand the "Discovery of the Americas" and the view of the "discoveree"!

"Oscurito Spick," "The Cockfight Bust," "The Day I Threw Thoreau off the Roof," "Applying for Citizenship," "Ritos," "Take the South out of South Africa," "Democracy," "Mexican Roulette," and several other works provide social critiques of North American society and politics shared by Latinos and non-Latinos alike. "My father was a macho and I loved him" and "Frijoles and a Macho Sandwich with Papitas on the side!" show contrasting sides of the issue of Latino machismo. They are beautifully written and should be an interesting read for all, regardless of their cultural background.

"I didn't know there were Latinos in Wisconsin" provokes reflection on a number of issues including race, discrimination, love, friendship, cultural differences, and pride. The works will generate different emotions throughout, and the reader will experience sadness, horror, laughter, compassion, passion, and surprise as he/she is educated about Latino culture and the experiences of Latinos living and thriving in a dominant culture. This collection offers a window through which Latinos and non-Latinos alike can view from a critical perspective the cultural values and beliefs that contribute to what it means to be Latino. By provoking reflection on Latino culture and beliefs, this book could make a contribution to a more racially harmonious society. The question is, will anyone be listening?

Craig Castro is completing a doctoral degree in Development Education at the University of Wisconsin-Madison and is an instructor at Omega School, Inc., in Madison, Wisconsin.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

BOSTON COLLEGE
Faculty Positions for 2000-2001

Boston College, a co-educational Jesuit University of 9,000 undergraduates and 5,500 graduate and professional students, is committed to the ideal of excellence and service to others. Affirmative Action candidates, those of African, Latino, Asian and Native American descent and women (including women of color), are invited to apply for tenure-track positions available in 2000. The University is actively seeking faculty who will enrich its cultural and ethnic diversity.

COLLEGE OF ARTS AND SCIENCES

CHEMISTRY - Tenure-track position in biological chemistry and experimental physical chemistry. Biological chemistry is defined to include biochemistry as well as bioorganic, bioinorganic, and biophysical chemistry. Experimental physical chemistry is broadly defined to include traditional physical chemistry and chemical physics, as well as materials science, biophysics, physical inorganic and physical organic chemistry. The Department is housed in an award-winning new research facility in Boston, and includes nearly 100 doctoral students and an internationally recognized faculty. The successful applicant is expected to maintain a prominent, externally-funded research program. Applicants are sought at the entry Assistant Professor level, although outstanding applications for more senior levels are also welcomed. Applicants at the beginning Assistant Professor level should send a resume and a summary of research plans, and should arrange to have four letters of reference transmitted. Established investigators should send a letter of application and appropriate supporting materials. All materials for Biological Chemistry applicants should be sent to Marc Snapper and all materials for Physical Chemistry applicants should be sent to Paul Davidovits at: **Department of Chemistry. Applications should be completed by October 15, 1999. Web site: http://chemserv.bc.edu. Fax: (617) 552-2705.**

COMMUNICATION - Assistant Professor of Communication. Applications for a tenure-track position teaching New Media, Computer-Mediated Communication, and The Internet and Society are invited. Preference given to applicants with practical expertise in one or more of the following areas: digital media, multimedia production, web or desktop publishing, and computer graphics. Should have a Ph.D. in Communication, teaching experience, and an active research program. Send letter of application, curriculum vitae, selected publications or papers, teaching evaluations and list of references to Chair, New Media/CMC Search Committee, Department of Communication. Application review beginning on **October 18, 1999**, applications accepted until position filled. **Contact: Dale Herbeck, Chair, New Media/CMC Search Committee. E-mail: herbeck@bc.edu. Website: http://www.bc.edu/bc_org/avp/cas/comm/Comm.html.**

COMMUNICATION - Assistant Professor **(pending budget approval).** Applications for a tenure-track position teaching Survey of Mass Communication, Mass Communication Theory, and Research Methods are invited. Applicants should have a Ph.D. in Communication, teaching experience, and an active research program. Send letter of application, curriculum vitae, selected publications or papers, teaching evaluations, and list of references to **Chair, Mass Communication Search Committee, Department of Communication.** Application review beginning on December 17, 1999, and applications accepted until position filled. **Website: http://www.bc.edu/bc_org/avp/cas/comm/Comm.html.**

FINE ARTS - Art Historian. Italian Renaissance or Baroque Art historian with research specialty in one field and teaching competence in the other. Advanced junior scholar for a tenure-track position. Participate in team-taught survey or other introductory courses and teach upper-level courses in areas of specialization in an undergraduate department that offers majors in art history, studio art, and film. Opportunity to organize exhibits for Boston College's McMullen Museum of Art. Ph.D. complete, with teaching experience and evidence of scholarship required. Salary dependent upon teaching experience and scholarly publication. Applications should include cover letter, resume, off prints if available, and names of 3 references (letters will be requested later). **Contact: Professor John Michalczyk, Chair, Fine Arts Department, 434 Devlin Hall. Deadline: January 15, 2000. Interview by appointment only. Website: http://www.bc.edu/bc_org/avp/cas/fnart/.**

HISTORY - Assistant Professor in Japanese History. Ability to teach East Asian history welcomed. The position will involve teaching in the undergraduate core program in modern history (since 1500) surveys of Japan and/or East Asia, advanced courses in Japanese history, and participation in active graduate program. The Ph.D. should be completed by September 2000. **Send letters of application, C.V., and supporting documents by December 10, 1999, to Chair, Japanese History Search Committee, History Department. Website: http://www.bc.edu/ bc_org/avp/cas/his/history.html.**

ECONOMICS - Applications are invited for senior and junior faculty positions in microeconomics, macroeconomics, international economics, and economic development. Preferences will be given to candidates in the areas of game theory and bargaining theory; microeconomics, macroeconomics and monetary economics, international economics and economic development, technological change, and growth. Applicant should have a distinguished research record and a strong interest in both graduate and undergraduate teaching. Salary is open. Send a curriculum vitae, 3 letters of reference, and a research paper. **Contact: Richard Tresch, Chair, Department of Economics. Website: http://fmwww.bc.edu/EC/EC.html.**

ENGLISH - We seek an Assistant Professor (tenure-track, Ph.D. required) to join an established interdisciplinary Irish Studies program and teach in the English Department. Applicants with expertise in Irish literature of any period (including specialties in Irish-American and other literatures of the Irish diaspora, folklore and popular culture, post-colonial studies, or Irish-language literature) welcomed. Experience in some area of English or American literature is desirable. Teaching will include a range of undergraduate and graduate courses. To begin September 2000. **Applications should include letter, curriculum vitae, writing sample, and dossier, postmarked by November 5, 1999, and be addressed to Paul Lewis, Chair, Department of English. Please include self-addressed postcard for acknowledgment. Website: http://www.bc.edu/bc_org/avp/cas/eng/english.html.**

ENGLISH - We seek an Assistant Professor (tenure-track, Ph.D. required) who works in post-1945 American literature and culture. Teaching will include a range of undergraduate and graduate courses. To begin September 2000. **Applications should include letter, curriculum vitae, writing sample, and dossier, postmarked by November 5, 1999, and be addressed to Paul Lewis, Chair, Department of English. Please include self-addressed postcard for acknowledgment. Website: http://www.bc.edu/bc_org/avp/cas/eng/english.html.**

POLITICAL SCIENCE - American Politics: Political Behavior/Research Methods. Applications sought for a full-time, tenure-track position to teach courses in political behavior (for example, voting, public opinion, participation, or the media and politics) as well as courses appropriate for upper-level undergraduates and graduate students in basic statistics and the logic of political inquiry. Applicants should have completed the Ph.D. or be very near to finishing. Rank will be Assistant Professor or Instructor, depending on degree status. Interested candidates should send a letter of introduction, curriculum vitae, letters of recommendation, graduate transcript, and writing sample (including a piece that uses quantitative analysis). **Completed applications must be received by November 8, 1999. Send materials to: Prof. Kay L. Schlozman, American Politics Search Committee, Department of Political Science, McGuinn Hall. Website: http://www.bc.edu/bc_org/avp/cas/polsc.**

PSYCHOLOGY - Social Psychology (at the Assistant or Associate level). Applications tenure-track position from individuals in any substantive area of social psychology welcomed. Emphasizing an ecological orientation, we are particularly interested in candidates who conduct research in naturalistic settings, who take seriously the role of sociocultural contexts on psychological phenomena, and who seek to bridge, at both the theoretical and the methodological level, the gap between the laboratory and real-world settings. Candidates are expected to have a strong record of empirical research and a commitment to teaching at both undergraduate and graduate levels. **A letter of interest, accompanied with a current CV, representative publications, and three letters of support should be sent to: Prof. Ali Banuazizi, Chair, Social Psychology, Search Committee. Review of applications will begin in early November 1999 and will continue until the position is filled. E-mail: ali.banuazizi@bc.edu. Website: http://www.bc.edu/bc_org/avp/cas/psych/psych.html.**

ROMANCE LANGUAGES AND LITERATURES - Assistant Professor of Spanish. Specialization in Colonial Spanish American literature and strong background in theory. Teach graduate and undergraduate courses. Ph.D. required for appointment. Native or near-native proficiency in Spanish. Commitment to research and experience in college teaching. **Send complete dossier with 3 reference letters to: Prof. Laurie Shepard, Chair. Indicate availability for interview at Chicago MLA. Deadline: November 19, 1999. Website: http://www.bc.edu/bc_org/avp/cas/romlang/romlang.html.**

CARROLL SCHOOL OF MANAGEMENT

FINANCE - The Wallace E. Carroll School of Management seeks an exceptional scholar for the fully endowed **John L. Collins, S. J., Chair in Finance.** The applicant must possess a distinguished record of research publications and strong evidence of continuing research performance. The chairholder should also have a strong teaching record in the finance area and an interest in fostering interaction between the academic and business community. The chair offers a competitive compensation package plus a research support and teaching load necessary for continuing high-level academic research productivity and interaction with the business community. The chair's efforts will be complemented by the highly accomplished existing finance faculty so that the school can further strengthen both its undergraduate and graduate programs including the Ph.D. program in finance. **Please send nominations and applications by December 1, 1999 to: George Aragon, Chair, Finance Department, Fulton Hall 312. Website: http://www.bc.edu/bc_org/avp/csom/departments/finance.**

BOSTON COLLEGE
A Jesuit Catholic University

FINANCE • Assistant Professor untenured Associate Professor. Candidate will have demonstrated interest in and capacity to do publishable scholarly research and a strong interest in both graduate and undergraduate teaching. Compensation is competitive. Candidates should send a curriculum vitae, and a research paper to **George Aragon, Chair, Department of Finance. Deadline date or dates of receipt of applications: December 1, 1999. E-mail: george.aragon.l@bc.edu or christine.buscemi@bc.edu (Department Secretary). Website: http://www.bc.edu/bc_org/avp/csom/departments/finance.**

MARKETING • Tenure-track opening. Candidates should hold a Ph.D. or D.B.A. in Marketing and must have demonstrated excellence in research, teaching, and academic service. Rank for the position is "open." Applications for this position will be accepted until the position is filled. **Applicants should send information to Prof. Victoria Crittenden, Fulton 450. Website: http://www.bc.edu/bc_org/avp/csom/departments.**

OPERATIONS AND STRATEGIC MANAGEMENT

INFORMATION TECHNOLOGY MANAGEMENT • Tenure-track position open at all rank. Candidates qualified for appointment at a senior level or an advanced Assistant Professor level are encouraged to apply. The position offers an opportunity to join and contribute to a successful and expanding Information Technology Group within the Wallace E. Carroll School of Management at Boston College. The IT Group is committed to quality research and teaching, with existing strengths in Electronic Commerce, International IT, Adoption and Diffusion of IT Innovations, Decision Support Systems, and Financial Information Systems. The group also pursues secondary interests in Operations Management, Strategy, and Decision Sciences. Individuals who can complement and strengthen the research focus of our group, while adding to the atmosphere of collegiality and openness to collaboration sought. Qualifications include: Ph.D. in Information Systems and/or related area with demonstrated abilities as an outstanding researcher and effective teacher. Teaching interests should include at least one of the following: databases, information systems development, or telecommunications. For a senior position, an opportunity exists to be a leader in continuing to develop the IT programs at both the graduate and undergraduate levels. This individual should be a nationally recognized researcher. Such an individual should also be a "builder," and have a strong desire to contribute to the direction and execution of high-provide IT-related initiatives (e.g., course and curriculum development, faculty research programs, etc.). For a junior position, the applicant should have a demonstrated clear potential to become a senior person as just described. **Direct inquiries to: Prof. Mary Cronin at ITGroup@bc.edu. Please include a cover letter in the body of the e-mail and a vitae as a Microsoft Word attachment. Website: http://www.bc.edu/bc_org/avp/csom/departments.**

STRATEGIC MANAGEMENT • Assistant Professor candidates who possess a strong record of (or significant promise for) excellence in research and teaching, and who will have an earned doctorate by July 1, 2000, are encouraged to apply. Interested in individuals whose research and teaching interests link strategy with one or more of the following areas: technology and innovation, decision making and information systems, international management, or entrepreneurship. Candidates may be particularly interested to note that Boston College is the home of the Chief Executives' Club, an organization of chairmen, presidents, and managing partners of major corporations. The organization is nationally recognized as a premier forum for the exchange of ideas related to contemporary business and management challenges. Recent meetings have been attended by the chairmen and CEOs of companies including AT&T, Time Warner, Motorola, Sun Microsystems, and Intel. With a substantial endowment at hand, Boston College is able to extend many benefits, including significant resources designed to support research and teaching development. The Wallace E. Carroll School of Management is located on the university's main campus in Chestnut Hill, six miles from downtown Boston. It offers both MBA and undergraduate programs, and new faculty will be expected to teach in both. Salary will be competitive. **Those interested in the position should send before November 1, 1999, a current vitae, sample publications, a statement of research and teaching interests, and 3 letters of reference to Prof. Marta Geletkanycz, Carroll School of Management, Fulton Hall 350. Website: http://www.bc.edu/bc_org/avp/csom/departments.**

OPERATIONS MANAGEMENT • Assistant Professor applications are invited for a tenure-track, Assistant Professor position. Qualifications include a completed doctorate in Operations Management, and demonstrated or potential excellence in research and teaching. Preference will be given to applicants with interest in service operations, supply chain management, or operations strategy. **Contact: Prof. M. Hossein Safizadeh, Department of Operations and Strategic Management. Website: http://www.bc.edu/bc_org/avp/csom/departments.**

SCHOOL OF EDUCATION

Peter S. and Carolyn A. Lynch School of Education prepares undergraduate and graduate students to serve diverse populations in education, professional psychology and human services. The faculty is committed to research and professional preparation that is based on reflective practices and the scientist-practitioner models. Applications are especially encouraged from persons who would enhance the ethnic, linguistic and cultural diversity of the Lynch School of Education. Applicants should possess an earned doctorate, scholarly experience strengthening the educational and administrative experience in schools, teaching at the college level, and successful grant-writing experiences are desirable. **Applicants should send a letter of interest, curriculum vitae, 3 letters of recommendation, and 2 samples of their scholarship to the search committee (see below). School of Education, Campion Hall, Chestnut Hill. Deadline for applications is January 1, 2000.**

THE DEPARTMENT OF COUNSELING, DEVELOPMENTAL AND EDUCATIONAL PSYCHOLOGY announces two tenure-track positions. We prepare professionals to conduct research, teach, and develop educational and community programs, and engage public policies to enhance the development of individuals across the life span. We also provide psychological foundations for students in teacher education.

We seek a **Developmental/Educational Psychologist** with interests in the educational applications of psychology associated with processes of learning among developmentally, socially, and culturally diverse students. Candidates may have interests in best practices as they pertain to achievement of children and youth in schools, cognitive development and learning, social and educational policy, and resiliency in school achievement. **Contact: Dr. Maureen Kenny, Search Committee Chair. Website: http://www.bc.edu/bc_org/avp/soe/counselpsy.**

We seek a **Psychologist/Educator** with expertise in comprehensive health as it pertains to enhancing human development, learning and psychological well-being of children and youth in urban contexts. Candidates may have special interests in resiliency research, comprehensive childcare and education reform efforts, and experience establishing school-linked services and resources for urban communities and families. **Contact: Dr. Mary Walsh, Search Committee Chair. Website: http://www.bc.edu/bc_org/avp/soe/counselpsy.**

SCHOOL OF NURSING

CARROLL CHAIR • An endowed, full-time faculty position. Candidates must be Associate or Full Professors with a record of external funding for their scholarship. Candidates must have a doctoral degree in Nursing or a related field; a Master's degree in Nursing; and an established record of achievement in practice, teaching, and research.

MATERNAL-CHILD HEALTH NURSING • Full-time, tenure-track positions. One position for a doctorally prepared, certified, Pediatric Nurse Practitioner; primary responsibility would be teaching in the Master's program. One position for a Specialist in Pediatric Nursing; primary responsibility would be teaching in the undergraduate program. Candidates must have a doctoral degree in Nursing or a related field; a Master's degree in Nursing; and an established record of achievement in practice, teaching, and research.

ADULT HEALTH NURSING • Full-time, tenure-track position. A major responsibility of this position is coordinating the SON learning laboratories. Candidates must have expertise in adult health, physical assessment, and management of learning resources. Candidates must have a doctoral degree in Nursing or a related field; a Master's degree in Nursing; and an established record of achievement in practice, teaching, and research.

Forward letter of application and resume to: Dr. Rachel E. Spector, Chair of Faculty Search Committee. Deadline: February 15, 2000. Website: http://www.bc.edu/nursing.

GRADUATE SCHOOL OF SOCIAL WORK

CLINICAL/RESEARCH • Candidates for a tenure line Clinical/Research position at the Associate or Assistant level sought. MSW and doctorate required. Experience requirements include considerable practice and teaching experience; ability to teach MSW and doctoral levels; a scholarly record of strong research and publication in refereed journals or potential for same; potential for or experience in grantsmanship; experience in evaluating practice outcomes; and considerable substantive knowledge in a field of practice or in special populations. Rank and salary flexible and competitive, depending on applicant's qualification. **Send curriculum vitae and names of 3 references to Dr. Demetrius Iatridis, Chair, Personnel Committee, (617) 552-4041. Website: http://www.bc.edu/bc_org/avp/gssw/gssw.html.**

Send letters of interest, curriculum vitae, supporting materials (samples of scholarship) and 3 letters of reference to the person and department/School indicated at BOSTON COLLEGE, Chestnut Hill, MA 02467. Boston College is an affirmative action/equal opportunity employer.

BOSTON COLLEGE
A Jesuit Catholic University

THE NATIONAL ACADEMIES

Advisers to the Nation on Science, Engineering, and Medicine

NATIONAL RESEARCH COUNCIL
Postdoctoral and Senior Research Awards

opportunities for research in:

Chemistry • Physics • Life & Medical Sciences
Space & Planetary Sciences • Earth & Atmospheric Sciences
Engineering, Mathematics & Applied Sciences

Also teaching/research opportunities at the US Military Academy in Mathematics, Physics & Mechanical Engineering

- 350 awards for independent research at over 120 laboratories representing nearly all US Government agencies with research facilities
- 12-month awards renewable for up to 3 years maximum
- Annual stipend for recent PhD or MD graduates $30,000 to $52,000 depending upon sponsoring laboratory; stipend appropriately higher for senior researchers
- Support for relocation and professional travel; health insurance program offered
- 3 annual award competitions for most participating laboratories

Applications are accepted on a continuous basis throughout the year. Postmark deadlines are January 15, April 15 and August 15 for reviews in February, June and October respectively.

Further information and application materials may be obtained from our web site at ***http://national-academies.org/rap*** or by contacting:

MAIL: Associateship Programs (TJ2114/HL)
NATIONAL RESEARCH COUNCIL
2101 Constitution Avenue NW
Washington, DC 20418
FAX: (202) 334-2759
EMAIL: rap@nas.edu

Qualified applicants will be reviewed without regard to race, creed, color, age, sex or national origin.

USF
UNIVERSITY of SAN FRANCISCO

COLLEGE OF ARTS AND SCIENCES

RELIGIOUS STUDIES

Pending approval and funding, the Department of Theology and Religious Studies at the University of San Francisco invites applications for a tenure-track position in *Religious Studies* at the Assistant Professor level, anticipated to begin in the Fall 2000 Preference will be given to candidates who specialize in East Asian Religions and Cultures

Teaching responsibilities may include inter alia at the undergraduate level. Introduction to World Religions, East Asian Religions, Religious Issues, Religions in Dialogue, and other courses according to the candidate's specialty At the Master's level, applicants may teach courses in the MA program in the Theology and in Pacific Rim Studies Preference will be given to candidates demonstrating a flexible, interdisciplinary approach.

Qualifications: University teaching experience, evidence of a strong commitment to teaching, evidence of scholarship, an earned doctorate by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required. The candidate will be expected to develop an independent and ongoing research program

Applicants should submit a letter of application, curriculum vitae, graduate transcripts, brief description of research plans, copies of recent research papers, statement of teaching philosophy, evidence of teaching ability including copies of teaching evaluations, and three letters of recommendation to

Lois Ann Lorentzen, Chair
Religious Studies Search Committee
Department of Theology and Religious Studies
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080

Applications must be received by *November 1, 1999*, in order to ensure full consideration

The University of San Francisco is a private, Catholic and Jesuit institution and particularly welcomes candidates who will positively contribute to such an environment. USF is an Equal Opportunity and Affirmative Action Employer and will provide reasonable accommodations to individuals with disabilities upon request. We particularly encourage minority and women applicants for all positions

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FACULTY POSITIONS

The Department of Electrical and Computer Engineering at the University of Maryland, College Park (**www.ece.umd.edu**) expects to have several openings for tenure-track and tenured faculty positions starting August 2000

The Department is seeking candidates in Information Technology and Small Smart Systems, two broad research activities selected for expansion by adding distinguished faculty under the University of Maryland Enhancement Initiative. In both areas, we are seeking faculty who can build links between established research programs in systems and devices.

"Smart Small Systems" refers to distributed, often mobile, physical systems of sensors and actuators, integrated with advanced computational and communications capability. In this area we are seeking candidates in (i) sensors/actuators/control systems, especially MEMS-based; (ii) semiconductor devices and circuits emphasizing applications to sensors and actuators, novel devices including quantum effect devices and nano structures, RF and low-power devices, mixed mode circuits and embedded systems.

In Information Technology, we are seeking candidates (i) communication networks, emphasizing hardware implementation, including optical communications and RF communications; (ii) video processing and multimedia systems; (iii) wireless communications, emphasizing the physical layer, including error control coding, modulation, and signal processing for wireless systems; (iv) circuit design, especially analog and mixed mode VLSI, and HF and RF circuits, for applications in communications and signal processing, controls or computer systems; and (v) real-time and embedded computing systems, hardware/software co-design, and VLSI systems. Specific interests are for applications to specialized microarchitectures and processors, mobile computing, communications, and control systems.

There are strong possibilities for joint appointments between the Department and the Institute for Systems Research, the Institute for Advanced Computer Studies, and the Department of Computer Science. In addition, candidates in the area of circuits and semiconductor technologies may be eligible for a Ward Professorship in Semiconductor Science and Technology.

Appointments at all ranks will be considered. Prior experience in industry is desirable. Candidates for the rank of Assistant Professor should have a high potential for both teaching and research. Candidates for the ranks of Associate and Full Professor should have distinguished records in research and a strong interest in educational programs.

For best consideration, applications should be received by December 31, 1999. Please send resume, list of publications, and the names of at least four references to **Professor Nariman Farvardin, Chairperson, Department of Electrical and Computer Engineering, University of Maryland, College Park, MD 20742.** If the resume is available in MS Word or HTML, please send a copy on a floppy disk as well.

The University of Maryland is an equal opportunity, affirmative action employer with a strong commitment to the principles of diversity. In that spirit, applications from minority groups and women are especially invited.

UNIVERSITY OF
MARYLAND

Washington State University

ASSISTANT SCIENTIST
(WEED SCIENCE)

Full time tenure track, 100% research, Washington State University, Irrigated Agriculture Research and Extension Center, Prosser, WA. Conduct research on weed management and sustainable approaches to agricultural production in support of agronomic/horticultural crop production systems for irrigated agriculture. **REQUIRED:** Ph.D. degree in Weed Science or related discipline upon hire. **DESIRED:** demonstrated knowledge of weeds, weed biology, herbicides and integrated weed management systems in agronomic/horticultural crops; ability to plan, design, implement, interpret research results using scientific methodology; communicate well orally in writing with scientists/producers/clientele groups; organizational and leadership skills in a team environment; successful grant writing experience; apply statistical, experimental design, and computer technology to weed research; interpersonal skills with ag. industry and producers; and experience with irrigated agriculture. **POSITION AVAILABLE:** July 1, 2000 **APPLICATION DEADLINE:** of January 31, 2000 or until position is filled. **SEND:** letter addressing qualifications, vita, transcripts, three letters of reference to **Dr. Thomas A. Lumpkin, Dept. Crop and Soil Sciences, P.O. Box 646420, Washington State University, Pullman, WA 99164-6420.**

QUESTIONS: Dr. Bob Parker, IAREC, WSU, 24106 North Bunn Road, Prosser, WA 99350-9687, ph. 509-786-9234, fax 509-786-9370, or email rparker@wsu.edu.

EOE/AA/ADA

Northeastern University, nationally recognized for its cooperative education program, is a private, non-sectarian university located in the heart of historic Boston. It is an integral part of the city's thriving educational and cultural life, is dedicated to excellence in research and scholarship, and highly committed to individual and community needs. Northeastern is dedicated to fostering gender equity, cultural and ethnic diversity among its faculty, staff and is proud of its diverse student/resident population.

Residence Director

Manage a residential community-housing complex; administer and provide programs for resident students. Supervise Assistant Residence Director, Graduate Assistant and Resident Assistants, provide training and evaluation. Develop and maintain an environment conducive to students' personal growth and academic success. Duties will include community development, behavior management, judicial administration, building management and operations, and residential life administrative functions. Work collaboratively with University staff to provide a safe and secure environment. Master's degree in College Student Personnel, Higher Education Administration or related field. Supervisory experience and previous live-in experience as a Resident Assistant or Graduate Assistant strongly preferred. Excellent decision-making and communication skills, effective administrative, organizational skills. **Send resume and list of references to M. L. Langlie, Director of Residential Life, 6 Speare Hall, Northeastern University, 360 Huntington Avenue, Boston, MA 02115. Primary consideration will be given to applications received by October 18, 1999. Applications will be accepted until the vacancy is filled.**

Northeastern is an Equal Opportunity/Affirmative Action Title IX Employer.

Northeastern
UNIVERSITY

ASSISTANT/ASSOCIATE DEAN FOR ADMISSIONS AND FINANCIAL AID

VERMONT LAW SCHOOL

Vermont Law School, the premier environmental law school, located on the White River in rural Vermont, invites applications for the position of Assistant/Associate Dean for Admissions and Financial Aid.

The Asst./Assoc. Dean for Admissions and Financial Aid is responsible for administering all aspects of the Admissions and Financial Aid offices including: planning and implementation of recruitment strategy and aid policies; the collection of data to drive and assess a defined marketing strategy; interviewing and counseling prospective students, making decisions on admissions, and achieving enrollment targets; supervising the Admissions and Financial Aid staffs; and expanding the diversity of the student body.

This position requires a Bachelor's degree with 5-plus years of related experience in a selective admissions environment; a Master's degree is preferred and a JD degree or experience in law school admissions is desirable. The successful candidate will have a track record of successful recruitment initiatives; excellent analytical abilities; strong written, oral, and interpersonal communications skills; the ability to initiate and manage change; and a high commitment to quality student service. Individual must be able to work well in a system of shared governance and have awareness of, and sensitivity to the educational goals of a multi-cultural community. Extensive travel is required.

Send resume, cover letter, and three references to: **Human Resources, Vermont Law School, P.O. Box 96, Chelsea Street, South Royalton, VT 05068-0096.**

Vermont Law School is an Equal Opportunity Employer and welcomes applications from qualified individuals regardless of sex, minority status, disability, or veteran status.

OSWEGO

CHAIR
Department of Modern Languages & Literatures

Oswego State University requests applications for the Chair of Modern Languages and Literatures, a department with ten full-time faculty, offering language and literatures majors in Spanish, French and German, and language instruction in Italian, Japanese, Russian, Chinese and American Sign Language. The Department of Modern Languages is also pursuing innovative programs in Language and International Trade and Languages Across the Curriculum. We seek a leader who will support these efforts and assist the department in identifying future directions.

The Chair will be a member of either the Spanish or the German sections of the Modern Languages Department. She or he should have a Ph.D. and accomplishments as a teacher and scholar appropriate for appointment at the Associate Professor or Professor rank.

The Chair of Modern Languages should also have **(1)** demonstrated administrative skills (e.g. as a department chair, program director, governance leader, or successful leader in curriculum reform), **(2)** the ability to work effectively and collegially with others, and **(3)** knowledge of current issues in foreign language programs in higher education, including experience with the latest educational technologies.

Salary will be commensurate with rank and experience. Applicants should submit a letter of application, resume, official transcripts, and three letters of reference (including telephone numbers of referees), to **Dr. Tracy Lewis, Chairperson of the Search Committee, Department of Modern Languages and Literatures, Rich Hall, Oswego State University, Oswego, NY 13126.** Review of applications will begin immediately and will continue until the position is filled.

Oswego State University is an Affirmative Action Employer

UNIVERSITY OF NEW HAVEN

Notice of Faculty Vacancy in Art

EDUCATION. Assistant or Associate Professor of Graphic Design and Coordinator of Art, tenure-track beginning on January, 2000. Responsibilities include teaching graphic design courses including computer graphics and courses in other applied areas, coordinating art program, building enrollments in graphic design, supervising and maintaining computer graphics lab, student advising and curriculum development.

Candidates should possess, at minimum, an MFA degree, proven skill in teaching graphic design and computer design, proficiency in the latest versions of Adobe Illustrator, Quark Express and Photoshop, a strong background in at least one other applied area, demonstrated ability to build enrollments in graphic design, and a background in arts administration. Experience in gallery or museum operation, web design, auto CAD, and K-12 art education is also desirable.

Salary is negotiable based on experience. **Application deadline:** October 29, 1999. Please submit letter of application, resume, letters of recommendation and any supporting materials to **Search #99-27A, Human Resources, University of New Haven, 300 Orange Avenue, West Haven, CT 06516.**

The University of New Haven is an Affirmative Action/Equal Opportunity Employer. The University has a diverse student body and is seeking to diversify its faculty.

UNIVERSITY OF FLORIDA

DEAN, COLLEGE OF ENGINEERING

The University of Florida invites nominations and applications for the position of Dean of the College of Engineering. The College, which enrolls about 5,600 (4,000 undergraduate; and 1,600 graduate) of the University's 43,000 students, consists of twelve degree granting departments with 285 faculty and is one of the University's premier colleges. The college ranks 15th among the nation's public engineering programs in the attraction of research support (about $57 million in research expenditures in 1997-98).

The University of Florida, the state's oldest and largest university, is one of the nation's most comprehensive institutions of higher education. The university is a land-grant University and a memmber of the Association of American Universities.

The Dean of Engineering is the chief academic officer of the college and is responsible for all facets of the college's performance. The Dean serves on a variety of university-wide committees and boards and represents the university in many national and international organizations. Also, the Dean will hold a tenured academic appointment in the appropriate department in the College of Engineering, University of Florida.

Candidates must have an earned doctorate, a distinguished record of scholarly accomplishments, and appropriate administrative experience. The salary is nationally competitive.

The deadline for nominations is **Friday, October 15, 1999,** and the deadline for applications is **Friday, October 29, 1999.** Interested candidates should forward a letter addressing his or her qualifications, a resume, and the names, addresses and telephone numbers of five references to:

Vice President Michael V. Martin, Chair
Search and Screen Committee
P.O. Box 110180
University of Florida
Gainesville, FL 32611-0180
Email: MVM@GNV.IFAS.UFL.EDU
Phone: 352-392-1971

The University of Florida is an equal opportunity, equal access, affirmative action employer. The "government in the sunshine" laws of Florida require that all documents relating to the search process, including letters or application/nomination and reference, be available for public inspection.

San Jose/Evergreen Community College District

INVITES APPLICATIONS FOR THE FOLLOWING:

INSTRUCTIONAL TECHNOLOGY INSTRUCTOR

Full-time tenure track position located at Evergreen Valley College. This position will develop and prepare instructional materials to supplement and enhance classroom laboratory instruction across disciplines. REVIEW: 10-15-99

DEAN OF INSTRUCTIONAL TECHNOLOGY

Two full-time Academic management positions. The primary responsibility of the Dean is to provide for the educational welfare of students and the professional needs of the staff in the division. REVIEW: 11-01-99

FOR APPLICATION MATERIALS CONTACT:
Human Resources SJECCD
408-270-6406 or Visit our website
www.sjeccd.cc.ca.us

UNIVERSITY OF SOUTHERN CALIFORNIA

The Law School of the University of Southern California

POSITION DESCRIPTION - DEAN OF THE SCHOOL

The University of Southern California is inviting applications and nominations for the position of Dean of the Law School. The University is located in Los Angeles and is one of the nation's premier private research universities. USC Law School was the first law school established in the southwestern United States, and is now a national law school serving a student body drawn from over 100 undergraduate institutions distributed throughout the nation. It is one of the preeminent law schools in California, and is typically rated among the top 15 or 20 in the country.

USC Law School is relatively small, with an average class size of approximately 200 students and a total enrollment of 600. It has approximately 35 full-time faculty, many of whom have advanced degrees or training in other disciplines in addition to law and are recognized nationally as experts in their respective fields. The Law School's endowment is among the ten largest for private American law schools. The Law School's primary mission is facilitating the production of quality scholarship by its faculty, and training students for the bar, bench and other pursuits to which knowledge about law and the legal system is relevant.

The Dean of the USC Law School is its academic leader and chief administrative officer, and reports directly to the Provost of the University. The responsibilities of the job include: leading the recruitment, development and retention of talented faculty; promoting excellence in the School's educational and scholarly functions, planning and managing fiscal matters; leading the School's fundraising efforts; and maintaining supportive relationships with alumni and with other members of the local bar and bench.

Nominations and applications should be sent to: Randolph Westerfield, Search Committee Chair, c/o Office of the Provost, University of Southern California, Bovard Administration Building, Room 202 - MC 4019, Los Angeles, CA90089-4019. Applications should include: a letter describing the candidate's qualifications for this position; a curriculum vitae; and names, addresses and telephone numbers of three references. Questions may be directed to **Bill Strippoli, Director of Information Resources, Office of the Provost (213-740-0917, 213-740-1782 (fax), strippol@usc.edu).** Review of applications and nominations will begin immediately and will continue until the position is filled.

USC is proudly pluralistic and firmly committed to providing equal opportunity for outstanding men and women. USC actively seeks nominations of and applications from qualified individuals from the broadest possible community.

(AA/EOE)

Position Announcement

Nebraska

UNIVERSITY OF NEBRASKA – LINCOLN

Associate Director of Housing Residence Life

The Associate Director is the senior professional responsible for staff, services, and programs for all student personnel aspects of the residence halls and provides leadership and oversight of the residence life program. The Associate Director is responsible for providing vision and leadership in developing effective residential communities that contribute to student successes. Important elements in the position include: program analyses and development, policy formation, student affairs theory application, learning communities, judicial processes, selection, training and evaluation of professional staff, budget management, strategic planning, the ability to effectively manage multiple priorities on a timely basis, and the ability to work with academic and administrative staff. The Associate Director works closely with four additional senior staff members and the Director, coordinates activities with other campus units, and serves on University-wide committees.

Requirements include a Master's in student personnel, educational administration or related field plus six years relevant experience to include residence life, required. Excellent administrative, supervisory and interpersonal/communication skills necessary. Experience with application of student development theory and residential community development necessary. Experience in higher education environment preferred. Submit cover letter and resume to: Dr. Doug Zatechka, Director of Housing, P.O. 880622, UNL, Lincoln, NE 68588-0622. Review of resumes will begin October 18. Position will remain open until a suitable candidate is found. Protected class individuals are strongly encouraged to apply. UNL is committed to AA/EEO and ADA/504. If you need an accommodation, please call 402-472-7173.

RICE UNIVERSITY

http://www.rice.edu/

Lee Hage Jamail Chair in Latin American Literature

The Department of Hispanic and Classical Studies **http://www.ruf.rice.edu/~span/** invites applications for the newly created Lee Hage Jamail Chair in Latin American Literature. Appointment at the rank of Full or Associate Professor, effective July 1, 2000. Area of specialization open. We aim to hire a versatile scholar of Latin American literature and culture, with strong theoretical and interdisciplinary interests, a distinguished record in publications and professional activities, and a serious commitment to both graduate and undergraduate teaching. Native or near-native command of Spanish. Send letter of application, c.v., and three letters of recommendation, postmarked no later than November 15, 1999, to **Maarten van Delden, Chair, Search Committee (span@rice.edu), Department of Hispanic and Classical Studies, MS-34, Box 1892, Rice University, Houston, TX 77251-1892.**

Rice University is an equal employment / affirmative action employer. Minorities and women are encouraged to apply.

UNIVERSITY OF MARYLAND

Faculty Position(s)

Professor of Management, Finance and/or Leadership

The Maryland School of Public Affairs is seeking a senior professor who will take a leading role in its Management, Finance & Leadership specialization.

For full information visit our web site: http://www.puaf.umd.edu/employment_section.htm

As an affirmative action/equal opportunity employer, the School particularly welcomes applications from women and minority candidates.

Broward Community College

DIRECTOR OF INSTRUCTIONAL DESIGN

#911, South Campus

BCC seeks an enthusiastic, highly motivated indiv. to provide leadership & expertise to support the successful integration of tech. into teaching and learning. The Director of Instructional Design will lead initiatives to transform courses from traditional delivery to delivery by distance educ. & distributed educ. technologies. This person will guide faculty in the design or redesign & development of course goals, content and instructional strategies for courses to be delivered on-line. The Director of Instructional Design will implement a comprehensive faculty development program to encourage the thoughtful application of tech. in the classroom & on the web.

MA/MS plus three yrs. exp. integrating tech. into the teaching/learning process, knowledge of multimedia instructional tech (especially the web), distance educ., & instructional design & assessment methodologies; & demonstrated ability to design, create & deliver instructional materials using appropriate development tools, & to train & lead faculty in these endeavors. Successful candidates must have strong project mgmt., written and oral communication skills. Higher educ. teaching exp. is desirable. Sal: $39,867-$65,100. Closing date: 10/14/99.

The salary for this position is negotiable. A letter of application and resume indicating the **position #911** & transcripts must be rec'd by 3:00 PM on or before Oct. 14, 1999 at **Broward Community College, HR Dept., 225 E Las Olas Blvd., Ft. Lauderdale, FL 33301,** or **call (954) 761-7450** for an official app.

Equal Access/Equal Opportunity Institution.

OSWEGO

SOCIOLOGY

Tenure track Assistant Professor position at Oswego State University beginning Fall 2000.

The candidate is expected to have experience in teaching sociology of work and organizations, and/or sociology of business. Ability to support an MBA program, experience in outreach to local/regional business and government organizations, interest in global/comparative is desired, but not required. Completed Ph.D. in Sociology strongly preferred. Advanced ABDs in Sociology will be considered. The deadline for receipt of all application materials is November 15, 1999. Send cover letter, curriculum vita, official transcripts, three letters of reference, teaching evaluations, sample syllabi, publication/writing samples to

Hank Vandenburgh
Co-Chair, Search Committee
Department of Sociology
313 Mahar Hall
Oswego State University
Oswego, NY 13126

Direct inquiries to **vandenbu@oswego.edu.**

Minority and women candidates are especially encouraged to apply. Oswego State University is an Affirmative Action Employer.

USF
UNIVERSITY OF SAN FRANCISCO

SOCIOLOGY OF GENDER

Pending approval and funding, the Department of Sociology at the University of San Francisco invites applications for a tenure-track position in Gender at the Assistant Professor level, anticipated to begin in the Fall 2000. Additional expertise in one or more of the following areas would be desirable: family, race and ethnicity, or research methods.

Teaching responsibilities: may include inter alia, Sociology of Gender, Sociology of the Family, Race and Ethnicity, and Research Methods. Normal teaching load is three courses per semester. The Department contributes to the Women's Studies, Latin American Studies, Ethnic Studies, Peace and Justice and Legal Studies certificate programs as well as the social science course offerings in the General Education Curriculum.

Qualifications: Candidates must have university teaching experience, a strong commitment to teaching, evidence of scholarship, an earned doctorate in Sociology by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University. The candidate will be expected to develop an independent and ongoing research program.

Send applications to: **Michael J. Webber, Chair, Sociology Search Committee, Department of Sociology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.**

GLOBALIZATION

Pending approval and funding, the Department of Sociology at the University of San Francisco invites applications for a tenure-track position at the Assistant Professor level, anticipated to begin in the Fall 2000. We are interested in candidates who specialize in any aspect of globalization, including global environmental issues, international migration, development/underdevelopment, border studies, multinationals and the international division of labor, women in development, cultural globalization, inequality, etc.

Teaching responsibilities: may include inter alia, Globalization, Global Population and Consumption, Environmental Sociology, Global Inequality, Women in Development, Environmental Racism as well as general Sociology courses. Normal teaching load is three courses per semester. The Department contributes to the Women's Studies, Latin American Studies, Ethnic Studies, Peace and Justice and Legal Studies certificate programs as well as the social science course offerings in the General Education Curriculum.

Qualifications: Candidates must have university teaching experience, a strong commitment to teaching, evidence of scholarship, an earned doctorate in Sociology by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University. The candidate will be expected to develop an independent and ongoing research program.

Send applications to: **Michael J. Webber, Chair, Sociology Search Committee, Department of Sociology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.**

PUBLIC RELATIONS

Pending approval and funding, the University of San Francisco invites applications for a tenure-track position in Public Relations at the Assistant Professor level, anticipated to begin in the Fall 2000.

Teaching responsibilities: may include inter alia, Public Relations Writing, Public Relations Theory, Public Relations Research and Campaigns, Public Speaking, and other courses according to the candidate's specialty. Competency in related areas, such as advertising and organizational communication is also desirable. The faculty member will assist in building a public relations program, develop and advise the PRSSA chapter, and assist with Public Relations internships. Because the University of San Francisco is a Jesuit institution situated in a culturally diverse region, the new program will emphasize nonprofit and international PR; professional public relations experience in either of these areas is extremely desirable.

Qualifications: University teaching experience, evidence of a strong commitment to teaching, evidence of scholarship, an earned doctorate by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required. The candidate will be expected to develop an independent and ongoing research program.

Send applications to: **Rhonda Parker, Chair, Public Relations Search Committee, Department of Communication Studies, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.**

COORDINATOR OF EXPOSITORY WRITING

Pending approval and funding, the Department of Communication Studies at the University of San Francisco invites applications for a full time tenure-track position in Expository Writing at the Assistant or Associate Professor level, anticipated to begin in the Fall 2000. The Department of Communication Studies incorporates English as a Second Language, Expository Writing, and Speech/Rhetoric.

Responsibilities include: Coordinating the undergraduate Expository Writing program, teaching two to three expository writing courses per year and collaborating with other Communication Studies faculty to advance curriculum development and to integrate speech and writing as communication skills.

Qualifications: University teaching experience, a strong commitment to teaching, evidence of scholarship, an earned doctorate by Fall 2000, academic program administrative experience, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required. The candidate will be expected to develop an independent and ongoing research program.

Send applications to: **Stephanie Vandrick, Chair, Expository Writing Search Committee, Department of Communication Studies, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.**

Established as San Francisco's first institution of higher learning in 1855, the University of San Francisco presently serves 8000 students in the arts and sciences, business, education, nursing, law, and professional studies. The University is a private, Catholic and Jesuit Institution and particularly welcomes candidates who will positively contribute to such an environment.

INTERNATIONAL MEDIA/VIDEO OR MULTIMEDIA PRODUCTION

Pending approval and funding, the Media Studies Program at the University of San Francisco invites applications for a tenure-track position in International Media with a second specialization in Production, at the Assistant Professor level, anticipated to begin in the Fall 2000.

Teaching responsibilities: may include inter alia International Media, Media and Globalization, Media and New Technology and/or Video or Multimedia Production, and other courses according to the candidate's specialty. Competency in one or more of the following core courses is also necessary: Media and Society, Media Institutions, Media Law and Policy, Media Theory, Media Audience.

Qualifications: University teaching experience, evidence of a strong commitment to teaching, evidence of scholarship, an earned doctorate by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required.

Send applications to: **Bernadette Barker-Plummer, Chair, International Media Search Committee, Department of Media Studies, University of San Francisco, 2130 Fulton Street, Harney 243, San Francisco, CA 94117-1080.**

Applicants should submit a letter of application, curriculum vitae, graduate transcripts, brief description of research plans, copies of recent research papers, statement of teaching philosophy, evidence of teaching ability including copies of teaching evaluations, and three letters of recommendation. Applications must be received by October 15, 1999, in order to ensure full consideration.

The University of San Francisco is a private, Catholic and Jesuit institution
and particularly welcomes candidates
who will positively contribute to such an environment.
USF is an Equal Opportunity and Affirmative Action Employer, and will provide
reasonable accommodations to individuals with disabilities upon request.
We particularly encourage minority and women applicants for all positions.

Washington State University

ASSISTANT SOIL SCIENTIST/ EXTENSION SPECIALIST (SOIL FERTILITY/SOIL QUALITY)

Annual, tenure track position, 60% research; 40% extension: **REQUIRED:** Ph.D. in soil science or allied field w/specialization in soil fertility/chemistry, soil microbiology/biology or soil ecology upon hire. Demonstrated performance/interest in extension of information to user groups; ability to communicate orally and in writing. **DESIRED:** Possess broadly based knowledge of agriculture as well as in-depth knowledge of soils/plant nutrition, holistic approach to crop management systems; working knowledge of soil/plant analytical techniques; demonstrated ability to conduct research in the field, establish and maintain plots so as to combine novel experimental design analysis with best agronomic practices of crop and local conditions; provide innovative direction and function in individual and team oriented extension/research activities; supervise staff/students; demonstrate innovative ideas to communicate with broad audiences; promote positive interpersonal skills in relations with clientele. **DEADLINE:** January 31, 2000 or until position is filled. **SEND:** letter addressing qualifications, vita, copies of transcripts, three letters of recommendation to **Dr. Thomas A. Lumpkin, Department of Crop and Soil Sciences, P.O. Box 646420, WSU, Pullman, WA 99164-6420.**

QUESTIONS: Dr. R. James Cook, ph. 509-335-3722 or fax 509-335-8674

EOE/AA/ADA

THE UNIVERSITY OF MICHIGAN
Department of Communication Studies

FACULTY OPENINGS 1999 - 2000
ASSISTANT/ASSOCIATE/PROFESSOR OF COMMUNICATION STUDIES

Communication Studies — The University of Michigan Department of Communication Studies seeks applicants for several faculty positions. Growing department emphasizes mass communication as a social phenomenon and the study of mass media systems, processes, contexts, and effects.

Positions available, and possible areas of research and teaching, are as follows.

Position 1: Television Studies (aspects of the industry or production, audience reception, or technology). Secondary interests in additional areas of gender studies or race would be welcome. This position will be a joint (50%) appointment with the Program in Film & Video Studies. Appointment likely at assistant professor level, but more advanced candidates will also be considered.

Position 2: Media and Public Affairs (media and government, issues of freedom of expression, public opinion, media and politics, media policy, comparative media systems). Appointment likely at assistant professor level, but more advanced candidates will also be considered.

Position 3: Media Systems (history of media systems, media organizational routines, international media systems, new media technology, media economics). Appointment likely at assistant professor level, but more advanced candidates will also be considered.

The University of Michigan is a nondiscriminatory/affirmative action employer. Applicants should identify position of interest and send a vita, three letters of recommendation, and evidence of teaching effectiveness.

SEND APPLICATIONS TO: **Search Committee**
Department of Communication Studies
The University of Michigan
2020 Frieze Building
Ann Arbor, MI 48109-1285.

DEADLINE: Evaluation of applicants will begin immediately and continue until positions are filled.

TRUMAN
STATE UNIVERSITY

Head, Division of Business and Accountancy

Truman State University invites applications and nominations for the position of Head of the Division of Business and Accountancy. The Division of Business and Accountancy consists of 26 full-time faculty and 6 staff serving 1100 undergraduate majors in accounting and business administration. The Division also offers a graduate program in accountancy. The Division has received accreditation from the AACSB - International Association for Management Education for both its business and accounting programs. The Division is housed in a recently renovated structure with state of the art technology-equipped classrooms.

The Division Head is an important academic leader and administrator, responsible for all divisional matters. The duties of Division Head are far-reaching, incorporating responsibilities similar to those of both dean and department chair in more traditional administrative models. Academic Affairs at Truman is organized into 11 academic divisions, 8 of which grant degrees in 43 undergraduate and 9 graduate programs. A Division Head leads each division, reporting directly to the Vice President for Academic Affairs. Truman's unique administrative structure emphasizes faculty and student interaction. The Division Head must have an institutional perspective and support the University's mission as a public liberal arts and sciences institution. The salary is commensurate with the responsibilities required.

Responsibilities include:

- Supporting and promoting student learning and high achievement in the context of a public liberal arts and sciences university
- Providing leadership for the division and serving as an advocate for divisional needs and programs
- Supporting University and Divisional assessment by disseminating data and using it in decision making and encouraging its use by faculty and staff
- Supporting faculty in teaching, professional development, intellectual contributions, and in their collaborations with students
- Administering Division budget
- Recruiting, hiring and providing recommendations for tenure and promotion for division faculty
- Establishing and maintaining relationships with other external constituencies and directing divisional fund raising activities

Qualifications include:

- Ph.D. or other degree appropriate to the Division's programs
- Evidence of a strong academic record and excellence in teaching and scholarship
- Excellent interpersonal skills and the ability to work cooperatively, building consensus in decision making
- Evidence of administrative experience and the potential to lead and work with faculty and direct divisional fundraising activities
- Understanding of, and support for, the liberal arts
- Understanding of, and commitment to issues of diversity

Truman State University is Missouri's premier public liberal arts and sciences university. The University is consistently recognized as one of the nation's best educational values. Truman was recognized by U.S. News & World Report as the number one public regional university in the Midwest and it was recently selected as one of the top 100 best college buys by America's 100 Best College Buys 2000. With a student population of just over 6,200 students, Truman has received national recognition for its institutional assessment program, competitive student body, excellent undergraduate and select graduate programs, and its overall effectiveness as an institution. The University is located in Kirksville, a rural community of just over 17,000, which is 3-4 hours from Kansas City, St. Louis, and Des Moines, Iowa.

Interested candidates should submit a letter of application, a current curriculum vitae, a statement of educational and administrative philosophy, and complete undergraduate and graduate transcripts. Candidates should provide a list of names, addresses (including e-mail) and phone numbers of no less than four persons who may be contacted as references. Candidates who are identified for further review will be asked to forward three confidential letters of reference directly to the University.

Application materials should be sent to:

Garry Gordon, Vice President for Academic Affairs
Truman State University, McClain Hall 203
100 East Normal Street
Kirksville, MO 63501

Screening of complete applications will begin November 15, 1999 and continue until a suitable candidate is hired. The anticipated date of appointment is July 1, 2000, but is negotiable.

Truman is an equal employment opportunity institution committed to cultural diversity and compliance with the Americans with Disabilities Act.

http://www.truman.edu

ST. PHILIP'S COLLEGE
A Point of Pride in the Community

PRESIDENT

(Extended Search)
(99239)

St. Philip's College, one of four colleges in the Alamo Community College District, invites candidates for this executive position. Located near downtown San Antonio, Texas, St. Philip's College offers strong programs in health, business and industrial careers and other vocational fields. Through articulation agreements, this community college also offers arts and sciences course work that directly transfers to four-year educational institutions. SPC has established a national reputation in instructional and learning resource technology and is the site of one of ten national Technology Transfer Centers supported by IBM and the League for Innovation in the Community College. For more information, visit our web site at www.accd.edu.

The President is expected to serve as a team leader in concert with the District Chancellor, Executive Vice Chancellor, other college presidents, faculty and staff. The successful candidate will have the vision and energy to address the educational/technological demands of the 21st century, and will possess at least:

- An earned Doctorate degree from an accredited institution
- Three (3) years full-time college teaching experience
- Three to five (3-5) years administrative experience (minimum as department chairperson)
- Some community college experience required

Must submit the following: (1) letter of interest reflecting your views on the role of a president and how your background can serve as a positive influence for a diverse student population, (2) comprehensive resume/vitae, (3) three letters of recommendation, and (4) photocopies of transcripts. Selectee subject to criminal history check. Incomplete packages may not be considered.

Deliver or postmark materials by October 15, 1999 to:

Trina Diehl, Interim Employment/EEO Manager
Alamo Community College District • Human Resources Department
201 W. Sheridan • San Antonio, Texas 78204
www.accd.edu/accd/hr/hr.htm • emresume@accd.edu
(210) 208-8051 • Fax: (210) 208-8052 • EEO Employer

USF University of South Florida

The Florida Virtual Campus at the **University of South Florida** seeks applicants for a full time **Executive Director.** Successful candidate must demonstrate dynamic leadership, capability of creating a new organization from the ground up and an ability to work effectively with the leadership at both the institutional and system levels. Master's degree and five years appropriate experience required. An earned Doctorate is preferred. Successful education or industry experience with responsibility for delivery of postsecondary distance learning programs, or coordination of system level distance learning and the personal characteristics to develop collaborative responses from a wide-range of groups is required. Direct experience in program development and assessment, program and policy formulation regarding distance learning programs, and ability to work with both the Community College and State University System is preferred. Salary commensurate with experience. Interested candidates should submit a letter of interest, current curriculum vitae, and the names, postal/email addresses and telephone numbers of three professional references. Address all communications to:

C. Welch
Human Resources
USF-4202 E. Fowler Avenue
SVC 2172
Tampa, Florida 33620

Completed applications will be reviewed beginning September 21, 1999, and remain open until a qualified candidate is determined.

USF is an Equal Opportunity/Equal Access/ Affirmative Action Institution.

University at Buffalo
The State University of New York

SCHOOL OF SOCIAL WORK

RECRUITING FOR THREE POSITIONS

RESEARCH PROFESSOR AND DIRECTOR, Center for Research on Children and Youth: Applications are being invited for a newly created tenured position in the School of Social Work (associate or full) to provide leadership to an interdisciplinary research center that focuses on issues related to the needs of children and families. Requirements include an earned Doctorate in Social Work/Social Welfare (preferred) or a closely related field (e.g., Education, Sociology, or Psychology) and an established record of scholarship and externally funded research.

ASSOCIATE DEAN FOR RESEARCH: Applications are being invited for a tenured position (associate or full) to provide leadership in carrying out the school's research mission and interface between the school's two research centers: ***UB Center for Research on Urban Social Work Practice*** and ***Center for Research on Children and Youth.*** Requirements include a MSW and a Doctorate in Social Work/Social Welfare (preferred) or a closely related field, an established record of social work scholarship and externally funded research, and familiarity with the broad range of social work research.

FACULTY POSITION (RANK OPEN): Applications are being invited for a faculty position. Requirements include a MSW and a Doctorate in Social Work/Social Welfare (preferred) or a closely related field, an established record of scholarship and research, and an ability/interest to teach at the MSW and Doctoral levels.

The University at Buffalo, a Carnegie Foundation Category I Research University, is New York's premier public center for graduate and professional education, and the state's largest and most comprehensive public university. The School of Social Work enrolls over 380 students and offers an MSW and Ph.D. and a dual degree in social work and law. Faculty have established an outstanding record of research, scholarship, and community outreach in such areas as aging policy, child welfare, substance abuse, poverty, health/mental health services, and multicultural social work.

DEADLINE: December 15 or until the positions are filled. Please submit a letter of application, curriculum vitae, samples of scholarship, and the names of three references to: Andrew Safyer, Ph.D., Chair, Personnel Committee, School of Social Work, University at Buffalo, 685 Baldy Hall, Buffalo, NY 14260-1050

Visit our website at: www.socialwork.buffalo.edu

The University at Buffalo is an affirmative action, equal opportunity employer with a commitment to the principle of diversity. In that spirit, applications from women, minorities, and persons with disabilities are strongly encouraged. No person, in whatever relationship with the State University of New York at Buffalo, shall be subject to discrimination on the basis of age, creed, color, handicap, national origin, race, religion, marital or veteran status, or sexual orientation.

SARAH LAWRENCE COLLEGE

SARAH LAWRENCE COLLEGE SEEKS CANDIDATES FOR A TENURE-TRACK POSITION IN FILM STUDIES

Candidates should have a Ph.D. in film or a related discipline and should have some teaching experience. Their field of specialization may be any period or movement in film history, any area of the world that has produced significant films, any aspect of film theory or any approach to film criticism. Whatever their specialities, candidates should have broad interests and be able to teach a wide range of courses in film history, theory, and criticism. Moreover, they should be able to connect film studies with other fields of study, with the practice of the arts, and with the larger culture and society. Sarah Lawrence is a small liberal arts college with an orientation toward the arts and an emphasis on teaching; individual attention to students is an integral part of the curriculum. Applicants should send resumes, letters of recommendation, and samples of critical or scholarly writing to: **Professor Gilberto Perez, Film Studies Search Committee, Sarah Lawrence College, 1 Mead Way, Bronxville, NY 10708.** We will start looking at applications in late September and will accept them until November 15th. Sarah Lawrence College is an equal opportunity employer, women and minorities are encouraged to apply.

Wheelock
COLLEGE

Founded in 1888, Wheelock College is an urban-based, higher-education institution with a mission to improve the quality of life for children and families by providing a sound liberal and professional education, by contributing to the knowledge of experienced professionals in the field, and by influencing the development of social policy as it impacts children and families. In its curriculum and as a community, Wheelock is committed to diversity and multiculturalism.

Faculty Positions: 2000/2001 Academic Year

The Graduate School Care and Education Department seeks assistant/associate professors: **Elementary Education**, tenure-track, to teach a variety of courses, supervise student teachers, advise students and participate fully in the activities of a network of professional development sites. Ph.D. in education and successful teaching at the elementary level required. Sub-specialty in literacy, or mathematics and/or science education, and successful previous college teaching experience desired. **Teaching Students With Special Needs**, tenure-track, to assume leadership for a fourteen-month dual certification program in special education and elementary education, including teaching, advising, and full participation in the activities of a network of professional development schools. Ph.D. in Special Needs or related field, successful college teaching experience required. Previous K-12 teaching experience desired. **Send cover letter, curriculum vitae, statement of teaching philosophy, samples of scholarly work, and names of three references to: Dr. Albert DeCiccio, Dean of the Graduate School. Review of applications will begin 11/1/99 and continue until position is filled.**

The Undergraduate Division of Professional Studies seeks an assistant/associate professor in Early Childhood Education, tenure-track, to prepare undergraduate students to teach in birth through age 5 and kindergarten through grade 3 inclusive programs. Requires a terminal degree in early childhood, early childhood special education, or a related field. Professional focus in special education or childcare administration and leadership, and expertise in multicultural education and integration of writing skills across the curriculum are particularly sought. Field experience with children ages birth through 8 is desired. **Send curriculum vitae, letter detailing philosophy of teaching, and two letters of reference to: Nancy Hutchins, Assistant to the Undergraduate Dean. Review of applications will begin 10/20/99 and continue until position is filled.**

The Undergraduate Division of Arts and Sciences seeks an assistant/associate professor of history, tenure-track. The Humanities Program at Wheelock seeks a European historian with specialty in the relationship between Europe and one of its former colonial areas, preferably Africa or Latin America. Competency in integrating writing across the curriculum desirable. Ph.D. required; college teaching experience preferred. **Send curriculum vitae, two letters of recommendation and a statement of teaching philosophy to: Marjorie Hall, Chair, History Search Committee. Review of applications will begin 11/1/99 and continue until position is filled.**

Faculty/Administration Position: January, 2000

Wheelock College seeks Director of First Year Programs and faculty member in Human Development Education or related Human Services Field to assume responsibility for entry and development of first year students. The successful candidate will demonstrate capacity to integrate student academic, co-curricular, and community life into a cohesive experience. Ability to work effectively with students and faculty is essential. Dual faculty/administrative appointment includes teaching required freshman course(s) and course(s) in field of specialty. Ph.D. preferred, with prior teaching and administrative experience relating to adolescents and/or young adults. **Send curriculum vitae, two letters of recommendation and a statement of teaching philosophy to: Dr. Helen Regan, Vice President for Academic Affairs. Review of applications will begin 11/1/99 and continue until position is filled.**

Wheelock College, 200 The Riverway, Boston, MA 02215.

Wheelock College is an Equal Opportunity/Affirmative Action Employer and a member of the Colleges of the Fenway consortium.

www.wheelock.edu

UNIVERSITY OF NEW HAVEN

Assistant/Associate Professor of Physics and Education

Ph.D. in Physics. 3 years minimum experience teaching physics at the college level on a full-time status, experience training K-12 science teachers, well-versed in computer software for physics teaching. This position has a full-time teaching load with courses in both physics and education. Successful candidate will aid in the development on a Web page to include interactive learning modules for physics topics, collaborate on "in-service" workshops, and in the development of grant proposals in physics and education. The position will also help coordinate activities within the Physics Dept. Send cover letter, current vitae, and at least three professional references to **Search Committee Chair, Search Committee #99-41, University of New Haven, 300 Orange Avenue, West Haven, CT 06516.** At least one reference must address the candidate's teaching ability. The search will begin immediately and continue until a qualified candidate is selected. The position will begin on either January 1, 2000, or on September 1, 2000, depending on the candidate's availability.

UNH is an Equal Opportunity Employer. Individuals of color and members of other under-represented groups are strongly urged to apply. The University seeks to diversify its faculty.

UNIVERSITY OF MARYLAND

Tenured/Tenure-track Professor
Environmental Policy

The Maryland School of Public Affairs is seeking a professor (rank open) to take a leading role in its Environmental Policy Program.

For full information visit our web site:
http://www.puaf.umd.edu/employment_section.htm

As an affirmative action/equal opportunity employer, the School particularly welcomes applications from women and minority candidates.

GEORGIA STATE UNIVERSITY

The Department of Economics seeks to fill two or more tenure track positions at any rank (but most likely at the junior level) in the fields of **Urban Economics and Regional Economics; Health Economics and Health Care Finance;** and possibly in **Environmental Economics**. These positions are subject to budgetary approval. Please send a letter of inquiry to: **Kalilah Ealy, Recruiting Secretary, Department of Economics, Andrew Young School of Policy Studies, Georgia State University, University Plaza, Atlanta, GA 30303.** An equal opportunity educational institution and an equal opportunity/affirmative action employer.

CHANCELLOR

THE UNIVERSITY OF TEXAS SYSTEM

After 7 years of exemplary service as Chancellor, William H. Cunningham has announced his intention to retire no later than the end of August 2000. The University of Texas System Board of Regents announces a nationwide search to recruit the next Chancellor of the System.

First authorized by the State Constitution in 1876, The University of Texas System is composed of 9 academic institutions (Arlington, Austin, Brownsville, Dallas, El Paso, Pan American, Permian Basin, San Antonio, and Tyler) and 6 health institutions (Dallas, Galveston, Houston, San Antonio, M.D. Anderson Cancer Center in Houston, and Tyler) and includes 4 medical schools, 2 dental schools, and 7 nursing schools. The System enrolls over 145,000 students, employs over 76,000 persons, and has an annual operating budget of over $5.4 billion. The System also manages a $12 billion portfolio.

The University of Texas System faculty are consistently honored by their peers, professional associations, and other organizations for contributions to their academic fields and for their roles as outstanding teachers. Honors and distinctions among the System's internationally distinguished faculty include 7 Nobel laureates, 1 Pulitzer Prize recipient, 32 members of the National Academy of Sciences, 45 members of the National Academy of Engineering, 37 members of the American Academy of Arts and Sciences, 21 members of the Law Institute, and 32 members of the American Academy of Nursing.

As the Chief Executive Officer of the System, the Chancellor reports directly to the Board of Regents and is responsible for executing the policies and procedures of the Board. The Chancellor serves as one of the State's senior advocates for higher education and interacts extensively with elected officials; the business, educational, philanthropic, and professional communities; and the general public. Reporting directly to the Chancellor are the Executive Vice Chancellor for Academic Affairs, Executive Vice Chancellor for Business Affairs, Executive Vice Chancellor for Health Affairs, Vice Chancellor and General Counsel, Vice Chancellor for Governmental Relations, Vice Chancellor for Development and External Relations, Vice Chancellor for Information Technology and Distance Education, Vice Chancellor for Federal Relations, Vice Chancellor for Special Engineering Programs, Director of Audits, and Executive Associate.

Applications and nominations should be sent to the address below. Review of candidate files will begin immediately and will continue until the new Chancellor is selected.

R. William (Bill) Funk
Managing Director-Education Practice
Korn/Ferry International
500 N. Akard
3232 Lincoln Plaza
Dallas, Texas 75201

--The University of Texas System is an equal opportunity/affirmative action employer--

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NORTHERN ILLINOIS
UNIVERSITY

PRESIDENT

After 14 years of dedicated and accomplishment-filled service as President of Northern Illinois University, John La Tourette has announced his intention to retire in early 2000. The Board of Trustees of NIU announces a nationwide search to recruit Dr. La Tourette's successor.

Chartered in 1895, Northern Illinois University is a comprehensive teaching and research institution with a student enrollment of over 22,000. Located in one of the most dynamic regions of the country with its main campus in the City of DeKalb. Northern also operates regional sites in Rockford, Hoffman Estates, Oregon, and Naperville (scheduled to open Fall 2000). The University is composed of seven degree-granting colleges that together offer 54 undergraduate majors and 70 graduate majors, including 10 Ph.D programs, doctoral degrees in Education and the Juris Doctorate. Northern is a NCAA Division IA school and the NIU Huskies compete in the Mid-American Conference. For fiscal year 1999, NIU's operating budget was $256.7 million.

Reporting directly to the Board of Trustees, the President is responsible for the effective general management of the University.

Please send applications and nominations to the address below. Review of candidate materials will begin immediately and will continue until a new President is selected.

Korn/Ferry International Education Practice
Attention: NIU
500 N. Akard
3232 Lincoln Plaza
Dallas, Texas 75201
Fax: 214-954-1849
Email: krisha.creal@kornferry.com

Northern Illinois University is an equal opportunity/affirmative action employer

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NEW MEXICO STATE UNIVERSITY

PRESIDENT

The Board of Regents invites nominations and applications for the position of President of New Mexico State University. NMSU, a comprehensive land-grant university, is a Carnegie I Research Institution, a Title III Minority Institution, and a member of the Hispanic Association of Colleges and Universities. The University serves over 15,000 undergraduate and graduate students on the main campus in Las Cruces, New Mexico, and 8,000 students on four branch campuses. With an operating and plant funds budget exceeding $397 million, including a funded research budget of over $112 million, the University provides a broad range of teaching, research, and extension services. In addition, NMSU and its Board of Regents are responsible for the operation of the New Mexico Department of Agriculture and research and educational programs worldwide.

The successful presidential candidate will exhibit a commitment to excellence in teaching, research, extension education and public service; have demonstrated fundraising abilities; possess the ability to successfully communicate the University's mission to its various constituencies; have the vision to continue leading the institution into national and international prominence; and demonstrate the leadership and administrative skills required to effectively manage a complex university in a multicultural environment.

The Committee will begin reviewing applications in November 1999. Application materials and/or nominations should be addressed to:

Mr. R. William Funk
Managing Director
Education Practice
Korn/Ferry International
500 N. Akard, Suite 3232
Dallas, Texas 75201

NMSU is an EEO/AA Employer
and encourages the nominations and candidacies of women and minorities.

ORANGE COAST COLLEGE

DEAN

COUNSELING & MATRICULATION

Orange Coast College, Costa Mesa, CA (**www.occ.cccd.edu**) seeks qualified candidates for a full-time, 12 month per year educational administrator opportunity. Reporting to the V.P. of Student Services, the Dean develops, maintains, and supervises a comprehensive program of counseling services including educational, career, and personal counseling for both day and evening students; make counselor & staff assignments; conduct staff meetings; provide staff development opportunities; conduct performance evaluations; coordinate all aspects of matriculation pgm. minimum qualifications include master's degree (or equivalent), 3 yrs. full-time counseling at the community college level, 2 yrs. admin. exper. as a program instructor, Dept. Chair, Asst. Dean or higher. Knowledge in budgeting and planning, ability to manage and supervise staff, and advocate division's programs desirable. Salary range $57,083-$86,290/yr. plus excellent benefits.

TO APPLY: Call or visit the District Personnel office to obtain a complete job description and required application form, #37-O-00, which must be submitted by the closing date of 10/15/99. Resumes cannot be accepted in lieu of required application.

Coast Community College District
1370 Adams Avenue
Costa Mesa, CA 92626
(714) 438-4714 or 438-4715
Equal Opportunity Employer
www.cccd.edu

SARAH LAWRENCE COLLEGE

ANTICIPATES A FULL-TIME, TENURE-TRACK POSITION IN THE LITERATURE DIVISION

We are looking for a person qualified to teach courses and direct independent projects in two areas of specialization: English poetry and Gay and Lesbian Studies. The ideal candidate will center in Romantic Poetry in English, but stretch either backwards to include the Augustans or forward to Modernism. In addition to courses focusing on poetry, he or she will be qualified to teach interdisciplinary courses in Lesbian and Gay Studies which could incorporate other literary genres and historical periods, as well as consider social and cultural questions that are relevant to issues of gender and sexuality. Candidates must show serious scholarly potential in both fields and have Ph.D. in hand by August, 2000. Interested applicants should send a dossier including letter of interest, curriculum vitae, writing sample, and three letters of recommendation to **William Shullenberger, Chair, Literature division, Sarah Lawrence College, 1 Meadway, Bronxville, NY 10708.** For information on Sarah Lawrence College, our curriculum and the individual conference system, please see our website at **http//www.slc.edu.** Sarah Lawrence College is an Equal Opportunity Employer.

OSU
PRESIDENT

OKLAHOMA STATE UNIVERSITY

Vice President for Student Affairs

Main Campus

The Vice President for Student Affairs provides vision and leadership for the Division of Student Affairs on the main campus of Oklahoma State University in Stillwater, Oklahoma.

Oklahoma State University is a comprehensive research and land grant university with state, national and international impact. The Stillwater campus enrolls over 20,000 students in six undergraduate colleges, the Graduate College, and the College of Veterinary Medicine, offering more than 200 academic programs. In addition to teaching, research, and service, leadership development is an OSU hallmark. Over 300 student organizations offer co-curricular and pre-professional activities. The Division of Student Affairs has a staff of almost 450 and an annual operating budget of more than $46 million. Additional information about Oklahoma State University and the Division of Student Affairs may be obtained at **http://www.okstate.edu** or at **http://www2.okstate.edu/studentaffairs.**

The Vice President for Student Affairs reports to the Executive Vice President of the University and serves as a member of the President's Executive Group. The Vice President is responsible for the development, implementation, and oversight of programs and services to support the educational, social, and personal development of students, building a spirit of community on the campus. Major functional areas of the Division of Student Affairs include Campus Life and Student Organizations; Student Union Bookstore, Food Court and Dining Room; Residence Halls, Suites and Apartments; Campus Recreation; Student Health and Wellness; Counseling Services; and Career Services.

Qualifications:

The successful candidate will demonstrate imagination, leadership and managerial skills, including fiscal accountability; exemplary interactions with students, effective communication skills in both written and verbal form, strong support for diversity; success in one or more of the major functional areas of Student Affairs, or comparable experience in a university setting; and a passion for student success and academic excellence. An earned doctorate is preferred; however, comparable experience and professional credentials may be given equal consideration.

To be assured full consideration, completed applications should be received by December 1, 1999. Screening will begin on that date and will continue until the position is filled. Applications should include a letter of interest including your view of the potential contributions of an innovative Student Affairs organization in a comprehensive public university, and the names, addresses, and telephone numbers of at least five professional references. All nominations and applications (with supporting materials) should be addressed to:

Vice President for Student Affairs
Search Committee
107 Whitehurst – Oklahoma State University
Stillwater, Oklahoma 74078-1015

OSU is an Affirmative Action/
Equal Opportunity Employer

OSWEGO

MASS COMMUNICATION/ PUBLIC RELATIONS

Tenure track appointment to begin January 2000 or August 2000 depending on availability. Primary responsibilities will be teaching research in public relations and mass communication and other coursework in mass communication depending on specialty. Background in public relations, media effects, organizational communication, corporate communication and/or public opinion research desirable. Committee work and advisement is required. Ph.D. in mass communication required by the time of appointment plus evidence of teaching excellence and scholarly activity. Rank negotiable. Send letter of application, vita, official transcripts and three letters of reference to:

PR Search Committee
Communication Studies
Oswego State University
Oswego, New York 13126

Review of applications will begin November 10, 1999 and will continue until the position is filled.

Women and minorities are encouraged to apply.
Oswego State University
is an Affirmative Action Employer.

STAFF ASSOCIATE

(Human Resources & Affirmative Action)

Responsibilities include employee recruitment, monitoring of hiring processes, fringe benefits administration, new employee orientation, position classification, labor relations and the administration of collective bargaining agreements and personnel policies for non-unionized employees, worker's compensation and unemployment compensation case management, budgeting, all areas of Affirmative Action, and special projects. Master's Degree in Administration, Labor Relations, Public Administration or a related field and two years related experience (or a Bachelor's Degree and four years related experience). Working knowledge of computerized human resource information systems, (SCT Banner preferred). Experience in a large diversified organization with at least three hundred employees. Background in higher education; experience in dealing with issues related to Affirmative Action including sexual harassment, Section 504 and ADA; and knowledge and proficiency in computer programs such as Microsoft Word, Excel, Access and PowerPoint preferred. $25,000-$49,500 with complete fringe benefits package.

To apply send resume and cover letter indicating POST#149, to the **Associate Dean for Human Resources, Northern Essex Community College, Elliott Way, Haverhill, MA 01830** by NOVEMBER 5, 1999.

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER MINORITIES AND FEMALES ARE PARTICULARLY ENCOURAGED TO APPLY

RHODE ISLAND SCHOOL OF DESIGN

DIRECTOR OF CONTINUING EDUCATION
(SEARCH REOPENED)

The Rhode Island School of Design invites applications for the position of Director of Continuing Education.

Reporting to the Provost, the Director of Continuing Education is responsible for advancing the Continuing Education mission to respond to the educational needs of the community and those who seek opportunities for life-long learning in the arts with open, accessible programs of the highest quality.

The primary responsibilities are to develop, direct, and evaluate all Continuing Education and Special Programs and explore new growth and revenue generating opportunities. The successful candidate should be a leader with experience in the management, development and marketing of extended and continuing education programs; a consensus-builder with a vision for lifelong learning and continuing education; a seasoned manager with an ability to build an enthusiastic, service-oriented team; and an entrepreneur, familiar with the role of computer technology in the field of art and design.

Position requirements include a Master's degree in the arts, art education, adult education or management. Five or more years of experience in the planning, execution, and management of educational programs, preferably in continuing education. Excellent communication skills.

RISD was founded in 1877 as a privately endowed coeducational institution. RISD has approximately 2,000 undergraduate and graduate students and offers degree programs in the fine arts, architecture and design disciplines. The Division of Continuing Education offers evening and weekend classes, as well as an extensive summer program, to more than 5,000 part-time students. Continuing Education has a budget of $2.6 million and 19 full and part-time staff. For more information about the Division, please consult our website at **http://www.risd.edu/**

Competitive salary; excellent benefits.

HOW TO APPLY: Submit an application containing your resume, and a cover letter describing how your qualifications and experience relate to the responsibilities of this position. Review of application will begin October 18, 1999. Mail your application to **Ms. Carol Terry, Chair, Director of Continuing Education Search Committee, Rhode Island School of Design, 2 College Street, Providence, RI 02903-2784.** RISD is an equal opportunity employer who encourages inquiries and application from female and minority candidates. RISD does not discriminate on the basis of race, color, age, sex, religion, national or ethnic origin, sexual orientation or disability.

FLORIDA
GULF COAST
UNIVERSITY

COLLEGE OF HEALTH PROFESSIONS
DEPT OF INTERDISCIPLINARY STUDIES

GERONTOLOGY EXPERTISE

Position #11109. Deadline: 12/6/99. Requires: Earned Doctorate w/emphasis and/or certificate in gerontology services, openness to alt. teaching strategies/technology, student-focused philosophy of education, commitment to diversity, collegial working style, & commitment to interdisciplinary education. Prefer: Three years of health care clinical practice or supervision, certification in a health professions discipline, undergraduate/graduate faculty expc., & expc. with course/curriculum development & grants/contracts. Interdisciplinary expc. which would allow teaching assignments in gerontology (primary) and either health services administration, health professions education or health professions practice (secondary).

HEALTH SERVICES ADMINISTRATION EXPERTISE

Position #11279. Deadline: 12/1/99. Requires: Earned Doctorate with an emphasis in health services administration, openness to alternative teaching strategies and technology, student-focused philosophy of education, a commitment to diversity, collegial working style, and commitment to interdisciplinary education. Prefer: Undergraduate/graduate faculty expc., & expc with course/curriculum development, alt. teaching systems/technology, grants/contracts, expc. in health care clinical practice or supervision and certification in a health professions discipline. Interdisciplinary expc. which would allow teaching in Health Services Administration (primary) and either health professions education or health professions practice (secondary).

Appointments will be made at a rank and salary commensurate with the candidate's experience on a 12-month multi-year appointment basis.

APPLICATION PROCESS: To apply submit two packages (one original and one photocopy) for each position. Each package must include a letter of interest, curriculum vitae, and list of five references postmarked by the deadline date for the position. These positions are available August 2000. Additional information about the above positions can be obtained by calling our 24-hr jobline at 941-590-1111 or visiting our website at **http://admin.fgcu.edu/hr/index.html.** Mail materials to **FGCU, HR Dept, Pos. # (state the position # for which you are applying), 10501 FGCU Blvd. South, Ft. Myers, FL, 33965-6565.**

FGCU is an Equal Opportunity/Equal Access/Affirmative Action Institution which has a commitment to cultural, racial, and ethnic communities and encourages women and minorities to apply.
It is expected that successful candidates share in this commitment.

CORNELL
UNIVERSITY

Position Opening

ASSISTANT, ASSOCIATE OR FULL PROFESSOR OF MARKETING

Responsible for teaching basic and advanced courses in marketing at the graduate level; research in analytical/quantitative or behavioral area(s) of expertise and interests; supervision of doctoral students. Minimum qualification is a doctoral degree at or near completion in marketing or related field. Send applications with a curriculum vitae, a dissertation proposal or abstract (if thesis stage), copies of research papers, and available evidence of teaching quality to: **Professor Vithala R. Rao, S.C. Johnson Graduate School of Management, 351 Sage Hall, Cornell University, Ithaca, NY 14853-6201.** Cornell is an affirmative action/equal opportunity employer.

DIRECTOR OF INSTITUTIONAL RESEARCH

New School University, a private urban university with 6,800 degree students and over 24,000 adult/continuing education students, seeks a Director of Institutional Research. Reporting to the Associate Vice President for Budget and Planning, the individual will be responsible for overseeing data collection among and between the seven divisions of the University and University administration. Responsibilities also include: conceiving and conducting surveys of alumni and students on various issues; developing measures for assessing progress toward University goals; assisting in the preparation and dissemination of data for external audiences; and participating in the redesign of the University's information systems.

A minimum of a master's degree in social sciences, education evaluation or a related field is required (doctorate preferred). We seek an institutional research professional who has knowledge of the data and research requirements for an institutional self-study for accreditation and can coordinate the multiple tasks required for this project. Successful candidates will have strong analytical, writing, and computer skills. The ability to establish and maintain collegial relationships with other offices throughout the University is essential.

Excellent benefits package including free tuition, one month vacation and comprehensive health insurance. For consideration, please submit resume with cover letter and salary requirements to: Nancy Stier, Associate Vice President for Budget and Planning, NEW SCHOOL UNIVERSITY, 66 West 12th Street, Room 703, New York, NY 10011. Affirmative action/equal opportunity employer.

New School University

BROOKDALE
COMMUNITY
COLLEGE

FACULTY OPENINGS

Brookdale Community College is recognized for its vision, excellence in educational practices, effectiveness in meeting diverse and eclectic student needs, utilization of state-of-the-art technology and resources, and its capability to anticipate the current and future needs of the students, citizens and community it serves. The campus is situated in an attractive rural area of Monmouth County, New Jersey, approximately 50 miles south of New York City and 70 miles north of Philadelphia.

The College invites applications for Faculty positions for January 2000. **Brookdale** is an innovative and comprehensive -- open admissions -- two year college with an enrollment of approximately 11,500 credit students (approximately 7,500 FTE). We seek colleagues who share our unequivocal commitment to quality instruction; collaborative relationships and who value service, diversity, innovation and technological literacy. These are full time, tenure track entry level positions.

COMPUTER SCIENCE :** Master's degree in Computer Science or related field. Position involves teaching computer science courses in a two-year career/college transfer program. Preferred knowledge of C, C++, Visual Basic, JAVA, Data Structures, Local Area Networks, Web Design and Microsoft Office suite.

MODERN LANGUAGES: Master's degree in Spanish, ESL or Foreign Language Education required. Fluency in Spanish and English, and willingness to teach nights and Saturdays required. Teaching experience in Spanish and ESL preferred.

SOCIOLOGY: Master's degree in Sociology and strong teaching skills required. Ability to teach Principles of Sociology, Family, Social Problems, Minority and Multi-cultural issues preferred.

Additional Preferences: In addition to the listed requirements for each position, candidates should have familiarity with current technological advances related to the discipline. These positions may require participation in community-based activities. Candidates invited for an in-person interview may be required to present a teaching demonstration.

Salary range for **Instructor level** positions, is **$32,447-$37,314.** Positions are entry level and salary determination will depend on college teaching experience and/or related work experience up to three years.

**The only position that may be staffed at the Assistant Professor level is within the discipline of Computer Science.

APPLICATION PROCESS: Applicants interested in any of the above positions should submit letter of application (indicating desired position), *curriculum vitae*, copies of graduate transcripts and three letters of recommendation to Human Resources via fax at (732) 224-2970, or by mail to the address as noted below. Our Job Hotline telephone number is (732) 224-2281.

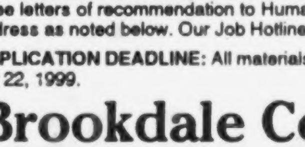
APPLICATION DEADLINE: All materials must be received postmarked/faxed no later than October 22, 1999.

Brookdale Community College

765 Newman Springs Road • Lincroft, NJ 07738

Visit our website: http://www.brookdale.cc.nj.us

Brookdale Community College is an Equal Opportunity/Affirmative Action Employer and its staffing process is pursued through an unwavering commitment to diversity, not only as a compliance responsibility, but as an active conscious effort to build and develop diversity within the faculty and staff.



SARAH LAWRENCE COLLEGE

SARAH LAWRENCE COLLEGE ANTICIPATES A HALF-TIME TENURE-TRACK POSITION IN CHORAL CONDUCTING

The position will include conducting the chorus, the chamber choir, and courses in theory and/or history. Sarah Lawrence College is a small, liberal arts college with strong offerings in the arts. EOE. Application deadline: November 25th, 1999. Send resume and three letters of reference to **Janet Held, Faculty Secretary, Sarah Lawrence College, Bronxville, New York 10708.**

COLUMBIA BUSINESS SCHOOL

The Management Division of the Graduate School of Business of Columbia University has multiple openings for both tenured and tenure track positions in OB/OT/SM beginning July 2000. Positions require strong research and teaching experience with a Ph.D. in a relevant or related field. Candidates should submit a letter of interest, curriculum vitae, three letters of recommendation, a dissertation proposal and samples of current research to

Carolyn Champ
Management Division Coordinator
Columbia Business School
Uris Hall, 3022 Broadway, Room 725
New York, NY 10027-6902
e-mail: cchamp@claven.gsb.columbia.edu

The deadline for completed applications is November 1, 1999.

We take Affirmative Action toward
Equal Opportunity Employment

GOVERNMENT:

COMPARATIVE POLITICS

Starting Fall 2000, tenure-track Assistant Professor. Required: Ph.D. by time of appointment; teaching exper. & research interests in East Asia or Latin America with emphasis in one or more of the following: state-society relations, institutional transformation, comparative economic change &/ or social movements. Duties: teach 5 courses per year, including an introductory survey as well as specialized upper division; student advising; participation in faculty governance.

Send letter, c.v., writing sample, statement of teaching interests, suggested syllabi, teaching evaluations, & 3 letters of recommendation to: Dr. Fred Lawson, Chair, Government Search Committee, Mills College, Oakland CA 94613. Postmark deadline: November 15, 1999.

Located in the San Francisco Bay Area,
Mills is a selective liberal arts college for women,
with coeducational graduate programs
(see http://www.mills.edu).

Persons of color & those committed to working in a multicultural environment are encouraged to apply.
EOE/AA

MILLS COLLEGE
Oakland, CA

LORAS COLLEGE
Educating Principled Thinkers.

DIRECTOR OF MULTICULTURAL & INTERNATIONAL PROGRAMS & SERVICES

Loras College invites applications for this challenging position. The successful candidate will develop, implement and administer programs and services that promote multicultural and international awareness within the campus community and that provide support to students of color and students with international backgrounds at Loras College. Complete job description available at **http://www.loras.edu/~HR/.** Loras is a Catholic, four-year, coeducational, liberal arts institution of approximately 1,800 students. Candidates will be expected to support the mission of the College and to respect the College's Catholic tradition. Review of applications begins immediately and continues until position is filled. Send letter of application, resume and three references to:

Chair, Director of Multicultural/
International Search Committee
c/o Department of Human Resources
Loras College
1450 Alta Vista
Dubuque, Iowa 52004-0178

AA/EOE
Protected class individuals encouraged to apply.

THE AMERICAN UNIVERSITY IN CAIRO

FACULTY POSITIONS

Applications are invited for the following openings at The American University in Cairo (AUC). Founded in 1919, AUC's campus is located in Cairo, Egypt, and its degree programs are accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. The undergraduate degree programs in Construction and Mechanical Engineering are also accredited by the Accreditation Board for Engineering and Technology (ABET). For more information see our website at **www.aucegypt.edu**. The Ph.D. is required for every position except where otherwise specified. University teaching experience is required. Two-year appointments begin September 2000. Renewal of an appointment depends upon institutional needs and/or the appointee's performance. The normal teaching load is three courses per semester and English is the language of instruction. Salary and rank are according to scale based on qualifications and professional experience. For expatriates, housing, annual round-trip air travel for appointee and accompanying family, plus schooling for up to two children are included. In view of AUC's protocol agreement with the Egyptian Government which requires specific proportions of Egyptian, U.S., and third-country citizen faculty, at this time preference will be given to qualified applicants who are U.S. citizens. Application instructions are given below.

BIOLOGY. Possible position. Candidates must be able to teach courses in general biology and a core curriculum course in scientific thinking. Job #BIO-1

COMPUTER SCIENCE. Two or more openings to teach upper division undergraduate and M.Sc.-level courses in the following areas: high performance computer architectures and software engineering. JOB #CS-1/2

CONSTRUCTION ENGINEERING. Several openings to teach undergraduate and M.Sc.-level courses and to conduct research in the following areas: construction management and technology; hydraulics and environmental sanitation. Job #ENGC-1/2

MECHANICAL ENGINEERING. Several openings to teach undergraduate and M.Sc.-level courses and to conduct research in the following areas: industrial engineering; materials and manufacturing; design of mechanical systems and components; and thermofluids processes and systems. Job # ENGM-1/2

ENGLISH AS A FOREIGN LANGUAGE. Possible openings for experienced English Language Teachers to teach English as a foreign language in the English Language Institute. A Masters degree in TEFL/TESL in hand at the time of application is required. Several years of teaching experience, including at least two years of international experience, are normally required, along with EAP experience and a commitment to instructional improvement. Experience in curriculum and materials development, CALL/instructional technology, and/or testing is highly desirable. Appointment will be made at Instructor level. Job #ELI-1

METHODS OF TEACHING A FOREIGN LANGUAGE. Possible opening for an experienced faculty member to teach methods in the M.A. in TEFL program. Individual with strong background in methodology to teach foreign language teaching methods and supervise TEFL practicum. Additional teaching experience is desirable in: bilingual education, curriculum and materials development, CALL/instructional technology, second language acquisition, ESL program administration, ESP, teaching reading or teaching writing. Familiarity with Arabic and the Middle East is useful, though the language of instruction is English. The position primarily involves teaching in the MA program and supervising MA theses, with the possibility of teaching undergraduate courses. The Ph.D. must be in hand at the time of application. Job #ELI-2

SECOND LANGUAGE ACQUISITION. Possible opening to teach SLA in the M.A. in TEFL program. Strong preference will be given to candidates with additional expertise in structure of English/pedagogical grammar. Additional teaching experience is desirable in: curriculum and materials development, ESL program administration, ESP, teaching reading, or teaching writing. Experience in CALL/instructional technology would be a strong asset. Familiarity with Arabic and the Middle East is useful. The position primarily involves teaching in the MA program and supervising MA theses, with the possibility of teaching undergraduate courses. The Ph.D. must be in hand at the time of application. Job #ELI-3

FRESHMAN WRITING PROGRAM. One or more openings for experienced writing and rhetoric teachers to teach writing, rhetoric, and research in the Freshman Writing Program. Experience in writing using computers would be a plus. M.A. in related fields in literature or the humanities is required. Job #FWP-1

LITERATURE. Ability to teach introduction to literature, critical examination of texts, modern literary criticism, 20th century comparative literature, and European/American or European/Arabic Literature. Job #ECL-1

FILM HISTORIAN/THEORIST. Possible position. Ph.D. required. Candidates should be able to teach introductory film courses and selected topics courses in film or specific areas within their special field of expertise. The position also may require teaching in the core curriculum seminar program. Candidates will be responsible for organizing campus film events, occasionally in conjunction with community organizations. In the past these events have included imaginative and innovative international festivals. An interest in Third World cinema and, above all, basic video production experience are a definite plus. Job #PVAF-2

HISTORY: LATE OTTOMAN EMPIRE/MODERN TURKEY. The American University in Cairo invites applications for a position in history of the late Ottoman Empire/Modern Turkey. In addition to introductory and advanced courses in the field, the successful candidate must be prepared to participate in an undergraduate interdisciplinary seminar, and will also be required to teach an undergraduate survey course on Arab history. Job #HIS-1

MATHEMATICS. One or more openings to teach in all areas of undergraduate mathematics. Preference will be given to candidates with research and teaching experience in statistics. Job #MATH-1

PHILOSOPHY. Assistant Professor to teach two sections of philosophical thinking in the university's core curriculum, plus one other course each semester. Preference will be given to someone with in-depth knowledge of the history of philosophy, specialization in continental philosophy, and proven teaching ability. Job #PH-1

PHYSICS. One or more openings to teach all levels of undergraduate physics including laboratories and electronics courses and to conduct research involving students. Particular consideration will be given to candidates with a proven ability to participate actively in teaching a general core course on scientific thinking. Candidates must have a Ph.D. in physics, electronic engineering, or a closely related area. Job #PHYS-1

POLITICAL SCIENCE: INTERNATIONAL POLITICAL ECONOMY AND THEORY. Possible position for an Associate or Full Professor experienced in teaching international political economy and related courses at the undergraduate and M.A. levels. A background in political theory is expected. Experience with the supervision of MA theses in international political economy and related topics in international areas would be an asset. Regional expertise in Middle East and/or Europe is preferred. Other areas of interest could be considered. Special topics courses can be offered from time to time in areas appropriate to departmental specializations. The person appointed will be expected from time to time to teach the introductory course in political science. We would be particularly amenable to a one or two year sabbatical or other leave arrangement for this position. Job #PS-1

POLITICAL SCIENCE: INTERNATIONAL RELATIONS. Two or more positions for persons with strong teaching experience at the undergraduate and graduate levels, including supervision of M.A. theses covering a broad range of IR topics. Successful candidates should complement each other in the following fields: international relations theory, strategic theory, international organization and institutions, international law, strategic studies, international migration, and international conflict management. A background in political theory and philosophy is highly desirable. Regional expertise in Middle East and/or Europe preferred, including competence in foreign policy issues in these areas. Other areas of expertise could be considered. The Department offers special topics courses at both undergraduate and graduate levels on a variety of subjects. Candidates will be expected to have appropriate areas of competence to enable them to offer specialized courses from time to time. Persons appointed will be expected to teach the introductory course in international relations which is theoretically oriented, and from time to time to teach the introductory course in political science. Job #PS-2

SOCIOLOGY. Ability to teach sociology in a multicultural environment and in the framework of a liberal arts curriculum, along with participation in a multidisciplinary core curriculum seminar. Ability to teach courses on methodology/quantitative methods, criminology and criminal justice, social psychology, and sociology of knowledge. Job #SOC-1

THEATRE: DESIGNER. Possible position. Responsibilities include teaching set, costume, and light design at beginning and advanced levels and introduction to theatre; supervising professionals and student shop crew, guiding student designers, and serving as designer (set, costumes, and/or lights) for three mainstage productions each year. Applicants must have at least an M.F.A. in design, successful college-level teaching experience, and appropriate exposure as a theatre professional. Job #PVATH-3

APPLICATION INSTRUCTIONS FOR ALL POSITIONS: Mail letter of application specifying Job Number with curriculum vitae and names and addresses of three references before November 15, 1999, to:

Dr. Earl (Tim) Sullivan, Provost
The American University in Cairo
420 Fifth Avenue, Fl. 3-HO
New York, N.Y. 10018-2729

THE AMERICAN UNIVERSITY IN CAIRO IS AN EQUAL OPPORTUNITY EMPLOYER.

AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

ASSISTANT DIRECTOR OF CAREER PLANNING

Agnes Scott College seeks an Assistant Director of Career Planning to provide individual career development counseling and job search guidance to students of all class years. This is a full-time ten-month position. The Assistant Director will present career development workshops, coordinate intern and extern programs, and assist with campus recruiting programs and placement workshops.

Qualifications include: Graduate degree in related field of study. Minimum of one-year experience working with college students at an academic institution. Experience with employers and/or intern sponsors in a career services capacity is a plus. Excellent communication abilities and familiarity with counseling, student development, and management practices.

A highly selective, independent, national liberal arts college located in metropolitan Atlanta. Agnes Scott offers its students and employees a vibrant and intellectually challenging environment as well as a rich and active cultural life. Ranking third nationally in per capita higher education enrollments, degrees and expenditures, Atlanta is a national center for collegiate student life and learning.

Agnes Scott College offers competitive salaries and a comprehensive benefits package. Send a letter of application designating position of interest, resume, and professional references to the **Office of Human Resources, 141 E. College Avenue, Decatur, Georgia 30030.**

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age, or disability in its employment.

Agnes Scott College has a strong commitment to diversity and urges members of underrepresented groups to apply. An Equal Opportunity Employer.

www.AgnesScott.edu

AU

AMERICAN UNIVERSITY

WASHINGTON DC

Director of Admissions

American University is seeking a Director of Admissions to manage a national, comprehensive undergraduate recruitment program which includes freshman, transfer, graduate and international applicants. The Director of Admissions develops admission policies and goals, and is responsible for monitoring performance against these standards.

This position requires enthusiastic leadership in an enrollment management environment, and an exceptional ability to communicate with all of AU's constituencies. The Director of Admissions acts as an official spokesperson in presenting AU to prospective students and families, guidance personnel, and must be an excellent public speaker. The position is senior manager within the Division of Enrollment Services and as such, contributes strongly to the formulation of new student enrollment strategies.

A Master's degree or equivalent training and experience and a minimum of 5 years progressive experience in admissions is required. Strong supervisory and communications skills are essential.

Salary will commensurate with experience and qualifications. Candidates should view the university's outstanding benefits package on our web site at www.hr.american.edu. To apply, complete an application in person or send your resume, cover letter and application or letters of nominations with resume and cover letter to: **American University, Office of Human Resources, 4400 Massachusetts Ave., NW, Washington, DC 20016-8054.** Applicants may also call (202) 885-2591 for an application or download an application from our web site.

American University is an Equal Opportunity/Affirmative Action Employer. The university is committed to a diverse faculty, staff and student body. Women and minority candidates are encouraged to apply.

De Anza College

Assistive Technology Training Center Instructor

The Foothill-De Anza Community College District is currently accepting applications for the position of Assistive Technology Training Center Instructor.

Instruct lecture and lab courses in adapted computer technology and computer applications for a diverse student population with visual, learning, communication, physical, and psychological disabilities. Assist in the planning, scheduling and coordination of the Assistive Technology Training Center (ATTC).

For application materials, contact:
Employment Services
12345 El Monte Road, Los Altos Hills CA 94022
(650) 949-6217
employment@fhda.edu
wwwfh.fhda.edu/district/hr/employment.html
AA/EOE

KEAN UNIVERSITY

Vice President for Administration and Finance

Kean University invites nominations and applications for the position of Vice President for Administration and Finance (VPAF). The VPAF has overall responsibility for leadership and coordination of the fiscal and physical operation of the University including budget, business services, payroll, human resources, facilities services, parking, campus safety and security, purchasing, risk management, capital construction, telecommunications, computer and network operations.

The institution is a comprehensive, public university with an enrollment of approximately 11,500 graduate and undergraduate students. Kean University operates with an annual budget of over $110 million. The Administration and Finance Division has 600 full- and part-time personnel. The University, two miles from Newark International Airport and thirty minutes from New York City, sits on two adjoining campus sites covering 155 acres.

Qualifications: Candidates for the position must have: (1) a Doctor's degree in business, accounting, economics, finance or related field; (2) ten years of senior-level administrative experience in higher education; experience in accounting or financial management with progressively increasing responsibility; (3) a working knowledge of technological applications in financial and information management systems; (4) a demonstrated ability to work effectively with trustees, faculty, staff, students and other financial, educational, civic and governmental groups; (5) good communication and analytical skills; (6) knowledge of and experience in labor relations; and (7) a record of personal and professional integrity.

Starting Date: July 1, 2000. Salary is competitive.

Candidates: Applications and Nominations must be submitted no later than November 1, 1999. Consideration of applicants will begin on November 8, 1999. Applications must include letter of application, current resume and the names, addresses and telephone numbers of at least five references. Please submit applications/nominations to: Dr. Jeffrey Glanz, Executive Assistant to the President, Kean University, 1000 Morris Avenue, Union, New Jersey 07083. **KEAN UNIVERSITY IS AN AA/EEO INSTITUTION.**

KEAN UNIVERSITY

DEAN

CAREERS DIVISION

LANSING COMMUNITY COLLEGE

Master's Degree in health sciences, management, business, vocational/careers studies, or other related area req. Doctorate preferred. Progressively responsible administrative exp including budgetary responsibility, resource management, curriculum planning and evaluation, and effective leadership req. Commitment to diverse/inclusive college environment essential; demonstrated commitment to principles of affirmative action and equal employment opportunity. Successful candidate must be able to relate well to external constituencies, have a collegial style of management, possess demonstrated excellence in teaching, and the ability to lead a faculty dedicated to high quality education. Must demonstrate capability of working successfully with diverse groups of people and have the ability to establish positive industrial, business, alumni, community, and inter-college relations. Effective communication is essential to enhance the delivery of services. To ensure full consideration, applications should be received by **October 15, 1999.** To obtain application or other information call **(609) 455-5589.** All materials or requests for information should be directed to: **Diann Schindler-Ender, Ph.D., President, Schindler & Associates, Inc., 16 Oak Drive, Bridgeton, NJ 08302, www.schindlerinc.com; info@schindlerinc.com**

AAE/EEO

RICE

Assistant Professor of Restoration and Eighteenth-Century Literature and Culture

Assistant Professor of English. Tenure track appointment, to begin July 1, 2000. Ph.D. by August 1, 2000 is required. Preference will be given to candidates who can demonstrate excellence in scholarship as evidence of future scholarly potential as well as those with teaching experience. Primary field: Restoration and Eighteenth-Century literature and culture. Teaching load: 2 courses per semester, comprising some combination of lower-division survey courses, upper-division field courses, and graduate seminars. We seek a colleague who will be a productive, significant scholar and an effective teacher. Salary will be commensurate with education and experience. Rice University is an equal opportunity/affirmative action employer; women and minorities are encouraged to apply. Please submit letter of application, curriculum vitae, and three recommendations, postmarked by November 15, to **Professor Robert L. Patten, Chair, Search Committee, Department of English-MS 30, Rice University, P.O. Box 1892, Houston, Texas 77251-1892.**

NORTHERN ARIZONA UNIVERSITY

OFFICE OF THE PRESIDENT

PROVOST

(Chief Academic Officer/ Student Affairs Officer)

Northern Arizona University seeks an energetic, imaginative leader for its academic programs and student affairs. The successful candidate must be able to advance the goals of a public university with a complex mission, consisting of undergraduate instruction, strong graduate and research programs in selected areas, and service to Flagstaff and other communities in Arizona.

Minimum qualifications for this position include an earned doctorate, at least five years experience in senior management at a complex institution, professional achievements sufficient to earn the respect of and work collaboratively with the deans, faculty, and student services staff and student leaders. Must have outstanding communication skills and experience working in an increasingly multicultural environment. Salary commensurate with the background and experience of the individual selected. NAU has an excellent benefit package.

One of three public universities in Arizona, Northern Arizona University is a doctoral I institution serving a multicultural student body of about 20,000. About two-thirds of NAU's students attend the historic Mountain Campus in Flagstaff; others are served at university centers or sites around the state or are enrolled in electronically delivered programs.

An acknowledged leader in residential undergraduate education and teacher preparation, NAU is also a leader in the uses of technology for distance education and in partnerships with community colleges and K-12 schools. Areas of special strength in research and graduate studies include environmentally-oriented science programs, biochemistry, and the health professions. With a Native American student enrollment at about 7 percent of the total, NAU has a strong focus on tribal cultures and a strong commitment to educate the Native American leaders of tomorrow.

NAU's Mountain Campus is located in Flagstaff, a community of 55,000 located about 140 miles north of Phoenix and surrounded by the natural beauty and cultural riches of the Colorado Plateau.

The position will remain open until filled; however, the screening committee will begin reviewing applications on or about October 15. Send letters of application; resume; and names, addresses, phone numbers of five professional references to:

Chair
Provost Search Committee
NAU Office of the President
P.O. Box 4092
Flagstaff, AZ 86011-4092

Northern Arizona University is a committed Equal Employment Opportunity/Affirmative Action institution. Minorities, women, persons with disabilities and veterans are encouraged to apply.

SCSU

Southern Connecticut State University

LATIN AMERICAN POLITICS/HISPANIC POLITICS IN THE U.S.

The Political Science Department invites applications for a tenure-track position at the rank of assistant professor to teach Latin American Politics and Latin American Political Economy and/or Hispanic Politics in the U.S. A Ph.D. is required. Salary is competitive. Southern Connecticut State University is an EO/AA employer and particularly encourages minorities and women to apply. Deadline for receiving applications is January 7, 2000. Interested candidates should send a current vita, a transcript, and three letters of recommendation to:

Professor David F. Walsh
Department Chair
Search Committee
Political Science Department
Southern Connecticut State University

UC BERKELEY

DIRECTOR

ACADEMIC ACHIEVEMENT DIVISION

Provide programmatic and managerial leadership for two TRIO programs, Student Support Services and McNair Scholars Program, designed to increase academic success and preparation for graduate school for undergraduates who are low-income, first-generation college students. AAD has 10 FTE and an annual budget of $700,000.

Qualifications Include: Advanced degree required: Ph.D. preferred. U.S. Dept. of Ed. grant program administration experience preferred. Proven record of success developing, managing, and evaluating creative programs designed to address student retention, success, and preparation for graduate school.

Salary: $51,700-$72,400 (midpoint) for full-time position; excellent benefits package.

Application Deadline: Open until filled. Applications will be reviewed beginning 10/15/99.

Apply to: Send resume, cover letter stating qualifications, and supplemental application form (available from Karen Burke-Johnson at kjohnson@uclink4.berkeley.edu or from the Web at: http://uga.berkeley.edu/sled/aadsearch/) to Employment Office, Job #09-807-80/MSP, 7G University Hall, University of California, Berkeley, CA 94720-3540.

EEO/AA

EDC

Education Development Center, Inc.

DISTANCE LEARNING FOR EARLY CHILDHOOD TEACHERS

The Center for Children & Families at Education Development Center is seeking personnel to join a team of researchers and curriculum and website developers to help us develop and study an innovative professional development intervention for preschool teachers. EDC is based in Newton, Massachusetts, and is an established international research and development firm.

We are seeking one person to work as a Research Associate who has knowledge of second language learning, cultural influences on children's development, and research skills. Because these programs serve many families for whom Spanish is a first language, we are especially interested in candidates fluent in Spanish. We also are seeking two Research Assistants with knowledge of uses of technology for educational purposes. Strong knowledge and relevant experience in Web-design skills including HTML, DHTML, CGI Java Script is required. Strong writing, editing and communication skills are important.

We are seeking to fill these positions by mid-November and will begin reviewing applications in early October. Interested candidates should send a cover letter, resume, and names of at least three references to:

Margo Sweet, Center for Children & Families,
EDC, 55 Chapel St.,
Newton, MA 02458.
Fax: 617-969-3440; Email: MSweet@edc.org

Interested candidates may wish to visit our website at www.edc.org for more complete job descriptions. To review the most relevant projects see those that are directed by David Dickinson.

EDC is an affirmative action employer committed to diversity in the workplace.

EXECUTIVE DIRECTOR, ENROLLMENT SERVICES

Colorado State University

Colorado State University invites nominations and applications for the position of Executive Director of Enrollment Services. The Executive Director provides overall leadership and direction to this critical department, whose mission is to support the recruitment and retention of students by assisting in the admissions process and delivering core services for the Registrar, Student Financial Services, and Student Accounts Receivable and Loans. For these functions, this position reports to the Vice President for Student Affairs. To ensure the full articulation and implementation of the University's enrollment plan, this position will consult, support, and coordinate with the Office of Admissions, including consultation on the marketing and recruitment of undergraduate students. For these functions, this position reports to the Provost/Academic Vice President.

Qualifications: Master's degree in student personnel or related areas is required, Ph.D. preferred. At least eight years professional student affairs experience required with minimum of five years as a senior administrator, along with very strong working knowledge of at least one of the core administrative units (registrar, financial aid services, student accounts/loans). Demonstrated personal and professional commitment to diversity and ability to articulate needs and concerns of diverse individuals. Effective leadership and communication skills, including ability to articulate public university philosophy and work with different constituent groups. Demonstrated successful experience in human resource and technology management; program development and planning; policy review and analysis; budgeting for large and complex organization. Desired experience in enrollment management and admissions recruitment and marketing. (A complete position description is available from the Search Committee Chair.)

Salary is commensurate with education and experience. Starting date is January 3, 2000. Nominations must be received by 5:00 p.m. MDT October 1, 1999. Applications (letter of interest, resume, and names, addresses, and telephone numbers of three references) must be received by 5:00 p.m. MDT October 22, 1999 by **Dr. Grant Sherwood, Chair, Enrollment Services Executive Director Search Committee, Housing and Food Services, Palmer Center, Colorado State University, Fort Collins, Colorado 80523, (970)491-6511.** Applications will be accepted until the position is filled; however, for full consideration, completed applications must be on file by 5:00 p.m. MDT October 22, 1999.

Colorado State University is an EEO/affirmative action employer.

University of Colorado at Boulder

College of Arts & Sciences

The College of Arts & Sciences at the University of Colorado at Boulder is accepting applications for the following tenure-track assistant professor (unless otherwise noted) faculty positions. Applications should be mailed to the appropriate department and departmental campus box listed below, ATTN: Search Chairperson, UCB, Boulder, CO 80309. For more application information, including search closing dates, please consult the website address: http://www.Colorado.EDU/ArtsSciences/ASJobPostings/

DEPARTMENT, SUBDISCIPLINE, CAMPUS BOX:

- Anthropology, Cultural Anthropology, (Associate or Full Professor), CB 233
- Applied Mathematics, Statistics/Stochastic Processes/Applied Probability, CB 526
- Chemistry & Biochemistry, Inorganic Chemistry, CB 215
- Chemistry & Biochemistry, Biochemistry, (two positions including one Associate or Full Professor), CB 215
- Communication, Organizational Communication, CB 270
- East Asian Languages and Civilizations, Modern Chinese Language, (Non-tenure track, Instructor), CB 279
- Economics, Environmental Economics/Natural Resource Economics, CB 256
- Economics, Macroeconomics, CB 256
- English, American Ethnic Literature, CB 226
- English, Creative Writing, CB 226
- English / Women's Studies, African/American Literature, (Associate or Full Professor), CB 226
- Environmental, Population & Organismic Biology, Cell Evolutionary Biology, CB 334
- Ethnic Studies, Chicana/Chicano Studies, CB 339
- Fine Arts, Artist — New Media, CB 318
- French & Italian, Italian Medieval/Renaissance, CB 238
- Geological Sciences, Astrobiology, CB 399
- Germanic & Slavic Languages & Literatures, German, CB 276
- Germanic & Slavic Languages & Literatures, Scandinavian, CB 276
- History, Early Modern Europe, CB 234
- International Affairs / Geography, Middle East or Soviet Union Human Geographer, CB 260
- Mathematics, Algebraic Topology, CB 395
- Mathematics, Logic, CB 395
- Molecular, Cellular & Developmental Biology, Cell Biology, CB 347
- Physics, Theoretical/Computational Geophysics, CB 390
- Political Science / Environmental Studies, Environmental Policy, CB 333
- Political Science, International Relations, (two positions), CB 333
- Psychology, Cognitive Neuroscience, (Associate or Full Professor), CB 345
- Psychology, Cognitive Psychology, CB 345
- Sewall Residential Academic Program, American Studies, (Non-tenure track, Instructor, two positions), CB 353
- Sociology, Criminology, CB 327
- Theatre & Dance, African American/Modern Dance, CB 261
- Theatre & Dance, Theatre Instructor/Costume Shop Supervisor, (Non-tenure track, Instructor), CB 261

[illegible]

MICHIGAN STATE UNIVERSITY

DIRECTOR OF INTERNAL AUDIT

Michigan State University is the nation's premier land-grant university established in 1855. It is among the largest universities in the U.S. with 42,000 students, 450 departments in 12,805 faculty/staff. The University's current funds, revenues and expenditures are approximately $1.1 billion annually.

MSU is seeking a Director of Internal Audit, who will report directly to the President. This senior-level executive is responsible for leading a staff of seven professionals in conducting financial, compliance, operational and information system audits. Responsibilities also include, directing special audits and consulting projects; providing management with independent analysis and evaluations of the adequacy and effectiveness of internal controls, the reliability and integrity of financial information, compliance with policies and procedures and the efficient use of resources.

A Bachelor's degree in Accounting or Finance is required. A CPA certification and an advanced degree in Business Administration or Public Accounting are required. CIA or CISA certification is highly desirable. Candidates should have at least six years experience in progressively more responsible roles in internal auditing, preferably in higher education, health care and/or federally sponsored research. The candidate should possess administrative or managerial experience; knowledge of audit concepts related to information systems; strong analytical and reporting capabilities; excellent communication and interpersonal skills; and the ability to effectuate change.

Salary is commensurate with qualifications and experience. Fringe benefits are excellent and can be reviewed at **www.hr.msu.edu.** For a general overview of Michigan State University, please visit the university web site at **www.msu.edu.** Please send a letter of application and a resume outlining qualifications by October 11, 1999 to:

Mary Jane Northrup, Committee Coordinator
Human Resource Services
120 Nisbet Building
Email northrup@hr.msu.edu
Michigan State University
East Lansing Michigan 48824

MSU is an Affirmative Action, Equal-Opportunity Institution

VANDERBILT UNIVERSITY

PEABODY COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

DEPARTMENT OF TEACHING AND LEARNING

DIRECTOR OF STUDENT TEACHING IN EARLY CHILDHOOD/ELEMENTARY EDUCATION

The Department of Teaching and Learning at Peabody College of Vanderbilt University is currently seeking candidates for the position of Director of Student Teaching in Early Childhood/Elementary Education. Candidates must have an earned doctorate in teacher education, early childhood education, elementary education, or a related field with experience in applying pedagogical knowledge in K-12 settings. Duties will include: 1) placing elementary and early childhood majors in their student teaching experiences and coordinating their supervision; 2) organizing and conducting seminars that accompany student teaching; 3) preparing and monitoring graduate students who supervise student teachers; 4) teaching one undergraduate course annually or directing practicum experiences one semester each year, and 5) advising master's level and undergraduate students and serving on committees.

The Department of Teaching and Learning has 23 full-time faculty, 15 of whom are tenured or are on a tenure track, 2 of whom are in practice faculty lines, and 6 of whom are on annual or multi-year appointments. The Department is known for its faculty's work in many areas including mathematics and literacy education, teacher education, and educational technology. The Department offers programs leading to teacher licensure (for both undergraduate and graduate students) in early childhood, elementary, and secondary education.

Candidates must demonstrate excellence in scholarship and teaching. Salary and fringe benefits are competitive. Review of applications begins December 1, 1999. Position begins August 1, 2000. Applicants should send a letter of interest and curriculum vita and request three letters of reference be sent to: **Professor Ann M. Neely, Search Committee Chair; Department of Teaching and Learning; Box 330, Peabody College; Vanderbilt University; Nashville, TN 37203. E-Mail: ann.m.neely@vanderbilt.edu**

Vanderbilt University is an affirmative action, equal opportunity employer.

For additional information visit us at **www.peabody.vanderbilt.edu**

PUBLIC ADMINISTRATION

The Department of Political Science invites applications for a tenure-track position at the level of Assistant Professor. We seek candidates who can teach Administrative Law and at least one more of the following courses: Public Human Resource Management, Ethics for Public Administrators, or Constitutional Law. The University of Utah is an Equal Opportunity/Affirmative Action employer. The University provides reasonable accommodation to known disabilities. Completed applications should be received by November 1, 1999. Send letters of application with vita, graduate transcripts, teaching evaluations, sample of scholarly writing, and have three letters of reference sent to: **Department of Political Science, 260 S. Central Campus Drive, Room 252, University of Utah, Salt Lake City, UT 84112-9152. Fthebert@poli-sci.utah.edu**

www.utah.edu

THE UNIVERSITY OF IOWA

Anticipated Faculty Positions
Urban and Regional Planning

Up to three tenure-track positions at the assistant professor level beginning in August, 2000, in the following areas: transportation, environmental planning, or housing and community development. Initial review of applications will begin November 15. Details can be found at **www.uiowa.edu/~urp/**. Applications may be directed to: **Peter Fisher, Chair, Graduate Program in Urban and Regional Planning, 347 Jessup Hall, University of Iowa, Iowa City, IA 52242.** Ph: 319-335-0032, fax: 319-335-3330.

The University of Iowa is an affirmative action/equal opportunity employer. Women and minorities are encouraged to apply.

School of Public & Social Services Florida Gulf Coast University

- Public Administration (Asst/Assoc/Full Prof.) - #12075 (2 positions available). Deadline 1/14/2000. Req'd: Doctorate in Public Admin. Demonstrated proficiency in graduate teaching.
- Social Work & Human Services (Asst Prof.) - #11145. Deadline 2/29/2000. Req'd: Doctorate in SW or closely related (ABD's considered), MSW from CSWE accredited program req'd, 3yrs post MSW practice expc w/college or university teaching expc. Prefer: Bi-lingual and/or expc working with diverse Hispanic/Latino/Caribbean cultures.

Positions are available August 2000 on a 9-month, multi-year appt. basis. Visit our website http://admin.fgcu.edu/hr/index.html or call 941-590-1111 for more info.

FGCU is an EO/EA/AAI

Education

ASSISTANT PROFESSOR

• MODERN EUROPEAN HISTORY •

DePaul University's department of history seeks applicants for a tenure track position (assistant level) in eighteenth/nineteenth-century continental western Europe. The successful applicant must be able to teach the French Revolution era and be willing to teach in interdisciplinary programs. The ability to teach European women's and/or Russian history is highly desirable. Commitment to undergraduate education and publications or strong scholarly potential required. Ph.D. must be completed by August 2000. Send letter of application, C.V., and three references to: **Chair, European History Search Committee, History Department, DePaul University, 2320 North Kenmore Avenue, Chicago, IL 60614-3298.** Deadline: November 15. Preliminary interviews at AHA annual meeting. DePaul University is committed to diversity and equality in education and employment.

DEPAUL UNIVERSITY

WWW.DEPAUL.EDU/~HR/

UNIVERSITY OF MINNESOTA

FACULTY POSITIONS
UNIVERSITY OF MINNESOTA, TWIN CITIES
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Faculty positions currently available in the College of Education and Human Development, University of Minnesota are listed below. These positions are tenured or tenure-track unless noted and salary offers will be competitive and commensurate with experience and level of appointment. These positions will remain open until filled, but review of application materials will begin on November 12 unless noted otherwise. Complete position descriptions containing specific qualifications and application processes are available on the Internet: **http://www.coled.umn.edu/ or from the College Office (612-625-6806, e-mail: nmoore@tc.umn.edu).**

Department Chair with faculty rank, Department of Educational Psychology. Nominations and applications are invited for this 12-month, full-time position. Candidates must be qualified and acceptable to the Educational Psychology faculty for a tenured position as associate or full professor (preferably at the rank of full professor) in one or more of the department's academic programs.

- Counseling & Student Personnel Psychology (Assistant or Associate Professor) focused on career development, career psychology, and multicultural counseling psychology.
- Educational Administration: Educational Leadership and Management (Associate or Full Professor).
- Educational Statistician (2 positions; Open Rank).
- Exercise Physiology (Assistant or Associate Professor). Review begins 11/19/99.
- International and Intercultural Education (Associate or Full Professor) with particular attention to the administration of international programs and schools.
- School Counseling (Assistant or Associate Professor-non-tenure-track).
- Second Languages and Cultures Education (Assistant or Associate Professor). Review begins 11/15/99.
- Special Education-Social/Emotional/Behavioral Difficulties (Assistant or Associate Professor).
- Special Education-Mild Cognitive Disabilities/Developmental Disabilities (Assistant Professor).

The University is an equal opportunity educator and employer

The North Orange County Community College District is seeking qualified candidates for the following positions:

CYPRESS COLLEGE

	Closing Date
Executive VP-Educational Programs & Student Services	11/10/99
Vice President-Educational Support & Planning	11/10/99
Executive Director, Foundation/Community Relations	10/20/99
Director of Budget & Finance	10/29/99
Dean of Social Science	11/05/99
Dean of Admissions & Records	11/05/99
Dean of Student Support Services	11/05/99
Director, Disabled Students Program & Services	11/19/99

FULLERTON COLLEGE

Executive VP-Educational Programs & Student Services	11/10/99
Vice President-Educational Support & Planning	11/10/99
Dean of Counseling & Student Development	11/05/99

The District offers an excellent benefits package. A completed District application is required and must be received by 5:00 p.m. on the closing date. To request an application and job announcement, please call or write:

North Orange County Community College District
1000 N. Lemon Street
Fullerton, CA 92832-1351
Telephone: (714) 578-8416
Web Page: http://www.nocccd.cc.ca.us

An Equal Employment Opportunity/Affirmative Action Employer

TEXAS LUTHERAN UNIVERSITY

Texas Lutheran University invites applications for the following faculty positions beginning August 2000. All, except Athletic Trainer and Kinesiology, are tenure track Assistant Professor rank and require an earned doctorate, excellence in teaching, significant student advising and professional development. For complete position announcements visit our web page at **http://www.txlutheran.edu**

ATHLETIC TRAINER AND KINESIOLOGY: Masters degree or higher; rank of Instructor. Assist the Head Athletic Trainer and teach. **Dean: Nick A. Lockard**

COMMUNICATION STUDIES: Teach introductory and advanced courses in Communication Studies. **Provost: John T. Masterson**

COMPUTER SCIENCE: Teach introductory and advanced courses and a commitment to establish a research program for undergraduate students. **Dean: John Sieben**

ECONOMICS: Teach introductory and advanced courses in Economics/Finance.
Dean: Bob Hiner

EDUCATION: Director of Field Experience and teaching courses in the professional development sequence. **Dean: Nick Lockard**

HISTORY: Teach North American (U.S., Mexico, and Canada) and world history surveys, as well as selected advanced courses. **Dean: Bob Hiner**

KINESIOLOGY: Teach motor learning, motor development, adapted physical activity, and elementary physical activity. **Dean: Nick Lockard**

MATHEMATICS: Teach introductory and advanced courses and a commitment to establish a research program for undergraduate students. **Dean: John Sieben**

THEOLOGY/PHILOSOPHY: Teach introductory courses and Ethics. **Dean: Bob Hiner**

Letter of application, curriculum vitae, statement of teaching philosophy, and five references to the respective **Dean or Provost. Texas Lutheran University, 1000 West Court Street, Seguin, TX 78155.**

Texas Lutheran University is an Equal Opportunity, Affirmative Action Employer

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Monroe Community College

DIRECTOR OF REGISTRATION AND RECORDS

Reporting to the Assistant Vice President of Enrollment Management, the Registrar is part of a team including Admissions, Institutional Research and Marketing Communications. The Director works with all Academic and Student Services offices. The successful candidate must have excellent written verbal and interpersonal communication skills and a strong philosophy of service to students and faculty. Demonstrated organizational skills in a team-centered environment are essential. The candidate must possess experience in the use of technology and be committed to continued professional growth.

QUALIFICATIONS FOR APPOINTMENT

A Master's Degree in Higher Education Administration, Management Information Systems, Public Administration or related field required. Past administrative experience should show demonstration of professional growth and include: successful management of people and systems, budget development and administration, staff evaluation and supervision of support staff.

Knowledge of computer systems, preferably student registration systems desired (SCT's SIS system preferred). Ability to work with complex curricula offerings through a variety of delivery systems including off-site, extension and web-based. The ability to communicate well through both verbal and written communication is required to support an environment that provides service to students, faculty and staff.

Screening to commence November 1, 1999; position available January, 2000. Specific qualifications for this position are listed on our website at **http://www.monroecc.edu.** Send letter of application, resume, official transcripts, list of three references and a statement of philosophy regarding the role of today's community college to **Dr. Sherry Ralston, Director of Human Resources, Monroe Community College, 1000 East Henrietta Road, Rochester, NY 14623.** AA/EOE/SUNY

USF University of South Florida

The Florida Virtual Campus at the University of South Florida seeks applicants for a full time **Assistant Director.** Master's degree and three years of experience in higher education distance learning academic and/or student services. An earned Doctorate is desirable. Successful education or industry experience with responsibility for delivery of postsecondary distance learning programs, or coordination of system level distance learning initiatives involving multiple institutions. The ideal candidate will have direct experience in program development and assessment, academic and student service development, policy formulation regarding distance learning programs. And the ability to advocate for distance learning and develop collaborative responses from a wide-range of groups. Salary commensurate with experience. Interested candidates should submit a letter of interest, current curriculum vitae, and the names, postal/email addresses and telephone numbers of three professional references. Address all communications to **C. Welch, Human Resources, USF-4202 E. Fowler Avenue, SVC 2172; Tampa, Florida 33620.** Completed applications will be reviewed weekly and remain open until a qualified candidate is determined. USF IS AN EQUAL OPPORTUNITY/EQUAL ACCESS/AFFIRMATIVE ACTION INSTITUTION

Experience

EMORY

ASSISTANT PROFESSOR OF MUSIC THEORY

Emory University Department of Music is searching for a Music Theorist. Junior-level appointment at the Assistant Professor level. Earned doctorate required. Visible scholar with growing national or international reputation who has strong interests in teaching. All areas of specialization considered. Teaching load is two courses per semester.

Salary is dependent on the qualifications and experience of the candidate. Start Fall, August 2000. Send letters of application including vitae and letters of reference to:

Chair
Theory Search Committee
Department of Music
Emory University
1804 N. Decatur Road
230 Burlington Road Building
Atlanta, GA 30322

Review of applications will begin 10 November 1999. AA/EOE

WAYNE STATE UNIVERSITY

PROVOST AND SENIOR VICE PRESIDENT FOR ACADEMIC AFFAIRS

Wayne State University invites nominations and applications for Provost and Senior Vice President for Academic Affairs.

The Provost and Senior Vice President for Academic Affairs is the chief academic officer and second-ranking executive officer of the University. The Provost reports directly to the President and acts on his behalf in overseeing the University in his absence. As the chief academic officer, the Provost is responsible for the development and administration of academic programs and policies relating to instruction and curriculum; faculty appointments and performance; and research and public service initiatives among faculty. Reporting directly to the Provost are the deans of the 15 schools and colleges and a central administrative staff. The Provost presides over the Council of Deans, chairs the Academic Senate and presides at meetings of its executive committee. The size of the Academic Affairs Division, and the large number of units that report directly to the Provost, requires a leader with excellent communication skills and a demonstrated record of success as a senior academic administrator and manager.

TO BE CONSIDERED FOR THE POSITION, APPLICANTS MUST HAVE:

- Credentials that would qualify for a tenured appointment at Wayne State University;
- An earned doctorate; and
- Significant experience in academic higher education administration.

THE UNIVERSITY SEEKS A LEADER WITH:

- A clear vision for achieving excellence in academic programs and policies in an urban research university, and the leadership skills to implement that vision;
- An understanding of and commitment to the research, teaching, and service missions of the University and very high standards in judging the effectiveness and worth of activities and programs intended to carry out those missions;
- Significant achievement in advancing cultural diversity and gender equity;
- A commitment to cooperative and collegial consultation with faculty within a collective bargaining environment and respect for the role of students, staff and administration in the university community; and
- A solid record of administrative effectiveness and sound budgetary management.

Founded in 1868, Wayne State University is a Carnegie Research University I with an urban teaching and service mission. Wayne State is the nation's twenty-first largest university in enrollment. Its 31,000 students study in 15 schools and colleges offering more than 350 degree programs. Forty-one percent of Wayne State students are enrolled in graduate and professional programs, which makes the graduate school the seventh largest in the nation. Located in Detroit's Cultural Center, the University serves students from the metropolitan area and from most states and over 90 foreign countries. Research productivity of the University places it in the top tier of universities in the country with the distinguished Carnegie I status.

Letters of nomination and applications should be submitted in confidence to: **Meredith E. Gibbs, Chair, Provost Search Committee, Wayne State University, 656 W. Kirby, 4165 Faculty/Administration Building, Detroit, Michigan 48202.** The University is being assisted in this search by Shelly Weiss Storbeck and Lesley Boyd, A.T. Kearney, Education Practice, 333 John Carlyle Street, Alexandria, Virginia 22314, phone: 703/739-4627, email: lesley.boyd@atkearney.com, facsimile: 703-518-1782.

Review of applications will begin on November 30, 1999, and will continue until the position is filled. The anticipated start date is September 2000. For additional information about Wayne State University, visit **http://www.wayne.edu**

Wayne State University is an equal opportunity/affirmative action employer. All buildings, structures and vehicles at WSU are smoke-free.

SARAH LAWRENCE COLLEGE

SEEKS TO FILL A FULL-TIME, TENURE-TRACK POSITION IN THE FRENCH DEPARTMENT

We are looking for a person who, in addition to teaching French language, is qualified to offer courses in two areas of specialization: XVIIth or XVIIIth Century, and Francophone literature.

The candidate must show serious interest in both fields and have a Ph.D. in hand by August, 2000.

Interested applicants should send a dossier including letter of interest, Curriculum Vitae, writing sample, and three letters of recommendation to **Angela Moger, French Department, SLC, 1 Meadway, Bronxville, New York 10708.**

For information on Sarah Lawrence College, our curriculum and the individual conference system, please see our website at **http://www.slc.edu.** Sarah Lawrence College is an Equal Opportunity Employer.

AMERICAN UNIVERSITY
WASHINGTON, DC

Spanish & Latin American Studies

The Language and Foreign Studies Department, American University, seeks a tenure-track Assistant Professor of Spanish and Latin American Studies, to begin August 2000.

Latin American Studies, 20th century. Area of specialization is open. Expertise in one or more of the following is desirable: translation, language pedagogy, coordination of multi-section courses, cultural studies, cinema studies. Responsibilities include teaching, scholarship, and university service.

Ph.D. and teaching experience required. Candidates should possess native or near-native fluency in Spanish, experience using technology in education, and a commitment to excellence in teaching.

MLA interviews. Applicants should mail an application including letter of interest, CV, three letters of recommendation, and complete dossier by October 22, 1999, to: **Prof. Amy A. Oliver, Chair, Spanish and Latin American Studies Search Committee, Language and Foreign Studies, American University, 4400 Massachusetts Ave., NW, Washington, DC 20016-8045.** Applications will be acknowledged.

American University is an Affirmative Action, Equal Opportunity university committed to a diverse faculty, staff, and student body. Women and minority candidates are strongly encouraged to apply.

UNIVERSITY OF NORTHERN COLORADO

College of Arts and Sciences - Greeley, CO 80639

FACULTY POSITIONS

Applicants sought for full-time faculty positions starting August 21, 2000 All positions are contingent upon adequate funding from the state legislature and final approval by the Board of Trustees All positions may include teaching assignment in off-campus state wide programs and/or partnership school activities All applications must include: 1) application letter stating position number and position-relevant qualifications, 2) current vita, 3) the names and addresses of at least 3 reference, and 4) official transcripts Additional application items may be listed for each position. Review of application materials will begin by the stated deadline and will continue until the position is filled. For a vacancy announcement giving complete details, write or call the appropriate department or view the vacancy announcement on the College's web site: http://www.asweb.unco.edu/vacancies.htm

The College of Arts and Sciences consists of nineteen departments in humanities, social sciences, and sciences. The College is fully committed to the values afforded by a liberal arts and sciences education and offers programs leading to degrees at the baccalaureate, masters, and doctoral levels. Currently, there are approximately 4,100 undergraduate and 185 graduate majors in A & S programs The College is nationally acclaimed for its array of learning communities for new students, a program of interdisciplinary general education courses (Life of the Mind), the interdisciplinary Mathematics and Science Teaching (MAST) Center and the interdisciplinary Hewit Institute for History and Social Science Education.

For more information about the University of Northern Colorado please visit our home page at: http://www.unco.edu

INQUIRE: DEPARTMENT OF ANTHROPOLOGY 970/351-2021
Lecturer in Cultural Anthropology (#20096) One year position, potentially renewable. Ph.D in cultural anthropology is required. Any area of specialization considered. Responsibilities include teaching four courses per semester including introduction to anthropology, introduction to cultural anthropology, field methods in cultural anthropology, world cultures, modernization and development and sex roles in cross-cultural perspective. Application Deadline: December 15, 1999.

INQUIRE: DEPARTMENT OF BIOLOGICAL SCIENCES 970/351-2921
Assistant Professor of Biological Sciences (#20198), continuation of search. Tenure track position. An earned doctorate in biological education, science education, or the biological sciences required. Also required are demonstrated potential for high quality teaching, demonstrated potential for excellence in research on the learning and teaching of biology, an emerging record of publication and grant activity, and demonstrated competence in biology. Establishing an active research program, obtaining external funding and publishing in scholarly journals are expected. Responsibilities include directing Ph.D. students in research on biology education and MA students in biology or biology education, advising undergraduate, and teaching in the candidate's area of expertise. Application Deadline and Additional Materials: Continuing until filled. statement of teaching philosophy and research interests, and three letters of reference.

INQUIRE: DEPARTMENT OF BIOLOGICAL SCIENCES 970/351-2921
Assistant/Associate Professor of Biological Sciences (#20203), continuation of search. Tenure track position. An earned doctorate in biological education, science education, or the biological sciences required. Also required are demonstrated excellence in research on the learning and teaching of biology, a record of high quality teaching, a record of publication and grant activity and demonstrated competence in biology. Responsibilities include directing Ph.D. students in research on biology education and MA students in biology or biology education, advising undergraduates, teaching in the candidate's area of expertise, and other departmental service assignments. Application Deadline and Additional Materials: Continuing until filled; statement of teaching philosophy and research interests and three letters of reference.

INQUIRE: DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY 970/351-2559
Assistant Professor of Chemistry (#20211) Tenure track position. Earned doctorate in chemical education, chemistry or science education and experience and expertise in chemical education research and scholarship are required. Must demonstrate potential for teaching excellence, research, grant writing, and scholarly activity. Responsibilities include teaching in graduate and undergraduate chemical education and science education courses and in chemistry courses appropriate to the candidate's qualifications, developing a research program in chemical education, securing external funding, and service to the department, college and university. Application Deadline and Additional Materials: November 15, 1999; statement of teaching philosophy, statement of research interests, and three letters of reference.

INQUIRE: DEPARTMENT OF EARTH SCIENCES 970/351-2647
Assistant Professor of Earth Science Education (#20221) Tenure track position. Earned doctorate in the earth sciences (geology, meteorology, oceanography, astronomy) with demonstrated expertise in the earth sciences is preferred. ABD considered. Successful elementary, middle or high-school teaching experience is highly desirable. Responsibilities include teaching an equated load of approximately 9 credits per semester which may include science education methods, earth science concepts for elementary teachers, and other courses appropriate to the candidate's strengths, professional activity, service, advising students on a wide range of career opportunities and research programs, development of an active research program focusing on pedagogy and/or applied earth science that involves students, and supervision of student teachers. Application Deadline and Additional Materials: December 1, 1999; three letters of reference.

INQUIRE: DEPARTMENT OF ECONOMICS 970/351-2739
Assistant Professor of Economics (#20015) Tenure track position. Ph.D in economics and evidence of potential for high quality teaching in quantitative methods, undergraduate econometrics and general economics, and indication of ability to perform scholarly activity are required. Responsibilities include teaching 9 hours per semester in the areas of principles, intermediate theory, quantitative methods of economics, econometrics and possible additional upper division courses, scholarly activity including paper presentations, research and writing leading to publications, and service to the department, college, university and community. Application Deadline: December 3, 1999

INQUIRE: DEPARTMENT OF FOREIGN LANGUAGES 970/351-2221
Lecturer in French (#20151) One year position, potentially renewable. Ph.D in French, native or near-native fluency, background in foreign language teaching methodology and teacher education, and demonstrated potential for excellence in teaching are required. Responsibilities include teaching 12 semester hours in the French language program. Application Deadline and Additional Materials: December 1, 1999; three letters of recommendation.

INQUIRE: DEPARTMENT OF HISPANIC STUDIES 970/351-2811
Assistant Professor of Spanish (#20075) Tenure track position. Doctorate in Spanish with a concentration in bilingual/multicultural education preferred. ABD considered. Native or near-native fluency in Spanish and strong record of effective teaching and professional development are required. Responsibilities include teaching language courses at all levels, supervision of student teaching, research and service, and may include coordination of a bilingual ESL program. Application Deadline and Additional Materials: December 1, 1999; three letters of recommendation.

INQUIRE: DEPARTMENT OF HISPANIC STUDIES 970/351-2811
Assistant Professor of Spanish (#21785) Tenure track position. Doctorate in Spanish with emphasis in language acquisition theory and pedagogy preferred. ABD considered. Native or near-native fluency in Spanish, and demonstrated potential for excellence in teaching and research are required. Expertise in Spanish teacher training programs in Spanish, and knowledge and/or experience with technology in foreign language teaching are desirable. Responsibilities include teaching Spanish language courses at all levels, advising and supervising student teachers, research, and departmental service assignments. Application Deadline and Additional Materials: December 1, 1999; 3 letters of recommendation.

INQUIRE: DEPARTMENT OF HISTORY 970/351-2905
Lecturer in History (#20168) One-year position, potentially renewable. Ph.D in U.S. history with an emphasis in nineteenth century social history preferred. ABD considered. Demonstrated teaching excellence or potential for teaching excellence required. Responsibilities include introductory surveys in American history, undergraduate courses in nineteenth century American history, slavery, Civil War and reconstruction, and possibly some graduate courses, advising, and departmental service assignments. Application Deadline and Additional Materials: December 15, 1999; 3 letters of recommendation.

INQUIRE: JOURNALISM AND MASS COMMUNICATIONS 970/351-2726
Assistant Professor of Journalism and Mass Communications (#20258) Tenure track position. Ph.D. in journalism, mass communications, or area focused directly and primarily on mass media preferred; ABD considered. Successful teaching, or the clear potential for successful teaching, at the university level, professional experience in journalism, competency in the use of computer-assisted reporting, QuarkXPress and other desktop publishing technology, record of or clear potential for scholarly research and successful grant activity are required. Responsibilities include teaching newswriting, print publication design, layout and editing, serving as News-Editorial Emphasis coordinator and advisor to student chapter of Society of Professional Journalists, student advising, departmental service assignments, scholarly research, publication and/or successful grant activity. Application Deadline and Additional Materials: November 15, 1999; 3 letters of recommendation.

INQUIRE: DEPARTMENT OF MATHEMATICAL SCIENCES 970/351-28209
Lecturer in Mathematics (#20229) One-year position, potentially renewable. Ph.D in mathematics, potential for excellent teaching, research and grant writing are required. Experience with secondary education and a strong interest in the Educational Mathematics Ph.D program are desirable. Responsibilities include teaching 9-12 hours per semester spanning undergraduate and graduate courses, lower level general education courses and core major courses, service responsibilities and scholarly activity. Application Deadline and Additional Materials: February 1, 2000; 3 letters of recommendation and statement of teaching philosophy.

INQUIRE: DEPARTMENT OF MATHEMATICAL SCIENCES 970/351-2820
Assistant Professor of Mathematics Education (#20230) Tenure track position. Earned doctorate in Mathematics Education is required, master's degree in mathematics or equivalent is desirable. Demonstrated knowledge of current trends in elementary or secondary school mathematics education, potential for teaching effectiveness, and potential for research in mathematics education are required. Preference given to candidates with a minimum of three years K-12 teaching, experience with preservice and inservice teachers and potential for grant writing and publications. Responsibilities include teaching in elementary and secondary teacher education programs, graduate mathematics education, and undergraduate mathematics content, service responsibilities and scholarly activities. Application Deadline and Additional Materials: December 15, 1999; 3 letters of recommendation and statement of teaching philosophy.

INQUIRE: DEPARTMENT OF SPEECH COMMUNICATION 970/351-2045
Assistant Professor of Speech Communication (#20191) Tenure track position. An earned Ph.D. in communication or speech communication, demonstrated potential for excellence in college teaching with success or potential for success in the use of active learning, standards-based performance assessment and technology enhanced student learning strategies, record of or clear potential for scholarly research and publication, or successful grant activity; documented willingness to serve students, specifically elementary and secondary teacher education students are required. Responsibilities include teaching undergraduate and graduate courses such as introduction to speech communication, small group, intercultural, organizational, professional speaking, and inquiry in speech communication, and responsibilities in research and service. Application Deadline and Additional Materials: November 15, 1999; three letters of recommendation and documented evidence of excellence in college teaching including teaching philosophy, sample instructional materials, and student learning outcome products with instructor feedback.

UNC is an AAEO employer
and is committed to fostering diversity in its student body, faculty and staff

ST.LAWRENCE UNIVERSITY

The oldest continuously coeducational institution of higher learning in New York State, educating students of the region, the nation, and the world.

St. Lawrence University, chartered in 1856, is an independent, private, non-denominational university firmly committed to undergraduate liberal arts education and cross-cultural opportunities. The University's 2000 students come from 38 U.S. states and 19 countries. Located halfway between the high peaks of the Adirondack Mountains and the national capital of Canada, Ottawa, the University provides unparalleled access to outdoor recreation and international social and cultural opportunities.

St. Lawrence University offers a unique learning environment providing 33 majors, 32 minors, 3 graduate programs in Education, and 11 interdepartmental programs, including a nationally recognized First Year Program, taught by 160 full-time faculty. Under dynamic new leadership St. Lawrence is embarked on an ambitious program to solidify its traditional curricular programs, while exploring select new initiatives, and is in the midst of major facilities improvements, undergirded by a $75 million capital campaign.

ST. LAWRENCE UNIVERSITY INVITES APPLICATIONS AND NOMINATIONS FOR THE FOLLOWING POSITIONS. ALL FACULTY POSITIONS ARE TENURE TRACK UNLESS OTHERWISE NOTED, AND ARE FOR APPOINTMENT FOR THE FALL 2000 SEMESTER.

Complete position descriptions can be found on the St. Lawrence University website
http://www.stlawu.edu. See Job Postings under academics/administration

FACULTY POSITIONS

Biology
- Endocrinology / Cell Biology
- Microbiology / Genetics (one-year)
- Ecology / Botany (three semesters beginning Spring 2000)

Chemistry
- Analytical / Instrumental
- Organic Chemistry (one-year)

Economics
- International Economics
- Environmental Economics
- Economics - specialization open (one year)

Education (primarily graduate level teaching positions)
- Educational Administration
- School Counseling/Generalist

English
- Restoration and 18th Century Literature
- Renaissance / Medieval Literature (one year)

Fine Arts
- American with African American and/or Latin American (one year)

Gender Studies
- Field of specialization open

Geography
- See Global Studies position description on the SLU website

Global Studies
- Five positions in comparative area studies

History
- Eurasian History
- United States History

Mathematics
- Specialization open (one year)

Modern Languages
- French (Quebec / Francophone specialist)
- French & (German or Italian or Russian) (one year)
- Russian & (German or Italian or French) (one year)

Philosophy
- Comparative and/or Asian philosophies (one year)

Sociology
- Deviance

Speech and Theatre
- Rhetoric and Public Speaking (one year)

STAFF POSITIONS

Please see the full job advertisement for the start date for staff positions

Biology
- General Biology Specialist (masters level)

Head Coach
- Men's and Women's Swimming

Modern Languages
- Modern Languages Instructional Technology Specialist

Music
- Director of Music Ensembles

Complete position descriptions can be found on the St. Lawrence University website
http://www.stlawu.edu. See Job Postings under academics/administration

St. Lawrence University is an Affirmative Action/Equal Employment Opportunity employer. Women, minorities, veterans, and persons with disabilities are encouraged to apply.

This advertisement provides information accurate as of 9/17/99
Consult the St. Lawrence University website for updated information

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CAL STATE FULLERTON

2000-2001 TENURE TRACK FACULTY & FULL-TIME LECTURERS

Cal State Fullerton is seeking faculty who are innovators in their fields and committed to providing students an exceptional educational experience through a variety of teaching/learning modalities which include classroom, experiential and technology-assisted strategies.

Cal State Fullerton faculty enjoy a number of advantages associated with working at an excellent comprehensive regional university including a collegial work environment; extensive faculty development programs; state-of-the-art technology; comprehensive benefits package; educational fee waiver program for spouses and dependents; attractive Southern California coastal location and campus facilities; and access to numerous educational, cultural, athletics programs and activities.

Tenure track appointments are usually made at the rank of Assistant Professor (certain disciplines may appoint at a higher rank) and the doctorate is required by August 2000 unless otherwise noted. Lecturers and visiting appointments are available. Visit our website at **http://hr.fullerton.edu** for more information or contact the Department **c/o California State University, Fullerton, CA 92834 or (714) 278-2011.**

SCHOOL OF THE ARTS	
Art	Illustration
SCHOOL OF BUSINESS ADMINISTRATION & ECONOMICS	
Accounting	Financial, Cost, Audit, Systems and Tax #
Economics	Global Issues: Economic Development, Area Studies, or Comparative Economic Systems
	Macroeconomics
	International Economics
Finance	Corporate Finance & Real Estate or Corporate Finance & Banking
Management	Organizational Behavior/Human Resources
	Strategic Management (Policy)
Management Science/ MIS	
	Information Systems All Specialties
Marketing	General (Core), E-Commerce & Marketing Information Technology
SCHOOL OF COMMUNICATIONS	
Communications	TV/Film *
	Public Relations
SCHOOL OF ENGINEERING & COMPUTER SCIENCE	
Computer Science	Database & Software Engineering
SCHOOL OF HUMAN DEVELOPMENT & COMMUNITY SERVICE	
Elementary, Bilingual & Reading Education	
	Generalists: Multicultural Education, Educational Research, or Instructional Technology and Science, Mathematics, Reading or Social Studies
	Reading/Language Arts Remediation & Assessment
Secondary Education	
	CLAD: Applied Linguistics, Literacy, and Multicultural Education
	Director of Admissions & General Pedagogy
Special Education	Early Childhood Special Education
	Moderate/Severe Disability Specialist
Child & Adolescent	
	Adolescence: Applied Adolescent Development/Youth Services
	Infancy & Early Childhood: Applied Development Infancy & Early
Counseling	Couples Counseling & Practicum
	Community-Based Learning & Technology
Human Services	Individual & Group Counseling, Cultural Competency, Gerontology & Use of Technology in Human Services
Kinesiology	Health Science
	MotorDevelopment/Measurement & Pedagogy
SCHOOL OF HUMANITIES & SOCIAL SCIENCE	
Anthropology	Biocultural Anthropology
	Business/Organizational Anthropology
	Linguistic Anthropology
Chicano Studies	Social and Behavioral Sciences
English & Comparative Literatures	
	English Education (Composition & General Pedagogy for Teachers)
	Renaissance & 17th Century British Literature
Foreign Languages	
	Peninsular Spanish Literature & Culture
	Spanish American Literature & Culture
Geography	Environmental Planning @
History	Latin American History
	Race, Gender & Ethnicity in the US
Liberal Studies	History of the Natural Sciences
	History of the Arts and Humanities and the Social Sciences @
Philosophy	Applied Ethics & Political Philosophy
Sociology	Aging, Deviant Behavior Theory & Medical Sociology
SCHOOL OF NATURAL SCIENCES & MATHEMATICS	
Biological Sciences	
	Cell & Molecular Biology
	Integrative Biology
Geological Sciences	
	Hydrogeologist
	Geophysicist
Math	Math Education
UNIVERSITY LIBRARY	
Reference	Business Reference/Instruction Librarian
	Reference/Instruction Librarian

# Open rank
@Lecturer (1-3 years)
*** MFA**

Cal State Fullerton is Strongly Committed to Achieving a Climate of Success through Diversity and Equity

FERRIS STATE UNIVERSITY

CRIMINAL JUSTICE FACULTY POSITIONS

Ferris State University, Big Rapids, MI is accepting applications for three Criminal Justice faculty positions. Two vacancies are as **Law Enforcement Specialists (JOB CODE HO-005860 & JOB CODE HO-005866)** with responsibilities to teach Criminal Justice core courses, along with Michigan Commission on Law Enforcement Standards (MCOLES) certified courses. Other duties include student academic advising, new course development, appropriate committee work, research, and maintenance of expertise within the field. **REQUIRED QUALIFICATIONS:** At least three years of practical experience as a local, state, or federal law enforcement practitioner and be certifiable to teach by MCOLES. Must possess college-level criminal justice teaching experience and/or training experience and demonstrated ability to work with culturally diverse populations. **MINIMUM ACADEMIC REQUIREMENTS:** Masters degree in Criminal Justice, Criminology, Sociology, or a related discipline from an accredited college/university. **PREFERRED QUALIFICATIONS:** Substantial criminal investigations experience, a Doctorate degree (or ABD with an estimated date for completion) in Criminal Justice, Criminology, Sociology, or a related discipline. The third vacancy is as a **Corrections Specialist (JOB CODE HO-005910)** with responsibilities for teaching criminal justice core courses along with other associated courses within the undergraduate and graduate criminal justice programs. Other duties include scholarly research, academic advising of students, new course development, appropriate committee work, and maintenance of expertise within the field. The appointee will specialize in corrections and will be assigned to the Justice Learning Community in the fall semester. **REQUIRED QUALIFICATIONS:** Doctorate degree or ABD in Criminal Justice, Criminology, Sociology, or a related discipline will be considered. At least two years of work experience in a position directly involved with the custody, care, and control of: incarcerated felons or misdemeanants, probationary felons or misdemeanants, paroled felons, and/or incarcerated juvenile offenders. **PREFERRED QUALIFICATIONS:** Doctorate degree in one of above areas and extensive correction agency experience. Salary and academic rank of these positions are dependent upon qualifications. Salary is competitive with other Michigan state-supported colleges and universities. Woman and minorities are strongly encouraged to apply. Screening of applications will begin in November 1999, and continue until positions are filled. Send letter of application, resume, transcripts (finalists will be required to submit official transcripts), and names, addresses, and phone numbers of three references to: **JOB CODE HO-__, Human Resources Development, Ferris State University, 420 Oak Street, PRK150, Big Rapids, MI 49307.** For information about FSU visit our web site at: **www.ferris.edu.** *-AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER-*

UNIVERSITY OF NEW HAMPSHIRE

DIRECTOR

NEW HAMPSHIRE INSTITUTE FOR HEALTH POLICY & PRACTICE

The State of New Hampshire Department of Health and Human Services has joined with the Dartmouth Medical School and the University of New Hampshire (UNH) to create the New Hampshire Institute for Health Policy and Practice. When fully operational, the Institute will conduct applied research and policy analysis, sponsor educational and training programs, provide technical assistance, and disseminate critical information intended to improve the health or health care of New Hampshire citizens. The Director will occupy a tenure-eligible UNH faculty position in the School of Health and Human Services with rank appropriate to background and experience. The Director will provide intellectual and administrative leadership, manage projects and staff, develop new initiatives, acquire grants and awards, and advance growth and development of this new institute. The successful candidate will be a quantitatively oriented health service researcher having (a) experience with state health and human service issues; (b) experience working with providers and practitioners plus state government officials; (c) a record of external funding; (d) experience administering large research projects and teams; (e) expertise and experience in a wide range of research designs; and (f) credentials for appointment as a senior faculty member. Send applications or nominations to: **Raymond T. Coward, Ph.D., Dean, School of Health and Human Services, University of New Hampshire, 4 Library Way, Durham, NH 03824-3563.** Review of resumes to begin October 15, 1999. UNH is committed to excellence through diversity in its faculty and strongly encourages women and minorities to apply.

UNIVERSITY OF TEXAS AT SAN ANTONIO

Associate/Full Professor

Language Minority Education: Associate/Full Professor (tenured) starting Fall 2000, pending budget approval. Specialist with record of research in literacy/biliteracy and/or bilingualism. Teach graduate and undergraduate courses, pursue research, and supervise graduate student research in new Ph.D. program in Culture, Literacy, and Language. Salary competitive. Full description available on Division website:

http://csbs.utsa.edu/Bicultural&Bilingual/. Submit application letter, cv, three publications, and names and addresses of three references by 11/1/99 to: **Dr. Robert Bayley, Chair, Search Committee, Division of Bicultural-Bilingual Studies, University of Texas at San Antonio, TX 78249-0653.** Non-U.S. citizens must state current visa and residency status. *Women and minorities encouraged to apply. AA/EO employer.*

THE TOMAS RIVERA POLICY INSTITUTE

Research Associate

TRPI, a nonprofit policy research organization, seeks experienced individual to conduct research on public policy issues affecting minority communities. Must possess strong quantitative and advanced statistical skills. Ph.D. or ABD in social sciences required (education policy a plus). Excellent analytical and writing skills a must. Familiarity with grant and proposal development a plus. Salary dependent on qualifications. As an affiliate of the Claremont Colleges, TRPI offers excellent benefits. Send resume and writing sample to:

TRPI, 1050 N. Mills Ave.
Claremont, CA 91711.

The UNIVERSITY *of* VERMONT

Extension Associate Director

Primary responsibility is statewide leadership of outreach educational programs of University of Vermont Extension. Qualifications: Ph.D. or equivalent; direct experience with Extension programming; excellent communication skills; experience with: program development and evaluation, personnel issues, and budget management including grants and contracts. To request a detailed position description E-mail: **verng@sover.net**

Review of applications will begin on November 1, 1999 and continue until a suitable candidate is found. Please submit a cover letter, C.V., and 3 letters of reference to:

Dr. Vern Grubinger, Chair
Associate Director Search
UVM, 601 Main St.
Burlington, VT 05401-3439

UVM is an equal opportunity employer.

Plattsburgh

INTERNATIONAL STUDENT ADVISOR

The International Student Services and Programs Department at Plattsburgh State University of New York is seeking a qualified professional for this full-time position.

Responsibilities: Provide academic, immigration and cultural advisement to matriculating international students; facilitate the admissions process for international students from inquiry to enrollment; evaluate international secondary and post-secondary academic credentials; teach English as a Second Language course if/when required to meet enrollment demands.

Qualifications: Bachelor's degree required. Master's degree in TESOL or related field preferred; three or more years of international recruitment and service experience expected; living and working experience outside of the United States preferred; ability to communicate fluently in other language(s) desirable.

Salary: Dependent upon qualifications and experience, with excellent benefits.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Review of applications begins immediately and continues until position is filled. Please send or fax cover letter, resume and three letters of reference to: **Chair, Search Committee (PJ#2341-808)**, c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax: (518) 564-5060.

USF University of South Florida

PRESIDENT

University of South Florida
State University System of Florida

The Board of Regents welcomes nominations and applications for the position of President of the University of South Florida (USF). Founded in 1956, USF currently serves approximately 35,000 students with nearly 200 programs at the undergraduate, masters, specialist, and doctoral levels, including the M.D. A member of the State University System of Florida, USF is now the largest metropolitan university in the southeastern United States. The University includes eight colleges and a network of regional campuses in St. Petersburg, Sarasota, and Lakeland. New College is a nationally ranked, residential, liberal arts college located on USF's Sarasota campus. Also on that campus is the University Program that attracts a high percentage of non-traditional students. The search is underway for a new dynamic leader to start in summer 2000.

Located in Tampa, one of the fastest growing metropolitan areas of the nation, the University is one of the top 56 public research universities in the country. USF was recently classified along with the University of Florida and Florida State University as a Research I University by the Florida Board of Regents, which will enhance its graduate and professional schools, and its research status. The University is one of ten institutions in the State University System of Florida governed by the 14 member Board of Regents. For more information about USF, see **www.usf.edu.**

Leading candidates will have experience as a distinguished academic leader, most likely as a college/university president or provost. Skills in relationship building and community relations and experience with issues of diversity are important. Participation in a large capital campaign is preferred. Candidates should have the ability to communicate, work cooperatively, and create enthusiasm for USF among corporate, government and philanthropic communities. The successful candidate shall have senior academic and administrative leadership experience in positions of increasing responsibility in complex organizations. The President should have the capacity to work at the intersection of academic inquiry and best business practices, of shared governance and effective decision-making; and of strategic thinking and tactical, pragmatic implementation. Knowledge of and willingness to foster economic partnerships is important. An earned doctorate or equivalent terminal degree plus a record of scholarly and professional accomplishments are required.

Candidate screening will commence in late September and will continue until a final candidate pool is selected. Send letter of nomination or c.v./resume and cover letter (plus a brief statement expressing educational philosophy and approach to university leadership) to:

Morris & Berger
201 S. Lake Ave., Suite 700
Pasadena, CA 91101
Fax: 626-795-6330 or
e-mail: mb@morrisberger.com

The State University System of Florida is an Equal Opportunity Employer and encourages women, people of color and people with disabilities to apply. The search is being conducted under the "Public Records Act" and the "Government in the Sunshine" laws of the State of Florida.

4202 East Fowler Ave • Tampa, FL 33620
www.usf.edu

ACADEMIC EXCELLENCE
GEORGIA SOUTHERN UNIVERSITY

University System of Georgia

Applications and nominations are invited for the position of Vice President for Student Affairs and Dean of Students at Georgia Southern University. The Vice President reports to the President of the University and is the chief administrative officer for the Division of Student Affairs. The University:

Character: A comprehensive residential university of 14,400 students, Georgia Southern's hallmark is a superior undergraduate experience emphasizing academic distinction, excellent teaching, and student success. Georgia Southern is Georgia's third largest university and, apart from the four research universities, the most comprehensive center of public higher education in the state. Georgia Southern approaches its Centennial in an era of new leadership with a vision to rank among the best universities of its class in the nation.

Student profile: One of the top two choices in Georgia for new freshmen, including HOPE Scholars, Georgia Southern enrolls an increasingly selective student body representing all of Georgia, 49 states, and more than 80 nations. Nine out of 10 undergraduates are full-time students. The University is enhancing its academic profile through higher admission standards, an expanded scholarship Honors Program, and targeted recruiting of academically-talented students.

Academic scope and quality: A Master's I university accredited by the Southern Association of Colleges and Schools, Georgia Southern offers more than 130 academic majors in a comprehensive array of baccalaureate degrees in liberal arts and professional fields, and selected master's and doctoral programs.

Campus: The 634-acre park-like campus is completing a $122.3-million building and beautification renaissance which spanned the decade. The learning environment for students and the public is enhanced by a museum of cultural and natural history, a botanical garden, and a unique wildlife education center. The University's Division I athletic teams compete in the Southern Conference. The campus is located in Statesboro, a safe, hospitable Main Street community of 30,000, an hour from historic Savannah and beach resorts, and less than 200 miles from downtown Atlanta.

THE VICE PRESIDENT FOR STUDENT AFFAIRS:

Duties and Responsibilities: The vice president's leadership promotes a high-quality living and learning environment by providing effective and efficient support services to students, encouraging a sense of community, and helping students achieve success at the University. The division collaborates in the University's comprehensive program of recruitment, retention, and student development. The Vice President serves on the President's Cabinet with the Provost and the vice presidents for Business and Finance and for Development and University Relations.

The Division of Student Affairs comprises Admissions, University Housing, Financial Aid, the Counseling Center, Health Services, Judicial Affairs, International Student Programs, Orientation, Campus Recreation and Intramurals, Career Services, Testing, Multi-Cultural Programs, Volunteer Services, Career Development, Student Media, Russell Union, and Educational Opportunity Programs.

Qualifications: Minimum requirements include a doctoral degree from an accredited institution in an appropriate field of specialization; at least five years of significant, effective leadership in a student affairs administrative position at the university level, evidence of visionary leadership, strategic planning, and effective management, demonstrated ability to establish and maintain positive working relationships with a diverse student body and with a wide range of student groups; demonstrated ability to develop and maintain collaborative working relationships with college deans and faculty, other vice presidents, the campus public safety division, alumni office, publications and media relations departments, and various other university and community support organizations, excellent interpersonal, organizational, and communications skills.

Salary: Commensurate with experience and other qualifications.

Nominations and Applications: Screening of applications will begin November 12, 1999, and continue until the position is filled. Applications providing a letter of interest, curriculum vitae, and the names and contact information of three references should be sent to:

Division of Human Resources
Vice President for Student Affairs Search
Georgia Southern University
P.O. Box 8104
Statesboro, Georgia 30460-8104

Georgia Southern is an equal opportunity, affirmative action employer.
Women and minorities are encouraged to apply. By Open Records law,
all documents related to the search process, including letters of nomination/
application and reference, may be subject to public inspection.

BRYN MAWR COLLEGE

Faculty Positions 2000-2001

AFRICAN HISTORY: tenure track-assistant or associate professor-African Studies Program, in conjunction with the Departments of Anthropology and History-teacher-scholar in modern Sub-Saharan African History-candidates with training in all subfields of modern Sub-Saharan African History, Anthropology and/or Archaeology-candidate must be prepared to teach courses in West African history. Bryn Mawr, Haverford and Swarthmore Colleges, and University of Pennsylvania form a consortium in African Studies, which offers courses on Africa and related aspects of the diaspora. Send letter of application, curriculum vitae, three letters of recommendation, writing/research sample, and three sample syllabi (an Introduction to African Studies, a survey course in African or West African history, and an upper-level course in your field of specialization). Interviewing candidates November 11-14 (African Studies Association, Philadelphia), November 17-21 (American Anthropological Association, Chicago), and January 6-9,2000 (AHA Chicago). **Deadline October 29, 1999. Search Committee- Phil Kilbride, Department of Anthropology.**

CLASSICAL AND NEAR EASTERN ARCHAEOLOGY: tenure track-open rank-specialization includes regions bordering and/or interacting with Mesopotamia and the Eastern Mediterranean, including the Black Sea region, Anatolia, Syria, and Iran, with a chronological range extending from the late second millennium B.C. through the Roman period-experienced field archaeologists are especially welcome. Teaching includes undergraduate and graduate courses. Send letter of application, curriculum vitae and description of research and teaching interests. **Deadline December 1, 1999. Search Committee Chair, Stella Miller-Collett.**

COMPUTER SCIENCE: tenure track-assistant professor-specialization in areas of artificial intelligence and cognitive science-candidates from other areas of Computer Science will be considered-teaching experience desirable-candidate should be able to teach a wide range of courses; preference will be shown to applicants who can involve undergraduates in their research. Send letter of application, curriculum vitae, statement of teaching philosophy, description of research, writing sample or reprints, and three current letters of reference. **Review of applications will continue until the position is filled. Search Committee Chair, Deepak Kumar**

ECONOMICS: tenure track-assistant professor-new Ph.Ds with degree in hand and individuals with additional teaching and research experience-candidates must be willing to teach intermediate macroeconomic theory, statistics, and a one-semester introductory course. Additional courses could be money, banking, and financial markets, the history of economic thought, economic history, preferably that of the United States-commitment to teaching and to research is required. Send curriculum vitae, three recommendation letters, records pertaining to teaching experience, and writing sample. **Deadline-December 1,1999. Interviews at the Allied Social Science Associations' meetings. Search Committee Chair, David Ross. (Application c/o Lorraine Kirschner).**

ENGLISH: tenure track-assistant professor-specializing in Film Studies-expertise in one or more of these fields: narrative theory, prose fiction, performance theory, drama- teaching includes courses at all levels of the undergraduate curriculum-members of the English Department teach, at various times, "Introduction to Literary Study," a course covering a range of genres, historical areas, and critical methods, as well as courses in the multi-disciplinary College Seminar program for first- and second-year student-Send letter of application, curriculum vitae, writing sample and three letters of reference. **Deadline-November 10,1999. Search Committee Chair, Michael Tratner.**

FRENCH: tenure track-assistant professor-joint Bryn Mawr-Haverford Department of French, specializing in French literature and studies of the XXth century with strong allied interest in North African literature and culture or, possibly, in comparative literature-PhD and teaching experience required- be able to teach a broad range of courses in French literature, culture and language from a multi-disciplinary perspective. Native or near-native fluency and firm commitment to language teaching at all levels is essential. Send letter of application, curriculum vitae, statement of teaching philosophy, description of the research interests, writing sample and three current letters of reference. **Deadline November 10, 1999. Search Committee Chair, Grace M. Armstrong**

GEOLOGY: tenure track-assistant professorship-PhD required-areas of preferred expertise are clastic sedimentology and/or surficial processes-candidates should have interests in one or more of the following: quaternary geology, modeling of complex systems, marine geology, and remote sensing- candidate should be committed to excellence in teaching both undergraduate and graduate students-candidate will be expected to contribute to our growing interdisciplinary environmental studies program, to add depth to our joint graduate program with the University of Pennsylvania, and to maintain an active research program. Teaching responsibilities will include sedimentology, an introductory course in the broad area of environmental geology or earth system science as well as undergraduate and graduate courses in the candidate's field(s) or expertise. Demonstrated teaching ability and Ph.D. at the time of appointment are required. Send application, statement of research and teaching interests, curriculum vitae and list of at least three references (including telephone numbers and e-mail addresses). Preliminary interviews will be conducted at the GSA meeting in Denver. **Deadline-December 1, 1999. Search Committee Chair, M.L. Crawford.**

PHYSICS: tenure track -assistant professor-candidate with a Ph.D. in experimental physics who will thrive in a challenging atmosphere that combines teaching in courses, seminars and laboratories at all levels with independently defined research in collaboration with undergraduate and graduate students. Collaborative projects involve members of the department and colleagues in other departments and neighboring institutions. The successful candidate must propose an independent research program that will attract outside funding. Start-up funds will be provided. Send application, curriculum vitae, statement of teaching interests and research plans (with budget) including how students can be involved, a writing sample or reprints, and three letters of reference. **Deadline-December 1, 1999. Search Committee Chair, Elizabeth F. McCormack.**

GRADUATE SCHOOL OF SOCIAL WORK AND SOCIAL RESEARCH-tenure track- rank negotiable-candidates must have a record of academic achievement, strong scholarly potential, and an active research agenda-applicants should be able to teach some combination of foundation practice, community practice, sociological aspects of human behavior, socio-cultural diversity, research methods, and social welfare policy. Interest in teaching elective or doctoral courses in a substantive area of social work and social welfare is also desirable. DSW/PhD in social work or a related social science discipline is required; for teaching practice, the MSW is also necessary. Send application, curriculum vitae, three letters of reference, writing sample, and letter indicating areas of teaching and research. **Deadline-January 14, 2000. Search Committee, Dean's Office, Bryn Mawr College, Graduate School of Social Work and Social Research, 300 Airdale Road, Bryn Mawr, PA 19010-2899-1697.**

Bryn Mawr College is an equal opportunity affirmative action employer. The College particularly wishes to encourage applications from individuals interested in joining a multicultural and international academic community. Minority candidates and women are especially encouraged to apply.

Bryn Mawr College, 101 N. Merion Avenue, Bryn Mawr, PA 19010-2899
http://www.brynmawr.edu/Admins/Provost

UNIVERSITY OF
Miami

SCHOOL OF BUSINESS ADMINISTRATION
DEPARTMENT OF ACCOUNTING

INVITES APPLICATIONS FOR THE
POSITION OF

METZGER SCHOLAR IN ACCOUNTING

Through the generous gift from the estate of Mary L. Metzger, the Department of Accounting is seeking applications and nominations for the position of Metzger Scholar in Accounting. The gift of Mrs. Metzger's estate is to support The Arthur P. Metzger/Deloitte & Touche Program in Public Accounting.

Qualifications: The applicant should possess a doctoral degree in accounting. Additionally, the successful candidate will have a record commensurate with the rank of Associate Professor or full Professor.

Responsibilities: The holder of the Metzger Scholar of Accounting is expected to actively participate in the Department of Accounting's programs. This will include active teaching at both the undergraduate and graduate level. The School of Business Administration maintains a very active and successful Executive MBA program and the applicant's ability to participate in this program is highly valued. Additionally, the Department has a strong research mission. The candidate is expected to contribute to that mission-especially by working with other members of the faculty on collaborative projects. Further, the Department has strong ties to the accounting and business community of south Florida and the candidate is expected to actively participate in these activities.

Salary: Salary will be competitive and commensurate with the candidate's experience and qualifications.

Appointment Date: It is expected that the applicant will join the University of Miami's accounting faculty for the Fall 2000 semester, although the start date is negotiable. The application deadline is January 15, 2000 or until the position is filled.

Term of Appointment: The candidate will be appointed as the holder of the Metzger Scholar position for a fixed term. The candidate will be eligible for reappointment by the Chairman of the Department of Accounting in consultation with the Department faculty and the Dean of the School of Business Administration.

Application: Submit a letter of application, a vita, and three (3) letters of recommendation to:

Paul Munter, Chairman
Department of Accounting-317 Jenkins Building
School of Business Administration
University of Miami
Coral Gables, FL 33146-6531

To nominate a candidate or for other inquiries, contact Professor Munter at **305/284-2849** or by e-mail at **pmunter@miami.edu**. More information on the University of Miami and the Department of Accounting can be obtained through the University's website (**www.miami.edu**).

The University of Miami is an equal opportunity/affirmative action employer.

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For more information contact:
Professor Beatriz Pastor at:
beatriz.pastor@dartmouth.edu
Or register on our Website
www.dartmouth.edu/~latinos/main

Miami

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For more information please Contact:

HACU

Hispanic Association
of Colleges and Universities
National Headquarters
8415 Datapoint Drive, Suite 400
San Antonio, TX 78229
210-692-3805

EL CAMINO COMMUNITY COLLEGE

El Camino College is an accredited, public two-year college in southwest Los Angeles County. Founded in 1946, the College has an enrollment exceeding 27,000 day and evening students. El Camino College is seeking innovative individuals to work in a stimulating environment with an ethnically diverse student population to provide leadership in and to plan, organize, control and direct the programs, projects and activities of the assigned area.

Dean of Instruction - Business Education

Qualifications: Master's degree or higher in a business related area. Three full-time years of post-secondary teaching experience and one year of formal training, leadership or leadership experience in business education. **Salary Range:** $82,969-$93,382

Dean of Counseling Services & Matriculation

Qualifications: Master's degree in counseling, psychology, education/counseling or related discipline. Three years of counseling students in education and career planning and one year of formal training, leadership or leadership experience in counseling. **Salary Range:** $82,969-$93,382

Director-Financial Aid & Scholarships

Qualifications: Bachelor's degree in business administration, social science or related field and five years increasingly responsible financial aid or related experience including one year in a supervisory capacity. **Salary Range:** $72,217-$81,291

Director of Accounting

Qualifications: Bachelor's degree in accounting, finance, business administration or related field and five years of increasingly responsible accounting experience including the preparation of financial statements, and three years of experience in a supervisory capacity. **Salary Range:** $60,653-$68,963

Closing date for all positions is November 9, 1999. For more detailed information and a district application, please contact:

El Camino College - Human Resources
16007 Crenshaw Blvd., Torrance, CA 90506
(310) 660-3474 or -3476 Job Hotline (310) 660-3809
Visit our web site at: http://www.elcamino.cc.ca.us
EEO/AA

Education

Twentieth Century America/Women's History

DePaul University's department of history seeks applicants for a tenure-track position (assistant or associate level) in American History. Applicants should specialize in twentieth century America, or in American women's history, or both. Successful applicants will bring a multi-cultural perspective to their field of study, and will be able to teach courses on the diverse experiences of American women, especially women of color. Commitment to undergraduate education and publications or strong scholarly potential required. Ph.D. must be completed by August 2000. Send letter of application, C.V., and three references to Professor Gregory Kozlowski, Chair, American Search Committee, History Department, DePaul University, 2320 N. Kenmore Ave., Chicago, IL 60614-3298. Deadline: November 15. Preliminary interviews at the AHA annual meeting. DePaul University is committed to diversity and equality in education and employment.

DEPAUL UNIVERSITY

www.depaul.edu/~hr/

UNIVERSITY OF TEXAS AT SAN ANTONIO
Assistant Professor

Language Minority Education: Assistant Professor without tenure starting Fall 2000, pending budget approval. Specialist with record of research in language minority education, cultural pluralism, linguistic diversity. Teach undergraduate and graduate curses, pursue research, and provide support to Interdisciplinary Studies. Salary competitive. Full description available on Division website **http://csbs.utsa.edu/Bicultural&Bilingual/**. Submit application letter, cv, sample writing, and names and addresses of three references by 11-1-99 to: **Dr. Ellen Riojas Clark, Chair, Search Committee, Division of Bicultural-Bilingual Studies, University of Texas at San Antonio, TX 78249-0653.** Non-U.S. citizens must state current visa and residency status. *Women and minorities encouraged to apply: AA/EO employer*

DEAN OF THE MICHAEL F. PRICE COLLEGE OF BUSINESS AND THE FRED E. BROWN CHAIR IN BUSINESS

COLLEGE OF BUSINESS ADMINISTRATION

THE UNIVERSITY OF OKLAHOMA, NORMAN CAMPUS

The University of Oklahoma invites applications and nominations for the position of Dean of the Michael F. Price College of Business and the Fred E. Brown Chair in Business.

RESPONSIBILITIES: The Dean provides academic, intellectual, and administrative leadership to the College and reports directly to the Academic Senior Vice President and Provost, Norman Campus. The Dean is responsible for improving and promoting the quality and effectiveness of the College's instructional, research, and outreach programs. The basic budget for the College is more than $12 million with a permanent endowment of $60 million.

QUALIFICATIONS:

- Candidates with an academic background must possess an earned doctorate and qualify for appointment as a tenured professor in the College;
- Candidates with a business background must have an outstanding record of leadership and achievement and a demonstrated commitment to and an understanding of higher education;
- In addition, candidates must have a demonstrated ability to lead and successfully manage professionals in academic, corporate, or governmental organizations; must have a demonstrated success in securing external support and/or leading fund-raising activities; and must possess personal qualities that will facilitate working relationships within the University, its alumni, and among business leaders;
- Candidates must have a commitment to Affirmative Action employment guidelines, practices, and outcomes.

GENERAL INFORMATION: The University of Oklahoma, Oklahoma's flagship public comprehensive university, has its main campus in Norman and Health Sciences Center campuses in Oklahoma City and Tulsa. Norman is a progressive city of 95,000 located in the Oklahoma City metropolitan area and offers diverse cultural activities within a high quality-of-life environment. The Norman campus, with thirteen colleges, enrolls more than 21,000 students, which includes approximately 4,000 graduate students. The University is the largest in the state and it is proud of its growth in minority populations, graduate students, and research and total external funding. It is going through a period of unprecedented growth and achievement. One example of this includes the growth in endowments, which have doubled in the last five years, going from $204 to $422.9 million. Another example is the recruiting of an outstanding student body - now first in the number of merit scholars per capita of any public university. During this time, OU sponsored programs expenditures have increased more rapidly than for any other school in the Big 12. Since FY95, external funding across the Norman and Health Sciences campuses have exceeded the $100 million mark and in FY99 reached almost $150 million. The University offers Master's degrees in 67 areas and Doctoral degrees in 46 areas. OU web page address: **http://www.ou.edu**

The College of Business Administration offers five baccalaureate degrees, two Master degrees and the Doctor of Philosophy degree in Business Administration. The College consists of approximately 60 full-time faculty who serve approximately 3,800 undergraduate and 300 graduate students. It has five academic units, which include the School of Accounting and Divisions of Management Information Systems, Finance, Management, and Marketing. Also included is the Center for Economic and Management Research. The College's faculty are actively engaged in research and enjoy national recognition in a variety of research specialties. OU College of Business web page address: **http://www.ou.edu/business**

SALARY: The individual selected as Dean will also be the holder of the Fred E. Brown Chair in Business. The Fred E. Brown Chair has a substantial endowment that will allow a total compensation package that is very competitive with major AACSB Colleges of Business as well as allowing support of college-wide activities of interest to the Dean.

BEGINNING DATE: Preferably Spring or Fall 2000

APPLICATIONS AND NOMINATIONS: The Search Committee will begin screening applications November 15, 1999, and continue until an appointment is made. Complete applications must include a letter of application, a curriculum vitae/resume, and a list of five references (including addresses and telephone numbers). Please send nominations and/or applications to:

Dean Andrew M. Coats
Chair, Search Committee — Dean of the Michael F. Price College of Business
and the Fred E. Brown Chair in Business
University of Oklahoma College of Law
300 Timberdell Rd.
Norman, OK 73019-5081
Tel: (405) 325-4699 Fax: (405) 325-2321
E-mail: srichmond@ou.edu

The University of Oklahoma is an Equal Opportunity/Affirmative Action Employer. Women and minorities are encouraged to apply. OU has a policy of being responsive to the needs of dual-career couples.

TRUMAN
STATE UNIVERSITY

Head of the Division of Education

Truman State University invites applications and nominations for the position of Head of the Division of Education.

Through the Division of Education, Truman offers a Master of Arts in Education (MAE) as the initial certification for teachers. This innovative, NCATE-approved graduate program trains selected liberally educated college graduates for teaching through intensive internships, research and discipline-based coursework. Current enrollment in the MAE is around 100 students.

The Division of Education consists of 11 full-time, 3 part time faculty and 4 staff members. Additionally, 11 full-time faculty, holding positions in the University's other degree granting divisions, serve as secondary education specialists for their respective disciplines. The work of these faculty, who supervise secondary intern teachers and who serve as discipline experts, is coordinated by the Head of the Division of Education.

Academic Affairs at Truman is organized into 11 academic divisions, 8 of which grant degrees in 43 undergraduate and 9 graduate programs. A Division Head leads each division, reporting directly to the Vice President for Academic Affairs. The Division Head is an important academic leader and administrator, responsible for all divisional matters. Truman's unique administrative structure emphasizes faculty and student interaction. The duties of Division Head are far-reaching, incorporating responsibilities similar to those of both dean and department chair in more traditional administrative models. The Division Head must have an institutional perspective and support the University's mission as a public liberal arts and sciences institution. The salary is competitive and commensurate with the responsibilities required.

The responsibilities of the position include:

- Supporting and promoting student learning and high achievement in the context of a public liberal arts and sciences university. Providing leadership for the division
- The recruitment and development of qualified students
- Recruiting and hiring division faculty and providing annual reviews of performance
- Serving as an advocate for divisional needs and programs
- Coordinating the work of the Secondary Education faculty with their respective divisions
- Supporting University and Divisional assessment by disseminating data and using it in decision making and encouraging its use by faculty and staff
- Supporting faculty in teaching, professional development, intellectual contributions, and in their collaborations with students
- Overseeing and administering the Division budget
- Establishing and maintaining relationships with alumni and assisting with fund raising

Qualifications include:

- Ph.D., Ed.D. or other terminal degree appropriate to the Division's programs
- Knowledge of and experience in teacher education, including experience with the National Council for the Accreditation of Teacher Education (NCATE)
- Evidence of a strong academic record and excellence in teaching and scholarship
- Excellent interpersonal skills and the ability to work cooperatively, building consensus in decision making
- Evidence of administrative experience and the potential to lead and work with faculty
- Understanding of, and commitment to issues related to diversity
- Understanding of, and support for the liberal arts and sciences

Truman State University is Missouri's premier public liberal arts and sciences university. The University is consistently recognized as one of the nation's best educational values. Truman was recognized again by U.S. News & World Report as the number one public regional university in the Midwest and it was recently selected as one of the top 100 best college buys by America's 100 Best College Buys 2000. With a student population of just over 6,200 students, Truman has received national recognition for its institutional assessment program, competitive student body, excellent undergraduate and select graduate programs, and its overall effectiveness as an institution. The University is located in Kirksville, a rural community of just over 17,000, which is 3-4 hours from Kansas City, St. Louis, and Des Moines, Iowa.

Interested candidates should submit a letter of application; a CV; a statement of educational and administrative philosophy; and complete undergraduate and graduate transcripts. Candidates should provide a list of names, addresses (including e-mail) and phone numbers of no fewer than four persons who may be contacted as references. Candidates who are identified for further review will be asked to have three references forward confidential letters of reference directly to the University.

The anticipated date of appointment is July 1, 2000, but is negotiable.

Application materials should be sent to:

Garry Gordon, Vice President for Academic Affairs
Truman State University, McClain Hall 203
100 East Normal Street
Kirksville, MO 63501

Screening of complete applications will begin October 15, 1999 and will continue until the position is filled.

Truman is an equal employment opportunity institution committed to cultural diversity and compliance with the Americans with Disabilities Act

UTA

1895-1995

UNIVERSITY OF TEXAS AT ARLINGTON

ASSISTANT PROFESSOR OF SOCIOLOGY OR ANTHROPOLOGY

The Department of Sociology and Anthropology and the Center for Mexican American Studies at the University of Texas at Arlington invite applications for a tenure-track position as assistant professor of sociology or anthropology to begin September 2000. Applicant should have a Ph.D. or reasonable expectation of completion by August 2000. Applicants must possess scholarly strengths in some aspect of Latino/Hispanic society and culture in the United States. Ability to teach in a women's studies program is desirable. The preferred specialty for anthropology is linguistic anthropology (e.g., sociolinguistics and/or bilingualism); candidates with research and teaching experience in other areas of sociocultural anthropology will also be considered. Sociology specialties are open. Responsibilities include research and teaching in undergraduate and graduate programs of the Department of Sociology and Anthropology and the Center for Mexican American Studies.

UTA is a comprehensive, diverse, metropolitan university situated in the Dallas-Fort Worth metroplex, enrolling approximately 20,000 students. The University and the larger metropolitan community provide significant resources for scholars committed to Mexican American Studies. Anthropology and Sociology at UTA each offer a separate B.A. and M.A. degree.

Applicants must include: 1) Cover letter describing the applicant's research and providing evidence of teaching experience; 2) current curriculum vitae; 3) samples of written work; and 4) three letters of reference. Review of applications will begin 12-8-99 and continue until position is filled. Send applications to:

Professor Manuel García y Griego, Search Committee Chair;
Center for Mexican American Studies; P.O. Box 19444;
University of Texas at Arlington; Arlington, Texas 76019-0444
Email: c2mar@uta.edu.

UTA is an EO/AA Employer

PRESIDENT

GOVERNORS STATE UNIVERSITY

Governors State University (GSU) is an upper division, public University located in University Park, IL, 35 miles south of Chicago. The primary mission of the institution is teaching; providing affordable and accessible education to its culturally and economically diverse life-long learners. The University is comprised of the Center for Extended Learning and Communication Services and four colleges: Education, Health Professions, Business and Public Administration, and Arts and Sciences. GSU enrolls over 9,300 students over the course of the academic year, employs 180 full-time faculty, 1,000 additional employees and has an annual budget of $53.6 million.

The President is the chief executive officer of the University and reports directly to the Board of Trustees. As an institution with a reputation for innovative programs, GSU seeks a President who is committed to academic excellence; has a track record of working with faculty and staff to develop and implement intellectually-stimulating academic programs; understands working with a legislative entity; has strong administrative skills; and thrives in a high-energy environment.

Review of candidate files will begin immediately and will continue until a selection is made. Applications and nominations should be sent to:

Madeleine K.B. Condit
Korn/Ferry International • Suite 3300
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ROWAN
UNIVERSITY

Position: VICE PRESIDENT FOR STUDENT AFFAIRS

Description:

Rowan University invites applications and nominations for the newly created position of Vice President of Student Affairs (VPSA). The VPSA provides the leadership and administrative oversight for the university's comprehensive academic and student support services division. The VPSA is one of four vice presidents reporting directly to the university president and serves on the president's cabinet. Rowan is seeking a highly qualified, experienced administrator who will provide the leadership for the recently reorganized administrative division that includes:

- Admissions
- Basic Skills/Tutoring
- Career and Advising Services
- Counseling
- Dean of Students
- Educational Opportunity Fund/Minority Achievement Program
- Financial Aid
- Intercollegiate Athletics
- International Students
- Multicultural Education
- Registrar
- Residence Life
- Specialized Services
- Student Center
- Student Health Center
- Student Recreation Center
- Student Judicial System
- Student Programming

This position is available as early as February but no later than July 1, 2000. Salary is competitive and consistent with a senior level university position with an excellent benefits package.

Qualifications:

- A Master's degree (doctorate preferred)
- A proven record of leadership and accomplishments in student affairs as a senior level administrator
- Demonstrated capacity for working collaboratively with deans and other vice presidents
- Strong interpersonal, organizational, and communication skills
- A record of working well with a diverse student body
- Demonstrated achievement in creating innovative and distinctive student affairs programs, with a particular focus on student learning
- A demonstrated commitment to integrate student life outcomes with academic outcomes
- Experience with enrollment management

Rowan University:

Rowan University (formerly known as Glassboro State College) is a selective, medium-sized, state university located in southern New Jersey close to Atlantic City and Philadelphia. In 1992, Rowan University received a $100 million gift from Henry and Betty Rowan, one of the largest gifts ever bestowed on a public university. The gift has been a catalyst for Rowan's transformation into a university of regional prominence. Founded in 1923 as a normal school for teachers, the university enrolls over 9,500 students in degree programs ranging from bachelors' through doctorate. The university is divided into six colleges (Business, Communication, Education, Engineering, Fine and Performing Arts, and Liberal Arts and Sciences) and a Graduate School. The 200-acre campus contains 31 building, including six residence halls and three apartment complexes. The university was also the site of the historic Summit Conference between President Johnson and Soviet Premier Kosygin in 1967. Additional information about Rowan University can be found at **http://www.rowan.edu.**

Application Process:

Applications and nominations for the position are invited. Applications should include a narrative letter indicating how the individual's experience and background relates specifically to the listed position qualifications, a complete curriculum vitae, and the name and current title, address, and telephone number of five (5) professional references. Applications will be reviewed beginning October 15, 1999 and continue until the position is filled. Applications and nominations should be sent to:

Dr. Jay Chaskes, Chair
Search Committee for Vice President for Student Affairs
Office of the President
Rowan University
201 Mullica Hill Road
Glassboro, New Jersey 08028-1701

SUNY ROCKLAND Community College

Rockland Community College, located thirty miles north of New York City, is an open enrollment, public Community College serving a diverse, multi-ethnic student population. A comprehensive unit of the State University of New York, the college seeks candidates for the following position:

VICE PRESIDENT
FOR STUDENT AFFAIRS

The College seeks a dynamic, creative and proactive educator to lead a comprehensive range of programs and services to promote student education. This individual will have the vision and ability to engage the College community in initiatives that link student affairs with a variety of educational opportunities to expand the intellectual and personal development of students.

The successful candidate for this vice presidency will strengthen and broaden approaches that reflect institutional priorities on recruitment, retention, student access and community empowerment. She or he will be the primary person to articulate the emerging needs of a diverse student body, provide leadership for institutional strategies to address those needs and engage student affairs staff in professional development opportunities to move planned change forward.

Student Affairs consists of the following clusters: Access (recruitment and entry services, student data management, financial assistance and international student services); Retention Services (counseling, mentoring, EOP, student activities, volunteer services and senior adult programs). This vice president reports to the president and is a member of the executive council.

QUALIFICATIONS:

Master's degree required, doctorate preferred, with a minimum of five years of progressively responsible Student Affairs management experience (community college preferred) and a combination of the following experiences and skills:

- Development, supervision and evaluation of programs to support student success within a multiethnic, multicultural environment, as well as student affairs professional development initiatives within the same context.
- Enrollment management (including recruitment and retention models and community involvement strategies).
- Information technology and its application to student services.
- Budget preparation, management and analysis.
- Student programs and institutional assessment.
- Ability to manage planned and unexpected change.

Salary: $85,000

Search will remain open until the position is filled. The application must consist of a cover letter detailing qualifications, a statement of educational and student affairs philosophy, current resume, as well as the names, addresses and telephone numbers of five references. The College cannot consider incomplete applications. No telephone calls please. Forward application materials to:

Mr. Edward Thayer
Human Resources Department
ROCKLAND COMMUNITY COLLEGE
145 College Road • Suffern, NY • 10901

Visit our website at: www.sunyrockland.edu

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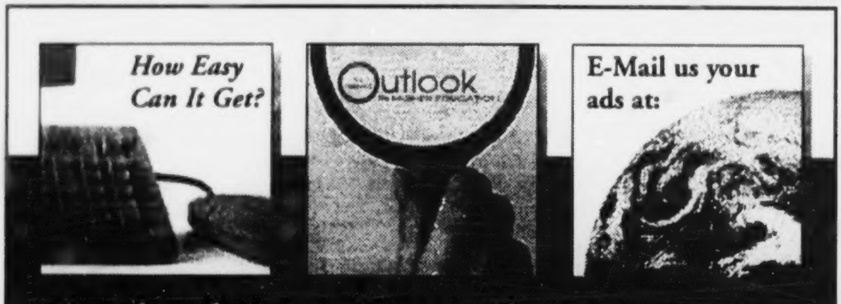
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University of Northern Colorado
KENNETH W. MONFORT COLLEGE OF BUSINESS

Assistant or Associate Professor of Accounting
Position #20955

The desired areas of specialization are in the Managerial/Cost and AIS. Candidates must have completed all requirements for a Ph.D. or Doctorate degree in Accounting from a regionally accredited institution.

Assistant or Associate Professor of Business Law
Position #20042

Candidates must have completed all requirements for a Juris Doctor degree from a regionally accredited institution.

The positions will be filled no later than August 1, 2000. The search begins immediately and will continue until the position is filled. Candidates must be to research, teaching, university and community service. Apply to **Accounting/Business Law Search Committee, Kenneth W. Monfort College of Business, University of Northern Colorado, Greeley, CO 80639.**

UNC is an affirmative action/equal opportunity employer.

EXECUTIVE DIRECTOR
BROOKDALE CENTER OF AGING
HUNTER COLLEGE

Founded at Hunter College in 1975, the Brookdale Center on Aging is nationally recognized as an interdisciplinary academic gerontology center with a budget of $3 million and a staff of 40. The Center provides community based service activities, training and continuing education in gerontology for 10,000 people each year through courses, workshops, and conferences. The Center also operates the Institute on Law and Rights of Older Adults and the Reingold Institute for Prevention of Financial Exploitation of Elders.

The Brookdale Center works closely with Hunter's School of Social Work, the Schools of Health Professions and the School of Arts and Sciences to promote and develop gerontology education at Hunter College. Reporting to the Provost, the Exec Director will provide intellectual and organizational leadership to the professional staff of the Center and guide the management and development of educational programs. The successful candidate must be able to collaborate with leaders throughout the aging service network of New York State on research and educational initiatives. Working closely with the Center's Advisory Board, a major part of the Executive Director's task is fund-raising from private foundations, individual donors, and government agencies.

Qualifications: Requires a dynamic leader with nationally recognized expertise in the field of aging. A record of increasing responsibility in administration and demonstrated success in development and fundraising activities with government and private philanthropy essential. An earned doctorate or equivalent terminal degree necessary. The Director will be appointed as a HEO (Higher Education Officer) or professor. Candidates will be considered for appointment as professor if they have an academic record sufficient to warrant tenure-track appointment. The salary range is $52,898-$86,619.

Send resume, cover letter and the names of three references by October 15th to:

Charles E. Hayes, Director of Human Resources
Hunter College, CUNY, 695 Park Avenue - E1502
New York, NY 10021

HUNTER

Hunter College is an Affirmative Action/Equal Opportunity/IRCA/Americans with Disabilities Act Employer

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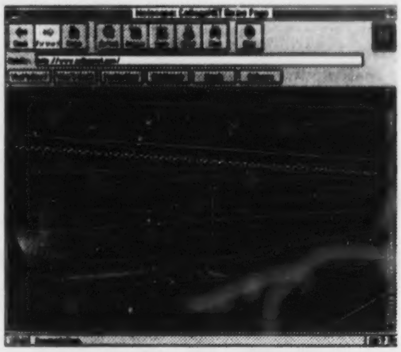

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WESTERN MICHIGAN UNIVERSITY

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

Western Michigan University, located in Kalamazoo Michigan, invites applications and nominations for the position of provost and vice president for academic affairs, the University's chief academic officer. Reporting to the president, the provost shares the president's vision for the University and provides leadership in the development, delivery, and evaluation of academic programs throughout the University, including eight colleges and a variety of academic units.

Marking its tenth consecutive appearance in U.S. News and World Report's list of top national universities, Western Michigan University ranks among the top 100 public universities in the nation. Western Michigan University is a vibrant state-supported, student-centered research university of more than 27,000 students.

Applicants should demonstrate appropriate leadership and administrative experience preferably at the dean's level or above. Credentials should qualify candidates for tenure at the rank of full professor in one of the University's academic units. Applicants should have an earned doctorate or equivalent terminal degree, a record in scholarship and teaching, and a history of success in setting and implementing academic policy.

Applications should include a letter of interest addressing special qualifications, a resume, and the names, titles, addresses, and telephone numbers of five references. The screening process will begin November 1, 1999, and will continue until the position is filled. The projected date for extending a letter of offer is March 1, 2000. The materials should be forwarded via email or mail to:

Jan Greenwood, Partner, c/o WMU Provost Search, Heidrick & Struggles, Inc.,
1301 K Street NW, Suite 500 East, Washington, DC 20005
via email to axr@h-s.com (designate subject as WMU/Provost)

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For further information about Western Michigan University see http://www.wmich.edu

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City Colleges of Chicago

President, Daley College

INFLUENCE THE MINDS OF THE NEXT MILLENNIUM

The Board of Trustees and the Chancellor of Community College District No. 508, County of Cook and State of Illinois (City Colleges of Chicago) are seeking a recognized educational leader to serve as the President of Daley College.

As the chief executive and educational officer, your responsibilities will involve providing visionary leadership to the college while strengthening our academic, vocational and student services programs.

Daley College seeks to provide affordable, high quality, comprehensive education and training opportunities to Chicago residents, thus contributing to the development of a self-sufficient citizenry and an adaptable, skilled workforce. The college seeks to maintain in all programs the key characteristics of accessibility, comprehensiveness, flexibility, excellence and accountability as determined by the current needs of the community, industry, and workforce as allowed by the available resources.

Qualifications include: Outstanding judgment and the capacity to communicate a vision and lead the college forward; a strong record of personal educational accomplishments, including at least a Master's degree (Doctorate preferred); teaching experience and substantial leadership experience in senior level administrative positions for at least six years in education (Dean or above), business, government or non-profit institutions; demonstrated record of successful management of finances, budgets, facilities and personnel within a complex organization; knowledge of current major issues facing Community Colleges especially the mission of urban Community Colleges; political astuteness and the ability to function effectively within a complex political environment; competent in communication and interpersonal skills, including the ability to work with faculty, administration, staff, students, business, industry and governmental agencies at all levels; commitment to education and student services; and an understanding of collective bargaining as a component of personnel management.

Please send your curriculum vitae and supporting credentials to: **Daley College President Search Committee, City Colleges of Chicago, 226 West Jackson Boulevard, 12th Floor, Chicago, IL 60606. Chicago residency is required within 6 months of the date of hire. EEO/AA/M/F/D/V.**

PURDUE FELLOWS PROGRAM
Purdue University

Purdue University invites applications for the Purdue Fellows Program for the academic year 2000 - 2001. The Program provides teaching, research, and service opportunities for a one-year period as visiting assistant professors or post-doctoral appointments at Purdue University. The primary purpose of the program is to develop minority scholars for possible retention and promotion as tenure-track faculty members at Purdue University, West Lafayette campus.

Eligibility: Purdue Fellows are members of the following ethnic/racial groups: African Americans, Hispanics/Latinos, or Native Americans, and are U.S. citizens or permanent residents. Recent recipients of doctoral or terminal professional degrees and/or individuals nearing completion of all requirements for such degrees are encouraged to apply. Special consideration will be given to candidates committed to careers in university research and teaching, and whose life experience, research or employment background will contribute significantly to academic diversity and excellence.

Application: Candidates should submit two full copies of each of the following materials (preferably no later than January 1, 2000):

- a full curriculum vitae
- a graduate school transcript
- names and addresses of three references
- a description of teaching and research interests

Applications and inquiries should be addressed to:

Purdue Fellows Program
c/o Charlotte F. Westerhaus
Purdue University
Director, Affirmative Action Office
1066 American Railway Building
West Lafayette, IN 47907-1066

As one of the nation's leading public institutions of higher education, Purdue University, West Lafayette Campus, enrolls nearly 38,000 students. As a land-grant university, its academic leadership, expertise, and prominence stem from an inherent commitment to serving the people through scholarship, instruction, and service. Purdue University is an equal access/equal opportunity/affirmative action employer fully committed to achieving a diverse workforce.

OSHKOSH

ASSISTANT VICE CHANCELLOR FOR GRADUATE SCHOOL & RESEARCH

Applications and nominations are invited for the position of Assistant Vice Chancellor for Graduate School and Research at the University of Wisconsin Oshkosh.

RESPONSIBILITIES: The Assistant Vice Chancellor for Graduate School and Research will report directly to the Provost and would be responsible primarily for providing leadership to graduate education to include graduate admissions, recruitment, program review, Graduate Council and program coordinators, research initiatives and supervising personnel functions within the school of graduate studies. Other duties would include providing leadership and supervision to the Continuing Education Division, the Weekend and Evening Degree Program, the Office of Institutional Research and university-wide grant efforts.

QUALIFICATIONS include a doctorate or an appropriate terminal degree, an outstanding ability in teaching, scholarly activity, and service, experience with and a vision of and appreciation for the value of graduate education and research, administrative experience in higher education at least at the department chair level or equivalent, outstanding leadership and management skills, strong oral and written communication skills, an ability to function effectively in a shared governance environment, a capacity for high volume and diverse workload, and demonstrated grant writing ability.

STARTING DATE: Negotiable; July 1, 2000 preferred.

Application Procedures: Interested candidates should submit a letter of interest addressing the qualifications above, a current résumé and three (3) letters of recommendation to:

Dr. Colleen McDermott, Chair, Search and Screen Committee for Assistant Vice Chancellor for Graduate School and Research, University of Wisconsin Oshkosh, 800 Algoma Blvd., Oshkosh WI 54901. Phone: (920) 424-2290, Fax: (920) 424-0247, E-mail: mcdermot@uwosh.edu

APPLICATION DEADLINE: The deadline for nominations and applications is November 1, 1999.

UNIVERSITY OF WISCONSIN OSHKOSH

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www.uwosh.edu

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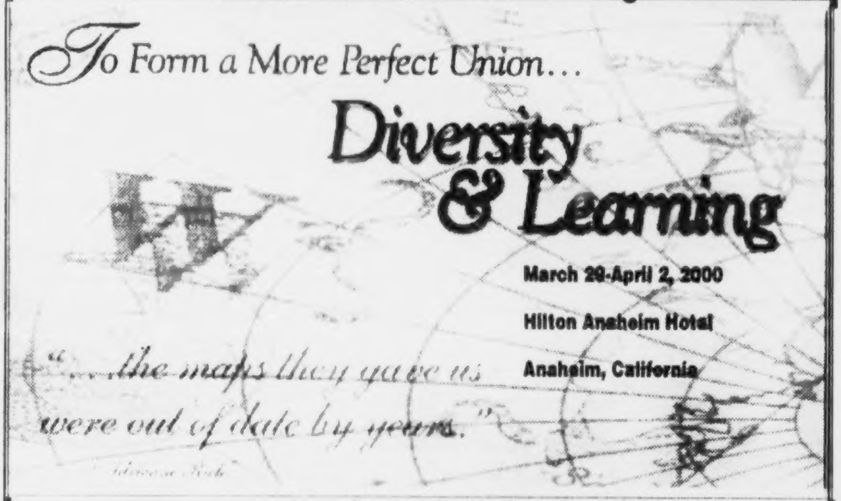
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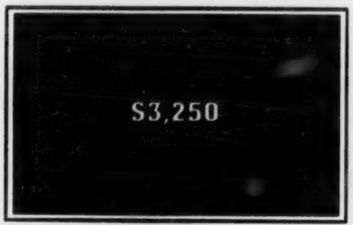

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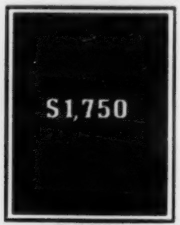

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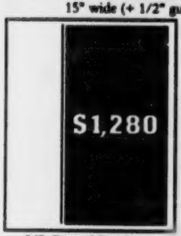

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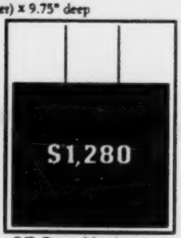

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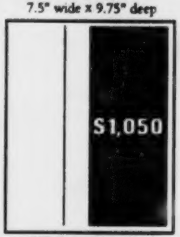

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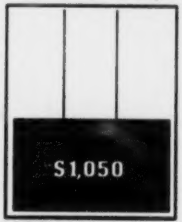

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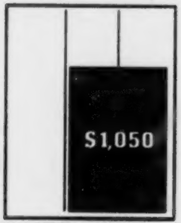

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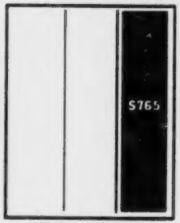

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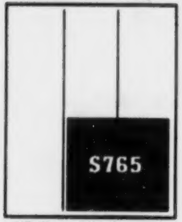

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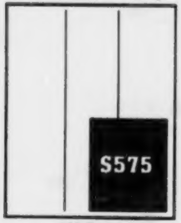

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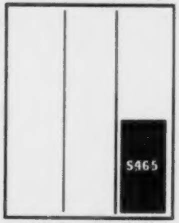

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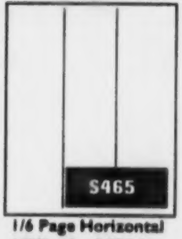

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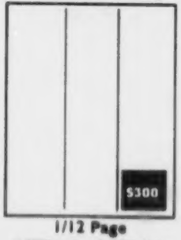

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CLOSING DATES

Issue Date	*Closing Date*	
September 24	Sept. 7	*** Back to School Issue**
October 8	Sept. 21	
October 22	Oct. 5	*** Hispanic Heritage Month**
November 5	Oct. 19	**Law School Issue**
November 19	Nov. 2	*** Publisher's Picks Issue**
December 3	Nov. 16	
December 17	Nov. 30	*** Sports Issue**
January 7	Dec. 14	
January 28	Jan. 11	*** Financing a College Education**
February 11	Jan. 25	
February 25	Feb. 8	*** Women in Higher Education**
March 10	Feb. 22	**Council of Independent Colleges**
March 24	March 7	*** Community College Issue**
April 7	March 21	
April 21	April 4	**Graduate School Issue**
May 5	April 18	*** Top 100 Colleges for Hispanics**
May 19	May 2	
June 2	May 16	*** Health Professions Issue**
June 16	May 30	
June 30	June 13	**Corporate Issue**
July 14	June 27	
July 28	July 11	
August 11	July 25	**The Arts Issue**
August 25	Aug. 8	
September 8	Aug. 22	
September 22	Sept. 5	**Volume 10 Editorial Index**

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MENTORS AS CULTURE BROKERS

Alayne Unterberger holds an M.A. in applied anthropology from the University of South Florida and is currently a doctoral student at USF. A medical anthropologist, she teaches Spanish for Healthcare Providers through USF's College of Medicine and directs the Pocos Hijos Para Darles Más program.

José Martí, the great Cuban patriot and poet, once said, "Education is preparation for life" ("Educar es preparar el hombre para la vida"). Sometimes we forget that education is not just about scholastic endeavors but that it prepares us to be active in the world around us.

It is disheartening to review the nearly 30 percent dropout rate for the nation's millions of Hispanic students. But remember that not all Hispanic students have trouble in school. And those who succeed have had to master the art of living in three cultures simultaneously: home/Hispanic, outside world/North American, and school/youth. Even without an accent, many repeated experiences as a "minority" begin a process of internalization and identification as being "different" and possibly "less able."

American educational systems are themselves cultures with particular rules, definitions, values, and beliefs. Students are then enculturated into this unique system, whether or not they share the same cultural background. Often Hispanic students and their parents might not understand these systems simply because they come from a different culture. So, if education is preparation for life, then how we learn affects how we will approach life.

Children especially learn what they SEE. That's where the idea of mentoring comes in. *The New Revised Velasquez Spanish-English Dictionary* (1985) defines *mentor* as "mentor, counselor or guide." But I would argue that mentors are better characterized as "culture brokers" because they are able to bridge cultural gaps.

One of the issues associated with mentoring, it occurs to me, is that it is not what we do but rather HOW we do it. Mentoring might be just as much an attitude as it is a clearly defined activity. For example, is it mentoring if we coach Little League? Is asking a child about his or her family's special cultural traditions also mentoring? How about taking time out to spend the afternoon with a child in the park? I think that these activities teach children how to behave in society, they model appropriate behavior, and the time spent with the child shows him or her that he or she is important, regardless of cultural background.

Maybe it is time to rethink the idea of "mentoring" so as to include something above and beyond what we might already do. Mentoring can and should be something that we can integrate and build upon. Maybe mentoring could actually be the "can do" attitude we try to infuse in kids?

Not all Hispanic families are the same. They differ by social class and the number of years here in the United States. Families with children who are first-generation Hispanic Americans will need different types of encouragement, help, and mentoring than those who have spent generations in the U.S. Our experience in Florida with Mexican-origin children shows that parents who are recent immigrants who cling to their traditions and customs might have more difficulty relating to their children's desires to assimilate into mainstream U.S. culture. Many times, these parents have low levels of education themselves and/or have never experienced the cultural norms of American schools, which makes it difficult for them to relate to their children's daily challenges. Often these children will stop speaking Spanish and respond to their parents in English, which causes a series of other problems that can be partly addressed through a mentoring relationship.

Dr. Ann Cranston-Gingras, director of USF's High School Equivalency Program for dropout migrant children, illustrates the essence of mentoring: "I look at what we do, and I see that the kids WATCH Pat Doone, the Coordinator of HEP, and they SEE the way he makes decisions, the way he looks at situations, and how he handles himself in these situations. They WATCH how he interacts with professionals. They do it with all the staff. This is mentoring, as an action...a modeling of the day-to-day things that they need to live, everything from job skills to parenting to professional interactions."

Teachers, of course, are natural mentors. Many have mastered the fine art and have a passion for it. It is not the same as teaching, however, and teachers cannot be expected to be all things to all people. Mentoring requires an open attitude that engages youth and makes them feel important. Parents are already often mentors and can benefit from mentoring tips from teachers or the school system. Hispanic and other school system staff (and parents) should educate all levels of school personnel about different cultures (but not from a cook-book perspective in which an entire culture is summarized by "bullets").

There is a need to work with the entire family, and showing an interest in the whole family is important. Praise for being bilingual can give students and parents a sense of pride that they might lack. Community members who volunteer might need special training on how to work with and understand the family dynamics. The mentor is able to bridge the gaps between parents and children, school systems, and people, and, hopefully, these very different cultures.

Remember, what you do DOES matter. I invite you to assist in helping Hispanic youth become "more prepared for life" through mentoring. One word of well-placed or well-timed encouragement can make all the difference.

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About Walden University: Founded in 1970 and accredited by the North Central Association of Colleges and Schools, Walden University is the pioneer in the field of innovative, alternative pathways to graduate degrees. Walden enjoys the reputation of being the leading graduate, distributed learning institution in the country. Doctoral programs use course-based and competency-based curricula; master's programs are course-based. Instruction, assessment, mentoring, and the delivery of student services rely extensively on the Internet.

Associate Vice President for Enrollment Management: This position requires an individual with strong academic values; a keen sense of entrepreneurship and competitiveness; the ability to work in a fast-paced, team-based environment; and a demonstrated commitment to an academic environment that has an uncompromising commitment to quality, integrity, and student-centeredness. A master's degree is required; a doctoral degree is preferred. The AVPEM is responsible for leading the successful development and refinement of the University's enrollment management model and for the effective management of the cross-functional tasks necessary for the attainment of the University's five-year enrollment projection objectives. The AVPEM reports to the Vice President for Academic Affairs and the position is based in Minneapolis. Some travel is required.

The compensation for this position is highly competitive with the possibility of substantial merit-based monetary incentives. A generous fringe and benefits package accompanies the position. The effective date of appointment is January 15, 2000 or earlier.

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This is a full-time, 12-month position based in Minneapolis. The compensation package is highly competitive. The targeted appointment date is September 1, 2000.

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The Director of the Ph.D. Program reports to the Chair of the Division of Health and Human Services. The Director's position is a full-time, 12-month position based in Minneapolis. The compensation package is highly competitive. The targeted appointment date is September 1, 2000.

Program Director for the Master of Science in Education: This position requires an individual with a strategic vision of the future of in-service teacher development; a commitment to the improvement of K-12 education; an interest in and commitment to on-line teaching and course delivery; administrative experience; graduate teaching experience in the field of professional education; and an earned doctorate in education. The Director provides leadership for the development and implementation of the program within the University's Education Division, and reports to the Chair of the Education Division. The Director is responsible for working with K-12 schools to develop student cohorts.

This is a full-time, 12-month position that requires extensive travel related to the recruitment, development, and maintenance of cohort groups of students. The compensation package is highly competitive. The ideal appointment date is January 15, 2000, but consideration will be given to strong candidates who are not available mid-year.

To Apply: Individuals interested in these positions should read the detailed position descriptions and procedures for application at **<www.waldenu.edu/searches/>**. ***The University especially welcomes applications from women and minorities.***

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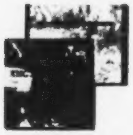
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Cover Photo: Hispanic Heritage Month poster, "A Vision for the 21st Century," by Jorge Louis Somarriba, Managua, Nicaragua. Sixth in the series of Hispanic American Artist Collection. Courtesy of and available through HMS Co. at www.hmsdc.com

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CONTRIBUTORS: Charnel Anderson, Ed Brennan, Roger Deitz, Amalia Duarte, Marilyn Gilroy, Elizabeth Coonrod Martinez, Gustavo Mellander, Nelly Mellander, Mari Carmen Sarracent, Jeff Simmons, Gary Stern, Marvin Stewart

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**

The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652.

All correspondence should include author's full name, address, and phone number.

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A CAPITOL VIEW

Hispanic Heritage

BY GUSTAVO A. MELLANDER

This issue is dedicated to Hispanic Heritage. As we reflect on that, we find ourselves considering the experiences of other immigrants. Although, it is well to remember that some were here long before the dominant society took over. California, Texas, and Florida, to name a few, were first settled by the Spanish.

Nevertheless, we are all immigrants. Several questions bubble up. Specifically, when did the other immigrants "arrive"? I don't mean arrive physically–but when did they "arrive" as full-fledged players in America? And which vehicle propelled them to the forefront?

Some scholars would suggest that it is only when a group has acquired financial critical-mass that it can "arrive" as a people. They conclude that money plays an important role in being accepted, in being entrusted to assume leadership roles.

To place that in perspective, would the Kennedys have had their run if the patriarch, Joseph, had not made millions upon millions?

So wealth is important. But for most immigrant groups, there was a step before the acquisition of wealth. First, it was success in politics that opened doors. Doors to social services, education, business opportunities, and social standing were in one way or another the consequence of political action. Joseph Kennedy married the daughter of Boston's popular mayor, made his millions, and then launched himself and his children on their political careers.

Decade of...

In the 1980s, there was a lot of hullabaloo and excitement that it would be the Hispanic Decade. That was premature for sure. The numbers might have been there, but the infrastructure wasn't.

As we celebrate this month, we can be a lot more sanguine about the future. Last November's elections–nationwide–saw the nation's 32 million Hispanics mobilize and flex their political muscle. They succeeded from New England to the West Coast–and dramatically so.

In California, they elected Cruz Bustamante lieutenant governor. It was the first time since 1871 that a Latino/Hispanic had been elected to a statewide position. And he won by an impressive 53 percent to 39 percent. The future would seem to be even more Latino-sensitive since they comprise 25 percent of the state's population.

Ron Gonzalez was elected mayor of San Jose, Silicon Valley's bustling capital. But he was not alone. Six more Hispanic seats were added to the legislature. Veterans such as Ron Pacheco, the first Hispanic Republican elected to the legislature this century, was re-elected and has now been named assembly minority leader. The Democrats have not been left behind. Antonio Villaraigosa from Los Angeles was elected assembly speaker.

Lee Baca was elected Los Angeles county sheriff. With an annual salary of $235,000 per, he is the nation's highest-paid elected official. (President Clinton receives $200,000.) It should be noted that Baca's victory might not be a harbinger since his election came about after the highly favored incumbent died a few days before the election. Nevertheless, Sheriff Baca, a Hispanic, holds a highly visible and influential position in a highly populated section of California.

Hispanic gains were not limited to California. They were also evident in Colorado, Massachusetts, New Mexico, Texas, and Wisconsin. Colorado elected the first Hispanic attorney general. Wisconsin elected its first Hispanic in the state legislature, and Massachusetts elected three to its House of Representatives. They are the first to serve in more than a decade.

Thirty-seven percent of New Mexico's population is Hispanic, the highest percentage of any state, and they elected four of their own to statewide office.

In Texas, aside from helping George W. Bush win an impressive, overwhelming re-election victory, Hispanics elected Tony Garza railroad commissioner. That powerful position oversees the state's oil and gas industry, and he became the first Hispanic to win statewide elective office in Texas.

In Congress, the number of Hispanic voting members remained steady at 18. (Puerto Rico's resident commissioner does not have a vote.) Five of the 18 are female, an all-time high.

Other beneficiaries

Hispanic politicians weren't the only ones to benefit from a focused and invigorated Hispanic electorate.

In bellwether New York, Representative Charles Schumer could not have beaten incumbent Alphonse D'Amato in their U.S. Senate race without the massive Hispanic support he received.

Their influence was also crucial in the election of Republicans. The two highly visible Bushes benefited. Jeb Bush was elected governor of Florida, and, as mentioned, his brother George was re-elected in Texas. Both speak and campaigned in Spanish and stressed the benefits of immigration.

Perhaps as important for the future of this trend, if it turns out to be one, was the high number of Hispanics elected to local positions. Further, many Hispanics moved up within the structure of their partisan political party. It would appear that a base is being built for continued Hispanic involvement in the nation's political future.

Presidential politics

It is hard to discuss politics without thinking about the presidential election next year. Pundits are already predicting that henceforth it will be very difficult for anyone to be elected president without carrying Hispanic-populated California and New York. Expect all candidates to visit California and New York ad nauseum.

If Hispanics increase their political clout in those states, they will be key players in deciding who is elected president next year. Might the Decade of the Hispanic yet arrive?

Dr. Mellander is a professor at George Mason University.

Hispanic Heritage Awards Salutes Excellence

Outstanding Hispanics Are Honored

HISPANIC HERITAGE AWARDS

The Hispanic Heritage Award Foundation (HHAF) paid tribute to five American heroes with its 1999 Hispanic Heritage Awards. According to the HHAF, these individuals were chosen because they have reached the pinnacle of their careers, achieving brilliant personal success while contributing to our society.

The winners were honored in September at the John F. Kennedy Center for the Performing Arts. That ceremony, broadcast in early October, was hosted by Daisy Fuentes and featured performances and speeches by Hispanic entertainers. Each honoree was awarded a custom-designed Hispanic Heritage medallion sculpted in sterling and brass, designed by DagenBela Graphics.

In his comments about the honorees, Raul Tapia, chair of the foundation, stated, "Today we stop and reflect on the extraordinary impact Hispanic Americans have made in every area of American life. Our 1999 honorees are well-known and widely admired as Americans, and as Hispanic Americans, they have given our nation the benefits of their rich heritage."

PLACIDO DOMINGO (for Arts)

"If I don't have passion for music in my life, I cannot conceive of my existence."

Placido Domingo is considered by many to be the world's most important opera figure. Born in Madrid, Domingo moved at the age of 8 to Mexico City, where at age 16 he launched his career with the Mexican National Opera. Since then, he has performed in the greatest opera houses of the world.

His prolific recording career of more than 90 albums has garnered him numerous awards, including eight Grammys.

In September 1998, Domingo celebrated his 30th anniversary with The Metropolitan Opera (N.Y.C.) with his 2,800th career performance. He is also spending time behind the scenes of the opera world by serving as artistic director of the Washington Opera and artistic director designate of the Los Angeles Music Center Opera.

As a humanitarian, Domingo has raised millions for charity through special benefit concerts. In 1985, he joined relief efforts for the victims of the devastating Mexico City earthquake, in which he lost four relatives.

Always interested in helping young people, he has established Operalia, a singing competition for aspiring young opera singers from all over the world.

> ***"Our 1999 honorees are well-known and widely admired as Americans, and as Hispanic Americans, they have given our nation the benefits of their rich heritage."***
>
> RAUL TAPIA,
> FOUNDATION CHAIR

Among the 1999 National Hispanic Heritage Youth Honorees are: (l.)Magdalena and Adolfo Lara and (r.) Michelle Mayorga

ANTONIA HERNANDEZ (for Leadership)

"The civil rights organization is a business....I don't make widgets. I go about making change."

As president and general counsel of the Mexican American Legal Defense and Education Fund (MALDEF), Antonia Hernández provides a strong voice for the Hispanic community and represents its interests. The national litigation and advocacy organization uses the law, community education, and research to protect the civil rights of the nation's 24 million Latinos. Hernández directs all of these efforts and plans the organization's long-range goals and objectives, which include immigrant rights and language rights programs to confront the "English only" movement.

Hernández, who moved to Los Angeles from Mexico at the age of 8, grew up with a strong sense of public service that has shaped her professional career. With a law degree from UCLA, she joined the Los Angeles Center for Law and Justice in 1974 and in 1977 became the directing attorney for the Lincoln Heights Office of the Legal Aid Foundation of Los Angeles. She joined MALDEF in 1980 and was elected president five years later.

ANTHONY MUÑOZ (for Sports)

"I think about all the opportunity I was offered, the encouragement, the instruction I was offered, and it allowed me do only one thing....make my life an offering."

Football legend Anthony Muñoz, who won Super Bowl rings with the Raiders, the 49ers, and the Redskins, was the first Hispanic to be inducted into the National Football Hall of Fame. That was the pinnacle of a long and illustrious football career, during which he received nearly every honor possible. He was named to 11 consecutive Pro Bowls and was named NFL Man of the Year in 1991.

When he played for the Cincinnati Bengals, Muñoz was so deeply involved in the Cincinnati community that plans are under way to name a street near the new football stadium after him. Former Bengals coach Sam Wyche praised Muñoz, saying, "Anthony is a better person than he was a player. And he was one of the greatest players of all time."

A devout Christian and family man, Muñoz has made it a point to do as much good off the field as he does on. He has contributed generously to charities such as Children's Hospital of Cincinnati and has spoken at more than 150 high schools urging students to stay in school and off drugs and alcohol.

TINA RAMIREZ (for Education)

"We represent the best of this city, its cultural diversity, its rich artistic life, and its promise of opportunity for people of all ethnic backgrounds."

Tina Ramirez has combined her incomparable artistic vision with years of performance and teaching experience to create and sustain the nation's preeminent Hispanic American dance institution, Ballet Hispanico. Incorporating elements of the flamenco, salsa, merengue, mambo, and other dances from Spain, Mexico, the Caribbean, and Central and South America, Ramirez's art is a wildly rich cross-cultural tapestry that encompasses the Hispanic American experience. Today, Ramirez's Ballet Hispanico is not only a nationally acclaimed company but also an award-winning school of dance with more than 600 students, and a leader in arts education through Primeros Pasos (First Steps), its nationwide public school program, which brings dance to more than 25,000 children across the country.

Born in Venezuela, Ramirez came to the U.S. at the age of 7 and began studying dance under Lola Bravo, the premier Spanish dancer

Placido Domingo
Artistic Director Designate of L.A. Opera

Antonia Hernández
President and General Counsel of MALDEF

Anthony Muñoz
First Hispanic inducted into the National Football Hall of Fame

in New York. After she launched her professional career with a tour of North America and Cuba, Ramirez returned to New York to fulfill her promise to take over Lola Bravo's studio when Bravo retired. In 1967, Ramirez created Operation High Hopes, a professional dance training program for minority and economically disadvantaged inner-city children. This led to the formation of Ballet Hispanico in 1970.

Ramirez has received many awards for her work and has served on the dance panel of the National Endowment for the Arts and New York City's Advisory Commission for Cultural Affairs.

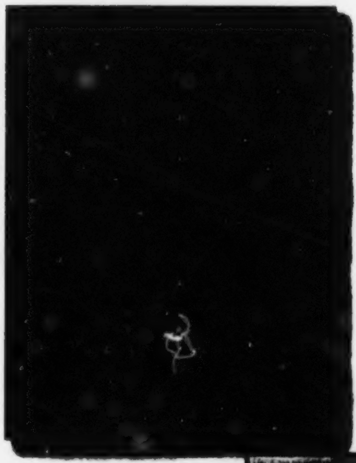
GARY SOTO (for Literature)

"...my task, aside from writing, is to ensure that Latinos make a literate society."

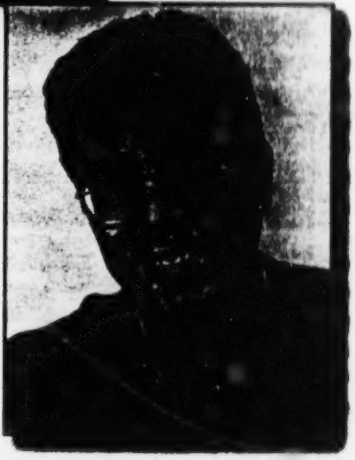
Gary Soto is an award-winning poet, essayist, and novelist–one of the few Mexican American authors who writes for both children and adults. Through his work, he has given readers around the world insight into Mexican American life, including scenes from his own childhood in the San Joaquin Valley where his family made a living doing field and factory work. Although much of his work is set in Mexican American households, it usually embodies universal themes that transcend the ethnic experience.

Over the years, Soto has won many honors for his work. In 1976, he was awarded the U.C.-Irvine's Chicano Literary Prize. He was given an American Book Award in 1985 for *Living Up the Street*, his first published work of prose recollections. Soto earned Pulitzer Prize nominations in 1978 and 1995.

1999 honorees are Placido Domingo, Antonia Hernández, Anthony Muñoz, Tina Ramirez, and Gary Soto.



Tina Ramirez
Creator of Nationally Acclaimed Ballet Hispanico



Gary Soto
Award Winning Poet

Since 1977, Soto has been associate professor of both the English and Chicano Studies Departments at U.C.-Berkeley. He is also currently a professor in the department of Creative Writing at U.C.-Riverside. Through his involvement with the General Electric Award for Young Writers, he has been able to help young people with their literary endeavors.

• • •

Far from the countries where they claim their heritage, six American high school students were also in the national spotlight as winners of the 1999 Hispanic Heritage Youth Awards. Although the winners are now attending college, they compiled impressive records in academics, arts, community service, or sports during their high school years. They were selected for their personal qualities, strengths and goals, significance of their heritage, accomplishments in their chosen discipline, and community service. The selection process began last March when the Hispanic Heritage Awards Foundation (HHAF) reviewed entries and chose 45 regional high school winners across the country. The winners each received $1,000 to use for their education, plus a $500 donation to the community organization of their choice. Winners were honored at ceremonies held in nine cities earlier this year– Philadelphia, Chicago, Los Angeles, Phoenix, San Francisco, Miami, Denver, San Antonio, and New York City.

The five national winners were selected from the field of regional honorees. They received an additional $4,000 and traveled to Washington, D.C., with their parents, where they were honored at the Hispanic Heritage Awards Ceremony.

This year's national Hispanic Heritage Youth Honorees are:

Michelle Mayorga, Miami: Leadership and Community Service; Joseph Puma, New York City: Arts; Claudia Patricia MacMaster, Miami: Literature/journalism; Jasmine Vallejo, Bronx, New York: Academic Excellence; Magdalena and Adolfo Lara, Denver: Sports co-winners.

Michelle Mayorga received the Second Annual Youth Award for Leadership and Community Services, sponsored by the Fannie Mae Foundation. While at Weston High School, she was a member of the National Honor Society and was valedictorian of her graduating class. Of Nicaraguan descent, Mayorga has received many other honors, including National Hispanic Recognition Scholar, *Miami Herald* Silver Knight, and Advanced Placement Scholar. Her extensive community service involvement included work for Habitat for Humanity and helping victims of domestic abuse as well as tutoring adults in English as a Second Language. Mayorga began her studies at Yale University this fall.

New York City's Joseph Puma, winner for the Arts, finds creative ways to bring together his photographic abilities and community service. Also at Yale this year, Puma, of Puerto Rican descent, was a volunteer for the Bureau of Young G.R.A.P.E.s and worked as a writer, editor, researcher, and layout artist to help produce ***We're in Print: The Whole Story by Kids for Kids***, a how-to book to encourage children worldwide to start their own publications. Puma, who attended Marta Valle High School, has won prizes for his photography in the Scholastic Art Awards and has exhibited in local galleries. Allstate Insurance company sponsored the award for the Arts.

Miami's Claudia Patricia MacMaster, winner for Literature/Journalism, the award sponsored by NBC Television, is passionate about writing in both English and Spanish. MacMaster attended Our Lady of Lourdes Academy, where several of her creative works have been published in the school's literary magazine and have earned her many prizes. A self-described aspiring poet of Colombian descent, she won first place in her schools' Novice Debate Competition and served as editor of her high school newspaper, *The Grotto*. MacMaster is now attending the University of Florida.

The Bronx, New York's Jasmine Vallejo, winner for Academic Excellence, aspires to a career in politics and eagerly seeks out positions of leadership in her community. She was valedictorian of her graduating class at Grace Dodge High School, where she also served as editor-in-chief of the school newspaper and yearbook. Of Puerto Rican descent, Jasmine is concerned that other young Hispanics are unaware of their ethnic history; she therefore gives workshops at various colleges about her great uncle Don Pedro Albizu Campos–leader of the Puerto Rican Nationalist Party in the early 1900s. She received the distinguished Posse Leadership Scholarship to Brandeis University, where she is currently enrolled. The Chase Manhattan Bank sponsors the Academic Excellence award.

Magdalena and Adolfo Lara, siblings from Denver, Colo., are co-winners for the Sports award, sponsored by Denny's Restaurants. This brother and sister pair attended Manual High School, where they were active in varsity athletics and graduated at the top of their class. Magdalena has played varsity basketball since her first year in high school and also competed on the varsity track, cross country, and volleyball teams. She volunteered with a local ambulatory surgical unit and participated in the National Honor Society and Student Council. Despite her extensive extracurricular activities, Magdalena maintained a 3.7 average and fulfilled her academic requirements early enough to graduate last January. Adolfo, Magdalena's younger brother, also graduated early, at the age of 15. Adolfo started playing varsity baseball at 13 as an ambidextrous pitcher and, in his last season, was pitching 78 mph fastballs. He has been very involved in his church youth group, an experience he believes taught him to work well with others and to respect individual beliefs.

About the Hispanic Heritage Awards Foundation:

In 1987, a White House task force brought together prominent Hispanics from the private sector and the administration to create an event to highlight Hispanic excellence. The brainchild of these sessions was the Heritage Awards. The Hispanic Heritage Awards Foundation was subsequently established as a nonprofit organization to recognize and reward Hispanic leaders who display excellence in their professions and serve as positive role models in their communities.

The foundation is comprised of 34 national Hispanic organizations, including the U.S. Hispanic Chamber of Commerce, the National Puerto Rican Coalition, and the Cuban American National Council. These organizations work closely with the foundation to showcase Hispanic leaders and their impact on our nation's communities and youth.

The Hispanic Heritage Awards has become the most celebrated and prestigious event of Hispanic Heritage Month. Broadcast on NBC earlier this month, this year's event offered the American public the opportunity to learn more about our nation's Hispanic leaders and their contributions to our society.

The Hispanic Heritage Awards Foundation selected honorees in six categories–arts, education, leadership, lifetime achievement, literature, and sports. The individuals who are profiled in this article not only excelled in their chosen career but have also enhanced their communities. Previous award winners include writers Luis Rodriguez, Isabel Allende, and Luis Valdez; actors Martin Sheen, Jimmy Smits, and Edward James Olmos; and golfers Nancy López and Chi Chi Rodriguez.

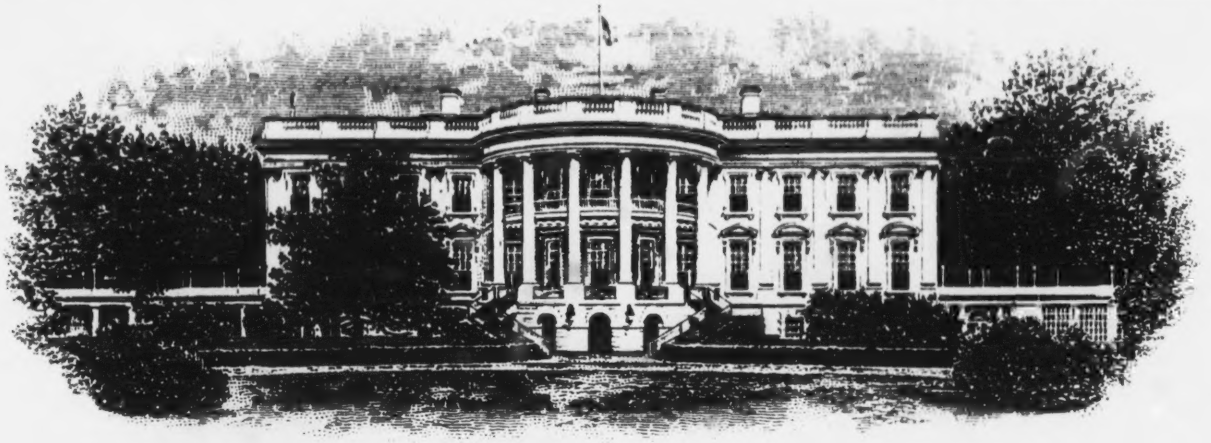
The Hispanic Heritage Awards Foundation also honored exceptional young Hispanic Americans in five categories–arts, leadership/community service, literature/journalism, academic achievement, and sports. The program began with the Fannie Mae Foundation as the founding sponsor of the awards in 1998 when the first Youth Leadership and Community Service Award was presented. This year, four new organizations joined in sponsorship, allowing a tremendous expansion of the program.

This article was compiled by Marilyn Gilroy from news reports and in cooperation with the Hispanic Heritage Foundation.

White House Initiative and CHCI Celebrate

Empowering and Informing

BY MARI CARMEN SARRACENT



For some groups, Hispanic Heritage Month is an everyday undertaking–as such, The White House Initiative on Educational Excellence for Hispanic Americans and the Congressional Hispanic Caucus Institute (CHCI) are no exception. However, supported and promoted by Presidential Executive Order, beginning in September, for an entire month, people nationwide celebrate Hispanic American accomplishments during what has been declared for years as Hispanic Heritage Month. Universities, organizations, local, state, and federal government participate annually.

The White House Initiative was established by Executive Order 12900 to advance the development of human potential, to strengthen the nation's capacity to provide high-quality education, and to increase opportunities for Hispanic Americans to participate in and benefit from federal education programs. The following are some activities that kicked off prior to Hispanic Heritage Month and will be ongoing.

The *Excelencia en Educación* conference series is the by-product of several factors–the comprehensive report prepared by the President's Advisory Commission on Educational Excellence for Hispanic Americans, entitled *Our Nation on the Fault Line: Hispanic American Education*, which discussed issues regarding Latino educational attainment from pre-kindergarten through graduate and professional education, and the Hispanic Education Action Plan, announced by Vice President Al Gore in 1998, which provides over $520 million in educational program investments.

Secretary of Education Richard Riley stated in the New York Excelencia en Educacion conference that "a quality education must be considered a key civil right for the 21st century."

"The Excelencia and Education conference series was designed by the White House Initiative on Educational Excellence for Hispanic Americans to go to different cities with large Latino populations and let them know that parents must become involved in their children's education. That is a fundamental key, and families and students need that in order to succeed," stated Luis Rosero, director of communication for the White House Initiative.

The first *Excelencia en Educación* was launched in October 1998 with AVANCE in San Antonio, Texas. For the inaugural conference the White House Initiative brought together five federal agencies–Education, Health and Human Services, Labor, Interior, and the Small Business Administration as well as over 400 parents, educators, Latino advocacy organizations and leaders from the private sector. According to the White House Initiative, members of the Clinton/Gore administration and members of the Congressional Hispanic Caucus have spoken. Small Business Administrator Aida Alvarez (spoke at San Antonio) and U.S. Representative Ruben Hinojosa and Representative Ciro Rodriguez also participated.

"We've added government agencies to participate with us in bringing their resources to the table to help the Latino community help itself. In San Antonio, we had approximately 700 participants. In Los Angeles in March of 1999, we had about 800, and about 750 in New York City, which took place in June," added Rosero.

The conference in New York took place at City University of New York (CUNY)-City College. The Hispanic Federation, Community Association of Progressive Dominicans (ACDP), United Way of NY, the NY Board of Education, CUNY-City College, and ASPIRA of New Jersey collaborated. Speakers included Secretary of Education Richard Riley and U.S. Congress members Nydia Velázquez, Robert Menéndez, and José Serrano.

The academic issues that we focus on are reading, math, science, and college readiness, noted Rosero. These are fundamental courses that kids need to take that will get them to college and a career, he added.

"That is one of the reasons why the conference is geared toward grassroots, making sure organizations, parents, and the community know how they can connect with education agencies," he added.

Upcoming are visits to Miami and Chicago. The White House Initiative is working with community leaders in Chicago (slated for November 5-6) and Miami (December 3-4).

Recently, Univision launched a major campaign in conjunction with the Department of Education and in collaboration with the White House Initiative entitled *Tu Futuro depende de ti...Educate!* Noted Rosero: "They've committed to a multi-year campaign. All of their affiliates will broadcast public service announcements by featured individuals–Oscar de la Hoya, Don Francisco, Giselle Blondet from *Despierta America*, and a lot of other visible Latinos–to let the public know that education is the number one priority for our community."

During Hispanic Heritage Month, the White House Initiative held a press conference regarding standards and assessment. Commissioners Sonia Hernández and Erlinda Archuleta, co-chairs of the Assessment Committee of the President's Advisory Commission conducted a briefing at the National Press Club, where commissioners discussed the impact of educational standards and assessment practices on Hispanic students with an emphasis on English language learners.

In addition, modeled after the Initiative, Massachusetts, said Rosero, is the first state to adopt the White House Initiative. "A group of concerned parents took our executive order and transformed it to a local level. They are going to work with all the government agencies in that state [public and private] and with concerned parents to do on a local level what we've done on a national level." Entitled the Massachusetts Initiative, it is composed of public officials, students, educators, administrators and businesses which have joined to develop a statewide response to improve educational achievement for Latino students. Sarita E. Brown, White House Initiative executive director, and Mario Moreno, Department of Education Assistant Secretary joined Massachusetts Governor Paul Cellucci in announcing the state's initiative for Latino students in the State House in Boston. On October 2, a summit meeting was held at Worcester State College regarding these plans.

The White House Initiative also is participating in the Congressional Hispanic Caucus Institute's 1999 Issues Conference summit series, which included an education seminar chaired by U.S. Representative Ruben Hinojosa. White House Initiative Chairwoman Ana Cha Guzmán addressed the CHCI educational seminar too, discussing the different efforts that the Initiative is spearheading.

For the Congressional Hispanic Caucus Institute, Inc., a nonprofit, nonpartisan, education organization that offers educational opportunities and information to develop the next generation of Latino leaders, Hispanic heritage activities culminated at its Annual Gala, which is one of the major Hispanic fund-raising events in the United States. This year marks the 22nd year of the CHCI event. Since its start in 1976, the gala has grown so that it attracts more than 1,600 guests. The theme this year is "Building Coalitions: A Kaleidoscope of Possibilities."

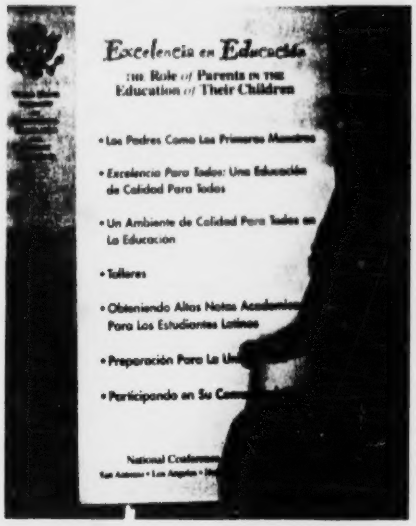
Vice President Al Gore and First Lady Hillary Rodham Clinton addressed salient issues to the Hispanic community at the 22nd Annual Gala, which happened to be the first day of Hispanic Heritage Month. CHCI chairwoman Lucille Roybal-Allard stated: "We are honored to have Vice president Al Gore and the First Lady celebrate Hispanic Heritage Month with us. They recognize the significant role Hispanics will play in the 21st century and the importance of ensuring a constant succession of leadership in our community. It is encouraging that the current administration understands that the Latino agenda is America's agenda."

Attendees at the gala event are, according to CHCI, a "who's who of leaders from the public and private sectors, including members of Congress, entertainers, industry leaders, Cabinet members and community activists."

Geraldo Rivera, host of CNBC's Rivera Live and Giselle Fernandez, former co-host of Access Hollywood, served as co-emcees. Tito Puente and his orchestra provided the entertainment for the evening, and Nelson Escalante an internationally acclaimed artist captured the theme of the event by creating a limited edition poster.

Also at the festivities were Congressman Robert Menendez (D-NJ), vice chairman of the Democratic Caucus and rock music legend Carlos Santana. Both were honored for their long-standing commitment and service to the Hispanic community and received the Medallions of Excellence. Roybal-Allard stated, "We honor Congressman Menendez for his tireless pursuit of fairness, his leadership in the fight for human rights and his dedication to helping underserved communities." Santana received the Medallion of Excellence for Community Service in response to his commitment through his music to innumerable social causes as well as education. According to CHCI, Santana lends time and money to *Cada Cabeza es un Mundo* (Each Mind is a World), a high school drop out prevention program for Latino students.

Since 1993, CHCI has hosted four national Issues Conferences in Washington, D.C., at which policy-makers, Latino elected officials, and



Excelencia en Educación

THE Role of Parents IN THE
Education of Their Children

- Los Padres Como Los Primeros Maestros
- Excelencia Para Todos: Una Educación de Calidad Para Todos
- Un Ambiente de Calidad Para Todos en La Educacion
- Talleres
- Obteniendo Altas Notas Acad
- Para Los Estudiantes Latinos
- Preparación Para La Un
- Participando en Su Com

National Confere
San Antonio • Los Angeles •

guests have an opportunity to address legislative issues affecting the Latino community. This year's issues included the following:

•Telecommunications: Hispanic representation in telecommunications, broadcasting, and media; slamming; unfair trade practices; and long distance rates

•Social Security Reform: private accounts, collective investment, budget surplus

•Census & Civil Rights: accurate 2000 census and civil rights issues

•Health Disparities: diabetes, substance abuse, mental health, HIV/AIDS

•Education and Training: reauthorization of the Elementary & Secondary Education Act (ESEA), bilingual education for LEP students, migrant education, teacher quality and training, importance of parental involvement and academic accountability for schools receiving Title I funds, Hispanic dropout rate, among other issues

•Arts and Entertainment: opportunities; access; who owns what we see, and how can that change?

•Immigration: fairness for immigrants

•International Relations: diversifying the U.S. Foreign Service, development assistance for Latin America and the Caribbean

•Business and Economic Development

•Energy: deregulation's impact on the Latino community

According to CHCI, the issues conference and the black tie gala were scheduled during Hispanic Heritage month to discuss, underscore, and venerate issues and accomplishments in the Hispanic community–"In celebration of our achievement as an organization and community...and to empower and inform the community."

Instituto de Cultura Puertorriqueña

Preserving and Promoting a Heritage

BY
NELLY MELLANDER

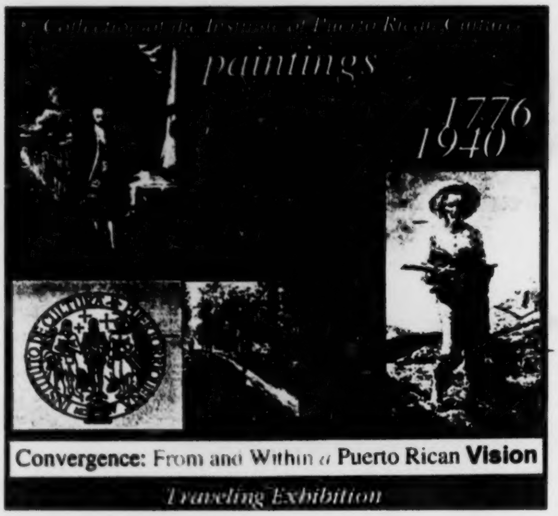
> ***Fiercely loyal to "Mother Spain" during the years when most of Latin America broke away from it, Puerto Rico became home to many who hoped to reconquer Spain's former colonies.***

At the entrance of the National Archives in Washington, D.C., there is a maxim that reads, "What Is Past Is Prologue." All areas and all people have a unique history, customs, and culture that defines them–defines them and molds their very existence. Throughout the world, people attempting to prepare for the future seek to find out who they are, where they came from, and where they might be headed.

The Puerto Ricans

Few people in the history of the world have found their very existence so markedly divided between two countries, two cultures as have Puerto Ricans. For four hundred years, they were intimately associated with Spain, and for the past 100 years, they have been associated with the United States.

Until quite recently, much of the island's abundant and varied history was not very well known nor much appreciated, not even in Puerto Rico. To address that lack, the Instituto de Cultura Puertorriqueña was created in 1955. Its mission was clear and to the point–to provide the Puerto Rican people with an institution dedicated to the study, conservation, dissemination, and enrichment of Puerto Rico's culture.


Collection of the Institute of Puerto Rican Culture
paintings
1776
1940
Convergence: From and Within a Puerto Rican Vision
Traveling Exhibition

The Instituto is presently under the able leadership of former distinguished university professor and administrator Dr. Ramón de la Torre. He is firmly committed to showcasing all that is Puerto Rican and determined not to denigrate other cultures, other expressions. Instead he labors to emphasize the good that exists in all the peoples and cultures that have created modern-day Puerto Rico.

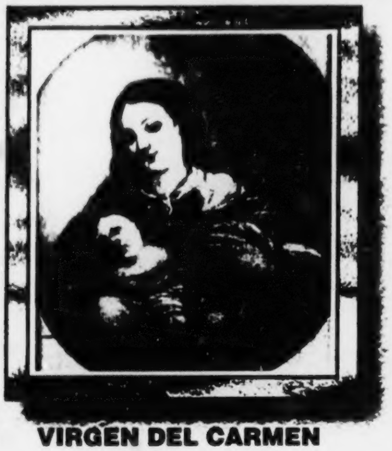
The American Connection

Census figures are outdated, but it is estimated that there are 3.8 million Puerto Ricans on their tiny 35-mile-wide by 100-mile-long island and some 2.5 million Puerto Ricans in the fifty United States. These estimates are conservative.

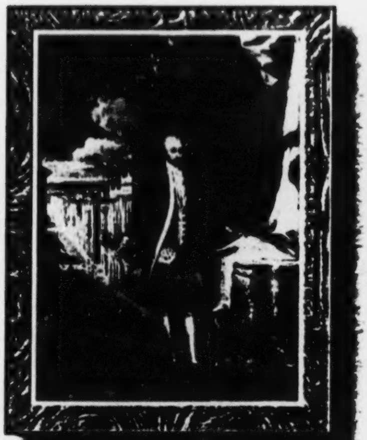
As educated people in this country know, Puerto Ricans are an integral part of this nation. Their association with the United States is a long and deep one. Business and cultural ties go to back colonial times. Puerto Rican produce was freely available in Washington, D.C. markets during George Washington's administration. The relationship would intensify dramatically at the end of the 19th century. In 1898, Puerto Rico was invaded by the United States. It would become a war prize of the Spanish American War, a war that John Hay, Lincoln's former secretary, called "a splendid little war." A war whose justification historians throughout the world have long questioned. A war President William McKinley and millions of Americans did not want. A war that made Theodore Roosevelt a national hero and ultimately president.

But some did want the war. None more passionately so than William Randolph Hearst. His control of the information flow to a large portion of the nation's newspapers gave him the trump cards he utilized to mold public opinion. It was a short, successful, and popular war. Cuba, Puerto Rico, Guam, and the Philippines were war prizes.

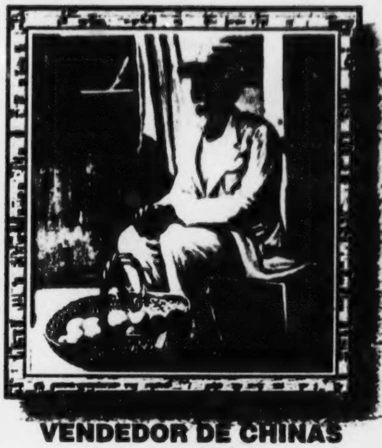
Puerto Ricans were granted American citizenship a few years later, 1917, via the Jones Act. They wanted to be good American citizens, and their contributions to America's "arsenal for democracy,"



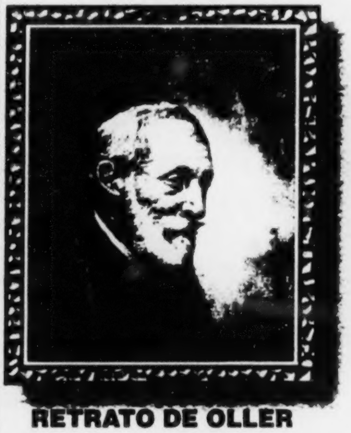
VIRGEN DEL CARMEN
Amalia Cletos, 1861



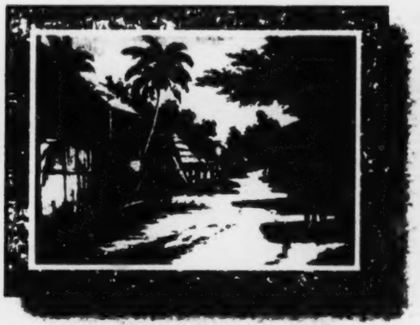
GOVERNADOR MIGUEL ANTONIO DE USTARIZ
José Campeche, 1792



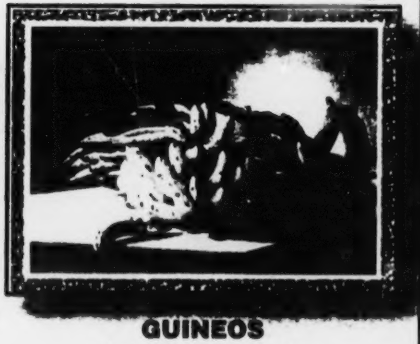
VENDEDOR DE CHINAS
Juan Rosado, 1939



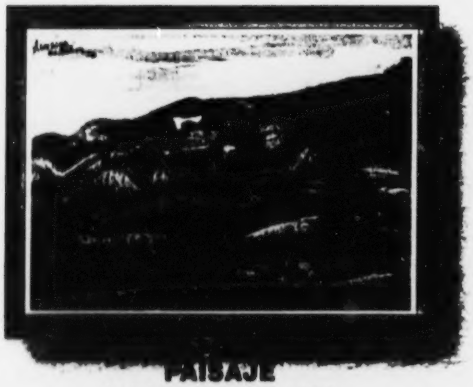
RETRATO DE OLLER
José López de Victoria



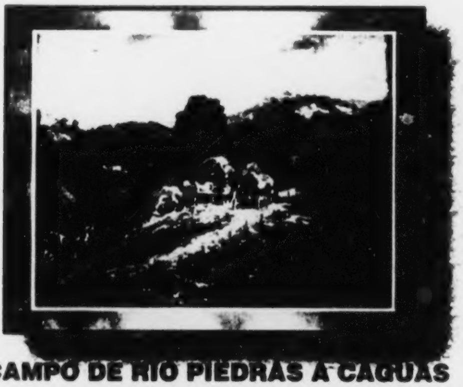
UNA CALLE DE CATAÑO
Manuel Jordan



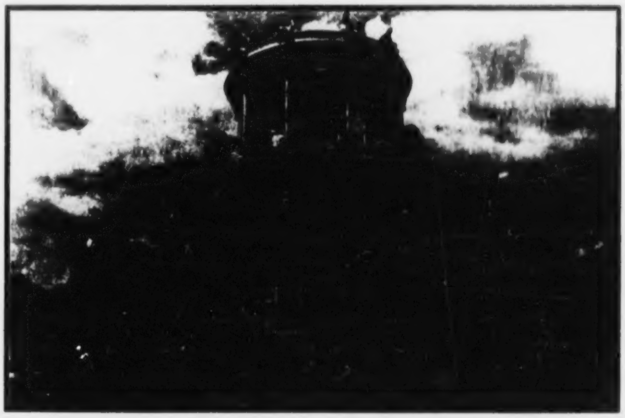
GUINEOS
Felix Medina, 1906



PAISAJE
Luisina Ordóñez,1938



CAMPO DE RIO PIEDRAS A CAGUAS
Fernando Díaz McKenna


Casa Wiechers-Villaronga in Ponce, Puerto Rico

to quote Woodrow Wilson, in the First World War began the long history of Puerto Ricans fighting in America's wars. Unfortunately, they died disproportionately to other Americans in all those wars. At first, they were willing patriotic volunteers, as were other Americans. They would later be drafted, but thousands of others would continue to volunteer.

Many Americans would be surprised to hear of Puerto Rican service to America. Many have distorted views of Puerto Ricans as low-level laborers or, worse yet, as welfare recipients. The culture they live and create on the mainland, although closely connected to the island's, is at times very different. Buttressed by different realities, at times harsh, at times liberating, those experiences have been and are the subject of considerable research and interest. Since Puerto Ricans travel back and forth to the island very frequently, cross pollination has been intense.

The Predominant Historical Influences

Few know of the island's rich cultural history, which predates Columbus. When he landed there on his second trip, on November 19, 1493, it was then known as Boriquén. It was from that point that Puerto Rico began to develop its unique present-day culture. It is an amalgam that blends its three foundations: the indigenous Taino Indians, together with the African and European, mostly Spanish, influences.

Porta Coeli Church in San German, Puerto Rico

The Tainos

Long before Columbus, the island supported a thriving Indian population. They were the Tainos, a peaceful tribe whose friendliness and assistance to the invading Spanish would be rewarded with cruelty, forced labor, and, ultimately, extinction. The Tainos have been traced as far back as 1200 AD. An important ceremonial center located in the mountainous middle of the island has been restored and opened to the public–the better to understand this portion of the island's past. Other Indians, such as the war-like Caribs, who frequently attacked the Spanish settlements, influenced Puerto Rico in their particular fashion.

España, La Madre Patria: Spanish Influence

No country has influenced Puerto Rico more than Spain. A loyal outpost for four hundred years, the island is still, a hundred years after their formal separation, intimately tied to *La Madre Patria* and its many cultural traditions. Fifteen years after Columbus' trip, Juan Ponce de Leon sailed from Hispaniola with fifty men to the island that had been renamed San Juan Bautista. Ponce de Leon explored the southern and eastern part of the island before heading for the northeastern section. He came upon a large bay with a natural port and was so taken by its potential that he called it Puerto Rico–Rich Port. (In years to come, the names would be switched. The island would become Puerto Rico, and the city, San Juan.)

The following year, 1509, Ponce de Leon returned as Puerto Rico's first governor, with a larger contingent. It included his wife and children, nearly 100 Spaniards, and one free black man. He founded the colonial capital, Caparra, which was built a few miles inland, away from the coast. From that location, they began to spread Christianity and Spanish mores throughout the island. For twelve years, Caparra was the capital. It was ultimately moved, over Ponce de Leon's objection, to the tip of a peninsula along the ocean. Thus began the international city of San Juan, which remains the island's capital to this day.

Caparra fell into disuse and was abandoned. Its foundations were covered by subsequent development and neglect. They were virtually forgotten. They were unearthed in 1935 and later, under the tutelage of the Instituto, restored to an ongoing historical and educational site. From those early beginnings, Spain would be the most important influence on the island for some

Instituto de Cultura Puertorriqueña headquartered in Old San Juan, Puerto Rico

400 years. Fiercely loyal to "Mother Spain" during the years when most of Latin America broke away from it, Puerto Rico became home to many who hoped to reconquer Spain's former colonies. The island's dedication and attachment to Spain was pronounced and deeply rooted. But by the 1860s, separatist feelings began to grow. Finally, in 1898, Puerto Rico was granted autonomy by Spain. But within a matter of months, the Spanish American War exploded out of incidents in nearby Cuba, and Puerto Rico was dragged into the war. Thus for more than 100 years, there has been the daily presence of the United States in Puerto Rico.

U.S. interests, mostly commercial, had been present and at times very pronounced throughout the colonial era. But they intensified. The Instituto has sponsored programs that research and present that 20th-century reality.

The Africans

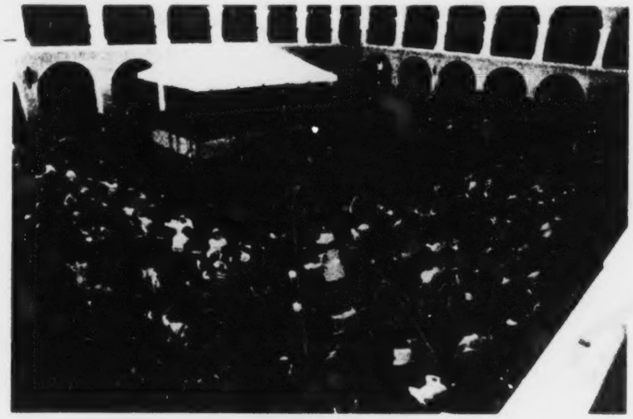
The first African to live in Puerto Rico came with Ponce de Leon when he was appointed governor. He was not a slave but a free man.

Within a few years, other Africans would arrive. Unfortunately, as was common in that age and in that region, they came as slaves. They worked on the island's many plantations. But slavery, abolished in Puerto Rico in 1873, was never the strong financial bastion seen in other parts of the Americas. Nevertheless, African influences have enriched the music, the food, and the way of life of the island. There is also relatively less discrimination and prejudice based on color in Puerto Rico than in other parts of the Western Hemisphere.

The Instituto, under the leadership of its director, Dr. José Ramón de la Torre, recently inaugurated a new museum to celebrate the African contributions to Puerto Rico.

The Fourth Influence: Stateside Puerto Ricans

Those are the three traditionally mentioned foundations of Puerto Rican society. Yet some believe there is another, a fourth strand of influence, that has helped create the modern-day Puerto Rico. It is the two and a half million Puerto Ricans who live on the mainland. Over the past one hundred years, hundreds of thousands migrated back and forth. They came to work, but visited their island frequently. Some worked in both locations, and many returned to the island, *La Isla del Encanto*, when they retired.



Homage to Don Felo

Puerto Ricans are found in virtually every state. There is even a thriving contingent in Hawaii. There are enormous population centers in New York, Illinois, Florida, and New Jersey, to name but four states. They are factory and migrant workers as well as lawyers and physicians. Fully incorporated into every profession in the country, they are fiercely American, yet most retain a very strong attachment to their island. The influence and contributions of these stateside Puerto Ricans to Puerto Rico are yet to be studied and chronicled in depth.

The Instituto

All of this rich and noteworthy history is important for Puerto Ricans, those on the island and those here on the mainland. Cognizant of the importance of that fact, there had long been an interest, mostly among the intelligents, to collect, preserve, interpret, and disseminate the island's heritage.

The movement to enrich the population's perception and help build a stronger foundation for the future gained support in the 1950s. It ultimately led to the establishment of the Instituto de Cultura Puertorriqueña in 1955. Since then, governors of both political parties have supported the Instituto's many projects and its political autonomy. One of the earliest groups to arrive on the island–along with Ponce de Leon–was the Dominicans. They would be particularly influential during those early years, spreading Christianity throughout the island, providing education and other social services. They inhabited a series of buildings in Old San Juan. Their convent closed in 1838, and the building later became a Spanish military garrison. It would ultimately serve as headquarters for the Americans in 1898.

Today that building is the headquarters of the Instituto. Harbored in the old historic section of San Juan, its neighboring buildings and streets reek of history, a history that continues to be developed. Puerto Ricans have been quick to adopt the latest worldwide cultural trends–from the plebeian to the ultra-sophisticated. In centuries gone by, some island residents anxious to succeed imitated the great European artistic waves. The twentieth century has seen a greater desire to create from within, to showcase the *criollo*.

The Instituto has served as an impetus for creative forces in such activities as literature, theater, music, and the fine arts. Serious research has also been sponsored in such fields as history, anthropology, and folklore. An attempt has been made to be balanced. No single facet has been favored; none has been ignored. This has all nurtured Puerto Rico's commitment to higher education. Recent World Bank statistics note that "the Puerto Rican rate of enrollment in higher education ranks sixth in the world."

Two significant policy decisions were made early on. The Instituto would labor not to be provincial. In particular, it would not be circumscribed by the desires and mores of the capital city, San Juan. Thus the Instituto from the very beginning determined to serve the entire island and not play favorites with any one region. And it succeeded–historical sites and cultural realities have been highlighted by the Instituto in all parts of the island.

The second policy issue was to be apolitical, to be totally autonomous from the fractious political realities of the island. There too it has succeeded. The Instituto has survived and prospered under governors and legislatures from both political parties. There is every reason to be optimistic about the future. The Instituto will undoubtedly continue to "provide more light" for generations yet unborn.

The Honor Roll

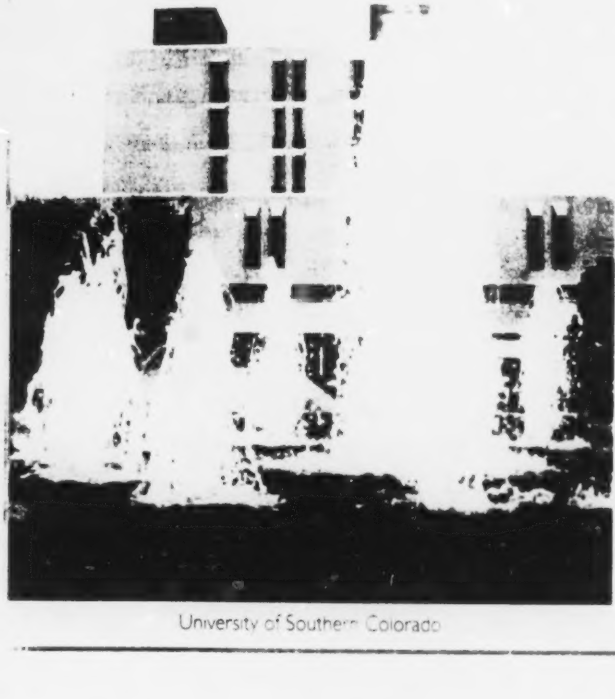
University of Southern Colorado

One in four students Hispanic

BY ROGER DEITZ

Dr. Tito Guerrero, III, is serving his third year as president of the University of Southern Colorado (USC). Already he has distinguished his presidency in a number of ways.

During his first two years in the post, USC broke existing fund-raising records, netting nearly $12 million. The educator was instrumental, too, in gaining legislative appropriations of $20.6 million to support important capital construction and deferred maintenance projects.



University of Southern Colorado

Dramatic changes during his tenure at his former institution, Texas A&M-Corpus Christi, included a doubling of faculty size, a quadrupling in university funding, and a significant expansion of academic offerings.

USC's president, who received his doctorate in administration, planning, and social policy from Harvard University, has worked as an advisor to a great many institutions, among them the U.S. Agency for International Development, the Costa Rican government, the U.S. Center for Disease Control, the American Educational Research Center, and the National Institute of Education, the Administration for Children, Youth, and Families, the Bureau of Education for the Handicapped, the Florida Department of Education, and the Missouri Coordinating Board for Higher Education.

Guerrero's master's in secondary and health education is from the University of North Texas; his bachelor's, from Texas A&M. He was awarded fellowships by the Kellogg, Ford, and National Science Foundations and the American Association of State Colleges and Universities.

During Convocation Week 1999, which had the theme "Maintaining Excellence," Dr. Guerrero told the USC gathering that it was time to address "the challenge of recognizing and sustaining the many things at which we excel, while continuing to address those areas that require our further attention." He spoke, too, of USC's Diversity Plan for 1999-2003. "The USC Diversity Council," he said, "has arrived at a comprehensive set of goals, responsibilities, and timelines to achieve these goals."

"As we begin our comprehensive campus-wide assessment," he said, "our goal must be to identify and initiate those changes that serve to maintain and expand the core of excellence that is the heart of our institution."

For recognizing the value of diversity, and for showing that commitment in a high-profile manner, our Hispanic Heritage Week issue of *The Hispanic Outlook* honors the University of Southern Colorado with Dr. Tito Guerrero, III, at the helm, and we congratulate

Tito Guerrero, III, University of Southern Colorado president

Honor Roll Facts in Brief

INSTITUTION
University of Southern Colorado

LOCATION
2200 Bonforte Boulevard
Pueblo, Colorado 81001
(719) 549-2100

ESTABLISHED
1933

ENROLLMENT
4,036 (1,033 Hispanic)
123 Hispanic graduates for 1997-1998

DEGREE OFFERINGS
Bachelor's
Master's

TUITION AND FEES
$2,219 for residents

FACULTY
217 Full-time

SEVERAL DEGREE PROGRAMS
- Accounting
- Industrial Science and Technology
- Mass Communication
- Nursing
- Social Work

NOTABLE HISPANIC-SERVING ORGANIZATIONS
- American Language Academy
- Center for International Programs
- MEChA

INTERNET ADDRESS
www.uscolo.edu

the institution for its inclusion on the Honor Roll.

USC is a comprehensive regional university with a polytechnic emphasis. Founded in 1933, it was incorporated as The Southern Colorado Junior College. Classes took place on the top floor of the Pueblo County Courthouse. The "Class of '35" graduated 17 students. The first building on campus was donated privately by the Colorado Fuel and Iron Corporation in 1936. One year later, local citizens decided to support the institution with county taxes. They organized the Pueblo County Junior College District and the institution was renamed Pueblo Junior College.

In 1951, PJC became the first accredited junior college in Colorado. A decade later, Colorado's general assembly enacted legislation, effective in 1963, that changed PJC to a four-year institution called Southern Colorado State College. It received accreditation in 1966. By then there were four buildings erected on a new campus north of Pueblo's Belmont residential district.

On July 1, 1975, the state granted the institution university status. Three years later, the State Board of Agriculture assumed governance of the university. In 1986, USC, Colorado State University and Fort Lewis College joined the Colorado State University System.

The campus is located on 275 acres in northeast Pueblo, a mid-sized city with a population of approximately 110,000. The campus has 13 state-funded classroom, academic support, and administrative support buildings. Additionally, the campus provides the following self-funded facilities: residence hall, student apartments, student center, recreation center, telecommunications facility, and child care center.

For 1998-1999, USC enrolled 4,036 students in its on-campus programs, equating to 3,575 full-time students for the full fiscal year–86 percent of the students were residents of Colorado; 7 percent, from other states; and 7 percent, international. Approximately 32 percent of enrolled students are ethnic minority, and 55 percent are female. Of the total USC student population, 1,033 or 25.6 percent are Hispanic. The rest includes 0.8 percent American Indian, 3.3 percent African American, and 2.0 percent Asian.

University of Southern Colorado students

There were 123 Hispanic graduates in 1997-98, accounting for 19.5 percent for that year. USC employs 559 full-time equivalent (FTE) non-student personnel, consisting of 217 FTE faculty, 160 FTE professional support, and 190 FTE classified support. The ratio of FTE students to FTE faculty is approximately 17 to 1. For 1998-99, 19 percent of the faculty was ethnic minority, with 16.6 percent of tenured faculty and 35.7 percent of probationary faculty ethnic minority. For that year, 30.7 percent of all employees were ethnic minority.

One of USC's greatest advantages is its size. The small number of students attending allows students to work more closely with the faculty and to have the opportunity for hands-on experience.

Operating on a semester calendar, USC offers 29 bachelor's degree programs and three master's degree programs within the College of Applied Science and Engineering Technology, the Hasan School of Business, the College of Humanities and Social Sciences, the College of Science and Mathematics, and the Center for Teaching and Learning. In 1997-1998, USC awarded 701 baccalaureate degrees and 79 master's degrees.

USC is an active participant in the educational and cultural life of southern Colorado. The university has an alliance with Pueblo School District No. 60, operates a community nature center, operates a public K-12 charter school with 400 students, manages the community symphony orchestra, operates a public television station, and is developing excess property for residential and commercial purposes. In 1998-99, USC embarked upon a $7 million remodeling of its Chemistry Building and is recommended for a $10 million remodeling of its Life Sciences and Physics/Mathematics Buildings for 1999-2000.

USC's total expenditures for 1997-98 were $48,192,742, of which 51 percent went for its "education and general" fund, 23.8 percent for auxiliary and self-funded activities, and 24.9 for restricted activities; 13.4 percent were for scholarships and fellowships. A recent study of the impact of the University of Southern Colorado on Pueblo's economy was conducted by Kevin Duncan, USC associate professor of economics, and Melanie Cecil, USC economics student in the MBA program. The study focused on USC's annual budget for 1997-98 and on a survey of yearly student spending. They measured the impact of more than $64 million that is derived from spending by USC students, the local earnings and spending by university employees, and other USC budgetary expenditures. The study shows that the direct spending from each category creates additional local income, resulting in an increase of money spent, which boosts the economy. The student impact equals 53 percent of the total economic impact. These are students who reside in or commute to Pueblo specifically to attend USC. The USC employees' earnings and spending contribute 26 percent of the total impact, while its expenditures comprise 21 percent. According to the study, every USC job creates .392 additional local jobs; therefore, the 520 USC employees result in 724 job opportunities in Pueblo. These facts, along with the 2,400 students who reside in or commute to Pueblo, form the true economic picture.

Earlier this year, USC was the site of the biannual Southern Colorado Minority Youth Conference, hosted twice each year to provide an opportunity for African American, Hispanic, Asian American, and Native American students to visit a college campus. The event was a collaborative effort of the Black Students Organization (BSO), the Movimiento Estudiantil Chicano de Aztlan (MEChA), and the Office of Admissions. The conference featured cultural events and entertainment, a campus tour, and workshops on admissions, financial aid, and scholarships, according to Deborah Martinez-Martinez, who coordinates the event for the USC Office of Admissions. "The highlight of the event," she says, "is the opportunity for high school students to meet and talk with college students during the tours, lunch, and workshops by BSO and MEChA. In addition, if students submit their admission applications on this day, the $25 dollar application fee is waived."

Reaching out into the community is important to Dr. Guerrero, who says: "USC is not an 'Ivory Tower' set apart from the communities of our region. To serve those communities, we must understand their needs and prepare our students for successful careers, meaningful lives, and positions of leadership in those communities. Our graduates are already making a difference in Colorado and throughout the world. And we must ensure that they continue to make a difference by preparing them to embrace the challenges of these exciting times."

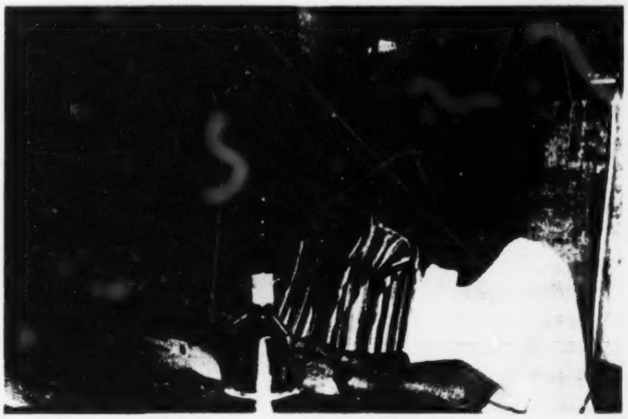
University of Southern Colorado students

Apprentice Program Builds Employability

Bronx School for Career Development

BY
JEFF SIMMONS

Fordham University has placed students–many shy and intimidated by a work environment–with senior trades people, often Teamsters and veterans at their crafts.



Charles Hamilton and John Vargas at Fordham University's Rose Hill campus in the Bronx

Charles Hamilton is enrolled at the Bronx School for Career Development but doesn't really go to school each day. Instead, he spends about eight hours handling electrical chores on the campus of nearby Fordham University.

It's not education in the traditional sense, and Hamilton is not a traditional student. He is severely learning disabled, and learning basic skills such as reading, math, and science has never come easily. But the imposing yet quiet Bronx student has discovered something that does come easily: satisfaction for a job well done.

"It is cool [having] a job," says Hamilton, sitting in a cafeteria, a floor away from the workshop where he spends most days.

He spent the past academic year, and this summer, working in a thriving apprentice program, one that provides entry-level training in crafts skills and is designed to direct his career path and inevitably land him a job.

Based at the special education high school, the program has now branched out and forged links with seven hospitals and institutions to teach troubled students how to survive in the workforce. This fall, it is expected to grow even more.

"This school has been very effective in making these kids think positive about themselves," says Michael Burke, a former special education supervisor of home instruction who was appointed the school's principal in 1994. "Their academic experience has been for the most part negative before they get here. They don't have disabilities that can be [remedied] through special techniques. These are very deep-seated learning disabilities. They have a ceiling on academic skills."

Burke adds: "However, there are other talents and aptitudes that are untapped. They do much better here. This is a school set up not only to nurture them but to train them."

These are students who most likely won't attend college. The New York City Board of Education developed the school and others like it in each of New York City's five boroughs in the 1980s. Thousands of students with severe disabilities attend on a year-round basis, many as old as 21.

But officials acknowledge that there is only so much they can provide within the school walls, so they looked for answers through ties to outside agencies. "The city is worried about what these students are going to have when they get out of the system, and what it is worth to us, with all the money we spend on special education," Burke says.

Thus the seeds were planted in 1988 for what has since become a flourishing program that matches student apprentices with craftspeople who serve as role models and mentors. In the Bronx, the school has collaborated with seven hospitals and institutions for the last four years.

Initially it might seem an odd pairing. Fordham University has placed students–many shy and intimidated by a work environment–with senior tradespeople, often Teamsters and veterans at their crafts. Students work with mechanics, electricians, and locksmiths at the university's Rose Hill campus in the Bronx.

"These are union [people], and they are Teamsters who have no real obligation to do this," says John Ambrosini, Fordham's operations manager at Rose Hill. "They can say, 'I don't want to be bothered with it.' But this is a chance for them to learn about the kids in the community."

Amy Raiss, the high school's work-study supervisor for the students and assigned to two programs at Fordham, adds that "When the students first come here, there's a lot of immaturity in their relationships to each other and with their surroundings. They have problems just getting along with each other."

But their self-esteem improves as they gain hands-on experience. "They seem to settle down, and they spend much less time with each other and more with the people they work with," she says. "They are much more aware of themselves and gain respect."

Students are now involved in two programs at Fordham, one directly with the school's operations department and the other with Sodexho Marriott Services, which runs the food service department. It takes a combination of time, patience, and perseverance for the students to participate and succeed in the program.

The three-story high school opened its doors in the mid-1980s, and currently enrolls more than 530 students on a year-round basis. A majority of the students are Hispanic and African American, and many are older than the average student. Their basic reading and math skills are equivalent to or less than a third grader's; often they have an IQ of less than 62 points.

Unlike many surrounding high schools for nondisabled students, this school provides students with vocational training: there are automotive and carpentry workshops, and instruction in food service and photography.

John Ambrosini(left), Angel Perez(one of the students), and Amy Raiss

While in these simulated working environments, students, all of them Bronx residents, acquire what Burke and Raiss call "employability skills:" they are taught how to fill out job applications and time cards, handle bank accounts, and accomplish other tasks that might come easily to a nondisabled student or employee.

The high school students learn to work in groups as they are exposed to work experiences but nevertheless within academic walls. Eventually, most students display aptitudes in specific areas, and then, Burke says, "we try to direct them to a career path and build on that." Teachers observe which students respond to which skills and then make referrals when the students have spent several years at the school. There are parent conferences, and then the school places the older students, usually those from 18 to 21 years old, at sites to work as apprentices.

> ***"What we do with these guys is meaningful, and everybody feels they have a hand in the kids' future, and that's what teaching is supposed to be about."***
>
> MICHAEL BURKE, PRINCIPAL,
> BRONX SCHOOL FOR CAREER DEVELOPMENT

"We tell them that 'we'd like to see how you can use those skills out in the workplace,'" says Raiss, a former mathematics teacher. "The ones that are most successful make the transition from school to work. They seem to find the people they work with as their peers."

Between 12 and 15 students, the majority of them male, move from an academic and vocational training arena to a place where education becomes a real-life work experience. Most often, they start in entry-level jobs: working in mailrooms, performing grounds-care work, or carrying equipment.

Students meet with Raiss for one hour each day to hone academic skills and for lessons on everything ranging from literacy to substance abuse to AIDS. They also are required to meet for lunch. But it's out on campus where they begin to learn the skills to survive in a competitive marketplace: to be on time for work, to have good attendance, to communicate, to listen, to dress appropriately, and to adhere to safety rules.

"When I first meet the kids, they seem anxious and nervous, and you might even say that some of their emotional and neurological or physical problems are pretty apparent," says John Ambrosini, operations manager at Fordham. "Now I look at them, and they have a strong sense of belonging. They carry themselves differently. There are visible changes, and it's remarkable."

Students are often required to wear uniforms, to dress according to where they are assigned. They also are not paid (although some take part in a separate grant program in which they eventually earn wages for three hours of work daily).

"Once they go out into the field, they never want to come back to our school," Burke says. "They are treated differently. Now they are given a good deal of responsibility, and most of our kids respond positively to that type of environment, and they really do carry themselves differently."

Angel is painting along with William Betancourt inside the hallway of the building that houses the student center.

It's a transition that doesn't escape the craftspeople either. John Vargas, who has worked with Fordham for 15 years, has been paired with Hamilton since September 1998. He recalls how the silent student became inquisitive as Vargas taught him to bend pipes, run wires, and repair outlets.

"At first I thought that maybe he could just lift the ladder or change a light bulb. But Charles has been enthusiastic about working with me and understanding everything I do. Most of the time, I make it my business to explain things to him because he's curious and I don't like to leave him in the dark. It actually benefits me, too, because we work together."

The two spend most days handling electrical tasks at the 85-acre campus' 30 buildings.

When they discuss a problem and how to correct it, Hamilton is all ears. "Charles is a good listener, so it helps. Sometimes I get home and keep talking to my wife, and she says, 'Yes, yes, yes.' All she cares about is that the thing gets done," Vargas says. "But Charles is in a learning capacity. He says, 'Yes, yes,' but asks 'Why are you doing this? Why is it this way?'" The two start laughing together.

The pair continued to work in unison through the summer months, time in which Hamilton has learned the value of hard work and respect.

"I can say I learned from him," Hamilton says. "He showed me different tools, bending of piping, and wiring." Hamilton hopes the skills will win him a job upon graduation next June.

Ambrosini and Raiss pay particular heed to matching personalities, but occasionally the pairings do not work, personalities do not gel, and they must find a new craftsperson for the student.

The program has now branched out and forged links with seven hospitals and institutions to teach troubled students how to survive in the workforce.

"There are some craftsmen who are resistant to this program. But as a result of meeting the kids one-on-one and seeing that they have personalities and interests, it goes a long way to undoing stereotypes rather than reinforcing them," Ambrosini says.

A number of students enter the school with poor English-language skills. Ambrosini requires them to speak English as often as possible because it is important to dissolve any potential workplace barriers. "We all need that in the working world," Ambrosini says. "A lot of time, they speak only Spanish at home with their parents, and here, it's an English-speaking environment."

Once they are old enough to graduate, at 21, the students are not simply given a certificate and a handshake and shoved out the door. If they have done well in the program, often they are offered a job. Close to a dozen have been hired by Fordham and Marriott. There are also referrals.

Burke recalls one student who arrived at the Bronx school a "very angry young man." He cut classes, was racially insensitive, and ignored school rules. There were several parent conferences. "I thought he wasn't going to make it," Burke says, "and that we'd have to send him to a school for emotionally disturbed kids."

Eventually the transition took place. The student realized that the teachers and counselors were "on his side." He developed an aptitude for food service and was linked with the Sodexho Marriott program on campus.

"He did well there and impressed the people at Marriott, and they asked him to come in on Saturdays. They paid him after school and on weekends, and bingo, he got a job," Burke says. He points out that Fordham has "opened up its heart" to the students, inviting them to functions and getting to know them.

"What we do with these guys is meaningful, and everybody feels they have a hand in the kids' future, and that's what teaching is supposed to be about," Burke says. "The school really relates to the kids' futures in a meaningful way. We're about getting kids jobs, and my feeling is that a lot of our high school programs are not fully attentive to what their students' needs are. Not every student is going to go to college."

Angel Perez arrived from Puerto Rico three years ago. Perez, who is 19 and now somewhat fluent in English, spent his last two years of schooling on Fordham's campus, working with painting tradespeople each day. "I am doing my thing," he says with pride. "I knew nothing about painting. I wanted to learn it."

Late this spring, he attended a ceremony that once seemed an impossibility. He received an Individual Education Program (IEP) diploma at graduation.

"It was great," he says. Perez believes he'll have a brighter future because working with a mentor has given him a jump-start.

Now, he says, he has a new goal. "Find a job," he says, smiling.

Princeton Latinoamericano:

Probing the History and Culture of Latin American Immigrants

BY MARILYN GILROY

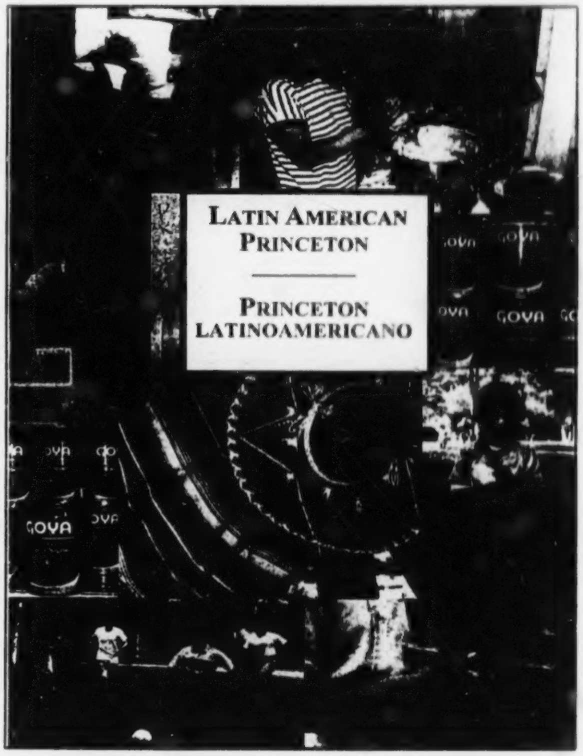
Like many communities across the country, Princeton, New Jersey, has experienced an influx of Latin American immigrants. They come seeking a better life and often take their place as laborers, tenants, and consumers in the local area. Until recently, few questions were asked about the many cultures and histories from which these immigrants arrived. That changed when students and faculty from Princeton University set out to document how these recent arrivals had changed the community and, just as importantly, how the Latin Americans were adjusting to their new way of life.

The result is the publication of *Latin American Princeton/ Princeton Latinoamericano*, a book that presents the lives of Latin Americans in Princeton through oral histories, interviews with public leaders, and official statistics. It is a printed record of experiences for the rapidly growing Latin American community of Princeton and an invitation to all communities to learn from these experiences.

This is not Miami or Los Angeles, where Latino and Hispanic immigrants have a visible and obvious presence. This is the story of how a community like Princeton, known as an academic town full of tradition, becomes transformed in subtle and direct ways by one of the most important demographic changes of the 1990s.

The *Latinoamericano* project grew out of the efforts of Dr. Paul Kramer, now a history professor at Johns Hopkins University but in 1997 a graduate student at Princeton University. Kramer became interested in Latin American immigrant experiences as an undergraduate at Hopkins, where he tutored immigrants from El Salvador, Puerto Rico, and areas of the Caribbean in a basic literacy program. He continued this work as a graduate student at Princeton University, where he eventually joined forces with undergraduates in Professor Miguel Centeno's course, The Sociology of Latinos in the United States, for a joint research project. To relate the course materials to local conditions, the undergraduate students were encouraged in their final projects to explore a wide range of topics regarding Latin Americans in the Princeton area. Their findings were then compiled into a report published in this volume.

At the same time, the Apoyo/Princeton Immigrant Rights League conducted 12 extensive interviews with Latin American immigrants. This oral history project was developed to convey the diverse stories of Latin Americans in Princeton by allowing them to tell those stories in their own words, which were then transcribed, edited, and translated into English. The interviews are included in the second half of the book.



LATIN AMERICAN PRINCETON

PRINCETON LATINOAMERICANO

Victor Osorio, one of those profiled in the book, was a student in Kramer's ESL class and became one of his closest friends. As Kramer recalls, Osorio came to class "rain or shine." "Although I was teaching English to the class," said Kramer, "Victor taught me about the experience of adapting to a strange and novel culture, about the values of a family, and about hope in the face of adversity."

Osorio had dreamed about coming to the United States since he was a little boy in Guatemala and saw pictures of beautiful landscapes and sparkling cities in *Life* magazine. Like other immigrants, he worked as a gardener in what he calls "the toughest job I ever had because the temperature in summer would hit more than 100 degrees and we were out there with shovels and pickaxes pruning trees and cutting grass."

In class, Osorio was a persistent student and eagerly learned a new language as well as his rights as an employee and resident of the United States. Kramer taught the immigrants how to handle some of their basic job and living situations–when they were entitled to overtime pay for extra hours worked, how to say critical phrases such as "Where's my paycheck?" or how to tell the landlord that the apartment needs repairs. In return, Kramer began to learn about some of the working conditions at the construction sites, in the back kitchens, around the landscaped lawns, and as caretakers of other people's children–the jobs held by many Latinos. In the process, Kramer got a glimpse of how the immigrants were adjusting to the community.

For Victor Osorio, who lives in Princeton with his wife, children, and now grandchildren, the adjustments were myriad and included language barriers and unfamiliar work habits. "In Guatemala, almost 70 percent of people work at home," he said. "Each one has his or her loom and works out of the house. It's rare to see people go to work in factories or office buildings."

But he also notes the differences in social customs. Back in Guatemala, Osario courted his wife for five years. When he came to the U.S., he was "astonished" by the differences in dating customs. "Back home...we were boyfriend and girlfriend, but we respected each other," he said. "There, it's only hugs and kisses; you never took your girlfriend home to stay with you."

Another immigrant, referred to in *Latinoamericano* only as Felipe, started his own business in Princeton, a restaurant called "A Taste of Mexico." He came to the U.S. from Mexico when he was 15 and worked in the fields of southern California. He could not speak English and did not have legal immigration papers, but through long hours of hard work and some education, he managed to improve his life. Felipe eventually left the fields and began working in restaurants–Greek, Italian, and American–and learned a great deal about the business. He finally got a chance at achieving his dream of owning his own place.

"In Princeton, there was no authentic Mexican restaurant–you had to go to New York," says Felipe.

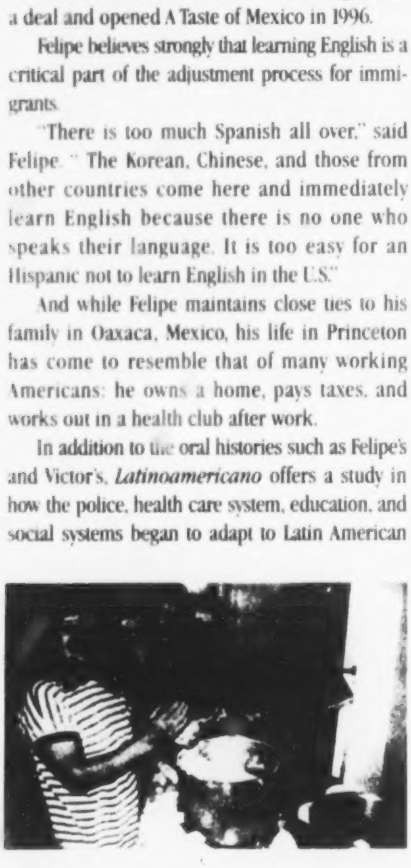
Felipe met someone who was running a small cafe and wanted to retire, so he negotiated a deal and opened A Taste of Mexico in 1996.

Felipe believes strongly that learning English is a critical part of the adjustment process for immigrants.

"There is too much Spanish all over," said Felipe. " The Korean, Chinese, and those from other countries come here and immediately learn English because there is no one who speaks their language. It is too easy for an Hispanic not to learn English in the U.S."

And while Felipe maintains close ties to his family in Oaxaca, Mexico, his life in Princeton has come to resemble that of many working Americans: he owns a home, pays taxes, and works out in a health club after work.

In addition to the oral histories such as Felipe's and Victor's, *Latinoamericano* offers a study in how the police, health care system, education, and social systems began to adapt to Latin American immigrants. For example, churches in town began to offer services especially geared to the growing immigrant population. Recognizing that religious practices are central to the lives of Latin Americans, St. Paul's Catholic Church, located on the main street of town, began offering a mass in Spanish. Often it was filled with whole families of Latin Americans who came to worship with people of a common background.



Here, too, however, immigrants encountered sharp contrasts between the Catholic church at home and that in Princeton. Several of those interviewed spoke of the whole mass as being "less warm" than those back home and cited a "lack of rapport with priests," who are often on temporary assignment. Some individuals noted that in Guatemala or Mexico, there were many opportunities to be involved in the church and the whole community felt a sense of ownership of the church as opposed to the U.S., where practicing religion seems to be just a "weekly sermon."

Another area of adjustment for entire Latin American families was education. By 1996, nearly eight percent of the students in the Princeton Regional School District were Hispanic children of immigrants. By the time these students reached Princeton High School, they were failing at rates one and half times greater than the overall student population.

As noted in the book, university researchers found that Latino students were often on the low rung of the ladder because of income difference and the accompanying gulf in parental educational attainment, which placed Latino students at a disadvantage when competing with the children of the university faculty or other members of the Princeton upper-middle class.

Add to this, Paul Kramer says, the notion that immigrants find the relationship between the students and teachers in Princeton to be much different than that of their native countries, and the transition to American education became even more challenging. Latino parents said that they had no idea how to advise their children in dealing with the educational system.

Yet Kramer believes that schools offer the best opportunity to integrate immigrants on a widespread basis.

"That's where they get the resources and skills to put them on an equal footing in the community," he said. Finding that equal footing is often a matter of wrestling with stereotypes and power structures that set up barriers to opportunities.

WE HAVE
TAMALES

"When we think of Latinos, we say, 'Oh, that's the guy behind the counter at the restaurant,'" said Kramer. "And we probably acknowledge that they live in substandard housing and think that's okay. In other words, we see immigrants in that two-dimensional framework, and it leads to a kind of [segregation] from the rest of society."

What we need, Kramer says, is a widespread recognition of immigrants as people who belong here and have a role in the community. "We have to stop using the vocabulary of evasion," he said. "People have to stop putting up walls."

One area of the community in which the walls have come down is health care. As the number of patients requiring translation services increased, the hospital administration for the Medical Center at Princeton created a full-time paid position to coordinate these services. Fredy Estrada from Guatemala was hired for that position and feels that it reflects a commitment to serving the Hispanic community. The medical center houses a special clinic, and of the 10,000 yearly visits, approximately 50 percent are made by Hispanics.

Estrada believes that these kinds of services can help immigrants adapt to the generally harsh changes they experience in the U.S. "Practically speaking, coming here directly wasn't difficult," said Estrada. "What was difficult was adapting to this change of life."

Estrada and others profiled in the book are helping Latin Americans to develop a stronger voice in Princeton and to define themselves as neighbors and not immigrants. That process is exactly the story that Kramer and his colleagues set out to tell. The book is a vivid account of the degree to which immigrants adjust to the culture and the process by which they make it their own.

"There is now a Latin American Princeton," said Kramer. "It is a reality."

Latin American Princeton/ Princeton Latinoamericano can be obtained for free in an electronic bilingual format on the World Wide Web. It is available as an Adobe Acrobat Portable Document at <www.princeton.edu/plasweb/apoyo/>.

Changing Our View of the Border

High Hopes for UTEP *Borderlands Project*

BY
GARY M. STERN

> ***"It's a state of mind for everyone who lives here and enjoys living and working here. It represents our Latino roots and American presence."***
>
> DR. HENRY T. INGLE

Mention the border to most Americans, and what comes to mind is drug-dealing and illegal immigrants. But a new CD and internet site developed at the University of Texas at El Paso (UTEP) aims to alter our view of the border and to show the influence of the border's culture and economics. Dr. Henry T. Ingle developed *The Borderlands Encyclopedia* as an outgrowth of teaching the Borderlands Telecommunications Seminar, which integrated multimedia, videoconferencing, and online teaching. Ingle is associate vice president for technology planning and distance learning at UTEP's Undergraduate Learning Center.

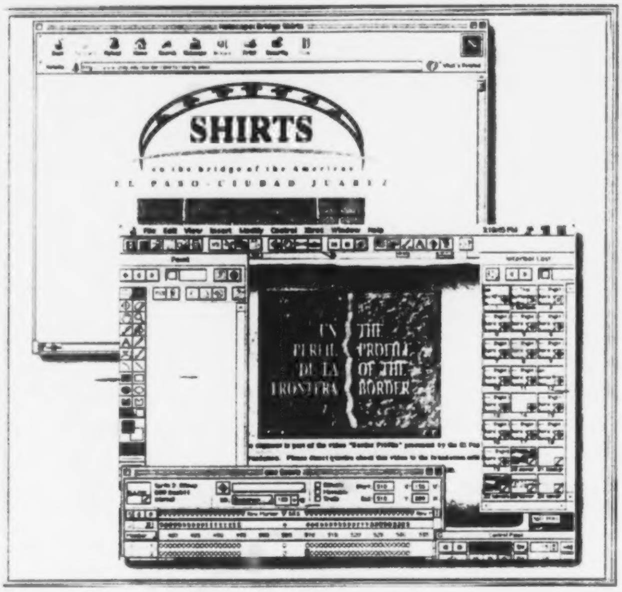
The *Encyclopedia* CD demonstrates that the border between the United States and Mexico breathes, lives, and flourishes and is not a destructive force, as it is often portrayed. "The border," declares Dr. Ingle, who is a native of El Paso and comes across in a telephone interview as a man on a mission, "is more than a physical boundary." For the people who are reared near the border that stretches over four states [Texas, Arizona, New Mexico, and California], "the border is not seen as a divider. It is other people who see it is as a fence." Indeed, Dr. Ingle notes that 10 million people reside in the 250,000-square-mile borderlands but more than 90 percent of them reside in its 14 pairs of sister cities. Every American city on the border has a sister city in Mexico: San Diego has Tijuana; El Paso has Juarez; Laredo has Nuevo Laredo.

The border represents "the line between two cultures," notes Dr. Ingle. "We cross the border and conduct business on both sides. "It's a state of mind for everyone who lives here and enjoys living and working here. It represents our Latino roots and American presence," he adds. It also represents the search for a better life, improved education, and higher literacy rates.

Since the university was already expanding its internet sites, Dr. Manuel Gonzalez, vice chancellor for Telecommunications and Information Technology at the University of Texas at Austin, endorsed the idea of writing a grant to create a CD and internet site about the border. Dr. Ingle drafted a proposal, which led to $25,000 in seed money from UT's Multimedia Educational Information Delivery Initiative and eventually $50,000 to finance the CD-ROM.

Borderlands Encyclopedia is organized into six topical areas–culture and the arts, family life, business and economics, legal issues, education and training, and NAFTA-related issues. For example, although many people describe graffiti as the prime example of border art, the encyclopedia points to Manuel Acosta, an artist who was inspired by the border to create his painting. While the media highlights illegal immigration as the border's major activity, the encyclopedia depicts families who have lived in border towns for eight generations. "We explore issues and how they

http://www.utep.edu/border
THE BORDERLANDS ENCYCLOPEDIA



affect the border–the *peso* being devalued, effects of Catholicism on families, and the size of border families," asserts Dr. Ingle.

The CD encyclopedia is part of a multimedia experience. Connected with the CD is an internet site at <www.utep.edu/border>. Users can access the internet site, ask questions of scholars, conduct research, and create a fully interactive experience. Users are able to download a video and listen to an audio recording about the border to create this three-dimensional, multimedia experience. Based on feedback, questions, and e-mail from users, scholars, journalists and students, Dr. Ingle updates the internet site continually to keep it dynamic and current. Indeed, users can even contribute to the internet site by reviewing guidelines for submission, proving its interactive nature.

Not only is *The Borderlands Encyclopedia* aiming to inform and educate, but it also strives to correct the many misperceptions and misinformation that people have of the border. Dr. Ingle attributes this misinformation to shoddy journalism perpetuated by mainstream newspapers such as the *New York Times* and *Washington Post*.

"Illegal drugs and immigration are covered by reporters who live miles from here. They come here for two days, make national news, and leave. Journalists are often ignorant about the border, so the easy handles are the quickest ones to write," he says. In addition, many politicians have exploited illegal entry as a touchstone issue to generate animosity against immigrants without fully understanding its complexities or trying to solve its problems.

Users are able to download a video and listen to an audio recording about the border to create this three-dimensional, multimedia experience.

"Food, fun, and fiesta," said the University of Texas professor, is the other prevailing image of border life. And that image trivializes the rich cultural life of the border and creates its own stereotype. "We're trying to move beyond food and fiesta and see its life as a three-dimensional reality," Dr. Ingle says.

The NAFTA trade agreement has triggered considerable discussion, debate, and arguments about border trade. It too has fostered considerable misperception and exaggeration, which *The Borderlands Encyclopedia* hopes to rectify. Many people think that NAFTA has been damaging for the United States and beneficial for Mexico, but that does not reveal the full story. NAFTA has generated a new income base for both countries, but Dr. Ingle acknowledges that job displacement has taken place. He cites workers in the garment industry and manufacturing who lost jobs, which were transferred to Mexico. From the Mexican viewpoint, jobs are being created, but many offer minimal salary and exploitative situations. *The Borderlands Encyclopedia* even explores the environmental issues triggered by additional trucks and vehicles coming across the border for increased trade.

As part of the grant, *The Borderlands Encyclopedia* is being distributed free of charge in more than 300 schools in Mexico and the U.S. Students in elementary, junior high, and high school can use the CD as a learning tool about border life. But its audience extends beyond school-age children. Any UTEP faculty teaching a class that concerns border life will receive a copy. Dr. Ingle expects that many journalists who require quick access to information will refer to the internet site. Scholars who are studying border life will use the CD and internet site for research as well. Anyone can visit its Web site to purchase the CD for $24.95.

Fittingly, the CD and internet site are both bilingual. "If we only put it in English, we'd perpetuate the same stereotype of U.S. dominance," Dr. Ingle says, a myth it is trying to overcome. Eighty percent of the students who study on both sides of the border are bilingual, so a dual-language CD is appropriate.

Besides overcoming misperceptions about the border, Dr. Ingle also wants to encourage more Hispanics to use multimedia as a research tool. The media, too, has been fostering the idea that minori-

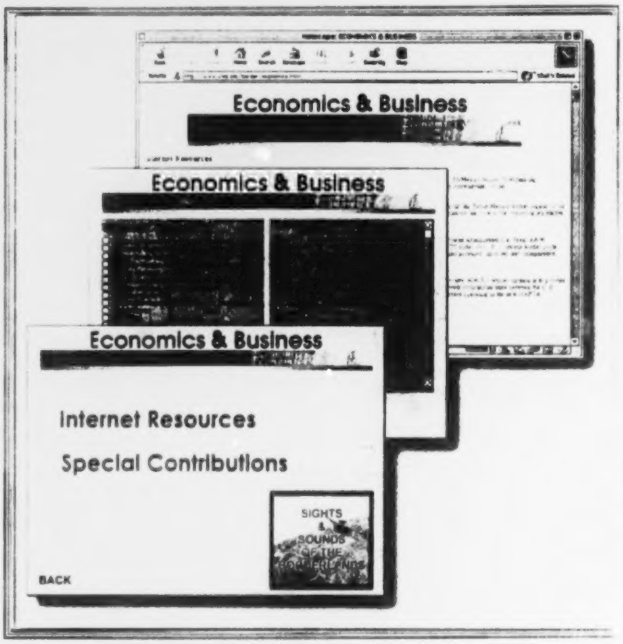
ties avoid using the internet, and this site will trigger interest and use. "We're interested in creating a cross-cultural dialogue as well," he adds. Users can ask questions and provide feedback. "The format is easy and should start a dialogue for people who are curious about the border," he said.

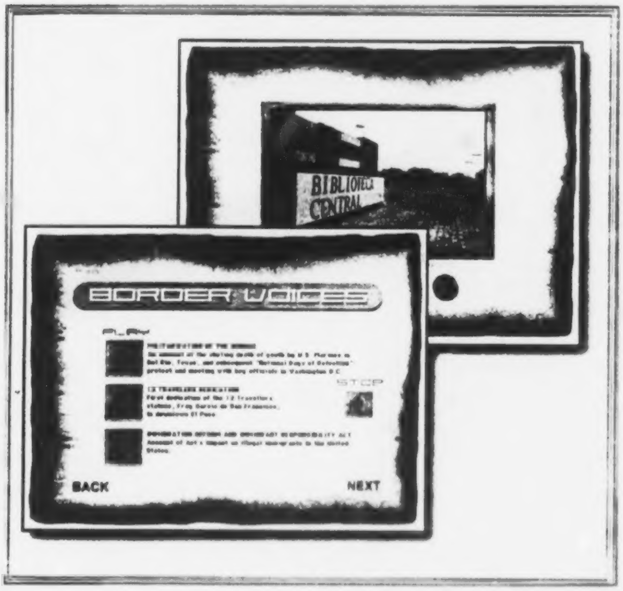
The CD and internet site will also help legitimize the border as an intellectual discipline. Chicano, Latin American, and African American studies took years to gain acceptance in academic circles, and border studies are only beginning to gain academic credence.

The Borderlands Encyclopedia helps students understand the "unique history of the border," which stems from the 1848 Treaty of Guadalupe between the U.S. and Mexico, notes Dr. Refugio Rochin, director of the Latino Initiatives Program at the Smithsonian Institute. "People should know that the border was crafted to delineate a social territory. In residence, one forgets the gated self, but we find the population merging and crossing in bicultural ways." He adds that the CD and Web site enlighten students on border issues concerning culture, language, commerce, labor, and schooling. It will "serve the Latino community in a number of ways, providing information that it can use and research, providing connections with professors and materials that they can use with their students for understanding the border."

What effect is the CD having? Dr. Mario González replies that it offers "outreach and opportunity. It makes information more widely available." Moreover, it is helping to "look beyond the negative stereotype and look at the miracle of what's happening from Brownsville to El Paso." He is referring to a South Texas border initiative that is helping to revive border life, exemplified by the growing importance of universities such as the University of Texas at El Paso.

The encyclopedia encourages students to find out more information on the border. "It's graphic and immediate. Students can access it at home and use it at school for free. It provides youngsters with direct access to enormous information not readily available through traditional search methods," notes Dr. González.





Critics will say that *The Borderlands Encyclopedia* is painting an overly benign portrait of border life and downplaying issues associated with it, issues such as illegal immigration and drugs. Asked about downplaying the issue, Dr. Ingle responds indignantly, "If you go into the internet resource, you'll find negative pieces counterbalancing the other material. I'm not a Pollyanna or Walt Disney. We print the good, the bad, and the ugly," he said. Yet a closer view does not reveal an extended investigation of what problems are created by illegal immigration or how to surmount the drug issues.

Ultimately, Dr. Ingle would like *The Borderlands Encyclopedia* to accomplish loftier goals than becoming a part of an education curriculum. He envisions that the CD and internet site and the attention they generate will "stimulate a socioeconomic revival through the border region." He would like to see border towns receive benefits such as improving substandard housing, better schools, and modernized phone and internet service.

"The CD is helping to create a border identity. Having a database will counteract the identity that the media has shaped that might be erroneous. This identity is filled with visuals, sounds, music, and art, and every aspect that defines a place and group of people," says Dr. Ingle. If enough people conduct research via *The Borderlands Encyclopedia* and its internet site, then the border will become associated with a thriving and distinctive culture, not just illegal activities.

Diversity at UT-Austin *Post Hopwood*

New Scholarships in Place

BY AMALIA DUARTE

When a reverse-discrimination lawsuit killed affirmative action at the University of Texas at Austin, many expected minority enrollments to dry up. But remarkably, the pool of Hispanic students has not evaporated, and this fall, the number of first-year Hispanic students at UT-Austin is expected to include about as many as in the days before the lawsuit. "We're hopeful that our numbers for the entering [first-year] students will be close to what it was like before the case," said UT-Austin Vice President for Student Affairs Jim Vick. "It's looking pretty good."

Looking good, indeed. Over the three years since the controversial ruling, legislators, alumni, and university officials in Texas have successfully counterattacked a lawsuit that was expected to roll back the clock on diversity at the state's public universities and colleges. "It's been frustrating," said Vick, referring to the handcuffs put on the university by the case. "And we're not where we want to be. But recent numbers show how our hard work is paying off."

Putting even more weight behind this counterpunch is a newly elected attorney general, Republican John Cornyn, who has pledged that his office will take the lead in appealing the lawsuit all the way up to the U.S. Supreme Court. It's a complete about-face for that office.

The case started when four White students, including Cheryl Hopwood, who were denied admission at UT-Austin Law School, sued the school claiming that separate criteria used to judge minority applicants were illegal. After the students won, the previous attorney general, Dan Morales, widened its scope to include scholarships, summer opportunity programs, and undergraduate admissions. (Later, Morales did not seek re-election.)

Now, a new attorney general and the university are back in court trying to overturn the 1996 decision. Last spring, UT-Austin filed a brief, with the help of the attorney general's office, asking the U.S. Court of Appeals for the Fifth Circuit to hear the case again–but this time before the entire court. A three-judge panel of the court handed down the first ruling. And afterward, the U.S. Supreme Court declined to hear the case. But UT-Austin Law School Dean Michael Sharlot said that this has no bearing on the high court's taking up the case in the future, although he doesn't expect a quick resolution. "We probably won't hear a decision on this appeal until early in the year 2000," said Sharlot. "The wheels of justice turn embarrassingly slowly. I imagine we probably won't get a resolution on this case for at least two more years."

Jim Vick, UT-Austin vice president for Student Affairs

In its latest appeal, UT-Austin contends that the Fifth Court's sweeping injunction against all consideration of race directly contradicts the U.S. Supreme Court judgment handed down in the landmark 1978 ***Bakke*** case. In that ruling, the court said that race could be taken into account in admission to a University of California medical school.

The UT-Austin appeal also argues that limited consideration of race in admissions serves compelling interests in maintaining a diverse student body and overcoming the effects of past discrimination. Patrick C. Oxford, a member of the University of Texas Board of Regents, said, "The ruling clearly and unfairly places UT at a competitive disadvantage with other public universities. The executive branch and judicial branch of the federal government apparently maintain contradictory positions, and we cannot properly serve Texas in such confused circumstances. We believe this is an excellent brief and look forward to our team's oral argument to the entire court."

While the case once again winds its way through the courts, a number of disparate efforts are helping UT-Austin continue to recruit and admit large numbers of undergraduate Hispanic students. And even the law school, which was hit hardest by *Hopwood*, is maintaining a healthy Hispanic enrollment. But for now, however, no one will argue that the law school has recovered. In the 1994-95 academic year, there were 170 Hispanics at the law school and 107 African Americans. Last school year, there were a total of 40 African Americans at the law school and 122 Hispanics. At the same time, Asian Americans at the law school rose from 72 to 90 students.

And the incoming numbers at the law school tell an even more troubling story, especially for

African Americans. Final enrollment figures for the 1999-2000 academic year were not available at press time, but the number of African American students expected to enroll at the law school this year was in the single digits. Meanwhile, just 32 Hispanic first-year law school students were expected this year, versus the 40 to 60 students who'd enroll each year before *Hopwood*, said Dean Sharlot.

However, the law school has been working hard to look at other ways of giving minority candidates an edge. An essay for law school candidates was added to help pinpoint minority candidates, for example. The essay allows students to write about how they have overcome adversity–including discrimination–in their lives. The school also started a program to identify and interview potential applicants who are attractive for reasons other than just strictly test scores. "We are actually going out and inviting these potential candidates to come in and interview with us," said Sharlot.

Additionally, the UT-Austin Law School has partnered with the University of Texas at El Paso, which has an overwhelmingly Hispanic student body, to start the Law School Preparation Institute at UTEP. The institute brings in students for two intensive summer programs after their sophomore and junior years to prepare them to take the LSAT and to offer guidance on the mechanics of applying to law school. Then, during the school year, students continue practicing for the grueling LSAT exam to stay sharp. Of the first class of 10 students, all were accepted into accredited law schools, including UT-Austin and Harvard Law School. "The program is designed to introduce these students to the thinking that's rewarded in the legal profession," said UTEP Assistant Professor William Weaver, who is an instructor with the Law School Preparation Institute. "It's all kinds of logic problems just like a first-year semester law school course."

UT-Austin helped with funding the first year of the institute and teaching but now mostly just reaps the rewards in capable students and hopes that other schools will follow with similar programs. UT-Austin Law School Dean Sharlot said, "It's really a very imaginative program, and the credit goes to UTEP. We have urged other colleges in Texas to use this as a model."

Hopwood also cut off financial aid targeted at minorities, but two scholarship programs have been created at UT-Austin to fill the vacuum. Started two years ago, the President's Achievement Scholarship is for students who perform well academically and also score high on an adversity index that includes socioeconomic factors, such as attending a high school that is not well funded and where overall SAT scores are low. "If students do well in comparison to their peers, then they get a bonus for that as well," explained Vick. So far, the university has given out close to 400 of these four-year scholarships, ranging from $1,000 to $5,000, with more than half going to Hispanics.

The second four-year scholarship program, started last year, is the Longhorn Opportunity Scholarship. In this program, university officials, and in some instances even the president of UT-Austin, visited inner city schools in Houston, Dallas, San Antonio, and Laredo to recruit students. At these schools, the university promised to give out Longhorn Scholarships worth $4,000 to at least three students who graduated in the top 10 percent of their class. "It really got their attention and got students and teachers excited," said Vick. "It also brought in students who then qualified for the President's Achievement Scholarship as well." So far the university has awarded 100 Longhorn Opportunity Scholarships, all to minority students.

Michael Sharlot, UT-Austin Law School dean

And in yet another financial aid effort, alumni/nae and other private donors have taken the lead. The Ex-Students' Association of UT-Austin, led by Class of 1959 graduate Larry Temple, has raised more than $4 million for law school and undergraduate scholarships given out through the Texas Leader Scholarships. Because the money is raised and held by a private foundation, race and ethnicity can be taken into account when awarding the scholarships. "We feel that a racially diverse student body is essential to the future leadership of Texas, and we need to be able to compete with other major universities for these top students," said Temple when the scholarships were announced in October 1997.

And in another dramatic move that year, the Texas legislature helped level the playing field for minorities by passing a law requiring that the state's public universities admit the top 10 percent of Texas high school graduating seniors. Sponsored by Congresswoman Irma Rangel, a Democrat, the bill was aimed at offering encouragement to students in the wake of *Hopwood*. "The message is that if they have the academic ability, they certainly will be considered," said Rangel. "We have to tell students that the universities are not closed." To draw more attention to this new opportunity, this fall a letter is going out from presidential contender Governor George W. Bush, who signed the measure into law, urging top high school grads to take advantage of it.

As affirmative action continues to be attacked through lawsuits aimed at other universities, these initiatives can serve as a strong model of how to keep campuses diverse. Reflecting on the demographics at the law school, Dean Sharlot said, "It would take something to get the African American students back. And I can't blame them for choosing Harvard or Yale over us. But with the Mexican American population, it's different. Most are from Texas, and we have managed to keep enough enrolled so there's a feeling of support. I'm hopeful that over time the Mexican American student enrollment in our law school will get back to where it was. But it is a hard struggle."

Educators in College Helping Hispanics Onward

BY ED BRENNEN

As a youngster growing up in Ohio, Melissa Cardenas always knew that she wanted to attend college.

But as time came to write out her college "wish list," Cardenas didn't think to put down a school of the size and scope of Ohio University. It wasn't that she was intimidated by such an immense institution; it was just that for a student coming from the small, tranquil grounds of parochial school, joining one of 18,000 students on a campus hadn't really entered Cardenas' thought process.

But a longtime family friend, someone who had known Cardenas since the days of algebra and school lunches, had other ideas. As a founding member of Educators in College Helping Hispanics Onward, Juanita Sanchez knew full well that bigger and better educational opportunities awaited Cardenas–if only she knew how to look for them.

So Sanchez introduced Cardenas to ECHHO, a nexus of representatives from an array of colleges and universities across Ohio. She took Cardenas to one of ECHHO's college fairs. Then she took her to another. Soon, Cardenas had Ohio University at the top of her "wish list."

"I remember going to some ECHHO fairs, which exposed me to not only Ohio University but also higher education in general," recalls Cardenas, who four years later had a college degree from Ohio U., a degree she knows she owes in large part to Sanchez. "Juanita Sanchez was so adamant about me going to college and really making me interested in college, and those kind of things are how I got to Ohio University. Just the mentorship and the influence that she had over my life really had a big impact on me."

Such an impact that after graduation, after landing an assistant director of admissions position at Kent State University, Cardenas became the school's ECHHO representative. Soon she returned to her alma mater to work as assistant director of admissions, and she quickly became the school's ECHHO rep. And today, at the tender age of 25, Cardenas is paying back ECHHO in the ultimate way–she is serving as its president.

"After becoming involved in the organization, I just had a real sincere desire to get involved and help the communities where there are a lot of Latino youth," Cardenas says. "I really wanted to get involved."

Her involvement brings a smile to the face of Dr. Ronaldo Andrade, the man who first dreamed up the ECHHO program some 16 years ago. Andrade, who refuses to be called ECHHO's "founder," says he merely saw the need for such a group and passed the word on to others in higher education around him. "I suggested it to other people, and they ran with it," says Andrade, an associate professor of ethnic studies at Bowling Green University.

Dr Rolando Andrade, associate professor of ethnic studies at Bowling Green University

To Andrade, ECHHO needed to address two major problems facing Hispanic education in Ohio. "One is that there are very few faculty and very few administrators who are Mexican Americans, or Latino, and therefore we are really isolated," Andrade explains. "I thought there was a need, especially for admissions people, to be talking with each other." That, unfortunately, is often a very difficult thing to make happen.

In the competitive world of higher education, admissions departments competing for the same top students rarely reveal trade secrets to each other. Andrade wanted to change this. He wanted the schools to put their egos on the backburner for once and think of what was best for the students–a surprisingly simple concept.

"Let the university be secondary; let the student be first," Andrade announced. "We [at the colleges] do not know what the other one is doing, especially when you deal with admissions or with other programs for students. So we could really be cutting our own throat by not cooperating."

Not only did Andrade think that the normally adversarial admissions departments should cooperate; he went so far as to believe that they should encourage each other.

"Because we are so isolated and there are so few of us, we need to know each other," he says. "We need to encourage each other; we need to back each other. That was the second issue I thought we faced, and we still do."

Since its first steps back in 1983, ECHHO has indeed come a long way in addressing those issues. Today, the volunteer organization counts almost 60 institutions and other charitable corporations in Ohio, Indiana, Michigan, and Kentucky among its members. From the $100 membership fee that entitles the schools and organizations to participate in all nine ECHHO college fairs each September, ECHHO is able to award nine college and high school students with small scholarships (usually around $200) to defer the cost of books and other necessities each year.

While the scholarship money isn't overwhelming, ECHHO sees its purpose going far deeper than that. By bringing students face to face with all their educational opportunities at the college fairs, and by being able to answer so many questions about the college education process, ECHHO sees itself as a gateway to its member schools.

"The impact it's had–I don't think it's necessarily from the scholarships given out," says Ricardo Lucio, who was at the very first ECHHO meeting with Andrade back in 1983, when it was just the two of them and two other reps from Ohio State University. "I think its biggest impact is the information and the way it's delivered to the students. That information is what helps students grow and prosper."

Lucio, who served two terms as ECHHO president earlier this decade, can remember when the ECHHO coffers were bare and when the treasurer had no money to take care of.

"I decided to hit my institution up for some money," recalls Lucio, who for 18 years worked as associate professor of Spanish at both the University of Findlay and Ohio University. "Finally some of the other representatives went to their institutions and asked them for donations….Today, it carries a $9,000 budget. It's not much, but it covers expenses."

In 1994, ECHHO's presidential torch was passed to David Garcia, assistant director of admissions at Bowling Green. Garcia admits that he "had no clue" what ECHHO was about when he began working at Bowling Green in 1992, but "then I heard one of their guest speakers talking about how to get into college and how to get financial aid, and I thought, wow, this is neat….I soon found out about the work they do and how they are involved with Hispanic youth."

Garcia, who is still involved with ECHHO, likes where the organization is going in the new millennium. "Overall, I think ECHHO has reached a point of statewide recognition. Its membership is very strong, and it's represented by a variety of institutions."

But Cardenas will be the first to tell you that there is still plenty of work to be done. In late August, she was busily preparing for the string of upcoming ECHHO college fairs, enrolling new members, looking for new donors, planning for the group's long-term future, and, oh yeah, taking care of her 9-to-5 admissions duties at Ohio U.

"I hadn't realized how much work really goes into an organization like this," Cardenas says while preparing the agenda for that week's ECHHO meeting. "And because we are year-round, we're always meeting and planning, and those things take up a lot of time….It can be stressful."

Dave Garcia, assistant director of admissions at Bowling Green University

To ensure that ECHHO didn't lose sight of its long-term goals in the midst of so many short-term responsibilities, it instituted an advisory board at its annual meeting in May. Andrade, Sanchez, and Lucio were all there to offer their sage advice, as were several other of ECHHO's early leaders who could no longer serve in a regular capacity.

Dave Garcia (left) and Dr. Rolando Andrade

Sanchez, who has worked as operations coordinator at Terra Community College for the past 22 years, was particularly proud to see Cardenas at the head of the ECHHO board table. "It was especially rewarding for me to see that she is now the president of the organization. She is very, very committed to it," says Sanchez, who served as both vice president and treasurer for ECHHO. "And it was rewarding to see that the organization is still active and productive, and that it has stayed within its mission."

Besides forming the advisory board, ECHHO mapped out several of its long-term goals at this year's annual meeting. One was to create a Web site, which is now up and running at <www.eccho.org>.

"What we're trying to do now is create a bilingual English/Spanish resource manual for parents, counselors, and students to resource on the Web so they can get the information they need for applying for college and about the financial expenses," Cardenas says. "One thing we try to do, not only during the fairs but during the year, is we do try to be resource contacts for anyone who has questions about our host schools or, really, college in general."

Some other goals are improving ECHHO's general exposure, increasing attendance at the college fairs (currently about 900 each year), and moving the college fairs from high school to college settings "so students can actually get a chance to see the campus and get exposed to more of the college setting," Cardenas says. The drawback, she quickly adds, is that "when we move away from the high schools, we have to provide transportation."

Which leads to the goal of fund-raising. "It's a huge goal every single year," Cardenas says. "For any organization that's working on a shoestring budget, it's really a big issue. It really ties your hands because there isn't a whole lot you can do….You always have big ideas, but if you don't have the funds, or you don't have the resources or [staff] to do it, then it's very, very tough to get those goals accomplished."

But judging by how far ECHHO has come since Dr. Andrade first saw the need for it some 16 years ago, there's no reason to think it can't get those future goals accomplished. Andrade, a native of Mexico who came to the United States and got his Ph.D. from the University of Oklahoma in 1975, is certainly impressed with how far ECHHO has come. "Oh, definitely. Not only where it has gone, but what it has done," he says. "I attended that meeting last spring, and it was so wonderful to see them cooperating and talking with each other, having fun, and really helping the students. In terms of minorities, there are a limited number of students that we have out there, and we're really trying to place the students in the right place. And that's wonderful."

Lillian Ortiz: "Old Soul in a Young Body"

New Dean at MCTC MANCHESTER COMMUNITY-TECHNICAL COLLEGE

BY
MARVIN STEWART

"My success stems from my early exposure to the knowledge and wisdom of the elderly."

LILLIAN ORTIZ,
DEAN OF INSTITUTIONAL DEVELOPMENT

When Lillian Ortiz was selected out of more than one hundred very strong applicants for a job in education, she became the youngest Latina dean appointed to any community-technical college in the State of Connecticut, and perhaps beyond.

Lillian Ortiz, 35, is a woman on a mission. As the dean of institutional development at Manchester Community-Technical College (MCTC) in Manchester, Conn., she is presently charged with expanding the college's development relationships with business and industry. Ortiz seems likely to achieve the same high levels of success in this post that she has in many other endeavors.

Lillian Ortiz (right) and Connecticut State Rep. Pamela Sawyer

Ortiz is the youngest daughter of five siblings, and she loves her family. She is a woman who shares concerns about the quality of life within her community and on the job, where she oversees the scholarship program, which serves diverse populations with socioeconomic challenges at MCTC.

Ortiz grew up in the heart of downtown Hartford–the south end, a racially mixed neighborhood. She attended Hartford High School and graduated with the class of 1982. While still in high school, she was on the Mayor's Youth Task Force and was selected by Governor Ella Grasso to represent youths within the state at the White House Conference on Families. This trip was very inspirational for Ortiz, who had the pleasure of meeting such celebrities as Vice President Walter Mondale and Coretta Scott King. "After this trip I really got interested in politics, public policy, and how it impacts all Americans," Ortiz said.

Her parents shared her newfound interests and encouraged her to finish high school and make the transition to college. At age nineteen, Ortiz started working on weekends with Center City Churches, a multi-denominational religious organization that serves the homeless, elderly, and youth.

There was a time during high school when her guidance counselor told her that she would not make it to college. "She told me I needed to enroll in secretarial courses because I was not college material." Her determination and strong will to go to college led her to enroll in a college prep program funded by the Department of Education and hosted by Trinity College in Hartford. "I spent six weeks out of every summer for three years in this program. I sacrificed all my summers to ensure that I could achieve a college-level education." Ortiz completed advanced courses in literature, composition, and the sciences. "That program is where I received guidance, mentoring, and support to motivate and encourage me."

After Ortiz graduated, she received six scholarships for her chosen college, Central Connecticut State University (CCSU), in New Britain, Conn., where she studied political science.

Ortiz was now a first-generation college student. She had achieved what her parents wanted her to do and exactly what her guidance counselor said she couldn't do.

She says she had a wonderful mentor, Charles Jones, who was the director of the Educational Opportunities Program. Jones mentored her throughout her college years at CCSU.

Ortiz worked two jobs, one on campus and the other at Center City Churches (CCC). Her employment with CCC was with the Weekend Elderly Service Program. Every weekend she sent meals to, fed, and provided recreation to homebound elderly.

When Ortiz graduated with a B.A. in 1986, she was offered and accepted the job as coordinator of the elderly program, as its director had resigned. "I addressed health issues, housing, and travel with the elderly and homeless," Ortiz said.

"Social services is the thread throughout my background. Helping and taking care of people embodies the essence of who I am." This continues to be part of her core value system.

Her next job was with the National Puerto Rican Forum, as assistant to the director. The Forum offered educational training and employment to youth and adults. During 1986 she was instrumental in assisting the office of the governor in publishing the first Hispanic directory for the state of Connecticut.

After leaving the National Puerto Rican Forum, Ortiz became an employment and training specialist with the Hartford Employment Resources and Development Agency (ERDA). This entity covered 34 towns. She had to connect with businesses in the public and private sector to create opportunities for unskilled, unemployed participants.

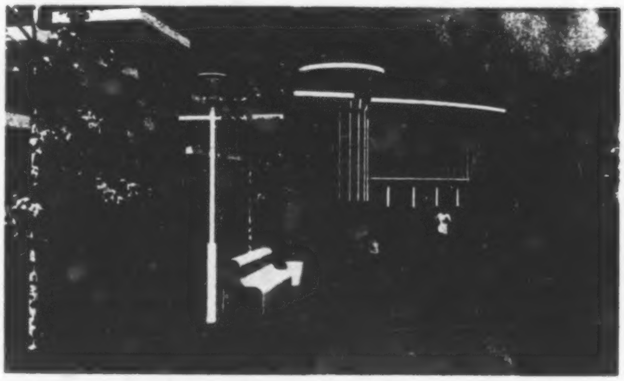
She worked with more than 500 people a year, coaching them for jobs. And during her five years there, she solicited more than 700 companies, placing hundreds of people in jobs. After several promotions, she was supervising a staff of five and overseeing more than $800,000 a year in contracts and grants of ERDA's $7 million annual budget.

"It was basically a welfare to work program–to get people off welfare. This position exposed me to corporate America–the culture, language, dress codes, behaviors, and unspoken employment rules," Ortiz said. "I received significant exposure to the private sector and had the opportunity to interact with powerful business executives."

Another milestone in Ortiz's life was her marriage to her husband and strongest supporter, Solly Ward, who encouraged her return to school to pursue a master's degree. She attended American International College in Springfield, Mass., earning a master's in human resources management.

Upon resigning from the City of Hartford, Ortiz returned to rescue the Connecticut Puerto Rican Forum, ten years after she left, as the new CEO. The agency was in a $300,000 deficit. Ortiz helped take the Forum out of that deficit, doubled its corporate funding, built new programs, and stabilized the organization.

Ortiz played an active role, too, in putting together the Program for Comprehensive Economic Self Sufficiency (PROGRESS), a collaborative effort between four community-based organizations, The Urban League, Connecticut Puerto Rican Forum, Southend Community Services, and HART. PROGRESS was the first collaborative ever formed to serve all the communities across the city of Hartford. "We made sure that all neighborhoods were served and people in the city were reached before falling through the cracks." Ortiz secured a grant from the Connecticut Business and Industry Association to fund the collaborative in order for people to receive specialized training. More than $1 million was raised for the agency over the years. Ortiz was instrumental in generating public, private, in-kind services and gifts to reach her goal.



Manchester Community-Technical College campus

Even with such an impressive resume, Ortiz admits that securing the position as dean at Manchester was a most challenging venture. "My husband brought the job to my attention. I'd had an uphill battle to serve my community, and I was satisfied that I achieved the goal of stabilizing the agency. So, we both thought that it was time to move on," Ortiz said.

"I think my experiences and values transcend my age. I just really love to serve people. This job fits perfectly into my value system," Ortiz said.

"To raise money to help students is deeply within my core value system. Raising money to support and educate people is an honorable job to have. I benefited from scholarships, so I am blessed to have an opportunity to work at providing the same service. It is a personal burden that I carry with honor, to help people achieve their educational goals and successfully manage college programs that raise funds to support them.

"Philanthropy is one of the bedrocks on which this country was built. The mission of the Office of Development is to bridge a financial need to educational opportunities for students."

Already, Ortiz was instrumental in revitalizing the "Evenings of Fine Wines," a major fund raiser for MCTC that generated more than $90,000 at this year's auction.

She works with the MCTC Foundation and the Alumni Association to raise money to support scholarships and programs.

MCTC's new state-of-the-art building program is now under construction at a cost of $61 million. Phase I of the project is a new Learning Resources and Technology Center that will cost $26 million. This building, scheduled for completion by Fall 2000, will include a state-of-the art library, laboratories, and a computer classroom center. Phase II of the project is the Arts, Sciences and Applied Technologies building, which will consist of technology labs, an auditorium, and fine arts studios, scheduled to be completed by Fall 2001.

The Development Office is charged with ensuring that all students are supported with scholarships and programmatic support appropriate to their academic success. In so doing, the office is required to develop corporate networks and linkages that will help to support the equipment and other needs of the new campus.

Ortiz is also responsible to establish and reach the goal of the Chancellor's Office to raise at least $35,000 for the State Endowment Fund. It is her vision to guarantee that no student will be turned away from MCTC due to a lack of financial resources. "It's a great challenge because the community college system is not used to raising dollars from grants or corporate funds," she said. "It is a new and growing area of development for MCTC."

Ortiz has been a mentor for the past ten years for young fifth and sixth graders through "The Future Is in Our Hands" program. Presently, she mentors two Latinas, Elizabeth and Lisa. She is also a member of the MetroMillennium Projects Management Committee in Hartford, which is an economic development engine for the region.

"My success stems from my early exposure to the knowledge and wisdom of the elderly. I wasn't challenged by diversity because of my exposure to people of varied socio-economic, educational, religious and racial backgrounds," Ortiz said. "Because of my rich experiences in life, I view myself as a well-grounded, spirited individual that some might call 'an old soul in a young body.'"

People-Places-Publications-Conferences

PEOPLE

Barry University Touts Mendez

Barry University (Fla.) research indicates that there are at least seven Fulbright Scholars among Barry's faculty and administration. Dr. Jesús Méndez is one such scholar of whom Barry is particularly proud.

Through a Fulbright, Méndez traveled to Argentina in 1983 to research Argentine intellectual history and intellectual life during the first half of the 20th century, conducting his studies at the Universidad de Buenos Aires.

One of his memorable moments was reading dust-covered letters and manuscripts written by some of the leading Spanish intellectuals of the 20th century (José Ortega y Gasset, Americo Castro, Claudio Sanchez-Albornoz, Ramón Menéndez Pidal, for example) at the archives of the Institución Cultural Española.

Diaz-Veizades and Chang Look at Race Relations

The 1992 Los Angeles riot is sometimes painted as an isolated violent reaction by some in the African American community to the Not Guilty verdict issued in the trial of officers videotaped beating Rodney King.

Photo © Berdon Photography

But University of California-Riverside Professor Edward Chang and Saybrook Graduate School (Calif.) faculty member Jeannette Diaz-Veizades (pictured) point out in their new book, ***Ethnic Peace in the American City: Building Community in Los Angeles and Beyond*** (New York University Press), that Latinos, Asian Americans, Whites, and African Americans were involved as victims and assailants in the riot.

The authors present local and international examples of people of different racial and ethnic backgrounds building coalitions, resolving disputes, organizing communities, and moving beyond the stereotypes that focus only on negative interactions between minority groups.

Cuba Scholar Aguilar León at University of Miami

The University of Miami (Fla.) Institute for Cuban and Cuban-American Studies (ICCAS) is offering a non-credit course, geared towards the community, exploring Cuba's history and culture.

Cuban History and Culture, taught by noted Cuba scholar and historian Luis Aguilar León (pictured) together with other University of Miami faculty and guest lecturers, covers Cuba's history, music, films, art, and literature. Born in Cuba, Aguilar León is professor emeritus at Georgetown University in Washington, D.C., and a senior fellow at ICCAS.

"This is an opportunity to learn about Cuba quickly but thoroughly," said Jaime Suchlicki, director of ICCAS.

Moreno Attends Kellogg Institute

Gerardo Moreno, director of the Tutoring and Learning Center at Texas A&M University-Corpus Christi, was one of 40 persons in the U.S. to attend the Kellogg Institute for the Training and Certification of Deve-lopmental Educators, held at Appalachian State University (N.C.) this past summer.

The four-week intensive seminar, conducted by the National Center for Developmental Education, concentrated on assessment and placement, program evaluation, teaching and learning strategies, and academic support services. Moreno was required to implement a program development project in the fall.

To cover part of the cost of the seminar, Moreno received the ALANA scholarship, awarded to an individual who works with underrepresented groups.

Olmos Highlights Hispanic Awareness Month at Central Michigan

Award-winning actor Edward James Olmos (pictured), who has been called the "Laurence Olivier of the Latino world," was the keynote speaker during Central Michigan University's (CMU's) 1999 Hispanic Heritage Month Celebration.

Olmos, who produces and directs films and is active in community affairs, gave a multimedia presentation, "Americanos: Latino Life in the United States, A Celebration of Latino Culture."

With the theme "Building Coalitions: Kaleidoscope of Possibilities," the month-long celebration also featured an exhibit of woodcarvings by Manuel Salas; discussions with CMU sociology, anthropology, and social work chair Rod Kirk, physician Edwin Telfer, and American Council on Education Vice President Héctor Garza; and Hispanic cuisine and Latino music.

Castaneda's Works Donated to Texas-San Antonio

The University of Texas-San Antonio (UTSA) recently accepted a donation, ***Our Catholic Heritage in Texas, 1519-1936***, a celebrated seven-volume series by noted Mexican American educator and author Carlos E. Castaneda.

In the weeks immediately preceding her death on April 28, 1999, Mrs. Ilse Griffith of San Antonio approached UTSA about donating her set of Castaneda's works to the Downtown Campus Library in memory of her son, Charles Coleman Griffith, an UT graduate. Her sole heir, Llewellyn Griffith of Austin, conveyed the gift to UTSA representatives.

Also, historian and UTSA Professor Felix Almaraz Jr. presented a copy of his biography of Castaneda, ***Knight Without Armor: Carlos Eduardo Castaneda, 1896-1958***.

Junior College Association Names Perez-Greene Associate Director

Dr. Margot Perez-Greene, an Iowa Central Community College administrator since 1995, is the new associate director of the National Institute for Staff and Organizational Development, the nation's second-largest community, junior, and technical college association, which has 600 member colleges and annually holds the country's largest conference for two-year college faculty.

Perez-Greene's mission is to improve communication with and service to the institute's members and to develop and expand partnerships with agencies, companies, and other entities that help promote teaching and learning.

Cardenas Named Outstanding Leader

Mary Rose Cardenas, a Texas Southmost College (TSC) trustee, was named an Outstanding Local Leader at the John Ben Shepperd Public Leadership Forum at the University of Texas of the Permian Basin. The forum is the only Texas conference to bring together young emerging leaders and established public leaders for the development of leadership skills.

Cardenas is serving her fourth term as chair of the TSC board of trustees. She played a key role in establishing the partnership between the University of Texas (UT)-Brownsville and TSC. She also was instrumental in hiring the first Mexican American woman in the country to become president of a college or university, Dr. Juliet V. Garcia of UT-Brownsville.

Gov. George W. Bush commissioned a Yellow Rose of Texas in her honor for her dedication to expanding higher education in South Texas.

Morales at Manhattan School of Music

Clarinetist Ricardo Morales was a guest soloist in a performance of Carl Maria von Weber's "Concerto No. 2 in E-flat Major, Op. 74" by the Manhattan Chamber Sinfonia at the Manhattan School of Music (N.Y.). Conducted by Glen Barton Cortese, the concert opened the school's 1999-2000 performance season.

Photo © Mark Liberman

Morales, a native of San Juan, Puerto Rico, received his artist diploma from Indiana University. He is a faculty member at the Manhattan School of Music and principal clarinetist of the Metropolitan Opera Orchestra, a position held since 1993, when he was appointed at age 21.

Pavia Grateful to Communities in Schools

Fernando Pavia, a systems analyst with the international investment firm Goldman Sachs & Co., loves his work and feels blessed by the friends he has made and the opportunities he has been given. He volunteers for different organizations in Miami, Fla., gives generously to many causes, and hopes to one day get his bachelor's degree and have a career in sports medicine.

Describing himself as detached and reckless as a teenager, Pavia credits Communities in Schools (CIS), Inc. as well as his grandmother, with enabling him to turn his life around. "I can say I'm a success because of CIS, and I want to give back to my community," said Pavia.

The mission of CIS, an independent network of more than 141 local and 17 state offices, is to champion the connection of needed community resources with schools to help young people learn, stay in school, and prepare for life. Find out more about CIS at <www.cisnet.org>.

Castillo Leads Klipsch School at New Mexico University

Steven P. Castillo is now the official leader of the Klipsch School of Electrical and Computer Engineering at New Mexico State University (NMSU). A Klipsch School professor, he had been interim department leader since December 1998.

Castillo is a senior member of the Institute of Electrical and Electronics Engineers and has served as advisor to the NMSU student chapter of the Society for Hispanic Professional Engineers. He has a bachelor's degree from NMSU, and a master's and doctorate from the University of Illinois.

Vice President Gore Announces Adult Learners Grants

Vice President Al Gore announced new $10 million federal grants to expand access to high quality education for adults. The funds will be provided by the U.S. Department of Education's "Learning Anytime Anywhere Partnerships."

The National Telecommuting Institute will be able to develop an at-home training program that will prepare people with severe disabilities to perform customer service jobs in "e-commerce" from their homes using the internet.

Also, the Hispanic Educational Telecommunications System will create a virtual learning community, to serve an estimated 100,000 students, that will develop workforce training and counseling as well as courses for academic credit.

Contact <www.ed.gov/offices/OPE/FIPSE/LAAP> for much more information on the grants.

Mangual de Delgado New Bloomfield Dean of Admission

Lourdes I. Mangual de Delgado is the vice president of enrollment management and dean of admission at Bloomfield College (N.J.).

Previously, Mangual de Delgado was dean of student development at Hostos Community College of the City University of New York, where she led three divisions–enrollment management, counseling services, and student life. She has a bachelor's degree from Hunter College, and has master's degrees from Columbia University's Teachers College.

President Clinton Stresses Importance of School Construction

Renewing his commitment to address school construction and modernization, President Clinton is highlighting his School Modernization Bond proposal, which provides $24.8 billion in tax credit over two years to modernize up to 6,000 schools. Clinton's proposal has an estimated cost of $3.7 billion over five years, and is fully paid for in his budget.

Nationally, there is an urgent need for school modernization. White House officials cited the following: the average school is 42 years old; one third of all schools need extensive repairs, which will require approximately $112 billion; and school enrollment is higher than ever, with a record 53.2 million children enrolled in elementary and secondary schools today.

PLACES

Master's Program Emphasizes ESL at Penn State

The University of Turabo in Gurabo, Puerto Rico, is offering a master's program in education, emphasizing ESL, at Pennsylvania State University-Lehigh Valley. The program, created to support educators' efforts in meeting student needs, will focus on second-language acquisition, methods of teaching, communication skills, and reading processes.

The program targets teachers who are certified in elementary or secondary education and have teaching experience.

The University of Turabo's master's program in education, specializing in teaching English as a Second Language, has been utilized by the U.S. Department of Education to provide graduate education and certification throughout the Caribbean Basin.

News from Azusa Pacific

Sally Alonzo-Bell, chair of the Department of Social Work at Azusa Pacific University (Calif.), was named Social Worker of the Year by the National Association of Social Workers. Honored for her outstanding career in social work, she has a bachelor's degree from California State University-Los Angeles and a master's and doctorate from the University of California -Los Angeles.

Azusa Pacific awarded the $3,000 Mustard Seed Scholarship to 10 undergraduate students for the 1999-2000 school year. Angela Gutierrez, Lisa Stevens, Karel Castro, Benjamin Grahl, Ana Ramos, Elizabeth Real, Aisha Peters, Maritza Garcia, Helen Hernandez, and Carlos R. Veas were selected based on financial need, educational and career goals, extracurricular involvement, Christian commitment, and a desire to complete a bachelor's degree at Azusa.

Texas-Pan American Gives Students Extra Help

Recent high school graduates from throughout South Texas received extra preparation for their college careers through the Health Careers Opportunity Program (HCOP) at the University of Texas-Pan American (UTPA). Approximately 30 students took part in the Pre-Freshman Summer Bridge Program of HCOP, attending classes in chemistry, math, writing, and study skills.

"I'm getting an idea of what to expect," said David Martinez, who plans to major in chemistry and then transfer into UTPA's clinical laboratory sciences program.

Avelina Rodriguez liked the presentations on various medical careers. "At first I wanted to be a pediatrician," said Rodriguez, "but after seeing all these different presentations, maybe I'll study to be a general practitioner or pursue psychology or nutrition." (Pictured in the chemistry lab, l. to r. from center, are Martinez, Rodriguez and fellow student Arlett Lomeli.)

Mt. Hood Offers Spanish Speakers Certified Nursing Program

A new program at Mt. Hood Community College (MHCC) in Oregon will offer native Spanish-speakers a unique opportunity to enter the medical field.

The Certified Nursing Assistant (CNA) program will provide 10 weeks of instruction combining supervised clinical experience with vocational ESL training. The objective of the program is to prepare the Spanish-speaking students to take the Oregon State Board of Nursing exam in order to become licensed CNAs.

The Northwest Health Foundation awarded a $28,504 grant to help fund the college's CNA pilot program, which will begin winter term 2000 as part of El Futuro Abierto, MHCC's support service for Latino students.

Brookhaven in Texas Hooks up with Students in Madrid

World University students from Spain will begin studying in the Dallas County Community College District (DCCCD) in Texas via distance learning through the LeCroy Center beginning Spring 2000. Jesús López-Davalillo, president of World University in Madrid, and Rosa Pérez-Sanz, director of international programs, visited with Brookhaven College and DCCCD representatives and are excited about the possibilities that will emerge from the relationship between World University and Brookhaven College.

"World University wants to develop a true exchange program, not with just their students coming here, but with Brookhaven students and faculty studying in Spain as well," said Luis Iglesias (pictured), client manager for Brookhaven's Workforce and Continuing Education Division.

Penn State Study Centers on Prenatal Care for Puerto Ricans

Contrary to common perceptions, psychological factors, rather than the liabilities of migration from Puerto Rico, bar Puerto Rican women living in the United States from access to adequate prenatal health care, according to a team of Pennsylvania State researchers.

Dr. Nancy S. Landale, professor of sociology, Dr. R. Sal Oropesa, associate professor of sociology, and doctoral students in sociology Michelle Inkley and Bridget K. Gorman are co-authors of the paper, "Prenatal Care among Mainland Puerto Ricans," which was presented at the annual American Sociological Association meeting.

"Among the most frequently mentioned barriers to adequate prenatal care for Puerto Rican women are those that signal psychological uncertainty about the pregnancy itself," said Oropesa (pictured with Landale).

In the News at University of Houston

The Recovering the U.S. Hispanic Literary Heritage project, a national project to reconstitute the literary legacy of U.S. Hispanics from colonial times to 1960, based at the University of Houston (Texas), received $500,000 from the "Save America's Treasures" program of the Department of the Interior. The award will be used to preserve 1,000 literary texts by Hispanic authors of the United States from 1780 to 1940.

The Arte Público Press Web site, <www.arte.uh.edu>, has a Recovering the U.S. Hispanic Literary Heritage link, which is continually updated.

Kids Benefit from Unique Camp at Colorado Mountain

Forty 8th and 9th graders from western Colorado attended the week-long First Ascent Youth Leadership Camp held at Colorado Mountain College's (CMC's) Timberline Campus in Leadville.

The camp program, founded five years ago by CMC Foundation Specialist Mariana Velasquez-Schmahl, incorporates physically and mentally challenging situations, set in the wilderness surrounding Leadville, with the goal of teaching teens teamwork, communication skills, and goal setting. (Pictured, Leadville resident Jasmine Marquez participates in rock climbing exercises.)

Fernández on MiraCosta Governing Board

Rodolfo "Rudy" Fernández, who completed a six-year term as director of the Governor's Office of California-Mexico Affairs, California Trade and Commerce Department, has joined the MiraCosta College Governing Board in California.

"I have received a lot from the community, both professionally and personally, and that is why I believe that in being active in professional and social organizations, I can give something back to the community," said Fernández. "I have a great interest in helping the youth of our country get a good education because they represent the future of this country."

Fernández's affiliations include the Mexican-American Business and Professional Association, Border Trade Alliance Board, San Diego Youth Symphony Board, and the District Export Council of the U.S. Department of Commerce.

Northeastern Receives Award from Historical Commission

Northeastern University (Mass.) received a $153,155 award from the National Historical Publications Records Commission, a division of the National Archives and Records Administration. The award will support "Preserving the History of Boston's Under-Documented Communities," a two-year project to identify, locate, secure, and make accessible the most important and at-risk historical records of four undocumented communities in Boston: African American, Chinese, Puerto Rican, and gay and lesbian.

"Latino Life in the U.S." exhibit at NYC Museum

The Museum of the City of New York presents "Americanos: Latino Life in the United States," a photographic exhibition that pays tribute to the people and traditions that distinguish Latino culture as a unique and important part of American culture.

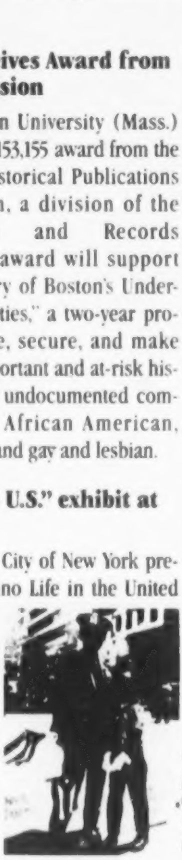


Photo © Rita Rivera

Presently running through Jan. 2, the exhibition features 120 photographs by 30 prize-winning photographers from around the country, and captures the breadth and variety of the Latino experience as well as the pride of the people. (This photo, taken by Rita Rivera, is of police officer Lisa Demetriou and her son at the Puerto Rican Day Parade in New York.)

"Americanos: Latino Life in the United States," a project of Olmos Productions, was organized by the Smithsonian Institution Traveling Exhibition Service and the Smithsonian Center for Latino Initiatives.

Pan American Hospital Endows Teaching Chair at Miami-Dade

Pan American Hospital donated $45,000 to Miami-Dade Community College (M-DCC) in Florida to create an Endowed Teaching Chair. Carolina Calderín (pictured), Pan American Hospital CEO, made the presentation to Roberto Martinez (l.), M-DCC board of trustees chair, and Dr. Eduardo J. Padrón (r.), M-DCC president.

The hospital's gift will be matched with $30,000 from state funds to create a $75,000 endowment that will establish the Pan American Hospital Endowed Teaching Chair with an annual award to one of M-DCC's most outstanding educators, beginning in 2002.

"I am proud to strengthen M-DCC's commitment to providing the best education possible by supporting our most talented educators and inspiring others to follow their example," said Calderín.

Pew Grant Awarded to Community College Consortium

Recognizing the increasing importance of community colleges in the country's higher education system, The Pew Charitable Trusts awarded a $204,000 grant for a national project to establish new standards for the community college sector. The grant was awarded to the League for Innovation in the Community College, a consortium of community colleges (established in 1968) that serves as a project incubator and facilitator of experimental work for the entire community college sector.

Jerry Moskus, 1999 chair of the League's board of directors and president of Lane Community College (Ore.), said the support from Pew enables the League to extend its efforts to help community colleges become better learning-centered institutions.

Students Receive Laptop Computers at Cal State-San Marcos

More than 40 low-income first-year students at California State University-San Marcos received new laptop computers as well as training and long-term technical support. Each student will have free use of his/her computer while enrolled at the university. Those who leave before graduation are required to return the computers. When they graduate, the computer becomes theirs.

University President Alexander Gonzalez said, "We must remember that computers are beyond the reach of some of our students. This program allows us to ensure that low-income students are not bypassed by the technology they will need to succeed."

Colorado-Boulder Awarded $600,000

The Cooperative Education and Internship Program at the University of Colorado-Boulder was awarded approximately $600,000 to continue the National Institute for Standards and Technology Professional Research Experience Program (NIST/PREP).

The program provides outstanding work and learning experiences for undergraduate, graduate, and postdoctoral students at the NIST lab in Boulder. Graduate and postdoctoral students work with faculty on selected projects.

For the past six years, participation in NIST/PREP was limited to local universities. This year marks the first time that the process is open to universities nationwide.

Scientific Research Grant Awarded to California-San Marcos

The College of Arts and Sciences at California State University-San Marcos was awarded a $3.6 million, four-year grant to advance scientific research. Funding comes from the National Institutes of Health, Institute of General Medical Sciences, under the Minority Biomedical Research Support program.

"This grant will enhance the university's ability to conduct cutting-edge research in the science division," said Dr. Victor Rocha, dean of the College of Arts and Sciences and program director of the grant. "Building that infrastructure will allow students to participate in modern, state-of-the-art research, which will prepare them to be highly competitive for prestige graduate and medical schools around the country."

California Lutheran Celebrates Diversity

California Lutheran University (CLU), in celebration of diversity on campus, hosted a production of Colin Cox and Fran de Leon's "Faces of America." The performance, produced by Will and Company, was part of DiversiTies, an annual event that emphasizes the value of diversity to CLU.

De Leon (pictured) has received high acclaim for her one-person performance of the emotionally charged play depicting the true stories of nine young ethnically diverse Americans.

On Oct. 28, CLU will celebrate Dia de los Muertos, a traditional Latin celebration that usually takes place on Nov. 1 (All Saints Day) to remember loved ones who have died.

Texas-Kingsville Represented at Youth Convention

Texas A&M University-Kingsville Special Programs students made presentations at the League of United Latin American Citizens National Youth Convention. The students' main focus was to let area youth know that they do not have to be honor students or in the top 10 percent to succeed in college.

Marcos Benavides (pictured), past Student Support Services program coordinator and College Assistance Migrant Program coordinator at Texas A&M-Kingsville, coordinated the student presentations.

Student participants included Cindy Alvarado, Marcelo Mata, and Diana Villagomez. Graduate student Juan Carlos Garcia attended.

Mrs. Consuelo Martinez, Texas A&M-Kingsville Special Programs director, made a presentation on Mexican Americans in Education.

News from LaGuardia Community College

Fiorello H. LaGuardia Community College (LCC) in New York will receive a $2 million U.S. Department of Education grant over the next five years to help close the computer gap for its predominantly low-income students, 37 percent of whom are Hispanic. The grant will pay for training of faculty and adjuncts, software, some computers, and student technology mentors in order to help students learn the use of computers and to prepare graduates for the workplace.

A multimillion-dollar Department of Education grant designed to advance the skills and achievement of middle school and high school youth in Western Queens over the next five years was awarded to LCC and the Queens Urban Partnership. The funds for the GEAR-UP Project will help provide for teacher training programs and additional support services. Establishment of meaningful connections between students and adults is a key goal.

Ballet Los Pampas at Westchester

State University of New York-Westchester Community College, in tribute to Hispanic Heritage Month, hosted "Argentine Tango and Folklore," a performance of Argentine music, folk dance, and tango by Ballet Los Pampas. Founded in 1990, the company combines traditional and contemporary dance forms to create a glittering extravaganza of sight and sound.

Drawing upon Latin American culture from the Andes Mountains through the Argentine plains to the contemporary city of Buenos Aires, the dancers performed the Malambo, the Candombe, and the Zamba.

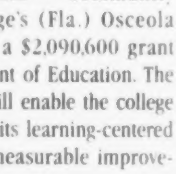
Valencia Awarded $2 Million Federal Grant

Valencia Community College's (Fla.) Osceola Campus was awarded a $2,090,600 grant from the U.S. Department of Education. The five-year Title V grant will enable the college to continue to advance its learning-centered initiative, focused on measurable improvements in student performance.

The grant gives formal recognition to the Osceola Campus as a "Hispanic-Serving Institution." Such a designation requires that Hispanic enrollment exceed 25 percent and that more than 50 percent of those students be financially needy. The Osceola Campus Hispanic enrollment is 28.4 percent.

"Continental Harmony" Project to Celebrate Millennium

Fifty composers, creating 50 original musical works, and hundreds of performing artists will join host organizations to form "Continental Harmony," a nationwide musical celebration of the millennium. Each commissioned piece will be given a premiere performance between Dec. 31, 1999, and December 2000. Performances will include jazz, choral, musical theatre, and orchestral events. Nearly 40 performances are expected to take place on July 4, 2000.



Puerto Rican composer Raymond Torres-Santos (pictured), a Universidad de Puerto Rico professor, is the lone Latino composer to be chosen. He will work with the Newark Boys Chorus and New Jersey Philharmonic Glee Club for the project.

Funding for the project comes from the National Endowment of the Arts, the John S. and James L. Knight Foundation, Rockefeller Foundation, Land O'Lakes Foundation, William and Flora Hewlett Foundation, the Minnesota State Arts Board, and Ohio Arts Council.

District of Columbia Celebrates Hispanic Heritage Month

The following Hispanic Heritage Month events took place in Washington, D.C.:

•Raul Julia Awards–The National Hispanic Foundation for the Arts recognized newspapers' coverage of Latinos.

•Hispanic Heritage Youth Awards–Six Hispanic high school students, headed to Ivy League colleges, were honored.

•Congressional Hispanic Caucus Institute Gala –"Building Coalitions: A Kaleidoscope of Possibilities" was the theme.

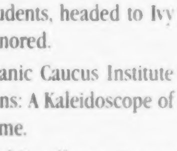
•Hispanic Educational Excellence–A seminar, "Overview of Latino Education," was presented by the White House Initiative on Educational Excellence for Hispanic Americans.

•Library of Congress–Keynote speaker José Gestal lectured on "Hispanics Climbing the Corporate Ladder."

PUBLICATIONS

Speaking Chicana: Voice, Power, and Identity

D. Letticia Galindo and María Dolores Gonzales, eds.



This book offers an extensive examination of language issues among Chicanas by 10 contributors–from linguist to lawyer, from poet to art historian. This multifaceted approach to the study of Chicana speech provides a significant survey of the literature on Chicanas and language production.

1999
226 pg.
ISBN 0-8165-1815-7
$19.95 paper
University of Arizona Press
(800) 426-3797

Wandering Time

By Luis Alberto Urrea

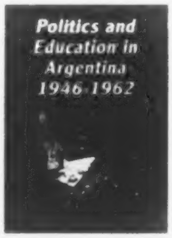
Wandering Time

While driving cross-country and wandering the West, Luis Alberto Urrea learned how to live. As nature opened his eyes, writing opened his heart. In journal entries that sparkle with discovery, Urrea ruminates on music, poetry, and the landscape.

1999
130 pgs.
ISBN 0-8165-1866-1
$18.95 cloth
University of Arizona Press
(800) 426-3797

Politics and Education in Argentina, 1946-1962

by Mónica Esti Rein

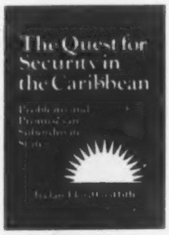


Based on extensive research in archives in Argentina and the United States, this book, written in English, deals with the way in which Argentina's educational system was used for political purposes.

1998
225 pgs.
ISBN 0-7656-0210-5
$26.95 paper
M.E. Sharpe
(800) 541-6563

The Quest for Security in the Caribbean: Problems and Promises in Subordinate States

by Ivelaw Lloyd Griffith



This book examines security problems of the English-speaking Caribbean, also known as the Commonwealth Caribbean. The area's security concerns have received little comprehensive attention in the past, with writers either doing country case studies or focusing on selected issues. Otherwise, Caribbean security problems have been examined as tangents to the interests of the United States or of European powers.

1993
320 pgs.
ISBN 1-56324-509-4
$30.95 paper
M.E. Sharpe
(800) 541-6563

Latin Americanism

by Román de la Campa

To what degree is the Latin America that is studied in U.S. academies actually an entity "made in the U.S.A."? In this book, the author argues that there is an ever-increasing gap between the political, theoretical, and financial pressures affecting the U.S. academy and Latin America's own cultural, political, and literary practices.

1999
224 pgs.
ISBN 0-8166-3117-4
$18.95 paper
University of Minnesota Press
(773) 568-1550

Tito Puente and the Making of Latin Music

by Steven Loza

Tito Puente

This book provides an in-depth historical, musical, and cultural look at the career and the influence of this giant of Latin music. Celebrating a dynamic performer and a genre that is deeply rooted in America's rich ethnic diversity, this study reveals all the vibrancy and color of a consummate artist's life, work, and world.

July 1999
260 pgs.
ISBN 0-252-06778-9
$26.95 paper
University of Illinois Press
(800) 545-4703

Dreams of the Abandoned Seducer

by Alicia Borinsky

Dreams of the Abandoned Seducer

This book, translated by Cola Franzen in collaboration with 1996 Latino Literature Award winner Alicia Borinsky, takes place in the new "free market" era of personal choices and relations–a chaotic, sometimes hopeful, often comic world that has supplanted the old order of political terror and clearly demarcated ideological divides.

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by Carolina María de Jesús

I'm going to have a little house

This book–translated by Melvin S. Arrington Jr. and Robert M. Levine –recounts native Brazilian Carolina María de Jesús' struggles with celebrity, middle-class expectations, and the racial and social tensions her successful first diary had brought her.

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The Hernando de Soto Expedition: History, Historiography, and "Discovery" in the Southeast

Patricia Galloway, ed.

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1997
457 pgs.
ISBN 0-8032-2157-6
$60.00 cloth
University of Nebraska Press
(800) 755-1105

The Myth of Quetzalcoatl

by Enrique Florescano

Warrior, rain-god, and spirit of the maize, the most familiar of the Meso-American gods, Quetzalcoatl, is better known for his attributes than his history. This comprehensive study traces the spread of the worship of the Plumed Serpent and the multiplicity of interpretations that surround him.

May 1999
320 pgs.
ISBN 0-8018-5999-9
$45.00 cloth
Johns Hopkins University Press
(800) 537-5487

The Empress, the Queen, and the Nun: Women and Power at the Court of Philip III of Spain

by Magdalena S. Sánchez

THE EMPRESS, THE QUEEN, AND THE NUN

This book offers an intriguing examination of the political power wielded by three women in the court of Philip III of Spain–Empress María, Philip's grandmother; Margaret of Austria, Philip's wife; and Margaret of the Cross, Philip's aunt.

1998
280 pgs.
ISBN 0-8018-5791-0
$39.95 cloth
Johns Hopkins University Press
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La Generacion Hijo Pródigo: Renovación y Modernidad

(Written in Spanish)
by Arnoldo Carlos Vento

La Generacion Hijo Prodigo

During the 20th century in Mexico, Mexican literati formed literary groups and created new movements in poetry, short story, and essay centered around significant literary journals. This book is a study and analysis of the literary journal *El Hijo Pródigo* and the generation of the early 1940s that brought Mexico into literary prominence.

1996
306 pgs.
ISBN 0-7618-0326-2
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University Press of America
(800) 462-6420

NAFTA, The First Year: A View From Mexico

David R. Dávila Villers, ed.

NAFTA, The First Year

This book offers a collection of articles on the first year of the North American Free Trade Agreement as seen from five different angles–economy, culture, environment, legal matters, and foreign policy coordination. It conveys a "Mexican" view of the agreement.

1996
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Conversations with Isabel Allende

John Rodden, ed.

In this collection of 34 interviews spanning the 1980s and 1990s, Isabel Allende tells her own story in her own words, from her early years as a Chilean TV personality and niece of the late Chilean President Salvador Allende through the major transformations of her adult life. Translations from Spanish by Virginia Invernizzi.

June 1999
476 pgs.
ISBN 0-292-77093-6
$24.95 paper
University of Texas Press
(800) 252-3206

CONFERENCES

National Higher Education Conference on Students of Color

October 27–31

"The Learning-Centered Environment: Students and Learning in the New Millennium." Featured guests include Dr. Alfredo G. de los Santos, Jr., The Maricopa Community Colleges (Ariz.). At the Minneapolis Hilton & Towers, Minneapolis, Minn.

Contact: phone, (850) 222-1087/385-1747; e-mail, <cnjford@aol.com>; Web site, <www.collegesurvival.hmco.com>.

El Paso Community College–Great Teaching

October 28-30

"Southwest Seminar for Great Teaching: Education as Liberation." At the Sage Brush Inn, Taos, N.M.

Contact: (915) 831-2201; e-mail, <anae@epcc.edu>.

ACE: Educating a Nation (VII)

October 28-30

The American Council on Education's Division of Access and Equity Programs' Office of Minorities in Higher Education is sponsoring its 7th "Educating a Nation" national conference on diversity and improving the participation of students of color in postsecondary education.

Contact: phone, (202) 939-9395; e-mail, <lachone_fuquay@ace.nche.edu>; Web site, <www.acenet.edu>.

NSHMBA–National Conference and Career Expo

October 28-30

The National Society of Hispanic MBAs' 10th annual event, this year on the theme of "Elevate beyond Excellence: Face the Challenges." Closing plenary speaker: Ray Suárez, host of *Talk of the Nation*. At the Adam's Mark Hotel and Colorado Convention Center, Denver.

Contact: phone, (214) 267-1622; e-mail, <info@nshmba.org>; Web site, <www.nshmba.org>.

HACU–13th Annual Conference

October 30-November 2

The Hispanic Association of Colleges & Universities' 13th annual event, on the theme, "Championing Success in Higher Education: Current Issues, Best Practices, and Promising Initiatives." At Hotel Inter Continental in Miami.

Contact: phone, (210) 692-3805; Web site, <www.hacu.net>.

NAWE, Advancing Women in Higher Education

November 6-10

"Institute for Emerging Women Leaders in Higher Education." At University of Maryland Inn and Conference Center, College Park, Md.

Contact: NAWE, (202) 658-9330; Web site, <www.nawe.org>.

Book Review

by Charnel Anderson

***Charles Edward Magoon: The Panama Years*, by Gustavo A. Mellander and Nelly Maldonado Mellander.** Editorial Plaza Major (P. O. Box 3148, Guaynabo, Puerto Rico 00970-3148; e-mail <patrigut@prtc.net>), 1999. ISBN# 1-56328-155-4. $9.95 paper.

The U.S. has been turning over its Canal interests and properties to Panama for the past 20 years. That process ends on December 31.

The transition has generated interest in the Panama Canal. Why did the U.S. succeed where France had failed? Who helped create the framework, shape the policies and understandings between the U.S. and the Republic of Panama that would last for nearly 100 years?

In 1502, Columbus visited what is now the Republic of Panama. He had no idea whether a water passage existed, nor did he imagine that parts of the Isthmus were only 50 miles wide.

Many followed Columbus' dream and failed as he had. Finally, Vasco Nuñez de Balboa in 1513 trekked across the steamy, hot isthmus to gaze upon a vast waterway that we now call the Pacific Ocean.

Some trace U.S. interest in a passageway to the late 1700s. But it was the California gold rush in the 1850s that peaked U.S. interest. Thousands found it easier, cheaper, and quicker to sail to the Caribbean side of Panama, walk or ride a donkey across the isthmus to the Pacific, and there board a ship for California.

Gustavo A. Mellander
Nelly Maldonado Mellander
Charles Edward Magoon
The Panama Years

The U.S. secured diplomatic agreements with European and Latin American countries, strengthening its role on the Isthmus. And worked hard to deter a European foothold.

In the 1880s, the French tried to build a canal in Panama. Within eight years, 20,000 died, millions were lost, and reputations were wrecked. France gave up. The Spanish American War of 1898 highlighted the need to move a navy quickly between both oceans, increasing U.S. interest in a canal. And when the assassination in 1901 of President William McKinley elevated the energetic, tradition-busting, action-oriented Theodore Roosevelt into the White House, U.S.-Latin American relations would never be the same, for Roosevelt wanted a canal. In 1903, with the clear involvement of high-ranking U.S. private citizens and public officials, Panama declared its independence from Colombia. The U.S. turned away Colombian troops and recognized Panama's independence.

Thousands of North Americans went to the Isthmus and within ten years would achieve one of the greatest engineering feats of all time.

One of many involved was Charles Edward Magoon of Nebraska, an affable young lawyer and Washington bureaucrat who wrote the definitive manual on the administration of overseas possessions, implemented in Cuba, Puerto Rico, Guam, and the Philippines–all prizes of the 1898 war.

Appointed general counsel of the First Isthmian Canal Commission in 1904, Magoon visited Panama and reported back to Roosevelt. His astuteness and diplomacy were not lost on those with power. He was appointed both governor of the Canal Zone and U.S. Minister Plenipotentiary and Envoy Extraordinary to the Republic of Panama. His decisions and actions influenced not only the building of the canal but the diplomatic relations between both countries. Yet nothing had been written or published on this period of his life. Given his critical role in formulating long-term strategies, his "invisibility" was not warranted. He was truly the forgotten Isthmian.

Thanks to the Mellanders, the precedents that he established are now carefully documented. As governor, he launched a multiplicity of institutions that functioned through the long U.S. hegemony in the Canal Zone. As minister, he created procedures that set the pattern by which the U.S. and Panama interacted.

Much of what people recall as being the Canal Zone grew out of the precedents Magoon established: healthy sanitary conditions, superior salaries and good living accommodations for the canal workers, reasonably priced daily necessities, a public school system, and a civilian government, among others.

As minister, Magoon's contributions were similarly impressive and long-lasting. He helped smooth ruffled feathers, addressed disputes diplomatically, and helped draft the Taft Memorandum, a key document that established working parameters between the U.S. and Panama that remained in place for more than 50 years.

Magoon attended the first elections ever held in the republic, in 1906. His towering presence, his careful hands-off stance but nevertheless high visibility during those elections set the tone for decades.

Gustavo Mellander, an accomplished and meticulous historian and recognized authority on Panama, is well known among "Panama hands" for his noteworthy book, ***The United States in Panamanian Politics: The Intriguing Formative Years***, selected as a "best seller" in the United Nations when it was first published.

For this volume on Magoon, Nelly Maldonado Mellander, his wife and fellow professor at George Mason University, also a serious and committed scholar, helped him conduct primary and secondary research not heretofore examined by other researchers.

They relied heavily on primary sources such as Magoon's annual reports, his State Department correspondence, Congressional records, private papers, newspapers and periodicals of both countries, and archival material in Panama and the United States. These rich and diverse sources give us a lively portrait of Magoon's years and contributions in Panama.

This book is good history and a good read. Good because it is historically accurate and good because it is well written. For anyone wanting to know more about how U.S.-Panama relations developed and how those early pioneers lived in the Canal Zone–this is a must read. We are in the Mellanders' debt.

Dr. Anderson, professor of Latin American history at Inter American University of Puerto Rico for 30 years, has traveled extensively throughout Latin America. He received his Ph.D. from George Washington University.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

CALL FOR PAPERS

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Abstracts, not to exceed two pages, should be submitted which relate to any aspect of the Hispanic and Latino experience. Subjects may include but are not limited to literature, demographics, history, politics, economics, education, health care, fine arts, religion, social sciences, business and many other subjects. Please indicate the time required for presentation of your paper (25 minutes/45 minutes).

Abstracts must be postmarked by:
November 23, 1999

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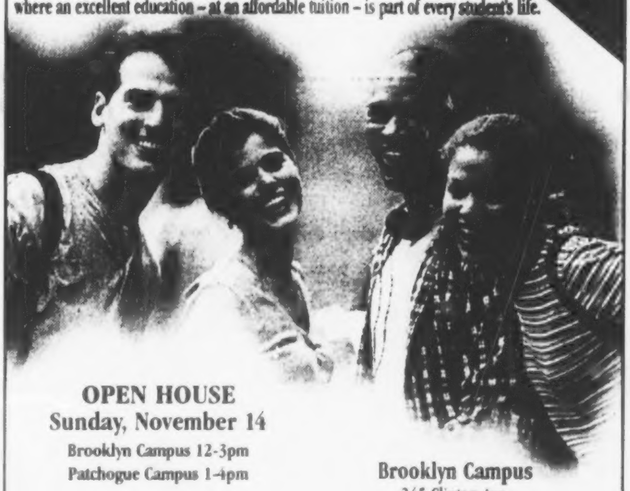

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Reporting to the Executive Director, the Assistant Executive Director will manage the application process for the Gates Millennium Scholars Program.

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- Good communication, interpersonal and organizational skills;
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- Good analytical skills including technological literacy;
- The ability to work with diverse constituencies;
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- Technological literacy;
- The ability to work with diverse constituencies;
- A bachelor's degree.

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For more information, please contact the Office of College Relations, Garrison Hall, Smith College, (413) 585-2170. The conference is supported by The Coca-Cola Foundation and the Office of the President, Smith College.

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November 5-6 Presenting the Challenges

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Charles Willie
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Director, Institute for Latino Studies, University of Notre Dame

Rudolph Crew
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20TH CENTURY RUSSIAN HISTORY

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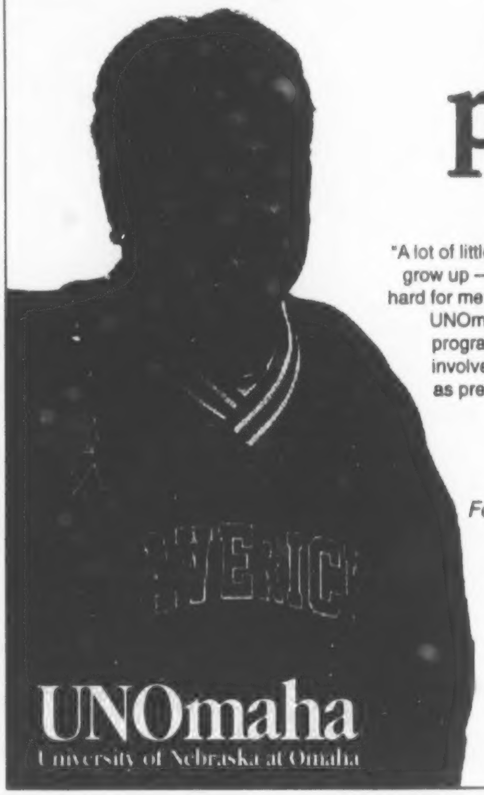

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VERMILION COMMUNITY COLLEGE

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Located in the heart of the Superior National Forest, Ely, Minnesota is the gateway to the Boundary Waters Canoe Area Wilderness, the most popular wilderness in the U.S. With a vast system of wooded trails and over 500 lakes in a twenty mile radius, the area is noted for its fishing, canoeing, hiking, hunting, skiing and snowmobiling. The town offers a safe family environment with a true spirit of community involvement. Ely hosts three major festivals and a range of yearly arts and sporting activities.

VCC is a residential, two-year college offering traditional AA transfer degrees along with a unique blend of technical/career programs including Natural Resources Technology, Wilderness Management, Water Resources, Backcountry Law Enforcement, Aviation, and Parks.

PROVOST

Leadership responsibilities in six areas:

- Academic Affairs
- Personnel and Program Management
- Budget and Finance
- Student Services and Residential Life
- Community Relations
- Learning and Institutional Assessment

Qualifications:
The qualified applicant will possess a Master's Degree; Doctorate preferred. Applicants should have classroom instruction experience; demonstrated administrative and leadership skills; and the ability to communicate effectively with all college constituents.

Salary Range:
$64,267 to $88,902
Placement commensurate with education and experience. Full benefits package.

Application Materials:
Interested applicants should send a letter of application addressing their qualifications; college transcripts; a philosophy of community and technical college education; and a current vita, including the names, addresses, and telephone numbers of three to five current references.

Send these materials to:

Patti Stahl
Director of Human Resources
1001 Chestnut Street West
Virginia, MN 55792
Phone: (218) 749-7743 Fax: (218)749-0321

Deadline for Completed Applications:
December 3, 1999 (Only completed applications will be given consideration.)
Faxed applications will be accepted, but must be followed by the original in the mail.
Semi-finalist interviews will be scheduled in early January.

VERMILION COMMUNITY COLLEGE IS AN EQUAL OPPORTUNITY/ AFFIRMATIVE ACTION EMPLOYER.

COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK
SCHOOL OF SOCIAL WORK

The Columbia University School of Social Work invites nominations and applications for four

ENDOWED PROFESSORSHIPS

The Maurice V. Russell Professorship in Social Policy and Social Work Practice.

The appointee to the Russell Professorship must have a distinguished record of teaching, research and practice in social policy or in clinical or advanced generalist practice. Preference will be accorded to candidates with a master's and/or a doctoral degree in social work.

The John Smart Centennial Professorship.

The first appointee to the Smart Centennial Professorship must have a distinguished record of teaching, research and practice about programs that promote independent and autonomous functioning. Preference will be accorded to candidates with a master's and/or a doctoral degree in social work.

The Sylvia D. and Mose J. Firestone Centennial Professorship in Clinical Social Work.

The appointee to the Firestone Professorship must have a distinguished record of teaching, research and practice in clinical social work. Candidates must have a master's and/or a doctoral degree in social work.

The Marion Kenworthy Professorship of Psychiatry in Social Work.

The appointee to the Kenworthy Professorship must have a distinguished record of teaching, research and practice in psychiatry and must be able to relate this expertise to social work education, particularly regarding human behavior and the social environment. Candidates must have an M.D. degree and advanced training in psychiatry.

Successful candidates must have nationally or internationally recognized research and publications in the above areas as well as a continuing record of exceptional teaching and innovation in the classroom. The candidate should be able to mentor students and junior faculty in ways that enhance the profession. Endowed Professors will exercise a leadership role in the School, particularly in procurement of major grants, collaborative research, and curriculum development in the cited areas.

Nominations and applications should be forwarded to:

Ronald A. Feldman, Dean

COLUMBIA UNIVERSITY
SCHOOL OF SOCIAL WORK
622 West 113th Street, New York, NY 10025

Columbia University is an affirmative action/equal opportunity employer. Minority and women candidates are especially urged to apply.

DIRECTOR OF THE LIBRARY

Belmont Abbey College invites applicants and nominations for the position of Director of the Library. Candidates must have an ALA-accredited MLS and several years of administrative experience in a college or university library. The responsibilities of the Director will include administration of staff, facilities and budget for an undergraduate library, continued integration of emerging information technology, cooperation with faculty and staff to enhance library services, and commitment to develop the library in service of the Catholic and Benedictine intellectual tradition. Competitive salary and benefits. Belmont Abbey College is a Catholic, Benedictine, four-year coeducational liberal arts college with an enrollment of 950 students located 15 miles west of Charlotte, NC. The college is an equal opportunity employer. Applicants should submit a cover letter, resume and three letters of reference from professional colleagues to: **Placid Solari, O.S.B., Academic Dean, Belmont Abbey College, Belmont NC 28012.** Review of applicants begins Dec. 1, 1999.

A DOCTORATE FOR COMMUNITY COLLEGE PROFESSIONALS

For more information see our web sites:

http://gse.gmu.edu/depart/nccce
http://gse.gmu.edu/depart/nccce/handbook.htm

The National Center for Community College Education
4400 University Drive-MSN 1B3
George Mason University
Fairfax, VA 22030-4444
(703) 993-2310 (office)
(703) 993-2307 (fax)

YOUR VISION. Your Future

The University of Southern Colorado is proud to have been named among the Top 100 colleges and universities in **graduating Hispanics** at the bachelor's and master's degree levels.

Located in the culturally diverse city of Pueblo, Colorado, **USC is committed** to providing access for members of **all minority groups,** emphasizing and fostering **cultural pluralism,** enhancing the traditions of culture and language, and encouraging the development of economic opportunities.

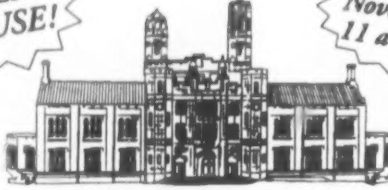
For futher information about your **future** at the University of Southern Colorado, please contact us at 1.877.USC.WOLF, or visit us online at www.uscolo.edu.

UNIVERSITY OF SOUTHERN COLORADO

USC is EEO/AA employer.

OPEN HOUSE!

Saturday, November 13 11 am–2 pm



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Lehman College
THE CITY UNIVERSITY OF NEW YORK
250 Bedford Park Boulevard West
Bronx, New York 10468

E-mail us at ENROLL@lehman.cuny.edu. Visit the Lehman College Web site at <www.lehman.cuny.edu>.

RCC students reflect our community's diversity

RIVERSIDE COMMUNITY COLLEGE

Norco Campus
2001 Third Street
Norco, CA 91760
(909) 372-7000

Riverside Campus
4800 Magnolia Avenue
Riverside, CA 92506
(909) 222-8000

Moreno Valley Campus
16130 Lasselle Street
Moreno Valley, CA 92551
(909) 485-6100

GRAND VALLEY STATE UNIVERSITY

ASSOCIATE DIRECTOR FOR GRADUATE RECRUITMENT

Grand Valley State University is accepting applications for the position of Associate Director for Graduate Recruitment. Must have understanding of demographic, social, economic factors influencing student recruitment, enrollment and retention. Master's degree required. 4 years experience in university admissions required.

Responsibilities: Coordination, gathering of data and analysis of demographic and competitive trends in recruitment. Assisting graduate programs in development and implementation of effective recruitment and communication strategies. Coordinate development of publications for graduate recruitment. Management of admissions office in De Vos Center, including student supervision, budget management, and coordination of orientation/registration activities. Salary range: $38,000-$48,000.

Send letter of application, resume and three references to: **Andrea Marks, Grand Valley State University, Admissions-300 Student Services Building, Allendale, MI 49401.** Application deadline date is November 8, 1999. EEO/AA Institution.

Bunker Hill Community College is a multi campus urban community college. The college's main campus is located in the historic Charlestown neighborhood of Boston. A second campus is located in Chelsea, immediately adjacent to Boston. The College also offers classes at off site locations including a small satellite center in Cambridge. Bunker Hill Community College serves more than 6,000 students annually and incorporates multi cultural perspectives which mirror the diversity of Boston, the region and the world. Students of color account for nearly 50% of all enrolled. More than half of the student body is female. There are more than 250 international students who represent more than 70 different countries.

Dean of Liberal Arts

(NON-UNIT PROFESSIONAL POSITION)

GENERAL STATEMENT OF DUTIES: BHCC seeks a committed and energetic educator who desires to work in a dynamic changing environment, as a team member with the Vice President and other deans in the management of the academic area. The position requires long hours but offers the opportunity to establish the institution as a leader in diversity, technology and learning.

RESPONSIBILITIES: Reporting to the Vice President of Academic and Student Affairs, the Dean's responsibilities include managing the Liberal Arts Division (English, Foreign Language, English-as-a-Second-Language, Behavioral Science, Social Science, Humanities, and Community & Public Service), overseeing academic programs, evaluating faculty and staff, developing and implementing academic policies and strategic plans, developing and managing the division budget, encouraging professional and curriculum development, and in general providing innovative leadership to the division.

QUALIFICATIONS: Master's degree in Liberal Arts, Doctorate preferred; teaching and administrative experience in a college setting, preferably in a community college, demonstrating outstanding accomplishments; demonstrated leadership skills, particularly with faculty; competent administrative, computer and policy implementation skills required.

PROVEN ABILITY TO: Work with and lead faculty in strengthening existing and developing new programs; integrate technology, issues of diversity, global awareness and experiential learning into the curriculum; encourage and foster a student centered and learning focus approach to teaching; encourage team approach in the management of departments and programs, and provide leadership in a strategic planning environment; work in an environment in which change is a highly valued cultural characteristic; work in a diverse environment with a willingness to utilize differences of students, faculty and staff to enhance individual learning and that of the college community; work as a partner with the Vice President in providing leadership to the academic area.

SALARY: $60,000.00-$65,000.00/yr.

Assistant Dean for Enrollment Management/Registrar

(NON-UNIT PROFESSIONAL POSITION)

GENERAL STATEMENT OF DUTIES: BHCC seeks a committed and energetic educator who desires to work in a dynamic changing environment, as a team member with the Dean of Students in the management of the student services area. The position requires long hours but offers the opportunity to establish the institution as a leader in diversity, technology and learning. The Assistant Dean for Enrollment Services/Registrar assists the Dean of Student Affairs in the administration of enrollment services within the Division of Academic and Student Affairs, and in collaboration with the Division of Administration and Fiscal Affairs. The Assistant Dean reports to the Dean of Student Affairs.

RESPONSIBILITIES: The Assistant Dean of Enrollment Services/Registrar is the certification officer for the College and is responsible for student academic record maintenance including generation, storage, control, and security of all student records; chairing the Enrollment Committee that consists of directors of admissions, financial aid and advising, the individual will provide enrollment and technology leadership to all offices associated with enrollment; plans, organizes, and directs registration process, and collaborates with related college personnel to implement an effective and efficient enrollment management system; ensures strong and positive customer service philosophy and manages staff in a manner that ensures student-friendly service; assists the Dean of Student Affairs in developing and maintaining Division-wide policies and systems.

QUALIFICATIONS: Master's degree required in higher education, management, or a related field; Doctorate preferred; administrative experience with student services required; experience required relating to records management in registrar's office; experience with computerized student and administrative information systems is required.

PROVEN ABILITY TO: Demonstrate exemplary management, supervisory, and organizational skills; demonstrate excellent oral and written communication, and interpersonal skills; provide strong, positive, and proven customer service philosophy; work with a diverse student population.

SALARY: $55,000.00-$60,000.00/yr.

To apply in confidence, interested candidates should send a resume, cover letter and a statement addressing each of the qualifications and proven abilities to:

Bunker Hill Community College
Molly B. Ambrose
Director of Human Resources and Labor Relations
250 New Rutherford Avenue
Boston, MA 02129-2925
Review of Applications will begin on NOVEMBER 1, 1999

Bunker Hill Community College is an Affirmative Action/ Equal Opportunity Employer. Women, people of color, individuals with disabilities and others are strongly encouraged to apply.

BH BUNKER HILL
COMMUNITY COLLEGE

Learning for the Real World

Consortium for a Strong Minority Presence at Liberal-Arts Colleges

Minority Scholar-in-Residence Program

With a view toward encouraging African-American, Asian-American, Hispanic-American, and Native American scholars to consider teaching and research careers at small liberal-arts colleges, the Consortium for a Strong Minority Presence at Liberal-Arts Colleges, an association of selective undergraduate institutions, has established the Minority Scholar-in-Residence Pro-gram. Applications are invited for the dissertation fellowship program or the post-doctoral fellowship program in all disciplines of the liberal arts and engineering. Applicants should be working toward the Ph.D. or the M.F.A. degree, or should have been awarded the degree no more than five years before application.

The Minority Scholar-in-Residence will receive a stipend equal to the typical salary for beginning instructors or assistant professors at the host institutions. Scholars will be expected to do some teaching and research, and to participate in other activities under the supervision of a mentor. It is hoped that the scholars will, upon completion of their residency, be strong candidates for tenure-track positions at member institutions of the consortium or at similar institutions.

Scholars must be citizens of the United States and have had no more than five years of teaching or relevant work experience before receiving the award. Ideally, applicants for the dissertation fellowship program should have completed their research before the beginning of the fellowship year.

Among the member institutions of the Consortium, the following offer to sponsor minority scholars during the 2001-01 academic year: Bowdoin, Bryn Mawr, Carleton College, Colorado College, Connecticut College, Grinnell College, Haverford College, Macalester College, Mount Holyoke College, Oberlin College, Occidental College, Pomona College, Rhodes College, Southwestern University, Swarthmore College, Trinity College, University of the South, Vassar College, Wellesley College, Wheaton College.

The brochure describing the program and an application form may be requested by writing to: Jean Cousins, Administrative Assistant CSMP, Grinnell College, P.O. Box 805, Grinnell, IA 50112-0810.

Application deadline: December 1, 1999

DEPARTMENT OF HEALTH ADMINISTRATION AND POLICY
The University of Oklahoma Health Sciences Center
College of Public Health
Oklahoma City, OK

Position Announcement for

CHAIR OF HEALTH ADMINISTRATION POLICY

The University of Oklahoma Health Sciences Center is seeking to fill the position of chair of the Department of Health Administration and Policy. Minimum requirements for candidates wishing to be considered for the position are an earned doctorate in health administration and policy or a related field, a history of research funding and evidence of current scholarly activity/research, evidence of academic leadership, graduate teaching experience, strong leadership skills, and tenurability at the senior associate or full professor level.

Desirable traits for the position include previous experience with Accrediting Commission for Health Services Administration (ACHESA) program accreditation, experience advising graduate students and mentoring student research, evidence of strong management skills, and a history of community service. Additionally, the candidate should be recognized as an authority in a research field.

Applications will be reviewed as they are received. Candidates desiring additional guidance in preparing submissions may contact Dr. David Johnson at the address shown below, or visit the Department's web site at **http://w3.ouhsc.edu/hap/.**

Interested applicants should send a curriculum vitae and letter of application to:

David L. Johnson, Ph.D.
Health Administration and Policy Chair Search Committee
College of Public Health
The University of Oklahoma Health Sciences Center
P.O. Box 26901, CHB-413
Oklahoma City, OK 73190

The University of Oklahoma Health Sciences Center is an Equal Opportunity/Affirmative Action Employer

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COLBY

Colby, a highly selective private liberal arts college of 1750 students located in central Maine, seeks applicants for the following position:

Director of Physical Plant

The Director will be responsible for the leadership of the Department of Physical Plant, providing facility and capital project management services with 100 staff, 56 buildings, 1.3 million square feet, 714 acres, and an annual budget of about $7 million. A Bachelor's degree in Engineering and a minimum of ten years of progressively responsible management experience desired. Additional qualifications include: excellent written and verbal communication skills; demonstrated leadership and supervisory skills; commitment to customer service and continuous quality improvement; ability to plan and direct operations; a Professional Engineer's License; ability to work in a collaborative work environment; ability to plan, estimate, and execute long-term capital projects; familiarity with state and federal regulations and building codes; and familiarity with computerized facility management applications also desired.

Interested candidates should submit two copies of a cover letter and two copies of a resume, including the names and telephone numbers of three references to: **Peter N. French Associates, Inc., Attn: Director of Physical Plant Search, 126 Nowell Farme Road, Carlisle, MA 01741. For additional information regarding this position please contact Peter French at 978-369-4569.** Applications may also be directed to Douglas C. Terp, Director of Personnel Services, 5500 Mayflower Hill, Colby College, Waterville, ME 04901-8855.

Colby is an Equal Opportunity / Affirmative Action employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged.

For more information about the College, please visit the Colby web site: **www.colby.edu**

MILLERSVILLE UNIVERSITY

ELEMENTARY AND EARLY CHILDHOOD EDUCATION

Assistant Professor

Early Childhood Education emphasis. Full-time, tenure-track to begin no later than August 2000. Position available January 24, 2000. Teach undergraduate and graduate courses in two or more of the following areas: early childhood education, early childhood curriculum and methods, infant-toddler development, home-school-community relationships, early childhood administration. Conduct and supervise scholarly activities; supervise student teachers; advise students; and participate in department and university committee work and other activities.

Required: ABD with doctorate (completion by 11/01/01) in early childhood education or child development (defense to be completed by appointment date); three years successful (full-time) teaching experience in an early childhood or early elementary setting in the U.S./Canada; evidence of ability to: conduct and supervise scholarly activities, work cooperatively with colleagues, and use instructional technology; and a successful interview and teaching demonstration.

Preferred: Completed doctorate; varied experiences in early childhood education including administration; experience teaching courses in early childhood education or child development at the college or university level; experience in multi-cultural settings and in supervising student teachers and advising at the college or university level; evidence of scholarly activities.

Full consideration will be given to applications received by 11/30/99. Send letter of application, curriculum vitae, copies of all transcripts, and names, addresses and phone numbers of three references to: **Dr. Alice M. Meckley, Elem/Early Child. Ed. Dept./HI1022E, Millersville University, P.O. Box 1002, Millersville, PA 17551-0302.** An EO/AA Institution.

http://www.millersv.edu

CSU Cleveland State University

Cleveland State University's College of Education invites applications for the following positions effective August 21, 2000:

Assistant Professor of Curriculum & Instruction

DUTIES: Teach undergraduate and graduate courses in curriculum theory and instruction and undergraduate courses in secondary methods and classroom management; supervise limited class-related field experiences; and advise students. University-school partnerships are encouraged. **REQUIREMENTS:** Earned doctorate in education with an emphasis on curriculum, teacher education, secondary education or equivalent field (completed no later than August 15, 2000); expertise in teacher preparation, curriculum theory and secondary methods; minimum of three years of K-12 teaching experience; professional experience in multicultural and/or urban settings; evidence of or potential for scholarly productivity. **PREFERRED QUALIFICATIONS:** University teaching experience; interest in distance learning; experience in or potential for securing extramural funding; three years teaching experience in grades 7-12; commitment to innovative, collaborative teacher education programs, including field-based operations; expertise in diverse instructional strategies (e.g., constructivist, reflective and critical teaching models); experience with the use of technology and/or distance learning in instructional delivery. **SEARCH COMMITTEE:** ***Please address all correspondence regarding this opening to Dr. David Adams, Department of Curriculum and Foundations, RT 934.***

Assistant/Associate Professor of Educational Psychology/ Human Development

DUTIES: Teach undergraduate and graduate courses in educational psychology, human development and teacher education; university-school partnership work encouraged. **TERMS:** Nine-month, tenure-track position. **REQUIREMENTS:** Earned doctorate in educational psychology, human development or related field (completed by August 15, 2000); three years of K-12 teaching experience or equivalent. For the appointment at the rank of associate professor, a record of scholarly activity including publications and university teaching experience is required. **PREFERRED QUALIFICATIONS:** University teaching experience; experience in urban or multicultural settings; experience in preservice and/or inservice teacher education; grant writing; experience with the use of technology and/or distance learning and evidence of scholarly activity or potential. **SEARCH COMMITTEE:** ***Please address all correspondence regarding this opening to: Dr. Rosemary E. Sutton, Department of Curriculum & Foundations, RT 1436, Phone: (216) 687-4573. E-mail inquiries: r.sutton@popmail.csuohio.edu***

Assistant Professor of Urban Teacher Education

DUTIES: Teach undergraduate and graduate courses in middle school curriculum design and classroom management, introductory survey courses on diversity in education and discipline-specific content area methods courses; advise students; and supervise field experiences. **TERMS:** Nine-month, tenure-track position. **REQUIREMENTS:** Earned doctorate in teacher education, educational studies or related field with consideration given to qualified candidates who will complete the doctoral degree by December 31, 2000. Minimum of three years successful teaching experience in grades 4-9 or equivalent. **PREFERRED QUALIFICATIONS:** Expertise in one or more of the following areas: English/language arts, social studies education, mathematics, science. Significant professional and/or academic experience in multicultural, urban teacher preparation and issues or urban and/or multicultural education. Evidence of scholarly activity/potential, prior university teaching experience and/or the use of technology and distance learning in instructional delivery. **SEARCH COMMITTEE:** ***Please address all correspondence regarding this opening to: Ruth Bombaugh, Teacher Education Search Committee, Rhodes Tower 1321.***

ADDITIONAL RESPONSIBILITIES: In addition to the specific duties associated with each listing, all successful candidates for the tenure-track positions are expected to conduct research; pursue publication and external funding; contribute to the College's doctoral program in urban education; and provide service to professional associations, the University and the local community.

SALARY AND BENEFITS: Commensurate with entry-level appointment at the rank of assistant professor (minimum $34,000) or associate professor (minimum $42,000). All nine-month positions include a competitive benefits package and possible summer appointment, if desired.

APPLICATION DEADLINE AND PROCEDURE: Application deadline is November 22, 1999. To apply, please send a letter of interest, curriculum vitae, three current letters of reference and copies of graduate transcripts c/o the appropriate search committee. **Cleveland State University, Euclid Avenue at East 22nd Street, Cleveland, OH 44114-4435.** Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

SDSU

San Diego State University is committed to high quality baccalaureate and graduate education to be attained through excellence in teaching, support for and dissemination of research by students and faculty, and community service. The University seeks to take advantage of the opportunities inherent in an urban setting with a diverse population that borders Mexico and the Pacific Rim. The University has a vision that extends beyond our immediate boundaries and touches the lives of people we aspire to serve. The University seeks faculty who possess the passion generated by the knowledge of the disciplines and who believe that the University is a part of the community in which it resides. The SDSU website can be reached at **http://www.sdsu.edu**

SDSU anticipates administrative and tenure track openings in the following colleges and departments:

ARTS & LETTERS (619) 594-5456

Demonstrated interdisciplinary teaching/interests and the ability to work well with students from diverse cultural backgrounds.

AFRICANA STUDIES
African and African-American Politics
ASIAN STUDIES
Chair/Focus on Asian Social Science or Humanities (Associate or Full Professor)
CHICANA/CHICANO STUDIES
Historical Culture
ECONOMICS (2)
Applied International Microeconomics
Urban/Regional/Public Economics or Applied Econometrics
GEOGRAPHY
Cartography and Geographic Information System
HISTORY (3)
U.S. History for Teachers
World Environmental History
U.S. Environmental History
LINGUISTICS
Computational Linguistics
PHILOSOPHY
Introductory Philosophy and Logic/MA program
POLITICAL SCIENCE (2)
Political Theory
Comparative International Relations
RHETORIC AND WRITING
Technology in Pedagogy
SPANISH & PORTUGUESE (3)
20TH Century Latin American Prose Fiction
Applied Spanish Linguistics
Peninsular Literature of the Golden Age

BUSINESS ADMINISTRATION (619) 594-5259

MANAGEMENT
Hospitality Management
Entrepreneurship
Entrepreneurship
MARKETING
Marketing Management/Research
Entrepreneurship
FINANCE
Investments
ACCOUNTING
Auditing/International Accounting
INFORMATION & DECISION SYSTEMS
Electronic Commerce/ International
Systems Analysis and Design

EDUCATION (619) 594-6091

SCHOOL OF TEACHER EDUCATION
Educational Psychology
Social Studies
Secondary Education, Curriculum and Instruction
Reading, Language Arts & Literacy
EDUCATIONAL TECHNOLOGY
Ed Technology (1 positions)
Ed Technology (2 positions)
COUNSELING AND SCHOOL PSYCHOLOGY
Marriage & Family Therapy (2 positions)
School Psychology
COLLEGE OF EDUCATION DEAN'S OFFICE
Associate Dean for Faculty Development & Research

ENGINEERING (619) 594-2254

MECHANICAL ENGINEERING
Electronic Packaging
ELECTRICAL & COMPUTER ENGINEERING
Computer Engineering

HEALTH & HUMAN SERVICES (619) 594-6151

COMMUNICATIVE DISORDERS
Audiology
NURSING
Nurse Researcher/Statistician
PUBLIC HEALTH
Epidemiology
Biostatistician
SOCIAL WORK
Social Policy/ Direct Practice
Mental Health/ Practice Research

PROFESSIONAL STUDIES AND FINE ARTS (619) 594-5124

SCHOOL OF ART, DESIGN AND ART HISTORY
Art education/Studio Arts
Art History/Asian Art
SCHOOL OF COMMUNICATION
Film/Video/Digital Media Production
Forensics
DEPARTMENT OF EXERCISE & NUTRITIONAL SCIENCE
Life Cycle Nutrition
P.E. Teaching Pedagogy
DEPARTMENT OF RECREATION, PARKS AND TOURISM
Hospitality & Tourism Management
DEPARTMENT OF THEATRE
Drama - in - Education Specialist

SCIENCES (619) 594-5142

ASTRONOMY
Observational Astronomer
BIOLOGY (4)
Comparative Animal Physiologist
Developmental Cell and Molecular Biologist
Microbial Ecologist
Plank Ecologist
MATHEMATICS
Computer Science
Coding & Cryptography
Math Education (2 positions)
PHYSICS
Experimental Optics
PSYCHOLOGY
Biological Psychology
Cognitive Neuroscience
Industrial/Organizational Psychology
CHEMISTRY
Separation Science
Organic Chemistry
Biochemistry

UNIVERSITY LIBRARY (619) 594-6014

Business Reference Librarian
Electronic Systems and Services Library

IMPERIAL VALLEY CAMPUS (619) 596-5602

Education
Economics
Marketing
Public Administration
Special Education

FACULTY POSITIONS

Ranked among the top three national business specialty schools by US News and World Report, Bryant College, a student-centered College, is AACSB accredited at both the graduate and undergraduate level and enrolls approximately 3000 undergraduate and graduate students. The College offers a Bachelor of Science in Business Administration, a Bachelor of Arts in Liberal Studies, a Master of Business Administration, a Master of Science in Taxation, and a Master of Science in Accounting.

Bryant College in Smithfield, RI, located 15 minutes from Providence and one hour from Boston, seeks the following Assistant Professor level, tenure-track positions.

COMPUTER INFORMATION SYSTEMS	Ph.D. in CIS/MIS required. In depth knowledge required in two of the following areas: Visual Basic, Java, Internet/intranets, telecommunications, networking, databases, and microcomputer.
ENGLISH	**Communication**. Ph.D. Specialization should include Organizational and Small Group communication. **English**. Ph.D. in appropriate field. Specialization in U.S. minority literatures—specific field open with preference in African-American, Euro-American (excluding British), and Asian American. **Humanities and Philosophy**. Ph.D. in appropriate field. Specific field of expertise open, with preference in aesthetics and comparative cultural studies.
FINANCE	Ph.D. required. Teaching and research interests in banking and/or financial services preferred. The Finance Department is responsible for the finance component of the business core as well as servicing the needs of students concentrating in Finance and Financial Services.
HISTORY	Latin American History. Ph.D. required. Must be able to teach U.S. Survey.
SOCIAL SCIENCES	**Americanist in Political Science**. Ph.D. required. Sub-field open, secondary field in Political Philosophy.
MANAGEMENT	Ph.D. required. Policy/Strategy area (two positions) and Production/Operations area (one position).
MARKETING	Ph.D. in Marketing required. Areas of teaching specialization primarily in Marketing Research, Sales and Sales Management, Business to Business, and Retail Management (two positions).
MATHEMATICS	Ph.D. required in related field. Preference to candidates with demonstrated interest in the actuarial field. Interest in business-related fields such as statistics, finance, or operations research also a strong consideration.
SCIENCE & TECHNOLOGY	Ph.D. required. Seeking broadly trained physicist with interest in robotics or microelectronics. To teach introductory physics, astronomy, and meteorology.

Active screening begins on December 15, 1999 and will continue until the positions are filled. Letters of interest indicating position applied for, a curriculum vitae, and two references should be sent to the **Human Resources Office-H, Bryant College, 1150 Douglas Pike, Smithfield, RI 02917-1284.**

Applicants should have a strong commitment to excellence in teaching, research and service, and to intellectual contributions, as defined by AACSB Standards. Teaching experience and a demonstrated record of continuing publications in refereed journals required.

Excellent benefits, and AACSB-competitive salaries. Bryant College is an Equal Employment Opportunity/Affirmative Action Employer, and an institution committed to diversifying its faculty.

Washtenaw Community College

COORDINATOR, SPECIAL LEARNING SERVICES

A comprehensive two-year college dedicated to student, community and staff success is presently seeking an individual for the position of Coordinator, Special Learning Services. Note: This position is funded with outside funds and shall not be continued beyond the life of such funding. No continuing employment rights are inferred. This individual is responsible for managing the day-to-day operations of the Learning Support Services office. The Coordinator is responsible for providing supportive services to students enrolled in federally reimbursable vocational education courses who require special assistance in order to successfully complete occupation programs-as well as students in general education who meet grant-specified criteria. The College is located in the city of Ann Arbor, MI, a community of over 100,000 whose growth and vitally is supported through a cultural enrichment of the arts, entertainment, Big Ten Sports, and the surrounding metropolitan area.

The successful candidate must possess a Masters degree in counseling, special education or related field; counseling preferred, equivalent of two years successful work experience in counseling and/or working with foreign and/or differently abled populations and demonstrated experience and skill in program planning and grant writing.

Initial annual salary range is $35,200-$38,720 on a twelve month base; dependent upon education and related experience with numerous fringe benefits.

Deadline for receipt of WCC official application form is November 19, 1999.

Interested persons should send completed WCC application form with credentials (transcripts) to the **Office of Human Resource Management, Washtenaw Community College, PO Box D-1, 4800 E. Huron River Dr., Ann Arbor, MI 48106. (734) 973-3497 Job Hotline (734) 973-3510.** For job postings see our web site at **http://www.washtenaw.cc.mi.us/jobs/**. AA/EEO/ADA employer.

NATIONAL INSTITUTES OF HEALTH
NATIONAL INSTITUTE OF MENTAL HEALTH
DIVISION OF EXTRAMURAL ACTIVITIES

The National Institutes of Health, National Institute of Mental Health, invites applications for an extramural program position located in the Division of Extramural Activities, Neuroscience and Behavioral Science Review Branch (NBSRB): **Health Scientist Administrator, GS-601-13/14**

The incumbent functions as a Scientific Review Administrator and is responsible for all aspects of planning, coordination, direction, and implementation of peer reviews of grant applications whose focus is in the area of neuroscience and the application of neuroscientific research to the study of mental health.

The NBSRB is responsible for the initial review for scientific merit of research and training grants, fellowship applications, cooperative agreement concepts and applications and for concept review of Research and Development contracts.

Applicants should have a Ph.D. (or equivalent training) and extensive working knowledge of research in the field of neuroscience as applied to the study of mental health or illness. A broad knowledge base of neuroscience and/or neuroscientific research approaches is essential as the incumbent will be responsible for planning and coordinating the review of grant applications and contracts covering a wide spectrum of neuroscientific techniques and approaches.

This is a GS-13/14 Civil Service position with a salary range of $58,027 to $89,142 per annum (1999 rate with locality pay), as well as full Federal benefits package.

A copy of the full text vacancy announcements is available via the World Wide Web: **http://www.nimh.nih.gov/orm/pmb/jobs.htm**. Interested candidates may contact Ms. Margot Darby, NIMH Personnel Management Branch, at (301) 443-9094. Applications will be accepted if postmarked by **November 12, 1999** and received within 5 working days.

NIH IS AN EQUAL OPPORTUNITY EMPLOYER

UNIVERSITY OF NEVADA RENO

Assistant Director, Computing & Telecommunications Dept.

The University of Nevada, Reno, seeks candidates for the position of assistant director, Computing & Telecommunications Dept. The position has primary responsibility for managing the department's student computing labs and the Computing Help Desk, and supervising four computer systems administrators. Bachelors degree required. Prefer masters degree and/or advanced degree in computer science, info systems, education, management, or related field. With bachelors degree, min 5 yrs experience in consulting with end-users on the use of computing hardware and software and min 2 yrs experience in managing a computing support unit. With masters degree, min 3 yrs and 1 yr experience respectively. Prefer 2 yrs experience in managing a computing help desk. Salary DOE; TIAA/CREF and other retirement options; 24 vacation days; tuition waivers for self and family; no state income tax or FICA. Submit letter of application, resume, and names and addresses of three references to: **Assistant Director Search Committee, Computing & Telecommunications/MS 292, University of Nevada, Reno, Reno, NV 89557-0044. For additional information see jobs.unr.edu/ctc/.** Review of applications will begin November 1, 1999. AA/EOE.

THE UNIVERSITY OF KANSAS

DEAN
SCHOOL OF BUSINESS

Nominations and applications are invited for the position of Dean, School of Business. The appointment is effective July 1, 2000. The Dean is responsible for the administration of the School, which has a faculty of 50, with an enrollment of 1350 students (800 undergraduate and 550 graduate) in bachelors, masters and Ph.D. programs. The Dean must be committed to achieving the School's strategic vision to become one of the top public schools in business in the United States. The school has initiatives underway in international business, artificial intelligence, management of technology, law and organizational economics, auditing research and advanced technology, entrepreneurship and business ethics. Required qualifications include: Doctorate in Business, Economics or an allied field; teaching and research accomplishments equivalent to those of tenured faculty; demonstrated leadership; and ability to cultivate ties to the community. A complete position description is available upon request. More information is available at the School of Business website (**www.bschool.ukans.edu**). Screening will begin on November 15, 1999 and continue until the position is filled. A completed application must include a statement of interest, curriculum vitae, and the names, addresses and telephone numbers of three references. Nominations and applications should be sent to the following address or e-mailed to **spatchen@ukans.edu**.

Professor Charles Krider, Chair
Business Dean Search Committee
c/o Office of the Provost
250 Strong Hall
The University of Kansas
Lawrence KS 66045-1501

EO/AA Employer

MILLERSVILLE UNIVERSITY

ELEMENTARY EDUCATION
ASSISTANT PROFESSOR

Full-time, tenure-track beginning August 2000. Teach undergraduate and graduate courses in diversity/social justice and elementary education methods, supervise student teachers, conduct and supervise scholarly activities, advise students, and participate in department and University committee work and other activities. Required: ABD with doctorate in education or related field (doctorate to be earned by 11/1/01); three years of successful teaching experience in Preschool-12 setting; varied experiences with diverse populations; ability to teach courses in diversity/social justice and elementary education methods; ability to conduct and supervise scholarly activities; ability to work cooperatively with colleagues; and a successful interview and teaching demonstration. Preferred: Completed doctorate, graduate emphasis in curriculum and instruction or elementary education, full-time teaching experience at the K-8 level in the U.S./Canada, ability to integrate computer technology with instruction, ability to teach methods of social studies or mathematics, experience teaching and advising at the college or university level, scholarly record, and experience as university or college supervisor of student teachers. Full consideration will be given to applications received by 1/10/00. Send letter of application, curriculum vitae, copies of all transcripts, and three letters from professional references to **Dr. Richard Kerper, Elementary Education/HI1022-G, Millersville University, P.O. Box 1002, Millersville, PA 17551-0302.**

ELEMENTARY EDUCATION (READING/LANGUAGE ARTS)
ASSISTANT PROFESSOR

Full-time, tenure-track beginning August 2000. Teach undergraduate and graduate courses in foundations of literacy and early literacy, supervise student teachers, conduct and supervise scholarly activities, advise students, and participate in department and University committee work and other activities. Required: ABD with doctorate (completion by 11/1/01) to be earned in literacy education, curriculum and instruction, or elementary education (defense to be completed by appointment date); three years of successful teaching experience in Preschool-12 setting; varied experiences with diverse populations; ability to teach courses in foundations of literacy and early literacy; ability to integrate computer technology with instruction; ability to conduct and supervise scholarly activities; ability to work cooperatively with colleagues; and a successful interview and teaching demonstration. Preferred: Completed doctorate, full-time teaching experience at the K-8 level in the U.S./Canada, varied experiences in literacy education, course work or teaching experiences in curriculum development, scholarly record, experience teaching and advising at the college or university level, and experience as university or college supervisor of student teachers. Full consideration will be given to applications received by 1/25/00. Send letter of application, curriculum vitae, copies of all transcripts, and three letters from professional references to **Dr. Judith Wenrich, Elementary Education/HI1022-R, Millersville University, P.O. Box 1002, Millersville, PA 17551-0302.**

http://www.millersv.edu

An EO/AA Institution.

UNIVERSITY AT BUFFALO
State University of New York

IMMUNOLOGY

Two tenure-track positions available at Assistant/Associate/Full Professor level in the Department of Microbiology, School of Medicine and Biomedical Sciences, SUNY at Buffalo, with membership in the Center for Microbial Pathogenesis and The Ernest Witebsky Center for Immunology. Web sites are http://www.smbs.buffalo.edu/microb/and http://www.smbs.buffalo.edu/cmp/index.html. Preference will be given to candidates with research interests in immunology, cellular immunology or immunology as it relates to infectious diseases. Candidates are expected to have a Ph.D., M.D., D.D.S., or equivalent degree and at least two years of postdoctoral experience, will conduct vigorous independent research, and will be expected to teach immunology to students of medicine, dentistry and other health-related professions. Generous start-up support and laboratory space will be available; salary is negotiable. The application deadline is December 31, 1999, with a starting date as early as January 1, 2000. Those interested should send a curriculum vitae, brief descriptions of current and future research interests, copies of recent publications and the names, mail and e-mail addresses of three references to: **Dr. John Hay, Professor and Chairman, Department of Microbiology, School of Medicine and Biomedical Sciences, State University of New York at Buffalo, Box G, 138 Farber Hall, Buffalo, NY 14214.**

State University of New York is an affirmative action/equal opportunity employer.

THE STATE UNIVERSITY OF NEW JERSEY

RUTGERS
NEWARK

CRIMINAL JUSTICE FACULTY

The School of Criminal Justice at Rutgers University-Newark has approval to hire two tenure-track faculty members to join us in Fall 2000. For the first position, we seek a senior professor with a distinguished and ongoing program of original research. For the second, we seek an assistant professor of exceptional scholarly promise and commitment to excellence in teaching. The School's needs and interests are wide-ranging across the fields of criminology and criminal justice, with special needs in the area of corrections.

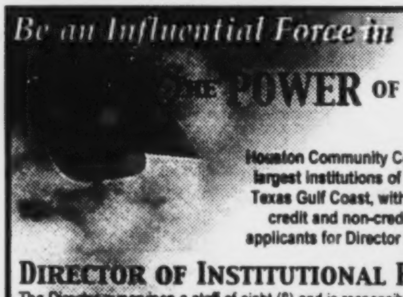
The School of Criminal Justice is a graduate program offering M.A. and Ph.D. degrees in Criminal Justice. The School also directs a criminal justice undergraduate program which is part of the College of Arts and Sciences. In January 2000, the School will move into a new building on the Newark campus, which also will house the Rutgers-Newark Law School, the Center for Crime Prevention Studies, the secretariat for the World Criminal Justice Library Network, and the Criminal Justice/NCCD library. This library is widely regarded as the best specialized criminal justice collection in the nation, and it regularly attracts international visitors as part of its Fellows program. The campus at Rutgers-Newark is ranked by U.S. News & World Report as #1 in the nation for student diversity. Research support is excellent. Women and minorities are strongly encouraged to apply.

Applications, including curriculum vitae and addresses of three references, should be sent to:

Dr. Mercer L. Sullivan, Chair
Search Committee
School of Criminal Justice
Rutgers University
15 Washington Street, 12th floor
Newark, NJ 07102
mercers@andromeda.rutgers.edu

Rutgers, The State University of New Jersey, is a member of the Association of American Universities and is committed to excellence in scholarship. Rutgers is an equal opportunity/affirmative action employer.

REVIEW OF APPLICATIONS WILL BEGIN DECEMBER 1, 1999.



Be an Influential Force in

THE POWER OF LEARNING

Houston Community College System, one of the largest institutions of higher education on the Texas Gulf Coast, with an enrollment of 55,000 credit and non-credit students, is seeking applicants for Director of Institutional Research.

DIRECTOR OF INSTITUTIONAL RESEARCH

The Director supervises a staff of eight (8) and is responsible for the direction and coordination of system-wide institutional research and institutional effectiveness initiatives. Activities will include providing information, quantitative data analyses, and qualitative assessments to support planning, implementation and evaluation of institutional policies and programs and reporting and dissemination of information to external constituents.

Requirements: Master's degree in Education, Social Sciences, Business Administration, Research, or Information Science, including Statistics. (PHOTOCOPY OF COLLEGE TRANSCRIPT SHOWING DEGREE CONFERRED MUST ACCOMPANY THE APPLICATION.) Official transcript is required at time of employment. Three (3) years work experience in higher education with at least one (1) year in institutional research, effectiveness or planning and three (3) years of management or supervisory experience is required.

Starting salary range: $55,752 to $65,100.
HCCS offers an excellent benefits package.

Please refer to Job Vacancy Notice #4292 when making an inquiry or applying for this position. An HCCS employment application is required. To request an application, call (713) 718-8565 or visit our web site at (www.hccs.cc.tx.us). All completed application materials must be in the Human Resources Office by November 1, 1999.

Houston Community College System
320 Jackson Hill, HR Dept, Suite 220
Houston, Texas 77007

HCCS is an Equal Opportunity Employer.

HOUSTON COMMUNITY
COLLEGE SYSTEM

SCHOOL OF JOURNALISM

Indiana University-Bloomington

Indiana University's School of Journalism on the Bloomington campus seeks applications for a position as assistant professor on tenure track. Applicants should be able to teach courses in communications law and courses in reporting, writing and editing. We have a special interests in people who also can teach in the areas of visual communications and/or online journalism. Applicants should have a promising agenda of scholarly research or creative activity and at least three years of professional experience in journalism or a related area. Preference will be given to applicants with a completed Ph.D. or J.D. degree.

Because the School of Journalism's curriculum integrates its resources in print, video and new media technologies to instruct all majors to work across media forms, applicants should be comfortable using a wide range of visual and computer resources in their teaching.

Applicants should send a letter of application, a curriculum vitae, three letters of reference and teaching evaluations, if available to:

Professor Jon Dilts
Search Committee Chair
School of Journalism, Ernie Pyle Hall
Indiana University
Bloomington, IN 47405-6201

The search committee will start reviewing completed applications on December 15, and will continue until the position is filled. For more information about the Indiana University School of Journalism at Bloomington, explore our web site at
http://www.journalism.indiana.edu

The School is particularly eager to consider applications from women and people of color.
Indiana University is an Affirmative Action Equal Opportunity Employer.

UNIVERSITY OF
WISCONSIN
MADISON

INSECT MOLECULAR BIOLOGIST
ASSISTANT PROFESSOR
DEPARTMENT OF ENTOMOLOGY

The Department of Entomology, University of Wisconsin-Madison is seeking applicants for a full-time, 12 month tenure track faculty position (80% research, 20% instruction). Qualifications include a Ph.D. in Biological Sciences with post doctoral research experience desirable. Duties include: conduct basic research on insect molecular biology, and relate these advances to aspects of insect toxicology such as resistance to insecticides and allelochemicals, identification of novel toxicants and modes of action, and insect molecular genetics. Develop program in molecular aspects of insect physiology that interfaces with pest management programs in human health, agriculture, or forestry. Opportunities include participation in campus inter-disciplinary programs. Teaching responsibilities include developing a course that integrates the principles of insect toxicology. The successful candidate will be expected to contribute to the Entomology Department general undergraduate and graduate instructional mission, including the training of graduate students. The applicant for this position must demonstrate high productivity and innovation in research and the ability to successfully compete for extramural funding in support of his/her research program.

A current CV, complete undergraduate and graduate transcripts, a statement of professional and teaching interests, and three letters of recommendation should be sent to: **Carol Scheehle, Department Administrator, 237 Russell Labs, 1630 Linden Drive, Madison, WI 53706.**
EMAIL: **scheehle@entomology.wisc.edu** WEB SITE: **http://www.entomology.wisc.edu/**

Closing date for applications: December 31, 1999

The UW, an equal opportunity employer, encourages women and minorities to apply and offers an excellent salary and benefits package. Unless confidentially is requested in writing, information regarding applicants must be released upon request. Confidentiality of finalists cannot be guaranteed.

MESABI RANGE COMMUNITY AND TECHNICAL COLLEGE

Virginia, MN Campus

Virginia, Minnesota is located on Minnesota's Iron Range near the Giant's Ridge Golf & Ski Resort, in beautiful Northeastern Minnesota. The Land of Sky Blue Waters.

PROVOST

Responsibilities:
Provide educational leadership to the Mesabi Range Community and Technical College, Virginia Campus. Supervise instructional faculty at Campus. Plan and monitor instructional and institutional budgets. Lead the strategic planning process in instruction. Development of instructional delivery systems and recommendations on the use of emerging technologies, including satellite programming, ITV, and Internet. Conduct quality instructional assessment studies and program reviews. Represent college with the community on civic, business, and economic development boards and through membership in appropriate community organizations. Mentor and evaluate effectiveness of new initiatives of the College. Provide leadership to all college administrators.
Provide leadership for coordination of all appropriate programs and services with other educational institutions, agencies, businesses or community organizations with which the College maintains working partnerships.

Qualifications:
Masters Degree required; Doctorate preferred. Educational administration experience in higher education and classroom instruction experience needed. Effective communicator required. Experience in union environment would be helpful. Energetic, motivated, and visionary individuals wanted.

Salary Range:
$64,267 to $88,902
Placement commensurate with education and experience. Full benefits package.

Application Materials:
Interested applicants should submit a letter of application addressing their qualifications; college transcripts; philosophy of community and technical college education; and a current resume including the names, addresses, and telephone numbers of three to five current references.

Send these materials to:
Patti Stahl
Director of Human Resources
Mesabi Range Community & Tech College
1001 Chestnut Street West
Virginia, MN 55792
Phone: (218) 749-7743 Fax: (218) 749-0321

Deadline for Completed Applications:
December 3, 1999 (Only completed applications will be given consideration.)

FAXED APPLICATIONS WILL BE ACCEPTED. BUT MUST BE FOLLOWED BY THE ORIGINAL IN THE MAIL.
Semi-Finalist interviews will be scheduled in early January.

MESABI RANGE COMMUNITY
AND TECHNICAL COLLEGE
IS AN EQUAL OPPORTUNITY/
AFFIRMATIVE ACTION EMPLOYER.

Bunker Hill Community College is a multi campus urban community college. The college's main campus is located in the historic Charlestown neighborhood of Boston. A second campus is located in Chelsea, immediately adjacent to Boston. The College also offers classes at off site locations including a small satellite center in Cambridge. Bunker Hill Community College serves more than 6,000 students annually and incorporates multi cultural perspectives which mirror the diversity of Boston; the region and the world. Students of color account for nearly 50% of all enrolled. More than half of the student body is female. There are more than 250 international students who represent more than 70 different countries.

Director of Diversity and Inclusion

(NON-UNIT PROFESSIONAL POSITION)

THE POSITION: The Director of Diversity and Inclusion reports directly to the President. The Director chairs the college's Diversity Committee as well as the Affirmative Action Committee and is repsonsible for developing and coordinating a college-wide effort to promote inclusion while addressing issues such as language, cultural differences, gender, race, sexual orientation and disability. The Director also has responsibility for diversity-related professional development and for organizing the college's recognition and celebration of various cultural diversity events and programs. In addition, the Director serves as liaison to selected community organizations and also works with the college's Office of Institutional Effectiveness in designing and carrying out research projects to assess the college's progress toward creating an inclusive environment. The Director also serves as the college's Affirmative Action Officer. In this capacity, the Director is responsible for preparing and maintaining the college's Affirmative Action Plan, monitoring all searches for AA compliance and receiving, investigating and mediating all formal and informal EEO complaints against the college.

QUALIFICATIONS: Master's degree in education, behavioral science, social work, human resources, or other closely related field; Doctorate preferred; higher education administrative experience and/or extensive experience in business and/or social/public experience; experience working with a diverse student, faculty and staff population; highly developed communication, analytical, mediation and conflict resolution skills; knowledge and experience with AA policies and programs.

PROVEN ABILITY TO: Develop a comprehensive college-wide diversity initiative; institutionalize the concept of inclusion; use interpersonal skills to persuade, influence and lead others; assess and respond to the needs of underrepresented students; design and implement institutional effectiveness studies relating to issues of institutional diversity and campus climate; work with community organizations and form partnerships to establish diversity initiatives; develop AA policies and procedures.

SALARY: $60,000.00-$65,000.00/yr.

To apply in confidence, interested candidates should send a resume, cover letter and a statement addressing each of the qualifications to:

Bunker Hill Community College
Molly B. Ambrose
Director of Human Resources and Labor Relations
250 New Rutherford Avenue
Boston, MA 02129-2925

Review of Applications will begin on NOVEMBER 1, 1999

Bunker Hill Community College is an Affirmative Action/ Equal Opportunity Employer. Women, people of color, individuals with disabilities and others are strongly encouraged to apply.

BUNKER HILL
COMMUNITY COLLEGE
Learning for the Real World

OSWEGO

WRITING SPECIALIST

The Office of Learning Support Services (OLSS) invites applications for a Writing Specialist. The Writing Center provides writing support services to the campus community. Duties include tutoring writing at all levels; teaching two sections of composition and/or ESL; and assisting the Coordinator to supervise peer tutors and to manage the activities of the Center. Qualifications: Master's degree in Composition or related field. Tutoring experience in writing and ESL required. Teaching background at the college level preferred. Experience in a multicultural setting essential. Computer skills a plus. Send letter of application, resume, official transcripts and three letters of recommendation to **Rolando Arroyo-Sucre, Assistant Provost, Office of Learning Support Services, 200 Swetman Hall, Oswego State University, Oswego, New York 13126.** Review of applications will begin November 8, 1999 and will continue until the position is filled. Minorities, women and other protected classes are encouraged to apply.

Oswego State University is an Affirmative Action Employer.

MIAMI UNIVERSITY

Applications are invited for a ***tenure track Assistant Professor position starting in Fall, 2000.*** Applicants must have a Ph.D in applied mathematics, or pure mathematics with research interests compatible with those of the department. Applicants must have demonstrated strong research credentials/potential and high quality teaching.

Send an AMS cover sheet (available at: **http://www.ams.org/employment/coversheet-info.html**), curriculum vitae, description of current research, statement of teaching philosophy and three letters of recommendation to: **Mathematics Search Committee, Department of Mathematics and Statistics, Miami University, Oxford, Ohio 45056.** At least one letter should address the candidate's teaching abilities. We will begin reviewing applications on December 1, 1999, and continue reviewing applications until the position is filled. Further information about the department may be found at our website **http://www.muohio.edu/mathstat/**.

Miami University is an affirmative action/equal opportunity employer and encourages women and minorities to apply.

WICHITA STATE UNIVERSITY

FACULTY POSITIONS

Assistant Professor of Finance

Applications from qualified candidates are invited for a full-time tenure-eligible position at the assistant professor level, starting Fall 2000. Salary will be commensurate with the applicant's educational qualifications and research potential. The successful candidate shall have an earned doctorate in Finance or be ABD in Finance with an expected completion date prior to August 2000. The candidate must clearly demonstrate strong potential fcr excellence in both teaching and research. Additional required qualifications are excellent oral and written communication skills and successful experience with diverse populations. Primary teaching responsibilities for this position include finance courses at the MBA and undergraduate level. *AA/EOE*

Assistant Professor of Production/Operations Management

Applications from qualified candidates are invited for a full-time tenure-eligible position at the assistant professor level, starting Fall 2000. Salary will be commensurate with the applicant's educational and research qualifications. The successful candidate shall have an earned doctorate in Production/Operations Management (P/OM). The candidate must clearly demonstrate strong potential for excellence in both teaching and empirical research. Additional required qualifications are excellent oral and written communication skills and successful experience with diverse populations. Primary teaching responsibilities for this position include P/OM courses at the graduate and undergraduate level. *AA/EOE*

Assistant Professor of Management Information Systems (MIS)

Applications from qualified candidates are invited for a full-time tenure-eligible position at the assistant professor level, starting Spring 2000. Salary will be commensurate with the applicant's educational qualifications and research potential. Interested candidates should have an earned doctorate in MIS or be a ABD in MIS with an expected completion date prior to August 2000. The candidate must clearly demonstrate strong potential for excellence in both teaching and research. Additional qualifications include excellent oral and written communication skills and successful experience with diverse populations. Primary teaching responsibilities for this position include MIS courses at the MBA and undergraduate level. *AA/EOE*

Applications must be received no later than November 30, 1999. Send letter of application and résumé to:

Dr. Rick LeCompte
Chair, Department of Finance, Real Estate and Decision Sciences
Wichita State University
Wichita, KS 67260-0077
(316) 978-3219
rllecomp@twsu.edu

OUR LADY OF THE LAKE UNIVERSITY

LEADERSHIP STUDIES DOCTORAL FACULTY

The Interdisciplinary Doctoral Program in Leadership Studies has four vacancies beginning August 2000, for tenure-track or provisional faculty at the Assistant or Associate Professor level. Candidates must demonstrate interest and competency in teaching at the doctoral level. A record of research, scholarly publications and funded projects, or evidence of potential success in these areas, is also required. Applicants are encouraged to be explicit about their skills, knowledge and experience. Review of candidates will begin immediately and continue until the positions are filled. Salary is competitive and commensurate with experience. Send letter of interest, current curriculum vita and the names of five references to: **Search Committee, c/o Raymond Boryczka, Center for Leadership Studies, Main 101, Our Lady of the Lake University, 411 S.W. 24th Street, San Antonio, Texas 78207.**

Business

Candidates must have a doctorate in a business discipline or J.D. Candidates should have experience with leadership in a for-profit organization. Experience with financial aspects of organizational leadership is a plus.

Psychology

Candidates must have a doctorate in psychology or related field with a primary interest in organizational psychology, industrial psychology or psychology in a health care setting.

Chair, Sociology Dept.

Candidates must have a doctorate in sociology. This position will be a joint position with the Sociology Department and the Center for Leadership Studies. Experience with policy and program development and assessment is a plus.

Leadership

Candidates must have a doctorate in a business discipline, psychology, education, leadership or a J.D.; leadership experience; and experience teaching leadership in a collegiate or training environment.

We invite interested candidates to visit the Center for Leadership Studies web site at **www.leadershipstudies.org** or e-mail the Search Committee at **boryr@lake.ollusa.edu.**

Our Lady of the Lake University is accredited by the Southern Association of Colleges and Schools, the American Psychological Association, and the Association of Collegiate Business Schools and Programs, and seeks employees who are committed to the values of Catholic higher education. Women and minorities are encouraged to apply.

AA/EEO

www.LeadershipStudies.org

MATHEMATICS DEPARTMENT

Opening at the Asst./Assoc. Professor level beginning Fall 2000. Ph.D. in mathematics or related field is required. Evidence of strong ability and interest in teaching mathematics is essential. Candidates should have a research capability. Preference to candidates who have a demonstrated interest in the actuarial field. In addition, strong consideration will be given to applicants with experience and interest in business-related fields such as statistics, finance, or operations research.

The Mathematics Department offers a major in Actuarial Science and courses which support the other business majors at the college. Bryant is a highly selective AACSB accredited four-year private college offering undergraduate and graduate degrees in business. The school is strongly committed to quality teaching and support of faculty research. Salary and benefits are competitive. Bryant College is an institution committed to diversifying its faculty, and women and minority are strongly encouraged to apply.

The application deadline is January 1, 2000. Applicants should forward a current resume and at least three letters of recommendation to:

Human Resources-H
Bryant College
1150 Douglas Pike
Smithfield, RI 02917

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD

Public Administration Department Chair Position

The Public Policy and Administration Department of the School of Business and Public Administration is seeking a chairperson to lead the rebuilding of the department for the 2000-2001 academic year. The School is seeking a teacher/scholar with broad interests in public administration. The position may also include appointment as director of our Public Service Institute - a research and service institute house in the School. Qualifications include possession of an appropriate doctorate, experience in a NASPAA accredited graduate program, and a record of scholarly activity appropriate to the rank of associate professor. Rank and salary will be dependent on qualifications and experience. Application consists of résumé and names and addresses of three references. Send to:

Dr. Ronald Eaves
Interim Dean
School of Business and Public Administration
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1066

For additional information contact: rweaves@csubak.edu or (661) 664-2157. For earliest consideration, please apply by November 1, 1999.

CSUB is an EEO/AA employer. Applications from women, ethnic minorities, veterans, and individuals with disabilities are welcome.

PURDUE UNIVERSITY

Director, Women's Resource Office

Purdue University invites nominations and applications for the position of Director, Women's Resource Office.

Responsibilities:

Reporting to the Vice President for Human Relations, the Director will be responsible for implementing a collaborative vision of a community that offers opportunities for women to excel at Purdue University. The Director will provide leadership, advocacy, and support for women by initiating, developing, and administering programs and services that address the needs and concerns of all women at Purdue University. In cooperation with other campus offices and community organizations, the Director will:

- assist department heads, directors, deans, and vice presidents with their efforts to recruit and retain women faculty and staff;
- initiate and sponsor educational and professional development programs that meet the diverse needs of women;
- educate the campus community about gender-based issues and work with others to correct gender-based inequities;
- make recommendations on policies of special concern to women; and
- provide information, advice, and referral to women seeking assistance.

This is a 12-month administrative position; salary and benefits are competitive.

Qualifications:

1 Extensive knowledge of the development and administration of programs which address women's issues and gender-related concerns, and an understanding and appreciation of the diversity among women required.
2 Experience in a university desired; ability to work with faculty and students in an academic setting required.
3 Leadership ability to build and maintain campus-wide support for the Women's Resource Office; ability to collaborate with other offices and individuals in program development and problem solving; and effective oral and written communication required.
4 Experience with grant writing, community outreach, and public relations desired.
5 Terminal degree and/or faculty experience desired. A faculty appointment in a relevant academic department is possible, depending upon qualifications.

Purdue University

Purdue University is Indiana's land grant university, and one of the nation's leading institutions of higher education and research. Purdue University at West Lafayette enrolls approximately 37,700 students in its 11 schools and over 60 graduate programs, and employs approximately 2,300 faculty and 7,000 staff. The University is committed to increasing diversity throughout the campus and in its academic programs. Rich with cultural opportunities, Purdue is just an hour from Indianapolis and two hours from Chicago.

Nominations/Applications:

Please submit nominations or letter of application with vita and the names of three professional references to:

Dr. Linda A. Simunek
Chair, Search Committee
Office of the Vice President for Human Relations
Purdue University
1075 Hovde Hall
West Lafayette, IN 47907-1075
simunek@nursing.purdue.edu

The Search Committee will begin its review of applications on November 10, 1999, and will continue until the position is filled.

Purdue University is an Equal Access/Equal Employment/Affirmative Action Employer, to achieve a diverse work force.

http://www.purdue.edu/humanrel

VISITING ASSISTANT/ ASSOCIATE PROFESSOR OF MANAGEMENT

The Division of Business and Economics at Indiana University Kokomo invites applications for the nontenure-track position of Visiting Assistant/Associate Professor of Management for academic year, 2000-2001. The Ph.D. in a Management or Human Resource Management field is required by the date of appointment. Applicants must provide evidence of effective teaching at the college level, scholarly research contributions and qualifications to teach human resource management, organizational behavior and management courses at undergraduate and graduate levels. Preference is for candidates with professional work experience in HRM, proficiency in contemporary instructional technology, and a record of applied or instructional research. The Division of Business and Economics offers B.S. and MBA degrees. Teaching responsibilities include three courses per semester and intellectual contributions appropriate to the appointment. Competitive salary and benefits. Kokomo is an internationally recognized industrial hub, home of major facilities of DaimlerChrysler and Delphi Delco Electronics, with combined employment of nearly 20,000. Kokomo is located in the heart of the Midwest, 50 miles from Indianapolis, 150 from Chicago and 165 miles from Cincinnati and Louisville. Review of applications begins December 6 and will continue until the position is filled. Send a letter of application, resume and three letters of recommendation to: **Thomas J. von der Embse, Ph.D., Division of Business and Economics, Indiana University Kokomo, P.O. Box 9003, Kokomo, IN 46904-9003, Telephone: 1-765-455-9446, Fax: 1-765-455-9348, www.iuk.edu.**

Indiana University Kokomo is an equal opportunity/ affirmative action employer.

MILLERSVILLE
UNIVERSITY

ED. PSYCH
ASSISTANT PROFESSOR

Full-time, tenure-track, beginning August 2000. Primary teaching responsibilities include: Psychological Foundations of Teaching (undergraduate teacher preparation) and Advanced Educational Psychology (master's level); secondary responsibilities may include teaching Educational Inquiry/Research (master's level) or secondary teaching methods, or the supervision of secondary student teachers. Faculty members are expected to pursue scholarly interests and to participate in university governance and curricular development.

Required: ABD (dissertation MUST be completed by January 30, 2001); substantial preparation in educational psychology and instructional methodology with critical perspective (re: the integration of theory and practice); evidence of successful North American full-time K-12 teaching experience; evidence of potential for scholarly contribution; evidence of strong commitment to teaching excellence; demonstrated ability to integrate technology in instruction; strong communication skills and a successful interview and teaching demonstration.

Preferred: Ph.D., D.Ed., or Psy.D.; urban experience or experience in multicultural settings or with diverse populations; background in special education or secondary reading; and successful post-secondary teaching experience.

Full consideration given to applications received by 12/1/99. Send letter of application, curriculum vitae, copies of all transcripts, and three current letters of recommendation to: **Dr. Barbara S. Stengel, Search Committee Chair, Educational Foundations Department/ HI1022P, Millersville University, P.O. Box 1002, Millersville, PA 17551-0302.** An EO/AA Institution.

http://www.millersv.edu

KEAN UNIVERSITY

PROFESSIONAL POSITIONS 1999 - 2000

Contingent on Budgetary Approval and Appropriate Funding

Kean University, a comprehensive metropolitan university, is committed to excellence and access and to developing, maintaining and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community to serve a richly diversified student population of 12,000.

NATHAN WEISS SCHOOL OF GRADUATE STUDIES

Assistant Director III Continuing Education

Under the direction of the Director of Continuing Education, the Assistant Director will assist with the implementation of all University Continuing Education programs and policies, with special responsibility for internal management of the Continuing Education Office, including computer operations, program and student records, scheduling, and related functions. The Assistant Director will assist with instructor assignments, facilitate program expansion on the Kean University campus and on off-campus sites, prepare copy for brochures and the Continuing Education web site, assist with internet and other distance education programs, and assist the Director with Continuing Education reports and communication.

Requires a Bachelor's degree (Master's degree preferred), with at least two years experience in higher education with nontraditional students or noncredit programs. Strong written, interpersonal and computer skills are essential, with web site experience helpful. Ability to work flexible hours, with weekends as needed. **Apply to Dr. Roseann Bucciarelli, Director of Continuing Education.**

Associate Director II Research and Sponsored Programs

Under the direction of the Associate Dean, the Associate Director is responsible for the development of sponsored programs and grants in the sciences, social sciences, allied health areas, and related fields, as well as general sponsored program support for all academic units of the University.

He/she identifies grant and research opportunities for faculty and staff, and advises on all aspects of development and submission of research and grant proposals, including: collaborative/partnership arrangements, budget analysis, and all University and government grant and research policies and regulations; maintains computerized database of faculty research and scholarly activities, comprehensive files and other information on public and private grant sponsors.

Requires a Bachelor's degree supplemented by a Master's degree in a related field (Doctorate preferred), and at least three years professional experience in grants/sponsored programs in sciences, social sciences, allied health areas, and related fields. Computer, web site, grant writing skills, ability to work under pressure, and familiarity with the policies and application procedures of the National Sciences Foundation, including the FASTLANE process, NIH, HHS, and related federal agencies are all essential. **Apply to Dr. Mark Lender, Associate Dean.**

OFFICE OF FINANCIAL AID

Assistant Director III

Under the supervision of the Director of Financial Aid, manages financial aid processing for students. Responsibilities include reviewing aid packages, verifying applicant information, providing educational financial aid advisement for students and their families, and serving as an office liaison for outside funding agencies. The Office of Financial Aid is a highly automated environment using Datatel's Colleague. Financial aid personnel, including sixteen professional and support staff, deliver nearly $30 million in aid to over 5,000 students for the current year.

Requires a Bachelor's degree (Master's preferred) and 2 years of experience in higher education, preferably with an emphasis on student advisement and/or project management. Applicants should possess strong analytical, computer and interpersonal skills. The position carries a salary range of $35,845 to $53,772. The salary offered to the successful candidate will depend on prior work experience and credentials. **Apply to Mr. Burt F. Batty, Interim Director of Financial Aid.**

Assistant Director III Financial Aid Systems

Under the supervision of the Director of Financial Aid, assists in the management and operation of the department's student financial aid system, including Datatel's Colleague and other federal and state financial aid software packages. The Department of Financial Aid is staffed with sixteen professional and support personnel responsible for the delivery of nearly $30 million in financial aid to over 5,000 students. The Assistant Director of Financial Aid Systems works closely with other systems personnel to maintain computer operations.

A Bachelor's degree (Master's preferred) and 2 years of experience in higher education are required, with a preference for strong analytical skills. Prior experience should include, but is not limited to, Microsoft products, electronic data exchange, Datatel Colleague (desired), and work in a client server environment. The position carries a salary range of $35,845 to $53,772. The salary offered to the successful candidate will depend on prior work experience and credentials. **Apply to Mr. Burt F. Batty, Interim Director of Financial Aid.**

OFFICE OF THE REGISTRAR

Assistant Director I

Full-time 12 month position reporting the Registrar. Assumes a leadership role in the implementation of Datatel's Colleague Release 16. Responsible for the supervision of students' academic records and scheduling components. Will assist in the production of grade processing.

Requires a Bachelor's degree supplemented by a Master's degree in a field related to the position, plus three years of professional experience in an institution of higher education, preferably a Registrar's Office, with emphasis on scheduling and academic records. Preference given to candidates with experience using Datatel's Colleague software package. Leadership role in the implementation of any computer system or an acceptable alternative important. Familiarity in query language utilization required. Strong analytical, computer and interpersonal skills a must. **Apply to Ms. Carol Gubernat, Registrar.**

APPLICATION, SALARY, BENEFITS INFORMATION FOR ALL POSITIONS:

Candidacy review begins immediately and continues until appointment is made. Send letter of interest; up-to-date resume; names, addresses, telephone numbers of three references. Official transcripts and three current letters of recommendation required before appointment. Apply directly to Dean or Director as identified. **KEAN UNIVERSITY, 1000 Morris Avenue, Union, New Jersey 07083.** Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included. **KEAN UNIVERSITY IS AN EEO/AA INSTITUTION.**

KEAN
UNIVERSITY

ORANGE COAST COLLEGE

Dean, Literature & Language

Orange Coast College, Costa Mesa, CA (www.occ.cccd.edu) has an opportunity for a full-time, 12 month per year, educational administrator. Reporting to the VP of Instruction this position will coordinate the development of the division's schedules; provide instructional resources within established budgets; oversee implementation of current employment contracts and assist in the communication, promotion, and publicity of the division's programs. Minimum qualifications include master's degree (or equivalent), 3 years full-time teaching preferably at ~~the~~ community college level and demonstrated leadership of Literature and Languages educational programs. Knowledge and/or exp. in one of the division's disciplines; a background in program accreditation and the ability to develop and implement grant programs is desirable. Salary range is $57,084-$86,290/yr plus excellent benefits.

To apply: Call or visit the District Personnel office to obtain a complete job description and required application form, #38-0-00, which must be submitted by the closing date of 10/29/99. Resumes cannot be accepted in lieu of required application.

Coast Community College District
1370 Adams Avenue
Costa Mesa, CA 92626
(714) 438-4714 or 438-4715
Equal Opportunity Employer
www.cccd.edu

DEAN OF INSTRUCTION SEARCH

TARRANT COUNTY COLLEGE DISTRICT

Tarrant County College is searching for a Dean of Instruction who is a proven academic leader, committed to 2-year Associate Degree education. The successful candidate should have an earned doctorate; community college teaching and administrative experience; ability to develop instructional policies and programs for the College and work effectively with faculty, staff and community groups.

Submit completed applications and copies of transcripts by November 15, 1999. Applications received after that time may not be considered for the vacancy. Send all papers to:

Tarrant County College
Human Resources Office
1500 Houston Street
Fort Worth, TX 76102
817/515-5238
http://www.tccd.net

AN EQUAL OPPORTUNITY EMPLOYER

SWT

DIRECTOR

AUXILIARY SERVICES

Southwest Texas State University invites applications and nominations for the position of Director of Auxiliary Services. SWT, a unit of the Texas State University System, is the seventh largest public university in Texas, with enrollment of over 21,500 and an annual budget of $167 million. SWT is located in the scenic Texas hill country at the headwaters of the San Marcos River in the community of San Marcos between Austin and San Antonio. Visit SWT at:

http://www.swt.edu.

The Director of Auxiliary Services reports to the Vice President for Finance and Support Services. The Director provides administrative oversight, which includes financial statement preparation, supervision and strategic planning, for the food service contract, shuttle bus contract, and copy service contract as well as the areas of bookstore, ID cards, transportation services, mail services, university press and duplicating.

Requirements: Bachelor's degree in Accounting, Finance, Business Administration or a related field required; MBA, CPA or equivalent professional certification preferred. Note: MBA, for example, supercedes Bachelor's degree requirement.) Minimum of five years of increasingly responsible financial administrative experience required, preferably in an institution of higher education. Excellent oral and written communication skills are required. Experience in the administration of service provider contracts preferred. A demonstrated commitment to quality, customer service, staff development, diversity and the ability to work in a collaborative manner among such varied constituencies as administrators, faculty, staff, students and the community are required qualities. The candidate must possess strong and demonstrated skills in spreadsheet-based analysis and have a high degree of computer literacy. Salary for this position is commensurate with qualifications and experience.

For consideration: applicants should send a completed SWT application, a comprehensive resume, names and contact information for three references, and a cover letter discussing qualifications for the position to:

Southwest Texas State University
Personnel Office
J.C. Kellam Building, Suite 340
601 University Drive
San Marcos, Texas 78666

Review of applications will begin November 8, 1999 and continue until the position is filled. Job Number 072. For an application, call (512)245-2557. Resume alone will not be considered.

SWT is committed to increasing the number of women and minorities in administrative and professional positions.

SWT is an AA/EOE Employer.

Massachusetts College

OF LIBERAL ARTS

FACULTY POSITION
CHAIRPERSON OF EDUCATION DEPARTMENT

Massachusetts College of Liberal Arts invites applications for a tenure-track position to serve as chair of the Education Department. Position to start on January 3, 2000. This department provides undergraduate, master's degree, and teacher certification programs in education. Responsibilities include administration and teaching; provide leadership in program planning; facilitate scholarly research of education faculty; build program articulations with the college's departments; continue to establish strong collaborative relationships with area schools for the professional growth of pre-and in-service teachers. Additional responsibilities include scheduling, faculty evaluation, supervision of student advising, practicum placements and certification; an interest in teaching Curriculum & Instruction and Qualitative Research is desirable. Doctorate required, as well as a strong commitment to teaching and faculty scholarship. Experience in administration of a teacher preparation program and re-accreditation of an education program is preferred. To apply, send letter of application, vita and three letters of references to: **Massachusetts College of Liberal Arts, Human Resources Office, 375 Church Street, North Adams, MA 01247-4100.** Will accept applications until filled.

MCLA is an Affirmative Action/Equal Opportunity Employer. Women and minorities are encouraged to apply.

Visit our web site at www.mcla.mass.edu

OSWEGO

PURCHASING ASSOCIATE

Oswego State University invites applications for the position of Purchasing Associate to manage the purchasing program of the campus. This is a full-time professional position reporting to the Assistant Vice President of Finance & Budget. Oswego State annually processes over 9,000 purchases totaling $9,000,000.

Minimum Qualifications: The Purchasing Associate will have completed a Bachelor's Degree and three years purchasing experience in positions of professional responsibility and supervision. Ability to communicate articulately and effectively will be demonstrated by written samples. Candidates must demonstrate working facility with word processing spreadsheet and database software.

Send letter, resume, three letters of recommendation to:

Nancy Lalik
Office of Human Resources
410 Culkin Hall
Oswego State University
Oswego, NY 13126

Review of applications will begin November 8, 1999 and will continue until the position is filled. Salary will be commensurate with qualifications and experience. We encourage applications from women, persons of color and disabled candidates.

Oswego State University is an Affirmative Action Employer.

William Rainey Harper College is a comprehensive community college located in Chicago's northwest suburbs which enrolls over 20,000 students of all ages. The College supports and encourages the development of multicultural perspectives, the celebration of diversity, the recognition of different learning styles, and excellence in teaching.

FACULTY POSITIONS

Full time tenure track faculty positions are available in the following areas with a preferred hiring date of the SPRING 2000 SEMESTER

CHEMISTRY: Applicants must have a minimum of a Master's degree in chemistry and be effective, enthusiastic teachers committed to teaching at the community college.

COMPUTER INFORMATION SYSTEMS: Master's degree in Information Systems or Computer/Business related field. Three to five years experience on mainframes and microcomputers, plus systems analysis and design experience. Programming experience required in C++, C, COBOL, Assembler, or Visual BASIC with knowledge of networks, client servers, databases, or object-oriented design desired.

SIGN LANGUAGE: Master's degree in field or related field with native or near-native fluency and an understanding of Deaf culture; two years successful teaching experience; professional certification from RID or ASLTA. Primary courses to be taught include beginning to advanced level ASL courses. Other related courses may include interpreting coursework.

Full-time tenure track faculty positions are available in the following areas with a preferred hiring date of the FALL 2000 SEMESTER

ADULT EDUCATION/READING: Master's degree in reading; additional background in social studies and science preferred; minimum two years experience teaching all levels of reading from beginning literacy through adult secondary education; two years minimum experience at a community college preferred; ability to relate to disadvantaged adults; experience with teaching students transitioning from ESL literacy a plus.

ANTHROPOLOGY/SOCIOLOGY: Master's degree in Anthropology and a Master's degree in Sociology. Competency to teach introductory Anthropology (four major sub-fields), Introductory Sociology and Cultural Anthropology. Field work in either discipline preferred.

ECONOMICS: MA or MS in Economics or equivalent. Two years teaching experience required. Experience Web-based learning desirable.

ENGLISH: Requires MA in English. Primary duties include teaching three composition courses and one literature course per semester. Areas of specialization are less important than interest in teaching both composition and literature at all levels.

ENGLISH AS A SECOND LANGUAGE AND LINGUISTICS: Master's degree in Teaching English to Speakers of Other Languages (TESOL) or in applied linguistics with TESOL specialization. Three years experience in post secondary ESL instruction in the U.S. Ability to teach all academic ESL skills and proficiency levels. Native or near-native proficiency in English.

HISTORY: Master's degree in History with competencies to teach US and Latin American history. Community college teaching experience preferred.

NURSING: Master's degree with a major in nursing; two years nursing practice (medical surgical and/or orthopedic); also community/home health desirable. Current registered nurse licensure in Illinois or eligibility for Illinois license required. Responsibilities include didactic and clinical instruction in medical surgical and community health nursing. Teaching experience preferred.

PUBLIC SERVICES LIBRARIAN: Master's degree in Library Science or equivalent from an ALA accredited institution. Minimum of two years experience in an academic library environment. Must be familiar with electronic retrieval systems, automated library systems and the World Wide Web, and be able to work cooperatively with and provide service oriented instruction to various faculty and students of diverse backgrounds and learning styles. Strong communication skills and ability to work independently essential.

To be considered for any of the above positions, applicants must submit a resume, copies of credentials (including graduate transcripts), a statement of educational/teaching philosophy, and three (3) letters of recommendation to:

William Rainey Harper College
Employment Specialist
1200 W. Algonquin Rd. • Palatine, IL 60067

Applications will be reviewed beginning in **October 1999** and will continue to be accepted until the position is filled. The College seeks candidates who have had multicultural experience and who can demonstrate a commitment to diversity and multiculturalism.

Harper College is an Equal Opportunity, Affirmative Action Employer which encourages applications from women, minority group members, and persons with disabilities.

DEAN OF THE MICHAEL F. PRICE COLLEGE OF BUSINESS AND THE FRED E. BROWN CHAIR IN BUSINESS

COLLEGE OF BUSINESS ADMINISTRATION

THE UNIVERSITY OF OKLAHOMA, NORMAN CAMPUS

The University of Oklahoma invites applications and nominations for the position of Dean of the Michael F Price College of Business and the Fred E. Brown Chair in Business.

RESPONSIBILITIES: The Dean provides academic, intellectual, and administrative leadership to the College and reports directly to the Academic Senior Vice President and Provost, Norman Campus. The Dean is responsible for improving and promoting the quality and effectiveness of the College's instructional, research, and outreach programs. The basic budget for the College is more than $12 million with a permanent endowment of $60 million.

QUALIFICATIONS:

- Candidates with an academic background must possess an earned doctorate and qualify for appointment as a tenured professor in the College;
- Candidates with a business background must have an outstanding record of leadership and achievement and a demonstrated commitment to and an understanding of higher education;
- In addition, candidates must have a demonstrated ability to lead and successfully manage professionals in academic, corporate, or governmental organizations; must have a demonstrated success in securing external support and/or leading fund-raising activities; and must possess personal qualities that will facilitate working relationships within the University, its alumni, and among business leaders;
- Candidates must have a commitment to Affirmative Action employment guidelines, practices, and outcomes.

GENERAL INFORMATION: The University of Oklahoma, Oklahoma's flagship public comprehensive university, has its main campus in Norman and Health Sciences Center campuses in Oklahoma City and Tulsa. Norman is a progressive city of 95,000 located in the Oklahoma City metropolitan area and offers diverse cultural activities within a high quality-of-life environment. The Norman campus, with thirteen colleges, enrolls more than 21,000 students, which includes approximately 4,000 graduate students. The University is the largest in the state and it is proud of its growth in minority populations, graduate students, and research and total external funding. It is going through a period of unprecedented growth and achievement. One example of this includes the growth in endowments, which have doubled in the last five years, going from $204 to $422.9 million. Another example is the recruiting of an outstanding student body - now first in the number of merit scholars per capita of any public university. During this time, OU sponsored programs expenditures have increased more rapidly than for any other school in the Big 12. Since FY95, external funding across the Norman and Health Sciences campuses have exceeded the $100 million mark and in FY99 reached almost $150 million. The University offers Master's degrees in 67 areas and Doctoral degrees in 46 areas. OU web page address: **http://www.ou.edu**

The College of Business Administration offers five baccalaureate degrees, two Master degrees and the Doctor of Philosophy degree in Business Administration. The College consists of approximately 60 full-time faculty who serve approximately 3,800 undergraduate and 300 graduate students. It has five academic units, which include the School of Accounting and Divisions of Management Information Systems, Finance, Management, and Marketing. Also included is the Center for Economic and Management Research. The College's faculty are actively engaged in research and enjoy national recognition in a variety of research specialties. OU College of Business web page address: **http://www.ou.edu/business**

SALARY: The individual selected as Dean will also be the holder of the Fred E. Brown Chair in Business. The Fred E. Brown Chair has a substantial endowment that will allow a total compensation package that is very competitive with major AACSB Colleges of Business as well as allowing support of college-wide activities of interest to the Dean.

BEGINNING DATE: Preferably Spring or Fall 2000

APPLICATIONS AND NOMINATIONS: Korn/Ferry International, which is assisting with this search, invites confidential inquiries, nominations, and applications (which should include letter of interest and curriculum vitae/resume) to John Kuhnle or Kurt Foreman. Credentials will be reviewed upon receipt and continue until an appointment is made:

John Kuhnle, Managing Director - Education Practice
Korn/Ferry International
900 19th St., NW, Suite 800
Washington, DC 20006
Tel: 202-955-0952 Fax: 202-822-8127
kurt.foreman@kornferry.com

The University of Oklahoma is an Equal Opportunity/Affirmative Action Employer. Women and minorities are encouraged to apply. OU has a policy of being responsive to the needs of dual-career couples.

MASSACHUSETTS MARITIME ACADEMY

Assistant Director/ Company Officers (2)

Responsible for the non-academic life, counseling, discipline, supervision., motivation, para-military training and leadership training of men and women assigned to the Regiment of Cadets. Position involves participation in annual term at sea aboard the Academy training vessel. Knowledge and exp. of higher educ. principles and practices, particularly as they apply to student services. A Bachelors Degree is required. Military Officer experience and/or USCG License (3rd Asst./3rd Mate) preferred. Exp. in coaching collegiate sports an asset. Sal: $30,000-38,000. 12 month position w/benefits.: ASAP. Position open until filled. Letter of intent, resume and the names, addresses and tele. #s of (5) prof. ref. must be submitted to:

Human Resources Dept.
101 Academy Drive
Buzzards Bay, MA 02532
or e-mail to:
sgibbs@mma.mass.edu
Visit our web page at:
http://www.mma.mass.edu
no calls

AA/EOE

Assistant/Associate Professor Positions

Tenure-Track

The Biometrics Division of the University of Medicine and Dentistry of New Jersey at the Piscataway-New Brunswick campus is conducting a **search to fill one or two full-time** tenure-track assistant/**associate professor** positions. Major responsibilities **include: carrying out** methodological research and teaching **courses in biostatistics, and** providing statistical consultation **and service to the university** community. The candi**date should have Ph.D.,** Sc.D., Ed.D., D.Ph., or equivalent **degree in Statistics/Bio**statistics, with strong interest in **developing collaborative** research and teaching students in **public health and** biomedical science environment. **Knowledge of computing using** SAS and S-Plus in PC and Unix **System, and experience** in design of experiments or survey **sampling are highly** desirable. Effective verbal and written **communication** skills are essential.

The UMDNJ School of **Public Health is sponsored** by the University of **Medicine and Dentistry of** New Jersey in cooperation **with Rutgers, The State Uni**versity of New Jersey **and the New Jersey Institute of** Technology, and in collaboration **with the Public Health Re**search Institute.

Applications **will be received until the** positions are filled. Applicants should **send a letter of** application, curriculum vita and three **letters of recommendation** to: **Weichung Joe Shih, Ph.D., Chair, Search Committee, Division of Biometrics, University of Medicine and Dentistry of New Jersey, EOHSI Building, Rm. 236C, 170 Frelinghuysen Road, Piscataway, NJ 08854.** UMDNJ is an equal opportunity and affirmative action employer. Women and minorities encouraged to apply.

UMD
NEW JERSEY

ROOSEVELT UNIVERSITY

College of Education

Associate Dean for Academic Affairs/Associate Professor

The College of Education at Roosevelt University invites applicants for the position of Associate Dean for Academic Affairs. Roosevelt is a metropolitan University with two campuses; the College offers certification and degrees in six program areas, a number of special academic projects, and a doctorate in Educational Administration and Supervision. The College has a dynamic faculty committed to teaching and committed to developing programs that meet the needs of graduates who will work in diverse and multicultural settings.

Responsibilities of the Associate Dean for Academic Affairs will include coordinating all academic programs of the College and supporting the growth and development of quality academic programs. Under the guidance and support of the Associate Dean, all College programs and projects will develop consistent with the College's Conceptual Framework and with the University mission.

Specific responsibilities of the position will include:

- Working with program areas and the Roosevelt community to ensure continuous and consistent quality and enhancement of all academic programs (ECHD, ELED, SEED, CHS, Literacy, MATL, EA&S)
- Supervising the Certification Officer and induction process
- Coordinating technology integration with program development
- Cooperating with the Dean, Associate Dean for External Relations, and the faculty in initiating external partnerships that support the vision and the academic programs of the College
- Coordinating the NCATE accreditation process
- Teaching two courses per year
- Developing and supporting faculty development activities including the procurement of grants and other initiatives

The successful candidate will be knowledgeable about the critical issues facing education and related professions in a postmodern era and will have particular knowledge about integrating and assessing national and state standards in academic programs. Specific qualifications include an earned doctorate in Education, an academic background necessary for appointment as Associate Professor, previous experience as an academic administrator, and a record of successful research, publication, and teaching in the field of Education.

To apply, send a letter of application, vita, official transcript and three letters of recommendation to:

Dr. David Campos
College of Education, Associate Dean Search Committee

Assistant or Associate Professor for Counselor Education

The Counseling and Human Services Program Area of Roosevelt University invites applications for a tenure track position at the rank of Assistant or Associate Professor in Counselor Education. Roosevelt is a metropolitan University with campuses in Chicago and northwest suburb of Schaumburg. The Counseling and Human Services Program Area is located within the College of Education, and offers three counseling concentrations. The concentrations are school counseling, community counseling and mental health counseling. The community counseling and mental health counseling programs are CACREP accredited.

Responsibilities of the Assistant/Associate Professor of Counseling will include teaching seven courses per year of which one or two of the courses would involve supervision of clinical experiences, research, advising, and committee responsibilities.

The ideal candidate will have a doctorate in counselor education, counseling psychology, or a closely related field. A graduate of a CACREP accredited doctoral program will be given special consideration. We are interested in a generalist with experience in either community counseling, school counseling, or teaching experience in higher education. The candidate must be interested in scholarly research and must be licensed or licensed-eligible in counseling and/or psychology in Illinois. Minorities, women and persons with disabilities are encouraged to apply. Applications for the position will be received until March 1, 2000.

To apply, send a letter of application, vitae, and three letters of reference to:

John Martins
Chair of the Counseling and Human Services Search Committee
College of Education

Roosevelt University
430 S. Michigan Avenue
Chicago, IL 60605-1394
AA/EOE

WABASH COLLEGE

Wabash College invites expressions of interest in the Owen Duston Visiting Minority Assistant Professorship. The appointment is directed at encouraging ethnic minorities to consider teaching and research careers at small liberal arts colleges. The one-year appointment, typically beginning in the fall semester, is nonrenewable, and carries a reduced teaching load, advising responsibilities, and the expectation for continuing scholarship. The position is open to all ethnic minorities, ***who are U.S. citizens***, having Ph.D., ABD or terminal degree in one of the following areas: Art (studio or history), Classics, Computer Science, English, History, Mathematics, Music, Political Science, Physics, Psychology, Speech (Rhetorical Studies), Teacher Education (secondary), or Theater. Send a letter of interest, CV, and three recent letters of recommendation to **Mauri A. Ditzler, Dean of the College, Wabash College, PO Box 352, Crawfordsville IN 47933-0352.**

Wabash College, a small liberal arts college for men, is an Equal Opportunity Employer.

NORTH SHORE COMMUNITY COLLEGE

PRESIDENT

North Shore Community College, established in 1965, is located approximately 25 miles north of Boston, MA with campuses located close to the picturesque seacoast of both Beverly and Lynn. Our new campus is in Danvers. The College offers a wide variety of programs to approximately 10,000 full and part-time, credit and non-credit students enrolled days, evenings, and weekends.

The Board of Trustees of North Shore Community College invites nominations and applications for the position of President of the College.

In its search for the President, the College will assess the candidate's demonstrated leadership ability to:

- ***Develop and articulate a vision for the future of the College in our service area.***
- ***Interpret, implement and execute community college policies as outlined by the Board of Higher Education and in compliance with state and federal laws and regulations.***
- ***Administer fiscal affairs, budgets, facilities and personnel within a complex organization.***
- ***Maintain a system of participatory governance and professional development in a collective bargaining environment.***
- ***Ensure the development and evaluation of educational programming and curriculum in liberal arts and occupational preparation.***
- ***Ensure successful implementation of the College's strategic plan.***
- ***Direct appropriate staff in developing and evaluating strategies to address institutional effectiveness measures.***
- ***Develop successful alliances with various organizations including specific partnerships with schools, community groups, governmental agencies and local business and industries.***
- ***Participate visibly in public relations, resource development and fund raising for the College.***
- ***Ensure fair interpretation and administration of all collective bargaining provisions and requirements.***
- ***Ensure implementation of Affirmative Action policies and procedures in an environment that promotes sensitivity to pluralism and diversity.***
- ***Participate actively on various local, state, and national committees/task forces addressing issues and problems of interest to community colleges and higher education.***

Minimum Qualifications:

Candidates for the position must have the following minimum qualifications: Master's Degree from an accredited institution, earned Doctoral Degree preferred; six years of leadership experience in senior administrative position (Dean or above) or equivalent experience in business, government or non-profit organization; teaching credentials sufficient to warrant appointment to a senior faculty position at the institution; demonstrated record of successful program development and evaluation; demonstrated record of successful administration of finances, budgets, facilities and personnel; demonstrated knowledge of current major issues facing community colleges, both nationally and regionally; political astuteness and the ability to function effectively within a complex political environment; knowledge and sensitivity to collective bargaining environment; understanding of the use of technology application in a complex institution; successful experience in resource development; experience in developing effective and successful alliances with various organizations, including but not limited to those in business and industry; affiliation and participation with organizations devoted to the advancement and improvement of community colleges; and proficiency in oral and written communications and interpersonal skills, including ability to work effectively with administrators, faculty, staff, students, local community members, business and industry, state and local governmental agencies, and other educational institutions.

Compensation for the position will be commensurate with experience and qualifications. More information about the College is available on the web at **www.nscc.cc.ma.us** or by calling the **Human Resources Office** at **978-762-4000, X4305.** For full consideration, nomination or application materials should be received by **November 1, 1999.** Candidates should submit a letter describing interest and qualifications for the position, a resume, and the names, addresses and phone numbers of five references.

Send nominations or applications to: **Director of Human Resources, North Shore Community College, One Ferncroft Road, P.O. Box 3340, Danvers, MA 01923. Visit us on the web at: www.nscc.cc.ma.us.**

As an equal opportunity, affirmative action employer, North Shore Community College is seeking candidates who will augment the diversity of its faculty, staff, and administration.

BALL STATE
UNIVERSITY.

DEAN OF THE HONORS COLLEGE

Ball State University is seeking an experienced teacher/scholar to direct and coordinate activities of its nationally recognized Honors College as of July 1, 2000. Minimum qualifications are: an earned doctorate or the terminal degree in the candidate's academic discipline; overall qualifications which merit a faculty appointment at a senior rank within one of the academic units of the university; demonstrated excellence in teaching; strong interpersonal and communication skills; and willingness to collaborate with other areas of the university. Preferred qualifications are: experience in honors education; demonstrated leadership and management skills; commitment to interdisciplinary collaboration; and experience in developing external funding and participation in fund-raising activities.

Created in 1959 as an Honors Program and raised to college status 20 years later by action of the Board of Trustees, the university's Honors College currently serves 1,450 outstanding undergraduates from all disciplines, providing a small-college atmosphere within the university community of approximately 18,000. Ball State University is in Muncie, Indiana, a city of approximately 80,000, located 50 miles northeast of Indianapolis and 230 miles southeast of Chicago.

The Dean of the Honors College reports directly to the Associate Provost and works with the Academic Deans, Departments, and the Office of Admissions to recruit outstanding students to the university. Other priority duties include teaching within the Honors College curriculum, developing and administering the Honors College's scholarship programs, supervising the Undergraduate Fellows Program, and coordinating the College's student programs in Oxford, England.

Salary is dependent on qualifications and experience. Review of applications will begin on November 8, 1999, and continue until the position is filled. Send letter of application, curriculum vitae, and names of five references to: **Dean of the Honors College Selection Committee, Office of the Associate Provost, Ball State University, Muncie, IN 47306.** Further information is available on the university's websites at **www.bsu.edu** and **www.bsu.edu/Honors.**

Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

University of Pittsburgh

Vice Provost and Dean of Students

The University of Pittsburgh invites applications and nominations for the position of Vice Provost and Dean of Students. The University enrolls more than 31,000 students in more than 350 separate degree programs on five campuses.

The Office of Student Affairs, led by the Vice Provost and Dean of Students, is located on the main campus and plays a pivotal and supportive role in the achievement of the University's broader educational goals. It's principal purpose is to support a safe and enriching co-curricular environment that maximizes student learning and development. An array of coordinated programs, activities, and services are offered through its twelve units, which are served by 170 professional and clerical staff. (For further details, please refer to:

http://www.pitt.edu/~osaweb/lap/studaffairs.html.)

The Vice Provost and Dean of Students is expected to lead initiatives designed to further integrate student and academic affairs on the main campus. Candidates must possess an earned doctorate and should have extensive administrative and scholarly experience, demonstrated managerial skills, and a strong commitment to student learning and development inside and outside the classroom. Candidates must also have demonstrated experience in working well with faculty members and academic administrators.

Credentials for a tenured faculty appointment are not required, but tenure can be considered if the candidate has the appropriate credentials. Interested applicants are encouraged to apply as early as possible. Applications and nominations should be sent to: **Dr. Jack L. Daniel, Chair, Vice Provost and Dean of Students Search Committee, 801 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260.**

The University of Pittsburgh is an Affirmative Action, Equal Opportunity Employer. Women and minority group members are invited and encouraged to apply.

COLBY

Colby, a highly selective private liberal arts college of 1750 students located in Central Maine, seeks applicants for the following position in Development:

Major Gifts Officer

Reporting to the Director of Major Gifts, the Major Gifts Officer's primary responsibility is to cultivate and solicit major gifts ($25,000 minimum) for the College. Other duties include working with the development staff, volunteers and other Colby administrators and faculty to identify major gift prospects in specific regions of the country; designing cultivation and solicitation strategies and ensuring follow-up activities and stewardship, and serving as the primary or secondary staff person in specific regional efforts. A Baccalaureate degree, preferably from a small liberal arts college; a minimum of one to three years' experience in development, including personal solicitation of major gifts; and an understanding of and commitment to the values of a liberal arts education are required. The successful candidate must be willing and able to travel extensively, have a commitment to team participation, be deadline and detail-oriented, and possess excellent writing and speaking skills. Candidates with relevant experience and transferable skills will be considered.

Interested candidates should submit two copies of a cover letter and two copies of a resume, including the names and telephone numbers of three references to: **Douglas C. Terp, Director of Personnel Services, Colby College, 5500 Mayflower Hill, Waterville, ME 04901-8855.** A review of applications will begin immediately and will continue until the position is filled.

Colby is an Equal Opportunity / Affirmative Action Employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged.

For more information about the College, please visit the Colby web site: **www.colby.edu**

INSTRUCTOR POSITIONS

Minimum Qualifications: Must meet entry level standards as set by the Southern Association of Colleges and Schools, the Texas Higher Education Coordinating Board, and any other applicable certification or accreditation standards

	JOB #	SALARY RANGE:
Air Conditioning & Refrigeration	58-99	$29,443-$40,404
Associate Degree Nursing	86-99	$29,443-$40,404 (Plus $20,000 Stipend)
Biology	128-99	$32,815-$35,380
Criminal Justice (2)	95/96-99	$29,443-$40,404
Computer Information Systems	104-99	$29,443-$40,404
Health Occupations Lab	60-99	$26,727-$36,674
Mathematics (2)	126-99	$29,443-$40,404
Nursing Instructor for Special Projects	7-99	$35,636-$48,899
Occupational Therapy Assistant	3-99	$29,443-$40,404

ADMINISTRATIVE & PROFESSIONAL POSITIONS

	JOB#	SALARY RANGE:
Acquisitions Librarian	62-99	$35,203-$41,300
Environmental Science Center Director	150-99	$34,473-$37,231
Financial Aid Advisor Recruiter	153-99	$29,510-$31,871
Human Resources Director	151-99	$47,395-$56,874
Workforce Development Specialist	130-99	$31,195-$33,691

LCC OFFERS COMPETITIVE SALARIES AND EXCELLENT FRINGE BENEFITS.
Laredo Community College is an Equal Opportunity Employer and no applicant will be discriminated against because of race, color, religion, sex, age, marital status, disability or national origin.

Please request position description and application packet from:

Laredo Community College
Department of Human Resources
West End Washington St.
Laredo, Texas 78040
Tel: (956) 721-5138; Fax: (956) 721-5367

Or E-mail us at: **humanresources@laredo.cc.tx.us** to request your application packet today!
Laredo Community College is an Equal Opportunity/AA Employer/M/F/V/D.

GRAND VALLEY STATE UNIVERSITY

ASSOCIATE DIRECTOR FOR MULTICULTURAL CENTER

Grand Valley State University is accepting applications for the position of Associate Director for Multicultural Center. Master's Degree required in Student Affairs, Counseling, Business or related field. Demonstrated experience in student program planning, development, evaluation and supervision of students, and demonstrated knowledge of business related education or experience within the field. Professional experience on a college campus required. Ability to understand research; experience in urban settings; and demonstrated sensitivity to multicultural issues are required. Must be available to work some evenings and weekends.

See our website at **www.gvsu.edu/hro** for a detailed list of responsibilities. Salary range: $36,500-$46,500.

Send letter of application, a resume and four references including telephone numbers and addresses to: **Donald Williams Sr., Dean; Minority Affairs; Grand Valley State University; 130 Commons; Allendale, MI 49401.** Review of applications will begin November 1 and continue until the position is filled. EEO/AA Institution.

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Vice President for Student Affairs

Applications and nominations are invited for this position, which provides executive leadership, direction, coordination, administration, management and budget formulation and allocation for student services' programs and activities. The Vice President provides executive direction to two Assistant Vice Presidents for Student Affairs - one for Enrollment Management (Admissions, Career Planning and Placement, Financial Aid, Orientation, Outreach and Recruitment, and Registration and Records) and one for Student Services (Center for Student Life, Educational Opportunity Program, International Student Services, Student Advocacy, Students with Disabilities, and Student Health Center). The University, one of 23 campuses of the California State University system, is located at the eastern edge of Los Angeles and adjacent to the Western San Gabriel Valley, with more than 20,000 students reflecting the rich ethnic diversity of the area.

Qualifications:

- An earned doctorate or other terminal degree and a record sufficient to warrant a tenured appointment in an academic department at Cal State L.A.
- A record of significant executive level responsibility in the area of academic support services.
- Proven leadership abilities.
- Demonstrated ability to build relationships with faculty, staff and students.
- Excellent oral and written communication skills.
- Demonstrated ability and/or interest in working in a multicultural/multiethnic environment.

Salary for this Administrator IV position is commensurate with experience and qualifications. A comprehensive benefit program is provided.

Submit letter of application, curriculum vita, three letters of recommendation, and transcript from institution awarding highest degree by November 15, 1999 to:

Chair, VPSA, HRM, #H99-90
California State University, Los Angeles
5151 State University Drive
Los Angeles, CA 90032-8534
www.calstatela.edu

Reasonable accommodation may be requested.
Equal Opportunity/Title IX Employer

Dean, School of Music

University of Michigan, Ann Arbor

The University of Michigan is seeking nominations and applications for the position of Dean of the School of Music. The School provides highly effective teaching from undergraduate through doctoral levels in a comprehensive range of courses spanning the fields of music, dance, theatre, and musical theatre. The School combines the advantages of a music conservatory with those of a large public research university with strong interdisciplinary initiatives. The extraordinary faculty includes internationally active performers; former members of leading symphony orchestras, opera houses, and dance and theatre companies; prize-winning composers; and renowned scholars in theory and musicology. Public performances and pre-college outreach programs offer service to the community, the region, and the state. Six classroom buildings and more than a dozen performance spaces provide excellent physical facilities for the School's extensive instructional programs.

The Dean will provide vigorous artistic and academic leadership to the School, oversee the instructional program, supervise the budget and personnel administration, and assume a major role in fundraising. As the chief executive and academic officer of the School, the Dean reports directly to the Provost and Executive Vice President for Academic Affairs.

Successful candidates should be nationally recognized artists and scholars whose active and distinguished professional records include some combination of performance, teaching, research, and leadership in the arts. Candidates must be qualified to assume a tenured faculty position at the University of Michigan, and will be expected to have a demonstrated commitment to positive action that supports those educational goals associated with a diverse student body and faculty.

Nominations and applications will be reviewed continuously beginning October 1, 1999, and will be accepted until the position is filled. Correspondence should be addressed to:

George I. Shirley
Chair, School of Music Dean Search Advisory Committee
and Joseph Edgar Maddy Distinguished Professor of Music
The University of Michigan
3074 Fleming Building
Ann Arbor, MI 48109-1340

E-mail may be addressed to **musicsearch.chair@umich.edu** The University has retained the services of Judith Auerbach and Geoffrey Hudson of Auerbach Associates to assist the Search Advisory Committee in this process. **Telephone: 617-451-0095; Fax: 617-451-5199.** E-mail may be addressed to **jaa@auerbach-assc.com or ghudson@auerbach-assc.com**

The University of Michigan treats inquiries, nominations, and applications for this position and others in a confidential manner. Applicants should confirm in their letters that they wish their applications to be kept confidential.

A Non-Discriminatory, Affirmative Action Employer

The University of Michigan

Florida International University

FACULTY
POSITION
AVAILABLE

The Department of Physical Therapy of Florida International University (FIU) is currently accepting applications for two full time, 9-month, tenure-track faculty positions at the Assistant or Associate Professor rank and one part-time (9-month) clinical instructor.

Minimal requirements include a masters degree, evidence of extensive academic or clinical experience and/or specialist training, eligibility for licensure as a physical therapist in Florida, and research training and experience.

The deadline for applications is October 28, 1999. Applications should include a letter of interest, a CV, and the names and phone numbers of at least three references.

FIU is an equal access/equal opportunity employer
For further information regarding the department, see our web site at www.fiu.edu/~physther, or contact:

Helen Cornely, Assoc. Professor
Chair of Search & Screen Committee
Department of Physical Therapy, Florida
International University, Miami, Florida 33199
Phone: 305-348-1968
Fax: 305-348-1240
E-mail: cornelyh@fiu.edu

ATM

TEXAS A&M UNIVERSITY
EDUCATIONAL HUMAN RESOURCE DEVELOPMENT

ASSISTANT PROFESSOR (TENURE TRACK)

The Department of Educational Human Resource Development at Texas A&M University seeks applicants with credentials in Human Resource Development or Adult Education. This position is a tenure track position at the Assistant Professor level with teaching, research, and service responsibilities in training and development/human resource development.

Send letter of application, vita, three references (with names, addresses, e-mail and fax number) to:

Dr. Lloyd Korhonen
Search Committee Chair
Department of Educational Human Resource Development
College of Education
Texas A&M University
College Station, Texas 77843-3256

Screening for applicants will begin November 10th and will continue until the position is filled.

Texas A&M University is an EO/AA employer which encourages applications from minority group members and women.

WILLIAMS COLLEGE
FACULTY POSITIONS

Williams College has openings in several fields. Unless otherwise noted, the positions are at the assistant professor level for three-year terms, beginning academic year 2000-2001, with possibility of reappointment and consideration for tenure, although advanced candidates with exceptionally strong records of teaching and research are also invited to apply. Candidates should have the Ph.D. or completed dissertation within one year of appointment (other terminal degrees so noted). Name of department chair or contact and application deadline follow name of field. Hard copy application required.

AFRO-AMERICAN STUDIES (See English and History)

ANTHROPOLOGY/SOCIOLOGY (See Sociology)

ART (Guy Hedreen: **Jan. 3, 2000**) One tenure-track position in painting and drawing. One tenure-track position in video art. MFA required. See *CAA Careers*.

ASIAN STUDIES (See Chinese and Japanese)

BIOLOGY (Daniel Lynch: **Nov. 15**) One tenure-track position in ecology. See *Science*, http://www.sciencemag.org.

CHINESE (George Crane: **TBA**) One one-year visiting position in Chinese language and literature with language teaching experience essential. See *AAS Newsletter*.

COMPUTER SCIENCE (William Lenhart: **Jan. 15, 2000**) One tenure-track position in computer science. See *Communications of the ACM*, http://www.acm.org/cacm/.

ECONOMICS (Ralph Bradburd: **Dec. 6**) Three tenure-track positions, fields open but special interest in macroeconomics, finance, and urban/regional economics. One or more senior level positions in economic development, international economics, macroeconomics, or urban/regional economics. See *JOE*, http://www.eco.utexas.edu/joe and *NEA's Job Placement Bulletin*, http://www.ncat.edu/~neconasc

ENGLISH (Christopher Pye: application letter, vita, dossier or recommendations, writing sample of 25 pp. or less by **Nov. 5**) One tenure-track position in 19thc. and 20thc. African-American literature. See *MLA Job Information List*, http://www.mla.org.

HISTORY (William Wagner) One tenure-track position in African-American history, specializing in 20thc., otherwise subfields open (**Dec. 1**). One tenure-track position in medieval European history, subfields open, ability to provide some coverage of Renaissance Europe desirable (**Dec. 8**). See *AHA Perspectives*, http://www.theaha.org/perspectives.

JAPANESE (George Crane: **TBA**) One one-year visiting position in Japanese language. See *AAS Newsletter*.

MUSIC (David Kechley: **Nov. 19**) One tenure-track position in composition and theory. Anticipated three-year term position with possibility of renewal as Artist-in-Residence in Orchestral & Instrumental Activities. See *CMS Job Listings*.

PHILOSOPHY (Alan White: **Dec. 1**) One tenure-track position, AOS open, competence and genuine interest in history of western philosophy and competence and willingness to teach historical introductory courses. Plato through Kant required. See *Jobs for Philosophers #144*, http://www.udel.edu/apa.

PHYSICS (Jefferson Strait: **Dec. 15**) One tenure-track position in experimental physics. See *Physics Today*, http://www.aip.org.

POLITICAL SCIENCE (Michael MacDonald: **Oct. 15**) One tenure-track position in political theory with specialties in the history of political theory, 19thc. political thought, social theory, and Marxism. See *APSA Personal Service Newsletter*, http://www.apsanet.org/psn/.

PSYCHOLOGY (Laurie Heatherington: **Nov. 15**) One tenure-track position in clinical psychology. See *APA Monitor*, http://www.psychologicalscience.org and *APS Observer*, http://www.apa.org.

RELIGION (William Darrow: **Nov. 1**) One tenure-track position in Jewish Studies with specialization in modern Judaism. See *Openings*, http://shemesh.scholar.emory.edu/scripts/openings/opnmenu.html and *H-Net*, http://www.matrix.msu.edu/jobs/.

ROMANCE LANGUAGES (Gene Bell-Villada: **Nov. 30**) One tenure-track position in Spanish language and Modern Peninsular literature. See *MLA Job Information List*, http://www.mla.org.

SOCIOLOGY (Michael Brown: **Oct. 15**) One tenure-track position in sociology. See *ASA Employment Newsletter*, http://www.asanet.org.

Further inquiries concerning any of these positions should be directed to the appropriate department; general inquiries regarding hiring at Williams College, to the **Dean of the Faculty, Hopkins Hall, Williams College, Williamstown, MA 01267**.

Williams College is a coeducational liberal arts institution, offering undergraduate education to its 2000 students. The college has built its reputation on a long tradition of outstanding teaching and scholarship and on the academic excellence of its students. Among the opportunities that Williams offers its students and approximately 260 faculty members are interdisciplinary programs and centers, including the Multicultural Center, the Oakley Center for the Humanities and Social Sciences, and the Center for Environmental Studies as well as extensive library and museum collections, a center for information technology, and well-equipped laboratories. See also Williams College website (**http://www.williams.edu**).

An Affirmative Action/Equal Opportunity Employer. Williams College especially welcomes and encourages applications from women and minority candidates.

VIRGINIA COMMONWEALTH UNIVERSITY
VICE PROVOST FOR ACADEMIC AFFAIRS

Virginia Commonwealth University is seeking nominations and applications for the position of Vice Provost for Academic Affairs.

Located in Richmond, the capital of Virginia, VCU is composed of the Academic Campus situated in the city's historic Fan District and, two miles east, the Medical College of Virginia Campus in the heart of downtown Richmond. The MCV Campus includes the Medical College of Virginia Hospitals, one of the most comprehensive academic health centers in the nation.

VCU enrolls more than 23,000 students in 138 undergraduate, graduate, professional, and doctoral degree programs offered through the College of Humanities and Sciences and the Schools of Allied Health Professions, the Arts, Business, Dentistry, Education, Engineering, Medicine, Nursing, Pharmacy, and the Social Work. The full-time faculty of 1,500 attract more than $100 million annually in research funding, ranking VCU as a Carnegie Research-I University, one of only three in Virginia. U.S. News and World Report annually ranks graduate, professional, and medical-care programs at the University and the teaching hospital as among the best in the nation. MCV Hospitals also is ranked in the annual study, 100 Top Hospitals: Benchmarks for Success.

With annual revenues exceeding $1 billion, VCU is a significant economic force in the Richmond region. VCU's 13,800 faculty and staff make the University Richmond's single largest employer. Two-thirds of VCU's 102,000 alumni also live and work in Virginia.

VCU recently embarked on a second phase of A Strategic Plan for the Future of Virginia Commonwealth University, initiated by the President and approved by the Board of Visitors, with oversight provided by the Provost. The plan envisions increasing collaborations between the University and the community to enhance economic, community, and health-care development. Recent initiatives include, among others, developing the Virginia Biotechnology Research Park, establishing a new interdisciplinary School of Engineering, implementing the new Medical College of Virginia Hospitals Authority, creating interdisciplinary centers and research institutes of excellence, and supporting a community agenda designed to increase the opportunities in which students and faculty can work within the community.

The Vice Provost for Academic Affairs will be responsible to the Provost and Vice President for Academic Affairs for providing leadership in the maintenance, enhancement, and promotion of excellence in academic programs. Primary areas of responsibility will include Undergraduate Studies, Graduate Studies, Academic Planning, Strategic Planning, Academic Regulations, Faculty Development and Evaluation, Academic Affairs Liaison, Student Retention, Enrollment Management, Undergraduate Research Grant Program, University Honors Program, and the University Center for Excellence in Teaching.

All candidates must have an earned doctorate and rank of professor in an academic department; an established record of teaching and scholarly activity; experience in working with diverse constituencies; demonstrated administrative ability and experience; the ability to work effectively with administrators, faculty, staff and students; demonstrated leadership ability; and experience in academic review, planning, and program development.

Nominations and applications (which should include a curriculum vitae and names, addresses, and phone numbers of five references) should be sent to:

Mr. Edwin E. Blanks
Chair, Search Committee
c/o Ms. Melody B. Harris
Office of the Provost
901 West Franklin Street
Richmond, Virginia 23284-2527

Application review will begin on November 8, 1999. Nominations and applications will be accepted until the position is filled.

For additional information about Virginia Commonwealth University, visit our Web site at ***www.vcu.edu****. VCU is an Affirmative Action, Equal Opportunity Employer. Women, minorities, and persons with disabilities are encouraged to apply.*

PRESIDENT
EMPIRE STATE COLLEGE

In 1971, a creative and innovative group of educators founded Empire State College as an academically rigorous, student-centered institution. Operating as a college of arts and sciences of the State University of New York, Empire State College is recognized as a world leader in designing and delivering programs, from associate through master's, that meet the academic, personal and professional goals of more than 10,000 students each year. Empire State College remains a true innovator. Faculty mentors and adult students work together to achieve students' educational objectives. Face-to-face tutorials, print based and on-line distance learning, study groups, seminars and cross registration at other colleges provide the means by which student-centered learning comes to life.

The College's administrative headquarters are located in Saratoga Springs, a historic community of 25,000 residents at the foot of the Adirondack Mountains, 30 miles from Albany, the state capital, and 180 miles from New York City. The College has eight major regional centers and more than 35 smaller units in New York State, as well as international offices in Israel, Cyprus, and Athens. Empire State is distinctive among adult and innovative institutions in its reliance on its own full- and part-time faculty.

Our new president must have an earned doctorate or its academic equivalent, significant leadership experience, a demonstrated commitment to lifelong learning for adults, and strong advocacy and fund raising skills. We seek someone who is comfortable working in a dispersed and highly collaborative environment, who will sustain the creativity of colleagues, who shares our commitment to innovation, and who has the practical disposition and background to make it all work. We invite candidates from academe and from other sectors as well.

For more information about the College and the presidential search, visit the Empire State College web site at www.esc.edu/presidentsearch or write to:

Mr. Richard Liebich
Chair, Presidential Search Committee
Empire State College
1 Union Avenue
Saratoga Springs, NY 12866-4390

Dr. Barbara E. Taylor of the Academic Search Consultation service in Washington, DC, is assisting with the search. Inquiries may also be directed to her at 202/263-7480 or via e-mail at bet@academic-search.org.

Empire State College is an equal opportunity employer and encourages the nominations and candidacy of women and persons of color.

THE UNIVERSITY OF NEBRASKA AT OMAHA

will recruit for positions in Accounting; Black Studies; Chemistry; Communications; Computer Science; Economics; English; Information Systems and Quantitative Analysis; Library; Political Science; Psychology; Spanish; Sociology; Telecommunications and others. Please see our web-site for more information;

http://www.unomaha.edu/aa/faculty.html

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD

FACULTY OPENING
COMPUTER SCIENCE

California State University, Bakersfield invites applications for an Assistant Professor tenure-track position. A doctorate in Computer Science or in a closely related discipline is required. Review of applications begins December 15, 1999 and will continue until the position is filled. Send letter of application, vita, copy of graduate transcripts, and three letters of recommendation to:

Dr. Thomas Meyer, Chair
Department of Computer Science
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1099

For more information telephone (661) 664-3082, FAX (661) 665-6960, or E-mail plampkins@csubak.edu

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TUFTS UNIVERSITY

Director of Career Services
Fletcher School of Law and Diplomacy

The Fletcher School, an internationally renown institution, seeks a focused, highly organized energetic professional and team player with excellent marketing/sales experience to lead their Career Services office. Excellent communication, planning and problem solving skills a must. Experience in the world of international affairs and in relationship building. Must successfully adapt presentation skills and focus to variety of audiences ranging from students to international corporations, non-profits and government agencies. Experience in a competitive, professional environment preferably a professional school career services office or a leading organization in private, public or non-profit sector. PC competent. Masters degree preferred. Successful candidate will plan, organize and administer comprehensive career services, including career/ internship placement assistance, to an undergraduate student population. *Job Code: M99-716SR*

Comprehensive benefits package; salary commensurate with experience. Please send two copies of cover letter, resume, and references to: ***Tufts University, Human Resources, 169 Holland St., Somerville, MA 02144. Visit our website at http://www.tufts.edu.*** *Tufts is an Affirmative Action/Equal Opportunity Employer and actively seeks candidates from diverse backgrounds.*

FRAMINGHAM STATE COLLEGE

ART AND MUSIC DEPARTMENT

Position: Full-time, tenure track position in ceramics studies to teach in the Department of Art, beginning in the spring semester, 2000.

Description: Teaching responsibilities include directing a ceramics program that includes introductory through advanced courses. In addition, the candidate must be able to periodically teach foundation-level courses in studio arts such as drawing and two-dimensional design. In all of these courses, the candidate must show he or she is capable of creating innovative ways of teaching a diverse group of students. This includes developing courses that offer a wide range of experiences that will help students explore traditional and non-traditional techniques and concepts.

Salary: Commensurate with experience.

Qualifications: MFA in ceramics; teaching experience preferred.

To apply, please send a current letter of interest, curriculum vitae, official transcripts, names and addresses of three references and slides of work, no later than December 3, 1999 to: **Professor John Anderson, Chair, Search Committee, Art and Music Department, Framingham State College, 100 State Street, Framingham, MA 01701**

Framingham State College is an affirmative action/equal opportunity employer which actively seeks to increase the diversity of its workforce. Applications from women, people of color and persons with disabilities are encouraged.

AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

FACULTY POSITIONS

Agnes Scott College is a highly selective, independent, liberal arts college for women in the Atlanta area with a current enrollment of 900 students and a student-teacher ratio of 9:1. Faculty salaries at all levels are in the top quintile of AAUP rankings for baccalaureate institutions. Support for faculty development is generous and includes a one-semester pre-tenure research leave at full pay. You are invited to browse our home page for further information on the departments, the positions and the College.

ART HISTORY

The Department of Art invites applications for a tenure track assistant professor position. Previous teaching experience is desirable. Teaching assignment will include Modern and Contemporary Art. Candidates should have the ability to teach 19th and 20th century art, contemporary theory, art criticism, and visual culture (photography, film studies, popular culture). Preference will be given to those who also have competence in a non-western area (African, Islamic, Pre-Columbian, Native American, Asian). Candidates should have a strong commitment to teaching from a cross-cultural and interdisciplinary perspective. In addition to teaching, the candidate may be called upon to curate one contemporary exhibition a year in the Dalton Fine Arts Gallery. Application deadline: January 15, 2000. Search chair: Dr. Donna Sadler, Chair, Department of Art.

ASTRONOMY

The Department of Physics and Astronomy invites applications for a tenure-track assistant professor position. We seek an observational astronomer with significant experience at optical wavelengths, and with primary research interest in planetary or solar system astronomy. Candidates should have a Ph.D. in physics, astrophysics, astronomy, or planetary science, as well as a strong commitment to teaching undergraduates and enthusiasm for engaging undergraduate students in research. Some startup funds will be available. Teaching duties will be assigned from the full range of undergraduate astronomy and physics courses. The College is presently engaged in a substantial renovation and expansion of its Bradley Observatory, located on campus. The observatory houses a 30 inch reflector, and after expansion will feature a 70-seat planetarium and a LIDAR facility. The successful candidate will assist in public nights at the observatory during the academic year, and in other outreach efforts. Application deadline: January 1, 2000. Search chair: Dr. Arthur Bowling, Department of Physics and Astronomy.

ECONOMICS

The Department of Economics invites applications for two tenure-track faculty positions at either the assistant or associate professor level. One position will focus on macroeconomics and applied macro courses; the other on microeconomics and applied micro courses. The qualifications and experience of the successful candidates will determine rank. In addition to teaching introductory economics and either macroeconomics or microeconomics, the teaching assignments will involve applied micro and macro courses including international trade, economic development, money and banking, environmental economics and the economics of race, class and gender. We will interview selected candidates at the ASSA meetings. Application deadline: December 15, 1999. Search chair: Dr. Rosemary T. Cunningham, Department of Economics.

ADELINE ARNOLD LORIDANS PROFESSOR OF FRENCH

The Department of Modern Foreign Languages and Literatures invites applications for an endowed chair, full professorship. The Ph.D. and a strong publication record in Medieval or Renaissance literature are required. The candidate will teach upper division courses in both periods and will participate in language instruction at all levels. Native or near native fluency in French is required. The successful candidate will be expected to play a strong leadership role in the department and in the College. We will interview at the MLA meeting in December. Application deadline: December 1, 1999. Search chair: Dr. Steven R. Guthrie, Loridans Professor Search Committee.

MATHEMATICS

The Department of Mathematics invites applications for a tenure-track assistant professor position. We seek someone who is well qualified to teach upper division courses in algebra and combinatorics, and who has both an interest in and experience with innovative teaching with technology. A background in computer science would be an asset. Department members are expected to teach a wide range of mathematics courses. Application deadline: November 30, 1999. Search chair: Dr. Myrtle Lewin (Search), Department of Mathematics at address below, or by E-mail to: mathsearch@agnesscott.edu.

MUSICOLOGIST

The Department of Music invites applications for a tenure-track assistant professor position. Previous teaching experience is desired. We seek a musicologist with a foundation in Western art music and a specialty in American music to teach courses to undergraduate students. Application deadline: January 15, 2000. Search chair: Dr. Theodore K. Mathews, Department of Music.

APPLICATION PROCESS

Unless otherwise noted in a specific listing:

- Positions begin August 2000.
- Candidates are expected to have completed the appropriate Ph.D. by July 1, 2000.
- Candidates for all positions are expected to have an ongoing program of scholarly work, to demonstrate evidence of excellent teaching, and to be willing to serve the department and the College during a period of growth.
- The teaching load in all departments is the equivalent of three courses per semester.
- To ensure full consideration, applications should be received by the stated deadline.
- Send letter of application, curriculum vitae, and names, addresses and telephone numbers of three professional references to search chair listed.

Founded in 1889 by Presbyterians, Agnes Scott College is committed to fostering cultural diversity and multicultural awareness in its faculty, staff, and students, and urges members of underrepresented groups to apply. An Equal Opportunity Employer

www. AgnesScott.edu

Dean, Worden School of Social Service

OLLU is a complex, comprehensive university offering degrees through the doctorate to over 3,500 students, with a reputation for excellence particularly in the areas of the sciences and human services. We are an independent Catholic, Hispanic serving institution located in San Antonio, with satellite programs in Houston and Dallas. We are proud of the emphasis we place on quality instruction.

The WSSS is the oldest school of social work in Texas. Fully accredited by CSWE, with 180 MSW and 145 BSW students and 15 full time and adjunct faculty, we have developed a direct practice curriculum stressing social and economic justice.

We are looking for applicants and nominees who possess:

- An innovative vision for professional education, including the role of technology and diversity practice.
- Academic leadership in a collegial style with strong support of faculty governance.
- Knowledge of current program development in social work and the challenges facing private higher education.
- Skill in developing new resources in support of student recruitment and persistence.
- An MSW and earned doctorate in Social Work or related field is required.

Reviews of materials begins immediately and continues until we fill this position. Please send letters, vitae, and names of references to:

Philip A. Hall, Chair, Dean Search Committee
C/o Office of the Provost
Our Lady of the Lake University
411 S.W. 24th Street
San Antonio, Texas 78207-4689

Information on OLLU, the Dean's position, and San Antonio appear at **http//www.ollusa.edu**. Inquires to Hall at **hallp@lake.ollusa.edu.** Fax (210) 431-4028.

OLLU is an AA/EOE institution and actively seeks and encourages applications and nominations from men and women of all races and ethnic backgrounds.

OUR LADY OF THE LAKE
UNIVERSITY

411 S.W. 24th Street - San Antonio, Texas - 78207-4689

The Hunter College Campus Schools (HCCS) which comprise the Hunter College High School (HCHS) and the Hunter College Elementary School (HCES), continues the search for a qualified candidate for the dual role of Director of the Hunter College Campus Schools and Principal of the Hunter College High School. The HCCS are one of the nation's oldest centers for educating the intellectually gifted and serve a student body that is racially, ethnically, and socioeconomically diverse.

Qualified individuals should have the educational background, experience and professional skills necessary to lead the HCCS towards an international reputation as laboratory schools/demonstration sites for the education of intellectually gifted students.

Appointment Date: 9/1/00.

TITLE RANK:
DIRECTOR/PRINCIPAL - HCCS/HCHS

Duties: The Director/Principal reports directly to and is supervised by the Dean of the Hunter College School of Education. The duties and responsibilities of the Director/Principal include personnel selection and supervision, curriculum development, and budget management for the high school; oversight of these activities for the elementary school; and supervision and evaluation of the principal of the elementary school.

Qualifications: Training and experience in school administration, knowledge of theories and practices in the education of intellectually gifted students, proven managerial ability, experience with school based management, skill in working with a variety of constituencies, skill in curriculum and staff development. SDS or SAS certification is required. An earned doctorate in a relevant field is preferred. Experience with the full range of Pre-K-12 education is preferred. Evidence of leadership in the education of students with diverse backgrounds and in curriculum and staff development that affirm diversity is preferred.

Salary Range: $74,773-$78,967 plus remuneration of $3,834-$13,231.

Send applications to:
Dr. Ellis I. Barowsky, Chair, Search Committee for the HCCS Director
Office of the Dean, School of Education
Hunter College, 695 Park Avenue, New York, NY 10021

Send letter of application, including the names, addresses and telephone numbers of at least three references. Applications will be accepted up to November 15, 1999.

HUNTER

Hunter College is an Equal Opportunity/Affirmative Action/IRCA/Americans with Disabilities Act Employer.

ASSISTANT/ASSOCIATE PROFESSOR - SOCIAL WORK
Tenure-Track

Springfield College School of Social Work, an accredited Master's of Social Work Program and a leader in MSW graduate education in New England and surrounding areas, invites applications and recommendations for a tenure-track faculty position in Advanced Generalist Practice, Assistant/Associate Professor. Current rank will be dependent on experience. Springfield College School of Social Work offers two options: a traditional full-time, two-year Weekday Program and a part-time three-year Weekend Program, responsive to the needs of working students. The School of Social Work offers a single concentration in Advanced Generalist Practice, preparing practitioners to work on the macro, social change; mezzo, administrative; and micro, clinical levels of intervention. Integral to these interventions is the Humanics philosophy of Springfield College; education of the whole person consisting of spirit, mind and body, preparing students for leadership in humanitarian service.

Faculty duties include teaching across the curriculum and Social Work Practice with Diverse Populations. Other duties include student advising and field faculty liaison assignments. An opportunity may be available to develop an elective in the faculty member's area of interest. The expected date of appointment is August, 2000.

Qualifications include MSW degree, a minimum of five years' post-MSW practice experience; earned Doctorate in Social Work or related field. Previous teaching and student supervision experience required. Established record of scholarship and community service preferred. Ability to work with multicultural student populations.

Please send current curriculum vitae including the names and phone numbers of three professional references to: Manager of Employment, Springfield College, 263 Alden Street, Springfield, MA 01109-3797. Application screening will begin immediately and continue until the position is filled.

Springfield
COLLEGE

Springfield College is an equal opportunity employer and educator.

UCLA

DEAN

SCHOOL OF PUBLIC HEALTH

Applications and nominations are invited for the position of Dean of the School of Public Health at UCLA, effective July 1, 2000. The Dean has responsibility for the academic and administrative operation of the School, which currently has 69 faculty positions and 580 students. The School grants MS, MPH, DrPH and PhD degrees, and administers an interdepartmental doctoral program in Environmental Science and Engineering, as well as a number of other joint degrees.

Acting under authority delegated by the Chancellor, the Dean participates in campus-wide planning and is responsible for supervision of the School's budget, allocation of resources, review of faculty, development and administration of academic and research programs, and direction of the School's professional relations. Candidates should have qualifications appropriate to the rank of full professor. Salary will be commensurate with background and experience.

For additional information, please go to: http://www.apo.ucla.edu/apoweb/dean-ph/

To be ensured full consideration, nominations and applications should be sent by November 26, 1999 to:

Public Health Dean Search Committee
c/o Ms. Rene Dennis
Office of the Chancellor
University of California
3109 Murphy Hall
Los Angeles, CA 90095-1407
Facsimile: (310) 206-9643
E-mail: rdennis@conet.ucla.edu

PLEASE VIEW THE POSITION DESCRIPTION AS WELL

UCLA IS AN EQUAL OPPORTUNITY EMPLOYER

R·I·T

FACULTY POSITION
DEPARTMENT OF PHYSICS
ROCHESTER INSTITUTE OF TECHNOLOGY

The Rochester Institute of Technology is primarily an undergraduate teaching institution with the Department of Physics offering a BS degree in physics. Research topics of current interest in the Department are thin films, magnetic materials, complex (colloidal/macromolecular) fluids, light/thermal neutron scattering spectroscopies, and observational astronomy. The Department maintains an observatory on campus that is used primarily for undergraduate astronomy courses and public outreach. The faculty of the Department also participate in the graduate programs in Imaging Science and Materials Science & Engineering. The Department of Physics invites applications for a tenure track position at the rank of Assistant Professor effective September 1, 2000. The minimum qualifications are a Ph.D. in physics, astronomy or a closely related field, a research focus compatible with the Department's current research topics, evidence of excellence in teaching lecture and laboratory courses in a US college or university, a commitment to sustained research involving both undergraduate and graduate students, and initiative in utilizing and/or developing alternative teaching methods. The ideal candidate will make significant contributions in one or more of the following areas in the upper-level physics curriculum: optical physics, computer interfacing, advanced experimental labs, electronics. Candidates should send a curriculum vitae and the names and phone numbers of at least three current references to **Chair, Search Committee, Department of Physics, Rochester Institute of Technology, 85 Lomb Memorial Drive, Rochester, NY 14623-5603.** Screening of applications will begin December 1, 1999, and continue until a pool of qualified candidates is identified. Descriptions of RIT and the Department of Physics are located at **http://www.rit.edu/~674www/.**

RIT is an equal opportunity, affirmative action employer; women and minorities are strongly encouraged to apply.

FOOTHILL

Dean, Fine Arts and Communications

Foothill College, located in Northern California, is a leader in community college education because of its superior classroom instruction, extracurricular activities and community outreach programs.

This administrative position will implement and facilitate the delivery of educational services to students in the Fine Arts & Communications Division. The Division offers Associate in Arts Degrees, certificates and transfer programs in studio art, art history, graphic design, photography and digital imaging, drama, film/television, theater technology, music, commercial music, communication careers, radio broadcasting, speech, and interactive/multimedia technologies.

First review date: November 19, 1999.

For application materials, contact:

Foothill-De Anza Community College District,
Employment Services,
(650) 949-6217,
employment@fhda.edu,
wwwfh.fhda.edu/district/hr/employment.html

Bates|College

Organic Chemistry

The Department of Chemistry at Bates College (www.bates.edu) a selective liberal arts college of 1,650 students, invites applications for a tenure-track position in Organic Chemistry at the assistant professor level, to begin in September of 2000. The teaching expectations include a two-semester organic chemistry course with laboratory and at least one additional course in an area of interest to the successful applicant. This position also supports our interdisciplinary programs in biological chemistry and neuroscience and provides opportunities to participate in other interdisciplinary programs as well. The applicant will be expected to develop a research program that will involve undergraduates. Major departmental equipment holdings for teaching and research include: 300 MHzNMR, EPR, FT-IR, ICP, GC-MS and UV-vis spectrometers, as well as HPLCs, ultracentrifuges, IBM work stations (with SPARTAN software) and a Nd. YAG-pumped dye laser. A Ph.D. is required; postdoctoral experience is desirable. Review of applications begins November 8, 1999, and will continue until the position is filled. Email inquiries may be directed to tlawson@bates.edu. Applicants should send a CV, undergraduate and graduate transcripts, brief statements of teaching philosophy and research interests, and three letters of recommendation to:

Professor T. Glen Lawson, Chair
Chemistry Search Committee
c/o Secretarial Services
Bates College
7 Lane Hall, 2 Andrews Road
Lewiston, ME 04274

Bates College values a diverse college community and seeks to assure equal opportunity through a continuing and effective Affirmative Action Program.

UTA

1895-1995

UNIVERSITY OF TEXAS AT ARLINGTON

ASSISTANT PROFESSOR OF SOCIOLOGY OR ANTHROPOLOGY

The Department of Sociology and Anthropology and the Center for Mexican American Studies at the University of Texas at Arlington invite applications for a tenure-track position as assistant professor of sociology or anthropology to begin September 2000. Applicant should have a Ph.D. or reasonable expectation of completion by August 2000. Applicants must possess scholarly strengths in some aspect of Latino/Hispanic society and culture in the United States. Ability to teach in a women's studies program is desirable. The preferred specialty for anthropology is linguistic anthropology (e.g., sociolinguistics and/or bilingualism); candidates with research and teaching experience in other areas of sociocultural anthropology will also be considered. Sociology specialties are open. Responsibilities include research and teaching in undergraduate and graduate programs of the Department of Sociology and Anthropology and the Center for Mexican American Studies.

UTA is a comprehensive, diverse, metropolitan university situated in the Dallas-Fort Worth metroplex, enrolling approximately 20,000 students. The University and the larger metropolitan community provide significant resources for scholars committed to Mexican American Studies. Anthropology and Sociology at UTA each offer a separate B.A. and M.A. degree.

Applicants must include: 1) Cover letter describing the applicant's research and providing evidence of teaching experience; 2) current curriculum vitae; 3) samples of written work; and 4) three letters of reference. Review of applications will begin 12-8-99 and continue until position is filled. Send applications to:

Professor Manuel Garcia y Griego, Search Committee Chair;
Center for Mexican American Studies; P.O. Box 19444;
University of Texas at Arlington; Arlington, Texas 76019-0444
Email: c2mas@uta.edu.

UTA is an EO/AA Employer

Education

City Colleges of Chicago

VICE PRESIDENT, ACADEMIC AFFAIRS & STUDENT DEVELOPMENT

The Vice President is the chief academic and student officer and reports directly to the President of Harold Washington College. Responsibilities include the development, coordination, staffing, evaluation and enhancement of academic and student development programs. The candidate will also oversee the management and development of instructional and planning activities as they relate to the college's diverse mission and goals.

The Vice President will manage the Deans of College Credit, Student Services and all department chairpersons. Also will make recommendations to the President for academic schedules, appointments to the faculty, promotions, tenure, leaves, and sabbaticals. Furthermore, our selection will promote scholastic achievement, innovative programs and faculty development, while assisting the leadership and on going development of the college.

To qualify, a Master's Degree supplemented by at least 5 years of diverse and successful academic administrative experience as a Vice President or Dean, or an equivalent combination of education and experience is required. A Doctorate degree with a record of working with regional as well as professional accrediting agencies is preferred. Must have the ability to work with a unionized faculty, staff and students.

Applications will be accepted until the position is filled.

For immediate consideration send your resume to: **Office of Human Resources, Harold Washington College, 30 E. Lake Street, Room 1123, Chicago, Illinois 60601.** Chicago residency is required within six months of hire. The City Colleges of Chicago is an equal opportunity/affirmative action employer.

ROWAN UNIVERSITY

Alumni Relations Assistant Coordinator

Rowan University seeks an energetic and creative individual to plan and execute events and programs targeted toward its recent graduates as well as general alumni work. Requirements: Excellent communications skills, outgoing manner, ability to handle multiple projects and work independently, ability to work some weekend and evening events including off-campus settings. Bachelor's degree. Rowan University degree desirable as are previous alumni work, staging of events and programs and good computer skills. Send letter of application, resume and the names and telephone numbers of four references to **Gene Lyman, Director of Development, 201 Mullica Hill Rd, Glassboro, NJ 08028 by November 2, 1999.**

LEADING THE WAY
GAINESVILLE COLLEGE

PSYCHOLOGY
FACULTY POSITION
(Tenure-track)

Tenure-track teaching position in Psychology at Gainesville College, a two-year unit of the University System of Georgia. See **www.gc.peachnet.edu** for a complete description and application process.

AA/EOE Institution

Massachusetts College
OF LIBERAL ARTS

FACULTY POSITION
ASSISTANT/ASSOCIATE PROFESSOR
EDUCATION DEPARTMENT

Massachusetts College of Liberal Arts invites applications for a tenure-track position as Assistant/Associate Professor in the Education Department. This department provides undergraduate, master's degree and teacher certification programs in Education. We are seeking a strong generalist who will teach courses at the graduate and undergraduate levels. Master's level courses include curriculum development and evaluation, research, reading and other courses within our certification areas. The undergraduate teaching certification program may include courses related to early childhood, literacy and practicum supervision. Qualifications include Ph.D. or Ed.D.; an academic background in reading, curriculum and/or early childhood; evidence of college and N-12 teaching experience; evidence of research and collaboration with colleagues and a willingness to work with other members of a small department. To apply, send letter of application, vita and three letters of reference to: **Massachusetts College of Liberal Arts, Human Resources Office, 375 Church Street, North Adams, MA 01247-4100.** Will accept applications until filled.

MCLA is an *Affirmative Action/Equal Opportunity Employer.*

Visit our web site at www.mcla.mass.edu

THE UNIVERSITY OF AKRON 1870

THE UNIVERSITY OF AKRON

The Office of Campus Diversity of The University of Akron seeks applicants for the following position:

COORDINATOR
GRADUATION SUPPORT SERVICES

This position reports to the Director of Outreach and Retention Services, which is a component of the Division of Access and Retention. The responsibilities include: Improve access, retention and graduation of all underrepresented students with a particular emphasis on Hispanic students; coordinate a transitions program; coordinate career planning initiatives and work with the Hispanic Steering Committee and The University of Akron on issues involving Hispanic students, staff and faculty. **QUALIFICATIONS:** A master's degree in student services, higher education or related fields; bilingual skills in Spanish and English. Multicultural experiences and familiarity with Hispanic/Latino communities. Program administrative skills working with underrepresented students. Knowledge of career planning and development. **SALARY:** $30,000. With excellent fringe benefits. **APPLICATION**: Send a letter of application and resume, include the names, addresses, and telephone numbers of three references to: **Dr. Janice D. Taylor, Search Chair, The University of Akron, Ohio 44325-1804** by Nov. 1, 1999.

Minorities and Women are strongly encouraged to apply. The University of Akron is an EEO/AA Institution.

OPENINGS FOR 2000-01

Loyola Marymount University is currently seeking applicants for the following faculty positions, which will be available in the Fall 2000
All positions listed are tenure track and at the Assistant Professor level. Salaries are competitive and commensurate with background and experience.

COLLEGE OF BUSINESS ADMINISTRATION

FINANCE/MANAGEMENT INFORMATION SYSTEMS (MIS). Teach introductory and advanced courses in computer information systems and technology at both the undergraduate and MBA levels. Prior teaching experience is highly desirable. Applicants are expected to have Ph.D. or equivalent in MIS, by Fall 2000, and must be able to demonstrate a strong potential for quality teaching and research. Additional information can be found at **http://www.lmu.edu/colleges/cba/depts/fincis/recruit/**. Send letter of application and curriculum vitae to: **Dr. Richard J. Perle, Chair, Department of Finance and Computer Information Systems, MC-8385. MARKETING.** Two positions available. Applicants must have a Ph.D. in Marketing, either in hand or near completion, and should be able to provide evidence of success and potential in teaching and research. Candidates with demonstrated ability to teach both undergraduate and MBA course in marketing research and advertising, and those with strong mathematical modeling skills will be given priority. LMU is committed to developing and maintaining an intercultural and diverse campus, and welcomes applications from any that would enhance that objective. Send curriculum vitae and reference letter to: **Dr. Renee Florsheim, Department of Marketing and Business Law, MC-8385** or e-mail: **rflorshe@lmumail.lmu.edu**. Positions will remain open until filled.

COLLEGE OF COMMUNICATION AND FINE ARTS

ART AND ART HISTORY. Department seeks excellent artist/teacher in the area of Multimedia. Teach undergraduate level courses, advise students, assist with University committee and departmental work. Professional research and creative work required. The successful candidate must have MFA or equivalent experience, three years college level teaching beyond Graduate Assistantship, ability to teach 2-D (Raster and Vector) Computer Graphics on Macintosh with an emphasis in Motion Graphics and/or 3-D, multidisciplinary orientation, secondary emphasis in Graphic Design, performance or installation. Send application letter, curriculum vitae, teaching philosophy, technical strengths, appropriate evidence of professional activity, i.e. slides, CD-ROM, or Sample Reel, include slides and/or examples of student work, three letters of recommendation and SASE to: **Fr. Michael Tang, Chair, Department of Art and Art History, MC-8346.** Deadline January 30, 2000. **DEPARTMENT OF COMMUNICATION ARTS:** Two positions available in **FILM/VIDEO PRODUCTION**. Each successful candidate must demonstrate technical expertise and ability to teach three classes each semester at both the undergraduate and graduate levels in at least three areas listed in each position in: **(1)** Non-linear Editing and Computer Graphics for Film and Video; Cinematography for Film and Video; Directing; Film and Video Production; Multi-Camera Television Production, **(2)** Cinematography and Lighting for Film and Video; Direction; Film Production; Video Production, and Audio Recording. Professional credits strong knowledge of traditional film and digital technologies necessary. All successful candidates must have professional credits, clear evidence of teaching experience at the university level, strong knowledge of traditional film and emerging digital technologies, M.F.A. degree or international equivalent, and must demonstrate continued creative work and/or scholarly research. Committee work and student advising are required for all positions. By January 14, 2000, (or until position is filed), send letter of application indicating which position you are interested in, areas of experience, curriculum vitae, graduate transcripts and the names, addresses and telephone numbers of at least three references to: **Professor Howard Lavick, Chair, Communication Arts Dept., MC-8230**. For additional department information visit **www.lmu.edu/colleges/cfa/comm/. COMMUNICATION STUDIES.** Two new positions available. **(1)** Rhetorical Theory and Criticism, secondary competence should include one or more of the following: research methods, communication and culture, public address, social movement, or feminist rhetoric. **(2)** Organizational Communication, secondary competence in one or more of the following: qualitative and/or quantitative research methods, or communication theory. All successful candidates must have a Ph.D. in relevant area/s and strong record of several years teaching excellence. Additional responsibilities may include teaching critical thinking or other basic courses. Department offers undergraduate major and minor and provides service courses to the University core curriculum. Undergraduate majors are expected to complete senior thesis after completing a three-semester theory sequence and a research methods course. By December 1, 1999, send letter of intent, curriculum vitae, and dossier (including three letters of recommendation and relevant transcripts) to: **Professor Barbara J. Busse, Acting Chair, Department of Communication Studies, MC-8230.**

COLLEGE OF LIBERAL ARTS

AFRICAN AMERICAN STUDIES. Ph.D. in African American Studies, Political Science, Diaspora Studies, Popular Culture or Urban Studies is preferred, although specialist in other social sciences and humanities will be considered. Candidates must complete Ph.D. by August 2000. Areas of responsibility include introduction to African American Studies, research methods, race relations and community studies. Candidates will also teach in American Cultures. Evidence of successful undergraduate teaching and a promising research program are essential. Send curriculum vitae, statement of teaching and research interest, sample of research, and three letters of reference to: **Dr. John A. Davis, Chair, Department of African American Studies, MC-8410** Review of applications will begin December 1, 1999. **ENGLISH.** Ph.D. in Composition Studies or Rhetoric. Successful undergraduate teaching experience, evidence of a research program required. Applicants should be committed to making a career of the study and teaching of writing. Experience in Writing Across the Curriculum important. Teaching responsibilities include Freshman English (writing and literature) and some advanced writing courses in rhetoric/composition and writing theory. Please send letter of interest, curriculum vitae, three reference letters and one-page statement of teaching philosophy to: **Dr. Linda Bannister, Chair, English Department, MC-8215**. Applications must be received by November 8, 1999. Will interview at MLA 99 in Chicago. **MODERN LANGUAGES.** Seeking specialist in Golden Age or Early Modern Peninsular Spanish Literature with particular interest in drama, gender studies, and/or minority literatures and cultures. Native or near-native fluency in Spanish essential; teaching upper division literature and all levels of Spanish language. Demonstrated excellence in teaching and research achievement or potential required; competency in communicative-approach, applied linguistics or CALL highly desirable; Ph.D. must be completed by August 2000. Send letter of application, curriculum vitae, three letters of reference and dossier along with a writing sample to: **Dr. Aine O'Healy, Chair, Search Committee, Department of Modern Languages, MC-8160;** materials should be postmarked by November 22, 1999. Interviews will be also be held at the MLA 99 in Chicago. **SOCIOLOGY**. Candidates must complete Ph.D. in Sociology by August 2000. Areas of teaching responsibility and research include deviance, criminal law and criminal justice; teach introduction to sociology. Ability to teach effectively at the undergraduate level is essential. Send curriculum vitae, statement of teaching and research interests, sample of research and three letters of reference to: **Dr. Loretta Morris, Chair, Department of Sociology, MC-8410.** Applications will be reviewed beginning November 15, 1999.

COLLEGE OF SCIENCE AND ENGINEERING

PHYSICS. Applicants are expected to have Ph.D. in physics and commitment to excellence in undergraduate teaching. Applicant should possess the technical skills necessary to participate in the development and modernization of undergraduate labs and plan to continue an active research program. Consideration will be given to research projects that can involve undergraduate student participant. Submit curriculum vitae and three references to: **Dr. John Bulman, Chair, Department of Physics, MC-8227.**

Applications, curriculum vitaes, evidence of scholarly and/or professional activity or teaching effectiveness, letters of recommendation, or requests for more information should be sent to:

(Person and Department indicated)
Loyola Marymount University
7900 Loyola Boulevard
Los Angeles, California 90045-8316
MC-0000 (as indicated)

Special emphasis is placed on teaching effectiveness, scholarly achievement, and service to the University for purposes of reappointment, tenure and promotion consideration. LMU offers faculty-housing assistance. Women and Minorities are strongly encouraged to apply.

Loyola Marymount University, established in 1911, is the only private Catholic University in metropolitan Los Angeles. Over 6,000 students are enrolled in the colleges of Liberal Arts, Business Administration, Science and Engineering, Communication and Fine Arts, and the Law School. The University invites candidates who desire to participate in a mission based on the Jesuit and Marymount traditions of higher education.

Loyola Marymount University is an Equal Opportunity, Affirmative Action Employer

LOYOLA MARYMOUNT
UNIVERSITY

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

Faculty Positions Available - September 2000

Stockton College, located 12 miles west of Atlantic City, is surrounded by 1600 acres of southeastern New Jersey Pinelands. It is a four-year undergraduate institution and has received national recognition for its distinctive academic programs and interdisciplinary approach to learning. Stockton's diverse faculty and student body combine a spirit of innovation with a sense of tradition for academic excellence.

Candidates for Associate Professor ($45,555-$52,391) must hold a terminal degree and have considerable experience. Candidates for Assistant Professor ($37,477-$43,100) must hold a terminal degree. Candidates for Instructor ($30,831, $35,454) must hold a Master's degree and have an ABD status and be in the latter stages of their dissertation. Salaries may be higher depending on qualifications, experience and increases in the appropriately established compensation plan.

Teaching load is 12 credit hours per semester (4 credit courses, 2 credit labs). Additional duties as expected under collective bargaining agreement, including an expectation of ongoing scholarly activity. All faculty are expected to teach general studies courses.

ARTS AND HUMANITIES

COMMUNICATION STUDIES, Asst. Prof., Tenure Track. Teach courses in video production, advertising, media studies, media writing and other related courses. Terminal degree required, College-level teaching and professional experience in media industry preferred.

INDIAN OCEAN/SOUTH ASIAN HISTORY, Asst. Prof., Tenure Track. Teach undergraduate courses in migration (covering the South Asian diaspora), religion (especially Islam) and gender. Ph.D. required, College-level teaching preferred.

For positions in Arts and Humanities, send letter of application, indicating position applied for, with CV, statement of teaching philosophy, and three letters of recommendation to **Dr. Kenneth Dollarhide, Dean of Arts and Humanities.**

GENERAL STUDIES

QUANTITATIVE REASONING ACROSS THE DISCIPLINES, Asst. Prof. of Developmental Mathematics, Tenure Track. To join the core faculty guiding an innovative, college-wide program. Qualifications required: Ph.D. in relevant area, evidence of experience with innovative math teaching at various levels, including basic skills, and experience in an interdisciplinary academic environment.

For positions in General Studies, send letter of application, indicating position applied for, resume and three reference letters to **Dr. G. Jan Colijn, Dean of General Studies.**

NATURAL SCIENCES AND MATHEMATICS

ENVIRONMENTAL/ANALYTICAL CHEMISTRY, Asst. Prof., Tenure Track. Teach courses in environmental chemistry and instrumental analysis; an interest in instrumentation and its applications to the environment preferred; work with faculty in Environmental Studies to implement a curriculum in environmental chemistry. Also teach introductory chemistry lectures and labs, and sponsor student research projects. Successful applicants for this position should have a strong commitment to undergraduate education.

ORGANIC CHEMISTRY, Asst. Prof., Tenure Track. Teach introductory and advanced organic chemistry with research interests in biochemistry or environmental chemistry. Also teach introductory chemistry courses and labs, and sponsor research projects. Successful applicants for this position should have a strong commitment to undergraduate education.

For positions in Natural Sciences and Mathematics, send application letter, indicating position applied for, resume, three letters of recommendation and documentation of doctorate to **Dr. Lynn Stiles, Dean of Natural Sciences and Mathematics.**

PROFESSIONAL STUDIES

COMPUTER SCIENCES AND INFORMATION SYSTEMS, Inst./Asst./Assoc. Prof., Tenure Track. Teaching includes a broad range of undergraduate courses in Computer Science and Information Systems. Successful applicant should be able to teach in at least two of the following areas: Systems Analysis, COBOL, Computer Graphics, Networking, Computer Architecture, Introduction to Microcomputer Applications. The successful candidate is expected to be an excellent teacher and to be engaged in scholarly activity.

For positions in Professional Studies, send letter of application, indicating position applied for, resume and three letters of reference to **Dr. Dee Henderson, Dean of Professional Studies.**

SOCIAL AND BEHAVIORAL SCIENCES

CRIMINAL JUSTICE, Asst. Prof., Tenure Track. Ph.D. in criminal justice or related field to teach undergraduate criminal justice courses and to teach in a proposed criminal justice masters program. Successful candidate will have a strong background in statistics and be able to teach courses in criminal justice specialties.

SOCIAL WORK, Asst. Prof., Tenure Track (2 positions) **POSITION 1:** M.S.W. with a minimum of two years post M.S.W. professional experience required, doctorate and teaching experience preferred. Candidate should possess a thorough knowledge of, and the ability to teach generalist practice. They should be computer literate with a strong base of experience in direct practice. Teaching responsibilities include HBSE, Social Work practice courses, research methods, and social policy.

POSITION 2: M.S.W. with a minimum of two years practice experience required, Ph.D./DSW preferred. Spanish facility required and candidates should possess a thorough knowledge of, and ability to teach generalist practice, including ethnic and minority relations, with expertise with one or more historically oppressed groups. Duties include the development of outreach programs with relevant community organizations.

For positions in Social and Behavioral Sciences, send letter of application, indicating position applied for, resume, documentation of completion of degree or expected date of completion, and three letters of reference to **William C. Jaynes, IV, Dean, Social and Behavioral Sciences.**

SCREENING BEGINS: NOVEMBER 19, 1999, and will continue until positions are filled.

Apply to appropriate dean at
The Richard Stockton
College of New Jersey
AA51, PO Box 195
Pomona, NJ 08240

Stockton is an AA/EOE. Women and Minorities are encouraged to apply. R001749

San José State
UNIVERSITY

PSYCHOLOGY: Fall 2000

Industrial/Organizational Psychology

ASSISTANT or ASSOCIATE PROFESSOR Tenure track position beginning Fall, 2000. Requirements: Ph.D. in I/O psychology or closely related field; evidence of teaching excellence and demonstrated research potential; awareness of and sensitivity to the educational goals of a multicultural population. We seek an active scholar-teacher who will maintain an active research program generating interest and enthusiasm among our students. Expertise in one or more of the following areas is preferred: organizational development, organizational behavior, management psychology, leadership, team building, and personality assessment. Responsibilities include developing and teaching undergraduate and masters level courses in I/O psychology and one or more of the following content areas: social, personality, research methods, statistics; developing and maintaining an active research program; supervising graduate student internships and theses. Opportunities exist to develop contacts for applied research and consulting. Send application letter, vita, and three letters of recommendation to: **I/O Recruitment Committee (PVIN FS 00-023), Department of Psychology (DMH 157), San Jose State University, San Jose, CA 95192-0120.** Review of applicants begins **January 1, 2000** and will continue until the position is filled. SJSU is an Equal Opportunity Employer.

CORNELL
UNIVERSITY

POSITION OPENING FINANCE

ASSISTANT, ASSOCIATE OR FULL PROFESSOR OF FINANCE

The Johnson School is looking for qualified individuals for positions in our Finance Group. Applications from all areas of finance are encouraged. Responsibilities of the position include teaching basic and advanced courses in finance at the Master's and Doctoral level; research in area(s) of expertise and interest; supervision of doctoral candidates; and interdisciplinary contribution to the research and teaching of other faculty members. Applicants must have completed a doctorate or be at the dissertation stage of a doctoral program. Applications should include a vita, together with a dissertation proposal or abstract, copies of research papers, and any other supporting material.

Direct inquires to:
Professor Roni Michaely
S.C. Johnson Graduate School of Management
431 Sage Hall
Cornell University
Ithaca, NY 14853-6201

Cornell University is an Affirmative Action/Equal Opportunity Employer.

ESL INSTRUCTOR/ ADMINISTRATOR

St. John's University, one of the largest Catholic universities in the U.S. is seeking a full-time English Language Specialist in its Institute of ESL. (12 month position, 35 hours per week). Responsibilities for the successful candidate include teaching 14 hours per week, test coordination, administration, curriculum development and student advisement. Master's in TESOL, at least three years teaching experience in a U.S. academic ESL Program, plus administrative and assessment experience required. Computer software experience helpful.

ST. JOHN'S UNIVERSITY
FOUNDED 1870

Send resume and cover letter
by Nov. 1 to:
Glayol Ekbatani
Institute of ESL
St. John's University
8000 Utopia Parkway
Jamaica, NY 11439

St. John's is an equal opportunity employer and encourages applications from women and minorities.

IOWA STATE UNIVERSITY

Where you can become your best.

Associate Director of Governmental Relations
Assistant Director of Governmental Relations

Iowa State University invites applications and nominations for two positions in its Office of Governmental Relations which reports to the president.

Iowa State University is a comprehensive, land-grant university located in Ames, a community of 50,000 people known for its exceptional quality of life. Iowa State has 26,000 students, 1,600 faculty members, and an annual budget of approximately $750 million. The university offers undergraduate, graduate, and professional degrees through its nine colleges. Iowa State is a Carnegie Foundation Research 1 university and one of only 35 public members of the Association of American Universities. Iowa State is nationally ranked for its financial support from alumni and friends and is in the final year of a $450 million capital campaign. For more information about Iowa State, visit its Web site at www.iastate.edu

Associate Director of Governmental Relations

This position represents the State Board of Regents and Iowa State University as a legislative liaison to the Iowa General Assembly; communicates information concerning the mission, goals, programs, and needs of Iowa State University; advocates institutional objectives approved by the Board; and works with college administrators in developing and communicating legislative requests. The successful applicant will have excellent communications skills, a bachelor's degree, and five yearsí experience in legislative/governmental affairs or related field. An advanced degree with familiarity in public higher education is preferred. Salary will be commensurate with education and experience.

Assistant Director of Governmental Relations

This position reports to the director of governmental relations and coordinates federal activities with the associate director of governmental relations. The successful candidate assists the colleges in identifying federal funding opportunities; assists in the formulation of university priorities and develops data to articulate those policies; communicates with the university community about federal initiatives; develops and maintains informational newsletters, Web sites, and other communications; assists in coordinating university visits by appointed and elected officials; and assists in legislative liaison efforts at the state and federal level. The successful candidate will have excellent communications skills, a bachelor's degree, and three years' experience working in the federal government and higher education environment. An advanced degree with knowledge of federal fiscal practices and processes is preferred. Salary will be commensurate with education and experience.

Nominations and applications for both positions will be accepted until they are filled. The search committees will begin their review about November 12, 1999. For either position, send letter of application; résumé; and names, addresses, and telephone numbers of three references to: **Dr. Walter H. Gmelch, Chair, Associate Director of Governmental Relations Search Committee, Office of the President, Iowa State University, 117 Beardshear Hall, Ames, Iowa 50011 OR to: Dr. Walter H. Gmelch, Chair, Assistant Director of Governmental Relations Search Committee, Office of the President, Iowa State University, 117 Beardshear Hall, Ames, Iowa 50011.**

Iowa State University is an equal opportunity/affirmative action employer and encourages nominations of, and applications from, women and minority candidates.

SARAH LAWRENCE COLLEGE

BIOLOGY

Sarah Lawrence College, a coeducational liberal arts college dedicated to individualized education, is recruiting a broadly trained biologist with a specialty in genetics/molecular biology for a tenure-track position beginning August 1, 2000. Successful candidates also should demonstrate an ability to teach other undergraduate courses, depending on their background and interests, such as anatomy and physiology, microbiology, nutrition, and biotechnology. Courses are offered from the general liberal arts level to the intermediate/advanced biology level. An interest in working closely with students on an individual basis is essential. Ph.D. and teaching experience is required. Please send resume, copy of graduate transcript, teaching philosophy, two sample course descriptions and three letters of recommendation to: **Dr. Leah Olson, Sarah Lawrence College, Bronxville, NY 10708.** Deadline for receipt is December 1, 1999. An equal opportunity employer. Sarah Lawrence College encourages applications from minorities and women.

HARTFORD SEMINARY
PRESIDENT

Founded in 1834, Hartford Seminary's mission is to support faithful living in a multi-faith environment. It offers the M.A. degree, the Doctor of Ministry degree and certificates in Black and Hispanic Ministry and Women's Leadership. It has internationally recognized centers for social and religious research, and Islamic studies and Christian-Muslim relations, and publishes The Muslim World, the oldest scholarly journal on Islam in the English speaking world. The Seminary has an endowment of more than $30 million and a longstanding balanced budget. Hartford Seminary is located in Hartford, Connecticut, midway between New York and Boston. The Greater Hartford area provides among the most desirable and affordable living spaces in the country.

The next president should be a person of theological, academic or other relevant professional distinction, with a meaningful faith commitment. The person should be prominent in his or her profession, with demonstrated ability to lead the Seminary in raising its national and international profile. The next president should have experience in interfaith or inter-group relations and be able to work effectively with the Seminary's diverse constituencies. The successful candidate should have significant and relevant leadership experience, effective communication skills and proven skills in fundraising from diverse sources. Interest and experience in distance learning is desirable.

The Presidential Search Committee will begin to review candidates in November, 1999 and continue until an appointment is made. Nominations and expressions of interest will be treated with confidence and should be sent to:

Martin L. Budd, Chair
Presidential Search Committee
c/o Day, Berry & Howard LLP
One Canterbury Green
Stamford, CT 06901

Dr. Patricia T. van der Vorm of Academic Search Consultation Service is assisting the Search Committee and inquiries may be made of her at (202) 263-7473 or via e-mail at ptv@academic-search.org.

An Affirmative Action, Equal Opportunity Employer,
the Seminary especially encourages applications from women and minority candidates.

CARLETON COLLEGE

Tenure-Track Positions Open for Fall 2000

Art and Art History

Sculptor. We seek a person with the ability to oversee the sculpture facility and well-equipped woodworking studio. Teaching duties include four 3-D classes (sculpture, advanced sculpture, woodworking, 3-D design), junior seminar, possible other specialty. MFA with teaching experience required. Send letter of application, vita, 20 slides of own work, 10-20 slides of student work, list of references and SASE to Fred Hagstrom, Chair, Department of Art and Art History. **Application deadline is January 14, 2000.**

History

South Asian History. We seek a person with broad teaching and research interests and a strong commitment to undergraduate teaching in a liberal arts environment. Candidates with specialization in any era of South Asian history are welcome. We especially welcome applications from candidates whose work places South Asia in a broader thematic or geographic context (e.g., comparative imperialism, the formation of ethnic and national identities, the Indian Ocean world, or Southeast Asia). This appointment involves some joint responsibilities in Asian Studies, an interdisciplinary program. Some teaching experience is desirable. Send letter of application, c.v., one or two sample syllabi (if possible), three recent letters of reference and graduate transcripts to Professor Adeeb Khalid, Department of History. **Application deadline: November 15, 1999**.

Mathematics and Computer Science

Statistics and Computer Science. This department has two position openings ñ one in Statistics and one in Computer Science. The department has 12 full-time members (five of whom teach Computer Science) and a full-time computer technician. In 1993, the department moved into a new building with excellent facilities for learning and teaching. Department computing resources include four teaching laboratories equipped with Pentium II PC's and SGI graphics workstations; operating systems include Linux, Windows 95 and Irix and statistical packages used in undergraduate courses include SPSS and Minitab. Evidence of teaching excellence is essential. Research and other scholarly activity is encouraged and supported. The successful Statistics candidate should take on a leadership role in the statistics program and make her/himself available to faculty members in a variety of departments for consultation on statistical matters. Send letter of application, graduate transcript, resume, a concise statement about working in an undergraduate liberal arts environment, and three letters of recommendation to CS Search Committee or Statistics Search Committee, Department of Mathematics and Computer Science. At least one recommendation letter should specifically address teaching experience. **Review of applications begins January 3, 2000.**

Political Science

Political Theory. We seek a theorist who can teach ancient, modern and post-modern political philosophy. Must be able to teach our introductory political theory course. Expertise in continental thought is particularly desirable. Send cover letter describing teaching and research interests, vitae, writing samples and reference letters to S. Schier, Chair, Department of Political Science. **Application deadline is November 1, 1999.**

Religion

American Religions. We seek a specialist in American religions who (a) is committed to excellence in teaching and research, (b) has primary training in American religions and, ideally, secondary training in another discipline, e.g., history, social science, (c) is comfortable teaching the religions of both "mainline" and traditionally marginalized groups, (d) has a strong interest in methodological and comparative issues, and (e) is willing to work within one or more interdisciplinary programs, e.g., *African/African American Studies*, American Studies, Latin American Studies and/or Women's Studies. Teaching duties include introductory and intermediate courses in American religions, an introduction to the study of religion, and seminars for majors. Send c.v., transcripts and at least three letters of reference to Richard Crouter, Chair, Department of Religion. Interviews will be held at the Boston AAR meeting. **Application deadline is October 31, 1999.**

Sociology and Anthropology

Sociologist. We seek someone with broad teaching and research interests in one or more of the following areas: (1) marriage and the family; (2) law, criminology and deviance; (3) institutions and organizations; (4) race and ethnicity. We also seek cross-cultural and/or multicultural competencies, particularly in East Asia, Europe, African-American or Latino Studies. Teaching responsibilities lie primarily in research specialties, with some coverage of introductory sociology expected. Send cover letter describing teaching and research interests, vitae, sample preprints or reprints and three reference letters to James Fisher, Chair, Department of Sociology and Anthropology. **Application deadline is January 5, 2000.**

General Information for all openings: All positions at Assistant Professor level (with Ph.D or terminal degree by time of appointment). In extraordinary cases higher rank will be considered. Carleton is a highly selective liberal arts college with 1800 undergraduates located 45 miles south of Minneapolis and St. Paul. The Carleton calendar includes three 10-week terms and the standard teaching load is six courses, although first-year faculty teach five.

Carleton College is an affirmative action/equal opportunity employer.
Women and minorities strongly encouraged to apply.

Carleton College, One North College Street, Northfield, MN 55057

For additional information, visit Carleton's website at **http://www.carleton.edu/**

RHODE ISLAND SCHOOL OF DESIGN

ASSISTANT PROFESSOR
DEPARTMENT OF ART & ARCHITECTURAL HISTORY
HISTORY OF CONTEMPORARY ART AND VISUAL CULTURE

Salary and benefits competitive; September 2000. Proven accomplishment in histories and theories of contemporary art, including film/video or other time-based media. Teach intro. to art history and electives in field. Interest in collaborative projects with Museum of Art. Ph.D. or equivalent experience. Demonstrated teaching ability and publications. Send letter of application, CV, copies of most recent publications (with SASE if these are to be returned), and names of 3 references February 1, 2000 to: **Ms. Elsie Cimorelli, Secretary, Contemporary Art Historian Search, Office of Academic Affairs, Rhode Island School of Design, Two College Street, Providence, RI 02903-2784**

ASSISTANT PROFESSOR
DEPARTMENT OF ART & ARCHITECTURAL HISTORY
ART HISTORIAN

Salary and benefits competitive; fall 2000. Proven accomplishment in the histories and theories of one of the following: Asian art or Northern or Sub-Saharan African art (including if appropriate, related colonial, post-colonial, and diaspora studies.). Teach intro. to art history and electives in area of expertise. Ph.D., demonstrated teaching ability, and record of scholarship. Send letter of application, CV, copies of most recent publications (include SASE if these are to be returned), and names of three references by February 1, 2000 to: **Ms. Elsie Cimorelli, Secretary, Art Historian Position Search, Office of Academic Affairs, Rhode Island School of Design, Two College Street, Providence, RI 02903-2784**

RISD is an equal opportunity employer which encourages inquiries and applications from female and minority candidates. RISD does not discriminate on the basis of race, color, age, sex, religion, national or ethnic origin, sexual orientation or disability.

PENN

UNIVERSITY of PENNSYLVANIA

Project Director
Ronald E. McNair
Postbaccalaureate Achievement Program

The University of Pennsylvania seeks a Project Director to implement its new federally- funded McNair Program. Serving low-income, first-generation, and underrepresented minority undergraduate students, the program is designed to motivate and assist them to prepare for and enroll in a Ph.D. program with special emphasis on the humanities and social sciences.

The Project Director will recruit & supervise McNair staff (graduate student assistants and part-time support staff); plan & implement student recruitment; develop individualized academic plans, monitor progress and make referrals to auxiliary support services. The Project Director will identify faculty participants; monitor student placement and faculty-student contact; organize workshops and guide students through the graduate admissions process; plan trips to conferences and graduate schools; develop databases and maintain program documentation. Also responsible for budget and grants management, including reporting and ensuring university and federal compliance. This individual will serve as a liaison with the Department of Education; attend DOE sponsored conferences and workshops, and maintain contact with external organizations and University programs with related missions to synergize McNair Program-related activities. This position has a dual reporting line to the Director of Academic Support Programs and Assistant Vice Provost for Graduate Studies.

Ben Franklin's University

Qualifications: Ph.D. preferred or minimum of two years of doctoral study, preferably ABD. Minimum of 3-5 years administration experience, preferably in higher education. Successful candidate must have demonstrated commitment to working with students of color and TRIO-eligible students. Strong leadership, organizational, communication, budget and information management skills essential. Interested candidates should submit resumes to: **Patricia Ravenell, Executive Assistant to the Vice Provost, University of Pennsylvania, 3611 Locust Walk, Philadelphia, PA 19104-6222.** The University of Pennsylvania is an equal opportunity, Affirmative Action Employer

EMPLOYMENT OPPORTUNITIES

THE UNIVERSITY OF TEXAS AT BROWNSVILLE
and
TEXAS SOUTHMOST COLLEGE

Dean of Health Sciences

The University of Texas at Brownsville and Texas Southmost College is seeking a dean for the School of Health Sciences due to the impending retirement of our present dean.

The School of Health Sciences has 33 full-time faculty and seven staff members involved in various accredited programs. The School consists of the departments of Nursing and of Allied Health with associate degrees and a BSN. The School is just beginning to develop a graduate program in nursing. Responsibilities of the position include academic leadership of the School, specifically academic planning, program enhancement, service learning, maintanance of accreditations, faculty recruitment and development, student management, alumni relations, fund-raising, and resource allocation. The Dean reports to the Provost.

Qualifications include an earned doctorate and credentials for appointment at the rank of Professor in one of the disciplines represented within the School. The candidate must have successful administrative experience in higher education, demonstrated excellence in leadership, a commitment to diversity, and the ability to foster collaboration with various internal and external constituents of the School.

Dean of Liberal Arts

The University of Texas at Brownsville and Texas Southmost College is seeking a Dean for the College of Liberal Arts.

The College of Liberal Arts has 76 full-time faculty and eight staff members in the departments of Behavioral Sciences, Criminal Justice, English & Speech, Fine Arts, Government, History, and Modern Languages. Responsibilities of the position include academic leadership of the College, including academic assessment, program planning and development, faculty recruitment and development, fund-raising, and resource allocation. The Dean reports to the Provost.

Qualifications include an earned doctorate and credentials for appointment at the rank of Professor in one of the disciplines represented within the College. The candidate must have successful administrative experience in higher education, including assessment and working in collaboration with teacher preparation programs; demonstrated excellence in leadership; a demonstrated commitment to diversity; and an ability to collaborate with other academic and student support units.

Applications should include a letter of application addressing the qualifications, a position paper on academic leadership, curriculum vitae, unofficial transcripts, and three letters of reference. Review of applications will begin December 1, and continue until the positions are filled. Send applications to:

UTB
TSC

Human Resources
The University of Texas at Brownsville
and Texas Southmost College
80 Fort Brown
Brownsville, Texas 78520
1-800-544-8208 / (956) 544-8205 / Fax (956) 982-0175
For more information, visit our web site at: http://www.utb.edu

UTB/TSC does not discriminate on the basis of sex, race, color, religion, national origin, disability, age or veteran status.
Women and minorities are encouraged to apply. UTB/TSC is a "Smoke-Free" Institution.

WAYNE STATE COLLEGE
ENGLISH LITERATURE

Tenure-track position beginning August 2000. **REQUIREMENTS:** Ph.D. required. Candidate with a strong background in philosophy, particularly ethics, preferred. **RESPONSIBILITIES:** Teach American literature as well as general education composition and literature courses. **RANK/SALARY:** Commensurate with qualifications and teaching experience. **LOCATION:** Wayne State College is located in Wayne, a city of approximately 5,100 in northeast Nebraska. In recent years, FTE enrollment has increased by 55%, bringing the student population to 4,000. The college is a focal point and catalyst in northeast Nebraska, not only for education but also for community and economic development, the arts, and cultural activity. Library automation and a campus-wide computer network link faculty to each other and to colleagues across the nation. **DEADLINE:** Applications will be reviewed upon receipt and position will remain open until filled. **APPLICATION:** Send letter of application; curriculum vita; and names, addresses and telephone numbers of three references to: **English Literature Search, c/o Interim Vice President for Academic Affairs, Wayne State College, 1111 Main St., Wayne, NE 68787.**

Minorities are encouraged to apply. Wayne State is an Equal Opportunity Affirmative Action Employer.

CORNELL
UNIVERSITY

TENURE-TRACK POSITION

ORGANIZATIONAL BEHAVIOR

Responsible for teaching courses in management and organizational behavior at the Master's level; research in area(s) of expertise and interests; supervision of doctoral candidates; and interdisciplinary contribution to the research and teaching of other faculty members. Candidates at all levels will be considered. Direct inquiries to: **Professor Elizabeth A. Mannix, S.C. Johnson Graduate School of Management, 452 Sage Hall, Cornell University, Ithaca, NY 14853-6201.** Applications should include a vita, copies of recent research papers, course syllabi and teaching evaluations (if applicable), and three letters of recommendation.

An Affirmative Action/Equal Opportunity Employer

R·I·T

Assistant Professor Position

The Department of Biological Sciences, Rochester Institute of Technology, seeks an animal physiologist to fill a full-time, tenure-track position. A Ph.D. is required; demonstrated teaching and post-doctoral experiences are desirable. The successful candidate will be expected to teach physiology and anatomy, to participate in the first-year general physiology course, and to develop courses in area of interest. Research in specialty area is expected. We are a growing department with 12 faculty and 400 majors in two undergraduate degree programs (biology and biotechnology). The position is available September 1, 2000; closing date for applications is January 31, 2000. Submit curriculum vitae and arrange to have three letters of reference sent to:

Chair, Search Committee
Department of Biological Sciences
Rochester Institute of Technology
85 Lomb Memorial Drive
Rochester, NY 14623-5603

RIT is an Equal Opportunity/Affirmative Action Employer, and especially encourages applications from persons able to contribute in a meaningful way to the Institute's commitment to diversity and pluralism.

ONONDAGA COMMUNITY COLLEGE

REGISTRAR

Onondaga Community College invites applications for the full-time, twelve-month position of Registrar. A member of the Enrollment Management/Student Success Services team, the Registrar will manage the complete registration process, supervise the creation, maintenance and certification of academic records, prepare all course schedules and certify degrees and certificates. The candidate will have strong written and verbal communications skills, knowledge of computerized registration and records software (Datatel Colleague® preferred); strong supervisory skills and an ability to complete multiple tasks in a fast-paced environment.

MINIMUM QUALIFICATIONS: Bachelor's degree plus demonstrated supervisory experience in a records and registration office, or equivalent combination of education and experience.

SALARY: Commensurate with education and experience.

DEADLINE FOR APPLICATIONS: Application review begins November 10, 1999 and continues until the position is filled.

TO APPLY: Submit a current resume covered by a letter of application together with the names, addresses, and telephone numbers of three (3) references to: **Office of Human Resources, Room 114 Service and Maintenance Building, Onondaga Community College, 4941 Onondaga Road, Syracuse, NY 13215-2099 (attn: Registrar search).**

OCC is an Affirmative Action/Equal Opportunity employer. Women, people of color, individuals with a disability, veterans, and other protected class members are urged to apply.

UNIVERSITY OF CINCINNATI

DIRECTOR, STUDENT ORGANIZATIONS AND ACTIVITIES

(99PV0061) The University of Cincinnati is a state-supported Research Institution located in southwest Ohio. UC is one of the most architecturally dynamic campuses in America today.

This position is responsible for the overall supervision and administration of the Student Organizations and Activities Office including professional and student support staff and an operating budget of $1,132,000. Programs include leadership training, Greek Advising, student activities, community service and service learning, diversity programming, and the oversight of Student Government operations and program planning. This position is a key member of the Student Life management team and will work closely with students, faculty and other staff to develop a comprehensive student activities program. This position will also play an instrumental role in a major capital effort to renovate an existing university center and build a new recreation complex.

Min. Quals.: Masters degree ((PhD preferred) in higher education or related field, 5 yrs. professional involvement in student life programming and 3 yrs. supervisory experience. The ideal candidate should possess skills in programming, student advising, leadership development, diversity training, assessment/evaluation, budgeting and resolving conflict. The candidate should also have professional experiences working in a large, comprehensive university with diverse student populations, faculty and community stakeholders.

Resumes accepted until filled. Send resume (noting control #99PV0061) and the names, addresses and phone numbers of 3 references to: Dr. Mauricio Gonzalez, University of Cincinnati, PO Box 210193, Cincinnati OH 45221-0193.

The University of Cincinnati is an affirmative action/equal opportunity employer. Women, minorities, disabled persons, Vietnam-era and disabled veterans are encouraged to apply.
UC is a smoke-free environment

UC

Aims

Executive Vice President

Aims Community College
Greeley, Colorado

Aims Community College invites applications for the position of Executive Vice President. The individual will report directly to the President. General responsibilities include coordination of College-wide policies, procedures, systems, committees and activities that lead the institution through shared decision making, quality improvement and recognition of success.

The College

Aims is a comprehensive local district community college in Greeley, Colorado, 45 miles north of metropolitan Denver. The three-campus college serves 14,000 students annually (4,000 FTE) in a service area that includes a population base of 300,000-plus residents.

Specific Duties

Within established mission and vision statements, responding to directives of the President including implementation and development of special projects o Supervising the areas of human resources, information technology systems, institutional planning and research, two campus deans and grants program • Coordinating academic and student affairs programs and services • Coordinating and directing staff development programs • Directing and implementing the College's strategic planning process and linking it to the budget planning process • Coordinating and developing comprehensive internal evaluation plans • Responsible for compliance with all federal and state regulations • Coordinating all college committees/task forces • Maintaining and coordinating college-wide policies and procedures • Assisting the President in determination of appropriate compensation practices for the College's employees • Serve as the administrator in charge of the College in the absence of the President.

Criteria

Understanding of and commitment to the mission of the comprehensive community college in a local control district • Earned doctorate from an accredited institution preferred • Administrative leadership in a community college • Full-time community college teaching preferred • Leadership experience demonstrating a strong decision-making style that is based on collaborative relationships, team building, and experience with shared decision-making • Demonstrated management skills in entrepreneurial activities, human resources, financial management/allocation of resources, strategic planning, team building and conflict resolution • Evidence of effective working relationships with local, state and federal agencies, other colleges and faculty and staff • Successful record of innovative education and management practices and a willingness to assume considered risks • Demonstrated concern for student needs and for open communications with students • Evidence of an understanding of the use and implementation of technology in education and administrative settings • Successful record of participation in partnerships with various constituencies including business, public schools, universities and community groups • Sensitivity to diversity issues and a demonstrated ability to lead an institution in which differences are valued (bilingual/bicultural background a definite asset) • Superior written and oral communication skills • Evidence of successful support for community economic development • Demonstrated understanding of the role of the community college in international education

Application Process

Candidates should submit a letter of application in response to the criteria point by point, a resume and at least three professional reference letters as well as any other pertinent information to: **Ms. Diane Miller, Director of Human Resources, 5401 W. 20th St., Greeley, CO 80634.**

Applications will be accepted until the position is filled. The screening process will begin November 4, 1999.

EMPLOYMENT STARTING DATE: March 1, 2000

Information

Call Ms. Diane Miller at (970) 330-8008, Ext. 6434 • FAX (970) 339-6664 • E-mail: dmiller@aims.edu • Website: www.aims.edu

EEO/AA

California State University Monterey Bay

California State University Monterey Bay (CSUMB), is a comprehensive public university that is committed to serving the diverse people of California, especially the working class, historically under-served, and low-income populations. The university values an educational environment of cultural and linguistic diversity and gender equity; ethical reflection and practice; effective and experimental use of technologies as resources to people and catalysts for learning; and the integration of cross-disciplinary models enabling students, faculty and staff to engage in innovative instruction and coordinated service learning. The curriculum is organized around student learning outcomes in 14 interdisciplinary undergraduate and graduate degree programs. It is global in perspective and of sufficient breadth and depth to meet local, regional, and statewide needs, specifically those of both isolated rural communities and inner-city populations. The campus is located on Monterey Bay, 100 miles south of San Francisco.

CSUMB is currently recruiting faculty (tenure track unless noted) in the following areas for appointments effective August 2000.

Position	Rank	Job #
Counselor	**Student Services Professional, Academic Related II**	**MBCOU-9919**
African-American Studies	**Associate or Full Professor**	**MBAAS-9920**
British & American Literatures and Postcolonial Cultural Studies / Coordinator English Subject Preparation for Secondary Teaching	**Associate Professor**	**MBBLPS-9921**
Replicative Media and Theory	**Associate or Full Professor**	**MBRMT-9923**
Foreign Language Pedagogy, Spanish Language Emphasis	**Assistant or Associate Professor**	**MBFLP-9924**
Community Health	**Assistant Professor**	**MBCH-9925**
Psychological Foundations with Special Emphasis in Educational Psychology	**Associate or Full Professor**	**MBPFE-9927**
Secondary Education (Single Subject) Curriculum and Instruction	**Assistant or Associate Professor**	**MBSECI-9928**
Global Learning	**Multi-year Lecturer**	**MBGL-9929**
Human Development with Special Emphasis in Child Development	**Assistant or Associate Professor**	**MBHCD1-9930**
Human Development with Special Emphasis in Child Development	**Associate or Full Professor**	**MBHCD2-9931**
Social Foundations of Multicultural/Multilingual Education	**Assistant or Associate Professor**	**MBSFME-9932**
Management	**Assistant or Associate Professor**	**MBMGMT-9934**
Communications Science and Technology	**Assistant Professor**	**MBCSTP-9935**
Communications Science and Technology	**Multi-year Lecturer**	**MBCSTL-9936**
Applied Chemistry	**Assistant Professor**	**MBAC-9937**
Geology/Watershed Systems	**Assistant Professor**	**MBGWS-9938**
Director, Institute for Teledramatic Arts and Technology	**Associate Professor or Professor**	**MBDTAT-9939**
Teledramatic Arts and Technology	**Assistant or Associate Professor**	**MBTATP-9940**
Teledramatic Arts and Technology	**Multi-year Lecturer**	**MBTATL-9941**

Priority Filing Dates: November 15, 1999. Positions open until filled. Salary is commensurate with background and experience.

For complete position announcements please visit our web site at http://www.csumb.edu/general/fac-recruit/ or contact: Recruitment/Academic Personnel, CSUMB, 100 Campus Center, Seaside, CA 93955-8001. Tel: (831) 582-3569. Email: faculty_recruitment_II@monterey.edu (General Inquiries Only).

CSUMB is an Equal Opportunity Employer

WAYNE STATE COLLEGE

ENGLISH WRITING

Tenure-track position beginning August 2000. **REQUIREMENTS:** Ph.D. or other appropriate terminal degree required. Ability to teach ESL methods and theory desirable. **RESPONSIBILITIES:** Teach general education composition and literature and majors classes in writing to include Expository Writing, Teaching College Writing, and possibly Technical Writing. **RANK/SALARY:** Commensurate with qualifications and teaching experience. **LOCATION:** Wayne State College is located in Wayne, a city of approximately 5,100 in northeast Nebraska. In recent years, FTE enrollment has increased by 55%, bringing the student population to 4,000. The college is a focal point and catalyst in northeast Nebraska, not only for education but also for community and economic development, the arts, and cultural activity. Library automation and a campus-wide computer network link faculty to each other and to colleagues across the nation. **DEADLINE:** Applications will be reviewed upon receipt and position will remain open until filled. **APPLICATION:** Send letter of application; curriculum vita; and names, addresses and telephone numbers of three references to: **English Writing Search, c/o Interim Vice President for Academic Affairs, Wayne State College, 1111 Main St., Wayne, NE 68787.**

Minorities are encouraged to apply. Wayne State is an Equal Opportunity Affirmative Action Employer.

ENGLISH: Creative Writing

Tenure-track position in writing of fiction to teach workshops, craft courses, expository writing, and possibly literature; advise students and direct MFA theses; participate in faculty governance. Rank: Assistant Professor. To begin Fall 2000. Required: distinguished record of publication, teaching experience at undergraduate and graduate levels.

Send letter, c.v., writing sample (up to 2 recent books), and 3 letters of reference, postmarked by November 5, 1999, to: Professor Elmaz Abinader, English Department Search Committee, Mills College, Oakland, CA 94613. *Located in the San Francisco Bay Area, Mills is a selective liberal arts college for women with coeducational graduate programs. Persons of color and those committed to working in a multicultural environment are encouraged to apply.* AA/EOE.

The University of Kansas

Lawrence, KS

Announces Tenured and Tenure-Track Faculty Positions

The University of Kansas is a major comprehensive research and training university and is the only Kansas Regents university to hold membership in the prestigious Association of American Universities. The University of Kansas offers the highest quality undergraduate, graduate, and professional programs, as well as outstanding libraries, museums, and technology. The university fosters a multicultural environment in which the dignity and rights of individuals are respected. A city of approximately 80,000, Lawrence is located in the rolling hills of eastern Kansas 35 miles west of the Kansas City metropolitan area and 20 miles east of Topeka, the state capital. Home to Haskell Indian Nations University as well as KU, Lawrence offers the cultural opportunities of a major university.

College of Liberal Arts and Sciences

(All positions are contingent on budgetary approval)

African-African American Studies-Assistant Professor in Arabic language and culture.

Anthropology-Assistant Professor. Focus on women, biocultural approach (joint position with **Women's Studies**).

Biological Sciences-Molecular Biosciences-Assistant Professor in signal transduction; **Ecology and Evolutionary Biology-**Two positions. Assistant/Associate Professor in molecular plant systematics (joint position with Museum of Natural History); Assistant/Associate Professor in fungal biology.

Chemistry-Three positions. Adams Distinguished Professor in Bioanalytical Chemistry; Assistant Professor in organic chemistry; and Assistant Professor in physical chemistry.

Communication Studies -Two positions. Assistant/Associate Professor in organizational communication (technology emphasis preferred); Assistant Professor in rhetorical communication.

Economics-Two positions. Assistant/Associate Professor in empirical economics (start date Jan. or Aug. 2001); Oswald Scholar Assistant Professorship in macroeconomics.

English-Assistant/Associate Professor in composition studies or rhetoric.

Environmental Studies-Assistant Professor in environmental history and policy (joint position with **History**).

Geology-Two positions. Assistant Professor in hydrogeology; Assistant Professor in tectonics or petrology.

History-Two positions. Assistant Professor in environmental history and policy (joint position with **Environmental Studies**); Assistant Professor in medieval history. (1 position to begin January, 2001).

History of Art-Two positions. Assistant Professor in Japanese art history; Assistant Professor in 19th century European art history (1 position to begin January, 2001).

Physics-Assistant Professor in atmospheric (remote sensing) physics.

Psychology-Assistant Professor in quantitative methodologies.

Clinical Child Psychology-Assistant Professor in pediatric psychology.

Mathematics-Two positions. Assistant Professor in statistics; Assistant Professor in computational mathematics (1 position to begin January, 2001).

Speech/Language/Hearing-Asst./Assoc. Professor (exceptional candidates at Full Professor may in some cases be considered) Expertise in speech physiology, perception, or psycholinguistic processing .

Women's Studies-Assistant Professor. Focus on women, biocultural approach (joint position with **Anthropology**).

For the above positions: Start date is August 18, 2000 (unless otherwise indicated). Candidates must have the Ph.D., other appropriate terminal degree, or the equivalent in hand at the time of appointment. In searches for assistant professors, exceptional candidates at higher ranks may in some cases be considered. Candidates must present evidence of scholarly or creative productivity and effective teaching. For a complete position announcement, refer to the CLAS website: www.clas.ukans.edu. Contact the department of interest through the KU Directory Assistance (785) 864-2700, or Deb Muncy, College of Liberal Arts and Sciences, 200 Strong Hall, University of Kansas, Lawrence, KS 66045. FAX: (785) 864-5331 or E-mail: deb@clasmain.clas.ukans.edu.

School of Engineering

Mechanical Engineering-Tenure-track Assistant or Associate Professor in biomedical engineering, mechanical engineering, or a closely related field. Preferred research specialization in biomechanics, broadly defined. Applicants should have a strong background and research interests in the area of human musculoskeletal biomechanics. Although all areas of biomechanics will be considered, primary consideration will be given for applicants with experimental and/or computational experience in (1) human movement, (2) muscle mechanics, (3) tissue mechanics, and (4) motor control.

Review of applications begins December 1, 1999. Contact Dr. Carl W. Luchies, Search Committee Chair, Department of Mechanical Engineering, 3013 Learned Hall, University of Kansas, Lawrence, KS 66045-2234; Phone: 785-864-3181; E-mail: luchies@ukans.edu. Visit http://www.engr.ukans.edu/~kume/BMEAnnounce1.html for details.

Electrical Engineering and Computer Science-Two or more tenure-track faculty positions at all levels in computer science, computer engineering or electrical engineering. Expertise in one or more of the following areas: distributed systems (programming languages; information retrieval and databases; network applications and security), visualization, human-computer interaction, wireless systems, and digital design. Applicants should have both industrial research and academic experience and should hold research interests consistent with current research activities in the KU EECS department. Visit the departmental website at http://www.eecs.ukans.edu.

Appointment will begin mid-August 2000. Review of applications begins January 15, 2000. Contact Prof. Susan Gauch, Dept. Of Electrical Engineering and Computer Science, University of Kansas, 415 Snow Hall, Lawrence, KS 66045; Phone: 785-864-8817; E-mail: sgauch@eecs.ukans.edu.

School of Social Welfare

Three tenure-track positions at Asst. or Assoc. Professor-level beginning August 18, 2000 to teach in core curriculum areas, including human behavior, social policy or practice, with research and teaching interests in mental health, aging, health, substance abuse or community development. Required: Ph.D. completed by October 31, 2000, at least one earned degree in social work from accredited school of social work, evidence of ability to teach in core curriculum area consistent with School's vision. To teach practice, must also have MSW degree and 2 years post masters practice experience.

Submit curriculum vita, current writing samples, and have 3 references send recommendations directly to Dr. Alice Lieberman, School of Social Welfare, University of Kansas, Lawrence, KS 66045-2510. Visit our web site, http://www.socwel.ukans.edu for more information about the School and complete position description. Review of applications begins October 16; interviews will begin as early as November 1, 1999.

The University of Kansas is an Equal Opportunity/Affirmative Action Employer. The University encourages applications from underrepresented group members. Federal and state legislation prohibits discrimination on the basis of race, religion, color, national origin, ancestry, sex, age, disability, and veteran status. In addition, University policies prohibit discrimination on the basis of sexual orientation, marital status, and parental status. Visit the University of Kansas Website: www.ukans.edu. Visit the Equal Opportunity Office Website: www.ukans.edu/~equalop.

UTD

The University of Texas at Dallas

Faculty Position in Operations Management

The School of Management seeks to fill a tenure track position in Operations Management at the rank of assistant professor beginning in September, 2000. Applicants must possess a Ph.D. scholarly publications in refereed journals and evidence of good teaching ability. Applicants with strong publication record enjoying national/international reputation may be considered for an Associate professor level position. We are particularly interested in individuals with research interests in one or more of the following areas: supply chain management, planning and control of manufacturing systems, services management, and project management. Our rapidly growing School offers programs and degrees at all levels, including doctoral. Competitive salary and benefits. Graduate education in a university emphasizing research, training, and the ability and desire to interact on research projects with faculty colleagues in related disciplines are desirable. Applicants should send complete curriculum vitae (educational history, teaching, research and other pertinent work experience, list of publications and presentations), and three letters of reference, to **Academic Search #4072, The University of Texas at Dallas, P.O. Box 830688, M/S AD 23, Richardson, TX 75083-0688.** Indications of sex and ethnicity for Affirmative Action statistical purposes is requested but not required. Review of applicant materials will commence on December 1, 1999 and will continue until the position is filled or the search closed on May 31, 2000. *The University of Texas at Dallas is an Equal Opportunity Affirmative Action employer and strongly encourages applications from candidates who would enhance the diversity of the University's faculty and administration.*

WILLIAM PATERSON UNIVERSITY

The William Paterson University of New Jersey is a comprehensive public institution of higher learning that is committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Boasting a highly distinguished and diverse faculty, nationally renowned academic programs, and state-of-the-art information and communications technology, the University maintains a low student-faculty ratio (12:1) and small class size (21:3) for its 29 undergraduate and 17 graduate degree programs. The University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

UNIVERSITY CONTROLLER
(Search Extended)

Reporting to the Vice President for Administration and Finance, the controller directs the financial affairs of the University and prepares financial analysis of operations for management. Major responsibilities include: overseeing the business services operation of the University; responsibility for the university's accounting and reporting function; preparing and submitting all federal and state financial reports; analyzing, recommending and instituting appropriate fiscal policies, procedures, and controls; compiling and analyzing financial data; coordination of the annual external audit process.

Bachelor's degree with a major in accounting; MBA in a related field and/or CPA certification; 5-7 years management experience in accounting and fiscal administration; experience in a college or university environment is required: knowledge of computerized accounting systems is essential; knowledge of financial records system software is desirable; strong computer skills including PC-based spreadsheet and word processing software applications; knowledge of current professional accounting and financial reporting standards of colleges and universities; experience in re-engineering of business service procedures is preferable; and a demonstrated record of effective leadership, business/accounting expertise and a customer-service oriented attitude. Candidates should have an understanding of and appreciation for the current trends in management, the nature of the academic community, a multicultural environment, and shared governance. The candidate must be able to function with a minimum of direction and possess excellent oral and written communication skills. Salary range is $70,000-78,000 with an excellent benefits package.

Please submit a letter of intent, resume and the names and addresses of three references (no calls or faxes) by Nov. 1, 1999 to: ***Stephen Bolyai, Vice President for Administration and Finance, Drawer HO, William Paterson University, P. O. Box 913, Wayne, N. J. 07474-0913.*** *Additional information about the University can be found at http://www.wpunj.edu. The review of applications will begin immediately and continue until each position is filled.*

WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY
An Equal Opportunity Institution Committed to Diversity

SOUTHAMPTON
PUBLIC SCHOOLS

Intermediate School Principal

Grades 5-8

Instructional Leader
Strong Interpersonal Skills
Successful Experience as Middle School Principal Preferred
Salary Commensurate With Experience

Application Deadline:
November 12, 1999

Contact:
Richard C. Malone, Superintendent
Southampton Public Schools
70 Leland Lane
Southampton, NY 11968

Equal Opportunity Employer

UNIVERSITY OF MINNESOTA

FACULTY AND ADMINISTRATIVE POSITIONS

UNIVERSITY OF MINNESOTA, TWIN CITIES
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Faculty positions currently available in the College of Education and Human Development, University of Minnesota are listed below. These positions are tenured or tenure-track unless noted and salary offers will be competitive and commensurate with experience and level of appointment. These positions will remain open until filled, but review of application materials will begin on 11/12/99 unless noted otherwise.

- **Counseling & Student Personnel Psychology** (Assistant or Associate Professor) focused on career development, career psychology, and multicultural counseling psychology.
- **Educational Administration: Educational Leadership and Management** (Associate or Full Professor).
- **Educational Statistician** (2 positions; Open Rank).
- **Exercise Physiology** (Assistant or Associate Professor). Review begins 11/19/99.
- **Instructional Systems and Technology** (Assistant or Associate Professor). Review begins 11/24/99.
- **International and Intercultural Education** (Associate or Full Professor) with particular attention to the administration of international programs and schools.
- **School Counseling** (Assistant or Associate Professor-non-tenure-track).
- **Second Languages and Cultures Education** (Assistant Professor). Review begins 11/15/99.
- **Special Education-Social/Emotional/Behavioral Difficulties** (Assistant or Associate Professor).
- **Special Education-Mild Cognitive Disabilities/Developmental Disabilities** (Assistant Professor).

Administrative positions currently available in the college are listed below. These are 12-month positions and candidates must be qualified for a tenured faculty position (preferably at the rank of full professor). These positions will remain open until filled, but review of application materials will begin on 11/24/99.

- **Associate Dean for Research (with faculty rank)** to provide leadership in developing college policies governing research and other sponsored projects.
- **Department Chair with faculty rank.** Department of Educational Psychology, to provide leadership in formulating department policies and practices, in nurturing the professional growth of individual faculty, and in improving the quality of instruction, disciplined inquiry, and outreach within the department.

Complete position descriptions are containing specific qualifications and application processes are available on the Internet: **http://www.coled.umn.edu** or from the College Office **(612-625-6806; email: nmoore@tc.umn.edu).**

The University is an equal opportunity educator and employer

DIRECTOR OF INTERNATIONAL PROGRAMS

UNIVERSITY OF MARYLAND

The University of Maryland, a Research I University and the flagship of the state university system, is located in the Baltimore-Washington corridor, in close proximity to the nation's capital. To strengthen its international initiatives, the University has recently reorganized several of the existing international offices into a new unit. The Director of International Programs will direct this new office and will lead the university, through academic partnerships, in achieving even greater prominence for its current international activities and in developing new initiatives that take advantage of its strategic location. Specifically, the Director of International Programs will serve as the leading advocate for international activities on campus, promote research and form educational partnerships with academic and administrative units; and foster and maintain high quality service and programs for international students and faculty. The position reports directly to the Senior Vice President for Academic Affairs and Provost and operates with a large degree of delegated authority.

The Director of International Programs manages the Office of International Programs which works with the university community to develop policy and long range planning in international issues, assists with the design of curriculum, conducts faculty development and research, and develops relationships with national and international government agencies, foundations, and funding sources. The Director also assists the deans of the colleges and alumni office in appropriate outreach efforts.

Following a recent reorganization, the Director is also responsible for the following three offices: (1) Office of International Educational Services, a long standing unit that provides centralized services to international students and faculty, including: admission, placement, orientation, advising and counseling; administration of immigration services, exchange visitor programs, study abroad programs, and student exchange programs; and coordination of an international residence hall. (2) J. William Fulbright International Center: This Center, under development, is a joint venture between the University of Maryland and Fulbright International Inc. The Director will be expected to lead the campus in the design and conceptualization of appropriate programming for the Center by facilitating and coordinating initiatives with faculty and academic units. (3) Institute for Global Chinese Affairs: This unit promotes programs, exchanges, and other activities between university faculty and academic units with our Chinese counterparts.

The requirements for the position include: a record of several years of successful administrative/leadership experience in the area of international programs; significant experience with collaborative partnerships; proven track record in fund-raising and program development. Candidates should have a record of scholarly research that would ordinarily justify appointment at the rank of Professor in one of the university's academic units.

Applicants and nominees should submit a letter of interest, curriculum vitae, and the names, addresses and telephone numbers of at least four persons who can be contacted by the search committee for references. Nominations are encouraged and will be received at any time. Please send all materials to:

Search Committee for Director, International Programs
Attention: Ms. Sheila Mahaffy
1119 Main Administration Building
University of Maryland
College Park, MD 20742

For best consideration, please send letter of interest and supporting materials by December 1, 1999. Nominations and application will be accepted until the position is filled. Please feel free to direct all inquiries about the position to the chair of the committee, **Dr. Judith Broida, either by calling (301) 405-6534 or by email to jbroida@deans.umd.edu.**

The University of Maryland, College Park, actively subscribes to policies of Affirmative Action and equal education and employment opportunities. Women and ethnic minority candidates are encouraged to apply.

UNIVERSITY OF
MARYLAND

AU

AMERICAN UNIVERSITY
WASHINGTON, DC

TENURE TRACK POSITIONS

American University is an independent, coeducational university with more than 11,000 students enrolled in undergraduate, master's, doctoral, and professional degree programs. The university attracts students from many different backgrounds, from all 50 states, the District of Columbia, Puerto Rico, and more than 130 countries. Located in the nation's capital, AU's campus is in a beautiful residential neighborhood, a short distance away from the city's centers of government, business, science, research, and art. The university recently adopted a strategic plan, "Building a Global University: American University in the Next Century."

All inquiries and applications should be sent directly to the Departments listed below. All applications should include a current curriculum vitae and references. All applicants must possess the ability to balance teaching and scholarship, prepare our students to live and work in a diverse world, utilize information technology in the classroom, and promote interdisciplinary inquiry and experiential learning. All positions are at the Assistant Professor level unless otherwise indicated. Review of applications will begin in October unless otherwise noted.

Nominations and applications are invited for the following tenure-track faculty positions for the 1999-2000 Academic Year:

COLLEGE OF ARTS AND SCIENCES

Biology
Computer Science & Information Systems
History
Language & Foreign Studies
Mathematics & Statistics
Philosophy & Religion
Sociology
Performing Arts

KOGOD SCHOOL OF BUSINESS

Management
Marketing

SCHOOL OF INTERNATIONAL SERVICE

International Communication
Comparative and Regional Studies (Comparative study of identity in international relations)
International Politics and Foreign Policy
International Peace and Conflict Resolution

SCHOOL OF COMMUNICATION

Public Communication
Visual Media

SCHOOL OF PUBLIC AFFAIRS

Public Policy (including one position at the senior faculty level)
Justice and Public Policy
Justice and Society
Government

WASHINGTON COLLEGE OF LAW

TWO POSITIONS: Legal Writing, Constitutional Law (including the First Amendment and Federal Courts), Law and Government (e.g., Legislation, Regulatory areas of the law, including Communications Law and Health Law), Commercial Law and related domestic and international business courses, Dispute Resolution (including International Dispute Resolution, Alternative Dispute Resolution, Arbitration and negotiation)

American University is an AA/EEO University committed to a diverse student body, faculty and staff. Minority and women candidates are encouraged to apply.

The private university with a public responsibility.

College of Lake County

Join us
at the College of Lake County

Faculty like Natalia Casper and Raymond Salazar *(pictured above)* have found **a dynamic and diverse academic community** at the College of Lake County.

"I love the **small classes** and the fact that I have students of all ages and from many backgrounds," said Natalia Casper, a mathematics instructor who joined the college in 1998.

"The college encourages faculty to **be creative** and provides the resources to be innovative," said Raymond Salazar, a veteran instructor of Spanish.

Both instructors give high praise to the college's **award-winning orientation program for new faculty**. "A new faculty member isn't alone," Raymond Salazar said. "You have a support network," Natalia Casper added. "The college wants to help you **succeed in the classroom**."

The College of Lake County is a two-year community college with an enrollment of about 15,000, located in Grayslake, Illinois, a northern suburb of Chicago. The college offers an attractive compensation package and will recruit for a number of tenure-track teaching positions for the 2000-2001 academic year.

The College of Lake County salutes Hispanic Heritage Month and encourages readers to find out about teaching opportunities at the college.

For information, call 847-543-2065.

Bates | College

ADMISSIONS COUNSELOR FOR MULTICULTURAL RECRUITMENT

Bates College invites nominations and applications for an appointment to its admissions staff

Bates College, located in Southern Maine, 140 miles north of Boston and 25 miles from the Maine cost, is a highly selective liberal arts college of approximately 1,600 undergraduate students and 155 FTE members of the faculty. Bates is recognized among the nation's leading colleges of the liberal arts and sciences.

The Admissions Counselor will work closely with colleagues in admissions as well as faculty, students and alumni/ae volunteers. This position will involve the implementation of the College's Multicultural Recruitment initiatives.

The successful candidate must also demonstrate experience working with diverse populations.
We value energy, imagination, good counseling skills, strong verbal and written communication skills, some familiarity with computing, and organizational/administrative skills. We require a BA/BS degree and prefer experience in admissions or a related field. A valid driver's license is required.

Consideration of candidates will begin on October 18, 1999, and continue until the position is filled.

Please send a letter of application and resume including names, addresses and phone numbers of three references to:

ADMISSIONS COUNSELOR SEARCH COMMITTEE
BATES COLLEGE
HUMAN RESOURCES
215 COLLEGE STREET
LEWISTON, ME 04240

Visit our Web Page at http://www.bates.edu

Bates College values a diverse college community and seeks to assure equal opportunity through a continuing and effective Affirmative Action Program

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ST. JOHN'S UNIVERSITY
FOUNDED 1870

CHIEF INFORMATION OFFICER

St. John's University, one of the largest Catholic universities in the U.S., offers more than 100 undergraduate and graduate majors to 18,000 students enrolled in eight Colleges and Divisions on its Queens and Staten Island, New York and Rome, Italy campuses. The University seeks candidates for the position of Chief Information Officer, a member of the University's management team responsible for articulating and cultivating a progressive vision of both academic and administrative computing for St. John's. He/she is responsible for assessing, planning, developing and controlling the state-of-the-art technology required to fulfill the University's mission and to support its students, faculty, staff and administration.

Key responsibilities of the CIO position include: provide leadership in implementing the Strategic Plan for Information Technology consistent with the University's goals and objectives; participate in on-going strategic planning processes to integrate information and communication technology and oversee implementation of the technological aspects of the plans; direct existing technology projects and oversee continuing projects; participate in University committees in order to fully integrate Information Technology into the academic, business and functional units of the institution; oversee development of new technologies for the infrastructure which can expand academic and administrative plans; interact with vice presidents, deans and directors.

We seek candidates who possess a record of professional experience that demonstrates progressive responsibilities and significant senior level management experience in a multifaceted information environment, preferably in higher education. Candidates must be proven leaders demonstrating significant experience managing complex organizations including accountability for strategic planning, consensus building, organizational leadership and technical performance. Equally significant qualifications include excellent management skills and leadership ability and a demonstrated record of personnel development, budget management and strategic planning. A master's degree is mandatory, and preference will be given to candidates with a doctorate in a complementary field.

Interested and qualified candidates should respond with a cover letter and resume/CV by Nov. 15 to: **Mark Polansky, Managing Director, Korn/Ferry International, 200 Park Avenue, New York, NY 10166 or via e-mail as a MS Word attachment to: mark.polansky@kornferry.com**

St. John's (www.stjohns.edu) is an equal opportunity employer and encourages applications from women and minorities.

UNIVERSITY
OF SOUTHERN
CALIFORNIA

The Law School
# of the University of Southern California
POSITION DESCRIPTION - DEAN OF THE SCHOOL

The University of Southern California is inviting applications and nominations for the position of Dean of the Law School. The University is located in Los Angeles and is one of the nation's premier private research universities. USC Law School was the first law school established in the southwestern United States, and is now a national law school serving a student body drawn from over 100 undergraduate institutions distributed throughout the nation. It is one of the preeminent law schools in California, and is typically rated among the top 15 or 20 in the country.

USC Law School is relatively small, with an average class size of approximately 200 students and a total enrollment of 600. It has approximately 35 full-time faculty, many of whom have advanced degrees or training in other disciplines in addition to law and are recognized nationally as experts in their respective fields. The Law School's endowment is among the ten largest for private American law schools. The Law School's primary mission is facilitating the production of quality scholarship by its faculty, and training students for the bar, bench and other pursuits to which knowledge about law and the legal system is relevant.

The Dean of the USC Law School is its academic leader and chief administrative officer, and reports directly to the Provost of the University. The responsibilities of the job include: leading the recruitment, development and retention of talented faculty; promoting excellence in the School's educational and scholarly functions; planning and managing fiscal matters; leading the School's fundraising efforts; and maintaining supportive relationships with alumni and with other members of the local bar and bench.

Nominations and applications should be sent to: Randolph Westerfield, Search Committee Chair, c/o Office of the Provost, University of Southern California, Bovard Administration Building, Room 202 - MC 4019, Los Angeles, CA90089-4019. Applications should include: a letter describing the candidate's qualifications for this position; a curriculum vitae; and names, addresses and telephone numbers of three references. Questions may be directed to **Bill Strippoli, Director of Information Resources, Office of the Provost (213-740-0917, 213-740-1782 (fax), strippol@usc.edu).** Review of applications and nominations will begin immediately and will continue until the position is filled.

USC is proudly pluralistic and firmly committed to providing equal opportunity for outstanding men and women. USC actively seeks nominations of and applications from qualified individuals from the broadest possible community.

(AA/EOE)

USF

COLLEGE OF ARTS AND SCIENCES

COGNITIVE PSYCHOLOGY

Pending approval and funding, the Department of Psychology at the University of San Francisco invites applications for a full time tenure track position in Cognitive Psychology with an emphasis in neuropsychology at the Assistant Professor level, anticipated to begin in the Fall 2000.

Teaching responsibilities may include *inter alia* classes in neuropsychology, Cognition (with labs), research methods and related courses to undergraduates.

Qualifications: University teaching experience, evidence of a strong commitment to teaching, evidence of scholarship, and earned doctorate by August 1, 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required.

We particularly encourage minority and women applicants for all positions. The University of San Francisco is an Equal Opportunity and Affirmative Action Employer, and will provide reasonable accommodations to individuals with disabilities upon request.

Applicants should submit a letter of application, curriculum vitae, graduate transcripts, brief description of research plans, copies of recent research papers, statement of teaching philosophy, evidence of teaching ability including copies of teaching evaluations, and three letters of recommendation to:

Cognitive Psychology Search Committee
c/o Michael Bloch
Department of Psychology
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080

Applications must be received by **January 5, 2000**, in order to ensure full consideration.

Established as San Francisco's first institution of higher learning in 1855, the University of San Francisco presently serves 8000 students in the arts and sciences, business, education, nursing, law, and professional studies. The University is a private, Catholic and Jesuit Institution and particularly welcomes candidates who will positively contribute to such an environment.

AMERICAN UNIVERSITY
WASHINGTON DC

WASHINGTON COLLEGE OF LAW

VISITING PROFESSOR IN CLINICAL PROGRAM

American University, Washington College of Law, is seeking two visiting professors in its Clinical Program for AY 2000-2001. Responsibilities in the in-house, live-client clinical program include teaching a seminar component of a clinic, conducting case rounds and supervising students in their fieldwork. In addition, visiting faculty teach one course each year outside of the clinical curriculum and participate fully in all aspects of the life of the law school. The Washington College of Law currently has the following clinics: civil practice clinic, community and economic development law clinic, criminal justice clinic (prosecution and defense); domestic violence clinic (criminal and civil); international human rights law clinic; tax clinic; and the women and the law clinic. Possible positions include teaching in the civil practice clinic, the criminal justice clinic, domestic violence clinic and the women and the law clinic. The applicant's teaching responsibilities will depend on experience, interest, and the overall needs of the clinical program.

Minimum qualifications include a J.D. degree, outstanding academic record, three years experience as a lawyer, membership in a bar, and experience as a clinical teacher. Desired qualifications include published legal scholarship, participation in clinical teachers' conferences and workshops, and membership in the District of Columbia bar. American University is an EEO\AA employer committed to a diverse faculty, staff and student body.

Applications consisting of a curriculum vitae and cover letter should be sent by November 1, 1999 to **Professor Peter Jaszi, Chair, Faculty Appointments Committee, c/o Office of the Dean, American University, Washington College of Law, 4801 Massachusetts Avenue, N.W., Washington, D.C. 20016,** with a copy to **Professor Richard Wilson, Acting Director, Clinical Program,** at the same address.

UNIVERSITY OF FLORIDA

COLLEGE OF EDUCATION

2000-2001 Faculty Positions

The School of Teaching and Learning, a recently reorganized unit in the College of Education at the University of Florida, is seeking qualified individuals to fill the positions listed below. All four of these positions will require work in the context of a unified model of teacher education, involving partnerships with other departments in the College, especially Special Education; other units on campus, such as the College of Liberal Arts and Sciences; and the public schools. In addition to qualifications listed below, all four positions require commitment to public education and an inclusive model of teacher education; ability and willingness to work collaboratively; an interest in the educational needs of a diverse population; and active involvement in professional organizations and activities. The School of Teaching and Learning, with over 75 tenured faculty, adjuncts, and teaching assistants, offers degrees in 12 specializations to an enrollment of more than 442 undergraduates and 406 graduates, including 73 doctoral students.

Lecturer/Assistant to the Director. Full-time position. ***Responsibilities:*** Assist the Director in all aspects of the program, with emphasis on undergraduate programs in unified teacher education; site-based instruction, field experiences, and outreach to public schools; staff development, especially involving graduate teaching assistants and adjunct faculty; student advisement; public relations, alumni relations, and communications. The Assistant to the Director will be allowed to pursue interests in teaching and/or research, but the major responsibilities will be in instructional leadership and program support. ***Qualifications:*** Earned doctorate in an appropriate field; excellent leadership and communication skills; appropriate background experience in teaching and/or teacher education, preferably in inclusive elementary schools; ability to work well with public schools, other units of the University; administrative offices, and public agencies. ***Beginning Date: January 6, 2000. Application Deadline: November 15, 1999***

Assistant Professor, English to Speakers of Other Languages (ESOL). Tenure-track position. ***Responsibilities:*** Teach undergraduate/graduate classes in ESOL and multicultural education; provide content leadership in teacher education programs; conduct and publish interdisciplinary research; provide service to public schools, pursue external funding for training and/or research. ***Qualifications:*** Earned doctorate in applied linguistics, ESOL or multilingual-multicultural education; teaching experience in these fields in a teacher preparation (university) program, especially in applied linguistics; evidence of success in preservice program development; proven expertise in inservice teacher training; experience in conducting research and management of grants; background and proficiency in a language other than English. ***Beginning Date: January 6, 2000. Application Deadline: November 15, 1999***

Assistant Professor, Elementary Science Education. Full-time tenure track position. ***Responsibilities:*** Teach undergraduate/graduate courses in elementary and middle school science education; provide content leadership in teacher education programs, conduct and publish research, provide service to public schools, pursue external funding for training and/or research. ***Qualifications:*** Earned doctorate with specialization in elementary science education, two years of elementary or middle school teaching experience, demonstrated potential for conducting research. Preferred: Masters degree or equivalent in science (preferably physical or earth science). ***Beginning Date: August 11, 2000 Application Deadline: January 17, 2000***

Assistant Professor, Elementary Social Studies. Full-time tenure track position. ***Responsibilities:*** Teach undergraduate/graduate courses in elementary and middle school social studies education; provide content knowledge leadership in teacher education programs, conduct and publish research, provide service to public schools, pursue external funding for training and/or research. ***Qualifications:*** Earned doctorate with a specialization in elementary social studies education, at least two years' elementary school teaching experience, preferably in an inclusive setting, demonstrated potential for conducting research, commitment to public education. ***Beginning Date: August 11, 2000 Application Deadline: January 17, 2000***

Letters of application should be accompanied by a resumé; two representative samples of scholarly writing; other supportive material as appropriate; and names, addresses, and telephone numbers of at least three references whom you have asked to provide letters of recommendation. Send application materials by the deadline indicated above to

Ben F. Nelms
Director, School of Teaching and Learning
2403 Norman Hall, Box 117048
Gainesville, FL 32611-7048

The University of Florida is an Affirmative Action/Equal Opportunity Employer. Applications from women and minorities are especially welcome.

AMERICAN UNIVERSITY

WASHINGTON, DC

FACULTY

American University, Washington College of Law seeks applications for a tenure-track faculty position. This position includes responsibility for coordinating all teaching of legal writing and rhetoric in the school. In addition, we seek applications for visiting positions in wide range of subject areas, and applications or nominations for a new distinguished visiting professorship in Administrative Law. Details on requirements follow:

(1) For the tenure-track position, we will consider candidates at all career levels.Minimum qualifications include an outstanding academic record, a background in teaching rhetoric or persuasive writing, and a demonstration of scholarly interest in composition studies. A J.D. degree (or equivalent) and administrative experience are desirable additional qualifications.

(2) Minimum qualifications for regular visiting positions include a J.D. degree and significant teaching experience. We will be considering visitors with various specialties for both classroom and clinical teaching.

(3) For the visitor's position in Administrative Law, we seek an individual who has achieved a national reputation as an academic, practitioner, or government official. He or she will be in the first incumbent to fill our new Bronfman Chair of Administrative Law. Details of the visit (duties, structure, timing) are open to discussion. We would welcome nominations of potential candidates for this position, as well as applications from such candidates themselves.

The American University and Washington College of Law are committed to a diverse faculty, staff and student body and encourage the applications of women and minorities. The American University is an EEO/AA employer. Review of applications will begin in September and appointments will be for the 2000-2001 academic year.

All inquiries should be by mail. Applicants should submit a cover letter and resume to:

American University
Washington College of Law
Office or the Dean, Suite 366
4801 Massachusetts Avenue, N.W.
Washington, D.C. 20016

or send e-mail with cover letter, resume, and other supporting material as attachments to kswanso@wcl.american.edu

American University is an equal employment, affirmative action employer, committed to a diverse faculty, staff, and student body. Women and minority candidates are encouraged to apply.

What Magic Can You Bring to a Student's Life?

Are you interested in making a difference in students' lives? If so, Harford Community College is looking for you! Harford Community College is a comprehensive two-year institution located in Bel Air, Maryland with easy access to Baltimore, Washington, Philadelphia, and the Chesapeake Bay. The College is a dynamic and progressive institution for higher education committed to excellence in all of its programs and services, systemic change in a collegial environment, and life long learning. Applicants who expect more than traditional responsibilities as an educator, are committed to excellence, and whose interests and presence will enrich and broaden the cultural and ethnic diversity of our campus and classrooms are invited to apply for the following positions. The instructor positions are ten-month tenure track positions beginning mid-year January 2000, normal contract year is August 15th to June 15th. Starting salary commensurate with education and experience. An excellent fringe benefits package is available.

Applied Technology Instructor

Requires a masters degree and expertise in one of the following areas: manufacturing technology, CADD, electronics, mechanical engineering, or technology education. Must be able to teach a variety of courses in the areas listed as well as manufacturing processes and systems.

Computer Information Systems Instructor

Requires a masters degree in computer information systems or related field. Documented expertise with a variety of software applications including Microsoft Office 98 and Windows 98. Expertise with networking, internet technology, computer programming, and curriculum development experience is desirable.

Developmental Math Instructor

Requires a masters degree in math or math education. Must be able to show evidence of the ability to teach at-risk students and the ability to use technology in the classroom.

Nursing Fundamentals/Medical/Surgical Instructor

Requires a masters degree in nursing, recent clinical experience and some teaching background.

The required application, which must be completed in all areas and signed, may be obtained from the **Human Resources Office, HCC, 401 Thomas Run Road, Bel Air, MD 21015-1698, by calling 410/836-4415, or by email to vaylmer@harford.cc.md.us.** RESUMES ARE ENCOURAGED BUT WILL NOT BE ACCEPTED IN LIEU OF AN APPLICATION. For best consideration application materials should be returned by **November 12, 1999.**

HCC is strongly committed to achieving staff diversity through affirmative action, is an equal opportunity educator and employer, and has a long-standing commitment to cultural diversity. It is expected that the successful candidate share in these commitments.

Only candidates receiving further consideration will be contacted.

HCC is an EO/AA/ADA Employer

www.harford.cc.md.us

Bates College

Classical & Romance Languages & Literatures

Instructor/Assistant Professor of Spanish (#R2261)
Full-time (six courses) replacement position for the academic year 2000-2001. Generalist with native or near-native proficiency in Spanish and English, and solid knowledge of Hispanic literatures and cultures. Demonstrated excellence in language teaching at all levels. Duties may include advising of senior thesis. Ph.D. preferred.

Lecturer in Spanish (#R2262)
Possible one-semester replacement position (January through April 2001). Specialty open. Ph.D. preferred with demonstrated teaching ability at all levels of Spanish language. Three-course load. Native or near-native proficiency in Spanish and English.

Lecturer in Spanish (#R2263)
Possible one-year position but renewable based on performance and Department needs. Four-course load of language courses. M.A. minimum; ABD or Ph.D preferred. Demonstrated ability in language teaching at all levels. Native or near-native proficiency in Spanish and English.

For all positions the search begins November 20, 1999, and will remain open until filled. Please send letter of application, current c.v. and three letters of recommendation (one of which addresses teaching abilities) to the following address. Please address applications to the name and recruitment number (#R) where indicated by the blank below.

____________ Search Committee Chair
c/o Secretarial Services
2 Andrews Road, 7 Lane Hall
Lewiston, ME 04240

Bates College values a diverse college community and seeks to assure equal opportunity through a continuing and effective Affirmative Action Program.

ALLAN HANCOCK COLLEGE

A public California community college located in Santa Barbara County, halfway between Los Angeles and San Francisco on California's beautiful Central Coast, is seeking applicants for the following faculty positions:

Coordinator, Basic Skills/ Reading or Writing Instructor

High School Outreach and University Transfer Counselor

Mathematics Instructor

These are full-time, tenure-track positions to support a federal Title V, Hispanic-serving institutions grant recently awarded to Allan Hancock College.

Qualifications: A master's degree in the appropriate discipline and experience in basic skills instruction and/or developmental programs. Community college experience is desirable.

Applications desired by November 19, 1999.

For a district application and qualification profile, please contact:

ALLAN HANCOCK COLLEGE

EEO/AA Employer

Human Resources, Bldg. U
Allan Hancock College
800 S. College Drive
Santa Maria, CA 93454-6399
www.hancock.cc.ca.us
(805) 922-6966, ext. 3722
FAX (805) 922-9196

Associate/Advanced Assistant Professor
Department of Educational Administration
Texas A&M University

The Department of Educational Administration is looking for a highly talented individual who is excited about being a part of a dynamic team that is committed to the preparation of school leaders, and whose research is reaching for new horizons in the field.

Responsibilities and Salary: The position is a ten and a half month tenure track faculty appointment in our K-12 administrative preparation program and has teaching responsibilities in courses leading to mid-management certification with emphasis on the principalship as well as courses at the doctoral level including courses leading to superintendency certification. The successful candidate will also assist in advising and working with doctoral and master students as well as conduct research and service consistent with the land grant mission of a Research I university. Rank and salary will be commensurate with the qualifications and experience of the successful candidate.

Qualifications: The successful candidate will have a doctorate in educational administration or equivalent and be qualified to teach a range of courses in the K-12 administration preparation programs, and have a demonstrated commitment to scholarly work, social justice and improving education for all children. Preferred qualifications include experience as a public school administrator, professional associations at the state and national levels, and strong competency in research design. The successful candidate will likely have some knowledge of the management of technology in schools.

Application: Applicants should submit (1) a letter of intent, clearly establishing that the applicant's credentials meet the qualifications and attesting to his/her ability to carry out the described responsibilities, (2) current curriculum vita, (3) official graduate transcripts, and (4) three letters of reference. All correspondence should be sent and inquiries directed to:

Dr. Bryan R. Cole
Professor & Head
Department of Educational Administration
Texas A&M University
College Station, TX 77843-4226
Telephone (409) 845-5356

Review of applications will begin **October 20, 1999** and will continue until the position is filled. The desired starting date is September, 2000 or sooner.

Texas A&M University is an affirmative action, equal employment opportunity employer and has a strong commitment to the principle of diversity in all areas.

FRANKLIN & MARSHALL

LANCASTER, PA 17604

Franklin & Marshall invites applications for the following Fall 2000 tenure track positions. All positions require Ph.D. or appropriate terminal degree in hand or near completion. For a position description, please contact the department chair. Review of completed applications begins on the date in parentheses.

Business Administration: management information systems, Dr. Martha Nelson, (12/1/99)
Chemistry: organic chemistry, Dr. Richard Moog, (11/4/99)
Economics: international economics, Dr. William Whitesell, (12/1/99)
Mathematics: computer science, Dr. Jay Anderson, (10/15/99)

Franklin and Marshall College is an equal opportunity, affirmative action employer.

COOPERATIVE INSTITUTE FOR RESEARCH IN ENVIRONMENTAL SCIENCES

UNIVERSITY OF COLORADO AT BOULDER

PROFESSIONAL POSITIONS

CIRES is devoted to research and teaching in the wide-ranging disciplines of the environmental sciences including: environmental chemistry, seismology, geophysics, climate studies, microbiology, polar studies, remote sensing, climate modeling, water quality and instrument development.

For a list of our openings, please visit our web site at **http://cires.colorado.edu/jobs/.**

The University of Colorado at Boulder is committed to diversity and equality in education and employment.

LEADING THE WAY
GAINESVILLE COLLEGE

HISTORY
FACULTY POSITION
(Tenure-track)

Tenure-track teaching position in History at Gainesville College, a two-year unit of the University System of Georgia. See **www.gc.peachnet.edu** for a complete description and application process.

AA/EOE Institution

Skagit Valley College

Skagit Valley College located in NW Washington, is dedicated to educating and serving students and is seeking applicants for the following full-time tenure track position to begin January 2000.

Counselor at Whidbey campus will provide individual vocational, academic personal, and group counseling services to students; Masters degree in counseling or closely related field required; familiarity with running start desired. **SALARY:** $31,000.00-$34,131.80 for a 9 3/4 month contract. Plus benefits.

APPLICATIONS: may be obtained from and returned to **SVC Human Resources Office, 2405 E. College Way, Mount Vernon, WA 98273, (360) 416-7800, or www.svc.ctc.edu.** Returned applications must include the following: **a)** Official Skagit Valley College application **b)** Letter of application **c)** Resume with names and phone numbers of three professional references and **d)** Transcripts of degree(s). Screening will begin November 12, 1999. SVC is an EOE.

Temple University Hospital

Technical Director Cardiac Cath Lab

We are seeking an individual to manage operation of a dynamic cath lab with four procedure rooms serving clinical complex population including heart transplant. Coordinates patient scheduling with medical staff and cardiology fellows. Supervises nurses, technologists and support staff. Responsible for patient flow and inventory management.

Candidate must possess a BSN or equivalent, PA State RN license, ACLS and BCLS certification. Registered Radiologic or Registered Cardiovascular Invasive Specialist highly desirable. Minimum of three years clinical experience in invasive cardiac catheterization laboratory and two years related supervisory experience required.

We offer a competitive salary and a comprehensive benefits package including 100% pre-paid tuition remission at Temple University. Candidates should FAX (215) 707-7948 or send resume to: **Kathleen Lepchuk, Assistant Director, Employment, TEMPLE UNIVERSITY HOSPITAL, Rm. 107, GSB, 3333 N. Broad St., Phila., PA 19140.** An Equal Opportunity/Affirmative Action Employer, M/F/D/V.

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CAL STATE FULLERTON

SCHOOL OF HUMAN DEVELOPMENT AND COMMUNITY SERVICE

The School of Human Development and Community Service is pleased to announce the opening of the following searches for the 2000-2001 academic year.

For all positions, review begins 11/15/99, however applications will be accepted until the positions are filled.

Department of Child and Adolescent Studies

Child and Adolescent Studies offers an interdisciplinary undergraduate program to more than 10,000 majors. The Bachelor of Science degree in Child and Adolescent Development takes an interdisciplinary approach to the study of development from conception through adolescence and is designed to enhance the personal and professional preparation of majors to interact with culturally diverse children and families in a variety of child and youth-related professions. These include work in early childhood and elementary education, special education, child guidance, parent education, and a variety of youth-related social services.

2 positions – Assistant Professor

(1) Applied Adolescent Development/Youth Services

Developmental expertise with an interest in applied adolescent development/youth services. Teach existing courses in these areas, and work on development of new courses for an applied adolescent development/youth services advisement track, establishing goals for student learning and appropriate assessment strategies. Develop/facilitate fieldwork placements for this new track.

(2) Early Childhood Education/Development

Developmental expertise with an interest in early childhood education/development. Teach existing courses in these areas, and work on development of courses relating to teaching and program administration for an early childhood education advisement track, establishing goals for student learning and appropriate assessment strategies. Develop/facilitate fieldwork placements for this new track.

Interested applicants must submit a letter of intent, including a summary of relevant experience and personal qualifications, a philosophy of teaching, a summary of research agenda, a curriculum vita, and graduate transcripts. Applicants should arrange for 3 current letters of reference to be submitted, and should indicate who will be sending the reference letters. Please enclose a stamped, self-addressed envelope so that the department can notify you of the completeness of your application. Send all materials to:

Search Committee
Department of Child and Adolescent Studies, EC105
California State University, Fullerton
PO Box 6868
Fullerton, CA 92834-6868
Questions about this position may be E-mailed to
pszeszulski@fullerton.edu or you may call 714-278-2255

Department of Counseling

The Department of Counseling is committed to innovations in counselor education, offering a humanistic, multicultural training program which emphasizes systemic thinking and reflective practice. Graduates are prepared to work as professional counselors in interdisciplinary settings, and serve as change agents for diverse populations by providing prevention, assessment and treatment services.

2 positions

(1) Department Head – Associate/Full

Provide leadership in community-based program expansion, teach master's degree courses, coordinate student advisement, and enhance program offerings.

(2) Assistant Professor

Teach master's degree courses, student advisement, outreach and recruitment, scholarly activity and service.

Interested persons should send a letter of intent, vita, and 3 letters of reference and a stamped self-addressed envelope to the following address:

Chair, Search Committee
Department of Counseling, EC105
California State University, Fullerton
PO Box 6868
Fullerton, CA 92834-6868
Questions about this position may be E-mailed to
kobyrne@fullerton.edu or you may call 714-278-2255.

Department of Human Services

The department offers a Bachelor of Science degree with several tracts including mental health (counseling and social work), and community-agency and organizational practice. It is committed to collaborative learning across disciplines, emphasizing community-based learning, self-awareness, cultural competence and the integration of theory and practice.

2 positions – Assistant/Associate

Qualifications and interests desired that complement the department's commitments in individual and group counseling, community and organization practice. Demonstrated ability to work effectively with an ethnically and culturally diverse student body and to teach relevant undergraduate courses in Human Services. Specialties in gerontology and the use of technology in the human services field are highly desirable.

Interested persons should send a letter of interest, relating experience to the qualifications, and describing your vision of an undergraduate human services department; vita, 3 letters of reference and a stamped self-addressed envelope to:

Search Committee
Department of Human Services, EC105
California State University, Fullerton
PO Box 6868
Fullerton, CA 92834-6868
Questions about this position may be E-mailed to
mkimgoh@fullerton.edu or you may call 714-278-2255.

Division of Kinesiology and Health Promotion

With emphasis on a "life span" approach, the Division of Kinesiology and Health Promotion offers three degree programs, which focus on a broad understanding of human movement and health. The B.S. and M.S. degrees in Kinesiology serve over 500 majors who are preparing for advanced study and/or for careers in areas such as teaching/coaching, fitness, corporate wellness, sports medicine/athletic training, older adult exercise/rehabilitation, and within various sports organizations.

The competency-based B.S. degree in Health Science prepares students for certification as a health education specialist. Through elective coursework students may focus their studies in areas such as community health, worksite health promotion, and gerontological health.

2 positions – Assistant/Associate

(1) Health Science

Teach undergraduate Health Science courses in the areas of Community Health Education and Program Development; assist with coordination of health science internship program, including establishing liaisons with community agencies, and maintenance and evaluation of the program.

(2) Motor Development

Teach undergraduate courses in the area of Motor Development and in at least one of the following areas: Motor Impairment, Measurement & Evaluation, or Pedagogy; serve as liaison between the university and relevant community organizations in establishing internships and promoting movement/exercise programs.

Interested persons should submit a letter of application including a brief narrative regarding the candidate's views of the future direction of: (for position one) health education and community health; (for position two) kinesiology and motor development. Also transcripts of graduate work, current vitae, three letters of recommendation and a stamped self-addressed envelope to:

Health Science Search Committee or
Motor Development Search Committee
Division of Kinesiology and Health Promotion
California State University, Fullerton
PO Box 6870
Fullerton, CA 98234-6870
Questions about the Health Science position may be
E-mailed to kkoser@fullerton.edu.
Questions about the Motor Development position may
be E-mailed to ibailey@fullerton.edu.
Or you may call 714-278-3316.

Cal State Fullerton is Strongly Committed to Achieving a Climate of Success Through Diversity and Equity

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Grays Harbor College

http://ghc.ctc.edu

Director of Financial Aid

Grays Harbor College, a state funded comprehensive community college, announces a search for a Director of Financial Aid. This is a twelve-month exempt appointment with responsibility for providing direction, supervision, evaluation, and leadership to the financial aid program of the college. The director reports to the vice president for student services.

QUALIFICATIONS: Bachelor's degree required. Master's Preferred. Minimum four years of progressively responsible Financial Aid experience preferably in a community college; thorough understanding of federal and state financial aid regulations; ability to plan, prioritize and communicate with all levels of the organization. Working knowledge of current computerized financial aid systems.

SALARY: $51,912, for an annual, twelve-month contract. Medical and insurance benefits provided. Retirement plan.

APPLICATION PROCEDURE: Submit a letter of application, resume, and three current letters of reference to **Paulette Dodgen, Human Resources Office, Grays Harbor College, 1620 Edward P. Smith Drive, Aberdeen, WA 98520. Phone: 360-538-4218. Fax: 360-538-4298. E-mail: pdodgen@ghc.ctc.edu.** Position open until filled. Review of applications begins November 2, 1999.

EOE/AA.

SOLANO
COMMUNITY COLLEGE,
located half-way between
San Francisco & Sacramento off
I-80 invites applications for:

ONE TENURED TRACK POSITION

Journalism/English
or Journalism/Mass Communication

PART TIME FACULTY

Chemistry, Cosmetology/Manicurist, Drafting (AutoCAD), Early Childhood Education, English, Ethnic Studies, Fire Technology, Industrial Management, Math, Nursing, Plant Maintenance, Industrial Material/Process, Hydraulics/Pneumatics, & Speech/Communications Instructor Pool & Forensics Coach.

Contact: **www.solano.cc.ca.us** or
707-864-7129

EOE

Looking for a back article of *Hispanic Outlook???*

"Hispanic Outlook in Higher Education" is archived in the ERIC database on an annual basis. These annual cumulations (26 issues) may be purchased (in microfiche or reproduced paper copy) from the:

ERIC Document Reproduction Service (EDRS)
7420 Fullerton Road, Suite 100
Springfield, VA 22153-2852
TEL: 800-443-3742; 703-44 .400;
FAX: 703-440-1408;
Internet: EDRS@inet.ed.gov

UTD

The University of Texas at Dallas

School of Management

Faculty Position in Management Information Systems

The School is recruiting to fill one (1) Tenure Track Assistant Professor position in Management Information Systems in the Management Science and Information Systems area effective September, 2000. Applicants must have a Ph.D degree or be near the completion of this degree and demonstrate the ability to conduct a nationally recognized research program. Graduate education in a university emphasizing research, training, and the ability and desire to interact on research projects with faculty colleagues in related disciplines are desirable. Applicants should send complete CV (educational history, teaching, research and other pertinent work experience, list of publications and presentation, and three letters of reference) to **Academic Search #4071, The University of Texas at Dallas, PO Box 830688, M.S. AD23, Richardson, Texas 75083-0688.** Indication of sex and ethnicity for statistical purposes is requested as part of the application but not required. Review of applicant materials will commence on November 15, 1999 and will continue until the position is filled or the search closed on May 31, 2000. *The University of Texas at Dallas is an affirmative action, equal opportunity employer.*

DEAN OF COLLEGE OF EDUCATION AND HUMAN SERVICES

UNIVERSITY OF WISCONSIN OSHKOSH

The University of Wisconsin Oshkosh is seeking applications and nominations of individuals qualified for appointment as Dean of the College of Education and Human Services. For additional information, visit **http://www.uwosh.edu/positions/positions.html.**

APPLICATION PROCEDURES: Interested candidates should submit a letter of interest that addresses the qualifications above; a current resume as well as names, position titles, addresses, and telephone numbers of three (3) references to:

Dr. Margaret Genisio, Chair
Search and Screen Committee for Dean
College of Education and Human Services
University of Wisconsin Oshkosh
800 Algoma Blvd., Dempsey 335
Oshkosh, WI 94901
Phone: 920-424-7231 or 920-424-4000
Fax: 920-424-0247
E-Mail: genisio@uwosh.edu

APPLICATION DEADLINE: The deadline for nominations and applications is November 22, 1999.

The University of Wisconsin Oshkosh is an Equal Opportunity/Affirmative Action Employer.

Nominees and applicants may request in writing that their identity not be revealed. The names of those not making such a request and the names of all finalists must be revealed upon request under state law.

SUMMER 2000

Universidad Complutense

MADRID - SPAIN

Scholarship Program for Teachers, Counselors & School Administrators

Three or six weeks of intensive Spanish language study from:

July 6^{th} to July 27^{th}

Cost (with scholarship) $1,995

or

July 6^{th} to August 17^{th}

Cost (with scholarship) $2,495

Includes: round trip airfare New York/Madrid/New York, three meals a day, room accommodations and instruction at Colegio Mayor Santa Maria de Europa of Universidad Complutense.

For information, Write or Fax your request to:

Center for
International Studies
42-32 De Bruin Drive
P.O. Box 451
Fair Lawn, NJ 07410-0451

Tel.: (201) 845-9744
FAX: (201) 368-0433

CORNELL UNIVERSITY

POSITION OPENING ECONOMICS

ASSISTANT, ASSOCIATE OR FULL PROFESSOR OF ECONOMICS

Responsible for teaching basic and advanced courses in economics at the Master's level; research in area(s) of expertise and interests; supervision of doctoral candidates; and interdisciplinary contribution to the research and teaching of other faculty members. Direct inquiries to: **Professor Michael Waldman, Cornell University, S.C. Johnson Graduate School of Management, 323 Sage Hall, Ithaca, NY 14853-6201.** Applicants should have completed a doctorate or be at the dissertation stage of a doctoral program. Applications should include a vita, together with a dissertation proposal or abstract, three letters of recommendation and copies of research papers.

An Affirmative Action/Equal Opportunity Employer

FLORIDA STATE UNIVERSITY SCHOOL OF Social Work

PROFESSOR

The School of Social work is seeking applicants for a senior tenure track faculty position for Fall, 2000, at the rank of Professor. At least two years post-MSW practice experience and an earned doctorate in social work or a related field is required. An exceptional record of scholarship, excellence in teaching, research activity, and securing external funding is required. Candidates should possess national and international recognition in their substantive field. Teaching experience at the undergraduate, graduate, and doctoral level is necessary. Possible substantive areas preferred include substance abuse, child welfare, juvenile justice/corrections, health care, and/or mental health. Members of minority groups, women, and individuals with disabilities are strongly encouraged to apply. The application deadline is December 2, 1999. Qualified applicants should send a letter of application, curriculum vitae, a summary of recent teaching evaluations, a representative sample of peer-reviewed publications, and names of three references to:

Chair, Faculty Affairs Committee
School of Social Work
The Florida State University
Tallahassee, Fl 32306-2570
(850) 644-9226
(850) 644-9750 -FAX
E-mail: scash@mailer.fsu.edu
Website: http://ssw.fsu.edu

CAL STATE
FULLERTON

SCHOOL OF HUMAN DEVELOPMENT AND COMMUNITY SERVICE

Division of Education

Teacher Education in the state of California is undergoing unprecedented growth and change. At CSU Fullerton, we are committed to providing the faculty, staff, and resources necessary to match these opportunities. CSUF is located 35 miles from Los Angeles. The expanding Southern California economy is diversified and vibrant with ample opportunities for dual career couples.

The Division of Education is pleased to announce the opening of the following searches for the 2000-2001 academic year.

Elementary, Bilingual and Reading Education - 3 positions - Rank Open

Teach credential courses in one or more areas: science, math, reading/language arts, social studies education; and Master's level. Field supervision in multicultural urban environment. Expertise in multicultural education, instructional technology or educational research strongly preferred.

Applicants should submit a letter of application, curriculum vita, transcripts of graduate work, 3 current letters of professional reference, and a stamped self-addressed envelope to the address listed below. **Questions about this position may be E-mailed to abishop@fullerton.edu or you may call 714-278-7415.**

Reading - 1 position - Assessment and Remediation - Assistant/Associate

Teach graduate classes in diagnosis and remediation in the Masters of Science in Education, Reading Program. Responsibilities include directing off-campus reading clinic and teaching courses related to testing and evaluation. Advising students and scholarly and service activities related to the position are also components of the assignment.

Applicants should submit a letter of application, curriculum vita, transcripts of graduate work, 3 current letters of professional reference, and a stamped self-addressed envelope to the address listed below. **Questions about this position may be E-mailed to abishop@fullerton.edu or you may call 714-278-7415.**

Secondary Education - 3 positions - Assistant/Associate

Two positions – Crosscultural, Language and Academic Development (CLAD), Applied Linguistics, Multicultural Education

Teach methodology courses in the CLAD sequence, including instruction in literacy across the curriculum, multicultural education, the education of language minority students, and second language acquisition. Administer the Single Subject CLAD Certificate Program.

One position – General Pedagogy and Director of Admissions

Serve in the capacity of Director of Admissions to the Single Subject Credential Program, and as Future Teachers Program Coordinator. Additional teaching assignments may include multicultural education, educational foundations, computers in education, or graduate courses in secondary teacher education.

Applicants should send a complete packet of the following: letter of interest outlining qualifications related to job description; 3 letters of reference (included with application or mailed separately); curriculum vitae; graduate transcripts; sample of scholarly/academic writing; and stamped, self-addressed envelope to address below. **Questions about these positions may be E-mailed to lrandall@fullerton.edu or you may call 714-278-7415.**

Special Education - 2 positions - Assistant/Associate

Moderate/Severe Disabilities and Early Childhood Special Education

Teach courses in the above areas as well as share in a variety of tasks with colleagues in a small department. These encompass teaching, advising, supervision of graduate level research projects, grantwriting, program development, creative and scholarly activities, university service activities, and collaboration with various community schools and agencies.

Interested persons should submit a letter of application stating their beliefs regarding special education, areas of expertise, complete vita, credentials, three examples of scholarly and creative work, 3 letters of recommendation, 5 telephone contacts for references, and a stamped self-addressed envelope to the address listed below. **Questions about these positions may be E-mailed to saloia@fullerton.edu or you may call 714-278-7415.**

Nominations and applications for all of the above positions are invited. Review of applications will begin November 15, 1999. Applications should be completed by this time to assure full consideration. Positions are open until filled.

Mailing Address:

Search Committee (appropriate department)
Division of Education
California State University, Fullerton
P.O. Box 6868
Fullerton, CA 92834-6868
Phone: 714-278-7415

Cal State Fullerton is Strongly Committed to Achieving a Climate of Success Through Diversity and Equity

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USD University of San Diego

ASSISTANT DEAN
College of Arts & Sciences

Applications are invited for the position of Assistant Dean of the College of Arts & Sciences. USD is an independent, Catholic university committed to a value-centered, liberal arts education. Located on 180 acres overlooking San Diego's Mission Bay, USD enrolls approximately 6,700 undergraduate and graduate students in five colleges and schools (Arts & Sciences, Business Administration, Education, Nursing and Law). The University seeks gender, cultural and ethnic diversity in its administration, faculty, staff and student populations. For more information about USD please visit our website at **www.acusd.edu.**

The Assistant Dean takes the initial role in resolution of student academic problems and assists Associate Dean in supervising academic advising programs. Duties: coordinates preparation and publication of semester class schedules, supervises evaluation and updating of academic transcripts of transfer students, coordinates preparation for and conduct of annual Honors Convocation, supervises faculty secretaries in A & S, coordinates assignment and furnishing of faculty office space, and participates on University Scholarship Committee.

Requires Master's degree, extensive exposure to liberal arts and minimum of two years administrative/supervisory experience in higher education. The successful candidate will have excellent interpersonal, organizational skills, working knowledge of general computer applications, ability and willingness to learn and promote computer technology. Applications must be received by November 24, 1999. The position is available January 3, 2000. Please submit a letter of application, accompanied by a current curriculum vita and the names of three references to:

University of San Diego
Human Resources
5998 Alcalá Park
San Diego, CA 92110-2492
Phone (619) 260-4594 FAX (619) 260-4630

INSTITUTE FOR EMERGING WOMEN LEADERS IN HIGHER EDUCATION

NOVEMBER 6-10, 1999
JUNE 24-28, 2000

THE INN & CONFERENCE CENTER
COLLEGE PARK, MD

Sponsored by NAWE in Partnership with Sodexho Marriott Services
Endorsed by the American Council on Education
Office of Women in Higher Education and HERS Mid-America

For more information call:
(202)-659-9330
or visit our website at:
www.nawe.org

DEAN

UNIVERSITY OF MARYLAND SCHOOL OF LAW

The University of Maryland School of Law invites nominations and applications for the position of Dean.

The School of Law is widely regarded as the leading public law school in the Washington, D.C./Baltimore metropolitan area. The Dean is the chief academic and executive officer of the School of Law, one of six professional schools on the University of Maryland Baltimore campus, and reports directly to the President of the campus. The Dean is responsible for providing leadership for the School's development in the next century, promoting excellence in the School's scholarly activities and educational programs; providing administrative oversight and direction; planning and administering the School's budget; providing guidance for the School's fundraising activities; and fostering relationships with alumni, members of the bar in the region, government officials, and community leaders.

The School of Law is in the top tier of public law schools in terms of private fundraising and alumni participation. The School recently concluded a brief and highly successful capital campaign that raised more than $8 million in private funds for an ambitious $42 million state building project. All public and private funding is in place, and construction is set to begin shortly on this new state-of-the-art building complex, which will house the School of Law, including the Thurgood Marshall Law Library, well into the next millennium.

The Law School's curriculum, widely recognized for its emphasis on integrating theory and practice, combines traditional offerings with innovative programs and a full menu of elective courses. Fifty-three full time faculty members teach the approximately 635 day and 245 evening students. The School's acclaimed student practice programs are among the most ambitious and extensive in the nation, and include the integration of selected law practice experiences into core courses within the required curriculum. Nationally ranked programs in health care law and environmental law provide highly motivated students with traditional classroom instruction and clinical opportunities in an interdisciplinary setting. In conjunction with the American Bar Association, the School publishes the Business Lawyer, the second most widely circulated law review in the country.

The School of Law brings together students, faculty, and staff from different backgrounds and intellectual interests, ethnic and racial heritages, and academic and social experiences, to form a community where individuals are valued for their professional and personal contributions to the community.

Applicants should have academic credentials appropriate for appointment at the rank of professor, with an accomplished record of scholarship; proven leadership abilities; understanding and support for the University's multiple missions and its commitment to cultural diversity; commitment to the fostering of interdisciplinary activities; experience in fiscal management; and the ability to attract human and financial resources to the School.

Nominations and applications for the position of Dean of the School of Law should be submitted to:

Professor Richard Boldt
Chair, Dean Search Committee
c/o Patricia Maloney
Office of the President
University of Maryland
520 W. Lombard Street
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June 16	May 30	
June 30	June 13	**Corporate Issue**
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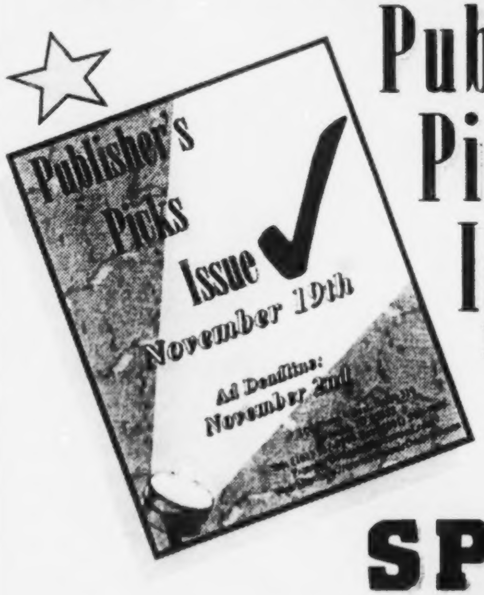
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¡PUNTO FINAL!

WILL THERE BE LATINO PH.D.S IN THE 21ST CENTURY?

Dr. Elizabeth Coonrod Martinez teaches Spanish, Chicano, and Latin American literature in the Foreign Languages & Literatures Department at Sonoma State University in northern California. She received her Ph.D. in Latin American literature at the University of New Mexico in Albuquerque in 1995.

The 1990s have been a decade of controversy over doctoral education: we read that research universities are producing too many Ph.D.s and that there are few jobs for them. The university teaching jobs are there, evidenced by increases of part-time and temporary or contract position, as well as enrollments. But not the traditional tenure-track positions. This controversy has most likely discouraged young Latinos from pursuing Ph.D.s, and now we lack them just when college enrollments are going to soar. We faculty should encourage graduate-school level preparation for those interested in teaching literature, composition, and language, as well as ethnic studies. We need Latino faculty leaders to inspire and mentor the many Latino students of coming decades. Currently, and for the future, jobs are increasing, and Ph.D.s are needed, especially in some of the so-called "hot" fields, Latino studies and Spanish language among them.

In California, frequent reference is made to Tidal Wave II, the Baby Boomers' children, who will flow onto our campuses for two decades. While administrators and politicians plan for buildings and technology enough to serve all, no mention is made of who will teach all. Add to this the faculty retirements over the next 10 to 15 years–tenured professors who began in the heyday of the late '60s and '70s who will soon be retiring in record numbers. Who will fill their chairs or podia? In the 22-campus CSU system, two-thirds of present tenured faculty are getting ready to retire.

Can the university of the future effectively manage large numbers with distance education and part-time faculty? The public university will most likely attempt this if we do nothing to influence the makeup of future faculty. Some reports that decry the lack of jobs for Ph.D.s are making great generalizations. Certain disciplines have diminished enrollment, but other fields are growing in interest and popularity–Latino Studies programs, for one. If we add together the continuing creation of Latino studies programs, burgeoning enrollments in Spanish departments, the projected increase in students, and oncoming retirements, there is a demonstrable need to prepare new Ph.D.s to become professors in the 21st century. While fighting our ongoing battle against the increase of longtime, part-time faculty and the assault on tenure, we need to grow new Ph.D.s to help combat these issues.

We have not identified and encouraged enough Latinos to pursue Ph.D.s. Their presence in academia is still dismally low. Of all staff and faculty at CSU's 22 campuses, only 6.3 percent are indicated as Latino or Hispanic..

Present faculty can take action in two areas. First, continue the struggle against a ration of greater numbers of contract or temporary faculty to tenured or tenure-track posts at four-year colleges. When administrators convince us that we can teach more classes with temporary than tenure-track faculty, our programs lose in the long run. In the CSU system and elsewhere, financial cutbacks in the late '80s stopped the hiring of tenure-track faculty. More part-time or temporary faculty were used, and new Ph.D.s had to settle for this type of work. But many faculty without terminal degrees were also hired, many in their jobs so long that they seem to have more rights than new tenure-track faculty. These are not people who can help design and continue our programs in the future. Faculty who do not mind this arrangement because it entitles them to teach what they want rather than lower-division courses are only killing the future of their departments. When they retire, programs could be left with only administrators running departments, hiring professors year-to-year. New professors need guidance and direction from other Ph.D.d, tenured professors during their early years. And our programs need faculty advanced in their studies and knowledgeable about new developments in our disciplines. We should make sure that professors of the 21st century are well qualified and placed in positions that are permanent, tenure-track.

At the same time, we should make sure that we will have Latino faculty in the academy. Look ahead to 2020 or even 2010. Will there still be more students of color than faculty of color in our public universities? Many studies track Latinos in higher education posts, and the percentages are not increasing. Perhaps we need a job bank or national organization through which a present faculty member is connected with a senior bachelor's student and agrees to mentor him/her all the way through the Ph.D. to tenure-track placement.

We need to target, mentor, and encourage promising students, and we need to teach them about the cost to education of too many migrant workers in college teaching. We need to send them on a mission to influence the university programs and be leaders for the future of education. They need our empowering help to pursue and complete the Ph.D. and move into the faculty ranks in time to teach and influence the children of their generation.

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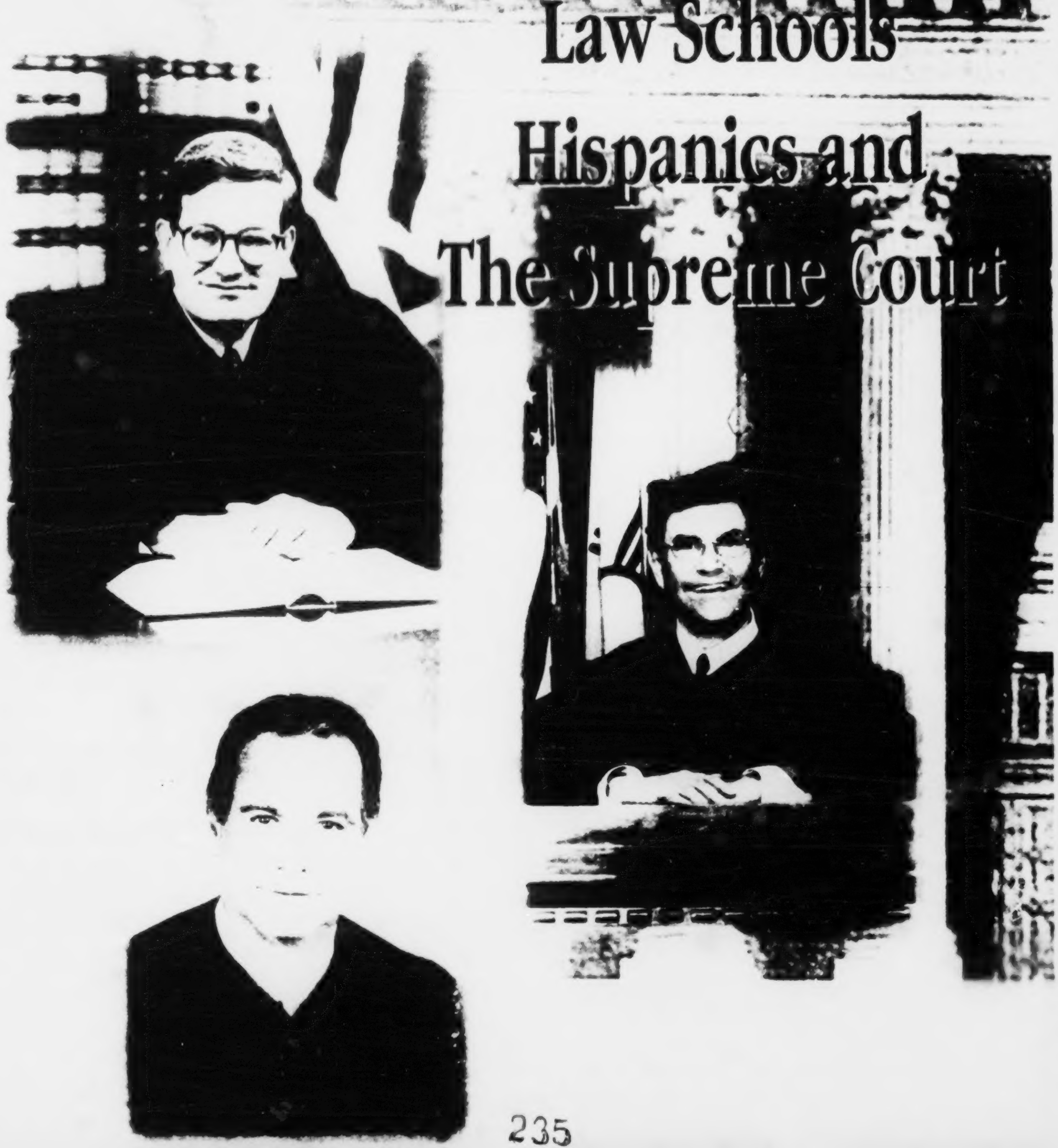

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CONTRIBUTORS: Inés Pinto Alicea, Steve Batchellor, Amalia Duarte, Roger Deitz, Marilyn Gilroy, Timi Haggerty, Walli Halley, Pat Hanson, Don LaDuc, Gustavo Mellander, Michael Schmitt, Francisco Soto, Gary Stern

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**

The Hispanic Outlook in Higher Education
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From time to time, *The Hispanic Outlook in Higher Education* will publish articles dealing with controversial issues. The views expressed herein are those of the authors and/or those interviewed and may not reflect the official policy of the magazine. The *Hispanic Outlook in Higher Education* neither agrees nor disagrees with those ideas expressed, and no endorsement of those views should be inferred unless specifically identified as officially endorsed by Hispanic Outlook in Higher Education.

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A CAPITOL VIEW

Lawyers and Washington, D. C.

BY GUSTAVO A. MELLANDER

It is estimated that there are 656,000 attorneys in this country; 70 percent are male, and 30 percent are female. Many law schools report that unlike decades past, 50 percent of their students nowadays are female.

The average starting salary for attorneys is more than $50,000. After five years, many earn more than $80,000. After fifteen years, nearly $125,000. But salaries are all over the map. Some earn a lot less, and a select few make millions year in and year out.

Washington, D.C.

Laws are born, or hatched, and later interpreted here. Therefore, the nation's capital is considered by many as the ideal place to study "the Law," as students are taught to say in law school.

Washington, D.C., affords daily opportunities to view law-making processes firsthand. Students can observe the Senate and House of Representatives, and regulatory agencies such as the Federal Trade Commission, Federal Communications Commission, and the National Labor Relations Board.

The Library of Congress and several other special collections offer the best research resources in the world. The Supreme Court and other federal and local courts are living "workshops." Administrative agencies and executive departments permit students to observe the American political and legal systems.

It is not surprising that most Washington-area universities have law schools. There are the three Georges: Georgetown, George Washington, and George Mason Universities. American, Catholic, and Howard Universities and the University of Maryland have distinguished law schools as well. Although all provide bread-and-butter training, many are known for their particular specialty.

How to prepare

Those considering this profession should have solid work habits, a curious mind, and an appreciation for logical thinking. The ability to work with and for others is also suggested as a desirable trait.

The study of law is a three-year post-baccalaureate program. Many attorneys suggest that undergraduate majors with significant reading and writing requirements such as history, English, philosophy, and logic are good preparation for law school. Many law schools award a Doctor of Jurisprudence. But many also offer a Master's in Law and a Doctorate.

Current folklore, or lawyer lore, believes that those who earn A's in law school become professors, those who earn B's become judges, and those who squeak through with a C average become millionaires.

What do attorney's do?

Basically they counsel on a wide variety of issues, and each day more and more people find it necessary to seek legal advice.

Despite lawyer jokes about their lifestyle, most attorneys work long hours, averaging 50 hours a week, and it is not unusual to work 18-hour days when first beginning one's career. The work is hard, detailed, and stressful. Errors and sloppy work are not tolerated for long.

Many will be surprised to read that according to the Princeton Review Publishers, "over 30 percent of those who receive law degrees are not practicing law (regularly) ten years after graduation." But it has served them well, for those trained in the law find it to be an excellent springboard to other professions, such as business, finance, and general management. Many Silicon Valley entrepreneurs have law degrees.

Of course, many lawyers enter politics. It is the No. 1 profession in Congress and in statehouses throughout the nation. And once leaving elective office in Washington, D.C., many remain as high-paid lobbyists.

A few lawyers become judges, long one of the most respected careers in America and one that many a politician sees as the ideal way to end a public service career. Many Hispanics have been appointed or elected to judgeships throughout the country. But America still awaits its first Hispanic Supreme Court Justice.

For those interested in pursing a law career, detailed information is available from the American Bar Association, headquartered in Washington, D.C. Tel. (202) 662-1000. The Hispanic National Bar Association is also a fine resource for information. It can be reached at (202) 293-1507.

Both the ABA and the Association of American Law Schools cooperate with the Law School Admission Council (LSAC) in publishing ***The Official Guide to U.S. Law Schools***, a useful and user-friendly publication likely to be found in the reference department of a local public library. The 1999 version, published by Broadway Books, includes chapters on being a lawyer, becoming a lawyer, preparing for law school, choosing a law school, financing a legal education, and finding a job.

There is a chapter, too, entitled "Opportunities in Law for Minority Men and Women." The information in this special chapter includes recent statistics on the number of minority students attending each ABA-approved U.S. law school, specifically citing Latinos/Hispanics, and numbers of minority faculty at each. But the bulk of the publication provides descriptions of each of the ABA-approved law schools, including some in Canada. There is a list, too, of U.S. law schools that are not ABA-approved.

Dr. Mellander is a professor at George Mason University.

Is the Time Ripe for a *Hispanic* on the SUPREME COURT?

BY GARY M. STERN

"A person from every nationality, religion, and ethnic group that you can think of is represented on the Supreme Court, including Catholics, Protestants, Jews, African Americans and women–except Hispanics. Why not have a Supreme Court that reflects what this country looks like?" said Alexander M. Sanchez, director of the Hispanic National Bar Association.

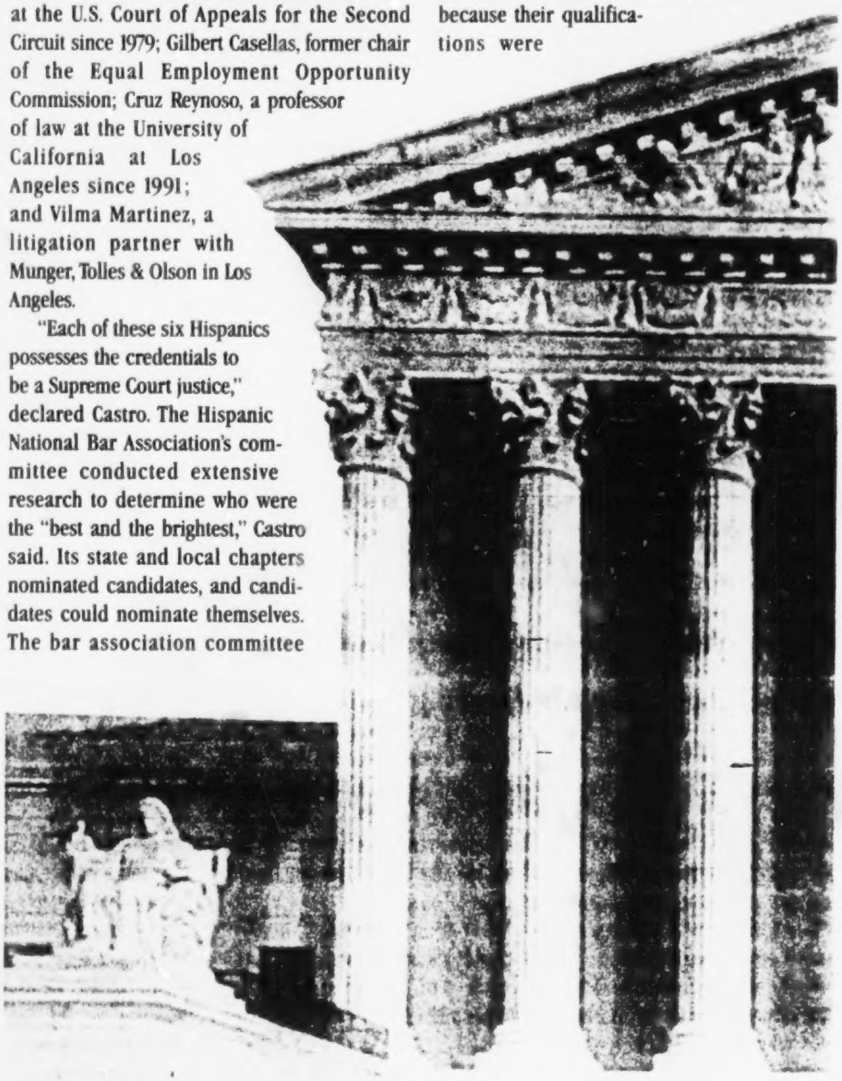
Since Supreme Court Chief Justice William H. Rehnquist and Justice Harry Blackman are in their late seventies and might be nearing retirement, discussion of who will fill a potential vacancy has intensified.

After an exhaustive search to determine the leading legal minds throughout the country, the Hispanic National Bar Association recommended six Hispanics as qualified to be named to the Supreme Court.

"The Supreme Court has always had a commitment to find balance," noted Martin Castro, a Chicago-based partner in Baker & McKenzie, a global law firm and chair of the Hispanic National Bar Association's U.S. Supreme Court Committee. In the past, the balance included finding talented Supreme Court justices from the North, South, East, and West. In more recent times, Supreme Court justices have been named due to their political affiliation, either liberal or conservative. "No one would tolerate a Supreme Court without women. No one would tolerate a Supreme Court without an African American, yet we continue to tolerate a Supreme Court that doesn't reflect our fastest growing group, Hispanics," asserted Castro, a graduate of the University of Michigan Law School. Not only is there no Hispanic Supreme Court justice, but a 1998 *USA Today* article revealed that of 394 clerks hired by the nine justices, only 1 percent were Hispanic and 7 percent minority.

The Hispanic National Bar Association named six Hispanics as eminently qualified to become a U.S. Supreme Court justice on its short list: Joseph F. Baca, a justice of the New Mexico Supreme Court since 1989; Fortunato "Pete" Benavides, a judge since 1974, currently in the United States Court of Appeals for the Fifth Circuit in Austin, Texas; Jose A. Cabranes, a judge at the U.S. Court of Appeals for the Second Circuit since 1979; Gilbert Casellas, former chair of the Equal Employment Opportunity Commission; Cruz Reynoso, a professor of law at the University of California at Los Angeles since 1991; and Vilma Martinez, a litigation partner with Munger, Tolles & Olson in Los Angeles.

"Each of these six Hispanics possesses the credentials to be a Supreme Court justice," declared Castro. The Hispanic National Bar Association's committee conducted extensive research to determine who were the "best and the brightest," Castro said. Its state and local chapters nominated candidates, and candidates could nominate themselves. The bar association committee reviewed each candidate's resume and writing, interviewed partners and colleagues, conducted extensive background checks, then interviewed the candidates. Many were rejected because their qualifications were



Judge Jose A. Cabranes

deemed not substantial enough to be considered for the country's highest judiciary position. The committee's judgment was based on a candidate's "intellect, ability, temperament, and experience," said Castro.

Asked if the timing were ripe for a Hispanic to be named to the Supreme Court, Carlos Ortiz, general counsel at Goya Foods Inc. and the Hispanic National Bar Association's White House liaison, replied, "The time has been ripe for some time. It should have happened long ago. The Hispanic American community is the only major constituency that has not had a voice or representation on the Supreme Court. That's lasted 210 years, if my count is correct."

"Many issues critical to the Hispanic community are either before the Supreme Court or will be in the near future," declared Gregory Vega, United States Attorney, Southern District of California, based in San Diego, Calif., and former president of the Hispanic National Bar Association. He identified issues that directly affect Hispanics that will be addressed by the Supreme Court as affirmative action, the upcoming census and whether the method of census should be statistical sampling based on actual count, many immigrant issues, and bilingual education. "At the present time, there is no voice for the Hispanic community in the Supreme Court," he emphasized.

While critics say that one Hispanic on the court will constitute a decided minority and noted that the African American Justice Clarence Thomas often supports conservative political agendas that oppose affirmative action, Vega strongly disagreed with this view. He illustrated the influence that one justice can have by pointing to Thurgood Marshall, the African American who led the fight for civil rights when he was the only Black man on the Supreme Court. "He was able to provide a perspective to colleagues unique to his experience. A Hispanic on the U.S. Supreme Court would provide similar insight to deliberation," said Vega.

Naming a Hispanic to the court would strengthen law and order in the country, suggested Carlos Ortiz. Appointing a Hispanic "would serve to promote greater respect for law and order and reduce the risk that the Court's decisions were regarded as tainted by prejudice, indifference, or inequity." Moreover, though he agreed that a Hispanic should be named based on merit, he said that every presidential nominee is a political act. He stressed that "30 million Hispanic Americans have never been represented on the court."

"No one would tolerate a Supreme Court without women... without an African American, yet we continue to tolerate a Supreme Court that doesn't reflect our fastest growing group, Hispanics."

MARTIN CASTRO, CHAIR, HNBA

SUPREME COURT COMMITTEE

Gilbert Casellas, who at 47 is the youngest person on the short list, said that the time is right to nominate a Hispanic because of the "enormous demographic changes that have taken place in this country. In five years, the Hispanic population will be the single largest minority group. In order to instill a sense of belonging and respect for a system of government and laws, people need to feel that their interests and viewpoints are represented in government, including the judiciary." Casellas served as director of the Equal Employment Opportunity Commission from 1991-94 and is now president of the Swarthmore Group, a West Chester, Pa., investment advisory firm.

Casellas considers the most important issues affecting Hispanics to be "the continuing quest for equity at all levels, whether it's education, employment, economic equality." Other important issues include the Bill of Rights, police conduct, and racial profiling. "When people who view themselves as less powerful seek redress, it's often with the courts. Courts are there to seek justice," he said. Would the fact that he is no longer a practicing attorney serve as a deterrent to his being nominated? Casellas pointed out that Judge Rehnquist and Earl Warren, who was an ex-governor of California, were not practicing lawyers when they were named to the Court.

Having served as justice of the New Mexico Supreme Court for 10 years, 63-year-old Joseph F. Baca brings a strong judicial background to consideration as a U.S. Supreme Court justice. Asked why the time is propitious for a Hispanic to be named, Baca replied that "President

Justice Joseph F. Baca

Clinton said that he wants the government to look like America." He added that the "courts function because people believe in what they do. If people begin to believe that the courts are somehow for other people and not for them, they are less likely to have faith in that institution."

When Louis Brandeis was named the first Jewish Supreme Court justice by President Woodrow Wilson, Jewish people felt symbolically affirmed, Baca said. "No one expected that Brandeis would favor Jewish litigants. It was a symbolic move," he said, suggesting that Hispanics would feel validated when a Hispanic justice is named.

Judge Fortunado "Pete" Benavides believes in "executive privilege," suggesting that the president has a right to name anyone who is best qualified to be on the Supreme Court. He added, however, that it "would be a proper thing to name a Hispanic. Hispanics constitute a significant and growing portion of the American population. If a Hispanic is qualified, it would make all Hispanics feel more a part of the process."

Contacted by *The Hispanic Outlook*, 59-year-old Jose A. Cabranes, a judge in the United States Court of Appeals for the Second Circuit, based in New Haven, declined to comment on why a Hispanic should be named to the Supreme Court. "A judge," he replied, "should not comment on that issue." Cabranes has been a federal judge since 1979, possesses a law degree from Yale Law, taught administrative law at Rutgers University, and served as general counsel to Yale University and the governor of Puerto Rico.

Gilbert Casellas, former chair of the Equal Employment Opportunity Commission

Cruz Reynoso, currently a professor of law at the University of California at Los Angeles, also offers extensive experience as a judge. He served as associate justice of the California Third District Court of Appeals from 1972 to 1982 and then was an associate justice of the California Supreme Court from 1982 to 1987.

Four candidates, Joseph Baca, Fortunato "Pete" Benavides, Jose A. Cabranes, and Cruz Reynoso, have strong judicial backgrounds. Judge Baca has been a justice of the New Mexico Supreme Court for a decade, Judge Fortunato has been on the U.S. Court of Appeals for five years, Judge Cabranes has been on the federal bench for 20 years. Cruz Reynoso was a California judge for 15 years. Experts agree that it is much more likely for a current judge to be nominated than someone from outside the judiciary, though that has happened in the past. Neither Gilbert Casellas nor Vilma Martinez has ever served on the judiciary.

> ***Appointing a Hispanic "would serve to promote greater respect for law and order and reduce the risk that the Court's decisions were regarded as tainted by prejudice, indifference, or inequity."***
>
> CARLOS ORTIZ,
>
> GENERAL COUNSEL,
>
> GOYA FOODS INC., AND HNBA
>
> WHITE HOUSE LIAISON

Judge Fortunato P. Benavides

This list of Hispanic candidates was first circulated in 1991, before President Clinton named Justice Breyer and Justice Ginsburg to the court. Since then, certain candidates have dropped out, and others have been added to the association's short list. Unlike political candidates, who must undergo litmus tests to see if they are pro or con on issues such as abortion to be considered for a Supreme Court position, Castro stresses that these candidates were selected based on their ability, not their adherence to one or two key issues. "The Latino community," he added, "is not monolithic, but we are united in the cause of getting a Hispanic American nominated to the Court."

Despite the Hispanic National Bar Association's having inaugurated its list of leading Hispanic candidates a decade ago, Martin Castro contends that the committee is making progress. "Ten years ago, our efforts were considered a pie in the sky. 'Who knows when it will happen?' naysayers said. Now it's a given that it will happen," he said.

Ranking Law Schools

Thomas M. Cooley's Law Dean Devises New System

BY DON LEDUC

Law schools across the nation can now be compared objectively on the strength of their academic program, thanks to a new ranking system.

The Program Achievement Rating, devised by Dean Don LeDuc at the Thomas M. Cooley Law School in Lansing, Mich., ranks American Bar Association (ABA)-accredited law schools across the nation.

The study assesses the strength of each school's academic program by comparing students' incoming indexes–undergraduate grade point averages (UGPA) and the Law School Admissions Test (LSAT)–with the school's bar passage rates.

"The study ranks American law schools using only objective data for each school published in the 2000 *ABA Official Guide to Approved Law Schools*," said LeDuc.

The study compares the reported entering-class profile of each school to its bar results. To make the comparison with the other schools, a formula creates an index score for each school. This index score is based upon the undergraduate GPA and the LSAT of its entering class as published by the ABA.

For this analysis, the index was established using the 75th percentile of undergraduate GPA and the 75th percentile of the LSAT reported by each school for its entering full-time students. These two factors were combined. In this analysis, the UGPA was multiplied by 15 and added to the LSAT score. The result was then halved, so that an index number could be expressed in relationship to approximately 100. Each school's bar passage rate, again as reported to the ABA, was then divided by its index number to establish a PAR number.

The resulting figure is the school's Program Achievement Ranking, or PAR. Schools with the highest rating tend to accept students with a wider range of academic abilities and backgrounds. They also tend to have consistently high bar passage rates.

"The PAR system, by comparing input and output, identifies schools that have high academic standards, effective educational programs, and good teaching," LeDuc explained.

The University of Montana and Wayne State University tie for first place (a 91 rating); Campbell University in North Carolina, Indiana University-Indianapolis, The University of Mississippi, and Mississippi all tie for third place (all with a 90 rating); Indiana University-Bloomington, the University of Minnesota, and Valparaiso University tie for seventh (89 rating); and Cooley Law School, Mercer University, the University of New Mexico, and the University of South Dakota all tie for 10th place (88 rating).

The PAR survey lists schools in four different ways: by index, by ranking, by state, and by school.

THE THOMAS M.
COOLEY
LAW SCHOOL

The school-by-school list is an easy way for readers to check out their favorite school and find out where it placed on the list.

The PAR system explodes the myth that the more selective, theoretically more prestigious schools would always have significantly higher bar passage rates. Such is not always the case. Schools such as those in the top 10, with their challenging academic programs and rigorous standards, are proving that they can produce bar results equal to, or better than, their more exclusive colleagues in academia.

The PAR system appears to be the first objective system since rankings took on the law school world.

"Nearly all rankings of law schools today are subjective," LeDuc noted. "Most rankings depend on reputation, which is often nothing more than a reflection of the rankers' subjective individual biases about educational values.

"Most rankers are personally knowledgeable about the quality and performance of only a handful of law schools at best, and are generally ignorant of the same features at the substantial majority of American law schools.

"The important feature of this system is that it uses facts rather than perceptions. The particular formula used is not significant; a similar system could weigh UGPAs and LSATs differently, or could disregard one or the other as a factor."

The PAR system alone should not be used by students when they select schools nor should any other ranking system, LeDuc said.

At Cooley, the largest law school in Michigan and the third largest law school in the United States, the high ranking demonstrates the message Cooley has been trying to get across for years–if you just give people a chance to excel, they will do so. In its 25 years, Cooley has garnered a strong reputation for giving a wider range of students that chance, and its reward has been continued growth and consistently high bar passage rates. Although the No. 1 spot rotates among four of the five law schools in Michigan, Cooley has claimed the top spot twice in the last five examinations.

Why is Cooley so popular?

"Students come to Cooley Law School because they want to be here," said Tony Alvarado, Deputy Director of Admissions. "They want a chance to challenge themselves and to prove themselves. Cooley provides both. When all is said and done, there are literally thousands of both minority and non-minority attorneys, judges, business owners, and other professionals out there right now who might not be there if it weren't for Cooley Law School. More than anything, I am proud of that."

The new study helps demonstrate the academic challenge offered by the top-rated.

The Program Achievement Rating, LeDuc explained, "operates much as the computation of a value-added tax. The entering-class profile can be thought of as a statement of the raw material that each school starts with. The bar passage rate can be thought of as the quality of the product that each school produces.

"The value added reveals the quality of the school's academic program. It represents the achievement of each school in converting the raw material, the entering class, into the finished product, the new lawyer."

One key element of Cooley's strong academic program is its externship program. All third-year students are required to complete at least a 3-credit clinical experience in an externship approved by the school. Placements are available all over the U.S. Students consistently report that their on-the-job legal experience is one of the most valuable programs they have ever participated in.

"My externship at the Michigan Commission on Indian Affairs increased my research abilities and my knowledge of what is available on-line, in the libraries, as well as through other resources. It was a great experience," reported Melissa López Pope, a recent graduate and now the assistant director of admissions at Cooley.

Cooley enjoys the single highest percentage of minority students among all law schools in the state. Over one-quarter of the school's 1,700 students identify themselves as Hispanic, African American, Asian/Pacific American, Native American, or multicultural.

Of the 1,745 students enrolled as of Sept. 3 of this year, 294 were identified as Black, 102 as Asian, 90 as Hispanic, 18 as American Indian, and three as multiracial. In addition, 63 students were listed as coming from foreign countries.

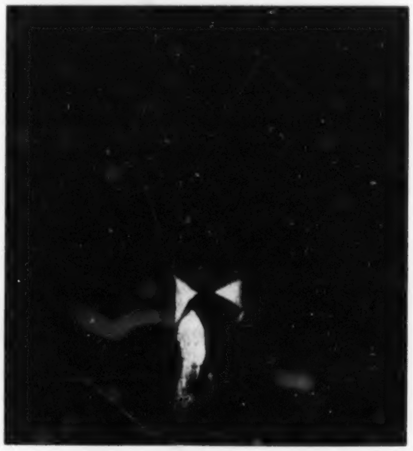
The diversity has been accomplished through the strength of the school's academic program, not through any special consideration for certain populations. All students at Cooley are admitted on the same basis, an index score comprised of their undergraduate GPA and their LSAT.

Alvarado noted that applicants and students both appreciate Cooley's even-handed approach.

"Every now and then, a student will ask me, 'What type of minority program do you have?' I look them straight in the eye and say, 'The same as our non-minority program opportunity.' As a minority myself, I know I would feel much more comfortable walking into that classroom knowing that I was accepted because I met the exact same criteria as every other student there, regardless of race," Alvarado said.

"Every student who has ever been accepted to the Thomas M. Cooley Law School has been accepted because we believed they possessed at least the minimum academic skills to succeed in law school, as well as the moral and ethical integrity to practice law. Our bar passage rates and the success of our graduates support that," Alvarado explained.

Cooley works hard to make everyone feel welcome. The school boasts strong student groups for those interested in a wide variety of interests, whether political, religious, athletic, social, or ethnic. There are vibrant student groups for interested members of various ethnic groups, including the Hispanic Law Student Association, the Asian Pacific American Law Student Association, the Black Law Student Association, and the Multi-Cultural Law Students Association.



Dean Don LeDuc

Maritza Betancourt, a Cooley student and student admissions counselor, serves as an officer with the school's Hispanic Law Student Association. The organization is active on a number of fronts, she said.

The association's mission, she said "is to provide a meeting place for Latino students to exchange ideas. We are a support system for all club members. We have our own outline bank, which is available to dues-paying members. We also offer one-on-one tutorial services for any member.

"We provide a mentor program, voluntary community work, guest speakers, intramural sports, and information regarding conventions and externships," she said. The association has collected money for earthquake victims in Colombia, conducted a clothes drive for a local charity group, helped relocate the Council for Domestic Assault's headquarters, and translated will executions for Spanish-speaking clients at the school's Sixty Plus, Inc., Elderlaw Clinic. Each semester the group meets regularly to discuss current events and career opportunities."

Often graduates make their own career opportunities. David Piña, probably one of the school's better-known Hispanic graduates, is making a name for himself as an innovative private practice attorney in Houston, Texas. Piña, a 1994 graduate of Cooley, is a partner in the Austin, Texas, law firm of López, Piña, and Urrutia. He is active in his law firm, pro bono work, his church, and legal outreach efforts. Piña and his partners focus on family law, personal injury, and medical malpractice.

Cooley was founded in 1972 by former Michigan Supreme Court Chief Justice Thomas E. Brennan. Brennan's vision was to create a law school that was a practical educational arm of the law, rather than a theory-based offshoot of an educational institution. His dream was to provide a legal education for as diverse a population as possible. Twenty-five years later, he has achieved that dream and the school–with a straightforward admissions process that is the same for all.

More information on Cooley can be obtained by accessing the school's Web site at <www.cooley.edu>, or by contacting the school's Admissions Office at (517) 371-5140 or (e-mail) at <cooleyadm@aol.com>.

Cooley continues to grow, and the school remains committed to its well-known, year-around program with classes offered seven days per week, morning, noon, and night. Students choose from full- or part-time options and choose the schedule that gives them the best opportunity to succeed.

"We know there are many more well-deserving, potentially good attorneys still out there looking for an open door. For a good number of them, Cooley Law School will open that door," Alvarado promised.

Don LeDuc, dean of The Thomas M. Cooley Law School (1982-88 and 1996-present), served as a member of the Michigan corrections commission for seven years and is on the board of directors of the Institute of Continuing Legal Education. As chair of the Thomas Cooley Faculty Self-study Committee, he authored the first report submitted to the American Bar Association. His text, Michigan Administrative Law, *is published by West Publishing. Dean LeDuc teaches State and Federal Administrative Law.*

ABA LAW SCHOOLS - PROGRAM ACHIEVEMENT RATINGS

BY QUALIFYING INDEX

August 17, 1999

LAW SCHOOL	STATE	75% GPA	1ST 75% LSAT	PROGRAM QUAL INDX	1ST BAR	BAR STATE	ACHIEVEMENT RATING
Yale University	CT	3.97	175	117	98	NY***	84
Harvard University	MA	3.92	173	116	96	NY***	83
University of California - Berkeley	CA	3.87	169	114	89	CA	78
University of Chicago	IL	3.81	171	114	97	IL	85
Columbia University	NY	3.74	171	114	94	NY	82
New York University	NY	3.81	171	114	96	NY	84
Stanford University	CA	3.91	170	114	91	CA	80
Duke University	NC	3.72	170	113	95	NY***	84
Georgetown University	DC	3.76	168	112	92	NY***	82
University of Michigan	MI	3.73	168	112	92	MI	82
University of Pennsylvania	PA	3.73	168	112	92	NY***	82
University of Virginia	VA	3.78	168	112	88	VA	79
University of California - Los Angeles	CA	3.78	166	111	82	CA	74
Cornell University	NY	3.72	166	111	95	NY	86
University of Minnesota	MN	3.81	164	111	99	MN	89
University of North Carolina	NC	3.81	164	111	93	NC	84
Northwestern University	IL	3.67	167	111	93	IL	84
Vanderbilt University	TN	3.81	164	111	92	TN	83
University of Washington	WA	3.72	166	111	86	WA	77
Washington and Lee University	VA	3.75	166	111	92	VA	83
Brigham Young University	UT	3.77	164	110	96	UT	87
University of Colorado	CO	3.68	164	110	93	CO	85
Fordham University	NY	3.63	165	110	84	NY	76
University of Georgia	GA	3.76	163	110	91	GA	83
University of Notre Dame	IN	3.67	165	110	92	IL***	84
University of Southern California	CA	3.65	165	110	88	CA	80
University of Texas at Austin	TX	3.77	164	110	89	TX	81
University of Arizona	AZ	3.66	164	109	85	AZ	78
Boston College	MA	3.64	164	109	91	MA	83
University of California - Davis	CA	3.62	164	109	92	CA	84
University of California - Hastings	CA	3.59	164	109	90	CA	83
George Washington University	DC	3.57	164	109	81	MD***	74
University of Illinois	IL	3.64	163	109	94	IL	86
Indiana University - Bloomington	IN	3.60	163	109	97	IN	89
University of Iowa	IA	3.71	162	109	88	IA	81
University of Utah	UT	3.76	162	109	91	UT	83
Boston University	MA	3.58	163	108	88	MA	81

University of Cincinnati	OH	3.66	162	108	94	OH	87
Emory University School of Law	GA	3.59	163	108	94	GA	87
University of Florida	FL	3.70	160	108	88	FL	81
Ohio State University	OH	3.75	160	108	85	OH	79
University of Tennessee	TN	3.70	160	108	87	TN	81
Wake Forest University	NC	3.57	162	108	92	NC	85
Washington University	MO	3.58	163	108	89	MO	82
William and Mary School of Law	VA	3.53	164	108	82	VA	76
Arizona State University	AZ	3.59	161	107	80	AZ	75
Case Western Reserve University	OH	3.50	161	107	79	OH	74
University of Connecticut	CT	3.54	161	107	89	CT	83
University of Hawaii	HI	3.40	162	107	85	HI	79
University of Kansas	KS	3.68	159	107	90	KS	84
University of Kentucky	KY	3.66	160	107	65	KY	61
Lewis and Clark College	OR	3.53	162	107	79	OR	74
Loyola University of Chicago	IL	3.56	160	107	80	IL	75
University of Missouri - Columbia	MO	3.67	159	107	91	MO	85
University of Oregon	OR	3.60	159	107	71	OR	66
University of South Carolina	SC	3.54	160	107	86	SC	80
Tulane University	LA	3.53	161	107	71	LA	66
University of Wisconsin	WI	3.66	160	107	*		
University of Alabama	AL	3.50	159	106	92	AL	87
University of Arkansas at Fayetteville	AR	3.63	157	106	77	AR	73
University of Arkansas at Little Rock	AR	3.70	156	106	77	AR	73
Florida State University	FL	3.57	159	106	87	FL	82
George Mason University	VA	3.40	161	106	80	VA	75
Georgia State University	GA	3.49	160	106	84	GA	79
University of Houston	TX	3.50	160	106	91	TX	86
University of Louisville	KY	3.57	159	106	71	KY	67
Loyola Marymount Univ. - Los Angeles	CA	3.48	160	106	82	CA	77
University of Memphis	TN	3.63	157	106	84	TN	79
University of Mississippi	MS	3.63	157	106	95	MS	90
University of Montana	MT	3.50	159	106	96	MT	91
University of Nebraska	NE	3.73	157	106	90	NE	85
Pepperdine University	CA	3.51	160	106	85	CA	80
St. Louis University	MO	3.60	157	106	80	MO	75
Southern Methodist University	TX	3.49	160	106	85	TX	80
Texas Tech University	TX	3.59	158	106	91	TX	86
Yeshiva University	NY	3.57	159	106	76	NY	72
American University	DC	3.51	158	105	69	MD***	66
Brooklyn Law School	NY	3.49	158	105	80	NY	76
Hamline University	MN	3.49	157	105	86	MN	82
Hofstra University	NY	3.50	158	105	65	NY	62
University of Idaho	ID	3.57	156	105	71	ID	68
University of Maine	ME	3.51	158	105	70	ME	67
University of Maryland	MD	3.51	158	105	77	MD	73
University of New Mexico	NM	3.44	158	105	92	NM	88
University of Richmond	VA	3.41	158	105	73	VA	70
Rutgers University - Newark	NJ	3.42	159	105	76	NJ	77
University of San Diego	CA	3.35	160	105	82	CA	78
University of San Francisco	CA	3.45	159	105	89	CA	85
Santa Clara University	CA	3.49	158	105	81	CA	77
Seattle University	WA	3.50	157	105	80	WA	76

University of South Dakota	SD	3.54	156	105	92	SD	88
St. John's University	NY	3.46	158	105	85	NY	81
State Univ. of New York at Buffalo	NY	3.49	157	105	71	NY	68
Temple University	PA	3.52	157	105	68	PA	65
Valparaiso University	IN	3.55	157	105	93	IN	89
Villanova University	PA	3.51	158	105	79	PA	75
West Virginia University	WV	3.62	156	105	79	WV	75
University of Wyoming	WY	3.56	157	105	85	WY	81
University of Akron	OH	3.59	154	104	78	OH	75
Campbell University	NC	3.49	156	104	94	NC	90
Catholic University of America	DC	3.40	157	104	67	MD***	64
University of Denver	CO	3.42	157	104	78	CO	75
Drake University	IA	3.50	155	104	86	IA	83
Illinois Institute of Technology	IL	3.34	157	104	****		
Indiana University - Indianapolis	IN	3.51	156	104	94	IN	90
Louisiana State University	LA	3.53	156	104	83	LA	80
Marquette University	WI	3.35	157	104		*	
Mercer University	GA	3.48	156	104	91	GA	88
University of Miami	FL	3.41	157	104	80	FL	77
University of Missouri - Kansas City	MO	3.46	157	104	82	MO	79
Northeastern University	MA	3.37	158	104	85	MA	82
Northern Kentucky University	KY	3.57	154	104	82	OH***	79
Pennsylvania State University	PA	3.50	155	104	89	PA	86
University of Puerto Rico	PR	3.79	151	104	76	PR	73
Seton Hall University	NJ	3.41	157	104	79	NJ	76
Wayne State University	MI	3.46	157	104	95	MI	91
University of Dayton	OH	3.47	153	103	76	OH	74
DePaul University	IL	3.37	155	103	89	IL	86
Detroit College at Michigan State Univ.	MI	3.40	154	103	80	MI	78
Duquesne University	PA	3.50	154	103	82	PA	80
University of North Dakota	ND	3.43	154	103	83	ND	81
Northern Illinois University	IL	3.30	156	103	82	IL	80
University of Oklahoma	OK	3.42	154	103	87	OK	84
Pace University	NY	3.41	154	103	75	NY	73
University of Pittsburgh	PA	3.50	154	103	74	PA	72
Regent University	VA	3.50	153	103	59	VA	57
Rutgers University - Camden	NJ	3.39	155	103	83	NJ	81
Southern Illinois Univ. - Carbondale	IL	3.38	155	103	76	IL	74
Stetson University	FL	3.40	154	103	86	FL	83
Syracuse University	NY	3.40	154	103	78	NY	76
University of Toledo	OH	3.34	156	103	69	OH	67
Vermont Law School	VT	3.30	156	103	85	NY	83
Washburn University	KS	3.49	153	103	85	KS	83
Willamette University	OR	3.33	157	103	65	OR	63
William Mitchell College of Law	MN	3.44	155	103	86	MN	83
Albany Law School	NY	3.41	153	102	81	NY	79
California Western	CA	3.42	153	102	72	CA	71
Chapman University	CA	3.36	153	102	**		09
Cleveland State University	OH	3.44	153	102	65	OH	64
Creighton University	NE	3.42	153	102	89	NE	87
City University of New York	NY	3.41	153	102	46	NY	45
University of Detroit Mercy	MI	3.42	152	102	84	MI	82
Franklin Pierce Law Center	NH	3.31	155	102	74	NH	73

Golden Gate University	CA	3.35	154	102	69	CA	68
Gonzaga University	WA	3.30	154	102	81	WA	79
Howard University	DC	3.23	155	102	33	MD***	32
McGeorge School of Law	CA	3.33	155	102	73	CA	72
New York Law School	NY	3.27	154	102	66	NY	65
Suffolk University	MA	3.35	153	102	82	MA	80
University of Baltimore	MD	3.31	152	101	70	MD	69
Capital University	OH	3.33	152	101	76	OH	75
John Marshall Law School	IL	3.20	154	101	78	IL	77
Loyola University - New Orleans	LA	3.25	153	101	53	LA	52
Mississippi College	MS	3.39	152	101	91	MS	90
Roger Williams University	RI	3.42	151	101	64	RI	63
Samford University	AL	3.31	153	101	88	AL	87
Southwestern University	CA	3.20	153	101	65	CA	64
Thomas Jefferson School of Law	CA	3.12	155	101	43	CA	43
University of Tulsa	OK	3.20	153	101	83	OK	82
Western New England College	MA	3.36	151	101	69	MA	68
Whittier College	CA	3.24	153	101	69	CA	68
Widener University - Harrisburg	PA	3.37	151	101	81	PA	80
New England School of Law	MA	3.25	151	100	80	MA	80
North Carolina Central University	NC	3.20	152	100	82	NC	82
Quinnipiac College	CT	3.19	152	100	81	CT	81
South Texas College of Law	TX	3.14	153	100	83	TX	83
St. Thomas University	FL	3.23	151	100	77	FL	77
Texas Wesleyan University	TX	3.19	153	100	54	TX	54
Touro College	NY	3.20	151	100	59	NY	59
Nova Southeastern University	FL	3.19	151	99	84	FL	85
St. Mary's University	TX	3.12	152	99	78	TX	79
Western State University	CA	3.17	151	99	48	CA	48
Widener University	DE	3.22	149	99	75	PA***	76
Ohio Northern University	OH	3.12	150	98	59	OH	60
Oklahoma City University	OK	3.18	148	98	81	OK	83
Thomas M. Cooley Law School	MI	3.20	145	97	85	MI	88
Pontifical Catholic University of P.R.	PR	3.60	140	97	65	PR	67
Southern University	LA	3.11	146	96	36	LA	38
Texas Southern University	TX	3.00	144	95	*****		
University of District of Columbia	DC	2.75	147	94	22	MD***	23
Inter American University of Puerto Rico	PR	3.25	140	94	55	PR	59
Baylor University	TX	****	****		90	TX	

* All graduates admitted to the Wisconsin Bar via diploma privilege.

**Too few examinees to report.

*** 1st Bar State differs from location state.

**** School did not provide comparable data.

***** Error in data submitted.

NOTE: THE DATA USED IN THIS REPORT WAS PUBLISHED BY MACMILLAN IN THE OFFICIAL AMERICAN BAR ASSOCIATION GUIDE TO APPROVED LAW SCHOOLS, *2000 EDITION, AS PREPARED BY THE SECTION OF LEGAL EDUCATION AND ADMISSIONS TO THE BAR IN COOPERATION WITH THE OFFICE OF THE CONSULTANT ON LEGAL EDUCATION TO THE AMERICAN BAR ASSOCIATION.*

Cutting Through Granite

Latino and Latina lawyers face significant obstacles

BY
INÉS PINTO ALICEA

> ***"We must keep addressing these issues. Sometimes it seems like water dripping on a stone.... But if the water drips long enough, it makes an impression.... Long enough, and it can cut through granite...."***
>
> JUDGE BERNICE B. DONALD
>
> (JULY 31, 1997)*

Latina lawyers are making strides in some areas of the legal profession but still face numerous barriers in others. Recently adopted policies in several states against programs that increase diversity could negatively affect the numbers of Latinas entering law school, according to representatives from several legal organizations interviewed for this article.

"We've come a long way, but there are still barriers," said Alice Velasquez, a Bronx, New York, district attorney who last month took over the helm of the Hispanic National Bar Association (HNBA), an organization that represents the interests of more than 25,000 Hispanic American attorneys, judges, law professors, and law students in the U.S. and Puerto Rico.

"The saddest thing to me is when I realize that people still make an issue of your ethnicity."

According to the Bureau of Labor Statistics, there are about 912,000 lawyers in the U.S., of whom three percent are considered Hispanic. But Hispanic men outnumber Latinas two-to-one in the profession, said a recent study by the American Bar Association.

Ellie Jurado, a New York attorney and HNBA executive director, said that studies on Latinas in the legal profession are difficult to come by. Moreover, for statistical purposes, Latina lawyers are often grouped with Latinos, minority women, or minorities in general. Few research projects have studied this group individually.

But Jurado said her organization found that many of its Latina members tend to pursue civil rights law and criminal law. Indeed, a recent survey of law school students, conducted six months after graduation by the National Association of Law Placement (NALP) in Washington, showed that Hispanic law school graduates tended to pursue government jobs or public interest jobs. NALP said that 18.5 percent of Hispanic law school graduates were employed by the government compared to 12 percent of Anglo graduates. Moreover, Latino law graduates were more than twice as likely to accept public interest jobs as Anglos. Latinos were the least likely to be found in clerkship positions in the legal profession. Those findings are consistent with ABA findings on minority women in general. The ABA found that six percent of minority women take public interest jobs at graduation, compared with two percent of minority men and two percent of Whites.

"The idealistic side of me believes that [Latinos] are a group of people who care about serving our community," said Velasquez. "But the less idealistic side of me says that Latinos find it more difficult to gain access to the corporate sector. Most Hispanics are first-generation attorneys, and they don't have the network of potential clients that other attorneys seem to have. If you don't bring in clients, you are less likely to succeed. I don't know if I would want to go to a place where I won't be comfortable or where I know I will never make partner."

Jurado said many Latina lawyers find that salary is one of the big hurdles they face in the profession.

"They tend to get paid less than their male counterparts," said Jurado. "They also don't tend to have the connections they need to help them get their foot in the door. You really have to pave your own way."

Jurado's and Velasquez's comments are echoed in the 1998 American Bar Association report, *Miles to Go: Progress of Minorities in the Legal Profession*, which found that a key obstacle to progress is the isolation minority lawyers often experience in law firms. Additionally, minorities lack access to clients and to external social networks for developing new business for their firms, it said.

As a result, most minorities leave majority law firms long before they are considered for partner, said the report. The study showed that 47 percent of minority women law graduates enter firms, compared with about 53 percent of minority men and 57 percent of Whites. But it also discovered that 85 percent of minority women leave predominantly White law firms before their seventh year of practice. Overall, about 75 percent of all associates leave by then, the survey said.

Part of the problem for minority lawyers is their newcomer status in the profession, said the ABA report, prepared by the organization's Commission on Opportunities for Minorities in the Legal Profession. "Many minority lawyers are the first in their families to go to law school or practice law, and thus they lack the professional networks inherited by those more established in the profession. Minority lawyers also tend to lack contacts in White-dominated corporate suites, where most legal business is awarded."

In general, the ABA report painted a dismal picture of the progress of minority lawyers and expressed concern that progress had stalled because of policies adopted recently in different states throughout the country against programs that increase diversity.

The report chronicled gains by minority law students and entry-level lawyers since the ABA Commission was created in 1986, but it cited only minuscule progress in minorities reaching upper professional levels. The report identifies "significant obstacles" to achieving the ABA's goal "to promote full and equal participation in the legal profession by minorities and women" and particularly cites attacks on programs that increase diversity as threatening to stifle minority advancement "for years to come."

Using only undergraduate school grade point averages and admission test scores to select among student applicants would have a "devastating impact" on minority group admissions to law school, says the report. Law school admissions "have already plummeted in California and Texas" under anti-affirmative action policies adopted in those states; Hispanic admissions have dropped 50 percent in public law schools in those states. Minority representation among law students overall has also dropped for the first time in 10 years, said the report.

"The report presents some very sobering information that dispels some commonly held misconceptions regarding the status of minorities in this profession," said ABA commission chair José E. Gaitan. "It is cause for the ABA to reaffirm its commitment to the principle that lawyers of all colors must be allowed to participate in the profession equally."

The report's author, Professor Elizabeth Chambliss of the University of Texas School of Law, recommends improved data collection and dissemination and increased collaboration among researchers at national and local levels.

"The American Bar Association has made a sustained and intensive effort to improve opportunities for real participation in the profession by minority lawyers at all levels for 12 years," said Philip S. Anderson of Little Rock, Ark., president of the association. "We do see real gains, but none among us was so naive as to believe we could undo in a short time the damage of centuries of societal and professional racism," Anderson said. "We do know it is certain that we will not make progress fast enough unless we constantly monitor what we have achieved and what remains to be done. To do that effectively, we must improve the amount and quality of information we compile."

Following are some of the key findings in the ABA report.

- Minority representation in the profession increased to 7.45 percent in 1990 from five percent in 1980. African American lawyers represented 3.36 percent of the profession and 45 percent of all minority lawyers. Hispanic lawyers represented 33 percent of all minority lawyers.
- Among law students, minority representation rose to nearly 20 percent in 1996 from 10.6 percent in 1986, with Asian American students showing the most increase. Hispanic representation in law schools rose to 5.4 percent of law students from 3.3 percent. More recent statistics to determine the impact of anti-affirmative action policies on Latino law students were not yet available.
- Hispanics made up 1.8 percent of associates in large law firms in 1996.
- Minority graduates pass the bar exam at a lower rate than do Whites, according to a recent study by the Law School Admission Council. The study found in the class that entered law school in 1991, 88 percent of Hispanic law students who took the test passed compared to nearly 97 percent of White test-takers.

- Progress for minority women in the legal profession was even slower. Indeed, a 1994 ABA study concluded that minority women today "encounter the same barriers to employment and advancement as their predecessors who entered the profession decades ago."
- Minority men outnumber minority women in most upper-level jobs. Minority women show a higher law firm attrition rate than any other group of lawyers.
- Minority women suffer a "pervasive disadvantage" in the law faculty market. "Minority women simply have not fared as well as minority men in recent law school hiring," the report said. "Their sex alone, independent of credentials, work experience, family ties, and geographic constraints–has negatively affected minority women's placement and teaching assignments on law school faculties."
- Minority women in all sectors of the profession report that they are "ghettoized" in certain types of practice and routinely assumed to be incompetent.
- Hispanic men outnumber Hispanic women two to one in the profession as well as in most upper-level jobs. More than 80 percent of all Hispanic administrative law judges are men.
- Only three percent of law firm partners in the 250 largest law firms in the country were minorities in 1996, showing an increase of less than two percent since 1986 and only 0.6 percent since 1991. According to a 1997-98 study by the National Association of Law Placement, minority women comprise only about 14 percent of the total number of minority law firm partners.

According to NALP, some cities across the country, however, are friendlier than others to minority attorneys. Judith Collins, director of research and information resources at NALP, shared some of the organization's recent analyses of the *1998-1999 National Directory of Legal Employers*, the annual compendium of legal employer data published by NALP. The 1998 directory consisted primarily of large firm listings and included attorney demographic information for nearly 91,000 partners, associates, staff attorneys, and senior attorneys in 630 firms nationwide.

One analysis of the 26 largest cities showed that San Francisco was the most consistently high in representation of both women attorneys and attorneys of color across all levels, she said. Attorneys of color accounted for 4.60 percent and women for 18.29 percent of partners reported in San Francisco. Austin, Texas, and Palo Alto, Calif., also reported a higher than average representation of both female partners and partners of color. Miami had the highest percentage of partners of color (18.21 percent) of all cities, and Denver had the highest percentage of female partners (19.80 percent).

FOUR LATINAS...FOUR SPECIALITIES

Christine Arguello
Government Attorney

When Christine Arguello was 13, she read an article about the Harvard University School of Law and how to become a lawyer. That moment, she decided to be a lawyer, but she kept that decision secret until she was nearly ready to graduate from high school. After she shared her dream with several classmates, they laughed at her.

"The kids kept saying, 'That Chris Martinez thinks she can go to Harvard,'" said Arguello. "It almost broke my spirit. I started thinking, 'Who do I think I am?' But the teacher who heard everything that happened later told me, 'I know you can do it.' I think it was the challenge I needed."

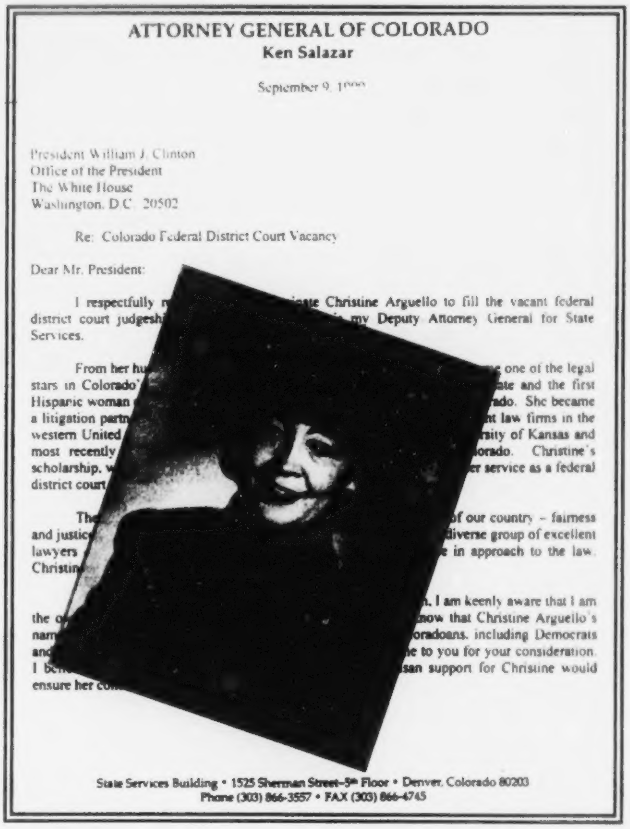
Today, Arguello's name is on the short list for a judicial vacancy on the U.S. District Court for the District Court of Colorado. She is the deputy attorney general of state services in the Colorado Attorney General's Office. Her division provides legal services to all of Colorado's public officials, including the governor, and most of the state agencies. She teaches at the University of Colorado School of Law and serves as a board director with the Colorado Hispanic Bar Association.

"The challenges I face as a Latina lawyer are the same for any other female, but they are increased in magnitude because I am Latina," said Arguello. "People sometimes assumed that I got to where I got because of affirmative action. So I've had to be twice as good."

The road to the judiciary indeed has been challenging for Arguello, who said that for many years she never even considered she "could aspire to be a judge" and had never even met a lawyer until she went to Harvard.

Her parents had dropped out from high school and picked beans to make ends meet. They did not want the same fate for their six children and actively encouraged them to pursue academics.

"My parents always emphasized education, but education meant getting a high school degree," said Arguello, adding that one of her older brothers paved the way for pursuing college and that her parents were thrilled when she decided to further her own education.



ATTORNEY GENERAL OF COLORADO
Ken Salazar

September 9, 1999

President William J. Clinton
Office of the President
The White House
Washington, D.C. 20502

Re: Colorado Federal District Court Vacancy

Dear Mr. President:

I respectfully n ... te Christine Arguello to fill the vacant federal district court judgeshi ... my Deputy Attorney General for State Services.

From her hu ... one of the legal stars in Colorado' ... ate and the first Hispanic woman ... rado. She became a litigation partn ... nt law firms in the western United ... rsity of Kansas and most recently ... orado. Christine's scholarship, w ... er service as a federal district court

The ... of our country – fairness and justic ... diverse group of excellent lawyers ... e in approach to the law. Christin

... n. I am keenly aware that I am the o ... now that Christine Arguello's nam ... oradoans, including Democrats an ... e to you for your consideration. I be ... san support for Christine would ensure her co

State Services Building • 1525 Sherman Street–5th Floor • Denver, Colorado 80203
Phone (303) 866-3557 • FAX (303) 866-4745

In 1977, Arguello became the first Latina in Colorado to be admitted to Harvard University School of Law. The school had admitted its first Latina only a few years earlier. Arguello graduated in 1980, after serving as the Articles Editor for the *Harvard Civil Rights Civil Liberties Law Review*.

After practicing law in Miami for five years, in 1985, Arguello returned to Colorado to continue her career as a civil litigator. In 1988, when she made partner at Holland & Hart, she became the first Hispanic "male or female" to be promoted to partner at any major law firm in Colorado. Shortly thereafter, she was appointed by the firm to chair its Colorado Springs Litigation Section.

Arguello said that her early years as a lawyer were challenging because she often was not taken seriously and many times she was mistaken to be a secretary.

"Judges would say 'Hi, Sweetie' to me, and other lawyers would look at me and see this 5-foot-2 Latina lawyer and would say to themselves, 'She'll be a pushover,'" Arguello said. "I would go into court and tear them apart. Some people would prejudge me because I was a Latina lawyer, and I decided I could walk around with a chip on my shoulder about that or I could accept it and be twice as good as them."

In 1991, Arguello left the private practice to begin a successful teaching career at the University of Kansas School of Law, where she co-authored one of the best selling casebooks in the country, *Evidence: The Objection Method*, which she said is one of her biggest achievements. In 1996, KU honored Arguello by presenting her with one of its most prestigious teaching awards, the William T. Kemper Fellowship for Teaching Excellence. In 1998, she was granted tenure and promoted to full professor.

Arguello's career has taken many interesting turns, and she said she hopes the next step will be to become the first Latina federal judge in Colorado.

Patricia Salas Pineda
Corporate Attorney

Patricia Salas Pineda did not have mentors or role models in the legal profession when she launched her career. But she was a good people-watcher, a skill that she said has helped her enormously as a lawyer.

"You have to learn quickly what to do to succeed," said Pineda, vice president and general counsel for New United Motor Manufacturing, Inc., in Fremont, Calif. The $4.5 billion company is a joint venture between Toyota Motor Corp. and General Motors Corp. that manufactures vehicles for the two companies and employs 4,700 people. "I would look at people who were successful, and I learned how they operated successfully in their environment. I decided what I would take from each person, and over time, I developed my own style. You have to assimilate in that [corporate] culture, and that does not mean abandoning your Hispanic culture.

Pineda said that some of the lessons she has learned in her people-watching are not lessons you can learn in a book and that watching professionals whom she admired in different fields helped her learn such skills as how to build consensus and how to lead effectively.

"You have to come to grips with what is required to be the best," she said. "That's not an easy order for anyone. One of my biggest personal challenges in my early years was to become more assertive and outspoken and to learn how to do it effectively."

Pineda said that Hispanic lawyers entering the corporate sector also have to strive to develop relationships within their organization so they can find mentors and learn how to advance, but she said those relationships do not have to be unilateral. "You can help them achieve their objectives [within the company], and they in turn can help you."

Pineda joined her company at its inception 15 years ago and now oversees its legal, environmental, and government affairs. She said that her company has been very supportive of her and she has been lucky because she has not faced the barriers or difficulties experienced by other Latina lawyers. Her biggest challenge in her work is being seen as the "bad guy" because she is a corporate attorney, which the public often equates with "being on the wrong side," even though that is not necessarily so, she said.

"As a lawyer and representative for my company, I have been an advocate for issues that are not at odds with my personal life," she said. "I have been very lucky in that regard. Otherwise, it would be very difficult."

But, Pineda said she has felt the discomfort that other Latinas have faced in the legal profession. When she first graduated from Boalt Hall School of Law at the University of California at Berkeley in 1977, she sensed a reluctance by the legal community to accept her because she was a Latina and she was a woman. Pineda said her approach has always been to plunge ahead, "not to accept defeat." That attitude has helped her immensely in her career, a career that she said can be challenging because the business sector makes lawyers develop skills they do not have and teaches lawyers to make decisions many times based on instinct. Pineda said her first job in the corporate sector introduced her to making decisions in a way that was very different from what she learned in law school.

"I was encouraged to make decisions even if I did not have all of the information I would want as a lawyer, to make the best decision with the information that was available and to go with my instinct," she said. "Over time, you develop a business sense and a new confidence and ability to make decisions."

Pineda said that corporate law is a wonderful place for Latino lawyers even though it is a specialty not many Hispanics have chosen to pursue in the legal profession, according to the ABA.

"I would encourage Hispanic lawyers to pursue careers in the corporate sector," Pineda said. "There are a lot of opportunities for us to add value."

Patricia Salas Pineda

Olga Pedroza
Public Interest

Olga Pedroza said she is more comfortable talking to a group of farm workers about legal issues that affect their daily lives than to a corporate board. Her comfort with people whose voices are often forgotten and her success in winning their cases has brought her recognition.

"My clients look like they could be my cousin, uncle, or other relative, so you can joke with them," she said. "I relate to them, and they give me feedback. Many times they haven't had any experience with a lawyer, but when they walk out, their heads are held high."

Pedroza, a public interest lawyer with Southern New Mexico Legal Services, an organization that provides legal services to people in poverty, was recently honored with four other Latinas for their service in public interest law by the Hispanic National Bar Association. University of New Mexico students honored Pedroza in 1996 with their Fighting for Justice Award.

"The love of my life is employment law," said Pedroza, adding that much of her work with the farm workers involves enforcing two federal laws, the Fair Labor Standards Act and the Agricultural Workers Protection Act. "I hate to lose."

Pedroza said she had been teaching for a number of years when her husband, a lawyer, went on a law school recruiting trip with one of his former professors. The professor urged Pedroza to consider law school herself, and she decided to take the challenge at the age of 37, raising three children while she studied. She graduated in 1985 from the University of New Mexico and worked in different areas of the profession until she was offered her current position in 1990. Her agency is a contractor with the Legal Services Corp., which was created by Congress to provide legal services to the poor in a variety of areas, including divorce, adoption, welfare, employment, food stamps, and landlord/tenant issues. Her organization is divided into two areas, the one that focuses on farm worker issues–the Centro

Olga Pedroza

Legal Campesino–and the Las Cruces Regional Office, which provides legal services for the poor of Las Cruces and the surrounding area. She is the managing attorney of both offices.

Pedroza said that her job is very rewarding, especially since she has been able to build strong ties with her clients."A lot of the workers know our office can help."

She said her outreach efforts have paid off. One of her ways to reach workers has been to meet them at an international bridge in El Paso where farm workers gather at 2 a.m. to wait for farmers to contract them for day work.

One of the most difficult aspects of the job is not being able to take a case. "Law and justice are two different things," said Pedroza. "I've had farm workers come in and tell me for example, 'That terrible contractor threw chiles in my face and insulted me.' I can't do anything about that. That's hard to tell somebody."

She said the job brings its challenges because public interest lawyers, particularly Latina ones, sometimes aren't taken as seriously by judges or even other lawyers. As a result, she said she finds herself having to appeal cases because of judicial oversight or legal technicalities.

"It's very disturbing," she said. "Sometimes, the judges are ridiculous. They make you go to the next level. It's more work, but you do it. You just don't make it a big thing."

Alice Velasquez
Criminal Prosecutor

Alice Velasquez remembers watching the film *To Kill a Mockingbird* and being so inspired by the attorney in the movie that she decided she wanted to pursue the same profession.

"Every attorney dreams of being that kind of lawyer, of doing the right thing," said Velasquez, administrative assistant district attorney in the Office of the District Attorney of Bronx County.

"To me, the law was doing justice. I didn't dream of making tons of money."

Velasquez graduated from Pace University School of Law in 1983, went straight to her job as a prosecutor, and has been there for 15 years. In October of this year, she took over the helm of the HNBA, a national association representing the interests of more than 25,000 Hispanic American attorneys, judges, law professors, and law students in the United States and Puerto Rico.

"I knew I wanted to be a prosecutor since law school," she said. "My type of job affords you the opportunity to try cases early in your career. I've always loved language and good arguments. I was excited about being able to litigate."

Velasquez said she did not have any attorneys in her family, just a lot of encouragement from her parents to get as much education as possible and as good an education as possible. And watching *To Kill a Mockingbird* solidified her career choice.

"I've been fortunate because the area of law that I chose to pursue allows me to do what in my mind is the right thing," she said.

Her biggest victories, she said, are when she is able to help a crime victim get vindication through the legal system. "You feel a great sense of accomplishment," she said.

Velasquez said that when she started her career, many people assumed she could not be an attorney because they saw her Spanish surname. But hard work and diligence have helped her build a solid reputation in the legal profession.

"Early in my career, being a female Hispanic lawyer was still an anomaly," she said. "It meant a lot of hard work. I had to go about my work with a single-mindedness and just do my job. People began to notice the attorney and not just the woman or not just the Latina."

Velasquez said that one of her big priorities when she takes over HNBA is to focus on the retention of Latinos at law firms, particularly since Latinos are expected to be the largest

Alice Velasquez

minority population in the U.S. by 2005 yet comprise only a small number of the attorneys at law firms nationwide. She also will try to develop different programs to foster mentoring of up-and-coming lawyers.

"As experienced attorneys, our greatest gift to our community is to mentor young attorneys," she said.

* * *

THE HISPANIC NATIONAL BAR ASSOCIATION

The Hispanic National Bar Association (HNBA) is an incorporated, nonprofit, national association. Based in Washington, D.C., it has been a principal force behind the increased representation of Hispanics in all sectors of the legal profession and has served as the legal voice for Hispanics since it was founded in California in 1972 as the La Raza National Lawyers Association.

National officers are elected by the membership at large; regional presidents, by their regional members. Local Hispanic bar associations also may become affiliated with the HNBA. Those of more than 100 U. S. cities are now affiliates.

Within the HNBA are sectors that represent Latina lawyers, corporate lawyers, Hispanic law professors, law students, Hispanic judges, and lawyers in the military. Members also can join committees that correspond with their particular area of law.

The primary objectives of the HNBA are to increase opportunities for Hispanics in the legal profession and to address issues of concern to the national Hispanic community. Legal education and civil rights have been fundamental HNBA concerns from the beginning. Judicial appointments and political representation are also priorities. The HNBA provides professional services to local and national members who seek assistance with their own professional advancement and on issues that affect the Hispanic community.

The HNBA is active in many national organizations. One is the National Hispanic Leadership Agenda (NHLA), a group comprised of representatives from 21 Hispanic national organizations, representing more than 160,000 active Hispanic community leaders. The NHLA's task is to provide an agenda that will improve the Hispanic community.

The HNBA holds a seat in the American Bar Association House of Delegates, which represents more than 500,000 attorneys. The HNBA has taken a leadership role, along with other minority bar associations, in sponsoring programs that would increase the number of minority law school students.

The HNBA also has developed proposals for law school admission committees to study factors leading to the decline in the number of minority law students and the Bar passage rate of minority students.

HNBA sponsors a law student division that seeks to increase Hispanic student representation in law schools–a joint effort with all 183 ABA-accredited law schools, the American Association of Law Schools, and the Law School Admissions Council. Through its related charitable organization, the Hispanic National Bar Fund, Inc., thousands of dollars in scholarships have been awarded to deserving Hispanic law students.

Since 1975, the HNBA has held annual national conventions offering educational seminars, continuing legal education classes, and social functions that allow Hispanic professionals with similar goals and philosophies to network.

**Source: ABA study*: Miles to Go: Progress of Minorities in the Legal Profession, *published in 1998*.

CALL FOR PAPERS

National Association of Hispanic and Latino Studies

National Conference
February 21-26, 2000
Houston, Texas

Abstracts, not to exceed two pages, should be submitted which relate to any aspect of the Hispanic and Latino experience. Subjects may include but are not limited to literature, demographics, history, politics, economics, education, health care, fine arts, religion, social sciences, business and many other subjects. Please indicate the time required for presentation of your paper (25 minutes/45 minutes).

Abstracts must be postmarked by:
November 23, 1999

Send Abstracts To:
Dr. Lemuel Berry, Jr.
Executive Director, NANAS
Morehead State University
212 Rader Hall
Morehead, KY 40351
Telephone: (606) 783-2650
Fax: (606) 783-5046

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DIRECTOR OF ETHICS & PUBLIC LIFE

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A successful candidate must have a distinguished record of research and publications in the area of ethics, be an effective teacher, and have proven administrative ability. The successful candidate will be expected to teach as well as serve as the Director of the Program on Ethics & Public Life (EPL). EPL is an interdisciplinary program located in the College of Arts & Sciences that serves Cornell's ten Colleges. The Program both teaches courses of its own in practical ethics to students at graduate and undergraduate levels and collaborates with facultycolleagues across the University who are not specialists in ethics but are enhancing their treatment of the ethical issues in their own fields.

Applications from persons in all fields of practical ethics are welcome, particularly government, history, law, and philosophy. An applicant's expertise may include areas such as bioethics,environmental ethics, international ethics, professional ethics, or ethical issues in business, medicine, public health, public policy, and technology. The appointment will be made at the associate or full professor level, depending on the qualifications of the successful candidate.

Applications must include a brief cover letter containing a statement of interest and suitability for this position, a comprehensive vita and the names, addresses, and phone and FAX numbers of five referees. Each candidate should also send no more than two relevant papers published in recent years. Nominations of outstanding individuals are also welcome. Applications will be considered on a rolling basis, although preference will be given to files completed before December 1st, 1999. Files will continue to be reviewed until an appointment is made.

Please send applications and nominations and direct inquiries to:

Professor Mary Sansalone, Chair,
Ethics Search Committee, Vice-Provost's Office, 433 Day Hall,
Cornell University, Ithaca, New York 14853

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The Honor Roll

American University

Diverse Ideas, People, Expertise, and Values

BY ROGER DEITZ

September 1997, President Bill Clinton visited the campus of American University (AU) in Washington, D.C., with a most interesting request. Referring to AU President Benjamin Ladner's vision of building a diverse university community at the institution, Bill Clinton challenged the American University community to set an example for the rest of the world. "Your president noted that you have people from 140 different racial and ethnic groups here on the university campus," Clinton remarked. "Good for you. You can be America's laboratory. You figure it out and let us know."

American University, Washington College of Law

In addressing the AU community, University President Ladner stressed, "The diversity of ideas, people, expertise, and values that are hallmarks of this institution are also indispensable ingredients of a vibrant community of inquiry that prizes differing perspectives while embracing the unity and integrity of the community as a whole. As clearly expressed in our strategic plan, we are committed already to meeting this challenge."

There are three distinct "overarching goals" articulated by the strategic plan to which Ladner refers. They are building a distinctive, global university; improving the university's academic quality and reputation; and creating a "unique academic community of diverse peoples." President Ladner believes that the third goal sets the stage for the other two. Dr. Ladner suggests, "The cornerstone of this strategic plan and the prospect of its success are the people who belong to the American University community. What is described in specific terms in this plan actually flows from our collective will to make a new, even passionate, commitment to encourage and enable students, faculty, staff, alumni, and trustees to build a community of inquiry that in multiple and diverse ways affirms the dignity and creative possibilities of every individual." President Ladner's visionary plan caught the attention of President Clinton, and it has also come to the attention of *The Hispanic Outlook*. We are pleased to make the American University an Honor Roll inductee.

American University was incorporated by the government of the District of Columbia in 1891 and chartered by an Act of Congress in 1893 as a United Methodist Church-related institution. The university's first building was completed in 1898, and the first class was graduated in 1916. Located in a residential area of upper northwest Washington, D.C., American is an independent, coeducational university. All 50 states, the District of Columbia, Puerto Rico and the territories, and

Benjamin Ladner, American University president

Honor Roll Facts in Brief

INSTITUTION
American University

LOCATION
4400 Massachusetts Ave. NW
Washington, DC 20016
(202) 885-1000

ESTABLISHED
1893

ENROLLMENT
10,949
Hispanics: 5.2% bachelor's, 4.7% master's,
3.0% doctorate, 7.1% law

DEGREE OFFERINGS
Associate's
Bachelor's
Master's
Juris Doctorate, (Law)

TUITION AND FEES
Full-time tuition (12-17 credit hours): $20,118 per year

FACULTY
553 full-time (457 of those in full-time teaching positions)

SEVERAL DEGREE PROGRAMS
Arts and Cultural Management
Law and Society
Political Science
Spanish Studies
Women's and Gender Studies

NOTABLE HISPANIC-SERVING ORGANIZATION
Latino and American Student Organization

INTERNET ADDRESS
www.american.edu

nearly 140 foreign countries are represented within the student body.

Of the university's 10,949 students, 5,149 are undergraduates, and 4,653 are graduates or professional students enrolled in degree programs. Continuing Studies and the Washington Semester and World Capitals Program enroll the remaining 1,147 students. There are 4,752 full-time students and 397 part-timers among the undergraduate population. Of the 1,421 students enrolled at the Washington College of Law, 1,198 are enrolled in the JD program, 200 in the LL.M. program, and 23 in a non-degree program. Total enrollment in the undergraduate programs includes 5.2 percent Hispanic, 12.8 percent International, 7.2 percent African American, 3.8 percent Asian, and 0.3 percent Native American students. (9.1 percent of the undergraduate part-time students are Hispanics.) Hispanics also account for 4.7 percent of master's program enrollees and 3.0 percent of those enrolled in doctoral programs. The Washington College of Law attendance figures indicate that Hispanics account for 7.1 percent of the total enrollment.

American University has a student/faculty ratio of 13.9 to 1. There are 553 full-time faculty, 457 in full-time teaching positions. 92 percent of the faculty hold a doctorate or the highest degree in their field. The university also employs 582 adjunct faculty. Six residence halls on the main campus accommodate 2,900 students per year. An apartment building housing 125 graduate students is located within a mile of the main campus. Three residence halls on the Tenley Campus provide housing for 450 Washington Semester students. Students may participate in any of more than 110 clubs and organizations; 11 fraternities and 11 sororities; and varsity, recreational, and intramural sports.

Excluding tracks, concentrations, and specializations, American University offers 52 bachelor's programs, 71 master's programs, and 14 doctoral programs in addition to the JD and LL.M. degree. Certificate programs and associate's degrees are available as well. Special programs include the Career Center that offers cooperative education, internships, career preparation, and career-planning services at the graduate and undergraduate levels.

The university supports the Washington Semester Program that affords students a choice of one-semester undergraduate programs such as peace and conflict resolution; American politics (national government and public law); art, history, and cultural policy; foreign policy; economic policy; justice; journalism; international business and trade; and international environment and development. All of these programs include internships.

Another exciting option is the World Capitals Program, which includes 13 undergraduate semester-abroad programs in South America, Asia, and Western and Eastern Europe. Many of these include internships. For example, a student may spend a semester in Madrid and attend classes at the College of International Studies in the heart of the city. In a two-part semester, the director and influential guest-lecturers–including politicians, journalists, artists, and writers–discuss political, economic, social, and cultural factors affecting contemporary Spain. There are excursions to sites in and around Madrid that expand on the topics covered by the semester course. All classes are in Spanish. There is also a Semester in Santiago and a Semester in Buenos Aires for students interested in exploring those locations.

The Washington Semester Program offers a choice of one-semester undergraduate programs such as peace and conflict resolution; American politics; art, history, and cultural policy; foreign policy; and more–all including internships.

American University is most proud of its Washington College of Law and the law school's mission of "advancing human dignity and... creating opportunities for those pursuing their dreams." For more than 100 years, WCL has remained faithful to its heritage of diversity and gender inclusiveness, upon which the founders–Emma Gillett and Ellen Spencer Mussey–established an institution of educational excellence. Today, WCL prides itself on meaningful service to the legal profession and the world community, its entrepreneurial faculty and students, and its creativity in developing exemplary academics and path-breaking scholarship.

Claudio M. Grossman, Dean of the Washington College of Law, says that the college has a "challenging atmosphere, one that encourages the exchange of ideas." He maintains that the WCL experience is not merely a product of faculty, programs, and location, noting, "Without question, our greatest asset is our energetic and heterogeneous student body. WCL students actively involve themselves in the governance of the law school and have many opportunities for professional and personal growth." Dean Grossman points out that the faculty brings to the law school a rich experience of service as business law consultants, monitors of human rights situations throughout the world, and assistants to nonprofit organizations. The dean also notes that "faculty publications cover a wide variety of issues important in the domestic and international arenas," and adds that the institution's strong JD program "reflects a wide range of teaching and jurisprudential philosophies.

Dean Grossman is very proud of his school's nationally recognized and universally/nationally respected International Legal Studies program. He continues, "Our International Legal Studies program annually attracts more than 196 lawyers from around the world. This semester our students are from 66 countries in the LL.M. program." For example, the attendees this year include 20 students from Africa, 22 from North America, 53 from Latin America, 1 from the Caribbean, 19 from Western Europe, 12 from Eastern Europe, 15 from the Middle East, 23 from East Asia, and 32 from South Asia.

Grossman also calls attention to a new international program, reporting, "The International Law Masters Specialization in Gender and the Law has great potential for promoting equity in the legal system." The new LL.M. specialization in Gender Studies is the first graduate degree program of its kind concentrating on gender studies offered in the world. The dean says this should not come as a surprise, remarking, "As the only law school founded by women, the Washington College of Law has long been recognized as a leading center for feminist legal scholarship, teaching, and advocacy." He concludes, "Our two-year fellowship program enables women from Latin America who wish to become law professors in their home countries to integrate gender studies into Latin American legal education. Our first Spring 1998 admittees are Marcela Huaita Alegre of Peru, Luz Rioseco of Chile, and Ana L. Soares of Brazil."

In addition to reaching out to students and graduates from all around the globe who are seeking professional development in the Law, students starting their academic journey also receive encouragement at American University. The ¡Alcanza! project at AU is aimed at providing "Opportunities Through Higher Education" for local Hispanic students and their parents at a one-day college exposition and fair held at American University's Bender Arena. Here workshops are offered on such subjects as: Choosing a College, How to Apply and Get Accepted to College, Planning for College, and Financing a College Education. The program has been instrumental in assisting Hispanic high school students in planning for post-secondary education. The annual event is now in its fourth year. It is sponsored by American University, Sallie Mae, the United States Department of the Interior, the United States Department of Education, Trinity College, and McA Enterprises. The idea is to get the attention of Hispanic High School students attending classes in the Washington, D.C., Metropolitan area, and to encourage them to attend institutions of higher education. More than 1,200 Latino students participate each year. During the event there is a college fair for the students to meet with college and university admissions representatives from across the United States who distribute application materials and answer students' questions.

Cheating on Campus Reaches New Highs

ETS and Ad Council Join in Campaign to Change Behavior

BY
MARILYN GILROY

> ***"It's definitely what you get assigned–and how long you have to do it–that right there determines whether you're going to cheat." First-year student at UT***

- More than 75 percent of college students have admitted to cheating.
- Computers make cheating easier than ever before. Web sites offer to write essays and term papers for college students, promising them "good quality work at reasonable prices."
- Business and engineering majors are most likely to cheat, but cheating is prevalent among all levels in college, even graduate school.
- Most students say that they don't think cheating is a big deal.
- Cheating does not end at graduation. Widespread resume fraud is just one serious issue that has caused employers to worry about the level of integrity of new employees.

These startling findings about cheating released by the Center for Academic Integrity and the Educational Testing Center present a dismal picture of student academic conduct across the nation's campuses. In fact, cheating has become so commonplace that students who don't cheat report that they often feel like "fools" for not playing the game, one researcher has said. The problem is clearly out of control and has been spurred by a number of factors, including pressure for high grades, time constraints on students, societal attitudes that tolerate cheating, and failure of schools to catch and punish cheaters.

Alarmed by the statistics and disclosures about widespread cheating, the Educational Testing Service (ETS) and the Advertising Council have joined forces in a national public service campaign to raise awareness about the extent of the problem. They are tackling an issue that requires a change in student attitudes and behavior.

Nancy Cole, Educational Testing Service president

Academic cheating includes not only deceptive or tricky practices in test-taking but also various forms of representing someone else's work as your own. It can mean directly copying another's work, purchasing a term paper or test questions in advance, or paying another to do the work for you. But it also includes more mundane and day-to-day examples of academic dishonesty. One University of Arizona engineering professor reported that he did not perceive a high incidence of cheating on tests but was more concerned about the submission of laboratory and homework assignments that looked identical.

Why and How Students Cheat

The overwhelming majority of students who cheat report that their motive is to "get that grade." It seems that more students than ever are willing to do whatever it takes to get the A or B. As Nancy Cole, president of ETS, said recently, "Too often it is the grade and not the knowledge that is the driving force in a student's education. In a society where so much emphasis is placed on results, the value of learning for its own joy is being lost."

Students who cheat often feel justified in what they are doing. They cheat because they think they will be unfairly disadvantaged in the competition for grades if they don't.

And, says Cole, "If the emphasis is on getting the grade by any means possible, then knowledge, integrity, and personal growth become less important."

Students confirm that grades are a major source of anxiety and that they are under pressure from parents and peers "to stay in the game and play the system," which often means cheating.

One community college student who admitted cheating was asked why, and she replied, "I knew I was prepared for the test, but I was still afraid of getting a low grade. I guess I felt uncertain and just panicked."

When asked if she felt guilty and regretted this action, she said, "No, because I ended up getting a good grade on the test. But in all honesty, I didn't deserve the grade."

While some cheating is due to students' being anxious, unprepared, or just plain lazy, more often than not it is the result of a time-crunch factor. Students say that their coursework is demanding, and many have the added pressure of working in part-time or even full-time jobs to meet rising tuition bills.

One University of Texas first-year student said, "It's definitely what you get assigned–and how long you have to do it–that right there determines whether you're going to cheat." Other students surveyed indicated that they had too much homework and "tons of activities," and so cutting corners by cheating was the only way to get by.

Add to these factors the common perception on the part of students that cheating is a "victimless" crime and therefore not a big deal. After all, they say, cheating is all around them–in politics, business, home, and school. As Nancy Cole points out, they see that parents cheat on taxes and financial aid forms; athletes take performance-enhancing drugs, and lawmakers accept gifts and vote with special interests.

Students cheat in ways that might not be as subtle as those of their adult counterparts but are definitely more creative and, in some ways, harder to detect. In several national surveys, students reported that they cheated by pretending to blow their nose on tissues with answers written on them, using the underside of baseball cap brims to record answers, and writing math or accounting formulas on small pieces of paper. A more complicated method involves bringing ready-made blue books with essay answers in them to class via backpacks and substituting them for blank bluebooks that are passed out by professors.

Others mentioned that they cheat by having the answers written on their hands, or some just have their notebooks open on the floor with information exposed so that all they have to do is casually look down.

Technology has also provided new opportunities. Some students have figured out how to program their calculators with formulas but are able to show an "empty" memory mode when the instructor checks. As for the internet addresses that offer term papers, one such site boasted more than one million hits per year. Another offered to send students its catalog of 29,000 term papers.

Crime and Punishment

Colleges and universities are increasingly adopting stronger codes and penalties for academic cheating. Many are including presentations on cheating as part of orientation sessions and are passing out brochures explaining campus policies and clarifying the nature of plagiarism, which is often one of the most common cheating violations.

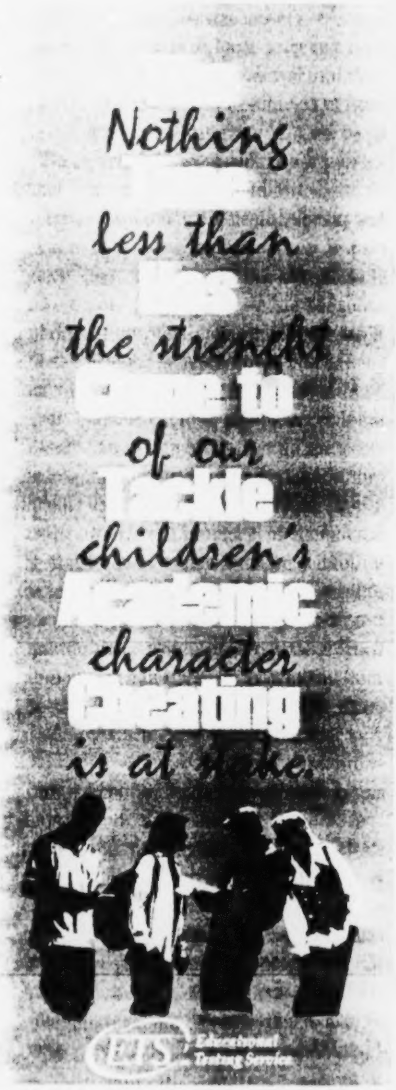
Sanctions against students convicted of cheating vary from campus to campus but often include one or more of the following: warning, reduced grade or "F" on the assignment, an "F" in the course, suspension, probation, or revocation of admission.

The University of Virginia, which has a 100-year-old honor code, takes a hard line and expels those students who are convicted of cheating.

Earlier this year, the *San Diego Union Tribune* reported that 25 San Diego State University students failed a course in business ethics (yes, ethics) because they cheated. The instructor set a trap for the students after receiving a tip that students were using answers they gleaned from a test given to an earlier session of the class.

What made the case so unusual was the number of students involved. All of the students received a failing grade for the course and were placed on probation.

As an added measure to emphasize the seriousness of the problem, at the University of Southern California, officials have embarked on a campaign that uses the student newspaper to publish cheating violations and the penalties imposed.



Several universities have also struck back by filing lawsuits against companies that encourage cheating. Boston University sued five on-line term paper services, but a federal judge rejected the case. When one local business near the University of Arizona circulated a flier offering students the service of having a substitute attend their class and take the exam for them, the university began to take steps to investigate the service.

But even though there are policies in writing and procedures for dealing with cheating, the sheer number of student violators makes the process of reporting, documenting, and punishing cheaters a difficult one. Often English composition classes and departments are too big to investigate widespread plagiarism. Classes average about 30 students, and there are hundreds of sections at large universities. Some composition teachers try to minimize possibilities for cheating by requiring students to submit notes and rough drafts before their papers are due.

However, ETS, which commissioned three studies on cheating, reports that in most cases, cheaters

BEST COPY AVAILABLE

Teddy Coluca ("The Ref") poses with child actors starring in the ETS-sponsored Ad Council campaign to discourage academic cheating

don't get caught and they are seldom punished harshly, if at all. In addition, faculty awareness of the severity of problem has not yet surfaced on many campuses. The ETS surveys found that faculty support of academic integrity policies is low, primarily because only 35 percent of college educators felt that cheating was widespread.

What Can Be Done

ETS and the Advertising Council have developed a national public service campaign to discourage academic cheating. The campaign, launched in September, targets middle school children, ages 9-14. According to a recent survey of middle schoolers, two-thirds of respondents reported cheating on exams while 9 out of 10 reported copying another's homework.

By aiming at adolescents, campaign officials hope to change student attitudes by the time they are in high school, where the percentage of students who cheat has skyrocketed to 70 percent. While studies in previous decades indicated that those who cheated were struggling students, 80 percent of the country's best students reported that they cheated to get to the top of their class, according to a 1998 poll of *Who's Who Among American High School Students*. The majority of these students cited the enormous pressures to be accepted to elite universities as part of their justification for cheating.

With numbers like these, the ETS and Ad Council campaign has a long way to go to be effective. But officials are optimistic, citing other public service campaigns such as those against drinking and driving with the slogan "Friends Don't Let Friends Drive Drunk" and the "Take a Bite out of Crime" neighborhood watch campaign. They point out that the ads in support of curbside recycling programs as well as the ubiquitous Smokey the Bear image to preserve forests had a tremendous impact on behavioral change in society. One of the slogans in the anti-cheating ads will draw on a sports metaphor and feature the slogan, "Cheating Is a Personal Foul."

Susan Murphy-Jacobsen, director of public relations of R&B Communications, which is coordinating the campaign, says that they are hoping to affect attitudes about cheating. "We hope that students will decide not to cheat and not to accept cheating among their friends. We hope it will no longer be 'cool' to cheat."

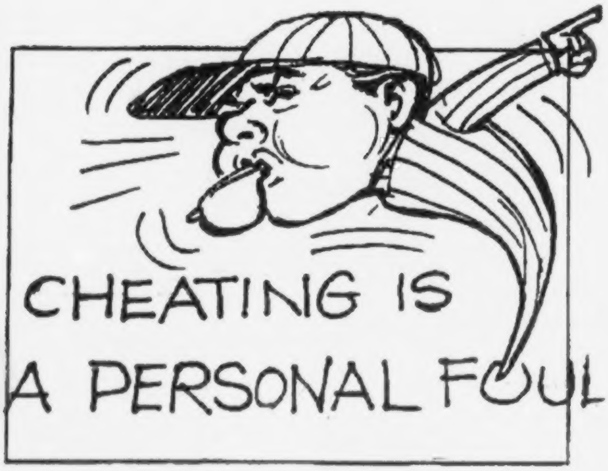
Nancy Cole of ETS thinks the mass communication approach will generate significant results. "I firmly believe that this advertising campaign could have a powerful, measurable, long-term beneficial impact on our children, the nation's educational system, and society as a whole," she said. "Cheating undermines integrity and fairness at all levels. It leads to weakened life performance and corrupts the merit basis of our society."

ETS officials say that during the three-year run of the campaign, they hope to convince students that cheating has moral and practical consequences and that by doing what is right, students will not only feel pride but a sense of accomplishment. They are asking parents and educators to establish household and classroom rules on and penalties for cheating. They also encourage adults to help students prioritize extracurricular activities and education.

The campaign just might be able to redirect the innate moral compass that many students want to follow. It is clear from the comments of students at the University of Texas that they want to do the right thing, that they want to turn the tide on cheating. The university posted a Web forum entitled "Cheating at UT: Can Integrity Be Legislated?" and asked students to engage in an on-line debate. The majority of the hundreds of bulletin board messages argue against cheating.

UT student Trey Chavez writes, "Cheating is wrong and robs the people who cheat as well as the people who don't cheat of their integrity. People who know about these cheaters and don't report them also lack integrity."

Adds student Monica Escobar, who logged on to the discussion, "Integrity is something deep down within a person, and I feel that having integrity would mean failing a quiz rather than cheating. Many people get overwhelmed with things such as making that GPA, but I feel you should make it the honest way and stick to having integrity."



First-Generation University of Wisconsin Graduate Wins Judgeship

BY
MICHAEL SCHMITT

Breaking new ground has become an old habit for recently elected Wisconsin circuit court judge Ralph Ramirez. After a victory last spring in the Waukesha County judicial election, Ramirez became the first Hispanic to hold that position since 1985. More importantly, in this era of controversy over sources of campaign financing, Ramirez was able to run a grassroots campaign in which he raised 25 percent more money than any other judicial electoral race in Waukesha County.

Like most candidates who think about pursuing election to public office, Ramirez had to give careful consideration to the issue of fund-raising.

"My wife and I gave it some serious thought....Was I ready to take up the task of a campaign, was I financially able to assume the monetary responsibility, were we able to raise money, and so on," said Ramirez.

But Ramirez had the advantage of being involved in raising funds for other organizations, and in the end, he drew on that experience to help run his own campaign without the aid of media consultants.

"All of our advertising originated from us. I talked to my friends, I'd get advice, but the ideas were ours," he said.

Having lived in Waukesha County for most of his life, Ramirez was able to gather community support in the form of numerous small contributions of $10, $25, or $50.

"What money reflects is people's support," he said. "We had more individuals who gave smaller contributions, and that enabled us to raise more money than any other judicial campaign in Waukesha County, ever.

"I'm very proud of the fact that we had a lot of new voters and Hispanics who had never voted, but that's not what won the election. The Hispanic population of the entire county is only 2 percent. I got 59 percent of the vote. That means that my appeal went out to the majority of the voters."

Judge Ralph Ramirez

Being elected to the circuit judge position was the culmination of a journey that began with hard work and a scramble to finance college and law school. Born in Waukesha, Wisconsin (just outside Milwaukee), in 1959, Ramirez is the son of migrant workers. His mother originally lived in Texas, and his father worked in Oklahoma. After World War II, Ramirez's father moved to Wisconsin and found employment in the foundries. And although his father dropped out of high school, he was later able to get his GED and earn his college degree thanks to the GI plan. Ramirez's parents stressed to their children the value of higher education–and what it could do for a person. They also stressed a strong work ethic and, according to Ramirez, "not just a work ethic but a hard work ethic."

Ramirez attended the University of Wisconsin, where he worked toward a degree in political science. While at UW, Ramirez decided to pursue the legal profession. "I can't pin my decision on any particular influence," he said. "I guess it was just a realization of what I could do with the abilities that I had. It was something that came to me gradually. I had an interest in law in high school, and I knew as college went on that I wanted to get into law school. The desire to be a prosecutor developed while I was studying law."

Although he had the support of family and friends (some of whom also hoped to become lawyers), Ramirez faced the difficulty of entering a profession that no one in his family had ever attempted and therefore couldn't offer him much advice about.

> ***"I'm very proud of the fact that we had a lot of new voters and Hispanics who had never voted, but that's not what won the election. The Hispanic population of the entire county is only 2 percent. I got 59 percent of the vote. That means that my appeal went out to the majority of the voters."***
>
> RALPH RAMIREZ

"One of the things about being a minority in law school is that so very often, people who are in my position are there as the first ones in the family," he said. "You don't have the family support in the sense that somebody else could say, 'when I was in law school, this is the way it was, or this is what you should do.'

"The experience gives you a feeling of forging ahead, trying to find out what other people may take for granted or other people may know. When you don't have a history of higher education in your family, these are things that are problematic. You are a pioneer."

Paying for college and law school was another issue. Although some financial aid was available, there were no family funds to help with educational expenses. For this reason, Ramirez worked during the summers in the foundries and was employed as a cook while school was in session. When he entered law school, financial assistance was available from the LEO (Legal Education Opportunities) program, which also provided a support network for students who had few places to turn to.

"As members of the LEO program, we had a core group of people–other students and faculty members–who were supportive of us as minorities at the law school," he explained.

As a result of his college experiences, Ramirez has plenty of advice for minorities seeking to enter law school. "Spend some time researching the law school that you want to go to. Don't be afraid to go and then make a decision as to what area of the law you're going to pursue after you get there.

"Our society is based on laws and structured around our legal system. There's so much out there, and so people should not go into law school with one idea in mind as to what they're going to pursue."

Ramirez also encourages those people who think about going to law school to seek out others who have done the same thing.

"It can be a scary proposition when you're a pioneer, and I guess people in higher education should never forget that that's still the case, that a lot of these people are pioneers, and they don't have the family history of college and law school," he said.

Most importantly, Ramirez stresses–don't be afraid to ask questions. Lawyers can be busy people, he points out, but if they see someone who has a real interest in pursuing a legal career, they are usually happy to speak to them.

After graduating from the University of Wisconsin Law School in 1984, Ramirez became an assistant district attorney for Eau Claire County, Wisconsin, a position he held for three years. He then returned to Waukesha, where he served as legal supervisor and chief prosecutor for Waukesha Metropolitan Drug Enforcement Group, and as assistant district attorney of Waukesha County. Ramirez found the work both satisfying and challenging, particularly in the area of prosecuting criminals in cases involving sexual violence. His work earned him the endorsement of law enforcement and victim rights advocates.

"I have had great satisfaction in handling those cases, because professionally they're very difficult cases. It's a new area of the law, so it's interesting to be at the forefront of the law. I'm dealing with some new issues that have come up, things that blend both law and psychology. I feel that my abilities have been exercised and tested."

Although he liked his DA job, Ramirez decided to run when some friends suggested he would make a good judge. Ramirez found the suggestion very appealing and saw it not only as the next logical step in his legal career but also as a chance to help his community. After talking it over with his family, he decided to pursue the election.

Ramirez sees many similarities between prosecuting and serving as a judge. "As a DA for 15 years, I've been charged with public safety concerns, but at the same time, I have the obligation to respect individual rights. As a judge, you have the obligation to be fair and impartial, to balance individual rights and community concerns," he said.

In addition, both trial attorneys and judges need to know and understand the rules of evidence. But as a judge, says Ramirez, the role is more like a referee.

"It's sort of like an umpire and a player, in a way," he explained. "But I know the rules; I've played the game."

Ramirez's first judicial assignment will be serving in juvenile court. "I hope to be able to help kids, and at the same time I understand that there are some kids who are kids only in age, who have serious problems that hurt other people."

Even though he will face a demanding work schedule and the task of dealing daily with serious crimes involving drugs, robberies, and a variety of felonies, Ramirez does not lose sight of the need to have other hobbies and to be involved in community activities. He continues his interest in karate, which he began as an undergraduate at Wisconsin. Today, Ramirez is a black belt in karate and is an instructor at a club in Milwaukee that he started with several friends. He says that karate serves as a way for him to relax.

"Just like any other sport or physical activity, it's always been a release," Ramirez said. "I enjoy it immensely, as a discipline in and of itself....[T]here's always something else to learn."

He is also active in his local church, is a member of the library board, and has co-chaired the United Way Campaign in the Waukesha area.

But he sees his position as judge as another opportunity to serve the community. "I'm looking forward to being able to do something good for people," he said. "I think I'll be a fair, impartial...tough judge."

Meet Ralph Ramirez

Ralph M. Ramirez, 40, is the newly elected Circuit Court judge in Waukesha County, Wisconsin.

Prior to his election, Ramirez served as assistant district attorney in Waukesha County. He has practiced in the juvenile, traffic, and misdemeanor/felony courts. His extensive trial practice includes drug cases, serious felony offenses, homicides, and sexual offenses. Ramirez headed the Metropolitan Drug Enforcement Group as its legal director for three years and was the primary prosecutor of Chapter 980 Sexually Violent Person cases.

Ramirez was born and raised in the City of Waukesha, where he now makes his home. He is a graduate of Waukesha South High School, a 1981 graduate of the University of Wisconsin, where he received his bachelor's degree, and a 1984 J.D. graduate of the University of Wisconsin Law School.

Ramirez's community involvement includes co-chairing the Public Service Division of the United Way Campaign for five years, serving as a trustee of the Waukesha Public Library for many years, and being a long-term volunteer with American Field Service (AFS) and a host parent of four exchange students from around the world. He received a "Friend of Education" award for his involvement in the Waukesha public school system. He has worked with schools on a countywide basis as a speaker and DARE program presenter. Ramirez was honored as the 1998 Volunteer of the Year by the Waukesha County Volunteer Center and the Waukesha Journal Sentinel.

Ramirez and his wife, Renee, have three children.

UTEP's Law Prep Grads Accepted at Top Schools

BY
TIMI HAGGERTY AND
WALLI HALEY

The first part–offered six days a week during the summer between the students' sophomore and junior years–consists of intensive workshops that focus on critical reading and analysis and critique of complex arguments.

The University of Texas at El Paso's summer Law School Preparation Institute, initiated last year to sharpen the critical-thinking skills of prospective law students and to prepare them to do well on the Law School Admissions Test (LSAT), has graduated its first cohort with stunning results. All of the program's 10 first graduating seniors have been accepted to some of the nation's most prestigious law schools.

The students and the schools they were accepted to are:

- Victoria Ramirez–Harvard (ranked 2nd in the nation), University of Chicago (ranked 6th), University of Virginia (7th), and UT Austin (15th), which offered Ramirez a one-year scholarship.
- Danny Ramirez–UT Austin, University of Illinois at Urbana-Champaign (23rd), and University of Indiana.
- Alberto Mesta–UT Austin, Boston College (27th), Southern Methodist University (50th), St. Mary's University, Texas Tech, and University of Houston.
- Michelle Crowson–UT Austin,which offered her a one-year scholarship, and on the waiting list at Columbia (5th).
- Myrla Garcia–the University of Oregon.
- Mario Alfaro–Texas Tech University (which offered him a full scholarship).
- Ricardo Aragon–Texas Tech University (which offered him a full scholarship).
- Ernesto Fabela–University of Wisconsin at Madison (29th) and University of Maryland. He is on the waiting list at Washington and Lee University (20th).
- Vanessa Andrews–Seattle University.
- Lisa Cervantes–South Texas Thurgood Marshall School of Law.

"This means that at least half of the graduates will be attending top-30 law schools," William Weaver, assistant professor of political science and co-director of the institute, says. "All the credit for meeting the high levels of admission goes, of course, to the students. The institute seems to give them a crucial boost in confidence, focus, drive, and critical analysis abilities at just the right time."

The brainchild of UTEP political science professor Robert Webking, who also co-directs the institute, and Weaver, the Law School Preparation Institute is a two-year program designed in two parts. The first part–offered six days a week during the summer between the students' sophomore and junior years–consists of intensive workshops that focus on critical reading and analysis and critique of complex arguments.

The second part of the program–an intensive month-long workshop–takes place before the students' senior year. This course focuses on preparing students to do well on the all-important LSAT.

"There is also an introduction to legal writing that serves to reinforce what happens at law school," Webking says.

The program, run by the university's Public Policy Research Center and carried out in cooperation with faculty at the UT-Austin Law School, currently has 32 students. The criteria for entering the program are academic achievement and promise and maturity of interest in law school.

The Challenge

Only one in 25 lawyers is African American, Latino, Asian American or Native American–a statistic that does not accurately reflect the multicultural society we live in.

Unfortunately, the *Hopwood* decision–a federal court ruling that prevents universities in Texas, Louisiana, and Mississippi from making admissions decisions based on race–has had a chilling effect on minority law school admissions. Yet, law schools have a vested interest in having a diverse student body. Diversity is a requirement for meeting the accreditation standards of the American Bar Association (ABA) and the membership guidelines of the Association of American Law Schools (AALS). And despite *Hopwood*, the ABA and AALS standards remain in effect. But more than that, law schools find that diversity within the classroom enriches the learning process for all students and makes for a legal system that is truly representative of our society.

The Law School Preparation Institute is working to address the underrepresentation of minorities in the legal profession by helping

Robert Webking, co-founder of the UTEP Law School Preparation Institute

students develop the skills and abilities they will need to prepare for and succeed in law school. While the program is open to all students regardless of ethnicity, UTEP, as the largest Mexican American-majority university in the country, provides opportunities for more ethnically diverse law school classes–resulting in a more well-rounded legal profession that can serve both local and national communities more effectively.

"Our students, as a group, tend to have lower LSAT scores than their grade point averages would warrant," Webking says. "It's true of minority students nationwide. Our thought was to address that."

The problem of having too few minority attorneys is as complex as the people and situations lawyers deal with every day.

"Lawyers practice in the larger community, and unless there's some sense of the diversity of the people they represent, they're practicing at a disadvantage," Webking says.

UTEP's Law School Preparation Institute is making a valuable contribution on several levels: the students benefit by being well prepared to enter law school, and the legal profession benefits from increased numbers of minority attorneys, which in turn benefits our multicultural society.

> ***UTEP, as the largest Mexican American-majority university in the country, provides opportunities for more ethnically diverse law school classes–resulting in a more well-rounded legal profession.***

"We are helping our students develop the skills that will make them successful law students and lawyers. Our students are more attractive to prospective schools because they are better prepared to do the work and to succeed."

Rich Rewards

Lisa Cervantes, an Institute scholar, says the program has heightened her understanding of what to expect in law school.

"I had no idea what law school would be like, but after meeting with a law professor from U.T.-Austin, I have a good idea of what I have to do," she says.

Even more important, Cervantes says, is her growing confidence in her ability to tackle the rigors of law school.

Institute students uniformly are in agreement that the program offers numerous benefits, from enhancing their ability to analyze complex information to honing their critical-thinking skills. They are excited that once they become lawyers, they might bring a new perspective to the legal profession.

Alberto Mesta, now a first-year law student at UT-Austin, says that the Law School Preparation Institute was one of the most important factors in his acceptance to law school.

"I am very passionate about this program," Mesta says. "My undergraduate career at UTEP prepared me for law school. The professors and courses expanded my intellect. The institute enabled me to sharpen it."

Mesta also notes that UT-Austin's efforts to increase the numbers of students from diverse backgrounds seems to be paying off.

"Especially with regard to Hispanics, the only other place that produces about the same number of Mexican Americans students besides UTEP is the Rio Grande Valley," he says. "It is good to know that others from your city and university have walked your path."

Mesta wants other students to have the same level of preparation he has, and so he plans to do everything in his power to continue to support the Law School Preparation Institute once he receives his J.D. and returns to El Paso.

"I want to help make El Paso an even better place to live," he says.

For Webking, this response is gratifying, and a indication that the institute is working well.

"In this community, if we don't do something to get people into higher education, the whole community suffers," Webking says. "The

Law School Preparation Institute is good for the students, it's good for law schools, and it's good for El Paso."

The Law School Preparation Institute Program at UTEP

The Institute accepts about thirty applicants entering their junior year each season. Applicants are selected based on their college performance, communication skills, and demonstrated motivation and desire to go to law school.

Each phase is held in the summer from 8:30 a.m. to 4 p.m. five days each week with special events such as speakers and practice LSAT exams on Saturdays. In order to compensate for income not earned while participating in the Institute, students are awarded a $1,000 stipend for each month of participation.

The Program:

- Prepares students for the LSAT.
- Develops critical thinking, reading, and analysis skills.
- Introduces students to legal thought.
- Guides students in selecting and applying to law schools.
- Develops strategies for becoming a more attractive law school candidate.
- Provides prospective law schools with a substantive account of an applicant's abilities to succeed as a law student.

Goals

Phase one of the institute has several goals. It introduces students to the work of law school and lawyers and develops the skills necessary to succeed as a law student.

Mornings are devoted to the kind of analytical thinking necessary for success in law school and the practice of law. Here, students investigate a variety of difficult and complex readings in order to understand, critique, and apply their arguments. The students learn to focus on both the content and the form of the argument in order to develop their understanding and logical skills. Students also are made to articulate positions and defend themselves.

UTEP's Law School Preparation Institute is geared toward increasing the number of Hispanic students accepted to the nation's top law schools.

> ***"The professors and courses expanded my intellect. The institute enabled me to sharpen it."***
>
> ALBERTO MESTA, STUDENT

In the afternoons, students are exposed to the same classic cases studied in first-year law school–from contracts and torts to civil procedure, property, and criminal law.

The idea is to train the students to parse problems the way law students are encouraged to do in law school. Familiarization with this sort of thinking, and the Socratic process that accompanies it, might make a crucial difference to the success of a student in terms of both passing the LSAT and succeeding in law school, Webking says. The intensive training will also improve students' skills and performance for their final two years of undergraduate study, improving not only LSAT scores but also their GPAs.

Phase Two

Phase two is focused on practicing for the LSAT, training students in how to go about applying to law schools, and giving students an introduction to legal research and writing. Each weekday morning, students work with faculty to improve their skills in taking the LSAT.

These intense sessions go beyond test-taking skills to further address the core analytical skills measured by the test. In the afternoons, students learn how to decide which law schools to apply to, how to fill out and approach the applications, how to formulate a personal statement to accompany the applications, and how to determine whom they should ask to submit letters of recommendation on their behalf. This session also introduces students to the Law School Data Assembly Service and what it does.

In addition, students learn to write analytically, and their writing is given extensive criticism by faculty.

"Without exception, the students thought that they had improved their reasoning skills, that they understood more about law and law school than they had before, and that they were prepared to develop further in pursuit of their goals," says Webking.

PIONEERING MEXICAN LAW COURSE

Thomas Jefferson School of Law

BY PAT HANSON

- While driving in Mexico, you are severely injured in a car accident. You don't have Mexican insurance. What do you do next?
- You're ready to buy property at your favorite vacation spot in Zihuatenejo, Mexico. Where do you get information regarding closing procedures?
- A practicing attorney in Los Angeles receives a late-night call. The son of one of his best clients is in a Mexican jail on drug charges. Who does he/she call first?
- You've set up a profitable internet-based marketing business and want to expand to sites in Mexico. What do you need to know?

Twenty-two pioneering students in a summer law course will be better prepared in the future to handle cases like these. This June, they enrolled in a first-of-its-kind-in-the-country course offered at Thomas Jefferson School of Law (TJSL) in San Diego to gain an understanding of the major differences between the Mexican legal system and ours.

Introduction to Mexican Law was created by TJSL's Professor William Slomanson as part of a bigger plan to provide law students with highlights of both the state and federal components of Mexican law. Slomanson is the author of *Fundamental Perspectives on International Law*, now in its third edition and widely used in political science classes and law schools throughout the country. He recently received a Hispanic Heritage Month Local Hero Award for his contribution to the Hispanic community in San Diego. He was one of the founders of the TJSL chapter of La Raza Lawyers Association. Besides helping to coordinate the local Latina Mujer advocacy conference, he speaks to young Latino males regarding law careers through Hombres Nobles, a program in East San Diego county. As the head of TJSL's San Diego-Tijuana Cross Border Project, Mr. Slomanson has been instrumental in involving various segments of the law school community in bringing more attention to the ties that link the San Diego-Tijuana metropolitan region.

THOMAS JEFFERSON
SCHOOL OF LAW
LAW LIBRARY

The genesis of Introduction to Mexican Law began with Professor Slomanson's attending classes at Tijuana Law School in order to learn more about the institution and its professors. Slomanson then developed this course to give American lawyers an appreciation for the cultural as well as legal system of Mexico and because of the increasing need for attorneys to comprehend the laws of Mexico due to NAFTA and the global internationalization of commerce. If NAFTA becomes as successful as its proponents believe it will, lawyers will need to know each other's systems in order to assure their clients' or companies' rights are being guarded.

This new course was the first phase of a bigger plan at TJSL to one day offer training and education nationally about Mexican law and relationships between businesses on the border between our two countries. The 2,100-mile border between Mexico and the United States spans eight states and is the second largest shared border on our globe. San Diego, with a population of three million, and Tijuana, with two million residents, are the largest adjacent cities in the world.

During the fall of '99, the TJSL student International Law Society will be hosting several presentations for the public by people such as the Mexican consular officer in charge of Mexico's second consulate at the San Ysidro border, a ranking female officer in the U.S. Border Patrol, and an activist. In March 2000, in conjunction with UC-San Diego and Universidad Autonoma de Baja California, an "Intercity Economic Integration in the 21st Century: San Diego/Tijuana Cross Border" conference will be offered featuring an invited keynote by California's Governor Gray Davis, as well as panels on immigration issues, environmental priorities, the economic development of both cities, and 21st-century MegaCity issues including cross-border infrastructure. (For information about these conferences, call 619-297-1900, ext. 1410.)

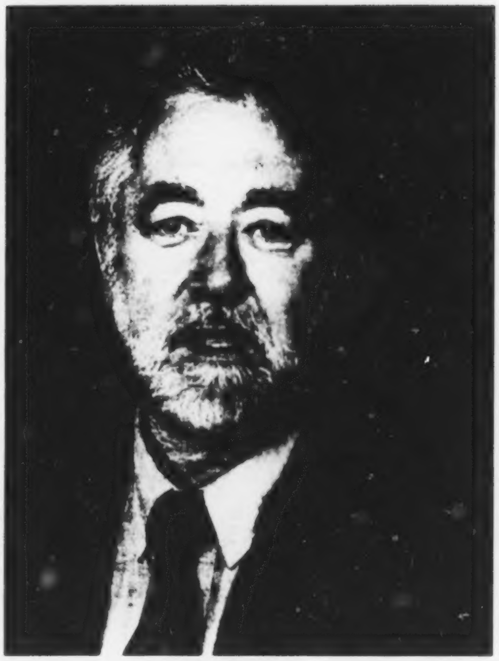
Chad Taylor, a second-year law student from Louisiana took Introduction to Mexican Law because of his future direction in international law, as well as similarities he'd noticed between

Mexico and Louisiana's codified laws. "The course cleared up many stereotypes and misconceptions I'd had about how things work across the border. Many of us think of Mexico as a backward place where it takes money to get things accomplished. This is far from true."

Five attorneys from the Prestigious Universidad Autonoma de Baja California (UABC) in Tijuana, all of whom have considerable practical experience in their fields, assisted in teaching the course. Each outlined key concepts in the following subject areas: Federal Constitution, Civil Process in Mexico, Mexican Criminal Law, Civil Obligations (contracts and remedies), and Business Law, with an emphasis on international transactions between Mexico and the United States.

The Mexican legal system is quite different from that of the U.S. For instance, Mexico and the U.S. have quite different standards for liability and damages in the area of torts. Don't expect a jury trial for civil litigation in Mexico. Mexican civil courts do not use juries, and only the judge is the tryer of fact. There is a pre-trial stage that is used to prepare and bolster cases in writing, but no discovery phase or pre-trial fact-finding depositions as in the U.S. After a judge receives "La Demanda," there is what is called the Explanation stage, where the plaintiff's and defendant's legal information is filed, along with the object named, the legal foundation of rights, and the value of the object being claimed. If the judge allows a suit to move forward, then either party has ten days to present evidence. The judge reviews all gathered information and decides, giving his ruling with an explanation. This is typical of the majority of countries in the world where the Napoleonic Civil Code prevails as opposed to the Anglo-American Common Law judicial system.

Taylor suggested that in fact the Mexican judicial system might be more efficient than the jury system of the United States. Without juries for civil process and criminal proceedings, attorneys do not give opening or closing remarks when defending a case. Everything is done on paper in advance and filed with a secretary of the Court, who must have a law degree. The judge gets the paperwork, but rarely sees witnesses. In Mexico, there are no precedent-setting decisions unless five courts in succession have taken similar action.


Professor Bill Slomanson

Pictured (left to right): Prof. William Slomanson (TJSL); Lic. Javier Martinez Alarcon (Civil Obligations); Lic. Carlos Reyna Garcia (Admin Ass't to Dean); Lic. Martha Patricia Borquez (Civil Process); Director (Dean) Gustavo Esinoza Ulloa; Lic. Sixto Luna Cruz (Constitution & Amparo); SubDirector (Assoc. Dean) Jose de Jesus Diaz de la Torre; Lic. Javier Martinez Luna (Criminal Law); and [not pictured] Lic. Marco Antonio Pedroza (Business Law)

Auto accidents in Mexico are routinely treated as both civil and criminal matters. Without Mexican insurance, which can be purchased for a nominal cost of about $15 a day, U.S. travelers could be detained in jail, or kept from receiving emergency health services, until someone coughs up the money for damages or services.

Concerning real estate, an American may not own property in Mexico in what is known as "the forbidden zone," 50 kilometers from the border or 100 kilometers from the ocean. Land must be owned by a Mexican national, in a trust arrangement rather than outright ownership.

Taylor explained the useful concept of "amparo" to the author. Any citizen, even a foreign one traveling or working in Mexico, can employ "amparo" against a Mexican authority if they feel their rights have been violated. For example, the owner of a construction company that frequently moved heavy equipment across the border from the U.S. was told he would be held up for a few days because a customs agent claimed that while he had been presented with the proper papers, they weren't in the agent's computer. The construction company threatened to file an "amparo," which would have made the customs agent liable for the lost work and time the delay would have entailed. Since "amparo" needn't rely on precedents and affects only the party who brings the suits, he was allowed to continue without delay.

When asked whether there were any problems with the course, both Professor Slomanson and student Chad Taylor said that the course naturally had some bumps at first. Printed materials were translated directly from Spanish, and in some cases, the parallel words were not accurate descriptors. Also, although the course was taught in English, some students complained about the difficulty of absorbing large amounts of technical verbal information in Spanish. Others felt the course looked at too many issues and would have preferred to go into more depth on fewer topics such as contracts. Should this change be implemented in the future, students would not get as broad an exposure as they did in this initial offering

Overall, however, student evaluations were extremely favorable, and TJSL hopes to offer the course every summer. A complete outline of the course as well as a Web bibliography of materials on Mexican law appears at Professor Slomanson's Web site: <http://home.att.net/~slomansonb/mexlaw>.

A Formula for More Minorities in Math and Science

RICE

BY
AMALIA DUARTE

"And while Hispanic and African American students do almost as well as others in math and science up to about grade four, the achievement gap broadens in middle school and high school."

RICHARD TAPIA,
THE NOAH HARDING PROFESSOR OF COMPUTATIONAL AND APPLIED MATHEMATICS AT RICE UNIVERSITY

The dearth of minorities, particularly Hispanics and African Americans, in math and science has been on the academic agenda for decades. But the situation seems even more dire these days as the 21st century fast approaches–as our job market grows ever more tied to high technology and as affirmative action in higher education comes under increasing attack.

Recently, at Rice University in Texas, more than 100 educators, students, and researchers gathered for a three-day conference to tackle this important issue and explore ways in which universities can do more to recruit and retain minorities in the fields of math and science.

With its huge Hispanic population and landmark anti-affirmative action case, known as *Hopwood*, Texas seemed an appropriate site for the conference's theme: "Steering Minority Education for the 21st Century." "More than 50 percent of kindergartners right now in Texas are Hispanic," said conference moderator Richard Tapia, the Noah Harding Professor of Computational and Applied Mathematics at Rice. "And while Hispanic and African American students do almost as well as others in math and science up to about grade four, the achievement gap broadens in middle school and high school. How well we address this concern right now determines the shape of the future for Texans and for the country as a whole."

The conference was put together by the South-Central Computational Science in Minority Institutions Consortium (SC-COSMIC) and three of its founding member universities: Rice University, the University of Houston-Downtown, and Prairie View A&M University.

This consortium promotes cutting-edge science and math education, enables distance learning, shares research, and provides access to online resources. The conference was co-hosted by Rice University's Center for Research and Parallel Computation, where Tapia is director of education, and the University of Houston-Downtown's Center for Computational Sciences and Advanced Distributed Simulation, where Richard Alo, professor of computer and mathematical sciences, is executive director. (It was funded by the U.S. Army Research Laboratory, with support from the National Science Foundation.)

Dr. Richard Alo is executive director of grants and contracts, and professor of mathematical sciences at University of Houston-Downtown

Alo said he is concerned that in the next century, Hispanics are going to be left behind as the economy shifts into high-tech mode. "In this country, there is a serious underrepresentation of Hispanics, African Americans, and Native Americans in science, mathematics, and engineering training programs," said Alo, who served as conference co-chair. "This is a serious shortcoming in a field where 200,000 jobs go unfilled each year. We must look at all avenues to increase the ethnic representation here to avoid de facto second-class citizenship and to maintain our world leadership in an economy that is high-technology driven."

At the June 1998 conference, participants were challenged to come up with tangible solutions. This past summer, the consortium issued a report summarizing the event and offering numerous ideas for getting more Hispanics and African Americans into math and science. Tapia and Alo issued the report in the hope that it will offer "valid and valuable touchstones for policy-making, funding, and generally improving the state of minority education in this country."

The key recommendations and conclusions in the report centered around four important areas: diversity in the post-*Hopwood* era; forging partnerships between minority and majority institutions; improving student support and mentoring programs; and increasing the number of minority candidates in postgraduate programs.

With affirmative action dead in Texas after the *Hopwood* decision and similar cases looming in Washington and Michigan, a spirited panel discussion took place on how to continue to recruit, admit, and retain minorities to colleges and universities. (In the *Hopwood* case, four White students, including Cheryl Hopwood, who were rejected from the University of Texas at Austin Law School, successfully sued, claiming that separate criteria used to judge minority applicants were illegal.)

Entitled "The Impact of Affirmative Action on the Technical Workforce of the 21st Century," the seminar included discussion on everything from why money is being funneled into prisons instead of schools to the challenge of training students in computer science as the technology changes at breakneck speed.

An instructor from the City Colleges of Chicago, Bonita Ellis, described the difficulty of dealing with high school graduates who are not capable of taking college-level courses. "The community college is spending a great deal of money trying to work through this generation that's coming out of high school without reading and writing skills, and therefore the technical programs are beginning to suffer," said Ellis. "Our biggest growth is in pre-college-credit classes."

Alo said that the crisis is even more serious and starts well before high school. "One of the most serious problems we have here in the Houston area is that 85 percent of the population of the inner-city schools are underrepresented minorities," said Alo. "And after the fifth grade, the drop [in achievement] is drastic among African Americans and Hispanics in math and science. The situation is exasperating in that what we're talking about is a lack of preparation. The African Americans and Hispanics are losing out very, very quickly."

Offering an employer's perspective on this crisis was a representative from IBM, who discussed how attacks on affirmative action will impact Corporate America's efforts to diversify in the years to come. While there are thousands of vacant high-tech jobs, few Hispanics, African Americans, and Native Americans are obtaining computer science degrees. The result is that U.S. companies are recruiting thousands of foreign nationals outside the United States. "The pipeline of qualified workers at IBM is very much affected by affirmative action," said Judge Dickson, director of educational initiatives at IBM. "There is legislation in place now to bring in about 95,000 non-Americans to fill these jobs. We have to ask ourselves, do we want to take away opportunities for underrepresented minorities, with the consequence that we are forced to go outside the United States for qualified people?"

Dickson later argued that money is a key issue for keeping minorities in graduate programs. Citing a study from the National Association for Minority Engineers, he said, "For minorities in graduate school, $1,000 can bring about a 17 percent swing in the retention rate. When we get minorities in graduate school, they depend very heavily on money. Money from endowments is being used for more affluent students to get them to come to a particular school. So, there's less money for minorities."

Conference attendees concluded that affirmative action is over and called for the establishment of new approaches to recruit minorities into colleges and universities. These initiatives would include: recruiting at schools with high minority enrollments; identifying alternative assessment systems for admission; establishing support networks, including student-mentors and student and faculty role models; and implementing statewide policies in which a top percentage of all high school graduates would be automatically accepted into state-funded institutions.

Another topic addressed during the conference was how to bridge the gap between minority institutions, which educate many Hispanics and African Americans at the undergraduate level, and majority institutions, where minorities often go for postgraduate work. Conference attendees said the key is simply working together more closely.

Conference attendees concluded that the strengths of minority institutions tend to be the weaknesses of majority institutions and vice versa. Both need to try to partner and work together more closely to draw from each other's strengths and buttress weaknesses. For example, a major strength of minority institutions, which are col-

Rice graduate student Carlos Unbe presents his ideas.

Moraina Rosado, graduate student from the University of Puerto Rico, Mayaguez

Professor Vivian Field, Fisk University

leges or universities with more than 25 percent minority enrollment, is that they counterattack the isolation minorities on campus often experience by building self-esteem, providing mentoring, and offering a close-knit, family atmosphere. At the same time, these institutions often lack some of the advanced facilities and equipment enjoyed by majority institutions, and faculty members are many times overworked and paid less than counterparts elsewhere. The result is that minorities attending these schools get the nurturing to stay in school, but not the academic rigor or experience to prepare them for the demands of graduate school or jobs in the industry. Meanwhile, students at majority schools have different issues. Although faculty might be top of their field in terms of research and accomplishments, they do not always place as great an emphasis on student learning.

In addition, student mentoring and developing groups of like-minded people is crucial to easing the transitions from high school to college to graduate programs and, finally, the workplace. In a session focusing on transitions, Rice graduate Regina Hill urged the creation of support organizations for first-year students. "Eighteen-year-olds do not completely understand what they are getting into," she said. "Institutions need to create 'comfort zones' for students in that first difficult year."

Conference attendees recommended the creation of centers of excellence that would bring to minorities the strengths and overcome the weaknesses of both types of institutions. They suggested that majority and minority schools seek out opportunities to partner or share resources such as world-class researchers and advanced technology facilities. They said that building stronger ties to the "outside" world and collaborating to create highly accessible and nurturing programs and environments would also help minority students.

A heated debate ensued on the topic of whether minority institutions should develop advanced degree programs in science, math, and engineering. Some argued that these programs should be created, particularly in regions where such programs are not readily available. Roland Smith, vice provost at Rice University, said, "While minority students from minority schools sometimes seem less prepared, they are often more battle-ready. Meanwhile, minorities who attend majority schools seem to be more battle-weary and doubtful of their own capabilities."

Picking up on the theme of the strength of minority institutions, Professor Ramón Espinosa-Vasquez of the University of Puerto Rico described how they established an advanced degree program in computer science at his school. A major reason for creating the program is that many students from the island cannot go to the United States or they prefer to stay local for cultural reasons. He said the department went from no external funding in 1989 to $1 million last year. The master's degree program was approved in 1995, and they anticipate the addition of a "next level" Ph.D. program in the same discipline.

Rice graduate student Melisa Ramos

Students attending PREP program at Rice University

Likewise, Professor Deidre Williams of Florida A&M University talked about how FAMU successfully developed a master's program in the software-engineering sciences. FAMU students then attend Florida International University for the Ph.D. in this field. Part of the development strategy was to make sure they weren't competing with another state-supported university in the city. "We discovered which of these specialties the other state school was not addressing," said Williams. "Then, we recruited new faculty, including visiting professors with interest in this area. This helped us win a grant."

Arguing on the other side was Mark Palmer, outreach coordinator for the Center for the Analysis Production of Storms at the University of Oklahoma, who said, "Minority institutions might be best served by cooperating with a majority institution that has experience. There can be faculty exchanges and joint seminars and joint applied research that can benefit both institutions."

Participants reached a strong consensus that there should be caution about creating graduate programs at minority schools. Among the top concerns voiced is that advanced degree programs would stretch the limited funds minority institutions have available at the expense of other programs. Instead, most agreed, it would be better for minority institutions to prepare undergraduate students for programs at majority schools, especially for those who hope to attain a Ph.D.

The consensus was that minority institutions should not develop graduate programs until undergraduate programs are well established–so that resources are not sacrificed. Tapia warned that "two disjointed cycles, minority and majority institutions, with two different standards of graduate research, are not good for the health of the nation." And as we enter the 21st century–and Hispanics become the country's largest minority group–the need to better prepare minorities for math and science careers will only grow more crucial.

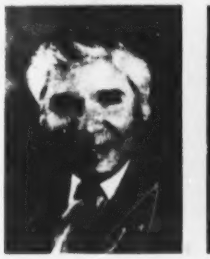
Amalia Duarte is an editor in Public Relations at Lucent Technologies.

People-Places-Publications-Conferences

PEOPLE

Four Receive Miami-Dade's Highest Honor

Four Hispanic teachers are among 14 Miami-Dade Community College (Fla.) professors receiving the college's highest honor, the Endowed Teaching Chair, which provides each with $7,500 a year for three years, allowing faculty to explore new teaching methods, develop new projects, purchase specialized training materials, and enhance their technological expertise.



Ivan F. Figueroa, associate professor, senior, of marketing/management, was awarded The Charles and Carrie Mastronardi Endowed Teaching Chair for his creative strategies, which have provided students with unique learning opportunities.

Chemistry Professor Eileen Delgado Johann was awarded The Philip Morris Endowed Teaching Chair in Agriculture and the Natural Sciences for maintaining an extraordinary degree of excellence.

Mercedes Sandoval, professor, arts and sciences, was awarded The Gordon Foster and Thelma Peters Endowed Teaching Chair as a renowned cultural anthropologist and worldwide expert on Afro-Cuban religious systems.

Teresa María Rojas, professor, theatre/acting, and director, Prometeo Community Theatre, was awarded The Northern Trust Bank of Florida Endowed Teaching Chair for bringing multicultural performances to audiences throughout South Florida.

Valencia a White House Fellow

Reynaldo A. Valencia, tenured law professor at St. Mary's University School of Law in Texas, was selected for a 1999-2000 White House Fellowship. White House Fellows serve the president as special assistants to Cabinet members and senior White House staff. Duties include drafting and reviewing legislation, researching public policy initiatives, responding to congressional inquiries, writing speeches, and conducting policy briefings.

Valencia, 34, is founder and director of the Center of Latina/Latino Legal Studies at St. Mary's, where he teaches courses on corporation law, corporate bankruptcy, race and the law, and gender and the law. He is faculty advisor to the Hispanic Law Students Association and advisor to the *Scholar*, the St. Mary's law review on minority issues.

Cortes Takes Post at Fashion Institute of Technology

Dr. Dario A. Cortes was appointed vice president for academic affairs at the Fashion Institute of Technology (FIT) in New York City, bringing with him 20 years of administrative and teaching experience in higher education. He will provide internal leadership and vision for academic programs, oversee academic standards, monitor budgets, and recommend faculty strategies and appointments.

Cortes was previously the dean of the College of Arts, Sciences, and Professional Studies at Fairleigh Dickinson University. He has a bachelor's degree from Queens College, a master's from the University of Virginia, and a doctorate from the University of Illinois.

Hillsborough Community Hires Soto

The district board of trustees of Hillsborough Community College (Fla.) named Dr. Carlos Soto president of Brandon Campus. As chief executive, Soto will be responsible for the management, administration, and operation of the campus, the promotion and enhancement of academic affairs, student affairs, and support services, and directing the supervision of campus deans, faculty, and staff employees.

Most recently, Soto was vice president of academic affairs and dean of health occupations at Milwaukee Area Technical College. He has a doctorate from the University of Cincinnati.

Casas Addresses Cultural Differences of Psychology Patients

Efforts by health maintenance organizations to take a cookbook approach to providing psychological care often fail to take into account cultural differences of patients, according to University of California-Santa Barbara Professor of Education J. Manuel Casas.

Casas made a case for that assertion in a paper he delivered to the American Psychological Association convention in Boston.

There is a trend in some branches of health care–including psychology–to take a by-the-book approach, writing manuals that match symptoms and conditions with suggested remedies. But the manuals many times do not take into account cultural issues.

"These procedures have not been empirically tested for minority people," said Casas.

Calderón-Salin a USDA Fellow

Texas A&M University-Kingsville Assistant Professor Dr. Delmy Calderón-Salin served a four-week fellowship working for the U.S. Department of Agriculture (USDA) this past summer.

As an agribusiness assistant professor in the agronomy and resource science department in the College of Agriculture and Human Sciences, Calderón-Salin was chosen as a USDA Hispanic-Serving Institutions Fellow. She worked out of the Compliance Review Office of the Foreign Agriculture Service at the USDA. While serving her fellowship, Calderón-Salin, a Honduran native, assisted in the coordination of the Honduran-Hurricane Mitch relief efforts.

Cal State University Honors Sexton

Science teacher Ursula Sexton, a native of Bogota, Colombia, was among 22 California teachers honored at a Sept. 13 banquet. The recognition dinner was the inaugural event of the year-long Celebrating Teachers observance, a statewide celebration established by the CSU board of trustees and the CSU alumni council.

"I'm very excited because it allows me to be a role model for young girls and women of Latin American heritage," said Sexton, "demonstrating they too can succeed if they have drive and determination."

An elementary school educator, Sexton was selected from a group of 19 nominated from CSU-Hayward.

Author Chávez on Panel at San Francisco State

Lesnik Chávez, daughter-in-law of labor leader César Chávez and the author of the forthcoming novel *Sacrifice*, was a panelist at San Francisco State University (SFSU) in California, one of three distinguished authors to offer perspectives on the role of education and literature in providing a channel for understanding between nations traditionally at odds. The discussion, "Mending Nations," was the first in a series of programs sponsored by the SFSU Student Affairs' "Stop the Hate Campaign."

Chávez was a criminal attorney in the Dominican Republic before beginning a career in journalism as a television reporter and political talk show host.

Joining Chávez were Luba Brezhnev, niece of former Soviet Premier Leonid Brezhnev, and award-winning television series host Lailee Bakhtiar van Dillen.

Katz Documentary on Public Television

Photo© Michael Cheski

The documentary film *El Día Que Me Quieras (The Day You'll Love Me)*, by Leandro Katz, associate professor of communication at William Paterson University (N.J.), was shown on public television station Channel Thirteen/WNET in September, as part of WNET's month-long celebration of Hispanic heritage.

El Día Que Me Quieras is a meditation on the last photograph taken of Latin American revolutionary Ernesto Che Guevara as he lay dead on a table surrounded by a roomful of gleeful military men. The photograph, taken by Bolivian photographer Freddy Alborta in 1967, was transmitted worldwide and ended the legendary search for Guevara, which had lasted more than two years.

Katz was born in Argentina and has lived in New York City since 1965. He has taught at William Paterson since 1987 and specializes in film production and film studies.

ABA/Law Student Division Honors Boulanger

Stephan C. Boulanger, a 1999 graduate of the Southwestern University School of Law (Calif.), was recognized by the American Bar Association/Law Student Division (ABA/LSD) as the best lieutenant governor for Volunteer Income Tax Assistance (VITA) programs in the nation. Boulanger served as the 1998-99 lieutenant governor for the ABA/LSD's 9th circuit, which encompasses all 114 ABA-approved schools in Southern California and Hawaii.

Through the VITA program, law students are trained by the Internal Revenue Service to assist low-income taxpayers with their tax returns. As the 9th circuit lieutenant governor for VITA, Boulanger promoted the VITA program to the law schools and assisted in the development of each law school's program and their outreach to the community.

Del Pico Taylor Conducts Masterclass at West Chester

West Chester University

International award-winning piano recitalist and clinician Maria del Pico Taylor recently conducted a masterclass at West Chester University (Penn.).

Del Pico Taylor's masterclass examined Hispanic musical folklore, considered by many musicologists to be the richest in the world. Her discussion on the inherent multi-ethnicity and influences of Arab, Jewish, Gypsy, Native American, and African cultures on what creates the Spanish sound was enlivened by demonstrations of the development of this unique sound through the use of lively musical examples and exciting audience participation techniques.

Gómez-Peña Presents "Borderstasis" at Lewis and Clark

Performance artist Guillermo Gómez-Peña recently gave a solo presentation, "Borderstasis," at Lewis and Clark College (Ore.).

In "Borderstasis," Gómez-Peña explores the fear of immigration and the effects of globalization, censorship, and interracial sexuality.

To place audience members in the position of "foreigners," Gómez-Peña often employs humor, hybrid literary genres, combined musical styles, slides, and video. His theatrical makeup and costumes tend to exaggerate cultural stereotypes and edge toward the absurd.

A writer and cultural commentator, Gómez-Peña was also a guest lecturer at Lewis and Clark in the class Border Literature, which was open to all students.

Flores to Expand Recruitment at San Antonio

Manuel Flores is the new director of enrollment management at San Antonio College (SAC) in Texas.

Flores' primary mission is to expand current recruitment and retention activities and develop and implement new initiatives for the college. These duties extend his work in the past year to intensify advising and recruitment in inner-city schools.

"Retention and recruitment are two of the most crucial elements of enrollment management," said Flores, who added that he plans "to tap the brain power of SAC faculty and staff" to develop effective strategies.

Flores has a bachelor's degree from Southwest Texas State University and a master's from St. Mary's University.

Soto Receives Hispanic Heritage Award

Gary Soto, a poet who recently was hired as a distinguished professor at the University of California-Riverside, was honored with a Hispanic Heritage Award in Washington, D.C.

Soto was among five honorees at the Kennedy Center ceremony. The other honorees were opera star Plácido Domingo, football player Anthony Muñoz, activist Antonia Hernández, and dance company founder Tina Ramirez.

"I feel honored to be in that company," said Soto, who has authored nine books of poetry and three young adult short story collections that speak colorfully about the ironies that abounded in his working-class Mexican American neighborhood.

Soto is one of four professors in the creative writing department.

PLACES

Latino Research Center Moves to California-San Marcos

The National Latino Resource Center, founded in 1997 to conduct research and research training and to disseminate information pertaining to findings pertinent to Latino populations in the United States, has moved to California State University-San Marcos. The center and its director, Dr. Fernando Soriano, moved from San Diego State University, where it had been located since its creation.

The center, funded by the National Institutes of Health, has a national scope that addresses all Latino subgroups. It is committed to areas such as health, mental health, education, social issues, housing, labor and employment, and immigration.

Soriano is a leading researcher in youth and school violence.

Flamenco Ballet Company at Southern Arkansas

SAU-M Spanish and American artists from the Boston Flamenco Ballet recently performed two shows at Southern Arkansas University-Magnolia. The group shared its love and enthusiasm for Spanish theater, flamenco, Spanish American folkloric dance, and European traditional dances.

The first performance, "Café de Chinitas: Homage to Garcia Lorca," re-created the authentic Spanish flamenco tradition, which evolved into its classic form during the 19th century when the Café de Chinitas in Malaga became a stronghold of flamenco art.

The second show, "Cross-Cultural Survey of Music and Dance from Spain and France," was a chronologically arranged segment presenting historical background performances typical of several centuries of France's performing arts.

Blanton Museum Collaborates on Latin American Art Program

The Jack S. Blanton Museum of Art of the University of Texas-Austin and the Patricia Phelps de Cisneros Collection, Caracas, Venezuela, have established "Constructive Horizons: The Latin American Perspective," an art loan and research program designed to promote understanding of modern and contemporary Latin American art. "Constructive Horizons" will set new parameters of cultural exchange between public and private institutions in the United States and South America. The aim of the initiative is twofold: (1) to showcase the work of Latin American artists in a major U.S. teaching and research museum, and (2) to promote research about 20th-century Latin American art.

St. Mary's Wins Grant for High-Tech Classrooms

The U.S. Department of Education awarded St. Mary's University (Texas) a five-year $2.1 million grant for high-tech classrooms. Funded through the Hispanic-Serving Institutions Program Title V provision of the Higher Education Act for strengthening institutions, it is the largest grant of any kind in the university's 147-year history and one of the three highest in the nation to be awarded this year.

The overall program goal is to improve the quality of academic programs through technology-aided teaching and learning, and to enhance student skills and proficiencies with information technologies.

Grant to Assist Loyola Marymount Faculty with Intercultural Issues

Loyola Marymount University (LMU) in California received a $150,000 grant from the William and Flora Hewlett Foundation to help faculty introduce intercultural content into their curriculum and teach successfully in today's diverse classroom.

Through workshops and discussion groups, in conjunction with the LMU Intercultural Initiative, the grant will support the development of teaching strategies to address different learning styles. Faculty will learn how to involve students more actively in their own learning and develop specific techniques for dealing with race in the classroom. This includes managing tension and/or conflict among students or between students and teachers.

Latino Heritage Art Exhibit at Elmhurst

The Elmhurst College (Ill.) Latino Heritage Month Art Exhibit recently featured "Mirrors," an exhibit of oil paintings by artists Oscar Luis Martinez and Michele Tuohey of Chicago, who are husband and wife.

Martinez, born in Puerto Rico, has been highly active in the Chicago mural movement, and has a bachelor's degree from the University of Illinois Medical Center. Tuohey, of Cuban and Irish descent, studied theater at the University of London's Westfield College, received a degree from Northwestern University, and has a master's degree from the University of Illinois. Both are founding members of the Latin American Museum of Art in Chicago.

In celebration of Latino heritage, Elmhurst also held the 4th annual César E. Chávez Guestship, which featured Cuban exile Rafael E. Saumell's speech, "Oh! Havana: Discussions on Exile." Saumell is an assistant professor of foreign languages at Sam Houston State University.

End of Line for South Florida Minority Program

Dr. Ted Williams, director of the Minority High School Student Research Apprenticeship Program at the University of South Florida College of Medicine (COM) since its inception in 1980, is pictured surrounded by students from the program's final class this past summer. The program, sponsored by the National Institutes of Mental Health, has been cut and cannot continue without alternative funding.

Photo© USF Photography 1999

With the help of COM faculty mentors, the eight-week program introduced students to the rigors of laboratory research with the intent of turning them on to science or medicine as a career. The majority of participants went to college, with many majoring in the biosciences.

The final graduates, clockwise from the bottom left corner, were Kenya Dickerson, Lauren Barnes, Shaira Bailey, Michael Neuhaus, Shamol Vyas, Candace Webb, A.J. White, Nicole Dorsette, Helen Moses-Soto, and Ann Abraham. Not pictured are James Ignacious and Darryl Bolden.

Latino USA Broadcasts Special Series for Hispanic Heritage Month

Latino USA, a production partnership of the Center for Mexican American Studies and KUT Radio at the University of Texas-Austin, recently broadcast four special programs illuminating the culture and history of the estimated 30 million Latinos living in the United States today, in conjunction with Hispanic Heritage Month.

"Common Ground: Latinos, Filipinos, and Native Americans" focused on the unique relationship between Latinos and Native Americans in New Mexico, and the Filipino community; "Latino Parenting," an interview with author Dr. Gloria Rodriguez, examined the state of Latino children today; "Cross-Cultural Youth" examined how Latino youth incorporate aspects of other cultures to express themselves; and "Living Legends of Latino Music" profiled musicians Mongo Santamaria, Tito Puente, and Lydia Mendoza.

Hispanics for L.A. Opera Hosts Plácido Domingo Awards

Hispanics for L.A. Opera (HLAO), a support and audience development group for Los Angeles Opera, held its third annual Plácido Domingo Awards Dinner following the opening night performance of "The Elixir of Love." The honorees were Mexican tenor Ramón Vargas, José Angel Pescador Osuna, former Consul General for Mexico in Los Angeles; and AT&T.

The Plácido Domingo Awards, named for the world-renowned tenor, are given by HLAO to honor Hispanic opera artists who have distinguished themselves in their careers, as well as those who have contributed to the success of opera in the Latino community of Los Angeles.

Pictured here, are(l. to r.) HLAO founders Ed and Alicia Clark, honorees Vargas and Pescador Osuna, and HLAO chair Gilbert Moret.

N.J. Performing Arts Center Hosts World Festival III

The New Jersey Performing Arts Center (NJPAC) is hosting its third annual World Festival, celebrating the identity and legacy of people of Spanish-speaking heritage.

The year-long series, "Visions of New Worlds: Migration, Assimilation, and Identity–A Festival of Spanish Routes and Rhythms," will feature 20 events, bringing to Newark performers from Spain, South America, Central America, and the Spanish-speaking Caribbean. The series celebrates the diverse art and culture of the Spanish-speaking world, and explores cross-cultural connections with the Portuguese and Pan African works presented during NJPAC's two previous World Festival celebrations. In addition to performances at NJPAC, more than a dozen residencies and humanities programs have been scheduled in partnership with New Jersey universities, libraries, churches, community-based organizations, and national organizations. For ticket information, call (888) GO-NJPAC.

Texas-Brownsville/Texas Southmost Break Ground

More than 200 people attended groundbreaking ceremonies at the University of Texas-Brownsville/Texas Southmost College (UTB/TSC) for the new $22.5 million Life and Health Sciences building.

The state-of-the-art building, to be home to UTB/TSC's allied health nursing and biology departments, will be a complex of smaller buildings designed to blend with the significant historic and cultural continuity of UTB/TSC. The buildings will incorporate the local Mexican American influences found in Brownsville and Matamoros while recapturing the scale and detail of the historic buildings of the old Fort Brown area.

Pictured, l. to r.: TSC board of trustee chair Mary Rose Cardenas, UTB/TSC President Dr. Juliet V. García, State Sen. Eddie Lucio, and UT system regent A.R. "Tony" Sanchez present an artist's rendition of the building.

News from Miami-Dade

The Medical Center Campus of Miami-Dade Community College (M-DCC) in Florida received two national rankings for awarding the most associate's degrees in the country. The Medical Center Campus ranked first in nursing, and first in the health professions and related sciences. "We're proud to be No. 1," said Dr. Kathie S. Sigler, Medical Center Campus president. Pictured here, M-DCC Medical Campus students examine blood samples in a campus lab.

Dr. José A. Vicente, also pictured, president of M-DCC's InterAmerican Campus, attended the White House Convening on Hispanic Children and Youth at the invitation of first lady Hillary Rodham Clinton in August. The convening explored the numerous challenges and opportunities facing Hispanics –one of the fastest-growing and youngest segments of the population in the United States–particularly in the areas of early childhood development, educational attainment, and adolescence.

Houston-Clear Lake to Establish New ESL Training Program

The U.S. Department of Education awarded a $951,323 grant to the University of Houston-Clear Lake's School of Education in Texas to establish a new training program for bilingual/ESL teachers, thanks to the initiative of Professors Laurie Weaver and Judy Marquez (pictured l. to r.). The financial award will provide funding for "Project New Horizons" over the next five years.

The program will assist selected future teachers working toward a bachelor of science in interdisciplinary studies with elementary certification and a specialization in bilingual education. Additionally, the program will train 50 selected in-service teachers to gain an endorsement in bilingual education or ESL. Field experience opportunities and workshops also will be offered.

New Mexico Commission to Improve Teacher Education

The New Mexico Commission on Higher Education (CHE) was awarded a three-year, $2.4 million federal grant from the U.S. Department of Education to improve teacher education in the state. College of Education deans from the University of New Mexico (UNM), New Mexico Highlands University, Eastern New Mexico University, Western New Mexico University, and New Mexico State University united with the CHE and the state Department of Education to win the competitive federal grant.

"This was a joint effort to bring about reform in K-12 education. We've got so much work to do," said UNM College of Education Dean Viola Florez, who helped write the grant.

"Earth & Clay" Exhibit at New Jersey City University

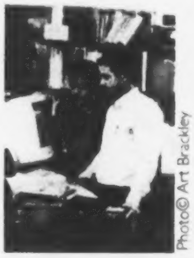
"Earth & Clay," an exhibit of Meso and South American artifacts, many dating as far back as 2300 B.C., was shown recently at New Jersey City University (NJCU).

In celebration of Hispanic Heritage Month, the exhibit was made possible by the NJCU Council on Hispanic Affairs (CHA) and the generosity of Jaime Andrade and Richard Brown Baker. Hugo Xavier Bastidas, NJCU director of campus galleries, oversaw the show.

At the opening reception, Bastidas (pictured center r.) and Hugo Morales, CHA chair (center l.) discussed pieces in the exhibit with Dr. Carlos Hernández, NJCU president, and Margie Ortiz, NJCU senior class president.

High-Tech Instruments Benefit Southwestern Chemistry Students

State-of-the-art, analytical, high-tech instrumentation in the chemistry department at Southwestern College (Calif.) gives science majors there a technological edge. After receiving a $70,000 grant from the National Science Foundation and a matching state block grant through Southwestern, Dr. David Brown, chemistry professor who wrote the grant, has been mentoring students since the fall of 1998.



Photo© Art Brackley

During the 1998 fall semester, Enrique López, Renee Link, Po Yee Leung, and Caesar Javellana III prepared the first of these high-tech, data-collecting tools for a collaborative effort between Southwestern and the University of California-San Diego. The Fourier Transform Infrared Spectroscopy played an important role in the history of diabetic foot ulcer treatment research.

"This experience is invaluable to those students who will pursue a degree that includes research as a component," said Brown.

Minority Groups Address Media Underrepresentation

An ad hoc coalition of African American, Latino, Asian American, and American Indian civil rights and media organizations held a news conference in New York to announce a joint effort to address minority underrepresentation in, and on, network television.

The participating organizations–the National Council of La Raza, National Latino Media Coalition, National Association of Hispanic Journalists, League of United Latin American Citizens, Mexican American Legal Defense and Educational Fund, Puerto Rican Legal Defense and Education Fund, and The National Association of Latino Producers, to name a few–expressed strong concern about the lack of minority actors on the networks' fall schedule and called for action.

News from Hispanic Association of Colleges and Universities

- Antonio Flores (pictured at l.), president of the Hispanic Association of Colleges and Universities (HACU), called the University of Michigan's battle against two lawsuits challenging its affirmative action policies a fight for the nation's "future prosperity." The University produced extensive and comprehensive studies confirming the positive influence of racial and ethnic diversity in what Flores labeled a "stalwart" defense of affirmative action.

- Following a U.S. Department of Agriculture (USDA) Leadership Forum, HACU and the USDA agreed to form a subcommittee to study how best to respond to the fact that Hispanics remain the only underrepresented minority group in the federal work force.
- William Rafael Gil (r.), former executive director of the Congressional Hispanic Caucus, became executive director of the HACU National Internship Program.
- U.S. Sens. Kay Bailey Hutchison, R-Texas, and Jeff Bingaman, D-N.M., have been leading a bipartisan effort to form a Senate Hispanic-Serving Institution Coalition to address issues critical to the success of the nation's Hispanic college students.

New Mexico-Valencia to Enhance Student Services for Hispanics

The University of New Mexico (UNM)-Valencia was awarded $2.1 million over five years to enhance student services for Hispanic students. The funds come from the U.S. Department of Education's Hispanic-Serving Institutions Program (Title V Grant).

Alice Letteney, UNM-Valencia executive director, said the funds will help strengthen its student service program and meet the challenges faced by the increasing number of students at UNM-Valencia. Letteney said the funds will also help with the recruitment and retention of students.

The grant was made possible by a strong show of support of students, staff, and faculty. Olga Gandara and Stephen Schoonmaker were the lead writers for the grant. Dr. Reinaldo Garcia and Marcella Luna were key contributors.

Glendale to Broaden Access for Underserved Hispanics

GCC Glendale Community College (Calif.) will be using part of a $2.1 million federal grant to develop programs that broaden educational access for underserved Hispanic populations and immigrants.

One of the main components will be developing an information database to address emerging needs in facilities, programs, and course scheduling.

The grant from the U.S. Department of Education was awarded to fund the college's plan to improve access and success of at-risk, low-income students as well as a rapidly growing Hispanic enrollment.

Colorado-Boulder Students Present Chicano History Week

United Mexican American Students (UMAS), an organization of University of Colorado-Boulder students of Chicano heritage, presented Chicano History Week in mid-September as a tool to learn about a culture that is often overlooked in mainstream society today, according to UMAS chair Theresa Casados.

"This week of events is a great way for people to learn about Chicano history, our position today, and where we are going in the future," Casados said.

The week-long experience included a reception with the Huitzilopochtli Aztec Dancers, a play, a presentation about migrant farm workers, and a speech by Alurista, a renowned Chicano poet.

New Hires Bring Diversity to Chaffey

Forty-nine full-time faculty and staff members were hired to begin the 1999-2000 academic year at Chaffey College (Calif.). They have brought a great deal of expertise, energy, and, most important, diversity to the college. Faculty additions include four Hispanic professors teaching music, Spanish, and correctional science.

Music Professor Patrick Aranda graduated from California State University-Los Angeles with a bachelor's degree in music. He then spent years as a professional musician before receiving his master's from Cal State-Fullerton. Spanish Professor Enedina Borruso, who grew up in Venezuela, has a bachelor's degree and a master's from Cal State-L.A. as well as another master's and a Bilingual and Cross-cultural Language Acquisition Development Certificate. Correctional Science Professor Henry Rivas graduated from Cal State-L.A. and earned his master's from Cal State-Northridge. Edra Young arrived at Chaffey via an undergraduate year at the University of Madrid, bachelor's degree studies at Immaculate Heart College, and master's studies at Cal State-Northridge and the University of La Verne.

Pace to Host Puerto Rican Fund's Annual Law Day

PACE LAW SCHOOL Pace Law School (N.Y.) will be the host site for the Puerto Rican Legal Defense and Education Fund's (PRLDEF's) 17th Annual Law Day for prospective students on Nov. 6. All 177 ABA-accredited law school students have been invited to attend.

Students interested in applying to law schools will be able to: speak face-to-face with law school recruiters; pick up brochures and current law school applications; attend an informal panel discussion regarding the law school application process; obtain valuable information regarding financing a legal education; and meet PRLDEF staff members.

PUBLICATIONS

Cultural Competence Compendium

by American Medical Association

This book is a resource for physicians in identifying issues surrounding different populations and learning to examine each patient's cultural background so that appropriate, respectful, patient-centered care is always provided. It includes resources such as policies, publications, and Web sites regarding health care and communication issues confronting people from underrepresented and underserved racial, ethnic, and socioeconomic groups and those with physical or mental illnesses or disabilities.

1999. 460 pgs. ISBN# 1-57947-050-5. Order # OP209199AVZ. $49.95 cloth. American Medical Association. (800) 621-8335.

Border-Crosser with a Lamborghini Dream

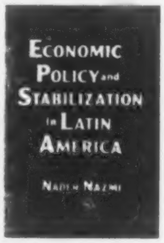
by Juan Felipe Herrera

This collection of poems, touching on identity, politics, and more, from a unique American writer, has elicited accolades from many, including Luis Alberto Urrea and Benjamin Alire Sáenz.

1998. 99 pgs. ISBN# 0-8165-1932-3. $14.95 paper. University of Arizona Press. (800) 426-3797.

Economic Policy and Stabilization in Latin America

by Nader Nazmi



This book provides a detailed analysis of economic policy in Latin America with particular attention devoted to the problem of controlling inflation and stabilization.

1996. 207 pgs. ISBN# 1-56324-584-1. $31.95 paper. M.E. Sharpe. (800) 541-6563.

Batos, Bolillos, Pochos, and Pelados: Class and Culture on the South Texas Border

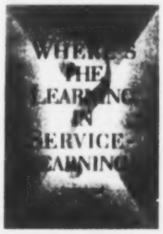
by Chad Richardson

This book offers a full portrait of the people of the South Texas borderlands. It uses the voices of several hundred Valley residents, backed by the findings of sociological surveys, to describe the lives of migrant farm workers, colonia residents, undocumented domestic servants, maquila workers, and Mexican street children.

May 1999. 314 pgs. ISBN# 0-292-77090-1. $17.95 paper. University of Texas Press. (800) 252-3206.

Where's the Learning in Service-Learning?

by Janet Eyler and Dwight E. Giles, Jr.

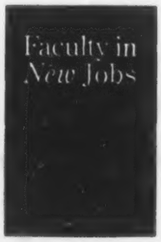


As academic service-learning continues to grow rapidly, practitioners are discovering a pressing need for solid empirical research about learning outcomes. This timely volume explores service-learning as a valid learning activity.

April 1999. 200 pgs. ISBN# 0-7879-4483-1. $28.95 cloth. Jossey-Bass. (888) 378-2537.

Faculty in New Jobs: A Guide to Settling in, Becoming Established, and Building Institutional Support

by Robert J. Menges and Associates



Drawing on a study from the National Center on Postsecondary Teaching, Learning, and Assessment, this book offers practical, real-world advice covering all phases of the faculty career–from the difficult early process of settling in, to becoming socially and academically established, to ultimately building the institutional supports necessary for a successful career.

April 1999. 338 pgs. ISBN# 0-7879-3878-5. $24.95 paper. Jossey-Bass. (888) 378-2537.

Centering Woman: Gender Discourses in Caribbean Slave Society

by Hilary McD. Beckles

Caribbean women are assembled in this

Centering Woman

book, which examines their battles, against male domination and among themselves for social advantage. Females challenged each other for monopoly access to and use of terms such as "woman" and "feminine," in the process widening the existing social and ethnic divisions among themselves, and thus fragmenting their collective search for autonomy.

June 1999. 226 pgs. ISBN# 1-55876-205-1. $16.95 paper. Markus Wiener. (732) 225-2727.

Women in Latin America and the Caribbean: Restoring Women to History

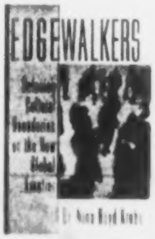
by Marysa Navarro and Virginia Sánchez Korrol

In this book, Marysa Navarro examines the role of women and gender ideology during the pre-contact and colonial periods; she looks at both early indigenous societies and the Spanish and the Portuguese who claimed the "New World." Virginia Sánchez Korrol views the changing roles of women in Latin America and the Caribbean from the early decades of the 19th century to the present.

June 1999. 144 pgs. ISBN# 0-253-21307-X. $11.95 paper. Indiana University Press. (800) 842-6796.

Edgewalkers: Defusing Cultural Boundaries on the New Global Frontier

by Nina Boyd Krebs



Edgewalkers are people like pro-golfer Tiger Woods and U.S. Congresswoman Loretta Sanchez, people–heroes –who stay true to their particular cultural or spiritual tradition and also engage in mainstream life in their societies across the globe. They "dance in between," bridge cultural gaps, and maintain their uniqueness. Edgewalkers embrace cultural complexity rather than emphasize one aspect of their cultural makeup at the expense of another.

September 1999. 217 pgs. ISBN# 0-88282-184-9. $15.95 paper. New Horizon Press. (908) 604-6311.

Música Tejana: The Cultural Economy of Artistic Transformation

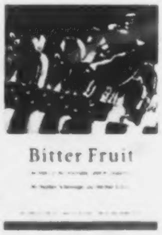
by Manuel Peña

This book gives not only a detailed overview of música tejana but also analyzes the social and economic implications of the music. The breadth, depth, and clarity with which Manuel Peña has treated this subject make this a most useful text for those interested in ethnomusicology, folklore, ethnic studies, and Mexican American culture.

June 1999. 256 pgs. ISBN# 0-89096-888-8. $15.95 paper. Texas A&M University Press. (800) 826-8911.

Bitter Fruit: The Story of the American Coup in Guatemala

by Stephen Schlesinger and Stephen Kinzer



This new edition, a classic–a fast-paced and highly readable narrative of the overthrow of Guatemala's democratic government by the United States in 1954–contains updated information, including new essays by John H. Coatsworth, Richard A. Nuccio, and Stephen Kinzer.

August 1999. 331 pgs. ISBN# 0-674-07590-0. $19.95 paper. Harvard University Press. (800) 448-2242.

Proceed with Caution, When Engaged by Minority Writing in the Americas

by Doris Sommer

Doris Sommer, in a series of daring forays, shows how ethnically marked texts–from 17th-century Inca Garcilaso de la Vega to Julio Cortázar and Mario Vargas Llosa–use enticing and frustrating language games to keep readers engaged.

August 1999. 365 pgs. ISBN# 0-674-53660-6. $24.95 paper. Harvard University Press. (800) 448-2242.

The Brazil Reader: History, Culture, Politics

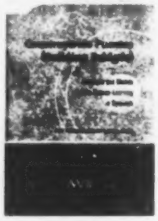
Robert M. Levine and John J. Crocitti, eds.

Capturing the scope of Brazil's rich diversity and distinction–with over a hundred entries from a wealth of perspectives –this book offers a fascinating guide to Brazilian life, culture, and history.

July 1999. 527 pgs. ISBN# 0-8223-2290-0. $21.95 paper. Duke University Press. (919) 688-5134.

Construyendo Puentes (Building Bridges): Concepts and Models for Service-Learning in Spanish

Josef Hellebrandt and Lucía T. Varona, eds.



The editors of this new book–from the American Association for Higher Education's (AAHE's) Series on Service-Learning in the Disciplines–in reviewing what Spanish teachers have accomplished and what theory informs us, have compiled a series of suggestions to help students and teachers connect with communities in order to facilitate learning with each other rather than about each other.

1999. 216 pgs. ISBN# 1-56377-022-9. $28.50 paper. AAHE. (202) 293-6440 ext. 780.

Publications featured in this issue are available through Amazon.com

CONFERENCES

NAWE, Advancing Women in Higher Education

November 6-10

"Institute for Emerging Women Leaders in Higher Education." At University of Maryland Inn and Conference Center, College Park, Md.

Contact: NAWE, (202) 658-9330; Web site, <www.nawe.org>.

College and University Teaching and Learning

November 18-21

Miami University and International Alliance of Teacher Scholars present "Lilly Conference on College and University Teaching and Learning." In Oxford, Ohio.

Contact: (800) 718-4287; e-mail, <lilly@iats.com>; Web site, <www.iats.com>.

Collaboration for the Advancement of College Teaching and Learning

November 19-20

Collaboration for the Advancement of College Teaching and Learning presents "How Learning Happens: Making Connections, Constructing Knowledge, Building Communities." At Radisson Hotel-South, Bloomington, Minn.

Contact: (651) 690-6333; e-mail, <collab@stkate.edu>; Web site, <www.collab.org>.

CASE–Building Effective Alumni Relations Programs

December 2-3

The Council for Advancement and Support of Education (CASE) will present this conference to newcomers to alumni relations who want to build a strong program. At the Sheraton Maria Isabel Hotel in Mexico City, Mexico.

Contact: (202) 328-CASE; e-mail, <conference@case.org>; Web site, <www.case.org>.

Long Island University–Conference on Jorge Luis Borges

December 3

"Jorge Luis Borges at the Millennium." At Long Island University in Brooklyn, New York.

Contact: Cilia Lichtman, Department of Languages and Literature, (718) 488-1662.

AAC&U 86th Annual Meeting

January 20-22

The Association of American Colleges & Universities presents "Greater Expectations: Of Our Students, Our Stakeholders, Ourselves," its 86th annual meeting. In Washington, D.C.

In addition, see Web site at <www.aacu-edu.org> for information on four regional (San Antonio, Philadelphia, Tacoma, and Charleston) "Network for Academic Renewal" meetings.

Contact: (202)387-3760; e-mail, <mailto:meetings@aacu.nw.dc.us>; Web site, <www.aacu-edu.org>.

CORRECTION

In the 09/10/99 issue, it was mistakenly reported that Dr. Luis S. Gómez, president of Crafton Hills College (Calif.), had retired as of July 1999. In fact, while his letter of resignation was accepted by the board, it does not become effective until July of 2000. We regret the error.

ANNOUNCEMENT

California State University-Monterey Bay

"Diane Cordero de Noriega has recently been appointed interim Provost and Vice President for Academic Affairs at California State University, Monterey Bay. Dr. Cordero de Noriega spent 18 years at California State University Sacramento as a member of the faculty and most recently as Dean of the College of Education. Her academic discipline is in Bilingual Multicultural Education, specifically language and literacy."

SUMMER 2000

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-
SPAIN

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Book Review

by Francisco Soto

***Lesbian Voices from Latin America: Breaking Ground*, by Elena M. Martínez.** Hamden, CT: Garland Press, 1996. 223 pages. ISBN# 0-8153-1349-7. $35.00 hardcover.

In the field of Latin American literary criticism, the study of lesbian and gay themes in literature is a very recent phenomenon. David William Foster's book, *Gay and Lesbian Themes in Latin American Writing*, for example, published by the University of Texas Press in 1991, was the first book-length study to explore gay and lesbian literary themes originating from an area of the world traditionally known for its machismo, heterosexism, and homophobia. Since its publication, there has been a gradual and steady increase in the number of articles and books exploring this topic in Latin American letters. To date, Elena M. Martínez's pioneering book, *Lesbian Voices from Latin America: Breaking Ground*, is the most significant study of its kind for being the first to analyze the articulation of a lesbian sensibility in the works of five contemporary Latin American women writers.

The book studies the work of writers who have taken lesbian desire and sexuality from its traditional private space of silence and concealment and have brought it into a public/literary space, thus acknowledging its existence. Instead of attempting to write an all-inclusive book examining all the works in Latin American letters that contain lesbian themes, a rather monstrous and unruly task, to say the least, Martínez has wisely chosen to concentrate her efforts on writers whose works privilege a lesbian perspective. By concentrating her efforts, Martínez provides the reader with clear, well-organized critical analyses of particular works instead of presenting a hodgepodge of plot summaries and themes, the standard fare of so-called all-inclusive examinations.

The writers studied are: the exiled Cuban poet Magaly Alabau; the late Mexican poet, playwright, and theater director Nancy Cárdenas; the renowned Argentine critic and novelist Sylvia Molloy; Mexican poet and feminist leader Rosamaría Roffiel; and Puerto Rican poet and academic Luz María Umpierre. These writers indeed frame their respective works within a double marginality; as women and as lesbians, they break with the patriarchal view that has insisted upon seeing female sexuality exclusively as a function of reproduction. This heterogeneous group of writers offers the reader a good sample of lesbian literature being produced by Latin American women living in the United States (as is the case with Alabau, Molloy, and Umpierre) and living in Latin America (Cárdenas and Roffiel).

A detailed introductory chapter presents a concise overview of other Latin American works that contain lesbian perspectives and themes but are not considered in Dr. Martínez's book. Here one can find a very helpful summary. The introduction also addresses theoretical issues such as: the meaning of the term "Latin American Lesbian Literature"; the apparent unavailability of Latin American lesbian texts; how the Latin American literary canon has suppressed lesbian literary expressions; the political implications of a lesbian discourse; the specificity of lesbian eroticism; as well as a review of the criticism that has already, albeit in a limited fashion, addressed these issues.

The introduction is followed by five chapters, each closely examining the works of the five women writers. Chapter one, "The Poetics of Space and the Politics of Lesbian Exile," presents a comparative study of the representation of private/public spaces in Magaly Alabau's poetry and Sylvia Molloy's novel *Certificate of Absence*. The representation of interior and exterior spaces in these works articulates the marginal social positioning of lesbian subjects in society. The representation of space in the works of these two writers serves a poetic function as well as an ideological and political value for the theme of lesbianism in Latin American letters. While Martínez focuses on Magaly Alabau's poetry and Sylvia Molloy's novel, she also draws parallels to Nancy Cárdenas's poetry and Rosamaría Roffiel's novel and poetry.

The second chapter, "Re-reading Tradition," is dedicated exclusively to the study of eroticism in Magaly Alabau's two collections of poetry, *Electra/Clitemnestra* (1986) and *Hermana/Sister* (1989). Here Martínez carefully studies the textual representation of sexual love and emotional intimacy in the lesbian relationships presented in Alabau's two collections.

The third chapter, "Privileging Lesbian Eroticism," examines the representation of love among women in the works of Rosamaría Roffiel and Nancy Cárdenas. For both writers, reclaiming love and lesbian sexuality are presented as political acts that empower women and challenge their traditional positioning in society.

The fourth chapter, "Lesbian Eroticism and the Act of Writing," examines the relationship of lesbian love, violence, and writing in Sylvia Molloy's acclaimed novel, *Certificate of Absence*. Here Martínez explores the interesting connection between lesbian love and sexuality as a source of literary inspiration.

Chapter five, "Sexual and Political Affirmation," studies the theme of sexuality as one of political affirmation bound to the Latina perspective in the poetry of Puerto Rican writer Luz María Umpierre.

Martínez has performed a ground-breaking task in writing ***Lesbian Voices from Latin America***. She has laid the foundation upon which other Latin American scholars can continue to examine and analyze a body of discourse that presents lesbian themes and motifs.

Francisco Soto, Ph.D., is associate professor of Spanish and Latin American Literature at the College of Staten Island (City University of New York). He is the author of three books on the celebrated Cuban novelist Reinaldo Arenas, the last of which, titled Reinaldo Arenas, *was published by Twayne Publishers in 1998. His articles on Latin American literature have appeared in various academic journals in the United States and abroad.*

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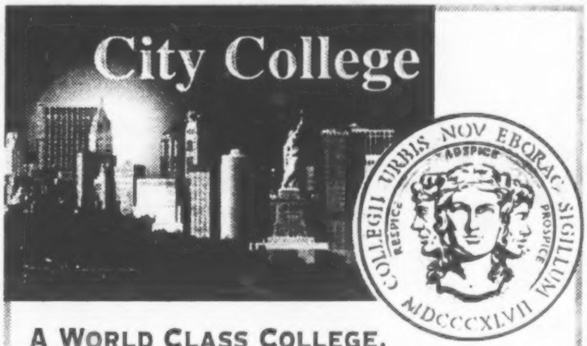

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For a complete job description on these positions, please contact Leslie E. Jenkins, Assistant Dean, College of Education and Human Services.

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For a complete job description on these positions, please contact Nadine Posner, Assistant Dean, College of Humanities and Social Sciences.

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For a complete job description on these positions, please contact Karen Dennis, Assistant Dean, School of Business.

ADJUNCTS

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Screening of applications begins immediately and continues until position is filled. Send separate letter and resume for each position. Include c/o name, job title and the position's **V-** or **AV-** number.

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Located in Muncie, Indiana, a city of approximately 80,000, found 50 miles northeast of Indianapolis, Ball State University is a comprehensive, doctoral-granting, publicly assisted institution of higher education serving about 18,000 graduate and undergraduate students. Teaching and learning lie at the heart of its mission, and Ball State's expertise in education at all levels has created a climate of vigorous expansion of its off-campus programs.

The School of Continuing Education and Public Service serves the continuing educational needs of off-campus students, including credit and non-credit courses and economic/workforce development programs. The School manages approximately 7,300 registrations in diverse programs: associate degrees in general arts and business administration; baccalaureate completion program for registered nurses and baccalaureate programs for students in state correctional facilities; master's degrees in elementary education, special education, and educational leadership, business administration, computer science, executive development, and nurse practitioner disciplines. Courses are offered at on-site locations, via independent study by correspondence, through live interactive television at sites within and outside Indiana, and over the Internet.

Minimum qualifications are an earned doctorate degree and at least two years of successful administrative experience. Preferred qualifications include strong and creative leadership skills, teaching and administrative experience at the university level, evidence of commitment to distance education development and delivery, evidence of entrepreneurial experience, an appreciation of teaching with technology, and evidence of effective organizational ability.

The Dean reports directly to the Associate Provost and works with the academic deans and departments to develop and promote creative credit and non-credit outreach programs.

Salary is competitive and is dependent on qualifications and experience. Review of applications begins November 1, 1999, and will continue until the position is filled.

Send letter of application, curriculum vitae, and the names of five references to: **Selection Committee for the Dean of the School of Continuing Education and Public Service, Office of the Associate Provost, Ball State University, Muncie, IN 47306.** Further information is available on the university's website. (**www.bsu.edu**)

Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

CSU Cleveland State University

Cleveland State University's College of Education is growing!

Consequently, the Department of Specialized Instructional Programs invites applications for the following tenure-track positions:

Assistant/Associate Professor of Reading & Language Arts Education

FOUR OPENINGS AVAILABLE. DUTIES: Teach graduate and undergraduate courses in literacy foundations, emergent literacy, language arts methods, content area reading, phonics, children's literature, adolescent literature, and/or the assessment and remediation of reading problems; advise students; and supervise related clinical and field experiences. **TERMS:** Nine-month, tenure-track positions to begin August 21, 2000. **MINIMUM QUALIFICATIONS:** Earned doctorate in literacy education or related field, with consideration also given to qualified applicants who will complete all doctoral degree requirements by December 31, 2000. Minimum of three years successful PreK-12 teaching experience or its equivalent. **PREFERRED QUALIFICATIONS:** Significant professional and/or academic experience in multicultural, urban educational settings. Demonstrated commitment to undergraduate teacher preparation, literacy education, and working with diverse populations. Evidence of scholarly activity/potential, prior university teaching experience, and/or the use of technology and distance learning in instructional delivery. ***SEARCH COMMITTEE: Please address all correspondence regarding these openings to the Reading/Language Arts Search Committee.***

Assistant Professor of Social Studies Education

DUTIES: Teach undergraduate and graduate methods courses in social studies education and introductory survey courses on diversity in education, advise students, and supervise related field experiences. **TERMS:** Nine-month, tenure-track position to begin August 21, 2000. **MINIMUM QUALIFICATIONS:** Earned doctorate in social studies education or related field, with consideration also given to qualified applicants who will complete all doctoral degree requirements by December 31, 2000. Minimum of three years successful experience in grades PreK-12 or its equivalent. **PREFERRED QUALIFICATIONS:** Teaching experience in preschool, elementary, and/or middle school grades. Significant professional and/or academic experience in multicultural, urban educational settings. Demonstrated commitment to undergraduate teacher preparation and working with diverse populations. Evidence of scholarly activity/potential, prior university teaching experience, and/or the use of technology and distance learning in instructional delivery. ***SEARCH COMMITTEE: Please address all correspondence regarding this opening to the Social Studies Education Search Committee.***

Assistant/Associate Professor of Special Education

DUTIES: Teach graduate and undergraduate courses in special education, advise students, and supervise related clinical and field experiences. **TERMS:** Nine-month, tenure-track position to begin August 21, 2000. **MINIMUM QUALIFICATIONS:** Earned doctorate in special education or related field, with emphasis in serious emotional or behavioral disorders. Consideration also given to qualified applicants who will complete all doctoral degree requirements by December 31, 2000. Minimum of three years successful teaching experience in grades K-12 or its equivalent, including work with students with serious emotional and/or behavioral disorders. **PREFERRED QUALIFICATIONS:** Course work and experience in the field of severe disabilities. Experience with inclusion, interdisciplinary planning, and/or interagency service coordination. Demonstrated commitment to working with students in multicultural, urban educational settings. Evidence of scholarly activity/potential, prior university teaching experience, and/or the use of technology and distance learning in instructional delivery. ***SEARCH COMMITTEE: Please address all correspondence regarding this opening to the Special Education Search.***

Assistant Professor of Urban & Middle Childhood Teacher Education

TWO OPENINGS AVAILABLE. DUTIES INCLUDE: Teach middle school related courses in curriculum design and classroom management, introductory survey courses on diversity in education, and discipline-specific methods courses; advise students; and supervise field experiences. **TERMS:** Nine-month, tenure-track positions to begin August 21, 2000. **MINIMUM QUALIFICATIONS:** Earned doctorate in teacher education, middle childhood education, educational studies, or related field. Consideration also given to qualified applicants who will complete all doctoral degree requirements by December 31, 2000. Minimum of three years successful teaching experience in grades four through nine or its equivalent. **PREFERRED QUALIFICATIONS:** Expertise in one or more of the following areas: English/language arts, social studies, mathematics, and/or science education. Significant professional and/or academic experience in multicultural, urban educational settings. Demonstrated commitment to middle childhood education, undergraduate teacher preparation, and issues of urban and/or multicultural education. Evidence of scholarly activity/potential, prior university teaching experience, and/or the use of technology and distance learning in instructional delivery. ***SEARCH COMMITTEE: Please address all correspondence regarding these openings to the Urban & Middle Childhood Teacher Education Search Committee.***

ADDITIONAL RESPONSIBILITIES: In addition to the specific duties associated with each listing, all successful candidates for the tenure-track positions noted above are expected to conduct research; pursue publication and external funding; contribute to the College's doctoral program in urban education; and provide service to professional associations, the University and the local community.

SALARY AND BENEFITS: Commensurate with entry-level appointment at the rank of instructor, assistant or assistant professor. All nine-month positions include a competitive benefits package and possible summer appointment, if desired.

APPLICATION DEADLINES AND PROCEDURE: All applications must be postmarked by 12/22/99; review to begin on 1/18/00. To apply for any of these openings, please submit: (1) a cover letter specifying the exact position sought and highlighting relevant experiences and accomplishments; (2) a current curriculum vitae; (3) copies of all graduate transcripts; and (4) the names, mailing addresses, telephone numbers and e-mail addresses of three professional references. Unless provided at the time of initial application, official transcripts and three letters of recommendation will be required of all candidates selected for interview. Materials should be sent to the appropriate search committee **c/o Department of Specialized Instructional Programs, Cleveland State University, 1983 East 24th Street, Rhodes Tower 1319, Cleveland, OH 44115-2440.** Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

COLUMBIA COLLEGE CHICAGO

DIRECTOR OF LATINO CULTURAL AFFAIRS

Responsibilities include developing a comprehensive program of social, cultural and educational events and activities that will creatively bring into focus current issues pertaining to Latinos, build and maintain contacts with the external community for mentors, jobs, partnerships and other resources to afford opportunities for mutual support towards enhanced student development, manage functions of the office and supervise assigned staff. Master's degree required. Knowledge of Latin American history and experience working with students in a collegiate setting a plus.

We offer a competitive salary and excellent benefits package. Minority and Women applicants are especially encouraged to apply. Submit letter of application and resume to:

Student Life and Development, DLCA-1
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605

NORTHWEST MISSOURI STATE UNIVERSITY

ASSISTANT/ASSOCIATE PROFESSOR

The Department of Curriculum and Instruction at Northwest Missouri State University is seeking applications for an Assistant/Associate Professor to teach undergraduate and graduate courses in elementary social studies methods. An earned doctorate or ABD in curriculum and instruction or related field is required as well as evidence of successful K-8 teaching. Application deadline January 4, 2000 or until filled. Start date August 2000. Visit our website at **www.nwmissouri.edu.** for details or contact the **Department of Curriculum and Instruction, (660) 562-1771.**

Northwest is an Equal Opportunity Employer and encourages women and minorities to apply.

UNIVERSITY
OF SOUTHERN
CALIFORNIA

The Law School
# of the University of Southern California

POSITION DESCRIPTION - DEAN OF THE SCHOOL

The University of Southern California is inviting applications and nominations for the position of Dean of the Law School. The University is located in Los Angeles and is one of the nation's premier private research universities. USC Law School was the first law school established in the southwestern United States, and is now a national law school serving a student body drawn from over 100 undergraduate institutions distributed throughout the nation. It is one of the preeminent law schools in California, and is typically rated among the top 15 or 20 in the country.

USC Law School is relatively small, with an average class size of approximately 200 students and a total enrollment of 600. It has approximately 35 full-time faculty, many of whom have advanced degrees or training in other disciplines in addition to law and are recognized nationally as experts in their respective fields. The Law School's endowment is among the ten largest for private American law schools. The Law School's primary mission is facilitating the production of quality scholarship by its faculty, and training students for the bar, bench and other pursuits to which knowledge about law and the legal system is relevant.

The Dean of the USC Law School is its academic leader and chief administrative officer, and reports directly to the Provost of the University. The responsibilities of the job include: leading the recruitment, development and retention of talented faculty; promoting excellence in the School's educational and scholarly functions; planning and managing fiscal matters; leading the School's fundraising efforts; and maintaining supportive relationships with alumni and with other members of the local bar and bench.

Nominations and applications should be sent to: Randolph Westerfield, Search Committee Chair, c/o Office of the Provost, University of Southern California, Bovard Administration Building, Room 202 - MC 4019, Los Angeles, CA90089-4019. Applications should include: a letter describing the candidate's qualifications for this position; a curriculum vitae; and names, addresses and telephone numbers of three references. Questions may be directed to **Bill Strippoli, Director of Information Resources, Office of the Provost (213-740-0917, 213-740-1782 (fax), strippol@usc.edu).** Review of applications and nominations will begin immediately and will continue until the position is filled.

USC is proudly pluralistic and firmly committed to providing equal opportunity for outstanding men and women. USC actively seeks nominations of and applications from qualified individuals from the broadest possible community.

(AA/EOE)

LAWRENCE UNIVERSITY

DEAN OF THE CONSERVATORY OF MUSIC

Lawrence University invites applications and nominations for the position of Dean of the Conservatory of Music.

The Lawrence University Conservatory of Music, founded in 1874, is devoted exclusively to the education of undergraduates within a distinguished college of the liberal arts and sciences. The Conservatory retains a superb faculty of 60 full and part-time performers, composers, scholars, and teachers and enrolls more than 350 music majors.

The Dean of the Conservatory oversees all aspects of the music program, participates in university governance, reports to the chief Academic Officer, and serves as a member of the President's administrative staff.

Applications and nominations should be sent to:

Chair, Dean of the Conservatory Search Committee
Office of the President
Lawrence University
P.O. Box 599
Appleton, WI 54912-0599
(920) 832-6525

In addition to a curriculum vitae, applications should include information detailing the candidate's qualifications for the position and three letters of reference. Review of applications will begin November 15, 1999, and will continue until the position is filled. Appointment will begin no later than September 1, 2000.

Lawrence University is an EEO employer and welcomes applications from women and members of underrepresented minority groups.

Washtenaw Community College

FACULTY OPENINGS

A comprehensive two-year college dedicated to student, community and staff success, is presently seeking qualified individuals for several faculty openings.

APPLICATIONS WILL BE ACCEPTED UNTIL THE POSITIONS ARE FILLED.

Anticipated date of appointment for the following positions are for the Winter 2000 semester. Initial annual base salary range for these positions is $40, 160-$45,980; dependent upon education and work experience; base load of 32 weeks/160 days/450 contact hours per academic year with numerous fringe benefits.

AUTO SERVICES INSTRUCTOR

Bachelors degree in education, technology, or a field related to Automotive Service; Masters degree preferred, equivalent of two years work experience as a line mechanic in Automotive Service, equivalent of one year teaching experience (450 contact hours) preferably at the community college level and ASE certified.

DIGITAL PHOTOGRAPHY INSTRUCTOR

Bachelors degree in related field; Masters degree preferred, equivalent of two years commercial, industrial and/or military experience in photography, equivalent of one year teaching experience (450 contact hours) preferably at the community college level, and presentation of a professional portfolio and examples of student work required.

The anticipated date of appointment for the following positions are for the Fall 2000 semester. Initial annual base salary range is $40,160-$55,670 dependent upon education and work experience; base load of 32 weeks/160 days/450 contact hours per academic year with numerous fringe benefits.

COMPUTER INFORMATION SYSTEMS INSTRUCTOR/NETWORKING SPECIALTY

Bachelor's degree in computer information systems, management information systems, computer science or related field, (Masters degree required for continuing contract (tenure) consideration), equivalent of three years full time work experience in industry with emphasis on networking, and one year teaching experience preferred (450 contact hours).

NETWORKING AND ELECTRICITY/ELECTRONICS INSTRUCTOR

Bachelors degree in related engineering/technical field, (Masters degree required for continuing contract (tenure) consideration), equivalent of two years full time commercial and/or military experience in computer/communications networking hardware maintenance, teaching experience preferred, and must be certified as a CNE, MCSE or CCIE within one year of hire.

Send completed application form, all college transcripts (student copies acceptable), statement of number of clock hours (if required), to **Washtenaw Community College, Office of Human Resource Management, 4800 E. Huron River Dr., Ann Arbor, MI 48106. (734) 973-3497.** Job Hotline (734) 973-3510.

FOR JOB POSTINGS SEE OUR WEB SITE AT
http://www.washtenaw.cc.mi.us/jobs/

AA/EEO/ADA employer

Wheelock
COLLEGE

Founded in 1888, Wheelock College is an urban-based, higher-education institution with a mission to improve the quality of life for children and families by providing a sound liberal and professional education, by contributing to the knowledge of experienced professionals in the field, and by influencing the development of social policy as it impacts children and families. In its curriculum and as a community, Wheelock is committed to diversity and multiculturalism.

WHEELOCK COLLEGE FACULTY POSITIONS

The Social Work Programs at Wheelock College seek colleagues who wish to contribute to a newly-developing graduate program, which will focus on preparing social work professionals who are critical thinkers and ethical practitioners, who are committed to human rights and social and economic justice for all persons, who desire to teach approaches and practices which honor people's strengths and culture, are family-centered and neighborhood- and community-based, value inter-professional collaboration and empowerment, and seek to effect change in health, education, social services, and mental health systems in partnership with individuals, groups, families, organizations and communities.

Social Work Practice - **Assistant/Associate Professor:** Responsibilities: Teach and provide leadership in the development of the MSW practice courses in the foundation and advanced curriculum, and work in partnership with the field coordinator in the development of the field seminars. Minimum qualifications: MSW from an accredited program; earned doctorate in social work; 2 years' post-MSW practice experience. Desirable qualifications: Ability/experience in teaching an advanced generalist approach; interest/experience in teaching BSW students; advising and/or field liaison experience; a demonstrated commitment to diversity; inter-professional education and practice experience; ability to teach in another curriculum area such as research, human behavior, or social welfare policy/practice; ability to teach about diversity, oppression, human rights and social and economic justice; a developing research agenda consistent with the vision of social work at Wheelock; publications and grant writing; experience with CSWE accreditation.

Research/Human Behavior - **Assistant/Associate Professor:** Responsibilities: Teach and provide leadership in the development of research and/or human behavior curriculum at the MSW level; provide leadership in the development of research options for BSW and MSW students. Minimum qualifications: MSW from an accredited program and earned doctorate in social work or closely related field. Desirable qualifications: Earned doctorate in social work preferred; experience teaching quantitative and qualitative research at the BSW or MSW level; experience teaching in another substantive curriculum area; a demonstrated commitment to diversity; experience involving students in research; a developing research agenda consistent with the vision of social work at Wheelock; publications and grant writing; experience with CSWE accreditation.

Coordinator of Field Instruction - **Instructor/Lecturer:** This is a 12-month, non tenure-track position with an initial appointment for 3 years. Responsibilities: Development and coordination of the BSW and MSW field practicum curricula. Minimum qualifications: MSW from an accredited program and 3 years of practice experience; experience as a field instructor, field liaison or field coordinator; demonstrated commitment to the social work profession and to diversity; excellent written and oral communication; ability to articulate the mission of Wheelock's social work programs. Desirable qualifications: 5 years' post-MSW experience; inter-professional education and practice experience; evidence of organizational and administrative skills; ability to work collaboratively with a variety of community professionals; BSW and MSW teaching experience in an urban, multicultural environment; grant writing; experience with CSWE accreditation.

Submit cover letter describing your interest and qualifications for the position; a curriculum vitae, writing samples and the names, addresses and telephone numbers of 3 references to: Kathleen Kirk Bishop, MSW, DSW, Professor and Dean, Social Work Programs, Wheelock College, 200 The Riverway, Boston, MA 02215-4176; e-mail: kbishop@wheelock.edu. Review of applications will begin immediately, and positions will remain open until filled.

Wheelock College is an Equal Opportunity/Affirmative Action Employer and a member of the Colleges of the Fenway consortium.

www.wheelock.edu

The Board of Trustees and the Chancellor invite applications for

Vice Chancellor
Human Resources and
Organizational Development

Screening begins late November
For confidential inquiries, please call (925) 313-9239
We are an Equal Opportunity Employer

MINNESOTA STATE UNIVERSITY, MANKATO

The College of Social and Behavioral Sciences at Minnesota State University, Mankato invites applications for a tenure track associate/full professor chairperson position in Ethnic Studies. Doctoral degree required. For more information contact Hanh Huy Phan, Chair, Ethnic Studies Search Committee, Minnesota State University, Mankato, Morris Hall 109, Mankato, MN 56001, tele #(507)389-2798, Fax (507)389-6377, V/TTY (800)627-3529, e-mail: cynthia.veldhuisen@mankato.msus.edu. Review of applications begins November 30, 1999 and continues until filled.

EOE/AA

Website - http://www.mankato.msus.edu

CORNELL UNIVERSITY

DEPARTMENT OF COMPUTER SCIENCE

TENURE-TRACK POSITIONS, all levels, REF: AP#1

Applications are invited for tenure-track positions. These positions are at the assistant, associate, or full professor level depending on experience. Applicants should have a Ph.D. in computer science or in a closely related field. The department requires demonstrated research accomplishment at the highest level as well as outstanding teaching ability and leadership qualities.

The Department of Computer Science at Cornell University encompasses a wide range of research areas, including artificial intelligence, concurrency and distributed computing, databases, algorithms, information organization and retrieval, multimedia systems, applied logic and semantics, numerical analysis and scientific computing, theory of computation, programming languages and methodology, computer vision, computational biology, graphics, theory, networks, operating systems, and natural language processing.

We are especially interested in networks, databases, digital libraries, graphics, systems, and computational biology. Applicants in all areas of computer science will be considered.

TENURE-TRACK POSITION IN COMPUTATIONAL BIOLOGY, REF: CB#2

We are seeking applicants at all ranks for an interdisciplinary tenure track position in computational biology. The applicant should have a very strong background in computer science, and should also have a strong background and research interest in computational aspects of biology.

Research may include such topics as development of genomic databases, bioinformatics, and structural biology. We are looking for candidates with outstanding research accomplishments and who are committed to excellence in teaching computer science.

NON-TENURE TRACK POSITIONS, REF: NT#5

We are seeking applicants for non-tenure track professonal positions at all levels as well as lecturers and instructors. The primary focus of these positions would be research or teaching. Applicants should have a PhD in computer science or closely related field, a research program including demonstrated research accomplishments and a commitment to excellence in teaching computer science or closely related field.

RESEARCH, REF: RES#3

Also available: research positions in scientific computing and software systems.

Further information about the department is available on the World Wide Web at URL:

http://www.cs.cornell.edu/

Applicants should submit a vita and the names of at least three references to:

Chair, Faculty Recruiting Committee
Department of Computer Science
4130 Upson Hall
Cornell University
Ithaca, NY 14853-7501

Please include reference number with application.

Cornell University is an equal opportunity employer and welcomes applications from women and ethnic minorities.

EDUCATION

Rancho Santiago Community College District Santa Ana, California

has openings for:

- **Professor/Speech, Tenure Track**
  $34,817-$57,798/yr.
- **Systems Librarian, Tenure Track**
  $34,817-$57,798/yr.
- **Assistant Professor/Speech Language/ Acquired Brain Impairment, Tenure Track**
  $34,817- $57,798/yr.
- **GEAR UP Coordinator**
  $34,817- $57,798/yr.
- **Director of Extended Opportunity Programs & Services (EOPS)**
  $5,620-$7,075/mo.
- **Director of Instruction & Student Services**
  $6,106-$7,559/mo.
- **Director of Special Programs and Community Relations**
  $4,492-$5,736/mo
- **Network Specialist III**
  $4,066-$5,193/mo.
- **Applications Specialist III**
  $4,066-$5,193/mo.
- **Mail and Warehouse Assistant**
  $2,191-$2,800/mo
- **Administrative Secretary**
  $2,482-$3,170/mo

Please contact 714-480-7499 for applications & job announcements.

RSCCD

EOE

University at Buffalo
The State University of New York

DIRECTOR

Cora P. Maloney College (CPMC) at the University at Buffalo is seeking a Director who will be responsible for the overall administration of CPMC including Minority Academic Achievement Program (MAAP), Collegiate Achievement Program (CAP), Collegiate Science and Technology Entry Program (CSTEP), SUNY Alliance for Minority Participation (SUNYAMP), SUNY Empire State Minority Honors Program, and the Public Service Internship Program. Supervision of faculty, program coordinators/directors, staff and students. Curriculum planning, supervision, and evaluation. Student advisement. Departmental liaison with internal student Research Foundation funded operations, including filing systems (electronic and paper) for records management. Works with CPMC staff in development, preparation, completion, and dissemination of program information, reports, publications, presentations, and evaluations. Recruitment and retention of students in CPMC programs. Grants development, writing and administration. Liaison activities with community agencies, businesses, educational institutions.

Minimum Qualifications: Doctoral degree required. A concentration in Education or Educational Administration is desired. Three to five years experience in higher education. Experience in the supervision and administration of college student support programs; preparation of grants, budgets, and written reports; data processing and computerization of office functions; and the organization and execution of complex, multiple tasks. Strong oral and written interpersonal skills.

Salary Range: $41,626 to $58,000. Posting # P-9138. Posting ends 11/24/99. Persons interested in the above position should submit a resume and letter of application to: Dr. John M. Staley, Associate VP, PS & UA, Capen Hall, Room 549, Box 601609, University at Buffalo, Buffalo, NY 14260-1609.

University at Buffalo is an Equal Opportunity, Affirmative Action Employer.

ASSISTANT VICE PRESIDENT

INSTITUTIONAL RESEARCH AND PLANNING

The University of Maryland, College Park invites applications and nominations for the position of Assistant Vice President for Institutional Research and Planning. The Assistant Vice President will report directly to the Senior Vice President for Academic Affairs and Provost and will be a member of his senior staff. The position requires a person with the vision and experience to head a comprehensive unit that provides crucial support for decision-making for the President and the Vice Presidents of a major public research university through research, policy analysis, and planning assistance. The Assistant Vice President will also be charged with the responsibility of identifying trends and circumstances that affect the development of higher education policy. The Assistant Vice President will direct the University Office of Institutional Studies, which has a staff of eleven; oversee preparation of responses to requests for data from various campus offices and external constituencies, including submission of official statistics to various state agencies; and provide leadership in the coordination or preparation of analytical studies and special projects requiring an institutional-wide perspective. The Assistance Vice President will also provide leadership for "executive information systems," decision support tools for senior university administrators.

Located in the Washington metropolitan area, the University of Maryland, College Park is the only public university in the Baltimore-Washington area holding membership in the Association of American Universities. It is a leading comprehensive research and land-grant university dedicated to the pursuit of excellence in teaching, research, and service to the community, and is formally designated by state policy as the flagship institution of the eleven-campus University System of Maryland. The University of Maryland College Park received over $201 million in external research support in the 1999 fiscal year. Its 25,000 undergraduate and 8,000 graduate students pursue studies in thirteen liberal arts and sciences and professional colleges and schools.

Required qualifications include leadership and team management skills, advanced understanding of data analysis techniques and interpretations, strong written and oral communication skills; experience in institutional research and planning at an institution of higher education; and a demonstrated ability to work with executive managers. A bachelor's degree is required; graduate degree preferred.

The salary is commensurate with experience and the position is available immediately. For best consideration, apply before December 1,1999. Applications will be considered until the position is filled. To apply, please submit cove letter, resume, and the names and addresses of three employment references to:

Ms. Pauline Robinson
1119 Main Administration
University of Maryland
College Park, MD 20742

The University of Maryland is an equal opportunity employer, and women and minorities are encouraged to apply.

UNIVERSITY OF MARYLAND

Teachers College, Columbia University

is building for the next century

DEPARTMENT OF HEALTH & BEHAVIOR STUDIES

APPLIED PSYCHOLOGY

Position: Scholar to provide leadership to the department's research program, in the context of a multidisciplinary team comprising applied educational psychology, health studies, and special education.
Responsibilities: Teach graduate courses; advise students; supervise doctoral research. Maintain active, externally funded research program.
Qualifications: Earned doctorate in psychology. Licensure or license eligibility as a psychologist preferred. Experience in school or community-based research, successful record or promise of obtaining extramural funding, a substantial record of publication in peer-reviewed periodicals, demonstrated commitment to underserved populations and interest in working collaboratively in a multidisciplinary team. School-based prevention/intervention research program preferred (e.g., literacy assessment and intervention, sexuality, violence, substance use, or drop-out prevention).
Rank: Assistant/Associate Professor, Tenure Track. Senior appointment considered if a record of significant external funding is demonstrated.
Send CV, a cover letter stating research and teaching interests and applied experiences, and sample publications to Professor Marla Brassard, Search Committee Chair, Box 63.

DEPARTMENT OF COUNSELING AND CLINICAL PSYCHOLOGY

COUNSELING PSYCHOLOGY

Position: Scientist-practitioner, who shares our vision for training culturally competent counselors and counseling psychologists. Our masters program in Psychological Counseling prepares students for counseling and/or administrative careers in diverse counseling settings. The doctoral program in Counseling Psychology, accredited by the American Psychological Association (APA), prepares graduates to assume academic, research, clinical, and/or administrative careers in the field of counseling psychology.
Responsibilities: Maintain active research agenda; teach graduate courses; supervise students in practicum and field settings; assume some leadership responsibilities in the program; participate in departmental and college committee work; advise masters and doctoral students; and supervise doctoral research.
Qualifications: Earned doctorate in counseling psychology. Strong record of publication and research, with facility in advanced data analysis techniques. Successful record or promise of obtaining external funding. Interest and/or experience with educational issues. Academic and professional interest in two or more of the following areas: research design and methodology, psychological assessment, consultation and program development, group development, group counseling, school counseling, counseling theories, couples and family counseling, and/or substance abuse counseling. Licensure or license eligibility as a psychologist preferred.
Rank: Assistant/Associate Professor, Tenure Track.
Send CV, a letter of intent outlining potential fit with program, sample publications or preprints, evidence of teaching success, and three letters of reference to Professor Patricia M. Raskin, Search Committee Chair, Box 65.

DEPARTMENT OF ORGANIZATION AND LEADERSHIP

EDUCATIONAL ADMINISTRATION

Position: Scholar in school leadership to collaborate with the faculty of the MA, EdM, MBA/PhD, and EdD programs in educational administration and policy. The programs in educational administration prepare students for careers as successful practitioners and/or scholars capable of leading and transforming a wide variety of educating organizations. Graduates of these programs serve in leadership positions as school and school district administrators, policy analysts and advocates, and scholars of education and educational administration. Our degree programs are wide ranging and cover the necessary areas of school administration such as finance, education law, policy analysis, information technology, and organizational behavior and change, with an emphasis on urban public education and private school leadership.
Responsibilities: Teach at the masters and doctoral levels; advise masters students, supervise doctoral research; maintain an active research program; collaborate with faculty in the overall leadership of the program.
Qualifications: Earned doctorate in educational administration or in a social science discipline that is relevant to organization and leadership. Established record in research and publications reflecting knowledge generation, significant application of knowledge to practice, and/or a distinguished record of leadership in school systems. Successful record and continued promise of obtaining external funding for research.
Rank: Associate/Full Professor, Tenured.
Send CV, a letter of application, list of courses taught, summary of scholarship record, three names of potential references, and copies of at least three articles or chapters to Professor Pearl Rock Kane, Search Committee Chair, Box 125.

DEPARTMENT OF ARTS AND HUMANITIES

ENGLISH EDUCATION

Position: Scholar/practitioner with demonstrated research interests in composition studies and writing instruction. Focus: teaching English in urban settings, particularly incorporating critical perspectives as these apply to policy, activism, and collaborative efforts to change curriculum and practice for diverse populations. Must share the College's commitment to multicultural literacy, to the relationship of social histories and academic performance, and to the education of teacher researchers interested in community college teaching, community programs, and/or secondary education programs.
Responsibilities: Teach graduate courses for pre-service and in-service teachers; advise masters and doctoral students; participate in refinements and redesign of the English education program at masters and doctoral levels; collaborate on strengthening the College's Professional Development School partnership; work with other teacher educators to maintain and develop community college teaching programs.
Qualifications: Earned doctorate; teaching experience in secondary schools, community colleges, community programs, or teacher preparation programs; interest and/or experience with urban issues and familiarity with cultural diversity issues in research and practice. Evidence of successful teaching and scholarly accomplishment.
Rank: Assistant/ Associate Professor, Tenure-track or Associate Professor, Tenured.
Send CV, a letter outlining your vision for the preparation of teachers for a multicultural urban population, sample publications, and three letters of reference to Professor Ruth Vinz, Search Committee Chair, Box 66.

DEPARTMENT OF ORGANIZATION & LEADERSHIP

HIGHER EDUCATION (2)

Position Scholar with interdisciplinary expertise in higher educational policy. While committed to building on and enhancing its concentration in student personnel, teaching, and student affairs, the Program seeks to develop a stronger focus in the area of higher educational policy and to build its capacity to address critical policy issues involving organizational change and differentiation, diversity, new technologies and innovative approaches to teaching and learning, and the legal and financial challenges confronting higher education in the 21st century.
Responsibilities: Exercise intellectual and administrative leadership within the program. Teach graduate courses, advise masters students, and supervise doctoral research. Teach courses in two or more of the following priority areas: leadership, higher education policy and practices, student personnel work and student development, institutional change, curriculum and teaching, student cultures, multicultural education, practice assessment and evaluation of student learning, and the community college.
Qualifications: Earned doctorate. Established record of research and scholarly publications, and a coherent plan for further research and scholarship in one or more of the priority areas mentioned. Successful record or strong potential for obtaining extramural funding. Record of successful practice in higher education leadership and administration. Experience in teaching at the graduate level and advising doctoral research.
Rank: Associate Professor, Tenure Track or Tenured (1); Full Professor, Tenured (1).
Send CV, a cover letter stating research and teaching interests, three letters of reference and copies of scholarly papers to Professor Henry M. Levin, Search Committee Chair, Box 181.

DEPARTMENT OF CURRICULUM AND TEACHING

LEARNING DISABILITIES

Position: Scholar to conduct research, prepare the next generation of leaders, educate today's leaders in practice and policy related to Learning Disabilities, help shape public policy, and improve educational practice, especially in urban schools and communities.
Responsibilities: Teach graduate courses; advise masters and doctoral students; collaborate on integration of special education with Curriculum and Teaching programs; engage in scholarly inquiry; provide service to academic and education community; work in conjunction with other teacher educators in reexamining and redefining teacher education programs and in professional development school projects. Conduct field-based, programmatic research with special interests in urban and inner-city students.
Qualifications: Earned doctorate. Strong background and experience in Learning Disabilities, record of scholarly inquiry and publication, potential to obtain external funding. One or more of the following areas of expertise: sociological, philosophical, and/or critical views of learning disabilities, mathematics and/or science instruction, collaboration, inclusion, constructivism, or school-university partnerships. Understanding of diversity and multiculturalism essential.
Rank: Assistant/Associate Professor, Tenure Track.
Send CV, a letter of application, a personal statement on Learning Disabilities, one representative article, and three letters of reference to Professor D. Kim Reid, Search Committee Chair, Box 31.

DEPARTMENT OF MATHEMATICS, SCIENCE AND TECHNOLOGY

MATHEMATICS EDUCATION

Position: The Program in Mathematics Education seeks a mathematics educator with expertise in teacher education at the elementary, secondary, and college levels. The Program emphasizes strong content preparation in a variety of pure and applied mathematics relevant to education.
Responsibilities: Teach graduate courses in mathematics and mathematics education, advise students; supervise masters and doctoral student teaching and interns; conduct research in mathematics teaching or learning; supervise doctoral students; and, collaborate with other teacher educators in the College's professional development school projects.
Qualifications: Earned doctorate in mathematics education or mathematics. Teaching experience in at least two of the following levels: elementary/secondary/college. Evidence of research and professional productivity, including successful record and continued promise of obtaining extramural funding. Commitment to excellence in teaching.
Rank: Associate/Full Professor, Tenured.
Send CV, a letter of intent including a statement of research and teaching interests, recent representative publications and three letters of reference to Professor Herbert Ginsburg, Search Committee Chair, Box 195.

DEPARTMENT OF HUMAN DEVELOPMENT

MEASUREMENT AND EVALUATION

Position: Scholar with strong background in evaluation and research methods to join the measurement, evaluation, and statistics program. The program prepares students for college teaching of measurement and research methods, for roles in testing agencies and civil organizations, and for work as program evaluators in a wide range of educational and government organizations. We seek an individual with a record of accomplishment or potential for significant contributions in research on evaluation theory and methods, with particular application to educational contexts.
Responsibilities: Teach graduate courses in evaluation theory and methods, in addition to courses in research methods and other areas of specialization; maintain active research agenda; advise masters students; and supervise doctoral research.
Qualifications: Earned doctorate in psychology, sociology, education, or related field. Strong quantitative background with facility in advanced data analysis techniques. Prior experience as a program evaluator in educational contexts is favored.
Rank: Assistant/Associate Professor, Tenure Track.
Send CV, a letter of intent including a statement of research and teaching interests, recent representative publications and three letters of reference to Professor Jim Corter, Search Committee Chair, Box 41.

DEPARTMENT OF HEALTH & BEHAVIOR STUDIES

NURSING EDUCATION

Position: Faculty member sought to join in the redesign and implementation of nursing education masters and doctoral programs. As part of a multidisciplinary department that includes programs in health studies, psychology, and special education, the nursing program will continue the legacy of excellence that has characterized nursing education at Teachers College since 1899.
Responsibilities: Teach graduate courses, advise students, supervise doctoral research, participate in program development, maintain an active, externally funded program of research, and provide service to the Department, the College, and the nursing profession.
Qualifications: Earned doctoral degree; graduate degree in nursing preferred; experience as a professional registered nurse; a record of data-based publications in peer-reviewed journals; experience in obtaining, or promise of obtaining, external funding for research; and experience in teaching in graduate programs in nursing.
Rank: Assistant/Associate Professor, Tenure Track.
Send CV, a cover letter stating how you meet qualifications and your research and teaching interests; and sample publications to Professor Kathleen O'Connell, Search Committee Chair, Box 35.

DEPARTMENT OF MATH, SCIENCE AND TECHNOLOGY

SCIENCE EDUCATION

Position: Science educator with expertise in chemistry education and preferably a research and/or teaching interest in educational technology. Preference will be given to candidates with experience in secondary school teaching and clear evidence of success or promise as a productive researcher and outstanding teacher. The Program stresses the preparation of leaders in education to be both successful scholars in their discipline as well as theoretically and practically based educators.
Responsibilities: Assume major responsibility for the teacher education preservice program in science education and will be expected to collaborate with other teacher educators in the Colleges professional development schools. Teach graduate courses in science and science education; advise students; supervise student teaching and interns; conduct research in science teaching or learning; and, supervise doctoral students.
Qualifications: Earned doctorate in science or science education. Extensive elementary/secondary/college teaching experience. Evidence of research and professional productivity, including promise of obtaining extramural funding. Commitment to excellence in teaching.
Rank: Assistant/Associate Professor, Tenure Track.
Send CV, a letter of intent including a statement of research and teaching interests, recent representative publications and three letters of reference to Professor O. Roger Anderson, Search Committee Chair, Box 210.

DEPARTMENT OF ORGANIZATION AND LEADERSHIP

SOCIAL-ORGANIZATIONAL PSYCHOLOGY

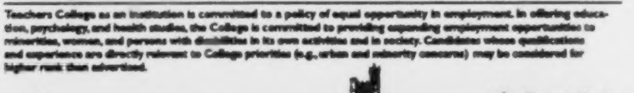
Position: The Social-Organizational Psychology Program is committed to its roots in both social and organizational psychology. We are seeking a faculty colleague who has a demonstrated record of or promise of excellence in teaching, research and scholarship, and citizenship and who is committed to joining a process of program refinement and development. In general, the program is concerned with the various interpersonal, group, intergroup, and organizational contexts in which human behavior occurs; with the ways in which groups of individuals interface with, adjust to, are influenced by, and in turn influence these contexts; and, how these interactions can be understood, and transformed through theory, research, and various types of interventions.
Responsibilities: Teach graduate courses at both the masters and doctoral level. Maintain an active research agenda; advise both masters and doctoral students; supervise doctoral research.
Qualifications: Earned doctorate in either organizational psychology or organizational behavior with strong roots in social psychology, or social psychology with organizational interests. Record of scholarly inquiry and publication. The area of research is less important than the quality of research. Demonstrated excellence in teaching and well-developed professional skills as a practitioner in organizations.
Rank: Assistant/Associate, Tenure Track/Tenured.
Send CV, a cover letter stating research and teaching interest, sample publications, and three letters of reference to Professor Caryn Block, Search Committee Chair, Box 6.

DEPARTMENT OF HUMAN DEVELOPMENT

SOCIOLOGY OF EDUCATION

Position: Sociologist of education with background in applied social research methods and a substantive research interest related to social interaction in school and classroom contexts as well as strong skills in a range of methodological approaches, including quantitative and qualitative methods.
Responsibilities: Teach graduate and service courses in the Program of Sociology and Education; advise students; supervise doctoral research; and maintain an active research agenda.
Qualifications: Earned doctorate in sociology or sociology of education. Record or promise of scholarship and publication. Successful record and continued promise of obtaining extramural funding. Experience teaching in sociology or education.
Rank: Open rank with preference for junior appointment as Assistant/Associate Professor.
Send CV and a letter of intent including a statement of research and teaching interests to Professor Gary Natriello, Search Committee Chair, via e-mail only to gjn6@columbia.edu. Candidates clearing the initial review process will be invited to provide references and representative publications at a later date.

Teachers College as an institution is committed to a policy of equal opportunity in employment. In offering education, psychology, and health studies, the College is committed to providing expanding employment opportunities to minorities, women, and persons with disabilities in its own activities and in society. Candidates whose qualifications and experience are directly relevant to College priorities (e.g., urban and minority concerns) may be considered for higher rank than advertised.



DEPARTMENT OF BIOBEHAVIORAL STUDIES

SPEECH AND LANGUAGE PATHOLOGY AND AUDIOLOGY (2)

Position: Program seeks two faculty members. Position 1 is for a scholar with primary specialization in child language development and disorders. Position 2 is for a scholar with demonstrated interests in the neurological or physiological processes underlying human communication and its disorders (speech scientist/physiologist or speech pathologist).
Responsibilities: Both positions will teach graduate courses in their areas, conduct and supervise research, advise masters and doctoral students, and provide service to the Department and College. Courses appropriate for the child language position would include normal and disordered language development and associated courses on assessment and interventions. The speech science/physiology position would teach courses in normal bases of human communication with emphasis on neurological and physiological processes. (A speech pathologist with expertise in one or more speech disorders and strong credentials in normal aspects also would be considered for Position 2.)
Qualifications: Earned doctorate in relevant field with demonstrated excellence or potential for excellence in university teaching; scholarly accomplishments; and the potential for obtaining external funding. The child language specialist should have the CCC-SLP and be eligible for the New York State License in Speech-Language Pathology. Candidates for the child language position with interest in biological factors related to language or with experience working in urban areas with culturally/linguistically diverse populations are particularly encouraged to apply. Preference will be given to applicants for the speech science position with the ability to interface with applied physiology and motor learning faculty in the department's movement science program (e.g., research interests in neurological bases of speech and language, respiratory control of speech, neuromotor control of speech).
Rank: Open.
Send CV, a letter of application, copies of three relevant publications, and three letters of reference to Professor Stephen Silverman, Search Committee Chair, Box 180.

COLLEGE-WIDE

TEACHER EDUCATION

Position: Senior faculty member with a focus in Teacher Education to provide leadership for teacher education programs in five departments within the College. The College seeks to build a "bridge" across these departments to foster collaboration among the faculty to facilitate program development, scholarship, and professional development. While a college-wide appointee, the individual would be appointed as a faculty member in one of the Teacher Education programs at the College.
Responsibilities: Provide leadership and direction for teacher education programs. Work with others to strengthen the College's Professional Development School partnership. Collaborate with other colleagues on the creation and implementation of teacher education policy and procedures.
Qualifications: Earned doctorate. College/university experience as a teacher educator, continuing experience with elementary and secondary teachers in schools, and a record of achievements as a scholar/researcher in the field of teacher education. Participation in the development and/or operation of a school-college partnership (e.g. professional development school) is desirable.
Rank: Associate/Full Professor, Tenured.
Send CV, three letters of reference and a letter of application to Professor Robert E. Kretschmer, Search Committee Chair, Box 223.

DEPARTMENT OF MATHEMATICS, SCIENCE AND TECHNOLOGY

COMMUNICATION, COMPUTING, AND TECHNOLOGY IN EDUCATION (2)

Position: The Department seeks two faculty members for its Programs in Communication, Computing, and Technology in Education. Focusing on developing leadership capacities in the uses of information and communication technology in education, the Programs prepare students for leadership roles in integrating digital technologies into education at all levels, for entry into creative work in the educational uses of new media, and, at the doctoral level, for careers as scholars exploring how applications of advanced technologies in education act as powerful social and historical forces, empowering educators to seek new solutions to established problems. Current focus for the two positions:
(1) Media and Education - Scholar who is able to clarify the pedagogical character of interactive media, compare and contrast them with mass media and print, and apply their understanding to the design and implementation of effective interactive educational experiences.
(2) Digital Technologies - Scholar with specific expertise in ways that digital technologies can improve the quality of Math, Science, and Technology education, particularly in urban schools.
Responsibilities: Teach graduate courses; advise masters students; supervise doctoral research; maintain active program of externally funded research/demonstration projects; provide leadership both to the Department, in all aspects of its academic enterprise, and to College-wide efforts to foster the exploration, development, and adoption of technology and new media in programs of instruction, research, and service.
Qualifications: Demonstrated creative capacity to employ new media, using them purposefully as historical forces to shape a more worthy social and cultural order; insightful, critical understanding of a broad domain of inquiry and a comprehension of the ways information and communications technologies contribute to the advancement of knowledge; eagerness to work with students and teachers in transforming educational institutions; strong research agenda that will engage a range of student interests; contribute significantly to a vigorous program of externally funded research and development within the Department.
Rank: Open.
Send CV, a letter of intent including a statement of research and teaching interests, recent representative publications and three letters of reference to Professor Robert McClintock, Search Committee Chair, Box 136

Review of applications for all positions will begin November 10, 1999 and continue until the search is completed. Appointment begins September 2000.

These positions have been authorized at the ranks listed above. However, a very distinguished nationally known senior scholar will also be considered if there is a particularly good fit between Teachers College's needs and the candidate.

TEACHERS COLLEGE

COLUMBIA UNIVERSITY

525 West 120th Street, New York, NY 10027 http://www.tc.columbia.edu/

DEPAUW
UNIVERSITY

We are a nationally distinguished liberal arts college with a School of Music.
We invite you to join our multicultural campus. Dedication to undergraduate teaching and liberal arts education is essential.

POSITIONS TO BEGIN IN THE FALL OF 2000

TENURE TRACK POSITIONS

DEPARTMENT NAME	POSITION	DEADLINE FOR APPLICATION
Communication Arts and Sciences	Theatre	November 15, 1999
Economics and Management	Accounting	December 1, 1999
Economics and Management	Economist: (history, environment, development, urban and regional)	December 1, 1999
Economics and Management	Quantitative Analysis/Finance	December 1, 1999
Education	Elementary Education	November 15, 1999
English	Poetry/Creative Writing	November 15, 1999
English	Postcolonial British Literature	November 15, 1999
Modern Languages	Spanish	November 20, 1999
Sociology and Anthropology	Sociology	November 20, 1999

THREE-YEAR TERM POSITION

Geology and Geography	Environmental Geology	October 15, 1999

Review of applications will begin with the posted deadline and continue until positions are filled. Candidates should have a Ph.D. for Assistant Professor or ABD for Instructor. In exceptional cases, more senior candidates will be considered for appropriately more senior appointments. For further information about these positions visit our web site at **http://www.depauw.edu/menu/acadm.htm** or write to the chair of the corresponding department.

OTHER POSITIONS

If you have other skills and credentials which might strengthen our curriculum and faculty and wish to inquire about other appointment opportunities or to leave your resume and letter of interest on file, please contact **Neal B. Abraham, Vice President for Academic Affairs and Dean of the Faculty, DePauw University, Greencastle, IN 46135. nabraham@depauw.edu**

DePauw University is an Affirmative Action, Equal Opportunity Employer and encourages applications from women and minorities.

CALVIN
College

FACULTY OPENINGS

The College is seeking applications for possible openings beginning September 2000 in the following departments:

- Art
- Biology
- Business
- Chemistry and Biochemistry
- Classics
- Computer Science
- Economics
- Education (for Sept. 2001)
- Elementary Science Education
- Engineering
- English
- Geology
- German
- History
- Mathematics and Statistics
- Music (male voice)
- Nursing
- Philosophy
- Physics and Astronomy
- Political Science
- Psychology
- Sociology

Calvin College seeks faculty members who affirm the Christian faith as expressed by the Reformed creeds and have academic and personal qualifications for teaching and scholarship. Applications from North American minorities in any discipline are strongly encouraged. Interested persons or persons who wish to make nominations should correspond with the chairperson of the respective department at:

Calvin College
3201 Burton Street SE
Grand Rapids, MI 49546 USA

Calvin College is an equal opportunity employer.

TUFTS
UNIVERSITY

Manager, Student Services

Academic Services & Student Affairs

Manages a newly established and dynamic one-stop Student Service Desk by supervising, coaching and training a staff of 12 employees in a team environment to address and resolve student, parent and faculty questions about all aspects of student administrative transactions and academic support. Also serves as primary professional support to the Dean of Academic Services and Student Affairs, coordinating ongoing organizational change within the student services area and maintaining fiscal oversight across the new services center. Position requires: Bachelor's degree with a minimum of five years' progressive managerial experience, strong interpersonal, oral and written communication skills and demonstrated analytic capabilities. Master's degree preferred. Job Code: HO 99-688

*Send two copies of resume and cover letter, indicating Job #, to: **Tufts University, Human Resources, 169 Holland St., Somerville, MA 02144**. For more information on this and other exciting job opportunities, please visit our web site at www.**tufts**.edu. Tufts is an Affirmative Action/Equal Opportunity Employer and actively seeks candidates from diverse backgrounds.*

REED COLLEGE

TENURE TRACK APPOINTMENT IN CREATIVE WRITING
(WITH A CONCENTRATION IN POETRY)

Beginning August 2000. To teach five undergraduate writing workshops/courses per year at a highly selective liberal arts college with an emphasis on excellence in teaching. The job also includes advising five to seven senior theses a year and managing a visiting writer's reading series. Reed has only one tenure track and one rotating position in Creative Writing; with this in mind, the successful candidate will be asked to design and head a program for students that is integrated with the English Department and to work with colleagues to design other ways of giving creative writing a presence on campus. M.F.A. or equivalent required. Send letters with c.v., small writing sample, dossier (or three letters of recommendation) by November 22 to **Professor Nathalia King, Creative Writing Search Chair, Reed College, Portland, Oregon 97202.** We will be conducting interviews at MLA. EOE

TEXAS A&M UNIVERSITY
EDUCATIONAL HUMAN RESOURCE DEVELOPMENT
ASSISTANT PROFESSOR (TENURE TRACK)

The Department of Educational Human Resource Development at Texas A&M University seeks applicants with credentials in Human Resource Development or Adult Education. This position is a tenure track position at the Assistant Professor level with teaching, research, and service responsibilities in training and development/human resource development.

Send letter of application, vita, three references (with names, addresses, e-mail and fax number) to:

Dr. Lloyd Korhonen
Search Committee Chair
Department of Educational Human Resource Development
College of Education
Texas A&M University
College Station, Texas 77843-3256

Screening for applicants will begin November 10th and will continue until the position is filled.

Texas A&M University is an EO/AA employer which encourages applications from minority group members and women.

FACULTY

EUGENE LANG COLLEGE, the undergraduate liberal arts division of New School University, is searching for a faculty member to teach in and direct our innovative upper-level writing program. The program has tracks in fiction, non-fiction and poetry. Candidates should have a minimum of five years college teaching experience and a distinguished record of publications in any of the above fields. Experience directing a writing program is preferred. Candidates should submit: a C.V., a statement of interest, support for excellence in teaching, and a writing sample. A minimum of three letters of reference are also required. Please submit materials by November 15, 1999 to: Prof. Stefania De Kennessey, Chair, Search Committee, Eugene Lang College, 65 West 11th Street, Room 051, New York, NY 10011. AA/EOE.

New School University

DEAN
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
(SEARCH CONTINUING)

Montclair State University is a comprehensive public university offering a rich array of programs to approximately 13,000 undergraduate students and post-baccalaureate students. Founded in 1908, the University is organized into three colleges and three schools: College of Education & Human Services, College of Humanities & Social Sciences, College of Science & Mathematics, School of the Arts, School of Business and the Graduate School. Characterized by a distinguished faculty of 450 teacher-scholars, Montclair State offers ten undergraduate degrees in more than 70 major areas of study and seven degrees at the master's and doctoral level in 36 areas of study. The University is located 14 miles west of New York City on a beautiful 200-acre suburban New Jersey campus.

With a faculty of 160 distinguished teacher-scholars and more than 3400 students, the College of Humanities and Social Sciences provides a rich variety of programs leading to the bachelor of arts and master of arts degrees. The College is the largest of the six schools and colleges at Montclair, and is organized into 15 departments and programs. These are: Anthropology; Classics and General Humanities; Communication Sciences and Disorders; English; French, German and Russian; History; Legal Studies; Linguistics; Philosophy and Religion; Political Science; Psychology; Sociology; Spanish and Italian; and several interdisciplinary programs including African-American Studies, Women's Studies, and Latin American and Latino Studies. The College is home to a number of other programs including the Psychoeducational Center, the Institute for the Advancement of Philosophy for Children, the Center for Archaeological Studies and the Humanities Institute. The College has successfully combined a traditional focus on liberal education with programs at both the undergraduate and graduate level that fulfill specific career objectives.

The dean, who is appointed by the president and reports to the provost/vice president for Academic Affairs, serves as the chief academic and administrative officer of the College. The dean will be regarded as an intellectual leader not only within the College, but across the campus and within the community as well. She/he will have the vision to identify and pursue new opportunities for the College and the intellectual strength to direct its growth and development within the framework of shared academic governance. The dean will be responsible for the administrative and fiscal management of the College, with special attention to the recruiting and development of faculty. She/he will be responsible for effectively representing the College to the campus, alumni and external communities, and provide leadership in the pursuit of the external resources required to augment State appropriations. The dean will be a key member of the University's core leadership and will be imaginative in finding ways to advance the goals and objectives of both the College and the University, and fostering collaborations across the campus.

QUALIFICATIONS: Each candidate should possess an earned doctorate and a record of distinguished academic achievement appropriate for appointment at the rank of full professor in a department of the College. In addition, she/he should possess:

- a commitment to excellence in teaching/learning, scholarship and the application of knowledge
- a record of successful administration in higher education and a broad understanding of the trends in higher education
- a demonstrated record in the acquisition of external resources
- a thorough understanding of curricular needs in the humanities and social sciences
- experience with instruction utilizing information technology and electronic access to information
- the ability to foster a collegial, collaborative work environment
- a commitment to maintaining and extending student and faculty diversity
- familiarity with a collective bargaining environment
- strong interpersonal communication and listening skills

SALARY: Dependent upon qualifications

SEND LETTER AND RESUME TO: (Include V#)
Dr. Kay Wilkins, Chair, Search Committee
MONTCLAIR STATE UNIVERSITY
Box C316-V#036/HO
Upper Montclair, NJ 07043

APPLY BY: Review of applications for the Dean of Humanities and Social Sciences will continue until the position is filled. The anticipated starting date will be July 1, 2000.

An Equal Opportunity/Affirmative Action Institution

MONTCLAIR
STATE
UNIVERSITY

UNIVERSITY OF
FLORIDA

COLLEGE OF EDUCATION

Department of Educational Psychology

Educational Measurement and Evaluation

Applications are invited for a tenure-track position at the rank of Assistant Professor beginning August 2000. Primary responsibilities include teaching undergraduate and graduate courses in classroom assessment and graduate courses in measurement, evaluation, research methods, and introduction to statistics; developing a program of research and scholarly publication in educational measurement and evaluation; providing consultation to faculty and students; and supervising graduate student research and teaching.

The minimum educational qualification is an earned doctorate with a specialization in educational measurement and evaluation. Applicants should submit an introduction letter stating research interests, a vita, a transcript of doctoral work, and examples of professional writing.

Applications must postmarked no later than January 4, 2000, and should be addressed to:

Dr. James Algina
Box 117047
University of Florida
Gainesville, FL 32611-7047

Introduction letters sent by email (edmeas@coe.ufl.edu) will be accepted through January 4, 2000. Other application materials must still be postmarked by January 4, 2000.

Applicants should arrange for three letters of recommendation to be mailed to Dr. Algina.

The University of Florida is an EEO/AA employer.
Applications from women and minorities are especially welcome.

FARMINGDALE

STATE UNIVERSITY OF NEW YORK

ASST./ASSOC. PROFESSOR DEPARTMENT OF CRIMINAL JUSTICE

Develop and teach courses in forensic science and criminal justice. Master's degree in forensic science and three years' work experience in forensic science required. Ph.D. preferred. Ph.D. required to be considered for continuing appointment. Submit CV, and names and phone numbers of three references by Nov. 30, 1999 to: **Dr. John Burkart, Dean, School of Health Sciences and Human Services, SUNY Farmingdale, Route 110, Farmingdale, NY 11735-1021, Fax: (516) 420-2269**, AA/EOE.

Bates|College

Organic Chemistry

The Department of Chemistry at Bates College (www.bates.edu) a selective liberal arts college of 1,650 students, invites applications for a tenure-track position in Organic Chemistry at the assistant professor level, to begin in September of 2000. The teaching expectations include a two-semester organic chemistry course with laboratory and at least one additional course in an area of interest to the successful applicant. This position also supports our interdisciplinary programs in biological chemistry and neuroscience and provides opportunities to participate in other interdisciplinary programs as well. The applicant will be expected to develop a research program that will involve undergraduates. Major departmental equipment holdings for teaching and research include: 300 MHzNMR, EPR, FT-IR, ICP, GC-MS and UV-vis spectrometers, as well as HPLCs, ultracentrifuges, IBM work stations (with SPARTAN software) and a Nd. YAG-pumped dye laser. A Ph.D. is required; postdoctoral experience is desirable. Review of applications begins November 8, 1999, and will continue until the position is filled. Email inquiries may be directed to tlawson@bates.edu. Applicants should send a CV, undergraduate and graduate transcripts, brief statements of teaching philosophy and research interests, and three letters of recommendation to:

Professor T. Glen Lawson, Chair
Chemistry Search Committee
c/o Secretarial Services
Bates College
7 Lane Hall, 2 Andrews Road
Lewiston, ME 04274

Bates College values a diverse college community and seeks to assure equal opportunity through a continuing and effective Affirmative Action Program.

ASSISTANT DEAN FOR ADMISSIONS

INDIANA UNIVERSITY SCHOOL OF LAW-BLOOMINGTON

Indiana University School of Law-Bloomington is searching for an Assistant Dean for Admissions. This is a full-time administrative position with responsibility for all aspects of admissions at Indiana University School of Law-Bloomington, including marketing, recruiting, and financial aid. The position includes designing and implementing strategic plans for recruitment; collecting and analyzing statistical data to meet enrollment targets; interviewing and counseling prospective students; developing and implementing outreach programs for traditionally underrepresented law school groups; evaluating applications; making admissions' decisions; planning special events on campus for prospective applicants and students; working closely with faculty committees; developing and administering the budget for admissions, and supervising the Admissions Office.

Applicants should have a J.D. degree and some experience in law school admissions, or a strong background in law school admissions, administration, and management. Desired qualities include a commitment to student services and success in development of recruiting programs. The position demands excellent oral and written communication skills, the ability to work effectively with students, faculty, and staff, and the ability to communicate the strengths and values of the Law School. The position requires travel.

Applications will be reviewed on a rolling basis until the position is filled, with an employment target date of the spring of 2000. Salary commensurate with candidate's background and experience.

Send letter of application and resume to **Patricia Clark, Search and Screen Committee, Indiana University School of Law, 211 S. Indiana Avenue, Bloomington, IN 47405-7001.**

Indiana University is an Affirmative Action/Equal Opportunity Employer.

GOVERNORS STATE UNIVERSITY

Governors State University is an upper-division and graduate level institution in the State of Illinois, serving over 9,000 students annually in the Colleges of Arts and Sciences, Business and Public Administration, Education and Health Professions. The university's main campus is located in University Park, approximately 35 miles south of the city of Chicago. GSU's primary mission is teaching and providing quality education to its culturally and economically diverse, lifelong learners. We are currently seeking to fill the following vacancies; nominations and applications should be forwarded to the respective search committee.

— DIRECTOR OF TECHNICAL SERVICES —

This position combines hands-on technical expertise and administrative duties. The director will supervise, coordinate, and direct the delivery of computing and network services to the entire university community. The successful candidate will oversee standards and procedures to ensure proper use, security and administration of the network. **Qualifications:** Bachelor's degree or degree-seeking required, with appropriate certifications; demonstrated supervisory experience; minimum of four years experience in an end user support area working with networks and microcomputers; knowledge of design and installation of LAN/WAN technologies, including Unix, Novell, and Microsoft; knowledge of SUN Solaris architecture; and the ability to provide hands-on management of local area networks to ensure effective operation, reliability and integrity. Review of applications will begin immediately, with resumés being accepted through November 12, 1999. To apply candidates should send a letter of interest addressing qualifications, a current resumé and three professional references to: c/o Karyn Purvis, Information Technology Services. e-mail: k-purvis@govst.edu.

— UNIVERSITY PROFESSOR OF ART —

The successful candidate will teach undergraduate and graduate courses in digital 2D and 3D illustration, animation, and motion graphics as they pertain to both marketable skill and creative investigation. In addition, the candidate will teach one lecture/survey/studio course in related topics and manage the university art gallery. **Qualifications:** M.F.A. in Art; significant exhibition/presentation history, and teaching experience. The position is available May 1, 2000. Review of applications will begin immediately and continue until the position is filled. To apply candidates should send a letter of interest addressing qualifications; a current vita; and the names, addresses, and telephone numbers of three references to: c/o Paul Schranz, College of Arts and Sciences.

— PROFESSOR OF MEDIA COMMUNICATIONS —

The successful candidate will teach undergraduate and graduate courses in media theory/research, print and broadcast journalism/electronic publishing. **Qualifications:** M.A. plus 30 hours required, Ph.D. preferred; teaching experience in Journalism; demonstrated record of professional/creative activity; evidence of scholarship in electronic media preferred. The position is available August 1, 2000. Review of applications will begin January 15, 2000, and continue until the position is filled. To apply interested candidates should send a letter of interest addressing qualifications; current vita; and the names, addresses and telephone numbers of three references to: Michael Purdy, Chairperson, College of Arts and Sciences.

— PROFESSOR OF CLINICAL PSYCHOLOGY —

Responsibilities will include teaching primarily undergraduate courses in abnormal psychology, theories and treatments, ethics, and personality theories, and occasionally a graduate seminar in abnormal psychology. The candidate should have the ability and willingness to engage students in research as well as an interest in helping to develop field placement sites. The division has an applied focus. Preference will be given to candidates with a Doctorate in Clinical Psychology. **Qualifications:** Earned doctorate in Clinical Psychology preferred, ABD accepted, in a closely related area of psychology; evidence of a strong commitment to excellence in teaching undergraduates and graduates and evidence of both an active research program and teaching experience. The position is available August 15, 2000 and will remain open until filled. The review of applications will begin January 15, 2000. Applicants should send a letter of interest addressing qualifications, a current vita, three letters of recommendation, and samples of research publications or professional presentations to: Rachel Oriel Berg, Ph.D., Chairperson, Division of Psychology and Counseling.

— PROFESSOR OF GENERAL PSYCHOLOGY —

Responsibilities will include teaching courses in research methods, undergraduate and undergraduate statistics, history and systems, and expertise in one or more of the following areas: social, cognitive, developmental psychology, stress management. We place a high value on teaching experience in the field and research. The division has an applied focus. Preference will be given to candidates with a doctorate in psychology; consideration will be given to ABD candidates. **Qualifications:** Earned doctorate in Clinical Psychology preferred, ABD accepted; a strong commitment to excellence in teaching undergraduates and graduates and evidence of both an active research program and teaching experience. The position is available August 15, 2000 and will remain open until filled.The review of applications will begin January 15, 2000. Applicants should send a letter of interest addressing qualifications, a current vita, three letters of recommendation, and samples of research publications of professional presentations to: Rachel Oriel Berg, Ph.D., Search Committee Chairperson, Division of Psychology and Counseling.

— PROFESSOR OF READING/LANGUAGE ARTS —

The successful candidate will teach undergraduate and graduate courses in reading and language arts, advise master's level theses and projects, and perform appropriate research and professional, university and community service. **Qualifications:** Earned doctorate in reading/language arts education or closely related field; minimum of 3 years of elementary, middle school, or high school teaching experience in U.S. Schools; and meet the Board of Education criteria for reading specialists. Preference will be given to candidates whose professional experiences include working as a reading clinician or specialist and teaching in higher education. The position is available August 16, 2000. Review of applications will begin December 1, 1999, and continue until the position is filled. To apply candidates should send a letter of interest addressing qualifications; a current vita; and the names, addresses, and telephone numbers of three references to: C/O Joanne Anania, Chairperson, College of Education.

— PROFESSOR OF LITERATURE AND COMPOSITION —

Small and lively program in English (offering the B.A. and M.A) seeks a colleague to enrich its ranks. While the focus of the tenure-track position will involve various periods within American Literature, we seek someone who can adapt to the dynamics of a growing program and who is proud to be a generalist. In addition to having a record of research interests and post secondary teaching experience, the successful candidate will be committed to teaching courses in the core program for majors, teaching writing, and contributing productively to University-wide initiatives in Writing Across the Curriculum. **Qualifications:** A Ph.D. in English is required by August, 2000. Review of applications will begin December 1, 1999, and continue until the position is filled. To apply candidates should send a letter of interest addressing qualifications; a current vita; and the names, addresses, and telephone numbers of four references to: Dr. Rashidah J. Muhammad, Chairperson, English Faculty Search, College of Arts and Sciences.

If you would like more information about the university, please visit our web site at: **www.govst.edu**

Governors
State
University

UNIVERSITY PARK, IL 60466-0975

AA/EOE

The Bush School
of Government & Public Service
Texas A&M University

DEAN

GEORGE BUSH SCHOOL OF GOVERNMENT AND PUBLIC SERVICE

Texas A&M University invites nominations and applications for the position of Dean of the George Bush School of Government and Public Service. This position will provide administrative and academic leadership to develop the teaching, research and public service dimensions appropriate to one of the premier schools in the United States. The School currently offers a Master's in Public Service and Administration and has plans to offer a Master's in International Affairs. The Dean will have the responsibility of recruiting a core faculty. The Dean is expected to play a significant role in formulating the curriculum for the School, in development and external relations, and in establishing an intellectual environment and vision for the school.

Candidates for the position should have a record of excellence in scholarly publications, teaching, and service in an area relevant to public policy, management or international affairs. Prior experience in public affairs education is essential; significant experience in the public or private sector is preferred. Academic credentials, including terminal degree, appropriate for appointment as a full professor at Texas A&M are required. Previous academic administrative experience is highly desirable. Applicants should submit a letter of interest and curriculum vitae to:

Professor Howard Kaplan and Professor Condoleezza Rice, CoChairs, Dean Recruitment Committee, George Bush School of Government and Public Service, Texas A&M University, College Station, TX 77843-4220.

The committee will begin to review applications on December 1, 1999; however, review of applications will continue until the position is filled.

Texas A&M University strongly encourages applications from women and members of minority groups and is committed to a diverse campus community through Affirmative Action and Equal Opportunity. Please be advised that under Texas law, names and other information concerning applicants or nominees may be subject to disclosure upon request.

For additional information on the position or the School, please contact Professor Kaplan by phone at **(409) 845-2411** or by e-mail at **h-kaplan@tamu.edu.**

DEAN OF RELIGIOUS AND SPIRITUAL LIFE

CONNECTICUT COLLEGE, the fourteenth most selective private liberal arts college in the nation, invites applications and nominations for the new position of Dean of Religious and Spiritual Life commencing July, 2000. The College seeks a respected scholar/religious leader to work with the College's religious leaders, faculty, students and staff to develop and expand the College's efforts (1) to meet the religious needs of an increasingly diverse student body and (2) to integrate the religious and spiritual life of the community more fully into the educational mission and programs of the College. Applicants should possess an advanced degree (e.g., Ph.D., Th.D., D.Min.), extensive religious training, and bring to the position leadership skills in the areas of program development and planning, community service, and fund-raising. Although many of the specific activities of the position will be shaped by the Dean, he or she will be responsible for efforts to reach students, especially outside the traditional chapel walls. In addition, the Dean will be further responsible for coordinating the activities of Harkness Chapel, assisting the work of interfaith groups, counseling and advising students, and contributing to the intellectual and spiritual life of the campus in ways that will enhance our efforts to integrate the life of the mind, body and spirit.

Review of applications will begin on November 15, 1999. Nominations for this position are encouraged. **Candidates should submit the following to the Chair of the Search Committee, Human Resources, Connecticut College, New London, CT 06320: a letter of interest in the position, a resume, four letters of recommendation, and a statement about religious and spiritual life on a liberal arts campus in the next millennium.** Located in the historic seaport town of New London, the southeastern Connecticut area offers a rare combination of affordable living and natural, unspoiled beauty with convenient access to Boston and New York City.

Connecticut College

Connecticut College is actively seeking to diversify its staff and faculty. Affirmative Action/Equal Opportunity Employer.

USF University of South Florida

The College of Arts and Sciences invites applications for the following positions during recruitment year 1999/2000 for appointment effective August 2000. For specifics about each position, including position qualifications and application requirements, application deadlines and salary information, contact the person identified with the position or see the USF Faculty Vacancy listing at **http://usfweb.usf.edu/usfpers/vacancy.html.** All positions are contingent upon final funding.

The College of Arts and Sciences is a community of scholars dedicated to the idea that educated people are the basis of a just and free society. The College consists of 32 departments/divisions offering 35 master's programs and 13 doctoral programs.

BIOLOGY

Associate Professor, Cell Biology, contact John Lawrence, **lawr@chuma.cas.usf.edu**

CHEMISTRY

Associate Professor, contact Julie Harmon, **harmon@chuma1.cas.usf.edu**

COMMUNICATION SCIENCES & DISORDERS

Assistant/Associate Professor of Audiology, contact Raymond Hurley, **rhurley@chuma1.cas.usf.edu;**

CRIMINOLOGY

Associate Professor/Full Professor & Chair, contact Christine Sellers, **csellers@chuma1.cas.usf.edu;**
Assistant Professor, Science and Crime, contact Michael Lynch, **mlynch@chuma1.cas.usf.edu;**

GEOGRAPHY

Assistant Professor, contact Kevin Archer, **karcher@luna.cas.usf.edu**

GEOLOGY

Assistant Professor, Aqueous/Hydro-Geochemistry, contact Peter Harries, **harries@chuma.cas.usf.edu**

GOVERNMENT AND INTERNATIONAL AFFAIRS

Assistant Professor, contact Joan Pynes, **pynes@chuma1.cas.usf.edu**

LANGUAGES & LINGUISTICS

Assistant Professor of Greek Language and Literature, contact William Murray, **murray@luna.cas.usf.edu;**

LIBRARY & INFORMATION SCIENCE

Assistant Professor (3 positions), contact Elaine Yontz, **eyontz@chuma1.cas.usf.edu;**
Instructor, contact Elaine Yontz, **eyontz@chuma1.cas.usf.edu;**

MASS COMMUNICATIONS

Assistant Professor, Telecommunications, contact Jay Friedlander, **mcom@chuma.cas.usf.edu;**

MATHEMATICS

Instructor, (3 positions), contact Kenneth Pothoven, **pothoven@chuma.cas.usf.edu;**

PHYSICS

Assistant Professor, Experimental Materials, contact Robert Chang, **chang@chuma.cas.usf.edu;**
Associate/Full Professor, Biomedical, contact Robert Chang, **chang@chuma.cas.usf.edu;**

USF is a comprehensive, metropolitan state university, serving more than 34,000 students in nine colleges on four campuses in Tampa, Lakeland, St. Petersburg, and Sarasota. Among the top research universities in the state, USF offers degree programs in 79 undergraduate disciplines, 89 master's and specialists programs, and 26 doctoral programs, including the M.D. The faculty numbers more than 2,000 members.

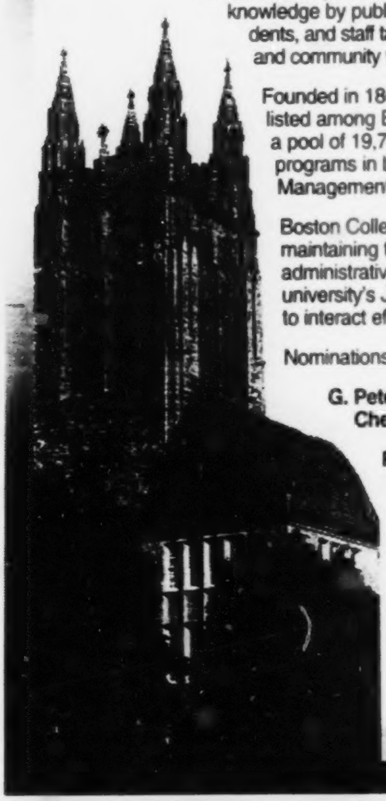
The University of South Florida is an equal opportunity, affirmative action, equal access institution. For disability accommodations, contact the individual departments at least five working days in advance. According to Florida law, applications and meetings regarding them are open to the public.

BOSTON COLLEGE

Dean
Wallace E. Carroll School of Management

Boston College invites nominations and applications for the position of Dean of the Wallace E. Carroll School of Management. The Carroll School of Management aspires to become internationally recognized for outstanding research and teaching while maintaining a strong commitment to the Jesuit, Catholic mission and heritage of service to society. The School enrolls 2,300 undergraduate and 1,000 graduate students and offers the following degrees: BS, MBA, MS in Finance, and Ph.D. in Management with concentrations in Finance and Organization Studies. These programs combine the best of a classical liberal education with professional education in management practice, and stress sophisticated use of technology, practical experience, teamwork, community service, and ethical practices.

The Carroll School's faculty, students, and staff have created a distinctive community that centers on scholarship, caring, mutual respect, and shared responsibility. Eighty full-time faculty (97 FTEF) are expected to contribute significantly to the advancement of knowledge by publishing in leading journals, and by teaching innovative, relevant courses. In addition, the faculty, students, and staff take pride in their broader commitment to the business community and society through research centers and community volunteer activities.



Founded in 1863, Boston College is ranked among the top 40 national universities in a recent public survey. It is listed among Barron's 52 most competitive undergraduate institutions, and last year enrolled 2,200 freshmen from a pool of 19,700 applicants. The Carroll School has also been ranked as one of the top 40 undergraduate programs in business. Graduate and professional school students numbering 4,500 in Arts and Sciences, Management, Law, Social Work, Education, and Nursing.

Boston College seeks a dean who will promote excellence in teaching, research, and service to society while maintaining the Carroll School's cohesive community. The next dean should possess the vision, leadership, and administrative ability to move the School to the next level of quality in the 21st century and contribute to the university's Jesuit, Catholic tradition. The dean must have a genuine commitment to development and an ability to interact effectively with the business community and other constituencies of the School.

Nominations or applications (accompanied by a curriculum vitae) should be forwarded to:

G. Peter Wilson, Joseph L. Sweeney Chair in Accounting, Bourneuf House, Boston College, Chestnut Hill, MA 02467-3838.

Potential applicants are invited to visit the Boston College web site: www.bc.edu; and Carroll School of Management web site: www.bc.edu/bc_org/avp/csom.

Review of applications will begin on December 1, 1999 with a view to July 1, 2000 as the starting date for the new dean.

Boston College is an affirmative action, equal opportunity employer. Women and minority group members are encouraged to apply.

BOSTON COLLEGE
A Jesuit Catholic University

ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Dean
College of Education

The University of Illinois Urbana-Champaign invites nominations and applications for the Dean of the College of Education. Qualifications sought include an earned doctoral degree; academic experience in education, or a related field; scholarly achievement; administrative experience; demonstrated commitment to equal opportunity; and ability to lead the College in its academic responsibility as part of a nationally and internationally recognized land-grant University. The Dean provides leadership in the teaching, research and service missions of the College, works closely with Campus and University Administration, and interacts with leaders at local, state, and national levels. Full-time, 12 month position; salary and starting date negotiable.

To assure full consideration, nominations and applications (including vita and three letters of reference) should be postmarked by November 30, 1999, and sent to:

Professor Richard Wheeler, Chair, Search Committee for the Dean of the College of Education,
University of Illinois Urbana-Champaign, Swanlund, Administration Building, 601 East John Street, Champaign, Illinois 61820
Attention: Dr. Karen Carney (217) 265-0451; (217) 244-5639 fax

The University of Illinois at Urbana-Champaign is an Affirmative Action/Equal Opportunity Employer.

ASSISTANT PROFESSOR
MOLECULAR AND ENVIRONMENTAL MICROBIOLOGY
UNIVERSITY OF COLORADO AT BOULDER

The Department of Molecular, Cellular and Developmental Biology (MCDB), and the Cooperative Institute for Research in Environmental Sciences (CIRES) at the University of Colorado at Boulder seek applicants for a tenure-track faculty position in microbiology. For more information, please see **http://cires.colorado/jobs.**

Applicants should send a cover letter, curriculum vitae and a statement of research interests, and arrange for three letters of reference to be sent to: **Microbiology Search Committee, CIRES, Campus Box 216, Boulder, CO 80309-0216.**

The University of Colorado at Boulder is committed to diversity and equality in education and employment.

Search for the

PRESIDENT

OF BARUCH COLLEGE
The City University of New York

The Board of Trustees of the City University of New York and the Presidential Search Committee invite nominations and applications for the position of President of Baruch College.

Established 80 years ago, Baruch is home to the largest collegiate business school in the country, the Zicklin School of Business, the Mildred and George Weissman School of Arts and Sciences, and the School of Public Affairs. Each of the three schools offers undergraduate and graduate degrees; City University's Ph.D. programs in business and industrial/organizational psychology also are housed at Baruch. The business program, which emphasizes a strong liberal arts foundation, is increasingly recognized in national rankings and has produced many of the nation's corporate leaders.

More than 450 full-time and 420 part-time faculty teach at the college, many of them internationally recognized scholars. Baruch enrolls 12,500 undergraduates and 2,500 graduate students, most of whom attend full-time and 85 percent of whom major in a business discipline. Baruch is a mosaic of cultures, with students representing more than 100 ethnic backgrounds and 90 countries.

The school's annual budget is $110 million and its endowment is close to $60 million. Located in the heart of New York's central business district, Baruch is one of 20 campuses of the City University of New York, the nation's largest urban university.

The college seeks a visionary, committed and influential leader who will guide Baruch into a new era of achievement-a person of distinction, stature and integrity who loves a life of learning. Specific challenges include increasing the level of excellence across all programs, building the school's national reputation, strengthening connections to Manhattan's business, govermental and non-profit communities, and further developing Baruch's active alumni base.

Leading candidates typically will have:

- A broad intellect and grounding in a suitable academic discipline. While a doctorate or professional degree is preferred, the search is open to individuals with significant professional achievement with an intimate understanding of higher education.
- A track record of senior management success in complex organizations that have intricate reporting relationships that serve many constituencies and require a service orientation.
- Demonstrated leadership in developing quality academic programs and supporting a distinguished faculty, or a comparable record of leadership in building a strong team that produces exemplary results.
- The capacity to present Baruch's mission and programs to a wide variety of prominent audiences.
- A strong record of success in attracting financial support from foundations, corporations, governmental sources and private donors.
- A commitment to enhancing the quality of student life and strengthening the delivery of services to an urban, multi-cultural, multi-ethnic student body.

The position is available on September 1, 2000. A revision of salary and benefits that is now underway will make the compensation package highly competitive. The review of applications will begin immediately, and submission of applications and nominations is strongly encouraged prior to November 15, 1999.

Applications: Applicants should respond via the mail. Please send two copies of (1) a letter expressing interest in the position, (2) a curriculum vitae, and (3) the names of five references. References will not be contacted without the applicant's prior permission.

Nominations: Nominators should send a letter of nomination and, if possible, the nominee's curriculum vitae.Applications and nominations should be sent to:

Ann Kern, Managing Director or Joan Sherry, Senior Associate
Korn/Ferry International, 200 Park Avenue, New York, NY 10166
Attn: Baruch College Presidential Search

All inquiries, nominations and applications will be held in the strictest confidence.

The City University of New York is an Equal Opportunity/Affirmative Action/IRCA/Americans with Disabilities Act Employer with a strong commitment to racial, cultural and ethnic diversity. The Search Committee actively seeks and encourages nominations and applications from men and women of all races and ethnic backgrounds.

WAYNE STATE COLLEGE

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Wayne State College seeks applications for the position of Vice President for Academic Affairs. Wayne State College, located in a city of 5,200 in rural northeast Nebraska, is a comprehensive, regional, public four-year college serving nearly 4,000 students. The College's mission is twofold: student development and regional development. The College is one of three four-year campuses governed by the Board of Trustees of the Nebraska State College System and is a collective-bargaining institution.

The Vice President is the senior academic officer of the College. This position reports directly to the President of the College and advises the president and other executive officers on academic affairs. The Vice President is one of four vice presidents, the others being Administration and Finance, Student Affairs, and Development.

The Vice President is responsible for and provides leadership to the following areas: academic policy, academic programs, and faculty personnel matters, including teaching, service, and research. The Vice President coordinates long-range planning of instructional programs, supervises the evaluation of academic programs in relation to accreditation standards, and recommends to the President on faculty and other appointments, retention, promotion, and salary. The Vice President directly supervises the Associate Vice President for Academic Affairs and Graduate Dean, the Associate Vice President for Enrollment Management, the directors of the library, campus computing, and instructional development, and the leaders of eight academic divisions.

The successful candidate will have a record of teaching and academic achievement; a history of leadership and management experience appropriate to a comprehensive institution of higher education; the ability to work cooperatively with students and with colleagues and staff at all levels; a strong background in the areas of responsibility noted above; a history of personal and professional integrity; excellent communication skills; and an earned terminal degree in an academic area. Salary will be determined based upon experience. The College provides an attractive benefits package.

Starting date will be no later than July 1, 2000. Review of application material will begin December 1, 1999 and will continue until the position is filled. Qualified candidates should forward a letter of interest, a resume and the names, addresses and telephone numbers of three current references to:

Mr. Dwayne Johnson, Secretary
Vice President for Academic Affairs
Search Committee
Wayne State College
1111 Main Street
Wayne, NE 68787

Wayne State College is an equal opportunity/
affirmative action employer.

Visit our website: http://www.wsc.edu

GEORGIA SOUTHERN UNIVERSITY

University System of Georgia

Provost and Vice President for Academic Affairs

Georgia Southern University, a member institution of the University System of Georgia, invites nominations and applications for the position of Provost and Vice President for Academic Affairs. As the chief academic officer of the institution, the Provost/VPAA reports to, and works closely with, the President of the University and is the principal administrator in charge during the President's absence.

CHARACTER: A comprehensive residential university of 14,400 students, Georgia Southern's hallmark is a superior undergraduate experience emphasizing academic distinction, excellent teaching, and student success. Georgia Southern is Georgia's third largest university and, apart from the four research universities, the most comprehensive center of public higher education in the state. Georgia Southern approaches its centennial in an era of new leadership with a vision to rank among the best universities of its class in the nation.

STUDENT PROFILE: One of the top two choices in Georgia for new freshmen, including HOPE Scholars, Georgia Southern enrolls an increasingly selective student body representing all of Georgia, 49 states, and more than 80 nations. Nine out of 10 undergraduates are full-time students. The University is enhancing its academic profile through higher admission standards, an expanded scholarship Honors Program, and targeted recruiting of academically-talented-students.

ACADEMIC SCOPE AND QUALITY: A Master's I university accredited by the Southern Association of Colleges and Schools, Georgia Southern offers 130 academic majors in a comprehensive array of baccalaureate degrees and selected master's and doctoral programs. The University has earned national accreditation in 20 program areas. Academic programs are organized in six Colleges: Business Administration, Education, Health and Professional Studies, Liberal Arts and Social Sciences, the Allen E. Paulson College of Science and Technology, and the Jack N. Averitt College of Graduate Studies. The University awarded 2,500 degrees in 1998-99.

REGIONAL MISSION: Georgia Southern serves as mostly rural coastal region through outreach and research in economic development, education, cultural opportunities, rural health, and environmental interests. The University is raising the number of professionals in the region through programmatic offerings in Savannah, Brunswick, Augusta, Dublin, and Hinesville.

HISTORY: Founded in 1906 as a district agricultural school, the institution advanced to become a teachers' college, a senior college, and in 1990 earned its status as the first university in the southern half of Georgia. The University has recently emerged from a decade of growth which doubled enrollment.

CAMPUS: The 634-acre park-like campus is completing a $122.3-million building and beautification renaissance which spanned the decade. The learning environment for students and the public is enhanced by a museum of cultural and natural history, a botanical garden, and a unique wildlife education center.

The University's Division I athletic teams compete in the Southern Conference. The campus is located in Statesboro, a safe, hospitable Main Street community of 30,000, an hour from historic Savannah and beach resorts, and less than 200 miles from Atlanta.

The Provost and Vice President for Academic Affairs has administrative jurisdiction over academic matters and academic personnel, providing leadership in the planning and development of academic goals for the institution and its colleges. The Provost is responsible for the budget, direction, coordination, and assessment of the instructional programs of the University. The deans of the six colleges, three associate vice presidents, and the directors of major academic services report directly to the Provost.

QUALIFICATIONS:

- Earned doctorate and a distinguished record as scholar and teacher qualifying the candidate for the rank of Professor and tenure upon appointment.
- Ability to communicate high academic and personal values within the University as well as to the community beyond the campus.
- Vision and energy to lead an institution committed to student-centered programs, recruitment and development of distinguished faculty, international and multicultural opportunities for students and faculty, and public/private partnerships.
- Style of leadership that facilitates strategic planning, teamwork, and academic distinction in a diverse environment and that cultivates excellence in scholarship, teaching, and service.
- Successful record of, and commitment to, promoting equality of opportunity and diversity with demonstrated respect and advocacy for faculty, students, and staff.
- History of increasingly responsible administrative leadership positions, typically including the level of dean or higher, which have involved managing complex campus environments, guiding change, planning successfully, effecting organizational improvement, developing and implementing major academic initiatives and programs, managing budgets and personnel,evaluating performance, and assessing outcomes.
- Superior organizational, interpersonal, and communication skills.
- Appreciation of the importance of distance education and of the infusion of technology in academic institutions.
- Ability to function within a multi-campus university system.

Screening of applications begins November 15, 1999. The position begins July 1, 2000. A complete application consists of a letter addressing the qualifications cited above, a curriculum vitae, and the names, addresses, and telephone numbers of at least five professional references. Applications and nominations should be sent to:

Dr. Robert W. Haney , Chair, Provost/VPAA Search Committee, Office of the President, P. O. Box 8033,
Georgia Southern University, Statesboro GA 30460-8033, Electronic mail: rhaney@gasou.edu

More information about the institution is available through the Georgia Southern University Web Page at
http://www.gasou.edu

The names of applicants and nominees, vitae, and other non-evaluative information may be open to public inspection under the Georgia Open Records Law. Georgia Southern University is an Equal Opportunity, Affirmative Action Institution. Individuals who need reasonable accommodations under the ADA in order to participate in the application process should contact the search chair.

WESTERN CONNECTICUT STATE UNIVERSITY

FACULTY OPENINGS

www.wcsu.edu

WCSU is located in Danbury, a city in Fairfield county, 50 miles north of New York City. The University is located on two campuses and serves 5,500 undergraduate and graduate students. Western is one of the four comprehensive universities that comprise the Connecticut State system. WCSU is divided into the School of Arts & Sciences, the School of Professional Studies, and the Ancell School of Business.

WCSU INVITES APPLICATIONS FOR THE FACULTY POSITIONS LISTED BELOW.

APPLICATION MATERIAL: Interested candidates should submit a cover letter specifying the position you are applying for, a current vita, undergraduate and graduate transcripts, three letters of recommendation, and any salary requirements.

Send Application Material to the individual identified in the department listing of positions to the following address:
Western Connecticut State University, 181 White St., Danbury, CT 06810.

APPLICATION DEADLINE FOR ALL POSITIONS IS NOVEMBER 29, 1999

COMMUNICATIONS AND THEATRE ARTS **(Television Production & Media Arts)**
Tenure Track Assistant Professor-Fall 2000. Media Arts. DUTIES: teach television production, in particular post-production (non-linear editing), lighting and sound production, media aesthetics and criticism; share department teaching responsibilities in general education; develop department courses and expand program; advise students; assist in facilities and equipment management; continue creative and professional work; participate in University activities and governance. QUALIFICATIONS: MFA or Ph.D. required; professional production and university experience desirable. **Send material to Karen GS Raferty, Chairperson CTA Department**

COMPUTER SCIENCE
Two tenure track positions openings available Spring 2000/Fall 2000. Appointed academic rank dependent on candidate's background and experience. Ph.D. in CS is preferred; Master's degree in CS with extensive relevant experience may be considered. DUTIES: teach in several areas of computer science including C++; one position requires teaching operating systems; participation in curriculum development, participation in the University community and development of the candidate's research interests. In addition to the application material requested above, please submit a teaching philosophy statement. **Send material to Dr. Ronald Kutz, CS Search Committee**

ENGLISH
Tenure Track Assistant Professor-Fall 2000. REQUIREMENTS: specialization in teaching expository and creative writing courses on the graduate and undergraduate level; expertise in Eighteenth-Century British Literature; Ph.D. required. **Send material to Dr. John Briggs, Chairperson, English Department.**

FINANCE
One Year Appointment-Fall 2000. Appointed academic rank dependent on candidate's background and experience. The position may develop into a tenure-track position after one year. Ph.D. in finance or equivalent, or expect to earn a Ph.D. in the near future, preferred. The Finance Program emphasizes financial markets and works closely with firms in the surrounding community. Teaching assignments may include undergraduate and graduate finance courses. WCSU is a technology-oriented university providing its faculty with the latest technology for academic use and research. **Send material to Dr. Bruce Collins or Dr. Sally DeLoughy, Co-Chairs Finance Department. Phone: 203-837-8578. Email: Collinsb@wcsu.ctstateu.edu**

MARKETING
Tenure track position-Fall 2000. Appointed academic rank dependent on candidate's background and experience. DUTIES: Teach Marketing Management and marketing electives at the undergraduate and graduate levels in the evening and day programs. REQUIREMENTS: doctorate in Marketing from an AACSB accredited university; proven teaching ability at the undergraduate and graduate level; ability to use technology to facilitate learning and teaching; relevant business experience; demonstrated research abilities. Academic or work experience in interactive marketing is desirable. The department maintains cooperative relationships with many regional businesses and has a distinctive industry-supported program in Interactive Marketing. **Send material to Dr. Ronald Drozdenko, Chairperson, Marketing Department**

METEOROLOGY/ PHYSICS
Tenure Track Assistant Professor-Fall 2000. Ph.D. in meteorology or closely related field, competence in the computer applications, and university teaching experience required. **Send material to Dr. Alice Chance, Chairperson, Physics/Astronomy/Meteorology. Phone (203) 837-8669, Fax (203) 837-8769**

MICROBIOLOGY
Tenure Track-Fall 2000. Appointed academic rank dependent on candidate's background and experience. The successful candidates will have a Ph.D., demonstrated excellence in teaching, and will be seeking a career at a small, teaching oriented university. DUTIES: teach introductory microbiology courses for nursing and biology majors; teach electives in microbiology and related fields for upper-division undergraduate and M.A. level graduate students in biology; establish a research program in their area of specialization involving upper-division undergraduate and M.A. level graduate students; may include coordinating a small Medical Technology Program. **Send Material to Dr. Howard L. Russock, Chairperson, Biological Sciences.**

SOCIAL WORK
Tenure Track Assistant Professor-Fall 2000. Candidates must possess an MSW and a Ph.D., DSW (ABD will be considered) in Social Works or a related field. Candidates must also have two years post MSW practice experience. College or University teaching is preferred. DUTIES INCLUDE teaching across the undergraduate curriculum, specifically teaching generalist Social Work Practice research, in at least one area of specialization. Valued qualities include classroom teaching skill, a commitment to student advisement and a multicultural perspective. **Send material to Ms. Patricia Ivry, Chairperson, Social Works Department. Fax: (203) 837-8526**

Western is an Affirmative Action/Equal Opportunity Educator/Employer. Women and minorities are encouraged to apply.

AUSTIN PEAY
STATE UNIVERSITY

Founded in 1927, Comprehensive State-Assisted University

Among its many points of distinction are its designation as the state university for the liberal arts, its centers of excellence in creative arts and field biology, and its endowed chairs of excellence in creative arts, business, free enterprise and nursing. Austin Peay offers a full range of academic programs at the associate, baccalaureate and master's degree levels in the arts and sciences and selected professional programs.

Applications and nominations are invited for the following faculty positions. All positions are tenure track and begin fall semester 2000.

FACULTY POSITIONS

Complete position descriptions can be found on the Austin Peay State University Web site:
www.apsu.edu/faculty/positions/

DISCIPLINE/SPECIALIZATION

- Accounting (1)
- African American Studies (1)
  Director and faculty member
- Art (1)
  Painting
- Communication (1)
- Computer Science (1)
- Economics (2)
- Education (3)
  Social Studies/Literacy
  Special Education Early Childhood
  Instructional Technology
- Geography (1)
- Languages and Literature (3)
  French and Spanish (1)
  Composition, Literature Specialty (2)
- Music (1)
- Nursing (2)
  Director, School of Nursing
  Medical/Surgical
- Physics (2)
  Chair, Department of Physics
  Astronomy
- Political Science (1)
- Psychology (2)
  Educational Psychology
  School Psychology
- Public Management (1)

Minorities, women and members of other protected groups are encouraged to apply.

Austin Peay State University is an Affirmative Action/Equal Opportunity Employer

The information contained in this advertisement is accurate as of 10/11/99. Consult the Austin Peay State University Web site (www.apsu.edu/faculty/positions/) for updated information.

Looking for a back article of *Hispanic Outlook???*

"Hispanic Outlook in Higher Education" is archived in the ERIC database on an annual basis. These annual cumulations (26 issues) may be purchased (in microfiche or reproduced paper copy) from the:

ERIC Document Reproduction Service (EDRS)
7420 Fullerton Road, Suite 100
Springfield, VA 22153-2852
TEL: 800-443-3742; 703-440-1400;
FAX: 703-440-1408;
Internet: EDRS@inet.ed.gov

ASSISTANT DIRECTOR-COUNSELING SERVICES

The University of New Orleans is seeking a qualified candidate to fill the position of Assistant Director for the Counseling Services beginning January 1, 2000. The Assistant Director is responsible for the overall implementation of the developmental outreach and training functions of this mental health/career counseling office in addition to the regular clinical and supervisory duties. REQUIRED QUALIFICATIONS: Ph.D. or appropriate terminal degree in Psychology, Counseling, Social Work or related mental health profession. Should hold or be eligible for state licensure. Five year post-doctoral experience and strong clinical and supervisory skills. Three to five years experience in college/university counseling. Salary level begins at $36,000 and will be determined based on experience. Qualified applicants should send a resume and request a minimum of three letters of reference be submitted to **Dr. Barbara S. Mitchell, Director, Counseling Services, University of New Orleans, ADC #4, New Orleans, La. 70148.** Review of applications will begin October 22, 1999 and will continue until position is filled. UNO is an affirmative action/equal opportunity employer.

COLGATE UNIVERSITY

COORDINATOR OF ACADEMIC SUPPORT SERVICES OFFICE OF UNDERGRADUATE STUDIES

The Coordinator reports to the Director of Undergraduate Studies/HEOP providing program and student support in the areas of academic advising, personal/career counseling, recruiting and the five week long, pre-first year summer program.

Bachelor's degree with a minimum of two years of related experience in student personnel, counseling, higher education administration or related field required. Experience with academic support programs and competency in counseling, advising and working with multicultural populations a plus. Strong and effective communication skills are essential. People of color are strongly encouraged to apply. For more details, visit **http://offices.colgate.edu/hr/**

Send letter of interest, resume and names and addresses of references to: **Colgate University, Human Resources Department, Attn: Academic Support Staff, 13 Oak Drive, Hamilton, NY 13346 (315) 228-7411.** Review of resumes will begin immediately and continue until the position is filled.

An Equal Opportunity/ Affirmative Action Employer.

WAYNE STATE COLLEGE

VICE PRESIDENT FOR ADMINISTRATION & FINANCE

Wayne State College seeks applications for the position of Vice President for Administration and Finance. Wayne State College, located in a city of 5,200 in rural northeast Nebraska, is a comprehensive, regional, public four-year college serving nearly 4,000 students. The College's mission is twofold: student development and regional development. The College is one of three four-year campuses governed by the Board of Trustees of the Nebraska State College System and is a collective-bargaining institution.

The Vice President is the senior administrative official responsible for the combined functions of administrative and financial affairs of the College. This position reports directly to the President of the College and advises the President and other executive officers on administrative and fiscal matters. The Vice President is one of a team of four vice presidents, the others being Academic Affairs, Student Affairs, and Development.

The Vice President is responsible for and provides leadership for accounting, business services, budgeting, payroll, human resources, grant administration, contract administration, administrative services, physical plant, auxiliary services, and facilities planning. The Vice President directly manages a staff of seven mid-level managers assigned to major functional areas.

The successful candidate will have leadership and management experience within public higher education; the ability to work cooperatively with colleagues and staff at all levels; a strong background in the areas of responsibility noted above; a history of personal and professional integrity; excellent communication skills; and an advanced degree, professional certification, or a strong record of higher education administrative experience. Salary will be determined based upon experience. The College provides an attractive benefits package.

Starting date will be no later than July 1, 2000. Review of application material will begin December 1, 1999 and will continue until the position is filled. Qualified candidates should forward a letter of interest, a resume and the names, addresses and telephone numbers of three current references to:

Mr. Dwayne Johnson, Secretary
Vice President for Administration
and Finance Search Committee
Wayne State College
1111 Main Street
Wayne, NE 68787

Wayne State College is an equal opportunity/ affirmative action employer.

Visit our website: http://www.wsc.edu

Plattsburgh State University of New York invites applications for Fall 2000 tenure track positions.

Plattsburgh State University of New York is a comprehensive, coeducational, public institution of nearly 6,000 undergraduate and graduate students. Located on the shore of Lake Champlain, the College is the intellectual and educational center for the Lake Champlain/Adirondack region of New York State. The small city character of Plattsburgh and neighboring Burlington, VT provides a quality of life unsurpassed for the whole family. Outdoor activities abound along Lake Champlain, in the Adirondack High Peaks and nearby Olympic resort village of Lake Placid while the urban, multicultural lifestyle is rich in neighboring Montreal, Canada, one hour's drive from campus. Plattsburgh is easily accessible to New York City and Boston via air, bus, train and Interstate 87.

Successful candidates must be committed to excellence in teaching in an undergraduate institution offering programs in the arts and sciences, education, human and health services, business and economics with an understanding of and sensitivity to minority and gender concerns. Selected candidates will have an interest in interdisciplinary and collaborative programs such as Women's Studies, Latin American Studies and Canadian Studies, all of which are special foci for the College; a desire to integrate information technologies; and a willingness to participate with new distance learning programs.

The faculty is challenged to redefine their teaching roles by incorporating recent research on teaching effectiveness. The college supports faculty scholarship through the NYS/UUP bargaining agreement, minority and women faculty may apply for one-year Affirmative Action leaves to pursue scholarly projects. Other faculty funding opportunities include joint State/Union travel grants and College Funded-In-House Mini-Grants to provide seed funding for research activities, Redcay Teaching Enhancement Awards, Presidential Research Awards, and Educational Technology Awards.

We offer a competitive salary and an excellent benefits package. Unless otherwise stated, review of applications begins immediately and continues until the position is filled.

Application Procedure: Please send or fax cover letter, resume, or curriculum vitae, transcripts, three letters of recommendation and other requests mentioned in individual ad to: **Chair, Search Committee** (PJ#____), c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax# (518)564-5060.

Applications from women and minority candidates are especially welcome.
Plattsburgh State University is an affirmative action,
equal opportunity employer.

ART

Foundation Design/Graphic Design (PJ# 2367-808) ASSISTANT PROFESSOR-Qualifications: MFA or equivalent experience; knowledge of current issues in the field; and Macintosh and PC Operating Systems knowledge required. Responsibilities: Teach Graphic Design, Studio Foundation Design and Digital Imaging; basic maintenance of relevant equipment. Review of applications begins January 15, 2000. Additional application materials: work samples (slides or digital portfolio), examples of student work (if applicable), statement of teaching philosophy.

CHEMISTRY

Analytical Chemistry (PJ# 2355-808) ASSISTANT PROFESSOR-Qualifications: Ph.D. in this area; strong background in instrumental methods; a desire and aptitude for teaching at the undergraduate level; and a demonstration of potential for significant, long term research is required. Preference will be given to those whose environmentally related research can complement the Department's interest in the Lake Champlain/Adirondack region. Review of applications begins January 10, 2000. Additional application materials: research proposal and a brief statement of teaching philosophy.

COMMUNICATION DISORDERS & SCIENCE

Speech-Language Pathology (PJ# 2359-808) ASSISTANT PROFESSOR-Qualifications: Ph.D. (dissertation near completion considered), CCC-SLP, and eligible NY License required; experience with ESL desired. Responsibilities: Teach undergraduate courses in language development and language disorders; graduate course in school-aged language disorders; research; supervision; and advising.

EDUCATION

Elementary Education- Curriculum and Instruction (PJ#2365-808) ASSISTANT PROFESSOR-Two positions. Qualifications: Doctorate in Curriculum and Instruction or related field; ability to contribute to other components of the Elementary Education program, e.g. psychological foundations, technology, reading, social studies education, urban studies and/or research methods; experience with teaching at the elementary level strongly preferred. Responsibilities: Teach a core undergraduate elementary education curriculum and instruction course (with field component).

Elementary Education-Educational Psychology (PJ# 2364-808) ASSISTANT PROFESSOR-Qualifications: Doctorate in appropriate discipline or related field; ability to contribute to other components of the Elementary Education program; e.g. curriculum and instruction, technology, reading, social studies education, urban studies, and/or research methods; experience with teaching at the elementary level strongly preferred. Responsibilities: An undergraduate course in child development and learning theory as it relates to elementary education (with a field component).

Special Education-Special Education (PJ# 2362-808) ASSISTANT PROFESSOR-One position for non-categorical B.S. and M.S. teacher preparation programs in Special Education. Qualifications: Doctorate in Special Education or closely related field by September, 2000, and recent public-school teaching experience with school-age learners with disabilities required. Responsibilities: Curricular and instructional practices in special education; introduction to the profession of special education and exceptional children; and supervision of field experiences.

Educational Technology-Educational Technology(PJ#2366-808) ASSISTANT PROFESSOR-Qualifications: Doctorate in appropriate field, and substantive experience in designing and implementing developmentally appropriate K-12 interdisciplinary curricula that include the innovative integration of telecommunications and other multimedia technologies. A doctorate in an education-related field, expertise in the educational uses of multimedia/hypermedia, authoring languages, and presentation software will also be an asset. Responsibilities: Teach undergraduate and graduate educational technology courses that integrate with the elementary, secondary, and special education curriculum and practicum courses; serve as a consultant to Center faculty with respect to integrating educational technology into their curricula and to assist them in utilizing state-of-the-art technological resources, including a fully networked electronic classroom available within the Center.

Reading (PJ#2363-808) ASSISTANT PROFESSOR-Qualifications:Doctorate degree preferably in reading or related literacy field, and teaching experience at either the elementary or secondary school level is required. Interest in and demonstrated competency in grant writing, educational technology, community-based literacy services, special education, or urban studies as related to the teaching of reading will also be an asset. Responsibilities : Teach courses in basic introductory reading and language arts, teaching reading to diverse populations and to speakers of languages other than English (ESL), children's and young adult literature, computers and reading, clinical diagnosis/remediation, and content area/secondary school reading.

ENGLISH

Renaissance English Literature (PJ# 2349-808) ASSISTANT PROFESSOR-Qualifications: Ph.D. awarded by August 2000; publication or promise of sustained scholarly productivity; secondary interest in teaching a genre of writing (fiction, poetry, essay, etc.) helpful. Responsibilities: Composition/writing courses; general education courses; core courses; and upper-division literature courses. Review of applications begins November 1, 1999. Additional application materials: writing sample.

Multicultural American Literature (PJ# 2348-808) ASSISTANT PROFESSOR-Qualifications: Ph.D. awarded by August 2000; publication or promise of sustained scholarly productivity; secondary interest in teaching a genre of writing (fiction, poetry, essay, etc.) helpful. Responsibilities: Composition/writing courses; general education courses; core courses; and upper-division literature courses. Review of applications begins November 1, 1999. Additional application materials: writing sample.

FOREIGN LANGUAGE & LITERATURE

French (PJ# 2350-808) ASSISTANT PROFESSOR-Qualifications:Ph.D. awarded by August 2000; expertise in 20th Century French/Francophone Studies and Foreign Language Pedagogy; native or near-native proficiency in French and English; preference will be given to candidates who show achievement in research as well as in teaching. Responsibilities: Teach and coordinate language skills courses at all levels. Review of applications begins December 1, 1999.

MUSIC

Direct Jazz/Brass Ensemble (PJ# 2354-808) ASSISTANT PROFESSOR-Qualifications: Master's degree required. doctorate or equivalent experience preferred; previous college teaching experience preferred; strong background in music technology. Responsibilities: Direct Jazz Ensemble and Brass Ensemble; teach brass instrument(s) in area of expertise; teach theory (including aural skills and keyboard) and jazz history. Review of applications begins January 1, 2000.

PSYCHOLOGY

School of Psychology (PJ#2356-808) ASSISTANT PROFESSOR-Qualifications: Earned doctorate (Ph.D., Psy.D., or Ed.D.) in School Psychology from an accredited program; prior experience practicing as a school psychologist in grades K-12; certifiable as a School Psychologist in New York state. Responsibilities: Teach graduate courses in intellectual assessment, socio-emotional assessment, learning disabilities, psychopathology; undergraduate seminars in School Psychology; supervising School Psychology Interns and Practicum students ; and supervising masters theses. Review of applications begins January 15, 2000. Additional application materials: statement of teaching philosophy, reprints or preprints of research publications, and evidence of teaching performance.

SCHOOL OF BUSINESS & ECONOMICS

Accounting (PJ# 2313-808) ASSISTANT/ASSOCIATE PROFESSOR-Two Tenure track positions for Spring or Fall 2000 at the Assistant or Associate Professor levels. Qualifications: Applicants at the Assistant level must have doctoral degree (or near completion) in Accounting. Applicants at the Associate level must have an earned doctorate in Accounting, a record of recently published research, and minimum of three years teaching experience. CPA and other certifications are desired. Responsibilities: Teaching responsibility open to all areas of accounting, auditing, information systems and taxation; scholarly activity is required.

Hotel, Restaurant and Tourism Management (PJ# 2368-808) ASSISTANT PROFESSOR-Qualifications: Doctoral degree (or near completion) in hospitality, with emphasis in lodging or food service management and have teaching experience at the college level. Responsibilities: Teach undergraduate courses and advise HRT research.

SOCIAL WORK (PJ#2343-808)

ASSISTANT/ASSOCIATE PROFESSOR-Qualifications: Doctorate in Social Work or one of the Social Services; MSW, teaching experience ; commitment to scholarship. Responsibilities: Teach undergraduate social work courses; serve as academic advisor to BSW students; serve on committees at program, division, college wide levels; contribute to development of program through scholarship and community service.

Plattsburgh
State University of New York

Visit our website, http://www.plattsburgh.com

UIC

ASSOCIATE CHANCELLOR FOR DEVELOPMENT AND VICE PRESIDENT FOR THE UNIVERSITY OF ILLINOIS FOUNDATION

The University of Illinois at Chicago (UIC) announces a nationwide search to recruit an Associate Chancellor for Development and Vice President for the University of Illinois Foundation. This is the Chief Advancement Officer for UIC.

The University is increasingly recognized for the quality of its faculty, students and academic offerings and is one of the most rapidly emerging major urban research universities in the country. UIC enrolls approximately 25,000 students, employs approximately 12,000 (FTE), and has an annual operating budget of $1 billion.

This position reports directly to both the Chancellor of UIC and the President of the University of Illinois Foundation and is responsible for the effective management of the University's development function. The selected individual will be a key member of the Chancellor's cabinet.

The Associate Chancellor for Development and Vice President for the University of Illinois Foundation will be responsible for maintaining and building on the momentum created by the successful Campaign Illinois effort which has resulted in over $250 million in private gifts for UIC and the identification of major donor prospects capable of exceeding this level of giving in the future.

Minimum education and work experience include an advanced degree or equivalent experience (a baccalaureate degree is required) and a minimum of five to ten years of fundraising experience with large, successful institution(s) and three to five years of fundraising management experience.

Review of candidate materials will begin immediately and will continue until an Associate Chancellor for Development and Vice President for the University of Illinois Foundation is selected. Please submit applications and nominations to:

Korn/Ferry International Education Practice
Attention: UIC
500 North Akard
3232 Lincoln Plaza
Dallas, Texas 75201
(214) 954-1849 fax
(email: krisha.creal@kornferry.com)

The University of Illinois at Chicago and the University of Illinois Foundation are equal opportunity/affirmative action employers

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AMHERST COLLEGE

DIRECTOR OF ALUMNI & PARENT PROGRAMS

Amherst College seeks an organized and enthusiastic supporter of undergraduate liberal arts education to oversee on and off campus alumni and parent programs and an extensive network of Amherst Associations around the world.

The successful candidate will manage both staff and programs in support of a broad range of College programs, and design and implement a long range plan for alumni and parent programs. Extensive logistical, strategic, and organizational abilities are required including recruiting, training, and motivating large teams of volunteers as well as identifying programs and speakers for an imaginative array of presentations. A working knowledge of college campus structures and organizations is required; general or specific knowledge about Amherst College would be a plus. More than 40 associations, numerous on campus weekends, and off campus events in celebration of The Amherst College Campaign, and a large network of campus providers and college volunteers require the skill and imagination of a highly organized, persuasive and adept leader.

Qualifications: Bachelor's Degree; fundraising, alumni and/or event experience preferred; and strong writing and speaking skills required. The successful candidate must have a strong commitment to liberal arts education and to the importance of Amherst's relationship with its constituencies. Evening and weekend work, and travel are required.

Interested candidates should submit a resume, letter of interest, and three references to: **Office of Human Resources, 201 Converse Hall, Amherst College, PO Box 5000, Amherst, MA 01002-5000**. A review of applications will begin on November 22, 1999 and continue until the position is filled.

Smith College and Amherst College are Affirmative Action/Equal Opportunity Employers and encourage women, minorities and disabled persons to apply

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CHIEF OF CARDIOLOGY

The Department of Medicine at the SUNY Health Science Center at Syracuse seeks a Chief of the Division of Cardiology, an integrated program of the SUNY HSC, University Hospital, and the Syracuse VAMC. New Electrophysiological and Catheterization Laboratories and a renovated CCU have just opened at UH, a new 3-story Institute for the Study of Human Performance will open this year with both clinical and laboratory space available. Research programs in electrophysiology, early diagnosis and treatment of myocardial infarction, effects of depression in myocardial infarction, and pharmaceutical trials are well established. Candidates should be qualified for the rank of Associate Professor or Professor, and be capable of directing an expanding clinical program and fostering research. A generous start up package will be available, including the ability to recruit new faculty. Candidates should send a CV to the **Search Committee, c/o Dr. William Williams, Department of Medicine, SUNY Health Science Center at Syracuse, 750 East Adams Street, Syracuse, NY 13210**. SUNY HSC is an AA/ADA/EOE employer committed to excellence through diversity

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YV Yakima Valley Community College

DEAN OF ARTS & SCIENCES

Yakima Valley Community College is a multicultural community of nearly 6,000 students and 250 staff members located in south central Washington state. Accepting applications for a Dean of Arts & Sciences through November 19, 1999. Salary: $59,800-$67,000 (Category II, Range2), plus a full benefit package. To apply contact **Human Resource Services Department at (509) 574-4670, or write to P.O. Box 22520 Yakima, WA 98907-2520 Email: yvcchr@yvcc.cc.wa.us**

COLLEGE WEBSITE:
www.yvcc.cc.wa.us

TRINITY UNIVERSITY

The Department of Education at Trinity University seeks candidates for a tenure-track position as a school-based clinical faculty in elementary and early childhood education. Trinity features a 5-year teacher preparation program, including an 8-month internship in a professional development school. Candidates must hold the doctorate degree and be committed to school-based teacher preparation with classroom teachers serving as mentors. The appointment will be effective the fall semester, 2000, and the application deadline is January 31, 2000.

John H. Moore, Chair
Department of Education
Trinity University
715 Stadium Drive
San Antonio, TX 78212-7200
(210) 999-7501

ETHICS PROGRAM DIRECTOR

The Center for Ethics of Emory University invites applications for a non-tenure faculty position to lead the development of a program for undergraduate and graduate students that combines academic rigor with the development of ethically grounded leadership, committed to serving the common good. Requires Ph.D. or equivalent in an appropriate field, coupled with demonstrated abilities in teaching, research and writing, strategic planning and program development, and the development of partnerships in the University and larger community.

Letter of interest, current vita, and three references should be submitted to: **Search Committee, Center for Ethics, Emory University, 1462 Clifton Road, Ste. 302, Atlanta, GA 30322.** AA/EOE

EMORY
www.emory.edu

Princeton University

CHIEF STUDENT AFFAIRS OFFICER

Princeton University invites applications and nominations for the position of Chief Student Affairs Officer. The person holding this position provides leadership and coordination for all extra-curricular aspects of university life for students, with particular responsibility for ensuring that the university's extra-curricular programs both supplement and support its academic mission. This senior university officer must possess the personal qualities required to establish and maintain excellent rapport with students and faculty and with others committed to the enhancement of all aspects of students' lives. The successful candidate should have the vision and leadership capacity to help ensure a campus climate that is academically and socially hospitable to an undergraduate and graduate population that is diverse in many dimensions including race, ethnicity, income, religion, physical ability, and sexual orientation.

This officer oversees and provides leadership for the programs and services of Athletics, University Health Services, and Religious Life, as well as the Office of the Dean of Undergraduate Students, which includes the Community Service, International, Third World, and Women's Centers. In matters regarding undergraduate and graduate student housing and dining facilities, this person has policy-making authority and, in association with the Dean of the Graduate School, also has concern for campus life issues as they relate to graduate students. The person holding this position reports to the Provost and, as a member of the President's cabinet, participates in decision-making for the entire University. During the search process, the title for the position will be under active consideration and will be discussed with candidates (titles under consideration include vice president or vice provost for campus affairs, and dean or vice president of student affairs).

Candidates should have a proven record of accomplishment and significant (more than five years) professional experience that includes staff supervision. They should have exceptional promise of successful leadership in a residential academic setting and of ability to inspire students and colleagues in a complex and diverse setting. An advanced degree in a field offered at Princeton is desirable. Applications and nominations may be directed to **Mr. Thomas H. Wright, Vice President and Secretary, c/o the Office of Human Resources, Clio Hall/7126-HHE, Princeton University, Princeton, NJ 08544.** Review of applications will begin on November 15, 1999 and will continue until a candidate is selected. Princeton University is an equal opportunity, affirmative action employer.

The Center for HIV/AIDS Educational Studies and Training (CHEST) announces openings for the following positions:

Project Director

Monitors the daily functioning of an NIAAA funded intervention study aimed at reducing unsafe sex and substance abuse among HIV seropositive men who have sex with men in NYC.

Applicants should possess an MA or Ph.D. in psychology (ABD considered) and have previous clinical and/or research experience with HIV+ persons, gay/bisexual men, or alcohol dependent persons. Experience with Motivational Interviewing and previous qualitative and quantitative research experience, and understanding of statistical software packages (SPSS, SAS) is desirable. Excellent opportunity for a Post-Doctoral research experience. The majority of the work will be performed out of our offices in New York City (Manhattan).

Project Director

Responsible for monitoring the daily functioning of an NIDA funded study of protease inhibitor adherence among HIV+ gay/bisexual drug users in New York City. The study will follow 300 participants longitudinally and assesses participants through self-report interviews, MEMS caps, and periodic blood draws.

MA or Ph.D. in Psychology (ABD considered) and clinical and/or research experience with HIV+ persons, gay/bisexual men, or drug users. Experience with longitudinal data collection and tracking of participants is desirable. Understanding of SPSS and SAS is essential. Majority of the work will be performed out of our offices in New York City (Manhattan).

Submit a letter of application (clearly stating position of interest), curriculum vitae or resume, salary requirements and the names of three references to:

NEW JERSEY
CITY
UNIVERSITY

Dr. Jeffrey Parsons, CHEST
New Jersey City University
64 College Street, Jersey City, NJ 07305

Equal Opportunity Employer

OSHKOSH

Faculty Positions in the
College of Education and Human Services

The University of Wisconsin Oshkosh

The College of Education and Human Services is pleased to announce the following tenure-track, academic year positions, at the Assistant Professor rank, beginning no later than September 5, 2000. All positions require completion, or near completion, of an earned doctorate. Successful candidates will show evidence of a commitment to teaching, research, publication and service.

Position 111b - Counselor Education (2 positions)
Major responsibilities include teaching master's level counseling courses, supervising practica, advising, program development, scholarly activities, and participating in faculty governance and university activities. Earned doctorate in Counselor Education from a CACREP approved program is preferred. Experience in and demonstrated ability to teach core counseling courses and courses in one of three emphasis areas (Community, School, or Student Development in Higher Education/Counseling) is required. The Department of Counselor Education offers a Master of Science in Education (MSE); the program and its emphasis areas are CACREP approved.

Position 111d - Educational Foundations
Major responsibilities include the teaching of introductory educational psychology, educational research including qualitative and quantitative methodology, and human development courses. An earned doctorate in educational psychology with a strong background in research methodology and human development preferred. Candidates whose experience includes a successful record of teaching at the P-12 level will be given preference.

Position 111e - ESL/Bilingual Education and/or Curriculum
Major responsibilities include teaching courses within a new dual major in ESL/elementary education and existing minors in ESL and bilingual education; supervising student teachers and clinicians; and teaching undergraduate and graduate courses in one or more of the following areas of curriculum and instruction: 1) early childhood education, 2) elementary education (science, math, or social studies). An earned doctorate in Curriculum & Instruction or related field; graduate work in ESL and/or bilingual education; completion of an approved teacher education program; a minimum of 3 full years PK-12 teaching experience; and experience with supervision of student teachers and clinicians. Proficiency in another language (especially Spanish and/or Hmong) is preferred. With application, include a sample of published (or unpublished) written work (no more than 20 pages).

Position 111f - Special Education
Teaching of undergraduate and graduate courses in a cross-categorical special education program, and the supervision of related field experiences. Earned doctorate in Special Education or a related area (dissertation written prior to September 5, 2000, with a defense scheduled no later than December 2000). Emphasis in early childhood/primary special education is preferred. Candidates with experience in one or more of the following areas also will be considered: cognitive disabilities (mental retardation), special education technology, severe disabilities, assessment, and culturally diverse learners. Applicant expected to have prior experience teaching individuals with disabilities. Knowledge about research-based teaching practices is desirable.

Applicants should submit a letter of application specifying position number, resume, statement of teaching philosophy, transcripts, and three current letters of recommendation to: **Dr. Michael Ford, Acting Associate Dean, College of Education and Human Services, University of Wisconsin Oshkosh, Oshkosh, WI 54901-8662.** Applications will not be accepted **after December 20, 1999.** Additional information is available at **www.uwosh.edu.** Nominees and applicants may request in writing that their identity not be revealed. The names of those not making such a request and the names of all finalists must be revealed upon request under **state law.**

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Dean

University of Connecticut, School of Law

The University of Connecticut School of Law seeks applications and nominations for the position of Dean beginning July 1, 2000. The Law School seeks a Dean with the intellectual vision and administrative talent to lead one of the finest public law schools in the country. The Law School's 45 full-time faculty and 406 full-time students, along with 185 part-time and 43 graduate students, comprise a relatively small community which, among its other virtues, provides an excellent student-faculty ratio. The yearly palette of faculty colloquia, outside speakers, scholarly conferences and visiting professors reflects the intellectual vitality and diversity of Law School life. The newly-instituted Insurance Law Center, the LL.M. program in insurance law, the LL.M. program for foreign lawyers in the U.S. Studies, three student-run journals, and active criminal and civil clinics, including a new Tax Clinic opening this fall, are examples of the strength and recent growth in the Law School's programs. Over the next two years, the Law School expects to add as many as six new members to the faculty already distinguished by its scholarly breadth and productivity, a development that presents an extraordinary opportunity to shape the intellectual future of the School.

As the chief academic and administrative officer of the Law School, the successful candidate must demonstrate an ability to facilitate and inspire the Law School's commitment to teaching, scholarship and public service of the highest quality. The candidate also must have a record of professional achievement that warrants appointment at the rank of Professor of Law, as well as demonstrated recruitment, managerial and fund-raising skills. The future Dean will be expected to build upon the Law School's already strong reputation and involvement in regional, national and international legal circles. Overseeing the Law School's participation in the University's $250 million capital campaign in the coming years will be an essential component of the new Dean's responsibilities.

All applications will be kept strictly confidential. Screening of applications will continue until the position is filled. The Law School's commitment to excellence is complemented by a commitment to building a culturally diverse community. Minorities, women and people with disabilities are strongly encouraged to apply. Nominations or applications, including a letter of interest, resume and names of three references, should be sent to: **Professor Anne Dailey, Search Coordinator, Dean Search Committee, University of Connecticut School of Law, 65 Elizabeth Street, Hartford, CT 06105; Telephone (860) 570-5260. (Search# 00A143)**

University of Connecticut

WESTERN CONNECTICUT STATE UNIVERSITY

DIRECTOR OF WEATHER CENTER

FALL 2000

METEOROLOGY. Tenure-track faculty appointment as Director of the WCSU Weather Center and Assistant/Associate Professor of Meteorology. The Weather Center, designated a Center of Excellence in the CSU system, is a major resource for instruction, research, and community service.

The successful candidate will teach, develop research, and supervise operations of the Center. QUALIFICATIONS INCLUDE: ability to teach synoptic meteorology, climatology and competence in computer applications to meteorology. Ph.D. in Meteorology or closely related field and university teaching experience required; business, agency, and/or grants experience desirable. Review of applications will begin Nov. 15, 1999, and will continue until position is filled. Send letter of application, curriculum vitae, and at least 3 references to **Dr. Alice Chance, Chairperson, Department of Physics, Astronomy & Meteorology, WCSU, 181 White St., Danbury, CT 06810.**

WCSU is an EEO/AA Educator/Employer.

UNIVERSITY OF IOWA
College of Liberal Arts
Iowa City, Iowa

A LEADER IN
EQUALITY • DIVERSITY • EXCELLENCE

TENURE-TRACK FACULTY POSITIONS

The University of Iowa values diversity among students, faculty, and staff. The University believes that a rich diversity of people and their many points of view enhance the quality of the educational experience and work environment.

During 1999-2000, 26 departments in the College of Liberal Arts are searching to fill 40 faculty positions at both senior and junior ranks, with appointments to begin 2000-01. Information on each faculty position is available at the College's web site, **www.uiowa.edu/~libarts.**

The UI is an Affirmative Action/ Equal Opportunity Employer. Women and minorities are encouraged to apply.

ASST PROF SPANISH

Assistant Professor of Spanish, tenure-track, to teach five courses per year in pre-19th century Peninsular literature in any area, and in Spanish language and literature at all levels. Interested in candidates with cross-disciplinary reach whose teaching and research place Peninsular literature and culture in a broad historical context incorporating both Spain and the Americas. Initial four-year appointment beginning fall 2000. Qualifications include Ph.D. by fall semester of 2000, a strong interest in undergraduate teaching, and native or near-native fluency in Spanish. Successful teaching experience at college level desirable. Send letter of application, curriculum vitae, graduate transcripts, and three current letters of reference to Nelson deJesus, Chair, Department of Romance Languages, 301 Peters Hall, Oberlin College, Oberlin, Ohio 44074, by 12/6/99. AA/EOE

OBERLIN

INDIANA UNIVERSITY SOUTH BEND

Indiana University South Bend invites applications and nominations for the positions of Dean of the Division of the Arts and Dean of Liberal Arts and Sciences. These tenured, 12-month positions begin July 1, 2000.

DEAN OF THE DIVISION OF THE ARTS

The Dean is the chief academic officer of the division that includes B.A. programs in speech and mass communication; B.A./B.F.A. programs in theatre and the fine arts, and B.M./B.M.E./M.M. programs in music.

The Division of Arts is comprised of 370 majors, a substantial number who are in fine arts and communication. The 26 full-time faculty members include several of national and international renown. The Division produces more than 70 public performances, exhibitions, and forums a year including those by members of the Alexander Toradze Piano Studio and the Chester String Quartet.

THE SUCCESSFUL CANDIDATE'S QUALIFICATIONS WILL INCLUDE:

- Earned doctorate or appropriate terminal degree. Candidates with exceptional career experience also will be considered
- Tenurable academic appointment in the rank of full professor, in one of the disciplines within the Division, with teaching experience and significant nationally or internationally recognized scholarship, performance or creative activity
- Successful academic leadership experience including an administrative position of chairperson or higher, and experience in academic program development and student recruitment and retention
- Extensive experience in building community partnerships, including substantial external fund-raising experience

Salary is competitive and based on experience; benefits are among the most generous in higher education. To ensure full consideration, applications should be received by Dec. 1, 1999. Interested candidates are asked to submit a letter of application, a curriculum vita; the names, addresses, and telephone numbers of at least three persons; and a statement of vision on the interrelatedness of music, theatre, visual arts, and communication and the challenge of providing high-quality university-based education and performances.

Information should be submitted in care of **Professor Larry Garber, Chair, Search Committee for Dean of the Division of the Arts, Ofc. of Academic Affairs, Indiana University South Bend, P.O. Box 7111, So. Bend, IN 46634-7111**

DEAN OF LIBERAL ARTS AND SCIENCES

The Dean will provide leadership for a complex academic unit comprising eleven discipline-based departments and two additional academic programs. Liberal Arts and Sciences offers 19 baccalaureate degrees, two master's degrees, and 18 associate degrees. The 100 full-time faculty, 20 professional/clerical staff, and approximately 140 part-time faculty serving Liberal Arts and Sciences are seeking a leader with a proven and successful record of excellence in academic administration.

CANDIDATES MUST BE ABLE TO PROVIDE EVIDENCE OF:

- An overall record of research, teaching, and administrative service that will qualify the candidate for a tenured full professorship in a discipline contained within Liberal Arts and Sciences.
- A record of continuous scholarly research; including significant publications and/or creative works.
- A record of strong and successful college-level teaching.
- A record of successful administrative experience in program development, faculty relations, budgeting, and academic governance.
- Excellent oral and written communication skills.
- A level of energy and enthusiasm necessary for the successful leadership of the largest and most complex academic unit on the campus.
- An appreciation for the needs of students, faculty, staff, and alumni at a regional comprehensive institution.

Applicants should submit a cover letter which includes a statement outlining their philosophy of academic leadership, a description of goals they would set for themselves as dean, and a brief narrative describing the depth and breadth of their administrative responsibilities. Candidates should also include a curriculum vitae and a listing of five references

Review of candidates will begin November 15, 1999 and continue until the position is filled. All materials should be sent to: **Dr. James M. Smith, Chair, Search Committee for the Dean of Liberal Arts and Sciences, Indiana University South Bend, Ofc. of Academic Affairs, 247 Administration Bldg., P.O. Box 7111, So. Bend, IN 46634-7111**

IUSB IS ALSO SEEKING QUALIFIED APPLICANTS FOR THE FOLLOWING POSITIONS:

ARTS	Mass Communication	Assistant Professor
BIOLOGY	Ecology	Assistant Professor
	Cell Biology	Assistant Professor
COMPUTER SCIENCE		Assistant Professor
DENTAL EDUCATION		Assistant Professor
		Clinical Assistant Professor
EDUCATION	Elementary Education	Assistant Professor
	Elementary/Dir of Global Studies	Associate Professor
	Secondary Educ - English	Assistant Professor
	Special Education	Assistant Professor
	Special Educ(Mild Disabilities)	Assistant Professor
	Counseling Educ.	Assistant Professor
ENGLISH	Academic Resource Center	Lecturer
LIBRARY	Electronic Services/Reference	Assistant Librarian
MATHEMATICS		Visiting Assistant Professor
NURSING	Family Nurse Practitioner	Assistant Professor
PSYCHOLOGY	Applied Social Psychology	Assistant Professor
SOCIAL WORK	Hum. Behv./Soc. Env. & Rsch.	Assistant Professor
SPEA	Criminal Justice/Criminology	rank open
SPANISH		Assistant Professor

Appointments to start summer 2000. For more information about any of these positions, contact **Dr. Alfred Guillaume, Vice Chancellor for Academic Affairs, Indiana University South Bend, 1700 Mishawaka Ave. South Bend, IN 46615 (e-mail guillaum@iusb.edu).**

IUSB is a comprehensive state institution with 7,400 students, 245 full-time faculty and is comprised of academic units representing: The Arts, Business and Economics, Education, Nursing and Health Professions, General Studies, Liberal Arts and Sciences, Public and Environmental Affairs, and Social Work. South Bend is the center of a metropolitan area with over 250,000 residents. Located in a Midwestern region of unique strength in higher education, the cost of living is one of the most reasonable in the country. IUSB has easy access to the cultural and social advantages of Chicago and is 30 miles southeast of Lake Michigan.

IUSB is strongly committed to achieving excellence through cultural diversity and actively encourages applications and nominations of women, persons of color, applicants with disabilities, and members of other under-represented groups.

VISIT WWW.IUSB.EDU FOR INFORMATION ABOUT CAMPUS.

THE COLLEGE OF NEW JERSEY
DEAN, SCHOOL OF BUSINESS

The College of New Jersey (TCNJ) announces a national search for the position of Dean of the School of Business, and invites applications and nominations of individuals who have the interest, ability and qualifications to lead the School of Business into the 21st Century. TCNJ is a highly selective, comprehensive, residential institution recognized as one of the outstanding colleges in the country. The College, enrolling approximately 5,800 undergraduate and 900 graduate students, is located on 265 tree-lined acres in suburban Ewing Township, NJ, and is located between Philadelphia and New York City.

The School of Business enrolls over 1,000 students who are served by 35 full-time faculty. The School of Business offers undergraduate degree programs in accounting, general business, management, economics, finance, information systems, marketing, and international business. All programs and degrees are fully accredited by AACSB. Accounting graduates consistently rank number one in passing rates on the CPA exam for the state of New Jersey. A new state-of-the-art School of Business building is scheduled for completion in October 1999.

Reporting to the Provost and Vice President for Academic Affairs, the Dean provides academic and administrative leadership for the School of Business. The Dean is expected to lead the school in further development of its capabilities for superior teaching, innovative curriculum development, exemplary scholarly research and efficient fiscal, program and human resource management. The Dean is further expected to articulate the vision of the college and the mission of the school to both internal and external constituencies, to enhance the role of the school in the business community, to manage and develop the school's financial resources, and to extend its reach by attracting a more diverse cohort of highly able students and faculty.

QUALIFICATIONS: Candidates should possess proven leadership and management skills, preferably in higher education, and a thorough knowledge of the philosophy and mission of a school of business. Successful candidates will demonstrate a capacity to work effectively with faculty, students, and leaders in business, industry, and other educational agencies and institutions; be familiar with AACSB accreditation, and have the ability to attract external funding. An earned doctorate in an area associated with Business is desirable.

Review of applications will begin December 1, 1999 and continue until the position is filled. The starting date for the Dean will be July 1, 2000. Applicants should submit a letter of interest, curriculum vitae or a detailed resume, and the names, addresses and telephone numbers of five references to: Dr. Hossein Nouri, Chair, School of Business Dean's Search Committee, Office of Academic Affairs, The College of New Jersey, PO Box 7718, Ewing, NJ 08628-0718. To enrich education through diversity, The College of New Jersey is an Equal Opportunity Employer.

For further information about The College, please visit our web site at www.tcnj.edu

THE COLLEGE OF NEW JERSEY

THE STATE UNIVERSITY OF NEW YORK
University at Buffalo-Law School

University at Buffalo Law School, The State University of New York has openings for the following positions:

Director, Charles B. Sears Law Library: serves a large academic law school with 40 full-time faculty, 660 J.D. students and a growing L.L.M. program. As the only law library of research dimension in the area, it also serves the bar, researchers from area colleges, and the general public. The Library Director is a law faculty tenure-track and administrative position. Applicants must have both J.D. and M.L.S. degrees and demonstrate progressively responsible experience in academic law library administration. The Director will develop and manage the full range of resources and services in a library, which combines creative use of technology with a tradition of excellent service. Salary range $85,000-$100,000 with generous benefits package.

Law Faculty: The Law School invites applications for tenure-track faculty positions. The Law School encourages examination of the values and empirical assumptions underlying law practice and legal thought, and the schools lively intellectual environment supports innovative and collaborative forms of teaching. Areas of interest are intellectual property and law and economics, but academically well-qualified candidates with open teaching interests are welcome to apply. Salary range $75,000-$82,500 with generous benefits package.

Director, Legal Writing and Research: This position is a non-tenure track three-year renewable contract appointment. Obligations will include administering the first-year legal Writing & Research program and also teaching in that program. The director will coordinate the work of five Writing and Research lecturers, and will work closely with the library staff and the Law School faculty to develop the substantive content of the Writing and Research program. Salary range $50,000-$57,500 with generous benefits package.

Lecturer, Legal Writing and Research: This is a one-year contract position, renewable for up to a three-year period. Teaching obligations include designing and conducting a two-semester Writing and Research course that progressively develops students' research, writing and doctrinal and factual analytic skills and provides students with numerous research and writing exercises and substantial individual feedback. Salary range $30,000-$32,000 with generous benefits package.

Send resumes and the names, addresses and phone numbers of three references to:

Professor Elizabeth Mensch
Chair, Appointments Committee
University at Buffalo Law School
422 O'Brian Hall
Buffalo, N.Y. 14260-1100

The University at Buffalo Law School is an equal opportunity, affirmative action employer. Women, minority and individual candidates with disabilities are encouraged to apply. In accordance with federal and state law, no person shall be subject to discrimination on the basis of age, creed, color, disability, national origin, race, religion, ethnicity, sex, sexual orientation, marital or veteran status.

ST. CLOUD STATE UNIVERSITY

A tradition of excellence and opportunity

DEAN
COLLEGE OF SOCIAL SCIENCES

St. Cloud State University invites nominations and applications for the position of Dean of the College of Social Sciences; anticipated starting date is July 1, 2000.

Responsibilities and ***Qualifications*** are available online at http://condor.stcloudstate.edu/~affact/NOVTODAY.html

Application: Nominations & applications are invited and should be addressed to: Dr. Ali Malekzadeh, Vice President for Academic Affairs, St. Cloud State University, 720 4th Avenue South, St. Cloud, MN 56301-4498. Fax No. (320) 654-5292. A complete application consists of a letter of application specifically addressing the responsibilities and qualifications as stated above; a resume; and names, addresses and phone numbers of 3-5 current references who can specifically comment on the candidate's abilities, experience and professional preparation. Candidates may be asked to submit additional application materials. Applicants are asked to provide a preferred mailing address, e-mail address, and fax number(s) if available. To ensure full consideration, complete applications must be received by December 16, 1999. Postmarks will not be accepted.

SCSU is committed to excellence and actively supports cultural diversity. To promote this endeavor, we invite individuals who contribute to such diversity to apply, including women, minorities, GLBT, persons with disabilities and veterans.

Announcement of Faculty Openings

CALIFORNIA
STATE UNIVERSITY
SAN MARCOS

Literacy Education
Learning and Instruction (2)
COLLEGE OF EDUCATION

THE COLLEGE - The College of Education at California State University San Marcos is a dynamic academic unit dedicated to collaborative efforts to improve teaching and learning at all levels. We have formed productive partnerships with area school districts to enhance teaching and teacher education. Our professional education programs are state-of-the-art and include initial teacher credential programs, masters programs for experienced teachers and a credential program for aspiring school administrators. As a part of our commitment to effective education for all students, we devote continuous attention to issues of cultural and linguistic diversity in all aspects of the College and its operation. The college faculty, staff and administration have constructed a collegial model of program development and decision-making and we model a learning community in all of our programs and activities. The College is approved by the California Commission on Teacher Credentialing and accredited by the National Council for Accreditation of Teacher Education.

THE POSITION - We are looking for individuals for tenure line faculty positions whose primary expertise is in the following areas:

- **LITERACY EDUCATION.** Applicants should have demonstrated excellence in teaching and in educational research (or potential for conducting educational research). Individuals are encouraged to list any additional area of expertise that they may have. Expertise in secondary reading and writing education with an integrated holistic perspective is desirable. Teach courses in both teacher preparation and a Master of Arts program. Understanding of and/or experience with second language populations desired; candidates who are biliterate in English and Spanish are especially encouraged to apply.

- **LEARNING AND INSTRUCTION** (2 positions available)-Applications are invited from exceptional individuals interested in "learning and instruction" applied in teacher credential programs. Coursework for which learning and instruction faculty are responsible include topics such as human growth and development, inclusive instructional strategies, learning theories, socio-cognitive learning, lesson planning, classroom management, motivation, assessment, etc. for a range of students from diverse cultural and linguistic backgrounds.
  Additionally, learning and instruction courses are offered at the graduate level. One position is available at the Associate Professor level for someone who has demonstrated leadership in learning and instruction in teacher education.
  Expertise in human development and/or pre-Kindergarten-to-Grade 3 (desirable).
  Bilingual (Spanish-English) candidates are especially encouraged to apply.

QUALIFICATIONS - Candidates for all positions should have an earned doctorate in an appropriate area of study and be current in their area of expertise.

SALARY - Tenure track positions are available at the Assistant Professor level with competitive salary and benefits. One of the Learning and Instruction positions may be filled at the Associate Professor level. It is anticipated that the successful applicants will assume their positions in mid-August, 2000.

APPLICATION - Interested persons should submit a complete curriculum vita and a letter of application. Letter of application should include a statement of qualifications in relation to the listed areas of expertise as well as the stated beliefs/values/mission of the College and interest and sensitivity in working with diverse populations including cross-cultural, multilingual, bilingual and exceptional learner groups. Candidates should explicitly identify their primary and secondary (if any) areas of expertise. In addition, one example of a recent professional writing should be submitted. Arrange to have sent at least three (3) and no more than five (5) current letters of reference which specifically address qualifications in relation to the information presented in this position announcement.

Materials should be submitted to:

Chair, Faculty Search Committee
COLLEGE OF EDUCATION
California State University San Marcos
San Marcos, CA 92096-0001

To ensure full consideration, all application materials should be received no later than November 15, 1999. Positions are open until filled. For additional information and College of Education mission statement, visit our website: ww2.csusm.edu/COE

CSUSM is an AA/EEO/Title IX Employer

The Center for HIV/AIDS Educational Studies and Training (CHEST) announces openings for the following positions:

RESEARCH ASSOCIATES

(Full and Part Time Positions Available)

The Research Associates will assist the Center for HIV/AIDS Educational Studies and Training (CHEST) staff on a variety of research projects.

Applicants should possess a BA/BS in one of the social or behavioral sciences or in a relevant public health field. Applications for the part-time positions will ideally be currently enrolled in a M.A. or Ph.D. program, or planning on enrolling in M.A. or Ph.D. program. Previous research or outreach experience with the New York City gay/lesbian/bisexual community is desirable, as is familiarity with issues involving persons with HIV/AIDS. Previous qualitative and quantitative research experience, and understanding of statistical software package (SPSS, SAS) is also desirable. All positions can accommodate flexible scheduling, as the Research Associates will spend a considerable amount of time in the field. Half-time positions are for 16-20 hours per week. The majority of the work will be performed out of our offices in New York City.

OFFICE MANAGER

The Office Manager will be based out of our offices in New York City (Manhattan) and will supervise all field operations and coordinate research related activities with front-line staff and senior investigators.

Applicants must possess a minimum of a BA/BS (Master's preferred) in management, business, public administration, or organizational psychology. Experience with research settings, human resources or non-profit agencies is essential. Applicants must have exceptional interpersonal skills, organizational/ management abilities, and be able to work independently.

Submit a letter of application (clearly stating position of interest), curriculum vitae or resume, salary requirements and the names of three references to:

NEW JERSEY
CITY
UNIVERSITY

Dr. Jeffrey Parsons, CHEST
New Jersey City University
64 College Street, Jersey City, NJ 07305

Equal Opportunity Employer

THE COLLEGE OF
WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-2363

Appointments beginning Fall, 2000

Tenure-Track
Black Studies/Social Science,
Education (Early Childhood)

Leave Replacements
Biology, Geology, Music,
Music/Black Studies, Philosophy
Spanish Linguistics

The positions are being posted jointly with the **Five Colleges of Ohio Consortium.** For complete job descriptions, please see **www.wooster.edu**; at the bottom of the home page click on the Quick Link for **Employment Opportunities** or call or e-mail Linda Farmer 330-263-2133 - lfarmer@acs.wooster.edu

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Metropolitan State University

Metropolitan State University invites applications for tenure-track faculty positions effective Fall, 2000. Metropolitan State University serves approximately 8,500 students in the seven-county Twin Cities Metropolitan area. Metro State is a growing, exciting institution, with a reputation for teaching excellence and innovation. The university offers flexible programs leading to baccalaureate and master's degrees. The faculty positions require an appropriate terminal degree, successful teaching experience at the college or university level, scholarship, and a commitment to serving culturally diverse students. Additional information about the position is available via e-mail.

Computer Information Systems and Computer Science: (two positions)
CIS: specialization in database management; industry, government or nonprofit information systems work experience, ability to develop links to business and industry. CIS or CS: ability to teach in two or more of the following areas: HCI, multimedia, web development, rapid application development, software methodologies including OOAD, client-server architectures or computing theory; master's degree or Ph.D. in CIS, CS or related field. Review of applications begins 1/14/00. Additional information at learning.metrostate.edu/courses/ics/cisjob.htm. E-mail to administrative support staff **Joy.Harris@metrostate.edu**

English: Ph.D. and teaching experience required; generalist, with expertise in British literature since 1700, and in at least one of the following: Commonwealth literature, post-colonial literature in English, or world literature. Review of applications begins 11/15/99. E-mail to **Lawrence.Moe@metrostate.edu.**

Mathematics: (two positions) Ph.D. by date of appointment in applied mathematics, statistics, or operations research; commitment to mathematics education reform to promote active learning; willing to participate in a new and rapidly growing department. Review of applications begins 1/15/00. Additional information at: **http://math.metrostate.edu.** E-mail to **Michael.Green@metrostate.edu**

Modern European History: Ph.D. by date of appointment and at least three years experience teaching, including successful self-directed teaching. Review of applications begins 12/1/99. E-mail to administrative support staff **LisaAnn.McMahon@metrostate.edu**

Public Relations and Speech Communication: Either a completed M.A. in communication or public relations and industry/work accomplishments in public relations or a Ph.D. in communication or public relations. Review of applications begins 12/1/99. E-mail to **Becky.Omdahl@metrostate.edu**

Metropolitan State University is an equal opportunity, affirmative action employer.
700 E. Seventh Street, St. Paul, MN 55106-5000

THE COUNSELING CENTER PACE NEW YORK

Staff Psychologist/Coordinator of Services For Students With Disabilities & Multicultural Specialist

We are looking for a dynamic person with a strong appreciation of multiculturalism to join our talented and creative staff to manage services for students with disabilities and the multicultural training component of our pre-doctoral psychology internship (accredited by the APA since 1985). This is an entry-level staff position with great opportunities for innovation and growth. Other duties include: individual & group counseling services to students; crisis intervention services; and supervision of the interns' clinical supervision of practicum students. We are a full service counseling center servicing a highly diverse University community.

Qualifications: Doctoral degree in counseling or Clinical psychology preferred, advanced ABD's are encouraged to apply; eligible for licensure as a Psychologist in New York State within 3 years of hire; knowledge of the assessment of physical and learning disabilities; knowledge of the ADA; education and experience in models of multicultural training and service delivery; experience in the supervision of masters level counselors; 2-3 years of experience in a college counseling center or other mental health setting.

We offer a competitive benefits package including free tuition for self, spouse and dependent children. For immediate consideration, please send C.V. with salary requirements to: **Sandra Alon, Human Resources Services, Pace University, One Pace Plaza, NY, NY 10038.** We are an equal Opportunity/ Affirmative Action Employer.

PACE
UNIVERSITY

AP
AUSTIN PEAY
STATE UNIVERSITY

REGISTRAR

Austin Peay State University is a comprehensive public liberal arts university in the Tennessee Board of Regents system. The university is fully accredited and offers more than 50 majors in associates, bachelors, masters, and education specialist degrees. The Registrar is a member of Enrollment Management in the Academic Affairs division and is responsible for the maintenance of academic student records, transcript evaluations, certification of degrees, graduation, and NCAA athletic eligibility. The Registrar is responsible for the supervision of staff, student information system, university reporting, catalog preparation, automated voice response system, development of class schedules and represents the university on a variety of committees. The registrar is actively involved with new student registration, decentralized registration, Academic Council, Graduate Research Council and the Technology Board.

REQUIREMENTS: Doctorate degree with at least three years experience or a master's degree with eight or more years of experience at the Assistant Registrar level or higher required. The candidate must have a technology background with experience in some or all of the following areas; student information systems, automated voice systems, WEB registration, and imaging. Strong communication skills and supervisory experience required.

APPLY TO: APSU, Human Resources, P.O. Box 4507, Clarksville, TN 37044. For a detailed description contact Human Resources at (931) 221-7177, FAX (931) 221-6345. Review of applications will begin December 1, 1999, and continue until the position is filled.

See the APSU Home Page at **http://www.apsu.edu** for other employment opportunities and information on employee benefits.

APSU IS AN AA/EOE

EASTERN MICHIGAN UNIVERSITY
Faculty & Administrative Vacancies

Eastern Michigan University is accepting applications for more than 30 tenure-track faculty positions in its colleges of Arts and Sciences, Education, Health and Human Services and Technology, as well as in the new leading-edge Bruce T. Halle Library. We also are recruiting for Academic Department Head positions in Biology, Computer Science, Political Science and Health, Physical Education, Recreation and Dance, and for Dean of the College of Business. EMU's scenic campus is located within easy reach of the city of Detroit and several charming rural communities. Neighboring Ann Arbor, home of the University of Michigan, was recently rated as the top community for families in the US.

For position announcements and application instructions please visit **www.emich.edu** and follow the links to Academic Human Resources by clicking on "Services and Administration," or call us at **(734) 487-0076** and we will be happy to fax information to you.

EMU is an affirmative action/ equal opportunity employer.

STATE UNIVERSITY OF NEW YORK COLLEGE AT ONEONTA

The College at Oneonta invites applications for three Tenure Track positions at the rank of Assistant Professor. These positions begin with the Fall 2000 semester. SUNY Oneonta, a four-year arts and sciences college with a pre-professional focus, offers liberal arts and professional programs at undergraduate and master's levels. Increasing emphasis is placed upon technology and community service across all disciplines and the campus has announced a Universal Computer Access program (UnCAS) for its students. See the Oneonta home page for additional information (**http://www.oneonta.edu**). Review of applications begins immediately and continues until positions are filled. SUNY Oneonta is an EEO/AA employer. Women and minorities are encouraged to apply.

ELEMENTARY EDUCATION AND READING DEPARTMENT

READING AND LITERACY

Qualifications: Dynamic team member to teach undergraduate and graduate courses in Reading and Literacy. Appropriate doctorate (e.g., Reading, Literacy, Curriculum and Instruction with Reading emphasis, etc.), teaching certificate, and three years of public school experience required. Backgrounds in assessment/diagnostic skills, children's literature, special education, or multicultural education are preferred, as is experience with NCATE and integration of technology into the curriculum and teaching. College teaching experience and a research record are desired. Send application letter, resume, names, addresses, transcripts, and telephone numbers of three professional references to **Dr. Constance Feldt, Chair, Department of Elementary Education and Reading, Box H, SUNY Oneonta, Oneonta, NY 13820-4015.**

DIVISION OF EDUCATION

ELEMENTARY SCIENCE METHODS

Qualifications: Dynamic team member to teach undergraduate and possibly graduate courses in Elementary Science Methods. Appropriate doctorate (e.g., Science Education, Science discipline, Curriculum and Instruction with Science emphasis, etc.), teaching certificate, and three years of public school experience required. Experience with NCATE, science education, the integration of technology into the curriculum and teaching, or special education preferred. College teaching experience and a research record are desired. Duties: 12 s.h. per semester teaching load, student advisement, college service, research. Send application letter, resume, names, addresses and telephone numbers of three professional references to: **Dr. Constance Feldt, Chair, Department of Elementary Education and Reading, Box H, SUNY Oneonta, Oneonta, NY 13820-4015.**

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

Required qualifications include an earned doctorate in Educational Psychology or Special Education and three years school teaching or equivalent history of school based research. Preferred qualifications include teaching experience or preparation for teaching in introductory level courses, at either graduate or undergraduate level, in: learning and motivation; child development; and either assessment or special education. Knowledge and/or experience with NCATE certified programs helpful. The department supports and encourages school based research opportunities. Send application letter, resume, and references to: **Dr. Joan Marshall, Chair, Search Committee, Box H, 337 Fitzelle Hall, SUNY Oneonta, Oneonta, NY 13820-4015.**

Plattsburgh

ASSISTANT TO THE EXECUTIVE DIRECTOR

Career & Placement Center

Plattsburgh State University is seeking a dynamic, energetic, personable individual who can assist the Career & Placement Center with its expanding role in the areas of internships, placement, general career services, experiential education, and employee relations.

Minimum Qualifications: Master's degree in business or human development-oriented field is required; relevant experience; a multitude of talents and skills; excellent oral and written skills; and comfortable working with business from within an academic environment. The candidate's specific area of formal education is not as significant as his or her personal and leadership qualities.

Responsibilities: Forge new relationships, particularly within business and industry; assist students and graduates with finding a career direction within a wide spectrum of employment opportunities.

Applications from women and minority candidates are especially welcome. Plattsburgh State University is an affirmative action, equal opportunity employer.

Salary: $33-38,000; dependent upon experience and qualifications; excellent benefits.

Review of applications begins immediately and continues until position is filled. Please send or fax cover letter, resume, and three letters of reference to: **Chair, Search Committee (PJ#2361-808),** c/o Human Resources, Plattsburgh State University, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax# (518)-564-5060

Youngstown State University

DIRECTOR

Upward Bound

Provides primary leadership for philosophy, goals, and objectives of Upward Bound program; coordinates and assists in development and implementation of Upward Bound programs and services; administers budget, trains and supervises program staff; serves as liaison to University faculty/staff and community in support of program services; completes related administrative duties as directed. Master's in Education, Psychology, Counseling, Social Work or related area; minimum of 2 years experience with low-income, potential first-generation college bound youth; 2 years experience in advising/counseling students in support of postsecondary education. Graduate of Upward Bound program preferred. Initial Salary: $37,900-40,000. Date available: January 2000. Submit letter of interest, current resume, official transcript, and names/addresses/telephone numbers of three references to:

Judith Gaines
Executive Director, Student Life
Youngstown State University
Youngstown, OH 44555

Review of applications will begin immediately and will continue until position is filled.

Youngstown State University is an Affirmative Action/Equal Opportunity Employer

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GUSTAVUS ADOLPHUS COLLEGE

Gustavus Adolphus College is a nationally recognized private, residential, liberal arts college, located in St. Peter, Minnesota, 90 minutes southwest of the Twin Cities. The College strives to balance educational tradition with innovation and to foster the development of values as an integral part of intellectual growth. We aspire to be a community of persons from diverse backgrounds who respect and affirm the dignity of all people; we are affiliated with the Evangelical Lutheran Church in America. The college emphasizes international education and the integration of information technology into teaching and research. The academic calendar is based on a 4-1-4 semester system, with the interim term month in January.

Gustavus Adolphus College welcomes applications for the following tenure-track positions. For more detailed information on any position listed below, please consult the web site at:

http://www.gustavus.edu/oncampus/facservices/Human_Resources/Employment_Opportunities/empop.htm.

ENGLISH

Assistant Professor (tenure track): Director for college-wide writing across the curriculum program. Teach such courses as Research and Writing, Intermediate Composition, Reading and Writing Essays, plus English Teaching methods and Adolescent Literature. Requirements: Ph.D. in hand. Review of applications begins November 15, 1999, and will continue until the position is filled.

MATH/COMPUTER SCIENCE

Assistant Professor (tenure track): Applied Math, with expertise in mathematical modeling and statistics. Ph.D. preferred, ABD required. Review of applications begins January 8, 2000, and will continue until the positions is filled.

MUSIC

Assistant or Associate Professor (tenure track); conduct the Gustavus Orchestra; teach courses in Music Theory, Music Appreciation, Applied Music; coach Chamber Music; coordinate String Area Program. Ph.D. preferred, ABD required. Review of applications begins November 30, 1999, and will continue until the position is filled.

NURSING

Assistant Professor (tenure track); Medical-Surgical Nursing. Ph.D. preferred, Master's in Nursing required. Review of applications begins November 1, 1999, and will continue until the position is filled.

POLITICAL SCIENCE

Assistant Professor (tenure track); emphasis on Political Theory, ability to teach Constitutional Law and Jurisprudence. Ph.D. preferred ABD required. Review of applications begins November 1, 1999, and will continue until the position is filled.

Send application letter stating qualifications, a statement of teaching philosophy and research interests, curriculum vita, and three letters of recommendation to **Chair of appropriate department, Gustavus Adolphus College, St. Peter, MN 56082.**

It is the policy and practice of Gustavus Adolphus College to provide equal educational and employment opportunities for all. We specifically encourage applications from women, minorities, and person with disabilities.

STOUT
UNIVERSITY OF WISCONSIN

A member of the University of Wisconsin System, UW-Stout has 7,600 students enrolled in 16 graduate and 24 undergraduate programs. The University is located in Menomonie, Wisconsin, 60 miles east of Minneapolis-St. Paul on Interstate 94. Beautiful lakes, streams and woods surround Menomonie, a city of 14,600. The university invites applications for the following positions.

ADMINISTRATIVE/STAFF

Dean of College of Technology, Engineering and Management. Vi Hintzman 715/232-2421, hintzmanv@uwstout.edu.

Executive Director of Stout Vocational Rehabilitation Institute. John Wesolek 715/232-2687, wesolekj@uwstout.edu.

Executive Director of Academic and Student Affairs, Instructional Outreach and Research Vi Hintzman 715/232-2421, hintzmanv@uwstout.edu.

Residence Life: 1) Residence Hall Director, 2) Associate Residence Hall Director. Martin Fritz 715/232-3703, fritzm@uwstout.edu.

Licensed Psychologist at University Counseling Center. Robin Abraham 715/232-2468, abrahamr@uwstout.edu.

Director for Center for Innovation and Development, Stout Technology Transfer Institute, faculty. Bob Meyer 715/232-1360, meyerb@uwstout.edu.

Project Manager, Northwest Wisconsin Manufacturing Outreach Center, lecturer. Bob Meyer 715/232-1360, meyerb@uwstout.edu.

FACULTY/LECTURER

COLLEGE OF ARTS AND SCIENCES

Art and Design: a) Art Education, faculty. b) Industrial Design, faculty. c) Multimedia Design, faculty. d) Graphic Design, lecturer. Ron Verdon 715/232-1097, verdonr@uwstout.edu.

Biology: a) Biology, with emphasis in physiology, faculty. Louis Miller 715/232-1138 or 715/232-2268, millerlou@uwstout.edu.

English and Philosophy: a) Literature and Composition, faculty. b) Logic and Philosophy, faculty. c) Technical Communications, faculty. Susan Thurin 715/232-1103, thurins@uwstout.edu.

Mathematics, Statistics and Computer Science: a) Computer Science, faculty. b) Mathematics, faculty. Eileen Zito, 715/232-2682, zitoe@uwstout.edu.

Physics: a) Physics, faculty. Mark E. Larchez, 715/232-2153, larchezm@uwstout.edu.

Speech Communication, Foreign Languages, Theatre and Music: a) Director of Forensics, faculty. b) Assistant Director of Forensics, faculty. Raymond S. Hayes, 715/232-1238, hayesr@uwstout.edu.

COLLEGE OF HUMAN DEVELOPMENT

Education, School Counseling, School Psychology: a) School Counseling, faculty. b) School Psychology, faculty. Don Stephenson 715/232-1310, stephensond@uwstout.edu.

Food and Nutrition: a) Food Science, faculty. b) Nutrition, faculty. c) Research/Graduate Level, faculty. Barbara Knous 715/232-1994, knousb@uwstout.edu.

Hospitality and Tourism: a) Hotel, Restaurant and Tourism Management, lecturer. Christine Clements 715/232-1203, clementsc@uwstout.edu.

Human Development, Family Living and Community Educational Services: a) Family and Consumer Sciences Education, faculty. b) Early Childhood Education, faculty. c) Child Development, faculty. Mary Thompson 715/232-1463, thompsonm@uwstout.edu.

Physical Education and Athletics: a) Head Athletic Trainer. b) Assistant Men's Basketball Coach/Instructor/Web Page Development. c) Assistant Men's Football Coach/Assistant Women's Softball Coach/Event Management/Equipment Management. Steve Terry 715/232-2224, terrys@uwstout.edu.

Psychology: a) Industrial/Organizational Psychology, faculty. b) Marriage and Family Therapy Supervisor and Instructor, faculty. Tom Franklin 715/232-2242, franklint@uwstout.edu.

Rehabilitation and Counseling: a)Vocational Rehabilitation, faculty. b) Vocational Rehabilitation, lecturer, academic staff. c) Mental Health Counseling, faculty. Shirley Stewart 715/232-2499, stewarts@uwstout.edu.

COLLEGE OF TECHNOLOGY, ENGINEERING AND MANAGEMENT

Business: a) Retail, faculty. b) Law, faculty. Stan Johnson 715/232-2417, johnsons@uwstout.edu.

Communication, Education and Training: a) Graphic Communications Management, faculty (three positions). James Tenorio 715/232-1267, tenorioj@uwstout.edu. b) Graphic Communications Management, printing laboratory manager (three positions). Jerry Addie 715/232-1254, addiej@uwstout.edu. c) Telecommunications, faculty. Scott Simenson 715/232-1212, simensons@uwstout.edu.

Industrial Management: a) Production and Inventory Control, Organizational Behavior, faculty. Donna Stewart 715/232-1234, stewartd@uwstout.edu.

Technology: a) Apparel Design/Manufacturing, faculty. b) Manufacturing, faculty. c) Plastics, faculty. d) Construction, faculty. Jean Price 715/232-1686, pricej@uwstout.edu.

Faculty are expected to conduct appropriate research and scholarship in their field in addition to teaching, advising and service responsibilities. UW-Stout values faculty and staff who are supportive in working with diverse populations of students and staff. The ability to incorporate new instructional methods (including instructional technologies) into teaching is desirable. Instruction is student-centered and may require the delivery of course work via alternative delivery methods, times and locations in order to serve the needs of a changing student population.

The positions are expected to be filled, but are contingent on funding. Since dates for screening of applications vary with position/department, place your inquiry to contact listed as soon as possible. For a complete list of available positions, go to: http://www.nationjob.com/uwstout. For information about University of Wisconsin-Stout, go to: http://www.uwstout.edu/.

University of Wisconsin-Stout, an Equal Employment Opportunity/Affirmative Action employer, values a diverse university community and seeks to ensure equal opportunity.

Mexican American Studies

Full Time Tenure Track, Assistant Professor. ***Required***: Ph.D. in humanities or social sciences with an emphasis on Chicano/Latino Studies. Prior teaching experience in Chicano/Latino history and culture, and/or political, economic and gender issues. Knowledge of curriculum development in ethnic studies and evidence of undergraduate mentoring. ***Responsibilities***: Teaching undergraduate and graduate level Mexican American Studies, developing curricula, advising students and committees. Start: January 25, 2000. Salary: $37,956 - $47,844. Priority review of applications beginning: **November 19, 1999**. Positions open until filled.

Submit letter of application, c.v. and names/addresses/phone numbers of three references to:
Dr. Louis Holscher, Chair,
Faculty Recruitment Committee,
Mexican American Studies Department,
San Jose State University,
One Washington Square,
San Jose, CA 95192-0118,
Email: holscher@email.sjsu.edu

Priority review of applications beginning: **November 19, 1999**. Positions open until filled.

PVHt: SW 00-016

San José State
UNIVERSITY

EO/AA/503/504/ADA/ TITLE IX Employer

POSITION DESCRIPTION

CALIFORNIA STATE UNIVERSITY SAN MARCOS

THREE POSITIONS: CSU San Marcos invites applications. Three tenure track, assistant professor openings, Fall 2000:

1) Rhetoric and Composition Professor who is willing to work in the University writing program and the writing center. Technical writing a plus. **2) Medieval Literature** Professor who is willing to teach in the general education program. **3) Victorian Literature** Professor who is willing to teach in the general education program. See our www site for more information: **http://ww2.csusm.edu/Lit_Writing/joblist.index.htm.** Positions pending authorization. Application letter, vita, 3 recommendations, and writing sample to **Prof Y Yuan, LTWR Search Committees, CSU San Marcos, CA 92096-0001** by 11/12/99. EOE/Title IX.

UNIVERSITY OF VERMONT

South Regional Chair of UVM Extension

Responsibilities include administrative and program leadership of the four-county southern region and implementation of an educational outreach program in one of UVM Extension's program areas: 1) Agriculture, 2) Natural Resources and Environmental Health, 3) Family and Community Resources and Economic Development, and 4) Nutrition, Food Safety and Health. **Qualifications**: Masters required. PHD preferred: understanding of Extension programming; at least 3 years experience implementing educational programs; excellent communication skills; experience with program development and evaluation, personnel issues, and budget management including grants and contracts. To request a detailed position description **E-mail: ellen.rowe@uvm.edu**

Review of applications will begin November 1, 1999. Please submit a cover letter, C.V. and 3 letters of references to **S. Ellen Rowe, Chair, South Regional Chair Search, UVM Extension, 2176 Portland St., Suite 3, St. Johnsbury, VT 05819-8802.**

STANFORD UNIVERSITY

GRADUATE SCHOOL OF BUSINESS

PRITZKER PROFESSORSHIP IN LAW AND BUSINESS

The Law School and the Graduate School of Business at Stanford University announce the creation of the Pritzker Professorship in Law and Business. We are initiating a search for a distinguished senior scholar to occupy this chair. The successful candidate will hold a joint appointment in both the Law School and the Graduate School of Business and will facilitate the development of activities and programs between the two schools, including research, teaching (MBA and Law students), and curricular development. Preference will be given to applicants whose area falls into one of the following areas: political economy; regulation and other non-market issues; economics, accounting, or finance.

Applications should include a curriculum vitae and copies of research publications. All materials should be directed to: **Faculty Recruiting Coordinator, Pritzker Professorship, Graduate School of Business, Stanford University, Stanford, CA 94305-5015** by December 1, 1999. Stanford University is an equal opportunity employer and seeks applications from women and ethnic minorities.

MILLS COLLEGE-Oakland, CA

The following are full-time tenure-track positions, to begin Fall 2000. Located in the San Francisco Bay Area, Mills is a small, selective liberal arts college for women, with coeducational graduate programs. See http://www.mills.edu for more information on the College. Persons of color & those committed to working in a multicultural environment are encouraged to apply. EOE/AA.

Assistant Professor: Dramatic Arts & Communication

Tenure-track position in New Media beginning Fall 2000 to teach courses which may include directing, script-writing, electronic media, impact of new media in society, cultural theory & public speaking, Primary focus on theory, artistic & social issues of theatre & communication. Req'd: PhD or MFA; college teaching exper.

Send letter describing research, creative work, teaching exper.; vita; 3 recommendations to: James Wright, Chair, Dram Arts/Comm Search Ctte., Mills College, 5000 MacArthur Blvd., Oakland, CA 94613. **Screening begins D ec. 1 & continues until position is filled** .

Assistant Professor: Economics

The Economics Department of Mills College has a tenure-track opening at the Assistant Professor level starting Fall 2000. Applicants should have completed the Ph.D. by the starting date, have evidence of teaching effectiveness, and show promise in scholarly research. The position involves developing and teaching courses in support of a Public Policy Program and expanding course offerings that facilitate undergraduate research. Some of the courses needed are: Urban Economics, Public Finance, Economics of Education, Health Economics, Law and Economics, and Quantitative Methods in Economics. In addition, the Department expects that this individual will contribute to the general education program of the College.

Please send vita, evidence of teaching effectiveness, and any other supporting materials to: Nancy Thomborrow, Chair, Dept. of Economics, Mills College, 5000 MacArthur Blvd., Oakland, CA 94613. **The closing date for applications is December 15, 1999** .

PRESIDENT

LAGUARDIA COMMUNITY COLLEGE

The City University of New York

The Board of Trustees of the City University of New York and the Presidential Search Committee invite nominations and applications for the position of President at LaGuardia Community College.

LaGuardia is the newest of 20 City University of New York campuses and one of six community colleges. Since enrolling its first class of 500 students in 1971, LaGuardia has grown to an enrollment of more than 11,000 degree students and more than 20,000 adult and continuing education students. It has earned an international reputation for its mandatory cooperative education program and many pedagogical innovations, including three model high schools integrated into the campus.

The student body is truly international - - more than 60 percent of students were born outside the United States and more than 100 languages and cultures are represented on campus. The International High School that is housed on campus admits only newly arrived immigrants with limited English skills. The campus also has strong ties with community colleges in Latin America and Africa.

LaGuardia awards degrees in 30 majors, specializing in career preparation. Forty-three percent of LaGuardia students are enrolled in occupational degree programs and 12 percent are in non-degree programs in fields ranging from computer technology to travel and tourism, veterinary technology to commercial photography or occupational therapy. Forty-five percent of students are enrolled in programs leading to an A.A. or A.S. degree. To help these students continue their education, the college maintains bridge and transfer agreements with 50 baccalaureate degree campuses.

There are 246 full-time faculty members, 47 percent of whom have doctorates, and 416 part-time faculty. The faculty is culturally and ethnically diverse and very stable. Administrative and support staff bring the total workforce to 1,315. The college's annual budget is $75 million, four-fifths of which comes from direct governmental appropriation and student tuition and fees. Faculty research and pilot projects annually add another $11 million in grant awards.

LaGuardia's modern campus is located in Long Island City, Queens, a rapidly growing industrial/business complex just across the East River from Manhattan. The campus includes a Performing Arts Center with two large theaters and exhibition space, and a large indoor sports complex.

The President serves as chief academic and administrative officer of the college, under the general direction of the CUNY Chancellor, according to policies set by the Board of Trustees. Preferred qualifications for the position include:

- A demonstrated commitment to urban, public higher education in a multi-cultural, multi-ethnic city.
- Proven strengths in strategic planning, budgeting and management in a collegial setting.
- A record of respect for faculty and student concerns. An ability to forge consensus with an active and engaged faculty, and a commitment to strengthen the delivery of services to students.
- A record of upholding high academic standards while maintaining broad access, and a record for building systems for campus accountability.
- An earned doctorate or professional equivalent, plus experience in the senior-level management of a community college and in teaching at the college level.
- An appreciation for the benefits of cooperative education and an openness to innovative pedagogies that produce results.
- The ability to communicate with, and represent, the institution to its outside constituencies, including the residential and business communities, alumni, and legislative and other governmental bodies.
- Experience in attracting external funding and in handling the complexities of city, state, federal and private support.
- An understanding of how technology can be integrated into classrooms to improve learning, and a record of support for technological advancements.

The position is available starting September 1, 2000. A revision of salary and benefits that is now underway will make the compensation package highly competitive. The review of applications will begin immediately; submission of applications and nominations is strongly encouraged prior to November 30, 1999.

Applications: Applicants should send (1) a letter expressing their interest in the position (2) their curriculum vitae, and (3) the names of eight references (two of each: superiors, subordinates, faculty members, and community/business leaders). References will not be contacted without the applicant's prior permission.

Nominations: Nominators should send a letter of nomination and, if possible, the nominee's curriculum vitae. Applications and nominations should be sent to:

Office of Executive Search and Evaluation
The City University of New York
535 East 80th Street, New York, NY 10021

Attn: LaGuardia Presidential Search

All inquiries, nominations and applications will be held in the strictest confidence.

For additional information: Please contact Elizabeth Rocklin, Director of Board Services, Association of Community College Trustees (ACCT); she can be reached by phone at 202-775-4667 or 202-365-4411. Mailing address: 1740 N Street, NW, Washington, DC 20036.

The City University of New York is an Equal Opportunity/Affirmative Action/IRCA/Americans with Disabilities Act Employer with a strong commitment to racial, cultural and ethnic diversity. The Search Committee actively seeks and encourages nominations and applications from men and women of all races and ethnic backgrounds.

An ACCT Search

NOTRE DAME LAW SCHOOL

DIRECTOR OF ADMISSIONS

Notre Dame Law School invites applications for the position of Director of Admissions.

Notre Dame Law School, located in South Bend, Indiana, is the oldest Catholic law school in the United States. Founded in 1869, Notre Dame Law School draws its inspiration from two ancient traditions: English and American common law as well as the Catholic tradition. The Law School seeks to enhance still further the quality and diversity of its student body, even while maintaining its enrollment at about 550 students.

The Director of Admissions oversees and manages all aspects of the Law School's admissions effort, including financial aid. This responsibility includes planning and implementing an aggressive and innovative marketing strategy for recruiting applicants of high quality; evaluating applications and achieving enrollment goals; organizing and hosting creative events for prospective students, including students admitted but not enrolled; and managing the admissions office, including the supervision of admissions staff. The Law School expects the Director to develop the structure of the office and encourage the professional development of the staff in order to enhance the strategic reach of all admissions efforts. The Director must manage a highly confidential process. Periodic travel is required.

The Director must develop productive relationships with faculty members and alumni of the Law School, as well as with undergraduate institutions. Active membership in appropriate professional organizations is expected.

The successful candidate will be outgoing and possess strong communicative and interpersonal skills, both oral and written. The candidate will demonstrate enthusiasm for and familiarity with computers and the relevant software programs available on the market today. Applicants must possess a bachelor's degree, five years related and successful experience in a selective admissions environment and further education (such as a master's degree, a J.D. or an M.B.A.).

The Law School expects the new Director to begin no later than July 1, 2000. We provide a competitive salary and benefits package.

Send resume, cover letter, and names of three references to:

Director of Admissions, Law School Search
Job 9012-336
Department of Human Resources
University of Notre Dame
100 Grace Hall
Notre Dame, Indiana 46556

Notre Dame is an Equal Opportunity, Affirmative Action Employer

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CENTRAL MICHIGAN
UNIVERSITY

DEAN OF THE COLLEGE OF GRADUATE STUDIES
ASSISTANT VICE PRESIDENT FOR RESEARCH

Central Michigan University is a comprehensive state university with over 800 faculty serving an on-campus enrollment of approximately 18,000 students. The university's eight colleges offer more than 20 undergraduate and graduate degrees and 150 major areas of study. The main campus is situated on an 854-acre site in Mount Pleasant, a city of 25,000 residents located in the heart of the lower peninsula of Michigan. The institution is nationally recognized for offering one of the most extensive extended learning programs in North America. The off-campus programs serve an additional 8,500 students at 70 sites and utilize 1,200 adjunct faculty.

The college is searching for an outstanding leader with the vision to assist the university's efforts to move into the next century as a modern institution with a clear focus on promoting a strong learning and research environment. As the chief academic officer for graduate students, the Dean reports directly to the Provost and serves on the Council of Deans. The successful candidate will be expected to provide leadership in the planning and delivery of high quality research and graduate programs. The Dean is accountable for the resources and long-range curricula planning to achieve the mission of the college and the university.

The college offers graduate programs leading to eight doctoral degrees, two specialist's degrees, more than fifty master's degrees, and nine graduate certificates in numerous fields of study including teacher education, health related professions, business, technology, science, humanities, and arts. The Dean also carries the title of Assistant Vice President for Research who is responsible for stimulating institutional support of research; promoting proposal preparation and external grant funding by faculty; and maintaining a positive, effective interaction with federal granting agencies. The mission of the Office of Research and Sponsored Programs is to foster high-quality scholarship and sponsored research and to assure compliance with regulations related to grants, contracts, copyrights, patents and associated matters.

Required Qualifications for the position include and earned Doctorate; an outstanding record of excellence in teaching and scholarly activity sufficient for appointment at the rank of a tenured full professor in an academic department; successful experience in securing external funding; knowledge of regulatory and business matters related to grants, contracts, copyrights and patents; experience in the planning and management of budgets; effective communication skills; demonstrated commitment to shared governance, diversity, and affirmative action; and a record of outstanding leadership and administrative skills. Experience at a graduate program level preferred.

REVIEW OF APPLICATIONS will begin December 3, 1999, and will continue until the position is filled. The anticipated starting date will be July 1, 2000. Candidates should send a letter of application; resume; statement of their educational and administrative philosophy; and the names, addresses and phone numbers of three to five references. Inquiries, nominations and applications should be forwarded to: **Office of the Provost, Dean's Search, Warriner Hall 112, Central Michigan University, Mt. Pleasant, MI 48859, Tel (517) 774-3932, Fax (517) 774-2042.**

Central Michigan University, an AA/EO institution, is strongly and actively committed to increasing diversity in its community. URL's include: http://www.cmich.edu; http://www.grad.cmich.edu; http://www.orsp.cmich.edu; http://www.provost.cmich.edu; http://www.cmich.edu/AAEO.HTML

CALIFORNIA STATE UNIVERSITY SAN MARCOS

COLONIAL/EARLY NATIONAL U.S. HISTORY

Assistant Professor, tenure track. Any research specialty within the field will be considered, however demonstrated ability to teach a broad range of upper division topics in the field and the ability to teach the U.S. survey are required. Ph.D. in hand or proof of completion by August 1, 2000. Send letter of application, vita, three letters of recommendation, and a statement of teaching philosophy and interests to **Chair, Colonial/Early National U.S. History Search, California State University San Marcos, San Marcos, CA 92096-0001.** Opening subject to final budget authorization. Screening of applicants will begin November 10, 1999. CSUSM has a strong commitment to diversity and seeks a broad spectrum of applicants from all groups. AA/Title IX/EOE

EMINENT SCHOLAR OF HISTORY

Gainesville College invites applications and nominations for its Eminent Scholar of History endowed chair, a tenure track position reporting to the Chair of the Division of Social Sciences. Primary responsibilities include involvement in research activities focused on the local and state level; development and implementation of educational programs for the entire community; service as a College liaison to the community and appropriate educational institutions; and services to the College's students through the teaching of four courses per year. See **www.gc.peachnet.edu** for a complete description and application procedures.

ROWAN UNIVERSITY

FACULTY POSITIONS

Rowan University is accepting applications for full-time tenure-track positions beginning September 1, 2000, unless otherwise noted. All positions are at the Assistant Professor rank, and are subject to available funding. Selected appointments (noted with an *) are negotiable to a higher rank depending on qualifications. Inquiries should be directed to the contact person named below at **Rowan University, 201 Mullica Hill Road, Glassboro, NJ 08028.** Applicants should provide a resume, supportive materials and names, addresses and telephone numbers of three references. Evidence of excellent teaching and a strong commitment to teaching is required. Salaries are competitive. Rowan University is an Equal Opportunity, Affirmative Action Employer. Job announcements can be found at **www.rowan.edu/jobs.**

Rowan University (formerly known as Glassboro State College) is a selective medium-sized university located in southern New Jersey, between Atlantic City and Philadelphia. In 1992, Rowan University received a $100 million gift from Henry and Betty Rowan, one of the largest gifts ever bestowed on a public university. The gift has been a catalyst for Rowan's transformation into a university of regional prominence. Founded in 1923 as a normal school for teachers, the University enrolls over 9,500 students in degree programs ranging from bachelor's through doctorate. The University is divided into six colleges: Business, Communication, Education, Engineering, Fine and Performing Arts, Liberal Arts and Sciences and The Graduate School. The 200-acre campus contains 31 buildings, including six residence halls and three apartment complexes. The University was also the site of the historic Summit Conference between President Johnson and Russian Premier Kosygin in 1967.

COLLEGE OF BUSINESS

Applications will be reviewed beginning November 15 and continue until the positions are filled. All positions require a Ph.D. or DBA, or have achieved ABD status with an ascertainable completion date.

***Finance** - Teach undergraduate/graduate courses in financial institutions and financial markets. **Contact: Ms. Carol Welsh, Chair, Accounting & Finance.** E-mail: **welsh@rowan.edu.**

***Management** - (3 positions) - Teach undergraduate/graduate courses in the following areas: (1) organizational behavior and organizational change; (2) operations management and quality management; (3) organizational behavior and human resources. **Contact: Dr. Dilip Mirchandani, Search Committee Management.** E-mail: **mirchandani@rowan.edu.**

***Management Information Systems** - (1 tenure track and 1 full-time temporary position) - Teach at least two of the following areas: System Design, Database Design, Decision Support Systems, Network Management. **Contact: Dr. Diane Hamilton, Search Committee MIS.** E-mail: **hamilton@rowan.edu.**

***Marketing** - (2 positions) - Teach undergraduate courses in: (1) Retailing, Marketing Channels, and Internet Marketing. Starting date: January 2000. (2) Service Marketing, Promotion Management, Product Management, and International Marketing. **Contact: Dr. Harold Lucius, Search Committee Marketing.** E-mail: **luci0457@rowan.edu.**

COLLEGE OF COMMUNICATION

College Writing - Generalist in composition must be able to teach a variety of courses in a freshman writing program. Specializations in computer-assisted writing, research methods, technical writing, desirable. Experience with composition-instructor training and WAC welcome. Evidence of successful teaching required. Ph.D. in Composition/Rhetoric or related field required. Preliminary interviews to be held at 1999 MLA convention in Chicago. **Deadline: 12/15/99. Contact: Dr. Janice Rowan, Chair, College Writing.**
E-mail: **rowan@rowan.edu.**

Journalism and Creative Writing - (2 positions) Ph.D. desirable; M.A in Journalism with extensive professional experience considered. (1) Teach the undergraduate and graduate course Publication Layout and Design and demonstrate expertise in Macintosh systems and software, such as QuarkXPress on Macintosh G3s. Knowledge of communication principles for expert production of newsletters, brochures, newspaper pages, journal articles essential. (2) Teach journalism skills primarily for majors in courses such as News Reporting I & II, Copyediting and Make-up, and Computer-Assisted Reporting, and possess expertise in new technologies. Ability to teach photojournalism and graphic design a plus. **Deadline: 12/15/99. Contact: Dr. David Lloyd, Chair, Journalism and Creative Writing.** E-mail: **lloyd@rowan.edu.**

COLLEGE OF EDUCATION

Review of applications will begin on December 1 and continue until positions are filled.

* **Educational Leadership Doctoral Program** - (3 positions) - Successful candidates must have an earned doctorate in educational administration, educational leadership, research, or closely related field and an active research/scholarship agenda. They will be required to demonstrate the academic and professional background necessary to provide doctoral level instruction in Leadership, Organizational Culture, Organizational Change, and/or Research. Appointments to the senior rank or Associate Professor will require experience leading and/or serving on doctoral dissertation committees. These are 12-month positions with summer teaching responsibilities. **Contact: Dr. Ronald Capasso, Faculty Search Chair, Educational Leadership Department.** E-mail: **capasso@rowan.edu.** Please indicate on the mailing envelope which position you are applying for by indicating: Position "A, B, C". (A) **Qualitative Research** - requires a strong background in teaching qualitative research, including action research. (B) **K-12 Administration** - requires a strong background in theories of leadership, change and organizational culture as well as the application of those theories to K-12 settings. (C) **School Law** - requires a strong academic and professional background in higher education with specific strengths in one or more of the following areas: campus culture; judicial affairs and institutional development.

Secondary Education/Foundations of Education - Doctorate in English education or a closely related field, secondary teaching certification in English and/or Language Arts, and full time secondary classroom teaching experience (3 yrs minimum). The successful applicant will teach methods courses in the areas of secondary English and to supervise student teachers. He/She may also be assigned to teach general teacher education courses in secondary education and graduate courses in curriculum development, children's and young adult literature, and Master of Science in Teaching (MST) professional courses, based on qualifications, preferences, and department needs. **Contact: Dr. John Gallagher, Chair, Secondary Education/Foundations of Education.** E-mail: **gallagher@rowan.edu.**

COLLEGE OF ENGINEERING

Review of applicants will begin on November 15 and continue until positions are filled.

Chemical Engineering - Doctorate in chemical engineering is required. The successful applicant will have a specialization in biochemical engineering and plans to integrate that specialization into the undergraduate and graduate curricula and to interact with the abundant pharmaceutical/biotechnology companies in the region. **Contact: Chemical Engineering Faculty Search Committee.** E-mail: **slater@rowan.edu.**

Electrical and Computer Engineering - (2 positions) - We are seeking candidates who are a good fit to the strongly multidisciplinary, entrepreneurial climate within the College. Demonstrated strong written and oral communication skills with creativity/entrepreneurial activity in the following Areas: bioengineering, mechatronics, computer engineering, wireless communication, embedded processors and VLS/MEMS. Experience with product design is a plus. Ph.D. in ECE/ME or related discipline and an undergraduate degree in ECE required. **Contact: Dr. John Schmalzel, ECE Search.**
E-mail: **schmalzel@rowan.edu.**

Mechanical Engineering - The position is open to all fields of mechanical engineering including mechanical systems, thermal/fluid systems, design and manufacturing, and other emerging fields. A doctorate in mechanical engineering and a bachelor's degree from ABET accredited engineering program or equivalent are required. **Contact: Dr. Tirupathi R. Chandrupatla, Mechanical Engineering Search Committee.**
E-mail: **chandrupatla@rowan.edu.**

COLLEGE OF FINE & PERFORMING ARTS

Dance - Teach Elements of Dance and other dance courses such as Dance History, Creative Dance for Children, World Dance Forms, or African/American Influences in Dance. The successful candidate will assist in curricular development of the Dance program along with planning, admissions, recruitment, and outreach. Choreographic responsibilities include work for both Theatre and Dance. MFA or Ph.D. required. **Deadline: 12/15/99. Contact: Bart Healy, Chair, Theatre and Dance.** E-Mail. **healy@rowan.edu.**

COLLEGE OF LIBERAL ARTS & SCIENCES

Biological Sciences - Teach introductory biology and other courses such as plant ecology, systematics or morphology. Responsibilities may include development of master's level courses. Research involving undergraduate students is expected. Ph.D. with a specialization in some area of botany required. **Deadline: 12/10/99. Contact: Dr. Andrew Prieto, Chair, Biological Sciences.** E-mail: **prieto@rowan.edu.**

Physics - Experimentalist sought to teach all levels of physics courses and laboratories for science and non-science majors and to involve undergraduates in any area of experimental laser/optical research. Ph.D. in physics or related field required; excellent communication skills and teaching ability, some post-doctoral experience preferred. See **www.rowan.edu/physics/** for details of the application process. **Deadline: 1/18/2000. Contact: Dr. Maureen O'Halloran, Chemistry and Physics.**

Chemistry - Physical chemist to teach Physical Chem, Physical Chem for Biochemists, freshman level courses to science and non-science majors and involve undergraduates in biophysical chemical research. Ph.D. in physical chemistry required; excellent communication skills, and strong interest in undergraduate education. Post-doctoral experience preferred. **www.rowan.edu/chemphys** for details of application process. **Applications will be reviewed beginning November 15 and continue until the position is filled. Contact: Dr. Lee Dinsmore, Chemistry and Physics.**

***Computer Science** - Teach courses ranging from introductory and service courses, to advance courses in the Computer Science major, dependent on the qualifications and interest of the applicant. Research is supported and expected. Participate in CS accreditation efforts. Ph.D. in computer science or closely related field is required. **Deadline: 12/15/99. Contact: Dr. Seth Bergmann, Computer Science.** E-mail: **bergmann@rowan.edu.**

Criminal Justice - Specialist in some combination of the areas of Courts, Law, Forensics, and Research Methods. Ph.D. in Criminal Justice or related discipline preferred.. Teaching duties will include introductory classes on courts as well as upper division courses in specialty. **Deadline: 1/12/2000. Contact: Dr. Wanda Foglia, Chair, Law and Justice Studies.** E-mail: **foglia@rowan.edu.**

PROVOST AND DEAN OF THE FACULTY

Mills College - Oakland, California

Mills College, the oldest women's college established west of the Rockies and located in Oakland, California, invites applications and nominations in its search for a Provost and Dean of the Faculty.

Founded in 1852, Mills College is an independent, liberal arts college offering 34 undergraduate majors and 22 graduate programs. With approximately 733 undergraduate women and 400 graduate women and men students, the faculty numbers 167 members, 79 full-time and 88 part-time. Mills College is a community of people committed to women centered education, a dynamic environment in which students work, learn and explore together.

The Provost and Dean of the Faculty is the ranking educational officer of the College, reporting directly to the President. In this role, the Provost shares in the College-wide leadership and in institutional policy formulation, planning, and administration.

The College seeks a Provost and Dean of the Faculty with strong leadership skills, integrity, creativity, and energy who will: Advance the mission of the College as a women-centered liberal arts institution in a global, multicultural society. Provide leadership and advocacy for the faculty including but not limited to: provide creative vision and leadership for the academic programs and curricular innovation; provide oversight of academic departments in conjunction with the Academic Dean and Department Heads; supervise the work of the Director of Library and Academic Computing Services, the College Chaplain, the Director of the Art Museum, and Director of Technical Services. Cultivate a collaborative environment among the faculty members, faculty committees, and administrative departments.

Qualified candidates must have an earned Doctorate or terminal degree, with an academic portfolio suitable to a full professor, including a distinguished record in teaching, research, and scholarship. Senior level administrative experience, outstanding communication skills, the ability to build consensus and a commitment to multiculturalism, and shared governance are required.

Review of credentials will begin immediately and continue until the position is filled. Letters of nomination or applications, including curriculum vitae, may be submitted in confidence to:

Provost and Dean of the Faculty Search Committee, Mills College
c/o Educational Management Network/Witt/Kieffer
98 Old South Road, Nantucket, MA 02554

Educational Management Network, a division of Witt/Kieffer, is supporting Mills College with this search. Requests for a copy of the Position Specification or questions may be nal information about the College is available on the Mills College Web site, http://www.mills.edu.Mills College is an Affirmative Action, Equal Opportunity Employer.

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Charles R. Drew University of Medicine
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***Charles R. Drew University of Medicine of Medicine and Science** is a professional university with a mission to conduct health education and research in the context of service to a defined population so as to prepare health professionals to provide care with competence and compassion to the underserved populations. The University is located in the Watts-Willowbrook area of South Central Los Angeles and offers a broad and rich education experience to persons seeking careers in the health sciences. The University enrolls students in associate, baccalaureate and graduate degree programs as well as in certificate programs offered through the Continuing Studies Center. Charles R. Drew University is regionally accredited by the Western Association of Colleges and Schools and all programs are nationally recognized through their various accrediting agencies.*

Charles R. Drew University of Medicine and Science, College of Allied Health seeks an Associate Dean who can lead the faculty in strengthening existing academic programs and in exploring and developing new opportunities in undergraduate and graduate education. The Associate Dean will be charged with integrating technology into curriculum and with developing distance learning programs.

Qualifications:
Successful candidates will possess a Doctoral degree and be both an experienced practitioner and a distinguished educational leader. Demonstrated excellence in undergraduate teaching, high energy, excellent interpersonal skills; a minimum of 5 years in the Academic Affairs area as well as demonstrated success in development and implementation of changes in contemporary methods of instructional delivery, program planning, a vision for the use of technology in the classroom, and principles of general education in a college or university environment.

Salary: Negotiable based on salary history and prior experience.
Start date: July 1, 2000.

Qualified candidates who are interested must submit a letter of interest that details experience and accomplishments relevant to the above qualifications, a current resume and the names, address and phone numbers of five references to:

Everlena M. Holmes, Dean, College of Allied Health
Charles R. Drew University of Medicine and Science
1731 East 120th Street, Los Angeles, California 90059

Fax to: 323-563-4923
or
Send e-mail to: eholmes@cdrewu.edu

Reviews of applications will begin immediately and the search will remain open until a successful candidate is identified.

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For more information, please contact:

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300 College Park
Dayton, OH 45469-2760
www.law.udayton.edu
lawinfo@udayton.edu
(937) 229-3555

EASTERN COLLEGE

Eastern College, a Christian college of the arts and sciences, invites applications for the following faculty positions for the 2000-2001 academic year. In fulfilling its mission of "the whole Gospel for the whole world," Eastern is dedicated to preparing undergraduate and graduate students for thoughtful lives of Christian faith and service. This multicultural community of Christian scholars embraces and promotes diversity among its faculty, students, staff and administration. Located in suburban Philadelphia, on a scenic, park-like campus, Eastern College is accessible to the educational and cultural resources of the major metropolitan centers of New York City, Baltimore and Washington, D.C.

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- Have the potential for making a significant contribution to their field of study
- Value collegiality, teamwork and service in a multicultural learning environment

Generally, faculty duties include teaching four courses each semester, advising students during scheduled office hours, and participating in faculty meetings and working committees. Each position is full-time, tenure track (with the exception of instructor-level positions). Rank and salary are commensurate with experience.

Education: The successful candidate must be eligible for elementary and/or special education certification in Pennsylvania. Experience teaching in the fields of certification is essential, preferably in an urban setting is desired. Administrative or supervisory experience is a plus. Teaching is expected at both the undergraduate and graduate levels. Supervision of student teachers and advising of both undergraduate and graduate students will be part of the faculty load. There may also be assignments in the college's CORE curriculum. A doctorate in education is preferred, however, an ABD in final stages will be considered. **(#9955)**

Exercise Science: Chair of the Exercise Science Dept. Candidates should possess an earned doctorate in Exercise Science, a strong interest in teaching undergraduate students, proven leadership and administrative abilities. Athletic training background and certification (NATABOC) are desirable. **(#9956)**

History: United States History. Early American. Teaching responsibilities include survey courses in American History as well as Western Heritage in Eastern's CORE curriculum. Secondary field in a non-western discipline desirable. Organizational skills and teaching experience required. Ph.D. in hand by August 2000 is essential. **(#9957)**

Mathematics: Assistant/Associate Professor level. The preferred candidate will have a doctorate in Mathematics or Math Education, including expertise in an area of computer science, preferably programming. Courses are to include all levels of undergraduate mathematics and 1-2 courses in computer science. The candidate must demonstrate exceptional competence and commitment to excellence in teaching and mentoring students. A strong interest in developing and shaping the mathematics and future computer science program, in line with the mission of the college is required. **(#9958)**

Political Science: Comparative politics and international relations. A Ph.D. is preferred but an ABD in final stages will be considered. Applicants are desired from all areas of comparative politics and international relations and upper-level courses in the candidate's area of concentration. The successful candidate should also expect to teach in the college's CORE curriculum and possibly a course in political theory. Applicants must be enthusiastic about developing the political science program. **(#9959)**

Social Work: Assistant/Associate level, in a CSWE-accredited B.S.W. program. Candidates must have an M.S.W. degree from a CSWE-accredited school of social work (social work doctorate preferred) and at least two years post-M.S.W. experience in social work practice. Candidates should be prepared to teach in several areas of the social work curriculum (but not limited to) social work research and social welfare policy and services, as well as in the undergraduate CORE program. **(#9960)**

Sociology: Teach introductory and advanced courses in both our traditional undergraduate program and in an innovative urban studies program located in central Philadelphia. Teaching areas include sociological theories, urban sociology, economic sociology and social justice. Minimal requirements of ABD, however, a Ph.D. is preferred. The ability to integrate disciplinary content with a Christian worldview is essential. **(#9961)**

Spanish: Assistant Professor level. Promote Spanish language learning with particular attention to the integration of language, literature, and cultural studies coupled with study abroad and student internships in the Hispanic community in Philadelphia. Applicants should have the Ph.D. in Spanish or be A.B.D. in final stages of dissertation, possess native or near-native fluency with an expertise in one or more of the following: FL education, second language acquisition, Peninsular and/or Spanish American literature and civilization studies. Background and experience necessary in current teaching methods, teacher training, proficiency testing, content-based instruction, and curriculum development. Experience in computer-assured languages learning and ability to teach beginning French a plus. Demonstrated teaching excellence required, as is evidence of active research and publication agenda. **(#9962)**

Graduate Counseling:
Assistant/Associate level position in the M.A. School Counseling and M.S. School Psychology (joint appointment) programs. Ph.D. in counseling or clinical psychology or Psy.D required (ABD and candidates enrolled in a doctoral psychology program strongly encouraged to apply). Experience working as a school counselor or school psychologist is required. **(#9963)**

Assistant/Associate level position in the M.A. Counseling program. Ph.D. in counseling or clinical psychology or Psy.D. required (ABD and candidates enrolled in a doctoral psychology program strongly encouraged to apply) Candidate must have at least three years of clinical experience working with individuals. Clinical or other significant experience in an urban or multicultural setting is also strongly preferred. Strong organizational and conceptual skills are desirable. **(#9964)**

Two Non-tenure track Instructor positions for the Community/Clinical track in the M.A. Counseling program. Candidates must possess at least a master's degree in counseling, clinical psychology or counseling psychology, be enrolled in a doctoral program in clinical or counseling psychology (or be willing to enroll) and have at least two years' experience working psychodynamically with individual clients. Clinical or other significant experience in an urban or multi-cultural setting is also strongly preferred. **(#9965)**

Please send a letter of application, curriculum vitae, unofficial copies of transcripts, and names/phone numbers of three professional references by December 1, 1999 to

Eastern College
Office of Human Resources
Attn: Faculty Search #99–
1300 Eagle Road
St. Davids, PA 19087-3696

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AMERICAN UNIVERSITY

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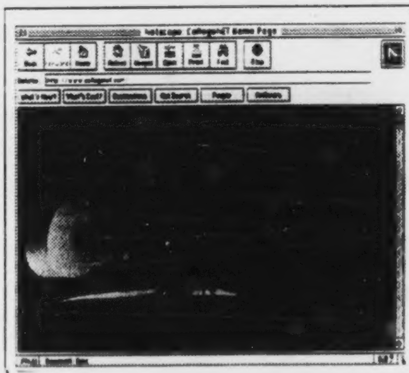
ASSISTANT PROFESSOR SOCIOLOGY

American University's Department of Sociology is seeking applications for a full-time, tenure-track position at the rank of Assistant Professor of Sociology, specializing in International Training and Education (ITE), starting Fall, 2000. Ph.D. and evidence of scholarship required. Responsibilities include teaching MA courses, recruiting and advising graduate students in International Training and Education; working with the faculty of the School of Education (SOE) to develop interdisciplinary initiatives; and directing the ITE Program. The successful candidate will add to the Department's mission of international education, policy analysis, and research; he/she should also be deeply committed to interdisciplinary learning, the application of new technologies in teaching and scholarship, and to the preparation of students for life in a diverse and rapidly-changing global society.

Consideration of applications will begin on November 1 and continue until the position is filled. Send cover letter, curriculum vitae, three letters of reference and other relevant material to: **Search Committee, Department of Sociology, American University, 4400 Massachusetts Avenue NW, Washington, DC 20016-8072.**

American University is an EEO/AA employer committed to a diverse faculty, staff, and student body. Women and minorities are encouraged to apply.



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CHANCELLOR

University of Illinois at Springfield

Nominations and applications are invited for the position of Chancellor of the University of Illinois at Springfield (UIS).

The Chancellor is the chief executive officer of the campus and reports to the president of the University of Illinois. The University seeks a proven leader who will continue the successful development of the campus's academic programs and public service mission.

Founded in 1969 as Sangamon State University, UIS became the newest and smallest campus of the University of Illinois on July 1, 1995. Emphasis is placed on public affairs instruction and research and service carried out through community partnerships.

The campus offers bachelor's, master's degrees and a Doctor of Public Administration. UIS currently enrolls students at the second-semester sophomore level and continues their education through junior, senior and graduate levels. State approval was granted this fall for the Capital Scholars Program, which will result in the admission of first-year students in the fall of 2001. Current student enrollment is 4,100 with 188 faculty, 199 profession and 265 support staff.

The Chancellor must have significant diverse senior administrative experience, an earned doctorate, demonstrated leadership ability, as well as understanding and appreciation in the uniqueness of the campus within the University setting. A successful record on inclusiveness, diversity and sensitivity relative to a multicultural campus is required.

The Chancellor Advisory Committee will begin reviewing nominations and applications immediately and will continue to accept applications unit a new Chancellor is selected. To assure full consideration, however, candidate materials should be submitted by January 1, 2000 to:

Dr. Frank Kopecky, Chancellor Advisory Committee
University of Illinois
Office of the President
364 Henry Administration Building, m/c 346
506 S. Wright Street
Urbana, IL 61801

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DIVERSITY IN DOLLARS AND CENTS

Steve Batchellor, vendor diversity coordinator at the University of South Florida, is West Coast Chapter president of the National Minority Supplier Development Council of Florida, executive board Member of the Hispanic Business Initiative Fund, and member of the Tampa Chamber of Commerce, Emerging Business Council.

Public universities frequently proclaim that they are diverse institutions. Many have improved their percentages of minority students, faculty, and staff. Are they forgetting a vital aspect of diversity–doing business with minority-owned companies?

Institutions allocate finances and personnel in an effort to attract top-quality minority students, faculty, and staff. We want our campuses to mirror our communities. Then we purchase goods, services, and construction from large national majority-owned firms–forsaking locally-owned minority business.

We justify this with claims from the past that are no longer relevant. Some are under the misperception that they will be forced to accept inferior products or services just to "help out" minority businesses. Not so. Small minority-owned firms have repeatedly demonstrated their ability to deliver. Some mistakenly believe that viable minority-owned businesses capable of servicing large universities are scarce. Some misperceive minority businesses as small, marginally profitable, "mom-and-pop" retail sales and service entities when, in reality, the fastest-growing minority business segment is comprised of larger firms engaged in manufacturing, wholesale trade, professional services, and construction services.

Minority-owned businesses have grown explosively over the last 10 years. And at double the rate of all firms in the U.S., both in numbers of new firms and total sales. Recent SBA estimates place their number at nearly 2 million, with total sales of $205 billion. Hispanic firms are the largest single segment–772,000.

Some are under the false impression that minority business owners feel that they "deserve" contracts because of their minority status. Minority vendors I've worked with, though, have sought only a genuine opportunity to compete. Many times, we are not willing to introduce minority firms into the system unless they are nearly perfect in every way, an attribute we rarely require of the businesses that we are currently using.

In addition, most higher education institutions have assembled their minority business development or vendor diversity departments on a minuscule budget with little, if any, idea about how this new department should function. A "compliance only" attitude keeps this department understaffed, often with a purchasing agent whose secondary responsibility is that of an advocate for minority-owned firms.

But other higher education institutions–including the University of South Florida, where I work–have achieved exemplary records of involvement with minority-owned businesses. These public institutions have surpassed compliance and moved to true commitment. To be sure, many might have originally been motivated by statutory requirement. But they have demonstrated–not only through dollars spent, but also through a change in philosophy–the necessity to build relationships with minority small businesses. I have always believed that voluntary programs are more effective than those mandated. Ultimately, mandated minority business programs lose effectiveness while those driven by commitment flourish.

How can this commitment be achieved in an institution with less than favorable openness to doing business with minority firms? First, through leadership: the university president must be committed to the program and communicate the need to create real opportunity for small minority firms. Next, vendor diversity departments must be staffed with knowledgeable, gregarious, motivated individuals who understand the government procurement process and minority markets. These departments need clearly defined objectives, and professionals who understand the necessity of public relations. Promoting successful efforts within the institution's community as well as the minority business community is essential to maintain needed support of the program.

Strong second-tier (subcontracting) programs must be developed that provide a compelling reason for prime contractors to embrace proactive vendor diversity strategies. Institutions must also create a plan to share information about qualified minority vendors within their organizations, as well as with others fostering the same desire for commitment. They must also, at times, know how to say "no." If a product or service does not fit your institution's needs, refer the vendor to a company where an opportunity might exist.

Soon all public university MBE programs might be in jeopardy. A Ward Connerly-led anti-affirmative action effort similar to ones already successful in California and Washington recently began in Florida. It will certainly challenge our commitment. If statutory requirement is eliminated, along with all race and gender preferences, programs motivated by compliance will most likely die. Those operating from commitment might be severely tested. Public higher education institutions will need to develop creative procedures to encourage continued and expanded contracting with minority firms.

At USF, we believe that our support of a diverse vendor base contributes to economic progress and strengthens our community. Anything that interferes with this collaboration should be viewed with apprehension and must be countermanded or, at the least, counteracted.

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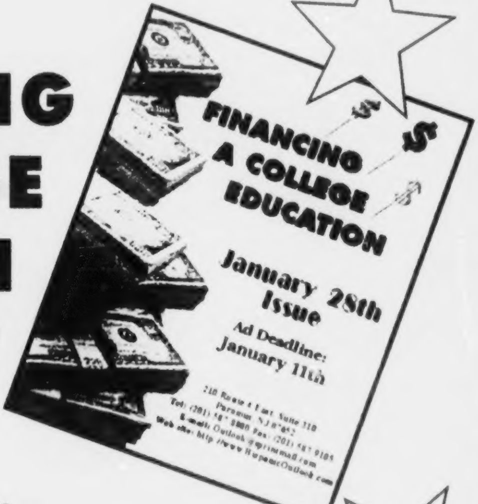
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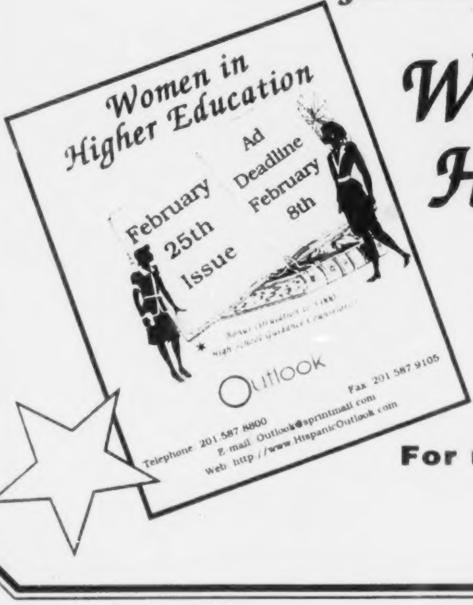
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CONTRIBUTORS: Inés Pinto Alicea, Roger Deitz, Maria J. Estrada, Marilyn Gilroy, Kevin Gonzalez, Gustavo A. Mellander, Carlos Munoz, Mari Carmen Sarracent, Gary Stern, Donna Ullrich, Marta Aida Umanzor

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**

The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
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All correspondence should include author's full name, address, and phone number.

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A CAPITOL VIEW

Seeking Financial Aid

BY GUSTAVO A. MELLANDER

Although it's only fall, it's not too early for us to help those who will be seeking financial aid for next year. This is particularly true this year since new and flexible government programs are now in place.

Most states have struggled to keep tuition low. But with the passage of time and constricted state budgets, tuition has crept up year after year in state after state. So the reality is that now in 1999, most college students really need financial assistance to go to college.

College Student Aid

Luckily, a lot is available. And according to the nation's largest source of college student aid, the U.S. Department of Education, applying for federal student financial aid this year will be easier and faster than ever before.

"Most families are eligible for some sort of financial assistance to help pay for technical education or academic studies," U.S. Secretary of Education Richard Riley recently told *The Hispanic Outlook* at a special press conference. "I always encourage families to apply because they might be surprised at how much aid they qualify for, and now we've cut the paperwork in half and simplified the process for students reapplying electronically."

Further, thanks to a streamlined federal application and improved electronic filing, the task is less daunting. This year, an estimated $50 billion in federal grants and loans will be awarded to nearly 8.5 million students out of 10 million applicants. At a minimum, nearly all students are eligible for loans without a federal interest subsidy but often with rates lower than commercially available loans.

Innovations

With that opening, what can we do to get the word out? We suggest the following can help potential applicants and those who want to help them.

- Applying for federal aid is free. Filling out the Free Application for Federal Student Aid (FAFSA) is the first step in the process. Students can file electronically or on a paper application. Most state and institutional aid eligibility is determined by the FAFSA, so students should start there. Students are also encouraged to talk to the financial aid directors at the schools they hope to attend to learn about financial aid packages and other sources of assistance.
- Electronic filing is faster, less error-prone. An estimated 12 to 14 percent of paper applications are returned for errors, adding time to the application process. By filing electronically, students can avoid delays because the software immediately identifies errors and allows for on-the-spot corrections. FAFSA on the Web is now available to students to apply electronically through the internet at <http://www.fafsa.ed.gov>.

FAFSA on the Web can be accessed with many popular browsers, including Netscape Navigator and Microsoft Internet Explorer. Help is available by calling the customer service hotline at 1-800-801-0576 (TDD 1-800-511-5806).

- The paper application is shorter, easier. The paper application for the 1999-2000 school year has been cut in half–from 16 pages down to eight–and redesigned to be easier to complete. Students can obtain a FAFSA at high school guidance offices, libraries, or by calling the Federal Student Aid Information Center toll-free at 1-800-433-3243 (TDD 1-800-730-8913).
- Reapplying for aid has been simplified. Most of the information given by an individual student on the 1998-1999 application will be the same (plus any corrections that were processed). Students simply have to add a minimal amount of new information and update any information that has changed since 1998-1999 (family size, for example).
- This year, students can reapply electronically. Students who received aid last year and who are reapplying for aid can use the renewal version of FAFSA on the Web. For renewal filing over the Web, students are given an electronic access code that serves as the student's signature.
- Parents will still have to sign if the applicant is a dependent. Check with the school financial aid administrator for questions about the renewal paper or electronic FAFSA, or contact the Federal Student Aid Information Center. The department has also listed useful information to make the process more efficient. Two of the key points are:
  - Be aware of deadline dates for the schools to which you are applying. While students have an 18-month window to apply for federal aid, some schools have early filing dates for their own institutional aid that might be based on federal aid eligibility (a list of state deadlines is included in the FAFSA instructions);
  - When answering the question, "How many students in the family are attending college?" be sure to include self, parents, and siblings, even if attending school part-time in 1999-2000.

Tax Credits

In addition to federal grants and loans, families can take advantage of new education tax credits that began last year.

The first part is a $1,500 HOPE Scholarship for the first two years of college or vocational school. Later, a $1,000 Lifetime Learning tax credit can be applied for studies beyond the first two years of college. Credit can also be sought if one has to pursue classes part-time to improve job-related skills.

These credits can be claimed by eligible taxpayers when they file their tax returns. When fully phased in, 12.9 million students are expected to benefit from the education tax credits; 5.8 million claiming the HOPE Scholarship and 7.1 million claiming the Lifetime Learning Credit.

To take advantage of the Hope and Lifetime Learning tax credits, taxpayers must complete and submit IRS form 8863 with their federal tax return. For more information, call the IRS help line at 1-800-829-1040, read IRS publication 970 or visit the U.S. Treasury Department's Web site at <www.irs.ustreas.gov>.

Bottom Line

Not having money is no longer an excuse for not attending college.

Dr. Mellander is a professor at George Mason University.

Letter from the Publisher

November 19, 1999

Dear Colleagues:

For the fourth year, *The Hispanic Outlook* is proud to present its "Publisher's Picks"–those colleges and universities nationwide that in our view offer solid opportunities for Hispanic students.

The institutions selected are learning what it takes to attract, enable, retain, and motivate Hispanic students, so many of whom lack the legacy of college-educated families or even the dream of education credentials.

A new report by ETS and HACU claims that "by 2015, we could close the education gap between Hispanic and non-Hispanic White youth if we increased college participation among Hispanic youth by 10 percentage points." Ten percent sounds daunting, but perhaps not impossible. Success will require informed, focused, and funded effort...as well as some good and unforeseen luck.

Educational equity for minorities must be given priority status in private homes and public housing, at PTA and council meetings, at the ballot box, and in the back rooms and chambers where political realities are effected.

The Hispanic Outlook will continue to do its part–offering information and a podium to all of you who now work so diligently on behalf of students young and old. This issue includes interviews with the two students who won this year's ***Hispanic Outlook*** scholarships, as well as information on applying for next year's.

Our current People, Places, and Publication section, which keeps you up to date on the achievements of your colleagues across the country, appears on our Web site, www.hispanicoutlook.com, as well as in the magazine.

Best wishes to all of you, and to the seven thousand high school guidance counselors who are receiving this issue through a special mailing.

Sincerely,

José López-Isa
Publisher

The 1999 Publisher's Picks

ALASKA

University of Alaska, Anchorage

ARIZONA

Arizona State University, Main (T)
Arizona State University, West
Maricopa County Community College District
  Chandler Gilbert Community College
  Estrella Mountain Community College
  Gateway Community College
  Glendale Community College
  Mesa Community College
  Paradise Valley Community College
  Phoenix Community College
  Rio Salado College
  Scottsdale Community College
  So. Mountain Community College
Northern Arizona University (T)
Pima County Community College (C)
University of Arizona
University of Phoenix

ARKANSAS

University of Arkansas

Cleveland State University

CALIFORNIA

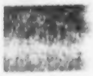
Azusa Pacific University
Bakersfield College (C)
California Lutheran University
California Polytechnic State University,
  San Luis Obispo (T)
California State Polytechnic University, Pomona (T)
California State University, Bakersfield (T)
California State University, Chico (T)
California State University, Dominguez Hills (T)
California State University, Fresno (T)
California State University, Fullerton (T)
California State University, Hayward (T)
California State University, Long Beach (T)
California State University, Los Angeles (T)
California State University, Monterey Bay
California State University, Northridge (T)
California State University, Sacramento (T)
California State University, San Bernardino (T)
California State University, San Marcos
California State University, Stanislaus (T)
Cerritos College (C)
Chabot-Las Positas Community College District
  Chabot College
  Las Positas College
City College of San Francisco
Coast Community College District
  Coastline Community College
  Golden West College
  Orange Coast College
College of Marin
College of the Desert
College of the Sequoias (C)
Contra Costa Community College District
  Contra Costa College
  Diablo Valley College
  Los Medanos College
El Camino College (C)
Foothill-De Anza Community College
Fullerton College (C)
Grossmont-Cuyamaca Community College
Hartnell College (C)
Humboldt State University

California State University, Northridge

Imperial Valley College (C)
Long Beach City College
Los Angeles Community College District
  East Los Angeles College (C)
  Los Angeles City College
  Los Angeles Harbor College
  Los Angeles Mission College
  Los Angeles Pierce College
  Los Angeles Southwest College
  Los Angeles Trade-Technical College
  Los Angeles Valley College
  West Los Angeles College
Loyola Marymount University (T)
Mount St. Mary's College
Mt. San Antonio College (C)
Mt. San Jacinto College
National University
Occidental College
Oxnard College (C)
Pacific Oaks College
Palomar College
Pasadena City College (C)
Rancho Santiago Community College (C)
Rio Hondo College (C)
Riverside Community College (C)

San Bernardino Valley College
San Diego State University (T)
San Francisco State University (T)
San Joaquin Delta College (C)
San Jose/Evergreen Community College
San Jose State University (T)
San Mateo County Community College District
    Canada College
    College of San Mateo
    Skyline College
Santa Clara University (T)
Santa Monica College
Southwestern College (C)
Stanford University (T)
State Center Community College District
    Fresno City College (C)
    Kings River Community College (C)
University of California, Berkeley (T)
University of California, Davis (T)
University of California, Irvine (T)
University of California, Los Angeles (T)
University of California, Riverside (T)
University of California, San Diego (T)
University of California, San Francisco
University of California, Santa Barbara (T)
University of California, Santa Cruz (T)
University of Laverne
University of Phoenix-Southern Calif. Campus (T)
University of Redlands
University of San Diego (T)
University of San Francisco
University of Southern California
University of the Pacific
Ventura College (C)
Westmont College
Whittier College
Yosemite Community College

COLORADO



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Colorado State University (T)
Community College of Denver
Front Range Community College
Metropolitan State College of Denver (T)
University of Colorado
University of Colorado at Boulder (T)
University of Colorado at Colorado Springs
University of Colorado at Denver
University of Denver
University of Northern Colorado
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    Eastern Connecticut State University
    Southern Connecticut State University
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Florida Gulf Coast University
Florida International University (T)
Florida State University (T)
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University of Illinois at Chicago (T)
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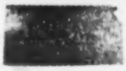

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University of Maryland, College Park (T)

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CUNY, Hostos Community College (C)
CUNY, Hunter College (T)
CUNY, John Jay College of Criminal Justice (T)
CUNY, Kingsborough Community College (C)
CUNY, La Guardia Community College (C)
CUNY, New York City Technical College
CUNY, Queens College (T)
CUNY, Queensborough Community College (C)
CUNY, York College
Fordham University (T)
Mercy College (T)
Monroe Community College (C)
Nassau Community College (C)
Nazareth College
New School University
New York University (T)
Onondaga Community College
Pace University, New York Campus
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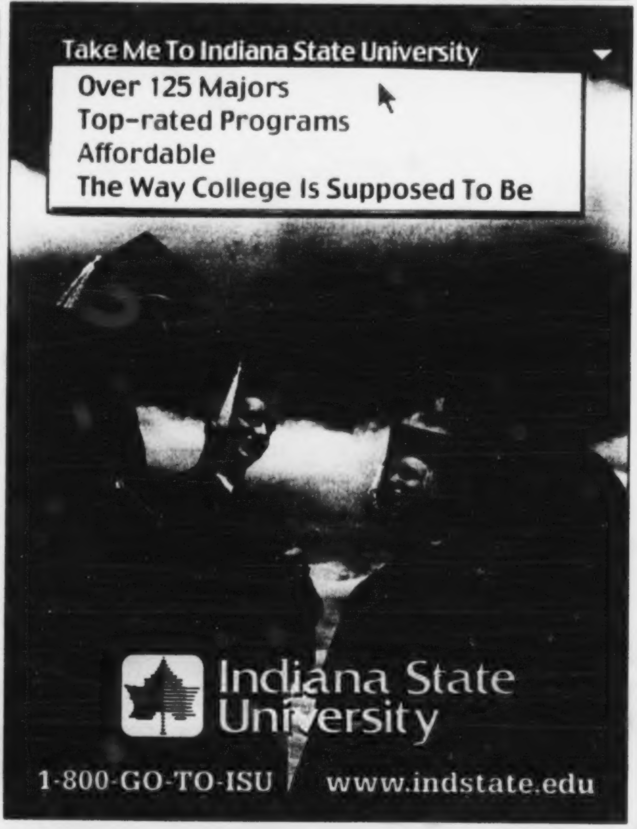
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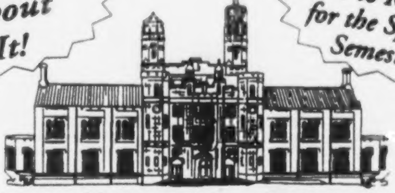

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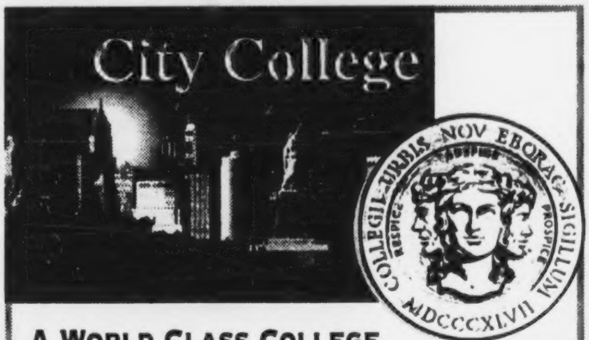

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- University of Texas at Brownsville (T)
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- University of Texas at El Paso (T)
- University of Texas at San Antonio (T)
- University of Texas Health Science Center at San Antonio
- University of Texas, Pan American (T)
- University of The Incarnate Word (T)

UTAH

- Salt Lake Community College
- University of Utah
- Utah State University

VERMONT

- University of Vermont

VIRGINIA

- College of William & Mary
- George Mason University (T)
- Longwood College
- Randolph-Macon Woman's College
- University of Virginia
- Virginia Polytechnic Institute

WASHINGTON

- Cascadia Community College
- Centralia College
- Clark College
- Eastern Washington University
- Green River Community College
- Highline Community College
- Lower Columbia College
- Skagit Valley College
- Tacoma Community College
- The Evergreen State College
- University of Puget Sound
- University of Washington (T)
- Washington State University
- Western Washington University
- Whitman College
- Yakima Valley Community College

WISCONSIN

- Blackhawk Technical College
- Lawrence University
- Madison Area Technical College
- Marquette University
- University of Wisconsin, Green Bay
- University of Wisconsin, La Crosse
- University of Wisconsin, Madison
- University of Wisconsin, Milwaukee
- University of Wisconsin, Parkside
- University of Wisconsin, Platteville
- University of Wisconsin, River Falls
- University of Wisconsin, Stevens Point
- University of Wisconsin, Stout
- University of Wisconsin, Superior
- University of Wisconsin, Whitewater

WYOMING

- University of Wyoming

(T)- TOP 100 Schools Graduating Hispanics

(C)- TOP 50 Community Colleges Graduating Hispanics

331

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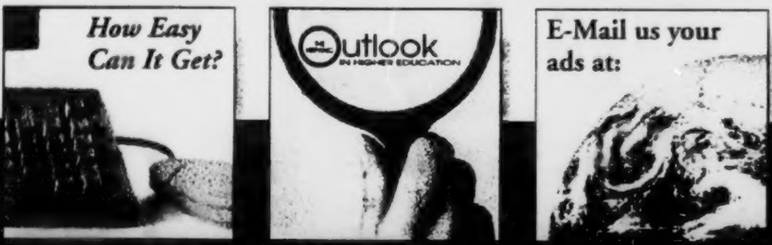
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(703) 993-2310 (office)
(703) 993-2307 (fax)

Hispanic Outlook 1999 Scholarship Fund

T***he Hispanic Outlook*** Scholarship Fund is open to high school seniors of Hispanic descent, with at least one parent from a Spanish-speaking Latin American country or Spain. Applicants must be legal residents or citizens of the United States.

Applicants must be entering as a full-time student, in a 2- or 4-year accredited U.S. college recommended in the **PUBLISHER'S PICKS LIST** as printed in the **November 19, 1999** issue of ***The Hispanic Outlook in Higher Education magazine.***

Scholarship is renewable annually by students maintaining a 3.5 GPA.

Scholarship amount is $1,000.

Application deadline is **May 1, 2000.** Scholarship recipients will be notified by **August 1, 2000.**

***To request an application, send a self-addressed stamped envelope to:**

The Hispanic Outlook
Scholarship Fund
P.O. Box 68
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Hispanic Outlook Selects Scholarship Winners

Jose Bernardo Saenz and Keith Andrew Martinez

BY
MARI CARMEN SARRACENT

> *"He has a widespread and richly deserved reputation for honesty, determination to excel, and a genuine love of learning...."*
>
> GUIDANCE COUNSELOR RUTHE ROSENBLATT SPEAKS OF SAENZ

Selecting HO's scholarship winners becomes more difficult as the pool of qualified applicants grows exponentially. The 4.0 GPAs, excellent recommendations, and impeccable, competitive transcripts made narrowing the field down to two winners very difficult.

This year's distinguished winners are Jose Bernardo Saenz of Miami, Florida, and Keith Andrew Martinez of El Paso, Texas.

JOSE BERNARDO SAENZ

Jose Bernardo Saenz, graduate of Coral Gables Senior High School, was accepted at Cornell University in Ithaca, NY. Ruthe Rosenblatt, Saenz' high school guidance counselor, shares her thoughts about Coral Gable's recent salutatorian: "He's so humble and brilliant. Saenz is a renaissance man. He's outstanding in every possible way. He has so many gifts."

Both Rosenblatt and Saenz's mother, Maria, say that his self-motivation and hard-working personality are at the root of his academic success. He has always been fortunate, too, to have his family's support in all his endeavors.

Saenz has wide-ranging interests, but history and chemistry are two subjects that stand out and might, he says, be part of his future academic career.

"I've narrowed down my major to pure chemistry. I did two years of chemistry in high school, and I picked it up pretty easily and enjoyed it. I've also taken several years of French, so I may focus on French literature or history."

Making the move from Miami to the Ithaca, N.Y., campus has met Saenz's college expectations. And he says of Cornell, "It's everything I had expected. There's so much out there, so many resources."

Though very busy with his course load, Saenz is involved in other activities as well. He's a volleyball referee for intramural sports on weekends and is looking to work with kids in a local school in Ithaca. Saenz is also a member of COSEP, a minority affairs organization on campus.

Jose Bernardo Saenz

Accustomed to being challenged academically and to competing, Saenz fits right in at Cornell, although, he says, "high school and college are totally different in that about 90 percent of Cornell students were valedictorians or salutatorians in high school. You have to be disciplined and never doubt your abilities. If you try hard enough, you'll get it done."

Saenz was involved in the International Studies Magnet Program, which according to Rosenblatt is the most rigorous program in Miami-Dade County. During his high school years, Saenz participated in many campus organizations, such as the National Honor Society, Science Honor Society, Key Club, Interact, SADD, and Equinox. He also found time to tutor students in AP calculus and chemistry, and volunteered at a local outreach center and other community service projects.

Mothers are known to be partial to their children's accomplishments, and rightfully so. But the entire Coral Gables high school community agrees with Maria Saenz that Jose is gifted. "He's an incredible kid. He's not conceited, and he's very down to earth. He has no airs about him. What he has most is discipline. Whatever he wants to achieve, he sets his mind to it and he does it." The Saenz family, originally from Colombia, is very proud of Jose and has always been involved and concerned about Jose's education, notes Rosenblatt. Jose received an ovation at graduation, she said. "He gave a

beautiful speech, which he dedicated to an AP history teacher, Robert Schneider, he had in the 11th grade for six weeks, but who passed away unexpectedly from a heart attack."

In her letter of recommendation, Rosenblatt wrote: "Jose is an unusual person. Many young people with his superior intellect and grades would flaunt these attributes. Jose is both modest and humble about his accomplishments. He lacks any intellectual snobbery, which so many others inflict on their peers and teachers...He has a widespread and richly deserved reputation for honesty, determination to excel, and a genuine love of learning...."

Working toward a bachelor's at Cornell, Saenz admits that he's already thinking about graduate school and a Ph.D. "I'm happy that he got the recognition he did" says Rosenblatt. And now that he's in college, Rosenblatt is sure of Saenz's future. "I'm sure that he has a definite direction."

KEITH ANDREW MARTINEZ

Harvard University welcomed one of El Paso's finest–Keith Andrew Martinez, a graduate of Del Valle High School, to the Class of 2003 under the Early Action program. Ranked first in his class, Martinez is recognized by his teachers, parents, and peers as a diligent and exceptional student. According to his guidance counselor, Ruben Flores, "He has pursued an exceptional college preparatory program and will graduate on the Distinguished/Advanced Honors High School Program." Throughout high school, Martinez took advantage of advance placement courses–such as AP algebra, economics, English and debate class–offered at Del Valle High School and excelled in all of them.

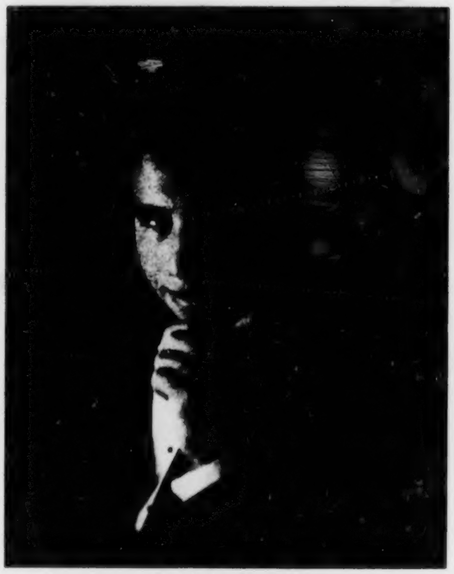
In addition to the *HO* scholarship, upon graduation Martinez was awarded the Sam Walton Scholarship ($1,000), Ford Salute to Education Scholarship, and a Harvard Faculty Scholarship in the amount of $20,000.

Flores attests to Martinez's interest in taking advanced placement courses: "Keith is probably the most ambitious student I have ever known....Unfortunately, because there wasn't enough demand, there was a limited supply of AP classes available to fill his schedule. Thus, he compromised by getting an additional independent study class to fulfill his knowledge-driven hunger."

Martinez is clearly eager to learn. His course schedule reflects how challenging his semesters have been. But he also has managed time for a multitude of extracurricular activities, including the role of student council president. "His list of activities is the most extensive I have seen, yet he manages to contribute to every one in a meaningful way," noted Flores.

Teresa Chavez, Martinez's mom, recently told *HO*, "We are very proud of him, and we are happy that he accomplished his dream of becoming valedictorian of his class. He has always been dedicated to his studies as well as to helping others.

"Keith has always been a hard worker. He wanted the school to offer more advanced classes, and he would tell the students to request them. He highlights how important that is in order to get ahead."



Keith Andrew Martinez

Martinez's involvement in the community follows wherever he goes–now in Cambridge, Massachusetts. Says Martinez, "There are so many groups. I've narrowed it down to a few groups, one that gives free legal counseling and another that works with inner-city schools to mentor K-5 students."

Martinez says that his participation in extracurricular activities dates back to his middle school years–"having skipped 6th grade, I didn't have many friends, and I began joining a lot of organizations and really liking it."

Martinez, who describes himself as an ambitious and aspiring Latino, hopes to practice criminal law.

As for his first semester at Harvard, Martinez stated, " Harvard is great. It is an awesome institution. I'm so glad that I'm here. My classes are a lot of work, but I enjoy it."

Undoubtedly, Harvard is glad to have Martinez as part of its student body. His acceptance letter stated: "In recent years, over 16,000 students have applied for the 1,600 places in the freshman class. Faced with many more talented and highly qualified candidates than it has room to admit, the Admissions Committee has taken great care to choose individuals who present extraordinary academic, extracurricular, and personal strengths....In voting to offer you admission, the committee has demonstrated its firm belief that you can make important contributions during your college years and beyond."

> ***"His list of activities is the most extensive I have seen, yet he manages to contribute to every one in a meaningful way."***
>
> RUBEN FLORES, GUIDANCE COUNSELOR,
>
> SPEAKING OF MARTINEZ

What is exceptional about these two winners is that they are both accomplished, well-rounded students–focused and driven to succeed academically– while still finding the time to have fun and give back to the community. *HO* is proud to highlight these accomplishments.

Ten Colleges Aggressively Recruit *Hispanics*

BY GARY M. STERN

For obvious reasons, colleges in Miami, San Antonio, New York, or Los Angeles have an easier time attracting Hispanic students than do schools located in Iowa City, Minneapolis, or Seattle. Yet not all schools located in cities with large Latino populations attract a large percentage of Hispanics or nurture them upon their arrival. Here are 10 schools of the top 100 that have a strategy for attracting Hispanic students–from 45 percent to 78 percent Latinos of its student body (listed below–highest percentage of Hispanic students to lowest percentage).

#1 East Los Angeles College Moves into Hispanic Communities

When Ernest Moreno was named president of East Los Angeles College, a community college, in 1994, its student body was 58 percent Latino. But Moreno, himself a native of San Gabriel, knew that many Hispanic students were reluctant to leave their family and neighborhood to attend school. He opened satellite campuses in South Gate and Huntington Park, whose populations are more than 95 percent Hispanic. By 1997-98, its 40,000 students were 78 percent Hispanic, 15 percent Asian, 3 percent White, and 2 percent Black.

"Rather than depending on the students to come to us, we come to them," Moreno said. He estimated that over 90 percent of its students come from parents who are not college educated. "Having that first college experience helps to break down barriers," he added.

Students at East Los Angeles College study pre-engineering, allied health, nursing, respiratory therapy, education, and journalism. Many require remediation. "It's a balancing act to make up for what hasn't occurred at the high school level in English skills," Moreno admits.

Because of California's anti-affirmative action policies, Moreno has become more intent on preparing his students with a strong educational underpinning so that they can transfer to four-year colleges.

"The key in my community is constant reinforcement of the concept that they can do it. They can overcome. I always try to be positive," said this president of a Los Angeles community college at which three of every four students are Hispanic.

#2 An Affordable School That Reaches out to Hispanics–San Antonio College

Hispanics comprise 10,105 students of San Antonio College's 20,068 population, over half its student body, a fact that no other San Antonio community college can claim. The school's diverse student body reflects the city's multicultural population, which is about half Hispanic and half Anglo. But several factors beyond its local population explain the college's success in attracting Hispanic students.

One major factor is its reasonable tuition: 15 credit hours cost in-state students $486 including student fees. Since its students' average age is 26 and many attend part-time while working, its reasonable tuition makes attending community college viable. More than 9,000 students, nearly 90 percent of its student body, receive some form of financial aid, and nearly 500 students participate in work-study programs.

While many colleges have less than 10 percent Hispanic faculty, San Antonio College has more than 20 percent–184 of its 987 faculty members are Hispanic. "Hispanic students see in front of them people who succeed. It means they can succeed as well," explains Dr. John Hammond, the school's director of public relations.

Creating academic programs that appeal to all students–not just Hispanics–is another key to the school's success. Its Computer Information System program leads to jobs in the internet and computer commerce, its Criminal Justice program leads to law enforcement employment, and its Urban Journalism Workshop, which offers special Dow Jones Scholarships, is one of the few of its kind in the nation.

San Antonio College strives to retain Hispanic students after attracting them. Its counseling program reaches any student who requires assistance, and its computer lab helps students who need remediation. Nearly half of the Hispanic students who enter graduate, a rate above the national norm.

Beyond its reasonable tuition and appealing programs, "All students are made to feel they are important through faculty and student interaction and through the active counseling department and social services," asserted Dr. Hammond.

#3 Cooperative Education and Academic Programs Help Latinos Succeed at LaGuardia Community College

At LaGuardia Community College, the "minority" is actually the majority. Of LaGuardia's 10,925 students, 37 percent are Hispanic, 20 percent are African American, 13 percent Asian, 10 percent White, and 1,300 students are international residents on temporary visas. Reflecting the diverse population of the borough of Queens, students at LaGuardia speak more than 115 languages and are almost as polyglot as the delegates at the United Nations General Assembly.

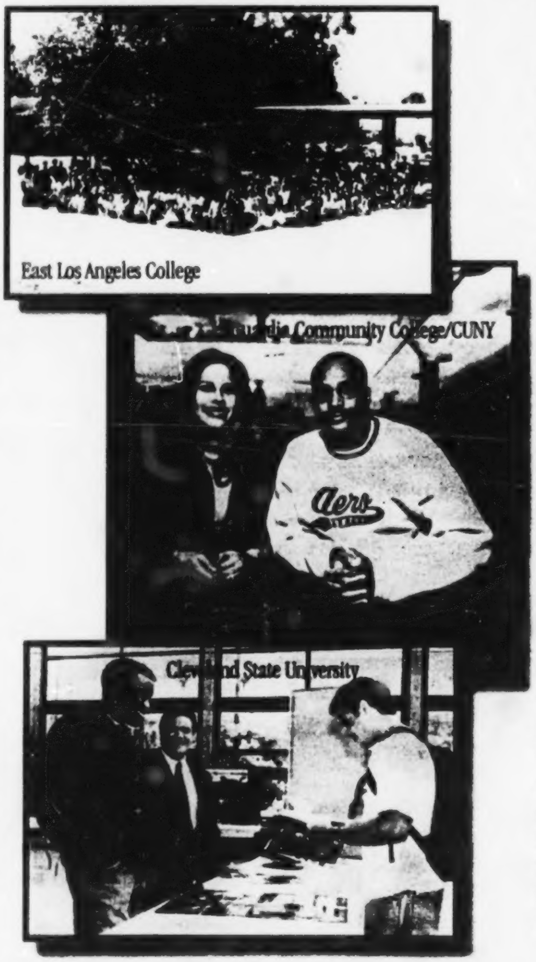
"LaGuardia can help a student get a job, provide them with a cooperative education, and can lead them to a four-year school," explains LaVore Desvigne, associate director of admissions. Indeed, more than 80 percent of LaGuardia students transfer to four-year colleges despite the fact that 60 percent of them required some form of remedial assistance in reading, writing, or mathematics. Almost 1,000 students graduated from LaGuardia in 1996, ranking it fourth in the number of students graduating from community colleges, behind Miami-Dade Community College, Manhattan Community College, and City College of San Francisco.

If a student wants an associate's degree and is looking for an immediate career, LaGuardia offers that option also. Popular majors include allied health, computer science, travel and tourism, business management, nursing, and occupational therapy.

Every LaGuardia student takes three semesters of cooperative education arranged by the school's Cooperative Education Placement Office. For example, an allied health major will intern at one of New York City's hospitals. A gateway course prepares students for their internship, showing them how to write a resume, prepare for an interview, and dress for work.

If students have difficulty speaking English, they can take ESL courses in CLIP, CUNY's Language Immersion Program, a non-credit program.

"La Guardia is not an Ivy League school," acknowledges Desvigne. "As long as a student has a high school diploma, we accept that student and help them succeed," she said.



East Los Angeles College

LaGuardia Community College/CUNY

Cleveland State University

#4 Teaching Students Employable Skills: Albuquerque Technical Vocational Institute

While Albuquerque Technical Vocational Institute (ATVI) provides more transfer students to the University of New Mexico (the largest four-year school in the state) than does any other community college, it also prides itself as a school "whose primary mission is occupational training," said Joline Mahr, its director of public relations. Of its 16,298 students, 6,256 Hispanics who attend ATVI are provided with job skills at a very affordable price. Occupational courses for in-house students are free, subsidized by the state and a local mill tax. Liberal arts courses cost a reasonable $30.50 per credit.

Its most popular vocational courses are business occupation, health, technologies, and trades, among the 41 certificates and 34 associate's degrees offered. Technology courses such as Web and computer technology fill up quickly. An active job placement office assists students in gaining employment.

Retaining Hispanic and all students is a priority at ATVI. "We have programs specifically geared to Hispanic students to assist them in staying in school through tutoring, mentoring, and referral to agencies for childcare help," said Mahr. Organizations such as the Spanish Club and the Association of Latin American Students help students feel accepted at the school.

"ATVI is an excellent place to continue a student's education, gain job skills that will make the person employable, or gain credit to transfer to a four-year school," said Mahr.

#5 Barry University: Helping Spanish-Speaking Students Adjust to College

Many Latinos attend Barry University in Miami because they are attracted to its "special transition programs built into the curriculum to help students whose primary language is not English make the necessary adjustment into our culture and classes," said Francisco Duque, a media relations specialist at Barry University. Several career programs such as Cross-Cultural Management, which teaches international business, Elementary Education, Liberal Studies, Nursing, and Social Work attract Hispanics and other students.

Barry University's 7,000 students reflect the population of Miami: 41 percent White, 30 percent Hispanic, and 17 percent Black. Though 76 percent of its students hail from Florida, Barry University attracts students from 47 states and 64 countries. The school attracts many Catholic Hispanics because it was started by Dominican Sisters in 1940.

U.S. News and World Report recently ranked Barry University as the No. 1 regional university in the south for diversity. It also led all schools in graduating Hispanics with master's degrees in the health and related sciences.

Moreover, it has many bilingual Hispanic staff. Of its 422 total staff, 122 are Hispanic, more than 27 percent, and 22 full-time professors are Hispanic, more than 8 percent of staff.

Why might a Hispanic student be attracted to Barry University? Duque replied, "It offers 56 undergraduate majors, 48 graduate degree programs, a 13-1 student to faculty ratio, a Catholic dimension, and personalized attention."

#6 A College That Became a University: New Jersey City University

In 1998, Jersey City State College became New Jersey City University. The school, formerly New Jersey State Teachers College, enters the millennium as a university, having met a variety of criteria, including offering a substantial number of graduate programs. Being named a university "affirms that we have reached a certain level of development in terms of the full spectrum of academic programs," stated Dr. Carlos Hernandez, president of New Jersey City University.

Of its 6, 412 undergraduate students, 27 percent are Hispanic, 41 percent White, 19 percent African American, and 10 percent Asian. Originally, the school's diversity was an outgrowth of the heterogeneous population of Hudson County, which provides 60 percent of its students. What started out as geography turned into the school's mission. Diversity became a "magnet" to attract students, said its affable president.

Most of its students hail from working-class backgrounds, and more than 80 percent of its students receive some form of federal or state aid. But New Jersey City University has managed to hold its tuition at a reasonable $4,000 a year, making it affordable. The most popular major at New Jersey City University is business, followed by criminal justice, nursing, and elementary education.

Dr. Hernandez, who was raised in Queens and graduated from York University and earned his doctorate from City University, is a role model for Hispanic and other working-class students. "I come from a background similar to theirs. With hard work, good luck, and a commitment to a vision, a person can achieve his goals and be successful," noted Dr. Hernandez.

Hispanics are also in leadership positions as associate vice president for student affairs and chairs of health sciences and Latin American studies.

"Our mission," said Dr. Hernandez, "is to bring in a diverse student population that comes to us eager and motivated and have them undertake a rigorous academic program."

#7 Working with Community Colleges to Attract Hispanics to the University of Southern Colorado

Walking through the campus of the University of Southern Colorado, located in Pueblo, a student will hear German, Italian, and French as well as Spanish. Its business school, one of its most respected departments, attracts more than 200 international students from around the world. The 1,033 Hispanic students (most of whom are Chicano Americans) comprise about one-quarter of the school's 4,029 enrollment.

The University of Southern Colorado's ethnic population reflects the diversity of Pueblo, Colorado, which is located south of Colorado Springs. Since the town is 30 percent Hispanic and the school is close to 25 percent Hispanic, its student population matches the city's demographics. To keep the pipeline of Latinos flowing into the school, recruiters reach out to local high schools with large Hispanic populations and target community colleges.

USC president Tito Guerrero, who is Hispanic, visits local high schools himself to inform Chicano students that they are welcome at the four-year school. The school's recruiters target community colleges such as Pueblo Community College, Pikes Peak Community College, and Lamar Community College, which have large Chicano populations, to transfers and articulation between the schools. Its five-year business program that grants an MBA degree helps attract international students, and its mass communication major, highlighted by the school's own television station, also appeals to many students.

Barry University
University of Michigan
San Jose State

Hispanic students who require academic assistance have a variety of choices. Students take advantage of tutoring programs at a math and English center, and are helped by on-line writing and math tutoring.

Student organizations such as La Sociedad de las Hermanas y los Hermanos stresses networking opportunities, MEChA promotes educational achievement, and the National Hispanic Institute Collegiate Leadership Network organizes a national conference that encourages leadership. "Collectively, these student organizations," said Reuben Martinez, associate provost, "provide students with a cultural ambiance of educational success."

"Having a Hispanic president sends a message that you can do what you want and go as far as you want," explains Terry Freeman, the school's director of communication services.

#8 Still Appealing to Chicanos Despite Affirmative Action Restrictions–San Jose State University

San Jose State, like all other state universities in the California collegiate system, can no longer recruit by ethnic background. Nonetheless, of its 20,681 undergraduates, Hispanics, who are mostly Mexican Americans, comprise 14 percent of its student body. Its remaining students consist of 30 percent Asian, 31 percent White, and four percent African American.

"San Jose State is a welcoming culture," explains Sylvia Hutchinson, a public affairs officer at the college. "It's a crossroads for many cultures. A Mexican American or Latino will have exposure to many cultures, including a large Vietnamese contingent. Any student who graduates with a four-year degree has excellent job prospects because of the Silicon Valley boom. It's a ticket to a good job," she said.

Because of its Silicon Valley connection, computer science and management information systems are the two most popular majors. Electrical engineering and art follow.

Chicano students use the Chicano Resource Center. SJS also has articulation agreements with the nearby National Hispanic University to help Latino students transfer in their third year, and has reciprocal library agreements with the school.

The oldest public college in California, San Jose State started as a teacher's college in 1857, but is now a full-service university, attended by a diverse population, despite the state's anti-affirmative action policies.

#9 Appealing to a Growing Hispanic Population–Cleveland State University

Unlike San Antonio and Miami, Cleveland is not a city that attracts large numbers of Hispanics. But Cleveland State University is making an effort to attract Hispanics, who are a rising population in Cleveland, according to Dr. Njeri Nuru-Holm, the college's vice president for minority affairs and community relations. "Hispanics are migrating north," she added. Twenty-two percent of its student body consists of minority students (African Americans constitute the largest segment), so Hispanics should feel accepted at this culturally diverse campus.

Hispanics account for 263 of Cleveland State University's 16,326 students or about six percent of its student body at this urban commuter school located in the heart of Cleveland. Most of its students are part-timers. The average age is 28. "Half of our students are right out of high school, and half are older. Our students are jugglers who are handling family responsibilities, work, and school," said Dr. Nuru-Holm.

Since many Hispanic students begin their college education at affordable community colleges, Cleveland State has developed articulation agreements with several local community colleges to encourage Latinos to make the transition to a four-year college. To ease Hispanic students transition into college, Hispanics and other minorities participate in CLASS, Cooperative Learning and Success System, a summer bridge program between high school and college.

Two leading campus organizations encourage participation of Latino students: Oyelo focuses on political issues and community service while Los Latinos Unidos concentrates on campus issues and cultural activities. Other programs include the Esperanza Scholarship, for Latinos, and Link, which arranges mentors and corporate internships for minorities. Illustrating the school's multicultural spirit, the Hispanic Art Exhibition last year was presented at the African American Cultural Center.

Hispanics, of course, major in a variety of subjects but are often attracted to the school's specialties in Latin American studies, urban affairs, social work, education (particularly supplying teachers for Cleveland's public schools), and its new criminology program.

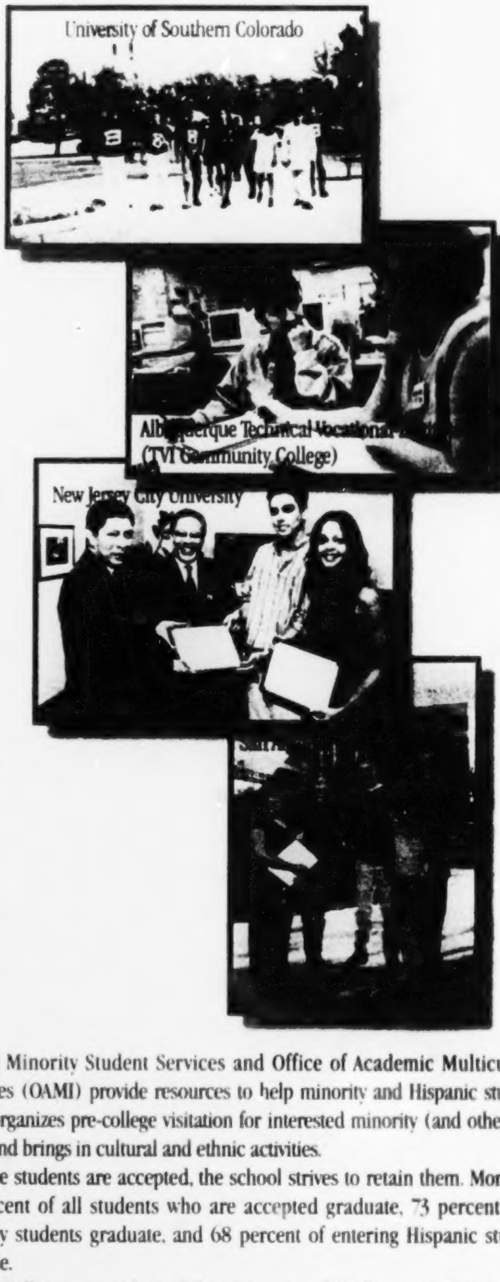
"Hispanic students and other students can succeed at Cleveland State because we have a high retention level, a quality and stable faculty, and Hispanic role models," said Dr. Nuru-Holm.

#10 Maintaining Cultural Diversity at the University of Michigan

More than 21,000 students applied for the 5,200 slots in the University of Michigan's entering class in 1999, which means that three of four students were rejected. Despite lawsuits by some of its graduate students, the University of Michigan is striving to maintain its commitment to diversity, as chronicled in *Hispanic Outlook* in 1996. "We're committed to excellence," said Lester Monts, its associate provost for academic affairs. "In order for us to reach excellence, we need a diverse campus," he said.

Of its 23,000 students, 4.5 percent are Hispanic, 9.5 percent are African American, 11 percent are Asian, and one percent are Native American. In total, minorities compose 26 percent of the University of Michigan's students. To gain acceptance, students must have a B or B+ average in high school with a minimum of 1200 on the SATs. Critics have questioned why the University of Michigan attracts only half of the nine percent Hispanic population in the U.S., but Monts noted that "We're very aggressive in our recruiting efforts." Many academically gifted students who graduate from the University of Michigan advance to law, medical, and other professional schools.

The University of Michigan targets cities in Michigan–such as Saginaw, Bay City, and Grand Rapids–that have larger number of Hispanic students–but also sends recruiters to Chicago, New York, and Los Angeles in search of a diverse student body. "The most qualified students have a chance to gain a scholarship that covers tuition," noted Jim Vanhecke, associate director of undergraduate admissions. Since one year's tuition and board cost about $26,000, scholarships and financial aid are required for most students.


University of Southern Colorado
Albuquerque Technical Vocational
(TVI Community College)
New Jersey City University

The Minority Student Services and Office of Academic Multicultural Initiatives (OAMI) provide resources to help minority and Hispanic students. OAMI organizes pre-college visitation for interested minority (and other) students, and brings in cultural and ethnic activities.

Once students are accepted, the school strives to retain them. More than 84 percent of all students who are accepted graduate, 73 percent of all minority students graduate, and 68 percent of entering Hispanic students graduate.

Lee Bollinger, president of the University of Michigan, is "fighting lawsuits and is trying to maintain as diverse a student population as possible," Monts said.

The Honor Roll

New Mexico Highlands University

Small Town Friendliness, Innovative Programs

BY ROGER DEITZ

When one thinks of Las Vegas, glamour and excitement come to mind. In Nevada, it's a prime vacation spot where visitors try to enrich their lives through high rolling and high-budget theatrical presentations. Yet it is also a place where people with high career aspirations enrich their lives. Located in the foothills of the scenic Sangre de Cristo Mountains, Las Vegas, N.M. has a population of about 16,000 people and offers the friendliness found only in a small town. Albuquerque, the big city, is only two hours away. The surrounding area is rich with recreational activities, including alpine and Nordic skiing, water skiing, bicycling, hiking, horseback riding, swimming, ice skating, hunting and fishing.

NEW MEXICO
HIGHLANDS
UNIVERSITY

New Mexico Highlands University

Northeastern New Mexico is also a mecca of cultural and artistic activity with both Sante Fe and Taos only one hour's drive away. There is more to enrich the lives of area residents. Take, for example, the recognition for excellence earned by one very progressive institution of higher learning that also serves as a hometown university. This summer, New Mexico Highlands University in Las Vegas announced an astonishing array of innovative program options for students seeking specialized and unique instruction. Among these new offerings is a natural resource management degree program, a graduate degree combining media arts and computer science, and a new law enforcement degree program. There is a ground-breaking degree program to address the state's teacher shortage in mathematics and computer science–a new major in math and computer science for secondary school teachers. In addition, the institution's Child Development Center recently was granted accreditation by the National Association for the Education of Young Children (NAEYC). This prestigious recognition has been achieved by only 7 percent of early childhood programs nationwide. Highland's center is the second four-year school to be so accredited in New Mexico (The University of New Mexico is the other). As a result of this national accreditation, the center automatically receives the highest designation from the state, which is the appointment as a "gold" facility.

There is also a tie to a very culturally rich past in the region. Historic renovations on campus include the restoration of Douglas Hall, a building designed in the Spanish Colonial Revival style and completed in 1928. Used as a primary school into the 1980s, the building will soon house classrooms for college instruction. With so much dynamic growth at New Mexico Highlands University, it is no

Selimo Rael, New Mexico Highlands University president

Honor Roll Facts in Brief

INSTITUTION
New Mexico Highlands University

LOCATION
Office of Recruitment
P.O. Box 9000
Las Vegas, NM 87701-9000
(800) 338-6648

ESTABLISHED
1893

ENROLLMENT
2,516 (1,459 Hispanics)

DEGREE OFFERINGS
Master's
Bachelor's

TUITION AND FEES
$77.75 (per credit hour - undergraduate - resident)

FACULTY
121 full-time (32 male and 11 female Hispanics among the entire faculty group of 143)

SEVERAL DEGREE PROGRAMS
Adventure Leadership and Education
Law Enforcement
Math and Computer Science for Secondary School Teachers
Media Arts and Computer Science
Natural Resource Management

NOTABLE HISPANIC-SERVING ORGANIZATIONS
La Mecha, the student newspaper
Mariachi Band

INTERNET ADDRESS
www.nmhu.edu

wonder that we extend a welcome to the institution as our most recent Honor Roll inductee.

President Selimo Rael underscores the university's concern for addressing the needs of the diverse citizens of the area. "The mixture of cultures, backgrounds, and perspectives on campus gives every student the chance to gain a greater understanding and appreciation for different peoples with the common goal of a Highlands education."

He comments, "At Highlands, students are the focal point of institutional commitment. Students become integral members of the NMHU community and vital contributors to the success of the institution. Highlands combines a wealth of educational opportunities common at large state universities with the personal attention found at small private colleges."

President Rael notes that although Highlands was founded in 1893 as a school dedicated principally to training New Mexico's school teachers, today, the institution serves students who are pursuing a broad spectrum of academic interests. He points out that the university offers undergraduate and graduate degrees in ten departments in the College of Arts and Sciences and in the schools of Education, Business, and Social Work. Major disciplines include behavioral science, communication and fine arts, engineering, English and philosophy, history and political science, languages and literature, mathematics and computer sciences, life science, business, education, and social work. "The array of academic and cultural possibilities extends far beyond the classroom," Rael maintains. "In addition to the research projects and cooperative education assignments possible for most students, there is a full slate of student activities to pursue on and off campus."

Highlands University was founded in 1893 as New Mexico Normal School when New Mexico was still a territory. Recognizing the expanding mission of the institution, the state legislature changed the school's name in 1941 to New Mexico Highlands University–a name derived from the area's magnificent Rocky Mountain terrain.

Today the university has an enrollment of more than 2,800 students and a highly qualified faculty of 120 full-time professors, 80 percent of whom have a doctorate or terminal degree in their field. Highlands offers 69 undergraduate majors, minors, and concentrations in a wide range of traditional and unique areas, as noted by President Rael. Professional preparation is offered in pre-law and health and science fields, including pre-med, engineering, forestry, medical technology, and biology. Teacher certification programs are offered for elementary, secondary, bilingual, and special education licensure. In addition to distance learning via the internet, NMHU offers classes around the state, as well as with on-site faculty in Rio Rancho, Santa Fe, Española, Farmington, Tucumcari, and Hobbs.

As part of its mission to serve the individual student through personal attention, Highlands maintains open enrollment, small classes, and low tuition. General education requirements provide a well-rounded education for all students regardless of major. All students are assigned an advisor either in their major or through general advising if they have not declared a major. Also of interest, Highlands University participates in the Study Abroad Program and Cooperative Education–a national program that provides students the opportunity, while in college, to gain valuable work experience related to their studies. At Highlands, co-op students get hands-on training, working side by side with experts in their chosen fields while earning professional salaries and benefits during their work assignment. Ninety-five percent of students receive some form of financial assistance, and more than 500 students work on campus.

New Mexico Highlands University fountain

Figures for the fall of last year show that of a total student enrollment of 2,516, 58.1 percent are female. Hispanics make up more than half of the student body total with 1,459 or 58 percent of all students. There are 130 American Indian, 91 African American, 714 Caucasian, 29 Asian, and 24 non-resident aliens among the total. There are 121 full-time faculty and a student-to-faculty ratio of 15:1. Faculty demographics reflect 32 male and 11 female Hispanics among the full-time faculty roster. Seventeen of these Hispanic professionals have reached the distinguished level of full professor. A campus spokesperson reports that "Diversity may be a buzzword at some places, but at Highlands it's reality. Our student body, faculty, and staff represent a variety of ethnic and cultural backgrounds. While the campus is located in a rural setting, the area historically has had an international and multicultural flavor."

There are other nice touches. New first-year students are required to enroll in the leadership program, which orients them to college life and university resources, and helps ensure their success through graduation. First implemented in the fall of 1998, the course increased the retention of new entering students from the fall '98 to the spring '99 semesters.

During Selimo Rael's tenure as president, NMHU has completed several significant campus improvement projects, including the renovation of historic Ilfeld Auditorium, expansion of the Thomas C. Donnelly Library and the Victoria de Sanchez Teacher Education Center, the restoration of Perkins Stadium, and the renovation of Douglas Hall.

The educational tradition of the Douglas Hall site goes back to 1891 with the construction of the first school in the New Mexico territory funded by the sale of public bonds. When this building was destroyed by fire in October of 1927, stone from the foundation and walls was used in the construction of the new Douglas Avenue School, which opened one year later, in October of 1928. At the time a reporter for the *Las Vegas Optic* called the new structure "one of the most attractive school buildings in New Mexico." Renovation of the Spanish Colonial Revival style building began in 1998 with the passage of a New Mexico General Obligations bond and will be completed by the spring semester of 2000. The original design was by the famous New Mexico architect, John Gaw Meem. As one of his earliest public buildings, Douglas Hall shows his training at the Beaux Arts Institute of Design through its formality, particularly the T-shaped layout and the symmetrical arcades of the main entrance. Douglas Hall will house classrooms for the humanities, The Language Learning Center, and the Writing Center–all with state-of-the-art technology. A new addition will contain offices for faculty and graduate assistants in history and political science, languages and literature, and English and philosophy. Also undergoing renovation is Perkins Stadium. The stadium will be for use by the campus and community. The aging Perkins Stadium has been used for years not only by NMHU athletic teams (Cowboy football and Cowgirl soccer play home games there), but also by the entire community for a wide range of interests. Walkers and joggers enjoy recreational use of the facility, and various local high school teams have held training as well as home games at "the Perk."

HO

Hispanics, Education, and Employment

HACU and ETS™ Issue Meaty Report

BY KEVIN GONZALEZ

The Hispanic college gap is costing the United States $130 billion each year in potential wages lost–and another $45.4 billion in lost local, state, and federal tax revenues that would have been generated by those salaries. A major new study on the cost of the Hispanic college gap was recently released by the Hispanic Association of Colleges and Universities (HACU), and Educational Testing Service (ETS).

"The good news is that Hispanic access to college is improving and that this trend will continue," says HACU president Antonio Flores. "The bad news is that Hispanic youth still trail non-Hispanic White youth in educational achievement."

Indeed, the gap in Hispanic college attendance is expected to grow from the current level of 430,000 Hispanic students now missing out on a college education to 550,000 Hispanic students unable to obtain a college education by the year 2015.

The new 105-page report, "Education = Success: Empowering Hispanic Youth and Adults," by HACU and ETS, outlines the cost of the Hispanic college gap and also offers solutions for correcting problems that now result in inequity and lack of access to a college education for the nation's fastest-growing minority population. Within the next few years, Hispanics are expected to become the nation's largest minority population.

"America loses billions by not improving education for Hispanics," says ETS President Nancy Cole. "But more importantly, it also loses fresh, diverse talents and perspectives." ETS is a leading educational measurement institution and a leader as well in educational research. The nonprofit organization annually administers more than 10 million tests in the United States and in 180 other countries.

HACU, a leading voice for Hispanic higher education needs across the nation, represents more than 200 colleges and universities with high Hispanic student enrollment rates in the United States, Puerto Rico, and abroad.

Among Hispanics ages 25 to 64, only 13 percent have a college degree. Of those without a college degree, 18 percent are ready to enroll in college while another 24 percent would be ready to enroll with about 200 hours of basic skills training.

Increasing the number of 18- to

> ***"Financial investment will be necessary, but even more essential is human investment–showing interest, defining and imparting values, and advising and caring," Carnevale says.***

Anthony Carnevale, Educational Testing Services

Antonio Flores, Hispanic Association of Colleges and Universities

24-year old Hispanic youth pursuing an undergraduate degree by 10 percentage points would result in Hispanic youth obtaining their proportional share of college enrollments.

"Hispanic underrepresentation on campus also equals underrepresentation in good jobs. "Almost 60 percent of jobs today require college-level skills," says Anthony Carnevale, ETS vice president for public leadership and author of the study. He also co-authored nearly 30 years ago the principal affidavit in *Rodriguez v. San Antonio*, a landmark U. S. Supreme Court action to remedy unequal tax burdens and educational benefits. "More Hispanic youth will need college to get their first jobs–and more Hispanic adults will need college to keep their current jobs or get better ones," Carnevale says.

On average, Hispanic men earn $17,000 less a year than do non-Hispanic White men, and Hispanic women earn $6,700 less than do non-Hispanic White women. "Evidence is mounting that linguistic, racial, and class bias differences are limiting the job prospects and incomes of minority workers," says Flores of HACU.

More financial resources and other support are needed, says Carnevale. Financial aid has not kept pace with increasing college costs. In addition, more social support, counseling, college and career planning than is currently available is needed for many young Hispanic students entering college who are either first-generation college students or first-generation U.S. residents.

College access and participation must also be addressed, not just at the college level but at all education levels, from kindergarten through graduate school. "We need affirmative development and affirmative outreach for all Hispanic students through the K-16 system, not just college admissions information provided to relatively few students in the spring of their senior year of high school," Carnevale says.

To combat prejudice, Carnevale advocates a strategy of engagement, encouragement, and social support. "Financial investment will be necessary, but even more essential is human investment–showing interest, defining and imparting values, and advising and caring," Carnevale says. "If we focus on these deeper causes of frustrated potential, our policies will be more sure-footed," he says.

Cole of ETS also cites the need for better tests. "The ultimate goal is to create tests that establish the linkages to how to improve academic skills and preparation for college," Cole says.

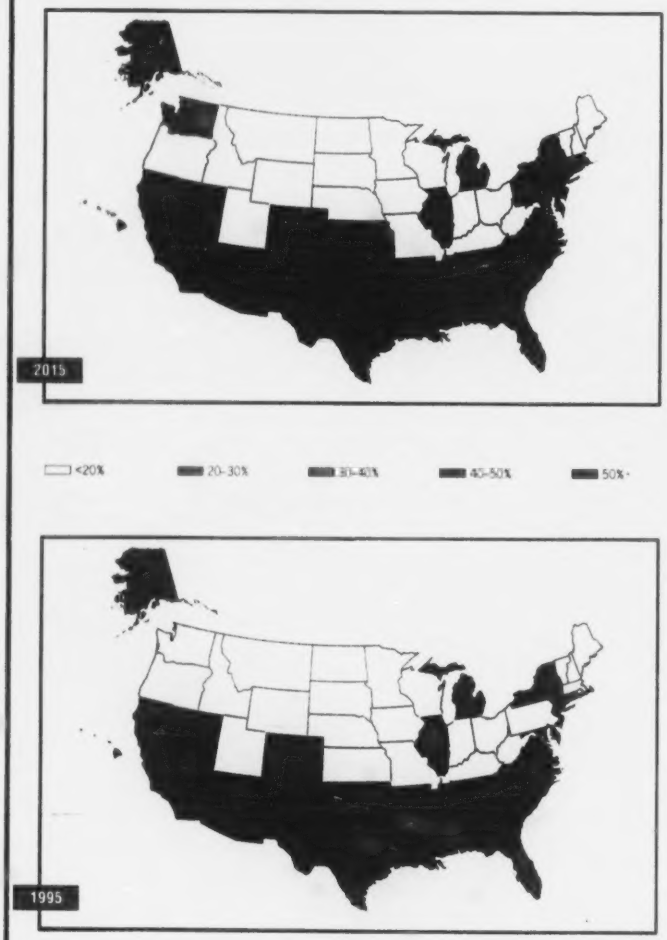
The colleges and universities represented by HACU collectively enroll two-thirds of all Hispanic students in higher education in the U.S. The mission of HACU is to promote the development of member colleges and universities; to improve access to and the quality of postsecondary educational opportunities for Hispanic students; and to meet the needs of business, industry, and government through the development and sharing of resources, information, and expertise.

Report author Carnevale, in his acknowledgements, offered special thanks to three scholars who reviewed and commented on the report in the draft stage: Jorge Chapa, interim director of the Julian Samora Research Institute at Michigan State University; Arturo Madrid, distinguished professor of humanities in the Department of Modern Languages and Literatures at Trinity University in San Antonio; and Laura Rendon, professor of educational leadership and policy studies at Arizona State University in Tempe.

For more information, contact HACU Public Affairs Director Lorraine Pulido at (210) 692-3805 ext. 24. To obtain a copy of "Education = Success," contact ETS Corporate Communications at (609) 734-5050.

The Geography of Minority Undergraduates

Percent of racial/ethnic minority undergraduates projected in each state in 1995 and 2015

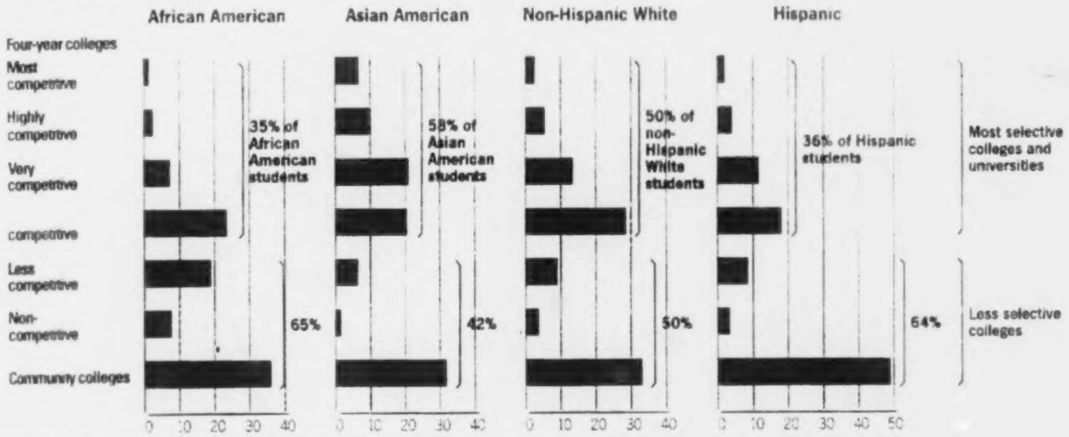


By the year 2015:

- ▶ Minority undergraduate enrollments will increase by 2.0 million, while non-Hispanic White enrollments will increase by only 600,000
- ▶ Minority undergraduates will outnumber non-Hispanic Whites in three states—California, Hawaii, New Mexico—and the District of Columbia
- ▶ Sixteen states' minority enrollment will range between 30 and 50 percent—while nationally, 37 percent of all undergraduates will be minority
- ▶ Western colleges and universities—especially California, Texas, Washington, and Arizona—will enroll larger shares of Asian-American and Hispanic students
- ▶ Florida and New York also will experience significant increases in Hispanic students, and New Jersey will enroll a significant number of Asian-American students
- ▶ Southern colleges and universities—especially Georgia, Florida, and North Carolina—will enroll a growing new wave of African-American students
- ▶ Texas and Maryland also will experience significant increases in African-American students

Source: Carnevale and Fry, 1999

A High Proportion of Hispanic Students Enroll in Less Selective Colleges



Adapted from Nettles, et al. (1997) and Phillippe (1997).

EXCERPTS FROM EDUCATION = SUCCESS: EMPOWERING HISPANIC YOUTH AND ADULTS'

Almost six out of ten jobs today require college-level skills.

•By 2015, we could close the education gap between Hispanic and non-Hispanic White youth if we increased college participation among Hispanic youth by 10 percentage points.

•The largest, fastest-growing, and best-paid group of employees is office workers. These jobs pay one and a half times as much as other jobs and will grow by four million by 2006. Only a quarter of all Hispanic men and a third of all Hispanic women are employed in office jobs, compared to half of all non-Hispanic Whites.

•According to NALS, seven percent of Hispanic adults have advanced or superior skills similar to the skills of college graduates.

•Workers with advanced or superior skills have the highest earnings–on average, $29,100 for Hispanic women and $42,600 for Hispanic men.

•About one in five Hispanic adults has competent skills similar to the most highly qualified high school graduates or people with some college but no degree. Hispanic women at this skill level earn $27,300 on average, and Hispanic men earn $37,900.

•By 2006, jobs for people with competent skills will grow by 14 percent, adding 37 percent of all new jobs.

•Hispanics with advanced or superior skills average about $6,600 more a year than do those with competent skills, who earn about $8,500 more than do those with basic skills.

•The 120 most selective colleges and universities graduate about 100,000 students, including about 6,000 Hispanic students, each year. The economy, however, creates as many as two million job openings every year that require college-level aid.

•Students with SAT scores above 1,000 have a 60 percent chance of graduating from a 4-year school. More than half of the Hispanic students who score above 1,000 on the SAT come from families with earnings below the national average.

•We need tests that unmask the difference between academic achievement and English-language ability.

•We need tests to establish the linkages between test results and specific classroom activities, as well as types of teacher preparation and in-service training.

•In the emerging global economy and culture, every well-educated person should be literate in more than one language. English should probably be one of them. And in the Americas, the other one should probably be Spanish.

•The proportion of Hispanics with college degrees or graduate training in 1997 still has not reached the levels achieved by the general population in 1973.

•Factory jobs are declining, low-skilled service jobs are merely holding steady, and high-tech jobs are growing only moderately. So where are all the new jobs we keep hearing about? In education, health care, and office jobs.

•The percentage of Hispanic workers with at least some college has doubled since 1974–going from 9.2 percent to 17.7 percent for men, and from 7.5 to 22.2 percent for women.

•Even with affirmative action, Hispanics still don't get their fair share of the seats in the top colleges. And it has almost no impact on attendance beyond the 120 most selective schools.

College Prep in Houston and Manhattan

Private Efforts Target Minorities

PREP FOR PREP

BY
INÉS PINTO ALICEA

Prep for Prep was launched in 1978 as a pilot project of Teachers College at Columbia University, the result of a doctoral project of the program's founder, Gary Simons.

Back in 1993, sixth grade teacher Chris Barbic despaired as he watched his students' enthusiasm diminish as they ventured on to Houston-area middle and high schools. He knew something had to be done to help those students stay on a college-bound path. So he submitted a charter school proposal to the Texas Education Agency, and thus YES College Preparatory School was born in 1995.

"Every year, we've had more and more success," said Barbic, 29. "It's a challenge. I work 18-hour days. This school isn't for everyone. We have kids who come and decide they don't want to do it. But anyone who wants to come here can."

About 90 percent of the school's 400 students are Latino, and almost all of their families are poor; nearly all of the students qualify for a free lunch. About 20 percent of the students are considered limited-English-proficient. The school, which offers an intensive college-preparation program, teaches fifth through eleventh graders. Based on the results of the Texas Academic Assessment Standards (TAAS) test, progress among the school's students is good. Barbic shares the scores proudly. All 43 tenth graders passed the math and writing portion, and 95 percent had passed reading. Scores are equally high among the sixth through eighth graders. But Barbic admits that the real test of his program will come when his current group of eleventh graders start applying to college and get accepted. Will the years of extra work pay off?

It is a question that every college preparatory program faces at its inception. The answer often makes or breaks a program. This article looks at such programs and the challenges that they face–Yes College Preparatory School and a more established program, Prep for Prep in New York.

Prep for Prep's Gary Simons speaking to students

Prep for Prep operates very differently from YES College Prep. It takes academically gifted minority students in the fifth grade for day school placement and in seventh grade for boarding school placement and subjects them to 14 months of intensive training while they are still in the public school system. Once they complete the training, those who remain in the program are then placed in and offered full scholarships to any one of nearly 50 rigorous independent schools around New York. Once in, the students receive an extensive support network of tutors, counselors, and career guidance services up through college. Prep for Prep currently has 812 students enrolled in independent schools and an additional 571 at colleges. In operation since 1978, nearly 500 of its students graduated from colleges nationwide, many of them Ivy League schools.

The programs are also different in the types of students they are recruiting. YES students are more middle-of-the-road students who show great promise, Barbic said. Prep for Prep looks for the most academically gifted students in New York's public schools, testing 3,500 of the city's brightest students for participation in its program. More than 200 earn entry into the program.

"We are looking for students who are smart enough, motivated enough, and work hard enough to be the type of kids independent schools want," said Dominic Michel, associate executive director at Prep for Prep. The two programs share many similarities. Students are recruited and asked to commit to the rigors of the individual pro-

YES College Prep student group

grams. Both programs require two or three hours of homework, long school days (in the case of YES College Prep, the day ends at 5 p.m.) Monday though Friday, Saturday classes, and summer school. Prep for Prep in New York follows this program until the student is placed in an independent school. There the students adopt the curriculum at the school in which they are placed. YES College Prep in Houston, however, does this at every grade level and continues the same curriculum until the student graduates from high school.

Every senior graduating from YES College Preparatory School, beginning with the class of 2001, is required to gain acceptance to a four-year college in order to receive a high school diploma.

"We have to spend a lot of time helping the students catch up to speed, especially in English, since it is most of the kids' second language," Barbic said. "The minute they walk in the door, our kids are behind because they are competing with kids from private schools. A lot of the kids here have been pushed through the system. The schools weren't giving them the type of education to be prepared for college. Our expectations are a lot higher. We make sure they understand what is expected of them. They know what it takes to get where they want to go and the sacrifices they have to make to get there. We are not aiming for the best and brightest kids in the city but we want to be sure the person is serious about the commitment and the work."

Both programs face the challenge of getting private funds for their work. The problem is equally acute for both–but for different reasons. Since Barbic's program is so new and to some extent unproven in the eyes of potential benefactors, Barbic spends much of his time chasing money and convincing people that his program will work. The school's first class will graduate in 2001.

"When we get the first group to college, it will pay off," Barbic said. "That is when things will explode and the resources will come in."

Barbic's program does receive some funding from the state of Texas, but he said he relies heavily on outside donations to provide many of the extras, such as cultural enrichment programs and the summer and Saturday classes. The money helps send students on extensive field trips. Last year, the tenth graders visited Boston and New York and toured Harvard, the Massachusetts Institute of Technology, Columbia University, and New York University. He also needs money to build a more permanent facility. The school currently operates out of modular units. He also will have his first 12th grade class next year and must account for that. Eventually, he would like to open more schools.

"The college visits are important because when you hear from a teacher that you can't get into college with C's, it's one thing, but it's very different when you hear it from a college admissions counselor or from college students who also say they busted their butts and this is the payoff," said Barbic.

The school raises money from foundations, corporations, and other sources to help fund its educational programs. Among the contributors are the Houston Tannenberg Challenge, the Brown Foundation, the McNair Foundation, the North Hills Charter Grant, the Houston Endowment, the Cullen Foundation and others. "We want to perfect the model first," he said.

Michel said that fundraising is also a concern for his program since it is completely privately funded and since it is not a school and can not rely on tuition. But the money is needed for its numerous operations, including sending students in the program abroad for the summer, offering a summer job bank; providing a leadership development program; providing counseling, guidance, and tutorial services for its students; and preparing the students for placement in an independent school. It conducts weekly sessions held after public school classes close for the day, Saturday sessions, and summer programs.

"All of our students have the intelligence, and many have the skill–but many don't, so we are trying to bridge the gap between intelligence and skills," said Michel. "We expect them to be the best students in their schools."

Michel said funding is important because the program would like to expand. It is unlikely that the number of independent school slots for Prep for Prep students will grow significantly, he said, and he hopes that the program will be able to prepare additional students through other methods.

"We're looking for ways to involve other students," Michel said.

Both programs stress developing leadership and a sense of giving back to the community and to their schools. Barbic's program uses a service-based-learning approach, integrating community service projects.

"It is important for these kids to see both that it is important to give back to the community and that there are always people who are less fortunate," said Barbic. "It makes them appreciate the opportunity YES has given them even more. We hope to build a strong alumni base, and we are teaching the students to give back. I would love to see the kids

Prep for Prep students in their junior year come back and teach."

Michel said students in Prep for Prep not only take on internship assignments at businesses throughout the city as part of their leadership development, but they also travel abroad and participate in short retreats at which they discuss ethics, qualities of great leaders, and other relevant issues and participate in activities that develop their own leadership skills.

The two programs had very different origins.

Prep for Prep was launched in 1978 as a pilot project of Teachers College at Columbia University, the result of a doctoral project of the program's founder, Gary Simons. Simons felt there was a void in educational opportunities for minorities and disadvantaged children. He felt that they too should get the opportunity to attend private schools. He developed his program to prepare the students to enter independent schools, which offer grounding for the rigors of college. The program opened its doors to 25 fifth graders in the facilities of Trinity School on Manhattan's Upper West Side. The weekly classes are still offered at that location, although the program has moved its offices to a separate facility.

Barbic majored in English and pre-law at Vanderbilt University in Nashville and after graduating went to work for Teach for America, an AmeriCorps program that allows people to earn teacher certification in exchange for a two-year commitment to teach in a poor neighborhood. Barbic was sent to Rusk Elementary in Houston, where he taught a class of sixth graders who had all flunked the TAAS. He helped them improve their scores significantly (83 percent passed the math portion) but 'was later disheartened to learn that many went on to join gangs, drop out, or become pregnant once in middle school. Something needed to be done in Houston, where, according to Rice University sociology professor Stephen L. Klineberg's 1994 ***Survey of Houston's Ethnic Communities***, one in three high school-age Hispanic students will fail to graduate from high school.

Barbic and some of his Teach for America colleagues started talking to students and parents and joined forces in 1995 to ask the Houston Independent School District for the privilege of starting a pilot program at Rusk Elementary that would extend students' stay after the sixth grade. The district approved the Project Youth Engaged in Service (YES), a sixth and seventh grade middle school program. The program quickly expanded to other grades, and in 1998 branched out on its own and became a charter school.

"They have strong leadership, dedicated faculty, motivated students, and an inviting facility," said Patsy O'Neill, executive director of the Charter School Resource Center of Texas.

YES College Prep also has a strong following among its parents, said one of the parents of a student involved in the program.

Beatriz Guerrero, a parent of a YES College Prep student, said her daughter was unmotivated in the public school system but that her attitude has changed significantly since enrolling at YES.

"One of the things that surprised me was that the teachers give students their phone numbers at home so they can call them if they need assistance in homework," said Guerrero. "She needed that connection with her teachers in order to further herself in her studies."

Both Barbic and Michel called that connection between talented students and educators vital to making their programs work and succeed.

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DOS UNT offers the quality of a private university at an affordable cost due to state assistance. Grants, scholarships, campus jobs and paid internships are available.

TRES More than 1,900 Hispanics attend UNT, which offers Latino student organizations plus more than 200 other student groups. The Student Ethnic Enrichment Center provides support and schedules activities.

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Dr. Ann C. Sewell, Assistant Provost,
Texas Christian University, TCU Box 297042, Fort Worth, Texas 76129.

Further information about TCU is available on line at **http://www.tcu.edu**.

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Ph.D.s: Too Many or Too Few?

Leadership Alliance Cites Dearth of Minorities

BY
MARILYN GILROY

There are far too few minority scholars with Ph.D.s, especially in the life and physical sciences. So says the Leadership Alliance, which bristles at suggestions from *Forbes* magazine and the venerable *Chronicle of Higher Education* that there might be a glut of scholars. And while these two publications recently referred to academe as an "overstuffed market" producing record numbers of Ph.D.s, the Leadership Alliance counters that today's society calls for more, not fewer doctorates, especially in the critical areas of science and math. Moreover, Alliance member institutions are adamant in the belief that they must deliver more women and minorities with graduate degrees.

"The low levels of minorities in graduate degree programs, the scarcity of minorities in Ph.D. programs and in the professorate, and the dearth of minority scientists and engineers in the workforce are not only issues of great concern to the Leadership Alliance, but also, they are our reason for being," says James Wyche, professor of medical science and associate provost of Brown University and executive director of the Leadership Alliance.

Founded in 1992 and based at Brown University, the Leadership Alliance is the largest coalition of its kind in the nation addressing the shortage of underrrepresented minorities in graduate school and the professorate. The Alliance creates a pipeline of opportunities including K-12 programs, undergraduate research programs, graduate support programs and fellowships, faculty development opportunities, and national symposia. In the process, the Alliance seeks to develop a generation of outstanding minority leaders and role models not only in higher education but in the public and private sectors as well.

The Alliance consortium consists of 27 institutions of higher learning, including all of the Ivy League schools, 10 historically Black colleges and universities, and the entire University of Puerto Rico system, which serves 62,000 students. In addition, the Alliance is affiliated with Montana State University and the seven tribal colleges in Montana through the American Indian Research Opportunities program (AIRO), based at Montana State.

Although critics continue to fret over the large number of Ph.D.s entering the job market, particularly in the humanities, the Alliance says that its efforts are aimed at helping academe make the changes needed to meet the market demand for a different Ph.D. product. As a recent Alliance newsletter noted, "the academic community has already begun to provide better and more selective graduate education programs with closer ties to global markets and changing technology...the kinds of graduate programs that can train researchers who will be able to fit many niches."

Leadership Alliance goals recently got a welcome boost when President Clinton issued a directive to the National Science and Technology Council (NSTC) asking for recommendations on how to achieve greater diversity throughout our scientific and technical workforce. In his directive, Clinton stated, "The number of women, minorities, and persons with disabilities who have careers in science and engineering remains low. In every decade, there have been far too few minorities awarded degrees in sci-

During the next 10 years, approximately 300-500 Alliance students are expected to be enrolled in doctoral programs worldwide.

d for the Leadership Alliance
By
Ph.D., Ed

Dr Paul Horn, vice president of research for the IBM Corporation, at the Leadership Alliance's fourth Annual National Symposium

Over 165 undergraduate students from member and non-member institutions around the country attended the Leadership Alliance's fourth Annual National Symposium, co-hosted this year by IBM.

ence or engineering, and the trend in minority admissions and degree awards is not encouraging. By 2010, approximately half of America's school-age population will be from minority groups. Minority participation in science and engineering careers should keep pace with this diversity."

NSTC working subgroups have asked the Leadership Alliance to provide "views and answers on why the participation rates for many members of our society are so low in the sciences."

While Alliance members are developing a formal response to the council's request, they have identified seven factors that contribute to the current situation and have presented their findings in the most recent edition of *Alliance Viewpoint*, the organization's semiannual policy letter.

Three of the seven factors are technical–lack of student and parental understanding of science, math, and engineering careers; poor instruction and mentoring in these areas; and the consistently low standardized test scores of minority applicants. The remaining factors are termed "ideological" and include the elitist attitude of science and technology and its perceived incompatibility with gender/cultural roles. This ideology and the current anti-affirmative action movement is, according to the Alliance, fostering a climate of "racial, sexual, and cultural hostility and a cold, unwelcoming climate for minorities and women on many college campuses," especially at top-tier research schools.

The Leadership Alliance is calling upon corporations, school officials, government, and other associations to adopt an outcomes-oriented approach to mentoring minorities and ensuring their recruitment and retention into science and technology graduate schools and, ultimately, into the workforce.

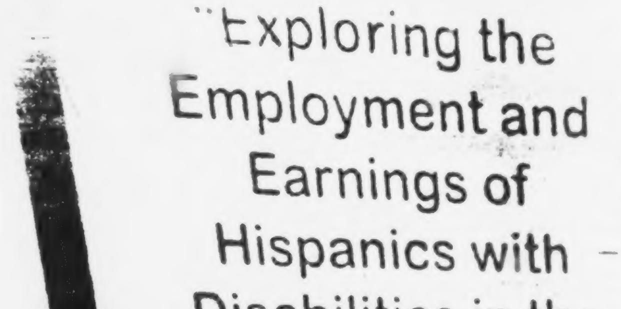
The Alliance is proud of its own track record in producing results that have directly benefited minority scholars. It has helped more than 700 undergraduate and graduate minority students through programs such as the Summer Research Early Identification Program, which pairs minority students with faculty mentors, and the Minority International Research Training initiative that allows minority scientists and students to play an important role in biomedical research projects throughout the world.

During the next 10 years, approximately 300-500 Alliance students are expected to be enrolled in doctoral programs worldwide. Thirty percent of participants in Alliance programs are Hispanic.

Funding for Alliance projects comes from federal sources, including the National Science Foundation (NSF) and the National Institutes for Health (NIH); about 21 percent are from corporations and foundations; and about 65 percent are from individual donors. Since its inception, the Alliance has received more than $8 million of support from both public and private sources.

The showcase event for the Leadership Alliance is its annual national symposium. This year, IBM hosted the fourth symposium, entitled "Partnerships for Future Success." At the conference, 165 undergraduate student summer researchers came to present their work, network with peers and senior researchers, and explore the possibilities of graduate school and research careers. In addition to attending each other's presentations, the students heard keynote addresses from industry and academic leaders and received advice from graduate admissions experts and current Ph.D. candidates.

In one session, Dr. Paul Horn, senior vice president of research for IBM corporation, told the audience that just as there was an industrial revolution at the dawning of this millennium, the world is now in the midst of an information revolution. "Information technolo-



Israly Echegaray-Garcia, from University of Puerto Rico who did her summer research at Cornell University, presents her work on "The Employment and Earnings of Hispanics with Disabilities in the U.S."

gy is going to change everything. No institution, no government, and no individual will be unaffected. Soon there will be no poor countries, just ignorant ones," he said.

It's a great time to be involved in computing and technology, which, he added, will allow us to do things never before possible. He envisioned a future where we have relationships with our computers that will "think" through the problems we pose for them. He concluded by reminding the student audience that there is a phenomenal amount of information on the internet and this information and the new technology can be used to bring about good.

"You have to be part of the process to make sure that there is access and break down the barriers to utilization of all this information," he said. "You know it's really up to you to see that the new technology is used for good."

Students also heard from deans representing graduate schools at New York University, Princeton, and Harvard who offered a list of do's and don't's for applying to graduate school. They advised applicants to be specific, deliberate, and complete at every step of the process. They also stressed the importance of networking for information and contacts throughout college, graduate school, and their careers.

Dr. William B. De Lauder, president of Delaware State University, who gave the symposium's closing address, said that although the percentages of minorities receiving Ph.D.s is increasing, actual numbers are still too small, and he challenged the students to prepare themselves to replace the currently aging Ph.D. faculty and not to be fooled or dissuaded by the current rhetoric that brands affirmative action as "special treatment" instead of "equal treatment."

"Don't ever let anyone make you feel you are not qualified. I guarantee that if you were not qualified, you would not be here. Your goal must be to learn, achieve, and experience all that you can so that you will be prepared to take advantage of opportunities that present themselves."

Carlos Ramos, director of the Honors Program at the University of Puerto Rico, and Karen Lawrence, assistant vice provost for Graduate Education at the University of Pennsylvania

Jim Wyche, Leadership Alliance executive director, joined other leaders in offering inspiration and encouragement to the students. "We are expecting the world out of you," he said. "We expect you to do outstanding things in the future. We all have a responsibility to meet the challenge to provide leadership. We must not fail. So much is riding on the efforts of groups like this."

The Alliance is now accepting applications for the year 2000 Summer Research Early Identification Program, which offers minorities the opportunity to do graduate-level research for 8-10 weeks at premier universities and corporate laboratories throughout the country. Applications, which must be filed by February 1, are available through all member institutions, the Alliance executive office (401-863-1474) and the Web site, <www.theleadershipalliance.org>.

HO

THE LEADERSHIP ALLIANCE

THE LEADERSHIP ALLIANCE MEMBER INSTITUTIONS

Brooklyn College
Brown University
Clark Atlanta University
Columbia University
Cornell University
Dartmouth College
Delaware State University
Harvard University
Johns Hopkins University
Howard University
Hunter College
Montana State University
Morehouse College
Morgan State University
New York University
Prairie View A&M University
Princeton University
Southern University at Baton Rouge
Spelman College
Stanford University
Tougaloo College
University of Maryland-Baltimore County
University of Pennsylvania
University of Puerto Rico
University of Texas-San Antonio
Xavier University of New Orleans
Yale University

Mestas New Chancellor of UM-Flint

Poet, Policymaker, and Expert on Martí

BY
DONNA ULLRICH

As the second person from the top at National Endowment for the Humanities, Mestas was responsible for formulation, development, and implementation of policy and for managing the agency's budget and expenditures.

Juan E. Mestas, deputy chair of the National Endowment for the Humanities (NEH), was appointed chancellor of the University of Michigan-Flint, the fifth in its history. His appointment began a month ago.

In recommending him for the post, U-M President Lee C. Bollinger said that Mestas "is deeply respected at the NEH and in Washington, D.C. He has done a remarkable job at NEH, and the continuing vitality and enhanced stature of the endowment are due in large measure to his thoughtful administration of day-to-day operations."

NEH Chair William R. Ferris called Mestas' leaving "regrettable," but wished him well as he moved "ahead to a well-deserved new phase in his career." He has a "firm guiding hand" that has "helped lead the NEH through thick and thin since 1994."

Bollinger said that Mestas "brings to the position of chancellor tremendous administrative skills, a strong sense of academic quality, and a deep commitment to higher education and its public purposes."

Mestas, who visited the campus several times in preparation for the new role, meeting with students, faculty, staff, alumni, and community leaders, called the university "a caring institution, committed to academic excellence and quality teaching, and responsive to the world around it."

"I am thoroughly impressed," he said, "and can hardly wait to join the family."

As the second person from the top at the NEH, Mestas was responsible for formulation, development, and implementation of policy and managing the agency's budget and expenditures. He also represented the NEH on matters concerning policy, planning, legislation, and regulation and funding with other government bodies, higher education institutions, corporations, and foundations.

Juan E. Mestas

In addition, Mestas helped guide the agency through several years of severe budget cuts and layoffs, while maintaining morale.

Prior to joining the NEH in 1994, Mestas was vice provost and dean of students at Portland State University (1992-94), managing and providing leadership for the Division of Student Affairs, which was composed of 17 units. He was active in policy development while serving on the Executive Committee and the Council of Academic Deans. He also was associate professor in the Department of Foreign Languages and Literatures.

Mestas earned degrees in Hispanic languages and literatures from the Universidad de Puerto Rico (B.A.) and the State University of New York at Stony Brook (M.A. and Ph.D.). His scholarship has been devoted to study of the 19th-century Cuban poet and author José Martí. He is the author of *El pensamiento social de José Martí: ideología y cuestión obrera* (Madrid: Editorial Pliegos, 1993), and of numerous articles published in scholarly and educational journals. He is also a former editor of several periodicals. Mestas has translated from English to Spanish the works of Tennessee Williams, George S. Kaufman, and Neil Simon, among others. His poetry and short stories have been published in literary magazines and anthologies in Puerto Rico and the United States.

He held several posts at California State University-Long Beach, including director, Retention Services and Educational Equity Programs; director, Educational Access Services; director, Educational Opportunity Program, and (concurrently) associate director, Student Development Programs. He also had teaching and administrative posts at Stony Brook.

An American Council on Education (ACE)/Pew Fellow at the University of Pennsylvania in 1989-90, Mestas contributed to analyses of higher education's "new majority" and the role that federal funds play in encouraging the recruitment and retention of at-risk youth. He also participated in public policy discussions and higher education studies sponsored by the Pew Higher Education Roundtable, and

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aided the Delaware governor's office in conceiving pilot projects to address the state's dropout and underachievement problems.

As a visiting associate at ACE in 1990-91, he was responsible for several projects in the Center for Leadership Development (CLD) involving policy development, curriculum review, and program planning and implementation for the ACE Fellows Program, Office of International Education, and other ACE units. In 1991-94, he was a member of CLD's faculty, teaching courses on leadership, student retention, and diversity issues.

Mestas is a member of the Council of ACE Fellows and has held several posts in that organization and membership in the Western Association of Educational Opportunity Personnel, National Association of Student Personnel Administrators, and Raza Advocates for California Higher Education, among others.

His community contributions have included service on the Bernard Daily Educational Fund (Oregon), Portland Downtown Community Association, Abrazar Inc. (a senior citizens agency in Orange County, Calif.), LULAC, Head Start (in Long Beach, Calif.), and San Jose State University Day Care Center.

THE CHANCELLOR SPEAKS

A speech by Juan E. Mestas

For higher education, January 1, 2000 is but another date on the calendar. No old challenges will disappear and no new challenges will emerge with the arrival of the millennium. In fact, the challenges that we anticipate for the next several years are already in front of us. What will increase is the urgency to address them successfully. Perhaps our most significant challenge will be to respond to changes promptly and effectively.

The needs and expectations of tomorrow's students might be different from those of today's. The fluidity that we see now in accessing higher education–college is often a lifetime succession of entrances and exits rather than a four-year pause in a young person's life–is likely to become more prevalent. The more attentive we are to the needs and expectations of the students we serve today, the better prepared we will be when the students of the future arrive in our classrooms with different needs and expectations.

Even the notion of classroom might be challenged. A population that has become accustomed to getting everything through personal computers might want to obtain a college education pretty much the same way. We should be ready, then, to integrate the advantages of digital technology with the benefits of face-to-face interaction. For instance, while the internet has expanded the reach of instruction by opening its time and space, the best educational environment still requires the close proximity of caring teachers and avid learners.

Juan E. Mestas (r) with Congressman (D-Mich) Dale Kildee

Juan E. Mestas takes his place at the University of Michigan Regents table for the first time

One challenge that few colleges and universities have met well is the need to extend access to quality higher education. Our classrooms, for the most part, do not look like America. And America will continue to change at a fast pace in the direction of increased diversity, making it more difficult–yet more important–to make up for past inequalities and insensitivities. It won't be long before the groups that we now call "minorities" will become a diverse majority, making these very terms inoperative.

And it would be sad if higher education continued to reflect an unfortunate past rather than a promising future. Our challenge as colleges and universities is to bring in the students that we have not been reaching and to give them the support they need to stay enrolled until graduation. Our challenge as a community is to ensure that all students leave our high schools well prepared for postsecondary education.

The University of Michigan-Flint faces all of these challenges and in many has been preparing to meet them successfully. In our classrooms, traditional and nontraditional, students sit side-by-side, creating a dynamic dialogue between anticipation and experience. We are already using the latest technology in many aspects of the educational process and could be offering online courses as soon as January of 2000. We are engaged in intensive efforts to reach and retain "minority" students and have succeeded in shortening the gap in recent years. But we must do more, and we must do it better.

The community of the University of Michigan-Flint–students, faculty, staff, alumni, and friends of the university–must also continue to explore ways to exercise its civic responsibility, to extend its resources and open its doors to the community outside the university. We should, thus, embrace each other with enthusiasm and optimism. That is probably the most pleasant challenge we face.

Personal Narrative as a Route to Voice

Teacher's own experience leads to teaching strategies

BY
MARIA J. ESTRADA

> ***"I wish I had been allowed to use personal narrative from day one of my second shot at first grade. I know I would be a more effective writer today."***
>
> MARIA J. ESTRADA

The following presentation was part of a roundtable discussion on college composition and communication that took place at a conference in 1998.

Sure, they were frustrated and quite unprepared to deal with us "Hispanic" students. But the policies were not conducive to study or growth in self-confidence. Secluding us from the rest of the class and asking us not to speak Spanish was not conducive to learning English. Adjusting from a caring environment to this new, cold and strange place caused me to have a nervous breakdown when I was around five or six.

I woke up one day. Wobbled to the breakfast table, sat down, and started seeing triple. I was disoriented, so much so that I couldn't walk through doorframes without bonking my head every time, even if I went for the middle of the door. My parents really never understood why I got sick. But I couldn't tell my parents what the problem was. They were uneducated and didn't speak English themselves. They were more concerned with surviving and raising us than anything else. Quite honestly, I did not have the language to express the processes of assimilation I was being put through except to conclude that the teachers were mean.

So, what happened? I stopped talking.

Gloria Anzaldúa in *Borderlands* writes about our tongues being ripped out. She writes: "Attacks on one's form of expression with the intent to censor are a violation of the first Amendment. *El Anglo con cara de inocente nos arranca la lengua*. Wild tongues can't be tamed, they can only be cut out."

Maria Jesus "Jesse" Estrada

I hid mine, so this would not happen for two years. Then I got held back during the first grade, and I decided that maybe I should start cooperating. People have a misconception, oftentimes, that Latinos don't care about education, that they don't support their children. Well, this conception is wrong. My parents cared a great deal about education. My father was working over 24 hours a shift out in the fields to ensure that we would make a better life for ourselves, through education. So when my father found out I was held back, he became furious. I had never seen my father so angry before in his life, and this time he was angry at me. His face turned purple, and I thought his veins would surely pop out of his neck. He was yelling at me and asking if I was a dummy, una tonta, (which I wasn't) and if I wanted to end up like him (which I didn't).

The next year I transferred to a different school.

There I had a wonderful first grade teacher, Mrs. Lee. She didn't set us apart or differentiate among the students. My whole attitude changed. I learned to speak English and read. In the second grade, I discovered that once I could read English, I could learn to read Spanish. By then, I was in the "Jackrabbit" group–jackrabbits are fast. I was reading at the top of my class. I also discovered around that time that I loved to write. I adapted and learned to function and excel in the educational system. Unfortunately, the educational system never quite accommodated my writing needs.

Later on in high school, I tried to emulate the five-paragraph essay. I was in honors and AP classes and always got A's, but I was never totally proficient like the other students in their writing. Grammar and usage was natural for them, but not for me. Remember, my first language was Spanish. I spoke Spanish at home to my parents and siblings, so I intermixed my sentence structures and rhetorical patterns. Oftentimes they'd see this as a deficiency. I wanted to go on tangents and use imagery, like my father did when he told his cuentos y historias. I wanted to incorporate my oral skills from my culture into the written text, but was not allowed to do so. I emulated this plastic voice until I went to college. And even then, only a select few teachers encouraged this form of writing.

This writing was the personal narrative. I learned to use personal narrative in my essays and short stories and incorporated personal narrative characteristics in my poetry. I had never been given this freedom. I had never been validated in this way. I wish I had been allowed to use personal narrative from day one of my second shot at first grade. I know I would be a more effective writer today. So, as a new instructor, one of my goals in the classroom is to use the personal narrative with three purposes in mind: (1) to bring out student voices, (2) to develop student voices, and (3) to maintain student voices.

How, then, do you bring out student voices? One of the greatest challenges in the English classrooms is convincing students that they have a voice. Validation as a writer, especially for most students of color, becomes crucial. Students have a great deal of personal knowledge that they can utilize. However, a lack of self-confidence in their language proficiency or in the validity of their voices will impede them from becoming proficient writers.

I believe that creative writing techniques go hand in hand with composition. Creative writing approaches can help the student discover his/her voice.

The shift wouldn't be too traumatic. Wendy Bishop asserts that we already borrow ideas from "creative" writing departments. She writes, "compositionists have borrowed effective teaching methods from creative writing workshops– particularly group-response sessions and portfolio evaluation– improved those borrowings and gone beyond them." I'm suggesting that we be deliberate in our teaching methods. We want to make the acquirement of their voices easy and enjoyable. Obviously, we want to use methods that connect with them and interest them.

I believe in taking a post-modernist approach. Allow students to write about things that interest them, such as film, MTV videos, science fiction, video or computer games, etc. Things they are comfortable associating with and writing about. I suggest as many creative writing exercises as possible to get your students writing in a natural voice, a personal voice. I start with things they are familiar with and move to the more personal, like the oldest memory you have of eating at a restaurant. For the students of color, however, their voice must be validated by introducing writers whose works "speak to them." This idea is true for all students, but for students of color who might not have been exposed to other writers of color, this inclusion in the reading could have a positive effect. No one loses in including new and interesting pieces of writing by writers of color.

> ***"No one loses in including new and interesting pieces of writing by writers of color."***
>
> MARIA J. ESTRADA

Julio Marzán has compiled a book of innovative pedagogical essays in *Luna, Luna: Creative Writing Ideas from Spanish, Latin American, & Latino Literature*. In "Inspiring Young Writers with Chicano Pinto Poetry," Mary Sue Galindo gives some techniques on how to interest and develop student writing. In her essay, Galindo suggests allowing the students to use slang (such as "pint-prison"), folk sayings (dichos), and profanities (such as "pinche"). Allowing Chicano students to use in their writing expressions and words they are familiar with would encourage them to write about their everyday experiences. I know as soon as I was allowed to use these kinds of techniques, I began writing about my abuelita and about dichos like es mejor hablar sola que discutir con un pendejo that my father would tell me often as a child. It's better to talk alone than to argue with an idiot. Of course, first I used these elements in my creative writing classes, but pretty soon, I was using personal narrative in expository and argumentative essays. I also like to use videos of Guillermo Gomez-Peña's "Gringostroika" to demonstrate performance poetry that effectively incorporates Spanglish (the mixture of Spanish and English) and personal narrative.

Let's assume that during the first month, you have gotten your class used to the idea of using their "voice." Your students might still have grammar problems or problems synthesizing. So now you want your students to develop their voice. How do you develop the personal narrative in the classroom? You could do the obvious and have your students keep journals responding to the class readings and lectures in a reader response fashion. You could encourage them to correspond with another classroom, as Dr. Mark Hulbert suggested last year at 4C's [Conference on College Composition and Communications]. I say one of the best ways is to encourage them to use personal narrative in their papers–or at least narrative characteristics. Students can write anecdotes or about experiences that others have had to strengthen their arguments. In this way, they will continue to integrate the personal narrative into their academic work. Of course, with beginning composition students, some teachers might argue that the value of the personal narrative is low, because students of various disciplines may not use the personal narrative. However, one use that the personal narrative can have is as a tool to help students begin to write effectively so that they can move on to more academic interdisciplinary writings. I would really like to hear from other instructors and how they develop narrative voices in their classrooms.

Now comes the question of maintaining student voices. This maintaining, I think, is really up to the students. They have the freedom to use different techniques, while developing their student voices, which in turn helps them maintain their newly found skill. I tend to use personal narrative in the beginning of my essays because I feel most comfortable doing so. In a sense, the personal narrative oftentimes will lead into my academic writing. The narrative, then, becomes a bridge into the academic. Another useful exercise for students is to have them translate the personal narrative into an academic form.

There are many benefits the personal narrative can have in the composition classroom. I know that many of you use personal narratives in the classroom. Now try to use the personal narrative, not as the easy step before going on to more difficult academic discourses but as the early draft to that discourse.

Maria Jesus "Jesse" Estrada is a research assistant in the English department at Washington State University.

People-Places-Publications-Conferences

PEOPLE

Zampetti Discusses Transatlantic Trade at Ramapo

A Fulbright scholar Rico B. Zampetti recently presented "More Than Beef and Bananas: Issues in Transatlantic Trade Relations" at Ramapo College (N.J.), the first lecture this year in its continuing Columbian Fulbright Lecture Series.

Zampetti, who has been on leave as a Fulbright Scholar at Harvard University's Kennedy School of Government, works for the European Commission in Brussels, primarily on bilateral trade policy issues with the U.S.

González Echevarría Wins Award for Cervantes CD-ROM

A CD-ROM on the life and work of Miguel de Cervantes, edited by Professor Roberto González Echevarría of Yale University (Conn.), received *Choice* magazine's Outstanding Academic Book Award for 1998.

The multi-media reference work is part of the Major Authors Online series produced by Primary Source Media, an Orange, Conn.-based company that brings original choice materials of scholarly interest into the electronic domain.

González Echevarría, The Sterling Professor of Hispanic and Comparative Literature at Yale, chairs its department of Spanish and Portuguese.

California-Santa Barbara Authors Speak at Festival

Faculty and staff from the University of California-Santa Barbara were among the 140 or more authors at the Santa Barbara News-Press Book and Author Festival.

History Professor Mario García (pictured l.), writing program lecturer Valerie Hobbs, and Spanish and Portuguese Professor Giorgio Perissinotto (pictured r.) displayed their talent at the poetry reading.

Photo by Lillian Kurosaka

García, who specializes in Chicano history, is the author of several books in that field, including *Migrant Daughter: Coming of Age as a Mexican-American Woman*. Hobbs is the award-winning author of three successful young adult novels, the latest being *Carolina Crow Girl*. Perissinotto is a specialist in Hispanic linguistics. His recently published book, *Documenting Everyday Life in Early Spanish California: The Santa Barbara Presidio Memorias y Facturas 1779-1810*, depicts in rich and detailed terms life in the early colonial period of Santa Barbara.

Venta Oversees Loyola-Chicago Business School

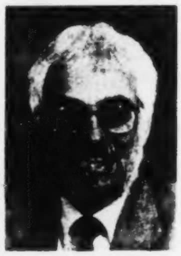
Dr. Enrique R. "Henry" Venta is the new dean of the Loyola University-Chicago School of Business Administration (Ill.).

"Loyola has a rich tradition in Chicago's business community," said Venta. "I look forward to using our school's strength–faculty and research expertise–to offer specific academic programs that the market is currently demanding."

Venta's responsibilities include fund-raising and alumni relations; overseeing curriculum development, administrative services, and graduate academic programs; and developing corporate and community-based partnerships.

Venta has a bachelor's degree from the University of Puerto Rico, and a master's and doctorate from Northwestern University.

Bertot Directs International Trade Development at Rancho Santiago



Francisco Bertot is new director of the Center for International Trade Development for the Rancho Santiago Community College District (Calif.).

Bertot is responsible for operation and promotion of the center, which provides counseling, technical assistance, market research, access to international trade developments, and information to companies starting international businesses in Orange County.

"There are over 100,000 companies in our service area," said Bertot. "The Center for International Trade Development will work closely with businesses and chambers of commerce to customize programs and services designed to take advantage of the global economy."

Salas Wins Emmy Award

Tony Salas, a technology supervisor at Orange Coast College (Calif.) who works with faculty members in developing and producing online internet courses and Web pages, was awarded an Emmy by The Academy of Television Arts and Sciences.

Salas, 47, received a Los Angeles Area Emmy for Instructional Programming for his work as graphic animator on the telecourse series *Dollar$ and Sense: Personal Finance for the 21st Century*, produced by the Coast Community College District. The telecourse is a 26-segment production that is being distributed to colleges and universities throughout the nation by Coast Telecourses.

"I'm told that winning an Emmy happens only once in a lifetime–if at all. Needless to say, I'm thoroughly enjoying it," said Salas.

Long Beach Community College Welcomes Suarez

Dr. Leticia T. Suarez recently became instructional dean, teaching, instructional media production, learning resources and technologies at Long Beach Community College (LBCC) in California.

Suarez came to LBCC, after more than 20 years in related fields in administration and instruction, from the State University of New York and City University of New York.

"Leticia is a seasoned administrator who brings a great deal of expertise in technology and administration," said Dr. Marilyn Brock, vice president of academic affairs. "We welcome her and believe she will make a great contribution to the campus."

Suarez received a bachelor's degree, a master's, and a doctorate from New York University.

Avila Named Ventura's Construction Technology Student of the Year

Yolanda Avila was named Ventura College's (Calif.) Construction Technology Student of the Year. The Ventura College Foundation also awarded her a $1,000 scholarship from the National Association of Women in Construction.

Avila graduated from Ventura College last year and continues to take classes there and at CSU-Northridge, where she is a junior in civil engineering. She also works full-time.

Avila is the only woman in most of her classes. "It's amazing how people look at you, being a woman in construction classes–like you're in the wrong place," said Avila. "Male students always test you, so you have to be on top of things. Now, I believe I'm respected. I have learned to never stereotype people."

August Nominated for Pulitzer

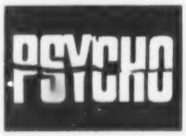
"Grandma" Sanchez introduced her grandson, Jack August, to the story of Carl Hayden–whose major legacy was his many years in U.S. Congress and his involvement in the Central Arizona Project, which brought abundant water from the Colorado River system to the then-fledgling urban areas of Phoenix and Tucson.

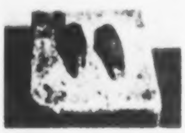
August, part-time instructor for the Northern Arizona University history department, grew up to be a historian and now has been nominated for the Pulitzer Prize in history for his book about Hayden, *Vision in the Desert*, published by Texas Christian University.

"My Grandma Sanchez was the family political activist," said August. "I tagged along as she organized events and carried candidate petitions around South Phoenix neighborhoods. My grandmother first exposed me to the significance of Carl Hayden and his role in Arizona's political affairs."

School of Visual Arts Honors Palladino

As part of festivities of the Master Series Award, the School of Visual Arts (SVA) in New York presented a black tie fund-raising event in honor of the award's 13th recipient, Tony Palladino. SVA annually presents the award to a visual communicator who has created a significant body of work. SVA displayed a retrospective of Palladino's work, "Tony Palladino: Content Matters."





Born in East Harlem, N.Y., Palladino's fascination with the stark visual realities of New York City motivated him to feature them in his earlier work. With the simple use of fragmented type, he created the cover of the Simon and Schuster book *Psycho*, later used as the poster to promote the film of the same name.

A master of the simple image, Palladino is recognized as one of the nation's leading designers, shaping modern-day visual imagery.

Pictured are "Psycho" (1956) and "The Man That Got Away" (1969).

PLACES

Augsburg Undergrads to Study Abroad

The Center for Global Education at Augsburg College (Minn.) will conduct undergraduate study abroad programs based in Mexico and Central America, in fall 2000 and 2001, and spring 2001. The programs will combine academic work, travel, and hands-on, experiential learning from varied guest speakers in each country.

"Gender and the Environment: Latin American Perspectives" will be based in Cuernavaca, Mexico, and include an orientation at the U.S.-Mexico border and seminars in Guatemala and El Salvador. "Sustainable Development and Social Change in Central America" will include travels to Guatemala, El Salvador, and Nicaragua. "Crossing Borders: Gender and Social Change in Mesoamerica" also will be based in Cuernavaca, with orientation at the border and a seminar in Guatemala.

Diversity in Nursing Seminar at Grand Valley State

Grand Valley State University's (GVSU's) Kirkhof School of Nursing (Mich.) co-hosted the conference "Cultural and Ethnic Diversity in Nursing: Understanding the Differences, Meeting the Needs", which focused on health care for Hispanics, African Americans, Asians, Native Americans, and migrant workers.

Margarita Suarez (pictured), former Cuban refugee, now a registered nurse and head of AVANTA, an organization dedicated to helping nurses deal with issues of cultural diversity, was the keynote speaker for the conference opening.

Karen Dunlap, chair of the conference planning committee and coordinator of GVSU's Center for Continuing Nursing Education, said the conference was inspired by an advisory council headed by Lorraine Rodrigues-Fischer, dean of the Kirkhof School of Nursing.

Hispanic Enrollment up at Northern Arizona

Hispanic and Native American student enrollment is up at Northern Arizona University (NAU).

"Over the past year, we have focused on getting the message out about the high caliber of NAU's programs," said NAU President Clara M. Lovett. "Our freshman class, with its increased quality and diversity, plus increased overall enrollment of Native Americans and Hispanics, is an early indicator that our message is being heard."

Hispanic enrollment is at 10 percent of the total student population for the first time in NAU's history–1,989, representing a 2 percent increase in Hispanic enrollment from last year's 1,950. With that increase, the Hispanic Association of Colleges and Universities now classifies NAU as a Hispanic-serving institution.

Native American enrollment stands at 6.6 percent of the total student population, also an historic high.

Nazareth and SUNY-Brockport Collaborate on Social Work Program

In the first program of its kind in the U.S., Nazareth College (N.Y.) and State University of New York (SUNY)-Brockport will collaborate on a joint Master of Social Work (MSW) program. The Greater Rochester Collaborative MSW Program will open its doors in January 2000 at the SUNY-Brockport MetroCenter.

"Nazareth College is proud to be the first private college in the country to partner with a public institution to establish a collaborative graduate MSW program," said Dr. Robert A. Miller, Nazareth College president.

The MSW program will have two concentrations: Family and Community Practice, and Interdisciplinary Health Care Practice.

Washington State Hosts 3rd Annual Fiesta Aztlán

Washington State University (WSU) held the third annual Fiesta Aztlán in September.

According to Francisco Noe Tamayo, WSU Chicana/o-Latina/o Student Center counselor, the event helped promote campus awareness of diversity issues and helped increase the visibility of WSU Chicana/o-Latina/o organizations.

Tamayo also said that the historic independence of Mexico and the importance of the WSU administration's continuing to embrace diversity at all levels were discussed.

Sabor de la Raza, a WSU student group, performed authentic Mexican folkloric dances.

Cleveland State Celebrates Hispanic Awareness Week

Cleveland State University (Ohio) recently held its 10th Annual Hispanic Awareness Week: "La Promesa de las Culturas Latinas en el Siglo XXI."

Photo by Glenn Pike

Dr. Félix V. Matos Rodríguez, Northeastern University-Boston assistant professor of history, offered his perspective on the promise and influence of Latino cultures throughout the world.

The Hispano Danza Dance Company, the official dance company of the Hispanic Cultural Center of Cleveland, respectfully represented the Hispanic cultures, performing all choreographs with the proper rhythm, technique, and style reflective of the characteristics and traditions of peoples of Latin America.

Other events included a Latino art exhibit, Hispanic community forum, and a Latino awards luncheon.

News from the Jack S. Blanton Museum of Art

The University of Texas-Austin Jack S. Blanton Museum of Art and the Patricia Phelps de Cisneros Collection of Caracas, Venezuela, have established "Constructive Horizons: The Latin American Perspective," an art loan and research program designed to promote understanding of modern and contemporary Latin American art. Phelps de Cisneros (pictured), founded the Cisneros Collection in 1980.

The Blanton recently hosted "Representing Latin American/Latino Art in the New Millennium," a four-day international symposium for scholars and arts professionals. Participants examined the role of Latin American/Latino art and curatorial practices in museums and cultural institutions.

The catalogue for the exhibition "Cantos Paralelos: Visual Parody in Contemporary Argentinean Art," organized by the Blanton, was chosen by the American Institute of Graphic Arts as one of the 50 best-designed books published in the United States this year.

Allan Hancock to Increase Student Transfer Rates

Allan Hancock College (Calif.) was awarded a multi-million dollar competitive grant that will help improve the educational success and increase the transfer rates of its students. The monies come from the DOE's Title V funding, set aside for Hispanic-Serving Institutions. Allan Hancock was one of 39 college and university recipients nationwide.

"This grant will enable us to enhance existing programs to serve more students," said Dr. Ann Foxworthy (pictured), Hancock superintendent/president. Foxworthy emphasized that although Hispanic and disadvantaged students are a focus of the grant, all students will benefit from the funding.

Manhattan Community Awarded Grant for Upward Bound

Borough of Manhattan Community College (BMCC) in New York was awarded a five-year, $975,000 grant from the U.S. Department of Education to help fund Upward Bound, a program that assists high school students in preparing for and graduating from college.

BMCC will provide services to 75 high school students from five local high schools.

Dr. Antonio Pérez, BMCC president, said Upward Bound is another tool in the college's efforts to assist the city high schools in preparing their students for college-level work. "It is part of our mission to make higher education accessible," said Pérez.

President's Council Announces Y2K Youth Education Program

John A. Koskinen, chair of the President's Council on Year 2000 Conversion, announced at the National Press Club in Washington, D.C., the Y2K Youth Education Program. The program will provide up-to-date information about the Y2K issue and readiness efforts to teachers for classroom use. The information will be distributed via the National Newspaper Association and the Newspaper Association of America, which represent the nation's daily, weekly, and community newspapers.

Texas-San Antonio Gets Grant for At-Risk Students

The UT-San Antonio (UTSA) will receive more than $1.8 million from the U.S. Department of Education over the next five years to help local students, beginning at sixth grade, become better prepared for college.

Through a national initiative, the Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP), the grant establishes a partnership between UTSA and the Northside Independent School District's Anson Jones and Sam Rayburn middle schools, where three out of four students, on average, are academically at risk.

UTSA is the only San Antonio-area institution to receive a GEAR UP grant this year, said René Cantú Jr., UTSA's Upward Bound Project Director.

Colorado Mountain Offering Study-Abroad in Spain

Colorado Mountain College (CMC) has joined the Community College of Denver and the Centers for Academic Programs Abroad to offer a study-abroad opportunity in Spain, January 15 through April 16, 2000.

Participants will live with a Spanish family, studying the Spanish language and culture while taking college courses that can be applied toward a degree. "Those who take advantage of this opportunity will spend a semester surrounded by centuries of history, art, and architecture," said CMC Professor Garry Zabel, who will co-direct the program with Dr. Roberto Salaz (pictured) from the Community College of Denver.

California State-Dominguez Hills to Study Diverse Communities

California State University-Dominguez Hills (CSUDH) received a three-year, $350,000 grant from the Ford Foundation to study "Global Diasporas in Southern California," which are ethnic communities formed by immigrants who continue to speak their native language and practice their native customs.

The grant will revolutionize the way non-European cultures are studied, said Dr. Selase W. Williams, dean of the College of Arts and Sciences. Traditionally, Williams explained, "place-based" studies of foreign cultures have required travel to their native land. But the CSUDH model is "people-based," examining not where the cultural group once lived, but where they reside now.

"Learning how to accommodate cultural diversity in every aspect of our lives is a real challenge," said Williams.

Texas-San Antonio Hosts "Language Minority Education" Discussion

UT-San Antonio (UTSA) recently hosted a panel discussion, "Language Minority Education: Perceptions, Policies, and Challen-ges in the Wake of California's Proposition 227," part of the 28th annual meeting of the Linguistic Association of the Southwest.

Otto Santa Ana (pictured), professor of linguistics at the César E. Chávez Instructional Center in Interdisciplinary Chicana and Chicano Studies at the University of California-Los Angeles, was one of four panelists. Santa Ana is the author of *Brown Tide Rising: Metaphor Representations of Latinos in Public Discourse*, an analysis of the impact of public discourse on California's recent referenda in the areas of immigration, affirmative action, and bilingual education. Other panelists included UTSA faculty members Juliet Langman and Thomas Ricento, and Terrence Wiley from California State Polytechnic University-Pomona.

Santa Ana also gave a lecture at UTSA. "Of Metaphors, Politics, and Public Opinion" focused on ways for harnessing public discourse to better represent communities of color in the larger political process.

Western University Conducts Medical Spanish Courses

Health care students and practitioners wishing to improve their intercultural communication skills were invited to attend beginning and intermediate medical Spanish courses this semester at Western University of Health Sciences (WesternU) in California.

The two four-week courses, Beginning Medical Spanish and Intermediate Medical Spanish, were sponsored by Western and the Claremont Graduate University Division of Extended Learning (Calif.).

"Our goal is to provide health care students and health professionals with Spanish instruction that will enhance their patient-communication skills," said Dr. Joy Kliewer (pictured), assistant to the executive vice president for distance learning and educational outreach at WesternU.

Southwestern Law School Wins Student Bar Association Title

The Southwestern University School of Law (Calif.) Student Bar Association was named one of the top four bar associations in the country, winning the "SBA of the Year-Western Region" award given by the American Bar Association (ABA)/Law Student Division. ABA-approved law schools are divided into four regions. The Western Region encompasses 47 ABA-approved law schools in 15 states. The award was presented at the ABA Annual Meeting in Atlanta.

Southwestern's Student Bar Association promotes student interests, provides extracurricular activities, and encourages community service.

City College of New York Hosts Human Rights Seminar

City College of New York recently held "Democracy and Human Rights in Contemporary Dominican Society," a seminar on the prison system, extrajudicial killings, the condition of women and minors, the plight of Haitian immigrants, and the status of the Dominican-born children of Haitians in contemporary Dominican Republic. Speakers included Silvio Torres-Saillant (pictured), director of the City University of New York Dominican Studies Institute; Roberto Alvarez, former staff attorney of the Organization of American States; Eduardo Jorge Pratts, of Fundación Institucionalidad y Justicia; Wilfredo Mora, of Asociación Dominicana de Psicología Jurídica; Susi Pola, Núcleo de Apoyo a la Mujer; Annemieke de los Santos, former researcher at Movimiento de Mujeres Domínico-Haitianas; Manuel Matos, of Sheurer, Wiggin, and Hardy LLP; and Luis Heredia Bonnetti.

Tunxis Film Series Highlights Hispanic Heritage

Tunxis Community-Technical College (Conn.) presented two Hispanic films in September in commemoration of Hispanic Heritage Month.

The film *Strawberry and Chocolate* was shown along with a lecture on repression in Cuba by Virgilio Acevedo, instructor in history and Spanish at Tunxis. The film *The Last Supper* was shown followed by a talk by Acevedo on Cuban slavery and Hispanic diversity.

Acevedo, who recently became a full-time faculty member, has a bachelor's degree from InterAmerican University of Puerto Rico, a master's from the University of Connecticut, and another master's from Drew University.

In the News at Oswego

Oswego State University (N.Y.) hosted the 13th annual African, Latino, Asian, Native American (ALANA) Student Leadership Conference, offering free programs, speakers, and workshops. The conference highlighted multicultural activities while bringing together the student body, faculty, staff, and community members in social and educational programs. Sandra Guzman, editor-in-chief of *Latina* magazine, was a featured speaker.

La Estudiantina de Venusa, a group of 18 young Venezuelan students/musical performers, gave a performance, "A Taste of Venezuela," at Oswego in September. Composed of students and several professors from the University of the Andes, the group uses typical Latin American instruments and includes more recent popular Latin dance music such as merengue and salsa.

Our Lady of the Lake Receives $5.5 Million

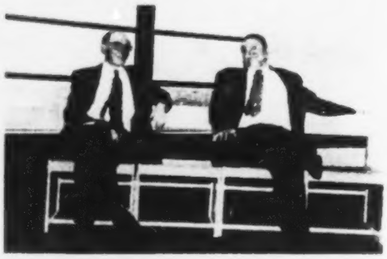
Our Lady of the Lake University (OLLU) in Texas received a $5.5 million Department of Education partnership grant to improve the quality of teacher education.

Project CoMeT: A Community Partnership for Collaboration, Mentoring, and Technology will increase the number of classroom teachers who will prepare students more effectively for graduation and successful entry into college. It will provide instruction in new technologies, increase the number of teachers in critical need areas such as math and science, and provide ongoing mentoring for classroom teachers.

Pictured here, Dr. Jerrie Jackson (l.), assistant professor of special education, and Dr. Jean Kueker (r.), associate professor of special education, discuss Project CoMeT with education majors Laura Arocha and Leslie Alvarado.

"Hispaniola" Exhibit at City College of New York

City College of New York's Dominican Studies Institute recently hosted "Hispaniola: One Island, Two Cultures," an exhibit providing an enriching glance at the historical origins of Haitians and Dominicans, the two peoples who share the island of Hispaniola. Held in the City College Library Atrium, the exhibit stressed the central role of conflict as a force that has moved historical change over the last five centuries.



Frank Moya Pons (pictured l.), author of the book *The Dominican Republic: A National History* (Markus Wiener Publishers), gave a lecture, "The Hispaniola Experience: A Dominican Perspective." Patrick Bellegarde-Smith (r.), of the University of Wisconsin Department of Africology, gave a lecture, "The Hispaniola Experience: A Haitian Perspective." Curators were Sarah Aponte, Julio A. Rosario, and Silvio Torres-Saillant.

Texas Schools Merge to Enhance Teaching of Science and Mathematics

A new National Science Foundation (NSF) grant will team two Texas rural school districts with two universities and a state research agency to enhance teaching of science and mathematics. The two school districts–Beeville and Hereford–will become a laboratory for select university students to be immersed in the teaching and learning of science and mathematics.

The NSF grant of nearly $700,000 is for the Graduate Teaching Fellows in K-12 Education project. The three-year project–led by Dr. Diana I. Marinez, dean of science and technology at Texas A&M-University Corpus Christi–links the Texas Engineering Experiment Station with researchers and students at Texas A&M University-Corpus Christi and West Texas A&M University.

University of Texas to Collaborate with Public Schools

Felipe Alanis, a deputy commissioner at the Texas Education Agency, will coordinate university and public school collaborative programs as new assistant vice chancellor for academic affairs in the University of Texas (UT) System.

Alanis will be in charge of an expanded initiative that the UT System is undertaking to coordinate and strengthen its role in the preparation of teachers, in education research, and in other activities that support public education.

"Dr. Alanis is well known in the Texas education community for his superb leadership skills and his extensive knowledge of education issues at all levels," said Ed Sharpe, executive vice chancellor for academic affairs.

Alanis received a bachelor's degree and a master's from UT-Pan American, and a doctorate from UT-Austin.

New Mexico Conducts Program for Chilean Teachers

The University of New Mexico (UNM) conducted an eight-week teacher development program for 26 Chilean elementary school teachers, thanks to a grant Chile's Ministry of Education bestowed upon the UNM College of Education's Office of Latin American Programs in Education and the UNM Latin American and Iberian Institute's Office of International Technical Cooperation.

The program, "Mejoramiento de la Práctica Pedagógica," emphasized hands-on experiences and a balance between theory and practice in the areas of action research, educational technology, and innovations in education.

Wright State Celebrates Hispanic Heritage Month

Wright State University (Ohio), through its Asian/Hispanic/ Native American Center, celebrated Hispanic Heritage Month with a variety of events, including workshops, films, and art. The theme was "Descubrir Nuestra Cultura (Discovering our Culture)."

As part of a special workshop, Eileen Torres (pictured), vice president of Potomac Alliance Incorporated in Washington, D.C., presented "Understanding and Marketing to the Hispanic Community." Sessions focused on the complex makeup of the market, regional differences, language preferences, and national commonalities that define the subtle and glaring differences between the Latino market and others.

Nassau Programs Honor Hispanic Culture

Nassau Community College (N.Y.) recently hosted its 5th annual Hispanic Heritage celebration, offering enlightening and educational programs.

In September, Ralph Mercado and Dagmaris Cabezas visited the school. A 30-year veteran of the Latin music industry, Mercado helped salsa music become a worldwide success. Cabezas was the first Hispanic vice president of the City College of New York, and is one of the founders of Alianza Dominicana, the first Dominican not-for-profit group in the United States.

In October, John Silva and Orchestra performed their Latin sounds; dancer Nelson Flores discussed the cultural background of salsa and merengue; and Julio Pabón (pictured), president and founder of Latino Sports Venture Inc.; and Carmen Rivera, a member of Latino Experimental Fantastic Theatre, offered their insights.

"Africa in the Spanish Imaginary" at Juan Carlos Center

As part of its year-long focus on the historical and cultural ties between Spain and Africa, New York University's King Juan Carlos I of Spain Center offered "Africa in the Spanish Imaginary," a series of three lectures.

Mbare Ngom, from Morgan State University, spoke on "Images of Sub-Saharan Africa in Spanish Colonial Literature." José María Ridao, diplomat and novelist, who was posted in Equatorial Guinea in the early 1990s, discussed his experiences. Alfonso Armada, correspondent for the Spanish daily ABC and author of *Cuaderno de Africa*, also was a speaker.

Baltimore-Essex Celebrates Hispanic Heritage Month

The Community College of Baltimore County-Essex (Md.) recently celebrated Hispanic Heritage Month.

Teresa Tufana gave a lecture highlighting the unique history and rich diversity of Latin American cultures. Tufana founded the Latin American Folkloric Group in 1989 as a means of exposing the public to the wonders and diversity of Latin America through music, dance, and lectures.

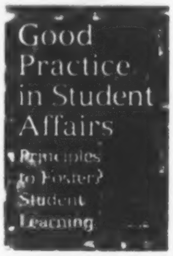
Instrumentalist Correo Aereo performed "The Music of Latin America." Aereo performs—on harp, guitar, and fiddle—songs from the folkloric traditions of Venezuela, Argentina, and Mexico.

Dr. Carmen Nieves gave a lecture, "Contributions of Latino Women in the U.S."

PUBLICATIONS

Good Practice in Student Affairs: Principles to Foster Student Learning

by Gregory S. Blimling and Elizabeth J. Whitt and Associates



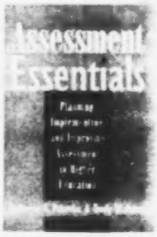
Good Practice in Student Affairs
Principles to Foster Student Learning

This volume identifies the best practices, in student affairs, presents research that supports these practices, and gives examples of how to use and implement these principles in the field.

May 1999. 237 pgs. ISBN 0-7879-4457-2. $32.95 cloth. Jossey-Bass. (888) 378-2537.

Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education

by Catherine A. Palomba and Trudy W. Banta

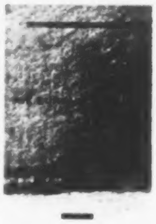


Experts in assessment offer this comprehensive, step-by-step guide to the most current practices for developing assessment programs on college and university campuses. This book is filled with a wealth of illustrative examples to show how assessment is accomplished on today's academic campuses.

May 1999. 405 pgs. ISBN 0-7879-4180-8. $32.95 cloth. Jossey-Bass. (888) 378-2537.

The Curtain of Trees: Stories

by Alberto Alvaro Ríos



This collection of stories by renowned Chicano writer Alberto Alvaro Ríos re-creates a time and place largely forgotten these days except by grandparents and elders. The stories in this book are part folklore, part oral history, but in full measure literary as they recollect family tales modified by time, telling, and now Ríos' graceful perspective.

June 1999. 146 pgs. ISBN 0-8263-2071-6. $14.95 paper. University of New Mexico Press. (800) 249-7737.

Jean Rhys

by Elaine Savory

Jean Rhys has long been central to debates in feminist, modernist, Caribbean, British, and post-colonial writing. Elaine Savory's study, which refers widely to Rhys criticism and goes beyond it, is a critical reading of Rhys' entire oeuvre. This book is designed for both the serious scholar and those unfamiliar with Rhys' writing.

1998. 305 pgs. ISBN 0-521-47434-5. $59.95 cloth. Cambridge University Press. (800) 872-7423.

The Collected Writings of Salvador Dalí

Haim Finkelstein, ed. and trans.

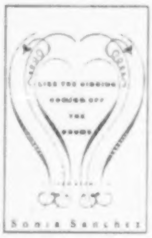
Salvador Dalí

This is the first comprehensive collection of Dalí's shorter writings to appear in English. It includes almost all of his writings published in the 1920s and 1930s–most of which appear in this book for the first time in an English translation–and a substantial selection of shorter pieces published in the 1940s and later.

1998. 475 pgs. ISBN 0-521-56027-6. $75.00 cloth. Cambridge University Press. (800) 872-7423.

Like the Singing Coming Off the Drums: Love Poems

by Sonia Sanchez



It has been said that Sonia Sanchez's love poems put into words the passions of a generation. In this collection, Sanchez writes–in haiku, tanka, and sensual blues–as few others do of the many forms love takes: burning, dreamy, disappointed, and vulnerable.

1998. 133 pgs. ISBN 0-8070-6842-X. $15.00 cloth. Beacon Press. (800) 225-3362.

Shake Loose My Skin: New and Selected Poems

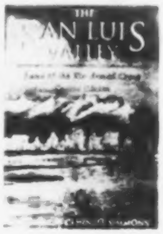
by Sonia Sanchez

This book covers more than 30 years of work and is a stunning testament to Sonia Sanchez's literary, sensual, and political powers. Sanchez appears here as Maya Angelou described her: "a lion in literature's forest."

1999. 157 pgs. ISBN 0-8070-6850-0. $22.00 cloth. Beacon Press. (800) 225-3362.

The San Luis Valley: Land of the Six-Armed Cross, 2nd ed.

by Virginia McConnell Simmons



A definitive history of Colorado's San Luis Valley, this redesigned edition lays before the reader the voices and narratives of this multicultural land. Spanning the history of the region from prehistoric peoples and Native American tribes to early Spanish settlers, trappers, American explorers, railroads, and Euro-American pioneers, this book reveals many diverse stories that are bound together by a unity of place.

June 1999. 364 pgs. ISBN 0-87081-530-X. $24.95 paper. University Press of Colorado. (800) 268-6044.

Onetti and Others: Comparative Essays on a Major Figure in Latin American Literature

Gustavo San Román, ed.

ONETTI AND OTHERS

In this book, international scholars explore the connections between Juan Carlos Onetti, one of the foundational figures of the 1960s' "Boom" in Latin American literature, and other relevant writers and texts from Latin America and beyond. The essays reflect a range of perspectives, including influence and gender studies, and focus on topics as diverse as urban settings, prostitution, male fights, and fat and thin characters.

September 1999. 208 pgs. ISBN 0-7914-4236-5. $16.95 paper. SUNY Press. (800) 666-2211.

Re-reading José Martí: One Hundred Years Later

Julio Rodríguez-Luis, ed.

Written by renowned Latin Americanists, this collection explores the man who created the notion of Latin America– Nuestra America (also the title of José Martí's seminal text)–as a distinct cultural and racial identity. Together, the essays offer a re-evaluation of his contribution to Latin America's literature and political evolution.

RE-READING
JOSÉ MARTÍ

September 1999. 182 pgs. ISBN 0-7914-4240-3. $16.95 paper. SUNY Press. (800) 666-2211.

Aztlán: A Journal of Chicano Studies, Vol. 24, No. 1

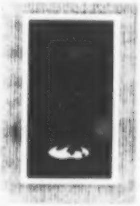
Chon A. Noriega, ed.

Aztlán is an interdisciplinary, refereed journal dedicated to scholarly research relevant to or informed by the Chicano experience. First published in 1970 and still the premier journal of Chicano studies, it is issued twice a year. A yearly subscription costs $25. Contact: e-mail, <Aztlán@csrc.ucla.edu>.

Spring 1999. 224 pgs. ISSN 0005-2604. $12.50 paper. UCLA Chicano Studies Research Center. (310) 825-2642.

La narrativa de Alejandro Morales: Encuentro, historia y compromiso social

by Jesús Rosales



This book, written in Spanish, focuses on how contemporary Chicano writer Alejandro Morales' novels collectively reconstruct the history of the Chicano in the United States and the social implications that stem from it. Morales' narrative reflects the complexities that make up a "Chicano essence."

June 1999. 208 pgs. ISBN 0-8204-3995-9. $46.95 cloth. Peter Lang Publishing. (800) 770-5264.

Many publications featured in this section are available through Amazon.com.

VIDEOS

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
P.O. Box 2053
Princeton, N.J. 08543-2053
(800) 257-5126

Ramón María del Valle-Inclán: El Fulgor de la Palabra

In this program, documentary material and dramatizations are blended to provide an account of a major Spanish novelist and playwright–whose "esperpentos" such as "Tirano Banderas" and "Los Cuernos de Don Friolera" prefigured the theater of the absurd–within the context of his nation's political turmoil.

(Spanish, 56 min., color) Item #FFH 9123

Andalusía: Cradle of Stereotypes

In Search of Contemporary Spain
Andalusia: Cradle of Stereotypes

Andalusía, home of bullfighting and flamenco dancing, is the focus of this program. What is the relationship between the tourist poster images and the real people who live in Andalusía today?

(53 min., color) Item #FFH 2805

Ancient Civilizations: The Aztecs

This program explores Aztec culture and history, from the role of human sacrifice in the Aztec religion to their agricultural advances. Commentary by scholars, maps, and contemporary accounts provide an overview of the events that both shaped and destroyed an empire.

(47 min., color) Item #FFH 8686

Donde Digo Diego Rivera

DONDE DIGO
DIEGO RIVERA

Rivera is the best known of Mexico's 20th-century artists. His murals are pictorial history books that recount the struggles of Mexico's peoples for spiritual and economic liberation. This program visits the Rivera Museum, which contains his works, the monuments of his life, and his superb collection of pre-Columbian artifacts.

(Spanish, 56 min., color) Item #FFH 2185

CD

SpanishNow!

With this program, you will learn by immersing yourself in Spanish. You will participate in real conversations, read interesting articles, and watch intriguing videos from Spain, Mexico, and other Spanish-speaking countries. Engaged in this rich multimedia experience, you might never feel as though you are studying, and the fact that you are actually using Spanish becomes transparent. For Windows and Macintosh.

Item #FFH 8810

CONFERENCES

Long Island University–Conference on Jorge Luis Borges

December 3

"Jorge Luis Borges at the Millennium." At Long Island University in Brooklyn, New York.

Contact: Cilia Lichtman, Department of Languages and Literature, (718) 488-1662.

AAC&U 86th Annual Meeting

January 20-22

The Association of American Colleges & Universities presents "Greater Expectations: Of Our Students, Our Stakeholders, Ourselves," its 86th annual meeting. In Washington, D.C.

In addition, see Web site at <www.aacu-edu.org> for information on four regional

San Antonio, Philadelphia, Tacoma, and Charleston) "Network for Academic Renewal" meetings.

Contact: (202)387-3760; e-mail, <mailto:meetings@aacu.nw.dc.us>; Web site, <www.aacu-edu.org>.

NAFEO 25th National Conference

February 13-17

The National Association for Equal Opportunity in Higher Education's 25th national conference will explore "Offensive Strategies for Keeping the Doors of Opportunity Open in the New Millennium." At the Washington Hilton Hotel & Towers, Washington, D.C.

Contact: (301) 650-2440; Web site, <www.nafeo.org>.

NABE 2000/Millennium Conference

February 15-19

The National Association for Bilingual Education's five-day event includes keynote speakers; more than 200 workshops, symposia, papers, and demonstrations focusing on the education of language-minority children; and the development of multilingualism and cultural understanding. In San Antonio, Texas.

Contact: NABE, (202) 898-1829; Web site, <www.nabe.org>.

ACE 82nd Annual Meeting

March 18-21

The American Council on Education's 82nd Annual Meeting, "A New Agenda for a New Age," convenes in Chicago at the Sheraton Chicago Hotel and Towers.

Contact: Web site, < www.acenet.edu >.

NAHP Convention 2000

March 29-April 1

The National Association of Hispanic Publications presents "the Hispanic print event of the new millennium." At the Monte Carlo Resort & Casino, Las Vegas, Nevada.

Contact: Andres Tobar, Executive Director/CEO, (202) 662-7250.

NCA-CIHE 105th Annual Meeting

April 1-4

The North Central Association of Colleges and Schools' Commission on Institutions of Higher Education presents "The Quest for Quality: Mission, the Commission, and a New Century." In Chicago, at the Hyatt Regency Chicago.

AACC 80th Annual Convention

April 8-11

The American Association of Community Colleges presents its annual convention, this year on the theme "A World of Possibilities," and an academic marketplace at the Hilton Washington in Washington, D.C.

Contact: Web site, <www.aacc.nche.edu>.

AAHE 2000 National Conference

March 29-April 2

The American Association for Higher Education's 2000 national conference has as its theme "To Form a More Perfect Union: Diversity and Learning." In Anaheim, Calif.

Contact: Kerry Newberry, conferences and meetings assistant, (202) 293-6440; Web site, < www.aahe.org >.

UTD

THE UNIVERSITY OF TEXAS AT DALLAS
SCHOOL OF MANAGEMENT

FACULTY POSITION IN OPERATIONS RESEARCH/OPERATIONS MANAGEMENT

The University of Texas at Dallas (UTD) School of Management seeks to fill a tenure-track position in Operations Research/Operations Management beginning September, 2000. We shall consider candidates of all ranks. Applicants for senior level must have established a strong international reputation. Applicants must possess a Ph.D. Preference will be given to applicants with research interests in one or more of the following areas: Deterministic/Stochastic Optimization, Networks, Operations Management Applications.

The candidate should have a strong teaching record and be able to teach operations management and operations research courses in UTD's 'core' curriculum and in executive programs. We are interested in identifying someone who can interact effectively with colleagues and enhance the intellectual environment of the school.

The UTD School of Management fosters a professional and research environment that is intellectually stimulating and interdisciplinary. We look for excellence in both research and teaching and provide ample financial and logistical support in a highly collegial culture as a means to achieve these ends. The School provides faculty with state-of-the-art computer technology enhanced with in-house programming support. Library and secretarial support is generous, and funding is provided for travel related to either research or teaching.

The UTD School of management was founded in 1969. It now offers B.A., M.B.A., M.S. and Ph.D. degrees in all areas of management. It also offers various management development programs for top level managers with high potential. The UTD School of Management faculty number 45 full-time professor positions as well as senior lecturers in specialized fields.

Applicants should send a complete curriculum vitae (educational history, teaching, research and other pertinent work experience, list of publications and presentations, and three letters of reference) to **Academic Search #4073, The University of Texas at Dallas, P.O. Box 830688, M/S AD 23, Richardson, TX 75083-0688**. Indication of sex and ethnicity for Affirmative Action statistical purposes is requested but not required. Review of applicant materials will commence on December 1, 1999 and will continue until the position is filled or the search closed on May 31, 2000. The University of Texas at Dallas is an Equal Opportunity Affirmative Action employer and strongly encourages applications from candidates who would enhance the diversity of the University's faculty and administration.

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Book Review

by Marta Aida Umanzor, Ph.D.

***Rito de Iniciación*, by Rosario Castellanos.** 368 pages. Alfaguara, Mexico, D.F. 03100. 1997. ISBN# 968-19-0333-1. $35.75 Hardcover.

With the 1997 posthumous publication of her novel *Rito de Iniciación*, Rosario Castellanos completed the novelistic cycle she began with *Balun Canan* forty years earlier. The themes used in *Rito de Iniciación* are the conflicts, frustrations, and achievements of a young female student. The novel is set in 1953, within the student life at the Autonomous University of Mexico (UNAM), located in the Mexico City barrios of Pedregal and San Rafael. The central character is Cecilia, around whom revolve her mother, her stepmother, and a half dozen of her classmates. Her nickname "Cecilia Fuensanta" compares her to the Catholic Saint Cecilia, protector of the blind. While she feels proud to have this name, her classmates want her to drop it as soon as possible, considering it too negative.

The text is divided into ten chapters, and each can be read independently, although approaching them that way breaks the narrative unity, since each presents a different aspect of Cecilia within the "rite of initiation" process. These include: her rebellion against her mother's severity, her sexual inaction by means of country customs transplanted to a cosmopolitan city, her discovery of Mexico City, the interference of the university as an institution, the apparition of sacred figures, and finally, the discovery of a religious vocation. This whole process of adaptation and discovery carries the theme of a female initiation rite that prepares Cecelia to live on her own, without the support of her parents, stepmother, school, friends or lover.

Rito de Inici

One of the elements that permeate the novel is a monotony of life that contrasts sharply with Cecilia's youth and the exuberance of nature expressed in the novel. The adolescent routine of her daily life becomes a nightmare, something Cecilia cannot change, although neither is it her intention to do so. Her life is identified with the uselessness and helplessness of the inhospitable Pedregal. The loneliness of the place affects her deeply: "It's of no use even for death." She displays a pessimistic resignation towards the future where she sees herself "as a river with a dark and turbulent current...small, alone, surviving."

This negative attitude toward life changes when Cecilia strips herself of her childhood affectations to choose the clear countenance of the adult. Now timidity, laziness, and fear of attracting attention cease to be a problem for her. Her rite of passage consists of learning and practicing gestures that she adapts, with reflexive precision, to each circumstance and each situation she encounters. In the first stage, Cecilia imitates her mother, attracting the term "señora." She is delighted with the decorative effect that being called "señora" produces in her, since it was given to her by society at large, not by her family.

Cecilia harbors a fear of being rejected and constantly asks herself, "How will you handle failure?" She is living in the city, far from her father José Maria and from her boyfriend Enrique, whose presence in her memory helps her recreate the simple environment of a small town. Cecilia carries a constant fear that her boyfriend might ask her for his freedom. "There is no restraint about grief. It burdens, it overwhelms, it destroys." While Cecilia talks for the sake of talking, Enrique waits patiently, hoping that one day her voice will yield him her flesh, her caresses, and her passion. Cecilia does not hesitate to offer her words rather than her body, so her boyfriend eventually stops thinking that this is a type of flirting.

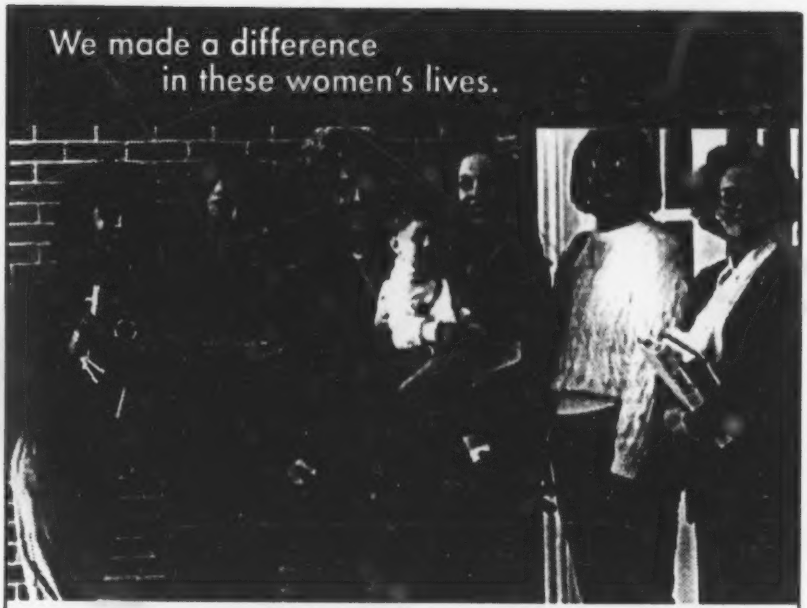
In her diary entry about this event, Cecilia presents herself to the reader as heartless and self-absorbed, while in her oral message, everything is to the contrary. Well could she represent a protagonist from the sixties. Although freer than she was, she is still somewhat influenced, through matriarchal and social tutelage, by the traditional female model that considers sex outside of marriage a stigma, harshly punished by society. In her final ritual stage, one can see that she is still afraid of confronting a "woman's vocation." She has succeeded in passing the college-age baptism of fire, through which "she recovers integrity, dispenses with all the accidental and affected qualities that made her life so difficult, and she discovers herself transfigured in essence, crystallized in definitions that clarified her present while, at the same time, opening up a perspective on time..."

It is not known for sure what motivated Rosario Castellanos to partially exclude *Rito de Iniciación* from publication. In 1964, among a circle of friends, she announced completion of the novel. They criticized Castellanos for continuing in the traditional style. In Mexico during the 1960s, the "pre-boom" stage permeated novelistic expectations, introducing new structures such as experimenting with time, with characters, and with the traditional narrative flow. At this time, many writers distanced themselves from such models as Ernest Hemingway, moving toward William Faulkner, Guido Riovenne and Guimaraes Rosa. Nevertheless, Castellanos' generation felt attracted by the English novel, represented by Graham Greene, E.M. Forster, Evelyn Waugh, but without dismissing Joyce, Proust, Kafka, Borges and Sábato. In studying Castellanos, one has to keep in mind the post-war influence of feminists such as Marguerite Duras, Nathalie Sarraute, Michael Butor, Claude Simon. She was especially attracted to Alain Robbe-Grillet, Simone de Beauvoir, Simone Weil, and Virginia Woolf. It is most intriguing that later she extracted the story contained in the novel, and published it as a short story under the title *Album de Familia* (1971).

The excitement of the "boom" years has passed into history. Since Rosario Castellanos' death in 1974, critics have been able to be more objective. Now, with the publication of the original full novel, *Rito de Iniciación*, she has completed the cycle of her works' main theme–the triumph of women.

Dr. Marta A. Umanzor, associate professor of modern languages at Saint Michael's College, Colchester, Vermont, teaches contemporary Latin American literature courses. She is currently working on several book reviews.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.



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Applicants should send a letter of interest, curriculum vitae, a copy of their dissertation proposal, a 10-20 page writing sample, and three letters of recommendation to the **Ann Plato Search Committee, c/o Janet Marotto, Williams 232, Trinity College, Hartford, CT 06106** by **January 15, 2000.**

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12/17/99**

For your application to be considered, please reference Position Number 00-105, and provide the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of five professional references (names, addresses, telephone numbers) to:

**Judy Chestonay
Human Resources Department
3251 Panthersville Road
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*Source: Black Issues in Education, July 1999

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- **Freshman Preview Day**
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- **Transfer Preview Day**
  Friday, March 10, 2000

For more information, visit our website at www.uic.edu or call the UIC Office of Admissions at (312) 996-4350.

UIC University of Illinois at Chicago

Queens College

Faculty Diversity Program

A liberal arts, co-educational college on a 79-acre campus, Queens College, one of the senior colleges of the City University of New York, offers an outstanding educational opportunity to approximately 18,000 undergraduate day, evening, and graduate students who represent a rich mosaic of ethnic/cultural, economic, and social backgrounds.

The Faculty Diversity Program has as its aim the development of a pool of candidates which will allow Queens College to progress toward greater faculty diversity. Candidates for these openings must have a doctorate (or, in the fields of music and art, a record of exceptional achievement) and potential in teaching and research which will make a significant contribution to Queens College.

Appointment rank and salary depend on qualifications and experience. All Full Professor, Associate Professor, and Assistant Professor ranks are tenure-track positions. Current salary schedules are: Full Professor, $52,898–$81,924; Associate Professor, $42,616–$68,174; Assistant Professor, $32,703–$57,049. Excellent fringe benefits.

Review of resumes will continue as vacancies become available. Closing date for this search is March 15, 2000. Send vita and references directly to appropriate department chair at Queens College, CUNY, Box HO, 65-30 Kissena Blvd., Flushing, NY 11367-1597. *AA/EOE/IRCA/ADA*

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Interested persons may also submit proposals for **Mini-Grants**, awards of up to $2,000. With a short review period of only five weeks and a rolling deadline, a COOP Mini-Grant can provide you with the funding you need to implement your millennium programming idea during the spring 2000 semester.

Create a program on one of the COOP millennium themes, listed on the COOP web site at www.nafsa.org/coop, or dovetail with other millennium or special activities. Examples include:

- Involve international exchange students in your community's or state's millennium activities.
- Create a Millennium Gift as an act of service. See www.igc.apc.org/millennium/gifts/index.html.
- Observe or celebrate a U.N. International Day.
- Participate in National Youth Service Day, April 14-15, 2000. Visit www.ysa.org for more information.

For application materials, a list of eligibility criteria, and a *Model Program List* please visit the COOP web site at www.nafsa.org/coop or e-mail ElizabethS@nafsa.org.

COOP funds are made available by the Bureau of Educational and Cultural Affairs of the United States Department of State, under the authority of the Fulbright-Hays Act of 1961, as amended.

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MAIL: Associateship Programs (TJ2114/HL)
NATIONAL RESEARCH COUNCIL
2101 Constitution Avenue NW
Washington, DC 20418
FAX: (202) 334-2759
EMAIL: rap@nas.edu

Qualified applicants will be reviewed without regard to race, creed, color, age, sex or national origin.

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MSEP - F/T TEMPORARY

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is seeking an individual to teach in the Marine Safety and Environmental Protection Department (MSEP). The position is a one-year full time temporary position as an Assistant Professor. Qualifications include an advanced degree (doctorate preferable) in Oceanography or related field and college teaching experience. Exp. in research and/or industry is preferable. Teaching will include courses in Oceanography, Municipal Wastewater Treatment, Industrial Wastewater Treatment, Marine Pollution, Marine Environmental Protection, and Risk Communication. Proficiency with a PC is a must. Letter of intent, resume and the names, addresses and tele. #s of (5) prof. ref. must be submitted to: **the Director of Human Resources, 101 Academy Drive, Buzzards Bay, MA 02532** Deadline: 12/01/99. Start: 03/01/00 or email **sgibbs@mma.mass.edu** No calls. Visit our web page at **http://www.mma.mass.edu** *EOE/AA.*

Sam Houston State University

Sam Houston State University is ranked as one the top 100 colleges in graduating Hispanics. We are once again doing everything possible to continue to do well in this area. We are continuing our weekend Spanish programming on our campus radio station, we will be hosting our annual conference on Culturally and Linguistically Diverse Populations, and the continuation of our $1 Million Project UpBEATT program to help relieve the nation's shortage of skilled bilingual educators. These are just a few of the reasons, along with our new South Texas Admission Counselor, that Hispanic enrollment should continue to increase at our university. Visit our web site at ***WWW.SHSU.EDU*** or call (409)294-1844.

1879

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The Office of Undergraduate Admissions at Sam Houston State University has a new South Texas Admissions Counselor in San Antonio, Texas!

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is a graduate of Sam Houston State University
from our esteemed College of Criminal Justice
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Email: ADM_VAL@SHSU.EDU

UTD

THE UNIVERSITY OF TEXAS AT DALLAS

SCHOOL OF MANAGEMENT

FACULTY POSITION IN ACCOUNTING

The School is recruiting to fill one (1) open position in the Accounting program effective September, 2000. Appointment at Assistant, Associate or Full Professor level will be considered, depending upon the qualifications of the candidates. Appointees must have a Ph.D. degree or equivalent and demonstrate the ability to conduct a nationally recognized research program. Graduate education in a university emphasizing research training and ability and interest for interacting with faculty colleagues on research projects in related disciplines are desirable. Candidates must present evidence of excellence in teaching and a record of scholarly publication in refereed journals commensurate with their level of appointment. Applicants should send complete curriculum vitae (educational history, teaching, research and other pertinent work experience, list of publications, current research papers and presentations, and the names, addresses and telephone numbers of three references) to: **Academic Search #4074, The University of Texas at Dallas, P.O. Box 830688, M/S AD 23, Richardson, TX 75083-0688.** Indication of sex and ethnicity for Affirmative Action statistical purposes is requested but not required. Review of applicant materials will commence in November, 1999 and will continue until the position is filled or the search is closed on May 31, 2000. The University of Texas at Dallas is an Equal Opportunity Affirmative Action employer and strongly encourages applications from candidates who would enhance the diversity of the University's faculty and administration.

Position in Human-Environment Relations

The University of Colorado, Boulder, Institute of Behavioral Science and the Departments of Geography and Sociology invite applications for an Assistant Professor, tenure-track position in Human-Environment Relations. Ph.D. is required, and preference will be given to candidates with post-doctoral research experience, a track record of funded research, and commitment to collaborative, multi-disciplinary work. Excellence in teaching at both graduate and undergraduate levels is also expected. The position is in the Environment and Behavior Program in the Institute of Behavioral Science, with teaching responsibilities in the tenure-track Department, either Sociology or Geography.

The Environment and Behavior Program currently explores human-environmental relationships through the following two areas: **(a)** upland/lowland linkages and mountain environments, and **(b)** water resources and land use interactions. These relationships are explored through three thematic approaches: **(1)** economic globalization and liberalization; **(2)** institutional change, and **(3)** population processes, livelihoods, and environmental sustainability. The Program has established interests in climate-society relations and environmental hazards.

Applications (including statements of research and teaching interests, evidence of teaching ability, curriculum vitae, and copies of two papers, published or unpublished), along with three letters of recommendation, should be sent by February 1, 2000 to the address below.

The University of Colorado at Boulder is committed to diversity and equality in education and employment.

Apply to Prof. Andrei Rogers
E&B Search Committee Chair
Institute of Behavioral Science
Campus Box 484
University of Colorado at Boulder
Boulder, CO 80309-0484

VACANCY ANNOUNCEMENT

New Jersey City University is a culturally diverse public, urban institution located in the greater New York metropolitan, area and is one of nine state colleges/universities in New Jersey. The University offers undergraduate and graduate programs in the liberal arts and professional studies to over 8,000 students, an extensive cooperative education program, and an expanding continuing education program. Faculty number almost 250.

We are interested in individuals who want to become members of a dedicated faculty that is committed to excellence in teaching and is actively involved in innovative teaching approaches including use of technology. Faculty may be assigned classes at off-campus sites and asked to provide on-line instruction.

Faculty positions will be filled at the level of assistant professor, instructor level if ABD. Applicants should send a letter of application, resume, and three names, addresses and telephone numbers of references to the office of the appropriate Dean by February 1, 2000.

ANTICIPATED OPENINGS

☐ College of Arts and Sciences - Ansley W. LaMar, Ph.D., Dean

- **Art** - Strong professional background in traditional, conceptual, and digital illustration and the ability to teach a wide range of courses is required. Candidate should have at least 2 years college teaching experience and must have demonstrated national prominence and/or MFA.
- **Chemistry** - Teach Physical Chemistry, Inorganic Chemistry, Chemical Literature and Scientific Software Applications. Candidate should be able to institute an undergraduate research program and a modern laboratory program including molecular modeling and instrument interfacing.
- **Computer Science** - Requires successful university teaching experience (5+ years) in a variety of undergraduate Computer Science courses, including Software Engineering, Object Oriented Methodologies, Telecommunication and Networking, Computer Architecture/Maintenance, Multi-platform Operating Systems, Data Base Design, etc. The ideal candidate should have extensive industrial experience in the fields of Telecommunication and Networking.
- **English** - Position in Creative Writing. At least 2 years of full-time teaching experience or the equivalent. A distinguished body of published work is a necessity. MFA or Ph.D. preferred. The position requires the ability and willingness to teach support courses in freshman composition, developmental, creative and business writing, and language and usage.
- **Mathematics** - To teach a variety of courses which may include remedial math as well as graduate level courses in Mathematics Education. A strong mathematical background, experience with using computers and graphing calculators to teach mathematics, and a sincere desire to help students with weak mathematical background are necessary qualifications.
- **Media** - To teach computer graphics in media. A working knowledge of Adobe Photoshop, and 2-D and 3-D Animation is essential. MFA preferred. Experience in non-linear video editing desirable. The person will work with both Media and Art majors focusing on computer graphics and animation.
- **Music** - Teach undergraduate and graduate courses in Music Education which will include Elementary and/or Secondary Methods and Research in Music Education. Successful candidates will also be expected to supervise student teachers, supervise graduate theses, and perform in area of expertise. Public school teaching experience, knowledge of Computer Technology and keyboard and instrumental skills required. College teaching experience desirable.
- **Philosophy/Religion** - Teach a variety of undergraduate philosophy courses including History of Philosophy, Metaphysics, Ethics, Epistemology, and Civilization courses in the General Studies Program.
- **Political Science** - Position requires a specialty in American Government and/or Political Theory; a record of scholarship and publications; willingness to develop and teach a wide variety of courses; excellent computer and Internet skills; and a strong interest in teaching on-line courses.
- **Women's Studies** - Requirements are a Ph.D. in Women's Studies or a related field, and teaching experience in interdisciplinary core courses in Women's Studies. We are particularly interested in candidates with expertise in the natural sciences and/or the social sciences and/or global and transnational feminism; post colonial and diasporic studies; or women of color studies. Applicants should also have experience in program development and administration.

☐ College of Professional Studies - Sandra Bloomberg, Ph.D., Dean

- **Business Administration/Management** - Industry background in management information systems or production/operations management, along with successful teaching or research experience, is desired. Ability to develop applications using state of the art online and distance technology needed. Commitment to major advisement, student retention and department development essential. Ph.D. or D.B.A. in management preferred; related doctoral preparation will be considered for exceptional candidates.
- **Business Administration/Marketing** - Successful professional experience in marketing and college teaching desired. Specific knowledge of market research, consumer behavior, sales and integrated market communications necessary. Commitment to major advisement, student retention and department development essential. Ph.D. or D.B.A. in marketing preferred; related doctoral preparation will be considered for exceptional candidates.
- **Criminal Justice** - Ph.D. or ABD in criminal justice required. The JD degree is not considered an appropriate terminal degree. Experience as a practitioner in the field of criminal justice is desired. Favorable specializations include any combination of the following areas: law enforcement; courts probation, corrections, parole, juvenile justice, and research. Ability to develop applications using state of the art online and distance technology a plus. Willingness to advise students and contribute to departmental development and operations is necessary.
- **Health Sciences** - A minimum of five years recent health care administration experience desired. Commitment to teaching and student advisement is essential. Ability to develop applications using state of the art online and distance technology needed. Willingness to contribute to departmental development and operations as necessary. Doctorally prepared candidate strongly preferred. Applied research background a plus.
- **Nursing** - Teaching responsibilities include theoretical clinical courses in a RN-BS completion program and possibly in a master of science in Nursing program. Psychiatric specialty required; doctoral degree preferred. Experience with college teaching and curriculum development is highly desirable. Ability to work with an integrated curriculum and a diverse adult population in required. Expertise in developing applications using state of the art online distance technology a plus. Academic advisement and willingness to contribute to departmental development and operations is essential.

☐ College of Education - Yiping Wan, Ph.D., Dean

- **Administration, Curriculum and Instruction (2 positions)** - To lead the Educational Administration Program development and modification. Teach courses in educational administration, political and organizational life, and supervision theory both on and off campus. Supervise graduate Interns, seek opportunities for research including grant applications. Strong theoretical, research and publication background preferred and administrative experience in public schools desirable. Some undergraduate teaching/supervision possible.

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An Affirmative Action, Equal Opportunity Employer, the College especially welcomes and encourages applications from women and minority candidates.

BILINGUAL EDUCATION

The Literacy, Language, and Cultural Studies Specialization in the Department of Developmental Studies and Counseling is searching for a faculty member in Bilingual Education. The position will be filled at the rank of assistant or associate professor.

Candidates must have an earned doctoral degree with an emphasis on the education of bilingual learners, in particular, literacy and language development, assessment and instruction, and curriculum development. Teaching courses and supervising students in these areas, conducting independent research, and supervising the research of graduate students are expected.

SCHOOL COUNSELING

Search Extended

The School of Education has available a school counseling position in the Department of Developmental Studies and Counseling. The tenure-track position is to be filled at the rank of assistant professor, with responsibility for program leadership.

Candidates must have an earned doctoral degree in counseling, a record of publication and research, and academic and professional interest in two or three of the following areas: counseling, philosophy, theory and practice; school counseling; group counseling; family issues; assessment; career counseling; and the education of the diverse student population in today's schools, including those with special needs. Candidates will be expected to teach courses, supervise students in field settings, conduct research, and work in interdisciplinary faculty teams for the purposes of program development. Candidates should, furthermore, hold an active license in psychology as well as current certification in school psychology and school guidance and/or school adjustment counseling.

ELEMENTARY EDUCATION

The Department of Curriculum and Teaching is seeking an assistant or associate, tenure-track, faculty member to join the Elementary Education program. The position involves teaching and conducting research in elementary education, particularly in the teaching of reading and writing. An earned doctorate is required. Experience as an elementary classroom teacher is preferred. A record of scholarship/research beyond the dissertation is expected for appointment at the associate level.

ENGLISH EDUCATION

The Department of Curriculum and Teaching is seeking an assistant or associate, tenure-track, faculty member to serve in the English Education program. The position involves teaching, supervising field work, and conducting research in English Education for middle and senior high school students. Teaching experience as a middle or senior high school English teacher is preferred. An earned doctorate in either English or English Education is required. A record of scholarship/research beyond the dissertation is expected for appointment at the associate level.

SCIENCE EDUCATION

The Department of Curriculum and Teaching is seeking an assistant or associate, tenure-track, faculty member to serve in the Science Education program. The position involves teaching and conducting research in the scientific education of elementary students. Experience in elementary schools is preferred and an earned doctorate in Science Education or one of the physical or natural sciences is required. A record of scholarship/research beyond the dissertation is expected for appointment at the associate level.

SPECIAL EDUCATION

Search Extended

The Department of Special Education is seeking an assistant or associate, tenure-track, faculty member, as part of its strategic plan to build a comprehensive program. The position involves teaching about and conducting research in the education of students with learning disabilities, mental retardation, and behavior disorders, and in the integration of such students in regular education settings. An earned doctorate is required. A record of scholarship/research beyond the dissertation is expected for appointment at the associate level. Of particular interest are candidates who are knowledgeable about advances in the study of the causes of learning disabilities, and about research and theory pertaining to the instruction of students with learning difficulties.

THE DEADLINE FOR APPLICATIONS IS FEBRUARY 1, 2000

A letter of application, a current curriculum vitae, sample publications, and the names, postal and e-mail addresses, and telephone numbers of three references should be sent to:

Ms. Elizabeth Austin
School of Education
Boston University
605 Commonwealth Ave.
Boston, MA 02215

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BOSTON
UNIVERSITY
SCHOOL *of*
Education

UCDAVIS *Opportunities in genomics*

The University of California, Davis, is establishing the UC Davis Genome Center through a major campuswide initiative in genomics. The new center is part of a broader campus commitment to build on existing strengths in the life sciences and to establish an internationally recognized program in genomics research. The center will:

- involve faculty scientists from the School of Medicine, School of Veterinary Medicine, College of Agricultural and Environmental Sciences, Division of Biological Sciences, Division of Mathematics and Physical Sciences, and College of Engineering
- be co-located with programs in molecular medicine, pharmacology, and biomedical engineering in a new 200,000-sq.-ft. building that includes a modern mouse vivarium, small-animal imaging facility, and genomics research core facility
- provide research space and administrative support for 25 new state-funded faculty positions in genomics (18) and in bioinformatics and computational biology (7). Additional recruitments in these areas are expected in departments throughout the campus.

Director, UC Davis Genome Center

UC Davis invites applications and nominations for the founding director of the UC Davis Genome Center. The director will provide leadership in faculty recruitment in the center as well as in development of academic research and teaching programs in genomics across the entire campus. We seek a director with a vigorous research program and sufficient breadth of experience and interests to provide intellectual leadership for genomics and bioinformatics programs in medicine, veterinary medicine, agriculture, and fundamental life sciences. The director's research could be in any area of genomics, but a focus in functional or comparative genomics is desired. The director will be appointed at the professorial level in an appropriate academic department in one of six schools, colleges, or divisions. The position will remain open until filled. For full consideration, applicants should send a letter of interest, a curriculum vitae, and the names and addresses of at least five references by January 15, 2000, to: Dr. Larry Hjelmeland, Chair, UC Davis Genome Center Director Search Committee, c/o Dean's Office, Division of Biological Sciences, University of California, One Shields Avenue, Davis, CA 95616.

Associate Director for Bioinformatics, UC Davis Genome Center

UC Davis invites applications and nominations for the founding associate director for bioinformatics, under the director of the UC Davis Genome Center. He or she will provide leadership in the recruitment of bioinformatics faculty members, development of a core bioinformatics facility, and development of academic research and teaching programs in bioinformatics across the entire campus. We seek an associate director with a vigorous research program and sufficient breadth of experience and interests to provide intellectual leadership in bioinformatics and computational biology in a wide range of genomics. The associate director's research could be in any area of bioinformatics or computational biology. The associate director will be appointed at the professorial level in an appropriate academic department in one of six schools, colleges, or divisions. The position will remain open until filled. For full consideration, applicants should send a letter of interest, a curriculum vitae, and the names and addresses of at least five references by January 15, 2000, to: Dr. Dan Gusfield, Chair, Associate Director for Bioinformatics Search Committee, c/o Dean's Office, College of Engineering, University of California, One Shields Avenue, Davis, CA 95616.

Chair, Medical Pharmacology and Toxicology

The UC Davis School of Medicine seeks a chair of medical pharmacology and toxicology. The chair will provide prominent leadership in the development and enhancement of educational and research programs. He or she will be responsible for strengthening the Department of Pharmacology and Toxicology with the addition of five new state-funded faculty positions and new research space in close association with the UC Davis Genome Center and the Division of Biomedical Engineering. Preference will be given to candidates who investigate the genomic and molecular basis of therapeutics in cancer, infectious diseases, or neurological disorders, emphasizing the mouse as a model system. The successful candidate will be a recognized scientist at the associate- or full-professor level, or equivalent, and must possess an M.D., Ph.D., M.D./Ph.D., or equivalent. The position includes an FTE in the School of Medicine and a negotiated resource package. The position will remain open until filled. For full consideration, each applicant should send a letter describing his or her administrative, teaching, and research background; a curriculum vitae; and the names and addresses of five references by January 15, 2000, to: Dr. Larry Hjelmeland, Chair, Search Committee for Chair of Pharmacology and Toxicology, c/o Dean's Office, School of Medicine, Medical Sciences 1-C, University of California, One Shields Avenue, Davis, CA 95616.

Faculty Positions in Plant Genomics

The College of Agricultural and Environmental Sciences at UC Davis invites applications for two faculty positions in plant genomics. The campus offers faculty appointees an exceptional research environment and the opportunity to teach highly motivated undergraduate and graduate students in one or more interdepartmental majors and graduate programs. These professorial positions are open at the assistant, associate, and full levels, and the appointments will reside in an appropriate academic department to be determined in consultation with the successful candidate. Professorial positions have responsibilities for teaching, advising, and research (in the Agricultural Experiment Station). Candidates must have a Ph.D. in an appropriate field. Applicants should submit a curriculum vitae, transcripts (if within five years of graduation), a statement of research and teaching experience, and the names and addresses of three to five references to: Chair, Plant Genomics Search Committee, c/o Dean's Office, College of Agricultural and Environmental Sciences, University of California, One Shields Avenue, Davis, CA 95616. The positions will remain open until filled, but to ensure consideration applications must be received by December 1, 1999.

Comparative Genomics California agriculture is characterized by a diverse array of crops. The College seeks a plant geneticist with experience in comparative genomics and the proven ability to utilize information and biological resources from model species to make genetic inferences in crop plants. Possible areas of interest include genome evolution, structural basis of allelic variation within species, or phenotypic consequences of genome rearrangements.

Functional Genomics The availability of vast amounts of genetic information will have a significant impact in understanding fundamental plant biochemistry and the improvement of both quality and agronomic traits in crops. The research challenge will be to elucidate the function of specific genes and the interactions of large numbers of genes to confer phenotype. The College seeks a plant geneticist with experience in functional genomics and the proven ability to utilize genome sequence information to specify and/or manipulate agriculturally important traits. Possible areas of interest include plant/environment or plant/microbe interactions in the rhizosphere, environmental stress responses, and metabolism or reproductive biology, including seed and fruit development.

Further information about genomics at UC Davis is available at http://genomics.ucdavis.edu

The University of California is an affirmative action/equal opportunity employer

SWT

SOUTHWEST TEXAS STATE UNIVERSITY
Anticipated Tenure-Track Faculty Positions
Fall 2000

ACCOUNTING: CHAIR/PROFESSOR. The Chair of the Accounting Department is the leading faculty member who articulates the department's aspirations, standards, and needs to others inside and outside the University. The Chair reports to the Dean of the College of Business Administration. **Application Procedures:** Submit letter of application, vitae, and a list of three references to: **Accounting Search Committee Chair, Department of Accounting. Review of applications continues until position is filled.**

ART AND DESIGN: CHAIR/PROFESSOR (POSITION #118). Administer a department of 18 full-time faculty members, 20-25 adjunct faculty members, support staff of four, 600 majors, and 80 minors. Provide leadership for the five undergraduate curricular areas of Foundations, Art Education, Art History, Communication Design, and Studio. **Qualifications:** MFA and/or doctorate relevant to the programs offered by the department along with teaching competency in one of the program areas; an outstanding record of teaching, creative and/or scholarly work and service consistent with appointment to the rank of full professor; administrative experience in higher education; strong interpersonal management skills; a history of working collaboratively with faculty and other members of the academic and professional communities; fundraising ability; and an expected commitment to work in a culturally diverse environment. **Application Procedures:** Submit letter of application, vita, documentation of scholarly/creative work in the form of slides or other work samples, and a list of three references to: **Dr. Richard Sodders, Search Committee Chair, Department of Theatre. Review of applications begins: March 6, 2000.**

ART AND DESIGN: ASSISTANT PROFESSOR, GRAPHIC DESIGN (POSITION #21). **Qualifications:** MFA in Graphic Design with some professional experience or a bachelor's degree in graphic design with at least 10 years of professional graphic design experience. Teaching experience preferred. Candidates must be proficient with all major graphic design software, i.e., Illustrator, Photoshop, Quark, Director, Dreamweaver 2, etc. **Application Procedures:** Submit a letter of application, resume, a list of three references, personal teaching philosophy (maximum two pages), 20 slides of recent work (number and label) and/or appropriate professional portfolio and 20 slides of student work or removable digital media, via zip/jazz (if available), annotated slide lists and a self addressed, stamped envelope to: **William Meek, Search Committee Chair, Department of Art and Design. Review of applications begins: February 28, 2000.**

ART AND DESIGN: ASSISTANT PROFESSOR, NEW MEDIA DESIGN (POSITION #22). **Qualifications:** MFA in New Media or Graphic Design with some professional experience or a bachelor's degree in graphic design with at least 10 years of professional communication design experience in graphic design or new media. Teaching experience preferred. Candidates must be proficient with all major new media software, i.e., Director, After Effects, Extreme 3D, Dreamweaver 2, Flash, etc. **Application Procedures:** Submit letter of application, resume, a list of three references, personal teaching philosophy (maximum two pages), 20 slides of recent work (number and label) and/or appropriate professional portfolio and 20 slides of student work or removable digital media, via zip/jazz (if available), annotated slide lists and a self-addressed, stamped envelope to: **William Meek, Search Committee Chair, Department of Art and Design. Review of applications begins: February 28, 2000.**

ART AND DESIGN: ASSISTANT PROFESSOR, PRINTMAKING (POSITION #107). **Qualifications:** MFA required with a background in aesthetic, technical and historical aspects of printmaking. Applicants must exhibit a strong commitment to teaching, have an ongoing creative exhibition record, and possess good oral and written communication skills. The ability to teach techniques and equipment usage relevant to printmaking as well as ability to maintain equipment and facilities related to area required. University teaching experience preferred. The successful applicant will be involved in departmental activities, engage in service to the department, work with diverse populations, and must be willing to teach foundation courses. **Application Procedures:** Submit letter of application, vitae, photocopy of transcript(s) (Official transcript(s) required if hired); twenty (20) slides of recent work, including two (2) that can be retained; annotated slide list(s); stamped self-addressed envelope; and a list of three references to: **Dr. Erik Nielsen, Printmaking Search Committee Chair, Department of Art and Design. Review of applications begins: March 6, 2000.**

ART AND DESIGN: ASSISTANT PROFESSOR, ART HISTORIAN (POSITION #108). **Qualifications:** Ph.D prior to Fall, 2000. Teaching experience beyond graduate teaching preferred. Evidence of scholarly research. Candidates must have expertise in issues in contemporary art, modern art, and design history to teach upper division courses, as well as ability to teach art history survey courses. **Application Procedures:** Submit letter of application, vitae, and a list of three references to: **Dr. Francine Carraro, Art History Search Committee Chair, Department of Art and Design. Review of applications begins: February 28, 2000.**

BIOLOGY: ASSISTANT PROFESSOR, FRESHMAN BIOLOGY COORDINATOR (POSITION #81). **Qualifications:** Ph.D in a biological area required and postdoctoral experience desired. The successful applicant will be expected to actively seek external funding to further develop curriculum and publish in appropriate scholarly journals. **Application Procedures:** Submit curriculum vitae, copies of up to five publications, statements of teaching and research philosophies, copies of transcripts and a list of three references to: **Francis L. Rose, Chair, (Position applied for), Department of Biology. Review of applications begins: January 3, 2000.**

BIOLOGY: ASSISTANT PROFESSOR (POSITION #82) with research interests in Molecular Genetics (prokaryotic or eukaryotic) to contribute to the enhancement of our aquatic biology program. The successful applicant will develop a vigorous, externally funded research program involving undergraduate and MS level students. **Qualifications:** Ph.D required; postdoctoral experience desired. **Application Procedures:** Submit a curriculum vitae, copies of up to five publications, statements of teaching and research philosophies, copies of transcripts, and a list of three references to: **Francis L. Rose, Chair, (Position applied for), Department of Biology. Review of applications begins: January 3, 2000**

CHEMISTRY: ASSISTANT PROFESSOR (2 POSITIONS - #2 and #117) to complement the development of undergraduate and graduate programs in biochemistry. **Qualifications:** Ph.D in an appropriate field required and post-doctoral experience preferred. Expectations include quality teaching at both the graduate and undergraduate level with the development of a successful research program benefiting undergraduates and masters' students. POSITION #2 is open to all areas of biochemical research. POSITION #117 is open to individuals with research interests in the application of molecular genetic studies using the Xiphophorus fish model. Additional information is available at: **http://www.swt.edu/~jf02. Application Procedures:** Submit a vitae, outline of research and teaching plans and a list of three references to: **Dr. James D. Irvin, Department of Chemistry. Applications will be reviewed as received until the positions are filled.**

COMMUNICATION DISORDERS: ASSISTANT PROFESSOR, SPEECH-LANGUAGE PATHOLOGY (POSITION #88). Teaching areas include: phonology, undergraduate and graduate language development and disorders, diagnostics, and seminars in area of professional specialty. **Qualifications:** Ph.D, CCC-SLP and eligibility for Texas state licensure required. Individual must have a sufficiently strong background to establish and maintain a clinical and research program in area of expertise. **Application Procedures:** Submit letter of application/intent and curriculum vitae to: **Jackie Moczygemba, Search Committee Chair, Program of Health Information Management. Review of applications begins:** December 1, 1999. Applications from minority populations and those who are bilingual (Spanish) are encouraged.

COMPUTER SCIENCE: ASSISTANT PROFESSOR (2 positions - Positions #102 & #103). **Qualifications:** Earned doctorate in Computer Science, Computer Engineering, or an equivalent degree. A commitment to excellence in teaching, research, and service is essential. **Application Procedures:** Send a printed resume and a list of at least three references with telephone, e-mail and postal addresses to: **Chair, Recruitment Committee, Department of Computer Science. Review of applications begins: February 1, 2000.**

CURRICULUM AND INSTRUCTION: ASSISTANT PROFESSOR, ELEMENTARY EDUCATION WITH AN EMPHASIS IN GIFTED/TALENTED EDUCATION (POSITION #98). This is a security sensitive position. A criminal check will be performed on the selected applicant. **Qualifications:** Earned doctorate (ABD candidates will be considered) in Gifted/Talented Education or Elementary Education, Curriculum and Instruction, with a minimum of 18 graduate hours in gifted/talented education and a minimum of three years of teaching experience at the elementary/middle school required. Expertise in educational technology is expected. The program includes a professional development school model of teacher education; candidates are expected to take an active role in the collaborative planning and teaching of field-based courses. **Application Procedures:** Submit letter of application, vitae, and a list of three references to: **Chair, Elementary Search Committee, Department of Curriculum and Instruction. Review of applications begins: January 3, 2000.**

CURRICULUM AND INSTRUCTION: ASSISTANT PROFESSOR, BILINGUAL EDUCATION/ELEMENTARY EDUCATION AT THE ELEMENTARY LEVEL (POSITION #99). This is a security sensitive position. A criminal check will be performed on the selected applicant. **Qualifications:** Earned doctorate (ABD candidates will be considered) in bilingual/elementary education or in curriculum and instruction, with a minimum of 18 graduate hours in bilingual education, and a minimum of three years of teaching experience at the elementary/middle school required. Expertise in educational technology is expected. The program includes a professional development school model of teacher education; candidates are expected to take an active role in the collaborative planning and teaching of field-based courses. Individual selected is expected to provide leadership in the development and direction of bilingual education programming. **Application Procedures:** Submit letter of application, vitae, and a list of three references to: **Chair, Elementary Search Committee, Department of Curriculum and Instruction. Review of applications begins: January 3, 2000.**

ENGLISH: ASSISTANT PROFESSOR (POSITION #89). Specialty in General Linguistics with expertise in Information Technology to support a growing technical communication program. Interest in translation theory and practice desirable. **Qualifications:** Ph.D. **Application Procedures:** Submit letter of application, curriculum vitae, dossier and a list of three references to: **Dr. Lydia Blanchard, Chair, Department of English. Review of applications begins: November 15, 1999.**

ENGLISH: ASSISTANT PROFESSOR (POSITION #90). Specialty in Victorian Literature with expertise in Information Technology to support a growing technical communication program. **Qualifications:** Ph.D. **Application Procedures:** Submit letter of application, curriculum vitae, dossier and a list of three references to: **Dr. Lydia Blanchard, Chair, Department of English. Review of applications begins: November 15, 1999.**

FAMILY AND CONSUMER SCIENCES: ASSISTANT/ASSOCIATE PROFESSOR, FAMILY AND CHILD DEVELOPMENT (POSITION #85). **Qualifications:** Doctorate in Family and Child Development or closely related field. **Application Procedures:** Submit letter of intent outlining professional experiences, vitae, and a list of three references to: **Dr. B. J. Friedman, Chair, Department of Family and Consumer Sciences. Review of applications begins: February 1, 2000.**

HEALTH, PHYSICAL EDUCATION AND RECREATION: ASSISTANT PROFESSOR (POSITION #86) to teach undergraduate and graduate classes leading to a bachelor's degree in Recreation Administration or a M.S. in Recreation and Leisure Services. Teaching specialization and research in management of leisure systems, social science of recreation and leisure, entrepreneurial or enterprise aspects of the recreation industry, or other related areas. Position includes supervision of fieldwork/intern students. Additional responsibilities include scholarly activities and professional service leading to tenure and promotion. Scholarly activities and professional service required for tenure and promotion consideration. **Qualifications:** Doctorate scheduled for completion prior to Fall 2000. **Application Procedures:** Submit letter of intent, resume, and list of three references to: **Dr. Michael Anne Lord, Search Committee Chair, Department of HPER (ML10@swt.edu). Closing Date: January 14, 2000.**

HEALTH, PHYSICAL EDUCATION AND RECREATION: ASSISTANT PROFESSOR (POSITION # 87) to teach undergraduate and graduate courses in Health and Wellness Promotion. Will also teach courses in elementary and secondary teacher preparation and supervise student teachers and community-based interns, in addition to teaching a variety of courses which may include foundations of health education, first-aid and safety, school health program, alcohol and other drugs, principles of community health and environmental health. Additional responsibilities include the ability to demonstrate potential for excellence in teaching, research and scholarly activities, and active professional service leading to tenure and promotion consideration. **Qualifications:** Doctorate in health education and wellness promotion must be completed prior to Fall 2000. CHES preferred. **Application Procedures:** Submit letter of intent, resume and a list of three references to: **Dr. Steve Furney, Search Committee Chair, Department of HPER (SF02@swt.edu). Closing Date: January 14, 2000.**

HEALTH SERVICES AND RESEARCH: ASSISTANT/ASSOCIATE/FULL PROFESSOR (POSITION #91). Specialties of interest include: human resource management issues, compensation and benefits, employee recruitment, employee and labor law. The successful candidate should have an interest in innovative teaching through distance education and Internet based learning. Experience in the supervision of master's and doctoral dissertations highly desirable. **Qualifications:** SHRM or ACA certification an asset. Doctorate degree from a regionally accredited institution and experience in related areas to health care human resources. **Application Procedures:** Submit letter of application, vitae, and a list of three references to: **Dr. Charles Johnson, Chair, Department of Health Services and Research. Review of applications begins: January 3, 2000.**

HEALTH SERVICES AND RESEARCH: ASSISTANT/ASSOCIATE/FULL PROFESSOR (POSITION #92). Specialties of interest include: biostatistics or management science applications in health services research. The successful candidate should have an interest in innovative teaching through distance education and Internet based learning. Experience in the supervision of master's and doctoral dissertations highly desirable. **Qualifications:** Doctorate degree from a regionally accredited institution and experience in related areas of health services research. **Application Procedures:** Submit letter of application, vitae, and a list of three references to: **Dr. Charles Johnson, Chair, Department of Health Services and Research. Review of applications begins: January 3, 2000.**

HISTORY: ASSISTANT/ASSOCIATE PROFESSOR, MODERN MEXICO AND MEXICAN AMERICAN HISTORY (POSITION #41). **Qualifications:** Ph.D required. Teaching experience preferred. Publication required for tenure consideration.

Preference will be given to candidates with a strong knowledge and interest in Mexican social and political history, United States-Mexico relations, and immigration and labor themes in a bilateral perspective. **Application Procedures:** Submit letter of application, curriculum vitae, and the names of three references to: **Jesus de la Teja, Chair, Mexican History Search Committee, Department of History. Review of applications began: October 15, 1999.**

HISTORY: ASSISTANT PROFESSOR, MODERN EUROPEAN HISTORY (POSITION #5). Specialization in Germany from 1870 to the present. **Qualifications:** Ph.D required. Teaching experience preferred. Publication required for tenure consideration. **Application Procedures:** Send letter of application, curriculum vitae, and the names of three references to: **Dennis Dunn, Modern European History Search Committee Chair, Department of History. Review of applications began: October 15, 1999.**

MANAGEMENT: CHAIR/PROFESSOR. The Chair of the Management Department is the leading faculty member who articulates the department's aspirations, standards, and needs to others inside and outside the University. The Chair reports to the Dean of the College of Business Administration. This position is contingent on Board of Regents approval of the division of the current Department of Management and Marketing. **Application Procedures:** Submit letter of application, vitae, a list of three references to: **Management Chair Search Committee, Department of Management and Marketing. Review of applications continues until position is filled.**

MANAGEMENT AND MARKETING: ASSISTANT PROFESSOR, BUSINESS COMMUNICATION (POSITION #8). **Qualifications:** Ph.D in Management or related discipline required for tenure consideration. ABD's in Management or related discipline will be considered. Preference will be given to candidates (1) who place primary importance on teaching excellence and who have experience/interest in instructional technology; (2) who engage in applied scholarly activities, including grants activity, which provide insight into the practice of business and that enhance the effectiveness of classroom instruction; and (3) who provide service to their profession, the university, and the business community that is consistent with the school's mission. **Application Procedures:** Submit letter of application, vitae, a list of three references to: **Dr. Robert Olney Search Committee Chair, Department of Management and Marketing. Review of applications begins: January 15, 2000.**

MANAGEMENT AND MARKETING: ASSISTANT PROFESSOR, STRATEGIC MANAGEMENT (POSITION #16). **Qualifications:** Ph.D. in Management required for tenure consideration. ABD's in Management with dissertation defense within one year will be considered for the position. Preference will be given to candidates (1) who place primary importance on teaching excellence and who have experience/interest in instructional technology; (2) who engage in applied scholarly activities, including grants activity, which provide insight into the practice of business and that enhance the effectiveness of classroom instruction; and (3) who provide service to their profession, the university, and the business community that is consistent with the school's mission. **Application Procedures:** Submit letter of application, vitae, a list of three references to: **Dr. Bill Middlebrook, Search Committee Chair, Department of Management and Marketing. Review of applications begins: January 15, 2000.**

MARKETING: CHAIR/PROFESSOR. The Chair of the Marketing Department is the leading faculty member who articulates the department's aspirations, standards, and needs to others inside and outside the University. The Chair reports to the Dean of the College of Business Administration. This position is contingent on Board of Regents approval of the division of the current Department of Management and Marketing. **Application Procedures:** Submit letter of application, vitae, a list of three references to: **Marketing Chair Search Committee, Department of Management and Marketing. Review of applications continues until position is filled.**

MASS COMMUNICATION: CHAIR/PROFESSOR (POSITION #253). The Chair provides leadership for a department of 17 faculty members who instruct 900 majors and 375 minors in five sequences of study leading to the Bachelor of Arts degree in advertising, broadcasting, print journalism, public relations, and general mass communication. A new master's program has been established and the department is currently exploring ACEJMC accreditation. **Qualifications:** Earned doctorate relevant to the programs offered by the department. The candidate should have an outstanding record of teaching, scholarship and professional service consistent with appointment to the rank of full professor. A history of working collaboratively with faculty and other members of the academic and professional communities, fund raising, and previous administrative experience in higher education is desirable. **Application Procedures:** Applicants should submit letter of application addressing their philosophy of mass communication education, vitae, and a list of three references to: **Dr. Barbara Lyman, Search Committee Chair, Department of Art and Design (BL01@swt.edu). Review of applications began: September 15, 1999.**

MATH: ASSISTANT PROFESSOR (POSITION #27) in the areas of combinatorics, discrete algebraic structures and number theory. **Qualifications:** Ph.D in Mathematics by August, 2000. Applicants must exhibit outstanding research potential as well as excellence in teaching. **Application Procedures:** Submit cover letter, curriculum vitae, a research plan, and a list of three references to: **Dr. Xingde Jia, Recruitment Committee Chair, Department of Mathematics. Closing Date: January 25, 2000.**

PHILOSOPHY: ASSISTANT PROFESSOR, PHILOSOPHY (RENEWABLE, NON-TENURE TRACK - POSITION #119). Must be willing and able to teach effectively (with the help of assistants) large sections of introductory philosophy with up to 350 students. This is a required course in SWT's General Studies curriculum, it is writing intensive and includes a 50% critical thinking component. **Qualifications:** Ph.D. in Philosophy. Research and service required. Background compatible with the nature and direction of the department is desirable as is documented success with teaching large sections. **Application Procedures:** Applicants should submit a resume, letter of interest, and a list of three references to: **Dr. Vincent Luizzi, Chair, Department of Philosophy. Closing Date: December 15, 1999.**

PHYSICS: ASSISTANT PROFESSOR (POSITION #97). Applied Materials Physicist interested in working with regional and national silicon microelectronics industries. Searching for a new colleague whose research plans can complement department strengths in the areas of thin film growth and characterization. Research in thin film device fabrication, such as novel methods of lithography or etching, investigations of the properties of nanostructures, computational modeling, micro electromechanical systems, novel sensor technology, and other research areas related to high tech industries are of particular interest. **Qualifications:** Relevant post-doctoral or industrial experience is preferred. **Application Procedures:** Send curriculum vitae, list of three references, an unofficial transcript of the most recent degree and a brief statement of research interests to: **Dr. James R. Crawford, Department of Physics. Review of applications begins: February 15, 2000.**

POLITICAL SCIENCE: ASSISTANT PROFESSOR (POSITION #3). Will teach undergraduate and graduate courses in International Security, International Relations Theory, and American Government Survey. **Qualifications:** Ph.D in Political Science/International Relations preferred; ABD considered. **Application Procedures:** Submit letter of application, curriculum vitae, and a list of at least three references. It would also be helpful for candidates to send teaching evaluations and other supporting materials such as writing samples to: **Ed Mihalkanin, International Security Search Committee, Department of Political Science. Review of applications began: November 1, 1999.**

POLITICAL SCIENCE: LECTURER, PUBLIC ADMINISTRATION (ONE YEAR ONLY - POSITION #83). **Qualifications:** MPA or at least 18 hours of graduate work in Political Science; an ABD, DPA or Ph.D is preferred. Applicants with distance education or web-based course experience are encouraged to apply. **Application Procedures:** Submit letter of application, curriculum vitae, teaching evaluations if available, and the names of three references to: **American Political Search Committee, Department of Political Science. Review of applications begins: February 15, 2000.**

POLITICAL SCIENCE: LECTURER, AMERICAN GOVERNMENT (ONE YEAR ONLY - POSITION #84). **Qualifications:** Applicants must have at least 18 hours of graduate work in Political Science; an ABD or Ph.D is preferred. Applicants with distance education or web-based course experience are encouraged to apply. **Application Procedures:** Submit letter of application, curriculum vitae, teaching evaluations if available, and a list of three references to **American Politics Search Committee, Department of Political Science. Review of applications begins: February 15, 2000.**

SOCIAL WORK: ASSISTANT/ASSOCIATE PROFESSOR to teach at both BSW and MSW levels (2 POSITIONS - #93 and #94). **Qualifications:** Master's degree from an accredited social work program, two years post master's practice experience, and social work teaching experience required. ABD or Ph.D in Social Work preferred. Rank contingent on credentials. Positions contingent on funding. **Application Procedures:** Submit letter of application, vitae and a list of three references to: **Dr. Karen Brown, Chair, Department of Social Work. Review of applications begins: March 31, 2000.**

SOCIOLOGY: ASSISTANT PROFESSOR (POSITION #46) with expertise in applied sociology. Position will involve supervision of student interns. Secondary specializations are open. Evidence of strong commitment to excellence in teaching is required. **Qualifications:** Completion of the Ph.D. in Sociology by September 1, 2000. **Application Procedures:** Submit letter indicating the position number for which application is being made and suitability for that position, as well as a curriculum vitae, a statement of teaching philosophy and a list of three references to: **Dr. Audwin Anderson, Department of Sociology. Review of applications begins: December 1, 1999.**

SOCIOLOGY: ASSISTANT PROFESSOR (POSITION #53) with expertise in sociological theory and statistics. **Qualifications:** Ph.D. by September 1, 2000. Evidence of strong commitment to excellence in teaching is required. **Application Procedures:** Submit letter indicating the position number for which application is being made and suitability for that position, curriculum vitae, a statement of teaching philosophy and a list of three references to: **Dr. Audwin Anderson, Department of Sociology. Review of applications begins: December 1, 1999.**

SPEECH COMMUNICATION: ASSISTANT PROFESSOR (POSITION #19) to teach graduate and undergraduate courses in empirical research/communication theory and organizational communication. **Qualifications:** Ph.D in Speech Communication. **Application Procedures:** Submit vitae, letter describing qualifications and a list of three references to: **Dr. Philip Salem, Search Committee Chair, Department of Speech Communication. Review of applications begins: January 15, 2000.**

SPEECH COMMUNICATION: ASSISTANT PROFESSOR (POSITION #20) to teach graduate and undergraduate courses which investigate contemporary communication problems in one or more of the following professional contexts: health communication, corporate communication, corporate advocacy, technical communication, or organizational communication from an applied rhetorical perspective. Will also teach courses in rhetorical criticism. The successful candidate's courses should bridge to other department emphases in interpersonal communication and organizational communication. The candidate should also have an existing research program which applies rhetorical methods to one or more of the professional contexts listed above. **Qualifications:** Ph.D in Speech Communication. **Application Procedures:** Submit vitae, letter describing your qualifications and a list of three references to: **Dr. Roseann Mandziuk, Search Committee Chair, Department of Speech Communication. Review of applications begins: January 15, 2000.**

TECHNOLOGY: ASSISTANT/ASSOCIATE PROFESSOR, ELECTRICAL ENGINEERING (Position #95). The Department of Technology has undergraduate programs in Industrial and Engineering Technology and a graduate program in Industrial Technology. A new undergraduate program in Manufacturing Engineering is in its final stages of approval. **Qualifications:** The candidate should have a strong commitment to teaching a spectrum of basic classes in electric circuits, electronics and electromechanical systems. Expertise in microelectronics, CAD/CAE and VLSI design, industrial experience and professional registration are highly desirable. B.S. in Electrical Engineering and a Ph.D. in Electrical or Computer Engineering required. Faculty responsibilities include effective classroom teaching at undergraduate and graduate levels, developing curricula and laboratories, research and scholarly activities, and service related activities. **Application Procedures:** Submit letter of application, vitae, and a list of three references to: **Dr. Vedaraman Sriraman, Search Committee Chair, Department of Technology. Review of applications begins: March 1, 2000.**

TECHNOLOGY: ASSISTANT/ASSOCIATE PROFESSOR (Position #96). Professional Architect/Architectural Engineer with appropriate qualifications to fill a position in our Industrial and Engineering Technology Construction Program. **Qualifications:** Prefer applicants holding a doctoral degree in Architecture/Architectural Engineering, but persons with the master's degree may receive favorable consideration, especially if they possess professional registration credentials. At least one professional degree in Architecture/Architectural Engineering is mandatory, with additional degrees in related fields acceptable. Experience in professional practice with a licensed architect is considered essential, as is experience with computer-aided architectural software. Affiliation with AIA will be viewed very favorably, as will experience in the construction industries. **Application Procedures:** Submit letter of application, vitae, and a list of three references to: **Dr. Andy Batey, Search Committee Chair, Department of Technology. Review of applications begins: March 1, 2000.**

THEATRE: ASSISTANT PROFESSOR to teach voice, movement, and acting (POSITION #100). **Qualifications:** MFA or Ph.D required. **Application Procedures:** Submit letter of application, vitae, and a list of three references to: Dr. **Richard Sodders, Chair, Department of Theatre. Review of applications begins: March 6, 2000.**

THEATRE: ASSISTANT PROFESSOR to teach directing and acting (POSITION #101). **Qualifications:** MFA or Ph.D required, university teaching experience required. **Application Procedures:** Submit letter of application, vitae and a list of three references to: **Dr. Richard Sodders, Chair, Department of Theatre. Review of applications begins: March 6, 2000.**

Address replies to **appropriate Search Committee Chair, Southwest Texas State University, 601 University Drive, San Marcos, Texas 78666.**

For more information on the jobs listed above, please visit our website at: **http://www.swt.edu/academicaffairs/**

Although no other tenure-track vacancies are known at this time, applications are always welcome for consideration. The University continues to seek applications in the departments listed above as well as in the departments/programs of Agriculture, Anthropology, Clinical Laboratory Science Program, Computer Information Systems & Quantitative Methods, Criminal Justice, Educational Administration and Psychological Services, Finance and Economics, Geography, Health Administration, Health Information Management Program, Modern Languages, Music, Physical Therapy, Psychology, Respiratory Care, and Radiation Therapy Program.

SWT is an affirmative action, equal opportunity educational institution and as such does not discriminate on grounds of race, color, creed or religion, sex, national origin, age, physical or mental disabilities, or status as a disabled or Vietnam era veteran. SWT is committed to increasing the number of women and minorities in faculty and administrative positions. Southwest Texas State University is a member of the Texas State University System.

ASSISTANT PROFESSORS

School of Education
Department of Curriculum & Teaching

Tenure-track positions available effective Sept. 2000. We are currently seeking education professionals with a commitment to work in multicultural and urban educational settings. Teaching exp and demonstrated potential for scholarly involvement as evidenced by publications/research within the specialty in the profession of education are required. Salary commensurate with experience and qualifications: **$32,703 - $57,049.**

SCIENCE EDUCATION (K-12) The selected candidate will teach undergraduate and graduate elementary and secondary science method courses, teach undergraduate courses in science within the School of Arts and Sciences, supervise students in the field, engage in research and scholarly writing, and serve on department, school, college and university committees.

Qualifications: Earned Ph.D. or Ed.D. with concentration in Science Education and at least one of the following: Biology, Chemistry or Physics; certification as a high school science teacher; university teaching and research skills; significant teaching exp in urban public schools; expertise in using technology as a tool in the development of science skills.

EARLY CHILDHOOD EDUCATION (K-12) The selected candidate will teach undergraduate and graduate courses in early childhood and elementary education, supervise students in the field, engage in research and scholarly writing, and serve on department, school, college and university committees.

Qualifications: Earned Ph.D. or Ed.D. in Early Childhood Education; expertise in using technology as a tool in early childhood education; significant teaching exp in head start, day care, public and private pre-school and elementary schools (urban exp preferred); exp in supervision of teachers in diverse settings; university teaching and research skills.

Qualified candidates should send letter of application, curriculum vitae and three (3) letters of reference immediately to: **Dr. Alene L. Smith, Chairperson, Department of Curriculum and Teaching-HO, Hunter College, CUNY, 695 Park Avenue, New York, NY 10021.** ***Review will continue until a candidate has been selected.***

HUNTER
The City University of New York

Hunter College is an Affirmative Action/ Equal Opportunity/IRCA/Americans with Disabilities Act Employer.

FOOTHILL

Foothill College

English Composition Instructor

Foothill College, located south of San Francisco in Northern California, is a community college serving approximate 15,000 students each quarter.

This position will teach a range of composition courses at all levels, from basic to college-level; develop and evaluate curricula; pursue professional growth activities and maintain scheduled office hours. First Review Date: November 26, 1999

To receive an application packet, contact:
Employment Services
Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, 94022
(650) 949-6217
employment@fhda.edu
wwwfh.fhda.edu/district/hr/employment.html

ASSISTANT PROFESSORS

Tenure Track
Department of Educational Foundations & Counseling Programs

Tenure-track opportunities available for education professionals with a commitment to work in multicultural and urban educational settings. Both positions require participation in research and scholarly writing and serving on department, division, college and university committees. Salary commensurate with experience and qualifications: **$32,703 - $57,049.**

ELEMENTARY/SECONDARY EDUCATION The selected candidate will teach undergraduate and graduate courses in elementary and secondary education programs.

Qualifications: Earned Ph.D. or Ed.D. in Educational Psychology with specialization in the evaluation and assessment of teaching-learning process. Expertise in the teaching-learning process in diverse populations is desirable.

REHABILITATION COUNSELOR EDUCATION The selected candidate will teach graduate courses in rehabilitation counselor education programs & coordinate field placements in counseling programs.

Qualifications: Earned Ph.D. or Ed.D. in Counseling or Counselor Education, or doctorate in Rehabilitation Counseling preferred. Expertise in rehabilitation issues in diverse populations is desirable.

Qualified candidates should send letter of application, curriculum vitae and three (3) letters of reference **by December 10, 1999** to: **Dr. Sherryl Browne Graves, Chairperson, Department of Educational Foundations & Counseling Programs-HO, Hunter College, CUNY, 695 Park Avenue, New York, NY 10021.**

HUNTER
The City University of New York

Hunter College is an Affirmative Action/Equal Opportunity/ IRCA/ Americans with Disabilities Act Employer.

UIC

DEPARTMENT OF ELECTRICAL ENGINEERING AND COMPUTER SCIENCE FACULTY POSITIONS

UNIVERSITY OF ILLINOIS AT CHICAGO

The EECS Department is in the process of a major expansion of its Computer Science research activity, and invites applications for tenure-track positions at all ranks, as well as applications for lecturer and adjunct positions. Exceptional candidates in all areas of research are encouraged to apply; a Ph.D. in Computer Science or closely related field is required. The department is interested in applicants who are engaged in fundamental research or application-grounded creative work likely to generate maximal impact on society. Interdisciplinary applicants are especially encouraged to apply. Applicants should demonstrate research and teaching potential and accomplishments commensurate with the rank they are seeking.

The University of Illinois at Chicago has undertaken a major shift aimed towards establishing itself as one of the nation's premiere state universities. The EECS Department, best known as the birthplace of the CAVE virtual reality environment, hosts active research groups in computer graphics and virtual reality, networks, data mining, artificial intelligence, human-computer interaction, software engineering, computer architecture, database systems, software systems, computer vision, and theoretical computer science. The Computer Science faculty (26 members within the departmental faculty of 53) has been awarded over eight million dollars in external research grants for the current academic year.

The EECS Department offers BS, MS, and Ph.D. degrees, and has a strong reputation for teaching excellence. It attracts a diverse student body, and is seeking candidates who have an interest in defining and implementing innovative learning programs. The UIC campus is located near downtown Chicago and offers rich opportunities for collaboration with other universities, national research laboratories and high-tech industry. Applicants should send a resume and the names and addresses of at least three references to: **Faculty Search Committee, EECS Department (MC 154), University of Illinois at Chicago, 851 South Morgan Street, Chicago, IL 60607-7053.** Applications will be reviewed as they are received, but must be received before March 1, 2000 for full consideration. Candidates are also strongly encouraged to submit electronic versions of their applications; for instructions, see the web site **http://www.eecs.uic.edu/search**

UIC is an AA/EO employer. We are interested in receiving applications from a broad spectrum of people, including women, minorities, and differently-abled individuals.

KEAN

Discover Kean. Discover your future.

Kean University is committed to excellence and to developing and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community serving a diversified student population of 12,000.

DEAN
SCHOOL OF LIBERAL ARTS

Kean University, a publicly-supported comprehensive, metropolitan institution, seeks applications and nominations for the position of Dean of the School of Liberal Arts. The largest and most complex of five Schools, the School is composed of 11 departments offering 15 degree programs at the baccalaureate and 7 degree programs at the master's level. The departments include: Communication and Theatre, Design, English, Fine Arts,' Foreign Languages Literatures and Cultures, History, Music, Philosophy and Religion, Psychology, Sociology and Anthropology and Social Work. The School also features interdisciplinary collateral programs in Africana Studies, Classical Studies, Global Studies, Judaic Studies, Latin American Studies, Urban Studies and Women Studies. The School is home to several innovative strategic initiative programs, including the: Affiliate Artist Program, Arts Incubator Center, Design Center of New Jersey, Public Relations Studio, Theatre Series Outreach and Development, and Women in Science and Technology. An abiding value of the School is a commitment to an educational environment of cultural and linguistic diversity and gender equity.

Responsibilities: The Dean is expected to provide leadership for the School of Liberal Arts in the areas of teaching, research as well as university and community service. The Dean is also expected to work closely with faculty in curricular matters, including the development of strong and innovative academic programs. The Dean reports to the Provost/VPAA.

Qualifications: The successful candidate will possess an earned doctorate and a record of distinguished academic achievement appropriate for appointment at the rank of professor in a department of the School. Other qualifications include: demonstrated ability to lead through collaborative and shared decision making and to sustain a strong and collegial relationship with faculty, students, staff, and administrators; successful record in budget development, strategic planning and grant acquisition; ability to balance advocacy for the School with the needs of the wider community; and appreciation for and willingness to support the integration of new media technology; experience in developing and leading programs that serve an educationally, ethnically, culturally and linguistically diverse student population.

Application, Salary, Benefits Information: Review of applications will begin on January 10, 2000. Completed applications must include the following: Letter of interest; up-to-date resume; names, addresses, telephone numbers of three references. Official transcripts and three current letters of recommendation required before appointment.

Apply to Chair: Dean of Liberal Arts Search Committee, Office of the Provost, Kean University, 1000 Morris Avenue, Union, New Jersey 07083. Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included.

KEAN
UNIVERSITY

Kean University is an EEO/AA Institution

PRESIDENT
KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

The Board of Trustees of The City University of New York and the Presidential Search Committee invite nominations and applications for the position of President at Kingsborough Community College.

Founded in 1963, Kingsborough is a modern 71-acre campus in a spectacular waterfront setting in Manhattan Beach, Brooklyn. One of six community colleges in the City University's 20-campus integrated system, Kingsborough offers degree programs in 29 areas and maintains one of the most comprehensive adult and continuing education programs in the City.

About half of Kingsborough's 15,000 students enroll in liberal arts or science degree programs; the rest pursue career-oriented programs in business, the marine industry, public and human services, health and related sciences, industrial and health technologies and visual arts. Three-quarters of Kingsborough graduates go on to pursue a Bachelor's Degree.

The college has a full-time faculty of 240, 82 percent of whom hold a doctorate or University equivalent. Adjunct faculty, drawn from throughout the New York City metropolitan region, number 500. Professional and full- and part-time support staff total 700. The college's annual budget is $66 million, largely funded through New York State and New York City appropriations and student tuition.

Kingsborough has a history of innovation, nurtured by its President of 28 years, the late Leon Goldstein. Kingsborough pioneered the nationally acclaimed College Now program for high school seniors, and has a science and math high school on campus. Other pathbreaking programs include My Turn, which allows senior citizens to fill open class spaces for free, the New Start Program offering students a second chance to succeed in college, a Weekend College, and Family College, wherein parents on public assistance attend college while their children attend a K-2 public school on campus.

Kingborough's academic calendar is unusual. It is divided into two 12-week semesters, each followed by a 6-week module. This enables students to complete requirements for an associate's degree in less than two years, if they desire.

The student body is racially and ethnically diverse; almost half of Kingsborough's students were born outside the U.S. and 60 percent are the first generation to attend college. One-third are 25 or older and one in four supports children. A broad array of student services permit all students to succeed to the maximum of their abilities.

The President serves as chief academic and administrative officer of the college, under the general direction of the CUNY Chancellor, according to policies set by the Board of Trustees.

Preferred qualifications for the position include:

- Experience in the senior-level management of an urban community college and a clear commitment to the unique, multiple roles a community college plays.
- A demonstrated commitment to creative, effective management.
- An ability to successfully navigate in a multi-layered political environment.
- A leadership style that emphasizes consultation with faculty and senior administrators and open communication with faculty, students, staff and community members.
- A record of supporting high academic standards.
- An understanding of how technology can be integrated into classrooms to improve learning, and a record of support for technological advancements.
- Openness to innovative programming to expand the college's reach into the community and to better serve its students.
- An earned doctorate or professional equivalent, college-level teaching experience, and a record of scholarly and/or professional achievement.
- A commitment to enhance the quality of student life and strengthen the delivery of services to a multi-cultural student body.
- The ability to communicate with, and represent, the institution to its outside constituencies, including the residential and business communities, alumni, and legislative and other governmental bodies.
- Experience in attracting external funding and in handling the complexities of city, state, federal and private support.

The position is available starting September 1, 2000. A revision of salary and benefits that is now underway will make the compensation package highly competitive. The review of applications will begin immediately; submission of applications and nominations is strongly encouraged prior to December 15, 1999.

Applications: Applicants should send (1) a letter expressing their interest in the position that addresses and demonstrates how they meet the Search Committee's preferred qualifications, (2) their curriculum vitae, and (3) the names of eight references (two each: superiors, subordinates, faculty members, and community/business leaders). References will not be contacted without the applicant's prior permission.

Nominations: Nominators should send a letter of nomination and, if possible, the nominee's curriculum vitae. Applications and nominations should be sent to:

Office of Executive Search and Evaluation
The City University of New York
535 East 80th Street
New York, N.Y. 10021

Attn: Kingsborough Presidential Search

All inquiries, nominations and applications will be held in the strictest confidence.

For additional information: Please contact Elizabeth Rocklin, Director of Board Services, Association of Community College Trustees (ACCT); 1740 N Street, N.W., Washington, D.C. 20036. She can be reached by phone at 202-775-4667.

The City University of New York is an Equal Opportunity/Affirmative Action/IRCA/Americans with Disabilities Act Employer with a strong commitment to racial, cultural and ethnic diversity. The Search Committee actively seeks and encourages nominations and applications from men and women of all races and ethnic backgrounds.

An ACCT Search

Daytona Beach
COMMUNITY COLLEGE

Daytona Beach Community College is a public, multi-campus, comprehensive community college which serves approximately 10,000 full-time equivalent and 33,000 head count students. It is home to the Southeast Museum of Photography.

ADMINISTRATION

DIRECTOR OF RESOURCE DEVELOPMENT Master's degree highly desirable, and a minimum of five years demonstrated successful experience in grants and resource development. The office is responsible for the funding source identification, budget preparation and the proposal process. Proven record of achievement. Excellent proposal writing and communication skills. Ability to work in participatory management framework. Must be able to facilitate teamwork approach to proposal development with faculty and staff. Responsible for the review and research of appropriate publications, literature, and Internet regarding grant opportunities; establishment of personal contacts with state and federal officials representing funding agencies; and work with faculty and staff to develop, incubate, discuss and share ideas for enhancements through grant opportunities. Salary commensurate with experience.

FACULTY

Candidates for faculty positions must be open to cooperative/active learning strategies, student portfolio assessment and the use of technology to enhance learning. Probable appointment at Instructor to Associate Professor with opportunities for summer teaching depending on enrollment. Salary range $29,200 to $37,000 depending on experience with a comprehensive benefits package. Tenure/promotion dependent on portfolio.

ACCOUNTING FACULTY/DAY, EVENING Master's degree in Accounting/Bus. Admin. with 18 grad hrs. in accounting, teaching exp. in accounting courses. CPA preferred. Full-time, nine month, tenure-track position starting January 2000. Teach fifteen (15) credit hours each Fall and Spring term. Teach courses in Financial/Managerial Accounting, Computerized Accounting/Bookkeeping, Tax/Finance in A.A./A.S. degree programs.

BUSINESS FACULTY / DAY, EVENING BUSINESS and ECONOMICS Master's degree in Business with 18 grad hrs. in economics, teaching experience in general business/economics courses. Full-time, nine month, tenure-track position starting January 2000. Teach fifteen (15) credit hours each Fall and Spring term. Teach courses in general business area and Macro and Micro Economics in A.A./A.S. degree programs.

Interested Candidates Should Forward A Letter Of Intent, Current Vitae, Completed DBCC Application, Transcripts And Names, Addresses And Telephone Numbers Of At Least Three (3) Professional References. Positions Are Open Until Filled.

HUMAN RESOURCES DEPARTMENT
1200 W. International Speedway Boulevard, Daytona Beach, FL 32114
Fax: 904-254-4482 • E-mail: jobs@dbcc.cc.fl.us
• WEB: http//wwwdbcc.cc.fl.us

DAYTONA BEACH COMMUNITY COLLEGE IS AN EQUAL OPPORTUNITY/ADA EMPLOYER
WOMEN AND MINORITIES STRONGLY ENCOURAGED TO APPLY

LEADING THE WAY
GAINESVILLE COLLEGE

HISTORY

FACULTY POSITION

(Tenure-track)

Tenure-track teaching position in History at Gainesville College, a two-year unit of the University System of Georgia. See **www.gc.peachnet.edu** for a complete description and application process.

AA/EOE Institution

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CORNELL
UNIVERSITY

The Department of Human Development seeks applicants for two tenure-track assistant professor appointments in the areas of **developmental psychology and/or life course studies**, the department's major areas of graduate training. These appointments will begin August 2000. The department is an interdisciplinary unit within the College of Human Ecology. The current faculty of 25 are from the disciplines of psychology, sociology, education, and history (see http://www.human.cornell.edu/hd/). Specific research emphases for the new appointments are open. Responsibilities include teaching three courses a year (typically two undergraduate and one graduate), supervising student research, and maintaining a rigorous, highly productive and externally-funded program of empirical research that will maintain and build the department's international reputation. Send vita, statement of research and teaching interests, representative publications, and three letters of reference to **Ms. Juleene Conner, Department of Human Development, Martha Van Rensselaer Hall, Cornell University, Ithaca, NY 14853.**

Cornell University is an Equal Opportunity/Affirmative Action Employer.

For fullest consideration, applications should be received by **January 7, 2000.**

THE UNIVERSITY OF KANSAS

Assistant Professor of Pharmaceutical Chemistry

The Department of Pharmaceutical Chemistry at The University of Kansas is seeking applicants for a tenure track, Assistant Professor position. Candidates must have a Ph.D. or equivalent degree and postdoctoral experience is desirable. The successful candidate will be expected to develop an independent, externally funded research program that includes multidisciplinary collaborations and to participate in teaching activities in the School of Pharmacy's professional program and in the Department's graduate program. Preference will be given to candidates with broad backgrounds in physical pharmacy, pharmaceutical chemistry (pharmaceutics) or, physical chemistry, biophysics, bioengineering, or related fields as applied to pharmaceutical chemistry. The review process will begin after January 15, 2000 and continue until the position is filled. Applications should include: a curriculum vitae, a concise summary of past research and future research plans, and the names of three references. **CONTACT: Dr. Kenneth L. Audus, Department of Pharmaceutical Chemistry, The University of Kansas, 2095 Constant Avenue, Lawrence, KS 66047-2504. (785)864-3609.** EO/AA Employer.

http://www.hbc.ukans.edu/phch/phch.htm

SARAH LAWRENCE COLLEGE

JOB OPENING IN PUBLIC POLICY: LEGAL STUDIES

Sarah Lawrence College, a small liberal arts college close to New York City, seeks applicants to teach in Public Policy, beginning Fall semester 2000. The holder of the position will be expected to develop courses in legal studies which include public policy field placements for students. Candidates should have demonstrated scholarship and undergraduate teaching experience in legal studies in the domestic and/or international sphere, public policy practice experience, and a commitment to liberal arts education. We are particularly interested in candidates whose areas of expertise include: issues of children and youth; racial and ethnic issues; poverty studies; or refugees and human rights. The position is formally designated as "The Joanne Woodward Chair in Public Policy," to be filled at the equivalent of an advanced assistant/early associate professorship. It is endowed in honor of Joanne Woodward, as a tribute to the breadth of her social commitment and concern with public issues.

Applicants should send a letter addressing the criteria noted above, including a concise statement of their public policy work, scholarship and research interests, a curriculum vita, two relevant course syllabi or descriptions of proposed courses, and three letters of reference by Jan. 10, 2000 to: **Shahnaz Rouse, Ph.D., Chairperson, Search Committee in Public Policy, Social Science Division, Sarah Lawrence College, 1 Mead Way, Bronxville, NY 10708.**

University of
Nebraska
Lincoln

ADOLESCENT DEVELOPMENT/ ASSISTANT PROFESSOR

Department of Family and Consumer Sciences. Tenure-track, 9-month appointment available Spring 2000 with 75% Cooperative Extension Division and 25% Agricultural Research Division responsibilities. Candidate will work with extension educators, public schools, community services and appropriate state agencies to develop educational programs to address critical adolescent issues that include safe health practices. Will develop a research agenda in the area of adolescent development specific to the interest of the faculty member and will conduct research on topics related to department goals. Requires a Ph.D. in human development and family studies, or related field. Excellent research, computer and grant writing skills preferred. Submit letter of application, vitae, graduate transcripts, sample publications and three letters of reference postmarked by January 10, 2000 (or until position is filled) to: **Dr. Georgia Stevens, Search Committee Chair, Family and Consumer Sciences, University of Nebraska-Lincoln, 123 Home Economics Building, Lincoln, NE 68583-0801.**

UNL is committed to a pluralistic campus community through Affirmative Action and Equal Opportunity, is responsive to the needs of dual career couples, and assures reasonable accommodation under the Americans With Disabilities Act.

Contact Dr. Stevens at 402/472-5518 (gstevens1@unl.edu) for additional information.

EXECUTIVE DIRECTOR, MARKETING SERVICES

Brookdale Community College invites applications for the position of Executive Director, Marketing Services. The individual appointed to the position will be a member of the President's Cabinet responsible to execute a long-term, integrated marketing and communications strategy for the College. He/she will oversee the operations of the Office of Marketing and Communications and will be responsible for the overall marketing and communications program of the College.

REQUIRED: Bachelor's Degree in Communications, Marketing or related field, as well as a minimum of seven years experience (at least two of those years must be in a strategy development capacity) which will demonstrate a thorough knowledge of principles and methods of planning and conducting a comprehensive public relations program. Facile in research and predictive modeling. Ability to serve as an institutional spokesperson on a variety of issues. Must have a high level of team building, communications, problem solving and computer skills. Position requires evenings/weekends and travel locally. **Salary commensurate with experience and qualifications.**

A review of credentials will begin November 29, 1999, and will continue until the position is filled.

APPLICATION PROCESS: Please submit a detailed resume to: Human Resources via fax at (732) 224-2970, or by mail to the address as noted below. You may also apply in person at the Human Resources Office, 8:30AM to 5:00PM, Monday through Friday. Our Job Hotline telephone number is (732) 224-2281.

Brookdale Community College is an innovative and comprehensive -- open admissions -- two year college with an enrollment of approximately 11,500 credit students (approximately 7,500 FTE) and 13,500 non-credit students. The campus is located in an attractive rural area of Monmouth County, New Jersey, approximately 50 miles south of New York City and 70 miles north of Philadelphia.

BROOKDALE
COMMUNITY
COLLEGE

765 NEWMAN SPRINGS ROAD
LINCROFT, NJ 07738

Visit our website: http://www.brookdale.cc.nj.us

Brookdale Community College is an Equal Opportunity/Affirmative Action Employer and its staffing process is pursued through an unwavering commitment to diversity, not only as a compliance responsibility, but as an active conscious effort to build and develop diversity within the faculty and staff.

ART HISTORIAN
Princeton University

Assistant Professor (tenure track). Historian of 19th-century European art, with additional expertise and teaching competence in the 18th century. Ph.D. required. Include letter of application, vita, names of three references. A/D December 31.

Hal Foster
Chair, Search Committee
Department of Art and Archaeology
105 McCormick Hall
Princeton University
Princeton, NJ 08544-1018

AA.EOE. WMA.

Interviewing at CCA annual conference by prior appt. only.

FACULTY POSITION
TEXAS WOMAN'S UNIVERSITY

COUNSELING PSYCHOLOGIST. Assistant/Associate Professor, tenure-track. Start January or August 2000 (January preferred). Ph.D. from APA-accredited Counseling Psychology program and expertise in family psychology required.

Duties: teaching and directing research in APA-accredited counseling psychology programs emphasizing family psychology and women's/gender issues; program administrative duties; some undergraduate assignments, and ability to integrate technology into teaching. Applications will continue to be received until position is filled. Send letter of application, current vita, three independent letters of reference, and the names, addresses, and telephone numbers of the three references to **Dr. Sally Stabb, Dept of Psychology, and Philosophy, TWU, PO Box 425470, Denton, TX 76204-5470; (940) 898-2149; SStabb@twu.edu**

AA/EEO

MILLS COLLEGE - Oakland, CA

The following are full-time tenure-track positions, to begin Fall 2000. Located in the San Francisco Bay Area, Mills is a selective liberal arts college for women, with coeducational graduate programs. See http://www.mills.edu for more information on the College. Send application materials (c/o designation shown below) to: Mills College, 5000 MacArthur Blvd., Oakland, CA 94613. Persons of color & those committed to working in a multicultural environment are encouraged to apply. AA/EOE.

Assistant Professor of Molecular Biology

The Department of Biology seeks applicants for a tenure-track position in Biology beginning August 2000. Teaching responsibilities include portions of General Biology, Microbiology, & other upper division courses such as immunology or virology. Ph.D. & a strong commitment to teaching undergraduates are required. Applicant is expected to maintain an active research program involving undergraduates. Send a letter describing teaching exper. & philosophy, research interests, curriculum vita, copies of representative publications & names of three references to: Bruce M. Pavlik, Chair, Molecular Biology Search Committee. **Application deadline is January 15, 2000.**

Assistant Professor of Analytical/Environmental Chemistry

The Department of Chemistry & Physics seeks applicants for a tenure-track position in Chemistry, with special emphasis on Environmental Chemistry, starting Fall 2000. Applicants must be committed to undergraduate education & demonstrate the potential to develop a productive research program. Teaching responsibilities include Environmental Chemistry, Analytical Chemistry, & Instrumental Analysis; a Ph.D. is required. Send a letter describing teaching exper. & philosophy, research interests, a resume, & a list of three references to: John Brabson, Chair, Chemistry Search Committee. **Apply by January 15 for full consideration.**

Assistant Professor of Early Childhood Special Education & Child Life

The Department of Education at Mills College invites applicants for a tenure-track position in Early Childhood Special Education & Child Life (chronically ill & hospitalized children) at the Assistant Professor level, to begin Fall 2000. The position involves teaching and directing graduate & undergraduate students working with young children at risk, with special needs, & medical problems.

This position will direct the Early Childhood Special Education Credential Program & the Child Life Certificate and Masters Degree Program. Course topics include: children with special needs, early childhood assessment & intervention, diversity issues associated with young children with special needs & their families, the hospitalized child, & child health. Placement & supervision of internships in schools, community agencies and/or hospital settings are key responsibilities.

Required: Ph.D. in early childhood special education; evidence of research & publishing & practical professional exper. (including teaching) in the fields of early childhood education, the hospitalized child, and children & families at risk. Send letter, c.v., & names/phone numbers of three references to: Dr. Jane Bowyer, Chair, Education Dept. Search Committee. **Application deadline is January 15, 2000.**

VICE PRESIDENT FOR ACADEMIC AFFAIRS

— DEAN OF FACULTY —

Union College, founded in 1795, invites applications and nominations for its chief academic officer, who is expected to provide articulate and energetic leadership for the nation's oldest liberal arts college with an engineering program.

The Vice President and Dean of Faculty will have primary responsibility for curriculum, academic budget, and faculty. The successful candidate should be committed to teaching and research as mutually supportive enterprises and should demonstrate a sustained record of distinguished achievement in both areas. The College seeks someone with an administrative style that includes timely and equitable decisions, creativity, and the ability and desire for adequate and appropriate consultation.

Candidates should submit a letter of application; a current resume; and the names, addresses, and phone numbers of five references. All nominations and applications will be held in confidence. Please send all applications by December 17, 1999, with the expectation of beginning the job in July, 2000. Applications should be sent to:

Professor Robert V. Wells
Chair, Search Committee for
the Vice President of Academic Affairs
Department of History
Union College
Schenectady, NY 12308

Union College is committed to a program of affirmative action and equal employment opportunity. Women and minorities are strongly encouraged to apply.

MIT

FACULTY POSITION PUBLIC POLICY/ORGANIZATIONAL BEHAVIOR

The Department of Urban Studies and Planning at the Massachusetts Institute of Technology seeks a faculty member for a tenure-track position to conduct research and teach in the area of organizational behavior as it relates to public policy – more specifically, to bureaucracy, improving the effectiveness of public-sector (and private non-profit) organizations, the interactions between public-sector and private institutions, approaches to taking effective action in organizations, and the impact of new technologies in the public sector on governance and service delivery.

The position will entail teaching courses relevant to public policy in an emerging MIT-wide undergraduate minor in Public Policy, as well as teaching in the Department's Ph.D. and professional Master's program. The candidate should have a strong commitment to linking theory and action, and his or her research should be relevant to one or more of the Department's five areas of specialization: Housing and Community Economic Development, Environmental Policy, International Development and Regional Planning, City Design and Development, and Planning Support Systems (including G.I.S.). Training in the fields of sociology, political science, or planning are most suited to this position.

Interested candidates should have the Ph.D. completed at the time of appointment and send us the following: (i) a letter explaining the fit between the applicant's research, teaching, and intellectual interests, and the announced position, (ii) a curriculum vitae, (iii) and three letters of reference. Materials should be sent to: **Professor Judith Tendler, Chair, Search Committee, c/o Ms. Kathy Hoeg, M.I.T., Room 9-519, 77 Mass. Ave., Cambridge, Mass. 02139** (The deadline for applications is 30 January 2000.)

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
MIT is an Affirmative Action/Equal Opportunity Employer,
committed to increasing the diversity of our faculty.
Non-Smoking Environment. web.mit.edu/personnel/www

BEST COPY AVAILABLE

CAL STATE FULLERTON

DEAN

School of Humanities & Social Sciences

California State University, Fullerton is a large, comprehensive, urban university with approximately 1600 full and part-time faculty and a diverse student body of more than 26,000. The university offers a broad spectrum of programs, with 53 baccalaureate and 44 master's degrees in liberal arts and sciences and in applied and professional fields. Learning is preeminent at Cal State Fullerton. We combine the best qualities of teaching and research universities, where actively engaged students, faculty and staff work in close collaboration to expand knowledge. Research and other creative activities are enhanced by the proximity of the campus to nationally recognized business, cultural and educational institutions. The university has a long-standing tradition of collegial governance. Cal State Fullerton is strongly committed to achieving excellence through cultural diversity. The university actively encourages applications and nominations of women, persons of color and members of other underrepresented groups, including those with disabilities.

California State University, Fullerton invites applications and nominations for Dean of the School of Humanities & Social Sciences.

The School of Humanities and Social Sciences is the largest of seven schools on the campus, with an allocation of 240 FTE faculty positions. It serves as the home to 23 academic units, including departments of Afro-Ethnic Studies, American Studies, Anthropology, Chicano Studies, Comparative Religion, English and Comparative Literature, Foreign Languages and Literatures, Geography, History, Philosophy, Political Science/Criminal Justice, Psychology, and Sociology. The Dean also administers nine (9) cross-disciplinary programs, the Social Science Research Center, and the Center for Demographic Research. There are over 5,000 undergraduate and 750 master's level graduate students.

Position Responsibilities

Working collegially with faculty, students, and staff, the Dean is responsible for the overall quality of the School's educational program. As chief administrative officer of the School, the Dean reports directly to the Vice President for Academic Affairs and shares in campus leadership through the Council of Deans. The Dean's administrative duties include academic planning and personnel, budgets, and curriculum. The Dean must advocate vigorously the needs of the School of Humanities and Social Sciences and generate external funding to support School programs.

Qualifications

To qualify, applicants must have an earned Ph.D (or equivalent); academic credentials (teaching, scholarly and creative activities, professional activities and service) appropriate for appointment at the rank of full professor in a department of the School; and five years of significant academic administrative experience as department chair, equivalent or above. The successful candidate will have a record of achievement in responsible administrative assignments, including academic personnel process, budgeting, fund raising and winning grants and contracts. S/he must have demonstrated a consultative, participatory management style for working effectively with faculty and staff under collective bargaining agreements. S/he must also have demonstrated a commitment to diversity, affirmative action and educational equity.

Compensation & Appointment Date

The salary and fringe benefits are competitive. **The appointment date is summer 2000.**

Application Procedure

The application review will begin January 3, 2000, and continue until the position is filled.

Letters of interest addressing the responsibilities and qualification of the position, vitae and names/addresses/telephone numbers of three references should be sent to:

Chair, Search Committee for the Dean of the School of Humanities & Social Sciences, Office of the President, California State University, Fullerton, P.O. Box 6810, Fullerton, California 92834-6810
E-mail **cnewby@fullerton.edu** for inquiries only.

For additional information, please check our Website address:
www.fullerton.edu

CSUF is an Affirmative Action/Equal Opportunity Title IX/ADA Employer.
Minorities and women are encouraged to apply.

COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK
SCHOOL OF SOCIAL WORK

The Columbia University School of Social Work invites nominations and applications for

ASSISTANT PROFESSORS, ASSOCIATE PROFESSORS OR PROFESSORS

TENURE AND TENURE TRACK

Applicants must be able to teach in one or more of the following areas and must have at least two years of post master's practice experience:

- **ADVANCED GENERALIST PRACTICE & PROGRAMMING**
- **FOUNDATION PRACTICE**

Preference will be given to candidates who also have expertise in one or more of the following: **Services at the Workplace; International Social Welfare and Services for Refugees and Immigrants; and, Human Behavior and the Social Environment.**

A **master's** degree in social work is required for all of the above-noted appointments. A **doctorate or ABD** in social work, social welfare, or a related field is required for all ranks. An established record of scholarship and practice experience, which is appropriate to the rank of appointment, is required.

Nominations and applications should be forwarded to:

Ronald A. Feldman, Dean
COLUMBIA UNIVERSITY
SCHOOL OF SOCIAL WORK
622 West 113th Street, New York, NY 10025

Although nominations and applications will be accepted until the positions are filled, those submitted early are best assured of receiving full consideration. Columbia University is an affirmative action/equal opportunity employer. Minority and women candidates are especially urged to apply.

Well known for its reputation for excellence and as the largest Catholic university in the United States, **DePaul University** has been educating Chicago for over 100 years. At DePaul, you'll work in a collaborative environment that lives its values, supports diversity and encourages professional development. The Theatre School at DePaul (founded in 1925 as the Goodman School of Drama) has the following tenure track positions available in the fall of 2000:

Assistant/Associate Professors of Dramaturgy and Dramatic Literature

Two positions available will share responsibilities for teaching courses in History of Dramatic Literature and Dramaturgy, as well as areas that include African-American Dramatic Literature, Hispanic-American Dramatic Literature, Asian-American Dramatic Literature, Playwriting, Dramatic Theory, Script Analysis, Arts Education, and other courses of their own design. PhD, MFA or professional equivalent.

Assistant/Associate Professor of Directing/Acting

Teaching responsibilities include a graduate-level directing class, an undergraduate/graduate-level acting class, and one other course, taking into consideration the candidate's interests and skills and the needs of the School. Additional responsibilities include directing and intensive advisement of student-directors. MFA or professional equivalent. The School's directing program emphasizes the primacy of the actor and an adherence to collaborative theatre-making. A commitment to personal attention in the training of young directors is an essential qualification for this position.

Assistant/Associate Professor of Acting/Shakespeare

This position includes teaching Shakespeare for the actor in both the BFA and MFA programs as well as one directing assignment each academic year. MFA or equivalent with a proven track record in classical work required. The Theatre School is a professional conservatory program and seeks an individual committed to the training of young artists for the Theatre Profession.

For all of the positions above, the School seeks faculty members who bring a critical perspective to issues of diversity and multiculturalism. Teaching and professional experience is required, with a commitment to continuing research and professional activity. Recent experience with a culturally diverse urban student body is desired.

DePaul University is committed to diversity and equality in education and employment. It offers competitive salaries and best-in-class benefits. Send application letter, vitae, personal statement and three letters of recommendation to **Michael Maggio, Dean, The Theatre School, DePaul University, 2135 N. Kenmore Avenue, Chicago, IL 60614-4111.** To be assured of full consideration, all materials must be received by January 15, 2000.

DEPAUL UNIVERSITY

UNIVERSITY OF
FLORIDA

POSITION ANNOUNCEMENT

EDUCATIONAL PSYCHOLOGY

The University of Florida invites applicants for an assistant professor tenure-track position in the Department of Educational Psychology at the University of Florida, beginning August 2000. Primary responsibilities include teaching graduate and undergraduate courses in learning and cognition and educational psychology, developing a program of scholarly research, and supervising graduate student research. Minimum educational qualification is an earned doctorate with specialization in educational psychology. Desirable qualifications include specialization in cognitive approaches to instruction and elementary or secondary teaching experience. Applicants should send a letter of introduction describing qualifications and interests, a curriculum vitae, and a transcript of doctoral work, and samples of professional writing postmarked no later than January 28 to **Patricia Ashton, Educational Psychology Search Committee, 1403 Norman Hall, P.O. Box 117047, University of Florida, Gainesville, FL 32611.** Three letters of recommendation should also be sent to Dr. Ashton. Salary is negotiable.

The University of Florida is an Equal Employment Opportunity/Affirmative Action employer.

PROFESSOR
TEACHER EDUCATION

The Graduate School of Education, University of California, Berkeley, seeks applicants for a tenured appointment (associate or full professor level) in teacher education, beginning in the 2000-2001 academic year. The individual selected for the position will: provide leadership in the education of professional educators; pursue a program of research concerned with the impact of schooling on children, or with the professional development of educators; and teach courses in professional education programs and for doctoral students with research interests pertaining to preK-12 education. The School currently operates several credential, specialist, and masters programs that prepare teachers for schools. As the role of the University in the preparation of education professionals increases and the University explores new alternatives for teacher preparation, there will be an increased need for Senate faculty leadership in creating and guiding such programs. This individual would have administrative responsibilities in this area. Candidates should have a doctoral degree in education or a closely related field, an established research program, experience in preK-12 education, knowledge of diverse student populations, and demonstrated leadership relevant to the duties listed above. Applicants should send a curriculum vitae, a statement of interests and qualifications, the names and addresses of at least three references, and one or more samples of published or unpublished writings to **Teacher Education Search Committee, Graduate School of Education, University of California, Berkeley, Berkeley, CA 94720-1670, (510) 643-6645.** The deadline for postdate of applications is February 1, 2000.

The University of California is an Equal Opportunity Affirmative Action employer.

Associate Dean for Academic Affairs
Appointment Fall, 2000
University of Connecticut, School of Social Work

The University of Connecticut School of Social Work, a leader in MSW graduate education in Connecticut and throughout the New England region, is an integral part of the State's flagship, land and sea grant Research One University. It shares with the other units of the University, the pursuit of excellence in teaching, research and scholarship and a commitment to public service through local, national and international programs. The curriculum of the School of Social Work is a two-year, 60-credit Master's program that focuses on practice methods as its primary advanced concentrations. **Responsibilities:** Oversee MSW academic program, including supervision of the Office of Academic Affairs and Student Services. Work collaboratively with faculty and Educational Policy Committee to identify educational objectives and to plan all aspects of the MSW curriculum in both classroom and field education. Provide academic leadership for the MSW program and its ongoing systemic evaluation, including assuring compliance with CSWE standards. Maintain academic and non-academic standards for MSW students. Oversee the School's offices of admission and financial aid to develop recruitment and retention of students. Maintain and develop joint degree programs. Work with community agencies to develop new educational collaborations, as well as maintain quality of existing programs. Represent the School as the Dean's deputy at University meetings and programs. Other duties as assigned by the Dean.

Qualifications:

- MSW and earned Doctorate.
- Minimum of two years post-MSW professional practice and experience in full-time teaching and field advising in an MSW program.
- Scholarly record to support an appointment as Associate Professor.
- Prior experience in educational administration preferred.
- Well-developed written/oral communication skills.
- Commitment to diversity.

Salary: Competitive.

- 11-month appointment.

Applications will be accepted until the position is filled. Screening will begin immediately. Please send curriculum vitae including the names, addresses and phone numbers of three references to: **Associate Dean Catherine Havens, University of Connecticut School of Social Work, 1798 Asylum Avenue, West Hartford, CT 06117-2698.** *We encourage applications from under-represented groups, including minorities, women and people with disabilities.* **(Search # 00A139)**

University of
Connecticut

CHIEF OF CARDIOLOGY

The Department of Medicine at the SUNY Health Science Center at Syracuse seeks a Chief of the Division of Cardiology, an integrated program of the SUNY HSC, University Hospital, and the Syracuse VAMC. New Electrophysiological and Catheterization Laboratories and a renovated CCU have just opened at UH, a new 3-story Institute for the Study of Human Performance will open this year with both clinical and laboratory space available. Research programs in electrophysiology, early diagnosis and treatment of myocardial infarction, effects of depression in myocardial infarction, and pharmaceutical trials are well established. Candidates should be qualified for the rank of Associate Professor or Professor, and be capable of directing an expanding clinical program and fostering research. A generous start up package will be available, including the ability to recruit new faculty. Candidates should send a CV to the **Search Committee, c/o Dr. William Williams, Department of Medicine, SUNY Health Science Center at Syracuse, 750 East Adams Street, Syracuse, NY 13210.** SUNY HSC is an AA/ADA/EOE employer committed to excellence through diversity.

FREDONIA
State University of New York
College at Fredonia

SUNY College at Fredonia invites applications for a ***full-time tenure track appointment in Latino/a Studies to begin in August 2000.*** Terminal degree required. The candidate's discipline and specialization are open, but the successful candidate will demonstrate expertise in and teach topics related to Latina/o studies in one of the following areas: foreign language, art/art history, literature, cultural studies, history, music, social policy, anthropology/ethnography, or sociology. The position is a joint appointment in the multiethnic studies program and the appropriate department. **Contact Jacqueline Swansinger, Chair Search Committee for application details at Swansinger@fredonia.edu.**

SUNY Fredonia is an affirmative action/equal opportunity employer. We actively seek and encourage applications from minorities, women and people with disabilities.

Gateway Community-Technical College is accepting applications for the following positions:

Dean of Students

Master's Degree in Higher Education Administration or a closely related field, six years' professional experience in Higher Education at the community college level, and three years' supervisory experience required. Nine years' administrative experience and five years' supervisory experience preferred; Ph.D./Ed.D. desired. Anticipated starting date of February 1, 2000.

Admissions Recruiter/Advisor

Master's Degree in Counseling or a closely related field and one year professional experience in admissions or recruitment required. Supervisory experience preferred.

In order to meet the demands of the 21st Century, the college seeks applicants with demonstrated ability to respond to and work with multiple constituencies, involvement in the support of diversity of ability levels and culture, and information literacy skills. In addition, the College seeks applicants with strong personal attributes such as openness to innovation and change, use of creative approaches to problem-solving, and ability to build and support consensus as well as a record of ongoing professional development.

For more information including position announcements and job descriptions, visit our home page, **www.commnet.edu/gwctc**

To apply, mail a letter of application, detailed resume and three (3) letters of reference to: Gateway Community-Technical College, Human Resources Office, 60 Sargent Drive, New Haven, CT 06511. Applications must be postmarked no later than November 19, 1999.

GCTC is an Affirmative Action/Equal Opportunity Employer, M/F. Protected group members are strongly encouraged to apply.

DIRECTOR

ACADEMIC OPPORTUNITY PROGRAM (AOP)
HIGHER EDUCATION OPPORTUNITY PROGRAM (HEOP)
SCIENCE TECHNOLOGY ENTRY PROGRAM (STEP)

Union College, an independent, residential, liberal arts college, invites applications for this 12 month administrative appointment commencing on June 1, 2000. The Director serves as chief administrator for programs and reports to the Vice President for Academic Affairs.

The successful candidate must understand, articulate clearly, and evidence sensitivity to the special needs and interests of academically under-prepared students from disadvantaged backgrounds. Must also be familiar with and committed fully to the aims and objectives of higher education access programs, demonstrate capability with the mission and academic standards of the College, and evidence a clear commitment to the academic, social, and personal development of students at a small liberal arts college. Opportunities to teach in an appropriate area are possible.

Requirements include an advanced degree in counseling or another academic discipline, Ph.D. preferred and at least three years of significant administrative, counseling and/or teaching experience at the college level. Experience in program development, selection and supervision of faculty, staff, and students, strategic planning, budget preparation, and financial management in an opportunity program is preferred.

Union offers an exceptional benefits package that includes medical, dental, and vision insurance, life and disability coverage, a generous retirement plan and tuition remission. Salary is competitive and commensurate with experience. Check out our HR web site at www.union.edu

Applicants should submit a resume and the names and addresses of three references by December 15, 1999 to:

Human Resources Center
Union College
Req # 5279
807 Union Street
Schenectady, New York 12308

Union College is committed to a program of affirmative action and equal employment opportunity. Women and minorities are strongly encouraged to apply.

Pending approval and funding, the Department of Communication Studies at the University of San Francisco invites applications for a full time tenure-track position in Expository Writing at the Assistant or Associate Professor level, anticipated to begin in the Fall 2000. The Department of Communication Studies incorporates English as a Second Language, Expository Writing, and Speech/Rhetoric.

RESPONSIBILITIES INCLUDE: Coordinating the undergraduate Expository Writing program, teaching two to three expository writing courses per year and collaborating with other Communication Studies faculty to advance curriculum development and to integrate speech and writing as communication skills.

QUALIFICATIONS: University teaching experience, a strong commitment to teaching, evidence of scholarship, an earned doctorate by Fall 2000, academic program administrative experience, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required. The candidate will be expected to develop an independent and ongoing research program.

Applicants should submit a letter of application, curriculum vitae, graduate transcripts, brief description of research plans, copies of recent research papers, statement of teaching philosophy, evidence of teaching ability including copies of teaching evaluations, and three letters of recommendation to:

Stephanie Vandrick, Chair
Expository Writing Search Committee
Department of Communication Studies
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080.

Considerations of Applications will begin on January 7, 2000, and continue until the position is filled.

Established as San Francisco's first institution of higher learning in 1855, the University of San Francisco presently serves 8000 students in the arts and sciences, business, education, nursing, law and professional studies. The University is a private, Catholic and Jesuit Institution and particularly welcomes candidates who will positively contribute to such an environment.

DEPARTMENT OF ELECTRICAL ENGINEERING AND COMPUTER SCIENCE FACULTY POSITIONS

UNIVERSITY OF ILLINOIS AT CHICAGO

The EECS Department is in the process of a major expansion of its Electrical and Computer Engineering activities, and invites applications for tenure-track positions at all ranks, as well as applications for lecturer and adjunct positions. Exceptional candidates in all areas of research are encouraged to apply; a Ph.D. in Computer Engineering/Electrical Engineering or closely related field is required. Areas of particular interest are: communications, computer engineering, MEMS, power electronics, and VLSI. We are seeking applicants who are engaged in fundamental research or application-grounded creative work likely to generate maximal impact on society. Interdisciplinary applicants are especially encouraged to apply. Applicants should demonstrate research and teaching potential and accomplishments commensurate with the rank they are seeking.

The University of Illinois at Chicago has undertaken a major shift aimed towards establishing itself as one of the nation's premiere state universities. The EECS Department has 53 faculty members (including twelve IEEE or ACM Fellows) and offers BS, MS and PhD degrees. It has about 500 graduate students and has been awarded over eight million dollars in external research grants for the current academic year. The departmental research laboratories include: a 3,000 sq. ft. class 100/1000 clean room; Biomedical Functional Imaging and Computation Laboratory; Communication, Sensing and Navigation Laboratory; the endowed Andrew Electromagnetics Laboratory; Machine Vision and Neural Networks Laboratory; Microsystems Research Center; Power Electronics Research Laboratory; and Signal/Image Research Laboratory. The department has over 25,000 sq. ft. of research space, much of it in a new engineering research building, and its computing resources include over 200 workstations. For more information, visit our web site http://www.eecs.uic.edu

The UIC campus is located near downtown Chicago and offers rich opportunities for collaboration with other universities, national research laboratories and high-tech industry. Applicants should send a resume and the names and addresses of at least three references to: **Faculty Search Committee, EECS Department** (MC 154), **University of Illinois at Chicago, 851 South Morgan Street, Chicago, IL 60607-7053.** Applications will be reviewed as they are received, but must be submitted before March 1, 2000 for full consideration. Candidates are also strongly encouraged to submit electronic versions of their applications; for instructions, see the web site http://www.eecs.uic.edu/search

UIC is an AA/EO employer. We are interested in receiving applications from a broad spectrum of people, including women, minorities, and differently-abled individuals.

Full Time Tenure-Track Positions Available 2000-2001

Bloomfield College, 130-year-old college of 2,000 students is committed to preparing students to function at the peak of their potential in a multiracial, multicultural society.

PUBLIC ADMINISTRATION

Ph.D. or ABD in Public Administration with a specialty in Public Policy to teach concentration in Political Science Major. Skills/experience in initiating and maintaining relationships with government agencies. Position may entail administering in-service training programs for government employees. The program has a strong multiracial/multicultural component.

Reply to: Dr. Paul Bernstein. Positions will remain open until filled; search committee begins review Dec 15, 1999.

LITERATURE

Intellectual flexibility and ability to relate to diversified student population required. Candidate should be able to teach World Literature, 19th Century British and American Literature and to teach in the College's general education program. Ph.D. or ABD required.

Reply to: Dr. John Carey. Position will remain open until filled; search committee begins review Nov 15, 1999.

NURSING

- **Adult Health Nursing (medical/surgical)**
- **Community Health Nursing**

Teach in a newly revised integrated curriculum based on levels of prevention and nursing roles across the continuum of care. Master's degree in specialty required; doctorate or doctoral study in progress preferred. NJ license required.

Reply to: Louise Walpin. Positions will remain open until filled; search committee begins review Nov 15, 1999.

MATHEMATICS

- **Assistant Professor**

Doctorate in Mathematics or Mathematics Education. Experience with the use of technology in teaching mathematics and the ability to teach a wide variety of courses including Statistics and Geometry. Knowledge of NCTM standards and interest in preparing secondary teachers a plus.

Reply to: Dr. Michael A. Schiro. Position will remain open until filled; search committee begins review Dec 15, 1999.

SYSTEM & REFERENCE LIBRARIAN

Responsible for maintaining NT server (Ameritech/Dynix) and electronic reference services and databanks, including CD-rom collection; updating library's web page; conducting bibliographic instruction sessions, Internet training, and general orientation to the library's collection, helping students and faculty at the reference desk; selecting digital and paper reference materials; producing monthly electronic updates on electronic databases; participating in faculty's committees. Includes some evening hours.

Requirements: MLS for an accredited library school plus a second Master's in any discipline; experience with NT and Web page design, bibliographic instructions and on-line training, knowledge of Front Page; familiarity with new library trends; excellent communication skills. Send resume, official transcripts of both Master's degrees, and three letters of recommendation.

Reply to: Dan Figueredo. Position will remain open until filled; search committee begins review Dec 15, 1999.

BIOLOGY

Full-time, tenure-track, Ph.D. required for Assistant Professor level. Biologist who has experience in teaching or specialization on Genetics, Immunology and Developmental Biology.

Reply to: Dr. Leila Koepp. Position will remain open until filled; search committee begins review Dec 15, 1999.

Send cover letter, vitae, and three letters of recommendation to person indicated to:

Bloomfield College
467 Franklin Street, Bloomfield, NJ 07003
www.bloomfield.edu
Affirmative Action/EOE

Bloomfield College

Gainesville College

PSYCHOLOGY

Faculty Position

(Tenure-track)

Tenure-track teaching position in Psychology at Gainesville College, a two-year unit of the University System of Georgia. See **www.gc.peachnet.edu** for a complete description and application process.

AA/EOE Institution

UNIVERSITY OF CALIFORNIA, BERKELEY

Tenured or Tenure-Track Professorship

Human Development with Emphasis on Science Education. The Graduate School of Education, University of California, Berkeley, seeks applicants for a tenured or tenure-track position in human development and science education with an emphasis on younger students, to begin circa July 2000. The successful candidate will join a faculty group in the School of Education that merges developmental perspectives with cognitive science advances in studying cognition and learning science. Duties will include research and teaching in graduate, undergraduate, and teacher preparation programs. Applicants should have a doctoral degree in development, cognition, or related fields and demonstrate excellence in research and teaching commensurate with the appointment rank. Application should send: Curriculum vitae; a statement of interests and qualifications; reprints of no more than three recent publications; and the names and addresses of at least three references to: **Search Committee, Development and Science Education, Graduate School of Education, University of California, Berkeley, Berkeley, CA 94720-1670, (510) 643-6645.** The deadline for postdate of applications is February 1, 2000. The University of California is an Equal Opportunity Affirmative Action employer.

ROCKHURST UNIVERSITY

History Non-Western: The history department of Rockhurst University, a Jesuit institution, invites applications for a tenure-track assistant professorship to begin in August 2000. Ph.D. required. Besides a specialization in at least one area of non-European history, the candidate should be prepared to teach African American history, the American survey, and in the University's Master of Integrated Humanities and Education Program. Please send a letter of application that includes teaching philosophy, a c.v., and the names, addresses, and telephone numbers of three references to **Prof. Genevieve Robinson, Chair, Dept. of History, Rockhurst University, 1100 Rockhurst Rd., Kansas City, MO 64110-2561.** Applications will be accepted until the position is filled. *AA/EOE. Women and minorities are encouraged to apply.*

HARVARD UNIVERSITY
GRADUATE SCHOOL OF EDUCATION

ECONOMICS OF EDUCATION FACULTY POSITION

The Administration, Planning, and Social Policy Area of the Harvard Graduate School of Education is conducting a junior faculty search for an economist who has two education-related specialties. One specialty must be higher education finance, with a demonstrated ability to teach about demand-side topics, such as the impact of financial aid on the choices of students, and supply-side topics, such as factors affecting productivity and the responses of colleges and universities to changes in competitive pressures. The second education-related specialty could focus on any one of a variety of areas, for example, school finance or the impact of education on economic development. The appointment will be made at the Assistant Professor or Associate Professor level (without tenure) to a person with an earned doctorate. The appointment will begin in September 2000.

The person hired for this position will be expected to teach effectively master's and doctoral students from diverse backgrounds, to supervise doctoral dissertations, and to conduct an active research program. The standard full-time teaching load is three courses per year. The position is an opportunity to teach and work with students who plan to be educational leaders. The School is particularly interested in receiving applications from women and candidates of color.

To apply for this position, send for receipt by December 3, 1999, a statement of teaching and research interests, a curriculum vita, copies of three publications and/or writing samples, and three letters of recommendation to:

Professor Richard Murnane, Chair,
Economics of Education Search Committee
c/o Gail Keeley,
Director of Academic Services(HO)
Harvard Graduate School of Education
122 Longfellow Hall, 13 Appian Way
Cambridge, MA 02138

Applications from women and candidates of color are especially welcome. The Harvard Graduate School of Education is an Affirmative Action/Equal Opportunity Employer.

PRESIDENT
QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York

The Board of Trustees of The City University of New York and the Presidential Search Committee invite nominations and applications for the position of President at Queensborough Community College.

Established in 1958, Queensborough Community College is one of six community colleges in the City University's 20-campus integrated system. The college offers Associate degree and Certificate programs that prepare its students for transfer to four-year institutions and for entry into careers with a future. All degree programs are based on a strong foundation in the liberal arts and sciences.

The college has a full-time faculty of 257, 80 percent of whom hold a doctorate or University equivalent. Adjunct faculty, drawn from throughout the New York City metropolitan region, number 560. Queensborough enrolls more than 10,000 degree students in 22 associate degree and six certificate programs. The campus is a model of diversity: its students come from 113 nations, ethnic minorities make up more than two-thirds of the student body, and almost two students out of five are 25 or older.

Queensborough has the largest Electronic Engineering Technology and Computer Engineering Technology programs in New York State, the largest Clinical Nursing program in the metropolitan area, and the only Laser and Fiber Optics Technical Training program in the state. It has one of the most comprehensive associate degrees in business in the region and a pre-professional program for health science students seeking a B.A.

Queensborough's annual budget is $55 million, funded largely through New York State and New York City tax-levy appropriations and student tuition. In 1998, external funding for sponsored programs at the college totaled over $3 million. The 34-acre campus is located in the suburban-like community of Bayside, Queens.

The President serves as chief academic and administrative officer of the college, under the general direction of a Chancellor, according to policies set by the Board of Trustees.

The Search Committee is seeking candidates with the following qualifications:

- A demonstrated commitment to urban, public higher education in a multi-cultural, multi-ethnic city.
- An academic leadership style that emphasizes openness and consultation with the faculty, and a demonstrated commitment to supporting, maintaining and upholding high academic standards and quality education.
- Experience in senior-level management.
- An earned doctorate or professional equivalent, university/college-level teaching experience,and a record of scholarly and/or professional achievement.
- A commitment to enhance the quality of student life and strengthen the delivery of services to students.
- The ability to communicate with, and represent, the institution to its outside constituencies, including the residential and business communities, alumni, and legislative and other governmental bodies.
- A demonstrated ability to lead the college's efforts in applying technology for learning, teaching, research and administration.
- Experience in attracting external funding and in handling the complexities of city, state, federal and private support.

The position is available starting September 1, 2000. A revision of salary and benefits that is now underway will make the compensation package highly competitive. The review of applications will begin immediately; submission of applications and nominations is strongly encouraged prior to November 30, 1999.

Applications: Applicants should send (1) a letter expressing their interest in the position that addresses and demonstrates how they meet the Search Committee's preferred qualifications, (2) their curriculum vitae, and (3) the names of eight references (two each: superiors, subordinates, faculty members, and community/business leaders). References will not be contacted without the applicant's prior permission.

Nominations: Nominators should send a letter of nomination and, if possible, the nominee's curriculum vitae. Applications and nominations should be sent to:

Office of Executive Search and Evaluation
The City University of New York
535 East 80th Street
New York, N.Y. 10021

Attn: Queensborough Presidential Search

All inquiries, nominations and applications will be held in the strictest confidence.

For additional information: Please contact Elizabeth Rocklin, Director of Board Services, Association of Community College Trustees (ACCT); 1740 N Street, N.W., Washington, D.C. 20036. She can be reached by phone at 202-775-4667.

The City University of New York is an Equal Opportunity/Affirmative Action/IRCA/Americans with Disabilities Act Employer with a strong commitment to racial, cultural and ethnic diversity. The Search Committee actively seeks and encourages nominations and applications from men and women of all races and ethnic backgrounds.

An ACCT Search

VICE PRESIDENT FOR STUDENT AFFAIRS
KEENE STATE COLLEGE
Keene, New Hampshire

Keene State College seeks nominations and expressions of interest in the position of Vice President for Student Affairs. An affiliate of the University System of New Hampshire, Keene State College is a public, comprehensive, primarily undergraduate college located in the Monadnock region of southwestern New Hampshire. The College has an enrollment of approximately 3,800 undergraduate students, 100 graduate students and 800 continuing education students.

The College seeks a Vice President who can provide dynamic leadership for a comprehensive student affairs program in a residential public college setting. The Vice President is responsible for creating and sustaining an environment that supports student success, encourages collaboration between academic and student affairs, and fosters a sense of community within the student affairs division and across campus. Reporting directly to the President, the Vice President serves as a member of the President's Cabinet and participates in all aspects of institution-wide planning, program and policy review, and educational/developmental programming in support of the academic mission of the college. Areas reporting to the Vice President include admissions, alcohol and drug abuse prevention, athletics and recreational sports, campus safety, counseling, disability services, health services, judicial affairs/ mediation,residential life and dining services, student center (including student activities, greek life, and community service), student development and a grant-funded TRIO program. The Vice President represents the campus to the trustees of the University System of New Hampshire in regard to student affairs issues.

The successful candidate must demonstrate a strong record of administrative leadership in student affairs or comparable qualifications, a minimum of eight years of experience in higher education at a baccalaureate institution, organizational and management abilities, an understanding of public higher education, familiarity with enrollment management and retention strategies, and clear evidence of student advocacy. An earned doctorate in a related field is preferred; however, comparable experience and professional credentials may be given consideration.

Review of credentials will begin December 15 and continue until the position is filled. Appointment date will be set by the mutual agreement of the successful candidate and the College but will not be later than August 1, 2000. Letters of nomination or applications, including curriculum vitae, may be submitted in confidence. Applicants should submit two copies of all materials to:

Vice President for Student Affairs Search Committee
Keene State College
229 Main St., Keene, NH 03435-2608

Educational Management Network, a division of Witt/Kieffer, is supporting Keene State College with this search. Requests for a copy of the Position Specification or questions may be directed to Lucy Leske via e-mail at keene@emnemn.com. Additional information about the College is available on the Keene State College Web site, http://www.keene.edu. Keene State College is a member of the Council of Public Liberal Arts Colleges, a national alliance of leading liberal arts colleges in the public sector. As an AA/EEO employer, we actively seek women and minority candidates.

Educational Management Network/Witt/Kieffer

ACE

VICE PRESIDENT AND DIRECTOR
OFFICE OF MINORITIES IN HIGHER EDUCATION
American Council on Education
Washington, DC

The American Council on Education (ACE), founded in 1918, is the nation's higher education association. ACE is dedicated to the belief that equal educational opportunity and a strong higher education system are essential cornerstones of a democratic society. ACE's approximately 1,800 members include accredited, degree-granting colleges and universities from all sectors of higher education, and other education organizations and associations. Additional information about ACE is available at their web site: http://www.acenet.edu.

ACE's Office of Minorities in Higher Education (OMHE) monitors the progress of minorities in postsecondary education and engages in efforts to broaden their educational and employment opportunities in higher education. ACE is seeking a Vice President and Director capable of leading the OMHE and conceptualizing new approaches to achieve long-standing goals of openness, opportunity and diversity on the nation's college and university campuses.

The successful candidate will possess strong conceptual and analytical skills, the capacity to mobilize resources and work with other programs throughout ACE, and draw on the talent available inside and outside higher education; be a person capable of building alliances with the business and political communities; and be someone who has demonstrated the ability to work with and across multiple and diverse constituencies.

Reporting to the Senior Vice President of ACE, the Vice President, OMHE, will demonstrate the capacity to lead and possess the conceptual strength to provide a fresh vision. S/he will be a proven leader who seeks suggestions of others with a collaborative leadership style yet takes firm positions where warranted. S/he will ideally possess a terminal degree, be a skilled diplomat with strong interpersonal and superb communication skills and understand the emerging issues impacting higher education. High energy, unwavering commitment and a demonstrated ability to be a forceful spokesperson for higher education on matters relating to minorities is essential. Significant leadership experience in higher education, associations, or similar organizations is required.

The search for the Vice President is currently underway and will continue until the position is filled. For full consideration, materials should be submitted no later than December 17, 1999. Letters of nomination or application, including a cover letter and two copies of a resume, should be submitted in writing to the consultants supporting ACE in this search:

ACE Office of Minorities in Higher Education
c/o Gary J. Posner/Howard T. Jessamy
EDUCATIONAL MANAGEMENT
NETWORK/WITT/KIEFFER
2015 Spring Road, Suite 510
Oak Brook, IL 60523

A request for a copy of the complete Position Specification and questions concerning this search may be directed to either Gary J. Posner (615-665-3388) or Howard T. Jessamy (301-654-5070) or via e-mail to ACE@emnemn.com.

Educational Management Network/Witt/Kieffer

FLORIDA
GULF COAST
UNIVERSITY

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

Florida Gulf Coast University (FGCU), the State University System's newest member institution, seeks an energetic and accomplished academic leader to serve as Provost and Vice President for Academic Affairs. The position is the senior vice president and chief academic officer of the university reporting to President William C. Merwin.

The university is a new, comprehensive public university offering a broad range of undergraduate and graduate areas of study, with a mandate from the Florida Board of Regents to employ innovative ideas and technologies in the development and delivery of programs and services. FGCU opened for classes in August 1997 and received accreditation by the Southern Association of Colleges and Schools in June 1999. The 760-acre campus, located in one of the fastest growing regions of the United States, complements the natural beauty and ecology of Southwest Florida. In only its third year of operation, FGCU boasts a student body of 3300 students, a full-time faculty of 170 and an annual operating budget of $36.5 million. A capital expansion program will provide two additional academic buildings, a fine arts complex, a student activity center, and athletic facilities to support the expected enrollment growth to 8000 students by 2003.

The Provost is expected to continue the advancement of FGCU's unique mission and guiding principles, to facilitate the work of an energetic faculty in a student learning environment, and to bring strong, innovative, and imaginative leadership to the university community. In order to gain additional insight into the position requirements and the university, applicants should access the Provost Search Web site at www.fgcu.edu/provost. The following units report through deans or directors to the Provost: the colleges of arts and sciences, business, education, health professions; the school of public and social services; the offices of student services, library services, instructional technology, planning and evaluation, and research and sponsored programs.

The university seeks candidates who possess an earned doctorate from an accredited institution, preferably in a field represented at the university, and with strong academic teaching and scholarship credentials. Candidates must present evidence of successful experience within complex organizations in positions of increasing responsibility in all aspects of academic administration, budgeting, and resource allocation, and have at least three years of distinguished academic leadership at a dean or equivalent level, with five years highly desirable. Candidates must be able to demonstrate a commitment to participatory management and diversity, possess exceptional interpersonal and communications skills, and partnership building.

Screening of applications will begin on or after December 8, 1999 and will continue until the position is filled. The anticipated starting date for the position is July 1, 2000. Electronic mail inquiries may be addressed to doster@fgcu.edu.

Applicants and nominees should submit a letter expressing interest and qualifications for the position, current curriculum vitae, and a list of at least five professional references to:

Provost Search Committee
Florida Gulf Coast University
Human Resources, Pos#11287
Attn: D.B. Osterbolt
10501 FGCU Boulevard South
Fort Myers, Florida 33965-6565

Florida Gulf Coast University is an Equal Opportunity Employer and encourages women, people of color, and people with disabilities to apply. The search is being conducted under the Public Records Act and the Government in the Sunshine laws of the State of Florida.

UW-L
University of Wisconsin-La Crosse

University of Wisconsin-La Crosse:
The College of Health, Physical Education,
Recreation, & Teacher Education
is seeking a Dean for the college.

Responsibilities: Within the context of shared governance, the dean articulates and sustains a vision for the role and future of the college. The dean provides intellectual leadership and coordination of academic and non-academic programs and works with department chairs and program directors in ongoing curricular and budgetary planning activities.

Primary responsibilities of the dean include general administration of all academic programs; budget decisions; oversight of faculty development - including retention, promotion and tenure; securing the support and resources necessary to fulfill the teaching, research, and service mission of the academic programs; curricular issues; providing support and guidance for existing cooperative partnerships and forward-looking leadership in developing new alliances; and representing the programs and their faculty in relations with the university administration and community, alumni, and external constituencies.

Qualifications: Earned doctorate in one of the academic areas related to the college. Minimum of five years administrative experience in higher education (chair level or above). Record of exemplary teaching, scholarship, and professional service that warrants appointment to the faculty in one of the departments at the rank of professor. In addition, the Dean must possess the following:

1) demonstrated success as an administrator with evidence of innovative achievements;
2) effective interpersonal communication and organizational skills;
3) commitment to strong academic and non-academic programs;
4) experience with external accreditation and certification agencies;
5) a record of experience with budget planning and fiscal management;
6) direct experience with sponsored research, grant acquisition, and fund raising;
7) commitment to diversity; and,
8) an understanding of the issues facing higher education at a comprehensive university.

Starting date July 1, 2000.

A complete applicant file must include: letter of application, statement of abilities and experience, curriculum vitae, and names, addresses, fax, telephone numbers, and e-mail addresses of five references. Materials should be directed to:

University of Wisconsin-La Crosse
Dr. R. Daniel Duquette, Chair
Dean Search and Screen Committee
147 Graff Main Hall
1725 State Street
La Crosse, WI 54601
http://perth.uwlax.edu/vacancies

Applications must be received by: December 23, 1999.
UW-La Crosse is an affirmative action/equal opportunity employer. Women, persons of color, and individuals with a disability are encouraged to apply. If you have a special need/accommodation to aid your participation in our hiring process please contact someone from the committee listed above to make appropriate arrangements.

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Director of Human Resources

New Jersey City University invites applications for the position of Director of Human Resources. The Director is responsible for coordinating the University's Human Resources program including but not limited to staffing, benefits administration, employee relations, training and development, human resources information systems and records administration.

Minimum qualifications for this position include: a Master's degree, preferably in a discipline related to human resources management, ten years experience in progressively responsible positions supervising/managing human resources programs preferably in the public sector and a civil service and union environment. Experience with a computerized HR system is also necessary.

Salary is in the $56,000 to $84,000 range, and is dependent upon qualifications and experience. New Jersey City University provides an excellent benefits package.

To apply, please submit a resume and letter of interest to:

Michael Tepper, Search Committee Chair
New Jersey City University
2039 Kennedy Boulevard
Hepburn Hall, Room 314
Jersey City, NJ 07305

Deadline for applications: No later than the end of business on November 30, 1999.

Equal Opportunity Employer

NEW JERSEY
CITY
UNIVERSITY

Pratt Institute, an independent college founded in 1887, is located on a 25-acre campus in the historic landmark Clinton Hill section of Brooklyn. Our enrollment consists of over 3800 students from 47 states and 80 foreign countries in our Schools of Architecture, Art and Design, Information and Library Science, Liberal Arts and Sciences and Professional Studies.

DEAN - SCHOOL OF INFORMATION AND LIBRARY SCIENCE

Search Extended

Pratt Institute is accepting applications and nominations for a leader with demonstrated vision, innovation, organization and commitment to academic excellence in information and library science. Reporting to the Provost, the Dean participates in campus strategic planning and development, and is responsible for the School's budget, management, administration, faculty review, and dynamic leadership of professional programs.

Pratt's School of Information and Library Science has been a leader in the education of librarians and information professionals since 1890. The school has been accredited continuously by the ALA since the beginning of the accreditation process in 1926. During the past seven years the school has enjoyed significant growth in both enrollment and the size of its faculty.

The successful candidate should have an earned doctorate in LIS or a closely related field, a demonstrated record of achievement in academic administration, a collegial and supportive management style, a solid record of scholarly research and publication, acknowledged excellence in teaching, and recognized national standing in the LIS profession. Candidates should also have excellent communication skills, the ability to work creatively within a diverse environment, and the ability to incorporate evolving information technologies in the School's curricula. Individuals with entrepreneurial skills and an ability to build productive partnerships are encouraged to apply. The anticipated start date is July, 1, 2000.

Letters of application or nominations should be accompanied by an up-to-date curriculum vita, plus the names and addresses of five professional references whom we may contact. The postmark deadline for applications and nominations is January 10, 2000. Applications and nominations should be sent to: **Office of the Provost, SILS Search Committee.**

Pratt Institute is an Equal Opportunity Employer (M/F)

Pratt
Pratt Institute
200 Willoughby Ave.
Brooklyn, NY 11205

KEAN

Discover Kean. Discover your future

Kean University is committed to excellence and to developing and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community serving a diversified student population of 12,000.

DIRECTOR OF FINANCIAL AID

Responsibilities: The Director is responsible for providing leadership and direction to an office that awards more than $19 million in student financial aid and scholarships annually. The Director has responsibility for the design, execution and effectiveness of a system or internal controls which provides reasonable assurance that the office operations and the financial aid programs are effective and efficient, assets are safeguarded information is reliable, and the office complies with applicable laws, regulations, policies, and procedures.

Qualifications: The successful candidate should demonstrate creative management, planning, and problem solving ability. Strong interpersonal and communication skills, proficiency with computers, and an extensive working knowledge of federal and state regulations. Direct Lending, automated financial aid systems will be required as well. The Director should have experience and a record of success in selecting, leading and training staff to provide exemplary financial aid services to a diverse student body. Bachelor's degree required; Master's degree preferred. A minimum of five years experience in Financial Aid in a university setting is required.

Application, Salary, Benefits Information: Review of applications will begin immediately and continue until the position is filled. Application materials should include a cover letter, current resume and names, addresses, and telephone numbers of three references. Official transcripts and three current letters of recommendation are required before appointment. **Apply to:** Chair, Search Committee for Director of Financial Aid, Office of the Provost, Kean University, 1000 Morris Avenue, Union, NJ 07083. Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included.

KEAN
UNIVERSITY

Kean University is an EEO/AA Institution.

SPANISH

FACULTY-IN-RESIDENCE

For the Academic Year 2000-01

KEENE STATE COLLEGE

Keene State College is a public liberal arts college of the University System of New Hampshire with an enrollment of 5000 students. The college has been recognized as a leader in American higher education for its commitment to its mission, broad-based strategic planning initiatives, and cohesive sense of community. Located in the southwestern corner of New Hampshire, Keene provides traditional New England charm, and easy access (2 hrs) to Boston, Hartford, and Albany. To learn more about Keene State College, the University System of NH, and the Keene Community visit these websites:

http://www.keene.edu/ or *http://www.keenesentinel.com/toplist.shtml*

Anticipated opening for position with benefits. Possibility of conversion to tenure-track at future date. Responsibilities: teach all levels of undergraduate Spanish language and culture; second language Methodology (teacher training); survey of Spanish literature. Qualifications: Required: Ph.D. in related field, teaching experience at the college level, native or near-native fluency, training in oral proficiency testing, study abroad experience in Spanish-speaking area outside the U.S. Desired: extensive residence in a Spanish-speaking area outside of the U.S., strength in Peninsular Spanish, teaching at the 9-12 level and K-8 experience a plus, evidence of scholarship and professional activities. **Starting Salary Range: $34,320-38,540, based upon qualifications and experience. Send letter of application, curriculum vitae, and three letters of reference by February 4, 2000 to Spanish Search Committee, Office of Human Resource Management, Keene State College, 229 Main Street, Keene NH 03435-1604.**

KEENE STATE COLLEGE

Keene State College is a member of the Council of Public Liberal Arts Colleges:
a national alliance of leading liberal arts colleges in the public sector
As an AA/EEO employer, we actively seek women and minority candidates.

DEAN OF STUDENT LIFE

DREW UNIVERSITY, located 39 miles west of New York City, is widely acclaimed for academic excellence, with 2,400 undergraduate, graduate and theological students from 40 states and 25 countries. For the position of Dean of Student Life, the university seeks an energetic professional with strong leadership, supervisory, interpersonal, and mediation skills and a vision for student life that reflects the issues affecting undergraduate, graduate, and theological school students today. Demonstrated expertise in issues and programs related to international and non-traditional students, multiculturalism, gender, and sexuality is required.

The Dean supervises the following programs: Co-curricular Life (including Residence Life and Student Activities), Counseling and Psychological Services, Health Services, English for Speakers of Other Languages, International Students' Programs, and Intramurals. The Dean reports to the Vice President and Dean of the College and is a member of the President's Cabinet.

QUALIFICATIONS: 10 years experience in student life in a liberal arts college. A Master's degree in higher education administration or an academic discipline is required, Ph.D. preferred.

Applicants are requested to submit a cover letter, a curriculum vitae, salary requirements, the names of three references, and a 2-3 page statement articulating their vision of student life for an institution such as Drew University. Submission deadline: **December 15th.**

Please send these application materials to: **Office of Human Resources, Drew University, 36 Madison Avenue, Madison, NJ 07940.**

AA/EOE

FREDONIA State University of New York College at Fredonia

Seeking 29 tenure-track faculty

Join this growing, nationally-ranked university

A comprehensive state university awarding both baccalaureate and master's level degrees in more than 80 programs, Fredonia is a leading member of the State University of New York system. Repeatedly cited as one of America's best colleges in national surveys, Fredonia ranks among the top 10 institutions in the Northeast and Top 100 in the nation. It serves a largely residential, growing, undergraduate population of nearly 5,000 students and is committed to cultivating a culturally diverse environment. Fredonia is distinguished by programs in the liberal arts and sciences, in the creative and performing arts, and in selected professional fields. The attractive campus is located in a picturesque Chautauqua County village 60 minutes from Niagara Falls.

SUNY Fredonia is an equal opportunity, affirmative action employer, and actively seeks and encourages nominations of and expressions of interest from minorities, females, and persons with disabilities.

Send letter of application, vita and three letters of reference along with additional material if indicated on website to the departmental contact at
SUNY Fredonia
Fredonia, NY 14063.
Review of applications begins Nov. 15, 1999.

For more information, visit Fredonia on the Web at:
http://www.fredonia.edu/humanresources/jobs/28.htm

Westmont College would like to announce the following open positions:

- **Dean of Admissions and Financial Aid**
- **Tenure-track faculty positions in**
- **History**
- **Philosophy**
- **Education**
- **Computer Science.**

Westmont is a Carnegie I national liberal arts college in the evangelical Christian tradition. With a limited enrollment of 1200 students, the College is selective in admissions and stresses excellence in undergraduate teaching and scholarship. Faculty and administration are expected to wholeheartedly embrace the mission of the College, relating their faith to their discipline and their scholarship.

Applicants for the faculty positions should send their CV, cover letter, statement of research and teaching interests, a two-page statement of philosophy of education, and names of three or four references to the **individual department chair, Westmont College, 955 La Paz Road, Santa Barbara, CA 93108.**

Applicants for the Dean position should send their CV, cover letter and references to the **Office of Human Resources, Westmont College, 955 La Paz Road, Santa Barbara, CA 93108 (805) 565-6101.**

Westmont College is an EEO employer, seeking to be diverse in people and programs consistent with its mission.

CHANCELLOR

University of Illinois at Springfield

Nominations and applications are invited for the position of Chancellor of the University of Illinois at Springfield (UIS).

The Chancellor is the chief executive officer of the campus and reports to the president of the University of Illinois. The University seeks a proven leader who will continue the successful development of the campus's academic programs and public service mission.

Founded in 1969 as Sangamon State University, UIS became the newest and smallest campus of the University of Illinois on July 1, 1995. Emphasis is placed on public affairs instruction and research and service carried out through community partnerships.

The campus offers bachelor's, master's degrees and a Doctor of Public Administration. UIS currently enrolls students at the second-semester sophomore level and continues their education through junior, senior and graduate levels. State approval was granted this fall for the Capital Scholars Program, which will result in the admission of first-year students in the fall of 2001. Current student enrollment is 4,100 with 188 faculty, 199 profession and 265 support staff.

The Chancellor must have significant diverse senior administrative experience, an earned doctorate, demonstrated leadership ability, as well as understanding and appreciation in the uniqueness of the campus within the University setting. A successful record on inclusiveness, diversity and sensitivity relative to a multicultural campus is required.

The Chancellor Advisory Committee will begin reviewing nominations and applications immediately and will continue to accept applications unit a new Chancellor is selected. To assure full consideration, however, candidate materials should be submitted by January 1, 2000 to:

Dr. Frank Kopecky, Chancellor Advisory Committee
University of Illinois
Office of the President
364 Henry Administration Building, m/c 346
506 S. Wright Street
Urbana, IL 61801

The University of Illinois is an affirmative action/equal opportunity employer.

Plattsburgh

INFORMATION LITERACY LIBRARIAN/COORDINATOR
INFORMATION LITERACY PROGRAM

The Division of Library & Information Services at Plattsburgh State University of New York invites applications for a newly created Information Literacy Librarian position. This position is responsible for the continuing development of Plattsburgh's outstanding information instruction program that began in 1979. The core feature of the current program is a required one-credit component of General Education. The integration of information literacy across the curriculum is presently a key initiative in the College's strategic plan. This position will play a leadership role in program planning and implementation. The successful candidate will bring experience, energy and vision to the collaborative work of infusing information literacy concepts and skills throughout the college curriculum.

The Information Literacy Librarian joins a team of librarians currently engaged in an active and diverse information literacy program that is already experimenting with new integrated information literacy approaches. This is an exciting opportunity to develop and shape a new program in conjunction with other campus initiatives, including a review of General Education, a growing emphasis on instructional technology, and an expanding distance learning program. This position also participates in the core responsibilities of librarians: instruction, reference desk service, collection development and programmatic group work. Successful candidates will have an interest in integrating information technologies and a willingness to participate with new distance learning programs.

Required Qualifications: A Master's degree from an ALA accredited institution or foreign equivalent. Academic library experience that includes a minimum of four years of active participance in an information literacy/library instruction program; demonstrated ability to assume a leadership role in information literacy; demonstrated knowledge of current information literacy theory and practice; demonstrated success as an instructor of information literacy; commitment to group decision-making; thorough familiarity with academic environments; successful experience in working with classroom faculty; outstanding interpersonal, communication and organizational skills.

Preferred Qualifications: Experience with planning and implementing an information literacy program; experience with group work, scholarly contributions to the literature of information literacy; active involvement in professional information literacy activities.

Salary & Benefits: $40,000 minimum, academic rank commensurate with experience; tenure track position.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Applications will be reviewed beginning on December 1, 1999 and will continue until position is filled. Please submit cover letter, resume and the names, telephone numbers, and the addresses of three references to: **Chair, Search Committee (PJ#2360-808)**, c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901. Fax: (518) 564-5060

San José State
UNIVERSITY

ASSISTANT PROFESSOR CLINICAL PSYCHOLOGY

Tenure track position beginning Fall, 2000. **Requirements:** Ph.D. in Clinical or Counseling Psychology from an APA-approved clinical program, an APA-approved internship, eligibility for licensure in California within two years, and an interest in supervising clinical graduate students. Specialized training in child-clinical is strongly preferred; however, applicants with training in gerontology, clinical assessment, family systems assessment and therapy, health psychology, or gender and ethnicity in therapy will also be considered. Evidence of teaching excellence and demonstrated research potential is essential. Also required is awareness of and sensitivity to the educational goals of a multicultural population. **Responsibilities:** Applicants should be prepared to teach undergraduate and graduate courses in abnormal psychology, child and adult psychopathology, child and adult assessment, systems of psychotherapy, interviewing and counseling methods, and/or area of specialization. The successful applicant will teach and supervise graduate students in the M.S. in Clinical Psychology program. We seek an active scholar-teacher with an established program of research who can direct graduate and undergraduate student research and who is willing to serve as a mentor for undergraduates who aspire to postgraduate training in clinical psychology. Send application letter, vita, and three letters of recommendation to: **Clinical Recruitment Committee (PVIN SS 00-039), Department of Psychology (DMH 157), San Jose State University, San Jose, CA 95192-0120.** Review of applicants begins **February 1, 2000** and will continue until the position is filled.

SJSU is an Equal Opportunity Employer.

UtahState UNIVERSITY

DEPARTMENT HEAD
SECONDARY EDUCATION

Utah State University seeks an individual to administer and provide leadership to the 12 faculty member department and teach two courses during the academic year. Requires an earned doctorate in related field with knowledge of secondary teacher education programs; a scholarly record and teaching skills commensurate with appointment to rank of professor; effective organizational, leadership, and interpersonal communication skills; evidence of an open, collaborative management style; and evidence of commitment to meeting the needs of diverse learner and language minority students. See **http://personnel.usu.edu** (2-148) for full job description. Send cover letter, complete vita, and the names/numbers of at least five references to **Dr. Kay Camperell, Search Committee Chair, Department of Secondary Education, Utah State University, 2815 Old Main Hill, Logan, UT 84322-2815.** Review of applications begins January 10, 2000, and continue until the position is filled. AA/EOE.

PACIFICA
Graduate Institute

Pacifica Graduate Institute is a fully accredited graduate school, near Santa Barbara, California, with Ph.D. programs in Depth Psychology, Clinical Psychology, and Mythological Studies and M.A. programs in Counseling Psychology and Mythological Studies. We have an innovative program which seeks to teach depth psychology (including the psychoanalytic tradition, Jungian, and archetypal approaches) through an interdisciplinary focus, with particular attention to historical and cultural context, while linking psychology to analogous spiritual and healing traditions cross-culturally. Our program is year-round and attended by many non-traditional students. We have several core faculty positions open beginning Fall, 2000.

- In our Department of Mythological Studies, a non-clinical humanities program, we are seeking a candidate whose interests focus on the mythologies and religious traditions of the indigenous peoples of the Americas. The candidate should also be able to teach anthropological, ethnographic, and cross-cultural methods of research, as well as courses concerned with mythic themes in contemporary American culture. A Ph.D. in religious studies, literature, anthropology, history, or a related field is required.
- In our Ph.D. psychology programs, we are seeking several candidates with strong backgrounds in research who can advise doctoral dissertations and teach interdisciplinary courses linking person, culture, and world from a depth psychological perspective. Experience with a variety of research methodologies is desired, including ethnographic, phenomenological, hermeneutic, feminist, cross-cultural, social-constructionist, grounded theory, and participatory action research. Applicants interested in the interface between depth psychology and community or ecological activism are encouraged to apply. A Ph.D. in psychology or a related field is required.
- In our M.A. Counseling Program, we are seeking a Ph.D. or M.A. scholar-practitioner with a MFT or related psychology license and extensive clinical and supervisory experience.

All positions include administrative work and dissertation advising and require demonstrated excellence in teaching and active participation in research and writing. To apply, send a letter of interest, CV, and a list of 3 references, by January 1, 2000 to:

Academic Dean
Pacifica Graduate Institute
249 Lambert Rd.
Carpinteria, Ca. 93013

Applicants from groups historically under-represented in psychology and the humanities are encouraged to apply. m/f E.O.E.

UTEP

FACULTY POSITION OPENING

THE UNIVERSITY OF TEXAS AT EL PASO
College of Health Sciences
El Paso, Texas 79902

PROGRAM
Kinesiology

EFFECTIVE DATE OF APPOINTMENT
September 1,200

RANK/POSITION
Assistant/Associate Professor; Tenure Track

SALARY
Commensurate with experience

QUALIFICATIONS
Earned doctorate in Kinesiology or related field with specialization in applied exercise physiology. Demonstrated ability to conduct research and ability to secure funding for research. Evidence of successful teaching. Understanding of an appreciation for the multidisciplinary nature of the field of Kinesiology. Ability to work successfully in a multi-ethnic, multi-cultural setting.

RESPONSIBILITIES
Teach undergraduate and graduate-level courses in exercise physiology and related areas, conduct research, provide service to the university and community, and assist with student advising. This is a nine-month position with possibility to summer employment.

APPLICATION DEADLINE
Screening of applicants will begin January 10, 2000 and position will remain open until filled. Send letter of interest, vitae, and letters of recommendation.

INQUIRIES AND APPLICATIONS SHOULD BE ADDRESSED TO:

D. Rozena McCabe, Ph.D.
Search Committee Chair
Kinesiology Program
The University of Texas at El Paso
1101 N. Campbell St.
El Paso, TX 79902
(915) 747-7258
(915) 747-7207 fax
drmccabe@utep.edu

GENERAL INFORMATION
The University of Texas at El Paso, with an enrollment of approximately16,000 students, is one of nine campuses in the University of Texas System. The city of El Paso, with a population of 600,000, is positioned in the world's largest binational metropolitan area, adjacent to the city of Juarez, Mexico. The University offers 60 bachelor's degrees, 53 master's degrees, and 6 doctoral degrees.

The Kinesiology Program offers B.S. and M.S. degrees in Kinesiology. There are approximately 250 undergraduates and 25 graduate students pursuing these degrees. The Texas Legislature recently allocated money for a new Kinesiology/Athletics Building, which will include state of the art exercise science laboratories and athletic training facilities.

The University does not discriminate on the basis of race, color, national origin, sex, religion, age, disability, or sexual orientation in employment or the provision of services.

University of Southern Maine

The University of Southern Maine, with campuses in Portland, Gorham, and Lewiston-Auburn, is the largest of the seven campuses in the University of Maine System, with a graduate and undergraduate enrollment of more than 10,600. The student body is one of the most diverse in the state: half of the students are full time; nearly 60% are women; and the average age of an undergraduate is 27. As a comprehensive public university, it is a major educational force in the New England region committed to excellence in teaching, research and public service. The Greater Portland area, with a population of 250,000, is located on the ocean two hours north of Boston, and offers a full range of cultural activities, numerous sports teams , historical settings and unparalleled scenic beauty.

All jobs are nine-month, tenure-track Assistant Professor positions (unless stated otherwise). We hope to attract faculty who share a commitment to diversity, tolerance and an active examination of ideas that can provide our students with a greater understanding of the richness and complexity of our society.

For complete job information and required application materials refer to our University website at
www.usm.maine.edu/hrs/jobs/faculty.htm

COLLEGE OF ARTS AND SCIENCES

- Assistant Professor, Art (studio art/foundation/digital imaging)
- Assistant Professor, Criminology (race and crime)
- Associate/Full Professor & Director, Social Work (new MSW Program)
- Assistant/Associate Professor, Social Work
- Assistant/Associate Professor, Sociology (race/ethnicity and/or global/international sociology)

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

- School Psychology (Assistant/Associate Professor)
  help shape the future of the only school psychology program in northern New England
- Special Education (Assistant/Associate Professor)
  prepare students for Master of Science in Special Education

COLLEGE OF NURSING AND HEALTH PROFESSIONS

- Nursing - Adult Health and/or Gerontology (Assistant/Associate Professor) (Multiple positions)
  teach both graduate and undergraduate courses
- Recreation and Leisure Studies (Rank open)
  teach in the Associate and Baccalaureate degree programs
- Sports Medicine
  experience in teaching clinical exercise physiology and in course work associated with exercise science major within Baccalaureate Degree program
- Grant Specialist (Non-Faculty, two-year with possible renewal)
  work closely with faculty in the development, targeting and writing of extramural grant proposals to public and private sources

LEWISTON-AUBURN COLLEGE

- Arts and Humanities/Franco-American Studies
  teach Franco-American Studies and History, including historical methods such as oral history
- Leadership and Organizational Studies (Assistant/Associate Professor)
  primary area: leadership topics such as training, diversity, globalization and organizational ethics
- Nursing - develop Baccalaureate Degree Program for non-nurses at LAC Campus (in conjunction with the College of Nursing and Health Professions)
  develop nursing resources for expanded program including (1) development of clinical sites and course offerings and (2) recruiting students
- Teacher Education (Assistant/Associate Professor)
  coordinate development of and teach courses in a site-based, undergraduate K-8 teacher certification program
- Social and Behavioral Sciences - Clinical
  teach courses such as abnormal psychology, psychosocial disorders of childhood and adolescence, substance abuse, gerontology, eating disorders, brain and behavior

OFFICE OF THE PROVOST & VICE PRESIDENT FOR ACADEMIC AFFAIRS

- Director - Southern Maine Bioscience Research Institute
  rare opportunity for a founding director to shape dynamic research institute, recruit research faculty and design new facilities

SCHOOL OF APPLIED SCIENCE

- Computer Science (2 positions)
  teach graduate and undergraduate courses and conduct innovative research
- Dean
  provide leadership and support to the departments of Applied Medical Sciences, Computer Science, Engineering and Technology

SCHOOL OF BUSINESS

- Accounting
  financial accounting with a secondary teaching area expected
- Finance (Assistant/Associate Professor)
  corporate finance
- Business Administration
  information systems/information technology

CALIFORNIA STATE UNIVERSITY BAKERSFIELD

SCHOOL OF EDUCATION

Located 110 miles north of Los Angeles in the southern San Joaquin Valley, Bakersfield offers all the amenities of modern city life without the disadvantages. New housing is the best in the state for value and availability; excellent lifestyle for families; stress-free driving; convenient airport. The School of Education at CSUB, an Hispanic-serving institution, is WASC, NCATE and CCTC accredited. We seek to create an inclusive, progressive, and democratic teaching and learning environment. Faculty with a sincere commitment to public education and improving educational opportunities for diverse learners are invited to apply for tenure-track positions. Summer employment available.

QUALIFICATIONS: All positions require a doctorate or ABD status appropriate to the position; substantial K-12 teaching experience with diverse learners; well-articulated research and publications agenda; evidence of service to, and collaboration with, public schools; collegiality. Preferred: A strong knowledge base in multicultural education and/or second language acquisition and experience with technology-mediated instruction.

POSITIONS:

1. CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION (ASSISTANT)

Seeking a dynamic colleague to build a program that prepares students to work in a wide range of settings with a culturally and economically diverse population. Doctorate in child development, early childhood education or related field. Teach undergraduate child development and early childhood education classes; advise and mentor students; supervise field experiences related to classes; active participation and service in a diverse and active community focused on the well-being of children and their families; evidence of effective teaching; strong interpersonal skills.

2. READING/LITERACY, ELEMENTARY AND/OR SECONDARY (ASSISTANT/ASSOCIATE) (TWO POSITIONS)

Teach reading/literacy courses for preservice, master's level, and reading specialist credential students. Supervise elementary or secondary student teachers in crosscultural settings. Doctorate in reading/literacy. Ability to write grants and incorporate computers in the literacy classroom is desirable. Ability to interact effectively as a team member with faculty and off-campus partnerships and assume a leadership role in the school and community.

3. SPECIAL EDUCATION, MODERATE SEVERE DISABILITIES (ASSISTANT/ASSOCIATE)

Teach courses in moderate/severe disabilities (including multiple disabilities) with a special focus on age appropriate curriculum adaptations and innovative inclusion strategies leading to maximum adult levels of independence (i.e., working toward optimum transition success). A significant portion of this faculty assignment is supervision of field-based practica and mentoring MA level candidates' research. Earned doctorate in special education or related fields; successful university level teaching and supervision experiences. Minimum of two years of public school or community agency teaching and/or clinical experience serving students with moderate to severe disabilities, preferably in cross-cultural settings.

SALARY: Commensurate with education and experience. Excellent benefits.

BEGINNING DATE: September 5, 2000

APPLICATION PROCEDURES: Applications received by January 4, 2000 will be given full consideration; positions are open until filled. Submit letter of application with current vita, transcripts of graduate coursework or university placement file, and three letters of reference to:

Dr. Sheryl L. Santos, Dean
School of Education
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1099

CSUB fosters and appreciates ethnic and cultural diversity among its faculty and students and is committed to increasing the diversity of its faculty to reflect the diversity of the campus community. Applications from women, ethnic minorities, veterans, and individuals with disabilities are welcome.

UNIVERSITY OF FLORIDA

Department of Educational Leadership, Policy and Foundations
COLLEGE OF EDUCATION

The Department of Educational Leadership, Policy & Foundations in the College of Education at the University of Florida invites nominations and applications for three tenure track positions for the 2000-2001 academic year to contribute to its teaching, research, and service missions.

Assistant Professor of Curriculum and Instruction

The successful candidate should have an earned doctorate in Curriculum & Instruction or School Administration, and would be expected to teach graduate courses in instructional leadership, (e.g., Instructional Theory and Research, Supervision of Instruction, Administration in Special Education or School Curriculum). The successful candidate should demonstrate the ability to develop and maintain a substantial program of research productivity, to teach effectively, to contribute to academic program development, and to promote the preperation of graduate students. Preference will be given to candidates who have public school administrative experience, can relate to the issues of school practitioners, and have experience chairing dissertations.

Assistant Professor of Educational Leadership

The successful candidate should have an earned doctorate in Educational Leadership/School Administration, and would be expected to teach graduate courses in Educational Leadership (e.g., Educational Organization and Administration, Administration of Educational Personnel, Labor Relations in Public Education, Educational Planning, Utilization of Computers in School Administration, Administration of Special Education). The successful candidate should demonstrate the ability to develop and maintain a substantial program of research productivity, to conduct outreach to public schools, to teach effectively, to contribute to academic program development and to promote the preperation of graduate students. Preference will be given to candidates who have public school administrative experience, can relate to the issues of school practitioners and have experience chairing dissertations.

The deadline for applications for the positions of Curriculum and Instruction and School Administration is **December 30, 1999.** Interested candidates should forward a letter addressing his or her qualifications, a current curriculum vitae and five letters of reference speaking to the qualifications of the applicant. All materials should be sent to:

Linda S. Behar-Horenstein
Associate Professor
P.O. Box 117049
Department of Educational Leadership, Policy & Foundations
College of Education
University of Florida
Gainesville, FL 32611-7049
Email lbhoren@nervm.nerdc.ufl.edu
Phone 352-392-2391 ext. 289

Assistant or Associate Professor of Foundations of Education

The successful candidate should have an earned doctorate in social, historical or philosophical foundations, and would be expected to teach graduate courses in Social Foundations (e.g., Philosophy of Education, Values and Ethics in Education, Educational Sociology, Socioeconomic Foundations of Education, and School and Society). The successful candidate should demonstrate the potential to lead the development of a quality graduate program in educational foundations, the potential to conduct a self-directed program of research and conduct outreach to public schools. Preference will be given to candidates who can relate to the issues of school practitioners, have experience chairing dissertations, and have an interest and/or experience in educational policy studies.

The deadline for applications is **December 30, 1999.** Interested candidates should forward a letter addressing his or her qualifications, a current curriculum vitae and five letters of reference speaking to the qualifications of the applicant. All materials should be sent to:

R. Craig Wood
B. O. Smith Research Professor
P.O. Box 117049
Department of Educational Leadership, Policy & Foundations
College of Education
University of Florida
Gainesville, FL 32611-7049
Email rcwood@coe.ufl.edu
Phone 352-392-2391 ext. 266

This University of Florida is an equal opportunity, equal access, affirmative action employer
Women and minorities are encouraged to apply

The "government in the sunshine" laws of Florida require that all documents relating to the search process, including letters or application/nomination and reference,
be available for public inspection.

UTEP

FACULTY POSITION OPEN

THE UNIVERSITY OF TEXAS AT EL PASO
College of Health Sciences
El Paso, Texas 79902

PROGRAM
Kinesiology

EFFECTIVE DATE OF APPOINTMENT
September 1, 2000

RANK/POSITION
Professor/Associate Professor: Tenure Track

SALARY
Commensurate with experience

QUALIFICATIONS
Earned doctorate in Kinesiology or related field. Experience in administration required. Must have an appreciation of the multidisciplinary nature of Kinesiology and the variety of employment taken by graduates.

RESPONSIBILITIES
Coordinate the Kinesiology Program, teach graduate and undergraduate Kinesiology courses, supervise the activity program, provide leadership for the health and growth of the program. Nine month tenured track position with the possibility of summer appointment.

APPLICATION DEADLINE
Screening of applicants will begin January 10, 2000. Position will remain open until filled. To apply send a letter of application, a vita, and list of three references.

INQUIRIES AND APPLICATIONS SHOULD BE ADDRESSED TO:

Garland O'Quinn, Jr., Ph.D.
Search Committee Chair
Kinesiology Program
The University of Texas at El Paso
1101 N. Campbell St.
El Paso, TX 79902
(915) 747-7240
(915) 747-7207 fax
E-mail: goquinn@utep.edu

GENERAL INFORMATION:
The University of Texas at El Paso, with an enrollment of approximately 16,000 students, is one of nine campuses in the University of Texas System. The city of El Paso, with a population of 600,000, is positioned in the world's largest binational metropolitan area, adjacent to the city of Juarez, Mexico. The University offers 60 bachelor's degrees, 53 master's degrees, and 6 doctoral degrees.

Kinesiology is a program in the school of Allied Health Sciences which is a part of the College of Health Sciences. The Kinesiology Program offers a B.S. and M.S. degrees in Kinesiology. Within the program there are six full time faculty positions and approximately 20 part time instructor positions to conduct the service activity program. There are currently more than 250 undergraduates and approximately 25 graduate students pursuing Kinesiology degrees. Of the undergraduates approximately 80% go into teaching. The Texas Legislature recently allocated money for a new Kinesiology/Athletics Building, which will include state of the art exercise science laboratories and athletic training facilities.

The University does not discriminate on the basis of race, color, national origin, sex, religion, age, sexual orientation, or disability in employment or the provision of services.

FAIRMONT STATE COLLEGE

FULL-TIME, TENURE TRACK FACULTY POSITIONS FOR 2000-2001 ACADEMIC YEAR

About the College

Fairmont State College is an undergraduate, state-supported institution with an enrollment of approximately 6650 students. The 90-acre campus is located in Fairmont, WV, 90 miles south of Pittsburgh, in a region known for its natural scenic beauty, its rich history, and its numerous recreational opportunities. Founded in 1865, the College offers 126 degree programs, including courses of study leading to baccalaureate degrees in business, fine arts, humanities, engineering technology, aviation technology, social and natural sciences, health careers and teacher education. The College also offers programs for career-technical education granting a one-year certificate as well as the associate degree after two years of study. Preprofessional study is available in medicine, dentistry, law, pharmacy, architecture, engineering, and physical therapy. Two additional campuses are the Gaston Caperton Center, located in Clarksburg, and the Robert C. Byrd National Aerospace Education Center, a state-of-the-art facility dedicated to aviation technology. Along with its traditional academic foundation, Fairmont State College includes a comprehensive community and technical college component. For additional information, consult "The FSC HomePage" (http://www.fscwv.edu).

Application Procedure

A letter of application and résumé with the name, address, and telephone number of three references should be sent to the contact listed for each academic school, Fairmont State College, 1201 Locust Ave., Fairmont, WV 26554-2470. Include a statement of teaching philosophy with application materials. Except as otherwise noted, it is normally expected that candidates for tenure-track positions will complete all requirements for their doctorates by the beginning of the 2000-2001 academic year. All positions are entry level with appointments made at the rank of assistant professor. Review of applications will begin on December 3, 1999, and continue until the positions are filled. Salaries are commensurate with credentials and experience. Faculty may be assigned to teach courses at the Gaston Caperton Center and at other off-campus sites. All faculty are expected to serve on committees, advise students, and participate in the academic community. The College is committed to creating a teaching environment with diversity and equality for all people.

School of Business and Economics: **(Applications to Dr. Rebecca Schmupp, Chair, School of Business and Economics)**

Information Systems: Two Positions. Position One - Teach courses in information systems management, systems analysis and design, microcomputer applications, database, and decision support systems with particular attention to the technical and/or managerial issues pertaining to the use of information technology. Additional responsibilities include program coordination. Position Two - Teach courses in information systems management, systems analysis and design, microcomputer applications, database, and decision support systems with particular attention to the technical and/or managerial issues pertaining to the use of information technology. Applicants must have a strong commitment to undergraduate teaching. Appropriate terminal degree or other qualifying degree/experience required. Business experience desirable.

Marketing/ Entrepreneurial Studies: Teach courses in entrepreneurship, small business management, venture initiation, international marketing, and/or entry-level marketing courses. Appropriate terminal degree or other qualifying degree/experience required. Business experience desirable.

School of Education **(Applications to Dr. Harry Hadley, Chair, School of Education)**

Elementary Education: Teach courses in general and special methodology at the Pre-K-primary levels and supervise related field experiences, including student teaching. Appropriate teaching experience and a commitment to the "teacher scholar" professional model are required. An interest in and commitment to instructional technology as well as related state and national accreditation processes are also highly desirable.

Minority Teacher Education Fellow: Non-tenure instructor level position. Teach appropriate pre-service teacher preparation coursework as determined by the candidate's credentials and the requirements of the related accreditation agencies, e.g. SDE, NCATE, etc. Minimum of a Masters +15, licensure as a teacher of record, and an interest in pursuing a terminal degree related to teacher preparation programs required.

HHP/Athletics - Teaching/Coaching: Temporary instructor of Health and Human Performance and assistant football coach. Teach six hours of coursework consistent with the candidate's credentials and the HHP programmatic area of responsibility. Assist the head football coach in recruiting and counseling football players and other duties as assigned. Minimum of an appropriate Masters degree and knowledge of the game of football with coaching experience is preferred.

School of Fine Arts: **(Applications to Dr. Suzanne Snyder, Chair, School of Fine Arts)**

Speech Communication: Two Positions. Position One - Teach both introductory and advanced speech communication courses and coach intercollegiate debate and forensic activities. Applicants should have graduate coursework and college-level teaching experience in interpersonal communication, nonverbal communication, argumentation and debate, communication ethics and have a record of successful coaching/direction of intercollegiate forensic activities. Position Two - Teach basic communication courses, methods and strategies for Speech Communication and listening, and supervise student teachers in speech communication and theatre. Applicants should have graduate training and experience in both Speech Communication and Theatre with a focus in Speech Communication pedagogy, listening, and children's drama as well as experience in directing speech communication individual events. Substantial teaching experience and supervision of intercollegiate speech and theatre activities at the collegiate level are expected.

Music: Teach courses in music history and music appreciation. Additional duties may include coordination of the music library. Doctoral degree preferred. Prior teaching experience in higher education and performance ability on piano and organ is highly desirable.

Music/Band Director: Direct the marching band (fall), concert band (spring), and teach instrumental music methods classes, studio teaching of single and double reed instruments, and additional teaching assignments in music education and performance. Collegiate teaching experience in music education, woodwinds, and directing a marching and concert band required.

School of Language and Literature **(Applications to Dr. Martin L. Bond, Chair, School of Language and Literature. Initial interviews may be scheduled at the MLA Convention.)**

English: Teach four classes per term; serve on committees and participate in the overall academic community. Requires a specialization in American literature (18th/19th Century) with a secondary interest in creative writing/prose.

School of Social Science **(Applications to Dr. Ronald Pearse, Chair, School of Social Science)**

Political Science: Teach upper and lower level political science courses in American government and politics, state and local government, public administration, and quantitative methodology. Ability to teach courses in international relations and/or political theory desirable.

School of Science and Mathematics **(Applications to Dr. Phillip Mason, Chair, School of Science and Mathematics)**

Chemistry: Teach introductory and organic chemistry (classroom and laboratory), advanced integrated laboratory courses (including shared responsibility for instrument maintenance) and additional courses as mutually agreed upon. Preference for candidates with the ability to support existing or planned initiatives in one or more of the following areas: forensic chemistry, biochemistry, and environmental chemistry. Demonstrated commitment to teaching in a collaborative, student-centered environment is desirable. The successful candidate will also demonstrate interest in inquiry-based experiences with undergraduates, including research, internship supervision and/or curricular innovation.

School of Technology **(Applications to Dr. Leonard Colelli, Chair, School of Technology)**

Architectural Engineering Technology: Teach a variety of architecture courses, work with community projects, grant writing to acquire studio instrumentation, advise the student chapter of the American Institute of Architects. A minimum of three years of professional practice and Masters of Architecture or Architectural Engineering degree is required with expertise in one of the following areas: architectural history, architectural design, engineering design, computer-aided design presentations and presentation software, site design, and environmental design. Professional registration or progress toward professional registration is desirable.

Electronics Engineering Technology: Teach a variety of theory and laboratory-based courses, including shop practices, digital electronics, and microcomputers. Expertise in one or more of the following areas is desirable: industrial machinery and control systems, mechatronics, and networking/computer integration of industrial systems. Additional responsibilities include assisting in the maintenance of electronic laboratories, grant writing to acquire laboratory instrumentation, and advise the student chapter of the Institute of Electrical and Electronics Engineers. Applicants must possess an advanced degree in Electrical or Electronics Engineering or Engineering Technology and at least three years of professional experience. Professional registration is preferred.

FAIRMONT STATE COLLEGE IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION INSTITUTION.
WOMEN AND MINORITIES ARE ENCOURAGED TO APPLY.

MICHIGAN STATE
UNIVERSITY

The College of Nursing has positions in the following areas:

Associate Dean for Academic Affairs

Annual (12 month) appointment in the tenure system

Responsibilities include oversight of the conduct and evaluation of academic programs leading the degrees of Bachelor of Science with a major in Nursing and Master of Science in Nursing; and active involvement in College and University Committees.

Qualifications include an earned doctorate in nursing or related area; experience in academic administration within a college of nursing; teaching experience; and experience working with State Board of nursing and accreditation agencies.

Assistant Dean for Planning and Operations

Annual (12 month) fixed term renewable appointment

Responsibilities include infrastructure development; overseeing financial planning and information systems; serving as an advisor to the Dean for planning and administrative support functions; teaching in a defined area of expertise; and active involvement in College committees.

Qualifications include an earned doctorate or degree appropriate for an academic appointment; competence and credentials to teach in the area of health policy; health care financing or other areas related to the curricula; experience in financial planning at a unit level; and experience with information systems.

Send correspondence and curriculum vitae to:
Rachel Schiffman RN, PhD, Search Committee Chair
Michigan State University College of Nursing
A230 Life Sciences Building
East Lansing, MI 48824-1317
email - rachel.schiffman@ht.msu.edu

Salary and academic rank are commensurate with qualifications. Minority candidates are encouraged to apply. Persons with disabilities have the right to request and receive reasonable accommodation. The Search Committee is reviewing applications and the search will continue until the positions are filled.

Black Hawk
COLLEGE

PRESIDENTIAL SEARCH

Black Hawk College invites nominations and applications from outstanding educators for the position of President to lead the two-campus, two-center district. The President will report to the seven-member, elected Board of Trustees. The college is located in a mixed urban and rural nine-county area in Western Illinois and serves a population of 225,000.

Application Process: The Profile Brochure which contains details on the Black Hawk College Search, the preferred qualifications, and application instructions can be requested by contacting **Cindy Schrock, Liaison to the Presidential Search Committee, Black Hawk College, P.O. Box 984, Moline, IL 61266-0984.**

Nominations and applications will be accepted until the position is filled. However, since the Presidential Search Committee will complete its application review in late January 2000, submissions are especially encouraged before January 28, 2000.

For additional information, contact: **Brenda Beckman, ACCT Search Consultant, 5878 North Camino Esplendora, Tucson, AZ 85718-4506, Telephone: (520) 299-0939; FAX: (520) 299-8822; E-mail: bmbeckman@aol.com.**

Black Hawk College Web Site is

http://www.bhc.edu

An Equal Employment Opportunity, Affirmative Action Employer

-- An ACCT Search --

RICE

EVOLUTIONARY BIOLOGY

ASSISTANT PROFESSOR
TENURE-TRACK

The Department of Ecology and Evolutionary Biology at Rice University **(http://www.ruf.rice.edu/~eeb/)** is seeking to fill a tenure-track position at the assistant professor level. We seek a highly qualified individual in the field of evolutionary biology, broadly construed to include, for example, molecular, phylogenetic or behavioral approaches to the study of adaptation and evolution. Rice is a private research university with a strong commitment to the highest standards of education at the graduate and undergraduate levels. Applicants should submit a c.v., statements of research and teaching interests and request four letters of recommendation. All materials should be sent to **Search Committee, Department of Ecology and Evolutionary Biology MS-170, Rice University, P.O. Box 1892, Houston TX 77251-1892,** by November 30, 1999. *Rice University is an Equal Opportunity/Affirmative Action Employer. Women and minority candidates are encouraged to apply.*

UIS
UNIVERSITY
of ILLINOIS at
SPRINGFIELD

DEAN, COLLEGE OF BUSINESS AND MANAGEMENT

The University of Illinois at Springfield invites nominations and applications for the position of Dean of the College of Business and Management.

Located in the state capital, the University of Illinois at Springfield is the third campus of the University of Illinois. The UIS campus serves over 4,000 students in 19 graduate and 20 undergraduate programs. The academic curriculum of the campus emphasizes a strong liberal arts core, an array of professional programs, extensive opportunities in experiential education, and a broad engagement in public affairs issues of the day. The campus offers many small classes, substantial student-faculty interaction, and a technology enhanced learning environment. Its diverse student body includes traditional, non-traditional, and international students. Its faculty are committed teachers, active scholars, and professionals in service to society.

The College of Business and Management is a candidate for accreditation by the American Assembly of Collegiate Schools of Business. The dean will be expected to lead the college in the achievement of the newly endorsed campus planning priorities, especially those related to accreditation of the college. Reporting to the Provost and Vice Chancellor for Academic Affairs, the dean is responsible for the progress of the college. The dean provides leadership for the college in developmental initiatives; attends to faculty recruitment, development, and evaluation; directs resource allocations of the college, and assumes responsibility for the instructional program of the college. The dean also provides liaison with the external community and relevant professional associations.

Candidates must have an earned doctorate in an appropriate field with academic qualifications necessary for a senior appointment in the college. Candidates must also have a distinguished record of teaching and scholarship; administrative experience in higher education which demonstrates innovative and effective leadership; professional achievements relevant to the responsibilities of this position; experience with AACSB accreditation standards; an administrative style which contributes to a sense of academic community; a demonstrated ability to foster strong links with the business community; and a sensitivity to diverse students, staff, and faculty.

Applications and nominations should be sent to:

Chair, Dean Search Committee
Office of the Provost
Public Affairs Center, Room 530
University of Illinois at Springfield
P. O. Box 19243
Springfield, Illinois 62794-9243

Applications should include a vita; a discussion of the candidate's academic and administrative accomplishments and interest in the position, and the names, addresses, and telephone numbers of five references. Consideration of applications will begin on January 10, 2000 and continue until an appointment is made. The appointment will commence July 1, 2000, or as soon thereafter as possible.

The University of Illinois is an affirmative action, equal opportunity employer. Persons with disabilities, women, and minorities are encouraged to apply.

THE UNIVERSITY OF IOWA

COLLEGE OF EDUCATION

POSTDOCTORAL ASSOCIATE PROGRAM

The University of Iowa College of Education is pleased to announce the availability of a two-year postdoctoral associate appointment. The purpose of the College's postdoctoral program is to develop promising new scholars from diverse backgrounds for careers in higher education. In light of the program goal of increasing the number of scholars from underrepresented groups, candidates from those groups (including but not limited to African American, Alaskan Native, Native American, Latino/a, Pacific Islander) are strongly encouraged to apply. The selected applicant will do research in collaboration with a faculty mentor(s). Opportunities for teaching experience are possible if desired. Individuals who have completed the doctoral degree in an area of study in education no later than August, 2000 or within the past two years are eligible. Candidates are particularly sought for the following disciplines:

Art and Literacy Education
Counselor Education-School Counseling
Counseling Psychology-Community and Behavioral Health
Literacy and Cultural Studies

Salary for the 2000-2001 academic year will be $35,000. Additional funds will be available for travel and research-related expenses. The position will include an array of fringe benefits suited to the candidate's needs. Candidates should send a letter of interest, vita, selected reprints/preprints, official transcripts, and three letters of recommendation concerning research skills to:

Scott McNabb, Chair, Postdoctoral Associate Search Committee
Office of the Dean
N459 Lindquist Center
University of Iowa
Iowa City, IA 52242-1529

Screening of applications will begin December 17, 1999 and will continue until the successful candidate is hired.

The University of Iowa is an Equal Opportunity/Affirmative Action employer. The College of Education is actively recruiting applications from minorities and women.

Candidates are encouraged to visit the College of Education website at:

http://www.uiowa.edu/~coe2.

LIBRARY: TECHNOLOGY LIBRARIAN

DePauw University Libraries, located in Greencastle, Indiana, supports a liberal arts undergraduate student population of 2,216. There are three libraries in the DePauw Library system: Roy O. West Library (main library), Prevo Science Library and the Music Library. DePauw University is seeking an experienced Technology Librarian to provide leadership and technical expertise to support DePauw's move toward expanded electronic resources and services. This is a 12-month position that reports to the Library Director and has oversight responsibilities for Library Computer Services and Instructional Media Services. The Technology Librarian position carries nominal faculty rank and is a renewable term appointment (the initial appointment is for three years). Specific responsibilities include: provide collaborative leadership in the ongoing development and implementation of the Libraries' technology plans; participate in the Librarys' information and instruction services, provide leadership in developing instructional programs to strengthen the technology expertise of library staff, provide expertise in the areas of media and computer technology; recommended goals and priorities for service areas; monitor user satisfaction and propose methods for improving services; coordinate the hiring, training, and evaluating Instructional Media and Library Computer staff and students; manage all budgets pertaining to the two departments; participate in electronic and print collection development; prepare budget proposals to enhance services; participate as member of the library administrative team; coordinate the preparation of IMS and LCS annual statistics; work with the Private Academic Library Network of Indiana (PALNI) and DePauw Computer Center staff to provide consistent and dependable access to the on-line catalog and other electronic resources.

Required Qualification: Master's degree from an ALA-accredited program in library science with a concentration or degree in information technology, instructional media and/or computer technology. Three to five years of increasingly responsible experience coordinating electronic/media services and managing services. The successful candidate will offer some combination of experience providing hardware and software technical support for library computer systems, including Z39.50, TCP/IP, and WWW technology, the ability to mange, support and troubleshoot LAN and Web-based library products and systems; a knowledge of instructional media equipment and support issues; a knowledge of library automation systems, particularly DRA. In addition to technical background, the successful candidate must demonstrate strong oral, written and analytical skills; and the ability to work with a collegial academic environment. Salary: competitive; excellent benefits. Send letter of application, resume and letters of recommendation to:

Dr. Kathy Davis
Director of Libraries
Roy O. West Library
DePauw University
Greencastle, IN 46135

Review of applications will begin on November 10, 1999 and continue until the position is filled.

DePauw University is an EEO/AA employer and encourages applications from underrepresented populations.

UNIVERSITY OF MARYLAND

SCHOOL OF SOCIAL WORK

Applications are now being accepted for four (4) 10-month tenure-track faculty positions at the University of Maryland School of Social Work. This School is located in downtown Baltimore on a Health and Human Services Professions campus with a threefold mission: education, research and community service. The only MSW-granting institution in Maryland, this is a large, nationally ranked School, rich in promise and opportunity, with a research focused Ph.D.

Candidates for these four openings should have (or nearly have) a Ph.D. or DSW in social work or a closely related field, and have post-MSW practice experience, scholarly achievement, eligibility for a Maryland license, an ability to teach courses in foundation, and advanced curriculum, and to teach about diverse cultures and populations.

FACULTY OPENINGS

For openings, one each in the following areas:

- **Human Services** - Applicants must have experience and education in Program Management, Fiscal Management, and Personnel Management; and to provide leadership in developing and building a Human Services Management track. Ability to teach Management Information Systems and Community Organization practice are also assets.

- **Clinical Practice** - Applicants must have experience and ability to teach clinical methods in the Foundation and Advanced curriculum with individuals, families and groups, and specialization expertise in Aging or Families and Children.

- **Human Behavior and Social Environment**- Applicants needed with the ability to teach human behavior and social environment from both micro and macro perspectives, and specialization expertise in Aging or Families and Children.

- **Employee Assistance Specialist** - Applicants needed with experience and knowledge to teach courses in EAP Administration and Policy; to lead EAP research groups and act as field liaison.

Rank is open and junior faculty are encouraged to apply. Salary is competitive and commensurate with qualifications and experience. For best consideration, submit application by December 6, 1999; search will continue until positions are filled. To apply, submit letter of interest, curriculum vitae, and names with address and telephone numbers of three references to:

Chair, Search Committee
University of Maryland Baltimore
Louis Kaplan Hall
525 West Redwood Street
Baltimore, MD 21201-1777

Women and minorities are encouraged to apply.
The University of Maryland, Baltimore is an
AA/EEO/ADA employer.

NEW MEXICO HIGHLANDS UNIVERSITY

VICE PRESIDENT FOR FINANCE

New Mexico Highlands University is seeking applicants for the position of Vice President for Finance. The Vice President for Finance is the principal financial and accounting officer of the University. The Vice President is responsible for formulating, developing, and recommending financial policy and strategic direction to the President. The Vice President reports directly to the President and is a member of the President's Executive Council. The position works closely with faculty, students, and staff as necessary in overseeing, managing, and coordinating the financial operations and affairs of the University. **DUTIES INCLUDE** financial planning, budget preparation and implementation, financial reporting, as well as financial control, internal and external auditing, risk management oversight and overseeing the University's investments. The Vice President is responsible for working with the State Commission on Higher Education and other state agencies on funding and related financial matters of the University. The Vice President is also responsible for organizationally overseeing the business office, purchasing, real estate, security, and human resources departments. **QUALIFICATIONS:** A Master's degree and a CPA or alternative and comparable financial certificate are required; a minimum of five (5) years of progressive experience in higher education financial administration and related experience in finance and administration, with at least three (3) years serving in a senior level management capacity are highly desired; experience in overseeing internal and external financial audits; experience in overseeing investments of public funds; demonstrated interpersonal and communication skills; demonstrated ability to work with the state legislature and other outside groups; familiarity with automated financial information systems; experience in financial analysis and planning; experience in overseeing grants and contract highly desirable. Salary is negotiable but will be commensurate with qualifications and experience. **CLOSING DATE:** Review of applications will begin December 1, 1999, but the position will remain open until filled. **APPLICATION REQUIREMENTS:** Submit a formal letter of application, curriculum vitae, along with the names, addresses and telephone numbers and three (3) references. Applications should be sent to: **Chair, Search and Screen Committee for Vice President for Finance, Human Resources Department, New Mexico Highlands University, Las Vegas, New Mexico 87701**. For disabled access or services, call (505) 454-3242 or TDD (505) 454-3003. International applicants must be in legal status to work in the United States. New Mexico Highlands University is an AA/EEO Employer.

LEHMAN COLLEGE/CUNY

POSITIONS AVAILABLE

ASSISTANT/ASSOCIATE PROFESSOR OF SPANISH to teach all levels of Spanish language and Spanish American literature. Mexican literature a plus. Candidate must have a Ph.D. in Spanish and teaching experience at the college level, record of publications and experience with instructional technology. Knowledge of another Romance language preferred. Salary range: Assistant Professor $32,703-$57,049; Associate Professor $42,616-$68,174. Salaries are subject to change due to collective bargaining agreement. Anticipated start date: September 1, 2000. Send application with CV and three letters of reference by **December 15, 1999 to Patricio Lerzundi, Chair, Department of Languages & Literatures, CA 257. *(address below)**

ASSISTANT/ASSOCIATE/FULL PROFESSOR IN THE DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE positions available starting September 1, 2000. Send application, CV and three letters of reference by **February 5, 2000 to: Professor Robert Feinerman, Chair, Department of Mathematics and Computer Science, G-211. * (address below)**

CHIEF LIBRARIAN/PROFESSOR Responsible for the overall administration of the Library and to provide leadership in the integration of traditional library services with new information technology. Candidates must hold a masters degree in Library/Information from an ALA accredited institution as well as a doctorate or second masters degree. Candidates should have ten years of experience including: supervisory and management responsibilities in a research Library environment; demonstrated expertise with new library technologies; strong interpersonal and communication skills. Candidates must also have a record of scholarly and professional achievement appropriate for a senior faculty appointment in the Library and evidence of a strong commitment to the goals of urban public higher education serving diverse populations. Salary: $52,891-$86,619 with additional remuneration for an administrative designation. Letters of application with CV and at least three letters of reference should be sent by **February 1, 2000 to: Professor Linda Keen, Chief Librarian Search Committee, c/o Erica Matthews, S-382 *(address below)**

***Lehman College, 250 Bedford Park Blvd. West, Bronx, NY 10468. Complete job descriptions at http://www.lehman.cuny.edu (click on Job Opportunities).**

Lehman College/CUNY is an EEO/AA/ADA Employer

OCC PRESIDENT

Onondaga Community College

The Board of Trustees of Onondaga Community College invites applications and nominations for the position of President. The President is the Chief Executive Officer and reports to a nine-member appointed Board of Trustees and a student trustee who is elected annually by the student body. Onondaga Community College is a unit of the State University of New York (SUNY) and is also sponsored by the County of Onondaga. The Board seeks an innovative and visionary leader who is committed to the special mission of this comprehensive community college. The new President will be expected to lead this outstanding college into the 21st century and bring it to new heights.

Application Process: The Profile Brochure which contains details on the presidential search, the Challenges and Opportunities and the Preferred Professional and Personal Qualifications should be requested by contacting: **Mr. Robert L. Jokajtys, Director, Human Resources, Onondaga Community College, Route 173, Syracuse, NY 13215, or at jokajtyb@sunyocc.edu.**

The College's website address is:

www.sunyocc.edu

For additional information contact: **Elizabeth Rocklin, Association of Community College Trustees (ACCT) 1740 "N" Street, NW, Washington, DC 20036. Tel: 202/775-4667; Fax: 202/223-1297; e-mail: erocklin@acct.org**

All inquiries, nominations, and applications will be held in strictest confidence. Onondaga Community College is an equal opportunity/affirmative action institution. Applications and nominations of individuals who would increase the richness of the College's diversity are welcomed.

- An ACCT Search -

DEAN CENTRAL NEW YORK CENTER SYRACUSE, NY

The Dean is the chief executive and academic officer of the center, reports to the Academic Vice President, and participates in planning and administration of the College as a member of President's Council. The Dean provides academic leadership for the center, supervises center personnel, provides liaison to the College's central offices, and administers the academic program and student services of the center. The Dean is responsible for academic program quality, faculty development, enrollment management and center planning, including budget, faculty and staff resources, and facilities.

Empire State College is a national leader in non-traditional higher education. With instructional centers across New York State and headquarters in Saratoga Springs, the College provides adults individualized instruction and degree programs. The center currently serves 600 to 700 students with 35 full-time and part-time faculty in Syracuse, Auburn, Binghamton, Fort Drum, Ithaca, Plattsburgh, Utica and Watertown, with administrative offices in Syracuse.

Earned doctorate required, substantial college-level administrative and teaching experience, demonstrated interest in education of adult learners and innovative academic programs, familiarity with learning technologies and their application, and a capacity to work collaboratively. Competitive salary and benefits. Apply by submitting letter and resume to: **Dr. Marjorie W. Lavin, V.P. for Academic Affairs, SUNYESC, 1 Union Avenue, Saratoga Springs, NY 12866.** Review of applications will begin December 6, 1999, and continue until the position is filled. AA/EOE

Empire State College

State University of New York

ASSISTANT PROFESSOR IN SCIENCE

Emerson College invites applicants for a tenure-track, assistant professor position in science. The successful candidate will be part of the undergraduate non-degree Science Program. Responsibilities include teaching undergraduate required and elective courses, providing oversight of the Science Program including curriculum development and staffing, and participating in the Institute for Liberal Arts and Interdisciplinary Studies which houses the Freshman Seminar Program and Honors program. Faculty are also required to provide service to the institution and to establish a program of scholarship. Emerson is a specialty college devoted to the communication and the performing arts. Candidates who can help bridge science and the majors in communications and the performing arts as well as candidates from traditionally under-represented groups are especially encouraged to apply. Candidates must have a completed doctorate in an area of science, experience teaching to nonscience majors, and evidence of leadership in curricular and program development. The position is a nine-month position with optional summer teaching. Salary and benefits package is competitive.

Inquiries should be addressed to: Joann Montepare: (617) 824-8308; jmontepare@emerson.edu. To apply send a letter of application, curriculum vitae, selected reprint or preprints, information on teaching background and three letters of recommendation to: **Joanne Montepare, Ph.D., Chair, Science Search Committee, School of Communication Sciences and Disorders, 100 Beacon Street, Boston, MA 02116.** Review of applications will begin on January 15, 2000 and will continue until the position is filled. Visit our web-site: **www.emerson.edu**

EMERSON college

ORANGE COAST COLLEGE

GENERAL MANAGER
INSTRUCTIONAL FOOD SERVICE

Orange Coast College, Costa Mesa, CA (www.occ.cccd.edu) seeks manager to oversee food service operation, integration and coordination of instructional programs and teach food service/culinary arts classes as required. Master's degree (or equivalent) plus 3 years related experience required; previous teaching exp. preferred. Salary range $46,405-$70,181/yr. plus generous benefits. Must complete District application by deadline date of 5 pm, December 3, 1999; refer to Job 40-O-00.

Coast Community College District
1370 Adams Avenue
Costa Mesa, CA 92626
(714) 438-4714 or 438-4715

Equal Opportunity Employer

www.cccd.edu

CALIFORNIA STATE UNIVERSITY SAN BERNARDINO

Tenure-Track Positions for 2000-2001 Academic Year

California State University, San Bernardino, a comprehensive regional university, is one of the 23 State University campuses with approximately 14,500 students, 450 full-time faculty, and 52 undergraduate and graduate degree programs. The University consists of five Colleges: Business and Public Administration; Education; Arts and Letters; Natural Sciences; and Social and Behavioral Sciences. Off-campus programs are offered at the Coachella Valley Center in Palm Desert. The University is situated 70 miles east of Los Angeles, offering easy access to beaches, mountain, and desert resorts. The rapidly expanding metropolitan area offers a wide variety of cultural and recreational opportunities. Housing costs average 20% below those of Los Angeles and Orange Counties.

We are seeking to recruit faculty members who will contribute to the goals and objectives of the University's strategic plan. Accordingly, preferred candidates will be expected to meet the traditional requirements of excellence in teaching, active scholarly and professional work, and service to the University and community, as well as to demonstrate interest or experience in at least one of the following strategic plan areas: a) alternative modes of instructional delivery to include off-campus and distance learning; b) the learning process, i.e., innovative teaching strategies and/or research on how students learn and apply knowledge over an extended period of time; and c) partnership with the community to enhance social, economic, and cultural conditions.

The following departments are recruiting tenure-track faculty at the rank of assistant professor unless otherwise noted. Salaries are competitive and dependent on qualifications and experience. For more information including closing dates please visit our Web site at **http://www.csusb.edu.**

COLLEGE OF ARTS AND LETTERS

Art (three positions): Ceramics; Photography; Art Education
Communication Studies (three positions): Mass Communication; Rhetoric, Ethics & Intercultural Communication; Intercultural Communication, ethnography
English (two positions): See the Web site for more information
Foreign Languages & Literatures (three positions): Spanish Generalists with subinterest in Latin American/Caribbean Literature; 20th Century Peninsular and Film/Culture; Language Acquisition and Pedagogy
Music: Jazz Studies/Woodwinds
Theatre Arts: (two positions): Acting/Directing; Creative Drama

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

Information and Decision Sciences: Networking/Web Design

COLLEGE OF EDUCATION

Language, Literacy and Culture: Reading and Literacy[1]
Educational Leadership and Curriculum (two positions): Educational Administration (School Finance, Law and/or Personnel)[1]; Middle School Education (Curriculum and Educational Psychology)[1]
Educational Psychology and Counseling: Counseling and Education Psychology[1]
Science, Mathematics and Technology Education: Mathematics Education[1]

COLLEGE OF NATURAL SCIENCES

Biology: Molecular Biology
Computer Science: Open[1]
Geological Sciences: Chair and Petrologist[2]
Kinesiology: Pedagogical Kinesiology
Mathematics (two positions): Open; Applied Mathematics or Mathematics Education
Nursing (two positions): Psych/Mental Health; Medical Surgical with Community focus[1]

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

Criminal Justice: Applied Criminology
Psychology: Child/Human Development

1. Assistant or Associate Professor
2. Associate or Full Professor

California State University, San Bernardino is an Equal Opportunity Employer committed to a diversified workforce.

Be an Influential Force in

THE POWER OF LEARNING

Houston Community College System, one of the largest institutions of higher education on the Texas Gulf Coast, is seeking applications for a full-time Math Instructor at the Central College location. Requirements: Must have completed 18 graduate hours in Mathematics, hold a Master's degree, plus two (2) years teaching experience at the college level.

INSTRUCTOR/MATHEMATICS

Starting Salary Range: $3363 (MA) to $3,882 (Doc)/mo. Application and photocopy of transcripts are required. Call (713) 718-8565, fax to (713) 718-8541, or download an application from hccs.cc.tx.us Refer to JVN #4346. Deadline is 12/8/99.

Houston Community College System
320 Jackson Hill, HR Dept, Ste. 220
Houston, Texas 77007

HCCS is an Equal Opportunity Employer.

HOUSTON COMMUNITY COLLEGE SYSTEM

Research Analyst

UCSD Development Office

Provide prospect research/analysis to External Relations with major emphasis in Development. Create prospect profiles/reports on potential donors to UCSD thru the use of electronic resources/printed reference materials.

Salary: $2941-$3,675/mo. Apply by 12/1/99, referencing Job #118191-Y, to:
UCSD Human Resources,
La Jolla, CA 92093-0967.
AA/EOE. Web Site:
http://www-hr.ucsd.edu

University of California San Diego

POSITION OPENINGS

ASSISTANT PROFESSOR OF CINEMA STUDIES

Tenure-track beginning Assistant Professor of Cinema Studies to teach courses in film history and theory (field open) and participate in college-wide general education program. Ph.D. required by May 2000. Experience in using technology in teaching in the humanities important; interest in popular culture and/or contemporary United States literature also desirable.

Starting date: August 2000.

Application deadline: Dec. 1, 1999.

ASSISTANT PROFESSOR IN DRAMA STUDIES/LITERATURE SHAKESPEARE AND RENAISSANCE DRAMA SPECIALIST

Purchase College, SUNY, will appoint an Assistant Professor in Drama Studies and Literature to teach courses in Shakespeare, dramatic literature, and general education (College Writing/Culture and Society in the West). Additional responsibilities include supervising student producing/directing projects. Appointment begins in January or Fall, 2000. Ph.D. or equivalent required; stage experience (directing/dramaturgy) and experience in using technology for teaching in the Humanities important. Additional responsibilities include supervising student producing/directing projects.

Application deadline: Dec.1, 1999.

Send letter, cv, and three letters of recommendation to:

Robin (Tobi) Jacobs-Yanthis
Affirmative Action Officer
Purchase College/SUNY
735 Anderson Hill Rd.
Purchase, NY 10577-1400

AA/EOE

BRYN MAWR COLLEGE

FACULTY POSITION 2000-2001

DEPARTMENT OF CHEMISTRY, invites applications for two tenure-track positions at the level of Assistant Professor beginning fall 2000. Development of active, extramurally funded research programs involving undergraduate and graduate students is expected. The **ORGANIC** Chemist will teach a semester of the sophomore organic chemistry course, advanced courses, and participate in the general chemistry program. The **EXPERIMENTAL PHYSICAL** chemist will teach a semester of junior level physical chemistry with lab, a general chemistry course and advanced courses. The successful candidates are expected to demonstrate a strong commitment to combining teaching and research activities. Bryn Mawr's Chemistry Department is noted for its outstanding women undergraduates and its small co-educational graduate program. A Ph.D. is required and post-doctoral research experience is desirable. Please visit http://fieser.brynmawr.edu/~dept/chemistry.html. Send a letter of application, a curriculum vitae, a statement of teaching interests and research plans (with budget) including how students can be involved, a writing sample or reprint, and three letters of reference by standard mail to: **Search Committee Chair, S.A. White, Department of Chemistry, Bryn Mawr College, 101 N. Merion Ave., Bryn Mawr, PA 19010-2899. Deadline December 10, 1999.** *Bryn Mawr College is an equal opportunity, affirmative action employer. The College particularly wishes to encourage applications from individuals interested in joining a multicultural and international academic community. Minority candidates and women are especially encouraged to apply.*

HEALTH AND PHYSICAL EDUCATION

Millersville University invites applications for **two full-time, tenure track and one full-time, one-year temporary Assistant Professor positions** in the Department of Health and Physical Education to begin August 2000. The department in the School of Education is comprised of 15 faculty members and 1 secretary and offers General Education courses, an Athletic coaching minor and an M.Ed. in Sport Management. For more information about the department or the University visit our Web page at **www.millersv.edu.**

All positions are expected to teach three credit courses in general education and *Wellness: Concepts for Health and Fitness* with laboratories and activities. In addition, one of the tenure-track positions will supervise internships, and one will teach *Elementary Physical Education*. Workload for academic year is 24 credit hours with 12 as typical for a semester and no more than 3 preparations per academic term is typical.

For all positions, send letter summarizing qualifications, vitae, copy of all transcripts, and the names, addresses and telephone numbers of three references. Full consideration will be given to applications received by **1/14/2000.**

Position (HI1119A) -
Full-time, Tenure-Track
(Teach Elementary Physical Education)

Required: Completed doctorate in Health, Physical Education, Sport Management or related fields; experience in, or academic preparation for, teaching Wellness; three years successful (full-time) teaching experience in K-College setting in the U.S./Canada; experience in, or academic preparation for, teaching elementary physical education; evidence of ability to work cooperatively with colleagues; evidence of ability to conduct scholarly activities; and a successful interview and teaching demonstration.

Preferred: Experience in advising and teaching Wellness at the college or university level; experience in teaching Elementary Physical Education methods at the college or university level; experience in multicultural settings; and evidence of ability to use instructional technology.

Position (HI1119B) -
Full-time, Tenure-Track
(Supervise Interns)

Required: Completed doctorate in Health, Physical Education, Sport Management or related fields; experience in, or academic preparation for, teaching Wellness; experience in, or academic preparation for, supervising interns; evidence of ability to work cooperatively with colleagues; evidence of ability to conduct scholarly activities; and a successful interview and teaching demonstration.

Preferred: Experience in advising and teaching Wellness at the college or university level; experience in multicultural settings; and evidence of ability to use instructional technology.

Position (HI1119C) -
One Year, Full-Time Temporary

Required: ABD in Health, Physical Education, Sport Management or related fields; experience in, or academic preparation for, teaching Wellness; evidence of ability to work cooperatively with colleagues and a successful interview and teaching demonstration.

Preferred: Completed doctorate; experience in advising and teaching Wellness at the college or university level; experience in multicultural settings; and evidence of ability to use instructional technology.

For All Positions Reply to:

Dr. Ying Wu
Search Committee Chairperson
Dept. of Health and
Physical Education
(List Position Code)
Millersville University
P.O. Box 1002
Millersville, PA 17551-0302
An EO/AA Institution

MILLERSVILLE
UNIVERSITY

http://www.millersv.edu

PRINCETON THEOLOGICAL SEMINARY

Assistant Professor of New Testament
Starting July 1, 2000

PRINCETON THEOLOGICAL SEMINARY invites applications and nominations for a faculty position for **Assistant Professor of New Testament** starting July 1, 2000. Initial appointment is for four years, with possibility of renewal for additional three years. Responsibilities include teaching New Testament Greek at both introductory and advanced levels, together with other courses according to background and curricular needs, and participation in all degree programs including academic doctorate. The candidate must have M.Div. and Ph.D. degrees or their academic equivalents; demonstrate a commitment to the preparation of men and women for the Christian ministry; be an active participant in life of a Christian communion; and possess the ability to work collegially in a Reformed context.

Send inquiries and recommendations to Dean James F. Armstrong, Box 821, Princeton, NJ 08542
(e-mail Academic.Dean@ptsem.edu). Deadline for finished applications: January 15, 2000

Princeton Theological Seminary is an equal opportunity employer.

ST. CLOUD STATE UNIVERSITY

A tradition of excellence and opportunity

MAJOR GIFTS OFFICER

SCSU seeks applications for Major Gifts Officer to begin January 1, 2000. Salary commensurate with qualifications and experience.

RESPONSIBILITIES

The Major Gifts Officer is a professional position in the St. Cloud State University Foundation reporting to the director of development. The major gift officer will identify, cultivate and solicit prospects for gifts of $10,000 or more for current and capital purposes. The major gifts officer will articulate the character, mission and need of St. Cloud State University to alumni, friends, businesses and foundations. The major gifts officer will also staff selected regional constituent outreach activities and direct special projects as determined.

DUTIES AND DELEGATED RESPONSIBILITIES

1. Identify, implement and manage a major gift prospect base for the SCSU Foundation. This prospect base will include capital campaign prospects as well as prospects for significant current gifts and potential planned gifts.
2. Enlist, service and direct the work of volunteers.
3. Identify, cultivate and solicit major gifts for established university
4. Organizing recognition and appreciation methods for major donors.
5. Developing a major gift constituent base in selected national geographic areas including implementation of regional alumni groups in conjunction with the Alumni Office.
6. Remain informed on current methods in the field of major gift development and moves management strategies.

QUALIFICATIONS & EXPERIENCE

1. Bachelor's degree required.
2. Minimum of 5 years fundraising experience in the area of major gift development
3. Evidence of ability to successfully negotiate and close major gifts-independently and in conjunction with volunteers.
4. Effective wtitten and oral communication skills.
5. Ability to work independently and as part of a team.

A Bachelors degree is required. Other qualifications include a minimum of five years productive experience in the field of major gifts and fundraising. Effective writing, oral communication skills and an ability to work both independently and as part of a team are requisites. The successful candidate will have demonstrated ability to work with persons from culturally diverse backgrounds.

APPLY TO

Search Committee
St. Cloud State University Foundation
Alumni House
720 Fourth Avenue South
St. Cloud, MN 56301

APPLICATION INFORMATION & DEADLINE

Please send letter of application, resume and the names, addresses and phone numbers of three professional references to the address above. To receive full consideration, all requested application materials must be received by December 10, 1999 for initial screening. Position open until filled. SCSU is committed to excellence and actively supports cultural diversity. To promote this endeavor, we invite individuals who contribute to such diversity to apply, including minorities, women, GLBT, persons with disabilities, and veterans.

MichiganTech

Provost and Senior Vice President for Academic and Student Affairs

Michigan Technological University announces a search for a distinguished, innovative, and nationally recognized scholar/leader to assist the University in achieving continued exceptional advancement into the next decade. The position is available as early as 1 July 2000.

Responsibilities: The Provost and Senior Vice President for Academic and Student Affairs serves as the chief academic and budget officer responsible for strategic and financial planning related to all academic, research, and student services, including graduate and undergraduate programs. The Provost serves as the Chief Executive Officer of the University in the absence of the President, Dr. Curtis J. Tompkins.

The Provost will work closely with the President, Vice Presidents, Vice Provosts, Deans, Directors, Chairs, faculty, students, and staff to promote scholarship, the growth of the University's research enterprise, and the growth of undergraduate and graduate programs within a diverse, holistic university environment that stresses the unity of teaching, scholarship, and research.

Qualifications - Candidates should possess:

- A record of significant administrative achievement, preferably at a research-oriented university or other institution;
- A demonstrated ability to communicate clearly, effectively, and collegially with the many constituencies whose contributions are required for the success of the University;
- A clear understanding of the mission of a scientific and technological institution, and a vision of how to promote a broad array of activities of national and international scope in teaching, research, and service;
- A record of teaching and scholarly or professional attainment that merits appointment as a tenured full professor within one of the University's departments, preferably demonstrated by credentials that include national or international awards or election to selective national or international societies; and
- An earned doctorate and commitment to shared governance, affirmative action, and diversity.

The University: Michigan Technological University is a comprehensive research university with 6300 undergraduate students, 700 MS and PhD students, and a reputation for exceptional instruction in science and engineering. The University is enjoying success in the growth of its research programs and capital facilities. Michigan Tech is located in the scenic Upper Peninsula of Michigan, at the base of the historic Keweenaw Peninsula near the shores of Lake Superior. Michigan Tech's 400 faculty and 1000 staff are focused predominantly on engineering and science activities in a multidisciplinary setting.

Submit nominations, inquiries, or application materials including a letter of application, vitae, and the names, addresses, and email addresses of five or more references, in confidence, to:

William M. Bulleit, Chair, Provost Search Committee
c/o Human Resources
Michigan Technological University
1400 Townsend Drive
Houghton, Michigan 49931-1295

The University is being assisted in this search by David A. Haley and Lisa Savereid, Isaacson Miller, 334 Boylston St., Suite 500, Boston, MA 02116-3805; Phone: (617) 262-6500; Fax: (617) 262-6509; Email: dhaley@imsearch.com and lsavereid@imsearch.com.

The Search Committee will begin reviewing applications on December 15, 1999 and will continue to do so until the position is filled.

Interested individuals are encouraged to visit **http://www.mtu.edu.**

Michigan Technological University is an equal opportunity, affirmative action employer/ educational institution. Applications from women and minorities are encouraged.

IRCC
INDIAN RIVER COMMUNITY COLLEGE

INDIAN RIVER COMMUNITY COLLEGE

Ft. Pierce, FL

Indian River Community College invites applications for the following full-time faculty positions:

- Automotive Instructor
- Biology Instructor
- Electronic Engineering Technology Instructor
- Respiratory Therapy Director of Clinical Education/Instructor

Applications will be considered until the positions are filled. Please contact (561) 462-4806 or e-mail kduncan@ircc.cc.fl.us to request minimum qualification requirements, job description and employment application. EEO/ADA/DFWP.

UNIVERSITY OF FLORIDA

Special Education Faculty Position Announcement

Assistant Professor, Special Education. Tenure-track position starting August, 2000. This position involves teaching undergraduate and graduate courses related to high incidence disabilities, advisement, supervision, research, and service.

Eligibility requirements: Earned doctorate in an appropriate discipline, professional experience with school age children or youth with disabilities, and evidence of potential for significant scholarly accomplishment. Preference will be given to candidates with experience in university teaching and supervision, proposal writing, and school based research and practice. Applicants must be committed to a collaborative, unified approach to teacher preparation, and an inclusion model of service delivery. Apply to:

Dr. Cynthia C. Griffin
PO Box 117050
University of Florida, Gainesville
FL 32611-7050

Deadline: A letter of application, curriculum vitae, three letters of reference, and reprints of two recent papers must be postmarked by January 21, 2000.

The University of Florida is an EEO/AA employer. Applications from women and minorities are especially welcome.

AMHERST COLLEGE

LECTURER
(SPANISH)

Amherst College, a private undergraduate liberal arts college for men and women, with 1600 students and 165 faculty, invites applications and nominations for the position of Lecturer in the Spanish Department. Located in western Massachusetts, Amherst participates with Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts in the Five College Consortium.

Position will be responsible for teaching a range of courses (six per year) in both Spanish and Latin American literature from the introductory to advanced levels. Candidate must also have the ability to develop and implement Web-based resources for students.

Qualifications: Masters Degree in Spanish; Ph.D. in Hispanic Linguistics with emphasis on second language acquisition, pedagogy and bilingualism required; 3-5 years experience in Spanish language teaching; and native fluency in Spanish, and English. Candidate must have experience in coordinating language teaching assistants and advising in the context of on-campus residences.

This is a full-time position with benefits. The anticipated start date is Fall semester 2000. Candidates should send a letter of application, current curriculum vitae, and the names of three references to: **Chair, Department of Spanish, Amherst College, PO Box 5000, Amherst, MA 01002-5000.** A review of applications will begin January 30. 2000 and continue until the position is filled.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and disabled persons to apply.

UCI
University of California, Irvine

Vice Chancellor for Research and Dean of Graduate Studies

The University of California, Irvine, invites applications and nominations for the position of Vice Chancellor for Research and Dean of Graduate Studies. The Vice Chancellor for Research, Dean of Graduate Studies, reports to the Executive Vice Chancellor. The Vice Chancellor for Research serves as UCI's Campus Compliance Officer responsible for ensuring that UCI research is consistent with University of California policies and procedures as well as federal laws and state statutes, and for overseeing the integrity of research central to the mission of the University. The Vice Chancellor for Research/Dean of Graduate Studies also provides academic leadership to the campus in the areas of research and graduate education.

For the position of Vice Chancellor for Research and Dean of Graduate Studies, UCI seeks a person who is qualified to be a full professor in the University of California system with significant administrative and leadership experience. Essential requirements for this position include prior faculty experience, scholarly or research accomplishments, and the ability to articulate to the general public and university community the needs and goals of the University in order to advance the campus in its pursuit of academic excellence in research and graduate studies. The University of California has a strong commitment to the policies, principles, and goals of affirmative action and seeks an individual who also shares that commitment.

The desired starting date is on or before June 30, 2000. Review of candidates will begin December 1, 1999, and continue until the position is filled. Nominations, applications and requests for additional information should be addressed to:

The Screening Committee of the Vice Chancellor for Research and
Dean of Graduate Studies
501 Administration Building
University of California, Irvine
Irvine, CA 92697-1000
ATTN: Michael Arias (mrarias@uci.edu)
Executive Assistant to the Executive Vice Chancellor

UCI is an Equal Opportunity and Affirmative Action Employer and Educator

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PRESIDENT
Universidad Privada Boliviana
(Private University of Bolivia)
Cochabamba, Bolivia

UNIVERSIDAD PRIVADA BOLIVIANA (UPB), founded in 1993, seeks a new President to begin March 1, 2000 or as soon thereafter as possible. UPB is a selective University offering the bachelors and masters degree primarily in business, engineering and law. The University is committed to educating Bolivia's next generation of entrepreneurial leaders. After only six years, UPB currently enrolls nearly 1000 (FTE) students.

UPB seeks a President who:

- Has a Ph.D. or its equivalent
- Is an experienced and creative academic administrator
- Has proven experience as a manager and leader of a multi-faceted higher educational enterprise
- Has public relations and fund raising experience, including the articulation of vision and mission of the enterprise
- Has a comprehensive understanding of budget building, budget control and the appropriate international standards for displaying and interpreting financial data about the University
- Has the ability to inspire, recruit and lead faculty, staff and students; board members; and community leaders to the cause of the enterprise
- Is supportive of faculty, staff and curriculum development
- Has the ability to build and sustain a team approach to management without sacrificing the proactive leadership role
- Is familiar with Bolivian life and culture or has work experience in South America
- Is a creative writer and speaker, fluent in both Spanish and English
- Is committed to the education of the future leaders of a stronger Bolivia

For more information about UPB, visit our website: **www.UPB.EDU**
Compensation and fringe benefits are competitive.

Interested persons should send a current resume, cover letter (in English) and the names of three references to:

Dr. Douglas G. Trout, President, American Friends of the Private University of Bolivia (AFPUB) 18621 Darden Court, Leesburg, VA 20176 USA
Email: dtatrout@aol.com

Director

The Ohio State University Agricultural Technical Institute and

Associate Dean, College of Food, Agricultural, and Environmental Sciences

The Ohio State University invites nominations and applications for the position of Director for the Agricultural Technical Institute. This person also serves as Associate Dean of the College of Food, Agricultural, and Environmental Sciences.

Responsibilities:

The Director provides dynamic leadership in the promotion, direction, and support of educational activities including local, state, national, and international relations; coordinates an administrative team; plans, coordinates, and oversees all affairs of ATI, including technical-level academic programs, financial affairs, personnel matters, plant operations, research activities, funds development, and public relations.

Qualifications:

- An earned doctorate degree
- Demonstrated excellence in teaching and other scholarly activity
- Tenurable at the rank of Associate Professor considered, and Full Professor preferred
- Recognized vision and leadership abilities
- Demonstrated expertise in college or university-level administration including budgetary, personnel, and academic program development and management
- Excellent communication, public relations, and interpersonal skills
- Ability to evaluate and nurture excellence in scholarship
- Ability to interact with government and business leaders to develop funding opportunities
- Recognized commitment to fostering diversity among faculty, staff and students
- Practical knowledge of business and industry desired
- Background in agriculture, horticulture or education desired

Start Date:

July 1, 2000 or negotiable

Salary:

Highly competitive, commensurate with qualifications and experience.

Materials Required:

Letter of Application, vitae, statement of leadership philosophy and names, addresses and phone numbers of 3 to 5 references should be sent to:

Dr. Mark Headings, Search Committee Chair
Arts and Science and Business Technologies Division
Ohio State ATI, 1328 Dover Rd., Wooster, OH 44691
Phone: 330-264-3911, ext. 1267
E-mail: headings.1@osu.edu
http://ati.ag.ohio-state.edu

Consideration of applications will begin **December 20, 1999**. Applications will be accepted until the position is filled.

The Ohio State University Agricultural Technical Institute is an Equal Opportunity/Affirmative Action employer. Qualified women, minorities, Vietnam-era veterans, disabled veterans and individuals with disabilities are encouraged to apply.

MIDWESTERN STATE UNIVERSITY

Wichita Falls, Texas

President

The Board of Regents of Midwestern State University, a university of approximately 6,000 students offering degrees through the Master's level, invites applications and nominations for the position of President to succeed Dr. Louis J. Rodriguez who will retire August 31, 2000. The President is the chief executive officer of the University, reporting directly to a nine-member Board of Regents appointed by the Governor of the State of Texas.

With an annual budget of over $41 million for the 1999-2000 academic year, Midwestern State is located in Wichita Falls, Texas, a progressive community of 100,000 people in North Central Texas. Founded in 1922, the University offers 47 undergraduate and 16 graduate programs in six colleges, including the Colleges of Business, Education, Fine Arts, Health Sciences, Liberal Arts, and Science and Mathematics. Detailed information regarding the MSU campus, student life and academic programs can be found at **http://www.mwsu.edu.**

Preference will be given to applicants who have:

- An earned doctorate and evidence of successful teaching experience at the university level.
- Proven administrative abilities, to include planning and managing large budgets, preferably at a tax-supported, state university.
- The ability to communicate effectively with and elicit support from the local communities, alumni, and state educational and legislative agencies.
- The highest degree of personal integrity, honesty and ethics in dealing with others, and the strength of character to stand by personal convictions and principles.
- A history of working closely with students to understand their problems and needs.
- An understanding of the changing nature and scope of higher education and its increasing use of distance education, off-campus sites, and the Internet to achieve educational goals.
- A demonstrated commitment to equal rights for all people.

Applications and nominations should be sent to:

Kathryn A. Yeager, Chair
Presidential Search Committee
Midwestern State University
P.O. Box 2100
Wichita Falls, TX 76307

To receive fullest consideration, applications and nominations should be submitted by December 31, 1999, and should include a letter of application, resume, and at least three letters of reference. The appointment will be effective September 1, 2000. Telephone inquiries may be directed to Mr. Steve Holland, Director of Personnel, (940) 397-4133.

Midwestern State University is an Affirmative Action/Equal Opportunity Employer

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WESTERN MICHIGAN UNIVERSITY

DEAN

College of Fine Arts

Western Michigan University invites applications and nominations for the position of Dean of the College of Fine Arts. The Dean is the chief academic and executive officer of the College and provides leadership and vision for its future. Reporting directly to the Provost and Vice President for Academic Affairs, the Dean serves on the Deans' Council, which is involved with University-wide policy and planning issues.

Western Michigan University, a Carnegie Doctoral I university, ranks among the top 100 public universities in the nation, according to the most recent U.S. News and World Report's list of top national universities. Western Michigan University is a vibrant state-supported, student-centered research university with an entrepreneurial culture of more than 27,000 students, located in Kalamazoo, Michigan, halfway between Chicago and Detroit.

Founded in 1972, the College of Fine Arts consists of four widely recognized and nationally accredited academic programs: the Departments of Art, Dance, Theatre and the School of Music. The College offers B.F.A., B.Mus., and B.A. degrees in 19 undergraduate majors, as well as nine master's degree programs in music and art. More than 1,200 performances and exhibitions, which reach audiences of more than 300,000, occur annually. The College's performing arts facilities are among the finest in the United States. Important partnerships have been developed between the College and arts organizations throughout greater Kalamazoo and the State of Michigan.

Applicants must have appropriate administrative experience with a successful record in fiscal responsibilities and personnel matters. Credentials should qualify candidates for tenure at the rank of full professor in one of the College's academic units. Applicants should have an appropriate terminal degree or equivalent experience. Candidates must have evidence of commitment to diversity and, preferably, have a record of securing external funding.

Applications should include a letter of interest addressing special qualifications, a résumé, and the names, titles, addresses, and telephone numbers of five references. Nominations are welcome and encouraged. The screening process will begin immediately and for fullest consideration, materials should be submitted by December 3, 1999. The materials should be forwarded to the following address:

Western Michigan University
Fine Arts Search
Heidrick & Struggles, Inc.
1301 K Street, NW, Suite 500 East
Washington, DC 20005

WMU IS AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER

For further information about Western Michigan University

See http://www. wmich. edu

THE STATE UNIVERSITY OF NEW JERSEY

RUTGERS

Rutgers, The State University of New Jersey
Campus at Camden
Faculty of Arts and Sciences and the Graduate School

FACULTY SEARCHES

Rutgers-Camden, located in the heart of the Philadelphia Metropolitan area, is the southern campus of Rutgers, The State University of New Jersey. The campus includes undergraduate and graduate Arts and Sciences Programs, a Law School, and a Business School offering the M.B.A. and B.S. The Faculty of Arts and Sciences is seeking candidates for the following positions:

Biology - Assistant Professor

Chemistry - Assistant Professor

Computer Science - Assistant Professor (2)

Criminal Justice - Assistant Professor, Deviance and Social Control

Fine Arts - Assistant Professor, Electronic Media and 3-D Animation

Nursing - Assistant Professor, Adult Health and Illness

Physics - Assistant Professor

Psychology - Assistant Professor, Health Psychology

Public Policy and Administration - Chair, Public Policy and Administration, and Assistant Professor, Health Care Management and Policy

Religion - Assistant Professor, Religious and Social Ethics

For specific information about any of these positions, including qualifications and deadlines, see our website at **http://camden-www.rutgers.edu/RUCAM/artsci.html.**

Rutgers University is an Equal Opportunity and Affirmative Action Employer, and strongly encourages applications from women and members of minority groups.

UCI

University of California, Irvine

Executive Vice Chancellor

The University of California, Irvine, invites nominations and applications for the position of Executive Vice Chancellor, the chief academic and budget officer for the campus. Responsibilities extend to all activities of the campus, including developing and coordinating the policy and planning of general campus operations in consultation with the Chancellor; coordinating the policies and operations of the Vice Chancellor; serving as principal liaison for the campus with the Office of the President and other University of California campuses; and serving as principal liaison to the Academic Senate and Deans. The Executive Vice Chancellor acts for the Chancellor in his/her absence. The campus organization consists of approximately 3,700 academic personnel and 8400 career and casual staff personnel with a budget of $750 million.

For the position of Executive Vice Chancellor, the University seeks a person of academic distinction who is qualified to be a full professor in the University of California system. Requirements for this position include demonstrated administrative experience, proven leadership capability, prior successful university teaching experience, and scholarly or research accomplishments. The applicant must have the proven ability to articulate the University's goals of academic excellence in teaching and research to the general public and university community. The University of California, Irvine, has a history of strong commitment to the policies, principles, and goals of affirmative action and seeks an individual who shares that commitment.

Founded in 1965 and a member of AAU, UC Irvine is located on 1,500 acres in coastal Orange County, California. The campus serves 18,000 students in eleven academic units, including 14, 500 undergraduates. In addition to the M.D. degree, advanced degrees are offered in over 40 fields of study. The campus foresees a decade of substantial growth in both its enrollment and campus facilities.

The desired starting date is July 1, 2000. Review of candidates will begin December 1, 1999, and continue until the position is filled. Nominations, applications and requests for additional information should be addressed to:

The Screening Committee for the Executive Vice Chancellor
501 Administration Building
University of California, Irvine
Irvine, CA 92697-1900
ATTN: Ruthann Baker, Executive Assistant to the Chancellor
r2baker@uci.edu

UCI is an Equal Opportunity and Affirmative Action Employer and Educator

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VICE PRESIDENT FOR STUDENT AFFAIRS

QUALIFICATIONS: An earned doctorate, significant experience in student affairs administration, with increasing levels of responsibility, as well as expertise in student support services, personnel supervision, enrollment management, fiscal management of state funds and self-generated revenue, data analysis and crisis management. Personal attributes should include strong interpersonal, problem-solving, and public-speaking skills; a commitment to diversity; the ability to maintain collaborative working relationships with many constituencies; flexibility; energy; and creativity.

RESPONSIBILITIES: The Vice President for Student Affairs reports directly to the President and serves as the principal adviser with respect to student matters. Thirteen principal units with 300 professional and support staff comprise the Division of Student Affairs: Admissions; Registration and Records; Student Financial Aid; Career Services Center; Center for Academic Advising; Housing and Residence Life; International Student Services; Office of Student Life; Recreation and Wellness; Student Educational Opportunity; Student Health Service; University Counseling Center; and the Wyoming Union.

THE UNIVERSITY: Information may be found on the UW web page at **http://www.uwyo.edu.**

APPLICATION PROCESS: Applications should be submitted no later than December 1, 1999. The names, addresses, and telephone numbers of five references should accompany all applications.

Vice President for Academic Affairs
Thomas Buchanan, chair of the Search Committee
VPSA Search Committee
c/o Office of Academic Affairs
University of Wyoming
P.O. Box 3302
Laramie, WY 82071-3302
FAX: 307-766-2606

The University of Wyoming is an Affirmative Action, Equal Opportunity Employer.

RHODE ISLAND SCHOOL OF DESIGN

DEPARTMENT OF ART & ARCHITECTURAL HISTORY

ASSISTANT PROFESSOR
ART HISTORIAN

Salary and benefits competitive; fall 2000. Proven accomplishment in the histories and theories of one of the following: Asian art or Northern or Sub-Saharan African art (including if appropriate, related colonial, post-colonial, and diaspora studies). Teach intro. to art history and electives in area of expertise. Ph.D., demonstrated teaching ability, and record of scholarship. Send letter of application, CV, copies of most recent publications (include SASE if these are to be returned), and names of three references by February 1, 2000 to: Ms. Elsie Cimorelli, Secretary, Art Historian Position Search, Office of Academic Affairs, Rhode Island School of Design, Two College, Providence, RI 02903-2784

ASSISTANT PROFESSOR
HISTORY OF CONTEMPORARY ART AND VISUAL CULTURE

Salary and benefits competitive; September 2000. Proven accomplishment in histories and theories of contemporary including film/video or other time-based media. Teach intro. to art history and electives in field. Interest in collaborative projects with Museum of Art. Ph.D. or equivalent experience. Demonstrated teaching ability publications. Send letter of application, CV, copies of most recent publications (with SASE if these are to be returned), and names of three references by February 1, 2000 to: **Ms. Elsie Cimorelli, Secretary, Contemporary Art Historian Position Search, Office of Academic Affairs, Rhode Island School of Design, Two College, Providence, RI 02903-2784**

RISD is an equal opportunity employer who encourages inquiries and applications from female and minority candidates. RISD does not discriminate on the basis of race, color, age, sex, religion, national or ethnic origin, sexual orientation or disability.

Southern Connecticut State University

SCSU

COMPOSITION PROGRAM COORDINATOR
Assistant or Associate Professor of English
Tenure Track Position, Fall 2000

The English Department of Southern Connecticut State University invites applications for a Composition Program Coordinator.

The University recently announced a major commitment of resources to the teaching of writing. The English Department seeks a Composition Program Coordinator who can contribute energy, ideas, and leadership toward expanding the conversation on writing in the department and the university. The Coordinator position is a three-year, renewable term.

A doctorate in Rhetoric and Composition is required. Excellence in teaching and demonstrated research interests in Composition are required. Administrative experience desirable. The teaching load is six credits per semester, with six credits of reassigned time devoted to the Coordinator position.

Please send letter of interest, curriculum vita, 3 letters of recommendation (teaching letters preferred), sample composition course syllabus, samples of evaluated student papers, and brief statement of philosophy of teaching composition and training teachers of composition (about 500 words) to:

Chair, Composition Director Search Committee
English Department
Southern Connecticut State University
New Haven, CT 06515

All materials must be received by December 7, 1999.

SCSU is an EO/AA employer.
Minorities and women are strongly encouraged to apply.

UNIVERSITY OF MAINE

POSITION ANNOUNCEMENT

The University of Maine invites applications for Director of Multicultural Programs who will advise, counsel, mentor students; assist students in achieving academic, career and personal objectives; act as a liaison to minority student organizations and campus committees addressing multicultural student concerns; provide and promote multicultural awareness programs; acknowledge, affirm, and advocate for historically underrepresented groups; and assist with implementing the university-wide Diversity Action Plan. This is a full-time, twelve-month position. Salary: $32,000-$35,000.

Qualifications: Required: Master's degree; demonstrated experience working with, and sensitivity to individuals of diverse cultural backgrounds, including race and ethnicity; proven energetic and creative leader; excellent oral and written communications, and organizational skills. Preferred: a degree in student personnel or related field; substantial years of experience with: creating and implementing multicultural programs and workshops; assisting campus organizations in planning programs that address social issues within the university community; and developing activities that enhance the entire student body's knowledge of ethnic cultures and celebrations.

Send letter of application, resume, and names, addresses and telephone numbers of three (3) current references to:

Dr. Maureen Smith
Director of Native American Studies Program
314 Dunn Hall
University of Maine
Orono, ME 04469-5748
Review begins 11/22/99

The University of Maine is an EO/AA employer.

Southeast
Missouri State University

Located in Cape Girardeau, Missouri, Southeast Missouri State University is a moderately selective, comprehensive regional state university. Southeast is an "engaged" university supporting a wide array of academic research & public service programs that enrich & extend the learning environment. Cape Girardeau is located on the Mississippi River less than 2 hours south of St. Louis & 3 hours north of Memphis, & serves as the major retail, wholesale, financial, medical, cultural, & educational center for southeast Missouri & southern Illinois.

Southeast Missouri State University has faculty position openings in the following areas. All the jobs listed below are nine-month, tenure-track positions unless indicated otherwise.

Accounting, Finance & Business Law
Harrison College of Business
Human Environmental Studies
Biology
Communication Disorders
Computer Science
Educational Administration & Counseling
Middle & Secondary Education
Elementary, Early & Special Education
Foreign Language
Agriculture
Art
Health & Leisure
Industrial Technology
Kent Library
Mass Communication
Management
English
Physics
Social Work

All candidates should be committed to the teacher/scholar model, public and University service, and a culturally diverse learning environment. For complete job descriptions and application information, visit the University's web site at:

http://www2.semo.edu/provost/faculty/facposcv.htm

AN EQUAL OPPORTUNITY, M/F, AFFIRMATIVE ACTION EMPLOYER

ST. CLOUD STATE UNIVERSITY

A tradition of excellence and opportunity

COLLEGE OF EDUCATION: FACULTY POSITIONS

The College of Education at St. Cloud State University is currently seeking applications for faculty positions, tenure track, to begin Fall 2000. Salaries are competitive and commensurate with experience.

CHILD AND FAMILY STUDIES: Assistant Professor Early Childhood Education. Application deadline: January 14, 2000 or until filled.

HEALTH, PHYSICAL EDUCATION, RECREATION AND SPORTS SCIENCE: Assistant/Associate Professor of Wellness and Health Education. Application deadline: December 23, 1999 or until filled.

TWO POSITIONS IN SPECIAL EDUCATION: Assistant/Associate Professor of Special Education. Application deadline: January 18, 2000 or until filled.

TWO POSITIONS IN SECONDARY EDUCATION, TEACHER DEVELOPMENT: Assistant Professor-Middle/High School Education. Application deadline: January 18, 2000 or until filled.

ELEMENTARY EDUCATION, TEACHER DEVELOPMENT: Assistant Professor in Elementary Education. Application deadline: January 10, 2000 or until filled.

OFFICE OF CLINICAL EXPERIENCES: Director of Clinical Experiences. Application deadline: January 24, 2000 or until filled.

For complete list of job responsibilities, qualifications, application information and deadlines, go to the St. Cloud State University web site:

http://condor.stcloudstate.edu/~affact/EMPLOYMENT.HTML

If you do not have access to the internet, please call 320-255-3023 for more information.

SCSU is committed to excellence and actively supports cultural diversity. To promote this endeavor, we invite individuals who contribute to such diversity to apply, including minorities, women, persons with disabilities, GLBT and veterans..

DEAN

COLLEGE OF HEALTH & HUMAN PERFORMANCE

The University of Maryland invites applications and nominations for the position of Dean of the College of Health & Human Performance. The College is composed of the Departments of Family Studies, Health Education, and Kinesiology. The College houses a Wellness Research Lab for Faculty and Staff and the Family Service Center for area families.

The Dean has responsibility for approximately 65 faculty, 920 undergraduate students, and 233 graduate students in the three departments. Health Education offers bachelor's, master's, and doctoral degrees and a Gerontology Certificate through the Center of Aging housed within the department. Kinesiology, which has been consistently ranked in the top 20 programs nationally since 1930, offers bachelor's, master's and doctoral degrees. Family Studies offers a bachelor's degree and two master's degree programs, a program in Family Studies and an accredited Marriage and Family Therapy program. The College has an annual budget of approximately $5.1 million and has experienced substantial growth in research productivity over the past several years, with currently $4 million per year in research support. The College is housed in modern facilities and possesses state-of-the-art experimental laboratories and facilities.

The Dean is expected to provide innovative leadership to build upon the excellent research and educational activities within the College. The primary responsibilities of the position include providing academic leadership; maintaining and enhancing opportunities for development with alumni and government and industrial partners; and supplying administrative oversight and direction. Candidates should have qualifications for a tenured full professorship in one of the College's departments, a distinguished record of scholarly achievement, a strong commitment to excellence in teaching, research, and service, demonstrated administrative ability, a demonstrated record of promoting diversity, and excellent interpersonal and communications skills. The Dean reports directly to the Senior Vice President for Academic Affairs and Provost, the chief academic officer for the University.

College Park is the flagship campus of the University System of Maryland with over 2,000 faculty, 25,000 undergraduates and 8,000 graduate students and has a proud tradition of academic excellence. The University is located in College Park, Maryland approximately 8 miles from the U.S. Capitol.

The preferred starting date for this position is July 1, 2000. Review of applications will continue until the position is filled. For best consideration, applications should be received by December 15, 1999. Applications and nominations, including a cover letter, curriculum vitae, and the names of at least three references should be sent to: **Search Committee, Dean for Health and Human Performance, 1119 Main Administration Building, University of Maryland, College Park, MD 20742.**

For more information about the College of Health and Human Performance, please visit their web site at (**www.inform.umd.edu/HLHP/**).

The University of Maryland is an equal opportunity employer, and women and minorities are encouraged to apply.

UNIVERSITY OF
MARYLAND

1923

DEAN

College of Engineering and Physical Sciences

University of New Hampshire

The University of New Hampshire invites nominations and letters of application for the position of Dean of the College of Engineering and Physical Sciences.

The University: The University of New Hampshire is located in Durham on a 188-acre campus, 60 miles north of Boston, 8 miles from the Atlantic coast, and is convenient to New Hampshire's lakes and mountains. This is a Land Grant, Sea Grant and Space Grant institution enrolling 12,500 students, with a full-time faculty of over 600, offering over 90 undergraduate and more than 70 graduate programs.

The College of Engineering and Physical Sciences is one of the University's six schools and colleges, with 1,100 undergraduate majors and 400 graduate students. Its Dean is responsible for the administration of the college's academic programs in engineering, physical sciences, and mathematics; its interdisciplinary programs; affiliated research centers; fundraising; and oversight of capital campaign projects.

The Dean: The successful candidate will have a demonstrated commitment to undergraduate and graduate education and research in engineering, physical sciences, and mathematics. He or she will have had successful administrative experience including personnel and program management, program evaluation, program development, budget development and management, and planning as well as a significant record of accomplishment in teaching and research. A terminal degree in an appropriate field is preferred or significant administrative experience. Above all, the Dean must possess the leadership skills to work effectively with faculty, students, and administrators within the University as well as with diverse constituencies outside the University.

The Dean oversees academic programs in nine departments: Chemical Engineering, Chemistry, Civil Engineering, Computer Science, Earth Sciences, Electrical and Computer Engineering, Mathematics, Mechanical Engineering, and Physics, along with the Engineering Technology Program. The college's academic and research faculty secure some $27,000,000 in external research funding annually. The Dean is involved with several on-campus research centers, including the Institute for the Study of Earth, Oceans, and Space, the Environmental Research Group, the Marine Program including the ocean Engineering Program and the new Center for Coastal and Ocean Mapping. Initiatives in Environmental Technology, Materials Science, and Communication Technologies are also underway.

Applications: Nominations and letters of application should include the name, address, phone and email address of five references, and should be submitted to:

CEPS Dean's Search Committee
Office of the Provost and VP for Academic Affairs
Thompson Hall 207
University of New Hampshire
Durham, NH 03824

The Committee will begin review of applications immediately and will continue until the position is filled. Date of appointment will be no later than July 1, 2000.

UNH is strongly committed to achieving excellence through diversity. The University actively encourages applications and nominations of women, persons of color, people with disabilities, and members of other underrepresented groups.

Search Extended

ASSISTANT DIRECTOR

The Office of Multicultural Student Affairs within the Division of Student Affairs at

Virginia Commonwealth University

Virginia Commonwealth University, an urban institution committed to a multicultural and diverse environment, invites applications for the position of ***Assistant Director of the Office of Multicultural Student Affairs.*** The successful candidate will assist the Director provide leadership which helps to create and maintain a campus environment conducive to racial, ethnic and cultural diversity. The Office of Multicultural Student Affairs has a primary responsibility to students who identify as African American, Latino, Asian American, Native American and International students who are permanent residents.

RESPONSIBILITIES: Administrative duties, managing the Center for Multicultural Activities, supervising of student staff, advising multicultural student groups, planning and promoting events and activities.

QUALIFICATIONS: Masters level degree in Student Personnel, Student Development or related area. Experience working with multicultural students required. Excellent communication skills (written and oral) required. Administrative sills required. Program and event planning experience required. Supervisory experience desired.

SALARY: Commensurate with experience.

Review of applications will continue until the position is filled. Cover letter and resume should be sent to: **L. Victor Collins, 901 Floyd Ave., Box 843017, Richmond, VA 23284-3017.**

Virginia Commonwealth University is an equal opportunity, affirmative action employer. Women, minorities, and persons with disabilities are encouraged to apply.

Geneseo

COLLEGE AT GENESEO
STATE UNIVERSITY OF NEW YORK

FACULTY POSITIONS FALL 2000

SUNY Geneseo is a highly selective, primarily undergraduate institution located approximately 30 miles south of Rochester, NY. The college has been ranked among the best public undergraduate institutions in the country by several rating services. Geneseo is a member of the Council of Public Liberal Arts Colleges.

ART: Fiber art and foundation.

CHEMISTRY: Bioorganic chemistry.

COMPUTER SCIENCE: Positions available at all ranks depending on qualifications.

COMMUNICATION- MEDIA STUDIES: Mass media, media Criticism, and broadcasting.

COMMUNICATION- ELECTRONIC MEDIA: Lecturer in radio and television.

ECONOMICS: Micro/Macroeconomics and monetary theory or industrial organization.

EDUCATION- SOCIAL STUDIES: Social studies education.

EDUCATION- READING EDUCATION: Two specialists in reading and literacy methods.

EDUCATION- SPECIAL EDUCATION: Four special education specialists.

EDUCATION- EARLY CHILDHOOD: Early childhood education.

ENGLISH: 20th century drama and N. American drama, including multiethnic.

GEOGRAPHY: Human geographer with background in environmental/physical geography.

GEOLOGY: Environmental geosciences.

HISTORY: U.S. historian.

MATHEMATICS: Statistician.

POLITICAL SCIENCE: Comparative politics and international politics.

PSYCHOLOGY: Specialist in developmental psychopathology.

For complete descriptions: **http//www.geneseo.edu/%7Epeyper/rptFaculty.html** or contact **D. Gordon, Associate Provost, 1 College Circle, SUNY Geneseo, Geneseo, NY. 14454.** SUNY Geneseo is an Affirmative Action/Equal Opportunity Employer. Women and minorities are encouraged to apply.

OSHKOSH

DEAN OF COLLEGE OF EDUCATION AND HUMAN SERVICES

UNIVERSITY OF WISCONSIN OSHKOSH

The University of Wisconsin Oshkosh is seeking applications and nominations of individuals qualified for appointment as Dean of the College of Education and Human Services. For additional information, visit **http://www.uwosh.edu/positions/positions.html.**

Application Procedures: Interested candidates should submit a letter of interest that addresses the qualifications above; a current resume as well as names, position titles, addresses, and telephone numbers of three (3) references to:

Dr. Margaret Genisio, Chair
Search and Screen Committee for Dean
College of Education and Human Services
University of Wisconsin Oshkosh
800 Algoma Blvd., Dempsey 335
Oshkosh, WI 54901
Phone: 920-424-7231 or 920-424-4000
FAX: 920-424-0247
E-Mail: genisio@uwosh.edu

Application Deadline: The deadline for nominations and applications has been extended from November 22, 1999 to December 13, 1999.

The University of Wisconsin Oshkosh
is an Equal Opportunity/Affirmative Action Employer.

Nominees and applicants may request in writing that their identity not be revealed. The names of those not making such a request and the names of all finalists must be revealed upon request under state law

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ORANGE COAST COLLEGE

DEAN

LITERATURE & LANGUAGE

Orange Coast College, Costa Mesa, CA (www.occ.cccd.edu) has an opportunity for a full-time, 12 month per year, educational administrator. Reporting to the V.P. of Instruction, this position will coordinate the development of the division's schedules; provide instructional resources within established budgets; oversee implementation of current employment contracts and assist in the communication, promotion, and publicity of the division's programs. Minimum qualifications include master's degree (or equivalent), 3 years full-time teaching preferably at the community college level and demonstrated leadership of Literature and Languages educational programs. Knowledge or experience in one of the division's disciplines; a background in program accreditation and the ability to develop and implement grant programs is desirable. Annual salary range $57, 084-$86,290 plus excellent benefits.

To apply: Call or visit the District Personnel office to obtain a complete job description and required application form, #38-O-00, which must be submitted by the closing date of 11/30/99. *Resumes cannot be accepted in lieu of required application.*

Coast Community College District
1370 Adams Avenue
Costa Mesa, CA 92626
(714) 438-4714 or 438-4715

Equal Opportunity Employer
www.cccd.edu

MONTANA
STATE UNIVERSITY
BOZEMAN

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

Montana State University-Bozeman invites applications and nominations for the position of Provost and Vice President for Academic Affairs. Required qualifications include: an earned doctorate or appropriate terminal degree; a record of progressively responsible administrative experience in a university setting; a distinguished record of teaching and research/creative activities; and a demonstrated record in service and outreach. Nominations and applications will be accepted until position is filled. For a complete list of qualifications and application procedures, contact: **Dean JB Bancroft, Chair, Provost Search Committee, 217 Cheever Hall, MSU, Bozeman, MT 59717. Telephone: 406-994-4405, email: jb@montana.edu.**

Detailed information is available at:
http://www.montana.edu/msuinfo/jobs/prof/

ADA/EO/AA/Veteran's Preference. Claim veteran's preference or request accommodation from HR/AA, MSU, Bozeman, MT 59717. [(406) 994-2042; TDD: (406) 994-4191].

California State Polytechnic University, Pomona

VICE PRESIDENT FOR ACADEMIC AFFAIRS

California State Polytechnic University, Pomona, invites applications and nominations for the position of Vice President for Academic Affairs.

The University: California State Polytechnic University, Pomona, is a comprehensive, public university with a polytechnic emphasis in the application of science, technology, and the arts, to the needs of the professions and the society. Additional information is available at the university web site: http://www.csupomona.edu.

Duties and Responsibilities: The Vice President for Academic Affairs reports directly to and works closely with the President, and serves as the chief executive officer in the President's absence. As the university's chief academic officer, the Vice President fosters high quality academic programs and ensures maintenance of the university's academic standards. The Vice President provides visionary leadership to all colleges and academic divisions of the university; directs the recruitment and selection of all academic personnel previews and recommends action on appointment, retention, tenure and promotion of faculty; participates in the development and fund-raising activities of the university; and consults with the Academic Senate and other constituencies.

Qualifications: The successful candidate will demonstrate or have:

- An earned doctorate from an accredited institution, and qualifications for an appointment as a tenured full professor in an academic department;
- A distinguished record of achievements in teaching, scholarship and service;
- A clear commitment to excellence in education, and visionary leadership for the development of high quality academic programs;
- Proven ability to promote the professional growth of students, faculty, and staff;
- At least three to five years of successful experience as an academic administrator in higher education at progressive levels;
- Understanding (with experience desirable) of resource planning and allocation in the context of a large, preferably a multi-campus university system;
- A collaborative style of leadership in order to work effectively with various internal and external constituencies within the context of a shared governance system;
- Strong commitment to the educational equity goals of the university and its increasingly diverse ethnic, cultural, and international character; and
- Strong support for the university's mission and advancement goals.

Send nominations and completed applications to:

Chair, Search Committee, Vice President for Academic Affairs
c/o President's Office
California State Polytechnic University, Pomona
3801 West Temple Avenue
Pomona, CA 91768-4020

Nominees for the position will be invited to apply. A complete application will include the following: a) a letter of interest, including a statement of how the candidate satisfies the position qualifications listed above; b) a current curriculum vitae; c) the names, titles, addresses, and telephone numbers of five colleagues who can provide current assessments of the candidate's qualifications for the position. Finalists for the position should be prepared to provide three letters of reference upon request.

The university seeks to fill this position by June 1, 2000. Review of completed applications will begin on February 1, 2000, and will continue until the position is filled.

Salary is competitive and includes a comprehensive benefits package.

California State Polytechnic University, Pomona is an Equal Opportunity, Affirmative Action Employer. Cal Poly Pomona subscribes to all state and federal regulations and prohibits discrimination based on gender, race, sexual orientation, national origin, disability, marital status, age, religion, or veteran status. The university hires only individuals lawfully authorized to work in the United States.

SUMMER 2000

Universidad Complutense

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Three or six weeks of intensive Spanish language study from:

July 6th to July 27th Cost (with scholarship) $1,995

or

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Includes: round trip airfare New York/Madrid/New York, three meals a day, room accommodations and instruction at Colegio Mayor Santa Maria de Europa of Universidad Complutense.

For information, **Write or Fax** your request to:

Center for International Studies
42-32 De Bruin Drive
P.O. Box 451
Fair Lawn, NJ 07410-0451
Tel.: (201) 845-9744 FAX: (201) 368-0433

Pending approval and funding, the University of San Francisco invites applications for a tenure-track position in Public Relations at the Assistant Professor level, anticipated to begin in the Fall 2000.

Teaching responsibilities may include inter alia, Public Relations Writing, Public Relations Theory, Public Relations Research and Campaigns, Public Speaking, and other courses according to the candidate's specialty. Competency in related areas, such as advertising and organizational communication is also desirable. The faculty member will assist in building a public relations program, develop and advise the PRSSA chapter, and assist with Public Relations internships. Because the University of San Francisco is a Jesuit institution situated in a culturally diverse region, the new program will emphasize nonprofit and international PR; professional public relations experience in either of these areas is extremely desirable.

QUALIFICATIONS: University teaching experience, evidence of a strong commitment to teaching, evidence of scholarship, an earned doctorate by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required. The candidate will be expected to develop an independent and ongoing research program.

Applicants should submit a letter of application, curriculum vitae, graduate transcripts, brief description of research plans, copies of recent research papers, statement of teaching philosophy, evidence of teaching ability including copies of teaching evaluations, and three letters of recommendation to:

Rhonda Parker, Chair, Public Relations Search Committee
Department of Communication Studies, University of San Francisco
2130 Fulton Street, San Francisco, CA 94117-1080

Applications must be received by January 7, 2000, in order to ensure full consideration.

The University of San Francisco is a private, Catholic and Jesuit institution and particularly welcomes candidates who will positively contribute to such an environment. USF is an Equal Opportunity and Affirmative Action Employer, and will provide reasonable accommodations to individuals with disabilities upon request.

Position Announcement

HEAD DEPARTMENT OF AGRONOMY

Purdue University's nationally and internationally recognized Agronomy Department is seeking a dynamic head with a creative vision for plant, soil, and environmental sciences.

The department has 45 faculty and 90 professional, clerical, and technical staff. Undergraduates (170 students) major in plant genetics and plant breeding, environmental soil science, soil and crop science, soil and crop management, agronomic business and marketing, applied meteorology, international agronomy, and turf science. Graduate (80 students) and research programs include: plant genetics and breeding, plant biology, soil and environmental sciences, turf science and cropping systems. Faculty participate in interdisciplinary programs in biochemistry and molecular biology, genetics, geographic information systems and remote sensing, plant physiology, water resources, and in the Environmental Science and Engineering Institute, as well as the interdisciplinary undergraduate program in natural resources and environmental science. The department has a productive research partnership with USDA/ARS in both crops and soils. Extension education serves crops, soils, and environmental clientele across Indiana and the nation. The department is committed to international dimensions of the discipline and has historically been engaged in global education and research.

The department is housed in newly remodeled offices, laboratories, and greenhouses and has excellent field research capabilities near campus and at locations across the state. The department's annual budget is approximately $9.5 million, with more than $4 million from extramural sources. Additional information about the department can be obtained at **http://www.agry.purdue.edu.** Purdue University is committed to the continued development of this internationally recognized department.

QUALIFICATIONS:

The successful candidate must have an outstanding record of scholarly achievement and a demonstrated commitment to excellence in research, teaching, and extension. Excellent interpersonal, communication, decision-making, and administrative skills are required. The person must be skilled in building teams and in managing interdisciplinary research, extension and education programs. Candidates must have an earned doctoral degree and be eligible for tenure at the rank of professor.

Qualified persons should submit a letter of application; a statement of research, teaching, extension, and administrative philosophy; and complete curriculum vitae with addresses and telephone numbers of five references. Applications will be reviewed beginning December 1, 1999 and review will continue until the position is filled. Send applications, nominations, and inquiries to:

Professor Robert Nielsen
Chair, Department of Agronomy Head Search Committee
1140 AGAD Building
Purdue University
West Lafayette, IN 47907-1140
Phone: (765) 494-5456
Fax: (765) 494-7420

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UTD

THE UNIVERSITY OF TEXAS AT DALLAS SCHOOL OF MANAGEMENT

FACULTY POSITION IN INFORMATION SYSTEMS & ACCOUNTING

The School is recruiting one (1) tenure track/tenured faculty member to teach and conduct research in Information Systems and Accounting beginning September, 2000. Appointment at Assistant, Associate or Full Professor level will be considered, depending upon the qualifications of the candidates. Appointees must have a Ph.D. degree or equivalent and demonstrate the ability to conduct a nationally recognized research program. Graduate education in a university emphasizing research training and ability and interest for interacting with faculty colleagues on research projects in related disciplines are desirable. Candidates must present evidence of excellence in teaching and a record of scholarly publication in refereed journals commensurate with their level of appointment. Applicants should send a complete curriculum vitae (educational history, teaching, research and other pertinent work experience, list of publications, current research papers and presentations, and the names, addresses and telephone numbers of three references) to: **Academic Search #4075, The University of Texas at Dallas, P.O. Box 830688, M/S Ad 23, Richardson, TX 75083-0688.** Indication of sex and ethnicity for Affirmative Action statistical purposes is requested but not required. Review of applicant materials will commence November, 1999 and will continue until the position is filled or the search is closed on May 31, 2000. The University of Texas at Dallas is an Equal Opportunity Affirmative Action employer and strongly encourages applications from candidates who would enhance the diversity of the University's faculty and administration.

Trinity College

Hartford, Connecticut

EDUCATIONAL STUDIES

The Educational Studies Program is seeking an outstanding new faculty member to serve as an assistant professor for a three-year contract position. The program offers both an interdisciplinary major and teacher preparation for undergraduates.

The successful candidate will teach both introductory courses and upper-level seminars, and offer a field of specialization compatible with a liberal arts curriculum (such as science, mathematics, psychology, sociology, anthropology, or economics).

Teaching or research experience in K-12 classrooms in urban areas is required; student teacher supervision experience desirable. Earned doctorate in Education or appropriate field must be in hand by August, 2000.

Trinity is one of the nation's few top-25 liberal arts colleges located in an urban center, with several campus-community initiatives linked to inner-city development and education reform, including a $175 million, multi-school Learning Corridor to open in Fall 2000. Trinity also promotes international study through Global Learning Sites and affiliated programs. See website **(http://www.trincoll.edu/depts/educ)**.

In cover letter, describe teaching experience, research agenda, and community service. Include CV, a writing sample, a syllabus/outline for a proposed course, graduate transcript, email address, and three letters of recommendation.

Mail to **Prof. Jack Dougherty, Educational Studies Faculty Search, Trinity College, 300 Summit Street, Hartford CT 06106.** Review of applications begins December 15th. For application questions, contact **Gay Weidlich, office administrator, (860-297-2472) or (gay.weidlich@trincoll.edu).**

Trinity College is an equal opportunity, affirmative action employer. Women and minority candidates are especially encouraged to apply.

WILLIAMS COLLEGE

Gaius Charles Bolin Fellowships for Minority Graduate Students

2000-2001 Academic Year

In 1985 Williams College established the Gaius Charles Bolin Fellowships to underline the importance of encouraging able minority students to pursue careers in college teaching. The Bolin Fellowships enable two minority graduate students to devote the bulk of their time during the academic year to the completion of dissertation work.

Named in honor of its first black graduate, who was admitted to Williams in 1885, the Bolin Fellowship will be awarded for minority students who are working towards the Ph.D. in the humanities or in the natural, social or behavioral sciences.

ELIGIBILITY: Applicants must be U.S. citizens, and must have completed all doctoral work except the dissertation by the end of the current academic year.

TERMS: The stipend for 2000-2001 is $26,000. The College will also provide housing assistance, academic support including office space and computer and library privileges, and an allowance of up to $2,500 for research-related expenses.

During the year of residence at Williams, the Bolin Fellows will be assigned faculty advisers in the appropriate departments, and will be expected to teach one-semester course.

APPLICATION: Candidates should submit two full sets in hard copy form (electronic applications will not be accepted) of each of the following materials, postmarked by January 1, 2000, to be received by January 10, 2000:

- a full curriculum vitae
- a graduate school transcript and three confidential letters of recommendation
- a copy of the dissertation prospectus, preferably limited to 10-15 pp.
- a description of teaching interests

RESPOND TO:

David L. Smith
Dean of the Faculty
Hopkins Hall
Williams College
Williamstown, Massachusetts 01267

NOTIFICATION: Candidates will be notified of the Selection Committee's decision by early March, 2000.

Williams College, a coeducational liberal arts institution, offers an outstanding undergraduate education to its 2,000 students. The college has built its reputation on a long tradition of outstanding teaching and scholarship and on the academic excellence of its students. Among the opportunities that Williams offers its students and approximately 260 faculty members are interdisciplinary programs and centers, including the Oakley Center for the Humanities and Social Sciences, the Multicultural Center, extensive library and museum collections, computer center and well-equipped laboratories.

An Affirmative Action/Equal Opportunity Employer

UNIVERSITY OF ILLINOIS AT SPRINGFIELD

Located in the state capital, the University of Illinois at Springfield is the third campus of the University of Illinois. The UIS campus serves over 4,000 students in 19 graduate and 20 undergraduate programs. The academic curriculum of the campus emphasizes a strong liberal arts core, an array of professional programs, extensive opportunities in experiential education, and a broad engagement in public affairs issues of the day. The campus offers many small classes, substantial student-faculty interaction, and a technology enhanced learning environment. Its diverse student body includes traditional, non-traditional, and international students. Its faculty are committed teachers, active scholars, and professionals in service to society.

UIS is seeking assistant professors (except where noted below) in the following disciplines, beginning **August 16, 2000.** All candidates must have an earned doctorate prior to beginning employment.

College of Business & Management

- Business Administration - National City Bank Professorship of Banking & Finance (B.B.A., M.B.A.)
- Business Administration - Production/Quantitative Methods (B.B.A., M.B.A.)
- Management - Organizational Behavior, Development, or Theory (B.A.)
- Management Information Systems (M.S.)

College of Education & Human Services

- Human Services/Social Work (B.S.W., M.A.)
- Educational Administration (M.A.)
- Human Development Counseling - 2 Positions (M.A.)

College of Liberal Arts & Sciences

- African-American Studies (Minor)
- Chemistry - Inorganic/Environmental (B.S.)
- Communication - Public Communication (B.A., M.A.)
- Computer Science - 2 Positions (B.S., M.S.)
- English - American Literature/Professional & Technical Writing (B.A., M.A.)
- History - Asian History (B.A., M.A.)
- Liberal Studies (B.A.)
- Psychology - Educational Psychology, Specialty in Statistics (B.A.)
- Sociology/Anthropology (B.A.)
- Women's Studies - Social Sciences (Minor)

College of Public Affairs & Administration

- Doctor of Public Administration - Assistant or Associate Professor - Public Administration, Public Policy & Evaluation, Public Management, Nonprofit Management
- Environmental Studies - Risk Analysis & Policy Analysis with Expertise in Air, Land, Or Water (M.A.)
- Political Studies/Illinois Legislative Studies Center - State & National Legislative Process/Politics (B.A., M.A.)

For further information about any of these positions contact:

Lawrence Johnson
Associate Chancellor for Affirmative Action - PAC 583
University of Illinois at Springfield
P.O. Box 19243
Springfield, Illinois 62794-9243
or by phone at 217-206-6222

UIS is an affirmative action/equal opportunity employer. Persons with disabilities, women, and minorities are encouraged to apply.

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¡PUNTO FINAL!

IN PRAISE OF ERNESTO GALARZA

Dr. Carlos Muñoz, Jr., award-winning author of* Youth, Identity, *Power, teaches in the Department of Ethnic Studies at the University of California-Berkeley. He received the 1999 Scholar of the Year Award from the National Association of Chicana and Chicano Studies.

Most of us who are succeeding can credit our mentors and role models with giving us the nurturance and/or inspiration we needed to get where we are. I had a very special role model–the late Dr. Ernesto Galarza (1905-1984). He inspired me and others of my generation to become scholar activists–committed to a scholarship and pedagogy aimed at the betterment of Latinos, especially the economically and politically disadvantaged. His life and legacy is not well known.

Galarza rose from poverty to become one of the pioneers and foremost shapers of the Latino intellectual experience in the U.S.–the first Mexican American to receive a Ph.D. in history and political science, the first to be a leader in the labor movement, the first nominated for a Nobel Prize in literature–a true Renaissance man. He was a poet, a social scientist, and an historian who transcended rigid disciplinary boundaries.

Born in Jalcocotan, a mountain village in Mexico, he came to the U.S. at age eight with his mother and uncle, during the 1910 Mexican Revolution. They settled in Sacramento and worked in the agricultural "factories of the fields." A child laborer, his field work did not distract him from his love of learning. Galarza graduated with honors from high school, won a scholarship, graduated from Occidental College with Phi Beta honors in '27 and, in '29, from Stanford with an M.A. in Latin American History, then on to Columbia, working toward a Ph.D.–the first Mexican American admitted at both graduate schools. The Depression and World War II delayed his Ph.D. until 1944.

Galarza and his wife, Mae, founded a progressive elementary school in N.Y. He also worked as a researcher for the Foreign Policy Association, rapidly becoming a noted expert on Spanish and Latin American affairs.

When the Spanish Civil War broke out in 1936, Galarza, a militant anti-fascist, supported the Loyalists fighting the Hitler-supported forces in Spain, and helped promote the Abraham Lincoln Brigade. When Hitler invaded Poland in 1939, Galarza went to work for the Pan American Union (later named the OAS), creating and heading a Division of Labor and Social Information for Latin America. His research and travels throughout the Americas enabled him to become a strong voice against facism and for democracy. He observed firsthand the oppressive conditions confronting the poor and working classes. He lobbied for their interests in written reports, in public speeches, at conferences, and in meetings with high-ranking Latin American and U.S. officials.

When the President of Bolivia was assassinated with the support of the U.S. Department of State, Galarza denounced the U.S. role and was forced to resign from the Pan American Union. The Bolivian government later honored him for promoting human rights and democracy in the Americas. Galarza declined a nomination to become Secretary-General of the UN and a Harvard professorship to work for the Arkansas-based Southern Tenant Farmer's Union. "I don't know how many opportunities I have had to make money...," he wrote to a sister in 1952. "But...I could not see cutting myself off from the world that really bore me–my mother's world and that of her people."

A labor leader more than 10 years, Dr. Galarza organized the first farmworkers union, long before César Chávez, leading strikes and simultaneously researching the inner workings of the agricultural corporations and government agencies serving the needs of private wealth. He wrote books about oppressive conditions faced by U.S. farmworkers and the cheap labor brought from Mexico by the Bracero Program, created by Congress in WW II. *Merchants of Labor* was pivotal to the program's termination. *Spiders in the House and Workers in the Fields* showed how government laws, regulations, and agencies were manipulated to undermine the struggle to unionize farm workers. *Farm Workers and Agri-Business in California* captures the rise of agricultural corporate power. Galarza joined LBJ's "War on Poverty." He persuaded the Ford Foundation to fund community programs aimed at urban Latino barrios.

In 1971, he founded a bilingual education laboratory, envisioning a way for children to retain their Latino culture and identity despite acculturation. His children's series, *Mini-Libros*, exemplified his belief that it is possible to remain a Latino in spirit and consciousness within a society that does not respect cultural diversity.

Dr. Galarza's life and work left a vibrant intellectual legacy. He proved it possible to be a scholar and active citizen. He was both a "man of fire" and a man of quiet dignity, deeply committed to social justice. He remains a source of inspiration, especially to those of us struggling for educational change.

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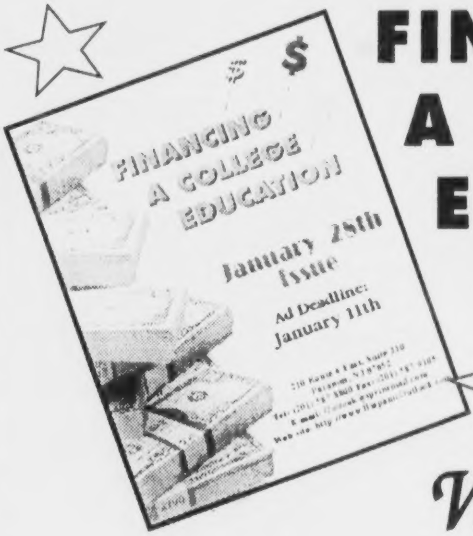
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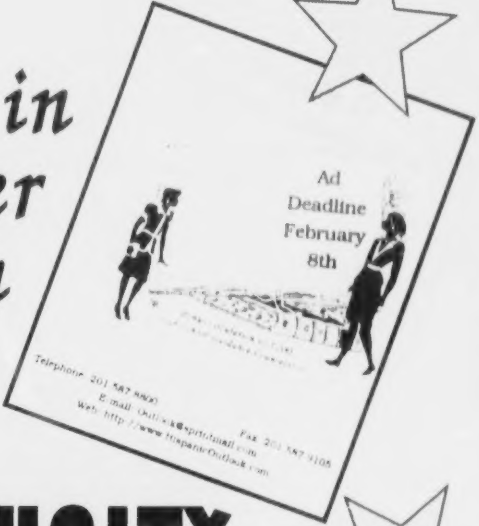
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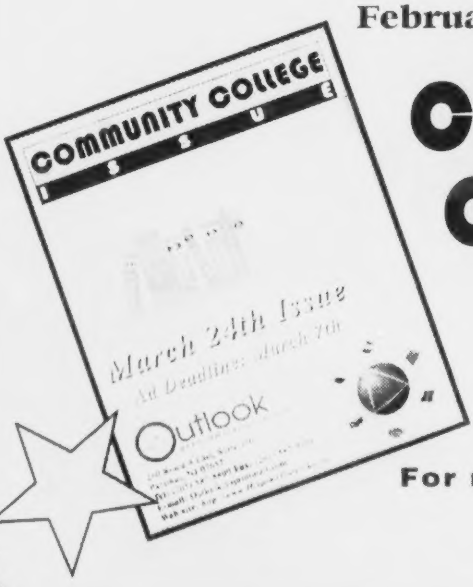
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COMMUNITY COLLEGE ISSUE

March 24, 2000

Ad deadline:

March 7, 2000

For more information please contact us at:

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Fax: (201) 587-9105

E-mail: Outlook@sprintmail.com

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¡PUNTO FINAL!
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CONTRIBUTORS: Inés Pinto Alicea, Luz Arcila, Roger Deitz, Amalia Duarte, Pat Hanson, Steve Harmon, Angela Provitera McGlynn, Gustavo Mellander, Eduardo Mendieta, Alfredo Quiñones-Hinojosa, Pedro L. Ramirez, Gary Stern, Doug Tattershall

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**
The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652.
All correspondence should include author's full name, address, and phone number.

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A CAPITOL VIEW

Going to College: Public Perceptions

BY GUSTAVO A. MELLANDER

Those of us in higher education believe in the personal and societal benefits of going to college. But what about the rest of the country? Do they agree?

The National Center for Public Policy and Higher Education has issued a report that will be of comfort to all in higher education. The Center is an independent, nonprofit, nonpartisan organization. Further, it is not affiliated with any institution of higher education or government agency, so we can assume its findings to be academic and unbiased.

The Center reports that 75 percent of Americans believe a college education is more important today than it was ten years ago. That is one of the major findings of its study, *The Price of Admission: The Growing Importance of Higher Education*. The report has found its way to congressional offices on the Hill and onto Department of Education desks in Washington, D.C. The policy wonks love it!

It has been widely read and now, as Washington gears up for an election year, is being widely quoted. It follows the popularly held belief that the expenditures, tuition, and fees of going to college are just far too high. Congresspersons have heard from their constituents. Bipartisan attention to the issue has been enhanced by the report's findings of widespread support for higher education. It reports that 89 percent of the American public believes that all qualified and motivated students should be able to attend college.

Public opposition to tuition increases is fierce and unrelenting. Eighty-five percent of survey respondents feel that students and families are currently doing all they can to pay for college. Interestingly, the public is evenly divided on who should do more to absorb additional costs–the colleges and universities or the taxpayers or both.

Politicians outside of Washington have been listening as well. Governors throughout the nation have pressured their state institutions to keep tuition from rising. The double-digit increases of a few years ago are over.

The study found that while Americans are still concerned about access to higher education, public anxiety about students being shut out of college has diminished somewhat since the recession of the early 1990s, when an earlier survey about American attitudes toward higher education was conducted.

In addition, Americans believe that students from low-income families comprise the group most likely to be shut out of college. This, in spite of the variety of state and federal assistance programs.

Even though many middle-income families still have their own problems to cope with, many acknowledge that low-income groups face the greatest barriers to college opportunities. The findings clearly suggest that low family income is more of a barrier to access than is race or ethnicity. Some states with high Hispanic populations, populations that have not been well served by colleges and universities, would arrive at a different conclusion. Income is important, but if institutions do not exist in highly populated Hispanic areas, enrollment is adversely affected as well.

In an example of accepting responsibility, an overwhelming number of Americans, 91 percent, believe that the benefit a student derives from college depends mostly on the amount of effort he or she puts into it. That contrasts sharply to the 71 percent of respondents who thought so in 1993.

Other Findings

•43 percent of Americans think a college education is more difficult to obtain now than it was ten years ago. This number is down from 55 percent in 1993, when much of the country was mired in recession and when tuitions were rising sharply.

•86 percent believe that high school graduates should go on to college because in the long run they will have better job prospects, compared to 79 percent in 1993.

•85 percent think it is a "fair" or "poor" idea to raise college prices, up from 80 percent in 1993.

•87 percent expressed concern that students are incurring too much debt to meet college costs, compared to 81 percent in 1993.

•77 percent agree that students appreciate the value of a college education more when they have some personal responsibility for paying for it.

•44 percent think that higher education should bear more of the burden of increased costs and increased demands through teaching more classes and cutting costs, and 46 percent believe that taxpayers and state government should absorb a greater share of the costs.

Future Plans

The Center, with offices in San Jose, California, and Washington, D.C., is determined to be a force in the creation of higher education public policy. For the near-term future, the Center intends to focus particularly on the following questions:

Who should be served by higher education?

How should financial responsibility for college be shared among students and families, higher education institutions, and state and federal policy-makers?

What are the most effective and productive ways for government to invest in higher education?

How can public policies encourage cost effectiveness in higher education?

How can state and federal policies stimulate and encourage increased quality?

Copies of *The Price of Admission* report are available from the National Center for Public Policy and Higher Education at (408) 271-2699 or <http://www.highereducation.org>.

Dr. Mellander is a professor at George Mason University.

State Universities and Land-Grant Colleges Embracing Change

BY
AMALIA DUARTE

Among the external impacts cited by Magrath are reduced public funding for higher education, the country's rapidly changing demographics, new technologies, and the need to be more connected with the community at large.

This past fall, a campaign aimed at stopping binge drinking among college students created a buzz. It featured full-page advertisements in major newspapers including the *New York Times*, *USA Today*, and *Wall Street Journal*, a Web site, and a best-practices brochure highlighting what campuses were doing to combat this problem.

This publicity-generating project was just one of many diverse initiatives recently launched by the nation's oldest higher education organization, the National Association of State Universities and Land-Grant Colleges (NASULGC). Graham Spanier, president of Pennsylvania State University, a member of NASULGC, came up with the idea for the binge-drinking campaign. And, in fact, Penn State already leads by example. The university sponsors alcohol-free nightclubs at the student union, where students can enjoy comedians, listen to concerts, play interactive games, and watch movies. "Too many students are ending up in the emergency rooms of local hospitals. Students are dropping out of college before graduating. And much of the crime involving college students is related to excessive consumption of alcohol," said Spanier. "If we are going to succeed in addressing this public health issue, we need the interest and support of the general public."

While NASULGC's roots date back to 1887, when it began as an association for land-grant schools, the group's focus today is on cutting-edge issues such as distance learning and corporate-campus partnerships. Representing more than 200 land-grant and public universities in all 50 states, the organization is busy establishing a direction and blueprint for the next century. "We believe that the environment impacting higher education will continue to change in the new century–in the years ahead," said NASULGC President C. Peter Magrath, "and so we need to change as a result."

Among the external impacts cited by Magrath is reduced public funding for higher education, the country's rapidly changing demographics, new technologies, and the need to be more connected with the community at large.

"Universities are not perfect, and at times we've appeared to be arrogant and indifferent and smug," said Magrath. "Sometimes, our attitude has been, 'Just give us the money, and leave us alone.' Well, we recognize that's wrong. It doesn't work, and we have to be more responsive."

Another significant trend faced by NASULGC schools is declining enrollments. From 1990 to 1997, the Association saw enrollment go down throughout the country, except in the Rocky Mountain and

Dr. Peter Magrath, NASULGC president

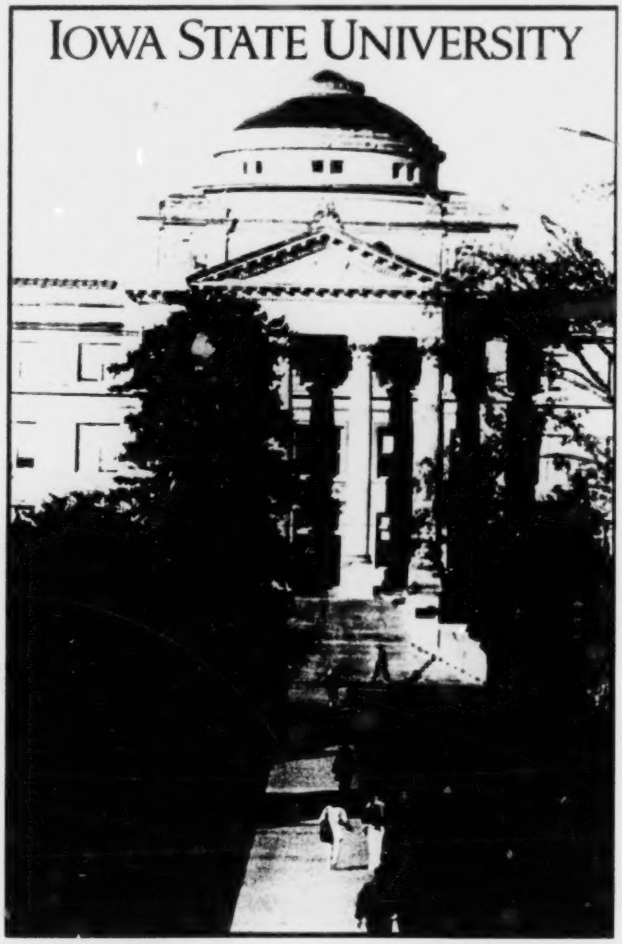
Southeast regions. In the New England region, for example, enrollment dropped by nine percent, and in the Plains region–Iowa, Kansas, Minnesota, Montana, Nevada, North Dakota, and South Dakota–enrollment was down by eight percent.

While the overall percentage of students attending NASULGC schools has shrunk, minority enrollments are sharply up. During that same time period, Hispanic enrollment at NASULGC schools rose by 24 percent to 200,000, African American enrollment grew by 16 percent to 287,000, and enrollment among Asian/Pacific Islander increased by 38 percent to 226,000. Native American enrollment went up by 40 percent to 27,000. (NASULGC includes the 29 Native American tribal schools that are members of the American Indian Higher Education Consortium, which attained land-grant status in 1994.)

With all of these changes in the background, the association has undertaken a major look at where it needs to go in the 21st century. The blueprint comes in a series of reports in the form of letters to public university officials, issued by the Kellogg Commission on the Future of State and Land-Grant Universities. The commission was created by a $1.2 million grant given by the W.K. Kellogg Foundation and includes 27 former public and land-grant university presidents. Together, the letters will frame a vision for reforming public higher education and outline action steps for change.

The Reports

So far, four reports have been issued, with the final report expected by the spring of 2000. The reports released to date focus on the *Student Experience, Student Access, The Engaged Institution,* and *A Learning Society*. While the reports' recommendations are voluntary, they carry the weight of coming from some of higher education's top leaders. Penn State's Spanier serves as chair. John V. Byrne, former president of Oregon State University, is the commission's executive director, and Dolores Spikes, president of the University of Maryland Eastern Shore, is commission vice chair. The commission also includes the presidents of Ohio State, the University of Minnesota, Texas A&M University, the University of Vermont, Iowa State University, and Tuskegee University.



Each report offers specific recommendations for change and also best practices already under way at member institutions. In the initial report, entitled *Returning to Our Roots: The Student Experience*, the commission stated, "Our key challenge is twofold. We must maintain our legacy of world-class teaching, research, and public service. At the same time, in a rapidly changing world, we must build on our legacy of responsiveness and relevance." Magrath said the bottom line is that universities have to "put the students' needs first."

One university at the forefront of trying to make changes in this area is Pennsylvania State University. The school's five-year-old William A. & Joan L. Schreyer Institute for Innovation in Learning brings together a cadre of faculty, administrators, and students to work on creating a new culture of undergraduate education at Penn State. According to a report from the institute, progress has been made. "While faculty once shied at our challenge to think of a lecture-less classroom, they now grow comfortable with terms like active learning, collaborative learning, problem-based learning, studio courses, learning teams, and learner focus." The group has sponsored presentations on innovations in pedagogy, university-wide conferences on how to change organizations and use information technology, and public lectures on university restructuring and problem-based learning.

In the second report entitled *Returning to Our Roots: Student Access* the commission wrote that it is "committed to promoting expanded access to an excellent system of public higher education, one that successfully delivers high-quality instruction to all, practically on demand. Creating and maintaining such a system requires that we address several issues: the academic preparation of traditional students, institutional admissions policies, the need to improve student support services, and institutional flexibility to meet the needs of non-traditional learners."

The issue of access is, of course, a vital one for Hispanic students. "Most of us support affirmative action. It's not something that is going to go away, although we have to abide by the parameters of the law," said Magrath. "We have to be open to making it possible for all students–not just the privileged, White majority–to have the opportunity to contribute. Access has to be fundamental."

The report offers a concrete example of increasing access to under-served students. At most institutions, dismissed students are required to "sit out" a semester or maybe even a year. But a program for such students at the University of New Orleans, called New Visions, takes a more supportive approach.

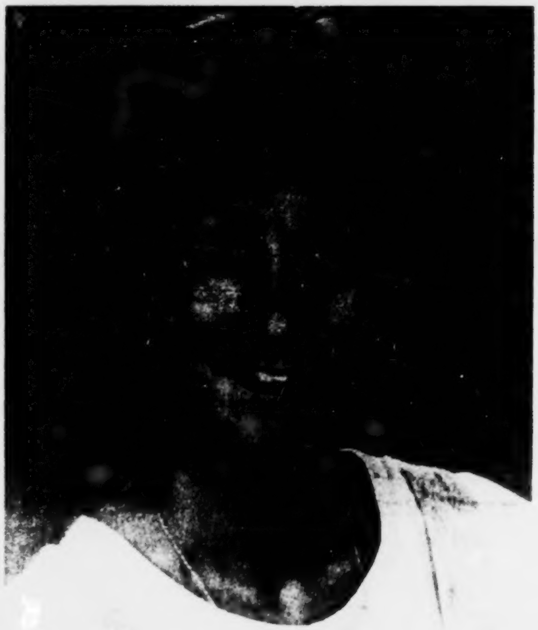
Students are allowed to re-enroll immediately if they are willing to meet certain conditions, including meeting with a counselor and spending a specific amount of time at study locations on campus. And they must agree to remain in the program for at least two consecutive semesters and are required to earn a "C" average or better during their first term of participation. An important aspect of this program is that ordinarily, students dropped from the university lose their financial aid eligibility. But New Visions counselors work with the financial aid office so that students can have their aid restored right away.

In the third report, *Returning to Our Roots: The Engaged Institution* Iowa State University, where an agricultural crisis became a catalyst for change, is a leading example. In the mid-1980s, Iowa State established an economic development plan and launched several technology development and technology transfer initiatives to support this plan. The result has been a rapid growth in the number of undergraduate programs that engage students in real-world activities and experiences. An example cited is that the school's College of Engineering requires all bachelor's degree graduates to have co-op or internship experience. And a Saturday MBA program began in 1993 to offer local business people an opportunity to further their education.

The most recently released report, *Returning to Our Roots: A Learning Society*, calls for NASULGC members to become institutions that support lifelong learning. "It's the assumption now that we are in a knowledge-driven world, and it has to be from kindergarten through life," said Magrath. "New technology forces change. And so we have to educate students, not just to get a degree, but to become lifelong learners."

> ***At the University of Florida, the Bright Futures Mentoring Program, which pairs students with children who live in local public housing, has repeatedly won funding from HUD.***

At the University of Florida, the Bright Futures Mentoring Program pairs students with children who live in local public housing neighborhoods. They meet children at centers twice per week to work on school-related activities and to become familiar with the child, family, and neighborhood. The program started in 1990 when the local housing authority and police approached the school about helping area children. "The timing was perfect," recalled Professor Elizabeth Bondy, who runs the program for the School of Teaching and Learning. "We in elementary teacher education were concerned about how we could do a better job of preparing our pre-service teachers to work with increasingly diverse student populations."


Elizabeth Bondy professor at The University of Florida

For the children, it's a chance for one-on-one tutoring. The program has repeatedly won funding from the U.S. Department of Housing and Urban Development (HUD). And year after year, parents sign their children up for tutoring.

For the college students, it's a learning experience about a part of Gainesville that's 20 minutes by car but totally unfamiliar. "Some of them are scared because all they've seen of these neighborhoods is what's in the media," said Bondy. "Once they begin to know their child, they start to say things like, 'Gosh I can't believe how smart and wonderful he is. I like being with him. He is so interesting.'"

A fifth, not-yet-issued report will explore the culture on campuses. Magrath hopes these reports will act as a rallying cry to lead his association into the next century. "There is a revolution going on in higher education, and we need to provide leadership," he said. "We are becoming a nation of minorities. And these under-served populations have to be brought in. There are new technologies changing the way we can learn. And we can't go on being business as usual."

Amalia Duarte is an editor in Public Relations at Lucent Technologies.

The Birth and Growth of Land-Grant Institutions

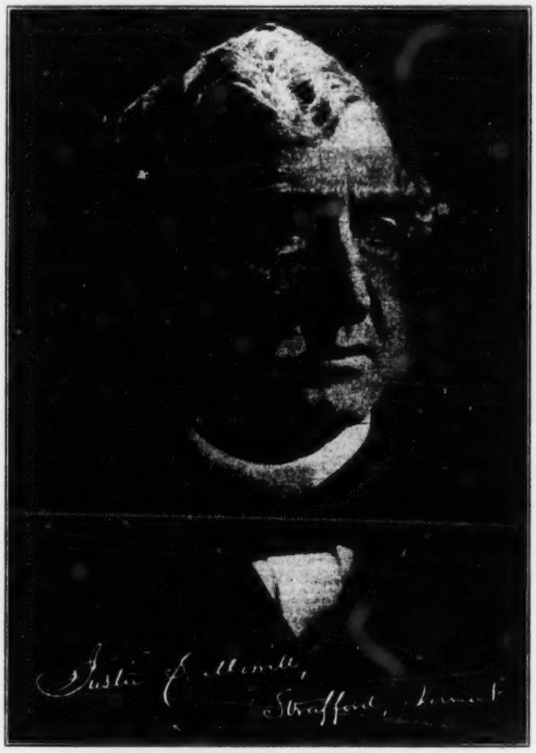
Conceived by Morrill as "Social levelers"

BY PAT HANSON

Historian and novelist James Michener felt that The Morrill Act changed the social structure of American education. He wrote that it was one of the two greatest acts of legislation in the union, the second being the GI Bill of 1945. The Land-Grant Act gave legislators from each state 30,000 acres of federal land and stipulated that "income from that land be used for the endowment, support, and maintenance of at least one college...to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life." The law specified that the "leading object" of the colleges would be the teaching "of such branches of learning as are related to agriculture, mechanics...[and] military tactics," although not to the exclusion of "other scientific and classical studies."

In short, this act represented the first federal intervention in public education in U.S. history. It expanded American higher education to include practical training along with the classical studies traditionally offered only to clergymen, teachers, physicians, and lawyers. The result was a vast network of free, state-run agricultural and engineering colleges, which eventually grew into such public institutions as the Universities of California, Illinois, Maine, Minnesota, Wisconsin, and Wyoming, as well as Iowa State, Purdue, Penn State, and Texas A & M, to name a few.

With the industrial revolution under way and a rapidly expanding nation in desperate need of better educated frontiersmen to build the West, Congress created a new type of college where ordinary citizens could learn farming and engineering. at public expense. At the beginning of this century, the newly created land-grant universities supplied the scientific research programs that discovered and tested the methods that helped revolutionize American agriculture. Crop rotation, hybrid seeds, and chemical fertilizers are among the best-known results.



Sale or use of this land raised enough money for the colleges to operate, but the endowments gradually became depleted. A second bill, also introduced by Senator Morrill, in 1890, provided for an annual federal appropriation for each college, then of approximately $30,000. In states with racially segregated colleges, the subsidies were split between White and Black land-grant colleges. Today the 105 land-grant colleges and universities have between 2.5 and 3 million students. The federal government provides only about a tenth of their revenues, the rest coming from state and local government, endowments, private and public gifts and grants, and student fees.

Although all land-grant colleges are now desegregated, African Americans continue to constitute the majority of the students at formerly all-Black colleges.

In 1994, Senator Jeff Bingaman, a junior senator from New Mexico, created another bill that created a third type of land-grant university–29 Native American tribal colleges.

The land-grant colleges and universities featured in this issue of ***The Hispanic Outlook*** carry on the legacy started by Justin Morrill in the late 1800s, a legacy inspired in large part by his own lack of a formal education. Morrill wanted education to change society, to reach out to the common people, to serve the community.

During his 44 years in congress as both a representative and a senator, Morrill was also an outspoken advocate for improving the architectural quality of Washington, D.C. He was responsible for the construction of several buildings now regarded as landmarks, most notably the Library of Congress. Completed in 1897, one year before his death, the nation's library is a fitting memorial to his lifelong quest for better education. At the groundbreaking ceremony for New Mexico State University's new twenty-two-million-dollar Agriculture and Science building, Executive Vice President and Chief Officer John Owens mixed soil from the 19th-century Vermont homestead of Senator Justin Smith Morrill with the very ground that had been dedicated to establish the university in 1862 by the signing of The Land-Grant Act by President Lincoln.

"We know that mixing Senator Morrill's beloved homestead soil with the treasured soil of Hiram Hadley's New Mexico A & M campus will be smiled upon by both of these great 19th-century educational builders. We also hope that each of us will remember that for countless centuries, men and women have taken sustenance from the soil and that they also have built strong institutions upon it."

New Mexico State University at Las Cruces

Reaping, Wrangling and Researching

BY PAT HANSON

The first Hispanic to head a land-grant agricultural research station, Fabian Garcia, of NMSU's first graduating class in 1894, achieved national prominence as a horticulturalist.

What do chiles, conflict resolution, and environmentally friendly bricks have in common? They are among the many things for which New Mexico State University (NMSU) has received national recognition. It is also the only land-grant university in the Carnegie Foundation's Research I category that qualifies as a Hispanic-serving institution.

NMSU was founded as Las Cruces College in 1888 when New Mexico was still a territory and was established as a land-grant college–New Mexico College of Agriculture and Mechanic Arts–by the Territorial Legislature in 1889. Located at Las Cruces, a city of about 78,000, on the old Camino Real between Mexico City and Santa Fe, it lies near New Mexico's borders with Texas and Mexico. The geography features desert, mesas, the farmlands of the Rio Grande Valley, and the Organ mountains of the Rocky Mountain chain.

Las Cruces is a community in which public officials–the mayor, the sheriff, school board members, the public school superintendent, judges, doctors, senior executives–are as likely as not to be Hispanic .

At the college, of the 15,400 students enrolled, about 46 percent are minorities–39 percent of them Hispanic. The faculty-student ratio is one to 17.1, with nine percent of faculty Hispanic. Seventy-three bachelor's degree, 51 master's degree, and 24 doctoral programs are offered through six colleges: Agriculture and Home Economics, Arts and Sciences, Business Administration and Economics, Education, Engineering, and Health and Social Services.

Since 1988, the number of minority undergraduates in The College of Agriculture and Home Economics at NMSU has more than doubled. Indeed, three-quarters of total student growth between 1988 and 1998 was in minorities, mostly Hispanic. Incoming classes resemble New Mexico's high school graduating classes as never before. Hispanic students come from farms and ranches and from major metropolitan areas, including El Paso, Texas, only 40 miles away.

NMSU was named one of the nation's best values in higher education by *America's 100 Best College Buys, 2000* for being above average academically but below average in cost. For the 1999-2000 academic year, tuition is $1,251 for full-time undergraduates who are New Mexico residents, or $4,083 per semester for full-time non-resident undergraduate students.

NMSU's Cooperative Extension Service provides off-campus

Groundbreaking ceremony

research-based education in all 33 of New Mexico's counties. Its College of Agriculture and Home Economics has 26 affiliated clubs, including a rodeo team, which has featured National Collegiate Rodeo finalists in recent years, among them steer wrestler C.J. Aragon. Its two-time national champion Western Equitation team one year included Shannon Salazar. Agriculture and Home Economics Associate Dean I. Miley Gonzalez is on leave as Under Secretary at the U.S. Department of Agriculture SDA and was listed last year as one of the nation's 100 most influential Hispanics by *Hispanic* Magazine.

Horticultural Advances

Rural traditions are an important part of Anglo and Hispanic lifestyles in the Las Cruces area. The Mesilla Valley is still dominated in many ways by an agricultural economy, and chile, in particular, is part of the local psyche. The smell of roasting chile is a sign of autumn there, the way apple picking is in the Midwest. When new students arrive at New Mexico State University for their student-run orientation, they are taken to "chili-camp," a program that consists of the typical introduction to campus life but also features a chili cook-off. That is because New Mexico is the leading state in pungent chile production, with more than 21,000 acres under cultivation in 1998.

Fabian Garcia, a member of NMSU's first graduating class in 1894, achieved national prominence as a horticulturalist. As the first Hispanic to head a land-grant agricultural research station in the country, he developed the first viable commercial chile pepper and as a result became the father of the southwestern food industry. Innovations over many years in onions, cotton, pecans, and chile peppers by the college's Agricultural Experiment Station continue to bring federal recognition to the university.

Professor Paul Bosland, chief geneticist and chile breeder, and head of NMSU's Chile Pepper Institute, carries on Garcia's legacy today. He invented a not-hot jalepeño in hopes that some people who don't eat chili now will get hooked. Ten years in the making, the new not-hot jalepeño and an equally not-hot green chili might develop vast new markets for New Mexico's chile farmers.

This year a computer society at Harvard, in its *Annals of Improbable Research*, awarded him an "Ig Nobel Prize." Actual Nobel award winners confer these honors "to celebrate the unusual, honor the imaginative, and spur people's interest in science." Professor Bosland, on receiving the biology prize in Boston "for breeding a spiceless jalapeño chile pepper," congratulated the awarders for knowing New Mexico was a state of the union. The northeastern U.S. is a prime target market for the not-hot jalepeños.

New Mexico State University is offering free seed packets of NuMex Primavera, the jalapeño, and of NuMex Conquistadao, the green chile. Send your name and address to: NuMex Primavera, Chile Pepper Institute, Box 30003MSC, New Mexico State University, Las Cruces, NM 88003. The Institute produces a newsletter and books on Capsicum-related subjects, research on cultivating new varieties of chiles, and preventing agricultural diseases. It sponsors the annual scholarly New Mexico Chile Conference, serves as a bank to preserve chile germplasm, and is an international clearinghouse and archive for related information.

Pipeline Activities

NMSU is a member of HACU, the Minority Outreach, Recruitment, Education/Employment consortium, and of the Bridge for Success partnership, a USDA/HSI venture encouraging Hispanic students to pursue food, agriculture, and related science careers.

The university is a leader in the effort to attract talented minority students to "underrepresented" fields. Two long-standing programs at NMSU have been very effective. The Minority Biomedical Research Support Program (MBRS) was established at NMSU in 1974 to attract ethnic minority students and ultimately increase the number of minority graduates pursuing careers in biomedical research. During its 23 years, 316 minority graduates have completed 206 bachelor's degrees, 39 master's degrees, and 20 Ph.Ds. Of the undergraduates, 81 percent have gone on to graduate schools and professional schools in the biomedical sciences.

The Minority Access to Research Careers (MARC) program annually provides fellowships of tuition, fees, and living stipend to juniors committed to research in physiology, chemistry, bio-chemistry, microbiology, or molecular biology. All fellows engage in an eight- to 10-week research experience at an off-campus site, with expenses paid to present their research at a national conference.

Conflict Resolution

The U.S.-Mexico Conflict Resolution Center at NMSU is one of the smallest but busiest of the arbitration and mediation groups organized as a result of NAFTA, the trade agreement linking the U.S., Mexico, and Canada. NMSU has taken the lead in promoting cooperation as the key to resolving regional cross-border disputes with Mexico. The issues involved are as varied as water, sales of laser radiation equipment, and a fair market price for pecans.

Nancy Oretskin was an untenured professor of business at NMSU in 1993 when she sent a grant proposal to her senator, Pete. V. Domenici (R-N.M.). She realized that while the NAFTA agreement included an article encouraging arbitration and other means of alternative dispute resolution, it had failed to create an organization to carry out the work. "The Center was created to help mediate conflicts, but it also does training and education. It has served a valuable role in exposing officials on both sides of the border to the concept of alternate dispute resolution," Oretskin said.

Executive VP and Chief Officer Dr. John Owens

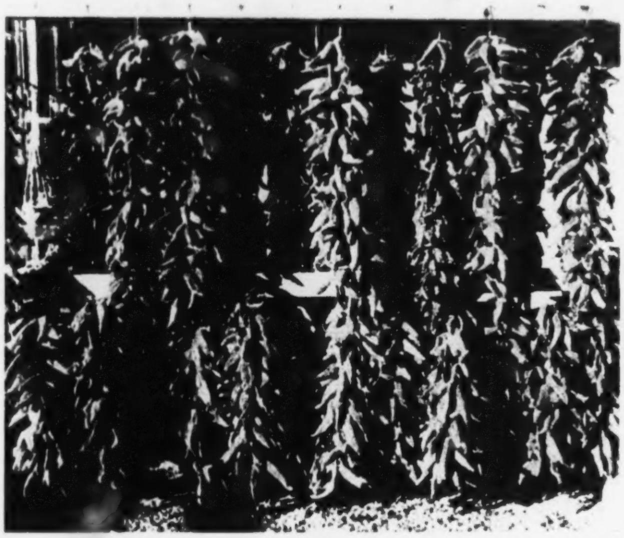
Arbitration and mediation are relatively new concepts in the Mexican legal system, where until recently many Mexican legal experts argued that they were unconstitutional. This June, in cooperation with the trade ministry, NMSU's Conflict Resolution Center sponsored a conference in Mexico City for the three NAFTA countries. One hundred fifty Mexican judges attended to learn about arbitration and mediation. The center has received more than $1.5 million in earmarked congressional funds, and handled between 15 and 20 cases.

Center Takes on Water Policies

Water policies are often controversial in desert areas. However, Jose Garcia, director of the Center for Latin American Studies at NMSU, believes that "examining issues from a regional cross-border perspective can help the area plan for more efficient use of resources." With the help of a $400,000 grant from the Hewlett Foundation, shared with the Houston Area Research Center, Garcia and a team of researchers will work with area managers, experts, analysts, and water users to communicate the unique nature of water issues in each section of the region. Within two years, they hope to lay the foundation for mutually agreeable water polices. Garcia said that he hopes the project will serve as a pilot for other regional policy issues. "We're not trying to erase borders or jurisdictions," Garcia said; "we're trying to increase awareness that in the long run, regional, not subregional, solutions must be implemented to solve regional problems."

Border Cultures Research

NMSU was one of only ten U.S. colleges to receive challenge grants from the National Endowment for the Humanities last year. This $450,000 will seed the Southwest and Border Cultures Institute, which will collect cultural materials for use in humanities research that can help Southwest communities. Materials might range from Indian pottery to collected papers of political figures. The grant will also support research that has direct results in the community. "The classroom is being extended out into the community," said Reed Dasenbrock, director of the Arts and Sciences Research Center. "Students go off-campus to work with social agencies or catalog historical buildings."



Activist Centers

The mission of NMSU's Center for Latin American Studies is to stimulate scholarship on Latin America, provide outreach to the public and to public schools on Latin America, and to serve as a clearinghouse on related activities at the NMSU campus. It publishes an online news digest focused on border-area issues, *Frontera Norte Sur* (www.nmsu.edu/~frontera/main.html). Recent issues highlighted changes in the INS policy that extends the border area that Mexicans are able to travel through without special permission.

Education experts from around the country come to Las Cruces every summer for an annual conference on Teaching Spanish to Native Speakers, sponsored by NMSU's Office of Minority Recruitment and Retention. Each year, the conference attracts teachers, linguists, researchers, and the general public. Cecilia Rodriguez-Pino, director of NMSU's Institute for Native Speakers, called it "the only conference I know of that focuses on the field of heritage language instruction. Other language conferences might have only two or three sessions out of 100 that address the needs of native Spanish-speakers."

NMSU is also known for its efforts in getting health care professionals to work in the under-served areas along the U.S.-Mexican Border. In Doña Ana County, where the college resides, there are about 35 isolated colonias, or unincorporated small communities, some lacking a basic infrastructure such as running water, septic systems, and waste water treatment plants. NMSU's Southern Area Health Education Center and its Border Health Education Training Center, funded by grants from the U.S. Health Resources & Services Administration (HRSA) and the Kellogg Foundation, link graduate students in pre-medicine, nursing, anthropology, social work, public health, and even business, to field experiences designed to meet community needs.

Environmental Concerns

The Department of Health Science will be adding a new major in Environmental and Occupational Health, proposed for the 2000-2001 school term, which arose out of a direct need to address local community problems. Down the road in neighboring El Paso/Juarez, hundreds of new *maquiladoras*, or factories, have arisen right across the border as a result of NAFTA. Many are releasing chemicals into the water system and pollution into the skies. "While environmental regulations in Mexico are strict on paper, they are rarely enforced," said Daryl Smith, program coordinator of SoAHEC. "This could be said for New Mexico as well."

Mexico is noted for its attractive brick works and pottery. Many consumers and companies might be unaware, however, of the environmental hazards that go along with producing brick on a large scale. Brick-making kilns spew thick soot into the atmosphere on a daily basis. With the help of funds from the Environmental Protection Agency and a few charitable foundations, Robert Marquez, a Ph.D. candidate in NMSU's chemistry department, has invented a new brick-making kiln that could virtually eliminate pollution from brick kilns. Some two million people who live along the border near El Paso/Ciudad Juarez are exposed on a daily basis to smoke that streams out of 400 brick kilns in the Juarez area of Mexico. Marquez's kiln has reduced the grams of contaminate released per minute into the atmosphere from 250-750 to just two grams per minute. Now with a prototype in place, the EPA is ready to promote the new kiln on a massive scale in Mexico. Marquez and his associate, Antonio Lara, a chemistry and biochemistry professor, believe the Marquez Kiln will easily catch on in Mexico and elsewhere because the oven actually saves between 50 and 75 percent in fuel costs for brickmakers.

So whether it be for its food, its culture, the community, or its scholarship, NMSU remains "one of the best values in higher education in the country."

1844

Attracting Hispanic Faculty

Individual and Group Efforts Paying Off

BY GARY M. STERN

As one might expect, three of the top four universities with the highest percentage of Latino full-time faculty, based on a study produced by the U.S. DOE's Office of Postsecondary Statistics in 1995, were located in cities with large Hispanic populations. The first three–the University of Miami at 12 percent, New Mexico State University at eight percent, and Arizona State University at five percent–are located where large numbers of Latinos live. But fourth on the list was the State University of New York (SUNY) at Albany at five percent.

Albany is known as the capital of New York, a place where Democrats bicker with Republicans (and vice-versa), but it's not a place where one can find *café con leche, arroz con pollo*, or many Latinos, compared to Miami, Tucson, or Albuquerque. In order to attract 28 full-time Latino faculty to its full-time staff, SUNY at Albany has made a concerted effort to expand its diversity and reach out. It managed to attract Latino staff over the last few years, during which the college was downsizing its faculty from 700 to 500 full-time members. SUNY at Albany also ranks first among all SUNY schools in the percentage of bachelor's degrees awarded to Hispanics.

Its influential Latin American and Caribbean Studies department has played a central role in helping attract Hispanic faculty, explained Dr. Carlos Santiago, associate provost and dean of graduate studies. Dr. Santiago himself has been a factor in spearheading the university's initiative to compete for talented Latino scholars. In the early 1970s, a Puerto Rican Studies program emanated from sit-ins organized by students against a university not known for its diversity. That Puerto Rican Studies program turned into the thriving Latin American and Caribbean Studies department that now has 22 full-time faculty. "That department has helped us establish a core group of Latino faculty," Dr. Santiago noted. The department now offers specialties in Latin American Literature, Latino Cultural Studies, and Spanish, so it can appeal to a variety of scholars. When prospective Latino/a faculty visit SUNY at Albany and meet the department's nearly two dozen full-time members, it sends a strong message that Hispanic scholars are welcome on campus and will not be marginalized.

Dr. Carlos Santiago, associate provost and dean of graduate studies at SUNY at Albany

Knowing that Albany is competing with elite schools nationwide for the limited number of Latinos earning doctorates, Dr. Santiago is actively networking to learn about available "talent."

"The Latin American and Caribbean Studies Department is interdisciplinary," explained Dr. Edna Acosta-Belén, a professor of Latin American and Caribbean Studies and Women's Studies. The fact that the department is interdisciplinary allows other departments to hire talented Latino scholars who also teach courses in Latin American and Caribbean Studies. Therefore, Latin American and Caribbean Studies "is not an isolated unit but integrated into the university," said Dr. Acosta-Belén. Other universities' Women's Studies and Asian Studies departments have emulated that model. Since SUNY at Albany is a research university, having Latino professors from many areas helps the school attract a diverse group of researchers. Latino faculty are attracted to many specialties, including a Ph.D. program in Spanish, master's degree in Latin American and Caribbean Studies, bachelor's degree in Puerto Rican Studies. "You get people represented in many disciplines who play a role in recruiting," she noted.

Dr. Edna Acosta-Belén, LACS, SUNY at Albany

"Our approach is to focus not only on Latin American countries but also those populations that are in regions populated by the 30 million Latin Americans and Caribbeans outside of that area."

The Latin American and Caribbean Studies Department takes a "hemispheric" view of its discipline, which also helps attract faculty, said Acosta-Belén. "Our approach is to focus not only on Latin American countries but also those populations that are in regions populated by the 30 million Latin Americans and Caribbeans outside of that area," she said.

But it's the university's openness and commitment to diversity that has played a key role in attracting Latinos. When the political science department was looking for a professor with a specialty in international relations, Dr. Santiago brought to the department chair a resume of an excellent Latino scholar, but one who did not have international relations expertise. The Latino scholar was interviewed and so impressed the department's chair and search committee that an additional budget line was added and the scholar was hired on at a junior level. "We can only do this when the faculty member is a member of an underrepresented group," the university's provost noted.

Once the Latino scholar is hired at SUNY at Albany, he or she often joins a mentoring program. Many faculty from this core group of staff in Latin American and Caribbean Studies and Latino staff in other departments mentor junior Hispanic staff who are hired. "To be around people who are linguistically and culturally in tune helps them with personal issues. It also helps them to get to know faculty and become a part of a close-knit faculty," Dr. Santiago stated. At many schools, Latino faculty are isolated, particularly at colleges not located in Miami, Dallas, or Chicago, but at SUNY at Albany, the critical mass of 28 full-time faculty and additional part-time staff encourage them.

To reach out to Hispanic scholars, the university has established a joint appointment policy. A professor of biology, for example, who has an interest in Latin American Studies, is granted a joint appointment in both departments with full voting rights. This joint appointment policy "gives faculty who are trained in the discipline of biology or political science ownership over activities in other departments," Dr. Santiago said.

Why is SUNY at Albany, where minorities compose only one-fifth of the entire student body, so committed to establishing a diverse faculty? "Our student body is 20 percent minority and expanding. We're located only three hours from New York, so diversity is important. We aspire to have role models on campus for all of our students," said Dr. Santiago. "We cannot in the beginning of the 21st century hope to educate people of the state with the perspective of one group or one gender. We need the enrichment, energy, and viewpoint of Latino, African American, Asian, and Native American scholars," declared Dr. Gloria DeSole, senior advisor to the president for affirmative action and employment planning at SUNY at Albany. Karen Hitchcock, SUNY at Albany's president, has been a prime supporter of diversifying its staff, putting its budget where its values are. "We've had a consistent recruitment program for scholars of color and women scholars," said Dr. DeSole.

But it takes more than an active recruitment program because many universities are looking to expand their staff and hire Latino scholars. That's why staff like Dr. Santiago and Professor Edna Acosta-Belén play pivotal roles. As president of the Puerto Rican Studies Association, Dr. Santiago comes into contact with up-and-coming Puerto Rican scholars who are about to earn their doctorates. Like a baseball scout assessing young talent, he can spot the Hispanic earning a doctorate in economics, English, or Spanish. Furthermore, Dr. Santiago, who earned a Ph.D. in economics from Cornell University, contacts faculty at Columbia University or Cornell University, keeping tabs on other Latinos scholars about to earn their doctorate. Knowing that Albany is competing with elite schools nationwide for the limited number of Latinos earning doctorates, Dr. Santiago is actively networking to learn about available "talent."

Dr. Acosta-Belén has been instrumental in attracting Ford Foundation grants to establish conferences and workshops on racial and gender diversity. "Having these workshops on campus creates an environment that offers support at different levels," she said. The grant also pays for faculty development workshops and helps develop new courses in race and gender areas.

Minority students, whose activism led to the creation of the Latin American and Caribbean Studies Department nearly 30 years ago, continue to play a role. Fuerza Latino, which means Hispanic Strength of Force, is an active Latino students' group on campus that encourages the university to hire more Hispanic staff to serve as role models in their education.

But SUNY at Albany faces severe competition from many other universities to attract talented Latinos. "We're competing with private universities who often have more resources than we have," Dr. Santiago noted. Success breeds success. Since there's a core group of Hispanic scholars teaching at SUNY at Albany, they can offer one another support. Upon starting at Albany, they are introduced to other faculty. Many Latino faculty have settled in a town called Amsterdam, not far from Albany, which attracts Latinos and other ethnic residents.

The *Latino Research Review* (formerly the *Latino Review of Books*) published by SUNY at Albany has also helped create an inclusive climate. Latino faculty read the literary and professional journal and submit articles, which helps strengthens the university's name recognition among Hispanics. "It's like the University of Houston's Hispanic press," helping to put SUNY-Albany on the Hispanic map, said Dr. Santiago. In addition, the Northeast College Conference brings 3,000 active college students to its campus. Often Latino faculty are asked to speak, which sends another positive diversity message to students.

Despite its success and ranking fourth in the nation in attracting Hispanic staff, critics might suggest that SUNY-Albany could do even better. Twenty-eight full-time Hispanics on staff out of 500, while commendable, is still a relatively low number. Candidly, Dr. DeSole asks, "Isn't it painful that we brag about 28?" She added that the school still deserved credit since it raised the number while downsizing staff by 200. "It's particularly arduous to do affirmative action during downsizing," she revealed. Now that the downsizing has subsided and SUNY at Albany is hiring again, Dr. DeSole looks forward to adding more talented minority staff. "We are now a growing faculty. The quality of our Latino professors is high. As we add colleagues, we expect that we will rise from our current position as fourth highest percentage in attracting Latino staff," she said. "It's exposure to diverse people that makes a difference in someone's education," added Dr. Desole.

What are the key factors enabling SUNY at Albany to succeed at attracting Latino staff? "We have a core of faculty with excellent networks," noted Dr. Santiago. Dr. Acosta-Belén, who has taught at SUNY at Albany for 30 years, replied that "it's a combination of factors. We have a very professional staff. Student services are responsive to the diversity of our student population. The university has decided to play a leadership role in this area. Our affirmative action office does special advertising and uses its personal contacts to attract faculty."

UIC

DEPARTMENT OF ELECTRICAL ENGINEERING AND COMPUTER SCIENCE FACULTY POSITIONS

UNIVERSITY OF ILLINOIS AT CHICAGO

The EECS Department is in the process of a major expansion of its Electrical and Computer Engineering activities, and invites applications for tenure-track positions at all ranks, as well as applications for lecturer and adjunct positions. Exceptional candidates in all areas of research are encouraged to apply; a Ph.D. in Computer Engineering/Electrical Engineering or closely related field is required. Areas of particular interest are: communications, computer engineering, MEMS, power electronics, and VLSI. We are seeking applicants who are engaged in fundamental research or application-grounded creative work likely to generate maximal impact on society. Interdisciplinary applicants are especially encouraged to apply. Applicants should demonstrate research and teaching potential and accomplishments commensurate with the rank they are seeking.

The University of Illinois at Chicago has undertaken a major shift aimed towards establishing itself as one of the nation's premiere state universities. The EECS Department has 53 faculty members (including twelve IEEE or ACM Fellows) and offers BS, MS and PhD degrees. It has about 500 graduate students and has been awarded over eight million dollars in external research grants for the current academic year. The departmental research laboratories include: a 3,000 sq. ft. class 100/1000 clean room; Biomedical Functional Imaging and Computation Laboratory; Communication, Sensing and Navigation Laboratory; the endowed Andrew Electromagnetics Laboratory; Machine Vision and Neural Networks Laboratory; Microsystems Research Center; Power Electronics Research Laboratory; and Signal/Image Research Laboratory. The department has over 25,000 sq. ft. of research space, much of it in a new engineering research building, and its computing resources include over 200 workstations. For more information, visit our web site http://www.eecs.uic.edu

The UIC campus is located near downtown Chicago and offers rich opportunities for collaboration with other universities, national research laboratories and high-tech industry. Applicants should send a resume and the names and addresses of at least three references to: **Faculty Search Committee, EECS Department (MC 154), University of Illinois at Chicago, 851 South Morgan Street, Chicago, IL 60607-7053.** Applications will be reviewed as they are received, but must be submitted before March 1, 2000 for full consideration. Candidates are also strongly encouraged to submit electronic versions of their applications; for instructions, see the web site http://www.eecs.uic.edu/search

UIC is an AA/EO employer. We are interested in receiving applications from a broad spectrum of people, including women, minorities, and differently-abled individuals.

PRESIDENT

Universidad Privada Boliviana
(Private University of Bolivia)
Cochabamba, Bolivia

UNIVERSIDAD PRIVADA BOLIVIANA (UPB), founded in 1993, seeks a new President to begin March 1, 2000 or as soon thereafter as possible. UPB is a selective University offering the bachelors and masters degree primarily in business, engineering and law. The University is committed to educating Bolivia's next generation of entrepreneurial leaders. After only six years, UPB currently enrolls nearly 1000 (FTE) students.

UPB seeks a President who:

- Has a Ph.D. or its equivalent
- Is an experienced and creative academic administrator
- Has proven experience as a manager and leader of a multi-faceted higher educational enterprise
- Has public relations and fund raising experience, including the articulation of vision and mission of the enterprise
- Has a comprehensive understanding of budget building, budget control and the appropriate international standards for displaying and interpreting financial data about the University
- Has the ability to inspire, recruit and lead faculty, staff and students; board members; and community leaders to the cause of the enterprise
- Is supportive of faculty, staff and curriculum development
- Has the ability to build and sustain a team approach to management without sacrificing the proactive leadership role
- Is familiar with Bolivian life and culture or has work experience in South America
- Is a creative writer and speaker, fluent in both Spanish and English
- Is committed to the education of the future leaders of a stronger Bolivia.

For more information about UPB, visit our website: **www.UPB.EDU**
Compensation and fringe benefits are competitive

Interested persons should send a current resume, cover letter (in English) and the names of three references to:

Dr. Douglas G. Trout, President, American Friends of the Private University of Bolivia (AFPUB) 18621 Darden Court, Leesburg, VA 20176 USA
Email: dtatrout@aol.com

The Honor Roll

Arizona State University West

Rapid Growth and Solid Ties to Community

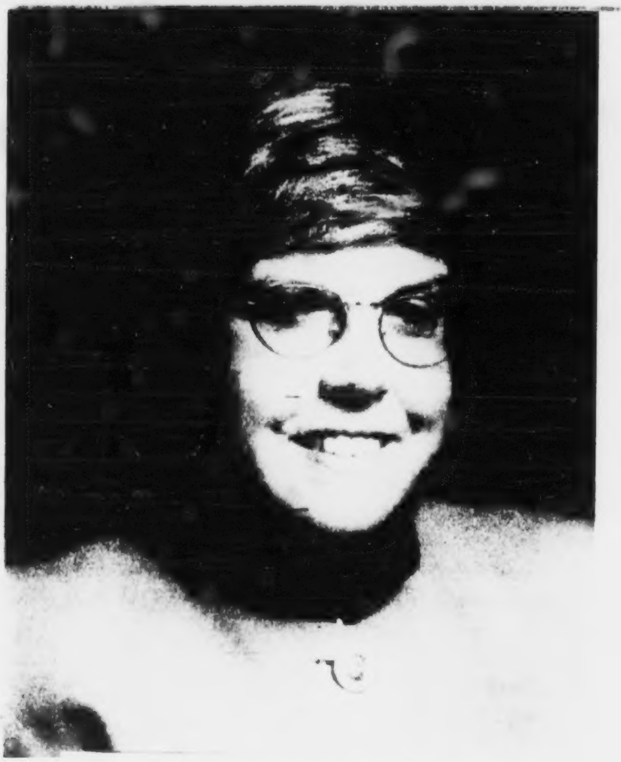
BY ROGER DEITZ

Professor, administrator, and author, Dr. Elaine P. Maimon became the fourth educator and first woman to serve as provost of Arizona State University West back in August 1996. Nationally recognized as a founder of the Writing Across the Curriculum movement, Dr. Maimon has co-authored three books and directed institutional efforts (sponsored by the National Endowment for the Humanities) to improve the teaching of writing. Among other distinctions, she is a member of the American Council on Education's Commission on Women in Higher Education.

Arizona State University campus

As provost of ASU West, Dr. Maimon is the chief operating officer of one of the three anchor campuses of Arizona State University and a senior officer of ASU as a whole. With her background as an English professor and her understanding of the importance of communication skills, she could not be more committed to the diverse students on campus and to the community that it serves. "ASU West is a campus of the borderlands," she says. "Within our educational environment, different cultural groups have remarkable opportunities to learn from each other." She says that among ASU's three anchor campuses, ASU West is the "family campus." "We even have entire families–parents, children, and grandchildren–enrolled simultaneously, greatly enhancing our rich inter-generational character. Success stories abound at ASU West. Most of our students are the first members of their families to attend college. Our commencement ceremonies are community celebrations."

Commencement at ASU West is indeed a time for success stories. Last summer, ASU West responded to student requests by adding a commencement for summer graduates. The ceremony honored 143 individuals receiving bachelor's and master's degrees. Among the graduates was a student speaker selected to address the commencement by a student-faculty committee, a woman who had quite a historical perspective on the founding of the ASU West campus. During the 1940s, Cecilia Marquez Moreno's father and other family members worked as migrant laborers on the farmland that is now the site of ASU West. Nearing her 50th birthday, Cecilia achieved her dream of a university education. Having earned her bachelor's degree in secondary education, Moreno has obtained a full-time position teaching business courses at Trevor Browne High School. She and her husband have instilled the importance of education in their children: all three are now attending or have graduated from college, including a daughter attending ASU West. Another graduate, Judy



Elaine P. Maimon, Arizona State University provost

Honor Roll Facts in Brief

INSTITUTION
Arizona State University West

LOCATION
Admissions and Records Office
4701 W. Thunderbird Road
P.O. Box 37100
Phoenix, Arizona 85069-7100
(602) 543-8123

1885

ESTABLISHED
1984

ENROLLMENT
4,860 total (561 or 11 percent Hispanic)

DEGREE OFFERINGS
Master's
Bachelor's

TUITION AND FEES
$2,168 tuition, in-state

FACULTY
297 (26 Hispanic - 8.8 percent, 17 female and 9 males)

SEVERAL DEGREE PROGRAMS
Administration of Justice
Elementary Education
(concentration in Bilingual Education)
Global Business
Life Sciences
Women's Studies

NOTABLE HISPANIC-SERVING ORGANIZATIONS
University Studies Abroad Consortium
Traveling Scholar Program
Women's Resource Center

INTERNET ADDRESS
www.west.asu.edu

Sanchez, is a single mother who runs a special event management company. She has juggled obligations to family, career, church, and community while pursuing her bachelor's degree in global business/marketing. A first-generation college student, Sanchez says that her studies at ASU West have made a positive impact on the way she conducts her business, enabling her to attract national clients.

As far as the Hispanic community is concerned, Dr. Maimon notes, "Over the last several years, we have worked to increase our Hispanic enrollment. Our motto is *Estamos aqui para ti* (we are here for you), and we make the motto real in numerous ways: a newly established Ethnic Studies minor that offers hands-on internships for students in community organizations, multiple pathways to earning a college degree, and seamless transfer from the community colleges." And it is just that community that is the key for the provost. Dr. Maimon points out, "We believe in full engagement with the community. The Partnership for Community Development is a clearinghouse for research that applies directly to community needs. Our nationally recognized series, Racial Legacies and Learning, provided a community forum for the discussion of challenging questions."

The numbers support Dr. Maimon. More than 58 percent of ASU West's graduates are first-generation university students. More than 67 percent are 25 years of age or older (66 percent of all students are female). Approximately 22 percent of the student body is made of minorities. Of 4,860 total students attending the fall of last school year, 561, or 11 percent, were Hispanic–the largest minority group on campus. Native Americans numbered 66 or 1.6 percent; African Americans, 134 or 2.7 percent; and Asian Pacific Islanders, 161 or 3.3 percent. The faculty total of 297 includes 26 or 8.8 percent Hispanics. There are 17 female and 9 male Hispanic faculty members. The university boasts a 16:1 student-to-faculty ratio as the school endeavors to make ASU West faculty an "important, personal presence in the educational and professional development of students."

Arizona State University West is a vital component of ASU's multi-campus vision. Students who attend the beautiful, strikingly new campus enjoy a small-college atmosphere on a conveniently located, full-service neighborhood campus, while having access to resources of a nationally recognized, Research I, PAC 10 university. ASU West provides a friendly, student-centered environment designed to serve individuals who balance academics with the multiple demands of work and family. It is located in the rapidly growing northwestern area of metropolitan Maricopa County.

ASU West was created in 1984 by an act of the Arizona legislature responding to a twelve-year grassroots effort to expand educational opportunities in Arizona's West Valley region. The campus has come a long way in its short history. The idea of founding a regional college campus was conceived by the citizens of the area. The group pressing for higher education in the region, the Westside Citizen's for Higher Education Committee, was established in 1972. A feasibility study conducted in 1977 strongly indicated that a college campus was needed in the West Valley. In 1978, ASU Main was linked to the region through extension courses offered at MetroCenter Shopping Mall, and at the Alhambra Elementary School in 1980. In 1982, the state legislature designated 300 acres for construction, and by 1986, 2,700 students were enrolled in ASU courses in Alhambra and Glendale Community Colleges. In 1991, the core of ASU West's campus was completed, and the following term, accreditation was received from the North Central Association of Colleges and Schools. In 1993, the first graduating class was celebrated at the school's first commencement. Growth has been rapid. ASU West graduated 186 students at that first commencement and approximately 1,100 five years later, in 1998. By the start of last year's term, the university employed more than 700 people: 216 full-time and 82 part-time academic employees. There are 335 full-time and 103 part-time non-academic employees.

Arizona State University West students

ASU West currently offers 29 baccalaureate degree programs and five master's degree programs, plus specialized minors and programs leading to professional certificates. Degree programs are offered through five academic units: the College of Arts and Sciences, College of Education, College of Human Services, Division of Collaborative Programs, and the School of Management. The institution serves the diverse needs of approximately 5,000 working adults, returning students, and continuing students, many of whom balance academics with work and family life. A point of pride is the personal and professional counseling available for each student. Classes are conveniently offered in the day and evening, as well as on weekends, through television (cable) and the internet and at off-campus locations. The 300-acre campus is easily accessed via the interstate routes of I-10 and I-17. The institution is located in Phoenix. Just to the west of the campus is the city of Glendale. Facilities are state-of-the-art and consist of seven major buildings (600,000 square feet) surrounded by a beautifully landscaped, natural environment. The red brick campus was modeled after Oxford University in England.

As Provost Maimon has indicated, ASU West's effort to strengthen its commitment to diversity and community partnerships recently received major support from the Association of American Colleges & Universities when it was selected as the only institution in Arizona to participate in the "Racial Legacies and Learning: An American Dialogue" initiative. This nationwide effort was launched in collaboration with President Clinton's Initiative on Race, and implemented by AAC&U. It is designed to promote learning about racial issues in dynamic ways. ASU West will be at the forefront of this project as one of only 56 "lead institutions" in the U.S. and one of only eight in the nation designated as a regional site by the AAC&U. The project is aimed at answering the question, "What should higher education be doing, with its local communities, to prepare graduates to address the legacies of racism and the opportunities for racial reconciliation in the United States?"

This past October 6th, ASU West sponsored a broad-based community discussion on building racial understanding through its yearlong dialogue, "Racial Legacies and Learning: An American Dialogue." John A. Romandetti, president of Denny's restaurants, was the keynote speaker, along with Rachelle Hood-Phillips, Denny's chief diversity officer. Denny's has received several awards from the NAACP for leadership in diversity management. In August 1998, *Fortune Magazine* ranked Denny's/Advantica No. 2 on its list of the "Best 50 Companies for Asians, Blacks, and Hispanics." This inaugural community forum showed how Denny's faced difficult diversity issues head-on, while providing insights applicable to all parts of society. "ASU West was a logical selection for this recognition since issues of diversity and dialogue about race, class, and gender are at the core of our mission," observes Dr. Maimon, adding that the initiative "enables us to expand our efforts to model ways that campuses and communities can learn together about racial issues and opportunities in American society." The Partnership for Community Development mentioned by Provost Maimon enables faculty in the College of Human Services to share their research and teaching expertise with such organizations as the YMCA, The Foundation for Senior Living, The Peoria School District and the Northside Training Center, among others.

Last January, the ASU regents approved the first new degree since 1995, one that opens a streamlined pathway toward a bachelor's degree. The program accepts 60 hours of academic credit from an associate of applied science (AAS) degree and applies it in one full block, eliminating a course-by-course review, as the first two years of a bachelor's degree. The approval means that anyone with an AAS from a community college can earn a bachelor's degree in only two years through the new Bachelor of Applied Science degree. Students began enrolling in courses leading to the BAS degree starting last Spring.

Teaching Strategies That Promote Equal Opportunity

BY ANGELA PROVITERA McGLYNN

Part One: Collaborative Learning Communities

Angela Provitera McGlynn

Today's college classroom, particularly the community college classroom, is a different place than the classroom of the '50s, '60s, '70s, and even the '80s. The faces before us have changed as we have become a new America–a much more diverse America. We are now teaching more minorities (race/ethnicity and women) than ever before, and, particularly in the community colleges, we are teaching students of diverse backgrounds in terms of class and age as well. Demographic projections hold that early in this next century, minorities will become the majority in 50 of our largest cities, and the workforce will be made up largely from minority groups. Schools at every level are becoming increasingly challenged to educate students from a wide range of backgrounds, experiences, and values, including a large percentage of Hispanic Americans.

We know from various reports that the education of Hispanic Americans is already at crisis point and that without proactive intervention, the crisis will become worse. That crisis is dramatic from preschool through graduate-level education. In higher education, what we learn is that the total proportion of bachelor's degrees for Hispanic Americans has risen only slightly (from 3.5 percent in 1985 to 4.9 percent in 1993) since the 1980s. We also learn that Hispanic American students drop out earlier and at unacceptably high rates and that these numbers are worse than the rates of any other minority group in America.

Myriad factors account for the lower achievements of minorities in America. Among the most significant, perhaps, is a social structure, including an educational system, that does not provide equal access, equal opportunity, or equal treatment for people of diverse backgrounds. There are so many levels, both legislative and executive, where change needs to be enacted. As educators, our biggest impact is in the college classroom.

What can we do as teachers to insure that our students, coming from a variety of backgrounds and life experiences, are motivated to learn, to stay in school, and to achieve as part of their life goals? There is a pedagogical strategy that seems to motivate students, improve student learning and retention, enhance the development of critical thinking skills, and create a more harmonious classroom atmosphere. That strategy involves the creation of learning teams in the classroom and the use of collaborative learning strategies.

An effective way to create harmony and reduce prejudices in the classroom is to create male/female, multiracial/ethnic learning groups. These learning teams have been compared to sports teams, which tend to bind members together for a common goal, and often lead to friendships across racial/ethnic lines. According to social psychological research, these collaborative learning groups reduce prejudice by undercutting categories that lead to stereotyped thinking. Social psychologist Elliot Aronson found that collaborative learning groups worked extremely well for grade school children whose prejudices are not as entrenched as those of adults. However, research has shown that the formation of these teams can be effective with adult learners as well.

Research done by Dr. Samuel Gaertner, a psychologist at the University of Delaware, suggests ways to implement learning groups that reduce prejudices among students. The instructor selects the groups. What appears to be random mixing of students is really carefully planned. The instructor puts together groups of four to six men and women from diverse racial/ethnic and age backgrounds. Students are given a task to complete in a given length of time that requires group cooperation. (More will be said later about the nature of the task.) A group recorder/reporter is either selected by the instructor or elected by the group. The instructor should make sure that if groups are electing recorders, they do not automatically assign women students the task of taking the notes, for this could be the result of societal power hierarchies dictating the group dynamic. Power dynamics that operate in society at large might govern the interactions of the collaborative groups if they are not supervised carefully. It is the instructor's responsibility to insure that roles within groups do not play out gender- and race-based stereotypes. Therefore, instructors need to pay attention to gender, race/ethnicity, and class issues not only in terms of group composition but also in terms of group dynamics. The group recorder/reporter will record the group's work and report to the larger group when the class reconvenes. Sometimes, two students can play these roles separately.

Once students become a unified group, they begin to like each other better than they like students belonging to other groups; ironically, this simulates the process that can lead to prejudice formation in other circumstances. There is a debate as to whether students should stay in the same group so as to bond with the members of their diverse group for several tasks, or whether they should be mixed again with others to form another single unified group to work on a further task. If the latter occurs, preferences for people shift once again. Dr. Gaertner's research, which suggests the mixing of groups, shows that forming new groups widens the students' sense of who is in their group. Working within various groups changes student thinking from "us and them" to "we." Whatever approach is taken, a common element in achieving group cohesiveness is to have students spend about ten minutes of their first collaborative learning session getting to know each other. Learning groups can reduce prejudice and biases because the people whom students once identified as part of some other group are now perceived as part of their own group.

The research of Elliot Aronson and other social psychologists demonstrates that certain criteria are necessary for prejudices to be reduced. Students must feel they are of equal status with other group members. They need to have a common goal, and they need to be interdependent. In other words, everyone is needed to achieve the goal, and each student should feel accountable for his or her contribution.

The use of collaborative learning groups not only promotes a greater appreciation of diversity among students but also seems to promote more active involvement and greater retention of material. Many scholars and educators have been suggesting for quite a long time that students need to be more active participants in the learning process. While this is certainly not a new idea, many of us have shied away from using "group work" because we might have experimented with it and found the common pitfalls. The common problems associated with students' working in groups include off-task conversations, social loafing (students not carrying their load), and dominant students taking over while others fail to participate. Collaborative learning strategies address these areas of concern.

An effective way to create harmony and reduce prejudices within the classroom is to create male/female, multiracial/ ethnic learning groups.

The following guidelines can change mere group work into collaborative learning teams and thus avoid the pitfalls inherent in group work:

Start by having all students write something related to the group assignment so that all students have an investment.

Create a focused task. This must be carefully planned. What should the task accomplish? What do you want students to learn? How much time will it take? What are some milestones along the way? Collaborative learning requires that groups work on tasks that usually have more than one answer or solution, and that require or benefit from multiple perspectives. The task in some way requires collective judgment.

Set up the groups with the intention of fostering diversity within the groups.

Either appoint or have the groups elect a group recorder-reporter for purposes of accountability.

Create tasks that require cooperation rather than competition. One technique is to have students reach some kind of consensus. If they have something written, they can share each idea written, one at a time, using a round robin technique so that no one student dominates the group and to insure that everyone participates.

Be the time-keeper and classroom manager, but stay minimally involved with the groups. Circulating among the groups tends to temporarily heighten the activity of the group with which we are working while the other groups "wait their turn." Without the teacher's interference, students tend to take more responsibility. The instructor can keep groups focused on the completion of the task by interrupting occasionally to see how far all the groups are progressing towards completing the assignment.

Upon completion of the group task, group reporters can read their group's ideas. The instructor should emphasize that when one person has the floor, everyone needs to be quiet and attentive. The instructor can allow for other group members to add to or clarify their group reporter's statements. This large-group sharing is an essential part of the process since students will be exposed to multiple perspectives coming from other groups.

If these guidelines are followed, the chances for the pitfalls of group work to occur are greatly reduced. In my next article on collaborative learning (Part 2), I will offer some specific collaborative learning techniques that can be applied to any discipline.

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From *What Ifs* to *Why Nots*

Training Culturally Competent RNs

BY
STEVE HARMON

> ***With more than 95 percent of its population Hispanic, Baker says Laredo is a natural incubator for nurses who have the ability to address the needs of the Hispanic community.***

When "Yolanda" leaves her tidy but modest home in a South Texas colonia to see to her medical needs, she often grapples with a series of "what ifs." What if she has to speak English? What if her decision to buy medicines at lower cost in nearby Mexico or her belief in *curanderismo* [folk medicine] is questioned? What if they just don't understand?

Dr. Susan Baker, director of Texas A&M International University's Dr. F. M. Canseco School of Nursing, knows all about the "what ifs," and she's encountered people like Yolanda on a daily basis. Here on the U.S.-Mexico border, she knows that it's the "what ifs" that consciously limit the decision of many colonia residents to seek needed health care. Sadly, she also knows that it's all too easy for "what if's" to become "never minds."

Dr. Baker says that part of the answer is to turn "what ifs" into "why nots." She has provided health care to the residents of *favelas* in Brazil and helped organize South Texas neighborhood-based health fairs known as *convivios*, which focus on developing relationships with and sensitivity to patients. Her experience with language and culture was crucial to her part in developing the transcultural model of nursing at A&M International.

So how do you answer the "what ifs?"

Baker says that the answer is nurturing a qualified cadre of nurses who are culturally sensitive, bilingual, and in tune with the needs of the predominantly Spanish-speaking community.

As the fastest growing city in Texas and the second fastest growing in the nation, Laredo is experiencing a dramatic demographic shift. In the period from 1990-97, the city recorded a 37.5 percent population increase, about an additional 50,000 people. South Texas is now home to one in 10 new Texans. Under a projection that assumes levels of migration similar to those seen from 1990-96, Laredo could balloon to nearly 655,000 by 2030, a growth of 391 percent. Its sister city, nearby Nuevo Laredo, Tamaulipas, Mexico, is projecting similar growth rates.

With more than 95 percent of its population Hispanic, Baker says that Laredo is a natural incubator for nurses who have the ability to address the needs of the Hispanic community. And at A&M International, students have responded to the call, making the university's nursing program the most popular of 23 undergraduate programs offered.

Baker says that these students will be a major part of the answer.

"It comes down to very basic logic. Anyone seeking medical care seeks a sense of familiarity, no matter what their culture or ethnicity. We can work to provide a sense of security by making sure that our healthcare providers are finely attuned to their clients' needs, preferences, and culture. It is human nature to trust those who are like us, people with whom we feel an affinity. Any visit to a medical authority is frightening. It can be made less so when we feel that we will be understood," she explained.

Baker is project liaison for a $265,000 federal grant provided to A&M International aimed at expanding enrollment of regional Hispanic nursing students seeking BSN degrees. She and assistant professor Natalie Burkhalter developed the project to promote suc-

A&M International's STAT-RN program aims to increase the number of Hispanic students seeking a BSN degree.

cess of students in the Bachelor of Science in Nursing Program.

The Department of Health and Human Services' Health Resources and Services Administration (HRSA) provided the award for the Nursing Special Project, known as STAT-RN (South Texas Access to RN Education).

STAT-RN targets expanding enrollment of regional Hispanic nursing students in professional nursing programs and shortening of the time frame needed to obtain licensure as registered nurses in the State of Texas.

Baker says the time is now to help secure greater Hispanic representation in the health professions.

"At both national and state levels, nurses from Hispanic backgrounds are seriously underrepresented in comparison to other ethnic groups and to the percentage of Hispanics in the general population. Here in Laredo and Webb Counties, we have a 95 percent Hispanic population capable of addressing this shortage," she explained.

The project focuses on two key factors that research shows stymie or prolong Hispanic students' efforts to succeed in nursing programs.

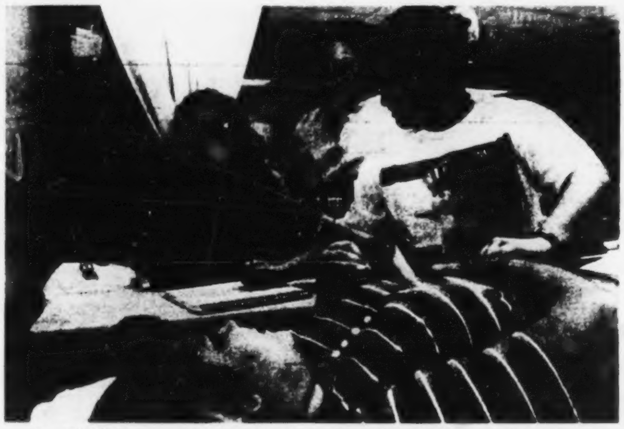
"National research shows a 30 percent dropout rate for Hispanics in nursing programs. This has been directly tied to economic hardship issues that involve the need to support the family and an educational preparation that might not have emphasized the knowledge and skills needed to succeed in the selected program," she said.

In order to assure student success in coursework and on the state nursing licensure examination, STAT-RN provides increased tutorial support, learning materials, development of online testing, student study-skill development, and faculty development.

STAT-RN also includes a collaborative research component with Prairie View A&M University's College of Nursing, another campus of The Texas A&M University System.

"This component provides us with the opportunity to compare the effectiveness of teaching strategies used to address learning needs of basic nursing students in our two schools of nursing that serve predominantly minority student populations in The Texas A&M University System," Baker explained.

One of the first students in the A&M International program said that the added support is making a difference in her preparation.



The STAT-RN program provides crucial tutorial support, including student study-skill assistance, targeted learning materials, and faculty development.

"I've wanted to make a difference in my community for a long time. This is my home, and I really want to help with chronic disease awareness and prevention. The best way for me to do that is to speak a common language and be aware of culture and tradition. The computer lab, tutors, and faculty support are amazing. I'm looking forward to my chance to give back to our community," she said.

Another student, returning to school for a new career, said that the STAT-RN program has provided the extra measure of support that he and his family needed.

"I'm also working while I'm in nursing school, and the program has helped to provide the flexibility and support I need to meet all my responsibilities. Nursing is totally different from anything I've ever done before, and I needed a lot of help to understand new ways of learning," he said.

Baker says that the regional need for qualified, culturally sensitive nurses is overwhelming.

"Laredo has just opened Mercy Health Center, a brand new 350-bed hospital, and Doctors' Hospital has begun its construction of a new facility as well. It's not unusual for both hospitals to extend their recruiting reach for nursing professionals as far as Canada or the Philippines. The two hospitals estimate that they need at least 100 new RNs a year to support the healthcare needs of the community," she said.

A&M International President Dr. Charles Jennett said that the program is an incisive response to the needs of the university's service area.

"The healthcare industry in our region is mushrooming, as is the need for culturally competent, Spanish-speaking nurses who are prepared for leadership roles in this arena. STAT-RN will enable us to directly address a crippling need and profoundly impact healthcare delivery here," Dr. Jennett said.

While the local need is great, Baker says that STAT-RN students will be able to move comfortably in a growing arena of possible employment that stretches from coast to coast and all points in between. She emphasizes, however, that students are encouraged to remain in the Laredo border area and contribute their expertise to improving the health of their own community.

"The field is wide open for these students, and employment opportunities for nurses of their caliber and training can take them anywhere. But it is clear that home is where the heart is for our students and they are committed to giving something back to their community. Here, they can truly make a difference," she said.

Somewhere in a South Laredo colonia or predominantly Hispanic neighborhood, another "Yolanda" is contemplating her health. It's that annoying cough, the way her legs swell by day's end, and the thirst that seems unquenched that bother her.

Although she knows something is not right, she is mentally bracing herself for a series of "what ifs," all tied to issues of understanding, communication, and the need for a sense of security.

With the advent of A&M International's STAT-RN program and its dedication to producing culturally competent, Spanish-speaking nurses committed to their community, the odds are better than ever that Yolanda won't wonder "what if," but simply ask, "why not?"

For more information on Texas A&M International University's STAT-RN program, contact Dr. Susan Baker at (956) 326-2574 or e-mail to <sbaker@tamiu.edu>.

Latino Alums Help Fund USF Education for Worthy Students

Year Two for Saber Es Poder Scholarships

BY

INÉS PINTO ALICEA

> *"I always tell the students that no one goes through life alone and that education is not just for them but also for the community."*

REV. LUIS QUIHUIS,

SCHOLARSHIP FOUNDER

As a young child, Stephanie Rodriguez witnessed the financial and emotional struggles that come with being raised by a single mother without a college degree.

"If I had to take anything back of my background, I wouldn't, because it was such an inspiration to me to get an education," said the 20-year-old junior honors nursing student from Stockton, Calif.

The young woman's perseverance and drive have paid off. She and five other Latino students recently won prestigious scholarships at the Jesuit-run University of San Francisco (USF), where about eight percent of its 8,000 or so students are Latino, said Raul Aguilar, a 1967 USF graduate who runs the program and heads La Compañia, the university's Latino alumni association.

"Most of the recipients are active in the Latino community already," said Aguilar. "We are looking to see how active they are...and how active they are going to be when they graduate. We want to promote people who are going to give back to the community."

The Saber Es Poder (Knowledge Is Power) scholarship gives each of the recipients $5,000 for one year of study. The scholarship, now in its second year, was created in memory of six Jesuits slain in the late 1980s at the University of Central America in El Salvador. Seven students received scholarships in the program's first year.

"It is nice to be recognized," said Rodriguez, the first member of her family to attend college. "I couldn't believe it when I got the news. The scholarship promotes leadership skills, and it makes me feel more like a leader."

But Rodriguez was already considered a leader at the San Francisco school. Along with her studies, she tutors young Latino students at a USF center. After graduation, she plans to pursue studies toward a degree as a nurse practitioner.

"In my eyes," she said, "I see a nurse as an angel of mercy, one who cares for the total well-being of the person."

Rodriguez said that she was very active in school and community activities, but financing college was always a concern, so the news of the scholarship was a relief.

"The cost of tuition here is a burden to my family," said Rodriguez. "Anything I could receive is great."

The Rev. Luis Quihuis, a Jesuit priest and assistant to the USF president for multicultural affairs, created and directed the scholarship program its first two years. He said that he spearheaded the scholarship program because there was a growing need to find ways to make private universities more affordable for families of modest incomes. Tuition, boarding, books, and fees can run nearly $25,000 per year at the university. So Rev. Quihuis, who is now pastor to Our Lady of Sorrows Church in Santa Barbara, Calif., spoke to several Latino alumni and corporate leaders about creating a scholarship just for Latino students at the university. And the response was overwhelming, said Aguilar.

"The reception to the program has been very warm," he said. "In two years, we raised $80,000, and we gave it all out [in scholarships]. Our goal is to start an endowment fund and make it self-sufficient."

The Rev. Quihuis said that some people were initially skeptical about his proposal to tap into an often overlooked source of funding–Latino alumni.

"There is a tendency to think that Latinos are not involved in philanthropy," the Rev. Quihuis said. "The university discovered that Latinos do give if the cause is right."

He said that in the first year alone, the university discovered more than 100 new individual donors, many of them Latino. Some funding has come from corporate donors as well, among them Union Bank, SBC, the California Endowment, and the Hispanic Community Foundation.

Aguilar said that Latinos tend not to feel included in university structures across the country and that the program has found a way for the Latino alumni to feel as though they are an important part. Just as the Latino alumni organization was coming to fruition, so was the scholarship program, and the two essentially blossomed together, said Aguilar.

This year's six recipients were selected from 105 Latino undergraduate and graduate applicants who attend the university or intended to attend the university. Selection criteria included academic performance, financial need, community service, leadership

Stephanie M. Rodriguez, Saber Es Poder scholarship winner

skills, and extenuating circumstances, based on the personal history submitted by the applicant.

The Rev. Quihuis emphasized the importance of the role of a student's community service in the selection process.

"I always tell the students that no one goes through life alone and that education is not just for them but also for the community," he said.

Another key aspect to awarding students the scholarships is simply honoring them for hard work.

"It emphasizes the importance of their education," said the Rev. Quihuis, adding that students must maintain a "B" GPA during the scholarship year.

Marco D. Nuñez, Saber Es Poder scholarship winner

Dacia Delgado, a junior with a major in business and a minor in Spanish at the USF McLaren School of Business, said that the scholarship certainly helped her to keep focused on her education rather than worrying about paying for that education.

"It keeps me going toward my goal, and it is reassurance that I am doing something right–and getting rewarded for that," said Delgado, who was born in Sacramento but raised in Portland, Ore. At USF, she is an honors student enrolled in the Erasmus Project, named after the Renaissance humanist, a special program that seeks to develop, relate, and balance intellectual pursuits with responsible participation in community service and world affairs. Along with her studies, she works part-time and volunteers at the Hamilton Family Shelter, reading bedtime stories to homeless children. She also worked as the student activities coordinator for the residence hall association, as a peer counselor during orientation, and as a volunteer for campus ministry.

Rigoberto Lopez, Jr., a 21-year-old senior and scholarship recipient, said that the scholarship will help him meet his "obligation of fulfilling who I can become."

"I am trying to pave the road for my three younger brothers, to set an example for them," said Lopez, a junior psychology major and honor student. "I was honored to have been chosen from an elite group of students. I was really flattered and blessed."

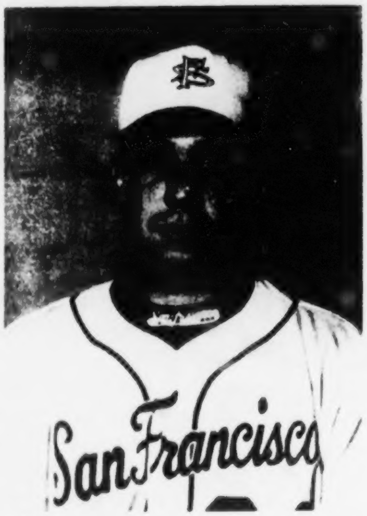
Lopez is also a catcher on the baseball team, where he emerged as a team leader. Born in the copper mining town of Globe, Ariz., he graduated with honors from Globe High School. The eldest of four children, he is the first of his family to attend college. In addition to sports and athletics, Lopez is known for his volunteer work in the Bay Area Latino community. He assists as a coach for Little League teams and is active in an interdenominational ministry group on campus. He is considering professional baseball and graduate school after leaving USF.

The selection process was chaired by Aguilar, an account executive with Waller Press in South San Francisco. Other members of the selection committee were USF Trustee Herman Gallegos; Rose Castillo Guilbault, vice president for corporate communications and public affairs for the California State Auto Association; Tony Martinez, special assistant dean of the USF College of Professional Studies; Jim Gonzalez, president of Jim Gonzalez and Associates, a Sacramento lobbying firm; and the Rev. Quihuis.

Other award recipients are Sergio L. Dominguez, Jr., Marco D. Nuñez, and Derrick Kibler, Jr.

Dominguez, a sophomore majoring in pre-physical therapy, was born and raised in San Francisco and graduated with honors from Sacred Heart Cathedral High School. His interest in physical therapy began after he was diagnosed in high school with Guillain-Barre Syndrome, a viral disorder that results in temporary paralysis. Dominguez is actively involved in the Latino community, working at the Dolphin Club, an after-school program at St. Anthony's Immaculate Conception Elementary School in the city's Mission District.

Nuñez is a USF law student who expects to graduate in 2000. Born in Mexicali, Mexico, to migrant farm workers, he was raised in El Centro, Calif. The youngest of three siblings, he is the first in his family to graduate from a university and the first to pursue graduate studies. While at USF, Nuñez helped organize a food and clothes drive for victims of Hurricane Mitch. He is vice president of the USF La Raza Law Student Association and this year was a legal intern in the Criminal Law Clinic. He also tutors his peers in the Academic Support Program of the law school. After graduation, Nuñez would like to return to El Centro and practice law concerning undocumented juveniles and their relationship to the criminal justice system.



Rigoberto Lopez, Jr., Saber Es Poder scholarship winner

Kibler is a freshman and computer science major, from East Union High School in Mateca, Calif., where he maintained a 4.0 GPA. He is a member of the California Scholarship Federation. Active in sports, he coaches basketball for the San Francisco Park and Recreation Department.

USF is a private Jesuit university established in 1855. The city's first institution of higher education, USF began as a one-room school house with an enrollment of 25 students. USF is one of 28 Jesuit colleges and universities located in the U.S.

Field of Dreams: From Farm Work to Medical Work

BY ALFREDO QUIÑONES-HINOJOSA,
M.D., CLASS OF 1999

Commencement Speech, Harvard Medical School

My father used to tell me when I was a little kid that "aunque no tengas buena punteria, si le tiras al cielo, a lo mejor le pegas a una estrella" (even if you do not have good aim, if you shoot at the sky, you may hit a star). Well, I am not known for my baseball abilities, so Pedro Martinez does not have to worry about his job. I am better known for my perseverance.... I am thankful and honored to have the opportunity to give this commencement speech. Please, let me echo what was told to me by many of my friends and classmates graduating today from Harvard Dental and Medical school. It was the support of our loved ones and mentors, our determination, discipline, and dreams that have taken us here today.

"Con trabajo, determinación, y apoyo, puedes llegar a ser el arquitecto de tu propio destino" (with hard work, determination, and support, you can become the architect of your own destiny), my family constantly told me. Growing up in Mexicali, Mexico, I developed self-confidence and a sense of independence at an early age. In order to help my parents financially, as the oldest child, I was simultaneously attending elementary school and pumping gas in my parents' small gas station at the age of five. Helping to shoulder the financial burdens we carried developed my determination and inner strength while quite young–qualities for which I continue to be thankful up to today.

Alfredo Quiñones-Hinojosa

The idea that our dreams are within our reach is not novel. I am no different from any of my classmates graduating today. We are all here with incredible and interesting stories. The only difference, perhaps, is that I am in front of you willing to share my own.

My story in the United States began one night in January 1987. As an eager, ambitious, young Mexican, I crossed the border illegally, landed in the fields of California, and became a migrant farm worker. I packed the little I had, and with $65 in my pocket, decided to explore "El Norte." I migrated to the United States to fulfill a dream. The dream that many people, like myself, have of escaping poverty and one day returning "triumphant" to our own countries.

The reality was a stark contrast. I spent long days in the fields picking fruits and vegetables, sleeping under leaky camper shells, my hands bloodied from pulling weeds, eating anything I could.... My only comfort was that I had a good tan and I was in top shape.

One day in the fields, while I was talking with a co-worker, I told him that I wanted to learn English and go to school. He laughed and said, "This is your fate; you will spend the rest of your life working in the fields." Those words were painful to hear. I realized that without English language skills, without an education, and without support, this predicted fate of being a migrant farm worker for the rest of my life seemed very likely.

I wish I could tell you what inspired me to leave the fields of the San Joaquin Valley that day. What possessed me to move without a job, the ability to speak English, and no knowledge of what was going to happen next? I do not know, but I did it. I think that my dream, although it was fogged by uncertainty, was more powerful than the fear of the unknown. It was one of those decisions that changed my life entirely, since miraculously, four years later, I ended up in the University of California [at] Berkeley.

This experience has always reminded me of what Henrik Ibsen once said: "Rob a man of his life-illusion, and you rob him also of his happiness."

The Importance of Mentoring

After the fields, I began to work in a rail car repair company, in Stockton, California. I first cleaned railroad cars. Then, I was a welder, a painter, and a high-pressure valve specialist, and within 16 months, a supervisor. On April 14, 1989, an event took place that made me reevaluate my direction and my life. I fell into a railroad tank carrying liquefied petroleum gas–I almost died! I woke up in the hospital and saw a person dressed all in white; I felt assured to know that a doctor was taking care of me. I had a feeling of being on *terra firma*. This brush with death gave me the strength to continue pursuing my dreams with a rejuvenated force.

I constantly daydreamed. I have learned that if our minds can conceive a dream and our hearts can feel it, it will be much easier to achieve that dream. At night, I attended community college. I started out taking English as a Second Language classes. Less than three years of hard work later, I was a member of the track and field team and captain of the debate team. As a member of the track team, I found that a race does not end once you reach the finish line; rather, every time you reach the end, a new race begins. During my speech class, a mentor who believed in me made me the captain of the debate team. I began to appreciate that the ability to work as part of a team is vital to succeed.

Everything went well in community college; my life in academia was beginning to take off. My mentors helped me to get to my next stop, the University of California-Berkeley. At Berkeley, I met more important role models and mentors. I learned from them that "knowledge is better learned by action than by contemplation." I also learned that it takes much more than intelligence to succeed; it also takes discipline, dedication, determination, and a dream. Without knowing it, I was being prepared for medical school. When one of my mentors told me once that I should apply to Harvard, I thought that he was a very nice man but clearly *living la vida loca* (or a little insane in the brain).

After my acceptance to Harvard Medical School, I hesitated to attend. I was not sure it was the institution where a poor student who grew up in a small rural community in Mexico, like I did, would thrive. My mentors at Berkeley insisted that I travel to Boston and visit Harvard. During that visit, I met two distinguished professors, Drs. Edward A. Kravitz and David D. Potter. From them and other important mentors here at Harvard, I have learned to see academic medicine as an opportunity to understand and treat human diseases better, but more, as an opportunity to provide leadership and support to future physician-scientists in order to serve our communities the best possible way. These outstanding professors embody the words of Plutarch: "The mind is not a vessel to be filled but a fire to be ignited."

Like many others here today, I realized long ago the great extent to which I have depended on the help received from my mentors in pursuing my dreams of being a physician-scientist. Henry Brooke Adams once said that "A teacher affects eternity; he can never tell where his influence stops." I, like many of us, hope that I can begin to have the same impact as a mentor to future medical students and graduate students–to change their lives for the better.

Our Dreams Have No Barriers, No Borders, and No Limits

It is no secret that minority communities have the highest dropout and lowest educational achievement rates in the country. The "pipeline" to higher education and especially in professional programs is not fully "primed" for minority students. Although members of minority groups make up about 18 percent of the U.S. population, in 1994, they accounted for only 3.7 percent of the M.D. faculty at the nation's medical schools. Recent investigations found that Black and Hispanic physicians are much more likely to serve minority communities and to include minorities and poor people among their patients (Komaromy et al). Minority physicians are twice as likely to work in locations designated as health workforce shortage areas by the federal government (Keith et al). Minority patients are more than four times as likely as Whites to receive their regular care from a minority physician (Moy and Bartman). I have been very fortunate in my involvement in education to meet outstanding minority role models–the quality of role models is high, but the numbers are low.

Drs. William Bowen and Derek Bok, in their book *The Shape of the River*, point out that a "healthy society in the 21st century will be one in which the most challenging, rewarding career possibilities are perceived to be, and truly are, open to all races and ethnic groups." The effort to recruit underrepresented minority students in selective institutions has come under "heavy fire." Changes in admission policies in places such as California and Texas have occurred recently. The astounding effects that a "race-neutral admission policy" has had in decreasing the number of Blacks, Hispanics, and Native Americans being admitted to institutions in these states indicate that the time is "ripe" for reevaluating how race-sensitive admissions policies have been applied and what their consequences have been during the past thirty years.

Recently, while having a dinner with some of my friends, we spoke about Harvard's contributions and commitment to making our institution a leader in science, in community service, and in recruitment of underrepresented students. We felt privileged and honored to be part of this family that has demonstrated dedication, discipline, love, and passion for everything they have done. Many of us have constantly commented that we hope one day as future physicians we can all embody the value that this institution and its dedicated faculty has inculcated in us–the value of being a role model, a mentor, an outstanding physician, a colleague, and a friend.

Like many other illegal immigrants, I arrived able only to contemplate what my dreams might be. Now, due to the support I have from my family, my wife, Anna, and our dear daughter, Gabriella, the support of my friends and mentors, the backing of vital organizations such as our institution, I feel that I can contribute greatly to our community as a physician-scientist.

Today, we graduate from this fine institution, happy, ready to take on the world, perhaps also slightly nervous about starting residency. Let us not forget that thanks to our loved ones and our mentors, and the determination and dedication we all carry, we have been able to fulfill our dreams.

I now can welcome and accept my fate of "working in the fields" for the rest of my life... but in the "field of academic neurosurgery."

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Teaching Spanish/Teaching *Trensíshnl Ínglish*

University of Kentucky Shows the Way

BY
DOUG TATTERSHALL

Lihani, a University of Kentucky Spanish professor emeritus, developed "Transitional English" as a way for people to learn the language quickly.

The value of knowing Spanish is growing. That applies to Kentucky as well as to states such as California and Florida that have far larger Hispanic populations.

"More and more in the area where we live, there's a crying need for Spanish," said Margaret Jones, who chairs the University of Kentucky (UK) Spanish Department.

Jones is contacted frequently as a translator, particularly by social service agencies and hospital emergency rooms. But she also sees an increased demand in the business world: a local car parts store recently approached her specifically looking for potential employees who speak Spanish. That is because as the Hispanic population increases, its buying power also increases. A University of Georgia study showed that the buying power of Hispanics in Kentucky increased by 40 percent from 1990 to 1996.

"We've had no need before for anything but English," Jones said. "But now there is a need."

In Kentucky, 28,543 Hispanics make up less than one percent of the population, according to a report last fall. But the population is growing, sparked in part by a demand for farm labor.

Adela Hernandez, a Hispanic woman who moved to Kentucky from Texas 10 years ago, remembers only rarely bumping into other Hispanics when she first came to Lexington. Today, she sees them regularly. A survey by the Lexington Hispanic Association shows that 7,000 to 10,000 Hispanics live in Lexington, or three or four percent of the total population. The Hispanic population is young and growing fast, she said.

John Lihani, University of Kentucky

"I see Spanish as breaking down borders," she said. "It can allow you to help someone understand how to take her medicine or to help someone get an insurance card for her child or to send a note to a parent about a child's progress in school."

A knowledge of Spanish also is important for teaching English to Hispanic immigrants. Many are determined to learn English to better their job opportunities and their ability to get along in the United States, Hernandez said.

The influx of Hispanics has helped increase the number of students taking high school Spanish. That has translated into an increase at the college level as well, Jones said. With Spanish coming to have more practical applications, students from a variety of majors are taking Spanish classes.

"This is why more economics students are taking Spanish, as well as others," she said. "Another language is really important. But you not only learn on a linguistic level, you learn about another culture and about how you fit in with the larger society."

And while Jones is helping English-speakers learn Spanish, two colleagues, a retired professor, John Lihani, and a graduate student, Genny Ballard, are teaming up to bring a simplified version of English to the world.

Lihani, a University of Kentucky Spanish professor emeritus, developed "Transitional English" as a way for people to learn the language quickly. It is the first simplified version of English intended for universal use. Rather than replace traditional instruction, Lihani's sys-

Jenny Ballard, University of Kentucky

tem is particularly suited to people who are not in school but still want to learn English for occasional and limited communication.

For example, his system could allow Latin American shopkeepers to learn to communicate with English-speaking tourists, who make up a growing part of that region's tourist industry.

Lihani based his approach on research published by scores of linguists who studied pidgin-creole English and foreigner English-talk. He already has tested his version of Transitional English in Slovakia. With the support of a Fulbright grant, he compared the fluency of a group of students instructed in Transitional English to the fluency of a group of students who had taken traditional English instruction. Looking at scores on English tests, he found that his beginning group of Transitional English students scored 80 percent of what intermediate and advanced students scored on the same test. His beginning students had taken only two months of instruction while the traditionally instructed students had as much as four years of instruction.

"This showed me that with this simplified English, you learn quicker, and that when you go on to standard English, you also will learn that better," Lihani said.

Since then, with help from several colleagues, he has developed an experimental textbook for Spanish-speakers interested in learning Transitional English. The textbook is online at <http://www.uky.edu/~globlecl>. A visit reveals a preface, instructor's guide, ten lessons that include exercises, questions, and answers, and a photograph of Dr. Lihani with "Webmeister" R. W. Kiser, also a professor emeritus. Lesson 8 gives us *Lítl Red Ráyding Hud*, but Lesson 9 moves on up to the *Gétisbrg Adrés, Deklaréyshn av Indipéndûnts*, and a *Tök Gívn ët Fulbrighter's Risépshn*, as well as vocabulary, proverbs, and two jokes. Lesson 10 presents the *Histri av "Trensíshnl Ínglish," Priémbl tu Kanstitushn*, and *Améndmûnts tu Kanstitúshn: Bil av Rayts*.

Lihani's Transitional English uses a lettering system immediately familiar to Spanish speakers in order to make pronunciation easier. For example, native English-speakers might stumble over the word "sayd" but native Spanish speakers will recognize its pronunciation as "side."

Lihani also simplifies English by using only subject pronouns, even when used as adjectives or objects. Therefore, "she" is used both as a subject of a sentence and in place of "her." (Hence, "av-shi"–or "of-she"–is used for "her." Adding "-ed" to the verb always creates the past tense, so "mit" (meet) becomes "mited" rather than "met" and "it" (eat) becomes "ited" rather than "ate."

Ballard, a UK Spanish doctoral student from Bardstown, Ky., is preparing to go to Costa Rica next year to train instructors to teach Lihani's Transitional English.

"English would be useful in Costa Rica because tourism is the No. 1 industry there now. They want to learn English," Ballard said. "Transitional English would help them get to a point where they communicate, which boosts their confidence level. From there, they can continue to improve their English."

Ballard at first was skeptical of Transitional English because the grammar is not always correct. However, she came to appreciate the need to learn English quickly when her husband, a native Costa Rican, came to the United States. He needed to learn English well enough to find work as soon as possible, but it took him about a year to learn it well enough to get by on his own.

Now Ballard is eager to see how Lihani's version of Transitional English works for Latin Americans trying to learn the language quickly.

UK: A BRIEF HISTORY

The roots of the University of Kentucky are anchored in the federal Morrill Land-Grant Act of 1862, which led to the founding in 1865 of the Agricultural and Mechanical College on the outskirts of Lexington. The establishment of the A&M college fulfilled the vision of John Bowman, a Kentuckian whose self-appointed mission was to launch a public university in Kentucky where the public could receive a quality education at minimal cost. He succeeded. In its first year, 1866, the A&M College enrolled 190 students, who paid annual fees of $10.

UK launched its Agricultural Extension Service in 1910, four years before the U.S. Congress enacted funding for such programs. In 1912, UK launched its graduate school. Forty-two years later, the UK board of trustees authorized establishment of the colleges of medicine, nursing, and dentistry, and the College of Pharmacy was moved from Louisville to UK.

Today UK offers 87 bachelor's-level, 88 master's-level, and more than 60 doctoral-level degree programs, and has been designated by the Carnegie Foundation as a Research I University.

Jenny Ballard in class at University of Kentucky

GED at San Joaquin Delta College

Moves Thousands in Right Direction

BY PROF. PEDRO L. RAMIREZ

The GED program at San Joaquin Delta College has helped thousands of dropped out, left out, pushed out, and those lying on and between the margins to obtain their high school equivalency diploma and get their lives on the right track. SJ Delta College is located in Stockton, California, within the largest agriculture-producing belt in the world–the San Joaquin Delta–and is home to one of the most successful GED programs in the country.

The GED program is offered in both English and Spanish by two full-time faculty. One, a relative newcomer, is Pamela Pam. I am the other, and have been with the program for nine years. Eva Chavez serves as the sole program recruiter. Assistant Chair of Communication Skills Dr. Kathy Hart and Chair Dr. Mary Ann Cox direct the program. More than seven part-time faculty work with the program.

GED is a program designed to help individuals obtain self-esteem and to enable them to receive a high school education. The campus and the GED program serve the San Joaquin, El Dorado, and Calaveras Counties. Because the program offers instruction in Spanish, citizens of Mexico who have U.S. residency status often live a short period of time in Stockton, with relatives or friends, to study for the GED en Español.

The program is presented five times a year in nine-week sessions. Students can elect to attend either three daytime or two evening sessions a week. They study writing, math, science, social studies, and literature in preparation for the GED exam. An average grade of forty-five in each subject area earns them a diploma.

The program is an offshoot of HEP, the high school equivalency program. Delta College lost its HEP funding in 1990 and launched the GED as a Migrant Transition Program. In 1997, it was extended to all students, not just migrants. Enrollment was boosted and, at present, is booming.

The San Joaquin Delta College has committed to this program over the years as it represents a second chance for youths who otherwise might have no future and no hope. GED students have gone on to become teachers, professors, mechanics, machine operators, RNs, and LVNs. For many, it has offered a push that helped them start a career.

Jerome Flores, whom I first met when he was 19, told me of the trouble he had been in in his early youth. He had been sent to the local juvenile hall and had no hope for his future. "My life was the streets, and I saw no way out of the streets." Then he met up with the late Georgia Sutton and worked with both of us in the GED Program. "Sutton and Ramirez helped me see the light. I got my GED in 1991, studied vocational painting, and landed a job at a glass factory." Flores boasts that he has a wife, two small children, a 401k, a house, and a steady check.

San Joaquin Delta College

Flores is only one of thousands who have benefited from the program. Maria Lazaro, a former student, now has her own elementary classroom and is listed presently as one of the part-time instructors in the GED program. "This program gave me my start," states Lazaro. She explains how the program taught her the value of helping others. "I feel helping others is the greatest achievement," she says.

Herman Ambriz, an aspiring artist, says that he wishes his high school experience could have been as positive as his experience in Mr. Ramirez's classroom. "I wish there would have been teachers in my high school who listen to you like Mr. Ramirez. There should be more teachers who take the time." Ambriz, who obtained his GED in May 1999, in a ceremony held yearly in the Atherton Auditorium at Delta, has plans to become a graphic artist and start a business. "If I can overcome some obstacles, I know I can reach my goals," he says. "I have two jobs, one with Alex Spanos, owner of the San Diego Chargers, and another with his daughter, Dea Spanos Berberian. I'm doing maintenance work, and I work with a cook as an assistant. It's a big start, and I think Spanos is just starting me up. I even have two cars, and I'm going forward with my art and poetry," a jubilant Ambriz said.

The GED full- and part-time staff are aware of the self-esteem issues that students bring into the classroom. Some students enter the program with low self-confidence, a poor self-image, lack of motivation, poor academic and social skills, etc. To meet their need for self-esteem, a yearly graduation ceremony is conducted at the close of each spring semester for all GED graduates. The annual graduation ceremony has been held for the last eight years, since the inception of the program. Those who attend the ceremony walk to the music of "Pomp and Circumstance" through an audience consisting of family and friends, members of the San Joaquin Delta Board of Trustees, the college president, the vice president of instruction, the vice president of student services, the program administrators, faculty, staff recruiters, and support staff. Key individuals from the greater San Joaquin County and the greater Stockton vicinity are invited as special guests. Delta's president usually opens the ceremony with a welcome address. Two student speakers represent all students–one speaking in

Professor Pedro Ramirez and his monolingual Spanish class

English, the other in Spanish–and deliver inspirational messages to their classmates and the audience. Scholarships are awarded to a select group of students; an individual is recognized for having the highest GED scores. Those students graduating with honors (250 points or more) are recognized and do not wear the black Delta tassel; instead, they wear the gold "honors" tassel. A speaker from the general community or campus community usually delivers a message to the students. It is a special night for GED graduates and their families.

All GED students are encouraged to attend the special annual César Chávez Birthday celebration, the Cinco de Mayo Celebration, Black History Month activities, Asian American celebrations, the Atherton Auditorium special speaker series, and other campus activities. Faculty also invite counselors or special guests into their classrooms or show special films to address self-esteem issues. Students generally write classroom reports if they participate in these activities and have the option of delivering their reports to their classmates. Students participate in class plays, and they might recite poetry or essays they have written in class. Students also receive one-to-one instruction in study skills, reading skills, and math. Within the nine-week cycle, a "Student of the Week" certificate is awarded for outstanding work and behavior in class, and a certificate for "Perfect Attendance" is awarded.

Daytime instruction is offered in two self-contained four-and-one-half-hour classroom sessions on the Delta Campus Monday through Friday. I am the regular full-time bilingual instructor, and my class is offered in an English and Spanish mix. There is a great night session demand for the GED Exam in Spanish; therefore, monolingual Spanish courses are offered during two-night, three-and-a-half-hour sessions on and off campus, usually Mondays/Wednesdays or Tuesdays/Thursdays. Monolingual instruction in Spanish for the GED is offered in all subject matter and is taught solely in Spanish. These course offerings in Spanish create the opportunity for monolingual Spanish-speakers to obtain their GED in their native language during the day or night.

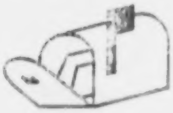
From fall 1990 through spring 1997, computer-assisted instruction, with a highly qualified tutorial assistant, was offered with software from Educational Development Inc., N.Y, N.Y., using ten Apple computers. By assessing student skills in writing, grammar and punctuation, social studies, literature and the arts, science, and math, instructors were able to prescribe computerized instruction in individual areas where students had weaknesses. Students were given specialized instruction in writing a four-paragraph essay and in reading poetry, short stories, plays, and biographies. Students were instructed in mathematical concepts such as fractions, percents, geometry, and algebra; GED students were guided in computerized instruction in behavioral sciences, history and geography, and earth science, biology, astronomy, and physics. Computerized instruction also offered the opportunity for students to gain hands-on experience operating a computer.

In 1996, the tutorial assistant transferred to the Tutorial Center. Consequently, we have temporarily eliminated this element of the program but hope to reinstate it because of its value to student learning and because it provides students with important experience with computers.

Presently, a new site has been chosen for the program on campus, and software is being procured for a new computer lab.

Overall, the GED program at San Joaquin Delta College serves more than 700 hundred students per year. Between 250-344 students graduate yearly from the bilingual program. The program has been a success because of the quality of the instructors, all of whom have a genuine interest in each of their students. The SJDC board and administration have remained steadfast in their commitment to this successful program. The next graduation ceremony at which GED diplomas of recognition will be given out will be May 26, 2000. For many students, it will be a night to remember–a night when unfinished business is completed. And for all students, it will certainly be the beginning of a journey into a better life.

LETTER TO THE EDITOR



October 11, 1999

Since Hispanic Outlook *put the spotlight on California State University-Monterey Bay this past summer, I thought it important to provide some relevant facts regarding the composition of the faculty, staff, and student body. It is my hope that this information might clear up any misconception about the commitment of the University to diversity. CSU- Monterey Bay was able to recently hire as interim provost, a highly respected administrator from within the CSU system. Dr. Diane Cordero de Noriega. Diane is an 18-year veteran of the California State University system, having come up through the faculty ranks at the Sacramento campus. I would also like to share with you my latest communication with the CSUMB campus community. This is the springboard for opening a series of open discussions on our vision, in preparation for a long-term strategic planning effort.*

Sincerely,

Dr. Peter Smith
President

Following are excerpts from Dr. Smith's 10/4/99 letter to the CSUMB Community, mentioned above. The *HO* article to which he refers is "The Dream: Deferred or Betrayed?" (Vol.9, #25, Aug 27).

- *Recently, in a thoughtful note to me, Dr. Steve Watkins, parliamentarian of the Faculty Assembly, asked me to reconsider my interpretation of the Faculty Assembly's vote of no confidence in my ability to lead the development of a multicultural university. I am taking the liberty of responding to Dr. Watkins with this paper in order to make a larger point about universities in general and, more specifically, the status of debate and discussion on serious issues at CSUMB. . . . .*
- *Over the next several years, our thoughtful commitment to the values of a university and the values of our Vision Statement will be tested. This is the work of years, not months. And, as we contemplate the work before us, we should hold the words of the 19th-century German poet Heinrich Heine close to our hearts. As Heine stood with a friend before the great cathedral of Amiens, in France, his friend wondered aloud, "Heinrich, why can't people build buildings like this anymore?" Heine answered, "In the days of this great cathedral, people had convictions. We moderns have opinions. And it takes more than opinions to build a great cathedral."*

What is the similar commitment for a university? Historically, universities have stood as bastions of free speech and debate; as places where provocative thought is not only protected but encouraged. . . ."

- *As a university community, we are faced with a challenge. How do we develop and practice our commitment to multiculturalism and, at the same time, remain committed to the exchange of divergent ideas and views in an environment of tolerance and mutual respect? [E.N. Previous sentence underlined in the original.]*
- *When I served in the United States Congress, I met a young African American woman who had endured the reality of growing up in a low-income neighborhood in Washington,D.C. She had to walk through gangs and drug dealers to get to school every day. She had persevered and was on her way to Howard University the following fall. When I asked her what she would change, if she could change anything, so that others might follow in her footsteps more easily, she answered, "I would give myself more courage. Then I would not be afraid to tell the drug dealers on the corner, 'Get out of my way. I'm going to succeed despite you.'*

- *Over my years here, I have been approached by students, faculty, staff, and administrators who are also afraid. They are afraid to join the campus conversation on multiculturalism for fear of retaliation: for fear of being branded a racist if their thinking differs too much from their perception of the dominant theme on campus. Others say they fear retaliation from faculty peers or the administration. These fears, regardless of their source or to whom they are directed, run against the very grain of a university and must not be tolerated....*
- *Diversity of opinion, like diversity of cultures and experiences, gives strength to an intellectual community. This "braid," differing approaches bound by mutual respect, is our strength.*
- *In this context rises the question, how will we build our commitment to multiculturalism? By welcoming divergent views, by bringing people into the conversation. Not by driving people out or silencing them....*
- *We have proven that we have passion for our Vision Statement. Now we must be passionate for the soul of the university, for an environment of tolerance, mutual respect, and civility where people can speak without fear of retaliation. Our strategic plan will be the vehicle through which we convert the vision of the university to its mission.... "*

Editor's Note:

Dr. Smith also provided Sept. 1999 reports reflecting faculty ethnicity, student gender and ethnicity, and staff/administration gender and ethnicity at CSUMB. In summary: Latino/Mexican American are shown as 24 percent of staff and 17 percent of administration; 26 percent of students; 32 percent of tenured faculty, 13 percent tenure-track, 14 percent multi-year; 15 percent of "temporary" lecturers, librarians, and coaches. The faculty report also indicates 20 tenure-track and four multi-year vacancies.

People-Places-Publications-Conferences

PEOPLE

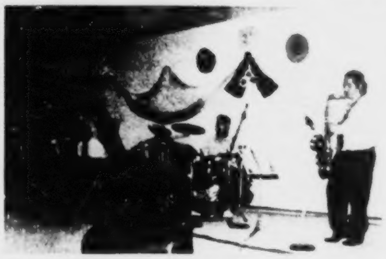
Castaneda Named to Spanish Borderlands Research Chair

Dr. Antonia I. Castaneda of St. Mary's University (Texas) was named O'Connor Professor of Spanish Borderlands History for academic years 1999-2001. She is the fourth St. Mary's professor to hold the endowed research chair.

A Chicana feminist historian and associate professor of history, Castaneda has focused her research, publications, and teachings on gender, sexuality, and women of color in California and the Spanish-Mexican borderlands from the 1770s to the present. During her tenure as O'Connor chair, she plans to complete and publish her manuscript on the social and cultural history of indigenous and mestiza women in colonial Alta California from 1770-1850.

Santa Ana Musicians Perform in Mexico

Santa Ana College (Calif.) music professor David Lopez and his students performed at several venues in Mexico at the invitation of the International Consortium for Education and Economic Development, which held a major conference at the Technological University of Tabasco.



"This exposure gave myself and our students a chance to get away from familiar surroundings and participate in an international exchange," said Lopez, a saxophonist and director of numerous college instrumental and vocal groups.

Joining Lopez on the trip were bassist Ruben Ramirez and brothers Carlos (piano) and Ruben (drums) Ordiano.

UCLA Celebrates Munro and Lopez Publication

The University of California-Los Angeles (UCLA) Chicano Research Center held a publication party for the first ever Zapotec-English dictionary, co-authored by UCLA's Pamela Munro and Felipe H. Lopez.

Six years ago, Lopez, an Oaxacan immigrant, approached Munro, a UCLA linguistics professor. "My language has never been written down," he said. "In a few generations, it might be lost. Can you help me?" She agreed.

Di'csyonaary X:tèe'n Dìi'zh Sah Sann Lu'uc is a two-volume, 650-page dictionary of the endangered Zapotec language spoken in the pueblo of San Lucas Quiaviní, in the Valley of Oaxaca, Mexico, and by many immigrants in Los Angeles.

Hispanic Leadership Conference in Chicago

President Clinton told Hispanic leaders at the 17th annual conference of the United States Hispanic Leadership Institute (USHLI) that America increasingly will "look like you." In his keynote address, Clinton summed up the progress and problems of America's fastest growing minority.

The theme of the October conference, held in Chicago, was "Taking Responsibility: Making Latinos Count in America's New Majority."

Among the many national Hispanic leaders who spoke were Bill Richardson, secretary of the U.S. Department of Energy; Aida Alvarez, administrator of the Small Business Administration; Kenneth Apfel, commissioner of the Social Security Administration; Henry Cisneros, president of Univision; Ida Castro, chair, Equal Employment Opportunity Commission; and Rep. Luis Gutierrez.

Dr. Juan Andrade, Jr., USHLI president, said: "We are proud to provide a unique forum that unites the leaders of today with the leaders of tomorrow."

Sanchez Attends Faith and Values Forum

Texas Woman's University students Perla Sanchez and Tammy Calhoun attended the 9th annual National Student Leadership Forum on Faith and Values, hosted by Sens. Pete Domenici, Daniel Akaka, and Bill Frist, and Reps. Mike Doyle and Steve Largent. Vice President Al Gore was a special invited guest.

Discussions focused on the leadership abilities shown by Jesus of Nazareth, Mahatma Gandhi, Mother Teresa, and others, including the negative example of Adolph Hitler.

"We learned that what drove these leaders to make such great decisions for humanity was their faith," said Sanchez, who is a social work major, peer advisor for Creating Opportunities for Leadership and Obtaining Racial Support, and member of Intervarsity Christian Fellowship.

Montejano at Corpus Christi

Diana Montejano was a keynote speaker at Texas A&M University-Corpus Christi during Hispanic Heritage Month. A published poet and writer, Montejano spoke about achieving writing goals, and evaluated students' individual works.

While attending Our Lady of the Lake University through the Project Teacher Excellence Program, Montejano worked as a legislative research aide to Sen. Joe J. Bernal, co-sponsor of Texas' first bilingual education bill. During this time, Montejano taught at one of the first bilingual education pilot schools.

Presently, Montejano teaches English and creative writing courses to at-risk youth and presents readings in El Paso, San Antonio, and Austin.

Spalding Receives Excellence Award

DePaul University (Ill.) political science professor Rose Spalding received the university's 1999 Rev. William T. Cortelyou-Martin J. Lowery Award for Excellence.

As the award-winner, Spalding delivered a public lecture, "Development, Revolution, and Democracy: Following the Question from Managua to Mexico." Spalding, a recognized authority on Central American and Mexican politics, authored *Capitalists and Revolution in Nicaragua: Opposition and Accommodation, 1979-1993*, a book about Nicaragua under the Sandinistas. She earned her doctorate at the University of North Carolina-Chapel Hill.

Two Cross Border for Nursing Education

Raul Ornelas (pictured l.) and Jesus Saucedo-Ramos (r.) are both committed to the two-year Eastern New Mexico University-Roswell nursing program.

Ornelas, from Juarez, Mexico, and Saucedo-Ramos, from Torreon, Mexico, are both 43 years old, veterans, and now best friends. They were living with their families when they heard about the two-year associate's degree program. They left their families and moved to Roswell with the goal of becoming nurse practitioners.

They say that despite the sacrifices, the experience has been great.

Saumell-Muñoz Lectures at Elmhurst

Dr. Rafael Saumell -Muñoz recently gave a lecture, "Oh! Havana: Discus-sions on Exile," at Elmhurst College in Illinois.

Saumell-Muñoz, a Cuban exile, is an assistant professor of Latin American literature at Sam Houston State University in Huntsville, Texas. He specializes in 19th- and 20th-century Cuban literature.

Ford Lectures on El Pilar Maya Archaeological Site

The Maya of southern Mexico and Central America built one of the world's great civilizations, leaving a legacy of magnificent forest-shrouded temples and exotic artifacts that continues to mesmerize 20th-century peoples as archaeologists unearth their past and seek to solve the mystery of their collapse.

Photo by Clarissa Guggenheim/ El Pilar program

University of California-Santa Barbara (UCSB) archaeologist Anabel Ford has concentrated for six years on the ruins of El Pilar, a Maya city along the border separating Belize and Guatemala. At El Pilar, Ford has brought together representatives of the indigenous community, scholars, and government officials to create an ecological and archaeological reserve.

Ford recently discussed at UCSB plans for the site's future.

Vargas Dowdy Named "Latina of Promise"

Elizabeth Vargas Dowdy, chair of the Manatee Community College (Fla.) English, reading, and languages department, was named a 1999 "Latina of Promise" by *Hispanic Magazine*. The award recognizes outstanding academic achievement, a commitment to community service, and leadership potential.

Vargas Dowdy is a first-generation American who grew up in an El Paso barrio. One of the first to teach English for speakers of other languages in the Manatee County school system, Vargas Dowdy founded the Manatee Community College Hispanic American Organization, developed a mentor program for migrant students, was named "Teacher of the Year" by Florida Foreign Language Instructors in Community College, and successfully competed on the national level for a $5,000 AAUW scholarship.

Morales and Corbett Strengthen West Chester Ties to Latin America

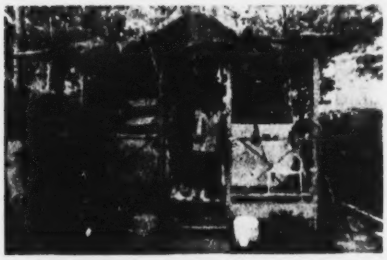
West Chester University (Penn.) ties to Latin America have been strengthened through the efforts of professors Edmundo Morales and Idna Corbett.

Morales, a Peruvian native and a two-time Fulbright award recipient, specializes in the culture of the people of the Andes. He was invited to serve on the Andean Countries Review Committee to review applications for the 2000-2001 Fulbrights.

Corbett, also a Fulbright awardee, helps the Ministry of Education of the Republic of Nicaragua in its basic education reform efforts. She recently directed the National Standards Project for Basic Education, which focused on Nicaraguan elementary and secondary schools.

Long Island Hosts Feuer Exhibit

Photographer Ejlat Feuer (pictured l.) celebrated the beauty and cultural significance of "casita" gardens located in New York's Puerto Rican neighborhoods with a colorful exhibit at Long Island University-Brooklyn.



Accompanying text was by landscape architect Daniel Winterbottom (r.).

Since 1995, Feuer and Winterbottom have documented the evolution of "casitas" (little houses made from discarded materials) and gardens built on abandoned lots in "El Barrio," the Lower East Side, Brooklyn, and the South Bronx. These vacant lots have been transformed into vibrant and productive community vegetable and flower gardens–gardens of hope and reclamation.

González Speaks at Western Michigan

Juan González, a columnist for the *New York Daily News*, was the keynote speaker during Western Michigan University's celebration of Hispanic Heritage Month.

Known for his hard-hitting columns on topics such as the labor movement, race relations, and inner city problems, González spoke on "Minorities and the News Media."

A native of Puerto Rico and journalist for more than 20 years, he is a founding member of the National Association of Hispanic Journalists, and of UNITY, the coalition of African American, Asian, Hispanic, and Native American journalists. He also helped start the Young Lords, a militant civil rights organization of the 1960s, and the National Congress for Puerto Rican Rights in the 1970s.

Chávez Receives Editorial Writers Fellowship

Photo courtesy of C.U. Public Relations, May 1994

Ramon "Ray" Chávez, faculty member at the School of Journalism and Mass Communication (SJMC) at UC-Boulder, received the 1999 Barry Bingham Sr. Fellowship from the National Conference of Editorial Writers Foundation.

The fellowship is presented annually to a journalism educator committed to preparing minority students for successful careers in journalism.

Chávez is director of the SJMC Office of Student Diversity, a founder of the National Association for Hispanic Journalists, and is chair of the Colorado Press Association's Diversity Committee. He has a bachelor's degree from Texas Tech and a master's from the University of Washington.

Yale-Oxford Symposium Honors de Campos

Yale University (Conn.), in cooperation with the Centre for Brazilian Studies at the University of Oxford (England), hosted "On Transcreation: Literary Invention, Translation, and Poetics," a symposium dedicated to Brazilian poet Haroldo de Campos in his 70th year. De Campos gave a talk, "The Ex-Centric Viewpoint: Tradition, Transcreation, Transculturation."

A leader in experimental poetry for more than three decades, de Campos this year was awarded the first Octavio Paz prize for poetry as well as the Roger Caillois prize in France for the translation of his prose work Galaxias.

Along with a degree in law, de Campos has a doctorate in literature from the University of Sao Paulo and an honorary doctorate from the University of Montreal.

Montoya Presents Optics Research at SACNA Conference

Joseph Montoya, New Mexico State University physics doctoral student, presented his research on non-linear optics at the national conference of the Society for Advancement of Chicanos and Native Americans in Science, held in Oregon.

Montoya, who has an EPA fellowship, said his work with silver aggregate and laser radiation could eventually be used to combat air pollutants. His research is titled "Laser Induced Silver Fractal Aggregation Growth and Non-Linear Spectral Properties of Silver Aggregates."

Montoya is a graduate of the University of California-Riverside.

Ortega Receives Honorary Degree

Cardinal Jaime Lucas Ortega y Alamino, archbishop of Havana, recently received an honorary degree from the University of San Francisco (Calif.), and delivered a major address on the state of the Roman Catholic Church in Cuba.

The bilingual event also featured the music of Coro Hispano de San Francisco, a leading choral ensemble of the Bay Area's Spanish-speaking communities.

Ortega became Cuba's first cardinal in more than 30 years when Pope Paul II elevated him in 1994. The son of a sugar cane cutter, Ortega spent 10 months in a prison camp in 1966 as "an enemy of the Cuban Revolution."

Salinas Wins Children's Book Award

Nacho, Tito, and Miguel are three pigs pursued by José, the hungry wolf in Bobbi Salinas' English/Spanish version of *The Three Little Pigs*. Salinas' book, *The Three Pigs/Los Tres Cerdos*, is the 1998 winner of the Tomás Rivera Mexican American Children's Book Award, sponsored by Southwest Texas State University's College of Education.

Salinas, from Alameda, Calif., is an author, illustrator, teacher, ethnic clothing designer, community activist, and strong promoter of cultural education.

"I believe that when educating young people, we must provide them with truth and experiences that help them develop their critical minds," Salinas wrote at the end of *The Three Pigs/Los Tres Cerdos*.

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PLACES

Rockland Honors Hispanic Students

Rockland Community College (N.Y.) presented Outstanding Hispanic Student awards to six students. Selected for their academic, artistic, athletic, and/or leadership achievements, each received a $100 scholarship.

Photo © C. Fournier
Photo/SUNY Rockland

Pictured l. to r., Mildred Vera, Francisca Bobadilla, Mariluz Gomez and Katherine Carmen Tow (not pictured, Maria Paz Steixner) were honored during a special program that included a Hispanic Heritage Month proclamation and a performance by A Taste of Venezuela, a group of traveling musicians and dancers. Workshops and programs for ASPIRA high school students also were held.

Cal State-Fullerton Hosts Dialogue on Race

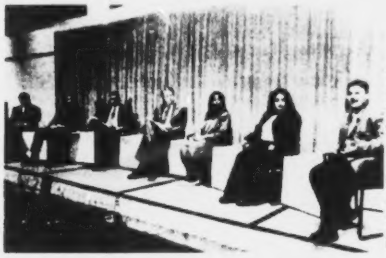


Photo by Patrick O'Donnell

California State University-Fullerton joined the White House and the U.S. DOE in sponsoring the second annual "Campus Dialogue on Race" town hall.

Panelists taking part in the dialogue are, l. to r., Ashik Popat, president of Associated Students Inc.; Dr. Richard L. Wiseman, professor of speech communication; Dr. Isaac Cardenas, chair and professor of Chicano studies; Rusty Kennedy, event moderator and executive director of the Orange County Human Relations Commission; Dr. Julie Stokes, assistant professor of Afro-ethnic studies; Jessica Medina, president of the campus chapter of Movimento Estudiantil Chicano de Aztlan (MECHA); and Phu Nguyen, president of the Vietnamese Student Association.

North Texas Getting Aid for GEAR UP

The University of North Texas will receive $4.2 million during the next five years as part of a federal grant for the Gaining Early Awareness and Readiness for Undergraduate Program with the goal of helping low socioeconomic students realize their full academic potential and attend college.

The initial target is Stockard Middle School, a public school of seventh and eighth graders located in a largely Hispanic, low-income section of southwest Dallas.

"This program will enhance current programs and get students focused on attending college" and help make the transition to college preparation easier, said Oscar Rodriguez, Dallas Independent School District VI superintendent.

U.S. Department of State Offers Internships

Throughout the year, the U.S. Department of State provides internship opportunities for qualifying U.S. citizens who are students in nearly every academic discipline.

The intern program is offered in spring, summer, and fall with application deadlines of July 1, Nov. 1, and March 1 respectively. Most internships are unpaid. Summer offers the most placement opportunities and attracts the most applicants. Students are encouraged to apply for spring and fall intern periods, when selection prospects are enhanced due to fewer applicants.

For a copy of the intern brochure, fax a request to Lynn Green at: (202) 261-8841. Or write to her at: U.S. Department of State, Recruitment Division, 5th Floor, 2401 E. St., N.W., Washington, D.C. 20522-0518B.

Brashears Directs International Education at GateWay

Bill Brashears is the new director of international education at GateWay Community College (Ariz.), hired to expand GateWay's International Student Program (ISP). His main objective is to encourage international students seeking a U.S.-based education to choose GateWay.

"Creating a structure where diverse people can come together to learn from each other is our goal," Brashears said. "In an increasingly global and diverse environment, learning to appreciate and be open to difference is very important to all societies and groups."

Nike Appoints New Executives

Nike, Inc. (Ore.) recently appointed new key executives. Oscar Cardona became vice president of human resources, USA region. Cardona has a bachelor's from Beloit College and juris doctorate from McGeorge College of Law.

Joaquin Hidalgo became vice president and global brand director for soccer. Hidalgo has bachelor's degrees from the University of Dayton.

Mariano Diaz became director of the Nike Foundation. Diaz has a bachelor's degree from the University of California-Santa Barbara and master's from Harvard's Graduate School of Education.

Northern Essex Helps Hispanic Students, Business Owners

To accelerate the entry of area Latinos into career and job-training programs at Northern Essex Community College (NECC) in Massachusetts, the NECC Foundation awarded $3,888 to fund the college's new Fast Track Access Program. Fast Track was designed to assist Latinos who need remedial work before enrolling in classes at NECC by providing eight weeks of intensive skills development. "We can ensure that these students will be better prepared to complete their course work and gain marketable skills," said Dr. Jorge Santiago, NECC assistant dean for pre-college programs.

NECC also will get a $400,000 federal grant to create a Lawrence Business Assistance Center to train, educate, and assist Hispanic business owners and entrepreneurs.

President's Scholars at Cal State-L.A.

Seven outstanding students entered California State University-Los Angeles as the first beneficiaries of the new President's Scholars program. All motivated high achievers, (pictured l. to r.) Ivan Albert Reyes, Laurel E. Diskin, Numan Benjamin Parada, Nathan Craig Charlton, Monica Chew, Ciro Alfonso Ramirez, Jr., and Hunly Chy were selected from local high schools to receive the university's most prestigious scholarship. Each will receive $5,000 per year during four years of full-time enrollment.

Photo by Stan Carstensen

Parada plans to major in civil engineering and might minor in music. Ramirez, a National Hispanic Scholar finalist and first in his family to attend college, wants to pursue a career in physics.

Mortgage Finance Program at Miami-Dade

Miami-Dade Community College (M-DCC) in Florida officially launched a new Mortgage Finance Program in September.

The Fannie Mae Foundation, headquartered in Washington, D.C., granted M-DCC $595,000 as part of its Community College Initiative designed to promote diversity in the mortgage and housing industry through professional education and training.

The program arose out of concern over statistics that show Hispanics and African Americans are less likely than non-minorities to become homeowners.

Research shows that the mortgage approval rate for Hispanics and African Americans increases when a minority lender is involved in the loan process.

Pictured here, are (l.to r.) Juan Contreras, Alba Lyons, and Arleigh Charles Neblett, students in M-DCC's first Mortgage Finance Program class.

Pacific Oaks Colloquium Addresses California's Children

Three prominent California educators and authors addressed issues on the developmental and cultural needs of California's children in the next century during Pacific Oaks College's (Calif.) fall colloquium.

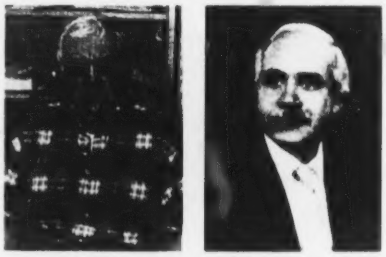


Photo by Gregory Duarte

Guest speakers included Dr. Rodolfo Acuña(pictured at l.), author and CSU-Northridge chair of Chicano Studies; Dr. Leobardo Estrada a (r.), professor at the UCLA School of Urban Planning; and Richard Rodriguez, author, essayist, and journalist.

Respondents included Vera Vignes, superintendent of the Pasadena School District; Gloria Gutierrez Delaney, assistant superintendent; and Pacific Oaks faculty member Dr. Rebecca Rojas, among others.

Erie Holds Hispanic Heritage Night

Erie Community College (N.Y.) sponsored Hispanic Heritage Night in October.

Wendell Rivera, Latin jazz musician and founder of the Latino Student Association, was awarded the Distinguished Hispanic Alumni Award. The Outstanding Community Service Award went to the Hispanic Women's League for its outstanding support of student scholarships. Pedro Rodriguez (pictured) won the Outstanding Professional Service Award for his dedication to Hispanic students as a city campus counselor and a director of PERKINS III, which offers counseling, mentoring, career assessment, personal enrichment workshops, and linkages to campus and community services.

Cesar Diaz, a Puerto Rican educational filmmaker, presented his documentary *We are from Puerto Rico: Narrations from the Unmelting Pot.*

Latino Student Advancement Conference at Central Michigan

Advocates for Latino Student Advancement in Michigan Education (ALSAME), a coalition that hopes to put Latino students on the "super highway" to education, held its fourth annual Recruitment and Retention Conference at Central Michigan University (CMU) in October.

The conference targets Latino students who are juniors or seniors in high school or enrolled in two- or four-year colleges.

Juan Zamudio, assistant director in academic advising at CMU, worked with the Office of Minority Student Services to bring ALSAME's conference to CMU.

St. Francis Hosts Hispanic Festival 1999

St. Francis College (N.Y.), together with Fleet Bank, celebrated hosted Hispanic Festival 1999 in October. Events focused on Hispanic music, dance, art, culture, history, and film.

Dr. Enildo García (pictured), professor of Spanish, foreign languages, fine arts, and international cultural studies at St. Francis, gave a lecture, "Cultures in Contact: The legacy of the U.S. in Cuba in Education, Business, and Law (1899-1902)."

In the art exhibition "Portraits of Chimborazo," Colombian-born photographer Ligia Botero captured the strength and beauty of the inhabitants of isolated Chimborazo, Ecuador

Paid Internships at U.S. Transportation Department

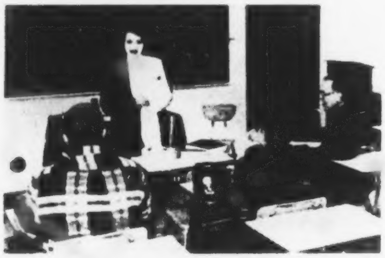
The U.S. Department of Transportation pledged to spend $510,000 on a Hispanic Association of Colleges and Universities (HACU) program designed to reverse an historic shortage of Hispanics in federal workforce ranks.

The funds will provide paid internships next year at the Department of Transportation to top students at HACU-member colleges and universities through the award-winning HACU National Internship Program, which has introduced more than 2,000 students to federal internships and career opportunities since its inception in 1992.

"This pledge represents an important milestone," said William Rafael Gil (pictured), HACU National Internship Program executive director. "Hispanics remain the only underrepresented minority population in federal workforce ranks."

Southwest Detroit College Program Empowering Latinas

The Southwest Women's Educational Empowerment Project, a collaborative venture between Madonna University (Mich.) and The Religious of the Sacred Heart, is offering instruction at St. Vincent's School in Detroit. The project goal is to provide educational opportunities for women, primarily Latinas, in Southwest Detroit.



Pictured here, Delia Garcia (standing), employee resources, Mexican Industries, addresses (l. to r.) Clancy Jackson, Latino Family Services; Lydia Hryzodub, Latino Family Services; and the Rev. Don Hanchon, pastor of Holy Redeemer and coordinator of the Hispanic Pastoral Plan for the Archdiocese of Detroit.

Human Rights and Press Freedom in Latin America Explored at Michigan State

Journalists, human rights activists, academic experts, and students gathered at Michigan State University (MSU) for a two-day international conference to explore the relationship between human rights and press freedom in 21st-century Latin America.

"As Latin America and the Caribbean enter into the 21st century, the new sets of economic, social, and regional perspectives will impose a rapid transformation of the region," said Manuel Chavez, assistant director of the MSU Center for Latin American and Caribbean Studies. "Human rights and press freedom play a critical role on the stability of the region and in the progress of the new economic alliance of the Americas."

Long Beach City Awarded Title V Grant

Long Beach City College (Calif.) was awarded a Title V Grant for the Developing Hispanic-Serving Institutions Program. The college currently serves 26,176 students, of which 26 percent are Hispanic.

The grant will allow the college to expand its capacity to serve Hispanic and low-income students through the development of intervention strategies to increase and support student retention and persistence.

PUBLICATIONS

The Places of History: Regionalism Revisited in Latin America

Doris Sommer, ed.

Responding to the pressures of current theoretical trends toward models of cultural globalization, the essays–by the most well-known and respected Latin Americanists–collected here bring a historical focus to literary studies. They suggest that only by exploring the particularities of regional historical cultures can the multiple meanings of American identities be understood.

August 1999. 310 pgs. ISBN 0-8223-2344-3. $17.95 paper. Duke University Press. (919) 688-5134.

Latina Performance: Traversing the Stage

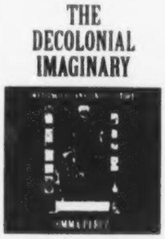
by Alicia Arrizón

This book considers the emergence of a Latina aesthetics developed in the United States but simultaneously linked with Latin America. As dramatists, performance artists, protagonists, and/or cultural critics, the women examined herein book draw attention to their own divided position.

July 1999. 272 pgs. ISBN 0-253-21285-5. $18.95 paper. Indiana University Press. (800) 842-6796.

The Decolonial Imaginary: Writing Chicanas into History

by Emma Pérez



Emma Pérez discusses the historical methodology that has created Chicano history. Borrowing from theorists, philosophers of history, and cultural feminist critics, Pérez argues that the Chicano historical narrative has often omitted gender. She examines new tools for uncovering the hidden voices of Chicanas who have been relegated to silence.

July 1999. 199 pgs. ISBN 0-253-21283-9. $16.95 paper. Indiana University Press. (800) 842-6796.

Puerto Rican Women's History: New Perspectives

Félix V. Matos Rodríguez and Linda C. Delgado, eds.

PUERTO RICAN WOMEN'S HISTORY

The first anthology in either English or Spanish dedicated exclusively to essays about Puerto Rican women and gender history. The editors have assembled 11 essays by top scholars writing on several aspects of gender and history in the 19th and 20th centuries.

1998. 262 pgs. ISBN 0-7656-0246-6. $24.95 paper. M.E. Sharpe. (800) 541-6563.

Afro-Brazilian Culture and Politics: Bahia, 1790s to 1990s

Hendrik Kraay, ed.

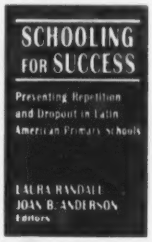
The essays in this book constitute an analytic survey of the last two centuries of Afro-Bahian history, with a focus squarely on the difficult relationship between Afro- and Euro-Bahia and on the continual Afro-Bahian struggle to create a meaningful culture in an environment either hostile or suffocating in its ability to absorb elements of Afro-Bahian culture.

1998. 208 pgs. ISBN 0-7656-0226-1. $24.95 paper. M.E. Sharpe. (800) 541-6563.

Schooling for Success: Preventing Repetition and Dropout in Latin American Primary Schools

Laura Randall and Joan B. Anderson, eds.

Primary school education is a fundamental ingredient for creating economic development and growth. Increasing the quality of education, especially for the poor, is essential to economic development in Latin America. This book addresses issues of educational quality, grade repetition, and early school dropout in primary school in Latin America.



SCHOOLING FOR SUCCESS
Preventing Repetition and Dropout in Latin American Primary Schools
LAURA RANDALL
JOAN B. ANDERSON
Editors

1999. 338 pgs. ISBN 0-7656-0238-5. $66.95 cloth. M.E. Sharpe. (800) 541-6563.

Cantos Paralelos: La parodia plástica en el arte Argentino contemporáneo/Visual Parody in Contemporary Argentinean Art

Mari Carmen Ramírez, ed.

This Spanish/English bilingual catalog and the traveling exhibition it accompanies examine the work of nine Argentinean artists whose iconoclastic production can be seen as finding a common ground in the critical recourse of parody. Designed by Henk van Assen, former assistant professor of design in the University of Texas' Department of Art and History, the catalog was chosen by the American Institute of Graphic Arts as one of the 50 best designed books published in the United States this year.

1999. 312 pgs. ISBN 0-935213-14-7. $50.00 paper. University of Texas Press. (800) 252-3206.

The World of Túpac Amaru: Conflict, Community, and Identity in Colonial Peru

by Ward Stavig

One of the most significant indigenous uprisings in the Americas, known by the name of its leader, Túpac Amaru, ignited in colonial Cuzco near the former Inca capital during the late 18th century and spread rapidly throughout much of the Andes. Author Ward Stavig examines the issues, values, and themes, central to the lives of ordinary Andean men and women within the Cuzco provinces, which were the wellspring of the rebellion.

1998. 368 pgs. ISBN 0-8032-9255-4. $25.00 paper. University of Nebraska Press. (800) 755-1105.

The Knowledge Factory: Dismantling the Corporate University and Creating True Higher Learning

by Stanley Aronowitz

Author Stanley Aronowitz, professor of sociology at the Graduate Center, City University of New York, finds the curriculum of all our universities–from the Ivy Leagues to community colleges–lacking. Proposing a specific new curriculum that can be put into practice today, Aronowitz offers a vision of a true higher learning that can put a well-rounded education back at the center of the university's mission.

THE KNOWLEDGE FACTORY
Stanley Aronowitz

1999. 256 pgs. ISBN 0-8070-3122-4. $25.00 cloth. Beacon Press. (800) 225-3362.

I, Carmelita Tropicana: Performing between Cultures

by Alina Troyano

As a Cuban, lesbian, and feminist, Alina Troyano (a.k.a. Carmelita Tropicana) draws insight from her experiences not by exoticizing them but by playfully drawing attention to them in order to reveal all there is at stake in the creation of identity. This book offers the first comprehensive collection of her work.

I, CARMELITA TROPICANA

1999. 160 pgs. ISBN 0-8070-6603-6. $16.00 paper. Beacon Press. (800) 225-3362.

American Encounters: Greater Mexico, the United States, and the Erotics of Culture

by José Limón

The idea of crossing the U.S.-Mexico border has always conjured images of racial hostility and exclusion. Award-winning anthropologist José Limón offers an alternative history of attraction and desire between the United States and Mexico that both embraces the Taco Bell chihuahua and envisions hope for the future of border relations.

1999. 264 pgs. ISBN 0-8070-0237-2. $17.50 paper. Beacon Press. (800) 225-3362.

Santos: Enduring Images of Northern New Mexican Village Churches

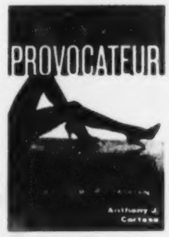
by Marie Romero Cash

Richly illustrated with examples of 18th- and 19th-century art from northern New Mexico's village churches, this book is an in-depth investigation into the artistic heritage of the New Mexican santero (saint maker).

September 1999. 296 pgs. ISBN 0-87081-494-X. $39.95 cloth. University Press of Colorado. (800) 268-6044.

Provocateur: Images of Women and Minorities in Advertising

by Anthony J. Cortese



This well-illustrated book looks behind the scenes of contemporary culture to help us understand the hidden messages and social meanings of advertising–arguably the world's most powerful cultural and economic institution.

1999. 161 pgs. ISBN 0-8476-9175-6. $24.95 paper. Rowman & Littlefield. (800) 462-6420.

Six Nuevomexicano Folk Dramas for Advent Season

by Larry Torres

The folk plays included here are performed during the six-week period before and after Christmas known as Advent Season, but can be appreciated at any time. The author's presentation enables the reader to understand them as cultural experiences within a centuries-old tradition of sacred ritual.

Oct. 1999. 194 pgs. ISBN 0-8263-1964-5. $15.95 paper. University of New Mexico Press. (800) 249-7737.

Review: Latin American Literature and Arts

This journal, now in its 31st year, is a publication of the Americas Society. The major U.S. forum for contemporary Latin American literature in English translation and for articles on the Latin American arts, it first brought the work of writers such as Alejo Carpentier, José Donoso, Gabriel García Márquez, Manuel Puig, and Mario Vargas Llosa to critical attention in this country. *Review*'s editor is Alfred Mac Adam, professor of Spanish American literature at Barnard College-Columbia University. Published twice per year.

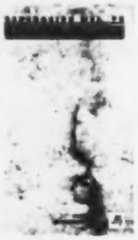
$19.95/year (individuals). $29.95/year (U.S. institutions). $35.00/year (foreign). Americas Society. (800) 783-4903.

VIDEOS

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
P.O. BOX 2053
Princeton, N.J. 08543-2053
(800) 257-5126

Antonio Machado: A Lomos de la Quimera

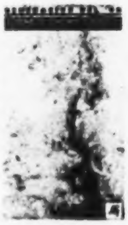


Spanish poet Antonio Machado shared the misgivings voiced by other members of the Generation of '98 regarding the decadence and complacency of Spain. Composed of documentary material and dramatizations, this program profiles the life and achievements of a Spanish literary master.

(Spanish, 60 min., color) Item #FFH 9124

Miguel de Unamuno: El Rector

This program combines documentary material and dramatizations to present the story of a multitalented Spanish philosoph[illegible]st, novelist, poet, and playwright against the backdrop of his turbulent times.



(Spanish, 55 min., color) Item #FFH 9122

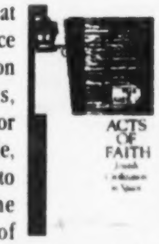
José Martí: Cuba's Patriot-Poet

Cuba's Patriot-Poet

A tireless proponent of freedom from Spanish rule, José Martí is known as "The Apostle of Cuban Independence." Combining documentary material with dramatizations, this program celebrates the selfless life of the freedom fighter, which was marked by imprisonment, exile, and, ironically, death in his first appearance on the battlefield.

(Spanish, 63 min., color) Item #FFH 9120

Acts of Faith: Jewish Civilization in Spain



This program looks at remnants of what was once the great Jewish civilization in Spain: the artifacts, which were Christianized or destroyed, and the people, many of whom continued to practice elements of the religion and folklore of Judaism and for most of whom the memory of Jewishness has long since been extinguished.

(50 min., color) Item #FFH 3989

Christians, Jews, and Moslems in Medieval Spain

Spain's history is traced from the first landing of Berbers and Arabs in 711, through the expulsion of both Moors and Jews in 1492. Also outlined: the development of a culture whose people spoke various Spanish dialects: the role of the School of Toledo in preserving, translating, and making known the ancient Greek scientific texts as well as Arabic treatises on philosophy and science; the rabbinic center in Toledo; and the history of Jews in Spain.

(52 min., color) Item #FFH 1958

Cuba: Holding Back the Tide

"What is keeping Castro in power?" This video examines the problems that face the Cuban people –Cuba's economy and the government's initiatives. In addition, the program visits a hospital that offers a painful metaphor for the decay of Castro's country.

(30 min., color) Item #FFH 6124

Many publications featured in this section are available through amazon.com.

CONFERENCES

AAC&U 86th Annual Meeting

January 20-22

The Association of American Colleges & Universities presents "Greater Expectations: Of Our Students, Our Stakeholders, Ourselves," its 86th annual meeting. In Washington, D.C.

In addition, see Web site at <www.aacu-edu.org> for information on four regional (San Antonio, Philadelphia, Tacoma, and Charleston) "Network for Academic Renewal" meetings.

Contact: (202)387-3760; e-mail, <meetings@aacu.nw.dc.us>; Web site, <www.aacu-edu.org>.

NAFEO 25th National Conference

February 13-17

The National Association for Equal Opportunity in Higher Education's 25th national conference will explore "Offensive Strategies for Keeping the Doors of Opportunity Open in the New Millennium." At the Washington Hilton Hotel & Towers, Washington, D.C.

Contact: (301) 650-2440; Web site, <www.nafeo.org>.

NABE 2000/Millennium Conference

February 15-19

The National Association for Bilingual Education's five-day event includes keynote speakers and more than 200 workshops, symposia, papers, and demonstrations focusing on the education of language-minority children and the development of multilingualism and cultural understanding. In San Antonio, Texas.

Contact: NABE, (202) 898-1829; Web site, <www.nabe.org>.

ACE 82nd Annual Meeting

March 18-21

The American Council on Education's 82nd Annual Meeting, "A New Agenda for a New Age," convenes in Chicago at the Sheraton Chicago Hotel and Towers.

Contact: Web site, <www.acenet.edu>.

NAHP Convention 2000

March 29-April 1

The National Association of Hispanic Publications presents "the Hispanic print event of the new millennium." At the Monte Carlo Resort & Casino, Las Vegas, Nevada.

Contact: Andres Tobar, Executive Director/CEO, (202) 662-7250.

AAHE 2000 National Conference

March 29-April 2

The American Association for Higher Education's 2000 national conference has as its theme "To Form a More Perfect Union: Diversity and Learning." In Anaheim, Calif.

Contact: Kerry Newberry, conferences and meetings assistant, (202) 293-6440; Web site, <www.aahe.org>.

NCA-CIHE 105th Annual Meeting

April 3

The North Central Association of Colleges and Schools' Commission on Institutions of Higher Education presents "The Quest for Quality: Mission, the Commission, and a New Century." In Chicago, at the Hyatt Regency Chicago.

AACC 80th Annual Convention

April 8-11

The American Association of Community Colleges presents its annual convention, this year on the theme "A World of Possibilities," and an academic marketplace. At the Hilton Washington in Washington, D.C.

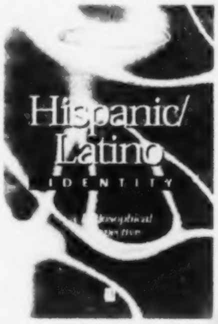
Contact: Web site, <www.aacc.nche.edu>.

Book Review

by Eduardo Mendieta

***Hispanic/Latino Identity: A Philosophical Perspective*, by Jorge J.E. Gracia.** (Malden, Massachusetts: Blackwell Publishers, 1999). 226 pages + index. ISBN# 0631217649. $24.95 paper.

Jorge J. E. Gracia is without question one of the best-known Latino/Hispanic philosophers in the United States and abroad. He was a founding member of the American Philosophical Association's (APA) committee on Hispanics, and its first chair. There is something, however, unique, not to say peculiar, about this recent book by Prof. Gracia. He was trained as a medievalist. His areas of expertise are late medieval philosophy, the problem of individuation, a central topic within ontology, or more broadly defined metaphysics. Scholars trained in such fields tend not to be concerned with contemporary matters, social reality, and the vagaries of "identity politics." Yet, Gracia has taken on a topic that prima facie could be construed as being antithetical to his own philosophical orientation. As he declares in the "preface," he writes not as a leader, or prophet, or even ideologue of a movement. He writes as both a "Hispanic" and an "American" who is concerned with the fate of the nation and his people, and who happens to be a philosopher. And that is what makes this book refreshing and insightful.



Gracia is not peddling some new intellectual fashion. Nor is he compromising his intellectual orientation in order to make it fit some political agenda. Gracia demystifies a lot of sacred cows and is able to question many presuppositions taken for granted in the "movement." Again, not because he is pushing a particular agenda. There is a lot of honesty, clarity, in this book. And that is refreshing.

On one hand, as an intellectual outsider to identity politics, Gracia asks questions that those who have endured prolonged dwelling in the midst of engaged and embattled political activism have forsaken or forgotten to ask. What should we call ourselves, as a people in the United States? Why, what are the criteria, and are they coherent? Why is naming significant to a people, even to a movement? How did we become the people that we have become? What is our relationship to other groups with whom we share very close narratives? And, then, as a philosopher, he asks, what does philosophy say to and about "Hispanics/Latinos"? Is there a Latin American philosophy? And if there is such a philosophy, what relationship does it have to "Hispanics" in the U.S.?

Several of the answers that Gracia offers will be unsatisfactory to many, but this is aleatory to the goals of the text. What is significant, instead, is the way in which Gracia has advanced by clearing the ground of presuppositions and biases, to then proceed by developing a set of plausible and intellectually honest responses. For instance, Gracia finds it unsatisfactory and duplicitous to call us "la raza," or "Latinos." He thinks it makes more sense to call ourselves Hispanics (the text, however, uses the "Hispanic/Latino" to talk about Hispanics in the U.S.).

Also, what makes us a people? Neither race, nor religion, nor language, nor nationality alone is the point of reference. For Gracia, we are "Hispanics" due to a history that has traced a series of family characteristics that make us resemble one another and make us want to claim family membership. History, and not some ethereal essence, makes us a people. The history that has painted our family portrait is a history that includes ***mestizaje***, syncretism, and linguistic creolization. To deny one aspect of this history is to misrepresent us. To reduce us to one characteristic is to deny the complexity of our history. In both cases, homogenization is in the service of hegemony, and as such it should be resisted.

The book also discusses questions of Hispanic and Latin American philosophy. By the former, Gracia means specifically the philosophy that emerged in Spain, and the colonies, during the fifteenth, sixteenth, and seventeenth centuries. Unfortunately, for ideological reasons, this has been pushed out of the narrative of the evolution of Western thought. With respect to Latin American philosophy, Gracia discerns three main positions: the universalist, the historicist, and the critical. The analysis of these three positions is not only informative about philosophy, but also about the kinds of intellectual currents that have shaped Latin American intellectual life in the second half of the twentieth century.

For Gracia, it is clear that there is Latin American philosophy. The pressing issue for him is: why don't we study it? Or, why is it so deliberately ignored and neglected by the U.S. academy? This is the question that is taken up by the final chapter of the book. This last chapter, in fact, is a blistering indictment of the discipline. The numbers of both graduate students and professors in philosophy are deplorable. But the attitude and the will are even worse. Gracia, however, wants things to change. He has shown as much by having given so much of his professional efforts to working within the American Philosophical Association (APA) to improve the conditions for Hispanics/Latinos, and changing curricular requirements and expectations. This book will be ***de rigueur*** within the disciplines and for those interested in things Hispanic. It is an indispensable resource and point of reference for debates about Hispanics in both the U.S. and throughout Latin American. It will certainly become a required text in classes on Latin American philosophy. Were there to be audacious professors desiring to teach a "Philosophy of the Hispanic Experience," they would find in this book their map and essential primary text.

Eduardo Mendieta is assistant professor of philosophy and associate director of the Center for the Study of Latinos in the Americas (CELASA) at the University of San Francisco.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

BRIDGEWATER STATE COLLEGE

FACULTY POSITIONS AVAILABLE

Bridgewater State College is a comprehensive public college serving approximately 8700 students. Its 270 full-time faculty offer over one hundred Baccalaureate and Master's level programs. The J. Joseph Moakley Center for Technological Applications provides advanced computing and telecommunications technologies to support academic programs. The campus is located in southeastern Massachusetts, in an attractive New England town, easily accessible to Boston, Cape Cod and Providence. For additional information, visit the web site http://www.bridgew.edu/.

Bridgewater State College seeks applicants for the following **full-time, tenure-track faculty positions**, which include opportunities for teaching and advising undergraduate and graduate students during the nine-month academic year. Opportunity exists for additional teaching in the summer.

All positions require an earned doctorate, unless otherwise noted. Applicants should be strongly committed to excellence in teaching and advising, and to working in a multicultural environment that fosters diversity. Applicants should also have an ability to use technology effectively in teaching and learning, the ability to work collaboratively, evidence of scholarly activity, and a commitment to public higher education.

SCHOOL OF ARTS AND SCIENCES

Assistant Professor, Department of Biological Sciences. Specialty in Genetics. Teach courses in genetics, introductory biology and upper level courses that support the department's bio-medical/molecular program. Responsibilities also include supervising undergraduate research, advising students, participating in procurement of equipment, and serving on department and college committees. Requires an earned Ph.D. and a strong commitment to teaching and research in an undergraduate setting, as well as to advising undergraduate students and supervising original undergraduate research. Knowledge of human genetics and general zoology is desirable. Teaching experience is preferred.

Assistant Professor, Mass Communication, Department of Communication Studies and Theatre Arts. Position 1 - Mass Comm/Production. Duties include teaching introductory and advanced television production, general mass communication and media studies courses; supervising student production crews and internships; acting as liaison with campus telecommunications center; participating in departmental curriculum development; and advising students. Requires a Ph.D., a strong commitment to excellence in teaching mass communication and media studies, excellent communication skills, and video/television production experience. Preference will be given to those with demonstrated operational knowledge of state-of-the art video technology.

Assistant Professor Mass Communication, Department of Communication Studies and Theatre Arts. Position 2 - Mass Comm/Public Relations. Duties include computer-mediated teaching of mass communication and public relations courses with emphasis on new communication technologies; advising students; participating in departmental curriculum development; and working with departmental and college committees. Requires an earned Ph.D., a strong commitment to teaching excellence, excellent communication skills, and expertise and professional experience in media and public relations, especially with new communication technologies.

Assistant Professor, Department of Earth Sciences and Geography. Teach introductory physical geography, meteorology and climatology. Responsibilities also include student advising, supervision of undergraduate research and internships and serving on department and college committees. Ph.D. required as well as a strong commitment to undergraduate teaching, to supervising undergraduate research and internships, and to advising and mentoring students. Ph.D. in Geography preferred. An ability to teach geotechnology and/or allied specialties is desirable.

Assistant Professor of English, Department of English. Position 1 - Irish Literature. Teach upper-division courses in field of specialty, sophomore courses in general education literature, and freshman writing; academic advising; service to the department and college community. Opportunities also exist to teach in the department's graduate program. Requires earned Ph.D. with emphasis in Irish literature. Secondary interest in one or more of the following: postcolonial literature, cultural studies, women's literature. Since all faculty in the department teach freshman writing, preparation in composition will be an advantage.

Assistant Professor of English, Department of English. Position 2 - Rhetoric and Composition. Teach advanced courses in writing and freshman composition; academic advising; service to the department and college community. Opportunities also exist to teach in the department's graduate program. Ph.D. in English, specialization in Rhetoric and Composition preferred. Primary focus in Professional/Technical Communication. Secondary focus in one or more of the following: fiction-writing; nonfiction writing; writing for periodicals.

Assistant Professor, Department of Foreign Languages. Specialty in English as a Second Language (ESL). Duties include teaching a variety of ESL courses and a second language as appropriate. Candidate must be committed to broad, campus-wide ESL involvement and work with non-native speakers of English through such venues as academic support services. Requires earned Ph.D. in ESL or related field, experience teaching at the college level, and ability to teach a world language other than Spanish.

Assistant Professor, Department of History. Position 1 - Ancient Greece and/or Rome. Specialty in the history of ancient Greece and/or Rome. Duties include teaching upper-division and graduate courses in ancient history, teaching lower-division courses in Western Civilization and/or World History, advising undergraduate and graduate students, and participating in departmental and college decision-making processes and activities. Requires an earned Ph.D. in history or a related field and teaching experience.

Assistant Professor, Department of History. Position 2 - Latin American History. Specialty in Latin American history. Duties include teaching upper-division and graduate courses in Latin American history, upper-division courses in another area of world history (other than history of the United States, Europe, or East Asia) and lower division courses in World History; advising undergraduate and graduate students; and participating in departmental and college decision-making processes and activities. Requires earned Ph.D. in history or a related field and teaching experience.

Assistant Professor (tenure track) or Instructor (one year temporary) in Computer Science, Department of Mathematics and Computer Science. Responsibilities include teaching undergraduate and master's level courses, advising undergraduates and supervising graduate students, participating in departmental curriculum development, as well as engaging in ongoing scholarship and professional activity. The Assistant Professor position requires an earned Ph.D. in Computer Science (or a closely related field). The instructor position requires a master's degree in computer science (or a closely related field) and enrollment in an accredited doctoral program in computer science (or a closely related field). All areas of specialization will be considered, although Architecture and Operating Systems are especially desired.

Assistant Professor of Mathematics, Department of Mathematics and Computer Science. Position 1. Teach a range of undergraduate and graduate courses for both majors and non-majors; advise undergraduate and graduate students; participate in curriculum development, including the uses of new technologies in teaching and learning. Requires an earned doctorate in Mathematics (or a closely related field). Ability to teach courses in discrete mathematics, linear algebra, calculus with technology and other areas that support the major in computer science preferred.

Assistant Professor, Department of Mathematics and Computer Science with a specialty in mathematics education. **Position 2 - Math Education.** Duties include supervising secondary mathematics student teachers, teaching undergraduate courses such as Strategies for Teaching Mathematics in Middle/High School and working cooperatively in assisting with Curriculum development and technology integration. Requires an earned doctorate in Mathematics or Mathematics Education. Knowledge/expertise in NCTM Standards and the Massachusetts Curriculum Frameworks in Mathematics preferred.

Assistant Professor, Department of Music. Specialties in piano (especially collaborative piano) and aural skills. Teach piano classes at all levels, sight-singing and ear-training to music majors, and service courses to non-majors. Responsibilities also include collaborating with performance faculty to prepare student accompanists, student advising, and participating in the functions of the department and the college. Requires an earned doctorate in music, with an emphasis on piano; experience at the college level in teaching class piano, and sight-singing and ear-training. Also required is experience in accompanying soloists and ensembles. Prefer experience in teaching music appreciation, non-Western music or other courses for non-majors, and community outreach.

Assistant Professor, Department of Physics. Duties include teaching a full range of undergraduate physics courses for both majors and non-majors; advising students seeking a diverse range of post-baccalaureate goals, such as graduate school, industry and teaching; and supporting the department in expanding its offerings and continuing to build on the strong teacher education programs of the college. Requires an earned Ph.D. in Physics.

Assistant Professor, Public Administration, Department of Political Science. Primary responsibility will be to teach and work closely with students in the department's growing MPA program. In addition, undergraduate teaching in related areas is expected. Requires an earned Ph.D. with specialization in one or more of the following areas— Public Management, Public Finance and Budgeting, or Public Policy, a commitment to teaching excellence, and evidence of scholarly activity. Candidates with some practitioner experience and strong methodological skills preferred.

Assistant Professor, Department of Psychology. Position 1 - Psychology/Clinical. Teach courses in introductory psychology, clinical psychology and related fields. Responsibilities also include supervising graduate and undergraduate internships and research, as well as participating in service to the department and the college. Requires an earned Ph.D. or Ed.D., Massachusetts State Licensure or license eligibility as a Health Service Provider, and evidence of quality teaching ability and clinical experience. Also required is ability to supervise student internships and research.

Assistant Professor, Department of Psychology. Position 2 - Psychology/Cognitive. Teach courses in introductory psychology, research methods, statistics and cognitive psychology. Responsibilities also include student advising, supervising student research, and participating in service to the department and the college. Requires a Ph.D. in Psychology, evidence of quality teaching ability, and ability to supervise student research.

www.bridgew.edu

Assistant Professor in CSWE-accredited Department of Social Work bachelor level program. Duties include teaching social welfare policy and two or more of the following: macro practice, gerontology, research, child welfare, and diversity. Other areas of interest may be included. Responsibilities include advising and participating in the functions of the department and of the college. Requires a Master's degree in social work, a minimum of three years' post-master's practice, and a Doctorate in social work or a closely related field. Candidates must demonstrate a commitment to social justice issues and ethics, interest in scholarly activities, and an ability to work effectively with diverse groups, clients, communities, students and colleagues. Applicants should be strongly committed to excellence in teaching and advising, to working collaboratively, to mentoring students of diverse backgrounds, and to public higher education.

Assistant/Associate Professor, Criminal Justice/Criminology, Department of Sociology and Anthropology. Duties include teaching undergraduate courses in Criminal Justice and Criminology, advising students, participating in departmental activities such as program review and curriculum development, and helping develop and implement proposed new undergraduate and graduate programs in Criminal Justice/Criminology. Requires an earned Ph.D. in Criminal Justice, Criminology, or Sociology, with specialties in at least two of the following: Inequality and Criminal Justice, Race/Ethnicity and Criminal Justice, Gender and Criminal Justice. Prefer an ability to teach one or more of the following: Introduction to Sociology, Social Theory, Research Methods, and Social Data Analysis.

Assistant Professor of Anthropology, Department of Sociology and Anthropology. Teach undergraduate courses in either Africa or Asia, Introduction to Cultural Anthropology, and at least one of the following introductory courses: Physical Anthropology, Archaeology, Folklore, or Myth and Culture. The successful candidate will also participate in departmental activities such as program review and curriculum development. Requires an earned Ph.D. in cultural or social anthropology, with a specialty in either Africa or Asia. A specialization in political or legal anthropology and an ability to teach other courses for majors and non-majors is preferred.

SCHOOL OF EDUCATION AND ALLIED STUDIES

Assistant Professor, Early Childhood Education, Department of Elementary and Early Childhood Education. Teach undergraduate and graduate methods courses in mathematics and science education; assist in undergraduate and graduate program development; supervise student teachers; write and support the development of grants; advise undergraduate and graduate students. Requires earned doctorate in Education with strong background in mathematics and/or science education; demonstrated teaching competence at the Early Childhood Education level (PK-3). Preferred: familiarity with NAEYC guidelines and a constructivist philosophy, successful college-level teaching experience in both mathematics and science education and competencies in at least one of the following areas: social studies education, educational evaluation and assessment techniques, multiple intelligences, teaching a world language, teaching with technology, teaching students with special needs in the regular classroom, student-teacher supervision.

Assistant Professor, Early Childhood Education, Department of Elementary and Early Childhood Education. Teach undergraduate and graduate methods courses in area of literacy; assist in undergraduate and graduate program development; supervise student teachers; write and support the development of grants; advise undergraduate and graduate students. Requires earned doctorate in Education with strong background in reading/literacy and/or language development; classroom teaching experience at the Early Childhood level (PK-3). Preferred: familiarity with NAEYC guidelines and a constructivist philosophy, successful college-level teaching experience in reading/literacy and/or language development and experience and competencies in at least one of the following areas: early childhood curriculum development, assessment, teaching a world language, teaching young children with special needs in the regular classroom, student-teacher supervision.

Assistant Professor, Elementary Education, Department of Elementary and Early Childhood Education. Teach undergraduate and graduate methods courses in literacy; assist in undergraduate and graduate program development, supervise student teachers; write and support the development of grants; advise undergraduate and graduate students. Requires earned doctorate in Education with strong background in reading/literacy and successful classroom teaching experience at the Elementary Education level. Preferred: familiarity with ACEI or IRA guidelines and a constructivist philosophy, successful college-level experience in both reading/literacy education and competencies in at least one of the following areas: special education, teaching with technology, evaluation and assessment techniques, student-teacher supervision.

Assistant Professor, Physical Education, Department of Movement Arts, Health Promotion and Leisure Studies. Teach courses in motor development, motor learning and adapted physical education; teach a variety of physical education activity courses; supervise internship experiences, advise undergraduate students, teach/advise in graduate programs and work in Children's Physical Development Clinic. Requires earned doctorate in Physical Education; demonstrated teaching competency. Preferred: experience in clinical programs for children, youth and adults with disabilities and therapeutic recreation.

Assistant Professor, Physical Education, Department of Movement Arts, Health Promotion, and Leisure Studies. Teach courses in Exercise Physiology and Fitness, ability to teach a variety of fitness activity related classes; advise undergraduate students; supervise interns, and teach/advise in graduate program. Requires earned doctorate in Physical Education or related field and successful teaching competency. Preferred: classroom and NCATE experience, strong background in utilizing technology in the classroom.

Assistant Professor, Counseling, Department of Secondary Education and Professional Programs. Teach, advise and do research in a graduate counseling program for students in school guidance, mental health and higher education both on campus and at satellite locations, supervise interns. Requires doctorate in Counseling, Psychology or related field, college teaching experience and evidence of research ability; appropriate license as a clinician. Preferred: background in counseling and Higher Education/Student Affairs, school adjustment or social work, accreditation experience and experience with instructional technologies.

Assistant/Associate Professor, Educational Leadership, Department of Secondary Education and Professional Programs. Teach courses in educational leadership for Master's, C.A.G.S., and collaborative doctoral degree program on campus and at satellite locations; assist in program development; advise graduate students; supervise students in leadership/research projects. Requires earned doctorate in education, recent successful experience as school administrator at the building or district level. Preferred: Doctorate in Administration, experience in legal issues and finances, accreditation, and technology integration.

Assistant/Associate Professor, Instructor, Instructional Technology, Department of Secondary Education and Professional Programs. Teach graduate and undergraduate courses in instructional technology and other areas on and off campus; supervise practicums, internships and clinical experiences; advise students, assist with program development. Requires doctorate or enrollment in doctoral program in any of the following: education, instructional technology, educational media, library and informational science, curriculum and instruction or related field; demonstrated competence with application and integration of technology into the K-12 curriculum; evidence of teaching competency K-16. Preferred: Knowledge of network installation and management; troubleshooting; instructional design; familiarity with ISTE-approved NCATE accreditation guidelines and ability to also teach in one of the following: middle school/secondary education, educational leadership or library media.

Assistant Professor, Middle School/Secondary Education, Department of Secondary Education and Professional Programs. Teach graduate and undergraduate courses in curriculum and instruction for middle school and secondary education; assist in curriculum renewal, program re-design and technology integration, supervise practicums, internships and clinical experiences, teach both on campus and at satellite locations, advise undergraduate and graduate students. Requires doctorate in Education with emphasis in middle or secondary education. Preferred: experience teaching middle school age students, integration of technology, experience with accreditation, and background in English, Math or Science.

Assistant Professor, Special Education, Department of Special Education and Communication Disorders. Teach undergraduate and graduate courses in special education; advising of undergraduate and graduate students and program development. Requires earned doctorate in Special Education or a related field and experience teaching. Preferred: Experience teaching or background in assessment and curriculum development, knowledge of teaching strategies in both severe and moderate special needs, supervision of student teachers, college level teaching, integration of technology, and familiarity with CEC guidelines.

SCHOOL OF MANAGEMENT AND AVIATION SCIENCE

Assistant/Associate Professor (tenure-track) or Instructor (one-year temporary), Department of Management. Teach undergraduate courses in business data processing and/or general management, and graduate courses in a new Master of Science in Management program; advise undergraduate and graduate students; participate in developing a graduate curriculum. The Associate Professor position requires an earned doctorate; the Assistant Professor position requires either an earned doctorate or enrollment in an accredited doctoral program in a systems or technology management related field; the Instructor position requires a master's degree in an appropriate field. Prefer candidates with experience and expertise in decision support systems and project management, and in one or more of the following: electronic commerce, management of technological innovation, and/or product development processes; also prefer professional experience in developing management systems and teaching at the college level.

Assistant/Associate Professor (tenure-track) or Instructor (one-year temporary), with an emphasis in Information Systems Management, Department of Management. Teach undergraduate courses in business data processing, management information systems, and/or general management, and graduate courses in a new Master of Science in Management program; advise undergraduate and graduate students; participate in developing a graduate curriculum, including software applications/exercises for class instruction, presentations and course design. The Associate Professor position requires an earned doctorate; the Assistant Professor position requires either an earned doctorate or enrollment in an accredited doctoral program in an information systems related field, or in a management related field with a master's degree in computer information systems or related field; the Instructor position requires a master's degree in management information systems. Prefer candidates with experience and expertise in database and information resources management, and in one or more of the following: electronic commerce, software engineering, and/or decision support systems; also prefer professional experience in developing and/or managing information systems and teaching at the college level.

To apply, submit letter of application, resume and the names, addresses and telephone numbers of three professional references to: **Office of Human Resources, Boyden Hall, Bridgewater State College, Bridgewater, MA 02325.** Review of files will begin 12/17/99 and continue until positions are filled. Please identify which position you are applying for in your letter of application. Bridgewater State College is an affirmative action/equal opportunity employer with a longstanding commitment to increasing the diversity of its employee community.

www.bridgew.edu

THE NATIONAL ACADEMIES

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- Annual stipend for recent PhD or MD graduates $30,000 to $52,000 depending upon sponsoring laboratory; stipend appropriately higher for senior researchers
- Support for relocation and professional travel; health insurance program offered
- 3 annual award competitions for most participating laboratories

Applications are accepted on a continuous basis throughout the year. Postmark deadlines are January 15, April 15 and August 15 for reviews in February, June and October respectively.

Further information and application materials may be obtained from our web site at ***http://national-academies.org/rap*** or by contacting:

MAIL: Associateship Programs (TJ2114/HL)
NATIONAL RESEARCH COUNCIL
2101 Constitution Avenue NW
Washington, DC 20418
FAX: (202) 334-2759
EMAIL: rap@nas.edu

Qualified applicants will be reviewed without regard to race, creed, color, age, sex or national origin.

CHANCELLOR

University of Illinois at Springfield

Nominations and applications are invited for the position of Chancellor of the University of Illinois at Springfield (UIS).

The Chancellor is the chief executive officer of the campus and reports to the president of the University of Illinois. The University seeks a proven leader who will continue the successful development of the campus's academic programs and public service mission.

Founded in 1969 as Sangamon State University, UIS became the newest and smallest campus of the University of Illinois on July 1, 1995. Emphasis is placed on public affairs instruction and research and service carried out through community partnerships.

The campus offers bachelor's, master's degrees and a Doctor of Public Administration. UIS currently enrolls students at the second-semester sophomore level and continues their education through junior, senior and graduate levels. State approval was granted this fall for the Capital Scholars Program, which will result in the admission of first-year students in the fall of 2001. Current student enrollment is 4,100 with 188 faculty, 199 profession and 265 support staff.

The Chancellor must have significant diverse senior administrative experience, an earned doctorate, demonstrated leadership ability, as well as understanding and appreciation in the uniqueness of the campus within the University setting. A successful record on inclusiveness, diversity and sensitivity relative to a multicultural campus is required.

The Chancellor Advisory Committee will begin reviewing nominations and applications immediately and will continue to accept applications unit a new Chancellor is selected. To assure full consideration, however, candidate materials should be submitted by January 1, 2000 to:

Dr. Frank Kopecky, Chancellor Advisory Committee
University of Illinois
Office of the President
364 Henry Administration Building, m/c 346
506 S. Wright Street
Urbana, IL 61801

The University of Illinois is an affirmative action/equal opportunity employer.

Andrew W. Mellon Postdoctoral Fellowships

Grinnell College invites applications for Mellon Postdoctoral Fellowships for new Ph.D.s in the following fields:

ENGLISH
SOCIOLOGY
HISTORY
MUSIC- candidates with specialties in the areas of music theory, composition, or electronic music are preferred, but other specialties will be considered.
POLITICAL SCIENCE- candidates whose fields are international relations, comparative politics, and/or political theory are of special interest.
ECONOMICS- fields are open, but candidates able to teach on racial/ethnic inequality in the U.S., public economics, economic development, macroeconomic policy are of particular interest.
ANTHROPOLOGY- substantive speciality is open, but desire candidates with area specialties in Latin America, North America, or Africa.

Appointments will be made in four academic departments for a term of two years each, beginning in July or August, 2000. In addition to a salary comparable to that of new Assistant Professors, the fellowship includes benefits and support for research and travel.

These fellowships are designed for promising new scholars to enhance their transition from graduate programs to academic careers in the humanities and social sciences. Among the qualifications for the appointment is the Ph.D. in hand (or expected by June 30, 2000). Candidates will generally have received the Ph.D. in 1997 or later. Working with the individual guidance and support of a faculty mentor, fellows will have responsibilities for teaching two courses each year. Candidates must demonstrate their interest in teaching in an undergraduate, liberal arts environment that emphasizes close faculty-student interaction. We also expect fellows to work as scholars and to engage in the intellectual life of the College.

Founded in 1846, Grinnell College enrolls 1300 undergraduate students from every state and the District of Columbia in the United States, as well as over 50 other countries. Grinnell College offers an exceptional, rigorous, comprehensive, and opportunity-rich education with emphasis on one-on-one interactions between students, faculty, alumni, and staff. Grinnell College is consistently ranked among the best liberal arts colleges and universities in the nation. Additional information can be found at the College's Web site: **www.grinnell.edu**.

Application Process: To be assured of consideration, submit a letter of application with a short statement of teaching and scholarly interest, a resume, and a list of three academic references to: **Jim Swartz, Vice President for Academic Affairs and Dean of the College, Mellon Postdoctoral Program, Grinnell College, P.O. Box 850, Grinnell, Iowa 50112 by February 1, 2000.** Questions may be directed to Dean Swartz at (515)269-3100. Application materials received after that date may be considered until the positions are filled.

Grinnell
College

Grinnell College is an equal opportunity/affirmative action employer committed to employing a highly qualified staff which reflects the diversity of the nation. No applicant shall be discriminated against on the basis of race, national or ethnic origin, age, gender, sexual orientation, marital status, religion, creed or disability.

STETSON
UNIVERSITY

Faculty Diversity Initiative

The students, faculty, administration, and trustees of Stetson University have joined in an affirmation of the importance of diversity to its curriculum and campus community. Building on long-standing commitments to excellence in education, the University has recently undergone a thorough self-study and endorsed a comprehensive Diversity Initiative. An important priority in the first five years of the Initiative is to hire at least five new faculty members who can contribute actively to our understanding of the importance of diversity to liberal education. We are now in the third year of the initiative.

We seek applications from (or nominations of) outstanding teachers with strong credentials who can assist in the implementation of our diversity goals in our undergraduate curriculum and on our campus. We have identified curricular needs in the following areas:

- Art/Digital Art (MFA with specialty in digital media)
- Biochemistry (strong commitment to undergraduate research)
- Biology (aquatic/marine)
- Computer science (computer science, computer information systems, and digital arts)
- Education (Educational Leadership)
- English (two positions: postcolonial and/or Caribbean; Ethnic American)
- Finance (School of Business)
- History (Latin-American or Caribbean)
- Marketing (School of Business)
- Mathematics (generalist committed to fostering undergraduate research)
- Music (School of Music; specialty open)
- Philosophy (Continental/metaphysics/ethics or applied ethics)
- Sports and Exercise Science (biomechanics, athletic training, or related field)
- Business Communications (School of Business)

In addition, we hope to receive and will consider seriously applications from strong candidates in other disciplines. We prefer candidates with the Ph.D./MFA in hand, but we will consider ABD appointments for these positions, which will include significant course reductions to support completion of the dissertation.

Stetson University is located in central Florida, near Orlando and Daytona Beach. The University enrolls approximately 2000 undergraduates, emphasizes undergraduate teaching, and offers competitive salaries and support for scholarly research and professional development. We are energetically committed to ethical inquiry, social and environmental responsibility, and international programs.

Candidates should submit a current c.v. and a letter addressing their commitment to diversity in teaching, scholarship, and service in a liberal arts setting. Applications and nominations should be forwarded to

Dr. Leonard Nance
Associate Dean of the College of Arts and Sciences
Stetson University
421 N. Woodland Blvd.
DeLand, FL 32720

Screening of applications will begin January 15, 2000, and will continue until the positions are filled. E-mail inquiries and requests for additional information about Stetson University or its Diversity Initiative to **lnance@stetson.edu** , or phone **904.822.7515.**

Stetson University, an equal opportunity employer, affirms the values and goals of diversity and strongly encourages the applications of women and candidates from historically underrepresented groups.

http://www.stetson.edu

EXECUTIVE DIRECTOR,
Comprehensive Learning Center (CLC)

Brookdale Community College invites applications for an exciting new growth position! The **College** is recognized for its vision, excellence in educational practices, effectiveness in meeting diverse and eclectic student needs, utilization of state of the art technology and resources, and its capability to anticipate the current and future needs of the students, citizens & community it serves. The campus is located in an attractive rural area of Monmouth County, NJ, approximately. 50 miles south of New York City & 70 miles north of Philadelphia

Brookdale is an innovative and comprehensive - open admissions - two year college with an enrollment of approximately 11,500 credit students 13,500 non-credit students. Through the CLCs, Brookdale partners with other colleges and universities to offer seamless educational opportunities for associate, baccalaureate, and graduate degrees in addition to providing comprehensive student services, business and professional development for corporate partners and community activities. The incumbent will be responsible for the development, operation, and oversight of one or more CLCs and will provide leadership in the expansion of partnerships with institutions of higher education, corporations, local businesses and state government agencies. Candidates with a strong desire to be involved in educational innovation, with an interest in growth opportunities, and with the drive to succeed are encouraged to apply.

Candidates must be team oriented, entrepreneurial, and possess a strong work ethic. A Master's Degree and five years experience in academic administration, two of which must include supervision within a college environment, are required. Must have excellent planning and organizational skills. Must also be able to demonstrate effective interpersonal and presentation skills. Additionally, computer literacy and a valid New Jersey driver's license are necessary. Annual salary will be within a range of $58,438 to $67,204, with career opportunity potential within a dynamic leadership team.

APPLICATION PROCESS: Applicants interested in the above position should submit a letter of application, resume, copies of graduate transcripts and three letters of recommendation to Human Resources via fax at (732) 224-2970, or by mail to the address as noted below. You may also apply in person at the Human Resources Office, 8:30AM to 5:00PM, Monday through Friday. Our Job Hotline telephone number is (732) 224-2281. **APPLICATION DEADLINE:** All materials must be received postmarked no later than December 15, 1999.

BROOKDALE
COMMUNITY
COLLEGE

765 NEWMAN SPRINGS ROAD
LINCROFT, NJ 07738

Visit our website: http://www.brookdale.cc.nj.us

Brookdale Community College is an Equal Opportunity/Affirmative Action Employer and its staffing process is pursued through an unwavering commitment to diversity, not only as a compliance responsibility, but as an active conscious effort to build and develop diversity within the faculty and staff.

EMINENT SCHOLAR OF HISTORY

Gainesville College invites applications and nominations for its Eminent Scholar of History endowed chair, a tenure track position reporting to the Chair of the Division of Social Sciences. Primary responsibilities include involvement in research activities focused on the local and state level; development and implementation of educational programs for the entire community; service as a College liaison to the community and appropriate educational institutions; and services to the College's students through the teaching of four courses per year. See **www.gc.peachnet.edu** for a complete description and application procedures.

USF University of South Florida

The University of South Florida is currently recruiting for various faculty and/or staff positions. For more information about the University's vacant positions, please visit our Web site at http://usfweb.usf.edu/usfpers/vacancy.html; or call our Job Line for staff positions at (813) 974-2879.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave. • Tampa, FL 33620

Plattsburgh

WRITING SPECIALIST

Plattsburgh State University of New York is a comprehensive, coeducational, public institution of nearly 6,000 undergraduate and graduate students. Located on the shore of Lake Champlain, the College is the intellectual and educational center for the Lake Champlain/Adirondack region of New York State. The small city character of Plattsburgh and neighboring Burlington, VT provides a quality of life unsurpassed for the whole family. Outdoor activities abound along Lake Champlain, in the Adirondack High Peaks and nearby Olympic resort village of Lake Placid while the urban, multicultural lifestyle is rich in neighboring Montreal, Canada, one hour's drive from campus. Plattsburgh is easily accessible to New York City and Boston via air, bus, train and Interstate 87.

WRITING SPECIALIST – Plattsburgh State University seeks qualified candidates for the full-time, twelve-month position of Claude J. Clark Learning Center Writing Specialist. This individual will report to the Director of the Learning Center. ***Responsibilities:*** Supervision of the writing classroom and its functions; recruiting; training and supervising writing tutors; teaching one three credit course per year that serves as the primary recruitment/training component of the Learning Center's Writing tutors. In addition, the Writing Specialist will be responsible for working with students on a one-on-one basis, writing workshops and providing support services for ESL students. ***Qualifications:*** Master's degree in English or Writing; minimum of three years experience in a higher education setting; excellent interpersonal skills; willingness to work collaboratively with faculty, staff and students. Teaching experience is highly desirable and demonstrated computer proficiency is requested.

Applications from women and minority candidates are especially welcome. Plattsburgh State University is an affirmative action, equal opportunity employer.

Salary: $30,000 with excellent benefits. Review of applications will begin immediately and continue until position is filled. Send letter of application, current resume, and the names, addresses and telephone numbers of three references to: **Chair, Search Committee, (PJ #2373-808),** c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax # (518) 564-5060.

UIC

DEPARTMENT OF ELECTRICAL ENGINEERING AND COMPUTER SCIENCE FACULTY POSITIONS

UNIVERSITY OF ILLINOIS AT CHICAGO

The EECS Department is in the process of a major expansion of its Computer Science research activity, and invites applications for tenure-track positions at all ranks, as well as applications for lecturer and adjunct positions. Exceptional candidates in all areas of research are encouraged to apply; a Ph.D. in Computer Science or closely related field is required. The department is interested in applicants who are engaged in fundamental research or application-grounded creative work likely to generate maximal impact on society. Interdisciplinary applicants are especially encouraged to apply. Applicants should demonstrate research and teaching potential and accomplishments commensurate with the rank they are seeking.

The University of Illinois at Chicago has undertaken a major shift aimed towards establishing itself as one of the nation's premiere state universities. The EECS Department, best known as the birthplace of the CAVE virtual reality environment, hosts active research groups in computer graphics and virtual reality, networks, data mining, artificial intelligence, human-computer interaction, software engineering, computer architecture, database systems, software systems, computer vision, and theoretical computer science. The Computer Science faculty (26 members within the departmental faculty of 53) has been awarded over eight million dollars in external research grants for the current academic year.

The EECS Department offers BS, MS, and Ph.D. degrees, and has a strong reputation for teaching excellence. It attracts a diverse student body, and is seeking candidates who have an interest in defining and implementing innovative learning programs. The UIC campus is located near downtown Chicago and offers rich opportunities for collaboration with other universities, national research laboratories and high-tech industry. Applicants should send a resume and the names and addresses of at least three references to: **Faculty Search Committee, EECS Department (MC 154), University of Illinois at Chicago, 851 South Morgan Street, Chicago, IL 60607-7053.** Applications will be reviewed as they are received, but must be received before March 1, 2000 for full consideration. Candidates are also strongly encouraged to submit electronic versions of their applications; for instructions, see the web site **http://www.eecs.uic.edu/search**

UIC is an AA/EO employer. We are interested in receiving applications from a broad spectrum of people, including women, minorities, and differently-abled individuals.

OSU

OKLAHOMA STATE UNIVERSITY

EARLY CHILDHOOD EDUCATION

Assistant/Associate Professor,
specialization in Early Childhood Education.

RESPONSIBILITIES: The successful candidate will teach undergraduate and graduate courses in early childhood education and/or other courses as needed by the department, develop and maintain an active research program that includes seeking extramural support consistent with the department's mission, needs, and priorities; advise graduate and undergraduate students; engage in outreach consistent with the land grant mission of the University; collaborate with department and university colleagues as well as professional educators; and participate in academic governance and community service to further the mission of a comprehensive land-grant university.

QUALIFICATIONS: Candidates should have an earned doctorate in Early Childhood Education, Child Development, Curriculum or related field and evidence of teaching in a state accredited program, Grades 1-3, Preferred qualifications include experience teaching at the university level; a record of scholarly publication; participation in professional activities at the national level; evidence of ability to work cooperatively with schools and university faculty; and interest in Special Education.

APPOINTMENT: Starting date August 2000, nine-month, tenure-track position.

SALARY: Commensurate with qualifications and experience.

ENVIRONMENT: Stillwater is a friendly college town of approximately 35,000 that is situated within 65 miles of both Tulsa and Oklahoma City. Collaborative research and placement relationships have been negotiated in surrounding rural school districts and similar opportunities exist in the two metropolitan areas.

APPLICATION DEADLINE: January 15, 2000 or until position is filled.

SEND: letter of application, current curriculum vita, copy of transcripts, and three letters of reference to: **Chair, Early Childhood Education Search Committee, Department of Family Relations and Child Development, Oklahoma State University, Stillwater, OK 74078-6122. Telephone: (405) 744-5057.**

Oklahoma State University is an Affirmative Action/Equal Opportunity Employer.
Candidates from minority groups are encouraged to apply.

TECHNICAL SUPPORT ENGINEER

(Associate Director I)

New Jersey City University is a culturally diverse, public, urban institution located in the greater New York metropolitan area and is one of nine state colleges/universities in New Jersey. The University offers undergraduate and graduate programs in the liberal arts and professional studies to over 8,000 students, an extensive cooperative education program, and an expanding continuing education program. Faculty number almost 250. The University's 45 acre campus has over 900,000 gross square feet of academic, administrative and residential structures.

Under general supervision of the Director of Facilities, the Technical Support Engineer will be responsible for the operation and maintenance of the control boiler plant and steam distribution network, building and mechanical systems and energy management system. Ensures compliance with applicable state and federal regulations. Recommends mechanical upgrades and manages maintenance projects. Responsible for management of technical drawings and documents and supervision of assigned personnel.

BS Degree in Mechanical Engineering or closely related engineering discipline required. Extensive knowledge of boiler plant operations, HVAC distribution and Energy Management and five years experience in facilities maintenance overseeing HVAC and Energy Management systems is desired. Must have demonstrated ability to manage Mechanical Capital Renewal projects. Strong computer skills and experience with maintenance management and CAD programs preferred.
Salary range is $53,471.00-$80,213.00.

Send resume to: **Robert Piaskowsky, Search Committee Chair**

New Jersey City University
Hepburn Hall, Room 105
2039 Kennedy Boulevard
Jersey City, NJ 07305

Cut off date for applications: December 21, 1999

NEW JERSEY
CITY
UNIVERSITY

An affirmative action, equal opportunity employer, the University especially welcomes and encourages applications from women and minority candidates.

UNIVERSITY OF
FLORIDA

Counselor Education Faculty Position

Position Vacancy: The University of Florida Department of Counselor Education is accepting applications for an Assistant Professor position to begin August, 2000. This position is tenure accruing and primarily involves teaching, research, and service in a CACREP-accredited School Counseling program. Salary is open and competitive and dependent upon professional qualifications and experience.

Required: Applicants eligible for consideration for this position must have experience as a school counselor and provide evidence of potential for excellence in teaching, research, publication, and professional service. A demonstrated commitment to diversity is essential. Applicants for this position must have an earned doctorate in Counselor Education or a closely related field. Preferred: Preference will be given to applicants having academic preparation and/or professional experience in career development or substance abuse prevention. Preference will also be given to graduates of CACREP-accredited doctoral programs. Familiarity with the use of computers and other technology in counseling and teaching is highly desirable. Applicants should submit (1) a current professional vita; (2) three letters of recommendation; (3) documentation that the doctoral degree was or will be awarded by August 2000; (4) a letter of interest that includes a description of professional and personal qualifications and their match to the position-specific requirements and preferences, and (5) a statement of the applicant's philosophy of counselor education. All materials, including references, must be received by January 15, 2000. Incomplete applications will not be considered. Send application materials to: Search Committee Chairperson, Department of Counselor Education, University of Florida, 1215 Norman Hall, P.O. Box 117046, Gainesville, Florida 32611-7046.

The University of Florida is an affirmative action/ equal opportunity employer.

Texas A&M University
Vice President for Administration

Texas A&M University invites applications and nominations for the position of Vice President for Administration. As a member of Texas A&M University's executive management team, this position provides support and counsel to the President in all University matters. The Vice President for Administration's primary focus is on the management of support and service components including Administrative Geographic Information System; Airport Operations; Children's Center; Facilities Coordination; Faculty Club; Food Services; Graphics Services; Human Resources; Parking, Transit and Traffic Services; Physical Plant; Presidential Conference Center; Research Park; and the University Police Department.

QUALIFICATIONS: Candidates for the position must have a Bachelor's degree (master's degree preferred). The successful candidate is expected to have a minimum of ten years experience dealing with resource allocation and fiscal management to include five years experience in an upper-management role, preferably at an institution of higher education. The ideal candidate should have demonstrated leadership ability; exceptional skills in oral and written communication; ability to work effectively under pressure; ability to accomplish objectives through the development and utilization of human resources; ability to creatively design and implement new programs. Knowledge of university operations is preferred.

TO APPLY: Nominations or applications with resumes should be addressed to the Search Advisory Committee for the Vice President for Administration. Applications should be accompanied by a resume and a letter of interest addressing special qualifications and a list of five references. No contact with references will take place without clearance by the applicant. The committee will begin screening applications on Tuesday, February 1, 2000 and continue until the appointment is made.

The job description and additional information is available at the following university website: *http://www.tamu.edu/president/position*

SEND APPLICATIONS TO:

Dean David Prior, Chair
Search Advisory Committee for Vice President for Administration
c/o Office of the President
805 Rudder Tower
Texas A&M University
College Station, Texas 77843-1246

Texas A&M University is an affirmative action/equal opportunity employer committed to diversity.

HUMAN RESOURCES REPRESENTATIVE

Principle provider of Human Resources services, including staffing, employee relations, compensation, benefits, training and development, and special projects, for several organizational units at the college. Also serves as Employment and Employee Relations specialist within Human Resources department. Bachelor's degree and 5+ years of progressive experience within Human Resources required.

Send cover letter and resume to:
Human Resources, Re: Human Resources Representative, Lesley College, 29 Everett Street, Cambridge MA 02138; Fax to 617 349-8126.

Lesley College is committed to diversity in its workforce.

LESLEY

Education

City Colleges of Chicago

Dean, Student Services

The City Colleges of Chicago is looking for a Dean of Student Services at Daley College. The Dean is responsible for the development of policies and procedures that relate to each unit within the Student Services division unit. Oversees the Office of Admissions, Financial Aid and Student Affairs. Ensures coordination of services between the unit offices. Administers district-wide policies, regulation and guidelines. Prepares reports. Ensures compilation and submission of the necessary federal and state reports for each area. Oversees the Student Services budget. Prepares recommendations for staffing, supplies, facilities, equipment, conference leaves and travel. Performs other duties as required.

To qualify you need a Master's degree supplemented by three years of relevant administrative experience in student services for a community college or university, or an equivalent combination of education and experience is required. A Doctorate degree with experience in student services on the college level is preferred. Must be able to work well with students and employees at all levels of the organization. Excellent oral and written communication skills with the ability to conduct research and compose thorough reports is also required. Candidates who are bilingual in English/Spanish are highly desirable.

Please send resumes to: **Dr. Mark Warden, Interim President, Richard J. Daley College, 7500 S. Pulaski Rd., Chicago, IL 60652.** Chicago residency is required within six months of hire. EEO/AA/M/F/D/V.

College of Lake County is a progressive community college located in northern Illinois, approximately 45 miles north of Chicago, with student enrollment of 15,000. Dedicated to excellence in teaching, the college supports and encourages the development of multicultural perspectives, the celebration of diversity, the recognition of different learning styles and a "high-tech/high-touch" approach to education. The following full-time tenure track faculty positions are available for Fall 2000:

FACULTY POSITIONS
Full-Time, Tenure Track

CHEMISTRY (2 OPENINGS)
Master's Degree in Chemistry.

CIVIL ENGINEERING/CONSTRUCTION TECHNOLOGY
Master's Degree in Civil Engineering or in a Construction related technology.

ECONOMICS
Master's Degree in Economics.

ENGLISH
Master's Degree in English, composition, or a closely related field.

GEOLOGY
Master's Degree in Geology.

MATH (5 OPENINGS)
Master's Degree in Mathematics or Mathematics Education.

PHILOSOPHY
Master's Degree in Philosophy or closely related field.

PHYSICS
Master's Degree in Physics.

PSYCHOLOGY
Master's Degree in Psychology.

SOCIOLOGY
Master's Degree in Sociology.

SPANISH/FRENCH
Master's Degree in French with minor in Spanish, or a Master's Degree in Spanish with a minor in French, or equivalent qualifications. Knowledge of French, Spanish and Latin American culture and civilization.

For full consideration, applicants must submit a completed application form, current resume, letter of interest, three (3) letters of recommendation and official transcripts of all degrees by the deadine of February 15, 2000. For application form, contact Human Resources at 847-543-2065; TDD# 847-223-5615, or by e-mail to: personnel@clc.cc.il.us

COLLEGE OF LAKE COUNTY
Attn: Human Resources
19351 W. Washington Street
Grayslake, IL 60030-1198

EOE/AA/M/F/D/V
Visit our website at: http://www.clc.cc.il.us/
The college seeks candidates who have had multicultural experience and who can demonstrate a commitment to diversity and multiculturalism.

SARAH LAWRENCE COLLEGE

PAINTER

One-year, half-time (2 day), guest appointment with possible renewal. Start Fall 2000. Strong professional and teaching **experience required**. Teach painting as part of liberal arts curriculum. Group and individual study. Beginning and advanced **students. Send** 10-20 slides of recent work, resume and course proposal. A/D January 15, 2000.

DRAWING

One-year, half-time (2 day), guest appointment with possible renewal. Start Fall 2000. Strong professional and teaching **experience required**. Teach drawing as part of a liberal arts curriculum. Group and individual study. Beginning and advanced **students. Send** 10-20 slides of recent work, resume and course proposal. A/D January 15, 2000. EOE.

Kris Philipps, Arts Search Committee, Sarah Lawrence College, One Meadway, Bronxville, NY 10708

Purdue University
DIRECTOR
LIFE SCIENCES
AND BIOTECHNOLOGY INSTITUTE

Purdue University seeks a person with vision to direct its Life Sciences and Biotechnology Institute. The Institute's mission is to enhance life science research at Purdue by facilitating coordination and providing focus for interdisciplinary research across the Schools of Agriculture, Consumer and Family Science, Engineering, Liberal Arts, Pharmacy, Science, and Veterinary Medicine. The University is committed to enhancing Life Sciences and Biotechnology research and is prepared to invest resources to achieve this end.

Position Responsibilities

The director will coordinate and promote life science research activities and graduate education programs within the University; lead development of collaborative life science relationships with governmental and private sectors; assist faculty in identifying research opportunities; and organize life science-related multidisciplinary research and outreach programs. The position is full-time with a minimum of half-time effort devoted to Institute leadership. Remaining effort can include responsibilities in research, education, or other administrative duties.

Requirements

Applicants must have an M.D./D.V.M. or Ph.D. in a life science-related discipline. He or she is expected to have effectively directed an extramurally funded research program. Administrative and academic experience should be commensurate with an appointment to a senior level faculty position in one of the participating Schools.

The director will report to the Vice President for Research and Dean of the Graduate School.

Applications/Nominations

A review of applications will commence by January 10, 2000, and continue until the position is filled. Nominations or applications containing a resumé and names of three references should be sent to:

Dr. Harry Morrison, Dean of Science
390 Mathematical Sciences Building
Purdue University
West Lafayette, IN 47907-1390
Phone: (765) 494-1730
Fax: (765) 494-1736
morrison@science.purdue.edu

Purdue University is an equal opportunity/affirmative action employer.

STOUT
UNIVERSITY OF WISCONSIN

DEAN

College of Technology, Engineering and Management

The University of Wisconsin-Stout is seeking a Dean of the College of Technology, Engineering and Management (CTEM). The dean is the chief academic and administrative officer for the College of Technology, Engineering and Management and reports to the Provost (Vice Chancellor for Academic and Student Affairs). The college is organized by departments which include Business; Communications, Education and Training; Industrial Management; and Technology; as well as units including the Stout Technology Transfer Institute; Center for Training and Technical Education; Northwest Wisconsin Manufacturing Outreach Center; Risk Control Center; Packaging Research and Development Center; Economic Development Administration University Center; and Technical Instructor Institute. The dean is eligible to become a tenured faculty appointment within the college.

RESPONSIBILITIES

- Administer the college.
- Facilitate the development and evaluation of curriculum, instruction, advisement, scholarly activity/research, service and outreach activities.
- Identify, secure and allocate resources for administration of the college budget.
- Provide leadership to develop, implement and maintain programs of study which meet the needs of students within the college and a global society.
- Support on-going fund raising activities.
- Serve as a member of the university's leadership teams.
- Nurture an environment that supports excellence in teaching, values diversity, and encourages professional development, open communications, honesty and teamwork.
- Participate in shared governance with faculty and staff.

QUALIFICATIONS

- An earned doctorate, with at least one degree (undergraduate or graduate) in a CTEM discipline.
- Administrative and/or managerial experience which includes management of personnel, budgets, facilities and equipment.
- Education or experience which relates to several of the disciplines within CTEM.
- Teaching and/or training experience.
- Involvement in scholarship and academic research, or applied research.
- Experience in establishing partnerships between business/industry and educational institutions.
- An educational philosophy which is compatible with CTEM's mission and values. (See our web site at: **www.uwstout.edu/ctem/geninfo.html#mission**)
- Excellent communication and human relations skills.

The University of Wisconsin-Stout is located in Menomonie, Wisconsin, a community of about 14,600 that surrounds the shores of Lake Menomin, 60 miles east of Minneapolis-St. Paul, Minnesota, and 25 miles west of Eau Claire, Wisconsin. The university enrolls 7,600 students who prepare for careers in business, industry, technology, family and consumer sciences, education and human services, and art and design at the bachelors' and masters' levels. Learn more about UW-Stout by visiting our web site at **www.uwstout.edu.**

A complete application (not to exceed 18 pages) shall include a curriculum vitae (not to exceed 12 pages), a letter expressing the candidate's interest in and qualifications for the position, a statement of candidate's educational philosophy, and names, addresses and phone numbers of three references. Screening of applications will begin on January 18, 2000. Salary will be competitive and commensurate with qualifications and experience. Starting date is July 1, 2000. UW-Stout is strongly committed to achieving excellence through cultural diversity and encourages applications and nominations of women, persons of color, applicants with disabilities, and members of other under-represented groups. Questions may be directed to Kimberly Kluver (715) 232-1193 and/or Stan Johnson (715) 232-2417. Send applications to:

Kimberly Kluver and Stan Johnson
c/o Provost's Office
303 Administration Building
University of Wisconsin-Stout
Menomonie, Wisconsin 54751

The University of Wisconsin-Stout is an equal opportunity, affirmative action employer.

Plattsburgh

STAFF ACCOUNTANTS

Plattsburgh State University of New York is a comprehensive, coeducational, public institution of nearly 6,000 undergraduate and graduate students. Located on the shore of Lake Champlain, the College is the intellectual and educational center for the Lake Champlain/Adirondack region of New York State. The small city character of Plattsburgh and neighboring Burlington, VT provides a quality of life unsurpassed for the whole family. Outdoor activities abound along Lake Champlain, in the Adirondack High Peaks and nearby Olympic resort village of Lake Placid while the urban, multicultural lifestyle is rich in neighboring Montreal, Canada, one hour's drive from campus. Plattsburgh is easily accessible to New York City and Boston via air, bus, train and Interstate 87.

STAFF ACCOUNTANTS – The Business Affairs Division of Plattsburgh State University of New York invites applications for two (2) Staff Accountants to be supervised by a fiscal officer.

Responsibilities: Perform professional accounting tasks requiring a knowledge of accounting principles and procedures in the development, examination, review and analysis of financial and accounting records, including the preparation of related reports and statements; assist with design or revision of existing accounting systems.

Qualifications: Bachelor's degree in Accounting, Finance, Economics, or other business related degree; at least two years of responsible work experience; knowledge of generally accepted accounting principles and procedures affecting maintenance of accounting records and automated accounting systems.

Applications from women and minority candidates are especially welcome. Plattsburgh State University is an affirmative action, equal opportunity employer.

Salary: $30,000 minimum; excellent benefits. Review of applications begins immediately and continues until positions are filled. Please send or fax letter of application, resume, and three letters of references to: **Chair, Search Committee, (PJ #2379-808),** c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax # (518) 564-5060.

PROVOST

Rensselaer Polytechnic Institute - Troy, New York

Dr. Shirley Ann Jackson, Rensselaer Polytechnic Institute's 18th president, and a newly constituted Search Committee, announce the reopening of the search to fill the position of Provost. This opening comes at an exciting time for Rensselaer, which is undergoing a period of innovation, investment and change.

The Provost position at Rensselaer reports directly to the President and is a key member of the leadership team. Chief duties include: providing academic leadership and supervision for undergraduate and graduate programs; leading the development of a vision for academic renewal; expanding the research portfolio; promoting excellence in research and teaching; and administering the academic budget. Further, the Provost advances the Institute's commitment to intellectual, ethnic, gender, geographic and economic diversity, plays a leading role in Institute planning, and works with other officers of the Institute on academic and research matters.

We seek a Provost who embraces the intellectual breadth of our research and educational missions, and has a record of facilitating and fostering excellence in research and teaching, and in developing new programs. The successful candidate will also have significant individual accomplishments in research, teaching and academic leadership.

Rensselaer, the nation's first technological university has had a long and distinguished role in helping propel the United States into a position of technological preeminence. It educates approximately 4,800 undergraduates and 1,800 full and 2,000 part-time graduate students at its campuses in Troy, New York, and Hartford, Connecticut. The Institute has five schools: Architecture, Engineering, Humanities and Social Sciences, Management and Technology, and Science. In addition, it has begun cross-disciplinary degree programs in Information Technology at the BS, MS and PhD levels. Rensselaer has a strong tradition of interdisciplinary research, and long-standing relationships with industry, government agencies and foundations. It stands at the leading edge of technological entrepeneurship, providing a flourishing incubator environment for new technology-oriented businesses, and it is internationally recognized as a leader in innovative technological education - including interdisciplinary arts, technology and design programs, the implementation of interactive learning methodologies, studio classrooms and other applications of technology in education and research.

The search process is expected to conclude in the spring of 2000, with an expected starting date for the new Provost in the summer. Inquiries, nominations and resumes should be sent to either William J. Bowen, Vice Chairman, Heidrick & Struggles, Sears Tower - Suite 7000, 233 South Wacker Drive, Chicago, IL 60606-6402, Tel: 312-496-1794, Fax: 312-496-1046; Email: wjb@h-s.com, or Cindy Novak, Secretary to the Provost Search Committee, Room 3011, Troy Building, Rensselaer Polytechnic Institute, Troy, New York 12180, Tel: 518-276-2440, Confidential Fax: 518-276-2439. Email: novakc@rpi.edu. Web page: www.rpi.edu/dept/provost-search. Rensselaer is an equal opportunity, affirmative action employer. Candidates of all backgrounds are encouraged to apply.

Rensselaer

NATIONAL SCIENCE FOUNDATION

DIVISION OF EARTH SCIENCES

The National Science Foundation's Division of Earth Sciences is seeking qualified candidates for its "rotating" Associate/Program Director positions in the following programs:

- Geology & Paleontology
- Hydrologic Sciences
- Tectonics
- Petrology & Geochemistry

These positions are excepted from the competitive civil service and will be filled on a 1- or 2-year Visiting Scientist/Temporary basis (citizenship must be U.S. or with a country with which the U.S. has a mutual security agreement and possesses appropriate employment authorization) or under the assignment provisions of the Intergovernmental Personnel Act (IPA). IPA applicants must be permanent, career employees of eligible organizations for at least 90 days prior to entering into a mobility assignment agreement with NSF. Reimbursement of salary and other related costs are negotiated between NSF and the individual's institution.

Current annual salary for the position ranges from
Associate Program Director - $58, 027 to $91,410
Program Director - $68,570 to $106,868

Primary responsibilities involve proposal evaluation, project development and support, program planning and budgeting, and related administrative duties.

Applicants must have a Ph.D. or equivalent experience in some field of earth sciences. In addition, for the Associate Program Director, at least 4 years of successful research, research administration and/or management experience beyond the Ph.D. and for the Program Director, at least 6 years of successful research, research administration and/or management experience beyond the Ph.D. in an area supported by the program is required. A broad general knowledge of earth sciences research and familiarity with the U.S. scientific community are desirable.

Interested applicants should submit a letter of recommendation and curriculum vitae to the **National Science Foundation, Division of Earth Sciences, Attn: Myra Loyd, Room 315, 4201 Wilson Blvd., Arlington, VA 22230**; and reference the following vacancy announcements:

Geology and Paleontology	Announcement EX00-05
Hydrologic Sciences	Announcement EX00-06
Tectonics	Announcement EX00-07
Petrology and Geochemistry	Announcement EX00-08

For technical information call, Dr. Herman Zimmerman, Acting Division Director, Earth Sciences, (703) 306-1550. Hearing-impaired individuals should call TDD: (703) 306-0189.

NSF is an equal opportunity employer

New York University

ASSISTANT DIRECTOR
MBA ADMISSIONS AND STUDENT SERVICES
Leonard N. Stern School of Business

NYU's prestigious Leonard N. Stern School of Business seeks a dynamic Assistant Director to join its MBA Admissions & Student Services department. Incumbent will be responsible for varied Admissions and Student Services activities, which may include: reviewing and evaluating applications, interviewing and selecting candidates for the MBA program; coordinating recruitment and yield events with a particular emphasis on minority recruitment; conducting academic advising; packaging and counseling on financial aid; assisting with development and marketing of publications.

Requires a Bachelor's degree (Master's strongly preferred), along with 3 years of professional Admissions and/or Student Services experience. Excellent interpersonal, presentation and written communication, analytical and PC skills are also essential. Must be willing to work evenings and weekends, as needed.

NYU's benefits package includes: FREE NYU tuition for self and eligible family members, generous vacation, health, dental and pension plans. Send resume, cover letter, writing sample and salary history/requirements to: **NYU, Stern School of Business, Tisch Hall, 40 West 4th Street, Suite 624, New York, NY 10012-1118, Attn: Human Resources.** NO PHONE CALLS PLEASE.

NYU encourages applications from women and members of minority groups.

Education

City Colleges of Chicago

Dean, Westside Technical Institute

The City Colleges of Chicago is looking for a **Dean for the Westside Technical Institute** (a part of Daley College). As the chief administrator of the West Side Technical Institute, (WSTI), the Dean will assist the President of Daley College in developing the philosophy, goals, objectives and financial base associated with the continued success of the facility. This position will ensure adequate staffing and that programs meet the institution's goals in preparing students for successful transition into the workforce. Provides daily leadership, direction, planning and program development for all Westside Technical Institute programs and services. The Dean has line authority over all faculty, administration, clerical, custodial, maintenance and security staff.

To qualify you need a Master's degree in Education or related field supplemented by five years experience as an administrator in an educational setting, with additional experience in occupational education program development, budget planning and management responsibilities is required. Excellent organizational, administrative, verbal and written communication and public speaking skills required along with computer proficiency. A Doctorate Degree with bilingual skills in English/Spanish and teaching experience in an urban community college setting is preferred.

Please send resumes to: **Dr. Mark Warden, Interim President, Richard J. Daley College, 7500 S. Pulaski Rd, Chicago, IL 60652.** Chicago residency is required within six months of hire. EEO/AA/M/F/D/V.

UCI

University of California, Irvine

LATINO/LATINA POLITICS

The Department of Political Science and the Interdisciplinary Program in Chicano/Latino Studies at the University of California, Irvine invite applications for an experienced Assistant Professor or junior Associate Professor position. This tenure track or tenured position will be a joint appointment between the Department and the Program. Candidates should have strong research and teaching interests in Latino/Latina politics, preferably with substantial experience ~~with~~ empirically grounded research. There is preference for scholars investigating the Latino/Latina experience in California and the southwestern United States. Specific topics are open but include gender issues, democratization and political inclusion, political participation, organization and leadership, immigration and other public policy issues. A comparative approach to inquiry is highly desirable. The successful applicant will be expected to be actively involved in the research activities of the Center for the Study of Latinos in a Global Society. Ph.D. is required. Applications should be received by January 15, 2000. The University of California is an affirmative action/equal opportunity employer and particularly welcomes the applications of minorities and women. Interested applicants should send a cover letter, vitae, and for junior appointments, three letters of reference to: **Chair, Chicano/Latino Studies Search Committee, Department of Political Science, 3151 Social Science Plaza, University of California, Irvine, CA 92697-5100. E-mail: akirkens@uci.edu**

SCHOOL OF SOCIAL WORK

VIRGINIA COMMONWEALTH UNIVERSITY

Nominations and applications are invited for three tenure-track, Assistant Professor positions, to begin August, 2000. Must have MSW degree, at least 2 years post-MSW practice experience, earned doctorate in social work or related field at the time of contract.

These positions are for the MSW Off-Campus Program in Arlington, VA, and the on-campus program in Richmond, Virginia. Ability to teach direct practice, research and/or diversity content in BSW, MSW and Ph.D. Programs. A background in gerontology is a plus. Applicants are sought who will contribute to the School's mission of social justice and multi-cultural practice. Applications will be reviewed until the positions are filled.

To apply, send letter of application, vitae, names, addresses and phone numbers of three references, and examples of written/published scholarship to:

Dr. Marcia Harrigan
School of Social Work-Box 842027
Virginia Commonwealth University
Richmond, Virginia 23284-2027
(804) 828-0408

Virginia Commonwealth University is an equal opportunity/affirmative action employer. Women, minorities and persons with disabilities are encouraged to apply.

UNIVERSITY OF FLORIDA

COLLEGE OF EDUCATION
EDUCATIONAL PSYCHOLOGY
PROFESSOR AND CHAIR

The Department of Educational Psychology at the University of Florida invites nominations and applications for the position of Professor and Chair. The department has three graduate programs: Educational Psychology, Research Methods and Evaluation, and School Psychology, and offers service courses at the undergraduate and graduate levels. The University of Florida is among the nation's most academically diverse public universities, a member of the AAU, and a comprehensive land grant institution. It serves a wide geographic area and culturally diverse population with a nationally distinguished faculty.

The chairperson will be expected to provide leadership; maintain an administrative environment that promotes faculty teaching, research, and service; and represent the interests of the department at the college and university levels. Applications from faculty members with the ability to provide leadership in the Educational Psychology program are especially encouraged. Essential qualifications include excellence in research, teaching, and service; the ability to communicate effectively with the internal and external constituencies of the department; a doctoral degree and a nationally recognized program of research in one of the fields represented in the department; success in obtaining external funding; and previous administrative experience in higher education. Applications from women, members of minority groups, and persons with disabilities are especially encouraged.

Send a letter of application addressing these qualifications, a curriculum vitae, and copies of three relevant publications to:

Dr. James McLeskey, Chair
Educational Psychology Search Committee
G-315 Norman Hall
PO Box 117050
University of Florida
Gainesville, FL 32611-7050

Three letters of recommendation should be sent to the same address. Applications must be postmarked no later than January 14, 2000. The anticipated starting date is July 1, 2000.

The University of Florida is an Equal Opportunity/Affirmative Action Employer.

The University of Texas Pan American

Chair of the English Department

The University at Texas-Pan American is seeking nominations and applications for Chair of the English Department. This will be a senior-level appointment. The English Department has over twenty professors and fifteen lecturers. The Department supports the Bachelor of Arts and the Master of Arts degrees in English, English as a Second Language, and in Interdisciplinary Studies with a Concentration in English. Teacher certification in Secondary English and ESL endorsement plans are also offered. The candidate must have a Ph.D., preferably in composition or developmental writing; a demonstrated record of effective administrative experience; an established record in scholarship; teaching and service; and a demonstrated record of commitment to cultural and ethnic diversity as well as to expanding the opportunities for historically underrepresented groups.

The position will be available June 1, 2000. Salary will be consistent with experience. Applicants should submit a letter of interest, curriculum vitae, official transcripts, and three names of references. Screening will begin January 10, 2000. Nominations and applications will be accepted until the position is filled. Women and people of color are encouraged to apply. Applications and nominations should be submitted to:

Dr. Rodolfo Rocha, Dean
College of Arts and Humanities
University of Texas-Pan American
1201 W. University Dr.
Edinburg, Texas 78539
Rochar@panam.edu
http://www.panam.edu/dept/english/

ILLINOIS STATE UNIVERSITY
BLOOMINGTON-NORMAL

VICE PRESIDENT FOR FINANCE AND PLANNING

Illinois State University is accepting applications for the position of Vice President for Finance and Planning. Illinois State, the oldest public university in the State, is accredited by the Commission of Institutions of Higher Education of the North Central Association of Colleges and Schools. The University enrolls approximately 20,000 students in bachelors, masters and doctoral programs. The University maintains 153 buildings on campus, totaling nearly 5.5M square feet, as well as an operational budget in excess of $234M. The Bloomington-Normal community has a population of approximately 100,000 and is mid-way between Chicago and St. Louis. It is one of the most dynamic and economically prosperous communities in Illinois.

The Vice President for Finance and Planning reports directly to the President and serves as the University's chief financial and planning officer and is a member of the President's Cabinet. The position has primary responsibilities for the direction of finance and planning and works closely with a diverse campus community.

Areas reporting to the position include the Comptroller's Office, Facilities Management, Physical Planning and Operations, Planning and Budgeting, Business Services and Human Resources and Administrative Computing.

Minimum requirements for the position include: a proven capacity to work with students, faculty, staff, state agencies, educational boards and the private sector; ability to provide direction for the fiscal, logistic and administrative operations of the University; exceptional oral, written and presentational skills, an understanding of fiscal matters and budgets; experience with a broad range of issues in contemporary higher education, including university and state-wide planning, priority setting and evaluation. The candidate must have at least five years of relevant experience in higher education administration with progressively increasing responsibility. A doctoral degree is required.

The compensation is competitive and is based on experience. The position is available with a preferable start date of April 3, 2000.

To assure full consideration, nominations and letters of interest should be postmarked by January 10, 2000. Candidates should submit a letter outlining their interest in the position, a vita and the names and telephone numbers of five (5) professional references who may be requested to submit letters of reference. Send materials to: **Vice President for Finance and Planning Search Committee, Office of the President, Illinois State University, Campus Box 1000, Normal, IL 61790-1000.** To learn more about Illinois State University visit our web site at **www.ilstu.edu.**

Illinois State is an equal opportunity/affirmative action university encouraging diversity

FACULTY OPENINGS

Full-Time, Tenure-Track

Serving more than 34,000 students, College of DuPage is America's largest single-campus community college. Based in west suburban Glen Ellyn and featuring 90 neighborhood learning sites, C.O.D.'s "life-long learning" curriculum comprises 88 diverse areas of study. If you are both dedicated and qualified, you are invited to become part of our success story.

The following full-time, tenure-track vacancies are anticipated for the 2000-2001 academic year:

- **ACCOUNTING**
- **ART**
- **BIOLOGY**
- **BUSINESS/MANAGEMENT/ MARKETING/ BUSINESS LAW**
- **COMPUTER INFORMATION SYSTEMS***
- **COUNSELOR**
- **ELECTRO-MECHANICAL TECHNOLOGY**
- **ENGLISH**
- **FASHION DESIGN**
- **GRAPHIC ARTS**
- **HUMAN SERVICES**
- **MATHEMATICS**
- **NURSING**
- **OFFICE TECHNOLOGY**
- **PHILOSOPHY/RELIGIOUS STUDIES**
- **SOCIOLOGY**
- **SPEECH-LANGUAGE PATHOLOGY**

QUALIFICATIONS: A Master's Degree in the field or a related field is generally required with previous teaching experience. *Bachelor's Degree in the subject area with teaching and recent related work experience.

Start date: September, 2000. Starting salaries normally range from $31,600 to $46,300 but are dependent on education and experience. These are academic year assignments with additional opportunities to earn significant additional income through overload and summer remuneration. Teaching at College of DuPage is enhanced and enlivened through institutional support of faculty creatively engaging in instructional development, research to improve student learning and remaining current in their field of specialty. College of DuPage also offers a generous benefits plan.

Screening for these positions begins January 7, 2000. However, to maximize your opportunity to be chosen for a position, please return your application packet as quickly as possible. Call, write or e-mail for an application packet.

Office of Human Resources
COLLEGE OF DuPAGE
Attn: Faculty Recruiting
425 22nd Street
Glen Ellyn, IL 60137
630-942-2800, Ext. 6330
cdhumres@cdnet.cod.edu

equal opportunity employer
Minorities are encouraged to apply

College of DuPage

The University of Chicago
The School of Social Service Administration

Faculty Position Announcement

The School of Social Service Administration of the University of Chicago invites nominations and applications for tenure-track faculty positions at all ranks in two major areas: clinical practice and mental health. Within clinical practice we are looking in all areas of practice. Within mental health we seek scholars whose research focus ranges from clinical treatment, through management and administration, to service delivery and policy. Applicants must possess a doctorate, preferably in social work, or in social welfare, public policy, or a social science discipline. For positions in the area of direct practice, a Master's degree in Social Work is also strongly recommended. Rank and salary are commensurate with experience. Minority candidates are encouraged to apply. Send applications and nominations with curriculum vitae, letter outlining research and teaching interests, a sample of current writings, and the names of three references to: William Pollak, Ph.D., Deputy Dean for Faculty, The School of Social Service Administration, The University of Chicago, 969 East 60th Street, Chicago, Illinois 60637. *(An Affirmative Action/Equal Opportunity Employer)*

For more information about our school, please visit our home-page at: http://www.ssa.uchicago.edu

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KEAN

Discover Kean. Discover your future.

Kean University is committed to excellence and to developing and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community serving a diversified student population of 12,000

ASSOCIATE DIRECTOR OF RESEARCH AND SPONSORED PROGRAMS

Under the direction of the Associate Dean of the Nathan Weiss School of Graduate Studies, the Associate Director is responsible for the development of sponsored programs and grants in the sciences, social sciences, allied health areas, and related fields, as well as general sponsored program support for all academic units of the University.

Responsibilities: She/he researches, identifies, and locates grant, and research opportunities for faculty and staff. Closely advises on the design, development, writing, and submission of research and grant proposals. Instructs grant authors on regulations and policies on grant clearance, endorsement, collaborative/partnership arrangements, budget analysis, and expenditures on grant and contract programs. Works closely with Associate Dean on the review of all proposals.

Disseminates information on grant opportunities by targeting individuals and departments. Assists Associate Dean as liaison with sponsoring agencies and the University.

Qualifications: Minimum requirements for interested applicants is a Bachelor's Degree. Master's Degree is a plus (Doctoral Degree preferred). The successful candidate will have at least three years of experience in grants, and sponsored programs in sciences, social sciences, allied health areas, and related fields. Computer, web site, and grant writing skills required. Candidates must be accustomed to working under pressure, and be familiar with the policies and application procedures of the National Science Foundation—including the FASTLANE process—NIH, HHS, and related federal agencies.

Application, Salary and Benefits Information for all positions: Candidacy review begins immediately and continues until appointment is made. Send letter of interest, current resume, names, addresses, and telephone numbers, of three references. Official transcripts and three current letters of recommendation are required prior to the appointment. **Apply to**: Dr. Mark Lender, Associate Dean, Nathan Weiss School of Graduate Studies, Kean University, 1000 Morris Avenue, Union, NJ 07083. Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits package included.

KEAN

Kean University is an EEO/AA Institution

WAYNE STATE UNIVERSITY

VICE PRESIDENT FOR STUDENT DEVELOPMENT AND CAMPUS LIFE

Wayne State University invites nominations and applications for Vice President for Student Development and Campus Life.

Wayne State University is a Carnegie Research University I, with an urban teaching and service mission. Wayne State is the nation's twenty-first largest university in enrollment; its 31,000 students study in 15 schools and colleges offering more than 350 degree programs. Forty-one percent of Wayne students are enrolled in graduate and professional programs, which makes WSU's graduate school the seventh largest in the country. Located in Detroit's Cultural Center, the university mainly serves students from the metropolitan area, but also enrolls students from most states and over 90 foreign nations.

A new position created in 1998, the vice president for student development and campus life is the university's senior officer responsible for a comprehensive program of services that complements and supports the academic mission of the university and enriches student development and the quality of campus life. Reporting to the president, he/she is responsible for the formulation, management, oversight, and delivery of services and programs designed to enhance the educational and social experience of university students.

The vice president for student development and campus life will work with the university community to evaluate and enhance services to students, foster faculty and student collaboration, and enhance the sense of campus community. Drawing on the strengths of a distinguished faculty, a rich array of undergraduate and graduate programs, and a deep commitment to the values of diversity, the vice president will have an opportunity to play a decisive role in the development of a learner-centered, urban university. The university is in the initial stages of the creation of an academic success center to coordinate and focus its advising, counseling, and retention programs.

The incumbent of this position directs the operation of the departments of the Registrar; University Advising; Academic Success Center; Retention; International Services; Student Center and Program Activities; Athletics, Intramurals, and Recreation; Housing; University Counseling and Placement Services; Academic College Enrichment Services; and the University Judicial Officer.

Qualifications include a commitment to the mission and purpose of an urban university; familiarity with the goals and purposes of higher education; relevant and practical experience in the area of student development and campus life; extensive experience in the delivery and oversight of student services programs; strong planning and problem-solving abilities; considerable knowledge of student life and legal issues in higher education; sound organizational skills and ability to coordinate programs and activities; excellent communication and interpersonal skills; ability to plan, organize, and effectively present ideas and concepts to groups; an ability to work collaboratively with others; earned doctoral degree or its professional equivalent, with a minimum of five to seven years of progressively responsible management experience in higher education administration.

Review of candidates will begin by November 30, 1999, and will continue until a suitable candidate has been identified.

Letters of nomination and applications should be submitted in confidence to: **Meredith E. Gibbs, Chair, Vice President Student Development & Campus Life Search Committee, Wayne State University, 656 W. Kirby, 4165 Faculty/Administration Building, Detroit, Michigan 48202.** The University is being assisted in this search by **Katherine T. Slaughter, Compass Group Ltd., 401 South Old Woodward, Suite 460, Birmingham, Michigan 48009; phone: (248) 540-9110; e-mail: kslaughter@compassgroup.com**

Wayne State University is an equal opportunity/affirmative action employer.

Southern Connecticut
State University

SC
SU

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Southern Connecticut State University invites nominations and applications for the position of Vice President for Academic Affairs. The VPAA is the chief academic officer of the University and reports directly to the President. The VPAA will manage the academic programs and faculty of the University to assure the quality and appropriateness of education for the University's students. The VPAA directs the work of the entire teaching faculty of the university through the deans of the various schools and chairpersons of teach school's departments as well as related administrative departments including enrollment management, information technology, library services, research and planning. The VPAA's responsibilities also include strategic planning, administrative and instructional faculty union relations, and administration of the academic budget.

Southern Connecticut State University, founded in 1893, is a fully accredited institution of higher education authorized by the Connecticut General Assembly to offer courses and programs leading to bachelor's and master's degrees in the arts and sciences and various professional fields. Southern also offers a sixth year diploma in several areas. Located in New Haven, Southern is one of four regional campuses of the Connecticut State University system and governed by CSU's Board of Trustees.

The University seeks highly qualified and experienced candidates who have demonstrated leadership and personal integrity and who will possess the following qualifications:

- **Strong academic record:** Hold an earned doctorate form a regionally accredited institution; have a distinguished record of scholarship that will earn the respect of the academic community;
- **Administrative and faculty experience:** Have a significant record of accomplishment and commitment to excellence in teaching ,research, service, and shared governance as a faculty member and administrative leader beyond the department level, preferably at the level of dean or higher; have experience in designing and evaluating outcome-based academic programs;
- **Management Experience:** have successful experience with academic budgeting, personnel management, strategic planing, and continuos quality improvement;
- **Communication and collaboration skills:** Have demonstrated ability to communicate effectively and work collaboratively with faculty, staff, and the university's many constituencies; have working knowledge of collective bargaining;
- **Commitment to diversity:** Have demonstrated commitment to diversity and equal opportunity for students, faculty, and staff;
- **Strong leadership skills:** have demonstrated proven experience in decision-making and strong implementation skills; have demonstrated the ability to provide innovation and dynamic leadership in promoting both the academic and total institutional mission and goals.

Letters of nomination and applications from interested candidates are requested. Nominations letters must be received by January 15, 2000 so that candidates may be notified prior to January 20. Candidates must submit a letter of application, a detailed resume, and the names, addresses, and telephone numbers of five reference. References will not be contacted until candidates have been notified. ***The deadline to apply is 5:00 p.m., January 31, 2000.*** The review of candidates will begin on February 1, 2000. The anticipated staring date is July 15, 2000. Nominations and applications should be sent to:

Dr. Sandra C. Holley
Dean, School of Graduate Studies
Southern Connecticut State University
Engleman 118
501 Crescent Street
New Haven, Connecticut 06515

For more information about Southern Connecticut State University, candidates are encouraged to visit the University's website at **http://www.scsu.ctstateu.edu.**

Southern Connecticut State University is an equal opportunity employer
and applications form members of historically underrepresented groups
are especially invited to apply.

KEAN

Discover Kean. Discover your future.

Instructor

Health Services Administration

The Department of Public Administration is seeking to fill a full time, non-tenure track faculty position for the Health Services Administration Graduate Program for the Spring 2000 semester. Candidates must have either a completed Doctorate or ABD status in Health Administration, Public Health. Candidates with a related field specialization in Health Care Finance, Health Care Economics, or Health Care Information Systems preferred. Teaching experience, particularly at the graduate level is desirable.

Applications will be accepted until position is filled. Competitive salary and benefits packages are offered.

Applicants should forward resumes to:
Susan Ault, Ph.D.,
Health Services Administration, Department of Public Administration, Kean University,
1000 Morris Avenue,
Union, NJ 07083.

KEAN
UNIVERSITY

Kean University is an EEO/AA Institution.

STATE UNIVERSITY OF NEW YORK

NEW PALTZ

The State University of New York at New Paltz is hiring Assistant/Associate Professors for the following positions:

BUSINESS

Accounting, Finance, International Business

EDUCATION

Educational Administration, Elementary Education-Math/Science, Elementary Education-Social Studies, Elementary Education/Special Education, Educational Studies, Secondary Education-Instructional Technology.

LIBERAL ARTS & SCIENCES

Audiology, Communications, Computer Science, Economics, English-Creative Writing, English-Creative Writing/Generalist, Lecturer, English Composition Lecturer, Foreign Languages-Spanish, Geography, History, Journalism, Nursing, Political Science and International Relations, Psychology, Radio and Television, Sociology, Speech-Language Pathology.

FINE ARTS

Theatre Arts-Performance, Art History-Renaissance and Baroque, Art Foundations Coordinator, Art-technology based media

ENGINEERING

Electrical and Computer Engineering-2 positions

For further information about faculty vacancies at New Paltz including application requirements search the HR Jobline at http://hawk.newpaltz.edu/hr

AA/EOE/ADA employer

UNIVERSITY OF WISCONSIN - RIVER FALLS

CHANCELLOR

The University of Wisconsin System (UWS) invites applications and nominations for the position of Chancellor of the University of Wisconsin-River Falls. Founded in 1874, UW-River Falls is located 30 miles east of Minneapolis/St. Paul and is one of 11 comprehensive universities in a public higher education system. The Chancellor reports to the President of the UWS and provides institutional leadership within Wisconsin's tradition of shared governance with faculty, academic staff and students.

UW-River Falls' primary mission is undergraduate education with a commitment to teaching excellence. The student-to-faculty ratio is 19:1 and in fall 1999, UW-River Falls enrolled 5,347 undergraduate and 327 graduate students. The operating budget is $58 million, and the Foundation's endowment exceeds $9 million. University resources are consistently invested in faculty development, instructional technology, and classroom and laboratory renovation following priorities set in its strategic plan.

UW-River Falls seeks a chancellor with the capacity to lead an energetic institution within a large and dynamic public higher education system. Characteristics of the ideal candidate include a commitment to the University's mission; a record of academic accomplishment, teaching experience and administrative experience; commitment to enhancing the quality of student life; and the ability to build strong relations with System Administration, the Regents, legislators, donors, and community leaders.

Evaluation of applications will begin on December 17, 1999. The position is available in May, 2000, or as soon thereafter as possible. Compensation is competitive. Tenure may be granted upon the recommendation of the appropriate department. Application materials should include a letter describing the candidate's interest in and qualifications for the position, a curriculum vitae, and the names, addresses, and telephone numbers of at least five references. In accordance with Wisconsin's open records law, requests for confidentiality by nominees and applicants will be honored, except that names and titles of the finalists must be disclosed, if so requested. Further information about the search and UW-River Falls is available at:

HTTP://www.uwrf.edu/chancellor_search.

Requests for information, nominations, and application should be directed to:

Dr. Suzanne Hagen, Chair
Chancellor Search and Screen Committee
University of Wisconsin-River Falls
111 North Hall, 410 South Third Street
River Falls WI, 54022
phone (715) 425-3550; fax (715) 425-3939
email chancellorsearch@uwrf.edu

The Committee is being assisted by Dr. Jean Dowdall and her associate, Ms. Lesley Boyd, A.T. Kearney Executive Search; questions may also be directed to Dr. Dowdall at (703) 739-4761, 333 John Carlyle Street, Alexandria VA 22314; or lesley.boyd@atkearney.com. Submissions by e-mail as MS Word attachments are encouraged.

The University of Wisconsin is an Affirmative Action/Equal Opportunity employer and actively seeks and encourages applications from women, minorities, and persons with disabilities. It is our policy to provide reasonable accommodations to qualified individuals with disabilities who are employees or applicants for employment.

New York University

ASSOCIATE DIRECTOR OF MBA ADVISING AND FINANCIAL AID

Leonard N. Stern School of Business

NYU's prestigious Stern School of Business is seeking a dynamic Associate Director of Financial Aid & Advising for its MBA Student Services division. The selected candidate will be responsible for strategic planning and management of Stern's financial aid function, which includes duties such as monitoring federal compliance issues, reauthorization and loan certification. Candidate will also design and implement delivery of academic advising services, as well as supervise professional and clerical staff.

Must have a Bachelor's degree or equivalent (Master's preferred), along with 4 years of professional/supervisory experience and comprehensive knowledge of financial aid and advising. Excellent interpersonal, communication, presentation skills are required. Proficiency using word processing, spreadsheet and database software is also essential.

Excellent benefits package includes: FREE NYU tuition for self and eligible family members, generous vacation, health, dental and pension plans. Please send resume with cover letter, writing sample and salary history/requirements to: **New York University, Leonard N. Stern School of Business, Tisch Hall, 40 West 4th Street, Suite 624, New York, NY 10012-1118.** NO PHONE CALLS PLEASE.

NYU encourages applications from women and members of minority groups

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PIEDMONT VIRGINIA COMMUNITY COLLEGE

Instructional Technology Designer

Piedmont Virginia Community College, a two-year institution located in central, Virginia, invites applications for the position of Instructional Technology Designer. This position provides leadership, guidance and training to faculty in the development and design of teaching materials using current and emerging technologies. A bachelor's degree and appropriate work experience are required. Candidates with a master's in instructional technology or a closely related field may substitute advanced education for work experience. A detailed position description is available at **www.pvcc.cc.va.us**, or call **804/961-5245** for a faxed or emailed copy of description.

Applications must include a State of Virginia Application (www.dpt.state.va.us), resume and the names, addresses and telephone numbers of three professional references. Forward applications to:

Human Resources
PVCC
501 College Drive
Charlottesville, VA 22902-7589

Applications must be received by 5:00 p.m., Monday, December 13th.

HILLSBOROUGH
COMMUNITY COLLEGE

Hillsborough Community College (HCC) is a dynamic multi-campus, state-supported Community College accredited by the Southern Association of Colleges and Schools. Located in the Tampa Bay Area on Florida's west coast, HCC assists individuals in developing academic excellence by providing university parallel, technical and continuing education programs complemented by comprehensive student support services. The College supports community growth and development through participation in programs dedicated to environmental conservation, promotion of fine arts, development of a productive and contributing citizenry, joint economic development initiatives with business and industry partners and cooperative arrangements with other educational and health care institutions. For more information about the College and Tampa Bay and information on employment opportunities, access the HCC Web Site at www.hcc.cc.fl.us or call the HCC JOBLINE at (813) 253-7185.

FALL FACULTY 2000 RECRUITING

Accounting
Biology
Business and Marketing
Chemistry
Computer Science
Customer Service
Dance

Education
English
ESL
Graphic Arts and Design
Humanities
Industrial Organization/Psychology

Mathematics
Mathematics-College Prep
Nursing
Reading
Speech
Sonography
Theatre

HCC seeks candidates with a strong commitment to teaching, the use of technology and innovation. HCC offers competitive pay and benefits in a multicultural environment dedicated to serving our students and our community. Applicants must have a minimum of 18 graduate hours in the discipline taught with the exception of Sonography candidates. Qualifications for Sonography are available on the website. Recruitment is contingent upon funding and Board of Trustees approval. Responses to this advertisement must be postmarked or received by **January 31, 2000.**

Wage ranges for Fall 2000 for full-time faculty positions are:

Master's degree with a minimum of 18 graduate semester hours in discipline: $33,300-$56,576
Master's degree plus 30 graduate semester hours in discipline: $35,500-$60,315
Earned Doctorate in discipline advertised: $37,700-$64,052

To apply, send a letter of interest, detailed resume, photocopy of educational transcripts and three professional references to:

HILLSBOROUGH COMMUNITY COLLEGE
EMPLOYMENT OFFICE
P. O. Box 31127
Tampa, Florida 33631-3127
(813) 253-7030

HCC is an equal access/equal opportunity institution committed to affirmative action and advocates a drug-free environment. HCC seeks qualified and diverse candidates including members of protected class groups. Dial (813) 253-7552 to access the TDD for hearing/speech impaired.

EOE/ADA/AA

HARVARD UNIVERSITY

DEAN

Radcliffe Institute for Advanced Study

Harvard University

Harvard University is seeking a Dean to lead its newly created Radcliffe Institute for Advanced Study.

The Radcliffe Institute is an integral part of Harvard University, with a distinct identity of its own. Building upon programs and facilities already established at Radcliffe, the Institute will be committed to advanced scholarship at the highest level, across a wide range of disciplines and fields, including the full span of the arts and sciences, the major professions, and the creative arts. A very important focal point, within the Institute, will be significant work in the broad field of women, gender, and society.

The Dean will report directly to the President of Harvard, and will be equivalent in standing to the other senior Deans of the University. As such, the Dean will be a member of the Academic Council, as well as the President's academic advisory group, which meets regularly with the President and Provost to plan major academic initiatives for Harvard as a whole.

The primary duties of the Dean will be to lead the Radcliffe Institute, and to guide the Institute's future programmatic development. These tasks will include initial determinations concerning the ways in which existing programs and activities should evolve, and new activities should be shaped – including collaborative arrangements with Harvard's already established Faculties, Schools, and other units. From its inception, the Radcliffe Institute will be well endowed, with approximately $300 million already committed, and an expectation of continued fund-raising.

Requirements for the Deanship include scholarly achievement and high academic standing – in any discipline or field of study – equivalent to those expected of a tenured professor at Harvard. Broad intellectual and scholarly interests across a range of academic fields are essential, in addition to a strong commitment to carry forward the Institute's significant work related to women, gender, and society. Finally, some demonstrated ability in academic administration and leadership is an important requirement, as is the ability to work well with colleagues, at all levels, in a major university setting.

Letters of nomination or application should include a brief description of the applicant and his or her qualifications for the position of Dean, together with curriculum vita or resume. Please direct letters of nomination or application to: Neil L. Rudenstine, President, Harvard University, c/o Clayton Spencer, Massachusetts Hall, Cambridge, MA 02138.

At Harvard University, diversity is an essential source of vitality and strength.

Wheelock
COLLEGE

DIRECTOR OF PUBLIC RELATIONS

Wheelock seeks a public relations expert with strong experience in media relations and publications. Bachelors degree and 10 years experience required. Strong oral and written skills and organizational skills a must. ***Send resume to: Andrea Hoffman**, Vice **President for Institutional Advancement**, Wheelock College, 200 The Riverway, Boston, MA 02215.*

Wheelock College is an Equal Opportunity/Affirmative Action Employer and a member of the Colleges of the Fenway consortium

www.wheelock.edu

SAN FRANCISCO STATE UNIVERSITY

Dean of the College of Ethnic Studies

The Dean of the College of Ethnic Studies is the chief administrative officer of the college; is responsible for setting priorities, policies, and budgets; must possess a doctoral degree in a field relevant to ethnic studies; have administrative and leadership experiences in the areas of ethnic studies curriculum development; demonstrate the ability to present administrative, strategic and operational skills; have a commitment to working with diverse communities; generate external funding. Deadline January 15, 2000. Send vita and application letter to **Laureen Chew, Chair, College of Ethnic Studies Search: c/o Office of the Provost/VP for Academic Affairs, San Francisco State University, 1600 Holloway Avenue, San Francisco, CA 94132-4111.**

Complete position description sent upon request

UTEP

Faculty Position Opening
The University of Texas at El Paso
College of Health Sciences
El Paso, Texas 79902

PROGRAM:
Kinesiology
Effective Date of Appointment: September 1,2000

RANK/POSITION:
Assistant/Associate Professor, Tenure Track

SALARY:
Commensurate with Experience and education

QUALIFICATIONS:
Earned doctorate (ABD considered) in Kinesiology or related field- NATABOC Certification required. Demonstrated ability to conduct research and ability to secure funding for research. Evidence of successful teaching. Understanding of and appreciation for the multidisciplinary nature of the field of Kinesiology. Ability to work successfully in a multi-ethnic, multi-cultural setting.

RESPONSIBILITIES:
Develop Undergraduate Athletic Training Curricular Program for accreditation by CAAHEP. Teach undergraduate and graduate-level courses in athletic training and related areas, conduct research, provide service to the university and community, and assist with student advising. Nine-month appointment with possibility for summer employment.

APPLICATION DEADLINE:
Screening of applicants will begin Jan. 10, 2000 and position will remain open until filled. Send letter of interest, vitae, and list of three references.

INQUIRIES AND APPLICATIONS SHOULD BE ADDRESSED TO:

Darla R. Smith, Ph.D.
Search Committee Chair
Kinesiology Program
The University of Texas At El Paso
1101 N. Campbell St.
El Paso, TX 79902
(915) 747-7208
(915) 747-7207 fax
darsmith@utep.edu

GENERAL INFORMATION:
The University of Texas at El Paso, with an enrollment of approximately 16,000 students, is one of nine campuses in the University of Texas System. The University offers 60 bachelor's degrees, 53 master's degrees, and 6 doctoral degrees. UTEP participates in NCAA Division 1 Athletics, is a member of the Western Athletic Conference, and offers 8 women's and 5 men's sports. The city of El Paso, with a population of 600,000, is positioned in the world's largest binational metropolitan area, adjacent to the city of Juarez, Mexico.

The Kinesiology Program offers B.S. and M.S. degrees in Kinesiology. There are currently more than 250 undergraduates and approximately 25 graduate students pursuing these degrees. The Texas Legislature recently allocated money for a new Kinesiology/Athletics building, which will include state of the art exercise sciences laboratories and athletic training facilities.

The University does not discriminate in employment or the provision of services on the basis of race, color, national origin, sex, religion, age, sexual orientation, or disability.

ASSISTANT PROFESSOR, PHYSICS

TENURE-TRACK POSITION

The Physics Department of Union College invites applications for a tenure-track position at the Assistant Professor rank to begin in September, 2000.

Qualifications include: recent Ph.D., demonstrated interest in both teaching and research, and an interest in mentoring physics majors in individual research or independent-study projects. Preference will be given to a theorist.

Located in the Capital District of New York State, an area heavily engaged in academic and industrial R&D, Union is a small liberal arts college with a strong undergraduate program in the sciences and an engineering division. The Physics department has eight tenure lines and currently has expertise in Astronomy, Atomic Physics, Biophysics, Condensed Matter, Critical Phenomena, Non-linear Dynamics, and Physics Education.

Special facilities include: newly installed observatory with a 20" telescope; a Center for Advanced Spectroscopic Studies with picosecond and nanosecond lasers; a 2MV pelletron accelerator; and a dynamic light scattering lab. Our largest teaching responsibility is in calculus-based introductory courses, which are taught in studio-style classes of 18 students, in rooms especially designed for active student engagement. All members of the department participate in these introductory courses, including their laboratory components. Our upper level courses are typically small and are designed to prepare students for graduate work in physics and astronomy and for technical careers. The department is also heavily engaged in a college-wide general education program.

Salary is competitive, commensurate with experience, and includes an exceptional benefits package consisting of: medical, dental, and vision insurance, life and disability coverage, a generous retirement plan and tuition remission. Check out our website at www.union.edu. Interested candidates should submit a letter of application including: CV, statement of teaching interests and experience, a research plan including description of startup needs, and three letters of reference, by February 1 to:

Professor S. Maleki
Search Committee, Physics Department
Union College
807 Union Street
Schenectady, NY 12308

Union College is committed to a program of affirmative action and equal employment opportunity. Women and minorities are strongly encouraged to apply.

MILLERSVILLE UNIVERSITY

DIRECTOR OF EXTENDED PROGRAMS

Millersville University is seeking a highly motivated, entrepreneurial self-starter to direct its Extended Programs. Programming includes credit-bearing professional development programs and workshops for teachers, as well as non-credit and public service/enrichment programs. Work with MU Office of Marketing for public relations/marketing activities, including market research for Extended Programs.

Required: Bachelor's degree; successful professional experience in extended programs within the past five years; outstanding oral and written communication skills; current knowledge of public and private educational workforce needs; marketing and analytical skills in customer service, demographics, marketing strategies, and sales communication; record of entrepreneurial activity in higher education and fiscal management; knowledge and experience with electronic delivery methods for educational programming; and a successful interview.

Preferred: Master's degree; knowledge of and appreciation for teacher education and developments and issues regarding K-12 education.

Competitive salary and excellent benefits.

To Apply: Full consideration will be given to applications received by 1/3/2000. Send letter of application, resume, and the names, addresses, and telephone numbers of at least three references to: **Search Committee Chair, Graduate Studies and Extended Programs/HO1203, Millersville University, P.O. Box 1002, Millersville, PA 17551-0302.** An EO/AA Institution.

http://www.millersv.edu

Florida State UNIVERSITY

The Florida State University is classified as a Research 1 University by the Carnegie Foundation for The Advancement of Teaching and is located in the State Capitol. The College of Education has a long and honored history as the second founded College in the University. The institution and the unit hold numerous accreditations. The advanced graduate and research mission is central to the College with 21 doctoral degree programs. Undergraduate education and the cooperative improvement of K-12 education are essential to the mission.

The College seeks accomplished, motivated, enthusiastic, and energetic candidates for the following two positions.

Assistant Professor
SPORT ADMINISTRATION
(Tenure-earning)

The Sport Administration program at Florida State University is seeking a colleague who has a teaching and research expertise in one or more of the following content areas: sports management, governance, facilities, organizational theory, research design and methodology, and sport finance and economics. This person will be expected to teach both undergraduate and graduate courses in sport administration; develop an active research agenda; mentor masters and doctoral students' research; advise undergraduate and graduate students; contribute to department and university growth; and contribute to a sport administration community of scholars. Minimum qualifications include: earned doctorate in Sport Administration or related field; college and /or university teaching experience; evidence of scholarly productivity; experience advising graduate student research, and some sport business industry experience.

Send application package including letter of application, current vitae, and three letters of recommendation to: **Dr. Anne Clements, Chair, Sport Administration Search Committee, Florida State University, Dept. of Physical Education, 109 Tully Gym, Tallahassee, FL 32306-4280.** For further information contact her at (850) 644-2489 or clement@coe.fsu.edu

Associate/Assistant Professor
MATH EDUCATION
(Tenure-earning)

The Department of Curriculum & Instruction is searching for a faculty member in the Mathematics Education program whose responsibilities will include: teaching a range of content and method courses for prospective secondary and middle grade teachers as well as courses in the graduate program; supervising field experiences and student teaching; service on committees at department, college, and university levels; and collaboration with public schools. Candidates must have a commitment to teacher education, excellence in teaching, and continued scholarly activity. Opportunities are available to participate in ongoing research, initiate new research projects and apply for external funding. Minimum qualifications include: earned doctorate in Mathematics Education with a strong graduate mathematics component; documented evidence of accomplishment in teaching, research, and service; at least three years of experience teaching mathematics at the middle grades or high school level; experience with educational technology and multicultural education are highly desirable.

Send application package to **Dr. Elizabeth Jakubowski, Chair, Mathematics Education Search Committee, Department of Curriculum & Instruction, 209 Milton Carothers Hall, College of Education, Florida State University, Tallahassee, FL 32306-4490.** For further information, you may contact her at 850-644-0365, fax 850-644-1880, or email at ejakubow@coe.fsu.edu.

Applications for all positions will close on January 13, 2000. Completed packages will include a thorough letter of application documenting interest and qualifications; a current vita; sample publications; transcript; names, addresses and telephone numbers of five references who may be contacted. Positions will begin no later than August, 2000.

The Florida State University is an equal opportunity, affirmative action employer and women, minorities and individuals with disabilities are strongly encouraged to apply.

WILLIAM PATERSON UNIVERSITY

The William Paterson University of New Jersey is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are highly distinguished and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Council (24 scholars), the Guggenheim Foundation, the National Endownment for the Humanities, the National Institutes of Health, the National Science Foundation and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student:faculty ratio (12:1) and small class size (21.3) for its 29 undergraduate and 17 graduate degree programs, supported by the state-of-the-art information and communications technology. The University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

FACULTY POSITIONS ACADEMIC YEAR 2000-2001

The University is pleased to solicit applications and nominations for faculty positions for the academic year 2000-2001. Unless otherwise indicated, faculty appointments are tenure-track at the rank of Assistant Professor and require an earned doctorate or appropriate terminal degree in the field (ABD is considered for appointment at the rank of instructor, pending completion of degree requirements). Candidates should send letters of application, current curriculum vitae, and dossier to the ***Chair of the respective Department, Drawer HO, William Paterson University, 300 Pompton Road, Wayne, NJ 07470.*** *Documentation of a high level of teaching effectiveness and commitment to scholarship and/or creative expression is highly desirable. Applications for any position will be considered on a rolling basis until the position is filled. The academic year commences September 1, 2000.*

College of the Arts and Communication
Ofelia Garcia, Dean

Department of Art
Professor Charles Magistro, Chair

Assistant Professor. **Specialization in Computer Art and Animation.** Extensive experience in 3-D computer animation programs (Alias/Maya), systems administration, UNIX/Windows/NT platform preferred. Terminal degree and a record of professional animation achievement and successful college-level teaching required.

Assistant or Associate Professor. **Specialization in History of Art, 19th and 20th Century,** with additional expertise in history of photography or modern architecture and/or design. Ph.D. in Art History and a record of research and publication and successful college-level teaching experience required.

Assistant Professor. **Specialization in Graphic Design/Typography.** Visual communication designer with strong graphic design, typography, and advertising skills, professional graphic design experience, and successful college-level graphic design experience preferred_MFA in Graphic Design and knowledge of Macintosh computer platform required.

Department of Communication
Professor Tina Lesher, Chair

Assistant Professor. **Specialization in Film Studies and Production.** A current record of professional/creative work in film production, college-level teaching experience, and ability to teach foundation and advanced course in film studies (including film history and screenwriting) required. Terminal degree preferred, although evidence of equivalent level of professional accomplishment will be considered.

Assistant Professor. **Specialization in Theater.** Ph.D. in Theater required with ability to teach acting and directing as well as performance courses in communications area (public speaking, oral interpretation, radio/TV, or voice/speech).

Assistant Professor. **Specialization in Television Production.** Familiarity with contemporary television production studio facilities, ENG/EFP techniques, and non-linear video editing systems required. Evidence of multi-media production skills preferred. Terminal degree preferred, although evidence of equivalent level of professional accomplishment will be considered.

Assistant Professor. **Specialization in Interpersonal Communication.** Evidence of ability to teach courses in research, theory, public speaking, and foundations of language required. Evidence of ability to teach core media writing course and topics in contemporary media/society and telecommunications issues preferred.

College of Business
Frank Grippo, Dean

Department of Accounting and Law
Professor Reginald Grier, Chair

Assistant Professor. **Specialization in Accounting.** Candidates should have an earned doctorate and CPA, a strong commitment to scholarly research and be able to teach a broad range of accounting subjects, excluding taxation. A working knowledge of computer technology is required and international exposure a plus.

Department of Economics, Finance and Global Business
Professor C.K. Leung, Chair

Assistant Professor. **Specialization in Economics.** Candidates should have an earned doctorate, a strong commitment to scholarly research and be able to teach a broad range of economics subjects. A working knowledge of computer technology and a strong international orientation are required.

Assistant Professor. **Specialization in Finance.** Candidates should have an earned doctorate, a strong commitment to scholarly research and be able to teach a broad range of finance subjects. A working knowledge of computer technology and a strong international orientation are required.

Department of Marketing and Management
Professor Prabhaker Nayak, Chair

Assistant Professor. **Specialization in Management.** Candidates should have an earned doctorate, a strong commitment to scholarly research and be able to teach a broad range of management subjects. A working knowledge of computer technology and a strong international orientation are required.

College of Education
Leslie Agard-Jones, Dean

Assessment and Educational Leadership
Maureen Gillette, Assistant Dean

Assistant Professor. **Specialization in Assessment.** Experience with qualitative and quantitative assessment models and design/analysis of assessment instruments for programmatic and individual student assessment and ability to teach graduate and undergraduate courses in assessment methods required. Ability to provide leadership on university-wide assessment matters preferred. Doctorate or ABD with completion date by August 2002 required.

Assistant or Associate Professor. **Specialization in Educational Leadership.** Prior public school teaching and leadership experience (urban preferred), appropriate state certifications; evidence of scholarship and exemplary interpersonal skills in working with students, faculty, and school communities required. Doctorate in educational leadership or related field and demonstrated experience in the use of information technology required.

Department of Curriculum and Instruction
Professor Mildred Dougherty, Chair

Assistant Professor. **Specialization in Science Education.** Background in science education with expertise in teaching elementary and middle school science methods, classroom experience and college-level teaching experience required. Evidence of ability to promote interdisciplinary understanding of science and its relationship to contemporary events preferred. Doctorate or ABD with completion date by August 2002 required.

Department of Special Education
Professor Susan Kuveke, Chair

Assistant Professor. Three Positions: (1) **Specialization in Teaching the Behaviorally Disordered** (interest in adaptive technology preferred); (2) **Specialization in Learning Disabilities and Instructional Management;** and (3) **Specialization in Diverse Educational Issues** (experience in collaborative and inclusive setting required). To teach graduate and undergraduate classes and supervise field experiences. Classroom experience in teaching exceptional children, college level teaching experience, and evidence of scholarship required for all positions. Doctorate or ABD with completion date by August 2002 required.

Assistant Professor. Specialization open. Experience teaching in **Urban/Multicultural settings** preferred. To teach graduate and undergraduate classes and supervise field experiences. Experience in working with Child Study teams, eligibility of NJ Teacher of the Handicapped Certification, and demonstrated interest in the use of instructional technology required. Classroom experience in teaching exceptional children, college level teaching experience, and evidence of scholarship required. Doctorate or ABD with completion date by August 2002 required.

College of Humanities and Social Sciences
Isabel Tirado, Dean

Department of African, African American, and Caribbean Studies
Professor Ronald Parris, Chair

Assistant Professor. **Specialization in Expressive Culture.** Background in academic/theoretical and performance components of African, African-American, and Caribbean musical traditions (including sacred music and jazz) and demonstrated teaching, research, and performance experience in those areas required. Doctorate required.

Department of English
Professor Catarina Edinger, Chair

Assistant Professor. **Specialization in Children's and Young Adult Literature.** Secondary specialization in creative and/or professional writing preferred. Publications, college-level teaching experience and Ph.D. required.

Department of Languages and Cultures
Professor William Rosa, Chair

Assistant Professor **French and Francophone Studies.** Specialization in one of the following preferred: Francophone Studies, cinema studies, cultural studies, or applied linguistics. Ph.D., demonstrable potential for future scholarship, and experience with new technologies in foreign language teaching required.

Department of Philosophy
Professor Daniel Kolak, Chair

Assistant Professor **Specialization in Cognitive Science;** aoc in artificial intelligence. Expertise in computer-related technologies preferred; ability to assist in running departmental cognitive science laboratory required. Ph.D., commitment to undergraduate teaching, and evidence of intense and original philosophical thinking and research is required.

Assistant Professor. **Specialization in 18th and 19th Century Philosophy, including Kant;** aoc in philosophy of science. Expertise in computer-related technologies preferred. Ph.D., commitment to undergraduate teaching, and evidence of intense and original philosophical thinking and research is required.

Department of Sociology
Professor Vincent Parrillo, Chair

Assistant Professor. **Specialization in Methodology.** Preparedness to teach courses in quantitative and qualitative sociological methods, statistics, and introductory sociology required. Ph.D. or ABD, teaching experience and demonstrated commitment to teaching, research and scholarship required.

Department of Women's Studies
Professor Arlene Scala, Chair

Assistant Professor. **Specialization in Global Feminism.** Demonstrated ability to make global connections in curricula and pedagogy and to teach introductory and core courses required. Ph.D. in Women's Studies or related field, teaching experience in Women's Studies, and commitment to developing courses and programs in Women's Studies required.

College of Science and Health
Eswar Phadia, Dean

Department of Biology
Professor Jane Voos, Chair

Assistant Professor. Two Positions: (1) **Specialization in Genetics;** (2) **Specialization in Vertebrate Zoology.** Ph.D., demonstrated potential for research and evidence of successful teaching required. Post-doctoral experience preferred.

Department of Community Health
Professor Michele Grodner, Chair

Assistant Professor. **Specialization in Nutrition.** Doctorate or ABD in Nutrition or health related field with at least one graduate degree in nutrition, clinical and/or community experience, evidence of commitment to teaching, and well-developed research agenda required.

Department of Computer Science
Professor Erh-Wen Hu, Chair

Assistant or Associate Professor. **Specialization in Software Engineering, Programming Languages, or Computer Networks.** Ph.D. or ABD in Computer Science or related field, and evidence of commitment to teaching, and well-developed research agenda required.

Department of Mathematics
Professor Mahendra Jani, Chair

Assistant Professor. **Specialization in Applied Mathematics.** Ph.D., and evidence of commitment to teaching, and well-developed research agenda required.

William Paterson University is an Affirmative Action/EEO employer; the University community values and supports diversity among faculty, staff and students. Minority and women candidates are encouraged to apply. Information about the University can be obtained electronically through access to its website at

http://www.wpunj.edu

WILLIAM PATERSON UNIVERSITY

WAYNE, NEW JERSEY

An Equal Opportunity Institution Committed to Diversity

AMERICAN UNIVERSITY

WASHINGTON DC

DEAN
COLLEGE OF ARTS & SCIENCES

American University invites applications and nominations for the position of Dean of the College of Arts & Sciences. The Dean is the chief academic and administrative officer of the College and reports to the Provost. American University enrolls a broadly diverse population of over 11,000 students in a wide range of undergraduate, graduate and professional degree programs through its six major divisions, of which the College of Arts & Sciences is the largest.

The university seeks an innovative academic leader who will: bring an excellent record as a teacher, scholar and administrator; provide strong leadership in teaching and scholarship and creative vision in developing new programs and opportunities for the College, work effectively and collegially with diverse constituencies; possess an understanding of and commitment to experiential education, interdisciplinary inquiry, and new information technologies; inspire a cohesive team of individuals and energize academic units; effectively oversee budgets and fundraising; communicate effectively to others the diversity and richness of the College's academic offerings.

Projected starting date of the appointment is summer 2000. Nominations and expressions of interest will be treated in confidence and should be sent to:

Dr. Richard Breitman
Chair Dean's Search Committee
Eagle Station
Box 150
American University
4400 Massachusetts Avenue
N.W., Washington, D.C. 20016

Applications should consist of a curriculum vitae and cover letter addressing the above qualifications. Dr. Tobie van der Vorm of Academic Search Consultation Service is assisting with the search. She may be reached at **202-263-7473** or **ptv@academic-search.org**. Please visit the AU web site at **www.american.edu** for more information.

American University is an equal opportunity employer that actively seeks and encourages applications from women and members of underrepresented populations.

FRAMINGHAM STATE COLLEGE

DEPARTMENT OF MODERN LANGUAGES - SPANISH

Tenure-track, Assistant Professor of Spanish, beginning September 1, 2000.

Ph.D. required. Ability to teach a range of Spanish courses for undergraduate majors and non-majors including elementary level courses. Candidates must have native or near native fluency in Spanish and a strong preparation in Latin American cultures. Knowledge of Portuguese is desirable.

To apply: Send letter of interest, recent evidence of good teaching, curriculum vitae, and three (3) letters of recommendation no later than Dec.15, 1999, to:

Dr. Marguerite Mahler,
Chair, Spanish Search Committee,
Department of Modern Languages,
Framingham State College,
Framingham, MA 01701.

1839

Framingham State College is an equal opportunity/ affirmative action employer. Persons of color, women, and persons with disabilities are strongly urged to apply.

Director of Social Equity

The State System of Higher Education seeks to fill the position of Director of Social Equity. The State System is guided by a 20-member Board of Governors and is comprised of the Office of the Chancellor and fourteen universities throughout the Commonwealth of Pennsylvania. The incumbent reports to the Chancellor directly or through the Executive Deputy and serves as a member of the Chancellor's senior staff.

The director's primary responsibility is to provide effective leadership and promote action that will enhance educational and employment opportunities for all qualified individuals, more especially racial/ethnic minorities, women, the economically disadvantaged, persons with disabilities and returning military veterans. The variety of duties inherent in this responsibility include: the design, implementation, and monitoring of an on-going System-wide equity plan; serving as Office of the Chancellor liaison to the presidents of the constituent universities in matters related to social equity issues; and providing leadership to campus social equity directors in addressing equity concerns and advancing the equity plan. In addition, the director sponsors and assists in the coordination of the ongoing implementation of the Partnership Program that serves educationally at risk low income high school students. The director also serves as the affirmative action officer for the Office of the Chancellor and as the System coordinator for the Americans with Disabilities Act. The position requires some travel.

A minimum of five years management experience in equity/affirmative action positions and/or human resources or human relations, preferably in an educational setting, and a graduate degree are required. Candidates must be knowledgeable about all Equal Employment Opportunity laws and regulations and conversant with the major issues presently confronting public higher education. A demonstrated commitment to diversity and the value of a pluralistic society is essential. Past experience with programs designed to prepare educationally at risk low income high school students for college is preferred. Superior communications skills, both written and oral, are critical, as is the ability to efficiently accommodate multiple demands and to quickly adjust to changing needs and priorities. Candidate should be proficient with modern office technology. Finalists must successfully complete an interview.

Full consideration will be given to applications received by December 30, 1999. Interested candidates must submit a letter of application, resume, and the names, addresses, and phone numbers of at least three professional references to:

Vice Chancellor for Employee and Labor Relations
State System of Higher Education
Dixon University Center
2986 North Second Street
Harrisburg, PA 17110

Electronic applications are not acceptable.

The State System of Higher Education is an equal opportunity/affirmative action employer and encourages applications from minorities, women, veterans, and persons with disabilities.

KEAN

Discover Kean. Discover your future.

Kean University is committed to excellence and to developing and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community serving a diversified student population of 12,000.

RESIDENCE HALL DIRECTOR

Office of Residence Life and Housing
Division of Student Affairs
12-month Position

Responsibilities: Coordinating operations of a residence area/hall that houses a diverse population of 200-250 students; facilitating developmental opportunities for student residents through programming, advisement, and discipline; implementing appropriate University policies and procedures; and supervising a staff of Resident Assistants, Community Assistants, and Student Security. Collaborative work required in all facets of a Residence Life and Housing Program. This position requires on-campus residency.

Qualifications: Bachelor's degree and one year of residence life work experience are required. Master's degree in student personnel or related area preferred.

Application, Salary and Benefits Information: Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits package included. Candidacy review begins immediately and continues until appointment is made. Send a letter of interest; current resume; names, addresses and telephone numbers of three references who can comment on candidate's professional qualifications. Three letters of recommendation and Official transcripts required prior to appointment. **Apply to**: Katie Boone, Acting Director, Residence Life and Housing, Kean University, 1000 Morris Avenue, P.O. Box 411, Union, NJ 07083.

KEAN UNIVERSITY

Kean University is an EEO/AA Institution

THE LOS ANGELES COMMUNITY COLLEGE DISTRICT
invites applications and nominations for the following position:

• DEAN OF ACADEMIC AFFAIRS LOS ANGELES SOUTHWEST COLLEGE

Filing Deadline: December 22, 1999. File immediately. Interested individuals who possess the required training and experience are invited to submit applications.

Requirements: Applicants must have an earned master's degree or an advanced degree of at least equivalent standard from a recognized college or university. Also required are two years of successful full-time experience as an administrator or faculty member in accredited institutions of higher education, and two years of successful full-time experience in administrative or management positions in business, industry, education, or government.

Compensation: The current salary range is $63,908 to $79,183 annually. New employees to the District will be allocated within the salary range according to previous salary. Employee benefits include 15.5 paid holidays annually, 15-20 days paid vacation annually depending on length of District service, district-paid medical/hospital, dental and vision care plans and a $40,000 group life insurance policy.

Filing An Application: Candidates in the District continuos pool for Dean will be reviewed by the college selection committee after the deadline. You must indicate interest in instructional services. For those not in the pool, applications may be obtained by calling **(213) 891-2211. A descriptive flyer for this position is available. Send application to Academic Selection Unit, LACCD, 770 Wilshire Blvd., Los Angeles, CA 90017, on or before December 22, 1999.**

THE LACCD IS AN EQUAL OPPORTUNITY EMPLOYER. WOMEN, MINORITIES AND THE DISABLED ARE ENCOURAGED TO APPLY.

WESTERN NEBRASKA
COMMUNITY COLLEGE

Diversity Programs and Services Director

Western Nebraska Community College is currently accepting applications for the position of Diversity Programs and Services Director. **Responsibilities:** Assist in the planning, directing, managing, overseeing and evaluation of the Diversity Program for Western Nebraska Community College. Diversity shall include but not be limited to: multi-ethnic students; students with special needs, both emotional and physical; and issues regarding gender. This shall include general advising, recruitment, and retention of multi-ethnic students; in addition to developing, implementing and monitoring WNCC's Disabilities Program for students with special needs. Responsible for designing, implementing and evaluating a comprehensive institutional diversity plan to include training and development of faculty and staff. Will include coordination of assigned activities with other campus departments and outside agencies; act as institutional representative to various community and area groups; and provide support services assistance in the retention efforts of WNCC. **Responsibilities:** Five years of increasingly responsible experience in educational administration, diversity/affirmative action programs, student services, or related field, including two years of administrative supervisory responsibility; and a Master's degree in a related field or any equivalent and equivalent combination of education and/or experience that provide the required knowledge, skills, and abilities to perform the duties will be considered. The successful candidate must demonstrate the ability to communicate with, relate to, and represent all aspects of the cultural communities within the College service area.

Salary: Commensurate. **Start Date:** Immediate. **Application Deadline:** January 7, 2000. **Application Procedure:** Send letter of application, current resume, credentials and/or academic transcripts and three letters of reference to:

Human Resources Director
Western Nebraska Community College
1601 East 27th Street
Scottsbluff, NE 69361-1899

EEO/Affirmative Action Employer

Lake-Sumter Community College

We are dynamic and fast growing institution now with three campuses and with an excellent academic record, now accepting applications for fall of 2000 for:

MATHEMATICS INSTRUCTOR SPANISH INSTRUCTOR

Instructors will teach a minimum of 15 credit hours per fall and spring terms and 6 during a summer term. Must have active involvement with our Learning Center. Both positions could include multi-campus teaching.

EDUCATIONAL REQUIREMENTS: Master's Degree with 18 graduate semester hours of prefix course work in your area.

QUALIFICATIONS FOR APPOINTMENT:

MATHEMATICS: Ability to each a broad array of classes from college preparatory mathematics through the calculus sequence.

SPANISH: Ability to each a broad array of classes from beginning Spanish through advanced Spanish.

Previous college level teaching and distance learning experience highly desired.

DEADLINE: February 14, 2000

SUBMIT APPLICATION AND UNOFFICIAL COPIES OF TRANSCRIPTS TO:

Human Resources
Lake-Sumter Community College
9501 US Hwy. 441
Leesburg, FL 34788
(352) 365-3557 FAX (352) 365-3501
Web Site: http://lscc.cc.fl.us

We are an Equal Access/Equal Opportunity Institution

COLUMBIA UNIVERSITY

Center for New Media Teaching and Learning

The Columbia Center for New Media Teaching and Learning supports faculty of the University in developing innovative new media resources and pedagogical approaches. The Center is currently seeking candidates with strong technical skills and educational experience to fill the following positions:

- **Director of Project Development**
- **Associate Director (Outreach Service and Support)**
- **Distance Learning Specialist**
- **Webmaster**
- **Programmer**
- **Educational Technologist (Specialization in the Sciences)**

Access our Web site at ccnmtl.columbia.edu/jobs for additional information and complete job descriptions for each of the above positions. Please send resume and cover letter to: Columbia Center for New Media Teaching and Learning, Columbia University, Mail Code #1130, 535 West 114th Street, New York, NY 10027.

We take affirmative action toward equal employment opportunity.

ILLINOIS STATE UNIVERSITY
Normal/Bloomington

Associate Vice President for Graduate Studies, Research, and International Education

Illinois State University, founded in 1857 as the first public institution of higher learning in the state of Illinois, enrolls 20,000 students and has a full-time faculty of more than 700. Academic programs and courses are offered in 35 departments organized into six colleges: Applied Science and Technology, Arts and Sciences, Business, Education, Fine Arts, and Mennonite College of Nursing. The University is located in Bloomington-Normal, a prosperous and growing community of 100,000 located midway between Chicago and St. Louis.

The Associate Vice President provides leadership in the graduate research and international education missions of the University. Illinois State has approximately $12M in grants and contracts processed through its University Research Office, with a significant number of these grants supporting the study and practice of education at all levels. Currently, Illinois State offers graduate programs in each college including eight doctoral, 32 master's, and one specialist programs. Approximately 14 percent of the students enrolled in the University are graduate students.

The Associate Vice President has administrative responsibility for planning and policy direction of the University Research Office, the Graduate School, and International Studies. Specifically, the Associate Vice President will be responsible for leading and expanding the quality of graduate academic and international programs, creating a climate for obtaining external funding, and refining and developing policies and procedures related to these areas. The Associate Vice President administers a combined budget of $3.5 million, reports directly to the Provost, works in close consultation with the College Deans, and oversees a staff of 35 through 4 unit heads.

Candidates are required to have a successful record of leadership in higher education, with a minimum of four years' administrative experience. Candidates are required to possess an earned doctorate and an extensive record of research and scholarly activity that will merit their appointment as full professor as Illinois State University. Successful candidates will have a strong commitment to research activities in a broad range of disciplines, experience with institutional administration of graduate programs, research, grants management, and/or international education.

Compensation is commensurate with experience. The preferred start date is July 1, 2000. To assure full consideration, a letter outlining your interest in the position, a curriculum vitae, names, addresses and telephone numbers of five references should be postmarked by January 31, 2000 to: **Associate Vice President for Graduate Studies, Research, and International Education Search, Campus Box 4000, Office of the Provost, Normal, IL 61790-4000.** Finalists for the position should be prepared to provide three letters of reference on request.

Illinois State is an equal opportunity/affirmative action University encouraging diversity.

Education

COUNSELOR/ ACADEMIC ADVISOR

The Student Development Division of Harper College seeks to fill the position of a full-time tenure track counseling faculty position.

Responsibilities include: academic advising, counseling, teaching and diversity education and programming. Experience and expertise with college counseling, high risk, multigenerational and commuter populations is preferred.

This 10 month position requires a masters degree in College Student Personnel, Counseling or related field. This position is available in January 2000. Screening of applicants will continue until the position is filled. Applicants should send a letter of application, a current resume, and at least three references to:

William Rainey
Harper College
Attn: Employment Specialist-C/AA
1200 W. Algonquin Rd.
Palatine, IL 60067

Harper College is a Community College in the northwest suburbs of Chicago with an enrollment of over 20,000 students. Visit our web site at **http://www.harper.cc.il.us**

Career Coordinator

Temple University is seeking an individual to develop full-time, permanent employment positions for assigned school(s) and or college(s) students and alumni/ae with appropriate employers. Will advise students and alumni/ae of the colleges on employment opportunities; promote on-campus recruiting program; coordinate special educational and placement programs; and work with the college faculty and administrators to establish objectives for placement efforts.

Bachelor's degree, preferably in higher education, with a minimum of 4 years experience required; Master's degree preferred. Must possess counseling and/or advising, verbal platform, organization and PC skills.

We offer a competitive salary and comprehensive benefits package, including 100% tuition remission. Qualified candidates should send/fax resume, including salary requirements, to: **Marion Parker, Employment Rep., Req #319-9, Temple University, 1601 N. Broad St., 203 USB, Phila., PA 19122. FAX: (215) 204-5921.** EOE, M/F/D/V.

Massachusetts College
OF LIBERAL ARTS

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Massachusetts College of Liberal Arts seeks a talented and energetic individual who would welcome an opportunity to provide academic leadership and vision for an evolving public liberal arts college. Located in the beautiful and inspiring Berkshire region of Massachusetts, the mission of MCLA is to provide a high quality public alternative to the many fine private liberal arts colleges in New England. Formerly North Adams State College, Massachusetts College adopted its new mission in 1992, received its new name in 1997 and has already achieved distinction as one of the top four public liberal arts colleges in the northeast. With 76% of its recent graduates earning degrees in the arts and sciences, the College continues to provide an educational certification program for those interested in teaching as well as a liberal arts focused major in Business Administration. Enrollment includes approximately 1200 full-time and 300 part-time undergraduates from twenty states and seven foreign countries. Plans are to grow the enrollment to 1600-1700 over the next 3-5 years. The Berkshire region offers outstanding cultural and recreational opportunities and the City of North Adams is enjoying a revival as the home of the new internationally known Massachusetts Museum of Contemporary Art. The campus has undergone major physical improvements in recent years creating an attractive environment in the liberal arts college tradition.

The Vice President for Academic Affairs reports to the President of the College, serves as a member of the President's Cabinet and is responsible for the leadership, creative vision, direction and supervision of all academic programs and academic support services. Reporting to the Vice President are the Dean of Academic Studies, Associate Deans for Library, Instructional Technology and Academic Support Services, Coordinator of Lifelong Learning and all Department Chairs.

A complete listing of qualifications and additional information on Massachusetts College can be obtained via **www.mcla.mass.edu** or by writing to VP Search, MCLA, Church Street, North Adams, MA 01247.

This position is available beginning July/August 2000. Review of applications will begin December 20, 1999 and will continue until the position is filled. Salary is competitive and comprehensive benefits are provided. Please submit a letter of application which addresses the qualifications, a current resume and the names, addresses and telephone numbers of five professional references. Candidates invited to interview may be required to submit additional information. Mail applications to:

Office of Human Resources
Massachusetts College of Liberal Arts
375 Church Street
North Adams, MA 01247

Massachusetts College is an Affirmative Action, Equal Opportunity Employer. We encourage women and minorities to apply.

UTEP

DIRECTOR, CENTER FOR COMMUNICATION STUDIES

The University of Texas at El Paso College of Liberal Arts is seeking a dynamic leader to direct a newly established Center for Communication Studies. The Director will oversee the management and coordination of undergraduate and graduate Communication curricula and spearhead the development of new programs that capitalize on the educational and research potential of a University located in a bi-national metropolitan area of 2 million residents on the U.S. - Mexico Border. The University is committed to providing higher education to the residents of El Paso and the surrounding region. The international and multicultural characteristics of this region provides University students and faculty with distinctive opportunities for learning, teaching, research, artistic endeavors, cultural experiences, and service.

The Director will promote interdisciplinary participation in the Center's activities and supervise its degree programs; Print Media, Electronic Media, Media Advertising, Communication Studies and Organizational Communication/Public Relations. Strategic planning, faculty interaction, faculty recruitment and the development of research are part of the Director's responsibility. The Director will work with Center staff to develop students internships and practica with employers in the region and elsewhere. Included in the Director's responsibility is academic supervision of the University's NPR station and the student newspaper.

Applicants should possess the terminal degree in a field of communication studies or a related discipline. Administrative experience and a strong publication or professional record are necessary. Faculty appointment will be at the advanced Associate or Professor level beginning no later than September 2000.

Screening of applications will begin December 10, 1999 and remain open until filled. Send a letter of application, vitae and the names and telephone numbers of three references to:

Dr. Howard Daudistel, Dean
College of Liberal Arts
Liberal Arts 343
The University of Texas at El Paso
El Paso, TX 79968-0525

The University does not discriminate on the basis of race, color, national origin, sex, religion, age, disability, or sexual orientation in employment or the provision of services.

ITHACA
ROY H. PARK SCHOOL OF COMMUNICATIONS

The Television-Radio Department in the Roy H. Park School of Communications at Ithaca College has a tenure-eligible position beginning in the Fall of 2000 for an assistant professor to teach courses primarily in advertising at all levels of the curriculum, particularly those dealing with creative copywriting and/or art direction. Additional teaching responsibilities may include television-radio core courses, public relations courses and desktop publishing. In addition, there is the opportunity to work with our award-wining AAF NSAC team. The successful candidate will also advise students and will serve on department, school and college committees. Maintenance of a scholarly/professional profile is also required.

Ph.D. in advertising, or a related field preferred; Master's Degree required. Significant professional and teaching experience preferred. Applicants must send a current vita, statement of interest, including areas of teaching and professional specialization and three reference letters to **Karen Armstrong, Attn: Chair, Advertising Search Committee, Department of Television-Radio, 328 Roy H. Park Hall, Ithaca College, Ithaca, New York 14850-7253. Phone: 607-274-3260. Fax: 607-274-1664.**

Screening of applications will begin immediately. Applications will be accepted until the position is filled.

Ithaca College is an Equal Opportunity/Affirmative Action Employer. Members of underrepresented groups (including people of color, persons with disabilities, Vietnam veterans and women) are encouraged to apply.

THE LOS ANGELES COMMUNITY COLLEGE DISTRICT
invites applications and nominations for the following position:

• VICE PRESIDENT OF STUDENT SERVICES, LOS ANGELES SOUTHWEST COLLEGE

LAST DATE TO FILE: DECEMBER 22, 1999. WOMEN MINORITIES AND THE DISABLED ARE ENCOURAGED TO APPLY.

The Los Angeles Community College District is seeking a Vice President of Student Services to serve at Los Angeles Southwest College. Interested individuals who possess the required training and experience are invited to submit applications. Reporting to the College President, the Vice President of Student Services provides administrative leadership and operational supervision for a comprehensive student services program.

REQUIREMENTS: Applicants must have an earned master's degree or an advanced degree of at lease equivalent standard from a recognized college or university. Also required are three years of successful full-time experience as an administrator or faculty member in accredited institutions of higher learning, and two years of successful full-time experience in administrative or management positions in business, industry, education or government. Administrative experience in an accredited institution of higher learning may count for both requirements.

COMPENSATION: The current salary range is $70,889 to $87,828 annually. New employees to the District will be allocated within the salary range according to previous salary. Employee benefits include 15.5 paid holidays annually, 20 days paid vacation annually, district-paid medical/hospital, dental and vision care plans and a $40,000 group life insurance policy.

FILING AN APPLICATION: Candidates in the District pool will be notified by letter and will be reviewed if they respond. For those not in the pool a resume with letter of intent and three letters of recommendation must be received not later than 4:30 p.m. on Wednesday, December 22, 1999. Cleared candidates will be sent additional application materials. Cleared and complete candidates will be placed in an open and continuous pool for three years. If selected, additional documentation, such as official transcripts, will be required. Send to: **Human Resources, Los Angeles Community College District, 770 Wilshire Blvd., Los Angeles, CA 90017 or FAX (213) 891-2411. A flyer with additional information on the position is available from that office. For information on the District, please access http:/www.laccd.edu on Internet. For additional information, contact the Human Resources Division at (213) 891-2252.**

THE LACCD IS AN EQUAL OPPORTUNITY EMPLOYER.

AMERICAN UNIVERSITY
WASHINGTON DC

Position Description:

Arts Management

American University's Department of Performing Arts will fill one or two positions in Arts Management for full-time Tenure Track appointments beginning Fall 2000. Rank dependent on qualifications and experience. Three to five years arts management experience with a background in either fine or performing arts is required. Prior university teaching, preferably with graduate students, is also required. The Ph.D. is preferred, but applicants with terminal professional degrees may also be considered. Responsibilities: teach graduate and undergraduate courses, scholarship, service to the university, read and direct theses, develop and supervise internships and co-operative education. Evaluation of applications will begin on December 20, 1999, and will continue until the search is completed. Submit a letter of application, including a statement of your vision of arts management in graduate education, curriculum vitae and three letters of reference to

Dr. Christian Mendenhall
Chair of the Search Committee
Department of Performing Arts
American University
4400 Massachusetts Avenue
NW, Washington DC 20016-8053

American University is a EEO/AA University committed to a diverse faculty, staff, and student body. Women and minorities are strongly encouraged to apply.

BEST COPY AVAILABLE

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MILLS

PROVOST AND DEAN OF THE FACULTY

Mills College - Oakland, California

Mills College, the oldest women's college established west of the Rockies and located in Oakland, California, invites applications and nominations in its search for a Provost and Dean of the Faculty.

Founded in 1852, Mills College is an independent, liberal arts college offering 34 undergraduate majors and 22 graduate programs. With approximately 750 undergraduate women and 400 graduate women and men students, the faculty numbers 167 members, 79 full-time and 88 part-time. Mills College is a community of people committed to women-centered education, a dynamic environment in which students work, learn, and explore together.

The Provost and Dean of the Faculty is the ranking educational officer of the College, reporting directly to the President. In this role, the Provost and Dean of the Faculty shares in the College-wide leadership and in institutional policy formulation, planning, and administration.

The College seeks a Provost and Dean of the Faculty with strong leadership skills, integrity, creativity, and energy who will: advance the mission of the College as a women-centered liberal arts institution in a global, multicultural society; cultivate a collaborative environment among the faculty members, faculty committees and administrative departments; and provide leadership and advocacy for the faculty, including but not limited to: providing creative vision and leadership for the academic programs and curricular innovation; overseeing academic departments, in conjunction with the Academic Deans and Department Heads; and supervising the work of the Director of Library and Academic Computing Services, the College Chaplain, the Director of the Art Museum and Director of Technical Services.

Qualified candidates must have an earned Doctorate or terminal degree, with an academic portfolio suitable to a full professor, including a distinguished record in teaching, research, and scholarship. Senior level administrative experience, outstanding communication skills, the ability to build consensus and a commitment to multi-culturalism, and shared governance are required.

Review of credentials will begin immediately and continue until the position is filled. Letters of nomination or applications, including curriculum vitae, may be submitted in confidence to:

Provost and Dean of the Faculty Search Committee, Mills College
c/o Educational Management Network/Witt/Kieffer
98 Old South Road, Nantucket, MA 02554

Educational Management Network, a division of Witt/Kieffer, is supporting Mills College with this search. Requests for a copy of the Position Specification or questions may be directed to Nancy Whitcomb at 508-228-6700 or via e-mail at mills@emnemn.com. Additional information about the College is available on the Mills College Web site, http://www.mills.edu. Mills College is an Affirmative Action, Equal Opportunity Employer.

Educational Management Network/Witt/Kieffer

The Colleges of Contra Costa

pathways-to-success

The Board of Trustees and the Chancellor of the Contra Costa Community College District, in the San Francisco Bay area, invite applications for

Vice Chancellor, Planning and Resource Development

Screening begins in February
For confidential inquiries, please call (925) 313-9239

We are an Equal Opportunity Employer

George Mason University

Head, Bibliographic Services

George Mason University Libraries, having recently recognized into three system-wide management divisions, is seeking to fill this key management-level position within the Resources and Collection Management Service Division (RCMSD). The Head, Bibliographic Services provides leadership and administration of centralized cataloging, bibliographic access and related database management services for the four constituent libraries of the University Library system, and also coordinates bibliographic control and access activities with the School of Law Library. Researches, proposes and implements new and improved methods in providing access to traditional and new forms of information resources, particularly digital formats. Proposes and coordinates implementation of policy governing bibliographic control and intellectual access to information resources. Develops and implements necessary workflow and quality control processes for attaining policy goals and objectives. As a member of a team-based management group, incumbent contributes to the consultative work environment within RCMSD. Directly supervises 5-7 FTE. Position reports to Associate University Librarian for RCMS.

Qualifications: Required:

- ALA-accredited MLS degree, or ALA-recognized foreign equivalent
- Significant experience in cataloging operations, including original cataloging, database management, and digital resources cataloging
- Experience with AACR2, LC classification, MAARC formats and automated library systems
- Effective organizational, communication and interpersonal skills and demonstrated supervisory experience
- Strong service orientation and commitment to professional growth
- Collegial, team-focused management philosophy and orientation.

Desired:

- Familiarity with evolving Metadata standards, (Dublin Core, TEL, etc)
- Familiarity with mark-up languages (HTML, SGML, XML, etc)
- Familiarity with UNIX, Access, Perl and Z39.50

Appointment/Benefits: 12-month administrative faculty appointment. Salary competitive and commensurate with experience. Excellent benefits: health plan options and paid life insurance; several retirement plans, including TIAA-CREF; 24 vacation days and 11 paid holidays; tuition waiver to self.

The University: George Mason University is a doctoral-level, state-supported institution in Northern Virginia with campuses at Arlington, Fairfax and Prince William counties, with an enrollment of more than 24,000 students and 1,300 faculty. The University Libraries is an active participant in VIVA-the Virtual Library of Virginia Project, The Washington Research Library Consortium, The Association of Southeastern Research Libraries, and is an associate member of the Center for Research Libraries. More information about the University Libraries is available at: **http://gmu.edu/**

Application: Send letter of application, resume, and names, addresses (including e-mail), and phone numbers of three current references to:

Chair, Bibliographic Services Search Committee
Library Administration, MSN 2FL
George Mason University
Fairfax, VA 22030-4444

Review of applications will begin January 21, 2000.
Anticipated Vacancy-Available April 2000. AA/EEO

KEAN

Discover Kean. Discover your future.

Kean University is committed to excellence and to developing and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community serving a diversified student population of 12,000.

MANAGING ASSISTANT DIRECTOR 1

Human Relations & Counseling Center (HRCC)

Responsibilities: This 12 month position will assist the Director of the HRCC with the overall administration of the office; supervise and manage the Psychological Counseling component of the HRCC; act with the authority of the Director in his absence. Participates in the development and implementation of programs or unit goals, policies and procedures, and does related work as required. Establishes and maintains communication and cooperative working relationships with college administrators, faculty, staff, students and student organizations in order to accomplish the objectives of the Psychological Counseling Unit.

Requirements: A strong commitment to working in a multi-disciplinary setting with a diverse, multi-cultural, multi-ethnic, non-traditional student population. Three years of professional experience in the direct supervision of professional staff and graduate interns in a college/university or a related mental health facility. The successful candidate will possess a minimum of a Bachelor's degree; a Master's degree in the fields of Counseling, Psychology or Social Work is preferred. Also, New Jersey State licensure for one year is preferred. Computer knowledge and well developed written/verbal communication skills are desirable. The ability to communicate effectively in [Spanish/English] is a plus.

Application, Salary and Benefits Information: Salary commensurate with qualifications and experience. Comprehensive benefits program included. Candidacy review begins immediately and continues until appointment is made. Send a cover letter; current resume; and names, addresses and telephone numbers of three references who can comment on candidate's professional qualifications. **Apply to**: Chair of the Search Committee, Human Relations and Counseling Center, Kean University, 1000 Morris Avenue, P.O. Box 411, Union, NJ 07083.

KEAN
UNIVERSITY

Kean University is an EEO/AA Institution

San Jose State
UNIVERSITY

Dean of the College of Humanities & the Arts.

San Jose State University invites applications and nominations for Dean of the College of Humanities & the Arts. The successful candidate will provide the University with strong and imaginative leadership to continuously improve instruction, productivity of scholarship, and community building. The Dean is responsible for academic planning and development; for external fund-raising; and for the recruitment, retention, development, and evaluation of faculty and staff who are responsive to the diversity reflected in the student body at San José State University and the State of California. The College of Humanities & the Arts is one of eight colleges at San José State University and employs 387 faculty, 40 staff positions, and enrolls approximately 4,100 full-time equivalent students.

The full printed text of the position announcement is available by writing the address below, on the San José State University website: **(http://www.sjsu.edu/depts/HR/opp.htm)**, or by provost@sjsu.edu; it is available in alternative formats to accommodate disability by calling (408) 924-2400. Candidates should send a letter of application, a complete curriculum vitae, and a list of five references to the address below. The screening process will begin January 14, 2000 and applications must be received by that date in order to receive full consideration. However, applications will be accepted until the position is filled. The position is available July 1, 2000, with the exact date of appointment negotiable. Applications can be submitted in hard copy or electronically to: **College of Humanities & the Arts Decanal Search Committee, c/o Office of the Provost, San José State University, One Washington Square, San José, CA 95192-0020 or email provost@sjsu.edu.**

San José State University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, disabled veteran or Vietnam veteran status. San José State University is committed to creating a community in which a diverse population can learn and work in an atmosphere of tolerance, civility and respect for each individual.

Prairie State College

PRESIDENT

The Board of Trustees of Prairie State College invites nominations and applications for the position of President of Prairie State College. The President will take office no later than July 1, 2000.

Prairie State College is a comprehensive community college, located in Chicago Heights, Illinois, 25 miles south of Chicago. The College, recognized for its outstanding faculty, staff, programs and state-of-the-art facilities, serves approximately 5,188 students (2,612 FTE) and approximately the same number of students in non-credit offerings. The College District consists of 20 communities which reflect great economic, social, and ethnic diversity. The College's budget is $29.4 million, with $16.5 of that in operating funds. There are approximately 83 full-time faculty, 225 adjunct, 28 administrators, and 90 support staff.

The Board of Trustees seek a strong and dynamic leader who can build upon an outstanding record of previous service and accomplishment and take the College to yet another level of excellence into the new millennium. The President shall be a visionary who possesses outstanding interpersonal skills. The Board is especially interested in finding a people person who can represent the College with intelligence and enthusiasm in the effort to maintain old friends, gain new ones, while seeking new students continued community support, and additional resources.

Nominations and applications will be treated in confidence and should be sent to:

The Bickert Group, Ltd.
1340 Wilmot Road
Deerfield, Illinois 60015-2070

Dr. James O. Tegtmeyer and Dr. James H. Warren of *The Bickert Group, Ltd.* are conducting the search. Inquiries may be directed to either consultant at (708) 361-4997 or Fax (847) 948-9659. Credentials will begin to be reviewed in late January and continue until an appointment is made.

Prairie State College is equal opportunity, affirmative action employer.

Teacher of the Handicapped

the A. Harry Moore School is a specialized academic and therapeutic school for the disabled which is affiliated with New Jersey City University. We offer all the advantages of working in a public school with the additional work satisfaction of being connected to a large, urban state university.

The A. Harry Moore School is located in Jersey City, NJ, directly across from New Jersey City University. The school is convenient by train, bus, or auto from local metropolitan areas.

Responsibilities:
Cover the leave of absence in a secondary language arts program.

Required:
Bachelor's Degree, Teacher of the Handicapped; experience working with the physically disabled; possession of effective communication and interpersonal skills;knowledge of technology in instruction.

Starting Date:
December 13, 1999 through June 30, 2000.

Application:
Submit a letter of application, resume, official transcript, certification, work experience, and the names, addresses, and telephone numbers of at least 3 professional references to:

Mr. Dennis Paporello, Principal
A. Harry Moore School
2078 Kennedy Boulevard, Jersey City, NJ 07305
Phone: 201-200-3138

Applications must be received
by December 6, 1999

NEW JERSEY
CITY
UNIVERSITY

Equal Opportunity Employer

AURORA UNIVERSITY

PRESIDENT
Aurora University
Aurora, Illinois

Aurora University, an innovative institution dedicated to "the liberally educated professional," seeks nominations for and expressions of interest in the position of President.

Founded in 1893, Aurora has evolved from an independent liberal arts college to a multi-dimensional university. The main campus is located in the economically booming "Silicon Prairie" high-tech corridor 40 miles west of Chicago. The institution maintains additional campuses in downtown Chicago and on Lake Geneva in Williams Bay, Wisconsin. These multiple locations and the breadth of the academic program - consisting of the University College of Arts and Sciences, the George Williams College of Aurora University (which includes the Schools of Social Work, Education and Recreation Administration/Physical Education), the John and Judy Dunham School of Business and Professional Studies, the School of Nursing, and New College: A Center for Lifelong and Professional Education - allow Aurora to serve over 4,000 degree-seeking students and another 10,000 students in non-degree programs. The University's annual budget exceeds $26 million. The institution is governed by an independent, 30-35 member Board of Trustees and has for the last several years undertaken a transition to a governance system that gives faculty and staff a unified voice on issues of policy and procedure.

Aurora is not the average university. It does not award tenure; the faculty work on renewable contracts. While its foundation is rooted in the liberal arts, the preponderance of Aurora's growth over recent years has come as the result of targeted and ambitious graduate and professional programs that address real workplace needs in Aurora's community and its environs. The University serves aspiring students, often people who are fighting long odds to attain their goals. The institution seeks a Chief Executive with the energy, creativity, leadership, intelligence, management skills, and vision of higher education to build on this record of service, innovation, and entrepreneurship. Appointment is anticipated during the summer of 2000.

Aurora University is being assisted by Educational Management Network/a Division of Witt/Kieffer, an executive search firm serving higher education and the not-for-profit community. Nominations, expressions of interest and inquiries should beforwarded to:

Aurora University Presidential Search
c/o EMN/WITT/KIEFFER
98 Old South Road
Nantucket, MA 02554

Inquiries and requests for a copy of the Position Specification should be directed to consultants Dennis M. Barden at 630/990-1370 or Nancy A. Martin at 508-228-6700, or via the search's e-mail address, aurora@emnemn.com. Aurora University has an Internet Web site at http://www.aurora.edu. EOE/M/F/V/D

Educational Management Network/Witt/Kieffer

HARVARD LAW SCHOOL LIBRARY

The Harvard Law School Library has a collection of more than 1.5 million volumes and more than 14,000 active serial subscriptions. Materials are in all languages and all formats. The 100-member staff includes 45 professional librarians. The Cataloging Services Department consists of a staff of 14 in three units, the Monograph Catalogers, Serials Catalogers, and Copy Cataloging and Database Maintenance staff. The Library is a member of the Research Libraries Group, the New England Law Library Consortium, and is a tape-loading member of OCLC.

Romance Languages Cataloger

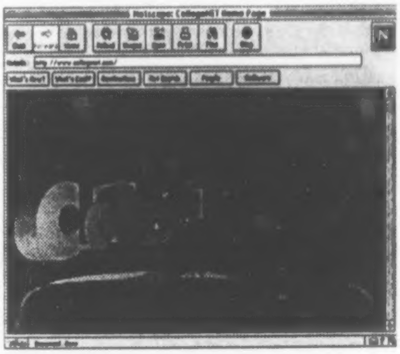
Under the supervision of the Cataloging Services Librarian, the Cataloger for Romance Languages is responsible for cataloging monographs in Spanish, French, Italian, and Portuguese. Contributes authority information to HOLLIS and to LC Name Authority File via NACO. Works with Copy Cataloging and Database Management staff, Serials Librarian, and others to resolve problems arising from obsolete, conflicting, or incorrect cataloging. May select new and retrospective materials for the non- English speaking countries of South and Central America and the Caribbean. Keeps abreast of the latest cataloging standards and developments. Serves on committees as appropriate.

Position requires MLS from an ALA accredited school; excellent knowledge of Spanish and French; working knowledge of other Romance languages; a minimum of 3 years' cataloging experience, preferably in an academic or law library; and familiarity with RLIN or OCLC and automated cataloging procedures. Background in Latin American studies preferred.

Please send resume, cover letter, and names of three references to: **Harry Martin III, Librarian, Harvard Law School, Areeda 511, 1545 Massachusetts Ave., Cambridge, MA 02138.**

www.law.harvard.edu

Harvard University upholds a commitment to affirmative action and equal opportunity employment.



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Montgomery College

DIRECTOR OF STUDENT FINANCIAL AID

Montgomery College, a multi-campus community college, committed to excellence in teaching and to student success, is seeking applications and nominations for the position of Director of Student Financial Aid. Reporting to the Vice President for Academic and Student Services, the Director of Student Financial Aid is responsible for the efficient and effective day-to-day operation of a multimillion dollar, comprehensive, collegewide financial aid program managing over 30 full and part-time staff. Montgomery College receives more than 12,000 financial aid applications annually for its three campuses.

The Director of Student Financial Aid develops and implements operational procedures to carry out the policy directions established by the Board of Trustees and the President to ensure that the various financial aid programs are operated fairly and in accordance with the guidelines, rules, complex and demanding array of federal regulations and laws. The Director promotes the goal of equality of educational opportunity so that all students have a chance to reach their intellectual and technical potential, regardless of economic background. The Director is an active member of the enrollment management team, the information technology steering committee, and provides leadership to the college's scholarship program.

The Director of Student Financial Aid is also responsible for establishing a system that fosters leadership throughout the financial aid offices of Germantown, Rockville, and Takoma Park.

Candidates must hold a Bachelor's degree in an appropriate field; a Master's degree is highly desired. Candidates must also have at least 5 years of experience in administering financial aid programs and 3 years of supervising a diverse staff and serving a diverse population in a college or university setting. Qualified candidates must possess excellent written and oral communication skills, as well as interpersonal skills; possess thorough knowledge of Federal Title IV Student Financial Aid laws and regulations; and be able to work in a participative, collaborative environment. Candidates must have experience with a student financial aid information system; SCT Banner is preferred.

The salary range is $58,386 to $93,662 per year with the starting salary generally falling within the first half of the range. The College offers excellent benefits. Applications for **vacancy number #1053** can be obtained by calling our 24-hour job line at **301-279-5374** by December 21, 1999, or by coming to the **Office of Human Resources, Montgomery College, 900 Hungerford Drive, Suite 130, Rockville, Maryland 20850.** (The college will be closed from 12/24/99-1/2/00)

The deadline for receipt of applications is Monday, January 10, 2000.

Montgomery College is an equal opportunity employer, committed to fostering a diverse academic community among its student body, faculty, and staff.

COLUMBIA UNIVERSITY
Vice President for Student Services

Columbia University in the City of New York seeks applications and nominations for the position of Vice President for Student Services. Reporting to the Executive Vice President for Administration, the Vice President leads a division that provides a wide range of services to Columbia students and to the University community as a whole. The division of Student Services was founded by the University administration four years ago and charged to improve the quality and convenience of nonacademic support services, to ensure that students at Columbia have an excellent experience in all dimensions of university life.

The departments reporting to the Vice President are: Registrar and Student Information Systems, Student Financial Services, University Residence Halls, Business Services (including Dining and Bookstores), Health and Related Services, and Lerner Hall—the new student center. Student Services has annual revenues of approximately $50 million and a total staff of 450 employees who provide services to 23,000 students on both the Morningside Heights and Health Sciences campuses.

Student Services has grown since its inception into a strong, cohesive division with strong staff at all levels. The team has been widely recognized for significant success in improving the quality of basic services, and making major innovations to improve the ease and comfort of a student's daily life outside the classroom. Columbia seeks a seasoned, responsive executive to maintain the momentum and continue to build a strong service culture throughout the division.

The Vice President will work closely as a partner with his/her colleagues in student affairs at all fifteen schools of the University to support and complement such activities as academic advising, student activities, and residential life programming; the goal of seamless coordination of all student support services is integral to the creation and cultivation of community at Columbia.

Qualifications: The successful candidate for this role will be an experienced executive with a proven capacity to lead simultaneously a program of operations improvement and culture change. S/he will possess excellent business sense, strong financial skills, and experience managing a comparable budget with revenue targets. A successful track record as a senior officer in a highly complex, decentralized organization, responding to and collaborating with many constituencies, is required. Experience working closely with and providing excellent services to students is desirable. Experience working in an urban setting with a unionized workforce is preferred; 8 to 10 years of experience or the equivalent combination of education and/or experience required. Bachelor's degree required; MBA or other advanced degree preferred. MINORITIES ESPECIALLY ENCOURAGED TO APPLY.

Inquiries, applications, and nominations should be directed to Lisa Savereid or Rohini Sabikhi, Isaacson, Miller, 334 Boylston Street, Suite 500, Boston, MA 02116-3805. Fax: 617-262-6509. E-mail: isavereid@imsearch.com or rsabikhi@imsearch.com.

Columbia University takes affirmative action toward equal employment opportunity.

METROPOLITAN STATE UNIVERSITY

EXPERIENTIAL LEARNING AND INDIVIDUALIZED DEGREE PLANNING FACULTY

Metropolitan State University Mpls./St. Paul, MN, invites applications for a full-time, probationary, tenure-track faculty position in the Educational Philosophy and Planning Department in the university's First College. QUALIFICATIONS: doctorate in adult education, interdisciplinary studies, or related fields; at least three years of teaching in higher education settings; demonstrated commitment to linking theoretical and practical learning and to student-centered learning. Review of applications begins 1/15/00. For complete position description and application process, call (651) 772-7733, TDD users (651) 772-7687 or e-mail **laura.merilatt@metrostate.edu**. AA/EEO

Associate Director of Athletics for Fund-raising & Special Events

See our Ad in the Chronicle of Higher Education, November 26, 1999 or our web page @ **www.montclair.edu** for complete job description. Screening of applications begins immediately, and a January 2000 start date is expected.

An Equal Opportunity/Affirmative Action Institution

MONTCLAIR
STATE
UNIVERSITY

OLD DOMINION UNIVERSITY
Darden College of Education

The Darden College of Education invites applications for the following ten-month tenure track faculty positions beginning July 25, 2000. The college is the second largest college at Old Dominion University, a dynamic institution of approximately 18,000 students located in Norfolk, Virginia. The college, with 90 full-time faculty and approximately 3,500 students, has five academic and one non-academic departments as well as a Military Career Transition Program and programs at the Undergraduate, Masters, and Doctoral levels. Programs are offered on campus, at four satellite campuses, 11 military bases and 60 distance learning sites. The college holds membership in the Holmes Partnership and the Council of Great Cities Colleges of Education and coordinates the Virginia Center for Urban Education, and the Principals' Center of Hampton Roads. The College is NCATE accredited and programs within the college are accredited by NRPA, NATA, ASHA, and CACREP. Visit the University's web site - **http://web.odu.edu/**

Assistant Professor of Higher Education Administration

Responsibilities: The successful candidate is expected to teach courses in the Educational Leadership and Services program with particular emphasis in Higher Education in Administration. This individual will assist in administering the program, advertising and recruiting students for the program, and updating the curriculum of the program as needed. Participation in scholarship and service activities is also expected.

Qualifications: Applicants must hold an earned doctorate in higher education. Prior administrative and teaching experience in the higher education setting is highly desirable. Candidates must demonstrate an ability to engage in scholarly research and publication and participate in professional organizations and activities. Applicants should be capable of addressing issues of instructional technology and diversity.

Search Committee Chair: **Dr. Edward Neukrug. E-mail eneukrug@odu.edu**

Assistant/Associate Professor of Reading Education

Responsibilities: The successful candidate will teach undergraduate and graduate reading education courses at elementary and secondary levels. The candidate also will be expected to conduct research in reading and reading related areas, to provide community service to primarily urban school systems, and to actively participate in grant-writing activity. This person may be asked to become involved in interdisciplinary programs, Professional Development Schools, and distance learning as an instructional delivery medium.

Qualifications: Applicants must hold an earned doctorate in Reading and/or Literacy Education with experience as a reading teacher in a K- 12 setting. The successful candidate must demonstrate a strong commitment to scholarly research and publications, participate in professional organizations and activities and grant proposal writing, provide evidence of potential excellence in teaching, and be willing to integrate instructional technology into the curriculum. In addition, the candidate should have a background in language arts and language acquisition, including expertise in the teaching of phonics and phonemic awareness. Candidates should also be strong in assessment and the diagnostic teaching of reading. Search Committee Chair: **Dr. Raymond Morgan E-mail rmorgan@odu.edu**

Assistant/Associate Professor of Educational Research

Responsibilities: The successful candidate will be expected to teach master's and doctoral level educational research courses in the Department of Educational Curriculum and Instruction, including courses in classroom action research in teacher education programs. In addition, the successful candidate will work with master's and doctoral students in preparation and completion of master's research and doctoral dissertations. The faculty member is expected to participate actively in current College initiatives to expand technology-based statistical software packages and to work with faculty in research and other scholarly pursuits. Additional responsibilities include grant development, research and publication, and service to the university, college, and community.

Qualifications: The candidate must have an earned doctorate in Educational Research; preference will be given to applicants whose background includes quantitative and qualitative research design, and classroom-based research. Desired areas of expertise include statistical and qualitative software applications. Applicants who have a record of scholarship, including writing for publication and attracting external funding, will be given priority. Search Committee Chair: **Dr. F. Murray Rudisill E-mail erudisil@odu.edu**

Assistant Professor of Educational Leadership

Responsibilities: The successful candidate will be expected to teach undergraduate and graduate courses in quantitative and qualitative research methods. The individual will work with master's and doctoral students in preparation and completion of master's research and doctoral dissertations, participate actively in current College initiatives to expand technology-based statistical software packages, and work with faculty in research and other scholarly pursuits. Additional responsibilities include grant development, research and publication, and service to the college, university and community.

Qualifications: The candidate must have an earned doctorate in Educational Research that includes quantitative and qualitative research design. Knowledge of classroom-based research and familiarity with research in counseling and educational leadership is helpful. Background and experience in statistical and qualitative software applications is necessary. Applicants should be capable of addressing issues of instructional technology and diversity. Search Committee Chair: **Dr. Edward Neukrug. E-mail eneukrug@odu.edu**

Assistant Professor in Special Education

Responsibilities: The successful candidate will teach undergraduate and graduate courses in special education, advise students, conduct research and other scholarly activities, provide community service, and assist with the coordination of the special education program and the department. Candidates will be expected to teach on/off campus and in field based or distance learning programs.

Qualifications: Applicant must hold an earned doctorate in Special Education with emphasis on mild to moderate disabilities (e.g., emotional/behavioral disorders, learning disabilities, and mental retardation), certification in one or more areas of special education, teaching experience in K-12 settings with diverse cultural and ethnic groups and in settings serving students with and without disabilities. A successful candidate must demonstrate a strong commitment to scholarly research and publications, participation in professional organizations and activities, grant proposal writing and provide evidence of potential excellence in teaching and willingness to integrate instructional technology into the curriculum. Search Committee Chair: **Dr. Cheryl Baker E-mail cbaker@odu.edu**

Assistant Professor in Sports Management

Responsibilities: Teach selected courses in the sports management curriculum (e.g., introduction to sports management, management and leadership in sport, undergraduate sport facility and event management, personnel management in sport, research methods in sport, and/or sports psychology). Candidate must have a strong background in management theory and its application to sport settings including organizational behavior, organizational effectiveness, leadership theory, and sports governance. The successful candidate will be expected to develop and carry out an active research and publication agenda in sports management, display exemplary classroom teaching abilities, demonstrate the ability to write, develop, and implement sports related grants, and provide an exceptional level of university and community service.

Qualifications: Applicant must possess the minimum of a doctorate in sports management and a master's degree in sports management or business and/or sports psychology. Strong ABD applicants will be considered. Prior work experience in sports event and facility management is desirable. A background in organized athletics and coaching is preferred. The candidate must possess excellent verbal and written communication skills and the potential to be an effective college teacher. There should also be evident involvement with professional organizations and an existing or potentially strong commitment to the pursuit of external funding and opportunities to promote program prominence within the discipline. Integrating instructional technology into the classroom is also highly desirable. This position may include teaching selected courses at a satellite campus. Search Committee Chair: **Dr. Robert Case E-mail: rcase@odu.edu**

Assistant Professor in Recreation and Leisure Studies

Responsibilities: Duties include teaching content and skill areas within recreation and leisure studies such as, but not limited to computer applications, research methods, and tourism. The applicant should expect to assist in academic program development and engage in productive research and scholarly pursuits. Emphasis is also given to enhancing internship site database placements and providing academic advising to student majors. Procurement of external funding in recreation management and service to the department, college, university, and professional associations are also reasonable expectations. A firm commitment to pursuing and sustaining an exceptional research agenda and cultivating collaboration among colleagues is a priority.

Qualifications: Applicant must possess a doctorate (preferably in recreation, park or tourism management) and have prior teaching experience at the university level. Candidate must have expertise and/or experience in computer programs, research methods and/or tourism management. In addition, candidate must have effective communication skills for both classroom teaching and professional networking. Candidate must possess a commitment to pursue scholarly research, external funding and program leadership within the discipline. Search Committee Chair: **Dr. Ladd Colston E-mail: lcolston@odu.edu**

Application/Nomination Procedure: Applicants should submit a letter of interest specifying position applied for, a curriculum vita and the names, addresses and telephone numbers of five references to the appropriate Search Committee Chair at the: **Office of the Dean, Darden College of Education, Old Dominion University, Norfolk, Virginia 23529-0156.** Screening of applicants will begin January 10, 2000 and continue until the positions are filled.

Old Dominion University is an affirmative action/equal opportunity institution and requires compliance with the Immigration Reform and Control Act of 1986.

PHYSICAL THERAPIST

The A. Harry Moore School is a specialized academic and therapeutic school for the disabled which is affiliated with New Jersey City University. We offer all the advantages of working in a public school with the additional work satisfaction of being connected to a large, urban state university, tuition reimbursement, competitive salaries and benefits, school hours and holidays, plus a dynamic team of special educators.

The A. Harry Moore School is located in Jersey City, New Jersey directly across from the New Jersey City University. The school is convenient by train, bus or auto from the local metropolitan area.

Duties: Provide therapy to developmentally disabled population, ages 3-21, in a 10-month school setting. Function as a member of a team-oriented, multidisciplinary staff and attend clinics in orthopedics and neurology. Work closely with classroom teachers.

Required: New Jersey Certification in Physical Therapy. Experience in N.D.T. techniques and wheelchair adaptations

Starting date: November 29 , 1999

Application: Submit a letter of application, resume, official transcripts, certification, work experience, and names, addresses and telephone numbers of at least 3 professional references to:

Mr. Dennis Paporello, Principal
A. Harry Moore School
2078 Kennedy Blvd., Jersey City, NJ 07305, Ph: 201-200-3138

Review of applications will begin on December 6, 1999 and continue until position is filled.

NEW JERSEY
CITY
UNIVERSITY

New Jersey City University is an equal opportunity, affirmative action employer who encourages diversity among its employees.

Plattsburgh
State University of New York

DIRECTOR CENTER FOR EARTH AND ENVIRONMENTAL SCIENCE

Plattsburgh State University of New York is a comprehensive, coeducational, public institution of nearly 6,000 undergraduate and graduate students. Located on the shore of Lake Champlain, the College is the intellectual and educational center for the Lake Champlain/Adirondack region of New York State. The small city character of Plattsburgh and neighboring Burlington, VT provides a quality of life unsurpassed for the whole family. Outdoor activities abound along Lake Champlain, in the Adirondack High Peaks and nearby Olympic resort village of Lake Placid while the urban, multicultural lifestyle is rich in neighboring Montreal, Canada, one hour's drive from campus. Plattsburgh is easily accessible to New York City and Boston via air, bus, train and Interstate 87.

Plattsburgh State University of New York is searching for an experienced leader dedicated to quality academic programs. The Center for Earth and Environmental Science is a multi-disciplinary academic unit offering BA and BS degrees in environmental science and geology to some 300 majors. The position of Director is a 12-month, tenure-track appointment as Professor or Associate Professor and reports to the Dean of Arts and Science.

Qualifications: Earned doctorate in a field related to the disciplinary orientation of the Center; a demonstrated record of academic and administrative leadership in higher education, including supervisory experience of faculty and staff; and a record of excellence in teaching, scholarship and service. Preference will be given to individuals with an interdisciplinary perspective.

Responsibilities: Provide leadership to the Center in achieving its goals; representing the Center to the University, the community, agencies and organizations; responsible for its academic and administrative operations including 16 full-time and four part-time faculty, as well as on and off campus facilities; and teach one course each semester in his/her area of expertise.

Applications from women and minority candidates are especially welcome. Plattsburgh State University is an affirmative action, equal opportunity employer.

Salary: $55,000-$65,000 dependent upon qualifications and experience; excellent benefits. Review of applications begins January 5, 2000 and continues until position is filled. Please send or fax application, statement of teaching and administrative philosophy plus research interests, vita, transcripts and three letters of reference to: **Chair, Search Committee (PJ# 2358-808)**, c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, New York 12901-2681, Fax# (518) 564-5060

San José State
UNIVERSITY

DEAN, COLLEGE OF BUSINESS

San José State University seeks an innovative, dynamic, and inspiring leader to serve as the Dean of the College of Business. Nominations and applications are invited.

The College of Business is the largest business school in the Silicon Valley region with a diverse student body of approximately 4,500, and a productive and collegial faculty of 120 members. Our mission is to be the institution of opportunity, providing innovative business education and applied research for the Silicon Valley region. Our core values respect individual efforts and contributions, inclusiveness and collaboration, lifelong learning and professional development, responsiveness and accountability to our community, risk-taking and innovation, and environments supportive of learning.

San José State enrolls approximately 27,000 undergraduate and graduate students. San José, the nation's 11th largest city and a vibrant multicultural community, is in the heart of Silicon Valley. Our location, reflecting its internationally-renowned qualities of entrepreneurship, technology, and innovation, provides us with unique opportunities and challenges.

The SJSU College of Business, fully accredited by the AACSB, is strategically positioned with a newly-renovated, state-of-the-art business classroom building, public support and dynamic growth in major gifts and endowments. Our institutional commitment, coupled with the strong support of College alumni and friends, promises significant opportunities.

In this regard we are looking for: A proven leader with the vision, passion, integrity and global outlook necessary to leverage our resources to reach our fullest potential; a builder of ties to our varied stakeholders across the College, the University, and the Silicon Valley region to achieve excellence in the College's teaching, research, and service mission; a leader successful in attracting significant external resources; an effective communicator and consensus builder who can operate in an environment of shared governance; a professional who is skilled in strategic planning, implementation, and administration; and, a developer of human capital who will be effective with recruitment, selection, and professional development of faculty and staff.

The Dean is expected to have an outstanding record of achievement in higher education, research, business, or public service. Candidates should possess a graduate degree, preferably a doctorate.

Applications: A complete application package should contain a statement addressing the candidate's qualifications and vision, a curriculum vitae, and a list of five references. The candidate screening process will begin on January 31, 2000. Applications must be received by that date in order to ensure receiving full consideration. However, applications will be accepted until the position is filled. Applications can be submitted in hard copy or electronically to:

Attention: Howard Combs, Chair
College of Business Decanal Search Committee
Office of the Provost
San José State University
One Washington Square
San José, CA 95192-0020

Email: provost@sjsu.edu

FAX: (408) 924-2410
PHONE: (408) 924-2400

The College of Business Web site is **www.cob.sjsu.edu**

San José State University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, disabled veteran's or Vietnam Era veteran's status. This policy applies to all SJSU student, faculty and staff programs and activities. Questions regarding this policy should be directed to the Director of Equal Opportunity, One Washington Square, San José, CA 95192-0003, (408) 924-1115. SJSU is an Equal Opportunity/Affirmative Action Employer. Reasonable accommodations are made for applicants with disabilities.

STATE UNIVERSITY OF NEW YORK

COLLEGE AT ONEONTA

The College at Oneonta invites applications for twenty-eight tenure-track positions at the rank of Assistant Professor. The initial appointment for these positions is two years. SUNY Oneonta, a four-year arts and sciences college with a pre-professional focus, offers liberal arts and professional programs at undergraduate and master's levels. Increasing emphasis is placed upon technology and community service across all disciplines and the campus has announced a Universal Computer Access program (UnCAS) for its students. The College, with 5500 students and 240 full-time faculty, is located in the scenic Catskills, three and one-half hours from New York City. See the Oneonta home page for additional information (**http://www.oneonta.edu**).

The expectations of all positions include teaching 12 hours per semester, unless otherwise noted; research; advisement; and college service. All positions begin with the Fall 2000 semester, unless otherwise noted. Review of applications begins immediately and continues until positions are filled. Send application letter, resume, names, addresses and telephone numbers of three professional references, official transcripts, and additional material as specified below to: **Chair Search Committee (name listed in each department), Box H, SUNY Oneonta, Oneonta, NY 13820-4015.**

SUNY Oneonta is an EEO/AA employer. Women and minorities are encouraged to apply.

ANTHROPOLOGY

Two positions. The Anthropology Department maintains a strong undergraduate anthropology program that provides general education courses and two anthropology major tracks. (1) **Archaeology.** PhD required, North American specialization preferred. Must be able to teach introductory archaeology, develop and teach suitable upper-division electives, develop and teach a local summer field school in archaeology. (2) **Applied Cultural Anthropology**. PhD required. Preferred expertise in one or more of the following: medical anthropology, educational anthropology, the anthropology of business organizations, rural development. Geographic specialization open. Must be able to teach introductory courses in cultural anthropology, teach an upper-division course in applied anthropology, develop and teach other suitable upper-division courses, and supervise student internships for our applied anthropology major.

Applications

Include letter outlining teaching and research interests and goals to: **Dr. John Relethford, Department of Anthropology. (www.oneonta.edu/~anthro).**

BIOLOGY

The Biology Department maintains a strong undergraduate biology program with multiple tracks and participates in the environmental biology area of an interdisciplinary undergraduate environmental sciences program. Teaching responsibilities include general ecology, environmental science and issues, and general biology. Other courses might include: conservation biology, environmental capstone seminar, plant ecology, wetlands ecology, or wildlife conservation. Opportunities for research and teaching also exist at the Biological Field Station located in Cooperstown, NY. **Required qualifications:** PhD in biological sciences with emphasis in ecology or a related field. Evidence of ability to teach and develop departmental courses at all levels, ability to integrate computer-based technology into the curriculum preferred.

Applications

Include current vita, statement of teaching and research interest, and three letters of recommendation to: **Dr. William J. Pietraface, Chair, Search Committee, Department of Biology.**

COOPERSTOWN GRADUATE PROGRAM

The Cooperstown Graduate Program, a nationally recognized program for the training of museum professionals, seeks a versatile scholar with a proven ability to teach through the observation and analysis of artifacts. The Program is co-sponsored by the SUNY College at Oneonta and the New York State Historical Association. Applicants must also have a demonstrated commitment to museum work. **Responsibilities:** teaching or coordinating courses in American material culture, popular culture, decorative arts, American architecture and museum practice. Participation in Program admissions, field trips, seminars, student advisement, planning, student recruitment and other activities is also required. The successful candidate will be actively involved in the life of the College at Oneonta and the museums in Cooperstown and will work closely with a teaching team including university faculty and museum staff. **Required qualifications:** Master's degree in American studies, art history, or American History with emphasis on material culture. PhD strongly preferred.

Applications

Include current curriculum vita, statement of teaching and research interests and goals, writing sample to: **Ms. Gretchen Sorin, Chair, Search Committee, Cooperstown Graduate Program, Box H, PO Box 800, Cooperstown, NY 13326.**

ECONOMICS AND BUSINESS

Three positions. The Division of Economics and Business strives to provide undergraduate students with the opportunity to focus on career preparation, as well as to develop their intellectual capacity and knowledge of the liberal arts. In Graduate level education, the Division offers graduate business education to Business graduates seeking permanent teaching certification. 1) **Accounting. Duties:** Teach undergraduate and/or graduate courses, research leading to publications in refereed journals. **Required qualifications:** Earned doctorate degree in accounting (ABD considered). Preferred qualifications: ability to teach accounting information systems; teaching experience; a record of published research in the area; license as a Certified Public Accountant. 2) **Management Information Systems. Duties:** Teach undergraduate and graduate courses in management information systems and computer applications in support of the Division's programs. **Required qualifications:** Earned doctorate (ABD considered) in management information systems or related field. Preferred qualifications: secondary field in accounting, marketing, finance, insurance, or economics; teaching experience, a record of published research, willingness to participate in possible cooperative program in Russia. 3) **Finance. Duties:** Teach undergraduate courses in finance, money and banking, and principles of economics. Teach graduate courses in financial institutions and markets. **Required qualifications:** Earned doctorate (ABD considered) in finance or economics with the other as secondary field, teaching experience. **Preferred qualifications:** a record of published research, willingness to participate in possible cooperative program in Russia.

Applications

Include three letters of recommendation to: **Dr. Wade L. Thomas, Chair, Search Committee, Economics and Business Division.**

EDUCATIONAL PSYCHOLOGY AND COUNSELING

Two positions. 1) **Educational Psychology.** 2) **Special Education. Required qualifications for both positions:** Earned doctorate in Educational Psychology or Special Education; three years teaching experience in K-12 schools or equivalent history of school-based research. **Preferred qualifications** include preparation to teach introductory level undergraduate or graduate level courses in learning and motivation, child development, and either assessment or special education. Knowledge and/or experience with NCATE certified programs helpful.

Applications

Submit to: **Dr. Joan Marshall, Chair, Search Committee, 337 Fitzelle Hall.**

ELEMENTARY EDUCATION

Four Positions. 1) **Elementary Mathematics Education. Required qualifications:** dynamic team member to teach undergraduate and possibly graduate courses in Elementary Mathematics Methods. Appropriate doctorate (e.g., Mathematics Education, Mathematics discipline, Curriculum and Instruction with Mathematics emphasis, etc.) 2) **Reading. Required qualifications:** dynamic team member to teach undergraduate and graduate courses in Reading and Literacy, appropriate doctorate (e.g. Reading, Literacy, Curriculum and Instruction with Reading emphasis, etc.). Preferred background in assessment/diagnostic skills, children's literature, special education, multicultural education. 3) **Elementary Science Education. Required qualifications:** dynamic team member to teach undergraduate and possibly graduate courses in Elementary Science Methods, appropriate doctorate (e.g., Science Education, Science discipline, Curriculum and Instruction with Science emphasis, etc.), science education experience preferred. 4) **Elementary Education** in the SUNY Oneonta and Mohawk Valley Community College (MVCC) joint program. **Duties:** teach courses in child development, educational psychology, education, or elementary methods. **Required qualifications:** earned doctorate in education. Required qualifications for all four positions include: teaching certificate, and three years teaching experience in K-12 schools. Preferred qualifications for all four positions include experience with NCATE, the integration of technology into the curriculum and teaching, and special education. College teaching experience and a research record are desired.

480

Applications
Submit to: **Dr. Constance Feldt, Chair, Department of Elementary Education and Reading.**

FOREIGN LANGUAGES
Two positions. 1) **Spanish. Areas of specialization:** 19th or 20th century peninsular literature, or Spanish linguistics. **Qualifications:** PhD highly desirable, ABD acceptable if degree is conferred by August 2000; native or near-native fluency in both English and Spanish; demonstrated teaching abilities; and experience in computer-equipped language laboratories. **Duties include:** teaching Spanish language courses at all levels and operation of the language laboratory. 2) **French. Areas of specialization:** 20th century literature and francophone literature. **Duties include:** teaching French language and literature courses at all levels. **Required qualifications:** PhD; native or near-native fluency in both English and French; demonstrated teaching abilities; and experience with computer-equipped language laboratories. Ability to teach in another area desirable (Spanish, Italian, German, Portuguese).

Applications
Include three letters of recommendation to: **Dr. David L. Anderson, Department of Foreign Languages, 300 Schumacher Hall.**

HISTORY
Two positions. (1) **American History.** Primary teaching responsibilities in United States history. Will include courses within the successful candidates' specialization as well as introductory survey courses. Other teaching responsibilities include the early national period, Jeffersonian-Jacksonian America, and the Rise of the Antebellum South. Required qualifications: PhD at time of appointment. (2) **American/Asian History.** Primary teaching responsibilities in United States history and a secondary teaching field in Asian history as well as courses within the successful candidates' specialization, introductory survey courses, as well as courses in South and East Asian history. **Required qualifications:** PhD at time of appointment; a candidate conversant in U.S. diplomatic history from the mid-nineteenth through twentieth centuries preferred.

Applications
Include statement of teaching philosophy, sample course syllabus if available, and three letters of recommendation to: **Dr. William Simons, Chair, U.S. History Search Committee, History Department.**

HUMAN ECOLOGY
Two positions: 1) **Apparel and Textiles. Required qualifications:** Doctorate in Apparel and Textiles. **Duties:** Teach undergraduate courses in fashion marketing, merchandising, design, illustration, computer applications. 2) **Food and Nutrition. Required qualifications:** Doctorate and RD. **Preferred Qualifications:** Administrative experience in dietetics education; reasonable proficiency in the use of the World Wide Web and computer software for instruction and experience with on-line learning. **Duties:** Ability to teach undergraduate and graduate courses in two of the four areas: community nutrition, nutrition science, food science, food service systems management. See department web page at **www.oneonta.edu/~Huec/intro.html.** The Human Ecology Department is accredited.

Applications
Submit to: **Dr. Loraine Tyler, Chair, Human Ecology Department. For further information, contact Dr. Tyler at 607-436-2705, e-mail: tylerll@oneonta.edu.**

MASS COMMUNICATIONS
Duties: Teach introduction to telecommunications, audio production, video production (studio and remote), and broadcast journalism. Professional experience and ability to teach public relations or advertising highly desirable. **Required qualifications:** PhD or equivalent at the time of appointment, an excellent record of undergraduate teaching, and evidence of strong commitment to academic collaboration.

Applications
Include three letters of recommendation to: **Dr. Ali Zohoori, Chair, Department of Communication Arts.**

MATHEMATICAL SCIENCES
Three positions. The Mathematical Sciences Department offers major and minor programs in Mathematics, Computer Science, and Statistics. 1) **Computer Science. Required qualifications:** PhD or ABD in Computer Science or a related field. Strength in database systems and/or computer graphics; demonstrated collegiate teaching excellence; and ability to teach diverse courses in an undergraduate Computer Science major program are preferred. 2) **Statistics/Mathematics. Required qualifications:** PhD or ABD in Statistics or Mathematics. Strength in probability theory, operations research, and/or statistical inference; demonstrated collegiate teaching excellence; ability to teach diverse courses in undergraduate Statistics and Mathematics major programs are preferred. (3) **Mathematics. Required qualifications:** PhD or ABD in Mathematics. Strength in geometry, discrete mathematics, and/or differential equations; demonstrated collegiate teaching excellence; and ability to teach diverse courses in an undergraduate Mathematics major program are preferred.

Applications
Include curriculum vitae, graduate transcripts, and arrange to have three letters of reference sent to: **Dr. Leo J. Alex, Search Committee Chair, Mathematical Sciences Department. Please indicate Box H1, H2, or H3 for appropriate position.**

MUSIC
Two positions in Music Industry. **Duties:** Teach courses relating to the recording industry or computer-assisted theory, and some area of studio performance and/or ensemble. Participate actively in departmental, recruitment, and outreach efforts. **Required qualifications:** Juris Doctorate or Master's degree. Doctorate preferred. Successful experience and expertise in at least three of the following areas: Business Affairs, recording operations, middle or senior-level recording company management and marketing, A&R creative, publishing, promotion, song-writing, recording technology, computer-assisted theory instruction. A complementary performance skill in keyboard, voice, or wind instrument.

Applications
Include performance tape or CD to: **Robert Barstow, Chair, Department of Music.**

PHYSICAL GEOGRAPHY / ENVIRONMENTAL GEOGRAPHY
The Geography Department maintains a strong undergraduate geography program and handles the environmental planning area of an inter-disciplinary environmental sciences program. Teaching responsibilities include courses in physical geography, regional climatology, and environmental planning/management, along with courses in introductory geography and environmental issues. Opportunity will exist to develop new courses or redesign existing courses. Candidate must have commitment to quality undergraduate teaching. **Required qualifications:** PhD; good oral and written communication skills; ability to actively pursue outside grants and contracts and develop and maintain a solid research record. Successful candidate expected to support established and growing undergraduate programs in geography and environmental sciences.

Applications
Submit to: **Paul R. Baumann, Chair, Search Committee, Department of Geography. Voice 607-436-3459. Fax 607-436-2656.**

POLITICAL SCIENCE
The Political Science Department offers both an undergraduate major and minor in Political Science, but no graduate program. The position requires a specialist in American Political Institutions and Processes who is prepared to teach the introductory survey of U.S. Government and many of the following courses: Congress, U.S. Presidency, Public Policy, Interest Groups, Political Parties, State and Local Government, and Urban/Metropolitan government. Teaching responsibilities include courses in Introduction to U.S. Government and two or three upper-division courses. Required qualifications: PhD in Political Science at the time of application, as is demonstrable expertise in the above areas, and appropriate successful college or university teaching experience as the instructor of record, preferably on a full time basis.

Applications
Include statement of teaching and research interests and three professional letters of reference to: **Dr. Carl E. Meacham, Chair, Political Science Search Committee.**

SOCIOLOGY
Primary focus: Crime and deviance, criminology or criminal justice. Secondary area of interest: social problems. **Duties:** teach and develop courses in subject areas. Required qualifications: PhD in Sociology. **Required qualifications:** proficiency in SPSS, computer based academic applications; interest in technologically based instruction, distance learning, net based information; publication record; teaching experience.

Applications
Submit to: **Mr. Edward Wesnofske, Chair, Sociology Search Committee.**

UCLA

VICE CHANCELLOR FOR RESEARCH

Applications and nominations are invited for the position of Vice Chancellor for Research effective July 1, 2000.

The Vice Chancellor for Research will provide coordinated and full-time executive leadership for research at UCLA. The position will report to the Chancellor through the Executive Vice Chancellor and is expected to have responsibility for the following major areas:

- Campuswide research policy, planning, initiatives and coordination
- University-industry relations and technology transfer
- Research growth and investment strategies
- The welfare of human and animal research subjects
- Scientific integrity and the management of conflict of interest
- Reviews of organized research units and advice to Deans on their management

In pursuing those responsibilities, the Vice Chancellor for Research will work collaboratively with UCLA's provosts, deans, department chairs, faculty and Academic Senate, building on campus strengths, finding synergies, and supporting collaboration for the greater benefit of UCLA and individual academic units. The incumbent will work closely with the Vice Chancellor for Graduate Studies and Dean of the Graduate Division in coordinating areas of mutual relevance. Also, the incumbent will work closely with the Associate Vice Chancellor for Information Technology in developing plans and policies related to research computing. The Vice Chancellor for Research will be a member of the Chancellor's Executive Committee, and will have a close working relationship to Sponsored Research and Extramural Fund Management.

The Vice Chancellor for Research will be responsible for representing the university to external agencies, serving as a legislative liaison, and promoting international and cooperative research arrangements with governments, other universities and private industry. The Vice Chancellor for Research must be cognizant of all State and Federal regulations and compliance requirements on animal, human, and biological safety, conflict of interest, scientific ethics, and patent and other intellectual property matters.

Candidates should have demonstrated leadership and experience in academic administration in a research university setting; a good understanding of federal and corporate funding opportunities; a distinguished personal record of funded research; demonstrated experience in the development of collaborative research ventures and sensitivity to the research needs of all disciplines represented at major research universities.

Candidates must have the academic credentials to qualify for a tenured appointment at UCLA. Salary will be commensurate with background and experience.

For additional information, please go to:
http://www.apo.ucla.edu/apoweb/vc-research/

To be ensured full consideration, nominations and applications should be sent by December 31, 1999 to:

VC Research Search Committee
c/o Ms. Rene Dennis
Office of the Chancellor
University of California
3109 Murphy Hall
Los Angeles, CA 90095-1407
Facsimile: (310) 206-9643
E-mail: rdennis@conet.ucla.edu

Please review the Position Description as well

UCLA is an equal opportunity employer

California State University, Bakersfield

Announcement of Openings

California State University, Bakersfield is one of 23 campuses of the California State University system. Located two hours north of Los Angeles, Bakersfield is a city of over 225,000 people within a diverse population of more than 700,000 in the southern San Joaquin Valley. CSUB serves over 5,000 students with a faculty of nearly 300 in three schools: Arts and Sciences, Business and Public Administration, and Education.

Tenure-Track Faculty Positions, 2000/2001

School of Arts & Sciences	**(661)664-2221**
Anthropology Department	Assistant Professor Cultural
Biology Department	Assistant Professor Plant Ecology
Biology Department	Assistant Professor and Director of Environmental Studies Vertebrate Ecology and Conservation
Communications Department	Assistant Professor Speech Communication/Director of Forensics
Computer Science Department	Assistant / Associate Professor All Areas Considered
Criminal Justice Department	Assistant Professor Generalist or background in Law Enforcement
Economics Department	Assistant Professor Agricultural Economics and Labor Economics
English Department	Assistant Professor English Composition
Mathematics Department	Assistant Professor Mathematics Education
Nursing Department	Assistant / Associate Professor Medical Surgical
Philosophy Department	Assistant Professor Anglo-American Analysis
Social Work Department	Assistant Professor Generalist
Social Work Department	Assistant / Associate Professor Generalist
Sociology Department	Assistant Professor Sociological Theory
School of Business and Public Administration	**(661)664-2157**
Management Department	Assistant / Associate Professor General Management/Strategic Management
Public Policy and Administration Department	Assistant / Associate Professor Generalist
School of Education	**(661)664-2219**
Advanced Education Department	Assistant / Associate Professor Bilingual/Multicultural Education Assistant / Associate Professor Educational Administration
Teacher Education Department	Assistant / Associate Professor Child Development/Early Childhood Education Assistant / Associate Professor Elementary Mathematics
Reading/Literacy	Assistant / Associate Professor Elementary and/or Secondary (2 positions) Assistant / Associate Professor Special Education, Moderate/Severe, K-12, Elementary/Middle and Life Skills Emphasis Assistant / Associate Professor Teacher Education/Secondary Education Specialist

In addition, CSUB continues to seek applicants for part-time and full-time temporary faculty appointments in various areas. Applications should be submitted to the appropriate department.

A doctorate is normally required at the time of appointment for all tenure-track positions. The University offers an exceptional benefits package.

Closing dates will be no sooner than January 31, 2000, for tenure-track positions. Applicants should send a letter of interest, current vita, placement file or graduate coursework transcripts, and three references to:

California State University, Bakersfield
Chair, Department of ____________
9001 Stockdale Highway
Bakersfield, CA 93311-1099

Internet Address: http://www.csubak.edu

CSUB fosters and appreciates ethnic and cultural diversity among its faculty and students and is committed to increasing the diversity of its faculty to reflect the diversity of the campus community. Applications from women, ethnic minorities, veterans, and individuals with disabilities are welcome.

UNIVERSITY OF NORTHERN COLORADO

FACULTY POSITIONS IN ART/MUSIC/DANCE

VOCAL ARTIST/TEACHER -ASSISTANT PROFESSOR OF MUSIC
Tenure-track, mezzo-soprano preferred; all low voices considered; masters or doctoral degree; evidence of outstanding achievement in performance with at least three years teaching experience. Teaching and advising of undergraduate/graduate voice students.

ASSISTANT/ASSOCIATE PROFESSOR VISUAL ARTS -ART EDUCATION
Tenure-track, Required Ph.D. or Ed.D.; successful work in art education and research; record of creative work, grant writing, publications and presentations related to art education; two years each of college and public school (K-12) teaching experience. Duties will include teaching art education, undergraduate/graduate levels, supervising student teachers.

ASSISTANT PROFESSOR OF VISUAL ARTS - CERAMICS
Tenure-track, Required: MFA with a minimum of two years successful college teaching experience. Duties will include Wheel Throwing and Handbuilding and coordinating the ceramic program. Preference will be given to applicants with glaze formulation and grant writing experience.

ASSISTANT PROFESSOR OF VISUAL ARTS - GRAPHIC DESIGN
Tenure-track, Required: MFA with a minimum of two years successful college teaching experience. Teach Graphic Design courses and Studio Foundations. Preference will be given to applicants with computer graphics and grant writing experience.

ASSISTANT PROFESSOR OF DANCE
Tenure-track, MFA or equivalent professional experience in Dance required. Teach all levels of ballet, ballet partnering, theory, labanotation-movement analysis, dance history, dance teaching methods and modern dance. Responsibilities may include some Music Theatre or Theatre choreography and choreography of annual Nutcracker production.

ASSISTANT PROFESSOR OF DANCE
Tenure-track, MFA or equivalent professional experience in Dance required. Teach all levels of jazz dance, beginning ballet, modern dance, dance theory, and choreography. Responsibilities may include some Music Theatre or Theatre choreography and stage combat coaching.

CONTACT: (970) 351-2194 for complete Vacancy Announcements on the above positions. Deadline for submission of materials: January 5, 2000. University of Northern Colorado, College of Performing and Visual Arts, 501 20th Street, Greeley, CO 80639.

UNC is an AA/EO employer committed to fostering diversity in its student body, faculty and staff. Affirmative Action/Equal Opportunity Office, Carter Hall, 2011

UMASS.

DEAN OF COMMONWEALTH COLLEGE

The University of Massachusetts Amherst invites applications and nominations for the position of Dean of Commonwealth College, the newly established Honors College of the Massachusetts Public Higher Education System. The College is located at the University's flagship campus at Amherst. The goal of the College is to be an undergraduate honors college of national distinction in the public sector. The purposes of the College are to increase the number of outstanding Massachusetts high school graduates at the University, to provide an innovative interdisciplinary honors curriculum, and to spearhead the development of honors courses and programs throughout the Massachusetts higher education system.

The Dean of Commonwealth College must be a creative leader who can work with Commonwealth College students and staff and University faculty and administrators to build a program of academic excellence. The dean oversees all aspects of college life on campus: the recruitment and advising of honors students, the development of the academic curriculum including skills-based learning programs, the Office of National Scholarship Advisement, and the expansion of undergraduate research and internship opportunities. The dean has a support staff and an instructional budget. The dean works with the deans, department chairs, and faculty of other schools and colleges at the University to provide courses and research opportunities appropriate for honors students and to coordinate the activities of Commonwealth College with undergraduate activities elsewhere on campus. The dean also works with honors program coordinators at the other twenty-seven public higher education institutions in Massachusetts to develop honors programs across the system. The dean reports directly to the Provost of the University of Massachusetts Amherst and is a member, with the deans of the other colleges and schools at the University, of the Council of Deans.

Qualifications include a Ph.D. or equivalent degree, a national academic reputation, and a distinguished teaching, research, and publication record to merit appointment at the rank of professor in the appropriate host department. Candidates should have a record of commitment to undergraduate education and experience in developing and implementing programs for active learning. Candidates should demonstrate strong interpersonal skills, successful collaboration with others on complex tasks, successful administrative experience and significant honors experience. Finally, candidates should be able to articulate a compelling vision of an honors education within the University and to the citizens of the Commonwealth of Massachusetts.

The preferred starting date for this position is July, 2000. Salary is competitive. Applications should include a letter of interest that describes the candidate's qualifications and vision for an honors college, curriculum vitae, and the names, addresses, phone numbers, and e-mail addresses of at least three referees. Applications and nominations should be sent to **Professor Mary C. Wilson, Chair, Commonwealth College Dean Search, Office of the Provost, Whitmore Administration Building, University of Massachusetts Amherst, Amherst, MA 01003.** The search committee will begin reviewing applications January 3, 2000.

The University of Massachusetts at Amherst is an Affirmative Action, Equal Opportunity Institution.
Women and members of minority groups are encouraged to apply.

Visit our web site at http://www.umass.edu/comcol.

MICHIGAN STATE UNIVERSITY

The College of Education announces 11 tenure system positions to begin fall 2000.

ASSISTANT PROFESSOR

- School Psychology
- Technology in Teaching and Learning
- Social Studies/Elementary Education
- English Education/Secondary Education
- English as a Second Language and Foreign Language Teacher Education
- Curriculum Theory and Educational Philosophy
- Athletic Training (pending approval)

ASSISTANT OR ASSOCIATE PROFESSOR

- Rehabilitation Counselor Education
- Teacher Education/Elementary Education
- Teacher Education/Secondary Education

ASSOCIATE OR FULL PROFESSOR

- Mathematics/Elementary

Complete descriptions are available at
http://ed-web3.educ.msu.edu/kiosk/
or by calling 517-355-1735.
Review of applications will begin January 5, 2000.

Minimum qualifications for all positions include an earned doctorate in an appropriate field and evidence of high quality scholarship commensurate with the position level.

Women and minorities are encouraged to apply.
Persons with disabilities have the right to
request and receive reasonable accommodation.
MSU is an affirmative action/equal opportunity institution.

ESU
EAST STROUDSBURG UNIVERSITY

East Stroudsburg University of Pennsylvania

ASSISTANT PROFESSOR

Department of Mathematics

East Stroudsburg University is seeking a full-time Assistant Professor for a continuing position in the Mathematics Department to begin in Fall 2000. Doctoral Degree in Mathematics Education, with a strong background in mathematics, or Ph.D. in Mathematics with a strong background in educational theory and practice required. Strong preference will be given to candidates with experience teaching mathematics at 6-12 level. Final determination will be based upon successful interview, which may include teaching demonstration performance. Competitive salary and excellent benefits package. Applicants should submit a letter of application, transcripts, a vita and three current letters of recommendation covering their academic background and recent teaching experiences by January 17, 2000 to: **Professor Edward Hogan, Search & Screen Committee, Mathematics Department, East Stroudsburg University, East Stroudsburg, PA 18301-2999.**

ESU is an equal opportunity employer.
Minorities and women are strongly encouraged to apply. Visit our homepage at www.esu.edu

FULL TIME FACULTY POSITIONS INSTRUCTOR OR ASSISTANT PROFESSOR

COMPUTER INFORMATION SYSTEMS (2)-Search Reopened

Teach range of computer courses including object-oriented programming, telecommunications & systems development using CASE tools. Background in multimedia and prior teaching experience desirable. Ph.D. or Master's degree in Computer Science plus thirty (30) graduate credits in Computer Science required for Assistant Professor; Master's degree in Computer Science or related area required for Instructor. Evening/Saturday teaching may be required. Vac.#787-2. Deadline 12/23/99

HEALTH INFORMATION TECHNOLOGY-Search Reopened

Teach full range of Health Information Technology courses. Master's degree + ART or RRA certification + eight (8) yrs teaching or managerial exp in the field req'd for Asst. Professor rank. Master's degree required for instructor. Knowledge & exp with computer software design and applications in health information management req'd. Vac.#786-2. Deadline 12/23/99

NURSING (2)-Search Reopened

Classroom and clinical teaching of Medical-Surgical Nursing. Master's degree in Nursing/clinical specialization, fifteen (15) related credits beyond Master's degree, and five (5) years appropriate teaching experience and/or professional experience and New York State RN License required for Assistant Professor; Master's degree in Nursing/clinical specialization, New York State RN License and teaching experience and/or professional experience for Instructor. Experience with instructional technology a plus. Evening/Saturday teaching may be required. Vac.#774-2. Deadline 12/23/99

EARLY CHILDHOOD EDUCATION/CHILD CARE

To teach a range of courses in Early Childhood Education/Child Care. Minimum of three years experience teaching children between 6 months and 8 years of age and 2-3 years of college teaching required. Experience with non-traditional students preferred. Strong background in curriculum development and brain research for infant-toddlers (0-3 years) as well as curriculum development for preschoolers (3-8 years). In addition, a good background in special education is helpful. Master's degree for Instructor; Doctorate for Assistant Professor. Vac.#803. Deadline 12/31/99

ELECTRONIC RESOURCES LIBRARIAN

Coordinate the Library's electronic resources, including library's website, e-subscriptions, CUNY+ and Internet stations. Assist in development of virtual library. Liaisons with campus information technology departments and CUNY Computer Center. Participate in teaching the use of electronic resources and reference. Knowledge of web design, network, servers and supervisory skills highly desirable. MLS required for Instructor and 2nd Master's for Assistant Professor rank. Minimum 2 years library experience. Evening or Saturday schedule may be required. Vac.#804. Deadline 1/5/00

LATIN-AMERICAN STUDIES

Teach courses in Latin-American Studies. Master's degree in the field of Latin-American Studies and teaching experience for the position of Instructor will be considered. Ph.D. in Latin-American Studies and teaching experience required for the position of Assistant Professor. Fluency in English required and Spanish as a second language preferred. Computer literacy a plus. Evening or Saturday schedule may be required. Vac.#805. Deadline 12/31/99

AFRICAN-AMERICAN STUDIES

Teach courses in African-American Studies, Political Science and History. Master's degree in Political Science or History in African-American Studies and teaching experience required for the position of Instructor. Ph.D. in Political Science or History in African-American Studies and teaching experience required for the position of Assistant Professor. Fluency in English required. Computer literacy a plus. Evening or Saturday schedule may be required. Vac.#806. Deadline 12/31/99

COLLEGE LABORATORY TECHNICIAN (2)-Search Reopened

Computer Information Systems

Maintain and supervise multiple networked (NT, Novell) student PC labs; supervise and train college assistants and work study students; assist faculty, staff and students as needed. A.A.S. degree in information technology and 2 years related experience required. Bachelor's degree in computer science or related field preferred. Evening and weekend hours may be required. Vac.#790-2. Deadline 11/26/99

ADJUNCT NURSING FACULTY

Teaching and supervision of students in the clinical area. Clinical specialization in Fundamentals, Medical-Surgical, Obstetrics, Pediatrics, Psychiatry. Master's degree in Nursing/clinical specialization and recent appropriate clinical teaching and/or clinical experience, and New York State RN License required. Vac.#801. Deadline 12/23/99

SALARY:	Instructor:	$29,997/A - $48,284/A
	Assistant Professor:	$32,703/A - $57,049/A
	College Lab Technician:	$25,346/A - $39,829/A
	Adjunct Lecturer:	$50.04/ph

REFER TO A SPECIFIC BMCC VACANCY # ABOVE AND SEND TWO (2) RESUMES ALONG WITH TWO (2) COVER LETTERS BY SPECIFIED DEADLINE TO:

BMCC

Mr. G. Scott Anderson
Director of Human Resources
Borough of Manhattan Community College/CUNY
199 Chambers Street, New York, NY 10007

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/AMERICAN DISABILITY ACT EMPLOYER
IRCA VERIFICATION REQUIRED - NO PHONE CALLS, PLEASE

DEAN

School of Education Dominican College

Dominican College of San Rafael (located in the San Francisco Bay Area) seeks Dean for its School of Education. Responsibilities include providing academic and administrative leadership, supervision and development of faculty, curriculum design, program evaluation, fundraising, budget and enrollment management. Requires excellent administrative and interpersonal skills, doctorate in education with successful record of teaching and research, familiarity with policy issues relating to teacher education in California.

Submit letter of application and resume to **SOE Dean Search, Human Resources Office, Dominican College of San Rafael, 50 Acacia Ave., San Rafael, CA 94901-2298.** Interested parties may also apply by emailing to **hr@dominican.edu** or by faxing to (415) 257-1395. For full job description, visit **www.dominican.edu** and look under General Information.

We are strongly committed to building a diverse community, and therefore welcome applications from people of color

DOMINICAN
COLLEGE
of SAN RAFAEL

TEXAS A&M UNIVERSITY
CORPUS CHRISTI

BIOLOGY POSITIONS

The College of Science and Technology of Texas A&M University-Corpus Christi invites applications for two tenure-track biology positions.

1. **BIOLOGIST.** Successful applicant will primarily teach and coordinate large (>200) freshman interdisciplinary biology courses with laboratories. Applicants should have broad training in biology, demonstrated excellence in teaching, and experience with teaching and coordinating large lecture and laboratory classes.

2. **PLANT BIOLOGIST.** Preference will be given to applicants with expertise in one or more of the following areas-genetics, cellular/molecular biology or physiology.

A Ph.D. in Biology or a directly related discipline is required at the time of appointment. Preference will be given to candidates who demonstrate competence in web-assisted learning, innovative teaching styles and the potential to conduct funded graduate and undergraduate research.

To apply, send a letter of application indicating the preferred position and describing your teaching and search interests, a curriculum vitae, copies of transcripts, and three letters of references to **Dr. Diana Marinez, Dean, College of Science & Technology, 6300 Ocean Drive, Corpus Christi, Texas 78412.** The position will remain open until filled; however, in order to receive full consideration, completed application materials should be delivered by January 15, 2000. Texas A&M University-Corpus Christi is an equal opportunity employer committed to diversity.

Gateway Technical College

Gateway Technical College is seeking applicants who can integrate their proven expertise with our tradition of excellence in a two year college.

Vice President Student Life has primary responsibility for overall administration of a program of student life of the college on all campuses and educational centers located within the district. Will coordinate all areas of student services including enrollment management, admissions, registration, counseling, student records, testing and recruitment and retention.
Qualifications: Master's degree in educational administration, counseling, or related field. Five years progressively more responsible administrative experience in an educational setting and ability to meet Wisconsin Technical College System certification requirements as Instructional-Related Administrator.

The Vice President/Provost Kenosha Campus has primary responsibility for the daily management of the academic affairs of the Kenosha campus, and will direct and coordinate matters pertaining to: faculty, curriculum, instruction, instructional materials, facility utilization, facility needs, outreach activities, community relations, economic development and evaluation of programs and staff.
Qualifications: Master's degree in educational administration or related field with 2 years classroom teaching experience, two years experience in a field other than education, and ability to meet Wisconsin Technical College System certification requirements as Instructional Administrator. Five years progressively more responsible administrative experience in an educational setting.

Vice President Information Systems has primary responsibility for the development, implementation and overall management of all district information systems. Will provide leadership and support for academic/administrative information technology activities including distance learning systems; data communications systems and network support; and telephone systems.
Qualifications: Master's degree in business administration, computer science, information processing, or related field and 5-7 years progressively more responsible experience in the administration of IS operations and supervision.

The requirements listed are a brief summary and are not intended to provide total requisites. Interested candidates can contact:

Gateway Technical College
H. R., Adm Bldg
3520 30 Ave
Kenosha WI 53144
(262) 564-2868 or
E-mail jossart@gateway.tec.wi.us

Applications accepted for all positions through 4:30 p.m. December 22, 1999.

An Equal Opportunity/Access Educator/Employer.

FAIRLEIGH DICKINSON UNIVERSITY
Teaneck-Hackensack and Florham-Madison Campuses
Anticipated Faculty Openings 2000-2001

Pending budgetary approval, FDU is seeking to fill faculty openings for the 2000-2001 academic year at its two New Jersey campuses in the following areas:

University College (Teaneck-Hackensack)
Marine Biology/Ecology
Graphic Design/Computer Graphics
Computer Science (2)
Education/World Languages/ESL
Electrical Engineering
Engineering Technology-Civil
History: Social History/Popular Culture
Mathematics
Nursing: Associate Director MSN programs
Nursing: Adult Health Practitioner
Nursing: Roberta C. Ferguson Endowed chair
School Psychology
Director of Center for Psychological Services

Becton College of Arts and Sciences (Florham-Madison)
Sociology
English (Writing)
Psychology: Experimental
Computer Science (2)
Computer Graphics
Video Production
Political Science
Spanish/Education

Silverman College of Business Administration (Teaneck-Hackensack)
Entrepreneurship
Management Information Systems
Management
Management/Marketing (focus on Pharmaceutical Chemical Industry)

(Florham-Madison Campus)
Economics and Finance
Management (available Spring 2000)
Marketing
Management Information Systems

All positions require a Ph.D. or highest terminal degree appropriate to the discipline and evidence of potential for effective teaching and scholarly productivity. Applicants with experience in web-based distance learning, multidisciplinary perspectives, and Core curricula are especially welcome.

Complete details of all these positions and application procedures may be found on the university's website **http://www.fdu.edu/facultyjobs** or by writing to **Human Resources, FDU, 1000 River Road, Teaneck, NJ 07666**

Review of applications will begin **January 15, 2000,** and continue until positions are filled.

FDU is an equal opportunity employer committed to a diversified workforce. Women and minority candidates are urged to apply.

UNIVERSITY OF MINNESOTA
ROCHESTER, MINNESOTA

Provost

The University of Minnesota invites applications and nominations for the position of Provost of the University of Minnesota Rochester (UMR). UMR is housed within Minnesota's higher education collaborative, the University Center Rochester (UCR) - an evolving higher education complex that includes Rochester Community and Technical College, the University of Minnesota, and Winona State University.

The Provost is responsible for the development, implementation, and administration of academic programs and services offered by the University of Minnesota Rochester. Candidates will be expected to provide vision and leadership and foster a culture of collaboration, innovation, and service. The candidate works in partnership with University of Minnesota collegiate deans and the academic leadership of other state institutions of higher education to enable the delivery of coordinated upper division, post-baccalaureate, graduate and continuing education programs through UCR. He/she will also provide the leadership required to position the University's Rochester program as a major educational resource in Southeastern Minnesota.

Qualifications include: Earned doctorate or terminal degree. Experience in academic administration, fiscal management, and senior administrative leadership. Experience in the integration of innovative technology within a higher education setting. The anticipated starting date is on or prior to July 1, 2000. Salary and tenure is negotiable based upon qualifications and experience.

Review of applications begins January 3, 2000 and will continue until position is filled. To apply, submit: 1) letter indicating interest in and qualifications for the position; 2) a curriculum vitae; 3) description of commitment to diversity; 4) names, addresses and telephone numbers of three references. Apply to:

Chair of the Search Committee
Provost University of Minnesota Rochester
c/o Jill Lietz
Office of the Executive Vice President and Provost
University of Minnesota
234 Morrill Hall
100 Church Street S.E.
Minneapolis, MN 55455

Full position description is available at: **www.umn.edu/ohr/jobs/**

The University of Minnesota is an equal opportunity educator and employer.

Plattsburgh State University of New York invites applications for Fall 2000 tenure track positions.

Plattsburgh State University of New York is a comprehensive, coeducational, public institution of nearly 6,000 undergraduate and graduate students. Located on the shore of Lake Champlain, the College is the intellectual and educational center for the Lake Champlain/Adirondack region of New York State. The small city character of Plattsburgh and neighboring Burlington, VT provides a quality of life unsurpassed for the whole family. Outdoor activities abound along Lake Champlain, in the Adirondack High Peaks and nearby Olympic resort village of Lake Placid while the urban, multicultural lifestyle is rich in neighboring Montreal, Canada, one hour's drive from campus. Plattsburgh is easily accessible to New York City and Boston via air, bus, train and Interstate 87.

Successful candidates must be committed to excellence in teaching in an undergraduate institution offering programs in the arts and sciences, education, human and health services, business and economics with an understanding of and sensitivity to minority and gender concerns. Selected candidates will have an interest in interdisciplinary and collaborative programs such as Women's Studies, Latin American Studies and Canadian Studies, all of which are special foci for the College; a desire to integrate information technologies; and a willingness to participate with new distance learning programs.

The faculty is challenged to redefine their teaching roles by incorporating recent research on teaching effectiveness. The college supports faculty scholarship through the NYS/UUP bargaining agreement, minority and women faculty may apply for one-year Affirmative Action leaves to pursue scholarly projects. Other faculty funding opportunities include joint State/Union travel grants and College Funded-In-House Mini-Grants to provide seed funding for research activities, Redcay Teaching Enhancement Awards, Presidential Research Awards, and Educational Technology Awards.

We offer a competitive salary and an excellent benefits package. Unless otherwise stated, review of applications begins immediately and continues until the position is filled.

Application Procedure: Please send or fax cover letter, resume, or curriculum vitae, transcripts, three letters of recommendation and other requests mentioned in individual ad to: **Chair, Search Committee (PJ#____)**, c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax# (518) 564-5060.

Applications from women and minority candidates are especially welcome. Plattsburgh State University is an affirmative action, equal opportunity employer.

COMMUNICATION

Multimedia (PJ# 2371-808) ASSISTANT PROFESSOR – Qualifications: Ph.D. is preferred for this position, but ABDs will be considered at lecturer's rank. Master's degree holders with substantial industry experience will also be considered at assistant professor rank. Successful teaching and/or industry experience is required. A record of scholarly achievements is preferred. Responsibilities: Teach Audio Production, Multimedia Design/Presentation (including Web Page Design & Maintenance) and Foundations of Broadcasting. Ability to teach Broadcast Journalism will add to the candidate's qualifications. Additional application materials: evidence of teaching effectiveness, sample scholarly works, three recent letters of recommendation (forwarded directly from references or placement service).

Public Relations (PJ# 2370-808) ASSISTANT PROFESSOR – Qualifications: Ph.D. is preferred for this position, but ABDs will be considered at lecturer's rank. Master's degree holders with substantial industry experience will also be considered at assistant professor rank. Successful teaching and/or industry experience is required. A record of scholarly achievements is preferred. Responsibilities: Teach basic and advanced courses in Public Relations and Electronic Media Advertising. Ability to teach Broadcast Journalism will add to the candidate's qualifications. Additional application materials: evidence of teaching effectiveness, sample scholarly works, three recent letters of recommendation (forwarded directly from references or placement service).

EDUCATION

Elementary Education-Curriculum and Instruction (PJ# 2365-808) ASSISTANT PROFESSOR – Two positions. Qualifications: Doctorate in Curriculum and Instruction or related field; ability to contribute to other components of the Elementary Education program, e.g. psychological foundations, technology, reading, social studies education, urban studies and/or research methods; experience with teaching at the elementary level strongly preferred. Responsibilities: Teach a core undergraduate elementary education curriculum and instruction course (with field component).

Elementary Education-Educational Psychology (PJ# 2364-808) ASSISTANT PROFESSOR – Qualifications: Doctorate in appropriate discipline or related field; ability to contribute to other components of the Elementary Education program; e.g. curriculum and instruction, technology, reading, social studies education, urban studies, and/or research methods, experience with teaching at the elementary level strongly preferred. Responsibilities: include an undergraduate course in child development and learning theory as it relates to elementary education (with a field component).

Special Education (PJ# 2362-808) ASSISTANT PROFESSOR – One position for non-categorical B.S. and M.S. teacher preparation programs in Special Education. Qualifications: Doctorate in Special Education or closely related field by September, 2000, and recent public-school teaching experience with school-age learners with disabilities required. Responsibilities: Curricular and instructional practices in special education; introduction to the profession of special education and exceptional children; and supervision of field experiences.

Educational Technology (PJ#2366-808) ASSISTANT PROFESSOR- Qualifications: Doctorate in appropriate field, and substantive experience in designing and implementing developmentally appropriate K-12 interdisciplinary curricula that include the innovative integration of telecommunications and other multimedia technologies. A doctorate in an education-related field, expertise in the educational uses of multimedia/hypermedia, authoring languages, and presentation software will also be an asset. Responsibilities: Teach undergraduate and graduate educational technology courses that integrate with the elementary, secondary, and special education curriculum and practicum courses; serve as a consultant to Center faculty with respect to integrating educational technology into their curricula and to assist them in utilizing state-of-the-art technological resources, including a fully networked electronic classroom available within the Center.

Reading (PJ#2363-808) ASSISTANT PROFESSOR-Qualifications: Doctorate degree preferably in reading or related literacy field, and teaching experience at either the elementary or secondary school level is required. Interest in and demonstrated competency in grant writing, educational technology, community-based literacy services, special education, or urban studies as related to the teaching of reading will also be an asset. Responsibilities: Teach courses in basic introductory reading and language arts, teaching reading to diverse populations and to speakers of languages other than English (ESL), children's and young adult literature, computers and reading, clinical diagnosis/remediation, and content area/secondary school reading.

NURSING

(PJ# 2344-808 / 2377-808) ASSISTANT PROFESSOR – Two Positions. Qualifications: Master's degree in medical-surgical nursing is required, along with recent experience in medical-surgical nursing, teaching or practice. Candidates must also be eligible for RN licensure in New York State. Responsibilities: Educate nurses to provide care for multicultural clients in community-based and high-tech acute care settings. Assist in offering distance learning in the Telenursing Program for RN/BS students who live in rural areas of Northeast New York.

PSYCHOLOGY

School Psychology (PJ#2356-808) ASSISTANT PROFESSOR- Qualifications: Earned doctorate (Ph.D., Psy.D., or Ed.D.) in School Psychology from an accredited program; prior experience practicing as a school psychologist in grades K-12; certifiable as a School Psychologist in New York State. Responsibilities: Teach graduate courses in intellectual assessment, socio-emotional assessment, learning disabilities, psychopathology; undergraduate seminars in School Psychology; supervising School Psychology Interns and Practicum students; and supervising masters theses. Review of applications begins January 15, 2000. Additional application materials: statement of teaching philosophy, reprints or preprints of research publications, and evidence of teaching performance.

Plattsburgh
State University of New York

Visit our website, http://www.plattsburgh.edu

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FACULTY POSITIONS

Nazareth College of Rochester is a comprehensive institution offering a wide range of baccalaureate and master's degree programs. The college is a thriving, independent, coeducational institution with 1900 undergraduate and 1000 graduate students. The college is located minutes from downtown Rochester, New York, the third largest city in the state. Rochester is noted for its internationally recognized industries and museums, and for its cultural diversity. In keeping with its mission and ideals as a liberal arts institution, Nazareth College of Rochester seeks individuals with an understanding of the benefits and importance of ethnic and racial diversity on campus and a demonstrated commitment to the promotion of such diversity.

Nazareth College of Rochester anticipates the following tenure-track positions for Fall 2000:

- **Art History:** To teach general survey courses and most western area courses such as Greek and Roman Art, Renaissance, Baroque, and American Art. Interests in non-western multicultural curricula desirable.
- **Business/Management:** To teach both undergraduate and graduate levels. Generalist with expertise in a specific area such as human resources, organizational behavior, or business policy and the ability to infuse information technology into the curriculum.
- **Education:** Doctorate required in reading; to teach literacy theory and methods courses at both the undergraduate and graduate level; teaching experience k-12 required. Knowledge and/or experience with professional site-based school models; strong background in special education or secondary education preferred.
- **Education:** Experimental background in middle and high school teaching, seeking individual with knowledge and/or interest in inclusion and urban issues, supervision of field work, ability to collaborate with local school districts and to translate current research into effective classroom practice.
- **Education:** To teach graduate and/or undergraduate special education courses; seeking individuals with knowledge and interest in inclusion, application of technology to effective instruction, supervision of field work, and ability to collaborate to establish professional development schools in local districts.
- **History/Political Science:** To teach American History survey courses and upper division courses in 19th and 20th century America. Concentration in one or more of the following areas preferred: American politics/government, African-American history, or American Catholic history.
- **Music Education/Band:** To teach music education courses (graduate and undergraduate), to conduct the college band, and teach conducting courses; the ability to instruct in an applied area is preferred.
- **Philosophy:** Strong foundation in the history of philosophy is expected. Area of specialization is political philosophy.
- **Physical Therapy:** To teach pre-professional physical therapy and related courses and to contribute to curriculum development. Appropriate clinical experience is required; area of specialization is open. Master's degree required and willingness to pursue doctoral studies preferred. Rank commensurate with experience.
- **Psychology:** To teach core courses in the major program and courses in areas of interest. Should have specialties in at least two of the following areas: cognition, psycholinguistics, sensation and perception and be committed to collaborative involvement of students in a research program.

Appointments for the above positions will be at the Assistant Professor rank, and, unless otherwise noted, a doctoral degree is required or near completion. Salaries are competitive.

In addition, we seek to fill the following two positions:

- **William H. Shannon Chair in Catholic Studies:** Appointment as a visiting professor for one semester in Fall 2000 or Spring 2001. Recognized scholarship and teaching expertise in an area of the Catholic intellectual tradition such as theology, biblical studies, spirituality, ethics, philosophy, history, literature, sciences, or the fine arts. Responsibilities include teaching one course and one seminar for undergraduates and delivering a lecture open to the general public.
- **Visiting Minority Scholar:** To teach for a specific, limited period of time, either one semester or one academic year. Terminal degree in specific area or an outstanding record of professional experience, artistic achievement, or community service. Preference given to candidates who can teach in one or more of the college's interdisciplinary programs (Freshman Seminar, Honors Program, Multicultural Studies, or Women's Studies).

Candidates for any of the positions above should send letter of application, curriculum vitae, and names of three references to: **Dr. Dennis Silva, Vice President for Academic Affairs, Nazareth College of Rochester, 4245 East Avenue, Rochester, NY 14618-3790.**

Applications will be considered until positions are filled. **www.naz.edu**

EOE/AA

Nazareth College

Texas Tech University

DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY STUDIES has the opportunity to expand its focus and offerings because of the allocation of three full-time, tenure-track positions, beginning Fall 2000. The first appointment is for an **ASSOCIATE/FULL PROFESSOR** in **EARLY CHILD DEVELOPMENT,** with eligibility for a C.R. Hutcheson Professorship. This professorship provides extra monetary support for the chosen candidate's scholarly pursuits. Our preference is for a scholar with expertise in cognitive/language development and/or special needs during early childhood. Emphasis on multiculturalism in any of these areas is desirable. Exceptional candidates in other areas of early child development will also be given serious consideration. Applicants should demonstrate a history of success in conducting research and obtaining external funding, as well as evidence of strong teaching and leadership. Appointments at the **ASSISTANT PROFESSOR** level will be offered to two individuals with expertise in any of the following areas: **1.** Family gerontology/aging; **2.** Adolescent and young adult risk behaviors/addiction; and **3.** Early child development. Emphasis on multiculturalism in any of these areas is desirable. Evidence of strong potential for success in grant writing, research, teaching, and service is essential. Review of applications will start January 31, 2000, and continue until positions are filled .Sent vita, (p)reprints of published articles, three letters of recommendation, and letter of intent, which explicitly states position of interest to: **Sybil Hart, Ph.D., Search Committee Chair, Department of Human Development and Family Studies, College of Human Sciences, Texas Tech University, Lubbock, Texas 79409-1162.** Texas Tech University is an Affirmative Action/Equal Opportunity Employer with a strong commitment to supporting equality of opportunity and respect for differences. Further information about our department and university can be obtained on the web at **http://www.hs.ttu.edu.**

Be an Influential Force in

The POWER of Learning

HOUSTON COMMUNITY COLLEGE SYSTEM

Dean of Academic Development

The Dean will be responsible for providing primary administrative\ leadership and supervision for the academic and resource development area at the college level of the Houston Community College System. This leadership includes a major liaison function with public schools, colleges, universities, and appropriate business and community groups in forging partnerships to enhance academic opportunities for students.

Requirements:
Master's degree from an accredited institution in an area appropriate to supervision of academic programs. Doctorate degree preferred. (Photocopy of college transcript showing degree conferred must accompany the application.)

Minimum three (3) years experience in management of programs related to an academic setting with increasing levels of responsibility.

Three (3) years full-time (or equivalent) teaching experience in higher education required. Community college experience preferred.

Two (2) years budget management experience.

Please refer to JVN#4368 when making an inquiry or applying for this position. An HCCS employment application is required for consideration. To request an application, call (713) 718-8565 or visit our web site at www.hccs.cc.tx.us Application deadline is 12/15/99.

Houston Community College System
320 Jackson Hill, HR Dept, Ste. 220
Houston, Texas 77007

HCCS is an Equal Opportunity Employer.

KINGSBOROUGH
COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK

Kingsborough is a comprehensive two-year community college of The City University of New York. Its beautiful 71-acre campus is located in Manhattan Beach-25 minutes from Manhattan. The College is seeking qualified candidates for the following anticipated position vacancies for Spring and Fall 2000-subject to financial ability:

BIOLOGICAL SCIENCES

COLLEGE LABORATORY TECHNICIAN - Preparation of materials for use in General Biology and Human Anatomy and Physiology Laboratory courses. Assisting other CLTs in preparations for all other areas of Biological Sciences as needed. Light maintenance of microscopes and other equipment used in labs. Assisting in maintenance of cold rooms, greenhouse, chemical and general storage areas and the marine aquarium. Assisting in the maintenance of supplies inventory, and orders for new materials. Preparation of laboratory worksheets as needed. Schedule may involve day, evening and/or weekend hours. (Spring 2000) (PVN#SS264)
Qualifications: H.S. diploma with 4 years, or Associate degree with 2 years of appropriate work experience, or a Bachelor's degree in an area appropriate to the duties to be performed.

COMMUNICATIONS AND PERFORMING ARTS

COLLEGE LABORATORY TECHNICIAN in the area of Broadcasting Production - to assist Coordinator of Broadcast & Production Facilities in operation of College television and radio facilities; in creating television and radio programs for College community; in helping students in the use of broadcast equipment; inventory, maintenance of equipment. Schedule may consist of day, evening, weekend or any combination of hours. (Spring 2000/Fall 2000) (PVN#SS259)
Qualifications: H.S. diploma with 4 years, or Associate degree with 2 years of appropriate work experience, or a Bachelor's degree in an area appropriate to the duties to be performed.

HEALTH, PHYSICAL EDUCATION AND RECREATION

COLLEGE LABORATORY TECHNICIAN - to assist Coordinator of Athletic Facilities in preparation of utilization schedules; preparation of equipment set-ups for all classes; preparation of locker room staff work schedules. Assist other CLT in HPE in inspection of facilities and equipment; supervision of college assistants and work-study students; working with other administrative offices regarding inventory, installation and safety of equipment. (Fall 2000) (PVN#SS260)
Qualifications: H.S. diploma with 4 years, or Associate degree with 2 years of appropriate work experience, or a Bachelor's degree in an area appropriate to the duties to be performed.

LIBRARY

HIGHER EDUCATION ASSISTANT - Assistant Director, Media Center. Liaison between Media Center Director and departments; administration of instructional media system; management of computer program development to expedite Media Center operations; supervision of Media Center staff, including college laboratory technicians, college assistants and secretarial staff regarding scheduling, equipment, inventory, employee evaluation, training and hiring of new staff; equipment and software control; budget for payroll and supplies; management of distance learning facilities, language laboratory. (Spring 2000) (PVN#MP329)
Qualifications: Baccalaureate degree required. A minimum of four (4) years relevant experience, preferably in a higher education setting; excellent computer skills; prior staff supervisory experience. Salary for this position: $32,703 - $49,902, commensurate with qualifications and experience.

COLLEGE LABORATORY TECHNICIAN - Responsibilities involve day to day operation of Media Center distribution system of audio visual equipment and materials in support of the academic program; recruiting and scheduling 25 student aides involved in Media Center distribution system; advise Media Center Director on acquisition of supplies and equipment; assist Director in production of audio visual materials for the programs and certain administrative operations; maintenance of audio/visual equipment and materials. (Spring 2000) (PVN#SS258)
Qualifications: H.S. diploma with 4 years, or Associate degree with 2 years of appropriate work experience, or a Bachelor's degree in an area appropriate to the duties to be performed.

CONTINUING EDUCATION

HIGHER EDUCATION ASSISTANT - Assistant Director for Continuing Education Programs. Assist in supervision of daily and weekend classes; assist in evaluation of faculty and staff, development of new programs in all academic and vocational areas, supervision and administration of the Weekend College during each of three semesters, and student recruitment and retention. (Spring 2000) (PVN#MP330)
Qualifications: Baccalaureate degree required, Master's Degree in Adult and Higher Education preferred; a minimum of four (4) years relevant experience required, preferably in a higher education setting; computer literacy desirable. Salary for this position: $35,372 - $39,184, commensurate with qualifications and experience.

SALARY:	**College Laboratory Technician:**	**$25,346 - $39,829 (Tenure Track Position)**
	Higher Education Assistant:	**(as stated within position)** **Commensurate with qualifications and experience.**

Please send resume (refer to PVN#) by December 22, 1999 to:

Ms. Jan Raybusky, Director, Human Resources and Labor Relations
Kingsborough Community College
2001 Oriental Blvd., Brooklyn, New York 11235

AN EO/AA/IRCA/ADA/EMPLOYER

University of Georgia

Graduate assistantships for 2000-2001. The Department of Social Foundations of Education, University of Georgia, College of Education offers a Ph.D. program in educational foundations and policy studies, emphasis in either sociocultural studies of education or history of U.S. education. Program prepares educational leaders, scholars, teachers, and policy analysts. Contact **Dr. Ron Butchart, Graduate Coordinator (butchart@coe.uga.edu), Dr. Jenny Oliver, Academic Professional (jpo@coe.uga.edu), or Dr. Judith Preissle, Departmental Head (preissle@coe.uga.edu).**

The Department of Social Foundations of Education
630 Aderhold Hall
The University of Georgia
Athens, GA 30602
706-542-8931 (www.coe.uga.edu/socfound/)

STATE UNIVERSITY OF NEW YORK
COLLEGE AT ONEONTA
SPANISH

The State University of New York College at Oneonta invites applications for a Lecturer in Spanish in the Foreign Languages Department. This position is a one-year appointment (renewable) beginning August 2000. See our Oneonta home page for additional information (http://www.oneonta.edu). Area of specialization open but Spanish linguistics, or 20th century peninsular literature preferred. Required qualifications: MA in Spanish, ABD preferred; native or near-native fluency in both English and Spanish; demonstrated teaching abilities; and experience with computer-equipped language laboratories. Duties include: teaching Spanish language courses at all levels, and operation of the language laboratory. Expectations include teaching 12 hours per semester, advisement, and college service. Review of applications begins immediately and continues until position is filled. Applications must include CV, transcripts, and three letters of recommendation. Send dossier to **Dr. David L. Anderson, Box H, Department of Foreign Languages, 300 Schumacher Hall, SUNY Oneonta, Oneonta, NY 13820-4015.**

SUNY Oneonta is an EEO/AA employer
Women and minorities are encouraged to apply

The Union Institute

PRESIDENT

The Union Institute invites nominations and applications for President. The new president will follow Dr. Robert Conley, who as in the position for 17 years. His untimely death resulted in this vacancy.

The Union Institute, now in its fourth decade, is a unique university for mid-career adults whose needs and interests determine the pace and breadth of their learning experience. The institute provides high-quality learner-centered educational programs leading to the BA, BS or Ph.D. degree. Enrollment in the Graduate College and the College of Undergraduate Studies is approximately 2,000. The annual budget is approximately $21 million.

Headquarters are in Cincinnati for The Union Institute, the Graduate College and the College of Undergraduate Studies. The Center for Distance Learning is also located there. Undergraduate learning centers are located in Cincinnati, Los Angeles, Sacramento, San Diego and Miami. Doctoral faculty members are located in all parts of the country. The Office for Social Responsibility (including the Center for Public Policy and the Center for Women) is in Washington, DC. The university is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools and it is licensed by the states of Ohio, California and Florida. Further information is available at **www.tui.edu**.

A terminal degree is preferred with experience in comparable organizational cultures as a leader, entrepreneur and successful manger. Fundraising and fiduciary skills are vital considerations.

Please forward letters illustrating the match of the candidate's experience with our unique institution, along with resume and list of references, to:

The Union Institute
c/o Heidrick & Struggles
1301 K Street, NW, Suite 500 East
Washington, DC 20005

For best consideration, materials should be received by our executive search partner, Jan Greenwood of H&S, by December 23, 1999.

The Union Institute is an Affirmative Action/Equal Opportunity Employer.

Georgia State University

ALPHARETTA CENTER LIBRARIAN

Georgia State University, a dynamic urban university in downtown Atlanta, seeks an individual to manage all activities at a new satellite campus library in Atlanta's northern suburbs, scheduled to open in Spring 2000. The position reports to the University Librarian. **RESPONSIBILITIES** Design and implement information services and communicate them to the campus community; exploit web-based technologies; manage staff; oversee daily operational activities; recommend policy and service enhancements, collaborate with University Educational Technology Support (UETS) on service delivery; plan and implement transfer of materials. **REQUIREMENTS** ALA-accredited Master's degree in library science; three years experience including supervisory. Experience with technology and electronic resources including Internet. Preferred: Experience in library reference or other public service, customizing services for target audience or specialized clientele, instruction/training in use of electronic resources, advanced degree or experience with Business or Education resources. **AVAILABLE:** Spring 2000. **SALARY AND RANK** $36,000 - $42,000 for twelve months commensurate with qualifications and experience. **TO APPLY** Send letter addressing above. Include resume and names, addresses, and phone numbers of three references to

Carmen Newton
Georgia State University Pullen Library
100 Decatur Street, SE
Atlanta, GA 30303-3202

Materials received by January 14, 2000 will receive priority. For more information, please visit our web site at **<wwwlib.gsu.edu>.**

Georgia State University is an equal opportunity educational institution/affirmative action employer strongly committed to cultural diversity.

ROLLINS COLLEGE
WINTER PARK, FLORIDA

DEAN OF THE FACULTY

OFFICE OF THE PROVOST

Rollins College invites applications and nominations for the position of Dean of the Faculty of Arts and Sciences.

The Dean of the Faculty reports to the Provost and has primary responsibility for the curriculum and faculty of the College of Arts and Sciences. The Dean supervises faculty recruitment and development and plays a leadership role in planning, budget administration and personnel evaluation.

QUALIFICATIONS

- An earned doctorate or the equivalent.
- A record of distinguished college teaching, scholarly research or achievement that would merit appointment as a full professor.
- Successful academic administrative experience, including resource management, establishing educational priorities, and articulating a vision for higher education.
- Demonstrated leadership qualities.
- A strong commitment to the ideals of the liberal arts tradition.

Rollins College, founded in 1885, is the oldest institution of higher learning in Florida. A comprehensive college in the liberal arts tradition, Rollins has a strong commitment to the arts and sciences as well as to professional and non-traditional education. Rollins enrolls 1519 traditional undergraduate students; the Arts and Sciences faculty of approximately 145 is actively involved in governance, academic planning, and innovative teaching.

Screening of candidates will begin January 1st and the search will continue until the position is filled. Nominations are welcomed; applications should include a current vita and names, addresses and telephone numbers of four references sent to: **Dean of the Faculty Search Committee, Office of the Provost, Rollins College - Box 2712, 1000 Holt Avenue, Winter Park, FL 32789-4499**

Rollins College is an Equal Opportunity Employer. The Search Committee encourages the application and nomination of women and minority candidates.

STCC
South Texas Community College
McAllen, Texas

ANNOUNCEMENT OF FALL 2000 VACANCIES AT THE FASTEST GROWING COLLEGE IN TEXAS

South Texas Community College is looking for **ADDITIONAL** *full-time faculty members who have the right combination of professional experience, attitude, ability and equipped to meet the challenges of the* ***fastest*** *growing community college in Texas beginning Fall 2000. We want to talk to you if you are flexible, dedicated to student learning, willing to work hard and wish to make a commitment to the mission and values of our College.*

STCC is located in McAllen, Texas. This metropolitan area is located just 10 miles north of the U.S./Mexico border and approximately 65 miles from beautiful South Padre Island. Visitors come to the area to enjoy the sub-tropical climate, year-round golf and tennis, fresh and salt water fishing, and seasonal hunting.

STCC is accepting applications from qualified candidates in the following fields:

Art
Associate Degree Nursing
Automotive Technology GMASEP Program $
Biology
Business Computer Systems
Child Care & Development
Computer Aided Drafting & Design *
Computer Science
Criminal Justice (Spring 2000 Start)
Developmental English
Developmental Math
Developmental Reading
Electronic & Computer Maintenance *
English
Government
Health & Human Services/Social Work
Health Information Technology
Mathematics
Physical Education
Precision Manufacturing Technology*
Sociology
Spanish/French
Speech/Drama

MINIMUM REQUIREMENTS: *All faculty positions require a Master's degree with 18 graduate hours in a teaching field, except positions followed by one of these symbols: those followed by * require a bachelor's degree, and those followed by a $ require an associate's degree. Instructional sites are available in various valley locations.*

NOTE: STCC is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. Credentials of ALL Faculty must meet the requirements set forth by SACS.

Screening for these positions will begin January, 2000 and continue until filled. Faculty appointments are for the Fall '00 semester. Salaries are commensurate with experience and educational qualifications as determined by the faculty pay plan. More detailed job descriptions may be obtained by visiting our homepages at ***http://www.stcc.cc.tx.us***

TO BE CONSIDERED, *please send letter of application, STCC application, resume, copies of transcripts (official transcripts required prior to employment), and five current references with address and phone numbers to:*

STCC Office of Human Resources
PO Box 9701
McAllen, TX 78502. (956) 928-5082

Individuals must submit a **SEPARATE** application for each teaching field desired.

No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by South Texas Community College on the basis of race, color, national origin, religion, sex, age, veteran status, or disability.

EMORY

DEAN OF THE GRADUATE SCHOOL

Emory University - Atlanta, Georgia

Emory University seeks a dynamic academic leader to serve as Dean of the Graduate School of Arts and Sciences. The Dean is responsible for overseeing 28 graduate programs with 642 faculty members and 1400 enrolled students and for developing new programs across the Arts and Sciences and the Professional Schools. The Dean represents the voice of the faculty to the University administration and to the Board of Trustees. The Dean reports directly to the Provost and serves on the Council of Deans. The Dean manages a budget of approximately $28 million dollars.

Emory University, a private university established in 1836, has a student body of more than 11,000 and 2,400 full-time faculty members. The University encompasses nine divisions, a number of centers for advanced study, and a host of prestigious affiliated institutes. Emory is actively committed to enhancing its academic stature and is in an excellent position to achieve ambitious goals.

The ideal candidate will be an accomplished scholar with a record of demonstrated achievement in creating distinguished and distinctive academic programs in collaboration with colleagues both within disciplines and across disciplinary lines. Experience in budgetary management is desirable.

Nominations, candidacies, and requests for further information should be directed to the Chairperson of the Search Committee:

Dr. Rebecca S. Chopp
Provost and Executive Vice President for Academic Affairs, Emory University
c/o Paula Carabelli and Dennis M. Barden
Educational Management Network/a division of Witt/Kieffer
1920 Main Street, Suite 310, Irvine, CA 92614

Applications should include a letter of interest; a current curriculum vitae; and the names, positions and phone numbers of five references who will be contacted only with candidate's approval. Questions regarding this search may be directed to the consultants supporting Emory, Paula Carabelli at (949) 851-5070 or Dennis M. Barden at (630) 990-1370, or directly to Provost Rebecca Chopp, Suite 404, Administration Building, Emory University, Atlanta, GA 30320. Screening will begin immediately and will continue until an appointment is made. All communications will be treated confidentially. EEO/AA Employer.

Educational Management Network/Witt/Kieffer

How Easy Can It Get?
Outlook
E-Mail us your ads at:
Outlook@sprintmail.com
and visit our Website at http://www.HispanicOutlook.com

INDIANA UNIVERSITY

DEAN
School of Public and Environmental Affairs

The School of Public and Environmental Affairs (SPEA) at Indiana University is seeking applications and nominations for an outstanding individual to assume the position of Dean on or after July 1, 2000. Applications or nominations received on or before January 15, 2000 shall be preferred.

SPEA is an interdisciplinary, university-wide division of Indiana University, organized as a professional school committed to excellence in teaching, research, and service, addressing critical issues of public and environmental policy and management and environmental science. With over 100 faculty (tenured or tenure-track) systemwide, SPEA is the largest school in the nation offering programs in public affairs and environmental science. Several of the school's graduate programs consistently rank among the best in the country.

The Dean is responsible for the leadership of the statewide school which has faculty and students on seven campuses. An overall mission guides the operation and curriculum of the school at all locations. The school has an interdisciplinary faculty and covers the following seven fields: Policy and Administration; Environmental Sciences and Policy; Policy Analysis; Urban, Regional Analysis and Planning; Public Finance and Policy Analysis; Healthcare Management; and Criminal Justice, Law and Public Safety. The school offers Associate, Bachelor's, Master's, and Doctoral degrees.

Candidates should have proven administrative experience and possess the qualifications and achievements consistent with a tenured appointment at the full professor level. They should also have an understanding of the curricular and professional issues relevant to a school of public and environmental affairs, including the ability to provide leadership in a school that emphasizes interdisciplinary collaboration in various areas of public and environmental affairs and science. The Dean is the primary external representative of SPEA and should have the skills and commitment needed for success in these roles, including fundraising and developing positive relationships with important constituencies.

Applications and nominations should be submitted to:

Dean Alfred C. Aman, Jr.
Chair, Search and Screen Committee
c/o School of Public and Environmental Affairs
Indiana University
1315 East 10th Street, Rm 300
Bloomington, IN 47405
aaman@indiana.edu
http://www.indiana.edu/~speaweb/

Indiana University is an Equal Opportunity/Affirmative Action Employer and strongly committed to achieving excellence through cultural diversity. The University actively encourages applications and nominations of women, persons of color, applicants with disabilities, and members of other underrepresented groups.

Georgia State University

SERIALS TEAM LEADER

Georgia State University, a dynamic urban university in downtown Atlanta, seeks a person with serials experience for a faculty rank position. The position reports to the Heads of Acquisitions and Catalog departments. **RESPONSIBILITIES** primary responsibility for receiving and binding of serials; cataloging of serials, serial added volumes and copies, and maintenance of related records. Revision, training, and supervision for receiving, binding, and cataloging of serials in all formats. Preparation of training materials for the team, developing new procedures, and formulation of standards. Participation in university and professional activities including research and publication. **REQUIREMENTS** ALA-accredited Master's degree in library science plus two years experience working with serials in a library using OCLC or RLIN. Two years supervisory experience. Computer skills. **AVAILABLE:** Winter 2000. **SALARY AND RANK** $33,000 - $38,000 for twelve months commensurate with qualifications and experience. Appointment at faculty rank, on a contract renewal basis. **TO APPLY:** Send letter addressing above. Include resume and names, addresses, and phone numbers of three references to:

Carmen Newton
Human Resources Officer
Georgia State University Pullen Library
100 Decatur Street, SE
Atlanta, GA 30303-3202

Materials received by December 31, 1999 will receive priority. For more information, please visit our web site at **<wwwlib.gsu.edu>.**

Georgia State University is an equal opportunity educational institution/affirmative action employer strongly committed to cultural diversity.

UNIVERSITY OF HOUSTON SYSTEM
UNIVERSITY OF HOUSTON

EXECUTIVE DIRECTOR
SAFETY AND RISK MANAGEMENT

The University of Houston main campus and the University of Houston System invite applications for the position of Executive Director, Safety and Risk Management. The Executive Director reports to the Associate Vice Chancellor/Associate Vice President for Administration.

Principal responsibilities include directing all aspects of the environmental health and safety program for the main campus, including radiation, biohazards, chemical, fire, and construction safety; hazardous waste management; accident prevention; OSHA and EPA compliance; and training in each of these areas. Oversees all aspects of the UH System Risk Management program, including insurance acquisition, claims administration, workers' compensation administration, and training/education programs.

A bachelor's degree in an appropriate area of specialization and seven (7) years of appropriate experience is required. Certified Safety Professional (CSP), Certified Industrial Hygienist (CIH), Associate of Risk Management (ARM), Certified Health Physicist (CHP), Licensed Risk Manager or Professional Engineer (PE) preferred.

Applicants should submit a letter of interest, a current resume, salary history detail for the past three years, and three references. Please send all materials to:

Mr. John Martin
Associate Vice Chancellor/Vice President for Administration
University of Houston
Ezekial Cullen Building, Suite 226
Houston, Texas 77204-2162

The University of Houston System is an urban, public university system comprised of four universities with a total enrollment of approximately 48,000 students. The University of Houston is the flagship of the System. It is a Carnegie Research II institution with approximately 33,000 students, including some 6,500 graduate and professional students, and over 900 ranked faculty. The annual operating budget is in excess of $475 million.

Application reviews will begin immediately and continue until the position is filled. This is a security sensitive position. A criminal history record investigation will be conducted. The University of Houston System is an Equal Opportunity/Affirmative Action Institution. Minorities, women, veterans and persons with disabilities are encouraged to apply.

THE UNIVERSITY OF KANSAS

DIRECTOR
ROBERT J. DOLE INSTITUTE FOR PUBLIC SERVICE AND PUBLIC POLICY

The University of Kansas seeks a dynamic and creative leader to direct the Dole Institute, established in 1997 as a result of Senator Dole's gift of his papers to KU. The Director will be a forward-looking individual who will implement the mission of the Institute to engage public officials, professionals, citizens, and students enthusiastically and effectively in public service and public life; to stimulate discussion of important public policy issues of the day for the State of Kansas, the nation, and the world; to encourage strong linkages between research and public policy; and to promote use of the Dole papers by researchers and students throughout the world. **REQUIRED QUALIFICATIONS:** experience in developing and implementing creative public programming capable of generating national visibility for the institute and the university; bachelor's degree in a related field; broad knowledge of and/or experience in academia; understanding of politics, public service and policy issues regionally, nationally, and internationally; proven fund raising ability; demonstrated ability to communicate effectively; and demonstrated commitment to public service. **TO APPLY:** Review of applications will begin January 15, 2000. Send a letter of interest which addresses the qualifications listed above, a current resume, and the names, addressees, and phone numbers of three references to: **Deanell Tacha, chair, Search Committee for Dole Institute Director, Office of the Chancellor, 230 Strong Hall, University of Kansas, Lawrence, KS 66045, FAX: 785-864-4120.**

For a complete position description go to
http://www.ukans.edu/~dole98/

The University of Kansas is an EO/AA Employer.

AU

AMERICAN UNIVERSITY
WASHINGTON, DC

WASHINGTON COLLEGE OF LAW

PRACTITIONER-IN-RESIDENCE IN CLINICAL PROGRAM

American University, Washington College of Law, is seeking a practitioner-in-residence in its Clinical Program. Responsibilities in the in-house, live-client clinical program include teaching a seminar component of a clinic, conducting case rounds and supervising students in their fieldwork. In addition, visiting faculty with teaching experience teach one course each year outside of the clinical curriculum and participate fully in all aspects of the life of the law school. The Washington College of Law currently has the following clinics: civil practice clinic, community and economic development law clinic, criminal justice clinic (prosecution and defense); domestic violence clinic (criminal and civil); international human rights law clinic; tax clinic; and women and the law clinic. The applicant's teaching responsibilities will depend on experience, interest, and the overall needs of the clinical program.

Minimum qualifications include a J.D. degree, outstanding academic record, three years experience as a lawyer, and membership in a bar. Desired qualifications include prior experience or training as a clinical teacher, published legal scholarship, and participation in clinical teachers' conferences and workshops. American University is an EEO/AA employer committed to a diverse faculty, staff and student body.

Applications consisting of a curriculum vitae and cover letter should be sent to **Professor Peter Jaszi, Chair, Faculty Appointments Committee, c/o Office of the Dean, American University, Washington College of Law, 4801 Massachusetts Avenue, N.W., Washington, D.C. 20016,** with a copy to **professor Richard Wilson, Acting Director, Clinical Program**, at the same address.

CENTRAL MICHIGAN
UNIVERSITY

ASSISTANT VICE PRESIDENT FOR CURRICULUM AND ASSESSMENT

Central Michigan University is a comprehensive state university with over 800 faculty serving an on-campus enrollment of approximately 18,000 students. The university's eight colleges offer more than 20 undergraduate and graduate degrees and 150 major areas of study. The main campus is situated on an 854-acre site in Mount Pleasant, a city of 25,000 residents located in the heart of the lower peninsula of Michigan. The institution is nationally recognized for offering one of the most extensive extended learning programs in North America. The off-campus programs serve an additional 8,500 students at 70 sites and utilize 1,200 adjunct faculty.

Position Description/Responsibilities: The Assistant Vice President for Curriculum and Assessment reports to the Vice Provost for Academic Affairs and has university-wide responsibilities for facilitating the university's commitment to learning centered education. In addition to leading university efforts to embrace this philosophical position, the assistant vice president (AVP) is responsible for coordinating and facilitating the university's curriculum development agendas, including the review and development of academic programs and in particular, the university commitment to student outcomes assessment. The AVP will be thoroughly familiar with curriculum development, committed to the assessment of student learning, and provide leadership to academic departments, colleges and the university in related matters. Assisted by one full-time professional reporting to the position and support from other staff in academic affairs, the AVP is expected to provide active leadership and direct assistance to academic departments, college and university curriculum bodies for purposes of focusing university curricular and instructional resources on student learning.

Qualifications: The position's responsibilities require a demonstrated leader in curriculum, teaching, and assessment with a record of outstanding teaching, significant academic program and curriculum development and effective leadership in student outcomes assessment. Additional requirements include excellent communication skills, written and oral; small group facilitation skills; and possession of the terminal degree, earned tenure and associate professor rank or higher. It is strongly desired that the AVP have a record of publication and/or consulting and professional presentations in the areas of curriculum, teaching, and assessment.

Preference will be given to candidates with the preceding characteristics who have been successful academic leaders at the department level or above and who demonstrate high levels of task orientation, attention to detail and follow-through. Additional preferences of importance to the university include allegiance to the primacy of faculty in curricular matters, a clear commitment to diversity, familiarity with academic computing, strong interests in faculty development and pedagogical studies and keen appreciation for the value of academic planning and program review. Interest in interdisciplinary curriculum and an equal regard for both professional and academic curricula are highly desired.

Salary/Benefits/Starting Date: The position is a full-time, twelve-month administrative position at the senior officer level of the university. Salary/benefits will be competitive; position is scheduled to begin July 1, 2000 or earlier, depending upon availability.

Procedures for Applications/Nominations: Applicants and nominees should forward current curriculum vitae, including copies of degree transcripts (unofficial copies accepted) and a letter of interest responding to stated qualifications, along with the names, addresses, and phone numbers of five professional reference who can speak directly to the applicant/nominee's qualifications for the position to: **Office of the Provost, AVP Search, Warriner Hall 112, Central Michigan University, Mt. Pleasant, Michigan, 48859, Tel (517) 774-3932; FAX (517) 774-2042**. Screening of completed applications is scheduled to begin on or about January 4, 2000, and will continue until the position is filled. Central Michigan University, an AA/EO institution, is strongly and actively committed to increasing diversity in its community. URL's include: http://www.cmich.edu; http://www.provost.cmich.edu; http://www.cmich.edu/AAEO.HTML

LOS ANGELES COMMUNITY
COLLEGE DISTRICT

DIRECTOR OF BUSINESS SERVICES

ANNUAL SALARY: $79,996-$99,101. Responsible for administering a diverse group of District-wide business activities which include contracts, purchasing, risk management, employee benefits, and general office support services. **REQUIRES:** B.A. degree plus five years of business management experience, including two years recently in an administrative or supervisory position over business operations. Public agency experience and an advanced degree in business or public administration are desirable. **Call for application. Los Angeles Community College District: (213) 891-2465. POSITION CLOSES:** 12/17/99. AA/EEO

SAN JOSE/EVERGREEN CCD

Is currently accepting applications (open until filled), for the following Faculty positions:

Evergreen Valley College

- Biology
- Coordinator, Disabled Students Programs & Services
- ESL
- Physics
- CIT
- Counselor/Voc. Ed & Training
- Counselor/Enlace
- Math

San Jose City College

- CIS Network
- Electronics
- Foreign Language/ (French)
- Social Science
- Counselor
- English
- History
- Laser Tech/Electronics

4750 San Felipe Rd., San Jose, CA 95135-1599
(408) 270-6406 www.sjeccd.cc.ca.us
EOE

CLAREMONT McKENNA COLLEGE

DEAN OF THE FACULTY

Claremont McKenna College seeks nominations and expressions of interest for the position of Dean of the Faculty, who will be working closely with President Pamela Gann.

Consistently ranked as one of the nation's best colleges, Claremont McKenna College is a highly selective independent liberal arts college preparing students for leadership in business, government, and the professions. Located 35 miles east of downtown Los Angeles, Claremont McKenna College enrolls nearly 1,000 students and offers majors in more than 20 fields, in humanities, sciences and social sciences. The College has more than 135 total faculty and an endowment of approximately $350 million.

CMC is a member of the Claremont Colleges, a consortium of five of the nation's finest small colleges and two graduate institutions. The five undergraduate colleges include CMC, Harvey Mudd College, Pitzer College, Pomona College, and Scripps College.

Successful candidates should have distinguished records in their scholarship, teaching and service, strong administrative skills, and a commitment to the College's mission and its continued excellence.

Review of candidates will begin in mid January 2000 and will continue until the time of selection. Candidates should submit a letter of interest and a current curriculum vitae, including five names of references with title and contact information to:

Dr. Asuman Aksoy
Chair, Dean of the Faculty Search Committee
C/O the President's Office
Claremont McKenna College
500 East Ninth Street
Claremont, CA 91711

We are being assisted in this search by **Shelly Weiss Storbeck** and **Susan VanGilder of A.T. Kearney, 333 John Carlyle Street, Alexandria, VA 22314, phone: 703/739-4627, facsimile: 703/518-1782, email: susan.van.gilder @atkearney.com.**

Claremont McKenna College is an Equal Opportunity Employer.

UNIVERSITY OF HOUSTON

EXECUTIVE DIRECTOR
PROCUREMENT AND AUXILIARY SERVICES

The University of Houston invites applications for the position of Executive Director, Procurement and Auxiliary Services. The Executive Director reports to the Associate Vice Chancellor/Associate Vice President for Administration.

Principal responsibilities include directing all aspects of the Procurement and Auxiliary Services Department, including Purchasing, Contracts Administration, Postal Services, Printing, Parking and Transportation, Cougar One Card, and contracted services involving food service, vending, bookstore and quick copy operations.

A bachelor's degree in an appropriate area of specialization and seven (7) years of appropriate experience is required. Experience in administering campus-based auxiliary enterprises is preferred.

Applicants should submit a letter of interest, a current resume, salary history detail for the past three years, and three references. Please send all materials to:

Mr. John Martin
Associate Vice Chancellor/Associate Vice President for Administration
University of Houston
Ezekial Cullen Building, Suite 226
Houston, Texas 77204-2162

The University of Houston is a Carnegie Research II institution with approximately 33,000 students, including some 6,500 graduate and professional students, and over 900 ranked faculty. The annual operating budget is in excess of $475 million.

Application reviews will begin immediately and continue until the position is filled. This is a security sensitive position. A criminal history record investigation will be conducted. The University of Houston is an Equal Opportunity/Affirmative Action Institution. Minorities, women, veterans and persons with disabilities are encouraged to apply.

Claremont

GRADUATE UNIVERSITY

DEAN OF THE ARTS & HUMANITIES

Claremont Graduate University seeks a senior academic leader to serve as the dean of the Arts and Humanities. As the chief academic officer of the Arts and Humanities, the dean also will hold the Mellon Endowed Chair in the Humanities, as a member of the faculty.

The dean should have extensive and distinguished experience in scholarship and creative work, teaching and mentoring of graduate students, and academic administration.

The dean will also work with the Arts & Humanities development officer to raise funds in support of the Arts and Humanities at CGU with particular emphasis on support for faculty and student fellowships. The dean will also manage the budget of the Arts and Humanities.

Salary and benefits are competitive and dependent upon qualifications and experience.

We encourage all serious applicants to submit a letter of interest and a recent resume to **Associate Provost Philip H. Dreyer, Chair, Search Committee for Arts & Humanities, Claremont Graduate University, 121 Harper Hall, Claremont, CA 91711.** You may also E-mail inquiries to **philip.dreyer@cgu.edu.**

For further information please visit the CGU Web Page at **www.cgu.edu/fac/emp**

Claremont Graduate University is an Equal Opportunity/ Affirmative Action Employer

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VICE PRESIDENT FOR HUMAN RESOURCES

The University of Utah seeks an experienced and dynamic leader to provide effective human resources services in a newly created vice presidential position. This individual will have the opportunity to shape human resources programs, directions and organization for a Carnegie I research university. Reporting to the president, the vice president for human resources will lead the University of Utah in developing policies and procedures designed to attract and retain an excellent workforce for the entire campus, including the health sciences and the hospital. The vice president will also oversee human resources planning and administer the following: employment and compensation services, benefits administration, dispute resolution, employee relations and training, equal opportunity/affirmative action, and academic human resources. The vice president for human resources will work closely with the president, vice presidents, other senior academic and administrative leaders, faculty, staff, and students.

Qualifications:

- Extensive experience in and broad working knowledge of human resources management, policies, and procedures in a complex academic institution.
- Ability to create and lead a forward-thinking, customer-oriented human resources organization.
- Experience with and commitment to equal opportunity and knowledge of successful strategies to recruit and retain a diverse workforce.
- Commitment to foster an organization which supports and serves the University's teaching, research, and service missions.
- Excellent management, interpersonal, communication, and problem-solving skills combined with a collaborative work style.
- Knowledge of successful strategies to recruit and retain a technologically able workforce.
- Ability to manage complex human resource information systems technology.
- Preference will be given to applicants with advanced degrees in fields related to human resource management and administrative experience at a major research university.

The state's flagship institution of higher education, the University of Utah has an annual expenditure budget of approximately $1 billion. It is one of the state's largest employers, with approximately 2,500 faculty and 15,500 full- and part-time employees. The University offers 68 undergraduate degree programs and 92 graduate programs to a student body of approximately 26,000. It also includes a major health sciences center and hospital.

The University is located in Utah's capital of Salt Lake City—a beautiful and rapidly diversifying, progressive urban and high-tech industrial center with a population of 1.2 million. Salt Lake City, ranked by *Places Rated Almanac* as the best place to live in North America, offers a rich combination of recreational and cultural opportunities, and will host the 2002 Winter Olympics. Spectacular mountains within a 45-minute drive from the campus offer world class ski resorts. Eight national parks are within a day's drive. Cultural opportunities include the Utah Symphony, Ballet West, Utah Opera Company, Repertory Dance Theater, and Mormon Tabernacle Choir. Sports franchises include the Utah Jazz and Starzz (NBA and WNBA basketball), Grizzlies (NHL hockey), and Buzz (AAA baseball).

Salary will be commensurate with experience and qualifications.

Nominations and letters of interest (addressing the stated qualifications), together with a complete, current resume, a list of at least four knowledgeable references (name, addresses, e-mail, phone numbers), and other supporting material should be sent to:

Sarah C. Michalak, Director of the Marriott Library, Chair, Vice President for Human Resources Search Advisory Committee
Marriott Library, Rm 327
295 South 1500 East
Salt Lake City, UT 84112-0860
(801) 581-8558, FAX: (801) 581-3997
e-mail address: karnold@library.utah.edu

To assure full consideration, candidates should submit their materials to the committee no later than January 14, 2000

The University of Utah is an Affirmative Action/ Equal Opportunity employer and encourages applications and nominations from women and minorities and provides reasonable accommodation to the known disabilities of applicants and employees.

THE UNIVERSITY OF UTAH

KINGSBOROUGH
COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK

Kingsborough is a comprehensive two-year community college of The City University of New York. Its beautiful 71-acre campus is located in Manhattan Beach-25 minutes from Manhattan. The College is seeking qualified candidates for the following anticipated position vacancies for Spring and Fall 2000-subject to financial ability:

ART

Lecturer/Instructor/Assistant Professor in Graphic Design and Illustration - to teach courses in basic 2-D design, drawing, advertising skills, computer graphics, specifically QuarkXpress, Adobe Illustrator and Photoshop on both MAC and IBM, illustration and other areas related to the field of advertising art
(Spring 2000) (PVN#FY295)
Qualifications: Bachelor of Fine Arts is required for Lecturer, Master's degree for instructor; for Assistant Professor a doctoral equivalent is required, which includes several years of appropriate experience and achievements in the field of advertising art, with special emphasis on computer graphics and intermedia approaches. A Master of Fine Arts degree is also expected. Teaching experience in higher education preferred.

BEHAVIORAL SCIENCES AND HUMAN SERVICES

Instructor/Assistant Professor in Early Childhood Education - to teach full range of Early Childhood Education undergraduate courses.
(Spring 2000) (PVN#FY304)
Qualifications: Significant progress in a doctoral program a requirement for the instructor position; Doctorate in Early Childhood, Elementary Education or Special Education required for the Assistant Professor position; supervisory experience in an Early Childhood setting, and experience working with pre-school aged children. Evidence of scholarly activity. Response date for this
position is December 31, 1999.

BIOLOGICAL SCIENCES

Assistant Professor - to teach undergraduate courses in the Department of Biological Sciences for Biology majors, Allied Health Science and Liberal Arts students: including General Biology, Anatomy and Physiology and Microbiology. (Fall 2000) (PVN#FY282)
Qualifications: Doctorate in the Biological Sciences, urban community college teaching and curriculum development experience in the biological sciences; evidence of recent scholarly writing and publications.

BUSINESS

Assistant Professor in Business Administration and Computer Applications - to teach undergraduate courses in Business Administration, Computer Applications and various other business courses. (Fall 2000) (PVN# FY283)
Qualifications: Doctorate in appropriate area required; prior teaching experience on the college level; knowledge of Windows and Office 97; evidence of scholarly activity.

ENGLISH

Assistant Professor - to teach undergraduate courses in the Department of English. (Spring 2000) (PVN#FY284)
Qualifications: An earned doctorate in English plus formal training in composition and rhetoric required; experience in urban college-level teaching; evidence of scholarly activity.

FOREIGN LANGUAGES

Assistant Professor IN ITALIAN - to teach undergraduate courses in Italian language, literature and culture. (Fall 2000) (PVN#FY285)
Qualifications: Doctorate in Italian required; prior college-level teaching experience; ability to teach Spanish or French highly desirable; evidence of scholarly activity.

HEALTH, PHYSICAL EDUCATION AND RECREATION

(Three Positions)

Assistant Professor - to teach undergraduate courses in Recreation, Health and Physical Education as needed.
(Spring 2000) (PVN#FY287)
Qualifications: Doctorate in Health Education required, undergraduate degree in physical education; certification to teach aquatics required; prior college-level teaching experience; evidence of scholarly activity.

Instructor/Assistant Professor in Therapeutic Recreation - to teach undergraduate courses in Therapeutic Recreation and other Recreation, Health and Physical Education courses as needed; supervision of student field-work, and development of new field sites.
(Fall 2000) (PVN#FY286)
Qualifications: Appropriate Master's Degree required for
Instructor position; Doctorate in Therapeutic Recreation for Assistant Professor; CTRS and minimum five years paid experience as a certified T.R. Specialist in a health-care or community setting; prior teaching experience at the undergraduate level a requirement; experience teaching courses in Recreational Arts and Crafts desirable; evidence
of scholarly activity.

Lecturer in the Department of Health, Physical Education & Recreation to serve as Athletic Director and Coach of Men's Basketball Team - Teaching responsibilities for Health and Physical Education courses; additional responsibilities as Athletic Director include scheduling intercollegiate athletic contests and the arrangement of the following: contracts, officials, transportation, public relations, league and conference meetings, eligibility, budget, equipment, facilities and all other related activities as well as coaching of the Men's Basketball Team.
(Fall 2000) (PVN#FY288)
Qualifications: Bachelor of Arts in a health education related field is required. Master's degree and enrollment in Doctoral degree program desirable; experience teaching and coaching athletic sports in an urban environment required.

MATHEMATICS AND COMPUTER SCIENCE

Instructor/Assistant Professor - to teach a full range of undergraduate courses in Mathematics and Computer Science. (Spring 2000) (PVN#FY289)
Qualifications: Doctorate in Mathematics or Computer Science required for Assistant Professor. For instructor, significant progress toward completion of required coursework and examinations for Ph.D. Prior college-level teaching experience. Preference will be given to candidates with expertise in Computer Science, especially C++, Assembler, Discrete structures, and data structures.

NURSING

Instructor/Assistant Professor - to teach undergraduate courses in all areas of Nursing. (Fall 2000) (PVN#FY290)
Qualifications: Master's Degree in Nursing, plus NYS RN license required; Doctorate or equivalent required for professorial rank. Prior teaching experience in an academic setting preferred; recent clinical experience required. Knowledge of and commitment to Associate Degree Nursing Education and curriculum development. Evidence of scholarly activity.

PHYSICAL SCIENCES

Assistant Professorr in the area of Chemistry - to teach undergraduate courses in General Chemistry and Organic Chemistry. **(Fall 2000) (PVN#FY296)**
Qualifications: Doctorate in Chemistry; prior college-level teaching experience and evidence of scholarly activity.

STUDENT DEVELOPMENT

(Four Positions)

Instructor/Assistant Professor to serve as Counselor for the College Discovery Program. Provide academic, financial and personal counseling to a case load of program students in the form of in-depth intake interview, short and long term goal development, follow-up and outreach; teach freshman orientation, assist students in classes, conduct scheduled, goal-oriented group counseling sessions; and assist program director with administrative duties. (11 month position)
(Spring 2000) (PVN#FY291)
Qualifications: Doctoral program candidacy a requirement for Instructor; Doctorate in Counseling, Social Work or related discipline required for professorial rank; at least two years prior experience working with at-risk college students; teaching and counseling experience in a college setting; evidence of scholarly activity desirable.

Instructor/Assistant Professor to serve as Internship Program Coordinator. Internship Program development and coordination; development of business community contacts, presentation of workshops on careers; teaching credit-bearing courses on careers and job readiness. (11 month position) (Fall 2000) (PVN#FY292)
Qualifications: Master's Degree in Career Counseling or related field and 4 years related work experience in the areas of college internship and job placement services. Doctorate required for professorial rank. Good computer skills and familiarity with Internet navigation. Evidence of scholarly activity desirable.

Instructor/Assistant Professor to serve as Counselor to the Freshman Year Experience Program. Provide career, academic and personal counseling to a case load of freshman program students in the form of coordinating supportive services and educational events/activities, supervising a team of adjunct (part-time) counselors within the program, and evaluating and observing these counselors in their interaction with students; teach freshman seminar class, organizing a compilation of resources for this class, and development of a Freshman Year Experience Newsletter. (11 month position) (Fall 2000) (PVN#FY293)
Qualifications: Doctoral program candidacy a requirement for Instructor; Doctorate in Counseling, Counseling psychology, Social Work or related discipline required for professorial rank; at least two years prior experience working with at-risk college students; teaching and counseling experience in a college setting.

Lecturer to serve as Counselor for Students with Disabilities. Provide personal, academic, and career counseling for students with disabilities as well as other activities related to assessment, teaching, training, supervision and reporting (11 month position) (Spring 2000) (PVN#FY301)
Qualifications: Bachelor's degree required. Master's degree in counseling, school, clinical, educational psychology or related discipline preferred; minimum four years experience working with college students with disabilities; including assessment, interpretation of documentation, counseling, disability law, disability-related accommodations, assistive technology, career resources and community agencies for individuals with disabilities. Good written and oral communication skills. Salary for this position: $29,997 - $42,569 commensurate with qualifications and experience. Response date for this position is December 27, 1999.

TOURISM AND HOSPITALITY

Lecturer/Instructor/Assistant Professor - to teach undergraduate courses in all areas of Tourism, primarily in Food Service and Hospitality Industry. (Spring 2000) (PVN#FY294)
Qualifications: MBA Degree in a related area preferred. Doctorate or equivalent required for Assistant Professor. Extensive professional experience in at least two of the following industry components: travel and tourism, hospitality, food service, transportation. Hospitality experience preferred. College-level teaching experience desirable. Demonstrated experience in relevant computer software and Internet applications desirable. Evidence of scholarly activity.

Responsibilities for Assistant Professor and Instructor positions require student advisement, committee participation and scholarly or creative works. For lecturer positions, student advisement and committee participation are required; scholarly or creative works are preferred.

SALARY:	**Lecturer:**	**$29,997 - $39,710 (unless noted otherwise)**
	nstructor:	**$29,997 - $42,569**
	Assistant Professor:	**$32,703 - $47,524 (Tenure Track Position)**

Commensurate with qualifications and experience.

Please send resume (refer to PVN#) by December 22, 1999 (unless noted otherwise) to:

Dr. Fred B. Malamet
Interim V.P. & Dean of Faculty (A-218)
Kingsborough Community College
2001 Oriental Boulevard, Brooklyn, New York 11235

AN EO/AA/IRCA/ADA/EMPLOYER

ORANGE COAST COLLEGE

INSTRUCTOR
ASSESSMENT OR PRIOR LEARNING

Reporting to the Dean of Literature and Languages this position will develop APL services and promote career adult education, experiential learning and distance education programs as well as fulfill the professional responsibilities of a full-time faculty member. Position requires a Master's degree (or equivalent) in English, Education, Counseling or Social Science, experience in long-distance learning methodology and knowledge of APL theory and practices preferred. Salary range is $30,129 to $69,554 per annum with generous benefits.

TO APPLY: Call or visit the District Personnel office to obtain a complete job description and required application form, #41-O-00, which must be submitted by the closing date of 12/7/99. *Resumes cannot be accepted in lieu of district application.*

Coast Community College District
1370 Adams Avenue
Costa Mesa, CA 92626
(714) 438-4714 or 438-4715

Equal Opportunity Employer
www.cccd.edu

MILLS COLLEGE
Oakland, CA

Assistant Professor of Asian/Pacific American Diasporic & Cross-Cultural Studies

The Ethnic Studies Department of Mills College invites applications for a full-time, tenure track position at the level of Assistant Professor in Asian/Pacific American Diasporic and Cross-Cultural Studies, to begin Fall 2000. Required at time of appointment: Ph.D. in Ethnic Studies or other appropriate Humanities field (i.e., English, Cultural Studies, Comparative Literature). We seek applicants with a strong record or potential for teaching and research in one or more of the following: literature, cultural production, gender and sexuality.

Please send letter detailing interests and qualifications, current vitae, and contact information for three referees to: Julia Sudbury, Chair, Search Committee, Ethnic Studies Dept., Mills College, 5000 MacArthur Blvd., Oakland, CA 94613. Screening of applications begins January 15, 2000.

Located in the San Francisco Bay Area, Mills is a selective liberal arts college for women, with coeducational graduate programs (see http://www.mills.edu). Persons of color and those committed to working in a multicultural environment are encouraged to apply.

AA/EOE

Carthage

TENURE-TRACK FACULTY APPOINTMENTS

Carthage invites nominations and applications for new tenure-track members of the faculty. The College makes appointments with the hope that the successful candidates will be part of the campus community for many years into the future.

Candidates must hold the Ph.D. or appropriate terminal degree. In addition to formal scholarly credentials, candidates must have enthusiasm for teaching in a small-college atmosphere. Carthage faculty members share a commitment to a liberal arts curriculum. They are expected to teach core courses regularly, including either the Heritage seminars in the humanities, fine arts and social sciences, or the Discovery seminars in the natural sciences.

Salaries and benefits are fully competitive. The College immediately integrates new members into faculty decision-making.

Located on the shore of Lake Michigan midway between Milwaukee and Chicago, Carthage offers quick urban access from the relaxed environment of a small city. Predominantly Midwesterners, students come from approximately half the states in the Union, and from a variety of foreign countries. Founded in 1847, Carthage is affiliated with the Evangelical Lutheran Church in America.

Nominations and applications, including a current curriculum vitae, statement of teaching philosophy, and three letters of recommendation should be sent by the deadline indicated. Address replies to **the appropriate chairperson at Carthage College, 2001 Alford Park Drive, Kenosha, Wisconsin 53140-1994.**

Women and minorities are encouraged to apply.

ASIAN HISTORY: Assistant Professor. The successful candidate will be a specialist in Asian History committed to teaching undergraduate introductory and upper division courses in the history of Japan and China. Preference will be given to candidates with additional specialization in East Asian religions. Teaching responsibilities will include courses for the Asian Studies minor and teaching in the Heritage seminar that focuses on Asian cultures. **Respond by January 1, 2000, to: Professor Rom Maczka, Chair: Division of the Humanities.**

COMPUTER SCIENCE: Assistant/Associate Professor. The successful candidate will help mold the recently introduced computer science major. The College seeks applicants with expertise in networking and computer architecture. Recent campus initiatives include renovation of science/math/computing facilities, completion of fiber optic cabling to all faculty offices, and establishment of a summer student research program in the sciences. **Respond by January 1, 2000, to: Professor Charlotte Chell, Chair: Division of the Natural Sciences.**

GRAPHIC DESIGN: Assistant/Associate Professor. The successful candidate will demonstrate expertise in Macintosh systems and software (Adobe Illustrator, Photoshop, Painter, and QuarkXPress) and have the ability to run and maintain an established Macintosh studio. Multimedia or animation experience is desirable, as is teaching experience. Responsibilities include teaching graphic design courses at all levels. Please submit twenty slides of recent work in a labeled, clear flat slide sheet or electronic portfolio. **Respond by January 1, 2000, to: Professor Richard Sjoerdsma, Chair: Division of the Fine Arts.**

MICROBIOLOGY: Assistant Professor. The successful candidate will demonstrate a commitment to undergraduate education in the biological sciences and have an ability to involve undergraduate students in research. Teaching responsibilities will include introductory biology, microbiology, immunology and virology. A background in epidemiology or biostatistics is desirable. Include a personal statement detailing research interests. **Respond by January 1, 2000, to: Professor Charlotte Chell, Chair:** Division of the Natural Sciences.

SECONDARY EDUCATION: Assistant/Associate Professor. The successful candidate should have a minimum of three years of teaching experience at the middle/secondary level. Willingness to work collaboratively with colleagues across disciplines is desired, as is interest in coordinating secondary education and content areas. Responsibilities will include teaching secondary education methods courses, including reading in the content areas and language arts, and supervising student teachers. Opportunities are also available to teach graduate courses and to serve on graduate student committees. Networking with area middle and secondary schools is encouraged. **Respond by January 1, 2000, to: Professor Judith Schaumberg, Chair: Division of Education.**

SPECIAL EDUCATION: Assistant/Associate Professor. The successful candidate should have a minimum of three years of teaching experience at the elementary/middle school level. Experience in a variety of settings such as inclusive classrooms and regular education programs is desired. The candidate should have an interest in building programs and a willingness to collaborate with colleagues across disciplines. Responsibilities will include teaching special education and regular elementary education classes and supervising student teachers. Opportunities are also available to teach graduate courses and to serve on graduate student committees. Networking with area elementary and middle schools is encouraged.
Respond by January 1, 2000, to: Professor Judith Schaumberg, Chair: Division of Education.

SOCIOLOGY: Assistant/Associate Professor. The successful candidate will demonstrate expertise in criminology with a commitment to teaching undergraduate sociology courses such as: urbanization, marriage and family, social theory, race and ethnicity, social stratification, organizational theory, and research methodology. **Respond by January 1, 2000, to: Professor Ruth Fangmeier, Chair: Division of the Social Sciences.**

DIVISION OF OCEAN SCIENCES

NATIONAL SCIENCE FOUNDATION

Arlington, VA 22230

NSF's Directorate for Geosciences seeks candidates for the Head, Ocean Sciences Research Section position in its Division of Ocean Sciences. The incumbent provides leadership and direction to NSF program activities supporting research and education in biological oceanography, chemical oceanography, physical oceanography, marine geology and geophysics, and ocean technology.

Appointment to this Senior Executive Service position may be on a career basis, or on a 2-to 3-year limited term basis, with a current salary range of $110,351 to $120,814 for a new SES appointment. Alternatively, the incumbent may be assigned under Intergovernmental Personnel Act provisions. Applicants must have a Ph.D. or equivalent professional experience in ocean sciences, substantial research administration experience, and demonstrated leadership skills.

Announcement EP 00-4, with position requirements and application procedures, is located on the NSF Home Page at www.nsf.gov.home/chart/work.htm#hrm.

Applicants may also obtain the announcements by contacting the Executive Personnel and Development Branch on **703-306-0755** (Hearing impaired individuals may call TDD 703-306-0189). Applications must be received by January 28, 2000.

NSF is an equal opportunity employer committed to employing a highly qualified staff reflecting the diversity of our nation.

THE COLLEGE OF

WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-2363

Tenure-Track Appointments beginning Fall, 2000

Art
Chinese
Psychology

The positions are being posted
jointly with the
Five Colleges of Ohio Consortium.
For complete descriptions, go to
www.wooster.edu;
scroll down and select the Quick Link for
Employment Opportunities
or call or e-mail Linda Farmer
330-263-2133--lfarmer@acs.wooster.edu

UCSD Governmental & Community Relations

Manager, Governmental Relations, Health Sciences

Responsible for the development and implementation of strategies and coordination of governmental relations programs to monitor, respond to, and shape county, state and federal health science policies that effect UCSD. Effectively represent the interests of the School of Medicine and UCSD Medical Center at the federal, state, and local levels.

For details, please see our web site at: **www-hr.ucsd.edu**

Salary commensurate with experience. Apply by 12/15/99 referencing Job # 118265-X to: resume@ucsd.edu or mail to: UCSD Human Resources, La Jolla, CA 92093-0967. AA/EOE.

University of California
San Diego

SUMMER 2000

Universidad Complutense

MADRID - SPAIN

Scholarship Program

for Teachers, Counselors & School Administrators

Three or six weeks of intensive Spanish language study from: ***July 6th to July 27th*** Cost (with scholarship) $1,995 or ***July 6th to August 17th*** Cost (with scholarship) $2,495

Includes: round trip airfare New York/Madrid/New York, three meals a day, room accommodations and instruction at Colegio Mayor Santa Maria de Europa of Universidad Complutense.

For information, **Write or Fax** your request to: **Center for International Studies; 42-32 De Bruin Drive; P.O. Box 451; Fair Lawn, NJ 07410-0451**

Tel.: (201) 845-9744
FAX: (201) 368-0433

Well known for its reputation for excellence and as the largest Catholic university in the United States, **DePaul University** has been educating Chicago for over 100 years. At DePaul, you'll work in a collaborative environment that lives its values, supports diversity and encourages professional development.

Faculty Positions in Computer Science, Information Systems, and Telecommunications

Computer Science faculty are actively pursuing research in artificial intelligence, biomedical signal and image processing, computational complexity, computer vision, intelligent agents, distributed computing, databases, human computer interaction, foundations of programming languages, graphics, parallel and distributed algorithms, quantum computation, software engineering and software reliability.

Information Systems faculty are actively pursuing research in electronic commerce, technology supported learning, group support systems, collaborative systems design, and IT strategy.

Telecommunications faculty are actively pursuing research in performance analysis of data networks, techniques for providing differentiated quality of service to Internet applications, formal methods in protocol development, simulation tools for network education, and distributed multimedia systems.

DePaul University offers competitive salaries, best-in-class benefits including: life, medical (Blue Cross, Blue Shield), dental, retirement plan, generous vacation plan, and tuition assistance for yourself and dependents. Candidates should have a Ph.D. in a relevant field by the date of appointment.

To apply, complete the application form at http://www.cs.depaul.edu/facultyapp.html and send a curriculum vita, a research statement, a teaching statement and at least three letters of reference to: **Donna Max, Executive Assistant to the Dean, School of Computer Science, Telecommunications and Information Systems, DePaul University, 243 South Wabash Avenue, Chicago, IL 60604-2301. E-mail: faculty_search@cs.depaul.edu More information about CTI may be found at http://www.cs.depaul.edu** DePaul University is committed to diversity and equality in education and employment.

DEPAUL
UNIVERSITY

COLUMBIA UNIVERSITY

Director of Minority Affairs and Special Programs

The Graduate School of Arts and Sciences of Columbia University is seeking a Director of Minority Affairs and Special Programs who will be responsible for recruiting M.A. and Ph.D. applicants from members of minority groups, for networking with institutions that produce minority B.A.'s (particularly in the New York metropolitan area), for monitoring these applications, and for utilizing University resources designated for minorities. The goal of the Director will be to increase the School's recipients of M.A.'s and Ph.D.'s held by members of historically under-represented populations. In addition, the incumbent will administer minority fellowship programs within the Graduate School, including the Summer Minority Research Program and the Dean's Summer Minority Fellowship Program. This involves writing grant proposals and researching resources available to minority students, assisting the Director of Development in locating and soliciting donors for the programs, preparing brochures and announcements, collaborating with faculty, and program logistics. The Director of Minority Affairs and Special Programs serves as a contact and advocate for all minority students enrolled in GSAS.

Qualifications: Bachelor's degree or equivalent experience required. Graduate degree preferred. A minimum of four years' related experience required. Experience in academic administration in a graduate school setting preferred. Background in and demonstrated sensitivity to particular problems facing minority graduate students. Experience in demographic analysis and statistical presentation desired.

Send applications, including a curriculum vitae, to Eduardo R. Macagno, Dean, Graduate School of Arts and Sciences, Columbia University, 109 Low Memorial Library, Mail Code 4306, 535 West 116th Street, New York, NY 10027.

Columbia University is an affirmative action/equal opportunity employer.

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ENGAGEMENT OF LATINO STUDENTS

Luz Arcila is executive assistant to the vice president for student affairs at the University of South Florida.

The 15th annual *Status Report on Minorities in Higher Education* by Carter and Wilson (1997) offered interesting information on Hispanic enrollment. The number more than doubled between 1984 and 1995. And much of the growth took place at two-year colleges. One possible inference is that four-year institutions need to design programs, curricula, and strategies that attract and retain Latino students. A projected increase in potential Latino students suggests a need to establish model curricula and programs that embrace the historical experiences of these students. Additionally, universities should examine factors that engage students at the institution and help them move steadily toward graduation.

There is no question that campuses embracing a multicultural perspective examine variables associated with minority student academic satisfaction, performance, and desires to become involved in groups and extracurricular activities that nurture a sense of belonging. These variables include multicultural curricula and programs, minority faculty and staff hires, scholarships, grants, and more. But in some cases, institutions set admission policies and procedures that deter minority students.

For some Hispanic students, the most serious problems are not those they confront getting into college, but those they face once they get there. These range from lack of Spanish language use in school to the tensions inherent in finding their way in large, impersonal, fast-paced institutions.

Research has brought a better understanding of student behaviors in this context, but many in academia agree that developmental theories of Hispanic students have not been sufficiently examined. Theories have evolved from studies of majority students. Research about Latino students that focuses on their cultural backgrounds could be useful too for the development of projects, extracurricular activities, and specific curricula.

One theme surfacing in the literature is the cultural dissonance between schools and Latino students. The lack of synchronization between academic programs, college life, and students has a direct impact on their performance and academic achievement. Colleges across the U.S. grapple with low retention rates for Latinos. Relevant programs should be developed now. It is not prudent to wait for a large influx of Latino students before developing such programs.

Richard P. Durán (1983) focused his research on transition experiences of Latino college students and denoted dispassionately why so many Hispanics never go to college or, when they do go to college, why they invariably encounter difficulty. Durán points out that Hispanic high school seniors acknowledged that their part-time and at times nearly full-time job obligations took too much time away from studies. The greatest discrepancy between Hispanic and non-Hispanic seniors in Durán's research is the compatibility of students' home life with schooling. One-third of Hispanic seniors–at an academic level higher than that of non-Hispanic Whites–worry about financial problems, family obligations, a lack of a good place to study at home, and parental disinterest in their education. Durán further notes that high school guidance counselors often fail to explain the application and financial aid processes to students and families, resulting in many otherwise qualified Hispanic students failing to apply to college.

Most research studies on racial identity of minority students have been designed with African Americans as the central focus. Moreover, academic satisfaction and student involvement are quite complex. The university might have good intentions, but if its climate is perceived as hostile, retention can be affected. The identification of variables in the social, academic, and institutional support systems available to assist Hispanic students is critical to achievement and retention.

It is time for educators to engage in a dialogue with Latino constituents to accommodate a new student majority. Forging partnerships with families is extremely important to ensure that those students, their parents, and their siblings view the institution as an extension of their home. Replicating the Hispanic culture can take place through mentoring programs and by linking up with community-based organizations and governmental agencies, such as those providing vocational training to parents through the Job Training Partnership Act.

To effect a smooth transition from home to school, universities must insure that all activities from orientation to graduation include and reflect the community and the student body.

Finally, the mission and vision of the university should be examined to ensure that admission policies, programs, and curricula place the university as a solid alternative to two-year colleges for Hispanic students. The experiences of Latinos inside and outside the classroom can significantly influence their academic satisfaction, collegiate involvement, and desire to maintain their culture through use of the Spanish language while embracing elements of the dominant culture. Acceptance by peers, faculty, and staff, and inclusiveness of both the curriculum and of extracurricular programs are factors that influence Latino students and directly impact their academic satisfaction and collegiate involvement.

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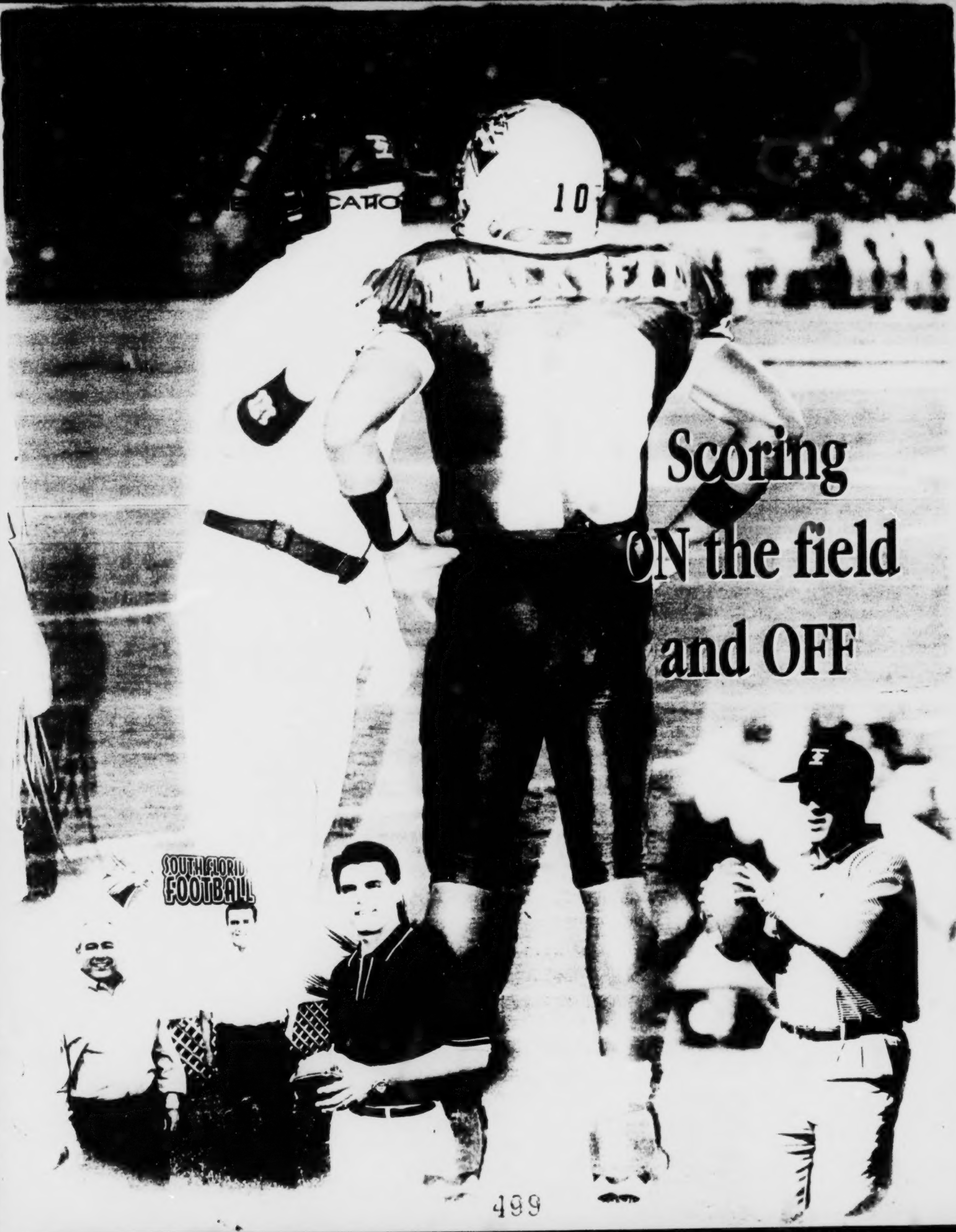
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SOUTH FLORIDA FOOTBALL

Scoring ON the field and OFF

Sport in Society Report Card **Profiles of UCLA Bruins** **NEBHE Report**

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LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**
The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652.

All correspondence should include author's full name, address, and phone number.

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A CAPITOL VIEW

Demographic Realities

BY GUSTAVO A. MELLANDER

Not surprising to any Hispanic educator, but certainly a foreign world to those who have yet to peer into tomorrow's reality, is the fact that there are going to be vast changes in the composition, number, and gender makeup of those seeking a college education in the years ahead.

The highly respected Western Interstate Commission for Higher Education has published an excellent study entitled *The Road to College: Educational Progress by Race and Ethnicity*. The title accurately reflects the content but not the laborious research that was clearly necessary to compile this study.

Findings

When the study was released in Washington, D.C., its principal author, Robin Etter Zuñiga, stated, "For the first time, officials can pinpoint the patterns of the increasingly multicultural student body and then make plans to better educate underserved–but increasingly significant–racial and ethnic groups."

The study, conveniently broken down among the states, projects the ethnic and racial composition of elementary and secondary school students as well as college students.

Futurists will not be surprised by the study's findings, which show that clearly one-third of all school children, including the college-age population, will be non-White or Hispanic by the beginning of the new century. Conversely, a decline is projected among the White non-Hispanic school-age population. All constituencies should be aware of these demographic changes, which will obviously pose significant challenges not only for higher education but for all Americans.

The study is unique because it examines the grade-by-grade progress of school-age children by racial and ethnic identification in every state. It also projects numbers of public high school graduates for such groups as African Americans, Native Americans, Asians, Pacific Islanders, Hispanics, and White non-Hispanics. Replete with charts, data, and useful statistics, its detailed state-by-state work sheets and projection tables are easy to read.

Key Highlights

Looking at 13 western states, Hispanics are the fastest growing racial/ethnic group, with graduates up almost 66 percent.

Population growth in the west is expected to push the number of high school graduates in that thirteen-state region ahead of the northeast region, making the west second only to the south in its number of high school graduates.

Non-Whites and Hispanics make up a majority of public high school graduates in California, Hawaii, Mississippi, New Mexico, and the District of Columbia. Some 40 percent of New Mexico's graduates are Latinos, and 12 percent are other non-Whites.

College Bound?

These are not fuzzy predictions. These youngsters are already in our schools. How well we serve them will impact the very fabric of America in the 21st century.

When most of us went to school, we were lucky if an interested teacher took us aside and spoke to us about our career options. In far too many cases, that advice and attention was usually granted only to superior and successful (read: upper-middle-class)students, the very group that, it could be argued, needed career guidance much less than the rest of us.

If you were Hispanic, in many cases, what few suggestions you received invariably pushed you towards a low-level vocational field. A Hispanic classmate, who ultimately became a college president, was encouraged to major in vocational education and seek a job in the trades.

More than ever before, pragmatic, student-specific career guidance is a legitimate need for all students. Bright ones, privileged ones, and then the rest of us. To paraphrase Abraham Lincoln–God must like common people–that's why He made so many of us.

The need to help students explore their many options emerged as part and parcel of the community college fabric. It was part of their founding philosophy. Further, the "open door" community college philosophy and their targeting of first-generation college students created an optimistic "can do" attitude among staff and students. Community college counselors' role as student advocates and promoters of student retention has a long, successful tradition and continues to grow.

Problems

But there is a down side. A California State University report (*Hispanics in Higher Education: A CSU Imperative*) states that 80 percent of the California Hispanic students who enter college enroll in community colleges. Unfortunately, an unacceptably high number of these students drop out, and even fewer transfer to baccalaureate institutions. That high attrition is a problem rarely highlighted in community college publicity.

Four-year colleges have recently become more interested in helping their students succeed. Some are motivated by altruistic reasons, and others, sad to note, have "seen the light" in direct correlation to their enrollment shortfalls. Students and their tuition are too important an element at most colleges to be ignored. For whatever reason, the "sink or swim" days might well be over.

With that as a given, many colleges have found that it is not enough to merely provide a Freshman Orientation week. There must be systematic follow-through to help Hispanics explore their aptitudes, attitudes, interests, and values. Once understood, they must then be related to potential occupational choices. This process, of course, then leads back to the selection of logical majors and a better sense of direction. And still later, more systematic follow-through is necessary.

Dr. Mellander is a professor at George Mason University.

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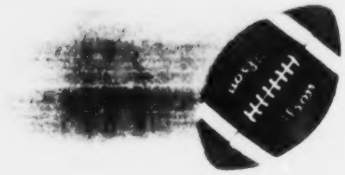


The *Trio* from *Rio*

USF's Latino Football Coaches

BY
TODD MARTINEZ-PADILLA SIMMONS

University of South Florida
USF

In the ranks of collegiate football, Hispanics are a rarity. Hispanic players make up only an estimated two percent of all players; the percentage of coaches is smaller than that.

So the fact that the University of South Florida has not one, not two, but three Hispanic football coaches is extraordinary. Add to that their key collective role in transforming USF from a university without a football program into a school making the quickest ascent ever into big-time Division I play, and you have something very special indeed.

"I'm grateful for the opportunity here–we all are. I realize how difficult it is to get into college coaching, period," says Receivers Coach/Recruiting Coordinator Frank Hernandez. Adds Special Teams Coach Renato Diaz, "I'd like to think that there's a higher purpose to us coming together."

Bulls fans might be inclined to agree. To understand why, one needs to look back to 1996, when university leaders and newly hired head Coach Jim Leavitt were working to get the recently approved football program on the field. USF had no special reputation as an athletics powerhouse and faced the prospect of years of Division I-AA play against little-known opponents while neighbors Florida, Florida State, and Miami all basked in the national spotlights so frequently shone on their teams.

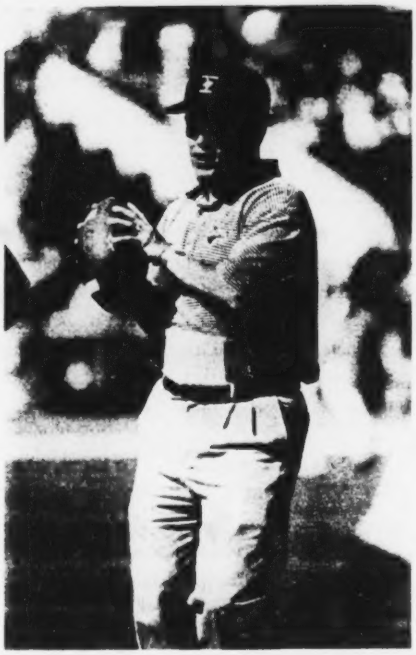
But Leavitt, a highly regarded defensive coordinator at Kansas State University, was determined to build an immediately competitive program. And for expert help, he looked right away to Mike "Chico" Canales, a bright young quarterbacks coach at the University of the Pacific, and Hernandez, an ambitious Texas high school coach whom Leavitt had known as a player at Kansas State.

"When I found out Chico had been hired, I thought he might be Hispanic, so I called him and asked him how he spelled his last name," said Hernandez. "When he

> ***"We want to start a national Hispanic coaches association–something that will help us continue the growth of American football among Hispanic Americans," says Hernandez.***

SOUTH FLORIDA
FOOTBALL

From l. to r.: Renato Diaz, special teams coach; Frank Hernandez, receivers coach/recruiting coordinator; Mike "Chico" Canales, USF offensive coordinator



told me, I was like, 'All right, man! This is great!'"

Once in Tampa, they met Diaz, whose route to college coaching was far different from theirs. Born in Cuba and raised in Miami, Diaz was a rabid football fan and a two-year starter for Miami Senior High in the late 1970s. His playing days behind him, he enrolled in USF and graduated in 1983 with a geology degree, subsequently working for both the U.S. Geological Service and Texaco.

But after a decade in the field, he took some time "to do a little soul searching." Coaching, not geology, was his passion, he decided. And he began writing and calling the new coach at his alma mater, Leavitt, anxiously looking for a way to turn his passion into employment.

Impressed by Diaz' knowledge of the game and his enthusiastic eagerness to be involved, even as a volunteer, Leavitt hired him as an administrative assistant with limited coaching and recruiting duties.

Well aware of how uncommon their situation was as three Hispanic coaches on the same squad, Diaz, Canales, and Hernandez gave themselves a nickname that is part reference to their Latin heritage and part a celebration of the area in Texas to which each has some family connection: The Trio from Rio.

Ambition and Opportunity

As Diaz, Hernandez, and Canales worked with Leavitt and the rest of the Bulls staff to prepare for the program's Sept. 6, 1997 kickoff, excitement built. The Tampa Bay area hadn't seen college football played locally since the University of Tampa abandoned its program in the 1970s. Season tickets began to fly out of the box office–5,000, 10,000, 15,000, and up. Before the Bulls ever took the field, they had set a national Division I-AA record by selling more than 20,000 season passes.

The program's debut lived up to the hype–an 80-3 blowout over Kentucky Wesleyan before 50,000 fans at Tampa Stadium. The Bulls finished that first season a respectable 5-6 and improved to 8-3 the following year. Through eight games this year, they were 6-3, nationally ranked, and still vying for a playoff berth.

"We've had an amazing record. This has been an experience we'll be able to look back on for many years to come," says Hernandez.

Even more important is the fact that Conference USA will admit the Bulls as a football school (USF is already a league participant in most other sports) beginning in 2003; USF will move to Division I in 2001. Those two actions will represent the fastest ascent to Division I and to a major sports conference that any program has ever achieved. In preparation, the Bulls scheduled their first Division I opponent this season–San Diego State, to whom USF lost 41-12–and have scheduled Kentucky and Baylor for next year.

All of that will bring unprecedented attention not only to USF and the team, but to the Trio from Rio as well. They have ambitious plans for how they might use the spotlight for both cultural and educational purposes. "We want to start a national Hispanic coaches association–something that will help us continue the growth of American football among Hispanic Americans," says Hernandez. "We want to educate people about the game and help raise its profile in the Hispanic community....Only about five percent of players at the collegiate level are Hispanic, even though there are already a lot of Hispanic people playing American football."

Adds Diaz, "When you think of baseball, you think of Dominicans and Cubans. When you think of soccer, you think of Latin Americans and maybe Argentineans or Spaniards. But when you think of football, you don't really think of Hispanics. There are very few cultural roots there."

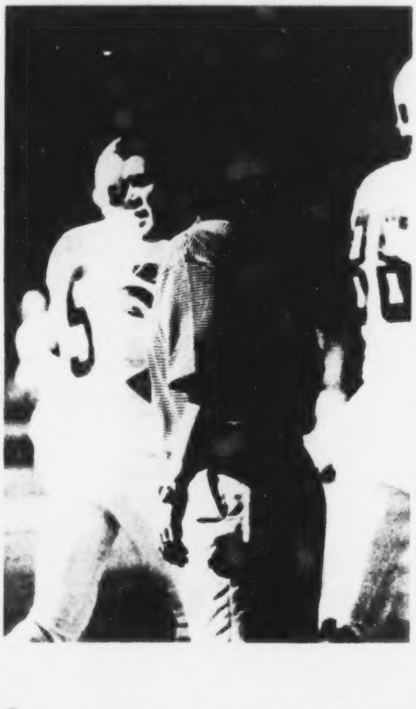
All three coaches consider themselves unusual in that they had considerable exposure to football as boys as opposed to soccer, a more traditional Hispanic sport. Canales learned the game at an early age on military bases from California to Japan, where his father was stationed. Though his father was born in Mexico and his mother's parents are both from there, Chico, as he prefers to be called, was strongly encouraged to play football and baseball, as the other boys on the bases did. "Dad had a real love for football from his military experience," explains Canales.

He showed an immediate aptitude for the

game, and by the time his father had retired and moved the family to Palm Springs, Calif., he was a standout young quarterback for the local high school team (his idol at the time: New England Patriots Quarterback Jim Plunkett, also Hispanic). Canales' hard work and athleticism paid off with a full scholarship to Utah State University, where he moved up from seventh on the quarterback depth chart to become a three-year starter.

He quickly moved on to Brigham Young, where he earned a master's degree in physical education and worked with the football team's quarterbacks, receivers, and defensive backs for three seasons. A seven-year stint at Snow College followed, with Canales producing four junior college All-American quarterbacks, and then a one-year stop at the University of the Pacific, where he was quarterback and kicking coach in 1995. Leavitt picked him up from there.

Few Hispanics at the collegiate level get the kind of support that enabled Canales to become successful, experts say. The *1998 Racial Report Card* on intercollegiate athletics (created by researchers at Northeastern University's Center for the Study of Sport in Society) found that "college sports had the smallest percentage [compared to major professional sports] of people of color among head coaches, athletic directors...senior administrators and administrators in general." The report graded college sports an "F" in this area.



The study showed that according to NCAA data, fewer than 2.1 percent of head coaches of men's Division I teams in 1997-98 were Hispanic. And in that report, Hispanics were lumped into an "other minorities" category. In the previous year's report, which included a Hispanic-specific breakdown, the percentage of men's Division I teams led by Hispanics was zero.

Among football teams, Hispanic assistant coaches represented less than 1.9 percent of the total in 1997-98; Hispanics were less than 2.1 percent of male college athletics administrators and less than 1.1 percent of female administrators, the report showed. Hispanic male athletes meanwhile made up 3.1 percent of all male college athletes in 1996-97 and 2.8 percent of women athletes. Both numbers are on the rise, each having grown by more than half a percentage point over the previous five years.

NCAA Executive Director Cedric Dempsey expressed concern last year that minority coaches face a dearth of opportunities.

"When you're talking tennis, golf, swimming, and other sports where there are poor percentages of minority participation, [this] is a reflection of the fact that in our society, we don't provide a lot of good programs at the secondary level, so we don't see high participation rates for those sports," he said in a statement in the 1997 report. "But it's inexcusable in sports like baseball, football, and track, where we have high participation numbers of minorities, not to have more minority coaches."

Canales, Hernandez, and Diaz are always on the lookout for more Hispanic counterparts across the field and at NCAA meetings. "We've had opportunities to mingle and interact with others on the national level," says Hernandez, as he and the others rattle off names of Hispanic coaches at Wisconsin, Stephen F. Austin, and a handful of other schools.

Those opportunities have assured the men that there is much more that can be done. Canales proposes organizing a Hispanic caucus at the 2001 NCAA convention, while Hernandez envisions the possibilities of creating educational resources such as special camps for Hispanic football players.

"Part of my passion for football is being able to pass on this game to Hispanic youngsters, especially those who didn't realize they had an opportunity in this game," says Diaz. "Some athletes and coaches complain about the responsibility of being a role model. Not me. I cherish that responsibility. I want to be a role model."

Adds Canales, "There's a place here for Hispanic kids. And there's a huge responsibility for us to give back."

Anyone interested in joining Canales, Hernandez, and Diaz in their efforts to form a Hispanic coaches association or caucus may contact them through the USF Office of Intercollegiate Athletics at (813) 974-2125.

Todd Martinez-Padilla Simmons is director of media relations for USF and an award-winning journalist.

Sport in Society: 10th Annual Racial and Gender Report Card

Center at Northeastern University Widens Scope

BY ED BRENNEN

"For professional off-the-field positions in both college and pro sports, the growth of opportunities for women continued to exceed those for people of color by significant numbers."

RICHARD E. LAPCHICK,
DIRECTOR, SPORT IN SOCIETY

Northeastern University's Center for the Study of Sport in Society issues an annual report analyzing the diversity of players, coaches, and key administrators–at both the professional and college levels.

For nine years, the report was known simply as the *Racial Report Card*, but the name and mission expanded in this year's 10th edition to become the *Racial and Gender Report Card*.

Jose Masso, senior associate director of Sport in Society, says that given the evolving face of athletics in America today, widening the scope of this one-of-a-kind report was inevitable. "When we spoke of the racial report card 10 years ago, when you looked at the world of sports, it was male-dominated and Black and White–period," Masso said from the Sport in Society's Boston office in early October, two months after the report was released. "You looked on the field or the court and it was men–White men and Black men. That was 10 years ago. In quick fashion over the last 10 years, the panorama has changed. On the racial side, it's no longer Black and White. Now it's international, it's global, led by the influx of Latinos in the world of professional sports–soccer and baseball in particular.

"But when you look at sports in general over the last 10 years, with Title IX, you now have the gender issue. Sports are no longer simply Black and White. They're no longer male. It's now also women at all levels–high school, college, and professional."

And given the impact of Title IX, the section of the 1972 Federal Education Amendments requiring that "no person in the United States shall, on the basis of sex...be subjected to discrimination under any education program or activity receiving federal financial assistance," what did the *1999 Racial and Gender Report Card* have to say about the status of women in sports today?

Well, the results were mixed. At the collegiate level, things were just average overall with a "C" grade being given. On the playing field, 39 percent of all student-athletes were female in 1997, an all-time high good for a "B-" grade. The NCAA's own headquarters reflected the most gender diversity, with a 49-percent female professional staff in 1998–a number down, however, from 54 percent in 1997.

In the college head coaching ranks, 44 percent of all Division I women's teams were coached by women in 1997-98, up slightly from two years prior. At the Division II level, that figure was 38 percent, while at Division III, it was 48 percent.

What weighed the overall grade down, however, was the fact that only 8.2 percent of all Division I college athletic director positions were held by women in 1997-98, although this was up slightly from the 7.5 percent two years earlier.

When looking at the professional sports ranks, the *1998 Racial and Gender Report Card* also widened its scope this year by including comparative data for the first time from the National Hockey League, Major League Soccer, and the two women's basketball leagues–the Women's National Basketball Association and the now-defunct American Basketball League–in addition to the previously studied National Football League, National Basketball Association, and Major League Baseball.

In the league offices, the NBA, NHL, MLS, and WNBA reflected the most overall gender diversity. In the WNBA, 69 percent of the professional staff was women, while the NBA (45 percent), NHL (41 percent), and MLS (47 percent) all fared better than Major League Baseball (34 percent) and the NFL (26 percent).

In terms of the teams' senior administration, the NBA led the way with a 41 percent female composition (up from 31 percent in 1997), followed by the NHL (33 percent), NFL (27 percent), and MLS (22 percent). Sufficient data were not provided by Major League Baseball to determine a comparative statistic.

Sport in Society Director Richard E. Lapchick, who authored the report along with Research Director Kevin J. Matthews, points out that when compared to the grades given for race, particularly at the college level, women are faring better when it comes to the number of available opportunities.

"A major finding of the 1999 report was that for professional off-the-field positions in both college and pro sports, the growth of opportunities for women continued to exceed those for people of color by significant numbers," Lapchick wrote in his analysis of the findings. "However, in spite of important gains, women and people of color are underrepresented, aside from the NBA, in senior management. This is especially true for Latinos."

Masso, a former sports agent who specialized in Latino players, took particular interest in the fact that in 1998 the percentage of Major League Baseball players who were Latino reached an all-time high of 25 percent. Yet in the management ranks, that percentage dropped dramatically.

"You would imagine that if there is a growth of Latino players on the field, there would be a similar growth as far as coaching and front office personnel," Masso said. "But that's where Major League Baseball still needs to grow, because here we are going into the millennium, and we have two assistant GMs in baseball....So it doesn't go hand in hand. The growth happens on the field but not necessarily on the front office side. You have 25 percent Latino players, but the number of managers is one–Felipe Alou with the Montreal Expos. In '97-'98, eight percent of coaches were Latino. Eight percent of the total pie. Sixteen total bodies."

Jose Masso, senior associate director

In Major League Soccer, meanwhile, Latino players comprised 21 percent of the team rosters, by far the second-strongest sport (the WNBA had 3 percent Latino players, while the NBA and NFL each had less than one percent). But while there was only one Latino manager among the 30 teams in baseball, there were four among just the 12 teams in the MLS. Including assistant coaches, 29 percent of the people dealing with X's and O's were Latino.

"That makes sense for a couple of reasons," Masso said. "Soccer, from the very beginning, was looking south or to Europe for the expertise on the field and off the field. Why? Because soccer is not really a U.S. product, if you will. Baseball is a U.S. product, so baseball's move to become international is only a result of the need for players to be representative of those countries. It's sort of like a yin-yang. 'Yes, we'll have more players, but that doesn't mean we'll reflect that in the front office or bench.' Whereas soccer recognized right from the beginning that they were not the experts, if you will....They have to find the players and the coaches, the technicians who know the game, who have the capacity to put it together. That is the specific reason why you find more of an eclectic group in soccer."

When looking at Hispanics at the collegiate level, however, the numbers were far from eclectic. According to the study, six percent of college students are Latino, while 2.9 percent of college student-athletes are Latino. In comparison, 10 percent of college students are African American, while 23.4 percent of student-athletes are African American.

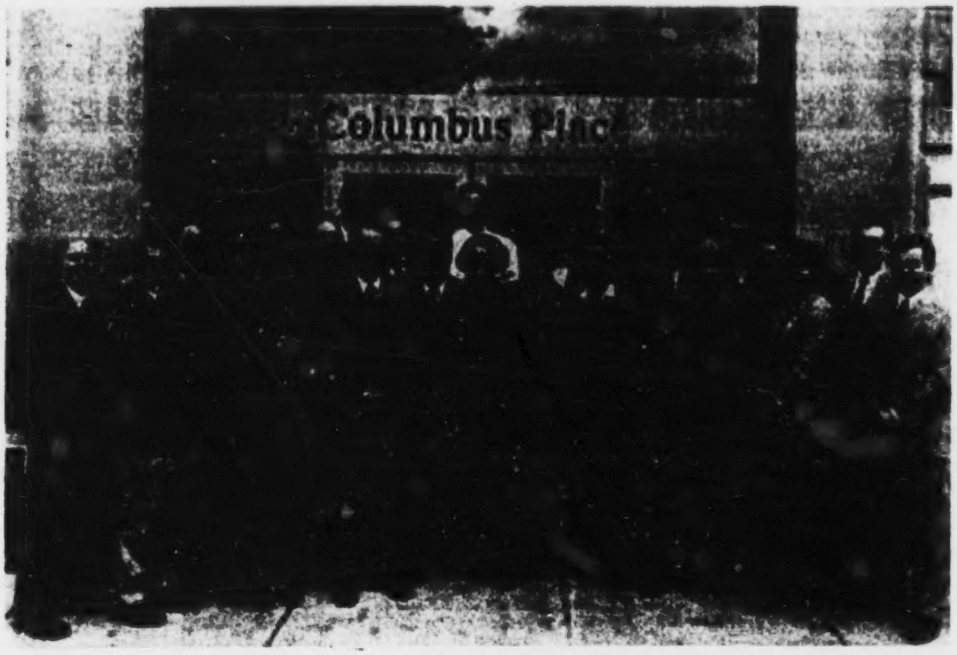
"Colleges have a way to go...a way to go," said Masso, who added that the number of Latino coaches at the college level was below even the athletic participation rate. "The

1998 Racial and Gender Report Card

Northeastern University's Center for the Study of Sport in Society

Select Professional League Grades:

Hiring Practices	NBA		NFL		MLB	
	Grade	%Min.	Grade	%Min.	Grade	%Min.
Commissioner/League Office						
Race	A-/B+	22%	B+	21%	B+	21%
Gender	B+	45%	D	26%	C-	34%
Head Coach/Manager						
Race	B+	17%	C+	10%	B	13%
Principal-in-charge						
Race	A	24%	B	13%	F	0%
Senior Administration						
Race	B	14%	B	12%	N/A	
Gender	B	41%	D-	27%		
Player Opportunities	A+	77%	A+	65%	A	41%
Overall Grades:						
Race	A-		B+		B	
Gender	B		D+		•	



Center for Sport in Society staff at Northeastern University office in Boston

number of Latino athletes is still very small compared to the Black players, and therefore the number of coaches in those ranks is still very small."

In addition, there were only two Latino athletic directors at the Division I level in 1997-98–Rudy Davalos at New Mexico University and Dan Guerero. Masso said that this likely leads to a trickle-down effect on the playing field and sidelines.

"I think part of it has to do with the decision-making power of hiring athletic directors," he said, "in a sense of, 'Will I be able to hire a Latino who will be coaching at a college level, and what sport will they be coaching?' Soccer would be the one they'd be thinking off, maybe baseball, maybe football."

Beyond the hiring practices at the college level, Masso said that improvement will come about if high schools do a better job of nurturing the young Latino student-athlete.

"Let's face it. The same way that the Latino athlete has been basically tracked to see their sports as a being a way for them to make it professionally, very few high schools move student-athletes who are Latinos to think about themselves as having the ability to take the next step, which is college. Junior college maybe, but not Division I college," Masso said. "So until there's a mindset that says Latino student-athletes at the high school level will be given the same type of attention as an African American or White student-athlete with regards [to seeing] college as being an option, you're always going to see that small percentage.

"We have to re-examine that system, because high school is the farm system for the colleges," Masso added. "Until the powers that be in the school systems–meaning the high school athletic director, the high school counselor, the high school senior advisor–until they start embracing the young Latino as having the potential to go on to college, we will always see them being profiled as, 'Well, he's a good kid. He's one of our best athletes. He's a great kid. What's the future for him? Well, he's going to do all right. Is he going to college? Well, he doesn't really have the GPA; he doesn't have the SATs....It's based on expectations. If that's the expectation you have of a person, you're not going to push them to excel. A lot of these student-athletes have been able to excel because of the expectations set by them."

As with any grading system, the Center for Sport in Society's *1998 Racial and Gender Report Card* is simply a marker documenting the past, a "snapshot in time," as Masso says. It cannot effect change on its own, and how the college and professional sports worlds react to their grades is up to them. The Center has created a program called Sports CAP, which is designed to provide women and people of color with improved access to the sporting industry, ranging from internships to high-level management, as well as legal and medical positions.

"We try to work with those organizations in any of the areas that they are deficient in or need some help on, in particular in the areas of identifying candidates for positions within their organization," Masso said.

He hopes that the *Report Card*, which can be downloaded from the Web site <www.sportinsociety.org>, will motivate the institutions to work toward those ends.

"The greatest part of what the *Report Card* shows us is where there's opportunity. It shows where there's a way that you can start looking five years down the road and put together a plan of action that says, OK, within five years, this is what our student body is going to look like. This is what we hope our athletic community will look like. So if that's the case, let's start identifying people in these areas who will be able to work with our student-athletes. Coaches, support services, etc., etc.

"The question is," Masso added, "Do you want to do a good job with regards to the expectations that people have of your institution? And if you do, then you're going to be sensitive and open to making changes within your organizations that reflect the changes that are happening out in the world. And that's just common sense."

Omar Minaya Climbs Front Office Ladder

Many Succeed On the Field but Few Off

BY GARY M. STERN

From Sammy Sosa, Juan Gonzalez, Bernie Williams, and Ivan Rodriguez to "El Duque" Orlando Hernandez, Hispanics are prospering as major league players. But there's one area of baseball where Hispanics have not thrived–the front office. While a handful of Latinos have made manager, such as Felipe Alou of the Montreal Expos, no general manager of a baseball team has ever been Latino. The highest-ranking Hispanic baseball executive of any major league team is Omar Minaya, senior assistant general manager with the New York Mets.

Minaya's eye for talent emerged in the early 1980s when he scouted 16-year-old Sammy Sosa playing baseball in the Dominican Republic and signed him for a modest $3,500 for the Texas Rangers.

Minaya's rise from minor league baseball player, minor league coach, interim manager, international scout, director of scouting to assistant general manager proves that Latinos can achieve as baseball executives. But Minaya acknowledges that Latinos often get "pigeonholed" as international scouts, using their Spanish-speaking skills and knowledge of Latin America to sign high school players.

"Latinos become specialists in international scouting and are not allowed to go beyond that role," he said. In order to succeed in the executive suite as they do on the ballfield, Latinos require "opportunities in the lower ranks," Minaya said. Due to publicity about the lack of entry-level jobs for Latinos, Minaya senses that doors will be opening for Hispanics in baseball management.

The Northeastern University's Center on the Study of Sport in Society issues a *Racial Report Card* every year on major sports and noted how few Latinos hold executive positions. Its 1997 *Racial Report Card* showed that while 24 percent of all major league players were Hispanic, only nine percent of baseball officials were Hispanic. Richard Lapchick, the Center's director, attributed the dearth of Latino execs on baseball teams to either "racism or the old boys' network" feeding front office positions. "There's a consciousness now in baseball that says, 'We've blown it. We haven't taken a look at talented people from the Latino community who can play a role in the front office,'" Lapchick said.

Soccer has been the most ambitious professional sport in making a concerted effort to recruit Latinos into its front office, and basketball has begun to make inroads. "In the past, the consciousness has been largely White or Black, but it's about different kinds of people making it–including international people," he said. But what pressured baseball to make an effort to hire Blacks, Lapchick noted, was "people protesting, constantly getting figures out, and good leadership from the commissioner." It will take the same pressure to influence baseball leadership to hire more Latinos, he suggested.

Minaya made it in baseball management on his own initiative. Born in the Dominican Republic, 40-year-old Minaya moved to New York City at age eight in 1967. He was an all-city catcher at Newtown High School in Queens, New York, who was drafted on the 14th round by the Oakland Athletics. He signed in 1978 for $14,500, using his bonus to help his parents retire in their native Dominican Republic. Though his dream was to reach the major leagues, he batted .220 his first year and was released by Oakland and signed by the Seattle Mariners. After playing for minor league teams in Bend, Oregon, and Wausau, Wisconsin, Minaya looked at himself in the mirror after Seattle released him in 1980. "I realized that I wasn't able to compete on that level. When you're young and have a dream to play, reality does start kicking in. I wasn't performing as well as others," he admits.

After playing two years in a professional baseball league in Italy in the early 1980s, Minaya returned to the states and was interviewed by Sandy Johnson, the Texas Rangers director of scouting, for a scouting position. Minaya impressed him with his enthusiasm and knowledge of baseball and was hired in 1985 at age 26. He started out as international scout, specializing in his native Dominican Republic. On a dirt field in Puerto Plata, a small town, he first spied Sosa, who impressed him because of "his strength to hit a ball, his great desire to succeed, his good arm–and he was lean. With proper nutrition, he would gain strength and hit more home runs," said Minaya. But he never envisioned that Sosa would grow so strong that he would hit 66 home runs in 1999, making him the second-greatest home-run hitter in baseball history behind Mark McGwire.

Sandy Johnson became Minaya's mentor. "Johnson taught me the business. I learned to identify what to look for in a baseball player, learned how to sign players and how to bring them along. I learned how to sign a player to a minor league contract, send him to double-A ball, and develop him," asserted Minaya. To assess baseball talent, Minaya evaluated a player's bat speed, body control, balance, and athleticism. He studied not only a player's current skills but considered his potential to become a major leaguer several years down the road.

Minaya, said Johnson from Phoenix, Arizona, the Arizona Diamondbacks' assistant general manager, "had tremendous people skills. People respond to him in a positive way." Johnson sent him to the Dominican Republic "to test him, to see how serious he was and how badly he wanted to make it in baseball. He started on almost no money and had to overcome many obstacles. He learned his craft," he said.

As coach of the Gulf Coast Rangers, Texas' lowest-level minor league team, in 1985, Minaya coached a very talented group of 16- to 18-year-olds including Juan Gonzalez, Sammy Sosa, Dean Palmer, and Kevin Brown, a 21-year-old pitcher signed out of college. Every one of them would star in the major leagues, including Brown, who signed an eight-year, 100 million dollar contract with the Los Angles Dodgers last year. Minaya groomed and developed players on and off the field.

"When players came from foreign countries, we were interested in nurturing them, helping them make the transition to the U.S. We would take them to a supermarket, help them to shop, teach them American etiquette," said Minaya.

In 1986, Minaya was named interim manager of the Gulf Coast Rangers when its manager was forced to take time off and recuperate from a knee operation. Winning was not everything in the minor leagues. What was most important was developing players' skills and preparing them to become a major leaguer. If a manager was winning, but his players were stagnating and not expanding their skills and learning the fundamentals, the manager was not doing the job. "I was learning leadership skills," Minaya said.

"In 15 years, I've gone through all the levels that you can go through. That has been my road to get me where I am today."

OMAR MINAYA

He returned to scouting in 1986 and became the Texas Rangers' Latin American scouting coordinator in 1987. Gradually, Minaya was climbing the executive ranks, expanding his skills at every new position. Besides Sandy Johnson, he worked closely with Texas General Manager Tom Grieve and Doug Melvin, the current Texas general manager. Promoted to director of professional and international scouting in 1995, he helped the Texas Rangers trade for John Burkett and Ken Hill, and sign Kevin Elster, a former Mets whose career appeared to have ended after knee surgery. "We had good reports on Kevin, that he had good hands, and his batting skills were returning," said Minaya, who helped negotiate his contract. Texas won the American League West pennant in 1996, and Melvin and Minaya were credited with signing the talent that contributed to the team's success.

Minaya moved up the executive ranks because "I was able to work in all facets of the game. I started out as an area scout, coached in the minor leagues, moved up the ranks as supervisor and director of scouting, both international and for professional scouting dealing with major league trades. In 15 years, I've gone through all the levels that you can go through. That has been my road to get me where I am today," he said.

In 1997, New York Mets General Manager Steve Phillips hired Omar Minaya as the Mets' assistant general manager because of his experience developing and evaluating players. Choosing which players to keep and which to trade is "like putting together a portfolio of financial stocks. You have to know which stocks to hold and which to sell," Minaya said. His key responsibilities as assistant general manager involve signing players to contracts, which in this day of $100 million contracts is a major skill. But Minaya is involved in all areas of running the New York Mets, including developing players, evaluating them, helping with the annual baseball drafts, overseeing international scouting, and, when Phillips is on assignment, conferring with umpires during a rain delay about whether a game should be played or delayed. During the off-season, Minaya helped the Mets sign Robin Ventura, their free-agent third baseman, and Ricky Henderson, the best lead-off hitter in baseball history, and he helped with the trading of Todd Hundley in a three-player deal for Armando Benitez, the relief pitcher, and Roger Cedeno, a talented young outfielder.

What advice would Minaya offer a young Latino who wanted to enter baseball's executive office? "Take the first job available in baseball operations," he said. The key is gaining experience. Most general managers, he said, are former players or director of scouting or player development who move up the front-office ranks. "You have to be in baseball operations. You need hands-on experience," said the highest-ranking Latino in baseball.

But a sports management degree helps open doors, said Anthony Missere, associate professor/director of the sports management program at St. John's University in Flushing, Queens. Their four-year sports management undergraduate program includes 72 credits of core requirements and 36 credits in professional preparation, including the business of sports, baseball operations, public relations, sports marketing, and sportswriting. "There's a marriage between experience and education, the two keys to success," noted Missere. Richard Lapchick added that there are two routes to success in sports management: one is through graduating from a degree program, and the other is "learning your trade by doing it." Graduates of St. John's sports management program include Hispanic George Moriera, who is Major League Baseball's administrator for Latin America; Roy Krasik, director of operations for Major League Baseball; and Lou E'ermilo, vice president of media for Fox Sports.

Though Minaya has ascended the baseball ladder to become the highest-ranking Latino official, he has one dream remaining: to be a baseball general manager. "He's on the verge. Now all he needs is someone willing to take a chance on him," declared Sandy Johnson.

Frozena Jerro, Winning Basketball Coach

CALIFORNIA STATE UNIVERSITY
NORTHRIDGE

BY ED BRENNEN

"We're comfortable around her. She's always high-spirited and positive, showing us how to be better people as well as better basketball players," Curry said of Jerro in a school magazine article at season's end.

The first official practice of the season was still a good two weeks down the road, but already the basketball juices were coursing through Frozena Jerro's veins.

Not that they ever really stop for someone like Jerro, whose life has been guided by the game ever since she first started playing competitively back in the eighth grade. As a young basketball player growing up in San Francisco, there was no off-season when it came to working on her free throws or perfecting her cross-over dribble.

But now, as an NCAA Division I women's head coach at California State University-Northridge, Jerro's commitment to the game has reached a whole new level. The team's season might come to an end with the madness of March, but for coaches like Jerro, the work never ends. Not with so much recruiting and signing and preparation to attend to during the spring, summer, and fall months.

So with two weeks still to go before her second season at the Matadors' helm officially began, Jerro's mind was already cluttered with X's and O's.

"We're going through our pre-season workouts now, and we start practice on Oct. 16, so we're excited and anxiously awaiting that," said Jerro. "The team is looking good....The kids we have in right now are looking good, and we're ready to roll."

If only Jerro could have been so optimistic heading into her first season as head coach at Cal State-Northridge.

The same time a year ago, in 1998, Jerro was a returning assistant coach for the Matadors, having worked for one year alongside then-Head Coach Michael Abraham. Cal State-Northhbridge had finished an even .500 the season before at 14-14, and it returned with a sophomore-laden line-up eager to improve on that mark. But just as the Matadors were set to tip off their 1998-99 season, disaster struck. Abraham abruptly resigned as head coach after an arrest on drug charges.

Frozena Jerro, NCAA Division I women's head coach at CSU-Northridge

It was November, and the young team was without a leader. With the regular season looming, the players were allowed to chose their own interim coach. They tabbed Jerro.

"Life is full of surprises, and you just have to kind of be ready for them as they present themselves, good and bad," Jerro said of the unfortunate set of circumstances that led to her being named the Matadors' head coach. "You can never really count those types of things out."

But to have such a bizarre turn of events befall such a young team, surely you could count the Matadors out. Couldn't you?

"It was pretty much expected that after something like that, a team would probably fall apart and not be able to do a whole lot," recalled Jerro, "and they were really determined to make sure that didn't happen. They were talented, and while we lost a huge piece of our puzzle, they wanted to let everybody know they could still get it done....We just had some fighters."

And if the team needed something to focus on, it always had hoops.

"We were just basically concentrating on playing some good basketball," Jerro said. "We didn't change a whole lot system-wise. We stayed with the same sets and all that stuff. It was just more of trying to make sure mentally that we were where we needed to be to play some good basketball, because that was obviously a huge distraction for us."

Even before Jerro assumed the head coaching duties, the Matadors expected to be an improved team within their conference–the Big Sky. "I think we were picked to come in third in the conference, which is a huge step up from where we were in the past," said Jerro, who had no seniors on last year's squad. "Talent-wise, we knew we could compete. It would just be a matter if we could build the chemistry and get that experience, because we were a young team with eight sophomores....This time last year, we thought we'd be maybe a year away."

It turns out Cal State-Northridge was much closer than that. Despite the upheaval, the Matadors went on to finish 21-8 overall last season, capturing their first-ever Big Sky Conference championship and advancing to the NCAA Division I Women's Basketball Tournament for the first time in school history.

The dream season finally ended when the 15th-seeded Matadors lost to second-seeded Colorado State in the first round of the NCAA tournament, 86-70, but that loss could hardly spoil all that the team had achieved. The 21 wins were a school record, as was the team's .724 winning percentage. Jerro also became the first Matador women's basketball head coach to win 20 or more games in her first season.

While Jerro had confidence in her young team even before she became head coach, she could see the team's confidence growing in itself around mid-season.

"Once we got to conference time, particularly the second half of our conference, once we'd gone through and seen everybody and how we matched up, we were pretty confident we had a shot of getting it done," said Jerro.

On the court, the Matadors were led last season by 5-foot-5 sophomore point guard Edneisha Curry. The team's most valuable player both as a first-year student and as a sophomore, Curry led the Matadors in scoring last season with 18.4 points per game, good for second in the conference. Curry then lit up the competition in the Big Sky Tournament, scoring a total of 47 points in a pair of wins to earn tourney MVP honors.

"She's probably the focal point of our team," said Jerro, who added that it took more than just basketball skills for her team to succeed last season. "As well as they were talented, the mental toughness that they showed throughout the year probably contributed to most of our success....We just had a good group of very, very competitive and tough kids who didn't really want to allow anything to become an excuse."

That the Cal State-Northridge players chose Jerro as their head coach, despite her having been an assistant coach there for only one season, shouldn't come as a surprise. A 1993 graduate of Arizona State University, Jerro wasn't too far removed from being a teammate with her players.

Team and trophy

"We're comfortable around her. She's always high-spirited and positive, showing us how to be better people as well as better basketball players," Curry said of Jerro in a school magazine article at season's end. "You can always go to her and feel comfortable talking to her about anything."

Which is exactly the kind of interaction Jerro had hoped to have with her players.

"I just like the interaction with the kids," Jerro said of coaching. "I love basketball–I love playing it, and I love teaching it."

As a youngster, Jerro learned the game by going to the park and playing pick-up games with the guys. By the time she graduated from Cathedral High School in 1988, she was a four-time all-conference basketball selection.

After high school, Jerro went on to Saint Mary's College in Moraga, Calif. As a first-year student, she led the team and the West Coast Conference in steals with 100 en route to all-league honorable mention status. Jerro lettered in both her first and sophomore seasons, helping the Gaels to a 40-16 record during that time.

But heading into her junior year, Jerro decided to transfer to Arizona State. She went on to win two more letters with the Sun Devils, averaging 6.4 points and 3.3 rebounds per game during the 1991-92 and 1992-93 seasons. A two-time captain at ASU, Jerro appeared in 47 games, starting in 33.

In 1991, Jerro represented the U.S. on the women's basketball West Team at the 1991 Olympic Festival. She was later named to the PAC-10 All-Star Team, which toured through Europe during the summer of 1992. "Basketball has been such a great vehicle for me in terms of getting an education, for traveling and seeing parts of the world that otherwise I probably wouldn't have had an opportunity to see," Jerro said. "I just like to see other young people experience that."

After graduating from ASU with a degree in marketing in 1993, Jerro contemplated heading back overseas to play professionally. But after suffering a broken elbow during her senior season with the Sun Devils, Jerro thought twice about leaving the country, wondering how she might cope with another such setback so far away from home.

Instead, at the advice of her college coach, Jerro turned to coaching. She headed to the University of Houston, where she worked as a graduate assistant coach for two seasons. After two years in Houston, Jerro decided to return home to San Francisco, where she landed her first head coaching job–at the local junior high school. It wasn't glamorous, but it was basketball. And by 1997, she was back in the college ranks after being offered the assistant's job at Cal State-Northridge.

"If kids play any sport, not just basketball, they'll develop characteristics that they'll be able to use later in life–leadership, teamwork, competitiveness, and all that stuff," Jerro said. "So I wanted to help young people, women in particular, to gain that advantage through a game that I love."

The first official practice of the season was still a good two weeks down the road, but already the love of the game had a hold of Jerro.

The Matadors still had plenty of tough questions to answer heading into the 1999-2000 season, but now those questions pertained strictly to what was happening on the court, not what was swirling all around them, beyond their control.

Now the questions weren't "How will the team deal with the resignation of the coach?" or "How will Coach Jerro ever be able to get the young team to focus?" Now the questions were "Can the Matadors come close to matching last winter's brilliance?" and "Can they make it all the way back to the NCAA Division I tournament?"

They were questions Jerro and the Matadors couldn't wait to answer.

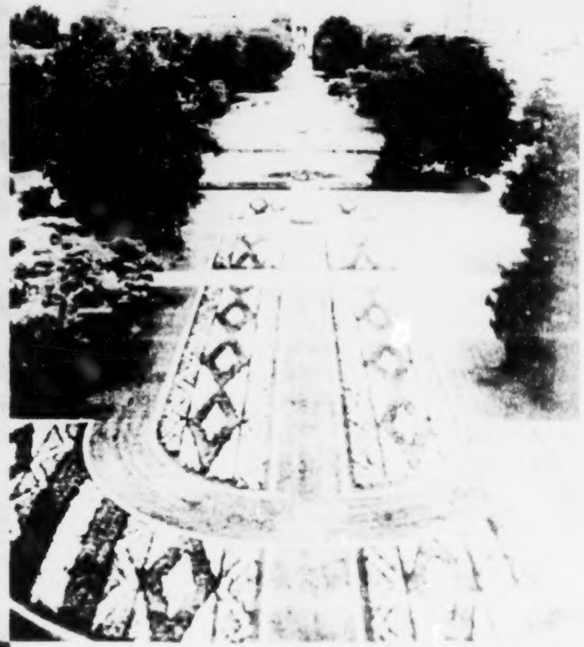
The Honor Roll

University of Oklahoma

Rapidly Becoming a Pacesetter

BY ROGER DEITZ

David L. Boren has served as president of The University of Oklahoma since 1994. Boren, 13th to lead the institution, tells *The Hispanic Outlook*, "The university is truly a great [institution], rapidly becoming a pacesetter for public higher education." He also notes, "We must no longer keep it a secret! It's time for us to let others know about the strengths of our university and our determination to make it even better." We at *The Hispanic Outlook* are impressed with the University of Oklahoma, and with the institution's new slogan, "OU Excellence–It's no secret." This affirmation brings OU to the Honor Roll, and certainly we'll do our part to help get the word out.



University of Oklahoma garden

"Diversity is one of the greatest strengths of the University of Oklahoma," he adds, suggesting that excellence in higher education and encouraging diversity go hand in hand. The president cites some statistics to prove this point. "OU is not only first in the nation per capita in National Merit Scholars of all public universities," he says. "The university is in the top 10 nationally among all universities in the number of National Hispanic and National Achievement Scholars. Currently, OU has 117 National Hispanic Scholars. In addition, OU has ranked either first or second in the Big 12 throughout the past five years in the percentage of minority student enrollment."

The growing minority enrollment figures are impressive. For 1978 through 1998, the total enrollment at the University of Oklahoma has remained nearly constant–20,357 students attending the university's Norman Campus in 1978 and 21,068 in 1998. Yet the overall minority enrollment at the main campus has grown nearly threefold, up from eight percent in 1978 to 22 percent in 1998. Even more noteworthy is the fact that in 1978, 139 Hispanics attended the university. That figure had grown to 719 in fall of the 1998-1999 school year–an increase of more than 500 percent. In 1998-99, there were 1,398 African American, 1,040 Asian, and 1,400 Native American students attending OU as well as 1,600 nonresident aliens.

And while these numbers have steadily risen, so too have retention rates for first-time first-year students. These are up from 76 percent in 1993-94 to 82.1 percent in 1997-98. President Boren asserts that "OU is committed to helping students develop skills necessary for success on all levels. One of the reasons so many of OU's engineering students achieve academic distinction is the Minority Engineering Program, which is considered one of the best such pro-

David L. Boren, University of Oklahoma president

Honor Roll Facts in Brief

INSTITUTION
University of Oklahoma

LOCATION
The Office of Admissions
Buchanan Hall
1000 Asp Avenue
Norman, Oklahoma 73019-4076
(405) 325-2252

ESTABLISHED
1890

ENROLLMENT
21,068 (Norman Campus)
719 Hispanic, and 22 percent minority (Norman Campus)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

TUITION AND FEES
$2,168 annual tuition, in-state

FACULTY
921 full-time equivalent

A FEW DEGREE PROGRAMS
Law
Meteorology
Medicine
Petroleum Engineering
Spanish/Latin American Studies

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Hispanic American Student Association
Hispanic Student Business Association

INTERNET ADDRESS
www.ou.edu

grams in the country. OU's Minority Engineering Program is home to almost 541 Hispanic American, African American, and Native American students pursuing degrees in engineering. The minority student enrollment comprises over 20 percent of the undergraduate engineering enrollment at OU. These students are supported by an outstanding retention component that allows them to reach their academic and social potentials."

OU offers educational programs of recognized high quality for all types of learners, from high school students to octogenarians. The university's nearly 27,000 students on all campuses are enrolled in 18 colleges located on the Norman Campus, the University of Oklahoma Health Sciences Center in Oklahoma City, and the OU Health Sciences Center–Tulsa Campus. Students are also enrolled in OU courses at the University Center at Tulsa, on U.S. military bases around the world, and through the College of Liberal Studies' innovative programs for nontraditional students. In addition, many courses and programs are offered through the Division of Continuing Education and Public Service. OU has approximately 1,830 full-time faculty members. The university's annual operating budget is about $797 million.

The main campus and the offices of administration of the University of Oklahoma are located on some 3,000 acres in Norman, a city of 80,000 residents. Norman is located near the center of the state, 20 miles south of Oklahoma City, the state capital. The Norman campus consists of three sections–central, south, and north. Most of the academic and administrative buildings are located on the central campus.

noted for its Cherokee Gothic architecture and award-winning landscaping. Also situated on the central campus are the University Residence Halls; the Energy Center; the libraries, museums, and performing arts centers; and the Oklahoma Memorial Union. Recreational facilities include the Huston Huffman Physical Fitness Center and the Murray Case Sells Swim Complex; the Oklahoma Memorial Stadium and Owen Field; and the Oklahoma Center for Continuing Education

(OCCE), a year-round educational center and conference site.

The south campus is the site of the Law Center and OU Foundation; the University Apartments; the tennis complex; the Coe Golf Course; the L. Dale Mitchell Baseball Park, the Sam Viersen Gymnastics Center; and Our Children's World University Child Care Center.

The north campus houses the University Computing Services. It also houses Swearingen Research Park, where government agencies and industry have established facilities; and the Weather Center, a complex of federal, state, private, and university meteorological agencies including the National Severe Storms Laboratory, the National Weather Service Forecasting Office, Applied Systems Inc., the NEXRAD Operational Test Facility, and the Max Westheimer Airpark, the university-operated airport that also serves the city of Norman.

Notable off-site facilities include the Biological Station on Lake Texoma, the Oklahoma Geophysical Observatory at Leonard, and the Aquatic Biology Fisheries Research Center in Noble.

The first of the college's students were enrolled in 1893, and the first degree was conferred–that of pharmaceutical chemist–in 1896. When President Theodore Roosevelt issued a proclamation admitting Oklahoma as the forty-sixth state of the Union, OU automatically became the State University. Today, OU is a doctoral degree-granting research university serving the educational, cultural, and economic needs of the state and region.

President Boren suggests that OU is a great growth opportunity for all students, pointing out that "OU is one of the very few public universities to receive the Templeton Foundation Award as a 'Character Building College' for stressing the value of community. To encourage more informal contacts between faculty and students and to enhance opportunities for mentoring, every floor in the residence halls and all fraternities and sororities have adopted individual faculty members in our Adopt-a-Prof program. Also, OU has established a faculty-in-residence program with faculty members and their families living in apartments in the student residence halls."

University of Oklahoma at night

Then there is excellence on the field of athletics at this proud institution. The University of Oklahoma athletic teams have a history of championships that makes the school's offering in sports one of the most distinguished athletic programs in the nation. Throughout the years, Sooner squads have combined for 19 team national championships, 154 conference titles, one NWIT crown, 628 All-Americans, 43 Academic All-Americans, and one Academic National Championship. The NCAA honors the Top Six student-athletes each year, and twice it has named a Sooner. Tight end Keith Jackson grabbed the honors in 1988, and offensive lineman Anthony Phillips earned the same award in 1989. Sooner defensive lineman Lee Roy Selmon posted some impressive performances on the playing field but none more impressive than when he was elected to the GTE/CoSida Academic All-America Hall of Fame in 1994. And, six times in school history, a Sooner has been named the Big Eight Athlete-of-the-Year. Lee Roy's older brother, defensive lineman Lucious Selmon, was first to do so in 1974, and defensive back Randy Hughes followed suit in 1975. Lee Roy wasn't about to be outdone by his big brother–and earned the honor himself in 1976. Heisman Trophy winner Billy Sims was named Big Eight Athlete-of-the-Year in 1980, and Olympic gold medal gymnast Bart Conner did the same in 1981. Basketball and baseball star Ryan Minor was the last Sooner to earn the award, when he accomplished the feat in 1995.

By the way, college sports fans would be hard pressed to find a nickname that is as unique and as tied to a state's history as that of "Sooner." Here's the background. The Oklahoma territory opened with the Land Run of 1889. Settlers from across the globe, seeking free land, made their way to the prairies of the plains to stake their claim to a new life. One of the few rules to claiming a lot of land was that all participants were to start at the same time, at the blast or boom of a cannon. All settlers who started then were labeled "Boomers," and the ones who bolted too soon were called "Sooners." OU athletic teams were called either Rough Riders or Boomers for ten years before the current Sooner nickname emerged in 1908. The university actually derived their name from a pep club called "The Sooner Rooters." The success of the University of Oklahoma athletic teams over the years made the nickname synonymous with winning.

Playing for Keeps

Profiles of three UCLA Bruins

BY B.J. VIOLETT, '81

PHOTOGRAPHY BY MICHAEL TIGHE

Reprinted in part, with permission, from *UCLA Magazine* fall 1999.

For most of us, it seems, summer speeds by more rapidly with each passing year. But for many collegiate athletes, it is the time to take a bit of a breather–work out on their own, help in a sports camp, catch some rays at the beach. When autumn comes, however, everything for them shifts into high gear. The spotlight shines, and the time arrives to perform on the field as well as in the classroom.

For two of the three student-athletes featured in this photo essay, it also means the autumn of their Bruin careers, years removed from their days as teenaged frosh new to campus life. They'll get one last shot at a national championship, and all plan to make the most of the opportunity.

All have fulfilled one paramount dream: playing at the major college level at one of the country's finest universities.

We celebrate their journeys, derive pleasure from their play, and wish all Bruin student-athletes the very best in the coming season.

CARLOS BOCANEGRA, JUNIOR

Sport: Soccer, defender
Major: History

Carlos Bocanegra plays on the U.S. Under-20 National Team and started on the 1997 Bruin national championship squad as a freshman, where he was an all-Final Four selection. He has twice been named first-team all-conference, was a freshman All-American and second-team All-American as a sophomore, and had a busy summer working out with the Los Angeles Galaxy and playing in the Pan Am Games.

Best moment as a Bruin: Winning the national title over Virginia in Virginia. "That was awesome."

Worst moment: Losing to Creighton in the playoffs last year. "I thought we were going to win it all–we had beaten Stanford and Indiana, who played in the NCAA title game."

Ironic tidbit: "I hate running–especially to get in shape. It's funny. I play soccer and hate to run."

Unique playing experience: "We [Under-20 team] played a game in Nigeria last year for the World Championships, and the fans were chanting, blowing horns, singing the whole game. I loved it. That energy keeps you going."

ERICA GOMEZ, SENIOR

Sport: Basketball, point guard
Major: Sociology

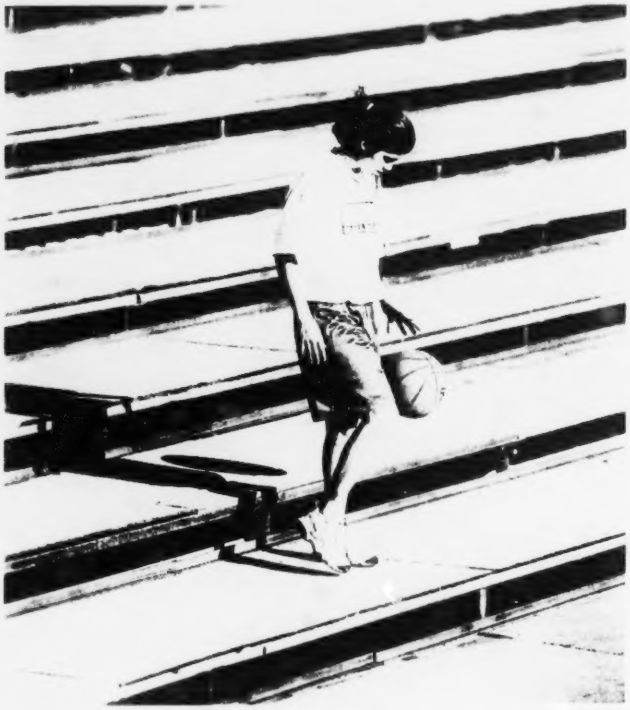
Erica Gomez is the Bruins' single-game and career-assist leader, was Pac-10 Freshman of the Year and first-team Freshman All-American in 1996 before tearing a knee ligament the day before her sophomore season. She was National Comeback Player of the Year in 1998 and first-team All-Pac-10 in 1998 and 1999 before badly spraining an ankle in last year's tournament. Her father, a former Puerto Rican national team player, used to make her play pick-up games against men on the playgrounds in New York. "It made me so much stronger and confident. I hated him for it then, but love him for it now."

Strengths as a player: Passing and ball-handling.

Weaknesses: Outside shooting and unselfishness. "Defenders know I'm going to pass, and they slack off, making the passing lanes tougher."

Life goal: "After the WNBA, I'd like to raise a family. I would love to be a mom. Regardless of what happens in basketball or with family, I want to stay in sports. It's been so much a part of my life that I could never give it up completely."

Why I chose UCLA: "The school is so beautiful, and the balance of academics and athletics is wonderful. But mostly it was the coaches and their personalities. I needed a coach I could vent to and relate to. I can call Kathy at 3 a.m. to talk about anything, and I love that about her."



MATT ARMATO, SENIOR

Sport: Water polo, attacker
Major: Economic Geography with Business Administration specialization

Matt Armato played on back-to-back Bruin national championship teams in 1995 and 1996. He has played polo all over the world–in Brazil (his favorite), Cuba, Italy, France, Slovakia, Hungary, Mexico, Austria, and Switzerland.

Learning experience: "When I redshirted last year, I learned how much I missed not being in the pool and was able to see the game from a different perspective. And to watch the team deal with frustration if we're not playing well, to remember to hang in there, stick to the game plan."

Mental vs. physical: "I'd say our sport is 60 percent physical, 40 percent mental, maybe even 70-30. It's a tough sport to play. Swimming is not a normal, everyday activity like walking or running. To play at this level requires quite a bit of training, and you have to be in great shape."

Team you most like to beat: "USC [University of Southern California], no question."

"Stark Inequities" Persist in Some New England Schools

NEBHE Reports the Good and Bad News

BY
INÉS PINTO ALICEA

While data on Latino enrollment and degrees conferred on Hispanics was promising, the lack of progress by colleges and universities in the hiring of Latino faculty was disturbing.

Ten years after a report revealed "stark inequities in minority participation in New England higher education," officials who helped write the report say progress among the 282 schools in the six-state region has been mixed.

"Some campuses are bloody awful," said JoAnn Moody, vice president of the New England Board of Higher Education (NEBHE) and director of the NEBHE Doctoral and Dissertation Scholars Program. "But in other areas, we feel we are having good success."

John Hoy, president of NEBHE, agreed with her assessment, saying that since the report, some campuses had made significant progress in addressing minorities' needs in higher education while others still lagged.

"It's a mixed picture," he said.

NEBHE is a nonprofit, congressionally authorized interstate agency whose mission is to encourage cooperation and the efficient use of resources among New England's schools.

New England's vital role in higher education cannot be denied; the schools in Maine, New Hampshire, Connecticut, Massachusetts, Rhode Island, and Vermont confer about seven percent of all bachelor's degrees granted by U.S. colleges and universities, nine percent of master's degrees, eight percent of doctorates, and seven percent of first-professional degrees in fields such as law and medicine.

In 1996, for example, New England's schools conferred a total of nearly 154,000 degrees. Hispanics earned nearly 3,900, or only 2.5 percent, of those degrees. However, New England's share of degrees conferred on Hispanics in the U.S. had dropped by nearly two percentage points in master's, first professional, and doctoral degrees between 1990 and 1996.

John C. Hoy, NEBHE president

Moody said the anti-affirmative action policies across the country have had an impact. "They have scared off some people but made others dig in deeper," Moody said.

Hoy said there is a great deal more caution in the handling of admissions and that there is a strong need for clarity in what the policy on affirmative action should be nationwide.

"The nation must clarify and reaffirm at this important juncture," Hoy said. "In the 1960s, there was a clear sense of national commitment that we were gonna win this one. That sense of optimism has dissipated. The level of timidity [among campus administrators] is not borne out of ignorance. It is borne out of lack of clarity."

Hispanic enrollment grew by 46 percent in the region between 1990 and 1996, and the percentage of degrees conferred on Hispanics during that same time period increased by nearly 35 percent. Yet of the nearly 800,000 students enrolled in New England's schools in 1996, the most recent data available, only 30,598, or 3.8 percent, were Hispanic, according to *FACTS*. Latinos, however, represent nearly six percent of the 18- to 24-year-old population in the region.

While data on Latino enrollment and degrees conferred on Hispanics were promising, the lack of progress by colleges and universities in the hiring of Latino faculty was disturbing. A small percentage of the region's nearly 30,000 full-time professors and associated faculty are Hispanic. According to the American Council on Education's *The*

Sixteenth Annual Status Report on Minorities in Higher Education, Latinos comprised only 2.4 percent of all full-time faculty nationwide in 1995. Information on the percentage of Latinos in faculty positions in New England schools was unavailable, but several officials said they believed the percentage was lower than the national average.

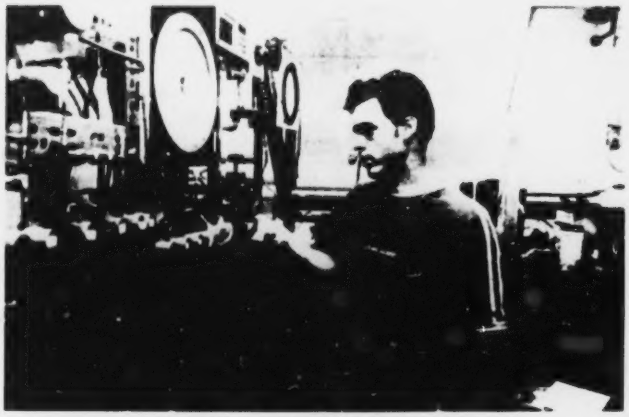
"We applaud the schools for doing a better job of recruiting and retaining minority students, but they have to work more to recruit and retain minority faculty," said Moody. "Otherwise, we have an apartheid-like system."

Moody said that she and others in higher education know what needs to be done to improve the picture for minority faculty in higher education, but often schools don't know how to best carry out the task.

"We know what will work," said Moody. "It's no mystery. But we have done it on an ad-hoc basis. The schools have to be coached. There is good will, but they don't know how."

But numbers alone do not tell the whole story in New England. The 1989 report by NEBHE called ***Equity and Pluralism: Full Participation of Blacks and Hispanics in New England Higher Education*** pointed to a number of areas that needed work to make the region's schools more inclusive. By looking at the key findings of the report, some of the writers of the report offered their assessment 10 years after its publication. Among the findings:

- A more nurturing climate on New England campuses is required for Black and Hispanic students, faculty, and staff;
- Racist behavior and attitudes on New England campuses must be acknowledged and eradicated;
- Black and Hispanic students possessing average academic abilities require special encouragement. Colleges perform a disservice to themselves and society when they aggressively compete for academic superstars and exclude students with more modest credentials who are capable of demanding academic work;
- Inadequate financial aid is a barrier for low-income students in many areas of the region and accounts in large part for the disappointing rate of participation of Blacks and Hispanics in New England undergraduate and graduate study.
- An unacceptably low number of Black and Hispanic students receive undergraduate, graduate, or professional degrees from the region's colleges and universities.



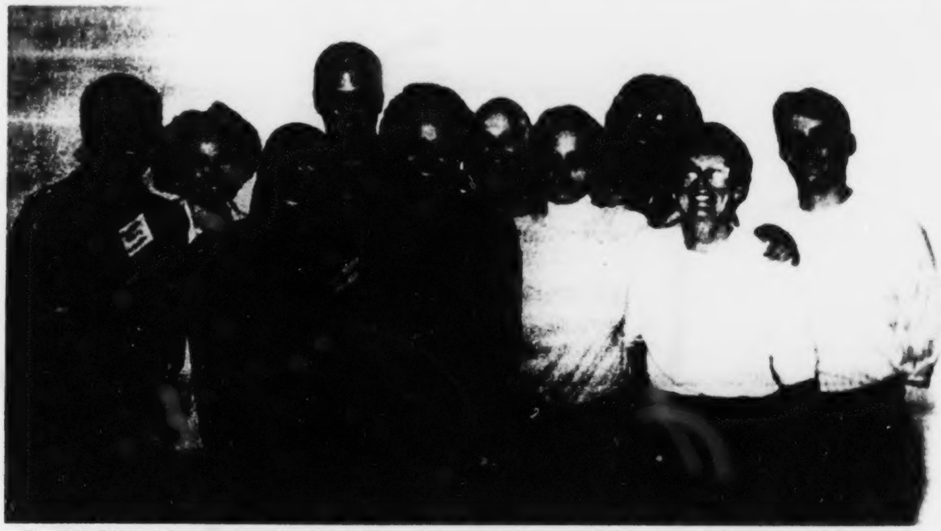
Carlos Vicente, NEBHE doctoral scholar

Moody, who helped write the report, said the situation for minorities has improved in New England. More minorities are attending and graduating from New England schools today than in 1989, more schools are actively recruiting minorities, and more schools are providing students with the resources needed to attend their institutions. "The climate is warming up," she said.

"The majority of the [campus] leaders are committed [to the diversity effort]," Hoy said. "They are trying to figure out how to squeeze resources to get the job done. There is a level of equity, a celebration of pluralism that is pretty healthy on New England campuses. I am not discouraged."

But another area of weakness is in the data collection of minority student progress and of retention rates of minorities. The schools need to do a better job of determining the retention rates of minorities. Most schools do not conduct exit interviews to determine what students will do once they leave the institution, whether they will continue pursuing a degree and where.

"What we want our campuses to do is to get to know their students better," she said. "If you build a meaningful relationship with students, you will retain them."



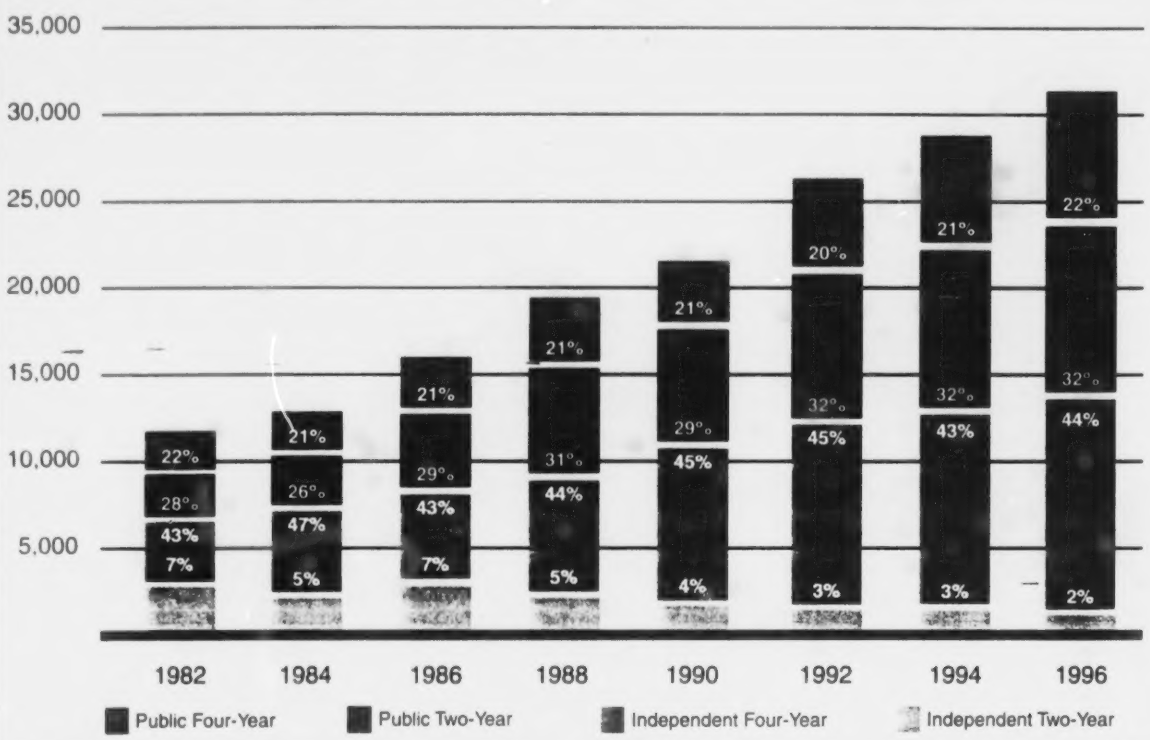
Dissertation Scholars-In-Residence pictured together with Director JoAnn Moody (front row, far right) and Sharon Parker, program evaluator for the Ford Foundation and president of the American Institute for Managing Diversity (center)

Among the recommendations the report made, two were addressed to NEBHE:

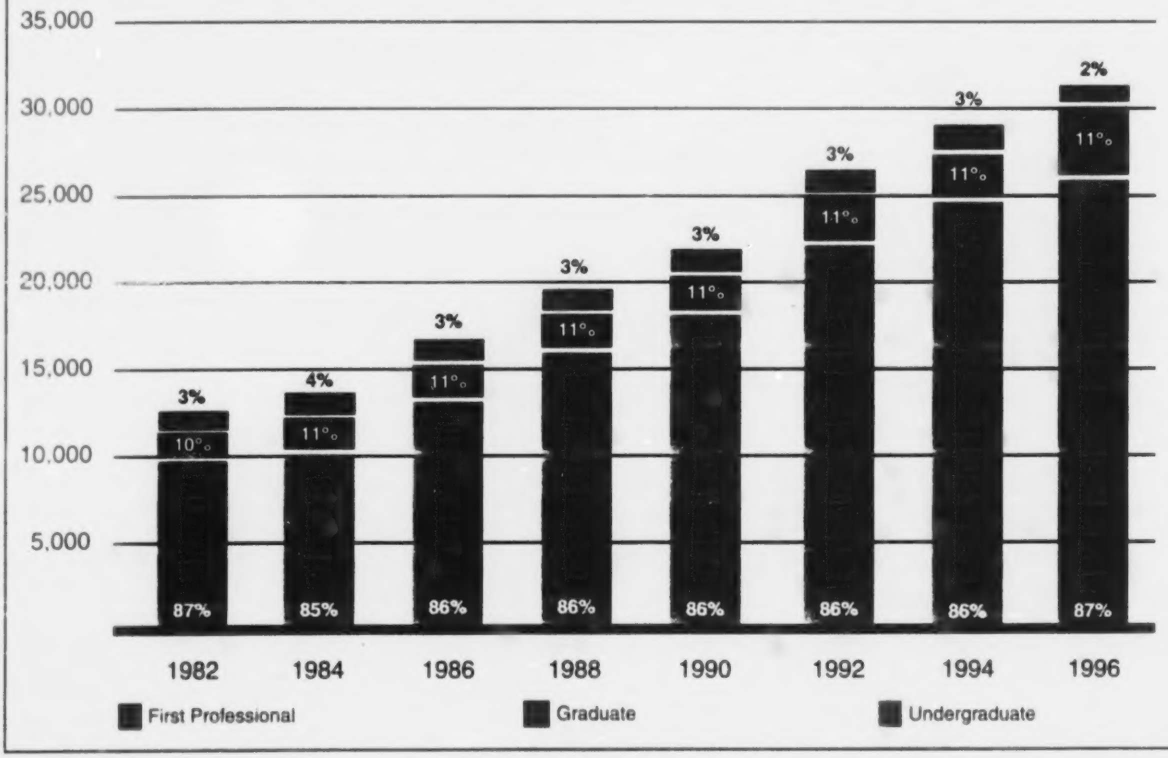
- Circulate information annually on the progress of the New England states and their campuses in heightening Black and Hispanic participation in higher education—as students, faculty, administrators, and staff members.
- Circulate information on successful efforts that are making campuses more pluralistic.

Hoy said that the organization recognizes it could do more in reporting information on the progress of minorities. For example, NEBHE could not provide specific data on numbers of Latino

Hispanic Enrollment in New England by Type of Institution: 1982 to 1996



Hispanic Enrollment in New England by Level of Study: 1982 to 1996



50 New England Colleges and Universities with the Largest Percentages of Hispanic Enrollment in 1996

	Hispanics as a percentage of total enrollment 1996	1991
Housatonic Community-Technical College (Conn.-P)	22.9%	15.5%
Capital Community-Technical College (Conn.-P)	20.2%	13.0%
Roxbury Community College (Mass.-P)	18.8%	14.1%
Atlantic Union College (Mass.-I)	18.3%	18.6%
Northern Essex Community College (Mass.-P)	13.9%	8.6%
Holyoke Community College (Mass.-P)	11.3%	6.0%
North Shore Community College (Mass.-P)	11.1%	8.0%
Norwalk Community-Technical College (Conn.-P)	11.1%	9.3%
Bunker Hill Community College (Mass.-P)	10.3%	6.9%
Springfield Technical Community College (Mass.-P)	10.0%	7.0%
Amherst College (Mass.-I)	9.6%	8.6%
Franklin Institute of Boston (Mass.-I)	8.8%	5.8%
Gateway Community-Technical College (Conn.-P)	8.6%	5.9%
Episcopal Divinity School (Mass.-I)	8.4%	1.6%
Katharine Gibbs School (Mass.-I)	8.4%	5.7%
Wellesley College (Mass.-I)	8.0%	5.3%
St John's Seminary (Mass.-I)	8.0%	3.2%
Naugatuck Valley Community-Technical College (Conn.-P)	7.3%	5.4%
Quinsigamond Community College (Mass.-P)	7.2%	3.9%
Marian Court College (Mass.-I)	6.8%	3.2%
Manchester Community-Technical College (Conn.-P)	6.1%	3.8%
Bay State College (Mass.-I)	6.7%	6.9%
Harvard University (Mass.-I)	6.0%	4.5%
Massachusetts Institute of Technology (Mass.-I)	6.0%	4.4%
Wesleyan University (Mass.-I)	5.9%	4.2%
Bradford College (Mass.-I)	5.9%	3.4%
Cambridge College (Mass.-I)	5.8%	4.7%
Johnson and Wales University (R.I.-P)	5.8%	2.8%
Middlesex Community-Technical College (Conn.-P)	5.8%	3.1%
Aquinas Junior College, All Campuses (Mass.-I)	5.7%	5.9%
Paier College of Art (Conn.-I)	5.5%	2.0%
United States Coast Guard Academy (Conn.-P)	5.5%	3.0%
University of Bridgeport (Conn.-I)	5.4%	4.1%
Fisher College (Mass.-I)	5.2%	3.6%
Massachusetts School of Professional Psychology (Mass.-I)	5.1%	1.3%
Quinebaug Valley Community-Technical College (Conn.-P)	5.1%	3.0%
Yale University (Conn.-I)	5.0%	4.0%
Newbury College (Mass.-I)	5.0%	10.7%
University of Massachusetts at Boston (Mass.-P)	5.0%	3.9%
Lasell College (Mass.-I)	5.0%	1.5%
Mount Wachusett Community College (Mass.-P)	4.9%	4.1%
Springfield College (Mass.-I)	4.9%	4.2%
Albertus Magnus College (Conn.-I)	4.9%	3.1%
New England Institue of Technology (R.I.-I)	4.8%	1.2%
Massachusetts Bay Community College (Mass.-P)	4.7%	2.5%
Brown University (R.I.-I)	4.6%	4.2%
Three-Rivers Community-Technical College (Conn.-P)	4.5%	2.4%
Boston University (Mass.-I)	4.5%	3.4%
Tufts University (Mass.-I)	4.4%	5.3%
College of Our Lady of the Elms (Mass.-I)	4.4%	2.7%

I= Independent, P=Public

Source: New England Board of Higher Education analysis of U.S. Department of Education data

Sunshine Menezes, NEBHE Doctoral Scholar, Biological Oceanography, University of Rhode Island

faculty at New England schools.

But Moody said the organization has gone beyond the recommendations in the report and will conduct a follow-up report on the region's progress next year.

Among the efforts that have been undertaken by the region are:

The **NEBHE Science and Engineering Academic Support Network** is a comprehensive initiative to increase the number and success of underrepresented minority students and faculty at New England colleges and universities. The program's region-wide science and engineering network and smaller statewide networks provide special mentoring, community building, and internship opportunities for 3,000 minority students at the high school through graduate levels. The program connects students with one another and with attentive, accomplished advisors and mentors, both minority and White, through a system of support networks.

The organization also developed two programs to groom future faculty as part of a grow-your-own faculty effort in the region.

A **Doctoral Scholars Program in Science, Math and Engineering** Departments helps those departments recruit and retain under-represented minority graduate students in their first year of doctoral study. The schools underwrite all five years of the graduate scholars' work through research stipends, loan forgiveness, and other methods. The programs pair the students with mentors and get the departments to agree to adopt several good practices, including:

1) Improving the environment of support for the minority scholars by assigning them attentive faculty advisors; organizing frequent orientations to the school and department that inform them of faculty expectations, protocols, and idiosyncrasies; and involving the scholars in professional activities in their field.

2) Guaranteeing mentoring relationships between graduate faculty and scholars, not just providing them an impersonal advisor.

3) Providing supervised teaching opportunities to scholars in the middle years of their graduate studies.

> ***"The level of timidity [among campus administrators] is not borne out of ignorance. It is borne out of lack of clarity."***
>
> NEBHE PRESIDENT JOHN HOY

And a **Humanities/Social Science Dissertation Scholars-in-Residence Program** enables advanced graduate students in their dissertation year to spend a year in residence at one of seven host campuses in New England. Of the 41 students who have participated in the program, 12 have been Latino. The schools fund the students' year, and the students dedicate their time to finishing their dissertations and getting to know their host campus. There is no obligation from either the student or the university to hire the student as a future faculty member, but the year gives both parties an opportunity to get to know one another and determine whether the arrangement could work.

"We want to show them that New England would be a good place to stay, but we would never make them sign on to stay," said Moody. "We advise our students not to take jobs that are not tenure track."

Luis Vivanco, assistant professor of anthropology at the University of Vermont in Burlington, is a native of California who had enjoyed his undergraduate and graduate studies in New England enough to consider extending his stay. He decided to apply for the NEBHE scholar's program and was accepted and later hired by the university for a tenure track position.

"There isn't a Latino community to speak of here," Vivanco said. "We're drops in a bucket. It can be a bit isolating. But [the program] is one way to bring Latinos to the community that otherwise would not have come here."

Vivanco said that the experience was much more than what he expected. He said that since academia is so competitive, the program gave him an edge when he sought a teaching position and the experience with his assigned mentor was very beneficial.

"It makes a big difference to be mentored," he said. "It opens doors that I could not have opened myself."

Julia Rodriguez, an assistant professor of history and women's studies at the University of New Hampshire in Durham, said her participation in the scholars' program also made a huge difference in finishing her studies.

"It made everything possible," she said. "It gave me the space and the time to write."

The organization also produces a NEBHE directory of advanced doctoral students of color interested in securing faculty positions.

In addition to the programs NEBHE has established, Moody serves as a consultant to the region's schools on how to increase, recruit, and retain minority faculty.

"I tell the schools not to begin recruiting minorities until they have a retention plan so they thrive and don't want to leave," said Moody.

Moody said that many schools turn to her in frustration after placing an advertisement for faculty openings and not getting minority applicants.

"I teach them to think like a football coach," she said. "A football coach get outs and meets people and figures out who would be really good. A football coach does not put an ad in the paper."

Teaching Strategies That Promote Equal Opportunity

BY ANGELA PROVITERA MCGLYNN

Part two: Constructive controversy, the jigsaw technique, and focus groups

Angela Provitera McGlynn

What specific collaborative learning strategies can faculty employ that will improve the teaching/learning process? In Part I (December 3, 1999 issue), I discussed how the creation of learning teams and the use of collaborative learning strategies in the college classroom can facilitate reduction of prejudice, a greater appreciation of diversity, the development of critical thinking skills, and enhanced learning and retention. In this article, I will offer some examples of collaborative strategies that can be used widely across the curriculum.

Johnson, Johnson, and Smith suggest the following five essential components underlying any collaborative learning strategy:

1. **Interdependence:** The instructor defines the task. This might be the most important piece. The instructor must create a task for which the final product makes sense only as a collaborative effort. Students need to believe that they are engaged in a collective effort and that their success is based on interdependence. Instructors can ensure interdependence by assigning roles such as summarizer, recorder, reporter, synthesizer, researcher, and accuracy coach (who makes sure everyone understands), as well as observers who oversee how well the group process is working.

2. **Interaction:** Students are encouraged to assist each other. This contrasts with other learning models in which student sharing of information is considered cheating.

3. **Individual accountability:** Instructors usually create small groups; usually, four or five students work well. Instructors can give individual assessments to each student, ask each student questions, observe the groups in action, assign roles, and ask students to teach to someone else what they have learned. Students are instructed that the group is responsible for educating all its members and that any group member might be asked to report the results of the group's efforts.

4. **Development of social skills:** These collaborative exercises can teach students valuable communications skills, and instructors can point out the importance of such skills throughout life.

5. **Mechanisms for the group to evaluate its progress and working relationships.**

If these criteria are met, and the group task is carefully designed so that the end product requires or benefits from a collective effort, collaborative learning strategies can work well. Cooper and Mueck suggest that it is possible to use collaborative learning strategies within more traditionally structured classes without a big class-time commitment. They suggest some simple exercises for instructors to start experimenting. These might not be full-blown collaborative learning strategies, but they do get students into the mode of working together cooperatively. For example, the instructor can pause after fifteen or twenty minutes of lecture and ask pairs or groups of students to reflect on the lecture material in particular ways. Students might have to create examples or develop their own questions related to the lecture material. Another suggestion would be to have students form learning teams to review course material for exams. Students could be given review material and then asked to reach consensus concerning the answers.

Modified Focus Groups

A collaborative learning strategy that has wide applicability across the disciplines is the use of modified focus groups. For these groups to work successfully, the instructor must set up a learning task, e.g., a question or problem to be solved that requires a collaborative effort and benefits from multiple perspectives. All students are asked to think about the issue, perhaps to do some research, and to do some writing. It helps to have students generate ideas and to list them numerically. The instructor can set up groups of four or five students randomly or by design. What often works best and has the added advantage of helping students to appreciate diversity is to set up groups across gender, race/ethnicity, and ability lines.

The instructor asks the groups to select the group recorder, making sure that women are not automatically chosen to take notes, and a group reporter, who will report the group's findings when the large class reconvenes. This might be the same person, recorder/reporter, or the roles might be divided. Other roles might be assigned, such as the role of observer of the group process, synthesizer, etc. In order to ensure that everyone's ideas are heard and no one person dominates the group, a round-robin process is explained to the groups. Students are instructed to let each group member share just the first thing on his or her list, then the second, and so forth. The process continues until all group members' ideas have been heard. The recorder might write everyone's ideas on newsprint, a flip chart, or a sheet of paper so that everyone can review all that had been offered. During the round-robin process, there is no discussion of ideas presented unless someone needs clarification.

Following the round-robin process, two approaches can lead to a final product. The first approach involves having students rank order all of the ideas from the master list on a continuum of 1 to 5, with 1 being of least importance to them and 5 being of greatest importance. The group recorder tabulates scores for each of the ranked items for the group's final rankings, which are then reported to the large group. A less formal approach and one that generates more discussion involves getting students to reach consensus by discussion of ideas from the master list. Students can be instructed that consensus means group agreement and not majority rule. Instructors might allow for minority reports if groups reach impasses in their attempts to build consensus. It is the group process that will be the most valuable part of the strategy; the process is usually more important than the product in getting students to think critically.

A last step in the modified focus group collaborative technique involves reconvening the large class. Each reporter outlines the ideas of his or her group for the class without discussion at this point unless clarification is requested. Other group members may add or clarify their own reporter's presentation. After all groups have reported and students have observed the multiple perspectives on an issue, the instructor attempts to synthesize what has occurred by encouraging students to analyze and share their perceptions and interpretations of the similarities, differences, and contradictions among the groups. This is an opportunity for a larger perspective to be created, sometimes even larger than the sum of the various groups' insights. The modified focus group gets students engaged with the material and with one another. This collaborative learning strategy often leads to an appreciation of each other and of each other's perspectives.

The Jigsaw Technique

Another collaborative learning technique that has wide applicability across the disciplines is known as the "jigsaw" technique. King says that jigsaw exercises are designed such that each student in a group gets only part of the learning materials and must learn that one part in order to teach it to the others in the group. Each student's part is like one piece of a jigsaw puzzle, and because students must combine their pieces to solve the problem, each team member's contribution is highly valued. In fact, social psychologist Elliot Aronson and his colleagues discovered that this technique was highly effective in building team spirit and reducing prejudices.

To use this technique, the instructor needs to divide the material to be learned into several parts (no more than five or six). Students are assigned to "home teams" with as many members as there are parts of the learning materials. Each home team member receives one part of the material to be learned. Students reassemble into "expert groups" where they gather with the other students who received the same material as they did. Within these expert groups, students read and discuss their part so that they learn it thoroughly. They then return to their home teams and teach the part they have learned to their home teammates. In this way, "jigsaw" emphasizes interdependence. Each student is then tested independently, and this emphasizes individual accountability.

There are several aspects that make the jigsaw technique particularly effective. First, students are bonded with their home teams, but they also get to interact within the expert groups. Students are highly motivated to learn their parts within the expert groups because they know they will be responsible to teach their home teammates. Secondly, within the home teams, everyone is invested in everyone else's success since their own success depends on how well their teammates learn their parts. Finally, because of the emphasis on individual accountability and the need for everyone's contribution, there is little chance of what psychologists refer to as social loafing, that is, the slacking off or free-ride phenomenon discussed in Part I of this two-part series. The jigsaw technique is highly effective in producing cohesive learning teams.

Constructive Controversy

Another technique described by King is known as "constructive controversy." Students work in groups of four, and pairs of students within these groups are assigned to opposing sides of a controversial issue. Each pair researches its position, and then the pairs discuss the issue as a team. This technique is designed to help students become more informed on a topic and is not meant to encourage debate. In fact, after some discussion has taken place, pairs of students switch sides of the issue and then argue the opposing side. The "constructive controversy" technique has multiple goals: get students to gather data and become more informed, give students practice in articulating a position, have students listen carefully to other perspectives, and help students to think critically about a topic. Each student is tested on the material individually to assess comprehension of the material.

These few collaborative learning strategies can be used in the teaching of many different content areas. Used properly, they can be effective in enhancing learning and retention, promoting critical thinking skills, facilitating an appreciation of diversity in terms of other people and their perspectives, and building a team spirit of cooperation in the learning process. Eubanks found that increased rates of retention and persistence to graduation, particularly for minority students, have been correlated with collaborative learning strategies. And, perhaps most impressive are the studies cited by Sandler, Silverberg, and Hall that assess collaborative learning strategies from the perspective of students. Students list the following advantages of collaborative learning strategies: mastery of subject matter, quality of peer interaction, and an increased ability to understand divergent points of view. In addition, students say they had a greater interest in and enjoyment of the class, and an increased motivation to attend classes! This student data, in particular, motivates me to experiment more with these strategies in my own classes.

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Gap Remains in Minority SAT Scores

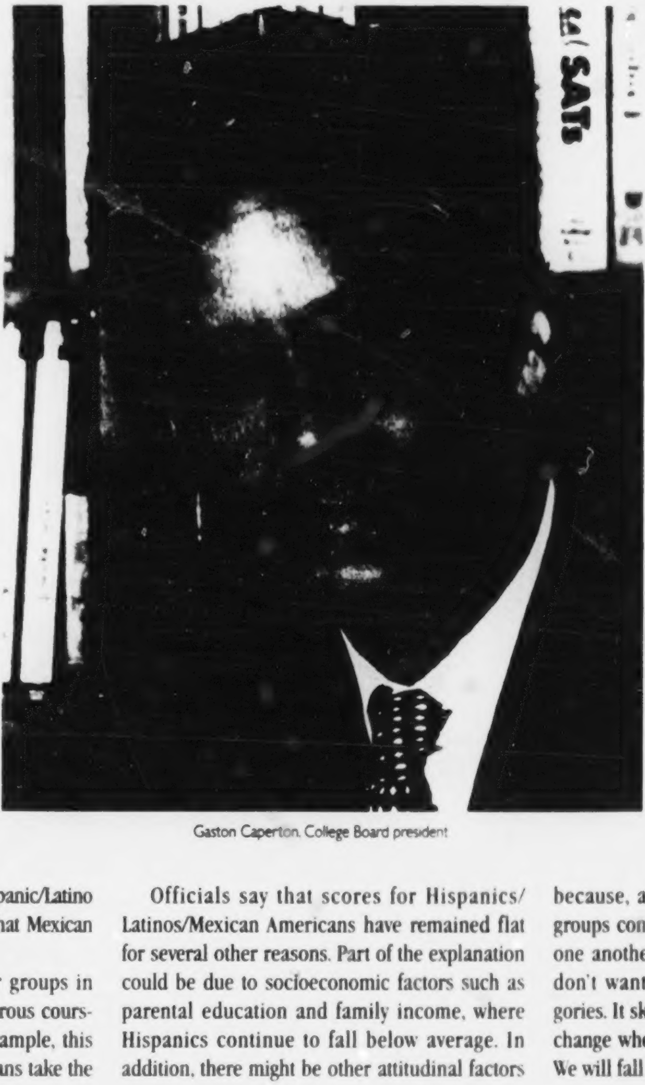
The College Board Launches Remedial Program

BY MARILYN GILROY

Minority students were one-third of SAT takers in the Class of 1999, up from 25 percent 10 years ago, according to a report issued by The College Board. The one-third figure includes 11 percent African American, nine percent Asian American, four percent Mexican American, three percent Hispanic/Latino, and 1 percent Puerto Rican. In addition, the report indicates that minority students now represent 30 percent of all AP (advanced placement) students. College Board officials called the figures grounds for "cautious optimism" and cited the 1990s as a "decade of promise" for many American high school students. However, College Board President Gaston Caperton pointed out that "we must not be complacent about these gains. There is still much more work to do if we want all our students ready to function effectively in a knowledge-based economy."

Caperton noted that despite these recent gains, math and verbal scores remain lower than they were 30 years ago when the Class of 1969 posted results. His report also shows that the gap in test results between Whites and most minorities is widening despite minority gains over the past decade. During this period, scores have risen for all but two racial/ethnic groups–Mexican Americans and Hispanics/Latinos. The 1999 scores indicate that those who describe themselves as Hispanic/Latino lag behind Whites by 128 points and that Mexican Americans lag behind by 146 points.

Hispanics are also trailing other groups in taking the kinds of academically rigorous courses that can raise SAT scores. For example, this year's data show that Mexican Americans take the least number of year-long courses during four years of high school–18.1 as compared to 19.6 for Whites. These courses, which often include mathematics and science, have been correlated to higher SAT scores for students who study more difficult subjects.



Gaston Caperton, College Board president

Officials say that scores for Hispanics/Latinos/Mexican Americans have remained flat for several other reasons. Part of the explanation could be due to socioeconomic factors such as parental education and family income, where Hispanics continue to fall below average. In addition, there might be other attitudinal factors concerning higher education in general.

"We know some of the cultural differences that are probably contributing to discrepancies in test scores," said Janice Gams, of The College Board news office. "For example, Asian Americans often value education for upward mobility, but Mexican Americans do not have a similar tradition. That is why we are working with minority populations to make sure that we are breaking down any barriers to taking the SATs."

But Gams is cautious about drawing too many conclusions from the data.

"The College Board can not go too far into cultural differences; our job is to report the data. However, there are researchers who do use this data base to start probing cultural differences," she said. "All we can do is report the numbers and try to show the trends over time. Then we hope that the public policymakers will use the information to adopt measures that will improve things so the educators can look at the numbers and say, 'Well, this is what we are doing right; this is what we are doing wrong.'"

The socioeconomic data that Gams is referring to are gathered when students take the SAT test and are asked to fill out a voluntary descriptive questionnaire about race, income level, and family education. There are three separate "race" categories for Hispanics because, as Gams says, "We know that these groups consider themselves to be different from one another. It's like Hawaiian Americans who don't want to be included in the Asian categories. It skews the scores. Of course, all this will change when the new census is taken next year. We will fall into line with their categories."

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SAT averages rose for all but two racial/ethnic groups between 1989 and 1999.

	SAT Verbal			SAT Math		
	1989	1998	1999	1989	1998	1999
American Indian, Alaskan Native	462	480	484	461	483	481
Asian, Asian American, Pacific Islander	483	498	498	545	562	560
African American/Black	428	434	434	421	426	422
Mexican American	459	453	453	462	460	456
Puerto Rican	437	452	455	438	447	448
Hispanic/Latino	466	461	463	466	466	464
White	523	526	527	515	528	528
Other	490	511	511	493	514	513
All College-bound Seniors	**504**	**505**	**505**	**502**	**512**	**511**

But other information garnered from the student profile section can serve a variety of purposes.

"It can be helpful to us and helpful to the student," said Gams. "For example, some students are unfamiliar with the college application and admissions process because no one in their family has gone to college. When we turn this information over to a college, it takes the burden off the student, and the college admission office contacts them and provides help."

The pool of potential college applicants who take the SATs rose to 1.2 million in 1999. More females than males took the SATs in every category of race/ethnicity; however, boys continue to outscore girls in math. The College Board attributes some of the gap in scores to the larger number of students taking the test, many of whom would not have aspired to a college degree in earlier years. Indeed, the report cautions that "the higher the percentage of students taking the test, the lower the average scores."

The Educational Testing Service, which administers the SATs, recently announced a research initiative using the student background information and focusing on students whose SAT scores fell into the range of 1000 and 1190. The researchers are studying the effect of considering additional background information about candidates applying to college that would provide a richer context for candidates' scores. This information might include the student's family socioeconomic status, race and ethnicity, quality of the school, the student's high school GPA, and the academic rigor of the student's core curriculum. Known as the "strivers" research because it would use that term to designate certain disadvantaged students, the project was greeted with criticism when it was publicized earlier this year. Despite the controversy surrounding the "strivers" project, which has now been placed on hold, ETS and College Board officials are committed to continuing a dialogue about fairness and equity in higher education.

As President Caperton stated in a recent *New York Times* interview, "The SATs are a measure of students' readiness for college and describe what currently exists. What currently exists is a system where people of different races and backgrounds are not getting the same opportunities, and that is reflected in the SAT scores."

According to a report in the *The Wall Street Journal*, Congress might begin taking a closer look at the achievement gap between the races. States are already undertaking various measures to raise scores on achievement tests and might feel the pressure to raise performance of various subgroups, such as Hispanics, in order to receive more federal funds. Some members of Congress have expressed interest in holding the states accountable for improvements in the scores of subgroups, not just improvements in overall state averages.

Meanwhile, Caperton recently announced that The College Board has initiated a national learning program to work directly with students and parents to improve academic achievement in school, in college, and on the SAT.

"Our new program is just one example of how The College Board is going to put student needs–not tests–first," said Caperton. "We are going to go where the students are as well as find other ways to reach out to young people and their parents."

The College Board learning program has two major elements:

1. Opportunities for Web-based discussions among students, teachers, and experts about SAT questions and different ways to solve them; to help students identify areas in which they need further work; and to share tips on how to improve overall student knowledge and competencies.
2. New materials, information kits, and other outreach efforts to help students and parents understand, in lay language, what student test scores mean and how to put the scores into realistic perspective.

For Hispanics to see significant gains, it might take an even more grassroots approach to helping parents understand the nature and value of the SATs. For example, in California, College Board officials worked with radio stations to deliver a series of public service announcements to encourage students seeking a college education to take the tests. As Janice Gams explains, "Often immigrant parents say, 'How can I help my child?' and they are completely unfamiliar with the SAT process, whereas parents with more knowledge of the SATs might have their children taking the test early or more often. If finances are a problem, the public schools work with us to determine if the test fee should be waived."

But The College Board knows that it will probably require even more aggressive and creative efforts to narrow the gap between men and women and between Whites and other minorities.

"We will do everything we can to support and help students and parents," said President Caperton. "We want to make sure they see the SAT as a gateway, not a gate, to the future."

Photo © Michael Kagan

PSAT exam, New York City

Pasadena High School

1999 Profile of College-Bound Seniors

SAT I Test-Takers Who Described Themselves as:	Number of Males	Number of Females	Number of Total	Percent Male	Percent Female
American Indian or Alaskan Native	3,760	4,501	8,261	46	54
Asian, Asian American, or Pacific Islander	46,319	49,789	96,108	48	52
African American or Black	48,861	70,533	119,394	41	59
Hispanic or Latino Background:					
Mexican or Mexican American	18,349	24,811	43,160	43	57
Puerto Rican	5,862	8,124	13,986	42	58
Latin American, South American, Central American, or other Hispanic or Latino	15,803	21,718	37,521	42	58
White	326,799	390,833	717,632	46	54
Other	16,371	21,759	38,130	43	57
No Response	80,787	65,151	145,938	55	45

Anytime...Anyplace: Distance Education

Inter American University of Puerto Rico Off to Good Start

BY
SHARON CLAMPITT-DUNLAP,
ED.D.

> ***Most of the professors who designed the first distance learning courses were somewhat wary about using technology to any great extent. Some had never used e-mail before.***

"Professor, I'm going to have to drop all my classes in the university. My father got a job in the States, and we are moving."

"Professor, I can't attend class any more. My boss changed my work hours."

"My car broke down....I don't have anyone to take care of the kids...."

These explanations are commonplace at any university campus these days. Students of all ages and backgrounds are telling us day after day that coming to campus 12-15 hours a week just isn't a viable alternative of study for them anymore. Couple that with the great number of students whose first language is Spanish, and it isn't difficult to see why Inter American University of Puerto Rico has established distance learning as one of its priorities for the new millennium.

Founded in 1912, the university is a private, nonprofit institution located in the beautiful Caribbean. It has nine campuses, located in Aguadilla, Arecibo, Barranquitas, Bayamon, Fajardo, Guayama, Ponce, San Germán, and the San Juan metro area. It also has a law school, aviation school, and optometry school. It serves a total population of approximately 42,000 students, making it one of the largest private universities in the Western Hemisphere.

Inter American is unique in that it serves an almost entirely Hispanic population and the language of instruction for the majority of the undergraduate and graduate degrees offered is Spanish. Inter American is also one of the most technologically advanced universities on the island, with a telecommunications infrastructure that permits interactive videoconferencing between the different campuses as well as internet access for all of the university community.

In 1996, the university published *Visión 2012*, which documents its expectations for the new millennium and clearly emphasizes the development of "una universidad sin fronteras" (a university without boundaries). The goal was to allow students to take control of their learning process, including when and where the learning process would take place, and more. The faculty would become true facilitators of the learning process, and the curriculum was to become more flexible by offering

Dr. Sharon Clampitt-Dunlap, assistant dean of technological services for academic information

UNIVERSIDAD
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DE PUERTO RICO
TRAZANDO HOY EL CURSO AL SIGLO 21
Recinto de PONCE

courses through alternative methods, including distance learning.

By 1998, the university's board of trustees had established a Distance Learning Policy, which, among other things, defined distance learning as a formal educational process in which the majority of the instruction occurs while the instructor and student are not in the same place at the same time. The university expected to achieve the following objectives:

- Strengthen the university's mission in a global context through the use of technology.
- Develop a new focus so that the students can assume more responsibility for their learning and faculty can become better facilitating agents in this process.
- Share and maximize the academic offerings and institutional resources, transcending campus boundaries.
- Promote equal opportunity for access to information, overcoming limitations of time and space.
- Increase the student population that can benefit from Inter American University's academic offerings.
- Facilitate the establishment of collaborative agreements and consortia with other educational institutions, on and off the Island of Puerto Rico, in order to strengthen and share academic offerings.
- Strengthen and enrich professional development and continuing education programs.
- Satisfy the special needs of disabled students.
- Satisfy the multiple needs of a heterogeneous student population.
- Satisfy the special needs of the adult population.
- Extend the university's services by transcending geographical barriers.

The university's Ponce Campus, located on the southern coast of the island, has always been a leader in the incorporation of technology in the teaching learning process. In fact, the Middle States Association, in a recent periodic review, recognized the Ponce Campus as being "well ahead of its sister campuses" in this respect. So it was no surprise that several of the professors from the Ponce Campus were the first in creating courses that could be offered at a distance. The first efforts were by Dr. Migdalia Pérez, who developed and offered Spanish Writing and Composition as a Web course, and Dr. Blanca Reyes, who put Man and His Formative Processes on line. Contemporary Society and Culture (Dr. María Rodríguez), Industrial Microbiology (Prof. Lourdes Díaz), and other courses were soon to follow.

In the first semester that the Ponce Campus began to offer Distance Education courses, nine online courses were developed, and approximately 150 students registered. In the second semester, an additional six on-line courses were added, and the number of distance education students increased to close to 200.

Perhaps the most surprising results came from the creation of a videocourse version of Basic Accounting I by Prof. Hugo Burgos. This course, when offered in its traditional on-campus, in-a-classroom form, has a high dropout and high failure rate. The very first time the videocourse was offered, 24 students registered. The lowest grade on the midterm exam was 75 percent–and none of the students had dropped. The professor was thrilled; the students were ecstatic. Students constantly asked, "Why hadn't anyone thought of this before?"

Curiously enough, of all of the early innovators in this project, none could really be considered to be the techies of the campus. In fact, most of the professors who designed the first distance learning courses were somewhat wary about using technology to any great extent. Some had never used e-mail before, yet they saw the importance of this alternative teaching/learning process in order to meet their students' needs, and they rose to the challenge.

The Ponce Campus provides an excellent support team for faculty at the Center for Instructional Development (CID). With the help of a faculty trainer who specializes in instructional technology and design, a graphic artist, a videographer, and computer technicians, faculty concentrate on content and the quality of the learning experience, and the CID helps with the technical know-how. At the end of their first experience, without exception, all of the professors commented on how enriching the experience had been for them. They felt closer to their students, had established better

Students can access online courses and materials on campus communication, and were more in tune with their distance education students' academic needs. WebCT was recently acquired to help facilitate course management and provide more tools for interaction between students and faculty and among students. Other similar tools are being evaluated as well.

Also, the first semester that "distance" courses were offered, all of the students were in reality not so "distant." The students who had registered in the distance education courses were also registered in on-campus courses. It wasn't until our second semester that there were true distance education students. One of the students was a young woman who was in her third year at our campus. She had the opportunity to live in Great Britain for a year but didn't want to miss a year of study. Another student was a Puerto Rican woman who had married into the military. She found herself stationed with her husband in Germany and wanted to complete the degree she had begun at our Metropolitan Campus. Three other students, Puerto Ricans who were living in the United States, wanted to complete their degrees. All of these students had something in common. They were native Spanish-speakers who felt they would do better if they could complete their degree requirements in Spanish, and all of them found it impossible to do so at their current place of residence.

These true distance education students presented a challenge for the campus in that not only was there an obligation to offer courses at a distance–student services such as admissions, registration, financial aid, educational resources, bookstore, and others also had to be provided for these students. Luckily, the university's information management system, BANNER (by SCT), allowed the campus to provide services such as registration online. The Ponce Campus had already set up an admissions form online, and the Department of Education was up and running with financial aid request forms online as well. As long as the required textbooks were in English, students could usually be referred to online bookstores such as Amazon.com, but books written and published in Puerto Rico were more difficult for the students to access. Professors were extremely helpful in this aspect, often sending their own desk copies to the students; however, the university is working towards bookstore services available at a distance in the near future.

Test-taking was a real challenge as well. As long as the students were all residents of Puerto Rico, they could be asked to come to campus for the tests, but obviously the young students in Germany and England couldn't do so. Should professors rely on an honor system for these students, or should arrangements be made for proctored exams? As long as there were only a few students, some professors were willing to use the honor system, but most expressed that they would like some sort of proctored exam system to be set up for these students.

Finally, other support services that the university considers vital for its on-campus students also had to be made available to the distance education students. The library, or Center for Access to Information, as it is called at Inter American University, was way ahead of the game. A virtual library and electronic reserve section were in place. The library catalog system, Unicorn (by SIRSI), was already available online so users could access electronic resources, or request interlibrary loans from any of Inter American University's campuses. The Counseling Center was among the first to set up a discussion board where students could ask questions openly or by e-mail. Soon the center will have chatrooms in order to converse "real-time" with students with the required privacy. The Religious Center (Christian-ecumenical) established an online chaplain to help distance education students with their spiritual needs as well.

Inter American University's Ponce Campus is well on its way to making the *Visión* a reality for the year 2012, which marks the institution's 100th anniversary. By the year 2001, the campus hopes to have at least two undergraduate degrees available entirely at a distance.

Without making much of an effort to market the distance education offerings, the campus has already begun to receive a large amount of e-mail from Latin America and from Boricuas (Puerto Ricans) and Hispanics living abroad. All are eager to know more about college-level courses and services available to them in their native language from a prestigious and accredited university.

Many challenges lie ahead in order to guarantee the same quality of educational services that on-campus students receive to students at a distance. But Inter American University of Puerto Rico continues to focus on finding ways to meet the Hispanic population's need for quality higher education in Puerto Rico, abroad, anytime, and anyplace.

URLs of interest

Chaplain Online–Ponce Campus
http://ponce.inter.edu/nhp/ayuda/OrientacionEspiritual.htm

Counseling Center Online–Ponce Campus
http://ponce.inter.edu/forums/ayuda/index.html

Inter American University of Puerto Rico's Main Page
http://www.inter.edu

Inter American University of Puerto Rico–Ponce Campus
http://ponce.inter.edu

Online Courses–Ponce Campus
(ENGL 3073 and 4073 are open for examination; all others require passwords.)
http://ponce.inter.edu/acad/cursos/linea.html

Inter American University of Puerto Rico Ponce Campus

SIRSI (online library catalog)
http://www.sirsi.com

Systems and Computer Technology Corporation (manufacturers of BANNER Information Systems)
http://www.sctcorp.com

Virtual Library–Ponce Campus
http://ponce.inter.edu/acad/cai/vl/vl.html

WebCT (online course management program)
http://www.webct.com

About the author:

Dr. Clampitt-Dunlap is currently the dean of technological services for academic information at Inter American University of Puerto Rico's Ponce Campus. She has a doctorate in ESL curriculum and instruction and a certificate in distance education from the Distance Education Research Center at Texas A&M.

People-Places-Publications-Conferences

PEOPLE

Arrieta and Huebner Work on Space Station Project

Dr. Jay Huebner (pictured at r.), University of North Florida (UNF) professor of natural sciences, and Rudy Arrieta (l.), UNF graduate, are conducting research with the help of a $21,000 grant from NASA and the Florida Space Grant Consortium.

Photo by Tom Carr

Their project, the development of compact and lightweight membrane sensors that can detect pathogenic bacteria in wastewater, if successful, would assure that the international space station's recycling system could provide potable water. Arrieta believes there also could be many commercial applications, such as in the shellfish industry and public utilities.

Arrieta has a bachelor's degree from UNF and a master's from the University of Florida.

Galindo Performs at Long Island University-Brooklyn

Fifth-generation Latina Eileen Galindo performed in a dramatic adaptation of Cristina Garcia's acclaimed novel, *Dreaming in Cuban*, at LIU-Brooklyn (N.Y.).

Galindo, a native New Yorker of Cuban, Puerto Rican, and Spanish heritage, has worked extensively off-Broadway, including *Expecting Isabel*, 1998 Kennedy Center awardee for New American Plays. Her film credits include featured roles in *The Super* and *Row Your Boat*. On television, she co-hosted the Emmy Award-winning PBS family science show *Newton's Apple* for two seasons and has appeared on *Law and Order* and *Loving*.

Dreaming in Cuban has been praised for its poignant depiction of women who struggle to regain a sense of personal and cultural identity in the aftermath of the Cuban Revolution.

Valdéz Named 1999-2000 TACHE President

Dr. Jude Valdéz was appointed president for the coming year by the Texas Association of Chicanos in Higher Education (TACHE) executive board, replacing last year's electee, Sylvia Rodríguez, who is unable to complete her term.

Valdéz has been active with TACHE since its founding more than 25 years ago and was its president in 1984-85. During his tenure, the TACHE endowment was established, the TACHE archives at the UT-Austin Library were set up, and several initiatives were launched with the Mexican American Legislative Caucus and the Texas Coordinating Board regarding faculty recruitment and student admission.

Pantin a Barry Trustee

Leslie V. Pantin, Jr. (pictured), is one of four new members of the Barry University (Fla.) board of trustees.

Pantin, 51, is an active member of the Non-Group and past president of the Inter-American Business Association, the oldest Hispanic business group in Miami. He was the first Hispanic president of the Orange Bowl Committee, 1997-98, and vice president of AmerInsurance since 1971.

The others are Dr. Nelson L. Adams, Sen. Kendrick B. Meek, and Rep. Beryl Roberts.

The board approved two new degrees in electronic commerce: a Bachelor of Science in business administration with a concentration in e-commerce, and a Master of Science in e-commerce.

Armas Lectures at St. Joseph's on Cuba

Dr. Antonio Armas spoke on "Cuba Today: Internal Transformations and External Challenges" at a lecture presented by the St. Joseph's College (N.Y.) Political Affairs Club, Department of Social Sciences, and Department of Modern Languages.

Armas is professor of history and philosophy at the University of Havana, and auxiliary professor at the Medical School of Cienfuegos. His specialty is philosophical problems of medicine and health, bioethics, and the history of philosophy (pragmatism). The co-author of five volumes, including *Ecología y Sociedad*, Armas is editor of "*Electronic Bullet of Philosophical Research Cuban Society.*" He organized the First National Congress of History of Medicine and was Cuban delegate to the XIVth Congress of Latin American Studies Association in 1994.

Herrera-Sobek Speaks at New Mexico

Maria Herrera-Sobek shared the ecological concerns of Chicana writers and artists as seen through their work in "Environmental Matters: Ecological Critical Theory and Chicana Literary and Artist Expressions," her lecture at the University of New Mexico for the third annual "Critica Nueva: Lectures on Chicana/Chicano Literary Criticism." A professor of Chicana/Chicano studies at the University of California-Santa Barbara, she was the first woman selected for the series.

Herrera-Sobek also presented slides of paintings by Chicana artists that reflected environmental concerns.

Scholar from Mexico at Ramapo

Imer B. Flores, Fulbright Scholar from Mexico, spent the fall semester teaching at Ramapo College of New Jersey in the School

of American and International Studies. A researcher and professor at the Legal Research Institute of UNAM, Law School, National Autonomous University of Mexico, his main fields of study are jurisprudence and legal theory.

Flores taught Comparative Perspectives on Human Rights with Terrence W. Miller, director of international and multicultural studies at Ramapo. In the spring, he will teach Human Rights in Latin America, and will be responsible for the spring Ramapo Lecture Series "Culture of Peace: Global Challenges for the 21st Century."

Jose Quintero Exhibit at Houston

The University of Houston's (UH's) M.D. Anderson Library is presenting "Long Day's Journey into Light: Theater Master, Jose Quintero," a major exhibit reflecting the career of the late, legendary, award-winning director and former UH theater professor. The free, public exhibit continues through Feb. 6, 2000.

Quintero produced and directed more than 50 off-Broadway and Broadway shows as well as TV and cable productions. He was singularly instrumental in revitalizing interest in Nobel Prize-winning playwright Eugene O'Neill, whose works he produced and directed over 50 years, working with actors such as Jason Robards, George C. Scott, Geraldine Page, Ingrid Bergman, Kirstie Alley, and Calista Flockhart.

Negrón Builds Bridges for LIU-Brooklyn

Laura McKaie Negrón, dean of institutional advancement at Long Island University-Brooklyn (N.Y.), develops resources and partnerships with the campus' external community, including businesses, community groups, other not-for-profit organizations, and elected officials.

Photo by Rodney K. Hurley

She also identifies grant funding opportunities and coordinates related program planning and writing teams for government, foundation, and corporate proposals.

"Laura McKaie Negrón has an excellent track record as a program developer with a talent for building bridges to the Brooklyn campus' outside constituencies," said Provost Gale Stevens Haynes.

Negrón has a bachelor's degree from State University of New York-Binghamton and a master's from the Hunter College School of Social Work.

Powell Presents Scholarship to Sanchez

Gen. Colin Powell, one of City College of New York's (CCNY's) most distinguished graduates (Class of 1958), presented the first Maud and Luther Powell America's Promise Scholarship–which he and his sister, Marilyn P. Berns, established this year in memory of their parents–to Beatriz Sanchez, a CCNY first-year architecture major.

"I'm the first member of my family to attend college, and the scholarship will help me fulfill my academic goals," said Sanchez, who was born in Mexico and graduated from high school in Manhattan.

At the same ceremony, Florida-based philanthropist Lois Pope presented Leaders in Furthering Education America's Promise Scholarships to Kiyanda Baldwin and Krystal Pagan, both sophomores in the Sophie Davis School of Biomedical Education/City University of New York Medical School at CCNY.

Pictured (l. to r.): Baldwin, CUNY board chair Herman Badillo, Pagan, Pope, Sanchez, and Powell.

Durán President of New Tribal College

Pima Community College (Ariz.) administrator Dr. Richard E. Durán was named founding president of the Tohono O'odham Nation's new tribal college. Scheduled to open with 200 to 400 students in fall 2000, it will be the second tribal college in Arizona.

"Tohono O'odham Community College will be comprehensive, with adult basic education, developmental, occupational, and transfer courses," said Durán, who has a bachelor's degree and master's from Adams State College and a doctorate from the University of Northern Colorado.

There are 31 accredited tribal colleges in the U.S. and several more under development.

Ortiz Takes Training to the Street

New Haven police captain Francisco Ortiz was one of 26 students learning leadership skills at the Management Training Institute, a joint effort of Yale University and the city of New Haven.

"Traditionally, policing is rudimentary–defining statutes, making arrests, investigating crime, testifying in court, following rules and procedures," said Ortiz, who is the community patrol resource coordinator, overseeing 300 officers. He said the classes helped him see the department as if it were a private business organization seeking to implement motivational techniques.

Ecuadorian Tenor Visits Roosevelt University

Juan Borja, leading operatic tenor in Ecuador, taught voice students at Roosevelt University's Chicago Musical College (Ill.) Ecuadorian songs as part of a cultural exchange made possible through the Chicago Artists International Program.

Borja, who is involved in a fledgling movement in Ecuador to create an opera company, helped 10 selected Roosevelt students prepare for a concert of Ecuadorian music.

A graduate of the Colon Theater in Buenos Aires, Argentina, Borja, who has appeared in operas all over the world, works to increase understanding of Latin America's art song tradition. He hopes to elicit suggestions on getting a successful opera movement off the ground in Ecuador.

Cole 8th President of Montclair State

Photo © Steve Hockstein

Americans hold the view "that access to higher education has become a central and defining quality of American life," Dr. Susan A. Cole said as she was inaugurated as eighth president of Montclair State University. "It is largely public higher education that has been and continues to be called upon to meet this voracious and growing appetite among the people of this nation for access to advanced educational opportunities."

Cole is the first woman to head the 91-year-old university, the second largest in New Jersey. She has a bachelor's degree from Columbia University's Barnard College and a master's and doctorate from Brandeis.

Electronics Student Receives Scholarship

Two years ago, Yvette Rodriguez was a Levi Strauss employee. Today, she is pursuing a career in electronics, and her skills in the field have already impressed one potential employer. Rodriguez, 28, is the first female recipient of a $2,000 scholarship from the El Paso Energy Foundation.

Last summer she interned at El Paso Natural Gas Company's Roswell Operating Complex in New Mexico. She worked alongside company employees, helping with pipeline measurement and maintenance. She was soon accepted and respected as a fellow employee.

Rodriguez is married, enjoys sports, and is currently the vice president of the Electronics Club at Eastern New Mexico University-Roswell.

Austin Peay Professor Completes Work of Villa-Lobos

A challenge of a lifetime beckoned to Dr. Stanley Yates when he was given the chance to complete the long-lost work of a celebrated composer. Yates, director of guitar studies at Austin Peay State University (Tenn.), found and finished an early guitar piece, "Valfa Concerto No. 2," by Brazilian musician Heitor Villa-Lobos (1887-1959), a prolific and colorful composer of the 20th century.

An article authored by Yates about the discovery and completion of the piece was published in musical journals in seven countries. He plans to release a recording of the complete guitar works of Villa-Lobos next year.

Villa-Lobos, a celebrated figure of South American musical tradition, began as a street musician and achieved wide acclaim as a symphonic composer. "Absolutely every guitar piece we have of his is a masterpiece," said Yates.

Artist Sacharny at Mott Community College

Mott Community College's (Mich.) Fine Arts Gallery presented an installation by artist Lidia Sacharny in November.

Sacharny, who intends for viewers to develop an interactive relationship with her work, describes her installation as "a circle of dirt measuring 10 feet in diameter that has at its center an electric outlet. On the dirt are extension cables. Also in the dirt, there is a plain, unplugged lamp."

Sacharny has a licentiate in drawing and plastic arts from the Federal University of Rio de Janeiro, Brazil; a master's from the University of Texas-Austin; and a master's from Michigan State University. Her work is in the collection of the Council of Latin American Studies at Yale University.

Pérez Named Regents Professor

Texas A&M University-Kingsville biology professor Dr. John Pérez was named a 1999 Regents Professor by the Board of Regents of the Texas A&M University System.

Pérez has worked for Texas A&M-Kingsville for nearly 30 years and is best known for his research with snake venom. He and his students were among the first researchers to discover that certain animals are resistant to snake venom.

At Kingsville, Pérez has brought in nearly $8.5 million in research grants. He is director of the Natural Toxins Research Initiative, which seeks to provide modern research equipment and a diverse faculty to the university to foster excellence in research.

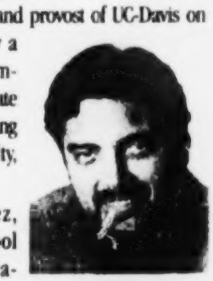
PLACES

Day for Women Coming to Cal Lutheran

California Lutheran University (CLU) will hold the 21st annual "Creative Options: A Day for Women," an all-day event, in March, presented by the American Association of University Women, Thousand Oaks Branch, and the CLU Women's Resource Center. Each year more than 1,000 women attend. Workshops are presented by professional women and men–highly respected in their chosen fields–who donate their time and expertise.

Marcia Ann Gillespie (pictured), editor-in-chief of *Ms.* magazine and president of Liberty Media for Women, a corporation comprised of women investors who purchased the magazine in 1998, will be a keynote speaker.

New Post to Advise California-Davis on Diversity



A new one-year post has been created to advise the chancellor and provost of UC-Davis on how to best diversify a growing campus community and how to create and sustain a welcoming environment for faculty, staff, and students.

Roberto Paez, director of the School of Medicine's educational opportunity programs since 1992, became special assistant to the chancellor on affirmative action and diversity in October. Currently, Paez is the interim leader of the

Office for Diversity, Affirmative Action, and Equal Employment Opportunity.

"I intend to do my best to help the leadership advance the campus' commitment to making progress in these very important areas in an equitable and constructive manner," said Paez.

Hispanics in Media Debated at University of Miami

Prominent experts debated the changing role of Hispanics in the media in October at the University of Miami (UM). The event, "Breaking Barriers: Hispanics in Media," featured industry representatives discussing the rapidly growing Hispanic population in South Florida and its impact on local and national media.

Participants (pictured l. to r.) included Juan Carlos Espinoza, assistant director for the UM Institute for Cuban and Cuban American Studies; Raul Lopez, director of sales, U.S. Hispanic and Pan Regional, <yupi.com>; Lourdes Cue, freelance writer for *Generation Ñ* and *The Miami Herald*; Beatriz Canals, news anchor at WSVN-Channel 7; Jeanette Rivera-Lyles, reporter for *El Nuevo Herald*; and Gustavo G. Godoy, publisher of *Vista Magazine*.

Smith College Co-Sponsors "Los Niños de los Barrios"

The Smith College School for Social Work (Mass.), in conjunction with the New York-based Puerto Rican Association of Community Affairs (PRACA), co-sponsored "Los Niños de los Barrios," a conference examining government policy and practice as it impacts Latino children and families. This conference–one of several PRACA organized in six states and Puerto Rico–held at Western New England College (Mass.), explored political, social, and economic factors that account for Latino children entering the welfare system, and set the stage for creating culturally responsive family interventions and alternatives to foster care.

Irene Rodríguez Martin (pictured), director of external affairs at the Smith School for Social Work, was on the conference planning committee member along with others from western Massachusetts.

Texans Present Trilingual Sign Language at Boston Conference

The first national assembly of trilingual sign language interpreters, "Mano en Mano," was held in Boston with major support and guidance from El Paso Community College's (Texas) National Multicultural Interpreters Project (NMIP). More than 100 representatives from different national educational institutions that provide services for the deaf were present to learn more about trilingual sign language, and to discuss the need for certification and the need for additional compensation for their abilities.

"I'm very excited because we were able to demonstrate that it can be done, that you can speak in Spanish and translate into American Sign Language, and that you can speak in English and have it translated into Mexican sign language," said Mary Mooney, El Paso Community College's sign language instructor and NMIP director.

El Sauce Performs at Stetson

Historic dance and costumes from the heartland of Argentina were featured at Stetson University (Fla.) as El Sauce, a dance troupe from the School of Folklore, performed authentic Argentinean dance styles ranging from the well-known and sensuous tango to dances popular in the school's town of Villaguay in the province of Entre Rios. Dr. William Nylen, chair of Stetson's Latin American Studies Program, coordinated the event.

Photo by Rafael Torres

Raul Ricardo Olivera founded the troupe in 1964, at age 21, to share his passion for the dances and music. The group has received many awards in Argentina, including the First Prize of Dance in the Festival of San Martin in 1990 and has represented Argentina in the U.S., Chile, Brazil, Paraguay, and Uruguay, among other venues.

MLA Report Shows Increased Foreign Language Study

MLA A report recently released by the Modern Language Association of America (MLA) indicates that overall college-level enrollments in foreign language study have increased, reversing a downward trend in foreign language study noted in a 1995 report.

According to the new survey, there were 1,151,283 U.S. college students studying modern foreign languages in 1998, up from 1,096,603 in 1995. MLA's 1995 study had indicated a 3.8 percent decline between 1990 and 1995.

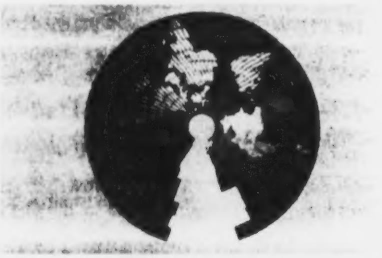
Spanish accounts for 55 percent of the total foreign language registrations in higher education. More than three times as many students are enrolled in Spanish classes as study the next most popular language, French.

Rodriguez Awards at St.Louis' Washington University

Ana Cespedes, Quetzal Torres, and Laura Mendiola (pictured l. to r.) were awarded the Annika Rodriguez Scholarship for Hispanic Students by Washington University in St. Louis (Mo.). Designed to recognize Hispanic students of exceptional merit, the Annika Rodriguez Scholarship for Hispanic Students is awarded each year to outstanding first-year students. The scholarship is named in honor of an exceptional young alumna of Washington University, Annika Rodriguez, who was killed during a flash flood while working for the Peace Corps in Central America.

South American Artists Showcased at Bronx Museum

The Bronx Museum of the Arts (N.Y.) presents "Amnesia," a major traveling exhibition running through Feb. 27. The show includes works of 16 contemporary artists from South America who examine the themes of memory, loss, desire, and mortality. The exhibit investigates the notion of South America as a forgotten continent within the context of dominant or traditional art historical narratives and how issues are still formed, shaped, and processed through a colonial history.



Artists include: Miguel Rio Branco, Waltercico Caldas, José Gabriel Fernández, Mónica Girón, José Antonio Hernández-Diez, Iñigo Manglano-Ovalle, Oscar Muñoz, Ernesto Neto, Roberto Obregón, Marcelo Pombo, Alfredo Ramírez, Miguel Angel Ríos (whose "Pleats and Borders #3, 1995" is shown here at top), Pablo Siquier, Valeska Soares, Tunga ("P from the series Seeding Mermaids, 1997/1998," bottom), and Sergio Vega.

Florida International Hosts First ROTC/HACU Conference

The U.S. Army wants Hispanic officers.

Secretary of the Army Louis Caldera was the keynote speaker at the first meeting of Army ROTC and the Hispanic Association of Colleges and Universities, which took place at Florida International University in October.

Michael W. Thomas, public affairs officer of the U.S. Army Cadet Command, said the purpose of the conference was to identify methods to increase Army ROTC opportunities for Hispanics.

Caldera has statutory responsibility for all matters relating to the Army, and is responsible for the department's annual budget of nearly $70 billion. He holds degrees from the U.S. Military Academy at West Point and Harvard University.

Victoria Students Celebrate Day of the Dead

Spanish students celebrated the Day of the Dead tradition at the Victoria Mall with a decorative display featuring an altar in memory of Don Martin de Leon, founder of The Victoria College, now in its 175th year. Students from the college's Spanish classes explained the exhibit to visitors.

In the Hispanic cultures of the Americas, as in many others, there is a sense of reverence of both life and death that is remembered and celebrated through a variety of folk customs and rituals. Many families erect home altars, where they can place the favorite food or drink of the departed.

A national holiday in Mexico, "el día de los muertos" originated before Columbus brought Catholicism to the new world in 1492.

New York Minority Business Student Group Hosts Conference

The Association of Hispanic and Black Business Students from New York University (NYU) Stern School of Business hosted a conference for MBA candidates from leading MBA programs across the U.S. The 14th annual business conference, "New Directions: Realizing Futures and Options," addressed career development of MBA candidates and professionals in the next century.

The event included informative panels on such topics as e-commerce, day trading, and entrepreneurship, and provided tools and resources to empower future business leaders.

Students from Stern organizations–including Stern Women in Business, the Latin Business Association, the Asian Business Society, and the Lesbian and Gay Business Association–took part in a student-organized leadership forum.

Colorado-Boulder Creates Diversity Scholarship

The School of Journalism and Mass Communication at the University of Colorado-Boulder established the Columbine Unity and Diversity Scholarship for minorities or other pre-journalism majors who help promote diversity through their news coverage.

Colorado-Boulder first-year students Issac Lopez and Michelle Flores, first awardees, each received $1,000. Both enrolled as pre-journalism majors after completing a journalism course in the summer of 1998 under Colorado-Boulder's Pre-Collegiate Development Program.

Ray Chavez (pictured), director of the Office of Student Diversity in the journalism school, and the Multi-Ethnic Media Organization, a student group, created the scholarship in reaction to the Columbine High School shootings.

Eastern Michigan Honors Illingworth-Rico

Eastern Michigan University faculty member Alfonso Illingworth-Rico was honored with a 1999 Teaching Excellence Award during the university's 1999 homecoming festivities.

"Many educators today stress the importance of having students make connections between the different disciplines. Illingworth-Rico's teaching style is certainly a reflection of this concept," said Alice Burg, who nominated him.

An associate professor of Spanish, Illingworth-Rico stresses the interconnections between language, culture, literature, history, and politics. He has a bachelor's degree from Instituto Tecnológico y de Estudios Superiores de Monterrey, a master's from New Mexico State University, a doctorate from the University of Arizona, and is affiliated with the Sigma Delta Pi Hispanic Honorary Society.

Manhattan Community College Benefits McDonald's Employees

In a unique partnership with Steck-Vaughn Company, an education publisher, and with Austin Community College (Texas), Borough of Manhattan Community College's (BMCC's) Office of Adult and Continuing Education has been teaching language skills to employees of McDonald's franchises in New York City for whom English is a second language.

Photo © Julie Lemberger

BMCC president Antonio Pérez says the program is another example of how the New York college is at the forefront in taking quality educational programs out of the classroom and into the community.

Pérez is pictured here amid (l.to r.) McDonald's manager Maria Alvarez-Zion, employee/student Noelia Enriquez, employees Stephanie Arnaudo and Jerby Almazan, and Acté Maldonado, BMCC dean of adult and continuing education.

DePaul Professor Studies Latino Fatigue

A groundbreaking, community-based study of Chronic Fatigue Syndrome (CFS), headed by a DePaul University (Ill.) professor of psychology, shows Latinos have the highest prevalence of the condition–726 cases per 100,000 people. The study explodes the myth that individuals with the condition are largely White, middle-class women.

Leonard Jason's "Community-Based Study of Chronic Fatigue Syndrome," which appeared in the Oct. 11 issue of the American Medical Association's *Archives of Internal Medicine*, reports that there is greater prevalence of CFS among Latinos, African Americans, and women, and that CFS affects 422 of every 100,000 Americans. The rate of prevalence is twice as high as rates previously reported by the Centers for Disease Control, which means as many as 800,000 people nationwide might suffer from the condition.

Texas A&M-Kingsville ROTC Students Receive Awards

Texas A&M University-Kingsville Army ROTC cadets Regina Rios, Humberto Alvarez, and Daniel Williams received recognition awards from Communities in Schools (CIS) volunteer coordinator Jeanette Price.

The cadets were volunteer CIS tutors at a local middle school. Other volunteer cadets during the 1998-1999 school year were David Flores, Jose Jaramillo, Mario Jaramillo, Jennifer Salazar, and Rebecca Salinas.

CIS is part of a stay-in-school network composed of 150 independent agencies in 33 states throughout the country. CIS empowers students and their families through the delivery of supportive guidance and counseling, health and human services, parental and family involvement, pre-employment, enrichment, and educational enhancement.

Democracy Lectures at Florida International

Florida International University (FIU) held this year's State of Democracy Lecture Series in October. Keynote speakers were Jesus Reyes-Heroles, Mexico's ambassador to the U.S., and Alberto Andrade, mayor of Lima, Peru. Roundtable discussions, lectures, and workshops delved into issues associated with Peru's and Mexico's social and economic state.

The Summit of the America's, established by FIU's Latin American and Caribbean Center, was designed to overlook initiatives agreed upon during the Summit of the Americas held in Miami in 1994. The center provides independent analysis of the impact on Florida's free trade and other dimensions of the hemispheric integration process.

New Mexico-Los Alamos Creates Sagel Scholarship

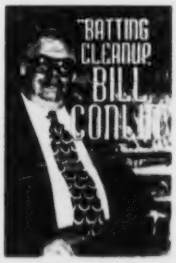
The University of New Mexico (UNM)-Los Alamos has created a memorial scholarship and lecture series in memory of the late Jim Sagel, a faculty member at UNM-Los Alamos for 12 years. Sagel taught Latin American literature, Native American literature, Chicano literature, Southwest literature, Spanish, and more. Best known for his writing, he won many international awards, including the Premio Casa de Las Americas award, the Concurso Internacional de la Revista Poesia award, and the Spanish El Premio Literario Ciudad de San Sebastian award.

The Jim Sagel Endowment Scholarship helps students who plan to earn an associate's degree in liberal arts or southwest studies. The Jim Sagel Memorial Lecture Series was established last spring.

PUBLICATIONS

"Batting Cleanup, Bill Conlin"

Kevin Kerrane, ed.

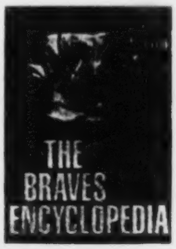


Bill Conlin probably is best known for his tremendous contribution to the *Philadelphia Daily News*. In this collection of his best sports writing, Conlin presents athletes as all too human, but his descriptions of game action convey the magnitude of the athletes' talent and the demands of the sport itself.

1997. 221 pgs. ISBN 1-56639-541-0. $27.95 cloth. Temple University Press. (800) 447-1656.

The Braves Encyclopedia

by Gary Caruso

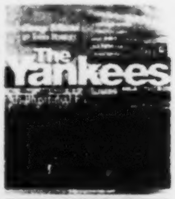


This comprehensive history begins with the team's birth in 1871 as the Boston Red Stockings, and follows them to Milwaukee in 1953 and to Atlanta in 1966, playing under such a variety of names as Beaneaters, Doves, Rustlers, Braves, Bees, and back to the Braves. Because of this transient past, much of the franchise's history has been misplaced over the years–until now.

1995. 533 pgs. ISBN 1-56639-384-1. $59.95 cloth. Temple University Press. (800) 447-1656.

The Yankees: An Illustrated History

by George Sullivan and John Powers



This book offers the non-stop excitement of the illustrious story of the New York Yankees, captured in more than 450 photographs and entertaining anecdotes about favorite players. Year by year, from 1903 through 1996, readers will relive the celebration and disappointment of each season.

1997. 329 pgs. ISBN 1-56639-553-4. $34.95 cloth. Temple University Press. (800) 447-1656.

Philadelphia's Old Ballparks

by Rich Westcott

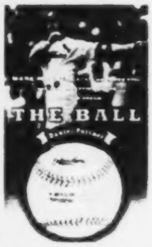
Philadelphia's Old Ballparks

Experienced baseball writer Rich Westcott takes readers back in time to an era when Philadelphia's ballparks were as famous and as much a part of the game as the teams that took the field. This book is both a documentary and an oral history, providing colorful descriptions of all the old professional parks and the many teams that played in them.

1996. 206 pgs. ISBN 1-56639-454-6. $29.95 cloth. Temple University Press. (800) 447-1656.

The Ball: Mark McGwire's 70th Home Run Ball and the Marketing of the American Dream

by Daniel Paisner

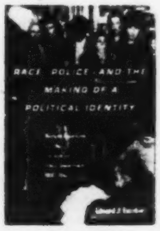


On Sep. 27, 1998, 26-year-old research scientist Phil Ozersky's life was forever changed when he caught Mark McGwire's 70th home run ball. In January 1999, the ball was sold at auction for just over $3 million. This book assesses the big picture of how we work, live, and play, against the backdrop of the wheeling and dealing that surrounded Ozersky and the ball.

1999. 206 pgs. ISBN 0-670-88776-5. $22.95 cloth. Viking. (800) 788-6262.

Race, Police, and the Making of a Political Identity: Mexican Americans and the Los Angeles Police Department, 1900-1945

by Edward J. Escobar



This study examines the history of the Los Angeles Police Department and the Chicano community from the turn of the century, when the police first became a professional organization, to the era of the Zoot Suit riots in 1943. It shows how police increasingly characterized Chicanos as a criminal element, and how Mexican Americans increasingly assumed that the police were deliberately targeting them.

1999. 372 pgs. ISBN 0-520-21335-1. $17.95 paper. University of California Press. (800) 822-6657.

Continuing Professional Education in Transition: Visions for the Professions and New Strategies for Lifelong Learning

William H. Young, ed.

This book considers important dimensions of the current changing environment of continuing education, including racial and ethnic diversity of professionals and the impact of technological developments on professional practice and, therefore, on continuing education.

1998. 384 pgs. ISBN 0-89464-997-3. $49.50 cloth. Krieger. (800) 724-0025.

Inca Myths

by Gary Urton

Beginning with an introduction to the land and people of the Andes and a review of sources of our current knowledge of Inca mythology, this book recounts various creation myths, including a selection from ethnic groups and regions around the empire, and illuminates the nature and relationships of myth and history.

1999. 80 pgs. ISBN 0-292-78532-1. $12.95 paper. University of Texas Press. (800) 252-3206.

Machado de Assis: Reflections on a Brazilian Master Writer

Richard Graham, ed.

Machado de Assis

Joaquim Maria Machado de Assis, a native of Rio de Janeiro, Brazil, is widely acknowledged by those who have read him as one of the major authors of the 19th century. Yet, because he wrote in Portuguese, those with access to his writings are relatively few. This book is designed not only to call new attention to this master but also to raise questions about the nature of literature itself and current alternative views on how it can be approached.

1999. 144 pgs. ISBN 0-292-72822-0. $11.95 paper. University of Texas Press. (800) 252-3206.

¡Pobre Raza!: Violence, Justice, and Mobilization Among México Lindo Immigrants, 1900-1936

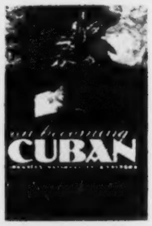
by F. Arturo Rosales

This book examines the response of Mexican immigrants to Anglo American prejudice and violence early in the 20th century. The author traces the rise of "México Lindo" nationalism and the efforts of Mexican consuls to help poor Mexican immigrants defend themselves against abuses and flagrant civil rights violations by Anglo citizens, police, and the U.S. judicial system.

1999. 304 pgs. ISBN 0-292-77095-2. $19.95 paper. University of Texas Press. (800) 252-3206.

On Becoming Cuban: Identity, Nationality, and Culture

by Louis A. Pérez Jr.



This book is a sweeping cultural history of the sustained encounter between the peoples of Cuba and the United States and of the ways that this encounter helped shape Cubans' identity, nationality, and sense of modernity from the early 1850s until the revolution of 1959.

1999. 608 pgs. ISBN 0-8078-2487-9. $39.95 cloth. University of North Carolina Press. (800) 848-6224.

Investing in Latin America: Best Stocks, Best Funds

by Michael Molinski

Investing in
Latin
America
Best Stocks • Best Funds

Latin America is poised to be the fastest-growing region in the world over the next decade. Author Michael Molinski says that by keeping an eye on current events, small investors can gain an advantage over big institutional investors who often don't have the time to research Latin American countries. This book contains Molinski's "favorite sources" of meaningful, timely data on Latin American companies.

1999. 302 pgs. ISBN 1-57660-065-3. $24.95 cloth. Bloomberg Press. (888) 417-9597.

Operation Pedro Pan: The Untold Exodus of 14,048 Cuban Children

by Yvonne M. Conde

Between 1960 and 1962 more than 14,000 children were sent out of Cuba, alone, by desperate parents who feared for their children's future under Fidel Castro. In this book, hundreds of these children relate their uplifting, poignant, and sometimes tragic experiences in American foster homes and orphanages, and their long-awaited, awkward, and delicate reunification with their parents.

1999. 248 pgs. ISBN 0-415-92149-X. $27.50 cloth. Routledge. (800) 634-7064.

Cuando Hablan Los Santos: Contemporary Santero Traditions from Northern New Mexico

by Mari Lyn C. Salvador

This lavishly illustrated book includes background information on the santero traditions of New Mexico, pictures of the artists and their work accompanied by their own comments, and essays by six scholars on various aspects of the history, iconography, and marketing of these increasingly popular woodcarvings and paintings.

1999. 142 pgs. ISBN 0-912535-09-1. $24.95 paper. University of New Mexico Press. (800) 249-7737.

Many publications featured in this section are available through amazon.com.

CONFERENCES

AAC&U 86th Annual Meeting

January 20-22

The Association of American Colleges & Universities presents "Greater Expectations: Of Our Students, Our Stakeholders, Ourselves," its 86th annual meeting. In Washington, D.C.

In addition, see Web site at <www.aacu-edu.org> for information on four regional (San Antonio, Philadelphia, Tacoma, and Charleston) "Network for Academic Renewal" meetings.

Contact: (202)387-3760; e-mail, <meetings@aacu.nw.dc.us>; Web site, <www.aacu-edu.org>.

NAFEO 25th National Conference

February 13-17

The National Association for Equal Opportunity in Higher Education's 25th national conference will explore "Offensive Strategies for Keeping the Doors of Opportunity Open in the New Millennium." At the Washington Hilton Hotel & Towers, Washington, D.C.

Contact: (301) 650-2440; Web site, <www.nafeo.org>.

NABE 2000/Millennium Conference

February 15-19

The National Association for Bilingual Education's five-day event includes keynote speakers; more than 200 workshops, symposia, papers, and demonstrations focusing on the education of language-minority children and the development of multilingualism and cultural understanding. In San Antonio, Texas.

Contact: NABE, (202) 898-1829; Web site, <www.nabe.org>.

NAHLS National Conference

February 21-26

The National Association of Hispanic & Latino Studies' national conference will take place this year in Houston, Texas.

For additional information: Dr. Lemuel Berry, Jr., Executive Director, NAHLS, Morehead State University, (606) 783-2650.

ACE 82nd Annual Meeting

March 18-21

The American Council on Education's 82nd Annual Meeting, "A New Agenda for a New Age," convenes in Chicago at the Sheraton Chicago Hotel and Towers.

Contact: ACE, (202) 939-9410; Web site, <www.acenet.edu>.

NAHP Convention 2000

March 29-April 1

The National Association of Hispanic Publications presents "the Hispanic print event of the new millennium." At the Monte Carlo Resort & Casino, Las Vegas, Nevada.

Contact: Andres Tobar, Executive Director/CEO, (202) 662-7250.

AAHE 2000 National Conference

March 29-April 2

The American Association for Higher Education's 2000 national conference has as its theme "To Form a More Perfect Union: Diversity and Learning." In Anaheim, Calif.

Contact: Kerry Newberry, conferences and meetings assistant, (202) 293-6440; Web site, <www.aahe.org>.

NCA-CIHE 105th Annual Meeting

April 1-4

The North Central Association of Colleges and Schools' Commission on Institutions of Higher Education presents "The Quest for Quality: Mission, the Commission, and a New Century." In Chicago, at the Hyatt Regency Chicago.

The New Jersey Project–Spring Conference

April 7

The New Jersey Project on Inclusive Scholarship, Curriculum, and Teaching presents "Global Translations: Thinking, Writing, and Teaching across Borders," featuring Jacqui Alexander, Ruth Behar, and Cynthia Enloe. At New Jersey City University, Jersey City, N.J.

Contact: (973) 720-2296; e-mail, <nj_project@wpc.wilpaterson.edu>.

AACC 80th Annual Convention

April 8-11

The American Association of Community Colleges presents its annual convention, this year on the theme "A World of Possibilities," and an academic marketplace at the Hilton Washington in Washington, D.C.

Contact: Web site, <www.aacc.nche.edu>.

3rd Annual Conference on Diversity in Teaching and Learning in American Higher Education

April 19-22

"Text and Context: The Structures of Learning" includes among the keynoters José Cuellar, Chair, La Raza Studies, California State University-San Francisco. At The Westin St. Francis Hotel in San Francisco.

Contact: (408) 864-8309/8993; Web site, <www.TeachLearn.fhda.edu>.

HACU–14th Annual Conference

November 4-7

This year's theme: "Championing Hispanic Success in Higher Education." At the Albuquerque Convention Center, Albuquerque, N.M.

Contact: Web site, <www.hacu.org>.

ROCKHURST UNIVERSITY

Rockhurst University is located in the cultural and artistic center of the racially and ethnically diverse Kansas City metropolitan area, and consists of 2900 students in four academic divisions. Currently, applications are being taken for the following tenure-track positions:

Biology: to teach plant biology, general biology, ecology and field biology.

Education: to teach undergraduate and graduate courses in elementary and secondary science/mathematics methods, supervise field experiences, lead efforts to integrate technological knowledge into the teacher education curriculum.

Please send letter of interest, curriculum vitae, and the names, addresses and phone numbers of three references to:

Personnel Director
Rockhurst University
1100 Rockhurst Road
Kansas City, MO 64110-2561

EOE

USF UNIVERSITY of SAN FRANCISCO

Writing

Pending approval and funding, the Department of English at the University of San Francisco invites applications for a full time tenure track position in Writing at the Assistant Professor level, anticipated to begin in the Fall 2000.

The Writing Emphasis, a track in the English major, is distinct from Expository Writing and prepares students for fields in law, publishing, and other careers in writing. It consists of required courses in theories of writing and language as well as elective courses in creative writing.

Responsibilities include coordinating and teaching in the Writing Emphasis for English majors. Primary teaching may include inter alia courses in three areas: textual analysis and linguistics; theoretical issues in publishing; and creative writing workshops and advanced composition. Since this program may be redesigned in the near future, the department is particularly interested in applicants with innovative ideas for structuring a writing curriculum.

Qualifications: University teaching experience, an earned doctorate or MFA by Fall 2000 with a specialization in writing and theories of writing; evidence of a strong commitment to teaching; publications; experience and willingness to work in a culturally diverse environment; and an understanding of and commitment to support the mission of the University are required.

We particularly encourage minority and women applicants for all positions. The University of San Francisco is an Equal Opportunity and Affirmative Action Employer, and will provide reasonable accommodations to individuals with disabilities upon request.

Applicants should submit a letter of application, curriculum vitae, graduate transcripts, brief description of research plans, copies of recent publications, statement of teaching philosophy, evidence of teaching ability including copies of teaching evaluations, and three letters of recommendation to:

Writing Search Committee
c/o Carolyn Brown
Department of English
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080.

Applications must be received by **February 15, 2000**, in order to ensure full consideration.

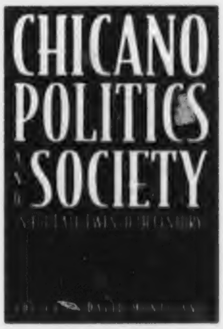
Established as San Francisco's first institution of higher learning in 1855, the University of San Francisco presently serves 8000 students in the arts and sciences, business, education, nursing, law, and professional studies. The University is a private, Catholic and Jesuit Institution and particularly welcomes candidates who will positively contribute to such an environment.

Book Review

by Mark Saad Saka, Ph.D.

***Chicano Politics and Society in the Late Twentieth Century*, ed. by David Montejano.** Austin: University of Texas Press, 1999. ISBN# 0-292-75215-6. $15.95 paperback.

The Chicano movement, 1967-1975, represented the most significant cultural, ideological, and political revolution in twentieth-century Mexican American history and in the formation of Mexican American ethnic identity. In a short span of time, Mexican American youth and university students redefined the entire notion of what it means to be Mexican American in the United States. In so doing, Chicana and Chicano alike laid the basis for an ethnic renaissance that has forever changed the American political and cultural landscape. Central to this wave of political radicalism lay the notion of "inclusion," the integration of Mexican Americans into the broader American political and social mainstream. David Montejano has compiled ten important specially commissioned essays to address and assess Mexican American political identities, policies, and tactical alliances in the "post-Chicano" era, 1975-2000. In the process, Montejano has laid bare the challenges and social complexities that modern Mexican Americans face at the advent of the twenty-first century.



Montejano groups the essays into three categories–community, institutional, and general studies–as well as providing a comprehensive introduction and conclusion to successfully synthesize the ten articles. Space constraints restrict a review of every essay, so I have chosen to review the three articles that my summer school students enjoyed the most. The students in my Mexican American history seminar responded favorably to the book, and I received no negative comments in our group discussions.

Mary Pardo's essay is entitled "Gendered Citizenship: Mexican American Women and Grassroots Activism in East Los Angeles, 1986-1992." This essay was many of my students' choice for favorite, particularly among the Chicana and Anglo women. The central theme of the essay revolves around the grassroots activism of working-class Chicanas who mobilized community support to prevent the state of California from "dumping" a state prison in East Los Angeles. Calling themselves the "Mothers of East Los Angeles" and donning white mantillas (traditional head scarves), these working-class, active Catholic, middle-aged mothers formed tactical alliances with community groups and the Catholic Church and generated tremendous media coverage not only to protest the proposed prison in East Los Angeles but later to oppose a toxic waste incinerator, a chemical waste treatment plant, and an oil pipeline from being "dumped" on their "community of color." The activist role that these mothers played dispels many myths of the "traditional, docile, conservative-religious" stereotypes that many non-Hispanics hold of "Mexican" women. In fact, most of these mothers found deep consolation and motivation in their religious faith, community support, and ethnic identity. Pardo's essay demonstrates how gendered identity, ethnic solidarity, and community mobilization can impact the political process.

In "Protest and Affirmative Action in the 1980s," Philip Gonzales examines a major conflict that emerged at the University of New Mexico. The essay covers the controversy that developed between the board of regents for the University of New Mexico, the newly appointed president, Tom Farer, and the Mexican American governor, Tony Anaya. Two Chicano members of the board of regents objected to and became "ethnically hostile" to Farer's presidency on the grounds that Farer failed to promote an aggressive affirmative action hiring policy in cabinet appointments. Although Farer had promoted minority recruitment in his hiring of two Chicano vice presidents, the creation of an Hispanic research position, and the reinstatement of a Chicano radio programmer fired for racial reasons, the Chicano members of the board mobilized community and even gubernatorial support for their charge that Farer was "ethnically insensitive." The resignation of Farer, only a year and a half after his assuming the presidency, and the public disapproval over the politicalization of the universities' hiring practices alienated the board of regents as well as the Anaya administration.

Martín Sánchez Jankowski examines the transformation of Chicano political and ethnic identities between the 1970s and the 1980s. In "Where Have All the Nationalists Gone? Change and Persistence in Radical Political Attitudes Among Chicanos, 1976-1986," Jankowski initiated a longitudinal study of Chicano activists between 1976, 1982, and 1986 by sampling high school seniors in Los Angeles, Albuquerque, and San Antonio. By revisiting the same respondents years after their Chicano activist period, Jankowski provides a well-distributed case study of middle- and working-class, male and female political radicals and their ideological transformation over the course of a decade. Conceptualizing his approach by examining such issues and proponents of what Jankowski termed cultural nationalism, self-interested nationalism, civil rights-oriented activism, and separatist nationalism, he traces many of the respondents' political transformations towards party affiliation with the Democratic, Republican, La Raza Unida, or Socialist Workers Parties. How and why these transformations occurred is based upon oral interviews with the respondents, which Jankowski provides and successfully sprinkles throughout the essay. This article appeared the favorite among my political science undergraduates and generated great discussion about ethnic and political identities as well as strategies for initiating societal change.

Needless to say, the other seven articles are all "quality" works and worthy of inclusion in this review. Montejano's collection of essays is a much needed addition to Mexican American political history, a history that too often over-emphasizes the Chicano years 1967-1975. By focusing on post Chicano political development, 1975-2000, Montejano has made an important contribution to the history of Mexican American society and issues that Mexican Americans face on the eve of the twenty-first century.

Dr. Saka, a Fulbright scholar, completed his Ph.D. at the University of Houston in 1995. He is a Mexican specialist whose areas of interest include peasant social movements and agrarian unrest in the Mexican countryside. An American of Arab ancestry, Professor Saka has taught in the Department of History at Sul Ross State University, Alpine, Texas, since 1995.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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Further information and application materials may be obtained from our web site at ***http://national-academies.org/rap*** or by contacting:

MAIL: Associateship Programs (TJ2114/HL)
NATIONAL RESEARCH COUNCIL
2101 Constitution Avenue NW
Washington, DC 20418
FAX: (202) 334-2759
EMAIL: rap@nas.edu

Qualified applicants will be reviewed without regard to race, creed, color, age, sex or national origin.

UNIVERSITY OF MISSOURI-ROLLA

invites applications for two tenure-track faculty positions specializing in **MICROELECTROMECHANICAL SYSTEMS (MEMS).** One faculty position will be in the Department of Electrical and Computer Engineering (R52950) and one in the Department of Mechanical and Aerospace Engineering and Engineering Mechanics (R53150). The appointments, beginning Fall 2000, are anticipated to be at the assistant professor level; however qualified candidates at all levels will be considered. More information about the campus and departments can be found at **www.umr.edu/~umrjobs/mems.html.**

Qualifications include an earned doctorate degree in Electrical Engineering / Computer Engineering/ Mechanical Engineering / Aerospace Engineering/ Engineering Mechanics, and strong commitment to teaching and research. The successful candidates will be expected to teach courses in MEMS and related areas, advise students and build a funded research program. The application deadline is February 29, 2000.

Please submit a curriculum vitae and a list of three references to: **Human Resource Services, Reference Number R52950 or R53150, University of Missouri-Rolla, 1202 North Bishop, 1870 Miner Circle, Rolla, MO 65409-1050.**

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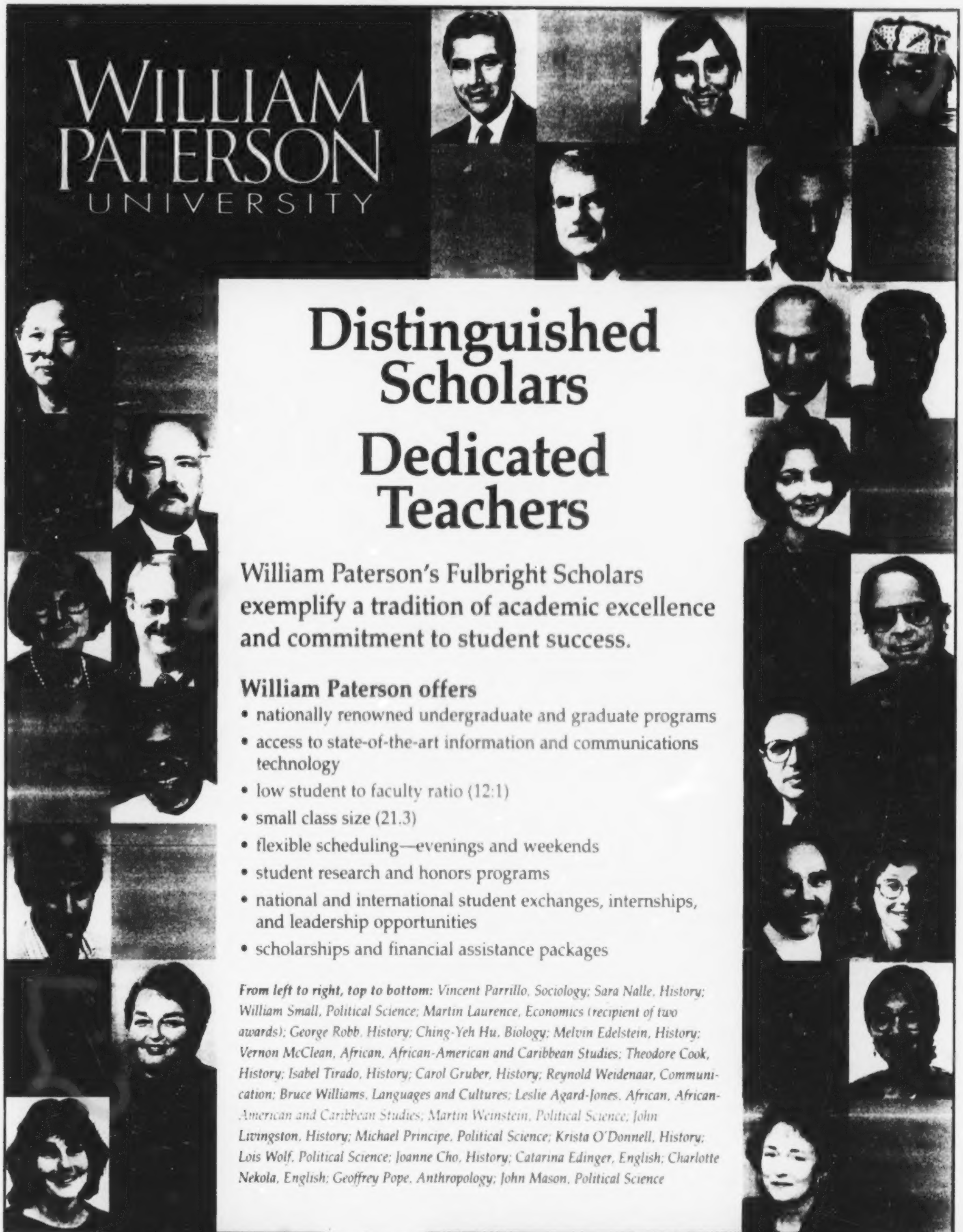

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Qualifications: Earned doctorate in any area within the past three years. Commitment to research and teaching in an education related field.

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The application procedure will be available on the Teachers College Home Page (www.tc.columbia.edu), or request it from the Office of the Dean: phone 212-678-3050; email man18@columbia.edu. Application deadline: February 1, 2000.

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University *of* Hartford

PROVOST

The University of Hartford invites nominations and expressions of interest for the position of Provost.

The Provost reports directly to President Walter Harrison and is the chief academic officer of the University. The provost will provide academic, administrative and financial leadership and vision for nine schools and colleges as the University defines its strategic direction.

The University of Hartford is an independent, comprehensive, non-sectarian Institution founded in 1877. Just minutes from the State Capitol in Hartford, the University is situated on two campuses: a beautiful 230-acre wooded campus located in Hartford, West Hartford, and Bloomfield; and a 13-acre campus in Hartford's historic west end. It includes nine schools and colleges offering some 70 undergraduate majors and 50 graduate programs in liberal arts and sciences, engineering, technology, business, education, nursing and allied health professions, art and music. The University also offers doctoral programs in psychology, educational leadership, and music. Its 6,882 students, 4165 (61%) of whom are full-time undergraduates, come from 46 states and 70 countries.

PREFERRED QUALIFICATIONS:

- Earned doctorate and record of teaching and scholarly achievement consistent with the rank of full professor;
- Experience in academic administration at or above the school/division level in a complex educational institution;
- Demonstrated skill in complex budgetary and financial management, and a demonstrated understanding of the academic/student life relationship;
- Successful experience in managing academic change and innovation; and
- Demonstrated commitment to a diverse faculty and student body.

The Search Committee will continue to receive nominations and expressions of interest until final candidates are reported to the President. However, since review of candidate files will begin in late January 2000, communications received prior to that date are best assured of receiving full consideration. Such communications should be accompanied by a current curriculum vitae, and should be addressed to:

Shelly Weiss Storbeck,
Managing Director and
Lesley Boyd, Consultant
Education Practice
A.T. Kearney, Inc.
333 John Carlyle Street
Alexandria VA 22314
703/739-4627
fax: 703/518-1782
email: lesley.boyd@atkearney.com

The University of Hartford is an affirmative action/equal opportunity employer that actively encourages nominations of, and expressions of interest from, women and persons of color.

†USF
UNIVERSITY of SAN FRANCISCO

Pending approval and funding, the University of San Francisco invites applications for a tenure-track position in Public Relations at the Assistant Professor level, anticipated to begin in the Fall 2000.

Teaching responsibilities may include inter alia, Public Relations Writing, Public Relations Theory, Public Relations Research and Campaigns, Public Speaking, and other courses according to the candidate's specialty. Competency in related areas, such as advertising and organizational communication is also desirable. The faculty member will assist in building a public relations program, develop and advise the PRSSA chapter, and assist with Public Relations internships. Because the University of San Francisco is a Jesuit institution situated in a culturally diverse region, the new program will emphasize nonprofit and international PR; professional public relations experience in either of these areas is extremely desirable.

QUALIFICATIONS: University teaching experience, evidence of a strong commitment to teaching, evidence of scholarship, an earned doctorate by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required. The candidate will be expected to develop an independent and ongoing research program.

Applicants should submit a letter of application, curriculum vitae, graduate transcripts, brief description of research plans, copies of recent research papers, statement of teaching philosophy, evidence of teaching ability including copies of teaching evaluations, and three letters of recommendation to:

Rhonda Parker, Chair, Public Relations Search Committee
Department of Communication Studies, University of San Francisco
2130 Fulton Street, San Francisco, CA 94117-1080

Applications must be received by January 7, 2000, in order to ensure full consideration.

The University of San Francisco is a private, Catholic and Jesuit institution and particularly welcomes candidates who will positively contribute to such an environment. USF is an Equal Opportunity and Affirmative Action Employer, and will provide reasonable accommodations to individuals with disabilities upon request.

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DEAN
School of Social Work

Adelphi University, founded in 1896, is Long Island's first liberal arts college, and comprises a College of Arts and Sciences and the Schools of Management and Business, Education, Nursing, Social Work, the Honors College, University College, and the Institute of Advanced Psychological Studies that have grown up in close relationship to the needs of the region. It is Adelphi's mission to provide quality undergraduate and graduate education and to offer professional preparation of the first rank. The School of Social Work is celebrating its 50th Anniversary during the 1999-2000 academic year.

The Dean of the School of Social Work reports to the Provost and is responsible for the development and integration of the University's multifaceted social work programs. The School of Social Work enrolls approximately 130 undergraduate and 735 graduate students with 21 full-time and 70 part-time faculty. Programs are offered on 3 campuses. The Dean is responsible for academic leadership, strategic planning, fostering and enhancing linkages with professional associations, alumni, the larger community, and philanthropic agencies and institutions, administrative oversight of personnel, curriculum development and revision, program design, budgeting and budget control processes. The successful candidate will have responsibility for remodeling the school through the recruitment of new dynamic, innovative faculty.

The ideal candidate must have an earned doctorate in social work or a related field and a Master's degree in social work; possess credentials and experience to warrant tenure; outstanding scholarship in the field; evidence of a strong commitment to research, teaching, practice and service; experience in creating and sustaining programmatic innovations; knowledge of the Council of School of Social Work Education evaluation process and all aspects of reaccreditation; a strong record of fund-raising, as well as effective collaboration, management and communication skills.

Inquiries, referrals and vitae should be sent with a cover letter to: David A. Haley or Amy E. Tapia Isaacson, Miller, 334 Boylston Street, Suite 500, Boston, Massachusetts 02116-3805. Telephone: 617-262-6500, x171 or x122. Fax: 617-262-6509.

E-mail: dhaley@imsearch.com or atapia@imsearch.com

With a copy to: Alan Sadovnik, Chair, Social Work Search Committee, Adelphi University, South Avenue, Garden City, New York 11530.
E-mail: sadovnik@adlibv.adelphi.edu

ADELPHI UNIVERSITY

PRESIDENT
Universidad Privada Boliviana
(Private University of Bolivia)
Cochabamba, Bolivia

UNIVERSIDAD PRIVADA BOLIVIANA (UPB), founded in 1993, seeks a new President to begin March 1, 2000 or as soon thereafter as possible. UPB is a selective University offering the bachelors and masters degree primarily in business, engineering and law. The University is committed to educating Bolivia's next generation of entrepreneurial leaders. After only six years, UPB currently enrolls nearly 1000 (FTE) students.

UPB seeks a President who:

- Has a Ph.D. or its equivalent
- Is an experienced and creative academic administrator
- Has proven experience as a manager and leader of a multi-faceted higher educational enterprise
- Has public relations and fund raising experience, including the articulation of vision and mission of the enterprise
- Has a comprehensive understanding of budget building, budget control and the appropriate international standards for displaying and interpreting financial data about the University
- Has the ability to inspire, recruit and lead faculty, staff and students; board members; and community leaders to the cause of the enterprise
- Is supportive of faculty, staff and curriculum development
- Has the ability to build and sustain a team approach to management without sacrificing the proactive leadership role
- Is familiar with Bolivian life and culture or has work experience in South America
- Is a creative writer and speaker, fluent in both Spanish and English
- Is committed to the education of the future leaders of a stronger Bolivia

For more information about UPB, visit our website: **www.UPB.EDU**
Compensation and fringe benefits are competitive.

Interested persons should send a current resume, cover letter (in English) and the names of three references to:

Dr. Douglas G. Trout, President, American Friends of the Private University of Bolivia (AFPUB) 18621 Darden Court, Leesburg, VA 20176 USA
Email: dtatrout@aol.com

Southern Connecticut
State University

SC
SU

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Southern Connecticut State University invites nominations and applications for the position of Vice President for Academic Affairs. The VPAA is the chief academic officer of the University and reports directly to the President. The VPAA will manage the academic programs and faculty of the University to assure the quality and appropriateness of education for the University's students. The VPAA directs the work of the entire teaching faculty of the university through the deans of the various schools and chairpersons of teach school's departments as well as related administrative departments including enrollment management, information technology, library services, research and planning. The VPAA's responsibilities also include strategic planning, administrative and instructional faculty union relations, and administration of the academic budget.

Southern Connecticut State University, founded in 1893, is a fully accredited institution of higher education authorized by the Connecticut General Assembly to offer courses and programs leading to bachelor's and master's degrees in the arts and sciences and various professional fields. Southern also offers a sixth year diploma in several areas. Located in New Haven, Southern is one of four regional campuses of the Connecticut State University system and governed by CSU's Board of Trustees.

The University seeks highly qualified and experienced candidates who have demonstrated leadership and personal integrity and who will possess the following qualifications:

- **Strong academic record:** Hold an earned doctorate from a regionally accredited institution; have a distinguished record of scholarship that will earn the respect of the academic community;
- **Administrative and faculty experience:** Have a significant record of accomplishment and commitment to excellence in teaching ,research, service, and shared governance as a faculty member and administrative leader beyond the department level, preferably at the level of dean or higher; have experience in designing and evaluating outcome-based academic programs;
- **Management Experience:** have successful experience with academic budgeting, personnel management, strategic planing, and continuos quality improvement.
- **Communication and collaboration skills:** Have demonstrated ability to communicate effectively and work collaboratively with faculty, staff, and the university's many constituencies; have working knowledge of collective bargaining.
- **Commitment to diversity:** Have demonstrated commitment to diversity and equal opportunity for students, faculty, and staff.
- **Strong leadership skills:** have demonstrated proven experience in decision-making and strong implementation skills; have demonstrated the ability to provide innovation and dynamic leadership in promoting both the academic and total institutional mission and goals.

Letters of nomination and applications from interested candidates are requested. Nominations letters must be received by January 15, 2000 so that candidates may be notified prior to January 20. Candidates must submit a letter of application, a detailed resume, and the names, addresses, and telephone numbers of five reference. References will not be contacted until candidates have been notified. ***The deadline to apply is 5:00 p.m., January 31, 2000.*** The review of candidates will begin on February 1, 2000. The anticipated staring date is July 15, 2000. Nominations and applications should be sent to:

Dr. Sandra C. Holley
Dean, School of Graduate Studies
Southern Connecticut State University
Engleman 118
501 Crescent Street
New Haven, Connecticut 06515

For more information about Southern Connecticut State University, candidates are encouraged to visit the University's website at **http://www.scsu.ctstateu.edu.**

Southern Connecticut State University is an equal opportunity employer and applications form members of historically underrepresented groups are especially invited to apply.

Florida State
UNIVERSITY

The Florida State University is classified as a Research 1 University by the Carnegie Foundation for The Advancement of Teaching and is located in the State Capitol. The College of Education has a long and honored history as the second founded College in the University. The institution and the unit hold numerous accreditations. The advanced graduate and research mission is central to the College with 21 doctoral degree programs. Undergraduate education and the cooperative improvement of K-12 education are essential to the mission.

The College seeks accomplished, motivated, enthusiastic, and energetic candidates for the following two positions.

Assistant Professor
SPORT ADMINISTRATION
(Tenure-earning)

The Sport Administration program at Florida State University is seeking a colleague who has a teaching and research expertise in one or more of the following content areas: sports management, governance, facilities, organizational theory, research design and methodology, and sport finance and economics. This person will be expected to teach both undergraduate and graduate courses in sport administration; develop an active research agenda; mentor masters and doctoral students' research; advise undergraduate and graduate students; contribute to department and university growth; and contribute to a sport administration community of scholars. Minimum qualifications include: earned doctorate in Sport Administration or related field; college and /or university teaching experience; evidence of scholarly productivity; experience advising graduate student research; and some sport business industry experience.

Send application package including letter of application, current vitae, and three letters of recommendation to: **Dr. Anne Clements, Chair, Sport Administration Search Committee, Florida State University, Dept. of Physical Education, 109 Tully Gym, Tallahassee, FL 32306-4280.** For further information contact her at (850) 644-2489 or clement@coe.fsu.edu

Associate/Assistant Professor
MATH EDUCATION
(Tenure-earning)

The Department of Curriculum & Instruction is searching for a faculty member in the Mathematics Education program whose responsibilities will include: teaching a range of content and method courses for prospective secondary and middle grade teachers as well as courses in the graduate program; supervising field experiences and student teaching; service on committees at department, college, and university levels; and collaboration with public schools. Candidates must have a commitment to teacher education, excellence in teaching, and continued scholarly activity. Opportunities are available to participate in ongoing research, initiate new research projects and apply for external funding. Minimum qualifications include: earned doctorate in Mathematics Education with a strong graduate mathematics component; documented evidence of accomplishment in teaching, research, and service; at least three years of experience teaching mathematics at the middle grades or high school level; experience with educational technology and multicultural education are highly desirable.

Send application package to **Dr. Elizabeth Jakubowsk', Chair, Mathematics Education Search Committee, Department of Curriculum & Instruction, 209 Milton Carothers Hall, College of Education, Florida State University, Tallahassee, FL 32306-4490.** For further information, you may contact her at 850-644-0365, fax 850-644-1880, or email at ejakubow@coe.fsu.edu.

Applications for all positions will close on January 13, 2000. Completed packages will include a thorough letter of application documenting interest and qualifications; a current vita, sample publications; transcript, names, addresses and telephone numbers of five references who may be contacted. Positions will begin no later than August, 2000.

The Florida State University is an equal opportunity, affirmative action employer and women, minorities and individuals with disabilities are strongly encouraged to apply.

UTD

THE UNIVERSITY OF TEXAS AT DALLAS SCHOOL OF MANAGEMENT FACULTY POSITIONS

Appointments Effective September 2000

The School of Management seeks to fill tenured/tenure track positions in several areas Applicants must possess a Ph D , (senior) a nationally prominent record of research and scholarly publications in refereed journals, or (junior)the potential to establish such a record, and in all cases evidences of good teaching ability Our School offers programs and degrees at all levels, including doctoral The School has a heavy emphasis on research competitive salary and benefits Applicants should send a complete resume' and the names of three references to the appropriate job search referenced below Indication of sex and ethnicity requested for statistical purposes, but not required Contact Academic Search#_______, University of Texas at Dallas, PO Box 830688, M S AD23, Richardson, TX 75083-0688

ORGANIZATIONS & STRATEGY

1 Position Rank: Assistant Professor-Search# 4067

Candidate should have competence in either organization behavior or organization development Review of applicant material will continue until the position is filled or the search is closed

MANAGEMENT INFORMATION SYSTEMS

1 Position Rank: Assistant Professor- Search# 4071

Review of applicant materials will commence on November 15,1999 and continue until the position is filled or the search is closed

OPERATIONS MANAGEMENT

1 Position Rank Assistant Professor-Search# 4072

Candidates with research interests in one of the following areas supply chain management, planning and control of manufacturing systems, services management and project management Review of applicant material will commence on December 1,1999 and will continue until the position is filled or the search is closed on May 31, 2000

OPERATIONS RESEARCH/OPERATIONS MANAGEMENT

1 Position, Rank: Open-Search# 4073

Preferences will be given to applicants with research interests in one or more of the following areas Deterministic/ Stochastic Optimization Networks Operations Management Applications Review of applicant material will commence on December 1, 1999 and will continue until the position is filled or the search is closed on May 31, 2000

ACCOUNTING

1 Position Rank: Open-Search# 4074

Review of applicant material will commence in November, 1999 and will continue until the position is filled or the search is closed May 31,2000

INFORMATION SYSTEMS and ACCOUNTING

1 Position Rank: Open-Search #4075

Review of applicant material will commence in November, 1999 and will continue until the position is filled or the search is closed May 31,2000

ORGANIZATION, STRATEGY & INTERNATIONAL MANAGEMENT

1 Position, Rank: Full Professor- Search #4076

Endowed chair possible for exceptional candidate Research interests in corporate strategy or in organizational theory Application deadline is February 1,2000 and will continue until the position is filled or the search is closed

FINANCE

1 Position, Rank: Full Professor-Search #4077

Endowed Professorship available for candidate with appropriate qualifications Review of applicant material will commence on December 1,1999 and will continue until the position is filled or the search is closed March 1, 2000

Brandeis University

SENIOR VICE PRESIDENT FOR STUDENTS AND ENROLLMENT

Brandeis University invites nominations for and expressions of interest in a newly created position of Senior Vice President for Students and Enrollment (working title).

In a world of challenging social and technological transformation, Brandeis remains a center of open inquiry and teaching. Founded by the Jewish community just over fifty years ago, Brandeis has emerged as an internationally renowned research institution with a dedication to undergraduate education. Located ten miles from Boston and with a diverse undergraduate student body of 3,100 and graduate enrollment of 1,300, Brandeis is a highly selective institution committed to ensuring that students have an excellent experience in all dimensions of University life.

Reporting directly to the President, the Senior Vice President for Students and Enrollment will serve the needs and interests of students at the University and focus on the recruitment, retention, and quality of life of students from the time they apply until they become alumni/ae. Departments reporting to the Senior Vice President will include undergraduate admissions, financial aid, registrar, institutional research, student accounts, and student services, including residence life, career services, student activities, multicultural programs, counseling, health services, religious life and athletics. The Senior Vice President will coordinate with the Office of Undergraduate Academic Affairs and the Office of Student Enrichment Services to ensure the quality of academic advising and support services and their integral relationship to co-curricular life. Additionally, the Senior Vice President will work closely with all members of the Brandeis community to create a rewarding undergraduate experience and to strengthen the quality of the student body.

The successful candidate will preferably have experience in an institution of higher education, with residential, undergraduate students; issues of enrollment and student life; student and faculty interaction; and administration in a complex environment. This individual must possess excellent communication skills, the capability to implement change within a community of debate and consensual decision-making, and the capacity to provide strong and effective leadership in an intellectually vibrant institution. A Bachelor's degree is required; an advanced degree is preferred.

Review of credentials begins immediately and will continue until the position is filled. **Letters of nomination or application, including curriculum vitae, may be submitted, in confidence, to: Senior Vice President for Students and Enrollment, Brandeis University, c/o Educational Management Network/Witt/Kieffer, 98 Old South Road, Nantucket, MA 02554-6000.**

Educational Management Network, a division of Witt/Kieffer, is supporting Brandeis University in this search. **Requests for a copy of the Position Specification or questions may be directed to Lucy Leske or Nancy Martin via e-mail at brandeis@emnemn.com.** Additional information about Brandeis is available at the University's Web site.

Brandeis University does not discriminate against any applicant on the basis of race, color, religion, sex, sexual orientation, age, national origin, veteran or disability status. The University encourages minorities, women, and disabled veterans to apply.

www.brandeis.edu

CALIFORNIA STATE UNIVERSITY BAKERSFIELD

LIBRARIAN

Variety of assignments. Salary range is $38,648 to $48,714 depending on qualifications. MLS from an ALA accredited library school, two years professional library experience, and reference or instruction experience. For full announcement contact: **Search Committee, Walter W. Stiern Library, California State University Bakersfield, 9001 Stockdale Highway, Bakersfield, CA 93311-1099.** CSU, Bakersfield is an AA/EOE. Applications from women, ethnic minorities, veterans, and individuals with disabilities are welcome. **Deadline:** December 31, 1999.

USF University of South Florida

The University of South Florida is currently recruiting for various faculty and/or staff positions. For more information about the University's vacant positions, please visit our Web site at **http://usfweb.usf.edu/usfpers/vacancy.html**; or call our Job Line for staff positions at (813) 974-2879.

USF is an equal opportunity/equal access/ affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave. • Tampa, Fl. 33620

UNIVERSITY OF NORTHERN COLORADO

UNC is a Carnegie Doctoral I institution enrolling 10,670 graduate and undergraduate students, founded in 1889, and located in the City of Greeley, with a growing population of 72,500. Further information about UNC and Greeley is available at http://www.unco.edu Because the College of Education has experienced growth and transition in its teacher education training programs and other personnel training, we are proud to announce the following position vacancies for your consideration: **Salary and Benefits:** Commensurate with qualifications and experience. Benefits include health, life and dental insurance and employee retirement programs in accordance with University policies. Summer employment may be possible dependent upon programmatic need and University resources. **Starting date for all positions:** August 21, 2000. **Application Deadline:** Unless noted otherwise, the review of applications will commence on January 15, 2000 and continue until the positions are filled. Send letter of application, current vita, four letters of reference, transcripts of all graduate work (unofficial transcripts are acceptable for screening purposes), and selected publications and/or reprints. **Mail to: (Position Number), Search Chair, UNC, College of Education, Greeley, CO 80639.**

Applied Statistics and Research Methods

•21890 Assistant Professor of Applied Statistics and Research Methods - (tenure track)

Description: Responsibilities of this position include teaching graduate courses in applied statistics and research methodology, managing the UNC Research Consulting Lab, and providing consultation to UNC faculty regarding statistical design. University and professional service are expected, as well as ongoing scholarly activity and grant writing. A substantial portion of the position's service expectation is 1) the management and further development of the Lab's consulting services; and 2) to provide faculty development assistance with statistical software, design, and the like. **Qualifications:** Ph.D. in statistics, educational research, or a related area with emphasis in methodology and/or statistical applications. The successful candidate will have a developed program of research or show evidence of strong research potential in the areas of statistical methodology and/or applications of statistics. Demonstrated excellence, or potential for excellence, in teaching is also required. Consulting experience with faculty is desirable. Preference will be given to candidates whose expertise complements the expertise and interests of other faculty in the Applied Statistics and Research Methods Department. **Application Deadline:** February 1, 2000. **Applications to: Daniel J. Mundfrom, Search Chair for ASRM.** mundfrom@edtech.unco.edu **PH (970) 351-2807 FAX (970) 351-1622.**

Educational Leadership & Policy Studies

•Position 20277 Assistant Professor of Educational Leadership - (tenure track)

Description: Seek a full-time, tenure track assistant professor to join a collaborative community of faculty and graduate students who provide learning opportunities that question and build upon knowledge bases; model commitment, caring, competence and collaboration; and serve diverse constituents and promote social justice. Teach and advise master's and doctoral students on and off campus. Conduct research and publish in scholarly journals. Participate in on-going program development. Engage in Division, College, University-wide and professional organizations' activities and responsibilities. Recognize systemic nature of teaching and learning. Collaborate with higher education settings, P-12 schools or other educational organizations. **Qualifications:** Ability to teach in at least two of the following areas: change, evaluation and assessment, management, organizational theory, and policy. Initiated a research agenda and have a coherent plan for further research and scholarly publication. An earned doctorate from a regionally accredited institution of higher education in the fields of higher education administration, educational leadership (P-12) or other related fields is also required. Highly desired of qualified applicants: professional experience in higher education, student affairs, P-12 schools or other related educational programs; quantitative methodological skills with an appreciation for other paradigms; and experience working with people from diverse backgrounds. **Applications to: Richard King and Florence Guido-DiBrito, Search Co-chairs for ELPS,** king@edtech.unco.edu **and** fdibrito@edtech.unco.edu **PH (970) 351-2861 FAX (970) 351-3334. Additional information is available at:** www.edleadership.org

Educational Technology

•Position 21901 Assistant Professor of Educational Technology - (term position)

Description: Responsibilities include teaching courses in applications of educational technology at the graduate level and other core courses in the department's three graduate degree programs. The successful candidate will be an active participant in the Professional Teacher Education program, and represent the department in all K-12 technology related activities. This individual will manage graduate teaching assistants who teach undergraduate educational technology courses offered by the department. The successful applicant will also be expected to begin designing a comprehensive program to help College of Education Faculty become more effective at integrating technology in their teaching and research activities. **Qualifications:** Doctorate in Educational Technology or closely related field; the potential to conduct scholarly work in this area; evidence of service in the field; evidence of preparation to teach courses in technology in teacher education at both the graduate and undergraduate levels; evidence of preparation to teach graduate courses in computers in education, instructional materials design, and introduction to instructional technology. The following qualifications are highly desirable: Current Colorado type A Teaching License or equivalent; evidence of excellence in college or university teaching, familiarity with leading edge technology including web-based resources as they relate to technology in the K-12 classroom; experience in working with college, university, or public school faculty in technology integration. **Applications to: Jeffrey Bauer, Search Chair, EDTEC,** bauer@edtech.unco.edu **PH (970) 351-2816 FAX (970) 351-1622.**

Professional Psychology

•Position 20356 Assistant Professor of Professional Psychology - (tenure track)

Description: Responsibilities include teaching graduate courses in the School Counseling and Community Counseling master's programs and the doctoral program in Counselor Education and Supervision; conducting research relevant to the profession of Counselor Education and Supervision; advising of master's and doctoral students, including dissertation advising, supervision of practicum and internship students; assisting in the recruitment and retention of a diverse student population; participation in University and community service; maintaining a strong counseling identity; encouraging student participation in the counseling profession; and writing of grants for external funding. **Qualifications:** Ph.D. in Counselor Education; evidence of scholarly potential, licensed or license eligible as an LPC in Colorado; training in supervision theory and clinical skills, counselor education identity. Preferred -Graduate from a CACREP program; involvement in ACA and ACES; university teaching experience; K-12 school counseling experience; experience with counseling and teaching diverse populations; experience and/or teaching in counseling children and adolescents. **Applications to: Search Chair, PPSY** dkchris@bentley.unco.edu **PH (970) 351-2731 FAX (970) 351-2625.**

School for the Study of Teaching and Teacher Education

•Position 21889 Assistant Professor Bilingual Education/English as a Second Language And Education Foundations - (tenure track)

Description: Responsibilities include teaching bilingual education and ESL courses, including, but not limited to Sociolinguistics, Culture and Learning, Bilingual Methods and Foundations of Education; willingness to teach courses in off-campus graduate licensure program and distance education courses; engage in program development in area of Bilingual Education and ESL; conduct research and scholarly activity in Bilingual Education and ESL and/or Foundations of Education; serve as advisor to masters level and endorsement students; serve on doctoral committees in various program areas; serve on University, College of Education and School for the Study of Teaching and Teacher Education faculty committees. **Qualifications:** Ph.D. in education (Foundations of Education; Curriculum and Instruction or closely related field) with emphasis in Spanish-English Bilingual Education and English as a Second language (ESL). Demonstrated ability to speak, read, and write English and Spanish with a background in English Language development; background areas in sociolinguistics, psycholinguistics, and second language acquisition. Minimum of three years public school teaching experience, record of scholarship and scholarly activity in the areas of bilingual education, ESL, and teacher education. Ability to work with graduate licensure and degree programs and experience in Bilingual/ESL program development helpful. **Applications to: John Halcon, Search Chair, SSTTE.** halcon@edtech.unco.edu **PH (970) 351-2430 FAX (970) 351-1877.**

Special Education

•Position 20308 Assistant Professor of Special Education - (tenure track)

Description: Primarily responsible for cross-categorical/generalist special education teacher education programs (assessment, standards based, accommodation/modification). Engage in teaching on and off campus; conduct research, program development, and grant writing activities; teach and advise undergraduate, master's and doctoral students; demonstrate ability to address multicultural diversity and other duties as assigned, and participate in area, Division, College, and University-wide professional activities and responsibilities. This is a full-time tenure track position. Summer employment may be possible dependent upon programmatic need and University resources. **Qualifications:** Earned doctorate from a regionally accredited institution in the field of special education. A minimum of 3 years relevant teaching experience (K-12) is required, and experience teaching college level classes and field supervision is preferred. Experience in teacher preparation-public school partnership is desirable as well as evidence of grant writing and scholarly activity. In addition, experience working with persons from diverse cultures is highly desirable. Experience in distance learning and technology is preferred. **Applications to: Kay Alicyn Ferrell, Dept. Chair, SPED.** kferrell@bentley.unco.edu **PH (970) 351-2691 FAX (970) 351-1061.**

These positions are contingent on funding from the Colorado State Legislature, approval by the Board of Trustees, and subject to the policies and regulations of the University of Northern Colorado
The University of Northern Colorado is an AA/EO employer and committed to fostering diversity in its student body, faculty, and staff
Federal regulations require all documents submitted by applicants be retained by the University: materials will not be returned or copied for applicants

ANTICIPATED IMMEDIATE VACANCIES

Nassau Community College, a multicultural campus serving an increasingly diverse population, enrolls 22,000 credit students in 30 academic departments, and is located approximately 25 miles from New York City. Administrators with a commitment to diversity, multiculturalism, and pluralism are sought for the following positions

VICE PRESIDENT FOR ADMINISTRATION

The Vice President of Administration reports to the President and serves as a member of the President's Cabinet. This individual will oversee the College's Physical Plant, Facilities Utilization, Management Information Systems and College-Wide environmental management. The ideal candidate will have familiarity with issues in higher education and possess the skill and ability to manage the largest campus of undergraduate students in New York State. The successful candidate will have the experience to provide practical leadership for significant campus capital construction projects in the public sector. This will include overseeing the final one-third of the campus construction from initial design to completion. The candidate will oversee and advance an integrated administrative information computer system, and supervise the development, implementation, and review process for utilization and maintenance of College facilities. **Qualifications**: Candidates should possess the minimum of a Master's degree in business administration or related field; Ph.D. preferred. Minimum of five years of high level leadership, management experience. Direct administrative supervision in a College or University setting. Ability to work collaboratively within a diverse college community. Outstanding interpersonal communication and analytical skills required. Salary commensurate with experience. The deadline for submission of applications is January 10, 2000. **(Reply Box 25)**

VICE PRESIDENT OF FINANCE

Nassau Community College invites applications for the position of Vice President of Finance. Reporting directly to the President serves as the chief fiscal officer for a comprehensive community college in a collective bargaining environment with a credit enrollment of 16,000 FTE students and an annual operating budget of $130 million. Additional responsibilities include: leadership and management in the areas of finance, budgeting, accounting and reporting systems, and purchasing. As a member of the President's cabinet and senior management team, the Vice President of Finance participates in institutional management, policy development, college advancement and strategic planning. **Qualifications**: Graduate degree in relevant field; CPA desirable; Significant high-level fiscal stewardship responsibility and budgetary experience in higher education or related field. Ability to work within a large university system and interact with a local sponsor; Working familiarity with budgeting procedures, payroll systems, public bid laws, purchasing practices, finance reporting/audit experience, and financial aid; Experience in high-level administrative management positions; Demonstrated leadership ability, excellent communicative skills, personal and professional integrity, and experience in developing and administering a multi-million dollar budget; Significant policy planning, organizational development, data gathering, problem solving and conflict resolution experience. In addition, provide a vision statement elaborating on your experience and how it relates to this position. Salary commensurate with experience. The deadline for submission of applications is January 10, 2000. **(Reply Box 37)**

Applicants should submit a resume, with three references and indicate reply box code to:

Mr. Harold Bellinger, Assistant to the President for Affirmative Action

NASSAU COMMUNITY COLLEGE
ONE EDUCATION DRIVE, GARDEN CITY, NEW YORK 11530-6793

Women/Minorities/Veterans/Physically Challenged/Persons with Disabilities Strongly Encouraged to Apply. Affirmative action/equal opportunity employer.

University of Southern Maine

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

The University of Southern Maine invites applications and nominations for the position of Provost and Vice President for Academic Affairs, the University's chief academic officer. Reporting to the President, the Provost administers all academic programs and academic support services and should embrace our vision of the University as an energetic, entrepreneurial and caring institution dedicated to high academic standards, student success, and public service. The Provost will have a key role in implementing the University's Diversity Plan, our Research and Development initiative, and our first Ph.D. (Public Policy).

THE UNIVERSITY: The largest of seven Universities of the University of Maine System, USM is a comprehensive public institution comprised of eight academic units (Applied Science, Arts and Sciences, Business, Education and Human Development, Law, Lewiston-Auburn College, Muskie School of Public Service, Nursing and Health Professions, plus a number of significant centers, institutes and programs). The University enrolls over 10,500 students on three campuses and offers associate, baccalaureate, graduate and professional degree programs. With a faculty/student ratio of less than 15:1, and campuses in both surburban and urban settings, students have the advantages of a small college and the resources of a comprehensive university.

THE REGION: The University's Portland and Gorham campuses are both in the Greater Portland area, Maine's largest and most diverse city as well as a key economic and cultural center known for its scenic beauty. The Lewiston-Auburn campus is 30 miles north of Portland in the city of Lewiston, a rapidly developing economic center. This region is consistently rated as having a high quality of life.

QUALIFICATIONS: A terminal degree and record of successful teaching, scholarship, and administration are required. Applicants should have a record of success in setting and implementing academic policy, preferably at the Dean's level or above. Candidates should have a visionary leadership style and strong communication skills that will provide a positive, motivating atmosphere for the faculty. Applications from women and minorities are encouraged.

APPLICATION PROCEDURES: The Search Committee will begin review of candidates by January 14, 2000, and continue up to the time of selection. Candidates should submit a letter of interest which addresses the qualifications noted above, a curriculum vitae, and the names, addresses, and telephone numbers of five references to:

University of Southern Maine, Dr. Marianne W. Rodgers
Chair of the Search Committee for Provost & Vice President for Academic Affairs
P. O. Box 9300, Portland, Maine 04104-9300

The University of Southern Maine is an Equal Opportunity Employer.

For more information please visit the University's web site at **www.usm.maine.edu.**

THE MASTER'S COLLEGE

FACULTY OPENINGS, 2000

The Master's College (TMC) is seeking to hire eight full-time faculty members to begin employment in August, 2000 in the following areas: **(1)** Biblical Studies, specifically Bible exposition and theology; **(2)** Biblical Counseling; **(3)** Computer & Information Sciences; **(4)** Home Economics; **(5)** Statistics and Mathematics; **(6)** Music: specifically orchestra, strings, advanced theory, piano and/or vocal/choral; **(7)** Physical Education and Athletic Training; and, **(8)** Teacher Education, specifically secondary education and use of technology within education. TMC is a nondenominational, Christian liberal arts college with 50 programs of study and a current enrollment of 985 students. TMC holds to a conservative, evangelical, non-charismatic, premillenial doctrinal position. Full-time faculty is responsible for teaching 12 units per semester, academically mentoring students, and performing other normal academic duties. Candidates should possess a Doctoral degree (a Master's will be considered) and have classroom teaching experience. They should also have a strong commitment to the doctrinal position and philosophy of the College. TMC is committed to practicing the principles of equal employment opportunity and diversity based on Biblical principles. Please send letter of interest and resume to: **The Master's College, VP for Academic Affairs, 21726 Placerita Canyon Road, Santa Clarita, CA 91321-1200**

KEAN

Discover Kean. Discover your future.

Kean University is committed to excellence and to developing and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community serving a diversified student population of 12,000.

HEAD FOOTBALL COACH

Responsibilities: Primarily responsible for all aspects of leading a NCAA Division III Football program. Kean University competes in the New Jersey Athletic Conference.

Requirements: Successful candidates should have a Bachelor's Degree (Master's preferred), a minimum of three years of experience coaching/recruiting football (College level preferred) and knowledge of NCAA rules and regulations.

Application, Salary and Benefits Information: Salary commensurate with education and experience. Comprehensive benefits package included. Please forward resume and three letters of reference to: Glenn Hedden, Director of Athletics, Kean University, 1000 Morris Avenue, Union, NJ 07083.

KEAN
UNIVERSITY

Kean University is an EEO/AA Institution

Illinois State University
Normal/Bloomington
DEAN OF UNIVERSITY LIBRARIES

Illinois State University is seeking a forward-thinking and experienced administrator to provide leadership for its library and information services. Illinois State University, founded in 1857 as the first public institution of higher learning in Illinois, is a multi-purpose University with over 20,000 students and approximately 800 full-time faculty. Academic programs and courses are offered in thirty-five departments organized into six colleges with master's degree programs in most fields and doctoral degree programs in biological sciences, school psychology, curriculum and instruction, educational administration and foundations, special education, English, and mathematics education. The University is located in Bloomington-Normal, a community of 100,000 people situated halfway between Chicago and St. Louis. In support of Illinois State University's primary mission as the premiere undergraduate institution in Illinois, Milner Library is the central library facility for the University community, with a staff of 110, including thirty-five faculty, over 1.4 million volumes, and an annual budget of nearly $6.5 million. The Library offers a broad spectrum of campus library information services, and participates in several statewide consortial programs including a 45-library union catalog.

The Dean of University Libraries reports directly to the University's chief academic officer, the Vice President and Provost, and serves on the Provost's Advisory Council, and other appropriate academic and administrative councils. The Dean of University Libraries has administrative responsibility for library-wide planning and policy direction; for centralized library services such as budget, personnel, systems development and information services; and for fund-raising initiatives. The Dean of University Libraries plays a university-wide leadership role in the development and implementation of information technologies, and represents Milner Library within the University and throughout the larger library and higher education communities.

An ALA accredited Master's in Library Science and a second advanced degree are required with a Doctorate preferred. The candidate should possess a minimum of five years of progressively responsible administrative experience in a medium to large academic library, and a strong record of professional participation and scholarship. Candidates are required to demonstrate a clear understanding of the evolving role of the academic research library, and provide evidence of strong and innovative leadership skills in a shared decision-making environment. Candidates must have excellent communication skills and be able to establish and maintain effective relationships with University administrators, faculty, staff, students, and the extended community. Salary is competitive and commensurate with qualifications. Rank will be associate or full professor, and academic tenure upon appointment is possible. Preferred start date is July 1, 2000. To assure full consideration, send a curriculum vitae; a letter of application outlining appropriate experiences; and the names, addresses and telephone numbers of at least three references by January 31, 2000 to:

Dean of University Libraries Search Committee
Office of the Provost
Campus Box 4000
Illinois State University
Normal, IL 61790-4000

Illinois State is an affirmative action, equal opportunity University encouraging diversity.

DEAN

Derner Institute of Advanced Psychological Studies

The Gordon F. Derner Institute of Advanced Psychological Studies at Adelphi University is seeking a new dean. The Derner Institute consists of an internationally recognized, psychodynamically oriented, APA accredited Ph.D. program in Clinical Psychology (established in 1957), and postdoctoral training programs in psychoanalysis and psychotherapy. In a recent university reorganization, the institute was expanded to include both undergraduate and Master's programs. Interested applicants should have a strong record of scholarly activity and publication, demonstrated success in obtaining research funding, and substantial university administrative experience. The new dean will have the opportunity to shape psychology at Adelphi University, with probable authorization for several new hires. Prospective candidates should be experienced in administering a full range of academic programs.

Inquiries, referrals and vitae should be sent with a cover letter to:

David A. Haley or Amy E. Tapia, Isaacson, Miller, 334 Boylston Street, Suite 500, Boston, Massachusetts 02116-3805. Telephone: 617-262-6500, x171 or x122. Fax: 617-262-6509.
E-mail: dhaley@imsearch.com
or atapia@imsearch.com

With a copy to:

Dr. Gayle D. Insler, Chair, Search Committee, Adelphi University, South Avenue, Garden City, New York 11530.

ADELPHI
UNIVERSITY
GARDEN CITY, NY 11530

De Anza College

Dean, Business and Computer Systems

Foothill-De Anza Community College District is inviting applications for this administrative position. Responsibilities include organizing and coordinating all divisional programs and computer laboratories including class schedule oversight, budget allocation, and staffing. It will also provide leadership for formulating and implementing divisional goals and objectives, such as liaison with industry and grant writing. The division consists of the following departments: accounting, general business, computer applications and office systems, computer information systems, materials management, small business, and real estate. ***First review date: January 7, 2000.***

To receive an application packet, contact:
Employment Services
Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, CA 94022
(650) 949-6217 or employment@fhda.edu
www.fh.fhda.edu/district/hr/employment.html

USF UNIVERSITY of SAN FRANCISCO

Pending approval and funding, the Department of Communication Studies at the University of San Francisco invites applications for a full time tenure-track position in Expository Writing at the Assistant or Associate Professor level, anticipated to begin in the Fall 2000. The Department of Communication Studies incorporates English as a Second Language, Expository Writing, and Speech/Rhetoric.

RESPONSIBILITIES INCLUDE: Coordinating the undergraduate Expository Writing program, teaching two to three expository writing courses per year and collaborating with other Communication Studies faculty to advance curriculum development and to integrate speech and writing as communication skills.

QUALIFICATIONS: University teaching experience, a strong commitment to teaching, evidence of scholarship, an earned doctorate by Fall 2000, academic program administrative experience, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required. The candidate will be expected to develop an independent and ongoing research program.

Applicants should submit a letter of application, curriculum vitae, graduate transcripts, brief description of research plans, copies of recent research papers, statement of teaching philosophy, evidence of teaching ability including copies of teaching evaluations, and three letters of recommendation to:

Stephanie Vandrick, Chair
Expository Writing Search Committee
Department of Communication Studies
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080.

Considerations of Applications will begin on January 7, 2000, and continue until the position is filled.

Established as San Francisco's first institution of higher learning in 1855, the University of San Francisco presently serves 8000 students in the arts and sciences, business, education, nursing, law, and professional studies. The University is a private, Catholic and Jesuit Institution and particularly welcomes candidates who will positively contribute to such an environment.

AUSTIN PEAY
STATE UNIVERSITY
CLARKSVILLE, TENNESSEE

Seeking innovative leader for the Department of Health and Human Performance. The department has nine full-time faculty members and additional adjunct faculty. A variety of specializations at the graduate and undergraduate levels are offered. Responsibilities, in addition to administration, include faculty and student recruitment and development, budget oversight, maintaining public and community relations and scholarly and creative activities.

Required qualifications include: an earned doctorate with a specialization in a health or physical education related area and a demonstrated record of effective academic and administrative leadership. Desired qualities include experience in program development and evaluation, successful grant writing and highly developed interpersonal skills. Submit application letter, vita, official transcripts, and three letters of recommendation to:

A. Rae Hansberry, Ph.D.
Search Committee Chair
Department of Health and Human Performance
Austin Peay State University
Box 4445
Clarksville, TN 37044

Review of applications begins March 1, 2000 and continues until the position is filled.

Minorities, women, and members of other protected groups are encouraged to apply. Austin Peay State University is an Affirmative Action/Equal Opportunity Employer

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POLK COMMUNITY COLLEGE

DIRECTOR OF INFORMATION SYSTEMS

Full-time administrative position responsible for planning, management, development, and implementation of all activities of a state-of-the-art information systems department. Includes over 800 networked PC's on 2 campuses, operating systems and applications software, high-speed fiber optics infrastructure, Unisys A-14 mainframe, and NEC phone switch.

Qualifications include a Bachelor's degree in computer science or related field. Master's degree preferred; minimum of three year's recent experience in a leadership position in Information Systems at an institution of higher education; technical experience in local area, wide area and mainframe networks; and experience with a wide variety of microcomputer applications and mainframe programming languages.

LIBRARY PUBLIC SERVICES INFORMATION TECHNOLOGY SERVICES FACULTY

Full-time faculty position responsible for development and maintenance of our library web site, information literacy instruction, and reference services, supervision of the circulation desk/ILL staff, interlibrary loan, and participation in collection development.

Qualifications include Master's degree in library and/or information science, prior library experience, and demonstrated ability to design, author, and maintain a web site. Professional experience in academic library reference service, information literacy instruction, and staff supervision is preferred. Candidates should be experienced with using automated library systems, CD-ROM, and Internet information resources in a library public services environment. Visit our library on the web at "**www.polk.cc.fl.us/it/library/**".

INSTRUCTIONAL TECHNOLOGIST INFORMATION TECHNOLOGY SERVICES FACULTY

Full-time faculty position responsible for consulting with faculty and staff on the design, production, effective utilization and evaluation of print, multimedia and Internet-based instructional materials; participation in the design and implementation of the College Technology Training Plan that includes training and mentoring faculty and staff on techniques and methodologies of using technology.

Qualifications include a Master's degree in instructional technology or related field; minimum of 3 years experience in an academic environment. Demonstrated knowledge of and experience with instructional design principles, distance learning methods, faculty and staff training, and innovative approaches to using instructional technology.

For additional information visit our web site at **www.polk.cc.fl.us** to review expanded job postings. Applications are available from **Human Resources, 999 Avenue H, N.E., Winter Haven, FL 33881-4299, (941) 297-1070;** email: **humanresources@mail.polk.cc.fl.us** Application review will begin January 17, 2000, although applications will be accepted until finalists are identified. EA/EOE/Drug-Free Workplace.

SAN MATEO COUNTY
COMMUNITY COLLEGE DISTRICT

The District, located on the beautiful San Francisco Bay Peninsula, invites applications and nominations for:

COLLEGE PRESIDENTS

College of San Mateo

Skyline College

Cañada College

Compensation/Benefits: $113,817 to $128,457 annually (including stipends). Defined benefit retirement system (either STRS or PERS), paid health benefits for employee /dependents, 27 days of vacation per year, etc.

Due to the career advancements of our prior presidents, the San Mateo County Community College District has a unique opportunity to fill three presidential vacancies at the same time. These positions serve as the chief executive officers at their respective campuses and report directly to the Chancellor of the District.

Established in 1922, the San Mateo County Community College District serves a population of approximately 700,000 San Mateo County residents through its three distinct Colleges: College of San Mateo, Skyline College and Cañada College. The District serves all of San Mateo County which is located immediately south of San Francisco and at the northern end of the Silicon Valley. The District's Board of Trustees is composed of five citizens elected county-wide by the voters.

For a descriptive brochure and application packet please contact us at (650) 574-6555 or our web site (**http://www.smcccd.cc.ca.us/smcccd/job/openings.html**). Deadline for receipt of completed application materials is:

January 13, 2000.

For confidential inquires and additional information, please contact:

Greg Marvel, Assistant Chancellor
(650) 358-6767 or Email at marvel@smccd.net
Equal Opportunity Employer

COMMUNITY COLLEGES OF SPOKANE

COUNSELOR

Community Colleges of Spokane invites applicants for the professional position of *Counselor, Spokane Falls Community College.* Full-time, tenure track. Provide personal counseling, educational planning and career development for individual students from a variety of social and cultural backgrounds. MA in Counseling. Prefer certified mental health counselor, $37,132. CLOSING DATE: 1/15/2000. For position details, qualification requirements, and official application, contact **Human Resources Office, Community Colleges of Spokane, 2000 N. Greene Street, Spokane, WA 99217-5499 at (509) 533-7429, TDD (509) 533-7466** or access our Website at **http://ccs.spokane.cc.wa.us**.

AA/EOE

EDUCATION

Rancho Santiago

Community College District
Santa Ana, CA
has openings for:

- **MESA Counselor Coordinator**
  $38,199-$63,412/year.
- **Coordinator/Assistant Professor of Occupational Therapy Assistant Program**
  $34,817-$57,798/yr plus $1,000 stipend.

Please contact 714-480-7499 for applications, deadline & job announcements.

EOE

University of Colorado at Denver

Director, Ethnic Studies Program

The College of Liberal Arts and Sciences at the University of Colorado at Denver seeks a Director for its Ethnic Studies Program, beginning August 2000.

CU-Denver is the urban, non-residential campus of the four-campus University of Colorado system and the only public university in the Denver metropolitan area. Located in downtown Denver, CU-Denver serves approximately 12,000 students, whose average ages is 30 and over 85% of whom work. Over 44% are graduate students. CU-Denver offers 36 undergraduate degrees and 43 master's degrees through the College of Architecture and Planning, Arts and Media, Business, Engineering, and Liberal Arts and Sciences, the School of Education and the Graduate School of Public Affairs, and the Ph.D. in Applied Mathematics, Civil Engineering, Health and Behavioral Sciences, Educational Leadership and Public Affairs. Classes are offered during weekday and evening hours, on weekends, at off-campus sites, and on-line. CU-Denver values teaching and research equally and has a statutorily applied research mission. CU-Denver is expected to serve the complex higher education needs of it's city, the region which depends on the city and, by extension, cities world-wide.

The Director of Ethnic Studies position is coupled with a tenured faculty position, rank and salary commensurate with qualifications and experience. **Required professional qualifications:** Ph.D. in a discipline offered in the College of Liberal Arts and Sciences; demonstrated excellence in teaching, research/publication and service; prior administrative experience in higher education; evidence of success in securing external funding; demonstrated experience in Ethnic Studies; ability to collaborate with all communities of color and with diverse intellectual and professional perspectives; outstanding interpersonal and conflict resolution skills; ability to prepare individuals to excel in a culturally and ethnically diverse society.

Professional Duties: The Director of Ethnic Studies reports to the Dean of the College of Liberal Arts and Sciences. The Director will design an Ethnic Studies major, advance the curriculum, develop interdisciplinary linkages with other CU-Denver colleges and professional schools, recruit faculty, develop community liaisons, and guide the program to department status. The Director will explore development of ethnic studies through combining traditional topics with quantitative computer and communication skills. In addition to the traditional track, the director will explore development of a pre-professional track to other schools and colleges within CU-Denver. The Director is also a faculty member who will teach, administer, oversee research, and provide mentoring and academic counseling to students.

Application: Applicants must submit a letter of application, a current curriculum vitae, the names and contact information of six references who can be contacted in the event that the applicant becomes a finalist, and a three to four page double-spaced vision and philosophy statement on the role of Ethnic Studies on an urban campus.

Review of applications begins January 3, 1999. Please send applications to:

Chairs of Ethnic Studies Director Search Committee
CLAS/Dean's Office - UCD Box 144
P.O. Box 173364
Denver, Colorado 80217-3364

CU IN THE CITY
UNIVERSITY OF COLORADO AT DENVER

Please email any questions to:
eflores@carbon.cudenver.edu or
Carmen_Williams@ceo.cudenver.edu.

The University of Colorado at Denver is committed to excellence through inclusiveness. Colorado Open Records Act applies.

ASU

ARIZONA STATE
UNIVERSITY WEST

THE ORGANIZATION

Arizona State University West, a vital component of ASU's multi-campus structure, serves nearly 5000 junior, senior, and graduate students at its modern, growing campus in northwest Phoenix, one of the country's most vigorous multi-cultural and economic environments. ASU West offers upper-division bachelor's and master's degree programs in the Colleges of Arts and Sciences, Education, Human Services, School of Management, and the Division of Collaborative Programs. The campus has close ties and partnerships with a number of local community colleges, primarily campuses of the Maricopa County Community College District, the nation's second largest community college system. ASU West is accredited separately from ASU Main by the North Central Association of Colleges and Schools and is dedicated to enhancing the educational, economic, cultural, and social development of the community. Faculty members are expected to integrate teaching, scholarship and service, to collaborate on interdisciplinary projects, to establish community partnerships, and to demonstrate a commitment to diversity.

ASU West's School of Management, a unit of 39 tenured/tenure-track faculty, has experienced exciting growth during its relatively brief history. The School has developed innovative undergraduate, graduate, and certificate programs, including a bachelor's degree with an international focus, a bachelor's and postbaccalaureate certificate program in accounting, and MBA programs offered on-site, as well as off-site and asynchronously via the world-wide web. The School is organized around these programs rather than into traditional academic departments. Over the last 12 years, the School has recruited and developed an outstanding research and teaching faculty and has enjoyed healthy annual increases in student enrollments. It has also created numerous partnerships with the business community, including two corporate MBA programs. Both the School's business and accounting programs are accredited by AACSB.

DEAN, SCHOOL OF MANAGEMENT

THE POSITION

As the academic leader and chief administrative officer of the School, the Dean is responsible for all personnel, academic programs, and resources, including budget, curriculum and program development and evaluation, internal and external relationships, and enrollment. The Dean reports to the Provost and works with other campus deans to develop interdisciplinary approaches to teaching, research, and service. Responsibilities include:

- Play a leadership role in the University's goals
- Promote the School's name recognition, increasing its national visibility as a School of Management
- Provide faculty and students with up-to-date cutting edge resources and equipment
- Encourage faculty in their scholarly and outreach efforts
- Encourage the continuous improvement of management education at the School
- Maintain and expand relationships with external constituents

THE PERSON

Qualifications Required:

Qualifications for competitive candidates include (1) an earned doctorate in a related area, (2) a record of scholarship and teaching excellence appropriate for an appointment with tenure at the rank of professor in the School of Management, and (3) evidence of administrative experience.

Qualifications Desired:

Preference will be given to candidates who can provide evidence of the following:

- Effective management in an academic environment that fosters excellence in research and teaching
- Establishment of consensus around a vision of quality, productivity, and service and implementation of that vision
- Development of a culture that fosters and supports diversity and equal opportunity
- Leadership in program innovation, including internationally-focused and distance-learning programs
- Development of relationships external to the university
- Fund-raising to support research and teaching
- Recruitment and personnel development

Starting Date: July 1, 2000

Application Deadline: January 14, 2000, or the 14th of each month thereafter until the position is filled.

Application Procedure: Letters of application, addressing the way in which the candidate meets the qualifications listed above, curriculum vitae, and names, addresses, and telephone numbers of at least three references must be sent to:

Ms. Carolyn Jones
Administrative Associate
School of Management Dean Search Committee
ASU West - 1251
P. O. Box 37100
Phoenix, AZ 85069-7100

For additional information, please contact:

Emily F. Cutrer
Dean, Collaborative Programs, ASU West
Search Committee Chair
Phone: 602-543-4228
or
Jan Greenwood, Partner
Marion Frenche, Associate
Heidrick & Struggles, Inc.
1301 K Street, N.W., Suite 500 East
Washington, D.C. 20005
Phone: 202-289-4450
Fax: 202-289-4451

Arizona State University West is an Equal Opportunity/Affirmative Action Employer

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TEXAS WOMAN'S
UNIVERSITY
DENTON · DALLAS · HOUSTON

The Department of Business and Economics invites individuals with strong teaching and research backgrounds to apply for one of three positions currently open. Positions exist in the Finance, Marketing, and Entrepreneurship/Small Business Management areas. For more information, please visit our Website at **www.twu.edu/as/buseco/home.htm.** Application materials should be addressed to the person chairing the appropriate search committee: Dr. Reg Rezac **for Finance, Dr. Derrell Bulls for Marketing, and Dr. Adelaide Griffin for Entrepreneurship.** The address is P.O. **Box 425738, Texas Woman's University, Denton, Texas 76204-5738, and the phone number is 940-898-2111.**

CENTRAL MICHIGAN
UNIVERSITY

HUMAN ENVIRONMENTAL STUDIES

Applications are being sought for three full-time positions. **DEPARTMENT CHAIR:** Department areas include human development and family studies, design and merchandising, foods and nutrition. Appointment begins July 1, 2000. **CHILD/HUMAN DEVELOPMENT:** One tenure-track and one full-time temporary. Appointment begins August 2000. For further information view position announcements at **www.ehs.cmich.edu/hev.** or contact **Dr. Kathy Koch, 517-774-5486 or Koch1ke@mail.cmich.edu.** Central Michigan University, an AA/EO institution, is strongly and actively committed to increasing diversity within its community. "www.cmich.edu/aaeo.html"

www.ehs.cmich.edu/hev

JANE ADDAMS COLLEGE OF SOCIAL WORK
UNIVERSITY OF ILLINOIS AT CHICAGO
SENIOR FACULTY

Nominations and Applications are sought for tenured and tenure-track positions at the level of associate and full professor Among the preferred areas of expertise are substance abuse, school social work, and community and administrative practice. Applicants must have a doctorate in social work or a closely related field, an established record of externally funded research, scholarly publications, and a demonstrated commitment to social work practice, research, and policy leadership on behalf of the poor, oppressed, racial and ethnic minorities and other urban at-risk populations. For fullest consideration, apply by January 5, 2000. Search will continue until positions are filled. Send letters of application, curriculum vitae, and names and addresses of three references to: **Dr. Jerry Cates, Associate Dean and Chair, Search Committee, University of Illinois at Chicago (MC 309), Jane Addams College of Social Work, 1040 West Harrison Street, Chicago, IL 60607-7134.**

The University of Illinois is an Affirmative Action/ Equal Opportunity Employer

Quinsigamond Community College

Faculty Positions 2000-2001
(Pending Funding)

Quinsigamond Community College is part of the public system of higher education in the Commonwealth of Massachusetts Founded in 1963, QCC has continued to grow in its student numbers, educational programming, and in its outreach and partnerships with the communities it serves.

As the College gears up to meet an aggressive agenda of change for its 7,500 full and part-time students, we are recruiting a team of energetic men and women who are passionate about teaching and learning, integrative and expansive in their thinking, and eager to assume the challenge of moving the College's ambitious agenda forward.

Nominations and applications for Faculty Positions in the following Academic Areas are being accepted:

- **Applied Arts**
- **Biology**
- **Computer Systems Engineering Technology**
- **English - 4 positions (Developmental through Literature)**
- **Respiratory Therapy Clinical Coordinator**
- **Sociology**
- **Spanish/French**

Minimum qualifications for these positions include a Master's Degree in an appropriate discipline. In addition, applicants must include a statement that addresses one's philosophy of education and how one incorporates that philosophy in teaching one's discipline within a community college setting. Please forward cover letter, resume/vitae and supporting materials by January 10, 2000 to:

Ellis Paakkonen
Assistant Director of Human Resources
Quinsigamond Community College
670 West Boylston Street
Worcester, MA 01606
Attn: Job Code: HOHE

Salary is commensurate with MCCC/MTA salary schedule commensurate with experience. For complete job description(s) and listings of minimum and preferred qualifications, please visit our website **www.qcc.mass.edu.** Application materials can be E-mailed to **cyndye@qcc.mass.edu**. We can also be reached by telephone at **(508) 854-4259** or Fax at **(508) 854-4390**.

QCC is an equal opportunity employer where diversity is everybody's business.

Quinsigamond Community College
Get There With Us.

Learn more at: www.qcc.mass.edu

UNIVERSITY OF NORTHERN COLORADO

College of Arts and Sciences - Greeley, CO 80639

FACULTY POSITION IN THE DEPARTMENT OF HISTORY

Applicants sought for 1 full-time tenure-track faculty position starting August 21, 2000.

INQUIRE: DEPARTMENT OF HISTORY 970/351-2905

Assistant Professor of History (#20162) Ph.D. in European History from an accredited institution with an emphasis in Medieval history is preferred, ABD considered. Teaching experience and publications desirable. Teaching assignment will include western civilization surveys, junior/senior level courses in medieval Europe and courses in the ancient world. Teaching in a third area is open although Renaissance/Reformation is desirable. Duties also include advising and university and department service.

This position is contingent upon adequate funding from the state legislature and final approval by the Board of Trustees. The position may include teaching assignment in off-campus state-wide programs and/or partnership school activities. Applications must include: 1) application letter stating position number and position-relevant qualifications, 2) current vita, 3) three letters of recommendation, and 4) official transcripts. Review of application materials will begin by January 15, 2000 and will continue until the position is filled. For a vacancy announcement giving complete details, write or call the appropriate department or view the vacancy announcement on the College's web site:

http://www.asweb.unco.edu/vacancies.htm

The College of Arts and Sciences consists of nineteen departments in humanities, social sciences, and sciences. The College is fully committed to the values afforded by a liberal arts and sciences education and offers programs leading to degrees at the baccalaureate, masters, and doctoral levels. Currently, there are approximately 4,000 undergraduate and 170 graduate majors in A & S programs. The College is nationally acclaimed for its array of learning communities for new students, a program of interdisciplinary general education courses (Life of the Mind), the interdisciplinary Mathematics and Science Teaching (MAST) Center and the interdisciplinary Institute for History and Social Science Education.

For more information about the University of Northern Colorado please visit our home page at:

http://www.unco.edu

UNC is an AAEO employer and is committed to fostering diversity in its student body, faculty and staff

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ASSISTANT OR ASSOCIATE PROFESSOR

COLLEGE OF EDUCATION

DEPARTMENT OF TEACHING AND LEARNING

Washington State University Vancouver

TITLE: Assistant or Associate Professor

SALARY: Competitive, commensurate with experience

POSITION: Permanent full-time; tenure-track

EFFECTIVE DATE: August 16, 2000

POSITION

The Department of Teaching and Learning is seeking qualified applications for a permanent tenure-track faculty (assistant or associate) position in Literacy Education/Teacher Education.

DUTIES AND RESPONSIBILITIES

Teach undergraduate and graduate courses in teacher education, reading, language arts, children's literature, and related areas; conduct scholarly research leading to publication in areas of specialization; develop and maintain collaborative partnerships with professionals in schools and community agencies; assist with recruitment, retention and advising of graduate students in teacher preparation and in-service programs; and assist with field supervision of pre-service teachers.

REQUIRED QUALIFICATIONS

Earned doctorate at time of employment in one of the literacy education specializations (reading, language arts, children's literature), a demonstrated record of or potential for scholarly productivity, and K-8 teaching experience.

DESIRED QUALIFICATIONS

Experience with diversity/multicultural education, teacher education, and building collaborative relationships with K-12 schools and community agencies.

WSU Vancouver offers both undergraduate and graduate programs and is expected to double in student body (currently 1.[illegible] students) and faculty in the next six years. Research expectations and teaching loads are consistent across the four WSU campus. The Pacific Northwest (WSU Vancouver is located just north of the Columbia River from Portland, Oregon) offers significant opportunities for research and an excellent quality of life.

Screening will begin on approximately February 1, 2000, and continue until the position is filled. Both nominations and applications are encouraged. Persons wishing to apply for this position should send a letter of application addressing the qualification criteria; three current letters of recommendation (within one year), two samples of scholarly work (2 copies each); and a current comprehensive vita including the names, addresses, and phone numbers of at least three additional references. Nominations and applications should be sent to:

Dr. Gisela Ernst-Slavit, Chair
Washington State University Vancouver
14204 NE Salmon Creek Ave
Vancouver WA 98686
(360) 546-9652

Washington State University is an equal opportunity/affirmative action education and employer. Members of ethnic minorities, women, Vietnam-era or disabled veterans, persons with disability and/or persons aged 40 and over are encouraged to apply.

Roger Williams University

Roger Williams is an independent, comprehensive coeducational institution that enrolls 2,200 full-time students in its six undergraduate schools: Feinstein College of Arts and Sciences; Gabelli School of Business; School of Architecture, Art and Historic Preservation; School of Engineering; School of Justice Studies; and University College for Continuing Education, which enrolls 1,600 part-time students. At the graduate level, the University enrolls 400 students in the School of Law which opened in 1994 and which is the only law school in the State. Largely a residential community with a strong teaching mission, the University is situated on a 130-acre campus in Bristol, RI on the shores of Mount Hope Bay, approximately half-way between Newport and Providence and 50 minutes from Boston.

Roger Williams University invites nominations and applications for the following anticipated appointments. In all cases, we are seeking candidates: 1) who hold an earned doctorate or, when appropriate, a terminal degree; A.B.D.'s whose doctorate is expected in 2000 may also apply; 2) who are firmly committed to the values inherent in a liberal arts education; 3) who are able to demonstrate a record of effective teaching at the undergraduate level; and, 4) who are able to demonstrate scholarship and/or research. The University actively seeks faculty who contribute to cultural and ethnic diversity and to the increased presence of female faculty. Unless otherwise noted, teaching is at the undergraduate level. Appointments are generally at the rank of assistant professor and are either tenure-track positions or visiting positions that may be renewed. Faculty appointments are for September 2000, subject to available funding. Screening begins immediately and continues until positions are filled. Most interviews will be conducted in February 2000. Administrative positions are immediately available. Highly competitive benefits package for all appointments. Salary commensurate with experience.

FEINSTEIN COLLEGE OF ARTS AND SCIENCES

Composition: (2 positions) Ph.D. in English; with a specialization in rhetoric or composition; preference given to candidates who have significant experience teaching undergraduates literature and/or creative writing as well as expository writing. Twelve contact hours each semester, at least half in composition and the remainder in the University Core Curriculum interdisciplinary humanities course as well as literature courses and/or creative writing courses. This appointment also presumes willingness to teach composition within programmatic guidelines and to participate fully in development and assessment of the University's Writing Program.

Cultural Anthropology: Ph.D. in anthropology with significant emphasis on cultural anthropology; preference given to additional emphasis in sociology. Twelve contact hours each semester, at least half in the discipline and the remainder in the University Core Curriculum interdisciplinary human behavior course. This appointment also presumes significant contribution to the development and assessment of a new Anthropology/Sociology major.

Development Biology: Ph.D. in the biological sciences and background in animal development with an emphasis on vertebrate embryology. Twelve contact hours each semester, at least half in the discipline and the remainder in the University Core Curriculum interdisciplinary science course. Biology courses may include: introductory biology, developmental biology, genetics, human anatomy and physiology, and specialized courses in the candidate's area of expertise. The appointment also presumes organization and supervision of undergraduate research as well as development and assessment of the program.

Education: Terminal degree in K-12 Literacy Education; preference given to candidates who can demonstrate significant public school teaching experience and an educational or experiential background serving special education populations in inclusion/mainstreaming settings. Twelve contact hours each semester including K-12 Literacy undergraduate pre-service education courses. This appointment also presumes participation in teacher education accreditation documentation and in the development and assessment of the program.

Communications: Terminal degree in communications, doctorate preferred. Twelve contact hours each semester in a range of courses in mass communications. This appointment also presumes significant contribution to the revision of the major and to achieving accreditation in public relations.

Marine Biology: Ph.D. in biology or biological oceanography with emphasis in marine ichthyology. Twelve contact hours each semester, half in the discipline and half in the University Core Curriculum interdisciplinary science course. Biology courses may include: introductory biology, ichthyology, human anatomy and physiology, and advanced undergraduate courses in the candidate's area of expertise. The appointment also presumes organization and supervision of student research as well as development and assessment of the program.

Mathematics: Ph.D. in mathematics. Preference given to candidates with work in statistics. Twelve contact hours each semester in a range of courses in mathematics and statistics courses. This appointment also presumes significant contribution to program development and assessment.

Political Science: Ph.D. in political science; specialization in American politics with an emphasis on political process and an ability to teach methods. Twelve contact hours each semester, at least half in the discipline and the remainder in the University Core Curriculum interdisciplinary history course. The appointment also presumes significant contribution to the development and assessment of the political science major.

Psychology: Ph.D. in psychology; preference given to candidates whose specialty is forensic psychology. Twelve contact hours each semester, at least half in the discipline and the remainder in the University Core Curriculum interdisciplinary human behavior course. Psychology courses may include clinical psychology, child development, research methods and quantitative analysis. The appointment also presumes significant contribution to the development and assessment of the psychology program.

Sociology: Ph.D. in sociology or anthropology/sociology; preference given to significant emphasis in areas related to social theory and methods. Twelve contact hours each semester, at least half in the discipline and the remainder in the University Core Curriculum interdisciplinary human behavior course. The appointment also presumes significant contribution to the development of a new Anthropology/Sociology major.

GABELLI SCHOOL OF BUSINESS

Accounting: Ph.D. in accounting; preference given to candidates holding the CPA or CMA and demonstrating interest in Government or Not-for-profit accounting. Twelve contact hours each semester including introductory and advanced accounting. The appointment also presumes significant contribution to the development and assessment of the program.

Economics: (2 positions) Ph.D. in economics; preference given to demonstrated interest in network, operating systems and/or Internet applications development. Twelve contact hours each semester, including macroeconomics and/or microeconomics as well as advanced courses. The appointment also presumes significant contribution to the development and assessment of the program.

Computer Information Systems: Ph.D. in relevant field; preference given to demonstrated interest in network, operating systems and/or Internet applications development. Twelve contact hours each semester, including introductory and advanced courses in computer information systems. The appointment also presumes significant contribution to the development and assessment of the program.

SCHOOL OF ENGINEERING

Assistant/Associate Dean: Ph.D. in engineering or construction; preference given to candidates with dual qualifications and professional practice. Significant administrative experience in a college or university environment and a record of effective teaching at the undergraduate level. Responsibilities include coordination and development of the construction management program; student recruitment and advisement; assessment and accreditation, as well as one-quarter teaching load each semester. Academic rank and salary commensurate with experience.

Engineering: Ph.D. in mechanical, electrical, civil engineering or a closely related field. Expertise in one or more of the following areas preferred: electromechanical system design (mechatronics), power systems, machine design, kinematics of machinery, and heat transfer. Candidate should also be able to teach undergraduate courses in engineering mechanics. Responsibilities include teaching of undergraduate courses and laboratories, student advising, and scholarly research. Twelve contact hours each semester, including engineering mechanics. The appointment also presumes significant contribution to the development, assessment and accreditation of the program.

SCHOOL OF JUSTICE STUDIES

Assistant Dean: JD and MS/MA in criminal justice. Five years of significant administrative experience as a justice system practitioner and record of effective teaching preferably in a college or university environment. The appointment involves development of the Justice System Training Institute, a series of in-service training for justice system practitioners and one-quarter teaching load each semester. Academic rank and salary commensurate with experience.

Criminal Justice: Ph.D. and/or JD in criminal justice or allied field. Appointment involves teaching at the graduate and undergraduate level as well as supervising graduate students, development and assessment of the program.

Paralegal Studies: JD from an A.B.A.-accredited law school and significant experience as a licensed attorney; current admission in good standing to one or more state bar associations. Twelve contact hours each semester in the University's A.B.A.-approved paralegal studies program. Appointment also presumes recruitment of undergraduates, development and assessment of the program.

SCHOOL OF ARCHITECTURE, ART AND HISTORIC PRESERVATION

Assistant/Associate Dean: Terminal degree in one or more of the School's disciplines: architecture, architectural history, art, historic preservation, visual arts studies. Significant administrative experience in a college or university environment; a record of effective teaching experience at the undergraduate level and professional registration and experience if the candidate's field is architecture. Responsibilities include admissions and advisement. Appointment also involves a one-quarter teaching load each semester. Academic rank and salary commensurate with experience.

Architectural Design and Landscape: Professional degree in architecture and terminal degree in architecture, landscape architecture or planning; professional registration in architecture or landscape architecture or the equivalent and practice experience are preferred. Twelve contact hours each semester, including required and elective lecture and seminar courses in site design landscape architecture and/or ecological design principles, and architecture design studios. The appointment also presumes significant contribution to the development and assessment of the program.

Architectural Design and Structures/Construction/Technology: Professional degree in architecture and master or doctoral degree in structural engineering or architectural technologies; professional registration and practice experience are preferred. Twelve contact hours or the equivalent each semester, including required and elective lecture and semester courses in structures and building technologies, and architectural design studios. The appointment also presumes significant contribution to the development and assessment of the program.

Design and Media/Computer Applications: Professional degree in architecture with advanced degree in architecture, digital media or demonstration of command of digital media in technology or design; professional registration and practice experience are preferred. Twelve contact hours or the equivalent each semester, including design studios and advanced elective options courses in digital media/computer applications that fulfill professional requirements. The appointment also presumes significant contribution to the development and assessment of the program.

Art and Architectural History: Ph.D. in art and/or art and architectural history; preference given to expertise in both areas and to global perspective and expertise in renaissance or modern art. Twelve contact hours each semester, at least half in an array of introductory, intermediate and advanced seminar courses in art and architectural history and the remainder in the University Core Curriculum interdisciplinary aesthetics course. The appointment also presumes significant contribution to the development and assessment of the program.

Visual Arts Studies: MFA or Ph.D. with additional scope in areas such as painting, photography, printmaking or public art. Twelve contact hours each semester, at least half in introductory drawing courses, and the remainder in other disciplines affiliated with the major and/or in the University Core Curriculum interdisciplinary aesthetics course. The appointment also presumes significant contribution to the development and assessment of the program.

Applications: *Interested candidates must supply the following: 1) a letter of application that specifically addresses the relevant appointment: experience and commitment to teaching, scholarship/research; and participation in a liberal arts university; 2) a current curriculum vitae; 3) copies of undergraduate and graduate transcripts; and, 4) three letters of reference. Application materials should be mailed to:* ***Office of Human Resources, Roger Williams University, One Old Ferry Road, Bristol, RI 02809-2921. Indicate in the left-hand corner of the envelope the title of the relevant appointment.*** *Minorities and women are encouraged to apply. Roger Williams University is an Equal Opportunity/Affirmative Action Employer.*

ROWAN
UNIVERSITY

DEAN OF ENGINEERING

We seek a new Dean who will provide the intellectual and academic leadership for the College of Engineering as it enters the 21st Century. At Rowan University, we are reinventing and redefining engineering education.

We offer:

- A new College that was formed as the direct result of a $100M gift from New Jersey industrialists Henry and Betty Rowan and is the only 4-year College of Engineering in Southern New Jersey.
- A dynamic and diverse team of 28 new faculty who were chosen for their skills in engineering education and their innovative ideas on undergraduate student research. 400 award-winning and exceptional undergraduate engineering students with average SAT scores of 1250 and an inaugural May 2000 graduating class with a retention rate of 85%.
- Externally-funded undergraduate research, design, and development projects that are the core of a unique and continuous 8-semester (4-year) engineering clinic experience.
- New, unique, and innovative undergraduate degree programs in Civil, Chemical, Electrical and Computer, and Mechanical Engineering which feature multidisciplinary experiences, team-based learning, technical communication, and real-world engineering applications.
- A new Master of Science in Engineering program with specializations in Chemical, Civil, Electrical, Environmental, and Mechanical Engineering.
- A new 92,000 square-foot engineering building which features a unique modular laboratory/classroom design that is adaptable to any research or pedagogical application.

For this challenging, high-profile position, we seek:

- An innovative leader with a commitment to excellence in teaching, learning, and scholarship; strong team-building skills within the College and the University; experience in faculty development, curriculum design and program assessment; and a commitment to shared governance and affirmative action.
- An academic entrepreneur with a proven record of forming strategic partnerships with regional, national, or international industries and agencies; significant fundraising experience; and a record of interfacing with state and federal legislators.
- An exceptional candidate with an earned doctorate in an appropriate engineering or related field; an established record of teaching and scholarship that would warrant appointment to the rank of full professor; a demonstrated record of successful leadership and increasing levels of responsibility in higher education; and strong management, planning and budgetary skills.

Rowan University (formerly known as Glassboro State College) is a selective, medium-sized university located in southern New Jersey, between Atlantic City and Philadelphia. The Rowan gift, one of the largest gifts ever bestowed on a public university, has been a catalyst for Rowan's transformation into a university of regional prominence. Founded in 1923 as a normal school for teachers, the University enrolls over 9,500 students in degree programs ranging from bachelors through doctorate. The University is divided into six colleges: Business, Communication, Education, Engineering, Fine and Performing Arts, Liberal Arts and Sciences and The Graduate School. The 200-acre campus contains 31 buildings, including six residence halls and three apartment complexes. The University was also the site of the historic Summit Conference between President Johnson and Russian Premier Kosygin in 1967. For further information on Rowan University, please see our web page at **http://www.rowan.edu/** or contact **Ralph A. Dusseau, Chair, College of Engineering Search Committee at (856) 256-5322 or dusseau@rowan.edu.**

The starting date for the position of Dean of Engineering will be July 1, 2000. The Committee will begin reviewing applications on February 7, 2000, and will continue until the position is filled. Interested candidates are invited to submit a letter of application, a curriculum vita, and a list of at least five references (with telephone numbers and e-mail addresses) to:

Chair, College of Engineering Search Committee
Office of the Executive Vice President/Provost
Rowan University
201 Mullica Hill Road
Glassboro, NJ 08028-1701

Rowan University is an affirmative action/equal opportunity employer. Women, minorities, and those with disabilities are encouraged to apply.

ECONOMICS
(TWO YEAR VISITING POSITIONS)

The Department of Economics invites applications for two, two-year visiting positions at the assistant or associate level (CO-Applied Econometrics, EO-Macroeconomics, FO-International Economics, HO-Public Finance, LO-Industrial Organization). Applicants at the Assistant level should hold a PhD in hand by the starting date of September 1, 2000. Applicants at the Associate level should have excellent records for both teaching and scholarly research. A successful candidate is expected to offer courses and to undertake research in one of the areas listed above.

Union College has a strong commitment to scholarly research and excellence in undergraduate teaching. All majors in the department are required to complete a two-term senior thesis. Union offers an attractive teaching load and a highly competitive salary and benefits package, in a department of 11 faculty. Additional information about Union can be found at www.union.edu.

To apply, please submit a letter of application, a current vita, a writing sample, summaries of teaching evaluations or other evidence of teaching ability, and three letters of recommendation. Review of application materials will commence on December 20 and only finalists will be notified. Be sure to indicate how we can contact you during the last two weeks in December. We will interview at the ASSA meetings in Boston. Respond to:

Professor Suthathip Yaisawarng
Chair, Department of Economics
Union College
807 Union Street
Schenectady, NY 12308

Union College is committed to a program of affirmative action and equal employment opportunity. Women and minorities are strongly encouraged to apply.

Stanford University President

Stanford University Board of Trustees invites applications and nominations for the position of President. Founded in 1891, Stanford is a private university with a sustained record of excellence in many fields. The University is committed to innovative teaching and research and to maintaining a diverse, inclusive academic community.

The new President will be selected by the University's Board of Trustees on the basis of recommendations from a committee composed of representatives of the trustees, faculty, student body, alumni and staff. We expect the appointment to begin in the academic year 2000-01.

Please send a letter of application and/or nomination by January 14, 2000 to: Donna Lawrence, Executive Vice Chair, Stanford Presidential Search Committee, P.O. Box 60190, Palo Alto, CA 94309-0190. Stanford is an Equal Opportunity Employer through Affirmative Action.

UNIVERSITY OF REDLANDS

ADMISSIONS DEAN

The University of Redlands invites applications and nominations for the position of ANWC Admissions Dean. Responsible for the management of the enrollment of Alfred North Whitehead College students with a focus on business programs. Identifying enrollment goals, integrating the efforts of five regional centers in their recruiting activities, and managing the admissions function. Master's degree in business with a good grounding in marketing, organizational behavior, and finance, plus a minimum of five years of hands-on marketing experience at a mid-level position.

Applicants should send letter of interest, resume, salary history, salary requirement, name, address, telephone numbers of three professional references to: **University of Redlands, Human Resources, P.O. Box 3080, Redlands, CA 92373-0999. (909) 335-5119, Fax (909) 335-5154.**

Located in an ethnically and culturally diverse region midway between Los Angeles and Palm Springs, the University of Redlands is a private, selective, liberal arts university. Approximately 1,700 undergraduates are enrolled in the residential College of Arts and Sciences; the Alfred North Whitehead College enrolls approximately 2200 adult learners pursuing undergraduate and graduate degrees.

University of Redlands is an Equal Opportunity Employer and actively encourages applications from women and members of under-represented populations.

http://newton.uor.edu/Administration/HumanResources.html

ASSISTANT PROFESSOR, COMPUTER SCIENCE

Ph.D. in computer science or a closely allied area required. Demonstrable potential and commitment to excellence in teaching and research are required. Although outstanding candidates in any area of computer science who can contribute to the teaching and research missions of the department may be considered, first preference will be given to applicants who have demonstrated research potential, as evidenced by dissertation and/or publications, in computer graphics, scientific visualizations, or human/computer interfaces, and secondary preference may be given to candidates who have demonstrated research potential in distributed systems and networks, object-oriented software engineering, or computer security. This is a tenure-track position beginning in the fall 2000.

Submit a resume, including contact information for references, and cover letter by 2/18/00 to: James Kowalski, Search Committee Chair, (Log #021376HO), UNIVERSITY OF RHODE ISLAND, PO Box G, Kingston, RI 02881.

The University of Rhode Island is an AA/EOE employer and is committed to increasing the diversity of its faculty, staff and students. Persons from under-represented groups are encouraged to apply.

UNIVERSITY OF
RHODE ISLAND
Educate Yourself @ www.uri.edu

CHRISTOPHER NEWPORT
UNIVERSITY

PROVOST

Christopher Newport University (CNU) announces the search for a provost. Located on a beautiful 125-acre campus on the Virginia Peninsula. CNU is a comprehensive state university with 5,000 students in 40 baccalaureate programs and five master's programs in the College of Business, Science and Technology and the College of Liberal Arts. Faculty members are dedicated to great teaching, and the entire University community is committed to student success.

President Paul Trible, in the past three years, has focused the University's activities, energized faculty, staff and students, and encouraged a spirit within the University that is vibrant and creative. Freshman applications have exploded by 120%, and the average SAT score has increased by 79 points. The size and quality of the faculty have been greatly enhanced. "U.S. News and World Report" and other publications have documented CNU's move into the top echelon of public liberal arts colleges and universities. In June, a Sports and Convocation Center and new residence hall will be completed. Next year, construction will begin on two new academic buildings and a $40 million Center for the Arts designed by the world famous firm of Pei Cobb & Freed.

The provost will work in partnership with the president in shaping CNU as a top liberal arts college, building a superior academic program and enhancing the entire collegiate experience for students. CNU seeks candidates who possess:

- Demonstrated ability to build on the strengths of the academic program to create a truly superior liberal arts, undergraduate educational experience where great teaching is the first priority;
- Energy, passion, creativity and enthusiasm for the distinctive and powerful mission of the University;
- Academic credentials and experience that will enhance the reach and reputation of the University; and
- Ability to work constructively and collaboratively with all constituencies.

Compensation for this position is highly competitive. The position is available July 1. Additional information about Christopher Newport University is available on the web at **http://www.cnu.edu**.

Dr. Jean Dowdall, vice president, and her associate, Elizabeth Moseley, of A.T. Kearney Executive Search, are assisting the Search Committee. Inquiries, applications and nominations are invited and will be treated confidentially. Candidates should submit a letter describing their interest and their qualifications for the position, a curriculum vita, and the names and phone numbers of at least five references; submission as MS Word electronic mail attachments is encouraged. For full consideration, materials should be received by January 14, 2000. They should be sent to **A.T. Kearney Executive Search, 333 John Carlyle Street, Alexandria, VA 22314; Phone: 703-739-4725; Fax: 703-518-1782; E-mail: elizabeth_moseley@atkearney.com.**

Christopher Newport University does not discriminate in admission, employment or any other activity, on the basis of race, gender, color, age, religion, veteran status, national origin, disability, or political affiliation. The University complies with all applicable state and federal constitutional provisions, laws, and regulations concerning discrimination. Anyone having questions concerning these laws should contact the Office of Equal Opportunity/Affirmative Action.

SC
SU

Southern Connecticut State University

SCHOOL OF BUSINESS

FACULTY POSITIONS FOR FALL 2000

The School of Business of Southern Connecticut State University invites applications for several faculty positions and a position as Director of the MBA Program for appointment in the Fall 2000 semester. This pool of vacancies represents a significant opportunity for the University to enhance curricular vitality and refresh faculty perspectives.

Each positions listed is a tenure track appointment. Appointment will be made at the rank of Professor, Associate or Assistant Professor depending on the qualifications and experience of the successful applicants. Search committees will begin examination of applications on January 15, 2000; searches will continue until the positions are filled.

Southern Connecticut State University is a comprehensive metropolitan public university, located in historic New Haven. Enrolling some 12,000 students, SCSU offers 46 undergraduate programs and 40 graduate programs at the master's and sixth year professional level. The School of Business contains the department of Accounting, Economics and Finance, Management, Marketing, and an MBA Program. The School awards approximately 200 baccalaureate and master's degrees annually.

SCSU is an equal opportunity, affirmative action employer. The University wishes to enhance the diversity of its instructional staff. SCSU actively encourages women and members of minority groups to apply.

ACCOUNTING: Responsibilities include teaching undergraduate and graduate courses, providing leadership in preparation for national accreditation for the School of Business, and participating in professional growth and scholarly activities. **Qualifications:** Doctorate in Accounting, although ABD nearing completion will be considered. Successful teaching experience and recent scholarly research/publication is preferred. Other appropriate experience will be given consideration. Please send current resume, a letter of interest and qualifications for the position, and three letters of recommendation to: **Dr. Carey C. Curtis, Chair, Search Committee, Department of Accounting, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515.**

FINANCE: Responsibilities include teaching undergraduate and graduate courses, providing leadership in preparation for national accreditation for the School of Business, and participating in professional growth and scholarly activities. **Qualifications:** Doctorate required, although ABD nearing completion will be considered. Prior successful teaching experience and recent scholarly research/publication is preferred. Other appropriate experience will be given consideration. Please send current resume, a letter of interest and qualifications for the position, and three letters of recommendation to: **Dr. Robert Eldridge, Chair, Search Committee, Department of Economics and Finance, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515.**

MANAGEMENT: Responsibilities include teaching undergraduate and graduate courses, providing leadership in preparation for national accreditation for the School of Business, and participation in professional growth and scholarly activities. **Qualifications:** Doctorate required, although ABD nearing completion will be considered. Prior successful teaching experience and recent scholarly research/publication is preferred. Other appropriate experience will be given consideration. Please send current resume, a letter of interest and qualifications for the position, and three letters of recommendation to: **Dr. Madan Nangia, Chair, Department of Management, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515.**

MARKETING: Responsibilities include teaching undergraduate and graduate courses, providing leadership in preparation for national accreditation for the School of Business, and participating in professional growth and scholarly activities. **Qualifications:** Doctorate required, although ABD nearing completion will be considered. Prior successful teaching experience and recent scholarly research/publication is preferred. Other appropriate experience will be given consideration. Please send current resume, a letter of interest and qualifications for the position, and three letters of recommendation to: **Dr. Shyam Lodha, Chair, Department of Marketing, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515.**

MBA DIRECTOR: Responsibilities include general direction for the efficient and effective functioning of the program. This includes operational administration, external publicity and internal communications; program planning, development and academic standards; outcomes assessment; review of faculty credentials and standards; student recruitment and advisement; program budgeting; scheduling and staffing; special projects. Some teaching is required. **Qualifications:** Master's degree in a business field from an AACSB accredited institution is required. Doctorate preferred. At least three years of demonstrated success in the development, promotion or administration of graduate business programs. A record of superior supervisory skills. Successful experiences in policy and planning, staff supervision, budgeting and technology. Ability to establish collegial working relations with faculty, students, administrators and the external community within a collective bargaining environment. Appropriate alternative credentials and experiences may be substituted. Please send current resume, a letter of interest and qualifications for the position, and three letters of recommendation to: **Dean Kenneth Kraft, Dean, School of Business, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515.**

DISTRICT DIRECTOR FOR FINANCIAL AID AND VETERAN AFFAIRS

Your primary responsibility will include management of the District Financial Aid Office, Veterans Affairs Office, and other services as assigned. The District Director for Financial Aid and Veterans Affairs reports to the Vice President for Student Affairs.

Requirements include a Master's degree from an accredited college or university; proven managerial skills as a Director of Financial Aid. Strong interpersonal, customer service and supervisory experience required. Excellent verbal and written communication skills. Thorough knowledge of all Title IV Federal programs and regulations; minimum of five years experience in a leadership role in the Financial Aid and Veterans Affairs operations at the college or university level. Experience with BANNER Financial Aid system a plus. Salary: $53,023+ (commensurate with education and experience) with excellent benefits.

STARTING DATE: ASAP

APPLICATION DEADLINE:
January 14, 2000

For your application to be considered, please reference Pos. Nos. #00-122, and provide the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of five professional references (names, addresses telephone numbers) to:

Judy Chastonay, Human Resources Department,
3251 Panthersville Road,
Decatur, GA 30034.

For more information about Geogia Perimeter College please visit our website at http://www.gpc.peachnet.edu

AA/EOE/ADA

Georgia
Perimeter College.
An Associate Degree Granting College of the University System of Georgia

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Sociology of the Family

Adjunct Faculty/Spring 2000

The Department of Sociology at Drew University seeks an adjunct to teach Sociology of the Family, to begin late January 2000. Applicants should have at least an MA in Sociology. Salary is competitive. Drew University is situated on a 186-acre wooded campus in Madison, New Jersey, 30 miles west of New York City. Please send vita, statement of teaching philosophy, and teaching evaluation scores if available to:

Prof. Roxanne Friedenfels
Chair
Department of Sociology
Drew University
Madison, NJ 07940

Deadline of application is December 10, 1999 AA/EOE

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MARICOPA
COMMUNITY
COLLEGES

MESA COMMUNITY COLLEGE
Mesa, Arizona

Adjunct Faculty Needed, Spring 2000 and Beyond

MCC seeks adjunct faculty for day, evening and weekend courses in the following: Art, Business, Counseling, Cultural Science, Design Family and Consumer Science, English/Humanities/Journalism, EMT/Fire Science, Foreign Language, Library, Life Science, Mathematics, Mortuary Science, Music, Nursing, Philosophy/Religious Studies, Physical Education, Physical Science, Astronomy, Chemistry, Engineering Science, Geology, Physics, Psychology, Reading, Social Science/Administration of Justice, Speech Communication/ Theatre/ Telecommunication, Technology/Agriculture

Qualifications: ACADEMIC - Master's degree required with a minimum of 18 graduate hours in the teaching discipline or 24 hours of upper division or graduate credit in the teaching discipline.

OCCUPATIONAL - Minimum 64 credit hours plus 5 years directly related work experience or Bachelor's degree plus 3 years directly related work experience or a Master's degree in the field.

MUST BE STATE CERTIFIED/CERTIFIABLE IN THE FIELD TO BE TAUGHT

To apply or if you have any questions, call Mesa Community College Personnel Office at (480) 461-7487.

Personnel Office
Mesa Community College
1833 W. Southern Avenue
Mesa, Az 85201

Prairie State College

FACULTY POSITIONS

Prairie State College—a comprehensive community college offering degree programs in more than 60 academic areas leading to the Associate in Arts, Associate in Science, Associate in General Studies and Associate in Applied Science—is seeking candidates for full-time, tenure track faculty appointments. Located 25 miles south of downtown Chicago in a diverse district, the award-winning College has an enrollment of over 5,000 students in credit programs.

Full-time tenure track faculty position
for SPRING 2000 SEMESTER:

ASSISTANT PROFESSOR/ FACILITATOR OF INSTRUCTIONAL TECHNOLOGY

Full-time tenure track faculty positions
for FALL 2000 SEMESTER:

ASSISTANT PROFESSOR AND COORDINATOR OF ART
ASSISTANT PROFESSOR OF BUSINESS/ASSISTANT PROFESSOR OF ENGLISH
ASSISTANT PROFESSOR OF INDUSTRIAL TECHNOLOGY (2)
ASSISTANT PROFESSOR OF INFORMATION SYSTEMS
ASSISTANT PROFESSOR OF MATH/ASSISTANT PROFESSOR OF NURSING
ASSISTANT PROFESSOR OF SPANISH/ASSISTANT PROFESSOR OF SPEECH

To obtain a complete job description, including minimum and preferred qualifications, see our website at *www.prairie.cc.il.us*. Questions? Call Ms. King at (708) 709-3541. To apply, submit a letter of interest, résumé and unofficial transcripts to:

Office of Human Resources (identify the position you seek)
Prairie State College
202 S. Halsted Street
Chicago Heights, IL 60411

Candidate review begins January 21, 2000; positions open until filled. EOE/AA

DIRECTOR OF RES LIFE

Oberlin College invites applications and nominations for the position of Director of Residential Life and Services and Associate Dean of Students. Responsible for overall functioning of the department and particularly the implementation and evaluation of residential programs consistent with the educational purposes of the college. The responsibilities of the Department also include all residential and dining assignments and coordination of dining & conference services. Requires: Master's degree with 6+ yrs managerial experience in student services, res life, related field, or equivalent. Doctorate is desirable. Experience must reflect ability to work collaboratively and to contribute to a socially diversified environment. Send letter of application, resume, names, addresses and telephone numbers of three references by 1/15/00 to **Chair, Director of Residential Life Search Committee, 105 Wilder Hall, Oberlin, Ohio 44074.** We anticipate two additional openings in Student Life and Services this academic year: Assistant Dean of Students/Director of Orientation and Director of the Multicultural Resource Center/Assistant Dean of Students. Separate inquiries regarding these positions are welcome at this time. AA/EOE

OBERLIN

Washington State University

COORDINATOR FOR THE LIBERAL ARTS

ASSOCIATE OR FULL PROFESSOR

Washington State University (WSU) seeks an individual to coordinate undergraduate and graduate programs in Liberal Arts at WSU Vancouver (WSUV; one of four WSU campuses). **Minimum Qualifications:** Ph.D. or terminal degree in an appropriate Liberal Arts discipline, minimum of 1 year administrative and 3 years teaching experience; active research program and tenurable in discipline at a Research I institution. **Preferred Qualifications:** Effective communication, leadership and problem solving skills; experience with curriculum development, budgeting, strategic planning, evaluating and monitoring performance of personnel and units; interdisciplinary programs; commitment to community dialogue and fostering diversity. **Responsibilities:** The Liberal Arts Coordinator will direct the development of WSUV Liberal Arts curricula and facilities; coordinate and supervise programs in the Liberal Arts at Vancouver; assist in hiring WSUV Liberal Arts faculty; supervise Liberal Arts programs' daily operations; teach courses in specialty; and maintain a successful research program. WSUV Liberal Arts areas currently include Anthropology, English, History, Political Science, Psychology, and Sociology. Reports directly to: Campus Executive Officer and Dean at WSUV and Dean of the College of Liberal Arts at WSU in Pullman. **Salary range:** Competitive, commensurate with experience and qualifications. **Description:** WSU Vancouver (across the Columbia River from Portland, OR) has 1,500 upper division and graduate students; enrollment and the faculty are projected to double in size in the next six years and double again by 2010. WSU is a Tier I research institution; research expectations and teaching loads are consistent across the four WSU campuses. **Application:** Send a written letter of application, resume, and names of three references to **Michelle Musso, Office of the Dean, 14204 NE Salmon Creek Avenue - Vancouver, WA 98686.**

Review of applications will begin February 2, 2000, and continue until position is filled. Nominations are encouraged.

WSU is an ED/AA/ADA employer and educator.

Quinsigamond Community College

Associate Deans

Quinsigamond Community College is part of the public system of higher education in the Commonwealth of Massachusetts. Founded in 1963, QCC has continued to grow in its student numbers, educational programming, and in its outreach and partnerships with the communities it serves.

As the College gears up to meet an aggressive agenda of change for its 7,500 full and part-time students, we are recruiting a team of energetic men and women who are passionate about teaching and learning, integrative and expansive in their thinking, and eager to assume the challenge of moving the College's ambitious agenda forward.

Nominations and applications for Instructional Deans in the following divisions are being accepted:

- **Associate Dean of Technology**
- **Associate Dean of Business and Human Services**
- **Associate Dean of Continuing Education**

The Associate Deans of Technology and Business/Human Services will be responsible for the overall leadership and management of programs within their academic disciplines. The Associate Dean of Continuing Education will have similar responsibilities and will utilize an entrepreneurial approach for the blending of non-credit to credit programming. The Associate Deans will be innovative thinkers who can create and deliver on opportunities.

Minimum qualifications for these positions include a Master's Degree in an appropriate discipline. Please forward cover letter resume/vitae and supporting materials to:

William Dering
Director of Human Resources
Quinsigamond Community College
670 West Boylston Street
Worcester, MA 01606
Attn: **Job Code: HOHE**

Credential review will begin on January 10, 2000. Application period will remain open until positions are filled. Salary is competitive and will be commensurate with experience. For complete job description(s) and listings of preferred qualifications, please visit our website **www.qcc.mass.edu.** Application materials can be E-mailed to **cyndye@qcc.mass.edu**. We can also be reached by telephone at **(508) 854-4259** or Fax at **(508) 854-4390**.

QCC is an equal opportunity employer where diversity is everybody's business.

Quinsigamond Community College
Get There With Us

Learn more at: www.qcc.mass.edu

KEAN

Discover Kean. Discover your future.

Kean University, a comprehensive university, is committed to excellence and access and to developing, maintaining and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community to serve a richly diversified student population of 12,000.

ANTICIPATED LIBRARIAN POSITIONS 2000-2001

Contingent on Budgetary Approval and Appropriate Funding

LIBRARIAN POSITIONS (12 Months)

Librarian positions are full-time tenure track assignments. Academic rank is Assistant Professor in the Library (Librarian I) and Instructor in the Library (Librarian III). ALA-accredited MLS degree required for both positions. Characteristics sought are commitment to and motivation for library excellence, energetic and creative team approach, responsiveness to new directions for library/information centers, ease at working in a multicultural environment and flexibility to adapt to library staffing needs.

Nancy Thompson Library/Librarian I. Position available January, 2000. Responsible for internal library CD-ROM network, collection assessment, maintenance, and cooperative collection development using automotive tools. Proven computer skills and on-the-job experience with CD-ROM networks are necessary. Minimum of five years full-time professional library experience plus a second masters degree in another subject or experience equivalent to a second masters (minimum of five additional years of library service) are required. Additional responsibilities may include public services activities. Evening and/or weekend hours necessary. Salary range is $45,752 - $52,617.

Nancy Thompson Library/Librarian III. Position available July, 2000. Responsible for evening and weekend hours to assist with the development of computerized reference services and assessing reference services. Provides reference services to patrons. Proven computer skills with electronic resources are necessary. Serves as a liaison to evening and weekend faculty. Scheduled Saturday and Sunday hours. Salary range is $35,845 - $41,223.

APPLICATION, SALARY BENEFITS INFORMATION

Candidacy review begins immediately and continues until appointment is made. Priority consideration given to applications received before January 30, 2000. Send letter of interest; up-to-date resume; names, addresses, telephone numbers of three references. Official transcripts and three current letters of recommendation required before appointment. **Apply to:** Barbara Simpson Darden, Director of Library Services, KEAN UNIVERSITY, Morris Avenue, Union, New Jersey 07083. Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included.

KEAN
UNIVERSITY

Kean University is an EEO/AA Institution

PRESIDENT

TEXAS TECH UNIVERSITY

The Presidential Search Committee and the Chancellor of the Texas Tech University System seek nominations and applications for the position of President of Texas Tech University. Texas Tech, founded in 1923, is one of the leading universities in Texas and is part of the Texas Tech University System. The other system institution is the Texas Tech University Health Sciences Center (including schools of medicine, nursing, pharmacy and allied health) with campuses in Lubbock, Midland/Odessa, El Paso and Amarillo. Texas Tech University is located in Lubbock, Texas, in a community of almost 200,000 people on the South Plains of Texas.

The Texas Tech campus in Lubbock (1,839 acres in size) has a student population of more than 24,000 - including over 20,000 undergraduate and 4,000 graduate students. The University is comprised of 10 colleges and schools, including agricultural sciences and natural resources, architecture, arts and sciences, business administration, education, engineering, human sciences, and law, as well as the graduate school and honors college.

Texas Tech University offers 119 undergraduate, 99 masters and 50 doctoral degrees. Texas Tech is a Research II institution under the Carnegie Foundation classifications in effect for 1999. Texas Tech's library system is a member of the Association of Research Libraries.

The President exercises broad authority and is responsible for all aspects of university administration. The President is responsible to the Chancellor of the Texas Tech University System and the Texas Tech University System Board of Regents.

Review of applications will begin immediately and will continue until an appointment is made. Texas Tech treats inquiries, nominations, and applications for this position and others in a confidential manner. Applicants should confirm in their letters that they wish their applications to be kept confidential. Nominations and applications should be sent to:

Dr. Nancy E. Jones
Chairman, Presidential Search Committee
Texas Tech University
P.O. Box 42013
Lubbock, Texas 79409-2013
(806) 742-0012
www.texastech.edu

Texas Tech University is an Equal Opportunity Employer and encourages nominations and applications from minority and female applicants.

Frederick Douglass Teaching Scholars Summer 2000

West Chester University

West Chester University of Pennsylvania is offering summer teaching opportunities to graduate students entering the final year of terminal degree programs and preparing to be college teachers, for the purpose of attracting graduate students from historically underrepresented and undeserved populations. Students selected will teach one course during a five-week term June 26-July 28.

This program is designed to give these graduate students teaching experience and to explore employment opportunities with this university, which is committed to cultural diversity. This is in keeping with the spirit of Douglass' life of public service and the University's mission to be a source of encouragement to the African American, Native American, Hispanic American, and Asian American communities.

Minimum requirements are: masters degree completed or equivalent and currently enrolled in a terminal degree program; academic background in one of the fields taught at West Chester University; and at least three favorable letters of recommendation from faculty or professionals in the student's field, including the student's advisor. Preferred: experience teaching or as teaching assistant. Current compensation will be as adjunct faculty, $2674 (subject to change and taxation). Scholars are expected to live in on-campus housing in an apartment that will be provided at no charge and to participate in campus activities. Priority consideration will be given to applications received by January 15, 2000.

For information/application, contact: Associate Provost Office, c/o Marion Hyder, 143 Bull Center, West Chester University, West Chester, PA 19383, Phone (610) 436-3557, mhyder@wcupa.edu, or visit our web site at www.wcupa.edu

West Chester University of Pennsylvania, a member of the Pennsylvania State System of Higher Education, is continuing to build a culturally diverse, broadly trained faculty and administration capable of fostering an inclusive environment, which we feel, is necessary to help prepare our students for the 21st Century. West Chester, located 25 miles west of Philadelphia, is convenient to major cultural and commercial institutions, recreational activities, and is within driving distance of Wilmington, DE, NYC, and Washington, DC. The university is an equal opportunity, affirmative action employer encouraging diversity.

ANTICIPATED HIGHER EDUCATION FACULTY OPPORTUNITIES

Georgia Perimeter College is a two-year, multi-campus college located in Metro Atlanta. The college was founded in 1964 and serves students from a 10-county area.

All positions (except Interpreter Training) require at least a Master's degree with a minimum of 18 semester or 20 quarter hours of graduate credit in the teaching field. College teaching experience and demonstrated knowledge of instructional technology is strongly preferred.

The following tenure-track (except Interpreter Training) positions are available for 2000-01. Salary placement is commensurate with education and experience, entry-level salaries range from $31,324-$36,719 based on discipline and experience. The starting date for all positions is 8/14/00. The College reserves the right to extend searches, or in the event of budget restrictions, not offer positions advertised.

Biology #01-01 - Biology and/or Environmental Science (lectures and labs)

Business/Computer Information Systems Management #01-02 - Business Information System and Applied Technology Computer courses

Communications #01-03 - Introductory communications courses

Computer Science #01-04 - Full range of Computer Science courses

Dental Hygiene #01-05 - Current Georgia license or be eligible, two or more years of clinical practice and at least two years of teaching in an accredited dental hygiene program.

English #01-06 - Full range of English courses (Developmental English through Introductory Literature). Strong skills in teaching composition required. Individual may be assigned to teach Joint Enrollment courses.

Reading #01-07 - Basic to advanced reading skills.

History/World Civilization #01-08 - Focus on World Civilization from prehistoric era to 1500 A.D. and from 1500 A.D. to present.

History/U.S. History I and II #01-09 - Focus and Age of Discovery through Civil War and Reconstruction Period to present.

Interpreter Training #01-10 - Must be fluent in ASL and English; national certification strongly recommended and required within two years of hire.

Japanese #01-11 - Grammar, reading and writing skills, native fluency; time spent in a country where language is spoken; experience using multi-media language lab.

Environment of Business #01-12 - Introduction to legal, regulatory, political, social, ethical, cultural, environmental and technological issues which form the context for business.

Math #01-13 - Full range of Math courses (Developmental Math through Differential Equations). Individuals may be assigned to teach Joint Enrollment courses.

Music #01-14 - Professional experience required; Director of Jazz Ensemble; Music Appreciation courses.

Nursing #01-15 - Clinical experience required in Maternal-Child nursing.

Nursing #01-16 - Clinical experience required in Medical-Surgical nursing.

Philosophy #01-17 - Survey of Philosophical Thought, Logic and Critical Thinking.

Political Science #01-18 - Introductory courses in Political Science (American Government).

Psychology #01-19 - Introductory Psychology, Abnormal Psychology, Psychology of Adjustment and Human Development

Georgia Perimeter College.

AA/EOE/ADA

Application Deadline: 01/28/00

For your application to be considered, applicants should reference position number and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of five professional references (names, addresses, e-mail addresses, and telephone numbers) to: **Judy Chastonay, Human Resources Dept., 3251 Panthersville Rd., Decatur, GA 30034.**

For more information on Georgia Perimeter College, please visit our web site at www.gpc.peachnet.edu

GA IS AN OPEN RECORDS STATE

An Associate Degree Granting College of the University System of Georgia

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How Easy Can It Get?
Outlook
E-Mail us your ads at:
Outlook@sprintmail.com
and visit our Website at http://www.HispanicOutlook.com

CONTROLLER

Oberlin College invites applications for Controller. Responsibilities include accounting information systems, internal controls, audit process, cash management of the institution. Prepare financial reports for internal and external reporting and tax compliance. Supervise accounts payable, payroll, grants and contracts, fixed asset accounting and endowment accounting. Requires: Bachelor's in accounting, finance, or business administration (CPA or MBA strongly preferred); experience with accounting responsibilities in academic institution or non-profit organization directly connected to college or university; min. 8 yrs of increasingly responsible experience in non-profit or academic accounting and management; current (or recent) hands-on manager experience; strong interpersonal, oral & written communication skills; knowledge of computerized information systems and accounting standards for higher education. Salary ranging from $60s to $70s, including excellent benefits package. To apply submit letter of application, resume & information to contact 3 references to: **Ruth E. Spencer, Director of Human Resources, 173 W. Lorain Street, Oberlin, Ohio 44074, (fax 440-775-8683).** Review of material will begin immediately and continue until position is filled. AA/EOE

OBERLIN

UNITED STATES MILITARY ACADEMY

The United States Military Academy was established in 1802 and continues to be the Nation's premier leader development institution. It is the only college specifically charged with preparing young men and women for service as officers in the United States Army. As such, it has a singular educational philosophy of graduating enlightened military leaders of strong moral courage whose minds are creative, critical, and resourceful. Located just 50 miles north of New York City, this prestigious institution is nestled in the beautiful Hudson River Valley.

ASSISTANT PROFESSOR (LAW AND LEGAL STUDIES)

Candidates for this position will be evaluated according to the following factors: (I) Advanced degree (J.D. - LLM preferred) or Ph.D. in a law related discipline, at the time of appointment. (II) Authoritative knowledge in Constitutional Law and selected electives in the undergraduate legal studies program major based on interest and expertise. (III) Demonstrated commitment to outstanding undergraduate teaching. (IV) Commitment to research and leadership in the discipline. (V) Ability to provide cadet educational leadership, academic evaluation, and academic counseling.

This is a three-year appointment with provisions for reappointment based on performance evaluation and available funding, beginning 1 July 2000. This position is not restricted to U.S. citizens, but non-citizens cannot be hired if qualified U.S. citizens are available. Salary is commensurate with qualifications and experience. To receive full consideration, applicants should submit a curriculum vitae, personal statement, academic transcripts, three letters of recommendation and a DD 214 (if claiming veteran's preference) by January 15, 2000 to: **The United States Military Academy, Department of Law, ATTN: COL Ila Bridges, West Point, New York 10996, phone: (914) 938-3510.**

The United States Military Academy is an Equal Opportunity/Affirmative Action Employer. Women and Minorities are encouraged to apply.

www.usma.edu

LAKE-SUMTER COMMUNITY COLLEGE

We are dynamic and fast growing institution now with three campuses and with an excellent academic record, now accepting applications for fall of 2000 for:

MATHEMATICS INSTRUCTOR
SPANISH INSTRUCTOR
HISTORY/SOCIOLOGY INSTRUCTOR

Instructors will teach a minimum of 15 credit hours per fall and spring terms and 6 during a summer term. Must have active involvement with our Learning Center. Each course could include multi-campus teaching.

Educational Requirements: Master's Degree with 18 graduate semester hours or prefix course work in your area.

Qualifications for Appointment:

MATHEMATICS: Ability to teach a broad array of classes from college preparatory mathematics through the calculus sequence.

SPANISH: Ability to teach a broad array of classes from beginning Spanish through advanced Spanish.

HISTORY/SOCIOLOGY: Ability to teach a broad array of college level History and Sociology courses.

Previous college level teaching and distance learning experience highly desired.

Deadline: February 14, 2000

Submit application and unofficial copies of transcripts to:

Human Resources
Lake-Sumter Community College
9501 US Hwy. 441
Leesburg, FL 34788
(352) 365-3557 FAX (352) 365-3501
Web Site: http://lscc.cc.fl.us

We are an Equal Access/Equal Opportunity Institution

Affirmative Action Officer

New Jersey City University invites nominations and applications for Affirmative Action Officer. The successful candidate will report directly to the President and will serve as an effective part of the campus leadership in establishing an environment in which all students and employees can flourish, have opportunities to reach their full potential, and can contribute at the highest level. The individual will develop, coordinate and assess programs and policie. designed to advance the University's commitment to civility and equal opportunity for all persons.

New Jersey City University is a culturally diverse public urban institution located in the greater New York metropolitan area and is one of nine state colleges/universities in New Jersey. The University offers undergraduate and graduate programs in the liberal arts and professional studies to approximately 10,000 students. The University has an extensive cooperative education program, as well as an expanding continuing education program.

Position responsibilities include, but are not limited to, developing and directing the implementation of an affirmative action plan; receiving, investigating, and monitoring complaints of discrimination; developing and implementing training programs addressing various aspects of equal employment opportunity and affirmative action; monitoring all searches for compliance; and serving as a liaison with federal and state agencies regarding compliance reviews and complaints of discrimination.

Qualifications: A Master's degree is required as well as a demonstrated record of accomplishments in higher education or extensive social or public experience including significant administrative experience in equal employment opportunity and affirmative action. Strong written, verbal and interpersonal communication skills and the ability to demonstrate organizational and leadership skills are also required.

Salary: The salary is range 30, $56,144-$84,216 and will be commensurate with experience.

Applicants should send a letter of application, resume, and three names, addresses, and telephone numbers of reference to:

Gayle R. Ford, Chair
Affirmative Action Officer Search Committee
New Jersey City University
2039 Kennedy Blvd., Jersey City, NJ 07305

NEW JERSEY
CITY
UNIVERSITY

Deadline for applications: January 14, 2000 EOE

ASSISTANT OR ASSOCIATE PROFESSOR

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING PSYCHOLOGY

Washington State University Vancouver

TITLE: Assistant or Associate Professor

SALARY: Competitive, commensurate with experience

POSITION: Permanent full-time; tenure-track

EFFECTIVE DATE: August, 2000

POSITION

The Department of Educational Leadership and Counseling Psychology is seeking qualified applications for a permanent tenure-track faculty position in Educational Leadership at the Vancouver, Washington campus

WSU VANCOUVER

The WSU Vancouver campus is located in southwest Washington state just across the Columbia River from Portland, Oregon. A growing branch campus of the Washington State University system, WSU Vancouver expects to double its student body (currently 1,545 students) and faculty in the next six years.

DUTIES AND RESPONSIBILITIES

The Department of Educational Leadership and Counseling Psychology is seeking a faculty member who can comfortably collaborate with colleagues across the College of Education, with professional colleagues from school districts and professional associations, and with community members. In addition, this person must be prepared to teach graduate courses in educational leadership and related areas (see preferred areas below); conduct research; write proposals for extramural funding; publish in areas of specialization; advise and direct graduate student research at the masters and doctoral level; develop collaborative relationships with school districts, professional associations, and government agencies; and supervise administrative interns in the State of Washington.

REQUIRED QUALIFICATIONS

Earned doctorate at time of employment in Educational Leadership or a related area. **DESIRED QUALIFICATIONS:** Evidence of teaching effectiveness at post-secondary level; evidence of successful professional experience in the field of educational leadership, e.g. public school administrative experience; specialized knowledge and competencies to teach at least two of the following: educational leadership, policy formation, educational values and ethics, educational research, or measurement and assessment of learning; evidence of scholarly productivity; and evidence of experience within diverse educational settings or of scholarship that addresses diversity in education.

APPLICATION AND SCREENING PROCEDURES

Screening of applicants will begin February 1, 2000 and continue until the position is filled. Both nomination and applications are encouraged. Persons wishing to apply for this position should send a letter of application addressing the qualification criteria; three current letters of recommendation (within one year); two samples of scholarly work (2 copies of each); and a current comprehensive vita including the names, addresses, and phone numbers of at least three additional references. NOMINATIONS AND APPLICATIONS SHOULD BE SENT TO:

Dr. Cap Peck, Chair
Educational Leadership Search Committee
Washington State University Vancouver
14204 NE Salmon Creek Ave
Vancouver WA 98686
Phone (360) 546-9660

For details regarding this position, contact Dr. Peck at (360) 546-9663.

Washington State University is an equal opportunity/affirmative action education and employer. Members of ethnic minorities, women, Vietnam-era or disabled veterans, persons with disability and/or persons aged 40 and over are encouraged to apply

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THE COLLEGE OF NEW JERSEY

WOMEN'S AND GENDER STUDIES PROGRAM ASSISTANT PROFESSOR POSITIONS

Applications are being accepted for two tenure track Assistant Professor positions in the Women's and Gender Studies Program, beginning September 2000. **Requirements:** Ph.D., discipline open; strong teaching experience and scholarship in women's and gender studies and feminist theories. Undergraduate teaching responsibilities include a variety of courses, including Introduction to Women's Studies, Politics of Sexuality, Gender Studies, Global Feminisms, Feminist Theories. The College has a general education requirement in gender studies. The program offers a minor and is now proposing a major in Women's and Gender Studies. For more information about the program, consult our website at www.tcnj.edu/~wgst/.

The College of New Jersey is a highly selective, comprehensive residential institution, recognized as one of the outstanding colleges in the country. Its 289 acre, tree-lined campus located in suburban Ewing Township, enrolls approximately 5,800 undergraduate students and 900 graduate students.

Deadline for applications is January 15, 2000. Please send letter of application, c.v., statement on teaching philosophy and 3 references to: Search Committee, Women's and Gender Studies Program, The College of New Jersey, P.O. Box 7718, Ewing, NJ 08628-0718. To enrich education through diversity, The College of New Jersey is an Equal Opportunity Employer.

THE COLLEGE OF NEW JERSEY

KEAN

Discover Kean. Discover your future.

Kean University is committed to excellence and to developing and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community serving a diversified student population of 12,000.

DIRECTOR OF FINANCIAL AID

Responsibilities: The Director is responsible for providing leadership and direction to an office that awards more than $19 million in student financial aid and scholarships annually. The Director has responsibility for the design, execution and effectiveness of a system or internal controls which provides reasonable assurance that the office operations and the financial aid programs are effective and efficient, assets are safeguarded information is reliable, and the office complies with applicable laws, regulations, policies, and procedures.

Qualifications: The successful candidate should demonstrate creative management, planning, and problem solving ability. Strong interpersonal and communication skills, proficiency with computers, and an extensive working knowledge of federal and state regulations. Direct Lending, automated financial aid systems will be required as well. The Director should have experience and a record of success in selecting, leading and training staff to provide exemplary financial aid services to a diverse student body. Bachelor's degree required; Master's degree preferred. A minimum of five years experience in Financial Aid in a university setting is required.

Application, Salary, Benefits Information: Review of applications will begin immediately and continue until the position is filled. Application materials should include a cover letter, current resume and names, addresses, and telephone numbers of three references. Official transcripts and three current letters of recommendation are required before appointment. **Apply to**: Chair, Search Committee for Director of Financial Aid, Office of the Provost, Kean University, 1000 Morris Avenue, Union, NJ 07083. Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included.

KEAN UNIVERSITY

Kean University is an EEO/AA Institution.

VIRGINIA COMMONWEALTH UNIVERSITY
1838

DIRECTOR OF UNIVERSITY COUNSELING SERVICES

The Division of Student Affairs at Virginia Commonwealth University invites applications and nominations for the Director of University Counseling Services

The mission of University Counseling Services at Virginia Commonwealth University is to provide psychological services to VCU students and the University community in such a way that students can meet their academic needs while having the opportunity to develop personally, socially, and emotionally. Service delivery includes individual counseling, group psychotherapy, crisis intervention, couples counseling, multicultural programming and outreach, academic success workshops, and other outreach and consultation services to students, faculty, and staff. University Counseling Services is an American Psychological Association approved intern training agency while serving also as a training site for students in social work, rehabilitation counseling, pastoral counseling, psychiatry, and clinical and counseling psychology. In addition to the Director, the staff is comprised of an Assistant Director, Coordinator of Training, four staff psychologists, one staff social worker, a consulting psychiatrist, and support staff in offices on two campuses. The Director reports to the Vice Provost for Student Affairs.

RESPONSIBILITIES

LEADERSHIP: The Director must articulate a vision for the department; set annual objectives; prescribe and practice ethical behavior; recruit, select, supervise, and develop other staff in the department; manage resources and budget; communicate effectively with all constituencies; collaborate with other departments; and, continuously monitor and improve program offerings in response to changing needs of the students and the institution.

ADMINISTRATION: The Director is responsible for the overall administration and coordination of the activities of the University Counseling Services through their offices on both campuses of Virginia Commonwealth University. The Director is responsible, in consultation with the staff, for the development of annual goals for the department; for the administration of the departmental budget; for the selection of staff and interns; for the provision and maintenance of facilities and technology consistent with its mission; for the preparation of an annual report of the activities and accomplishments of the department; and for providing service on university-wide and divisional committees.

SUPERVISION: The Director is responsible for recruiting, selecting, training, and supervision of all staff within the department. Staffing should reflect the diversity within the student community and all staff should be fully qualified within their respective level of training. The Director should provide for professional development opportunities and provide for the education of staff regarding legal issues governing the delivery of counseling and psychological services.

CAMPUS AND COMMUNITY RELATIONS: The Director is responsible for assuring that the counseling service develops close cooperation with campus referral sources and with members of the faculty and staff who seek consultations. The counseling service should establish close cooperation with such areas as career planning and placement services, special academic support units, specialized student services (e.g. services for students with disabilities or international and minority services), student health services, VCU police, residence life program, and other academic or administrative units as appropriate.

QUALIFICATIONS: The successful applicant will possess the following required qualifications: an earned doctorate preferably from an APA accredited program, or equivalent experience, a minimum of five years of clinical experience or leadership experience in a clinical setting, preferably in a college or university counseling center, be licensed or eligible to be licensed in the Commonwealth of Virginia, experience and competency in providing individual and process oriented group psychotherapy, and experience in providing training and supervision. In addition, the following preferred qualifications will be considered: professional involvement; the existence of personal attributes that enable effective interaction with administrators, faculty, and students; provision of consultation/leadership in policy formation and program development; qualifications for teaching of courses in academic departments; knowledge of legal issues and responsibilities for the profession; and evidence of an understanding of and adherence to the highest principles of ethical behavior.

SALARY: The salary for the Director of University Counseling Services is competitive and will reflect the experience of the successful candidate.

APPLICATION PROCESS: Application review will begin on February 7, 2000 and the position will remain open until filled. Applications must include a letter of intent, resume, and names, addresses, and telephone numbers of three references. **SUBMIT TO:**

Ms. Carmen H. Bell, Division of Student Affairs,
Virginia Commonwealth University
PO Box 843017, Richmond, VA 23284-3017
chbell@vcu.edu

For additional information about Virginia Commonwealth University, visit our Web site at www.vcu.edu.

Virginia Commonwealth University is an equal employment/affirmative action employer.
Women, minorities and persons with disabilities are encouraged to apply.

LAWRENCE UNIVERSITY

Lawrence University invites applications for a tenure-track position at the assistant professor level in secondary education beginning fall 2000. Teaching responsibilities include psychology of learning, general secondary methods, and supervision of student teachers. Other areas of teaching may be developed according to interest and expertise. Special consideration will be given to candidates able to teach or develop courses that would fall within environmental education or ethnic studies. Applicants must have a Ph.D. or Ed.D. in educational psychology, curriculum and instruction, or a closely related field and a minimum of three years successful teaching in secondary schools (grades 6-12). Again, special consideration will be given to those who have taught middle or high school math, science, environmental studies, foreign language, ESL, or computer science. Understanding of instructional technology in teaching and learning expected. A commitment to multicultural education and to actively working with local schools and teachers is desired. Applicants should be willing to teach in the university's multidisciplinary freshman studies program. Though the emphasis is on teaching, faculty at Lawrence are expected to contribute to the university community and to be engaged in scholarly research. Applications, including c.v., a statement of educational philosophy, teaching and research interests, and at least three letters of recommendation should be sent to **Stewart Purkey, Education Department, Lawrence University, PO Box 599, Appleton, WI 54912.** Lawrence is a private, selective undergraduate liberal arts institution of 1200 students located in Appleton (pop. 69,000) in northeastern Wisconsin (**see http://www.lawrence.edu**). Students do not major in education, but prospective teachers enter the certification program from the college of arts and sciences and from Lawrence's acclaimed conservatory of music. Approximately 10% of each graduating class become eligible for certification. Lawrence is an equal employment opportunity institution and encourages applications from people of color, women and members of other underrepresented groups. Review of applications will begin in February of 2000 and continue until the position is filled. Nominations welcome. AERA interviews possible.

CONNECTICUT

Community Colleges

CHANCELLOR

Responsibilities: The Chancellor serves as the chief executive officer for Connecticut's system of twelve Community Colleges and reports directly to the Board of Trustees; directs the operations of the twelve-college system and the office of the Board; ensures the implementation of the policies and regulations adopted by the Board; serves as the chief advisor to the Board with respect to educational policy, budget and facilities planning and administration, personnel policy and collective bargaining, and submits to the Board information and recommendations concerning any phase of system policy or administration as may appear necessary to the best interests of the system; serves, with the Board chairman, as chief spokesperson for the Board and the system.

Qualifications: A strong commitment to the mission of the comprehensive community college; highly developed skills in leadership, communications, and interpersonal relations, and the ability to work effectively with all elements of the system and the communities they serve; substantial administrative ability and skills in fiscal management; experience in academic and administrative leadership. Doctorate preferred or equivalent professional background or experience. (For a complete position description please call (860) 725-6602).

To apply submit letter of application with detailed resume to: Mr. Andrew C. McKirdy, Interim Chancellor, Chancellor Search, Board of Trustees of Connecticut Community Colleges, 61 Woodland Street, Hartford, CT 06105. Closing date for applications is January 15, 2000 (Date of postmark).

THE CONNECTICUT SYSTEM OF COMMUNITY COLLEGES IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER. PROTECTED GROUP MEMBERS ARE ENCOURAGED TO APPLY.

Bunker Hill Community College is a multi-campus urban community college. The College's main campus is located in the historic Charlestown neighborhood of Boston. A second campus is located in the city of Chelsea, immediately adjacent to Boston. The College also offers classes at off site locations including a small satellite center in Cambridge. Bunker Hill Community College serves more than 6,000 students annually and incorporates multi-cultural perspectives which mirror the diversity of Boston, the region and the world. Students of color account for nearly 50% of all enrolled. More than half of the student body is female. There are more than 250 international students who represent more than 70 different countries.

Non-Unit Professional Positions

Dean of Community Education

RESPONSIBILITIES: The Dean of Community Education reports to the Vice President of Academic and Student Affairs and is responsible for non-credit courses, the Weekend and Evening College (which offers packaged credit programs), satellite centers and adjunct faculty development. This is a new position requiring the talents of a creative, hardworking, and persistent individual.

QUALIFICATIONS: Master's degree in Community or Adult Education or closely related field (Doctorate preferred); Administrative experience at the Director's level or above with continuing education programs and/or with distance learning programs (community college experience preferred); Adjunct or full-time teaching experience; Entrepreneurial spirit resulting in innovative and profitable programming.

PROVEN ABILITY TO: Develop and manage dynamic programs that meet educational community needs with an emphasis on life long learning; Work with faculty and diverse populations; Develop and manage budgets; Understand the professional development needs of adjunct faculty; Develop off-campus sites from concept to reality; Design and administer weekend and/or evening instructional programs.

SALARY RANGE: $60,000.00 - $65,000.00/yr.

Director - Office of Grants and Contracts

RESPONSIBILITIES: BHCC seeks an experienced and energetic funding development professional to provide leadership for the College's Office of Grants and Contracts. In addition to the capacity to secure external funds to support the college mission and goals, the position requires the ability to work collaboratively across the college to develop ideas for grant projects. Reporting to the Executive Dean of Workforce and International Development, The Director's responsibilities include supervising one professional staff member; identifying and obtaining funding to support a broad range of activities such as: acquisition of capital equipment, student recruitment, retention and success, professional development, curriculum and instructional materials development, transition of "bridge" programs, and other initiatives that address college goals. The Director will provide leadership in refining internal processes for proposal development, review and implementation.

QUALIFICATIONS: Bachelor's degree, Master's degree preferred; A minimum of three years of progressively responsible experience securing grants in an academic or not-for-profit setting with evidence of outstanding accomplishments; Demonstrated leadership and project development skills; Administrative and computer skills.

PROVEN ABILITY TO: Identify funding sources that support college goals; Present funding opportunities to senior management, faculty and staff and engage active participation in resource development projects; Collaborate with senior management, faculty and staff to develop competitive grant projects; Direct and supervise the preparation of college proposals that result in the acquisition of external funds; Monitor grant awards from start-up to project completion; Work in a diverse environment with an ability to capitalize on multicultural resources; Work in an environment in which change is a highly valued cultural characteristic.

SALARY RANGE: $60,000.00 - $65,000.00/yr.

Executive Dean of Institutional Effectiveness

RESPONSIBILITIES: As a senior level administrator reporting directly to the President, the Executive Dean is responsible for providing college-wide leadership and direction in the areas of strategic planning, institutional research and assessment. The Executive Dean supervises the Director of Research and Assessment.

QUALIFICATIONS: Master's degree in Social Science, Psychology, Mathematics or related field with applied research emphasis, earned Doctorate preferred; Management experience at the director's level or above; Experience in research design, statistical analysis and interpretation of findings related to higher education; Experience with appropriate statistical and reporting software; Experience in leading planning and assessment initiatives.

PROVEN ABILITY TO: Coordinate college-wide strategic planning, monitor and assess results; Initiate and conduct a college-wide assessment process with emphasis on academic programs; Assess trends and develop evaluation tools to support planning and overall institutional effectiveness; Work effectively with faculty and staff within an ethnically and culturally diverse environment; Monitor and ensure compliance with all state and federal reporting requirements such as IPEDS; Prepare self-studies and reports for accreditation or for other agencies; Develop and use institutional databases to identify key variables related to student success; Present complex material to a variety of audiences so that essential information is understood.

SALARY RANGE: $68,000.00 - $73,000.00/yr.

REVIEW OF APPLICATIONS FOR ALL POSITIONS WILL BEGIN ON JANUARY 3, 2000.

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EOE

Temple University

College of Education

Temple University is a senior, comprehensive, public research university located in Philadelphia. The current student enrollment is approximately 28,000. The College of Education seeks to fill six tenure-track faculty positions effective September 1, 2000. Salaries will be commensurate with qualifications and experience.

Counseling Psychology. The Department of Psychological Studies in Education seeks to fill a tenure-track position in Counseling Psychology at the assistant or associate professor level. Applicants from an APA-approved doctoral program with an APA-approved internship are preferred. Demonstrated teaching experience and solid clinical skills are required, as well as a well-developed research program. Preferred areas of research include career development, assessment, and preparation and training of school and agency counselors. Primary responsibilities include teaching graduate level courses, supervising dissertations, coordination of doctoral internships or master's-level field work placements.

Higher Education. The Department of Educational Leadership and Policy Studies seeks to fill a tenure-track position at the assistant or associate professor level in the Higher Education concentration within the Educational Administration program. Candidates should have a well-developed research program, with publications in one of the standard research areas in Higher Education such as the administration of academic programs or the administration of student services. Candidates must possess demonstrated expertise in current quantitative research methods. Primary duties involve teaching general and specialist courses in the Higher Education concentration of the Educational Administration program, as well as serving as a member or chairperson of dissertation committees.

Instructional Technology. The Department of Psychological Studies in Education seeks to fill a tenure-track position in Instructional Technology at the assistant or associate professor level. Applicants should have an earned doctorate in Instructional Technology, Educational Psychology or a related field. Preference will be given to candidates with experience and expertise in developing Instructional Technology programs, applying instructional technology resources effectively in various education and training contexts, and evaluating the impact of such ventures. Primary responsibilities will include teaching graduate level courses in Instructional Technology, supervising dissertations, developing a new Instructional Technology specialization within an established Educational Psychology program, and collaborating with colleagues in using instructional technology effectively to enhance instruction within the College and the University.

Kinesiology. The Department of Kinesiology seeks to fill a tenure-track position in Exercise Physiology at the assistant or associate professor level. Primary duties include teaching graduate courses in Exercise Physiology and undergraduate courses in Exercise Science and mentoring doctoral and master's-level students. Successful candidates are expected to maintain an active research agenda including the acquisition of external grants. The Directorship of the Department's Biokinetics Research Laboratory may also be included as part of this position. Required qualifications include at least one degree in Kinesiology or related Movement Science, demonstrated knowledge and expertise of environmental and advanced cardiovascular physiology and in vivo/vitro animal models with preferred experience in Molecular Biology, and previous affiliation with an active research laboratory.

School Psychology. The Department of Psychological Studies in Education seeks to fill a tenure-track position at the assistant professor level in its APA-accredited School Psychology program. Preference will be given to applicants who are graduates of APA-accredited programs in school psychology, are certified school psychologists, and who are licensed or eligible for licensure in Pennsylvania. The responsibilities associated with the position include teaching graduate courses, supervising doctoral dissertations, providing clinical supervision, and establishing a program of research. Preference will be given to applicants who have an interest in school psychology issues as they relate to urban education (e.g., policy issues in urban education, multicultural assessment, interventions with disadvantaged youth, violence prevention, etc.) or the neuropsychology of learning.

Science Education. The Department of Curriculum, Instruction and Technology in Education seeks to fill a tenure-track position at the assistant professor level in the Science Education program. The position requires a Ph.D. or an Ed.D. with a concentration in science education and graduate level courses in a science discipline beyond an earned undergraduate major in biology, chemistry, or physics. Preference will be given to candidates with teaching experience in a K-12 classroom. Candidates will be expected to demonstrate a successful record of teaching and scholarship. Experience in instructional technology is necessary. The position will include teaching courses in content and pedagogical knowledge to undergraduate and graduate students. Candidates must have a commitment to teacher preparation.

Applicants interested in any of the above positions should send a letter of application, including a current vitae containing the names, addresses and phone numbers of a least three references. Materials should be sent to: **Search Committee, c/o Dean Trevor E. Sewell, College of Education, Temple University, Philadelphia, PA 19122.**

Applications will be reviewed beginning January 21, 2000 and continue until the positions are filled. Temple University is an equal opportunity/affirmative action employer. Women and ethnic minorities are especially encouraged to apply.

Carleton College

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Carleton is a selective liberal arts college with 1850 students located 45 miles south of the Twin Cities of Minneapolis and St. Paul. Carleton is an affirmative action, equal opportunity employer.

Letters of inquiry and application should be directed to **Robert Bonner, Director of American Studies, Carleton College, One North College Street, Northfield, MN 55057.**

fax : To the attention of Robert Bonner (507) 646-7594
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College of Arts and Sciences - Greeley, CO 80639

LANGUAGE ARTS EDUCATION CENTER DIRECTOR

Applicants sought for a tenure-track associate professor or professor starting August 21, 2000.
Tenure may be considered based on qualifications and experience.

QUALIFICATIONS AND EXPERIENCE: Two qualifying graduate degrees, including an earned doctorate from an accredited institution. One degree must be in one of the following disciplines: English, foreign languages (French, German, Spanish), speech communication, English as a second language or bilingual education; the other degree should be in an area of language arts education or a related degree with an emphasis in language arts. Preference will be given to candidates holding a doctorate in a field of language arts education. A record of teaching excellence and of scholarly contribution including grants and other external funding, in one of the areas encompassed by language arts education, sufficient to merit appointment as an associate professor or professor in English, Foreign Languages, Hispanic Studies or Speech Communication. A commitment to outreach in preK-12 education is essential.

APPLICATION DEADLINE AND MATERIALS: Review of application materials will begin January 15, 2000 and will continue until the position is filled. Please submit a letter of application speaking to the position qualifications, a current vita, transcripts, and names, addresses and phone numbers of 5 references. INQUIRE: College of Arts and Sciences (970) 351-2707.

The position is contingent upon adequate funding from the state legislature and final approval by the Board of Trustees. For a vacancy announcement giving complete details, write or call the College or view the vacancy announcement on the College's web site: **http://www.asweb.unco.edu/vacancies.htm**

The College of Arts and Sciences consists of nineteen departments in humanities, social sciences, and sciences. The College is fully committed to the values afforded by a liberal arts and sciences education and offers programs leading to degrees at the baccalaureate, masters, and doctoral levels. Currently, there are approximately 4,000 undergraduate and 170 graduate majors in A & S programs. The College is nationally acclaimed for its array of learning communities for new students, a program of interdisciplinary general education courses (Life of the Mind), the interdisciplinary Mathematics and Science Teaching (MAST) Center and the interdisciplinary Institute for History and Social Science Education.

For more information about the University of Northern Colorado please visit our home page at:

http://www.unco.edu

UNC is an AAEO employer and is committed to fostering diversity in its student body, faculty and staff.

SOCIAL WORK

San José State UNIVERSITY

The San José State University College of Social Work invites applications and nominations for three tenure-track ten-month faculty positions. Candidates for these positions must have a MSW degree, three years post master's practice experience, and a doctorate in social work or a related field. The positions are graduate level:

Graduate Generalist Practice Instructor

with the primary responsibility of teaching transcultural generalist practice courses in the foundation year and/or advanced generalist practice courses with a family and/or community focus and courses in child welfare.

Graduate Generalist Policy-Practice Instructor

to teach transcultural generalist practice courses in the foundation year and/or advanced generalist practice courses with a family and/or community focus and policy practice courses in mental health/health/aging. Asst./Associate Professor.

Graduate Generalist Practice Faculty with Expertise in Gerontology

with primary responsibilities of teaching transcultural generalist practice courses in the foundation year and/or advanced generalist practice courses with a family and/or community focus on issues of the elderly population, their families and support groups, as well as developing student interest and promoting the field of Aging.

APPLICATION PROCEDURE:

Send 1) a letter of application for the specific position listed above, 2) a curriculum vitae, 3) three letters of recommendation and, in addition, 4) the names, addresses, and telephone numbers of three references to:

Recruitment Committee, College of Social Work
San José State University
One Washington Square • San José, CA 95192-0124

For additional information on the above positions, access our Home Page at
http://www.sjsu.edu/depts/SocialWork.

Application Deadline is Tuesday, February 1, 2000

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BROWARD COMMUNITY COLLEGE

Department Head, Science/Wellness

(South Campus)

Department Head, Aviation Institute

(South Campus)

The South Campus of Broward Community College invites applications for two academic department head positions. Broward Community College is Broward County's oldest and largest institution of higher learning. As a public comprehensive community college, BCC offers a wide variety of degree and certificate programs, including A.A. and A.S. degrees and numerous technical and occupational training programs. South Campus has approximately six thousand mostly part-time students and is currently the most ethnically diverse campus in the BCC system. The Campus has embarked upon an aggressive program of renovation and new construction that will include a new childcare facility and a library renovation that will update and expand the existing structure. In July, 2000, South Campus will open a new satellite teaching facility on the western edge of the county.

The Science/Wellness Department Head oversees a modest program of general education courses in Wellness, as well as courses in biology, chemistry, physics and earth science. The Department has eight full-time and 23 part-time faculty. Qualifications for the Science/Wellness Department Head position include a Master's Degree with eighteen semester hours in a science discipline offered by the department (biology, chemistry, physics), and five years' postsecondary teaching experience. The successful candidate will also possess the ability to provide leadership for curriculum and program development employing collaborative, team-building management skills. Preferred qualifications include an earned doctorate in a science discipline; evidence of successful administrative experience in an educational setting; and successful grant writing experience.

The Aviation Institute Department Head oversees three Associate in Science degree programs that prepare students to become aircraft mechanics, pilots, air traffic controllers and aviation managers. The Institute has a staff of fourteen full-time faculty and staff and six adjunct faculty. Qualifications for the Aviation Institute Department Head position include a Master's Degree, current FAA certificates and a wide background in aviation and supervision. Candidates must have the ability to work with flight contractors and to insure the growth of the aviation programs. Responsibilities include managing the Institute's budget, hiring and supervision of faculty and staff; teaching in one of the programs offered by the Institute and liaison work with appropriate industry partners and other educational institutions.

These are eleven-month administrative positions with some teaching responsibilities. Start date for the positions is August, 2000. Salary range is $43,602-$69,290. Applicants should submit a resume, a completed BCC application form, and three current professional references by January 31, 2000 to the **Human Resources Department at Broward Community College.**

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¡PUNTO FINAL!

ETHNIC PARTICIPATION IN ACADEMIA: A CALL FOR STRONGER LEADERSHIP

Michael Rao was president of Mission College and of MRA International, a consulting and development firm, before taking on his present role as chancellor of Montana State University Northern. He held earlier positions at the higher education consulting firm MGT, and at the Universities of Florida and South Florida.

Early this year, the National Center for Public Policy and Higher Education published *Taking Responsibility: Leaders' Expectations of Higher Education*, by John Immerwahr.

The manuscript contains twelve major findings. These findings and surveys of business and higher education leaders focus on: the inherent importance of a successful and accessible higher education system; obstacles related to students' lack of motivation and preparation for college; disagreements between business leaders and academics on how higher education is operated; disagreement on what should be taught and how faculty should spend their time; business leaders' desire to see costs in higher education cut; and business leaders' tendency to believe that racial balance should "evolve naturally," whereas other leadership groups prefer a more proactive approach.

Asked how colleges should deal with issues concerning the number of African American and Latino students attending their schools, 43 percent of the business leaders surveyed recommended paying no attention to race and ethnicity. Only 12 percent of the higher education administrators gave the same response.

This national report should alert academia to the need to educate business leaders more effectively on the consequences of inaction. By not working to increase participation among two of the fastest-growing segments of our population, Latinos and African Americans, the U.S. faces serious social and economic backlash. Countries that deal more effectively with issues of ethnicity and low participation will undoubtedly move ahead of the U.S. economy.

Education leaders should be concerned as well about the reported efforts of the Center for Individual Rights. The center is apparently focused on curtailing affirmative action practices in higher education with handbooks and information for trustees and students. This organization presents an interpretation of federal laws relating to college admissions and advocates for a partisan ideology. The organization makes no attempt to objectively demonstrate social or economic impact of the existence or absence of affirmative action.

American Council on Education President Stanley Ikenberry and Association of Governing Boards of Universities and Colleges President Richard Ingram addressed college presidents early this year in a special letter about affirmative action. Both organizations advocate for racial and ethnic diversity in admissions and hiring. And they list the value of such diversity:

1. Enrichment of the learning experience through diversity and the impact it can have on civility and respect for inherent differences.
2. Promotion of personal growth through critical thinking and the broader value of such growth for developing a healthy society, including the ability to communicate and understand people from other cultures.
3. Strength gained by communities and commerce, built by learning experiences that help instill values based on the quality of character and contributions.
4. Enhancement of economic factors, which begins with an understanding of those from a wide range of cultures and consumer markets. The two organizations also point out that diversity does not warrant the admission or hiring of unqualified individuals.

Academia is ideally suited to lead in developing improved strategies for educating American leaders on the value of diversity. With so many of its members grounded in the science of objectivity and quantitatively based outcomes and conclusions, the academic community is surely able to demonstrate how economic and social factors will be impacted by any attempt to ignore race and ethnicity in decision-making on college admissions and hiring.

The report of the National Center for Public Policy and Higher Education clearly supports the need for academia to stand behind its claim that thoughtful policies designed to create opportunities for those underrepresented make an important difference in the lives of Americans.

In addressing the business community, it will be particularly important to concentrate on the economic consequences of avoiding race and ethnicity considerations in higher education. With more and more public higher education boards supporting admissions without regard to race or ethnicity, some measurement of the effects on underrepresented groups will become available, making it possible to demonstrate consequences.

An agenda to regularly measure and monitor the opinion of leaders within and outside higher education, and to measure the impact of a range of related policies on key social and economic factors, will be critical to resisting removal of practices designed to address underrepresentation in academia.

Information based on solid research and pointed toward eventual consequences for the nation is likely to aid academia the most in moving toward policies that promote inclusion, civility, and economic prosperity for the nation.

Until then, America might be surpassed economically by countries that manage ethnicity issues more effectively. The emergence of global economics has demonstrated that the collective intellectual capacity of populations will weigh heavily in predicting the economic success of the countries in which these populations exist.

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CONTRIBUTORS: Inés Pinto Alicea, Carol Angus, Roger A. Deitz, Marilyn Gilroy, Morris Jackson, Liane Jacobs, Gustavo Mellander, Frank E. Muller-Karger, Tim Penning, Isabel Schon, Jeff Simmons, Gary M. Stern

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**

The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652.

All correspondence should include author's full name, address, and phone number.

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A CAPITOL VIEW

Taking Stock and Looking Ahead

BY GUSTAVO A. MELLANDER

How else to begin the year's first column than by wishing all of you a Happy New Year? Not Happy Millennium, for as readers of this column know, I am sure, the millennium does not really begin until next year–2001.

Hispanics and the Future

So without getting hung up on when a century ends or when one begins, what about the future? Specifically, let's explore how Hispanic Americans will fit in. Let's not make the same mistake made by many national magazines, academic pundits, and various others who form public opinion.

Remember the touted "Decade of the Hispanic"? The time when Hispanics would arrive, claim their places in the sun, become a real force in this country, etc.? Well, much of that did not come to pass in the '80s as predicted. Luckily, though, a very firm foundation was established in the '80s and '90s. Hispanics can look ahead with a high degree of optimism as we enter the new century–whenever it arrives.

Bilingualism

There was a time–the heavy Americanization days–when Hispanics were forced not to speak Spanish in school. In fact, they were punished and ridiculed if they did. From that and from other societal realities, many grew up being ashamed to speak Spanish. Some were embarrassed that their parents were not fluent in English or accent-free.

Much of that has changed–turned around. Recent studies indicate that a growing number of established Hispanics are now embarrassed that they don't know Spanish. The "opening" of Mexico via NAFTA has brought that home.

More importantly, there is another group of Hispanics who because of blind luck or careful planning have become truly bilingual. It is not, *al fin*, a liability but an asset.

A study titled "2000 U.S. Hispanic Market Study," by the Strategy Research Corporation, found that some 64 percent of Hispanics do not have a strong preference for one or the other language and are equally proficient in English and Spanish.

Hispanics in the U.S. will enjoy more economic opportunities due to their increased bilingualism. Secondly, they as a group are assimilating more easily into the mainstream culture than are other minorities.

One of the surprises in the report is that the Hispanic market is much more bilingual than in previous years. The study found that 32 percent of Hispanics have no preference as far as the language used for advertisements. However, 14 percent prefer bilingual advertisements and 30 percent want them in Spanish.

The corporation president, Rick Tobin, told a group in Washington, "The most important facet of the study is that Hispanics now understand English better. Therefore, they will have a better future in this country."

Money Counts; Politics Influences

Second on everybody's wish list is invariably money. In this case, we explore purchasing power. For Hispanics as a group, purchasing power is expected to grow from 273 billion dollars to about 325 billion this year. That translates from a current median family income of $32,600 to $34,900 annually. That will bring more Hispanics into the American mainstream and impact the nation's direction.

Hispanic political vitality was well demonstrated in the 1988 elections when scores were elected to numerous positions nationwide. It is clear from all the publicity, campaign efforts, and dollars being spent that both political parties are focused on seizing the Hispanic vote for next year's presidential election. That vote may well decide who's elected.

Education Realities

On the education front, more Hispanics will be attending college next year than ever before. Many, although still a small percentage, work as administrators and teachers at America's colleges. More than 60 percent of all Hispanics who go to college begin their careers at the nation's 1,200 community colleges, but they are found in every type of college nationwide.

It is good to note that more and more Hispanics are turning to technology. The study found that 30 percent of their homes have computers, 19 percent have access to the internet, and 35 percent own and use a cellular telephone. They might not be as "wired" as the rest of America, but they are getting there.

Numbers and Locales

The Census Bureau recently announced that by the end of this century, the Hispanic population will reach 34 million inhabitants to comprise an estimated 12 percent of the total United States population (276 million).

This means that by 2000, more than one of every ten people in the country will be a Hispanic.

The market study, recently released in Washington, included interviews with 1,600 Hispanics living in the ten main Hispanic markets. The forecast indicated that persons of Mexican descent will comprise 63.3 percent of the Hispanic population. They will remain by far the largest Hispanic cohort. Those of Central and South American descent will make up 14.8 percent; Puerto Rican descent, 10.5 percent; Cuban descent, 4.5 percent; and descendants from other Latin countries, 6.9 percent.

Sixty percent of all Hispanics will live in ten cities: Los Angeles, the immigrants' 21st-century gateway, will have 6.9 million; New York City, 3.8 million; Miami, 1.5 million; San Francisco and Chicago, 1.4 million each; and Houston, 1.3 million.

The Hispanic population in San Antonio will reach 1.2 million, while Dallas and McAllen, Texas will each have 900,000. San Diego will have 800,000 Hispanics.

The study also found that in 2000, seven U.S. states will have a Hispanic population of more than one million inhabitants. In those states, Hispanics will comprise 34 percent of the total population of California; 19.2 percent in Texas; 8.6 percent in New York; in Florida 7.3 percent; in Illinois 4 percent; in Arizona 3.5 percent; and in New Jersey, 3.2 percent.

How will all this impact the nation? Dramatically, I dare say.

Dr. Mellander is a professor at George Mason University.

Columbia School of Journalism Awards Cabot Prizes

BY JEFF SIMMONS

It was an elaborate affair to mark one of Columbia University's grandest traditions. Close to 400 guests, dressed to the nines in evening gowns and crisp tuxedos, gathered in the rotunda of the Low Memorial Library to honor a distinguished group of their peers.

The lights dimmed, George Rupp, president of the college in New York City, stepped to the podium. "It gives me great pleasure that you are here this evening," Rupp said. "Tonight we recognize the excellence achieved by veteran journalists–and the promise of a new generation of journalists."

The 61st Annual Maria Moors Cabot Prizes were recently bestowed, awards that recognize accomplished reporting on Latin America. Judges cited journalists for providing insightful coverage and securing a long-time commitment to achieving freedom of the press.

The Cabot Prizes–the oldest international awards in journalism–were first presented in 1939, though founded the year before by Boston's Godfrey Lowell Cabot as a memorial to his wife. Cabot envisioned the prize as a way of fostering improved relations between the United States and Latin America.

The prizes have since been administered by the university's Graduate School of Journalism. An advisory committee of journalists and educators–seven of them former Cabot winners–works with the school's dean to select the winners, who often make recommendations themselves the subsequent year.

University trustees have conferred 221 prizes and 51 special citations to journalists from more than 30 countries. Winners this year each received a $1,500 honorarium.

"Their reporting contributes to Americans' understanding of Latin America, and in Latin America, the reporting contributes to the strengthening of the press institutions and the strengthening of a democracy in a free press," said John Dinges, an advisory board member and previous winner.

Dinges, a journalism professor at Columbia, added, "A major reason that this is an important prize is because it represents the common ground between United States journalistic institutions and Latin American institutions and values."

He added, "the main impact is on journalists in newsrooms all over Latin America and newsrooms all over this country, and it represents the shared goal of quality journalism that we have in common...."

University officials hope that the awards, and their purpose, make their mark on the more than 220 students involved in the school's graduate journalism program. Winners have met with students to discuss their determination against adversity. This year, building upon that philosophy, the school held a roundtable discussion the day after the awards in which graduate students met with the winners.

"We're trying to strengthen the connection between the journalism program and the awards," said Anne Nelson, director of the International Division of the journalism school and previously the executive director of the Committee to Protect Journalists. "We did a roundtable on journalism education in their home countries. We're just trying to create more and more links."

"For the school, the end goal is to have a more informed program available for Latin American students, to increase the dialogue between U.S. journalism and what's going on in journalism in Latin America. I think we'd also like to be a bridge between

Columbia University President George Rupp (right) presents a Maria Moors Cabot Prize gold medal to Jorge Zepeda Patterson, founder and former editor-in-chief of *Público* in Guadalajara, Mexico those two communities and the Spanish-language media in the United States," said Nelson, who also is director of the advisory committee.

Dinges, the former editorial director of National Public Radio, said that the prizes are given for a "career of achievement" and not for a single piece of work. He notes, "Although the prizes are often given with recent achievements in mind, they are always given to somebody who has reported on Latin America for a number of years."

President Rupp introduced this year's winners. They are:

Linda Robinson, *U.S. News & World Report*'s bureau chief in Latin America since 1989. She has written more than 200 articles on refugee crises, drug trafficking, electoral upsets, and trade accords during her travels through Latin America.

She has traveled to Cuba 20 times and twice interviewed Fidel Castro. Her expertise showed when her reporting anticipated the U.S. invasion of Panama in 1989 and the electoral defeat of the Sandinistas in 1990. She also exposed money laundering by Panamanian President Guillermo Endara and links between the Mexican Raul Salinas and Colombian cartels.

"It's extraordinary the things I've gotten to see," she said.

Robinson, who was senior editor at *Foreign Affairs Quarterly* and a writer at *Wilson Quarterly*, is a member of the Council on Foreign Relations.

In introducing her, Rupp said, "You have enhanced our understanding of Latin America with your thoughtful analyses, steeped in the history and culture of the region." He noted that Robinson has "written soberly about its conflicts, lyrically about its people."

Jorge Zepeda Patterson, editor-in-chief and founder of *Público*, a daily newspaper widely considered a testament to independent journalism.

Based in Guadalajara, Mexico, *Público* has exposed how drug traffickers influenced Mexico's political institutions and elites. The paper disclosed that a brother of Mexico's president had nearly completed a deal with money launderers involved with a drug cartel.

Previously, Patterson was a reporter at *Siglo 21*, which gained a reputation for setting high standards when it followed the 1992 explosion of an underground pipeline to Guadalajara in which more than 400 people died.

Siglo 21 reported on drug searches at the home of a powerful military commander who was appointed to a federal anti-narcotics agency. That report subsequently forced the military to concede that the general, Jesus Gutierrez, was linked to a notorious Mexican trafficker. Patterson weathered problems at *Siglo 21*, and left amid pressure to curb editorial freedom.

Now, he explained, "there is a much more powerful free press. In some ways, it has taken us by surprise, the arriving of democracy in our city," he said. "This prize gives us a new kind of support for the kind of journalism we are doing. I will do my best to live up to what this award represents."

The awards committee noted that he now strives for editorial independence, and the college president called him "one of the most important figures in Mexico's complex and perilous transition to greater press freedom."

Said Rupp, "When you were forced to water down your journalism there, you walked out and founded another paper, *Público*, that continues in the same hard-hitting investigative tradition."

Juan Tamayo, Latin American correspondent for the *Miami Herald*.

"It is not just coups and earthquakes," Tamayo said about journalism in Latin America. He said that readers will become involved if journalists recognize one simple fact: "I believe they will read it when we write it well."

He added, "Make sure that the stories of Latin America are told."

Born in Cuba, he came to the United States at the age of 13. He joined the *Herald* in 1982 as the paper's Central American correspondent and later served as its Middle East and European bureau chief and as foreign editor.

A winner of the Overseas Press Club award for foreign analysis, he has covered Central American conflicts by offering a historical context so that readers can better understand their relevance.

Rupp said that "his journalism has transcended debates and policy disputes to show us the people behind the conflicts" and added that "your investigative reporting unraveled the mystery of La Penca, the brutal bombing of a press conference in Costa Rica–long after everyone else had given up on identifying the perpetrators."

James McClatchy, publisher of *McClatchy* Newspapers.

He received a special citation for conceiving the 1994 Declaration of Chapultepec, a free speech proclamation penned by private citizens and endorsed by 19 heads of state (including the leaders of Argentina, Brazil, Chile, Colombia, Guatemala, Mexico, and the United States).

The committee noted that he has striven to "bring about, promote, and disseminate principles of freedom of expression and of the press in the hemisphere."

Said Rupp, "You labored for years to call attention to the issue," and "for many years, you have led the way in promoting and defending the ideal of press freedom in the Americas."

He previously reported for *The Sacramento Bee* and *The Fresno Bees*, both in California, and had served as an editor and publisher of a series of weekly papers.

Raúl Rivero, president of the *Cuba Press* news agency.

He received a special citation –but was the only winner who could not attend, because of the threat that he'll be unable to return to the country. The university tried to secure exit and re-entry visas for Rivero.

His presence was felt, though. Attendees watched a videotaped segment in which he expressed his gratitude for receiving the award. "This award gives me confidence to keep on working," he said, and to produce journalism that is "clean, honest, and fair."

Rivero has lead a group of non-government journalists to crusade for free speech. He was trained as a journalist in Havana after the 1959 revolution. He founded the cultural magazine *Caiman Barbudo* and was *Prensa Latina*'s correspondent in Moscow for three years during the 1970s.

Rivero has had an illustrious career. In 1991, he signed a petition calling on Castro to free prisoners of conscience, and he was the only one of the 10 signatories still living in Cuba at the time. He subsequently abandoned official journalism that year, calling it a "fiction about a country that does not exist."

Four years later, he started the *Cuba Press* news agency, pioneering dissident press on the island. He has written on the internet and in ***El Nuevo Herald***, a Knight-Ridder Spanish-language newspaper in Miami, and has published collections of poems and interviews with Cuban intellectuals.

Said Rupp, "***Cuba Press*** has contributed a small but vital stream of information from the island to the outside world."

Since founding the agency, Rivero has reported from Cuba despite undergoing threats, arrests, and harassment from the government.

"It is an honor for all of us in Cuba to receive this special citation," he told the advisory committee via telephone. "It is also an encouragement for those of us who exercise free journalism."

The dean of the journalism school, Tom Goldstein, said the threat shows that efforts still exist to crush free speech.

"This action by Cuba is a vivid reminder of the sorts of obstacles that journalists around the world encounter in the pursuit of their profession," Goldstein said. "We at the journalism school are terribly disappointed that the Cuban government has refused to allow Raúl Rivero to come to New York to receive this citation."

Rivero's daughter, Cristina Rivero, who lives in Miami Beach, accepted on his behalf.

CABOT PRIZES

Founded in 1938 by the late Godfrey Lowell Cabot of Boston as a memorial to his wife, the Maria Moors Cabot Prizes are administered by the Columbia University Graduate School of Journalism. The prizes, the oldest international awards in journalism, are awarded by the Trustees of the University on the recommendation of the dean of the journalism School. A Cabot Prize Advisory Committee of journalists and educators concerned with hemisphere affairs assists the dean in selecting the winners. Nominations are also sought from news organizations and individuals throughout Latin and North America. The Cabot Prizes are presented each year by the president of the University in formal ceremonies in the Rotunda of Low Memorial Library on the University's main campus in New York City. With this year's awards, 221 prizes and 51 special citations will have been conferred on journalists from more than 30 countries.

La Facultad de Periodismo de la Universidad de Columbia administra los premios Maria Moors Cabot, que fueron establecidos gracias a la generosidad del fallecido doctor Godfrey Lowell Cabot, en memoria de su esposa. El Comité de la Universidad concede estos premios, los más antiguos del periodismo internacional, con los consejos y la aprobación del decano de la Facultad de Periodismo. El comité de los premios Cabot, un grupo formado en su mayoría por periodistas y especialistas en asuntos de las Américas, asesora al decano a la hora de elegir a los galardonados. También se solicitan nombres de candidatos de periódicos, revistas e individuos de toda America Latina y America del Norte. Cada año, el presidente de la Universidad de Columbia concede los premios Cabot en una ceremonia formal que se celebra en la Rotonda de la Biblioteca Low Memorial, en el campus de la Universidad, en Nueva York. Con la edición de este año se habrian concedido en total 221 premios y 51 reconocimientos especiales a periodistas de más de 30 paises.

Dinges, a former correspondent in Latin America and award winner in 1992, said that the recipients have made a long-standing commitment to ensure fair and responsible coverage.

"If you are involved in writing about Latin America, this is the most important award you can receive," said Dinges, who has written books on Manuel Noriega and the assassination of the Chilean ambassador to the United States.

But he lamented the fact that while coverage has been high in the past–amid civil wars, military dictatorships, and the invasion of Panama–it has somewhat dipped in recent years. Now, he said, is not a "high point" in coverage of Latin America. He hopes the calming of tensions does not diminish interest in covering the region.

"The end of the Cold War has given Latin American stories a different perspective," Dinges said.

Nelson agrees that overall coverage has dropped.

"There are lots of areas of Latin America that are missing from the newspapers. There's little coverage of Central America now and erratic coverage of probably most of South America. The hot stories tend to be Mexican politics and trade, and Colombia in terms of the drug trade. I'm not sure the reading public is being made fully aware of all of the issues."

At the same time, there is more communication in the intellectual, education, and journalistic worlds. Dinges said that the program at Columbia is just one example of that greater communication.

"I talk to people almost every week who are coming up to the United States and visiting newsrooms and universities, and I and other American journalists are frequently traveling to Latin America, giving workshops and exchanging ideas."

The school has already etched plans to ensure more coverage. It recently established a Howard Fellows scholarship fund in which international students could be selected if they wished to go back to their home countries to work as journalists. Each year, there will be a connection to Latin America.

And a number of students were invited to the Cabot awards ceremony, sitting shoulder-to-shoulder with media leaders from New York City to South America.

Nelson recalled one student from Brazil who landed a job with a start-up new media company. "She sent me an e-mail saying this experience [at Columbia] had grounded her and keeps her aware of what all of this is about. It's quite easy for us here in New York to lose sight of what journalism is like on the ground in other countries."

Nelson called this a "dynamic period" for Latin American journalism.

"It's exciting to see these papers in Brazil, Argentina, Chile really start to flower after the dictatorships and periods of censorship. They're starting to do quality reporting. This is a way for us to feel connected to that process and do what we can to help and do what we can to learn from it."

Spanish

……

Not a Foreign Language Any More . . .

BY CAROL ANGUS

A hurricane named Floyd blew into town on Thursday night, September 16, bringing with it–really in spite of it–more than 130 teachers of Spanish from colleges and universities and high schools in 30 states and four foreign countries. What is it about the teaching of Spanish these days that might inspire such devotion? And why, of all places, Spanish in New England?

"Of all the metaphors I could have thought of to describe this event, or to describe what Spanish is in the United States, a hurricane was the last thing on my mind," said Nancy Saporta Sternbach, chair of the department of Spanish and Portuguese at Smith College, in welcoming speakers to the opening session of a two-day forum devoted to "The Future of Spanish Departments on College and University Campuses." Later, in opening remarks to the gathering being hosted at the Smith campus, she noted with some pride that this was "the first such conference of its kind" in her memory: "This is to be a conversation," she told those who had braved a hurricane, "about issues that have been on our collective agendas for all too long.

"We all know that Spanish is no longer a foreign language in the United States," Sternbach said. "We all know that the training that we received as graduate students is no longer appropriate or up-to-date enough for what we should teach our students today. We all know that the literary canons are only a small portion of what we do. We've had to retool so that our departments could meet the extraordinary demand for Spanish that has been growing nationally over the last decade." One of the reasons for this meeting, she noted, was "to share our individual and collective and creative labors with each other. But there are many other reasons why we've gathered here today." Among those she cited were the role and needs of heritage speakers, new options in study abroad, the undergraduate curriculum, the graduate curriculum, "and perhaps most acutely, the hordes of students clamoring at our doors."

The idea for the conference, Sternbach says, had been percolating for some time but took shape at a recent gathering of Five College department chairs. In planning the conference and seeking funds to make it happen, she credited the aid of a committee of Five College colleagues representing the departments: Norman Holland (Hampshire College), Jeanne Brownlow (Mount Holyoke College), Michael Fast (University of Massachusetts-Amherst), and Hilda Otaño Benítez (Amherst College).

Those speaking represented a wide range of departments and programs elsewhere in the country. To encourage an in-depth airing of the issues raised during the panel presentations, each panel was followed by an informal roundtable session, and participants took all meals together. A guest of honor at the opening dinner on Friday evening was Ricardo Peidro, Spain's consul general in Boston, who was paying his first visit to the Connecticut Valley.

Sternbach acknowledged the support received from the presidents of the five campuses, the provosts and the deans of the five colleges, and from Lynn Sanstead, head of the American Association of Teachers of Spanish and Portuguese (AATS), "for his enthusiasm and ongoing willingness to co-sponsor this right from the very beginning." She also acknowledged the special assistance of Five Colleges, Incorporated: "If you don't have a consortium," she told the

Nancy Saporta Sternback, chair, Planning Committee

gathering, "try to get one. It really helps."

Additional support had come, she noted, from the Andrew W. Mellon Foundation, the Consulate General of Spain in Boston, the Program for Cultural Cooperation between Spain's Ministry of Education and Culture and United States' Universities, and the Instituto Camões of Lisbon, "who had the vision and the generosity to share some funds with us even though this is a conference on the future of Spanish departments. They knew that the role of Portuguese was also very high on our agenda." For inspiration and encouragement, however, she and her colleagues singled out for special praise the keynote speaker for the conference, David Maxwell.

A former director of the National Foreign Language Center, David Maxwell has been for many years a staunch supporter of the idea for a national dialogue about the teaching of Spanish. In introducing him, Nancy Saporta Sternbach expressed her gratitude publicly: "He began talking to me about this almost three years ago, and agreed with us about the need for it. He also helped us find funding to make it happen," she added.

Currently president of Drake University, David Maxwell served from 1993 to 1999 as director of the National Foreign Language Center (NFLC), a policy center and think tank for language as a national issue and an issue of national need. Maxwell, a specialist in Slavic languages and literatures, is widely recognized for his skill in strategic planning and his long-standing interest in issues of higher education. A former president of Whitman College and dean of undergraduate studies at Tufts, during his six years with NFLC he interacted with hundreds of colleges and universities on issues of foreign language learning and institutional planning, as well as with the National Endowment for the Humanities and the Council for International Educational Exchange. His talk, entitled "Do We Know Where We're Going? And Do We Know Why We're Going There?" offered what he characterized as "a broad-brushed overview of what NFLC sees as the situation of foreign language learning in higher education."

Excerpts from his talk appear below and on the following page.

David Maxwell on the Language Crisis

On the National Proportions of the Crisis

What is the nature of this crisis that I'm about to describe? It has a variety of characteristics. The most important characteristic is the fact that very few students in higher education are engaged in the study of language, or are engaged in the issue of language at all. The last objective data we have are from enrollments in 1995 [the MLA, he noted, is about to release updated figures]. In the fall of 1995, 7.6 percent of all undergraduates in the United States were enrolled in a language course. Eighty-five percent of those students were enrolled in French, German, and Spanish, and I suppose the significant change over the last four years is that most of them are in Spanish now.

...only one-tenth of one percent of all the undergraduates currently in higher education in the United States will ever reach a usable level of competence in a language outside French, German, or Spanish. To me, that's one of the definitions of a crisis.

On Student Attitudes

Student attitudes, however, are more complex. The students look at language learning as unimportant, irrelevant, or impossible. The unimportant is reflected in the cultural attitudes that I just talked about: You don't need to know another language. Everybody speaks English, and besides that, you can always use a translator.

I now live in Des Moines, Iowa. Think about your stereotypes for Des Moines. Last Friday morning, standing in the departure lounge at Des Moines Airport, in five minutes I heard Spanish, Japanese, Arabic, Bosnian, and French. In Des Moines, Iowa. And there wasn't an international congress going on in the airport.

Irrelevant doesn't refer to their belief that language is irrelevant, but we believed, at the NFLC, that there are lots of students out there who feel that competence in a language other than English would indeed be useful to them. Communicative competence. But they look at the language programs on their own campuses, and they see them as irrelevant to that goal. They don't see people coming out of those programs competent in another language.

And the *impossible* refers to the fact that students believe you can't learn language in a classroom...From the way in which language is done, a lot of language in this country, people suspect it's impossible.

The Campus Perspective

Let me give you a quick litany of other issues...the descriptors of this crisis that we're hearing from the campus:

1. Dramatic shifts in enrollments

2. Resources: cuts to resources, threats to resources, often connected to the enrollment issue, but often connected to institutional restructuring, reconfiguring mission, et cetera....

3. Staffing issues...including the nature of faculty appointments and instructional appointments...and the adjuncts....

4. Governance: Where does language learning fit in the institution? Is it part of a language and literature program? Is it part of a language and linguistics program? Is it part of a world literatures department? Is it a department of foreign languages? Is first and second or elementary and intermediate language done in a language center that is disconnected from the other culturally related activities?

5. The attitude of the institution and of colleagues toward language teaching, toward research and production in language pedagogy, and all the things connected with it [and the perception] that these do not have the same intellectual weight as other things on the campus.

6. Foreign language requirements: [Those institutions] without language requirements are talking about them endlessly.

7. Globalization and internationalization are now starting to come home to roost in language and literature departments.

8. Heritage students: We are hearing more

and more about them.

9. Technology, its applications, how you integrate it into language learning, appropriate uses, faculty development, the lack of rewards....

I have also heard from faculty all over the country that they think that the deans are staying up at night, trying to figure out how you can replace your language department with a computer lab ...

A Taxonomy of Missions for Language Learning

Spanish has the issues of the privileged, as much as that may be difficult to recognize. But ultimately, I think you have the same set of bigger issues to face, because what I just described to you are not the problem, they're symptoms of a problem. At the National Foreign Language Center, we spent a lot of time talking about these issues in the context of institutional mission....

The thesis is basically that most of these problems derive fundamentally from lack of clarity about basic issues of why it is that we offer and/or require language learning in higher education and in our institutions in particular.

General education mission: Studying another language gives you insights into another culture and to other ways of thinking, a perspective on your own culture, insights into the functions of language, reflections back on your own language, enhanced cognitive skills–you know the litany. It's the stuff of catalog copy. This is why we want you to study a language. All very valid. Perhaps not best addressed by three semesters of grammar, but a very valid mission nonetheless.

Applied mission: Learning a language in order to be able to do something with it.

Expertise mission: That's the major... preparing students to go on into graduate work in the field to become teachers and/or scholars.

The heritage mission: Providing instruction or learning opportunities for students in the language and culture of their own family.

What we saw nationally...is an incredible disconnection among these missions. That the institutional rhetoric about language was the general education mission: It's good for you. You learn important things. But the majority of students who are in language courses of their own volition were in there for the applied mission. They wanted to be able to do something with it. The majority of programs, however, are designed for the expertise mission. It's a four-year track for the major leading to graduate school, and outside of Spanish, no one knows what to do with the heritage students.

David Maxwell, president of Drake University

So what we see as the fundamental issue, and what I spent six years talking to presidents and provosts and deans about, is that language is an institutional issue. That when you look at the fact that you don't have students enrolled in your language programs, and you have all these other problems I've referred to, you have to make some institution-wide decisions about why you offer language in the first place.

On Some Solutions: A Field Issue

How do we address these issues? We have to address them in ways that can transform institutional culture. And that means leadership. That means leadership on the campus by people who believe in this–by you, and by the administrators who can make things happen....We have to institutionally make activities in these areas a part of the rewards system and part of the responsibility system. You have to look at new governance structures in the institution to be able to accommodate it.

Most of all, though, I think at this point it's not just an institutional issue, and it's not just a personal issue. I think it has to be a field issue...it has direct relevance to what you're doing here for these two days....If language learning is to get better, to improve and to become relevant and to become ubiquitous in higher education, then the fields have to start behaving differently as fields...Historically, [it's been] a relationship between the individual teacher and scholar and the profession: The professional fields are there to support you; it's a journal for you to publish your scholarship in, national conferences for personal development. But they have not taken responsibility for the support and development of programs on campuses to make sure that one of the things we're supposed to be doing, which is teaching, actually takes place and takes place well.

So what I'm urging is that the fields...take control of [their] own future. If you, as a field, don't take charge of your own future and take charge of the ways in which programs are designed and the ways in which programs are implemented, people like me are going to make those decisions. That's what deans and provosts are for. You have an opportunity to take control of your own fate.... What does that mean? It means in some sense, setting expectations and goals and standards for graduate programs, teacher training, materials development, research, assessment, use of technology. It means, looking at ways, I would think primarily through distance learning, of supporting institutional programs, offering in-service training, providing materials and learning opportunities to institutions that cannot afford to have them on campus otherwise. Most of all, I think it requires that the field develop some kind of consensus on where you're going, and why you're going there. In terms of mission. And develop some strategies to get there.

The Model: A 10,000 Pound Gorilla

Clearly, this is what you're talking about here. This is a wonderful first start, a wonderful beginning, I think, for Spanish, and a real opportunity to serve as a national model. As somebody said last night, you're the 10,000-pound gorilla. You've got more faculties, more students, and more money, and that gives you more authority. It gives you a leadership position. And I think it would be a big mistake to enjoy that a little bit too much and not recognize that...you have a real opportunity to exercise [that] leadership with some of these issues. It takes leadership, it takes vision, it takes energy, it takes commitment, and it takes creativity. Looking at this program and from the things that I've heard today I think you've got it. So I'd urge you to do it.

The Role of Latino Studies in Spanish Departments

"When the Steering Committee sent out the call for papers, we were surprised by the fact that we received very few proposals on such an important issue, so we decided to create a panel drawing on our own Five College faculty members. Hence, the kind of homegrown nature of this panel and its panelists," Norm Holland, Latin American, as well as Latino/Latina Studies, Hampshire College

"Dis-locations: Teaching Spanish to the Heritage Speakers on the Border and in New England"

Michelle Joffroy, Department of Spanish and Portuguese, Smith College

What does it mean to teach Spanish to heritage speakers on the U.S. border, in a state university, in an urban setting, and what does it mean to teach Spanish to heritage speakers in New England, in a private liberal arts college, for women? They're two very different experiences. The surface question is: What is the role of Latino/Latina studies in Spanish departments? That's an important question. But equally important is the question of the role and the place for Latino students in Spanish departments: Where do we think Latino students belong, and where do Latino students think that they belong? And what can we as Spanish departments do to make Spanish departments welcoming environments for Latino students?

Spanish for Heritage Speakers is not the only heritage language program, but it is the fastest-growing program in this country, and it's putting pressure on curricula at all kinds of institutions: elementary schools, high schools, and institutions of higher education. So we can't ignore it. We need to continue evaluating where second-language acquisition is important, and where heritage speakers need to be taken on their own terms.

Students here and at the University of Arizona (where I used to teach) come to the Spanish department to a course for heritage speakers seeking very specific things. They want to reactivate a language that they experienced in the home or in some other community; they want to develop literacy skills; in many cases, they want to actually learn, for the first time, the grammar of the language they speak; they want to develop some sense of an understanding of their cultural heritage....They're coming to us, at all of these different institutions, with the same kinds of needs. And I think that's something we all share.

Now the differences, I think, are also very real. Demographics, first of all. To be living on the U.S.-Mexico border in Tucson, Arizona, a public university whose primary mission is to educate residents of the state, located in a state that is demographically very heavily Latino already, defines for a Spanish department one of its functions. To teach in that kind of environment already presents several systems of support for the kinds of work that we ask our students to do as they develop grammatical skills, communication skills, writing skills, and in many cases research skills that they can then apply to other areas of interest and study. Teaching here, by contrast, in Northampton, by all accounts a pretty typical small New England town, doesn't offer the same range of demographic support. When you're in a small town, in a small college with a small Latino population, you don't always feel that the Spanish you're learning in a language class is meaningful or even something to be valued. To structure a course for heritage speakers at Smith College, then, I have had to grapple with demographics in order to make it meaningful for the heritage students.

And this leads into a second area of difference: the relationship between the academic institution and the nonacademic community. The University of Arizona in Tucson is very well connected to its community, a community with a Latino presence in virtually every sector of life, from business and medical to political, artistic, and social services. Students have access not just to these places but also to other Latinos in these communities, and that has been very, very important for a successful Spanish for Native Speakers program at the University of Arizona. Small, private, liberal arts colleges don't necessarily have a natural or organic relationship to the Latino communities that surround them. So although Northampton itself has a sizable Latino population, and we are within a few miles of both Springfield and Holyoke, cities with very large and active Latino communities, access to them is limited for Spanish-speaking students who want not just to participate in a community but also to see themselves reflected in that community. There are no natural networks, as of yet. And to establish a network falls not on the social and volunteer services at the campus but more likely on the Spanish department. Which points to yet another area of difference: the matter of integration into an external community, and, in turn, integration with the internal community of the college. I do not mean to hold out the University of Arizona as a utopia, which it isn't, but in terms of these kinds of organic relationships, it offers a stark contrast to what exists here (on the East Coast). One of the most successful components in the Spanish for Native Speakers program there is the presence of the Latino scholar on campus. Many of them are from neighboring towns, from California, and from Mexico. That's the way it is there. These Latino faculty have committed themselves to participating in Spanish for Native Speakers' programs, using this mentoring program. This means that students in a Spanish for Native Speakers course can opt for a project component to their language course that entails their meeting with a Latino faculty member working in another area of study four times during the course of a semester. For example, a Cuban anthropologist might agree to help a student develop proficiency in anthropological jargon. That is, How do you speak in anthropological terms? Where do you look? What do you read? And all of this in Spanish. This teaches a student to be a scholar who also speaks Spanish, and who therefore has access to a very profound vertical structure.

We're missing an opportunity, I think, in the Spanish department when we don't open up avenues for access to scholarship as Spanish speakers. Students come to us with an asset. They speak Spanish. If we give them solid and helpful Spanish language courses, and offer them curricula that legitimate their decision to continue speaking Spanish, then we're serving them in ways that other departments can't. To do this, however, we have to locate other Latino faculty on campus and integrate them into what we do in the Spanish department. As Spanish departments, I think we're at a critical moment where we have to sit around the table and say, "Do we want Latino students?" If we want Latino students, we should be asking ourselves what we have to do to get them to our department, and what we have to do to educate them and the administration to the fact that pursuing Spanish is legitimate, is valuable, and is part of a liberal arts education, despite the fact that they got here speaking some Spanish.

* * *

"Natives in a Foreign Land"

Luis Marentes, Department of Spanish and Portuguese, University of Massachusetts-Amherst

I chose as the main title for my talk today "Natives in a Foreign Land" because of the position that U.S. Latinos occupy currently, both in the curriculum and perhaps principally in society at large. The recently coined category of U.S. Latina/Latino carries with it a paradoxical combination of nativeness and foreignness. Either in the United States or in Latin America, U.S. Latinos and Latinas are both. In the United States, for example, U.S. Latinos are insiders, either citizens or residents, legal or illegal, of the nation-state. They are to a greater or lesser degree active members of the community and the economy, the culture, and the politics. Yet that adjective turned into a noun, "Latino," also suggests a certain foreignness, which can either be self-selected or imposed by bureaucracies or even mailing lists. South of the border, U.S. Latinos or Latinas may be natives by genealogy and cultural roots, but often they're too American, too gringo, culturally, linguistically, economically, and they find themselves, again, in a foreign land. The latter phenomenon exists in our department of Spanish and Portuguese, and relates to the second part of the title of my talk: "Reflections on the Place of Latino/a Studies in Spanish Departments." Although we all know that the nature of our departments is changing, it is still the Spanish language itself that justifies our existence as language-based centers.

The new emphasis on culture emerging in these departments, however, opens up new possibilities for study on two levels: first, in terms of the field as an object of study and research and then in terms of the students who come to study in that field, what I call the studying subjects. Departments that are attempting to make space for Latina/Latino studies do so now in a more or less ad hoc fashion. Instead of creating courses about Latinos, we include a couple of texts into the syllabus of a more generic Latin American literature or culture course. Often, but not always, these texts appear toward the end of the syllabus, almost as an afterthought, and if we have a snow day, we miss that unit. We also tend to bring U.S. Latinos into focus, when we do, as part of a broad diaspora from Latin America proper. In this case, Latina/Latino studies are taught as one manifestation of the Latin American experience. In my opinion, however, U.S. Latina/Latino studies must also be seen as part of the United States–its culture, its language, its tradition, and its literary canon. What's more, U.S. Latina/o studies should be approached as an interdisciplinary course of study within the department, with due attention given to the specific characteristics of this group as an object of study. Beyond the addition of new materials to the syllabus, its emphasis on hybridity, minorities, migration, diaspora, and borders has the potential to enhance the way we approach the study of the Latin American experience as well. The fact that Latina/o studies is rooted in the tradition of ethnic studies infuses it with yet another positive element.

Unlike area studies programs, which emerged in the postwar years to serve the military and commercial interests of the United States, ethnic studies programs were born of the Civil Rights movement of the 1960s and '70s. The result was the creation of centers of study with a mandate to produce and teach a broad archive of knowledge specific to particular "minority" groups in the United States, and to grant professional credentials and serve these communities in an affirmative fashion. Of particular importance also was their mission to turn a particular group of people not only into an object of study but also into studying subjects. And this crucial element of the students themselves must not be overlooked as we work to give Latina/o studies its rightful place within the Spanish department.

Some students come to our departments because they want to learn about their heritage, and their relation to it. Some also come to us to improve their Spanish language skills. They come to us, but we don't always put their needs and interests first. Every Martínez, Pérez, Rodríguez, or Marentes with some working knowledge of Spanish who wants to take the class, for example, may register. The result is an extremely broad array of students, ranging from daughters of Spanish teachers who have recently migrated from the Dominican Republic to those who grew up in Holyoke learning Spanish from a grandmother, Univisión, and the street. The only common factor they have is that they are all "natives."

Often we deal with this situation by giving these students a Spanish-speaker credential after a brief oral interview and a written exam to certify that they have a language competency equivalent or superior to that expected of someone taking the regular four-semester sequence. Most, if not all, of the students who come to me fulfill these criteria. Many of them don't seem to need extra training. Others, however, need to improve their spelling and grammar skills. Yet the classes we regularly offer do not address their needs at a level that makes sense for them.

Our basic language sequences, designed for students just beginning to learn the language, are too boring and trivial for students already fluent in speaking Spanish, though they may neither read nor write it. So we push those who intend to continue into more advanced classes, where their deficiencies in spelling and grammar put them at a disadvantage, with teachers either unprepared or unwilling to address their needs. Those who don't intend to continue Spanish studies simply get a certificate and go on with their academic career.

We need to foster among our faculties a better understanding of the plurality of dialects present within the worldwide Spanish-speaking community. The issue of language correctness is delicate. While I recognize that students should be encouraged to "improve" their language skills, however we conceive of that word, I am aware of instructors who, eager to impose high standards of correctness, may unwittingly paralyze those who, as natives in a foreign land, are insecure and lack established authorities to bolster their self-esteem.

If we as Spanish departments are to incorporate Latina/o studies successfully into the curriculum, I feel strongly that we should put into practice the affirmative spirit of ethnic studies by going beyond making the Latina/o experience an object of study. We must also give more attention to the potential of the students who come to us. We must create whole tracks and not just token courses to meet their various needs. We must also become more cognizant of the range of dialects and levels of correctness possible in a living language. Then we should recruit and retain these students in our programs, with the hope that their research will contribute to building the archives of this new object of study. By tracking our students in this more affirmative way, we tap their skills to build a new generation of scholars for Latina/o studies.

* * *

"Milagro or Nightmare? Latino Studies in Spanish Departments"

Alberto Sandoval, Department of Spanish and Portuguese, Mount Holyoke College

The summer of 1999 will always be remembered as the time when Latinos took over U.S. popular culture and the media. Ricky Martin, Jennifer Lopez, Enrique Iglesias, and Christina Aguilera skyrocketed to number one in the *Billboard* hit parade. John Leguizamo starred in Spike Lee's film *The Summer of Sam* and received an Emmy for his HBO production of the Broadway hit *Freak*. Salma Hayek was the leading lady of *Wild, Wild West*. The MacArthur Foundation honored artist Pepon Osorio with a scholarship in the political arena, and George Bush displayed his fluency in Spanish, defining himself as a "Republicano conservativo" to attract Latino voters. In sports, Oscar De La Hoya, undefeated welterweight champion, and Papi Chulo, lost to Felix Trinidad. Major magazines featured special Latino issues with Latinos/Latinas on their covers, among them *George*, *Time*, and *Newsweek*. A July 1988 issue of Time, in fact, had even earlier declared the '80s the decade of Hispanics: "Magnifico! Hispanic Culture Breaks Out of the Barrio." Yet the magnitude of the transformation would not become fully evident until the last summer of the millennium.

What do Spanish departments and U.S. Latino literature studies have to do with this boom that some have called the Latinization of America? As Latino demographics have increased, a new global economy affects Spanish departments in two ways: First, Latinos will be enrolling in Spanish courses to reconnect with their heritage. What's more, Spanish will increase in demand as the impact of NAFTA is felt both abroad and at home. Latinos have become a marketable, profitable target, and have a purchasing and spending power of about $300 billion ($500 billion by the year 2020). Advertising and media reach-out strategies in Spanish also reflect the fact that Spanish is here to stay. *Spanglish*, it seems, is good for business. Research has confirmed that Latinos are devoted buyers, as faithful to one brand as they are faithful to *familia*.

As Anglo America has been consuming whatever has a Latin flavor, U.S. Latinos in turn have been saturated with statistics about who we are and what we mean for the new millennium in both social and economic spheres. This mainstream obsession has, in other words, set in motion a counterreaction in which Latinos have become increasingly aware of their status as a majority-minority culture and its potential as a source of empowerment, political clout, and cultural intervention. Colleges and universities, for one, have become contested sites for U.S. Latino demands for everything from changes in curriculum and admission requirements to hiring of Latino faculty and staff, funding for Latino student organizations, and allocations of space for social and cultural meetings.

All these demands have a history. They are possible today because of the social movements of the '60s and '70s. During those early years of minority activism within the academy, there were some allies who integrated Chicano and Puerto Rican literature into the curriculum of Spanish departments....It was right to site that literature in the Spanish department, although it is a bilingual and bicultural product. The politics of solidarity that characterized the '60s and '70s, however, overrode the issue of language that we see resurfacing now in some Spanish departments. On the one hand, U.S. Latino students were demanding courses in Chicano and Puerto Rican literature from the department because Spanish was a place they could call home. But those courses also benefited the departments by attracting Latinos to minor and major in Spanish.

In the last two years, a trend evident in the hiring practices of Spanish departments suggests the pressures on them to integrate Latino studies into their curriculum. Unfortunately, the emphasis on the Latino specialization has been largely incidental: that is, hiring someone who also happens to have interest in Latino literature or Latino studies, or someone who has the potential to develop a U.S. Latino literature course. At least 27 of these positions were advertised in the MLA Job Information Letter in 1997, and 24 in 1998. Yet the nature of the positions being advertised suggests more tokenism than real evidence of change or commitment. Often they feature unthinkable and bizarre specializations in combination with Peninsular and Spanish-American literary periods and Hispanic topics: One ad, for example, indicated that the department was looking for a specialization in pre-19th-century Latino American literature and indigenous literatures, as well as preparation in U.S. Latino literature.

As interdisciplinary studies have become the favored approach for teaching and scholarship, increasing student demands for culture courses offered in English, as well as for Latino and Latin American studies, they increase the opportunities for crossovers and for fruitful dialogue between the new interdisciplinary programs and Spanish departments. Professors of Spanish are teaching in English in Latin American studies programs, and Latin American professors are teaching cultural courses in Spanish departments. This collaboration has the potential to benefit both parties in a number of ways. Meanwhile, as Latin American studies and Latino studies are joining forces, American studies is redefining itself in an inclusive way under the rubric of the Americas. This, too, is all to the good. Nonetheless, it is important to recognize and understand that all these programs have their ideological agendas and specific histories. I am greatly concerned, for example, that Latino studies, and particularly Chicano studies, might be colonized by the major program....I am worried that both Latin American and Latino studies will be absorbed into a new imperialist maneuver. The wolf may be in sheep's clothing....

[Yet] *español* is here to stay, I believe, for a number of reasons: 1) the geographic proximity of Latin America to the United States; 2) the circuits of migration within the Americas; 3) the constant interaction in urban centers between recent immigrants and U.S. Latinos from different generations; 4) the capitalist interdependency between Latin America and the United States, with increasing migration of bilingual professionals to this country; 5) the demographic increase of Latino, Spanish-speaking communities in urban areas; 6) the increased use of Spanish on a daily basis, thanks to new technologies that cross borders and provide instant communication between U.S. Latinos and Spanish-speaking countries; 7) Univisión, Telemundo, particularly TV, popular music, pop stars, and idols, all help U.S. Latinos retain their Spanish language skills....What's more, Spanish seems no longer a barrier in the English music world, where the new stars are themselves bilingual and bicultural, and sell records on both sides of the border. They exemplify a new U.S. Latino/Latina identity, in all its hybridity and heterogeneity....

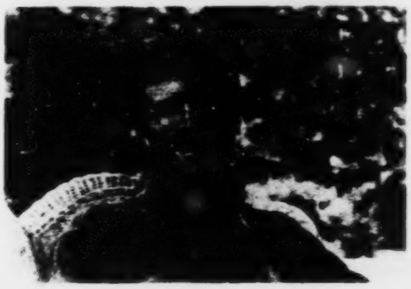
If Spanish departments are seriously committed to Latino literature and Latino studies, they should seek advice from those who pioneered the field, as well as from a new generation of U.S. Latino scholars, hired mainly in English departments. This *nueva generación* is trained in theory, and their appointments are joint positions that intersect and overlap with multiple interdisciplinary programs. What they all have in common is diversity and a common interest in the performative aspect of cultural studies. Indeed, they are as versatile as Ricky Martin and Jennifer Lopez. If new Latino pop stars, as the *New York Times* has said, share an ability to move between different mediums, whether they make records, movies, do television, theater, or the internet, the latest generation of U.S. Latino scholars is also blurring genres, traversing borders. They're even becoming stars in the academic field with a following of U.S. Latino/Latina graduate students. They are Latinos who have crossed over without silencing their *latinidad*.

* * *

"Against the Ostrich Syndrome: Spanish Departments into the Next Century"

Ilan Stavans, Department of Spanish and Portuguese, Amherst College.

I want to talk about the total sense of schizophrenia that encapsulates Spanish departments today. By *schizophrenia* I mean dislocation, the feeling, beautifully expressed by Julio Cortazar, of not being quite here, of facing, but not up to, the standard, the challenge of belonging to so fluid a society as ours. Latino studies have erupted, exploded, emerged in the last five, ten years, and are doing so, I think, with a vengeance, in a variety of different directions. No longer can American studies or English departments afford to ignore them. But the place under threat is the Spanish department, mainly because, in the eyes of many, Latino studies belong there more than anywhere else. And they surely do.



So have we surrendered the teaching of language to become laboratories of area studies? Not quite, but we certainly face a dramatic renovation. By calling ourselves Spanish departments, we are not quite defining what we're up to. We do much more than simply teach Spanish. Language defines us, and many of our students come to our classrooms first and foremost to learn the tongue used from the Argentine Pampa to the U.S.-Mexican border, from Madrid to Santo Domingo. Some are fluent in it, others half-fluent, one-fifth fluent, or not fluent at all. A substantial part are non-Hispanics eager to learn who we are.

But no longer can we afford to perceive ourselves solely in that way. Teaching the Spanish language in the United States at the turn of the 20th century is not the same as teaching Russian, German, or Italian. It isn't even the same as teaching Spanish 20 or 30 years ago. At Amherst College alone, there are more students in Spanish classes than in classes of all other foreign languages. And we are no exception: at institutions like Harvard and Yale, Spanish is by far the most popular language on campus. When we train students in our language, what is it that we tell them? One starts with "¿Cómo te llamas?" but larger, all-encompassing topics soon pop in. Those topics are nothing but a reflection of the Hispanic people–their angst and dreams, their love, friendship, death, and redemption. In the end, it is a map to Hispanic culture, imperfect as it is, that we hand our pupils. They could choose to go to elsewhere to get a similar map: the departments of history, sociology, American studies....But they know that with us they get as close as possible to what William H. Gass calls "the heart of the heart of the matter."

Are we fully aware of what it means to give them a map? As a graduate of the Spanish department at Columbia University, I hereby testify to the painfully fragmented way we introduce the Hispanic world. The tension that existed in my graduate program between Hispanistas from Spain, the so-called "peninsulares," and their counterpart, the "latinoamericanistas," was nothing short of frightening. People with offices across the hallway had legally sued each other and therefore would not sit together at faculty meetings. With few exceptions, the latino-americanistas were more popular, so the peninsulares felt displaced and unhappy.

That wasn't really the cause of the tension between the two groups, though. Visitors to Casa Hispanica soon realized that the building was not of this world. Just before you entered the place, you came across scores of Puerto Ricans, Dominicans, and Colombians on the street. They spoke idiosyncratic Spanish, or Spanglish. Indoors, absolutely nothing was ever said about them. The classroom belonged to Lope de Vega and Francisco de Quevedo, but not to any Puerto Rican or Dominican author. It was as if one were entering a spaceship programmed to revisit the past but never to explore the present, let alone the future. For instance, the daily affairs of Mexico, my country of birth, had no impact whatsoever on the material taught to me.

The Hispanic world has undergone a profound transformation in the 20th century, one that makes its borders almost invisible. It is no longer easy to separate Spain and Latin America as distinct areas of study. Likewise with our own continent. Where does Mexico end and the United States begin? Isn't Miami the real capital of Cuba, or at least one of them? Like an ostrich, the faculty in Spanish departments have long buried their heads in the ground. But the strategy no longer works. Scores of students are banging at our door, asking us to present our heritage in a more dynamic, even provocative way. The urgent issue today isn't really if we are going to allow Latino studies into our classrooms or not. Instead, it is how we should teach the rest of the material: Don Quixote side by side with Junot Díaz, Frida Kahlo vis-á-vis the Chicano Movement.

Academics are known to be terrible dancers–they can hardly keep a tune. And when the civilization they study and teach has an unbeatable rhythm at its core, the awkwardness is all the more apparent. It's our duty in the Spanish departments to accelerate, to be in tune–in step–with the Iberian, Latino, and Latin American communities. It's about language, what we do, but also about politics, dance, cuisine, history....Last night I heard someone describe how difficult it is to teach Latino studies in Spanish when most of the texts are in English, or vice versa. But it strikes me as curious that most of the students who come to our offices use the two languages constantly, switching back and forth from Spanish to English. So why can't we? Ours is an amazingly contradictory society: If you come from the lower class and you're bilingual, you're penalized. If you're from the upper class and you're bilingual, you get a Rhodes Scholarship. I don't advocate teaching in Spanglish, even though I'm proud to say that Amherst College is the first institution in the area to offer special topics courses on–though not in–Spanglish.

We surely must teach our students good Spanish and also remind them what good English ought to be. But we don't have to turn the two languages into acerbic enemies. Instead, we ought to present them as partners.

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The Honor Roll

University of California-Berkeley

Diversity, Dissent, and Discovery

BY ROGER DEITZ

Chancellor Robert M. Berdahl reports that the history of the University of California-Berkeley "is the story of building a great public university."

"Berkeley has looked to the future since its very beginnings," he says, "when its founders plotted the campus's boundaries along two forks of Strawberry Creek on its journey to the Pacific." And today, he adds, the campus is no longer bounded by the streams but is defined by two intersecting purposes–"to excel in all that we undertake and to serve the public trust in all that we do." Certainly, few institutions can match UC-Berkeley for academic excellence and innovation and for growing beyond its original borders in so many bold and modern directions. At UC-Berkeley, students can avail themselves of unique initiatives such as the Undergraduate Research Apprentice program that brings students in contact with cutting-edge researchers and right into the high-level research itself. At the same time, UC-Berkeley is at the forefront of minority and Latin American issues and education, and even in touch enough with a disabled students program to publish a new teaching manual that helps UC-Berkeley professors better understand students with disabilities. It's not just administration and faculty who press the boundaries. The Greek system of fraternities and sororities is ahead of the nation in advocating responsible use of alcohol with a student-taught course on alcohol use and abuse. And the university established a substance-free dormitory several years ago.

The signature campanile, or bell tower, of the UC Berkeley campus

There are other legacies. This past year marked the 30th anniversary of high-profile, history-making political protests at Berkeley. The campus remains a vital and actively political environment. Regarding a recent hunger strike and protest by students who perceived a decline in commitment to the Ethnic Studies Department, Chancellor Berdhal remarked, "It ended as it should have begun–by talking until deep-seated misunderstandings were overcome and assurances for a strong department were clarified. And for the first time in our history, graduate student instructors at Berkeley and across the UC system voted to be exclusively represented by a union, an affiliate of the United Auto Workers."

Bob Dylan wrote back in the '60s protest movement, "The Times They Are a-Changin'." Nowhere is that more evident than on this

Robert M. Berdahl, University of California-Berkeley chancellor

campus. Yet, these modern times have changed Berkeley for the better, just as Berkeley has helped to modernize and influence public higher education at other institutions. Now the time has come to welcome UC-Berkeley to *The Hispanic Outlook* Honor Roll, as the boundaries continue to expand and the times continue to change.

The roots of the University of California reach back to the gold rush days of 1849, when the drafters of the state's constitution required the legislature to "encourage by all suitable means the promotion of intellectual, scientific, moral, and agricultural improvement" of the people of California. The university that was born nearly 20 years later was the product of a merger between a private and a land-grant institution.

The College of California, founded by former Congregational Minister Henry Durant from New England, was incorporated in 1855 in Oakland. Its curriculum was modeled after that of Yale and Harvard, with the addition of modern languages to the core courses in Latin, Greek, history, English, mathematics, and natural history. With an eye to the future, the college holdings were augmented with the purchase of 160 acres of land four miles to the north, on a site named Berkeley, in 1866. This original tract has been considerably expanded over the years. When the College of California was young, there were efforts in California to create a public educational institution.

In 1866, the legislature took advantage of the federal Morrill Land-Grant act of 1862 to establish the Agricultural, Mining, and Mechanical Arts College "to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

Honor Roll Facts in Brief

INSTITUTION
University of California-Berkeley

LOCATION
Undergraduate Admissions
309 Sproul Hall
Berkeley, CA 94720
(510) 642-7333

ESTABLISHED
1868

ENROLLMENT
31,130

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

TUITION AND FEES
$4,046 (California residents)

FACULTY
1,479 total (48 Hispanic)

SEVERAL DEGREE PROGRAMS
Environmental Science, Policy, and Management
Ethnic Studies
Folklore
Latin American Studies
Legal Studies

NOTABLE HISPANIC-SERVING ORGANIZATIONS
The Chicano/Latino Office of Academic Student Development
Raza Recruitment and Retention Center
Casa Magdelena Mora

INTERNET ADDRESS
www.berkeley.edu

The two schools merged to their mutual advantage. On March 23, 1868, the governor signed into law the Organic Act, which created the University of California. The new university used the former College of California's buildings in Oakland until South Hall and North Hall were completed on the Berkeley site (South Hall is still standing), and in September 1873, the university moved to Berkeley with an enrollment of 191 students.

Architecture marked the growth of the university when Phoebe Apperson Hearst, one of the university's most generous benefactors, conceived of and financed an international competition for campus architectural plans that, she stipulated, "should be worthy of the great university whose material home they are to provide for." The competition was won by a Parisian, Emile Bernard. *The London Spectator* wrote, "On the face of it, this is a grand scheme, reminding one of those famous competitions in Italy in which Brunelleschi and Michaelangelo took part. The conception does honor to the nascent citizenship of the Pacific states..." John Galen Howard, the supervising architect charged with implementing the Bernard plan, took advantage of his "permission to spare no expense" and developed a style of architecture that "reinterpreted the grace, dignity, and austerity of classical lines to suit the California environment." Some of the campus most elegant and stately structures were erected during Howard's tenure, including the Hearst Memorial Mining Building (1902-07), the Hearst Greek Theatre (1903), California Hall (1905), Doe Library (1911-17), the Campanile (1914), Wheeler Hall (1917), Gilman Hall (1917) and Hilgard Hall (1918).

In the 1930s, research on campus burgeoned in nuclear physics, chemistry, and biology, leading to the development of the first cyclotron by Ernest O. Lawrence, the isolation of the human polio virus, and the discovery of all the artificial elements heavier than uranium. Fifteen members of the Berkeley faculty have been awarded Nobel Prizes for these and subsequent discoveries, as well as in literature and economics, as liberal arts kept pace with physical science. In 1966, UC-Berkeley was recognized by the American Council on Education as "the best balanced distinguished university in the country."

The total number of UC-Berkeley faculty is 1,479. There are 48 Hispanics on the faculty roster—39 tenured and 9 non-tenured.

South Hall and the many other stately structures, the oak trees lining Strawberry Creek, and a famous eucalyptus grove are links to the university's beginnings, a more tranquil time reflecting a rural past that still presents a "park-like oasis" in an urban setting. Today, students study, work, and relax among the neoclassical buildings, wooded glens, and parklands that cover 1,232 scenic acres overlooking San Francisco Bay. The new 12,000-seat Haas Pavilion, with twice the seating of the old Harmon Gymnasium, opened in September. A new 200-seat theater to house the Pacific Film Archive has been constructed at the new Hearst Field Annex, just west of Hearst Gymnasium. The theater will remain there until the fate of the "seismically poor" Berkeley Art Museum is decided. The new annex buildings will also be home to some of the faculty, staff, and students in the College of Environmental Design. Wurster Hall, the current home of the college, is under "seismic repair."

With more than 31,000 students, a distinguished faculty, nearly 300 degree programs, and alumni in positions of national and international leadership, UC-Berkeley has become a large and complex institution, offering students a vast range of scholarly endeavor and a great opportunity for personal growth. The total enrollment for fall 1999 was 31,130, with 22,600 undergraduate and 8,530 graduate students. For the second year in a row, fees at UC-Berkeley, and the entire UC system, have gone down. With an increased state subsidy for California resident students, fees have declined nearly eight percent in two years. For example, at UC-Berkeley, fees for all but graduate students in the professional schools are $4,046, including student health insurance, for the 1999-2000 academic year. Entering first-year students for the fall of 1999 totaled 3,673, including 115 international students. There are 227 Chicano and 103 Latino students newly attending as well as 23 Native Americans, 118 African Americans, and 1,595 Asian Americans. In 1998, there were 2,523 Hispanics in the undergraduate class—1,821 Chicano and 702 Latino. That same group included 207 American Indian, 8,819 Asian American, and 1,159 African American students.

There is much on campus that is of interest to Hispanics and to those studying Hispanic culture and issues. Casa Joaquin Murieta, the only independent Xicana/o students cooperative in the country, has been a fixture on the Berkeley campus for 28 years. Casa offers room, board, and an academic support program for 42 students in a 22-bedroom home. Established by and for low-income Xicana/o students, Casa welcomes a variety of students, particularly other students of color. Casa offers tutorials, academic, financial, and personal counseling, study groups, seminars, research and writing assistance, a large computer facility, a library, and study halls. Casa Magdelena Mora is a cross-cultural theme program for 32 Spanish-speaking residents who share interests in Chicano/Mexican relations and culture. Laura I. Gomez, a first-year student intending to major in business administration, says, "Casa Mora is a great place to create friendships and meet others who share a similar cultural background. I loved walking down the hall and listening to music in my language. It's a great experience." Vanessa Peña, a sophomore in English, notes, "As a Chicana on campus, I feel part of an unique culture. Meeting and getting to know other Latinos, through groups, clubs, and social events, has allowed me to feel like a part of a dynamic community. It feels good to belong to a community with such a diverse population on campus. I'm not just one person; I'm part of a whole."

Support groups include The Chicano/Latino Office of Academic Student Development and the Raza Recruitment and Retention Center. There is also The Chicano/Latino Studies Department, The Chicano Studies Collection, and The Center for Latin American Studies. Available too is an undergraduate group major in Latin American Studies, including a balanced curriculum of the history, society, and culture of Latin America for students wanting a broader perspective of the area than is usually available through a department major.

Sather Gate just off Sproul Plaza, UC-Berkeley

NEW YORK UNIVERSITY

Metropolitan Center for Urban Education

Working with Individuals, School Districts, and Cities

BY
GARY M. STERN

One way the Metro Center helped Buffalo make its schools educationally strong and appealing to children of all colors was by establishing magnet schools–27 of them.

Located in the heart of Greenwich Village and attended by more than 35,000 students, New York University (NYU) has always been one of the city's most influential colleges. While its motto is "a private university in the public service," NYU, unlike the City University of New York (CUNY) colleges, has never garnered a strong reputation for helping the often-troubled New York City public school system. But one of its programs, the Metropolitan Center for Urban Education, founded in 1978 and still directed by Professor LaMar P. Miller of NYU's Department of Education, has spearheaded a move to improve education in public schools in the city and beyond.

Funded by the Department of Education, the N.Y. State Education Department, foundations, and grants, the "Metro Center" has an annual budget of more than $6 million and is staffed by 70 or so full-time staff. It describes its mission as "helping local and state education agencies ensure that all students have equal access to education and can meet high standards of performance and achievement." The Metro Center includes the Equity Assistance Center, which addresses issues of desegregation, sexual harassment, and national origin; the New York Technical Assistance Center (NYTAS), a resource center to improve the performance of poorer school districts; the Teacher Opportunity Corps (TOC), encouraging graduate students in math and science to teach in underserved areas; and Upward Bound, which helps students with disabilities prepare for college.

In 1978, Miller, then an NYU professor of education, was on leave at the National Institute for Education on a project to foster educational research by minorities, and visiting a variety of educational centers throughout the country. He realized that few minorities were specializing in educational research. "We needed a more concentrated effort on urban education to provide assistance to public schools in urban centers," said Miller, who comes across as self-effacing and understated and not the least bit self-promotional. He launched the Metropolitan Center

Professor LaMar P. Miller, director of NYU's Metropolitan Center for Urban Education

for Urban Education and declared its goals as improving "equity, school improvement, and achievement." Twenty-one years later, the Center's mission remains the same.

In its two-decade history, NYU's Metro Center has been in the forefront of major educational changes across New York State. When a judge ordered Buffalo to desegregate its school system, in which its 60 percent White student population attended separate schools from its 40 percent minority population (mostly African American), the Metro Center worked with late Superintendent Eugene Reveille to integrate Buffalo's schools. In the late '80s, when a judge ordered Yonkers to integrate its school system, the Metro Center again offered expertise in professional development and inaugurating multicultural programs. Indeed, it introduced Yonkers educational leaders to their Buffalo counterparts, since Buffalo at that time was well on its way to integrating its schools.

One way the Metro Center helped Buffalo make its schools educationally strong and appealing to children of all colors was by establishing magnet schools–27 of them. Part of each school's mandate was to populate the school with one African American student for every one White student to ensure a diverse student population. Innovative school designs such as a science curriculum connected with a natural history museum and a science school associated with a zoo established high standards and attracted diverse students. The Metro Center "met with the superintendent, reviewed plans, made suggestions, and ironed out problems," Miller said.

When the Central Islip (Long Island) school district faced an overrepresentation of Hispanic boys in its special education classes, it turned to the Equity Assistance Center for help in assessing students and working them into the mainstream.

The Metro Center serves as one of the state's 15 Technical Assistance Centers. State Commissioner Mills established these Technical Assistance Centers to improve standards in poorly performing school districts and to help school districts meet the state's more demanding math and English testing requirements. "The Metro Center," Miller noted, "provides technical assistance to state educators and school districts to improve student achievement" and provides professional development as well. For example, it is working closely with the New York City chancellor's district, which entails 40 failing schools overseen by the chancellor's staff. In addition, it is offering expertise on expanding technology in Manhattan and has spurred change through organizing two conferences focused on improving technology.

Upward Bound students attend classes at NYU to prepare them for college

As an Equity Assistance Center, the Metro Center serves as a problem-solver, resource center, and teacher training center in poor school districts for New York, New Jersey, the U.S. Virgin Islands, and Puerto Rico. The Equity Assistance Center helps any school or district that is suffering inequities or needs to reform an educational problem. Funded by Title IV Civil Rights Act, the Equity Assistance Center aims to "work with public school districts to reduce segregation and deal with equity issues of national origins," said LaRuth Gray, deputy director of the Metropolitan Center for Urban Education.

Public school districts invite the Equity Assistance Center into a school district to address and rectify an inequity. For example, if a school system is suddenly faced with an influx of Russian or Dominican immigrants, it will turn to the Equity Assistance Center for help in training teachers in the use of effective models for English-language instruction. "We assist schools in identifying alternative assessments, help schools look at biased instructional material, and train them to use multicultural material," said Gray. The Equity Assistance Center has helped teachers in Newark and Pleasantville, New Jersey, school districts that faced an influx of immigrant students and wanted help in integrating ESL students into mainstream classes.

Issues of segregation and integration are still in the forefront, but problems dealt with by the Equity Assistance Center have grown even more complex and ambiguous over the years. When the Central Islip (Long Island) school district faced an overrepresentation of Hispanic boys in its special education classes, it turned to the Equity Assistance Center for help in assessing students and working them into the mainstream. The Metro Center's Equity Assistance Center helped that district's Special Education teachers revise its handbook, update its policy, review its procedures, and establish a locally based task force to solve problems.

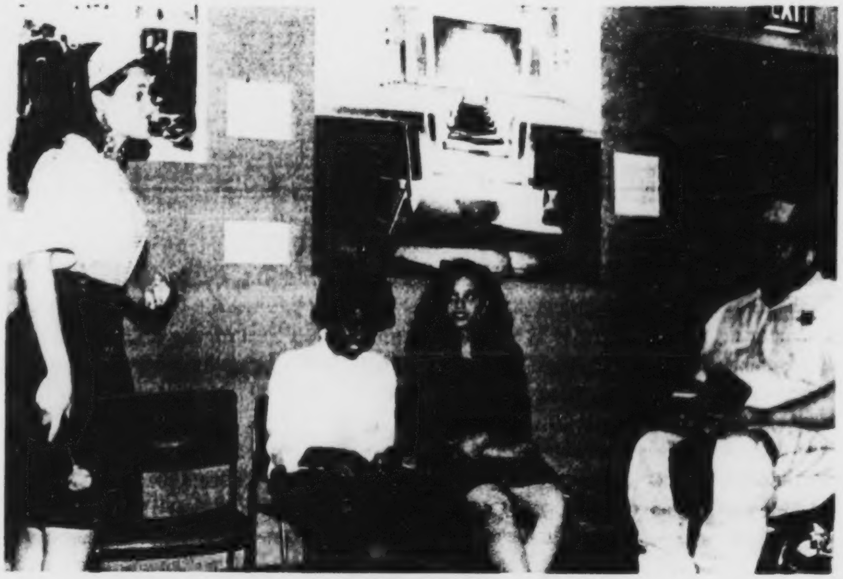
Historically, school systems were ordered by the Department of Education to desegregate, noted Daniel Shanahan, a project associate at the Metro Center who has a doctorate in ESL from NYU. "Now the mission is to decrease isolation on the basis of race, gender, or national origin," he said, a much more complex and ambiguous task. In order to foster equity in the school, the Department of Education considers the racial breakdown of specific programs, not just the entire school's racial population. The Equity Assistance Center trains teachers in "awareness building, racial or ethnic awareness building, and looking at their own attitudes," Shanahan said.

The issues tackled by the Equity Assistance Center are increasingly multifaceted. "We deal with sexual harassment, bilingual education, isolation of ESL students, and dealing with a racially hostile environment," noted Shanahan. Increasingly, the Equity Assistance Center tackles issues beyond the racial composition of a school. Just because a school has a diverse population doesn't necessarily mean that Whites, African Americans, and Latinos are integrated in classroom and activities. "We're no longer limited to desegregation," asserted Shanahan.

In addition to the Equity Assistance Center, the Metro Center sponsors the Teacher Opportunity Corps (TOC) funded by New York State. TOC encourages minorities who are already teaching to gain their master's degree in math and science at NYU and become teachers in economically disadvantaged school districts. In addition to their NYU graduate course work, the TOC teacher participates in special seminars aimed at dealing with the specific needs of minority and disadvantaged students. "By the time the NYU teacher graduates, he or she is equipped to teach math or science in grades 7-12 at schools such as Boys and Girls H.S., Martin Luther King High School, and Paul Robeson H.S.," said LaRuth Gray. "We've placed 100 teachers in New York City high schools since 1987 and worked with 200 certified teachers," said Gray.

The Metro Center launched the first Upward Bound program in 1983. The program brings 50 students with disabilities to NYU to prepare them for postsecondary education. Most, but not all, are minorities who qualify by being eligible for the federal free-lunch program. Without the support of this program, many of these disabled students would not have been able to gain the confidence and academic skills to attend college. A study of the program revealed that 85 percent of its participants improved their math grade by one grade level.

The Metro Center's Upward Bound program, founded in 1983, brings 50 students with disabilities to NYU to prepare them for postsecondary education.



The Metro Center provides the resources to help schools resolve issues.

"The Metro Center has for 20 years been working on the policy level in helping to build equity funding. It also provides technical assistance to public schools. The Metro Center is also involved in several projects such as working with after-school improvement centers in Harlem," noted Thomas James, vice dean for the NYU School of Education. The Metro Center sent 80 teachers to work in New York City's schools, a sign of NYU's commitment to improving education on a classroom level, said Dean James. "We don't have high walls around NYU," noted Dean James. "We're part of the City, not an Ivory Tower," he said. He suggested that the Metro Center's commitment to helping impoverished students underscores the NYU School of Education's commitment to public education.

Why has the Metro Center been successful at helping solve educational problems in poor or troubled school districts? Miller replied that "We do things **with** people, not **for** people. From the beginning, we were a center that works cooperatively with school districts to help them solve problems. We've always been dedicated to helping the disenfranchised, minority groups, disabled students, low-performing, high-poverty schools, and encouraging Blacks and Puerto Ricans to become teachers." For the most part, Miller contends that schools have the resources to solve their own problems, though outside expertise like the Metro Center can help expedite the resolving of issues.

Over the last 20 years, Miller is encouraged by a changing attitude that he sees in urban educators. "There's much more belief now that children can learn. Schools are taking more responsibility, becoming more accountable for what they do, and that makes education an exciting place to be," he said.

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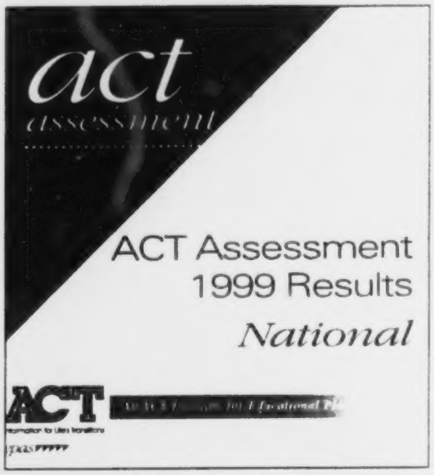
Large Surge in Latinos Taking Test

BY INÉS PINTO ALICEA



Despite a 62 percent increase since 1990 in the number of Hispanic students taking the college-bound ACT exam, Latinos still barely comprise five percent of all ACT test-takers, said Kelley Hayden, a spokesperson for the ACT national office in Iowa City, Iowa.

"The numbers are positive–but not positive enough," said Hayden of the increase among Latino test-takers, the largest increase of any group. The percentage of Latino students taking the ACT has grown more than twice that of the total ACT-tested population. "The increase has occurred largely because more Latino students are being encouraged to apply to college, to think of themselves as going to college, and to go to college."

The ACT test, administered since 1959, measures skills in reading, English, math, and sciences. The test is more curriculum-based than the SAT, which measures more abstract reasoning in English and math.

The total ACT-tested population grew 25 percent during the same period. A record 1,019,053 students took the test this year. Of those, 53,330 were Hispanic, up 2.3 percent from last year. The scores of Hispanic students have remained relatively constant, which heartened ACT officials.

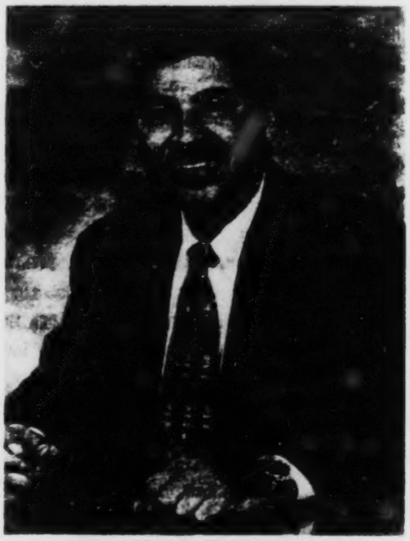
"Usually when you have increases in the number of students taking a test, the scores go down because you are going into a less prepared population," said Hayden.

Augustine Gallego, an ACT board member and chancellor of the San Diego Community College District, said there is a correlation between family income and student test scores.

"Are these testing instruments essential?" Gallego asked. "I think so, but we must use other important measures for admissions–where the students attended high school, what kind of involvement they had in their community, where they lived, what their grades were, the course pattern they took, and others.

"These attributes show persistence and ability–that these students have been able to succeed despite difficult obstacles they have had to overcome. They are survivors. To rely on numeric measures keeps a large number of talented students from attending higher education institutions that have the reputation of being prestigious."

The increase in Latino ACT test-takers mirrors a national trend in college-bound test-taking. More minority students than ever took the Scholastic Aptitude Test (SAT) this year. According to The College Board, minorities made up a third of the two million students who took the college placement exam last year, up from one-fourth of the 1 million SAT-takers in 1989. The number of Latinos taking the SAT jumped by 77 percent over the decade, and the number of Mexican Americans increased by 71 percent.


Augustine P. Gallego, ACT board member and chancellor of the San Diego Community College District

Dr. Max Castillo, president of the University of Houston-Downtown, said that these tests need to be seen as more of a "rite of passage" in the Latino community and that one way to assure that that occurs is by finding a way to provide the tests free of charge to low-income minorities. He said that he and several college presidents have been exploring how to make that idea a reality. Castillo said the state of Texas has taken the idea one step further by allocating $100 million to guarantee college scholarships to low-income students who take college prep courses in high school and requiring the high schools throughout the state to offer those courses.

"As long as those tests are used by universities for admissions, we should be able to underwrite that," said Castillo.

The College Board lists Latinos, Mexican Americans, and Puerto Ricans in separate categories. ACT maintains the same categories, but Hayden said that the organization is reviewing whether Hispanics should be divided into those categories because there has been confusion over how people should identify themselves; also, the organization has not been able to consistently track Hispanic progress because only two categories–Mexican American and Cuban/Puerto Rican–were used in the '80s and early '90s.

"Some people want to be categorized one way, and others want to be categorized another way," Hayden said.

Hispanic students recorded slight increases on the 1998-1999 ACT exam in every category except English. On average, Latinos scored 18.9 of a possible 36, compared to 17.1 for Blacks and 21.7 for both Whites and Asian Americans. Hayden said scores for Latinos should increase over time as more and more students are better prepared for the test.

Dr. Piedad Robertson, president of Santa Monica College, an Hispanic-Serving Institution in California, said more effort is needed to make sure that students are challenged in K-12. She said she understands that many K-12 schools do

National Average ACT Scores, 1990-1999, for Hispanic Students

	1990	1991	1991	1993	1994	1995	1996	1997	1998	1999
No. Tested	32,884	34,972	39,176	41,607	44,677	48,485	47,202	48,352	52,117	53,330
English	NA	18.1	18.0	18.0	17.8	17.7	17.9	18.0	17.9	17.9
Mathematics	NA	18.6	18.7	18.7	18.6	18.7	18.7	19.0	19.0	19.0
Reading	NA	18.9	18.8	18.8	18.9	18.9	19.1	19.0	19.1	19.1
Science	NA	18.8	18.8	19.0	19.0	19.1	19.1	19.1	19.1	19.1
Composite	18.6	18.7	18.7	18.8	18.7	18.7	18.8	18.9	18.9	18.9

The number of ACT-tested students identifying themselves as Hispanic has increased steadily in the '90s. This population has, in fact, grown much more since 1990 – by 62% – than the total ACT-tested population, which has increased by 25% in that time. The addition of the phrase (non-Hispanic) to both the Caucasian American/White and African-American/Black identifiers beginning with the 1997-98 school year may have contributed to the increases in Hispanics for 1998 and 1999, but we have no way of measuring that.

ACT Test Scores, 1998 & 1999, by Ethnic/Racial Background & for Total Group

			English		Mathematics		Reading		Science Reasoning		Composite	
	Change*		1998	1999	1998	1999	1998	1999	1998	1999	1998	1999
Asian	2,263	7.3%	20.5	20.5	23.4	23.1	21.3	21.2	21.6	21.3	21.8	21.7
Black	3,395	3.4%	16.4	16.4	16.9	16.9	17.2	17.1	17.3	17.3	17.1	17.1
Caucasian	24,525	3.5%	21.2	21.3	21.4	21.3	22.1	22.1	21.8	21.7	21.7	21.7
Hispanic	1,213	2.3%	17.9	17.9	19.0	19.0	19.1	19.1	19.1	19.1	18.9	18.9
Multiracial	32	0.2%	20.6	20.7	20.7	20.5	22.1	21.9	21.2	21.0	21.3	21.2
Native Am.	(302)	(2.7%)	18.1	18.1	18.6	18.5	19.4	19.3	19.4	19.3	19.0	18.9
All Grads	24,014	2.4%	20.4	20.5	20.8	20.7	21.4	21.4	21.1	21.0	21.0	21.0

*Increase or (decrease) from 1998 to 1999 in number tested.

Top 5 Career Choices of ACT-Tested Hispanic Students, 1991-99

	Percentage Choosing, Male & Female									
1st Choice Vocation	1991		1993		1995		1997		1999	
	M	F	M	F	M	F	M	F	M	F
Health Sciences	12	20	14	25	15	27	16	28	13	27
Business & Mgmt	16	17	14	14	13	12	12	11	13	11
Social Sciences *	7	14	6	14	6	13	6	12	6	12
Education	6	11	5	10	7	11	7	11	6	11
Engineering	14	3	15	4	14	3	13	3	14	2

not have the funds to do the job by themselves but that many community colleges like hers are stepping in to assist in whatever ways possible.

"The test is nothing more than a confirmation of what has happened before," she said. "We need to ask ourselves what the level of expectation in K-12 is. If we don't teach them there, then how can we expect them to pass a test?"

Students taking core and non-core classes who identified themselves as Puerto Rican/Cuban/Other Hispanic fared slightly better than did Mexican American/Chicano students–19.6 vs. 18.6. The results do not include test-takers in Puerto Rico.

In general, ACT officials were pleased with the results among Latino students and students in general. Richard L. Ferguson, president of ACT Inc., said there have been 10 consecutive years of either stable or increased ACT scores among all students, which is unprecedented.

"This is the first time the ACT score at the end of a decade has been noticeably higher than it was at the beginning," Ferguson said. "Over the 1960s, the national score decreased nearly one full point, and in the '70s it fell another 1.3 points. At the end of the '80s, the score was one-tenth of a point above where it was when the decade began. In the '90s, however, we've experienced a significant gain of almost half a point."

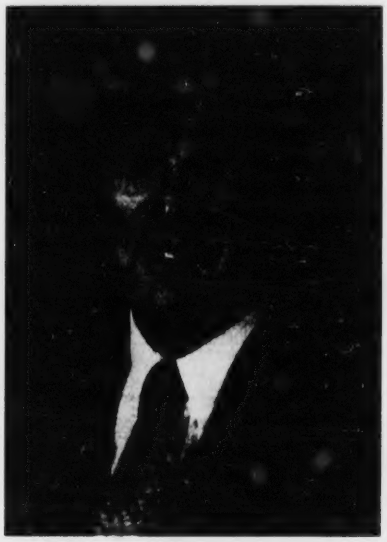
ACT researchers found that students who take college prep courses have higher ACT scores than do those of students in non-college-prep courses.

"ACT research indicates that students who prepare academically by taking a core high school program consistently score higher on the ACT assessment than those who do not," said an ACT brochure. "These same students also earn better grades in college. These facts underscore the value of a strong basic program of study in high school."

ACT defines college prep, or core, courses as: four or more years of English, three or more years of mathematics (including algebra, trigonometry, and calculus), three or more years of natural sciences (including biology, chemistry, and physics), and three or more years of social sciences (including history, psychology, economics, geography, and government).

"We've seen a significant increase in students' preparation for college in the last decade," Ferguson said. "In 1989, less than half of the graduates–46 percent–reported taking a core curriculum. This year, 63 percent reported having done so. On the basis of their performance on the four ACT tests, members of the class of 1999 appear to be best prepared to succeed in their [first-year] college English and social studies courses."

Among Hispanics, Mexican Americans in core classes scored 19.6 compared to 17.4 for those in non-core classes. Puerto Rican, Cuban, and other Latino students in core classes received a 20.7 score while those non-core students scored 17.9.



Richard L. Ferguson, president of ACT Inc.

"Scores of 1 to 15 indicate that students are likely to need additional pre-college classes or on-campus developmental assistance if they're to succeed in standard [first-year-student] courses," Ferguson said. "Even scores of 16 to 19, depending on the subject area, indicate only minimal readiness. Many colleges will expect higher levels of performance from their entering students."

Many educators have expressed concern that Latino students are increasingly attending schools where minorities are the majority population. Those schools, say educators, tend not to offer as many college prep classes as schools where Whites are the majority, making it difficult for minority students to compete for top colleges nationwide. The American Civil Liberties Union has filed a class-action suit in California on this matter because state law prohibits public universities from considering race as a factor in admitting students and because admissions counselors are relying heavily on grades and test scores. The lawsuit, filed against the California Education Department on behalf of four Los Angeles high school students, says that the school the students attend, which is 97 percent minority, offers only three higher-level courses compared to 14 at Beverly Hills High with eight percent students of color.

Still, ACT researchers are heartened by the news of more test-takers and the test results. They say the recent performance is especially significant in light of increasing numbers of college-bound female and minority students. In 1989, 54 percent of ACT-tested students were female, and 17 percent were minorities. Today those percentages are 57 and 24.

"This combination of trends–more students preparing for college while achieving higher entrance exam scores–should be welcomed by those concerned about American education, especially as it pertains to college readiness," said Ferguson.

The SAT has experienced similar increases in the number of test-takers. The scores too have been affected by the surge, with mixed results. During the past decade, average scores rose for all racial and ethnic groups except Latinos and Mexican Americans.

Since 1989, the average combined math and verbal score fell by 12 points to 909 for Mexican Americans and by five points to 927 for Latinos. Yet Puerto Rican students increased their average combined score by 28 points, to 903, even as 23 percent more took the test.

Over the decade, the combined score rose by 10 points to 1016 for all SAT-takers. There was a gain of nine points on the math section and a single point on the verbal section. Last year's national score stayed about the same as the previous year's. The average verbal score remained at 505, and the math average dipped one point to 511.

Remedial Education at the Crossroads

BY MARILYN GILROY

Community College of Denver Hosts Nationwide Conference

One of the most intense debates in academia during the last few years has revolved around the question of remedial education. What should colleges and universities do about the thousands and thousands of students who enter their doors with reading, writing, and mathematical skills that are, on the average, hovering at the 9th grade level?

Until the mid-'90s, most institutions answered this challenge by dramatically expanding their remedial or developmental educational departments. In the last 20 years, college English and math departments across the country hired scores of faculty members to teach low-level skills courses, most of which did not carry college credit but were required before students could legitimately begin college-level work.

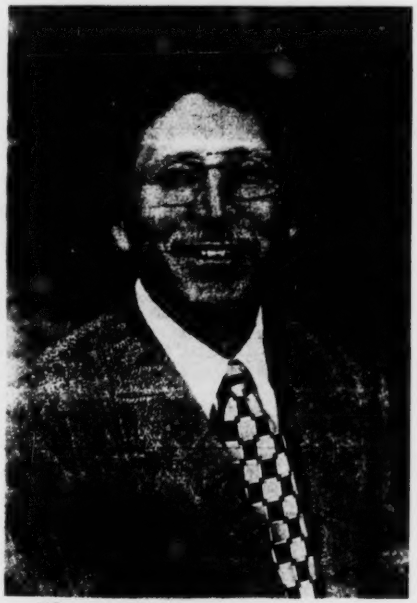
This was not just a temporary solution. The problem of underprepared students did not go away; in fact, it got worse. One writer described the proportion of high school graduates who now require remedial courses when they enter college as growing from a trickle to an "avalanche" threatening to bury public higher education systems such as California and New York with huge costs.

And so the inevitable debate about the merits of developmental education began to surface and swirl around those higher education systems such as the City University of New York (CUNY) that were especially hard hit with large numbers of underprepared students.

New York politicians and CUNY trustees led the charge against remedial education and began to ask: have colleges erred and, in essence, lowered their academic standards to accommodate these students? Shouldn't college be for those who can do college-level work? Indeed, NYC Mayor Rudolph Giuliani proposed removing remedial work altogether from the CUNY system.

Meanwhile, states such as Georgia, Florida, Missouri, and South Carolina have started to abolish or limit remedial programs, especially among four-year colleges and universities. Increasing numbers of policymakers are promoting the theory that more stringent high school graduation requirements and more demanding college entrance requirements will eliminate the need for remediation at the college level.

At a recent national conference on developmental education hosted by the Community College of Denver, experts converged to discuss these very trends and issues. Conference organizers brought in leaders from around the country to examine the changes in where and how developmental education is being delivered and to hear ideas on how to meet the challenges of the 21st century.



"Our presenters were top-notch faculty and staff who share a commitment to student success in a learning college milieu."

ORLANDO D. GRIEGO, DEAN EMERITUS,
CENTER FOR EDUCATION ADVANCEMENT,
COMMUNITY COLLEGE OF DENVER

Conference coordinator Orlando Griego, dean emeritus at the Community College of Denver, said that the more than 300 participants attending heard presentations on some of the best strategies.

"Our presenters were top-notch faculty and staff who share a commitment to student success in a learning college milieu," said Griego. "These individuals know how to customize and implement new ideas, and they helped make the CCD program successful."

CCD was a logical conference site since it currently provides one-third of all remedial instruction in Colorado public higher education and has been cited as a model program in several national publications. The college is the state's most diverse higher education institution, with a student enrollment that is 54 percent minority, 61 percent women, and nine percent persons with disabilities.

In some ways CCD's remedial education program parallels those of many other institutions. Prior to enrolling, students are tested to assess basic academic skills and then, according to their scores, are placed in appropriate courses. Placement is not mandatory, but students who choose not to enroll in developmental classes must sign waivers stating that they could be jeopardizing their chance for academic success. At the same time, those who have enrolled in developmental classes may be eligible to take a limited number of credit courses for which they are prepared.

However, CCD takes this standard framework for developmental education and adds a more multifaceted approach, using what it terms a "learner-centered" method of instruction, which college officials say has ensured a high degree of success.

"Learner-centered" means that the program focuses on the individual needs of the student. This is accomplished by having students do traditional in-class work and requiring them to spend one hour per week in the Academic Support Center lab. The center is open Monday through Saturday, 72 hours per week, and offers students access to faculty, tutors, and technology in the following areas of specialization:

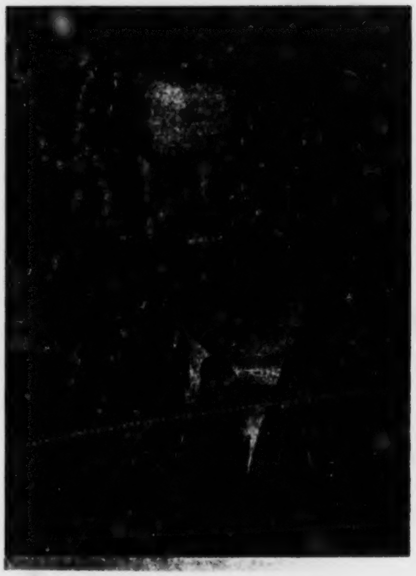
- English as a Second Language–assistance with pronunciation, conversation, grammar, reading, and subject areas
- General Equivalency Diploma–help in passing the Colorado High School Equivalency test
- Reading Study Skills–teaches reading, note-taking, organizational skills, and test-taking techniques
- Math–computerized and personal assistance in math skills and the opportunity to join study groups
- Writing–online writing and instruction on all types of writing at every level
- Special Learning support–tutoring for students with learning disabilities and other unique learning needs
- Student support services–a federally funded program that supports advising and career counseling for low-income students

On average, the Academic Support Center serves 6,000-7,000 students during the fall semester. CCD measures the success of these students annually using performance data based on course completion rates, retention rates, and, most importantly, numbers of students who go on to complete their first semester and ultimately continue as degree-seeking students.

According to reports issued by CCD, studies over a five-year period revealed that students using the Academic Support Center had an 82 percent semester success rate, measured by an overall GPA of 2.0 or higher. Even more impressive are statistics that show both White and minority remedial students had significantly higher fall-to-fall retention rates than did non-remedial students in these same categories.

Dr. Byron N. McClenney, president of the Community College of Denver, has written extensively about the CCD program and the need to continue remedial studies in higher education. McClenney's major concern is the many minority students who fall behind in their early years of school and eventually wind up as high school dropouts.

"Our country cannot afford to lose the productivity of these citizens," he wrote in an issue of *The Presidency*, published by the American Council on Education. "The promise of equal opportunity demands that we offer students a second chance." For this reason, McClenney explains, "we must continue to support programs in basic skills as the foundation from which students can advance into college courses and succeed."



Dr. Byron N. McClenney, president of the Community College of Denver, has written extensively about the CCD program and the need to continue remedial studies in higher education.

But while McClenney's views were echoed throughout the conference and CCD's developmental education program was offered as a beacon of success, there was also a warning note sounded by keynote speaker John Roueche, director of the Community College Leadership program at the University of Texas at Austin. Roueche and his wife, Suanne, director of the National Institute of Staff and Organizational Development, have spent the last few years examining the issue of remedial education.

The Roueches' findings have been published in a new report commissioned by the American Association of Community Colleges entitled High *Stakes, High Performance: Making Remedial Education Work*. .

Essentially, the authors warn that "if colleges don't begin to get serious about ensuring high levels of success rates with remedial education, then they will probably find the job contracted out to other providers." According to the Roueches, community colleges often tout how well they have done in expanding remedial services but have spent little time developing a coherent strategy that addresses the ongoing problems of a "faltering public education system, changing demographics, and burgeoning technologies."

In addition to doing a better job of tracing student success and adopting a performance-based and "results achieved" approach, the Roueches suggest that colleges need to learn from model programs around the country. Some of the recommendations suggest that colleges should:

- Expand collaborative efforts with the public schools. This includes creating a plan for improving student performance from elementary to high school students in order to help them achieve readiness for college.
- Provide a holistic approach to programs for at-risk students. Successful college remedial programs include peer and faculty members as well as support groups. They also supplement classroom work with skill practice and supplemental instruction.
- Employ more collaborative efforts to learn from each other. The Roueches noted that colleges are not reaching out to learn from the success of other institutions, even ones that are nearby.
- Evaluate student and programs outcomes regularly and disseminate the findings. The authors point out that under new federal guidelines taking effect after March 2000, colleges will have to change how they measure and describe their performance or they will risk losing federal funding.

Other recommendations that are based on the characteristics of successful remediation programs include: requiring orientation, abolishing late registration since students who start late are far less likely to finish the semester, and requiring working students to take fewer credit hours.

John Roueche feels passionate about the subject of developmental education and has been presenting his findings at conferences throughout the country during the last few months. He said in a recent interview, "With all that community colleges know today, we should be doing a lot better. We have been providing remedial education for 30 years, and if we don't get serious about it soon, we won't be doing it."

Grand Valley Professor Brings Latin American Literature to Life

BY
TIM PENNING

> *Alvarez has focused his literature classes on the 1970s and '80s in Guatemala because the U.S. was deeply involved in Guatemala during those years and because those decades generated a groundswell of literary writing in that country.*

David Alvarez, an assistant professor of English at Grand Valley State University, found himself struggling to help his students thoroughly understand the Central American subjects of the books he teaches in his courses on Central American literature. So he decided to bring a few of them to class.

Alvarez went to Guatemala this past June to interview Guatemalan writers and common citizens. Alvarez traveled with independent video producer Jeff Smith, who is also the director of the Grand Rapids Institute for Information Democracy and works in the city's Community Media Center. Together they videotaped interviews for Alvarez to use in his literature classes to give his mostly White, North American students a reality-based image of the Central American people, places, events, and ideas that they discuss in class based on various works of fiction.

"All literature I teach I do contextually, explaining to students the history and economic and political situations that are described in a story or book," says Alvarez, a native of Gibraltar who is fluent in both English and Spanish. "Latin American literature cries out to be contextualized because of the students' lack of knowledge about that region of the world. Plus, all Latin American countries are going through some form of crisis right now, and writers, sensitive souls that they are, are preoccupied with those conflicts and write about them. We all need to understand that."

Ever the teacher, Alvarez is quick to give an example. He describes the civil war in Guatemala from 1954 to 1996, a war that left deep scars in that country's society. It's a situation that is frequently mentioned in works of literature he teaches in his classes. For that reason, among the interviews he taped when he went to Guatemala in June was with a representative of the Archdiocese of the Catholic Church. The church official spoke of how Bishop Juan Gerardi was killed two days after releasing a four-volume report about human rights abuses during the 40-year war. It was a story that grabbed headlines in Central America–but went largely unnoticed in North America. Alvarez wanted to have a real person who experienced that trauma articulate his emotions on camera. That way his students, who feel so remote from the fictitious characters, sitting in their classroom thousands of miles from the scene that is described in their reading assignment, can grasp the story better.

David Alvarez (right) conducts one of his videotaped interviews in Guatemala.

Another interview was with a Mayan woman, a citizen who is not connected with the church, the military, or the government. The woman speaks of her efforts to locate family members who had been missing since the war, and the death threats she received for simply trying to learn the truth about her loved ones. Alvarez says that it's a story somewhat typical of the harsh reality for people living in Guatemala–but something the North American media rarely mention. In fact, says Alvarez, literature is the best way for the typical North American college student to read about this situation in Guatemala and others in Central America.

"There's a palpable climate of fear in Guatemala, even though the war there is over," says Alvarez, who says that his recent trip was a learning experience for him even though he has taught the subject for several years. "In the states, we just don't understand this. It will be good for students to hear about all of this directly from the people who live there."

Alvarez adds that the videotape will help students see as well as hear these real people. He mentions that the Mayan woman he interviewed is a vivid and visible example of a typical character in many books by Central American authors, including the acclaimed and controversial autobiography of Rigoberta Menchú, a Mayan author who describes in detail the Mayan clothing, customs, and more. Menchú has been criticized for fabricating parts of her own history, but Alvarez says her description of Mayan life is accurate. He included this book in the syllabus for his class last semester.

Funding for the trip came in part from the Faculty Teaching and Learning Center at GVSU, a three-year-old office on Grand Valley's campus that provides training and encouragement, often in the form of grants, to help faculty members improve their teaching. GVSU's primary mission is teaching, as opposed to research, and thus the proposal by Alvarez was deemed appropriate.

"I hope to find out whether writers are still preoccupied by the events of the 1970s and '80s and their aftermath or whether they have turned their attention to new themes," he wrote in his grant proposal. "I believe my trip to Guatemala will enhance my teaching by lending my account of life in that vibrant yet troubled nation something of the authority of lived experience. I see my teaching and my presentations as contributing directly to the university's mission of internationalizing the curriculum."

Alvarez, who also teaches in GVSU's Latin American Studies program, has focused his classes on the 1970s and '80s in Guatemala because the United States was deeply involved in Guatemala during those years and because those decades generated a groundswell of literary writing in that country.

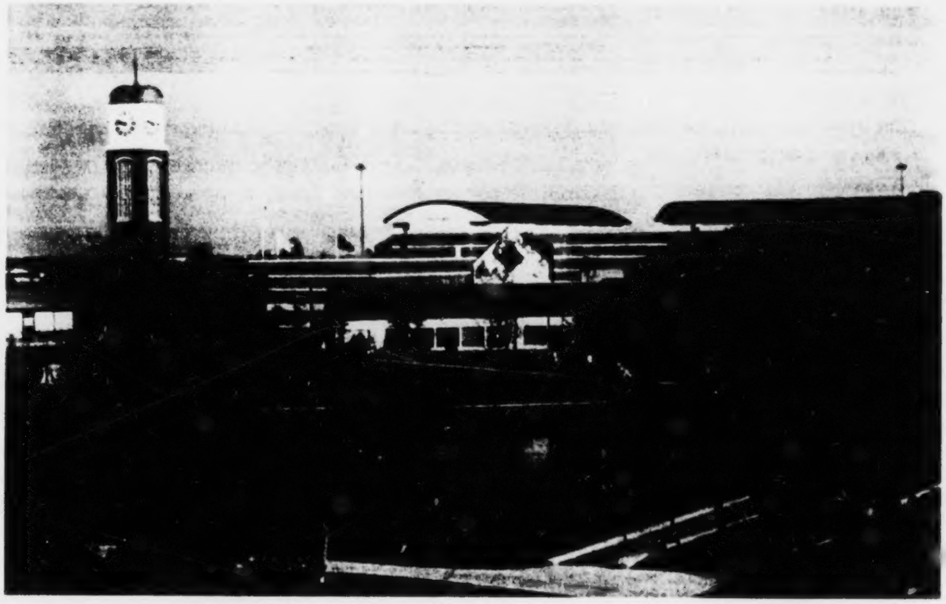
"Studying this chapter of Guatemalan history from the perspective of its literary commentators allows North American students to acquire a more nuanced sense of how the U.S. has been perceived abroad," he says.

Alvarez is most pleased with a one-hour interview he conducted with Adolfo Mendez Vides, a 44-year-old considered to be the best Central American writer in his generation. While not well known in the United States, Vides has just had a novel published by a major Mexican-Spanish publisher. Alvarez says Vides is hoping his novel will be translated into English, which would make it available to the vast North American market. If that happens, Alvarez will have a treasure on his hands with the videotaped interview with Vides before he gains large-scale popularity on the level of prize-winning author Gabriel Garcia Marquez, of Colombia. For now, Alvarez will show the videotaped interview in class as they read one of Vides' works.

Alvarez had hoped to interview other prominent writers while in Guatemala as well, including Humberto Ak'abal, a bilingual Mayan poet; Marco Antonio Flores, journalist and novelist; and Ana Maria Rodas, a prize-winning feminist poet and journalist. But he was only able to catch up to Vides in the two weeks he was in the country. So for the remainder of his time he pursued his second objective, which was to interview the more common members of society. In addition to the Mayan woman, he interviewed land rights activists, human rights workers, relatives of the disappeared, students, artists, workers, feminists, ecologists, and many other representatives of current Guatemalan society.

"Our overriding purpose in undertaking this trip was to discover whether social, economic, and political conditions have changed in Guatemala since leftist guerillas and the state signed peace accords three years ago, thereby putting an end to four decades of armed conflict," Alvarez explains. "In addition, given the United States' role in stifling Guatemala's fledgling democracy in 1954, and also given President Clinton's recent apology to the Guatemalan people for the nature of U.S. involvement in their country, we asked the Guatemalans to tell us what positive actions they thought the U.S. could now take to help consolidate peace there."

Alvarez and Smith have both had professional interests in Guatemala for a long time and have worked with Guatemalan refugees in the United States, helping them gain legal status and social services. While living in Austin, Texas, in the early 1990s, Alvarez worked as a bilingual translator for the Central American Resource Center, a nonprofit clearinghouse for information related to the region. He developed a series of programs intending to help refugees orient themselves to life in the United States. Smith has served as an election observer, testi-



Aerial view of Grand Valley State University in Allendale, featuring the Cook Carillon Tower fied as an expert witness for political asylum cases, and made documentaries on the status of women in Guatemala and human rights violations by the military.

With about 3,000 Guatemalan refugees in west Michigan alone, Alvarez and Smith are taking the videos outside of Alvarez' classroom and sharing them with the broader west Michigan community. They plan to make presentations in the Community Media Center, on public access television, and at area churches and other colleges. They began this outreach into the community in October, with a presentation to a group of area Hispanic residents at Heartside Ministries, an inner-city organization in Grand Rapids.

"The local Central American population, Guatemalan and otherwise, will really appreciate these interviews," Alvarez says. "In Central America, writers play a social role that they don't here. They are looked at for advice and considered to be politicians."

As they begin sharing the information with classes and other community groups, Alvarez and Smith point out three common themes that emerged from their various interviews. For instance, Guatemalans they interviewed pointed out that the government still represses dissent with violence, even though political conditions are more open. Also, those responsible for past repression have not been punished. A second common theme in the interviews is that the conditions that gave rise to the 40 years of war have not changed, especially the extreme concentration of wealth in just a few members of the population and the corresponding poverty of the majority of Guatemalans. Finally, Alvarez says the interviews suggest that the U.S. government can play a positive role in Guatemala's reconstruction by making classified documents dealing with the repression available to human rights organizations. Alvarez adds that the U.S. should offer economic aid to counter effects of years of warfare, such as underdevelopment. It pains Alvarez that the situations described by the people he interviewed persist and that they still go mostly unreported and unnoticed by the North American media. Alvarez keeps up on the news by reading Guatemalan papers on the internet. In mid-October, he noticed that the front-page news in the daily newspapers of Guatemala carried a story about a judge fleeing the country because of death threats against himself and his family. The judge had been in charge of the investigation into the murder of Catholic Bishop Juan Gerardi. Alvarez had interviewed another member of the church about the bishop's murder during his recent trip.

"Today's news confirms what all the organizations we spoke with emphasized, that repression of dissent has not ceased but has simply become more selective," Alvarez says. But he adds that the spirit of the people remains resilient and hopeful.

"Despite Guatemala's grim history of violence and exploitation, the mood among the Guatemalans we spoke with was resilient and optimistic," he points out. "They look to internationals for continued solidarity with their many-sided efforts to create a Guatemala liberated from the sordid injustices of the past 500 years."

In the end, that might be the best lesson for Alvarez' literature students–and anyone else who sees his videos.

Tim Penning is the news and information services manager for Grand Valley State University.

PRESIDENT
Universidad Privada Boliviana
(Private University of Bolivia)
Cochabamba, Bolivia

UNIVERSIDAD PRIVADA BOLIVIANA (UPB), founded in 1993, seeks a new President to begin March 1, 2000 or as soon thereafter as possible. UPB is a selective University offering the bachelors and masters degree primarily in business, engineering and law. The University is committed to educating Bolivia's next generation of entrepreneurial leaders. After only six years, UPB currently enrolls nearly 1000 (FTE) students.

UPB seeks a President who:
- Has a Ph.D. or its equivalent
- Is an experienced and creative academic administrator
- Has proven experience as a manager and leader of a multi-faceted higher educational enterprise
- Has public relations and fund raising experience, including the articulation of vision and mission of the enterprise
- Has a comprehensive understanding of budget building, budget control and the appropriate international standards for displaying and interpreting financial data about the University
- Has the ability to inspire, recruit and lead faculty, staff and students; board members; and community leaders to the cause of the enterprise
- Is supportive of faculty, staff and curriculum development
- Has the ability to build and sustain a team approach to management without sacrificing the proactive leadership role
- Is familiar with Bolivian life and culture or has work experience in South America
- Is a creative writer and speaker, fluent in both Spanish and English
- Is committed to the education of the future leaders of a stronger Bolivia.

For more information about UPB, visit our website: **www.UPB.EDU**
Compensation and fringe benefits are competitive.

Interested persons should send a current resume, cover letter (in English) and the names of three references to:

Dr. Douglas G. Trout, President, American Friends of the Private University of Bolivia (AFPUB) 18621 Darden Court, Leesburg, VA 20176 USA
Email: dtatrout@aol.com

University of Houston

The Department of Electrical and Computer Engineering at the University of Houston (UH) invites applications for tenure track faculty positions in all areas of computer engineering at the level of Assistant Professor beginning Aug. 15, 2000. The positions require a Ph.D. in Electrical or Computer Engineering, or Computer Science. Responsibilities include graduate and undergraduate teaching, supervising MS and Ph.D. students, and developing an externally funded research program.

Successful candidates can expect a highly competitive start-up package and numerous opportunities for collaboration. The latter include working with the Texas Center for Computational and Information Sciences (with a 64 node SP), the Virtual Environment Technology Lab (with a 3D cave), and various Houston institutions such as Compaq, NASA, and the Texas Medical Center.

UH, together with Rice, Baylor College of Medicine, and Texas A&M, operates a regional OC-12 network connected to the vBNS through the Texas GigaPoP. UH is also an Internet2 Charter Member.

Candidates should send a c.v. with the names, addresses, and phone numbers of at least three references to:

Professor Fritz Claydon, Chair
Department of Electrical and Computer Engineering
University of Houston
Houston, Texas 77204-4793

The University of Houston is an equal opportunity/affirmative action employer. Minorities, women, veterans, and persons with disabilities are encouraged to apply.

To ensure full consideration, applications should be received **Feb.15, 2000.**

Taking Good Care of TRIO

Council for Opportunity in Education Ever Alert

TRIO
A FEDERALLY FUNDED PROGRAM

Mounting loan debt for low-income students, the shortage of male students on college campuses, assuring equal opportunity in a post-*Hopwood* era, and the relationship between TRIO and the newly authorized GEAR UP program were among the issues addressed at the 18th annual conference of the Council for Opportunity in Education, which drew more than 1,600 educators, policymakers, corporate leaders and students to San Antonio in September.

The Council, a nonprofit organization, works with the more than 1,200 colleges, universities, and 100 community agencies that host TRIO programs–Talent Search; Upward Bound, Upward Bound Math and Science, Veterans Upward Bound; Student Support Services; Educational Opportunity Centers; and the Ronald E. McNair Post-Baccalaureate Achievement Program.

Two-thirds of the 780,000 students who participate in TRIO programs each year come from families of four with annual incomes of less than $24,000. Sixteen percent of TRIO students are Hispanic, 39 percent are White, 36 percent are Black, five percent are Native American, and four percent are Asian. More than 16,000 TRIO students have disabilities.

The council conference agenda included time for honoring high-achieving TRIO alumni, including Virginia Martinez Victorin, who emerged from a gang-riddled Los Angeles neighborhood to graduate from the University of California-Los Angeles.

Victorin now directs education and arts and humanities grant programs as a senior program officer at the ARCO Foundation, the philanthropic arm of the nation's fifth largest oil company. In 1998, the Foundation awarded $13.8 million in grants.

Victorin credits the UCLA Upward Bound program with recognizing her potential, which was masked, she said, in a tough veneer.

"TRIO staff challenged my thinking and raised my expectations," she said. "Before Upward Bound, I would have been happy cashiering, like my mom, or becoming a hairdresser. With me, the TRIO counselors had a big job on their hands. I did not make it easy." But the counselors, she said, recognized the promise and drive despite a "real sense of nonconformity that would have made most counselors turn away."

Cervantes family

Also honored with TRIO Achievers Awards were seven members of the Cervantes family, whose humble beginnings gave way to stellar careers in law, education, community service, and corporate America.

The seven brothers and sisters–Guadalupe, Jose, Juan, Manuel, Raquel, Ricardo, and Ramona–credit their parents and the federally sponsored TRIO Programs with opening doors of education and opportunity to them.

The nationally recognized TRIO Programs provide low-income, first-generation college students and students with disabilities the services they need to enter and succeed in college.

The Cervanteses earned their undergraduate degrees from Macalester College in St. Paul, Minnesota, between 1979 and 1994.

"As a result of the TRIO Programs, my education opened doors of opportunities that were previously only a dream," said Juan A. Cervantes, who manages multicultural sales for The St. Paul Companies in St. Paul. Juan, who earned his undergraduate degree in psychology in 1994, is also completing an executive master's degree in business administration from the University of St. Thomas.

His sister, Raquel Cervantes-Bethke, was destined for a secretarial career when Marcus Bell, an Upward Bound Program counselor, convinced her that she could succeed in college. Cervantes-Bethke graduated in 1970 with a double major in Spanish and sociology. Today she is an elementary school social worker in St. Paul.

"My parents came to the United States from Mexico with little in terms of personal wealth–my mother did other people's laundry and sold hand-made tortillas and hand-sewn crafts to make ends meet, and my father worked from dawn until dusk in the fields of this country," recalls Manuel Cervantes. The Upward Bound graduate was appointed in 1986 judge to the Minnesota Worker's Compensation Court of Appeals, making him only the third Hispanic judge in the state of Minnesota.

"I consider the support that TRIO provides as the catalyst to my success, he says.

Like several of her brothers and sisters, Guadalupe Cervantes-Ortega credits the guiding force of Macalester College TRIO counselor Max Van Rabenau with much of her college success. Cervantes-Ortega teaches elementary school in St. Paul.

Ricardo X. Cervantes, an assistant supervisor for housing inspections in Minneapolis, says he has been able to use his college education to "participate in work to improve conditions of so many people and to give back to the community some of what I have gained."

For Ramona C. Garcia, Macalester's TRIO Programs and her degrees in sociology and Spanish served as a bridge to her community and to a successful career as an educator in Edinburg, Texas.

Jose Cervantes, last of the seven brothers and sisters to participate in TRIO, says that the counselors there "took a personal interest in me, as they had known all of my brothers and sisters before me." He graduated in 1984 with a degree in sociology, went on to earn an M.A. in public administration from Hamline University, and today is director of the Minneapolis City Hall/Hennepin County Court House in Minneapolis.

Terry L Miller, doctoral candidate in politics at Brandeis University in Waltham, Mass., also received an award. She is currently teaching at Wesley College.

Since its founding in 1981, the Washington, D.C.-based Council for Opportunity in Education has been dedicated to expanding the inclusion of the disadvantaged–throughout the U.S., the Caribbean, and the Pacific Islands.

Last year marked the 35th anniversary of the Higher Education Act–a sweeping piece of social legislation driven by the demands and aspirations of the civil rights movement and by President Lyndon Johnson's conviction that education is one of the most efficient approaches to providing opportunity for America's poor.

1999 also marked the 36th anniversary of TRIO, which got its start with the Economic Opportunity Act of 1964, an act that authorized 18 pilot Upward Bound programs. Next came Talent Search, part of the 1965 HEA. These programs, like Head Start, were part of a vision of a "Great Society" that included all Americans.

In 1968, the term "TRIO" was coined to encompass the three initial programs–Upward Bound, Talent Search, and the newly authorized Student Support Services. Four years later, largely through the strong support of Senator Jacob Javits of New York, an amended HEA authorized a fourth TRIO program, Educational Opportunity Centers, which primarily serve displaced or underemployed workers. A fifth TRIO program, the Ronald E. McNair Post-baccalaureate Achievement Program, was authorized in 1986.

Another significant step was taken in 1972 when Mr.Walter O. Mason organized the first regional association of TRIO personnel–the Southwest Association of Student Assistance Programs. Initial interests were professional development, evaluation, and research. By 1977, there were nine regional TRIO associations, and there was a TRIO appropriation that had been fixed at $70.3 million for long enough to suggest that Congress and the Executive Branch had decided to phase out TRIO, which until that time had no effective advocates to speak for its continuation. This would soon change, as the fledgling regional associations began to be involved in policy for the first time.

TRIO alums include Virginia Martinez Victorin, a UCLA grad who now now directs education and arts and humanities grant programs at the ARCO Foundation, philanthropic arm of the nation's fifth largest oil company.

By the time of the 1976 reauthorization, TRIO associations had mobilized enough support to begin to affect policy decisions. It was not an easy task, because the TRIO community came into the debate late and poorly informed. But Congresswoman Shirley Chisholm of New York was a powerful ally, and with her help, the community was able to raise a $100 million authorization to $200 million.

Equally significant, a training component in TRIO extended professional development opportunities to TRIO personnel. As a result, the TRIO community improved the services it provided to disadvantaged students. This led, in the next two years, to the "big bang"–a 64 percent increase in TRIO appropriations from fiscal year 1977 to fiscal year 1978. Thanks largely to Congressman Louis Stokes of Cleveland, actual funding went from $85 million to $115 million. This huge increase gave a real identity to TRIO across the country, while also encouraging the activists to work harder to form a national network.

Organizing the Advocates

In September 1977, Jerry Lewis of the University of Maryland invited six TRIO leaders, including Oscar Hernandez, executive director of Project Stay in San Antonio, TX, and Monte Perez, director, office of college development at Rio Hondo College, Whittier, Calif., to come together in Columbia, Maryland. This group agreed on the need for some kind of national body representing TRIO programs and agreed too on the proposed functions of that body: to improve communications; coordinate professional development activities; sponsor policy-related research, seminars, and publications; disseminate technical knowledge and skills; and publish a national directory of EOP personnel. The group also put out a call for TRIO professionals to come together the next year in New Orleans.

The year 1978 in New Orleans marked the birth of The National Coordinating council of Educational Opportunity Associations, the parent of today's Council. It had three goals: to form a national association with a legal identity and a permanent presence in Washington; to try to reach a consensus about eligibility for and purposes and functions of TRIO programs; and to continue to involve the TRIO community in federal appropriations.

By the fall of 1979, the council had agreed on a definition of which students TRIO should serve, and the familiar phrase of "first-generation, low-income" (meaning 150 percent of poverty) was presented. As to TRIO functions, the group developed a series of recommendations to Congress, which were incorporated by the House into a bill that adopted "every recommendation we had given (even our misspellings)," according to council archives.

In early 1981, the organization ratified a document that formally established the National Council of Educational Opportunity Associations. But it was not an easy time for the new association. President Ronald Reagan, who had just taken office, did not agree philosophically that the federal government should be paying for TRIO programs.

"But we were convincing in our argument that poverty is a national problem, and we eventually won the war with Reagan," states the archives.

It was not without great effort, effort that the council has needed to sustain over the ensuing years. The council's president of many years, Arnold L. Michem, has been described by a government insider as "the most effective lobbyist in education that I've seen."

A child of the public housing projects on Chicago's West Side, Michem acknowledges that he was a campus rebel and had a difficult time getting through college. But he eventually graduated from the University of Southern Colorado and earned a Woodrow Wilson Fellowship to study history at the University of Wisconsin.

Michem's TRIO affiliation began in 1969 when he took a job as director of Marquette University's new Educational Opportunity Program.

"They were proposing to do what we now call TRIO," said Michem, as reported in the *National Journal* in '94. "I said it was a radical idea that wouldn't work." It did work, and, in the middle of the Reagan years, Michem moved to Washington to take on a greater role with TRIO.

The legislative and organizational histories of TRIO and the Council have been closely entwined. Both TRIO and the Higher Education Act of 1965 have proven to be vehicles of opportunity for poor students, empowering America's children with the knowledge and skills inherent in a bachelor's degree, and preparing them for the complex society we all share today.

John Quiñones, correspondent, ABC News

A Trio of Successes

Franklin Chang-Diaz, the first Hispanic astronaut, received Student Support Services at the University of Connecticut. Participants, who include disabled college students, receive tutoring, counseling, and remedial instruction. The program exists at more than 800 colleges and universities.

John Quiñones, ABC correspondent featured in ***Prime Time Live***, participated in Upward Bound at St. Mary's University. Participants receive instruction in literature, composition, math, and science on colleges after school, on Saturdays, and during the summer. More than 680 programs are now in operation throughout the U.S. Upward Bound Math and Science programs, of which there are now about 80, teaches students computer technology as well as English, foreign languages, and study skills. Veterans Upward Bound programs provide intensive basic skills development and short-term remedial courses for military veterans to help them successfully transition to postsecondary education. Veterans also learn how to secure support from sources such as the Veterans Administration, veterans associations, and various state and local agencies that help veterans. The program serves more than 4,000 veterans a year.

Henry Bonilla, Texas Congressman representing Texas 23rd District in the U.S. House of Representatives, took part in Talent Search and Project Stay, Inc. Talent Search is an early intervention program targeting students in grades six through twelve. In addition to counseling, students receive information about college admissions, scholarships, and other financial aid. More than 300,000 young people are enrolled in 300 or so Talent Search programs.

The TRIO programs continue to have strong bipartisan congressional support. Congressman Bonilla, one of TRIO's strongest champions, took up the position on the retirement of Congressman Louis Stokes (D-)H), who was historically TRIO's best friend in Congress.

TRIO was appropriated $645 million in FY 2000, $15 million more than the President's budget request, as a result of the added support of Congressmen Jay Dickey (R-AK) and David Obey (D-WI) and Senators Arlen Specter (R-PA), Tom Harkin (D-IA), and Fritz Hollings (D-SC).

Congressman Henry Bonilla

ABOUT TRIO

- An estimated two million TRIO students have graduated from college.
- TRIO Student Support Services participants have a 22 percent greater chance of entering their third year of college than have similar students without the benefit of TRIO.
- Students who receive a full range of TRIO services (counseling, special courses, and tutoring) are twice as likely to be retained.
- Upward Bound students are four times more likely to graduate from college than are those students who do not participate in this program.

This article courtesy of Liane Jacobs, associate director for communications, Council on Educational Opportunity.

Racism in Counseling

Reflections from Within

BY MORRIS JACKSON

Racism continues to be a sad commentary on American society. Census statisticians have predicted that in the 21st century, the number of Hispanics will grow larger than that of the non-Hispanic African American population. Will the Hispanic population replace African Americans as the primary recipients of racism?

Americans of different cultural and ethnic backgrounds encounter racial issues in school, the work place, and community. Issues related to race are a part of the American experience. Children, adolescents, adults, and the elderly confront them on a daily basis. Growing up in America ensures that one becomes race conscious.

As we approach the millennium, demographers predict that America will undergo a significant change in its racial populations. One of these changes is the growth of a multiracial population. *Multiracial* refers to an individual of mixed heritage. Also, it may refer to people who are mixed by language, ethnicity, and/or culture. Will multiracial Americans have to learn the same lesson that Hispanic Americans, Native Americans, Asian Americans, and African Americans have had to learn? Cornell West has eloquently informed us that race does matter in the United States.

What is racism? Webster's dictionary defines it as a belief that race is the primary determinant of human traits and capacities and that racial difference produces an inherent superiority of a particular race. A review of American history documents the existence of a segregated society. Even today, one finds evidence of a segregated social order. Segregation has its positives and negatives. For example, many ethnic groups segregate to reinforce their own language and culture and to help each other achieve success in our country.

Discussion of racism in the counseling field necessitates a discourse on the development of the counseling profession. The American Counseling Association (formerly the American Personnel and Guidance Association) was officially established in 1952. One of the leading principles of counseling was "guidance is for all." In theory, then, guidance was for everybody. In actuality, minorities living in the United States received sub-par or inappropriate guidance and counseling.

The social and cultural climate of this country prior to the 1960s assured Hispanic, African, Native, and Asian Americans a distinct disadvantage in the counselor and in the client. Racism reared its ugly head to make sure that minorities were not involved in building the foundation of the counseling profession. Segregation, racism, discrimination, and prejudice prevented minority counselors from having direct input into shaping the profession. It was not until 1960s that minorities in the United States began to have any say in the development of the counseling field. Since education and counselor training were denied minorities, there existed few qualified minority individuals to counsel people from their same ethnic background.

Students pictured l. to r.: Jennifer Pomales, Antonio Gutierrez, Lorenley Baez, Melissa Curtiss

The White American counselor and minority client were the common counselor dyad during the days of segregation and integration. Part of the reason for this was the low number of minorities in the population in comparison to the White American population.

The years of segregation in the U.S. made it possible for American minority clients to sharpen their counseling skills with clients from the same racial background. From them arose a cadre of professionals prepared to lead the fight against racism in the profession. Their efforts in the 1960s addressed some of the inequities experienced by minority clients. One of the first acts of these minority counselors was to form a new division, now called Association of Multicultural Counseling and Development (AMCD). Few minority counselor educators were provided the opportunity to contribute their rich experience to the counseling literature. Articles, chapters, and books on how to counsel minority clients were not available. However, after the establishment of AMCD and the development of their journal, the number of research articles increased. Mono-racial dyads–with counselor and client from the same racial background–were the norm during segregation and the early years of the counseling profession.

Racism is alive and well in the counseling profession. Multicultural and diversity counseling arrived on the counseling scene in response to years of racism in the profession. Racism issues and multicultural issues are related. Counselors need to be aware of these issues with the ethnic population they are counseling. Much work needs to be done to address their counseling concerns. Race has been found to be a factor in the counseling relationship. Most areas of the counseling relationship have been affected by racism. Racism can be considered a significant barrier to the development of the counseling relationship. In the counseling and psychological literature, racism has been reported to negatively affect the establishment of rapport, diagnosis, prognosis, and testing.

Saving children from the effects of racism is an admirable goal for counselors. Hispanic and other minority groups in the United States have underutilized counseling services for years. First-generation minority group experiences with institutions on the state and national levels have convinced them that racism is a factor in the quality of assistance rendered. These parents share those experiences with their children, and the cycle continues. I am reminded of a 13-year-old minority female student who had earned a GPA of 3.5 out of a possible 4.0. She sought out her guidance counselor for advice and direction. The student had aspirations to attend college one day. She went to her counselor so that she could register for the academic courses required for the college track. The guidance counselor denied her request and stated that "The college track would be difficult for you, and I do not want you to fail." The student's parents were both college educated. They intervened and made sure that their daughter would not be denied her rightful opportunity to register for college preparatory courses in high school. She was fortunate. Many minorities are first-generation college-bound and do not have parents with college information to intervene.

Racism in the United States has a lot to do with the color of one's skin. Hispanics might self-identify with any one of the racial categories. Counselors need to know how their Hispanic client self-identifies. Hispanic Americans experience different degrees of racism based on the color of their skin. Thus, White Hispanic Americans might experience racism to a lesser extent than Black Hispanic Americans because they are able to assimilate more easily into the American society. The coloring of America has resulted in viewing race beyond a Black and White issue. The various skin colors of Hispanic Americans are similar to those of African Americans. A racial commonality of these two groups is that some might elect to pass for Anglo.

In an effort to upgrade their counselor training programs, educators at universities added a multicultural counseling course to their curriculum. Its purpose was to train graduate students as effective helpers with all racial minorities. The second effort by counselor educators was to request that diversity issues be infused in all counselor education courses. The current course offerings, however, are not sufficient to prepare graduate students for the challenge of the 21st century. Counseling administrators should consider adding a Practicum in Multicultural Counseling to the curriculum. Today diversity includes so many groups that the concerns and issues of Hispanic Americans and the other minorities are receiving less attention. Minorities continue to be underrepresented among faculty and graduate students in counselor education. You still find today at best one minority faculty member–who is generally expected to be the resident expert on racial issues. Minority graduate students are lucky if they look around the class and find another minority student of the same ethnic background. The coloring of America has not made a significant difference in influencing major reforms in the training of graduate students.

In general, counseling scholars and researchers have hypothesized that race is a factor in the therapeutic outcome of the counseling relationship. However, some writers state that the race of counselors should make no difference in their ability to counsel racial or ethnic minority clients. Both counselor and client bring racial issues into the counseling process. It is important for counselor educators to examine and rectify racial bias found in counselor trainees. It is difficult for counselors to be effective in the counseling relationship unless they have dealt with their own racial biases. This suggests that counselors need to be willing to invest time, energy, and money on their own professional development. Where necessary, the counselor should help clients resolve racial issues that might an impediment to the therapeutic process.

> ***It is clear to me that crossracial counseling will be the norm with all racial groups having the opportunity to counsel one another.***

Some of the qualities a counselor might exhibit to overcome racial concerns in the counseling relationship are human empathy, genuineness, unconditional positive regard, and excellent listening skills. I think counselors need to focus on becoming the best human beings they can in order to work with clients from different racial backgrounds. This is a challenge for counselors because it calls upon them to be able to identify their own weaknesses and to work to strengthen them. Counselors should take the time to work on their own personal shortcomings just as their clients do to overcome their problems in life.

In the beginning of the diversity counseling movement, cross-racial counseling dyads consisted of White American counselors counseling Hispanic and African American clients. Hispanic and African American clients were seldom in the role of counseling Anglo American clients. The same could be said for Native and Asian Americans. It is clear to me that cross-racial counseling will be the norm with all racial groups having the opportunity to counsel one another. The one exception will be the expanding category of multiracial people in the United States. For the first time, Anglo Americans will experience minorities and multiracial counselors as helpers. All are members of the human race. As such, there are commonalities enabling racial group members to communicate with one another with a sense of ease and comfort.

Counselors are asked to consider focusing on academic and career concerns of ethnic minorities as a means of establishing rapport and trust. Graduate students are advised to seek a discussion with the client to ascertain if there exist racial concerns of importance to the client. If so, counselors need to begin counseling with a focus on racial concerns, which might hinder growth in clients. Racism in counseling will not be eliminated in the near future. As long as multicultural and diversity counseling initiatives are needed, racism in counseling will be present. Racism and multiculturalism are in the same family. Race and multicultural issues are related. Counselors need to be aware of the impact and influence of these issues on the ethnic population they will be counseling.

Life is full of differences. Every day we are challenged to deal with differences. In the 1960s, the focus of the multicultural counseling was on differences. Thirty years later, the focus is still on differences. This is because the problems of racism are still in counseling.

It is popular today for many ethnic and cultural groups to self-identify with the diversity movement. Hopefully, their inclusion will not weaken the therapeutic attention still needed for racial minorities in the United States. After all, if the list of ethnic and cultural groups continues to expand, the efforts of the pioneers of the cross-cultural/multicultural and diversity counseling movement will have been for naught. Even though counseling is for everyone, racism still lives on. Each minority group member is different, unique, and similar at the same time. The counselor's recognition of that is important.

It is time for multicultural and diversity counseling to focus on similarities. This new emphasis might result in reducing racism in the counseling relationship. Counselors seeking to be effective in the 21st century might want to prepare themselves for working in cross-racial dyads.

Morris Jackson is community programs officer at American University and adjunct professor of counseling at George Mason University.

People-Places-Publications-Conferences

PEOPLE

Tull and Ramos Win St. Francis Writing Contest

Desiree Tull of Brooklyn Friends School and Shawnee Ramos of Seward Park High School finished in first and second place respectively in the Hispanic High School Writing Contest, sponsored by St. Francis College (N.Y.) and Fleet Bank. The topic was "Why I'm Proud of My Hispanic Heritage."

Pictured (l. to r.): Dr. Frank Macchiarola, president of St. Francis College, Tull, Ramos, and Steve Kerner from Fleet Bank.

Padrón Wins Leadership Award

Dr. Eduardo J. Padrón (pictured r.), Miami-Dade Community College (Fla.) president, was presented with the Florida Community College System's first Executive Director's Leadership Award. The award was established to recognize leadership in promoting Florida Community College System objectives statewide.

Miami-Dade
COMMUNITY COLLEGE

"Dr. Padrón has shown outstanding leadership in the Florida Community College System," said J. David Armstrong (l.), executive director of the Florida Community College System. "He worked very closely with me, our State Board of Community Colleges and our other college presidents as he chaired the legislative committee...of the Council of Presidents. Now, he continues those leadership activities as chair of the Council of Presidents."

Hinojosa Speaks at Bronx Community College and University of Scranton

Bronx Community College (N.Y.) and the University of Scranton presented talks by award-winning reporter María Hinojosa in November, in celebration of Hispanic Heritage Month.

Hinojosa, a native of Mexico City, is currently an urban affairs correspondent for CNN in New York and the host of National Public Radio's *Latino USA*. She has been reporting for CNN for six years and is the author of *Crews–Gang Members Talk to Maria Hinojosa*. Her recent book, *Raising Raul* (see listing in Publications section), is a personal account of the challenges of raising a Latino child in a multicultural society. Hinojosa was named by *Hispanic Business Magazine* as one of the "100 Most Influential Latinos in the United States."

At the University of Scranton (Penn), Hinojosa's topic was "The U.S. Mambo: One Step Forward, Two Steps Back–the State of Latinos in America."

Aragon Directs SEED at Colorado-Boulder

David Aragon, former associate director of the University of Colorado-Boulder's Minority Engineering Program, returned to the campus as director of the nationally recognized program, now called Success in Engineering through Excellence and Diversity (SEED).

"I'm very excited about this opportunity. It's a great challenge for me personally," said Aragon.

The SEED program has the seventh highest minority retention rate among engineering institutions nationwide, according to a study by the National Action Council for Minorities in Engineering, published in September 1999.

The program focuses on African American, Hispanic, and Native American students who are underrepresented in the college and in the field of engineering nationally.

Cardoza Heads College Board's Western Region

Dr. Raul Cardoza, provost and vice president of National Hispanic University in San Jose, Calif., is new executive director of The College Board's Western Region.

"I am thrilled that Dr. Cardoza will be leading efforts in our Western Region because his diverse experience in the California education system will be an asset in a region experiencing rapid growth," said College Board president Gaston Caperton.

Cardoza, who succeeds former Western Region executive director Richard Pesqueira, has both a bachelor's and master's degree from CSU-Los Angeles and a doctorate from the UCLA.

Cartagena Addresses Latino Images in Media at Nassau Community College

The Nassau Community College (N.Y.) Cultural Program, in November, presented "Hollywood Brownout; Hollywood Blackout."

What and who are missing in this year's television season? Why are minorities often depicted in a negative, stereotypical light? Chiqui Cartagena (pictured), editor of *TV Guide Español*, answered these questions while addressing the lack of Latino and African American images in mainstream media.

Currently the Hispanic Development Consultant for *TV Guide*, Cartagena has developed a series of Spanish-language, *TV Guide*-branched products designed to increase circulation by attracting new Hispanic users to *TV Guide*'s new multi-media platform.

Garza Establishes National Council for Community and Educational Partnerships

Hector Garza, vice president of the American Council on Education's (ACE's) Division of Access and Equity Programs, took a two-year leave of absence to start up a new organization, the National Council for Community and Educational Partnerships (NCCEP).

NCCEP is an independent, nonprofit organization. Under Garza's leadership, the partnership council will work to bring together colleges and universities with local schools, government, businesses, and community-based organizations to foster programs to increase educational opportunities for low-income families and first-generation college students, including minorities.

"America needs all of its children to succeed," said Garza.

Tullos Garcia Receives 1999 Mujer Award

The National Hispana Leadership Institute (NHLI) presented Hispanic educator Mary Lou Tullos Garcia with the 1999 Mujer Award at the 7th Annual Mujer Award Gala, held in November at the Walt Disney World/EPCOT American Adventures Pavilion. Each year, the event pays tribute to a Hispanic woman who has served her community and acted with justice, love, and deep pride in her culture.

Tullos Garcia, teacher and department head of the special education program at Coakley Junior High School in Harlingen, Texas, has dedicated her life to the improvement of schools and schooling for severely and profoundly disabled Hispanic students. Her stated philosophy is, "A glimmer of hope is a glow of accomplishment." She has both a bachelor's degree and a master's from the University of Texas. She also has special certification in learning disabilities, mental retardation, and kinesiology from the University of Texas-Southmost.

Romo Installed as Texas-San Antonio President

Ricardo Romo was installed as the fifth president of the University of Texas-San Antonio (UTSA) at a convocation in October during which he received the university's presidential medallion from UT system Chancellor William H. Cunningham and UT system Regent Patrick Oxford.

Romo is the first Hispanic to lead UTSA, which ranks fifth nationwide in undergraduate degrees awarded to Hispanics in *HO*'s annual ranking of colleges and universities.

"Thirty years ago, a new vision was born, when the promise of hope and opportunity was made to the citizens of South Texas of receiving a first-class university for San Antonio," said Romo. "We, with all of your support, intend to keep that promise."

Hernandez Trejo Lectures at New York University

Helmo Hernandez Trejo, president, Ludwig Foundation of Cuba, gave a lecture and slide presentation on Cuban art and culture at New York University in November. His presentation discussed Cuban artists' expressions and responses to the dramatic changes in Cuban cultural, socioeconomic, and political experiences at the end of the millennium.

As a result of cultural and educational policy, Cuban art has experienced a strong and particular development. Despite being closed to the avant garde movements of the western world, Cuban artists have been involved in their country's history and its sociopolitical developments by addressing issues of independence, race, gender, isolation, underdevelopment, and culture.

New Mexico Leaders Speak at UNM

Six of New Mexico's leaders presented lectures during the fall 1999 Chicano/a Speakers Series at the University of New Mexico (UNM). The purpose of the lecture series is to give students and the public the opportunity to hear their elected officials and community leaders, said Steve Martinez (pictured), UNM Chicano studies instructor.

New Mexico Senate President Pro Tem Manny Aragón and New Mexico Speaker of the House Raymond Sánchez began the series with "Chicano Leadership in the New Mexico State Legislature." U.S. District Judge Martha Vázquez and Lillian Apadoca, president of the National Hispanic Bar Association, presented "Judgeship and the National Hispanic Bar Association." New Mexico Secretary of State Rebecca Vigil-Girón and State Sen. Linda López gave "Hispana Political Leadership in the State of New Mexico."

Rivera Oversees Student Development at Del Mar

Jose R. Rivera, dean of Del Mar College's (Texas) division of student development, is overseeing support services that ensure students reach their academic goals.

"I plan to continue to build upon the student services that already exist at Del Mar," said Rivera, who assumed his duties in September. "Student development will never arrive at the point of being perfect, but we'll always continue to review and modify services that our students need."

Rivera, who attended San Jacinto College, has a bachelor's degree from the University of Texas-El Paso and master's from Our Lady of the Lake University. While employed at Richard J. Daley College, he was named "Innovator of the Year."

Tijerina Donates Papers to University of New Mexico

Photo by Carolyn Gonzales
UNM Public Affairs

Reies Lopez Tijerina officially donated his political papers to the University of New Mexico (UNM) General Library.

A controversial figure in New Mexican history, Tijerina–pictured (p.36) holding up a map to explain New Mexico's land grant history and ties to Mexico–is remembered for his activism with land grant issues in the northern part of the state. He became internationally known in the 1960s when he led his neighbors on a quest for lands taken from them by the U.S. in the 1800s.

Included are documents from his Alianza Federal de Mercedes, the group responsible for a raid on the Tierra Amarilla Courthouse on June 5, 1967.

Tijerina is pictured shaking hands with local community member Christopher Martinez, as Martinez' father Elmer looks on.

Southern Colorado's Sandoval Addresses International Scholars

Dr. David A. Sandoval, professor of history and Chicano studies at the University of Southern Colorado, presented "Conquest, Commerce, and Conspiracy: Mexican Merchants During the Mexican War" at the 4th International Congress of the Americas in Puebla, Mexico, at the Universidad de las Americas campus in September.

The conference, attended by more than 1,000 scholars from around the world, was organized with the support of the American Academy of Political and Social Science, the American Culture Association, the Canadian Embassy, the Hoover Institute at Stanford, Phi Beta Delta Honor Society, the Popular Culture Association, the U.S.Embassy, and the William and Flora Hewlett Foundation.

Amateur Boxer Gomez Acts in Irvine Valley Theater

Irvine Valley College (Calif.) presented the musical comedy *Good News*, a boy-meets-girl story with more than 30 song and dance numbers, including many old Broadway favorites.

Set in a small-town college, the plot revolves around a boy, a girl, and a football game. Directed by Ron Ellison, the musical starred Irvine Valley College talent Patrick Rowley, Claire Broderick, and Alphonso Gomez.

Gomez, a U.S.Amateur National Boxing Champion, was invited to compete for Mexico in the Olympic Trials, which took place during a production break on Thanksgiving weekend.

Author Santos Visits the New School

John Philip Santos, author of a new book on Mexico, *Places Left Unfinished at the Time of Creation*, participated in "Mexico in Print," a series of conversations at New School University (N.Y.).

Santos combines memoir with ancient Mexican history and travel and landscape in his book. Connecting the history of his family to the story of Mexico itself, his book reaches back to the time of the conquest to find the sources of which the Mexicans, part Spanish, part Indigenous, were to become. Born and raised in San Antonio, Texas, Santos spent much of his time moving north and south across the Mexican border while growing up.

Other participants in the "Mexico in Print" series were Neil Baldwin, Pete Hamill, and Friedrich Katz.

Spanish Professor Translates Borges Collection

Often called the most influential writer of 20th-century Latin American fiction, the metaphysically inclined Jorge Luis Borges was equally eloquent in his poetry and nonfiction. Borges' characteristic erudition and versatility are showcased in the volume *Jorge Luis Borges: Selected Non-Fictions* (Viking Press).

Among the translators of this 600-page book is University of California-Santa Barbara professor of Spanish and Portuguese Suzanne Jill Levine, who has helped bring to the English-reading public the works of Guillermo Cabrera Infante, Jose Donoso, Julio Cortazar, Adolfo Bioy Casares, Severo Sarduy, and Carlos Fuentes. She is the major translator for Manuel Puig. Levine's latest book is the first biography of Puig, *Manuel Puig and the Spider Woman: His Life and Fictions* (Farrar, Straus and Giroux).

PLACES

Arte Público Press Celebrates 20th Anniversary

Arte Público Press, a showcase for U.S. Hispanic literary arts and culture, celebrated its 20-year anniversary with a gala fundraiser to benefit the Press; Piñata Books, its imprint for children and young adults; and its Recovering the U.S. Hispanic Literary Heritage Project.

"When we set out on this great literary adventure, we were realistic enough to view our future one book at a time," said Dr. Nicolás Kanellos, founder and director of Arte Público Press and holder of the Brown Foundation Chair at the University of Houston (Texas).

As part of the celebration, Arte Público Press regaled the city of Houston with daily literary events at area schools, libraries, and community centers featuring numerous award-winning writers from around the country, including Graciela Limón and Victor Villaseñor.

NACME Names Texas-San Antonio Top for Retention

According to a research study conducted by the National Action Council for Minorities in Engineering, the University of Texas-San Antonio (UTSA) offers minority-engineering students greater opportunities for success than any other minority-serving institution in the nation.

The study, "Keeping What We've Got: The Impact of Financial Aid on Retention in Engineering," documents graduation rates of African Americans, Latinos, and American Indians at more than 100 engineering schools across the country. The minority retention rate at UTSA is more than twice the national rate, according to the study.

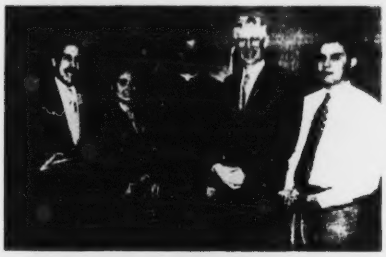
Motorola Gift to Southwest Texas State Physics Program

Motorola of Austin, Texas, donated more than $260,000 worth of specialized materials and equipment useful for semiconductor industry-related training to Southwest Texas State University (SWT). The donation supports the university's materials physics and engineering technology programs, which work together to educate students for careers in the Central Texas region's growing high-tech industry.

Carlos Gutierrez, SWT professor of physics, said the gift lends further credence to his belief that "it takes an industry to educate a worker. The more involved the industry can become and the more partnerships that can be forged between education and industry, the better educated and prepared our workforce will become."

Mexican American Awards at Loyola Marymount

The Loyola Marymount University (Calif.) Mexican American Alumni Association held its 18th Annual Scholarship Benefit, awarding $50,000 in scholarships to 47 deserving students.



Pictured (l. to r.): Alumni Role Model Award winner Thomas Chabolla, secretariat director for pastoral and community services for the Archdiocese of Los Angeles; Luz Lozano, the Donald P. Merrifield Scholar; the Rev. Robert B. Lawton, S.J., Loyola Marymount University president; Gary Cypres, board chair, Central Financial Acceptance Corporation, the award recipient for Distinguished Service to the Community; and Ernesto Pantoja, the Henry Cisneros Scholar.

The Mexican American Alumni Association was established in 1982 to create quality educational opportunities for Latino students. Since then, the organization has awarded more than $325,000 in scholarships. Recipients have an enviable 94 percent graduation rate.

Cal State-Hayward Students Perform Chilean Play

The California State University-Hayward Theatre Department, under the direction of Edgardo de la Cruz (pictured at l.), performed *The Altarpiece of Yumbel*, a drama by Isidora Aguirre (r.).

In the wake of Chile's military coup of 1973, more than a thousand dissidents were arrested, tortured, and murdered. The play is a memorial and homage to the "disappeared" community leaders of Yumbel, drawing parallels between the religious martyrdom of the town's patron saint and the political martyrdom of its leaders. The topic is still current as former Chilean dictator Augusto Pinochet is beginning to be held accountable for the many disappearances and tortures that occurred during his regime.

Grand Valley Hosts Multimedia Brazil Fest

The Latin American Studies Program at Grand Valley State University (GVSU) in Michigan and the Grand Rapids Community Media Center sponsored "Brazil99 Mediafest."

The event offered Brazilian-made videos on topics such as soccer, land struggle, women's empowerment, citizenship, gender and racial stereotyping, teen expression, poverty, memory, and the maldistribution of food. Cliff Welch (pictured), a GVSU professor who specializes in Brazilian history, and Rodrigo Assumpçao, a Sao Paulo community media activist, joined others in a panel discussion, offering clarification of contemporary Brazilian reality as reflected in the videos. The event also featured a dance workshop and Brazil's national dish, "feijoada."

Newsmakers at DePaul University

Martin R. Castro (at l.), a partner at the international law firm Baker & McKenzie, was elected to DePaul University's (Ill.) board of trustees. Castro represents corporate clients in commercial and international litigation while acting as the hiring partner for his firm's Chicago office and heading the firm's national attorney diversity efforts. He is a member of many legal associations, including the American, Illinois, Chicago, and Hispanic bar associations.

DePaul named former Illinois State Sen. Jesús García (at r.) a community fellow in the university's Egan Urban Center and Center for Latino Research. The one-year fellowship involves research initiatives at the two centers, including an oral history project being organized by the Center for Latino Research.

News from Rio Hondo College

Dr. Richard Arvizu (pictured) is the new executive dean, institutional planning and effectiveness, at Rio Hondo College (RHC) in California. Arvizu's diverse academic and professional engineering experience, coupled with his strong organizational skills, made him an ideal candidate to oversee facilities, technology, research, and planning. Arvizu has a master's degree from California State University-Dominguez Hills, another from the University of Southern California, and a doctorate from United States International University.

RHC recently presented the exhibition "Mexico, Influence" in the college art gallery. The display showcased paintings and drawings by 13 Southern California artists who, influenced by living or traveling in Mexico, produced work reflective of the visual vitality and cultural complexity found below the border.

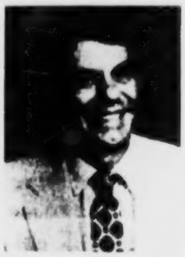
Tufts University Showcases Chicana Art

Tufts University Gallery (Mass.) recently displayed "Imagenes e Historias/Images and Histories: Chicana Altar-Inspired Art," a one-of-a-kind exhibition portraying altar-inspired art by Mexican American women artists.

"Although home and public altars are not exclusive to the Mexican American culture, they are central to the spiritual and home experience of all of us," said guest curator Constance Cortez, assistant professor of art history at Santa Clara University. "These altars are multifunctional, where religion is affirmed, desires for the future are voiced, and social and personal histories are merged."

Artists featured in the exhibition: Delilah Montoya (whose photo mural "La Guadalupe," 1998, is pictured here), Anna Ruth Jaquez, Tina Fuentes, Connie Arismendi, Kathy Vargas, Gloria Osuna Prez, Barbara Carrasco, Ester Hernandez, Celia Herrera Rodriguez, and Marta Sanchez.

In the News at Florida Southern College



Dr. Luis A. Jimenez, professor of Spanish at Florida Southern College (FSC), has written *Hispanic Women Voices at the Turn of the Century*, a collection of 14 essays about women writers in South and Central America and the Caribbean between 1800 and 1900. Jimenez says the women are "pioneers" in their quest for women's education and for their insistence on equality between the sexes and articulate in clear fashion the first public manifestations of Hispanic women's right to suffrage.

Photo by Johnson Photography

Al Burt, one of Florida's premier journalists, spoke at FSC as part of the 1999-2000 Florida Lecture Series. Burt has won numerous national and state awards, including the Ernie Pyle Award for stories written about Cuba in 1961. His two most recent books, *Al Burt's Florida: Snowbirds, Sandcastles, and Self-Rising Crackers*; and *The Tropic of Cracker* are both available from the University Press of Florida.

Kean Opens Multimedia Technology Center

Kean University (N.J.) opened an advanced technology center that provides a unique combination of instructional resources as part of the university's new Global Reach program.

Kean University president Ronald Applbaum, pictured here (r.) cutting the ribbon during the center's opening with Kean University Student Organization President Hiver Ambroise (l.), explained that this technology was part of Kean's mission to improve the quality of education offered to its students and to bring the outside world onto the Kean campus. "Sitting at any workstation, our students are able to interact with students from Barcelona, Beijing, or Stockholm," said Applbaum.

South Mountain Participates in Groundbreaking

The citizens of Guadalupe, Ariz., witnessed the beginning of an enterprising building project during a groundbreaking ceremony in October. The project will add 45,000 square feet of space for recreation, education, and community services.

Speakers at the ceremony included Guadalupe mayor Frances Osuna, vice mayor Veronica Flores, and town manager Luis Gonzales; Ramon Elias, president and CEO of the Boys and Girls Club of the East Valley; Dr. John Cordova, president of South Mountain Community College (SMCC); Linda Rosenthal, president of the Maricopa Community College District Governing Board; and Mary Rose Wilcox, Maricopa County supervisor.

Facilities for the town, the Boys and Girls Club, and SMCC are expected to be completed by November.

First-Ever Presidential Inauguration at Grand Rapids

For the first time in its 85-year history, Grand Rapids Community College (GRCC) in Michigan held an official ceremonial presidential inauguration. Dr. Juan Olivarez, appointed president in February 1999 by the trustees, is the first president to be so honored.

More than 1,200 community members–including representatives from local, regional, and state government; West Michigan business and educational communities; and GRCC students, alumni, and employees–attended the ceremony at Fountain Street Church.

During the past 84 years, the Grand Rapids Public School system oversaw the appointments of GRCC's leaders.

Cal Poly-Pomona Hosts Ninth Unity Luncheon

California State Polytechnic University-Pomona, in an effort to prove that a diverse campus community can come together and work to create a better learning and living atmosphere, held its ninth annual Unity Luncheon. Keynote speaker Lecia Brooks, human rights consultant to the Los Angeles County Commission on Human Rights, told the audience that each person needs to commit to engaging in honest dialog every day.

The event was sponsored by five on-campus organizations: the Latino Faculty, Staff, and Student Association; the Native American Outreach Committee; the Black Faculty and Staff Association; the Asian and Pacific Islander Faculty, Staff, and Student Association; and the Gay, Lesbian, Bisexual, and Transgender Faculty/Staff Association.

Cal Poly-Pomona President Bob Suzuki also was a key speaker.

Arizona State to Increase Minority Graduate Degrees

The National Science Foundation awarded $2.5 million to Arizona State University (ASU) for a five-year project to increase minority graduate degrees in science, mathematics, and engineering.

Working with other universities, ASU aims to boost the number of underrepresented minorities qualified for positions on research university faculties and in the high-tech work force. ASU wants to increase by 75 percent the number of master's degrees and to double the number of doctorates received by minorities in these fields, all in five years.

In 1996, only one Mexican American received a doctorate in computer science and one American Indian earned a doctorate in math in the entire U.S., according to the National Research Council.

NYU Hosts Cuban Culture Conference

New York University (NYU) hosted a three-day international conference on the impact of Cuban culture on the U.S.

"Cuba: 170 Years of Presence in the United States," at NYU's King Juan Carlos I of Spain Center, explored diverse manifestations of Cuban culture, including Cuban participation in baseball and popular music, as well as Cuba's intellectual, entrepreneurial, political, and artistic contributions. Participants included Lisandro Pérez, director of the Cuban Research Institute, Florida International University; William Lewis, Vanderbilt University; Carlos Victoria, *El Nuevo Herald*, Miami; Antonio Benítez Rojo, Amherst College; Leonardo Acosta, Cuban musicologist; Gustavo Pérez Firmat, Columbia University; and Roberto González Echevarría, Yale University.

Ford Foundation Minority Fellowships Awarded

The National Research Council of the National Academies awarded Ford Foundation minority fellowships, seeking to increase the presence of underrepresented minority groups on the nation's college and university faculties.

Photo © Cable Risdon Photography

The Ford programs provided funding for 117 nationally competitive grants to support the studies of 55 beginning graduate students, 33 students writing their dissertations, and 29 recent doctorate recipients. Their areas of interest cover mathematics, engineering, education, humanities, and social, physical, behavioral, and life sciences. The current fellowship pool includes 31 Mexican Americans and 13 Puerto Ricans.

John Garcia, political science professor at the University of Arizona, was a keynote speaker at the program's annual conference, held in October.

Pictured here at his conference presentation is Peter Barbosa, associate professor of microbiology at California College of Podiatric Medicine, Ford Fellow in 1991-92, who researches the molecular events underlying the replication of the AIDS viruses.

Cal State-L.A. Hosts Latin American Studies Conference

California State University-Los Angeles hosted the Pacific Coast Council on Latin American Studies conference "Latin America on the Brink of the Millennium: Retrospect and Prospect," an annual event promoting wider interest and academic learning in Latin American studies.

Photo by Leslie Simonds

More than 100 participants delivered presentations dealing with several disciplines in the areas of Latin American studies, such as social sciences, humanities, natural sciences, environmental studies, Chicano/a studies, and the study of the Latin American diaspora.

The conference was organized by Cal State-L.A. faculty members Dr. Peter Sigal, assistant professor of history; Dr. Ignacio López-Calvo, assistant professor of history.

Kevin Danaher (pictured) from Global Exchance delivered a keynote speech, "Democratizing the Global Economy: The Case Against the World Bank, the International Monetary Fund, and the World Trade Organization."

News from the White House

Congressional leaders and the White House reached an agreement in principle that will preserve the President's plan to hire 100,000 teachers over the next six years to reduce class size in the early grades.

The agreement ensures that all teachers hired under the class size program must be fully qualified. Teachers must be certified in their state or have completed an alternative route to certification, must have a baccalaureate degree, and must know the subjects they are teaching and demonstrate the skills to teach them.

Latino Psychological Association of N.J. Holds First Meeting at Montclair

The Latino Psychological Association of New Jersey held its inaugural meeting at Montclair State University (MSU) in November.

The mission of the group is "to serve as an advocacy group with regard to the education of psychologists and other mental health professionals in the advancement of mental health research, training, and the treatment of Latinos in the state of New Jersey."

The association's board of directors are president, Dr. Robert DeNigris McCormick, director of MSU's Hispanic Institute; vice president, Dr. Magda T. Garcia of MSU's psychology department; treasurer, Dr. Milton Fuentes of MSU's psychology department; secretary, Riva Bennett; members-at-large, Maria Xiques and Ricardo Martinez.

Madonna Holds Multicultural Affairs Open House

The office of multicultural affairs at Madonna University (Mich.) held an Open House in September. More than 200 people attended the event, which featured drum demonstrations by Osvaldo Rivera (pictured at drums), the director of the office of multicultural affairs; samples of ethnic foods; and presentations on services provided by the office.

"It is important for all students to understand that an appreciation of diversity is in the interests of all U.S. citizens, not just for people of color," Rivera said. "The world and the United States are becoming more diverse, and we should be prepared for that. If we do, then all will benefit."

PUBLICATIONS

Heading South, Looking North: A Bilingual Journey

by Ariel Dorfman

In this memoir, Ariel Dorfman describes an extraordinary life, torn between the United States, South America, and his Jewish heritage, between English and Spanish, between revolution and repression. Interwoven with the story of how Dorfman switched languages and countries–not once, but three times–is a day-to-day account of his multiple escapes from death during Pinochet's military takeover in Chile in 1973.

1998. 282 pgs. ISBN 0-14-028253-X. $13.95 paper. Penguin Books. (800) 788-6262.

Raising Raul: Adventures Raising Myself and My Son

by María Hinojosa

Raising Raul

This book takes us on María Hinojosa's adventure as she struggles to become both the mother she wants to be and the woman she wants to be. With the insight and passion of her award-winning journalism, she gives us a story of personal history and self-discovery, and of all the fear, joy, and challenge that comes with being a woman today.

1999. 256 pgs. ISBN 0-670-88445-6. $22.95 paper. Viking. (800) 788-6262.

After Exile: Writing the Latin American Diaspora

by Amy K. Kaminsky

Can an exiled writer ever really go home again? What of the writers of Argentina, Uruguay, and Chile, whose status as exiles in the 1970s and 1980s largely defined their identities and subject matter? This book takes a critical look at these writers, at the effect of exile on their work, and at the complexities of homecoming–a fraught possibility when democracy was restored to each of these countries.

After Exile

1999. 208 pgs. ISBN 0-8166-3148-4. $16.95 paper. University of Minnesota Press. (800) 621-2736.

The Mexican American Heritage

by Carlos M. Jiménez

Covering Mexican American history from pre-history to the present, this textbook features contributions from both men and women. It includes writing exercises at the end of each chapter; it contains 32 full color plates and more than 40 black and white photographs and illustrations; and an index. Author Carlos M. Jiménez is a history teacher at Garfield High School in Los Angeles, Calif.

1999. 333 pgs. ISBN 0-89229-036-6. $39.95 paper. TQS Publications. (510) 655-8036.

An Unfinished Memoir

by José Limón

Both as dancer and choreographer, José Limón electrified audiences from the 1930s to the 1960s. With his striking good looks and charismatic presence, he was American modern dance's first male star. This book includes a complete list of Limón's works, richly informative notes, rare photographs, and a detailed bibliography. Edited by Lynn Garafola.

1999. 230 pgs. ISBN 0-8195-6374-9. $29.95 cloth. Wesleyan University Press. (800) 421-1561.

Empress of the Splendid Season

by Oscar Hijuelos

OSCAR HIJUELOS

This book tells the story of Lydia España, beautiful and formerly prosperous émigré from pre-Castro Cuba, who becomes a cleaning lady in New York. Once the spoiled, pampered daughter of a small-town mayor and adored by men, she is forced by a youthful indiscretion to leave home and, in 1947, finds herself suddenly living the life of the working poor. Throughout this novel, Lydia remains a sensual and powerful woman–an empress of fortitude, of dignity.

1999. 342 pgs. ISBN 0-06-017570-2. $25.00 cloth. HarperFlamingo. (800) 242-7737.

The Notebooks of Don Rigoberto

by Mario Vargas Llosa

Don Rigoberto, an insurance executive, has separated from his wife Lucrecia in the aftermath of her apparent inappropriate relationship with his son Alfonso. Obsessed with the erotic painter Egon Schiele, Alfonso–a fey, angelic creature–tries to convince Lucrecia to make up with his father. This book is a seductive tale of desire and jealousy, innocence and cunning, art and life. Translated by Edith Grossman.

1999. 272 pgs. ISBN 0-14-028359-5. $12.95 paper. Penguin Books. (800) 788-6262.

Nationalist Myths and Ethnic Identities: Indigenous Intellectuals and the Mexican State

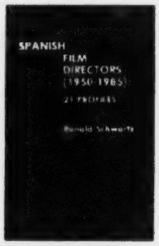
by Natividad Gutiérrez

This timely study examines the processes by which modern states are created within multiethnic societies. How are national identities forged from countries made up of peoples with different and often conflicting cultures, languages, and histories? How successful is this process? What is lost and gained from the emergence of national identities?

1999. 288 pgs. ISBN 0-8032-7078-X. $25.00 paper. University of Nebraska Press. (800) 755-1105.

Spanish Film Directors (1950-1985): 21 Profiles

by Ronald Schwartz



This book presents essays on virtually every Spanish film director since 1950 (and known to American audiences). It limits itself to films produced and directed in the Iberian peninsula, sound films of feature length, and live action film, with occasional forays into the areas of documentary and "experimental" films.

1986. 267 pgs. ISBN 0-8108-1818-3. $30.00 cloth. Scarecrow Press. (800) 462-6420.

Picture Collections in Mexico: A Guide to Picture Sources in the United Mexican States

Martha Davidson, Carlota Duarte, and Raúl Solano Núñez, eds.

This book is a directory of more than 500 public and private collections of pictorial documents created and preserved in the United Mexican States.

1988. 346 pgs. ISBN 0-8108-2074-9. $70.00 cloth. Scarecrow Press. (800) 462-6420.

Spain at the Crossroads: Civil Society, Politics, and the Rule of Law

by Víctor Pérez-Díaz

SPAIN
AT THE
CROSSROADS
VICTOR PEREZ DIAZ

This book explores the trials of Spanish democracy from the death of Franco to the present. The author probes the roots of the scandal, corruption, and serious law-breaking that occurred in the 1990s–crimes that shook the country's confidence in its legal and political institutions and in its ability to hold its leaders to the rule of law.

1999. 214 pgs. ISBN 0-674-00052-8. $39.95 cloth. Harvard University Press. (800) 448-2242.

Eternal Curse on the Reader of These Pages

by Manuel Puig

Larry, a down-and-out writer, is paid to push a wheelchair-bound Argentine political exile, Ramirez, around Greenwich Village. Through their journeys and their conversations about sex and politics, we witness the collision of two "solitary fantasy systems," revealing the men to be enmeshed in the lies that make up their bitter, shadowy symbiosis. Manuel Puig's first novel in English.

1999. 240 pgs. ISBN 0-8166-3536-6. $15.95 paper. University of Minnesota Press. (800) 621-2736.

Blood of Requited Love

by Manuel Puig

Set in a provincial Brazilian town, this inventive novel is a series of questions and confessional answers, an internal dialogue between Josemar, a construction worker, and Maria, a privileged young woman. Looking back at the teenage passion they shared from the remove of 10 years, they try to reconstruct their story despite the obstacles of time's passage, societal disapproval, and family pressure. Translated by Jan L. Grayson.

1999. 208 pgs. ISBN 0-8166-3535-8. $15.95 paper. University of Minnesota Press. (800) 621-2736.

Contemporary Spanish Film from Fiction

by Thomas G. Deveny

Cinema often relies on novels or short stories for narrative material. This book examines cinematic versions of post-Civil War narratives that had their debut during three key decades of recent Spanish cinema (1965-1995).

1999. 496 pgs. ISBN 0-8108-3635-1. $55.00 cloth. Scarecrow Press. (800) 462-6420.

Many publications featured in this section are available through amazon.com.

CONFERENCES

AAC&U 86th Annual Meeting

January 20-22

The Association of American Colleges & Universities presents "Greater Expectations: Of Our Students, Our Stakeholders, Ourselves," its 86th annual meeting. In Washington, D.C.

In addition, see Web site at <www.aacu-edu.org> for information on four regional (San Antonio, Philadelphia, Tacoma, and Charleston) "Network for Academic Renewal" meetings.

Contact: (202)387-3760; e-mail, <meetings@aacu.nw.dc.us>; Web site, <www.aacu-edu.org>.

AAHE 8th Conference on Faculty Roles & Rewards

February 3-6

This year's theme: "Scholarship Reconsidered: Update and New Directions," emphasizing the scholarship of teaching and learning, of engagement, of integration and synthesis, and of discovery, plus academic careers for a new century. At the Hyatt Regency Hotel, New Orleans.

Contact: (202) 293-6440; Web site, <www.aahe.org>.

NAFEO 25th National Conference

February 13-17

The National Association for Equal Opportunity in Higher Education's 25th national conference will explore "Offensive Strategies for Keeping the Doors of Opportunity Open in the New Millennium." At the Washington Hilton Hotel & Towers, Washington, D.C.

Contact: (301) 650-2440; Web site, <www.nafeo.org>.

NABE 2000/Millennium Conference

February 15-19

The National Association for Bilingual Education's five-day event includes keynote speakers, and more than 200 workshops, symposia, papers, and demonstrations focusing on the education of language-minority children and the development of multilingualism and cultural understanding. In San Antonio, Texas.

Contact: NABE, (202) 898-1829; Web site, <www.nabe.org>.

2000 NAWE Conference

February 24-27

The National Association of Women in Higher Education presents its annual conference on Advancing Women in Higher Education. Featured speakers will be Judith Sturnick, director of ACE's Office of Women in Higher Education, and Sheila Kaplan, president of Metropolitan State College of Denver. In Denver, Colorado.

Contact: NAWE, (202) 659-9330; e-mail, <nawe@nawe.org>; Web site, <www.nawe.org>.

NAHLS National Conference

February 21-26

The National Association of Hispanic & Latino Studies' national conference will take place this year in Houston, Texas.

For additional information: Dr. Lemuel Berry, Jr., Executive Director, NAHLS, Morehead State University, (606) 783-2650.

ACE 82nd Annual Meeting

March 18-21

The American Council on Education's 82nd Annual Meeting, "A New Agenda for a New Age," convenes in Chicago at the Sheraton Chicago Hotel and Towers.

Contact: ACE, (202) 939-9410; Web site, <www.acenet.edu>.

NAHP Convention 2000

March 29-April 1

The National Association of Hispanic Publications presents "the Hispanic print event of the new millennium." At the Monte Carlo Resort & Casino, Las Vegas, Nevada.

Contact: Andres Tobar, Executive Director/CEO, (202) 662-7250.

AAHE 2000 National Conference

March 29-April 2

The American Association for Higher Education's 2000 national conference has as its theme "To Form a More Perfect Union: Diversity and Learning." In Anaheim, Calif.

Contact: Kerry Newberry, conferences and meetings assistant, (202) 293-6440; Web site, <www.aahe.org>.

NCA-CIHE 105th Annual Meeting

April 1-4

The North Central Association of Colleges and Schools' Commission on Institutions of Higher Education presents "The Quest for Quality: Mission, the Commission, and a New Century." In Chicago, at the Hyatt Regency Chicago.

AACC 80th Annual Convention

April 8-11

The American Association of Community Colleges presents its annual convention, this year on the theme "A World of Possibilities," and an academic marketplace at the Hilton Washington in Washington, D.C.

Contact: Web site, <www.aacc.nche.edu>.

UCEA 85th Annual Conference

April 16-18

University Continuing Education Association presents its 85th annual conference, "Riding the Waves: Strategies for the New Futures of Higher Education," dealing with trends in markets and futures, in leadership and management, and in learning and instructional technologies. Includes a special seminar on Continuing Education Trends in Latin America and Puerto Rico (in Spanish). In San Diego, Calif.

Contact: UCEA, (202) 659-3130; e-mail, <postmaster@nucea.edu>; Web site, <www.nucea.edu>.

3rd Annual Conference on Diversity in Teaching and Learning in American Higher Education

April 19-22

"Text and Context: The Structures of Learning" includes among the keynoters José Cuellar, chair, La Raza Studies, California State University-San Francisco. At The Westin St. Francis Hotel in San Francisco.

Contact: (408) 864-8309/8993; Web site, <www.TeachLearn.fhda.edu>.

AAHE Assessment Conference 2000

June 14-18

The American Association for Higher Education's 15th annual conference on assessment asks, "Rising Expectations: Can Assessment Deliver?" In Charlotte, N.C.

Contact (202) 293-6440; Web site, <www.aahe.org>.

HACU 14th Annual Conference

November 4-7

This year's theme: "Championing Hispanic Success in Higher Education." At the Albuquerque Convention Center, Albuquerque, N.M.

Contact: Web site, <www.hacu.org>.

Book Review

by Isabel Schon

Recommended Books about Latinos for Adolescents

The importance of reading in our highly technical and perplexing world can not be overemphasized. We should all strive to make reading a preeminent part of the lives of adolescents. The only way to do this is to offer a wide selection of books that will appeal to them. From an engrossing narrative about the deadly battle at the Alamo to insightful depictions of family life today, these books will ring true to adolescents as they venture into a universe of images, fantasy, and reality:

Davis, William C. *Three Roads to the Alamo: The Lives and Fortunes of David Crockett*, James Bowie, and William Barret Travis. New York: HarperCollins, 1998. 791pages. ISBN# 0-06-017334-3. $35.00. Grade 9-adult.

Serious students of Texas history will be enthralled by this accessible biography of three who met death at the Alamo. Depicting Bowie as a man of audacious bravery, Travis as a young lawyer and political writer "with more libido than conscience," and Crockett as a daring hunter and larger-than-life folk character, Davis, a distinguished historian, narrates in meticulous detail their lives and the inevitable events that led to the deadly battle. Black-and-white reproductions, extensive historical notes, and a bibliography of primary sources and published works supplement this exhaustive and engrossing narrative.

Helly, Mathilde. and Rémi Courgeon. *Montezume and the Aztecs*. (W5 Series/Henry Holt Reference Book) New York: Henry Holt, 1996. 96pages. ISBN# 0-8050-5060-4. $19.95. Grade 7-12.

This cleverly designed edition might be just right for students tired of traditional historical narratives. Each two-page spread includes flashy magazine-style graphics, reworked paintings and photographs, collages, numerous fonts, maps, and time lines, as well as catchy chapter headings, such as "After Three Months of Siege, Fat Rats Look Tasty." Alas, gory depictions add to the sensationalistic style. Despite the minimal index and at times shocking-for-effect content, this is an intriguing introduction to the Aztecs, their leaders, lifestyle, and conquerors.

Hoepker, Thomas. *Return of the Maya: Guatemala–A Tale of Survival*. New York: Henry Holt, 1998. 146 pages. ISBN# 0-8050-6007-3. $40.00. Grade 9-adult.

A powerful portrayal of the hunger, poverty, terror, and abuses that the Mayas have endured during the last 40 years. Husbands shot in front of their wives, the remnants of torture victims; men, women, and children carrying heavy loads–these compelling color photographs attest to the life of the Maya in Guatemala. Stunning shots of festivals and archaeological sites are here too, but the brief text and most of the visuals describe the effects of the brutal civil war upon the Maya, who now must learn to deal with the "lures of capitalism and pop culture." Artistic photography at its best.

Kohli, Eddy. Cuba. New York: Rizzoli, 1997. 120 pages. ISBN# 0-8478-2065-3. $60.00. Grade 8-adult.

A well-known international photographer captures impressions of rural Cuba. From images of foods and fine tobacco leaves to young communists celebrating the revolution, this large-format album provides provocative insights. Some might object to the pro-Castro captions; others, to photographs of scantily dressed nightclub dancers or the birth of a pig. But these at times sharp, at times tender photographs, with quotes from such authors as Reinaldo Arenas, Graham Greene, and Federico García Lorca, are intense and stimulating.

Marrin, Albert. *Terror of the Spanish Main: Sir Henry Morgan and His Buccaneers*. New York: Dutton, 1999. 240 pages. ISBN# 0-525-45942-1. $19.99. Grade 8-12.

Emphasizing Morgan's role in breaking Spain's West Indies monopoly, Marrin's engrossing portrait depicts the buccaneer's boundless ambition and reckless imagination. Drawings, paintings, and maps add interest to this account of "the most feared person in the New World," who terrorized the Spanish colonies on the northeast coast of South America and her mainland possessions. Some Spanish-speaking historians might disagree with the author's explanation of la leyenda negra (the Black Legend); he explains that buccaneers "were men of their time, no better and no worse....So when dealing with the hated Spaniards, they did what came 'naturally.'" Includes extensive notes, a bibliography, and an index.

Pérez, Loida Maritza. *Geographies of Home*. New York: Viking, 1999. 321 pages. ISBN# 0-670-86889-2. $23.95. Grade 9-adult.

This compelling novel narrates with painful honesty the problems of a large family in New York City. Iliana, the youngest of 14 children, encounters prejudice at the university and confronts at home a violent father, an alienated mother, a sister suffering a mental breakdown, and brothers who are finding life equally difficult. The book insightfully depicts family life in a new country in which being a Spanish-speaking black Hispanic makes poverty an even more formidable obstacle. Yet a mother and her daughters reach out to each other despite the brutality, violence, sexual exploitations, unspoken truths, and resentments.

Velásquez, Gloria. *Rina's Family Secret*. (Roosevelt High School Series) Houston: Arte Público Press/Piñata, 1998. 151 pages. ISBN# 1-55885-233-6. $9.95 paper. Grade 8-12.

Rina, the oldest of three children, lives with her Puerto Rican mother and abusive alcoholic stepfather. Despite frequent and vicious beatings, the mother always forgives him. Told in the alternating voices of Rina and Ms. Martínez, a sympathetic counselor, who also suffered with a violent, alcoholic father, this is a haunting narrative about the pain and effects of domestic violence on women and children. English-speaking readers might be frustrated by the Spanish words scattered throughout, but they add to the Latino ambiance and characterizations. Rina's inner conflicts are solved a little too easily at the end, but the anguish is universal.

Dr. Isabel Schon is the acclaimed director of the Center for the Study of Books in Spanish for Children and Adolescents/Centro para el Estudio de Libros Infantiles y Juveniles en Español at California State University-San Marcos. She can be reached at <ischon@mailhost1.csusm.edu>.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

FACULTY POSITIONS:

2000-2001 ACADEMIC YEAR - SCHOOL OF EDUCATION

Well known for its reputation for excellence and as the largest Catholic university in the United States, **DePaul University** has been educating Chicago for over 100 years. At DePaul, you'll work in a collaborative environment that lives its values, supports diversity and encourages professional development. The School of Education's mission is to cultivate urban, professional, multicultural educators, and to provide educational experiences that facilitate social transformation. We encourage applications from candidates who are committed to issues of social justice and knowledgeable about current educational policies and practices that affect youth and education in public and private institutions. DePaul University has a strong commitment to building and maintaining a diverse community and seeks faculty who will enhance this mission.

Director of Ed.D. Program • Senior-Level Position: Responsible for providing leadership and direction for the new doctoral program in Educational Leadership, the Director will monitor program quality and create possibilities for further program development. Applicants should be prepared to teach graduate courses in the program, sustain a scholarly agenda, and work with students and faculty in related endeavors. Strong interpersonal skills and the ability to foster collaborative working relationships within and outside the university combined with excellent written/verbal communication skills required. Selected individual should be committed to maintaining/expanding student diversity in accord with the university's mission.

Position requires an Associate/Full Professor in educational leadership/curriculum with a background in related disciplines; a strong record of scholarship; broad-based knowledge/experience in teaching/research; considerable leadership in higher education; and demonstrated leadership competencies related to program development/implementation. Administrative/teaching experience in other educational contexts and in collaborative research across institutions/communities would be valuable; terminal degree required. Candidates must demonstrate commitment to diversity and cross-disciplinary inquiry of issues in urban education.

Assistant Professor - Physical Education: The individual we seek will have expertise in Physical Education with particular emphasis in Fitness Management, Fitness Assessment and Health Education. The primary teaching responsibility will be undergraduate and graduate courses in the Physical Education Program that offers concentrations in Teaching K-12 and Fitness Management. Additionally, this individual will advise Fitness Management majors through their courses, clinical requirements, and internship. The successful candidate will work in our new $14 million state-of-the-art Fitness and Wellness Center; collaborate with the Director of the Recreation Facility; and contribute to community outreach programs.

Assistant Professor - Bilingual Education: Requires expertise in bilingual and bicultural education and literacy in this diverse role. Candidates should have a strong academic and experiential background in at least two of the following areas: first and second language acquisition, bilingual and biliteracy pedagogy, critical literacy, culture and identity. The individual we seek will demonstrate a commitment to teacher education and be prepared to contribute to new program initiatives.

Required qualifications for all positions: earned doctorate required for appointment; defined research agenda; ability to work collaboratively within and across programs; two areas of expertise to contribute to the School; recent experience with culturally diverse urban populations; commitment to urban education; and excellence in teaching, service and scholarship or demonstrated potential.

Salary is commensurate with qualifications and experience. Please send: letter of application clearly delineating qualifications for areas of expertise; complete and up-to-date vita/transcripts; one example of recent professional publication/presentation; one page statement on philosophy of teaching; and three to five professional letters of reference sent directly. Review of applications will begin February 15th and continue until the positions are filled.

Send all applications and materials to: **Quintin Vargas, Dean, School of Education, DePaul University, 2320 North Kenmore, Chicago, IL 60614. Fax: 773-325-7728. E-mail: qvargas@wppost.depaul.edu.** Applications received by e-mail will not be accepted. DePaul University is committed to diversity and equality in education and employment.

DEPAUL UNIVERSITY

Carleton College

AMERICAN STUDIES-ETHNIC STUDIES

MINORITY PRE-DOCTORAL TEACHING FELLOWSHIP

One-year teaching fellowship for minority ABD available to begin September 2000. Appointment involves half-time teaching (one course per term) and half-time working to finish the dissertation. Applicants should have completed all graduate coursework by January 2000, and have the dissertation well under way before September. We will consider applications from the fields of American Studies or Ethnic Studies, or from traditional disciplines with appropriate specializations.

Carleton is a selective liberal arts college with 1850 students located 45 miles south of the Twin Cities of Minneapolis and St. Paul. Carleton is an affirmative action, equal opportunity employer.

Letters of inquiry and application should be directed to **Robert Bonner, Director of American Studies, Carleton College, One North College Street, Northfield, MN 55057.**

fax : To the attention of Robert Bonner (507) 646-7594
e-mail: **rbonner@carleton.edu**

Deadline: **January 31, 2000**

ONONDAGA COMMUNITY COLLEGE

ASSISTANT TO THE PRESIDENT

The President's Office seeks a full-time assistant to work on a broad range of assignments. The president, who exercises executive responsibility for the college, is necessarily informed about ongoing institutional activities and is involved in most.

The assistant coordinates meetings, committees, and events, represents the president on committees, task forces, and governance groups, assists in writing reports, speeches, and correspondence, and undertakes, on behalf of the president, many of the activities and projects that arise in this key office.

PREFERRED QUALIFICATIONS INCLUDE:

- Excellent written and oral communication skills
- Flexibility to manage multiple tasks and modify work priorities as needs emerge
- Critical thinking and analytical problem solving and reporting
- Ability to interact with faculty, staff, and students, the public, State University of New York system offices, and state and local governmental agencies
- Experience in committee and event management
- An understanding of current trends and developments in higher education
- Experience with word processing and electronic mail systems
- Excellent leadership skills
- Demonstrated capacity to deal confidentially with sensitive situations and information

Applicants must have substantial experience appropriate to these qualifications. A baccalaureate degree is required. An advanced academic degree is desirable. The starting salary ranges from the mid $40's to the low $50's depending upon credentials and experience.

Application review begins January 19, 2000 and continues until the position is filled.

Candidates must send a current resume covered by a letter of application together with the names, addresses, and telephone numbers of 3 professional references to:

Office of Human Resources
Room 114 Service and Maintenance Building
Onondaga Community College
4941 Onondaga Road
Syracuse, NY 13215-2099
(attn: Assistant to the President search)

OCC is an Affirmative Action/Equal Opportunity employer. Women, people of color, individuals with a disability, veterans, and other protected class members are urged to apply.

Southern Connecticut
State University
SC
SU

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Southern Connecticut State University invites nominations and applications for the position of Vice President for Academic Affairs. The VPAA is the chief academic officer of the University and reports directly to the President. The VPAA will manage the academic programs and faculty of the University to assure the quality and appropriateness of education for the University's students. The VPAA directs the work of the entire teaching faculty of the university through the deans of the various schools and chairpersons of each school's departments as well as related administrative departments including enrollment management, information technology, library services, research and planning. The VPAA's responsibilities also include strategic planning, administrative and instructional faculty union relations, and administration of the academic budget.

Southern Connecticut State University, founded in 1893, is a fully accredited institution of higher education authorized by the Connecticut General Assembly to offer courses and programs leading to bachelor's and master's degrees in the arts and sciences and various professional fields. Southern also offers a sixth year diploma in several areas. Located in New Haven, Southern is one of four regional campuses of the Connecticut State University system and governed by CSU's Board of Trustees.

The University seeks highly qualified and experienced candidates who have demonstrated leadership and personal integrity and who will possess the following qualifications:

- **Strong academic record:** Hold an earned doctorate from a regionally accredited institution; have a distinguished record of scholarship that will earn the respect of the academic community;
- **Administrative and faculty experience:** Have a significant record of accomplishment and commitment to excellence in teaching ,research, service, and shared governance as a faculty member and administrative leader beyond the department level, preferably at the level of dean or higher; have experience in designing and evaluating outcome-based academic programs;
- **Management Experience:** have successful experience with academic budgeting, personnel management, strategic planning, and continuous quality improvement;
- **Communication and collaboration skills:** Have demonstrated ability to communicate effectively and work collaboratively with faculty, staff, and the university's many constituencies; have working knowledge of collective bargaining;
- **Commitment to diversity:** Have demonstrated commitment to diversity and equal opportunity for students, faculty, and staff;
- **Strong leadership skills:** have demonstrated proven experience in decision-making and strong implementation skills; have demonstrated the ability to provide innovation and dynamic leadership in promoting both the academic and total institutional mission and goals.

Letters of nomination and applications from interested candidates are requested. Nomination letters must be received by January 15, 2000 so that candidates may be notified prior to January 20. Candidates must submit a letter of application, a detailed resume, and the names, addresses, and telephone numbers of five references. References will not be contacted until candidates have been notified. ***The deadline to apply is 5:00 p.m., January 31, 2000.*** The review of candidates will begin on February 1, 2000. The anticipated starting date is July 15, 2000. Nominations and applications should be sent to:

Dr. Sandra C. Holley
Dean, School of Graduate Studies
Southern Connecticut State University
Engleman 118
501 Crescent Street
New Haven, Connecticut 06515

For more information about Southern Connecticut State University, candidates are encouraged to visit the University's website at **http://www.scsu.ctstateu.edu.**

Southern Connecticut State University is an equal opportunity employer and applications from members of historically underrepresented groups are especially invited to apply.

Carleton College

MELLON POST-DOCTORAL TEACHING FELLOWSHIP

Two-year teaching fellowship available for candidate with Ph.D. (received less than five years ago) to begin September, 2000. Appointment involves half-time teaching (one course in each of three ten-week terms) and half-time for research and writing. We will consider applications from the fields of Anthropology, Spanish (Latin America or Spain) or American History(pre-1877). Stipend plus benefits.

Carleton is a selective liberal arts college with 1850 students located 45 miles south of the Twin Cities of Minneapolis and St. Paul. Carleton is an affirmative action/equal opportunity employer. Women and minorities strongly encouraged to apply.

Send letter of application with a description of courses you might like to teach and research plans for the next two years, c.v., three recent letters of reference and graduate transcripts to **Professor James Fisher, Department of Sociology and Anthropology; Professor Becky Boling, Department of Romance Languages and Literatures; or Professor Harry Williams, Department of History, respectively.**

Carleton College
One North College Street
Northfield, MN 55057

Deadline: January 31, 2000

THE COLLEGE OF NEW JERSEY

DEPARTMENT OF LAW AND JUSTICE MULTIPLE POSITIONS

The Department of Law and Justice at The College of New Jersey invites applications for two Assistant Professor positions, effective Fall 2000. Professors are expected to teach courses, conduct research, publish scholarship, mentor students, and be actively involved in service. Both positions require evidence of at least one year of successful teaching at the baccalaureate level.

TENURE-TRACK ASSISTANT PROFESSOR - Seeking a generalist with a Ph.D. in psychology, criminology, criminal justice or public administration. Preference will be given to candidates with experience teaching introduction to criminal justice and research methods, and/or researching in program evaluation/policy analysis/applied criminal justice planning.

ONE YEAR TEMPORARY ASSISTANT PROFESSOR - Candidates should ideally have earned both a J.D. and a Ph.D., but those holding the J.D. who also have significant experience in the criminal justice field and a dedicated record of commitment to undergraduate teaching will be considered. Teaching responsibilities include courts/judicial processes, legal research and writing, criminal law, criminal procedure, and classes related to the social-psychological aspects of law.

The deadline for applications is February 15, 2000. Send letter of application, curriculum vitae, sample syllabi, teaching evaluations and statement of teaching philosophy to: Professor Linda Lengyel, Chairperson, Department of Law and Justice, The College of New Jersey, P.O. Box 7718, Ewing, NJ 08628-0718. To enrich education through diversity, The College of New Jersey is an Equal Opportunity Employer. Women and members of minority groups are encouraged to apply.

THE COLLEGE OF NEW JERSEY

ST. JOHN'S UNIVERSITY

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St. John's University, one of the largest Catholic universities in the U.S., boasts an enrollment of over 18,500 students pursuing bachelors, masters, doctoral and professional degrees in seven colleges. St. John's University, New York invites applications for the following positions for Fall 2000.

UNIVERSITY LIBRARIES

Tenure Track and Administrative Appointments

Division of Public Services
One Assistant Professor

The Libraries invite applications for a new position, Distance Learning Librarian, to lead development and implementation of online reference, information and instructional services to distance students and faculty in St. John's distance learning programs. ALA-accredited MLS (or equivalent), 1-3 years experience required; aptitude for teaching in an electronic environment strongly desired. Send letter of application, resume and three letters of reference to: **Dr. James Benson, Dean of Libraries. Or e-mail to: bensonj@stjohns.edu**

Division of Collections and Information Management
One Assistant Professor

The Libraries seek an Electronic Collections Librarian to lead in the selection of electronic resources; catalog and otherwise coordinate systems of intellectual access to electronic resources; and educate librarians in their use. ALA-accredited MLS (or equivalent), and 1-3 years experience required, as is a commitment to providing user-centered technical services. Send letter of application, resume and three letters of reference to: **Dr. James Benson, Dean of Libraries. Or e-mail: bensonj@stjohns.edu**

Staten Island Division
One Assistant or Associate Dean

The Libraries desire a creative, service-oriented administrator to direct user services of the Loretto Library with a faculty of 4.5 that serves Liberal Arts, Professional Studies, Education and Business Administration. An ALA-MLS (or equivalent), subject master's (Ph.D. for Associate Dean level) and 3-5 years successful management experience are required. Send letter of application, resume and three letters of reference to: **Dr. James Benson, Dean of Libraries. Or e-mail to: bensonj@stjohns.edu**

Division of Collections and Information Management
One Assistant or Associate Dean

The Libraries seek a strong leader to join its management team, direct centralized Acquisitions/Collection Development, Cataloging and Serials [6 faculty, 26 FTE staff, serving multiple campuses] and lead the Libraries' digital library initiative. ALA-MLS (or equivalent), subject master's (Ph.D. for Associate Dean level) and 3-4 years management experience are required. Send letter of application, resume and three letters of reference to: **Dr. James Benson, Dean of Libraries. Or e-mail: bensonj@stjohns.edu**

ST. JOHN'S COLLEGE OF LIBERAL ARTS AND SCIENCES

Tenure Track Positions, One and Three Year Contracts

Department of English
One Year Renewable Contract (Two Positions)
Maximum Term of Three Years

The Department of English invites applications for two positions in Composition and Rhetoric. Ph.D. in Composition, some publications and teaching experience required. Send letter of application, resume and three letters of reference to: **Dr. Stephen Sicari, Chair, Department of English. Or e-mail: sicaris@stjohns.edu**

Department of Fine Arts
Assistant Professor

The Department of Fine Arts invites applications for a tenure track position as an Artist/Graphic Designer. The successful applicant will teach Graphic Design subject areas. Computer literacy and proficiency in Adobe Photoshop, Illustrator and Quark are a must. MFA is required. Send resume, CD and/or slide portfolio, three letters of reference (academic or professional) and slides of student work, if possible, to: **Professor Belenna M. Lauto, Chair, Dept. of Fine Arts. Or e-mail to: lautob@stjohns.edu**

Department of Fine Arts
Assistant Professor

The Department of Fine Arts invites applications for a tenure track position as an Artist/Illustrator. The successful applicant will teach Illustration subject areas. Computer literacy and demonstrated teaching skill on the college level is necessary. MFA is required. Proficiency in airbrushing, cartooning and animation is desirable. Send resume, CD and/or slide portfolio, three letters of reference (academic or professional) and slides of student work, if possible to: **Professor Belenna M. Lauto, Chair, Dept. of Fine Arts. Or e-mail to: lautob@stjohns.edu**

Department of History
Assistant Professor

The Department of History seeks applications for a position as Assistant Professor in the field of Sub-Saharan African history. Expertise in African-American history would also be useful. Teaching expectations include doctoral, master's and undergraduate courses in the specialties noted, as well as survey courses in world history. Ph.D. or D.A. in history required. Send letter of application resume and three letters of reference to: **Dr. Dolores L. Augustine, Chair, History Department. Or e-mail: augustid@stjohns.edu**

Department of Mathematics and Computer Science
Assistant Professor

The Department of Mathematics and Computer Science invites applications for a tenure track position from candidates with a Ph.D. in Mathematics and a Master's in Computer Science, or Ph.D. in Computer Science. Candidates are expected to teach undergraduate courses primarily in computer science and to participate in developing the computer science major. Candidates should have an interest in research and must demonstrate teaching ability. Send letter of application, resume and three letters of reference to: **Dr. Charles Traina, Chair, Mathematics and Computer Science. Or e-mail: trainac@stjohns.edu**

Department of Modern Foreign Languages and Classical Studies
Assistant Professor (Spanish)

The Department of Modern Foreign Languages and Classical Studies invites applications from candidates for a tenure track position in Spanish. Candidates must have a Ph.D., expertise in 19th and 20th century Peninsular Studies, evidence of scholarly potential and ability to teach language courses. Applied linguistics a plus. Send letter of application, resume, and three letters of reference to: **Dr. Gaetano Cipolla, Chair, Modern Foreign Languages. Or e-mail: cipollag@stjohns.edu**

Department of Physics
One Tenure/One Year Contract/
Assistant Professor Positions

The Department of Physics invites applications from candidates who are effective teachers at the undergraduate level. An experimental background is preferred and a research affiliation with a major New York metropolitan or Long Island institution is desirable. Candidates must have a Ph.D. in Physics. Send letter of application, resume and three letters of reference to: **Dr. Robert Finkel, Chair, Department of Physics. Or e-mail: finkelr@stjohns.edu**

ST. JOHN'S UNIVERSITY

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Department of Psychology
Two Assistant/Associate Professor Positions

The Department of Psychology invites applications for two tenure track positions in clinical psychology. Applicants should have a Ph.D. in clinical psychology from an APA-approved program. For position one we are seeking an individual with interest and expertise in intellectual, personality, and/or neuropsychological assessment. For position two we are seeking an individual with interest and expertise in clinical child psychology. Send letter of application, resume and three letters of reference to: **Dr. Jeffrey Fagen, Chair, Department of Psychology. Or e-mail: fagenj@stjohns.edu**

Department of Psychology
Assistant/Associate Professor

The Department of Psychology invites applications for a tenure track position in school psychology. The successful candidate will have a doctoral degree in school psychology preferably from an APA-approved program which followed the scientist/practitioner model. We are most interested in applicants with training and a research program in behavioral consultation, learning disabilities and/or neuropsychological assessment. Send letter of application, resume and three letters of reference to: **Dr. Jeffrey Fagen, Chair, Department of Psychology. Or e-mail: fagenj@stjohns.edu**

Department of Speech, Communication Sciences and Theatre
Assistant/Associate Professor

The Department of Speech, Communication Sciences and Theatre invites applications for a tenure track position in Speech-Language Pathology specializing in Child Language. The successful applicant will teach undergraduate and graduate courses; conduct research; and supervise MA students' research. Ph.D., ASHA Certification; CCC-SLP, NYS License eligibility, teaching and/or clinical and supervisory experience required. Send letter of application, resume and three letters of reference to: **Dr. Nancy McGarr, Speech, Communication Sciences and Theatre. Or e-mail: mcgarrn@stjohns.edu**

Department of Theology and Religious Studies
Assistant /Associate Professor

The Department of Theology and Religious Studies invites applications for a tenure track position in pastoral theology, to teach undergraduate core and elective courses as well as graduate courses in pastoral theology and pastoral counseling. A doctorate in the field is required, together with evidence of scholarly potential and teaching ability. Applicants seeking appointment at the level of associate professor should provide evidence of significant achievement in teaching and research. Send letter of application, resume and three letters of reference to: **Rev. Jean-Pierre Ruiz, Chair, Department of Theology and Religious Studies.**

SCHOOL OF EDUCATION AND HUMAN SERVICES

Tenure Track Positions

Division of Administrative and Instructional Leadership
One Mathematics or Science Educator - Assistant Professor

The Division of Administrative and Instructional Leadership invites applications for one position in mathematics or science. The successful candidate will teach undergraduate courses in elementary and secondary education, guide faculty development in schools; and conduct research and training to create and evaluate school programs. Earned doctorate in math or science education and classroom teaching experience with elementary/secondary students required. Publications required, as well as securing external funding. Send letter of application, resume and three letters of reference to: **Dr. Gene Geisert, Chair, Division of Administrative and Instructional Leadership. Or e-mail to: geisertg@stjohns.edu**

Division of Human Services and Counseling
One Reading/Literacy Associate/Full Professor

The Division of Human Services and Counseling seeks an Associate/Full Professor of Reading/Literacy Education. Responsibilities include teaching graduate courses in theory and practice of literacy instruction, the application of research in literacy development and doctoral seminars. In addition, candidate will advise, mentor and work with field-based personnel to improve literacy instruction in the schools; conduct reading/literacy research. A record of research, presentations at scholarly meetings and externally funded projects are required. Send letter of application, resume and three letters of reference to: **Dr. Richard Sinatra, Chair, Division of Human Services and Counseling. Or e-mail: sinatrar@stjohns.edu**

Division of Human Services and Counseling
One Counselor Education Assistant/Associate Professor

The Division of Human Services and Counseling seeks an Assistant/Associate Professor of Counseling Education. Responsibilities include teaching graduate courses in counselor education, advising graduate students, carrying out program development and counseling accreditation responsibilities and working with multicultural populations in urban school settings. Other duties include conducting and publishing the results of research activities, and applying for and securing external funding. Send letter of application, resume and three letters of reference to: **Dr. Richard Sinatra, Chair, Division of Human Services and Counseling. Or e-mail: sinatrar@stjohns.edu**

Division of Education, Staten Island Campus
Two Elementary Education Assistant Professor Positions

The Division of Administrative and Instructional Leadership (Queens campus) and the Division of Education (Staten Island campus) invites applications for two positions in Elementary Early Childhood Education. The successful candidates must teach undergraduate courses in a content area (e.g. mathematics, science, special education, social studies) guide faculty development in schools, and conduct research and training to create and evaluate school programs. Earned doctorate in elementary education or related field and classroom teaching experience with early childhood/elementary age students required. Publications on elementary methods and elementary supervision required, as well as securing external funding. Send letter of application, resume and three letters of reference to: **Dr. Gene Geisert, Chair, Division of Administrative and Instructional Leadership. Or e-mail: geisertg@stjohns.edu**

COLLEGE OF BUSINESS ADMINISTRATION

Tenure Track Positions

Department of Economics and Finance
Associate Professor

The Department of Economics and Finance invites applications for a tenure track position from candidates who possess strong research capabilities as well as demonstrated high quality teaching performance in finance and international finance. Ph.D. in Finance required. Candidates are expected to conduct research that leads to publication in recognized refered and professional journals. Send letter of application, resume and three letters of reference to: **Dr. Nejdet Delener, Associate Dean, College of Business Administration. Or e-mail to: delenern@stjohns.edu**

Department of Management
Assistant/Associate Professor

The Department of Management invites applications for a tenure track position from candidates who possess strong research capabilities as well as demonstrated high quality teaching performance in Management Information Systems or Operations Research. Ph.D. in Management required. Candidates must show evidence of an interest in pursuing scholarly work and have substantial practical management or consulting experience in their field. Send letter of application, resume and three letters of reference to: **Dr. Nejdet Delener, Associate Dean, College of Business Administration. Or e-mail: delenern@stjohns.edu**

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Department of Marketing
Assistant/Associate Professor

The Department of Marketing invites applications for a tenure track position from candidates who possess strong research capabilities as well as demonstrated high quality teaching performance in Advertising/Sales Promotions. Ph.D. in Marketing required. Candidates are expected to also demonstrate evidence of excellent communication skills and demonstrated potential to conduct applied research. Rank and salary for this full time position is competitive and based on qualifications and experience. Send letter of application, resume and three letters of reference to: **Dr. Nejdet Delener, Associate Dean, College of Business Administration. Or e-mail: delenern@stjohns.edu**

COLLEGE OF PROFESSIONAL STUDIES

Tenure Track Positions

Real Estate Management
Assistant/Associate Professor

Exciting tenure track position for innovative candidate to help develop and to teach in Bachelor of Science in Real Estate Management degree program recently approved by New York State Education Department. We seek a highly creative and successful candidate with a strong commitment to quality undergraduate education and who enjoys working with students. Candidate should have industry experience, an interest in new course development and an appropriate earned doctorate. Teaching responsibilities will be on both the Queens and Staten Island campuses. Send letter of application, resume and three letters of reference to: **Dr. Anthony Gabb, Associate Dean, College of Professional Studies. Or e-mail: gabba@stjohns.edu**

Division of Computer Science, Mathematics and Science
Three Assistant/Associate Professor Positions

Exciting tenure track positions exist in an expanding department. We seek highly motivated individuals to teach a wide variety of programming, telecommunications, networking and mathematics courses. Successful candidates should have a strong commitment to quality undergraduate education and enjoy working with students. Candidates will possess a master's degree and have significant teaching or training experience. An appropriate doctorate or equivalent industry experience is preferred. Novell or Microsoft certification is highly desirable. The primary teaching responsibilities for one position will be at the Staten Island campus. Send letter of application, resume and three letters of reference to: **Dr. Richard O'Lander, Chair, Division of Computer Science, Mathematics and Science. Or e-mail: olanderr@stjohns.edu**

Division of Hotel, Restaurant, Sports, Travel and Tourism
Two Assistant/Associate Professor Positions
Hospitality Management

The Hotel, Restaurant and Tourism Program invites applications for a tenure track position as Assistant/Associate Professor in Hospitality Management. Candidate should have industry experience, an interest in new course development and an appropriate earned doctorate. The College of Professional Studies is committed to excellence in teaching and encourages applications from candidates who excel at working with students. Send letter of application, resume and three letters of reference to: **Dr. Francis Brown, Chair, Division of Hotel, Restaurant, Sports, Travel and Tourism. Or e-mail: brownf@stjohns.edu**

Sports Management

The Sports Management Program invites applications for a tenure track position as Assistant/Associate Professor in Sports Management. This rapidly growing program presently offers a Bachelor of Science degree and has plans to develop a Master's of Professional Studies in Sports Management. Candidate should have industry experience, an interest in new course development and an appropriate earned doctorate. The College of Professional Studies is committed to excellence in teaching and encourages applications from candidates who excel at working with students. Send letter of application, resume and three letters of reference to: **Dr. Francis Brown, Chair, Division of Hotel, Restaurant, Sports, Travel and Tourism. Or e-mail: brownf@stjohns.edu**

COLLEGE OF PHARMACY AND ALLIED HEALTH PROFESSIONS

Tenure Track Positions

Department of Pharmaceutical Sciences
Assistant Professor

The Department of Pharmaceutical Sciences seeks applications for a position as a tenure track Assistant Professor. Responsibilities will include teaching undergraduate immunology and infectious diseases and the establishment of an active research program. An earned Ph.D. degree is required. Preference given to candidates with a background in molecular or biomedical immunology. Send letter of application, resume and three letters of reference to: **Dr. Louis Trombetta, Chair, Department of Pharmaceutical Sciences. Or e-mail to: trombetl@stjohns.edu**

Department of Clinical Pharmacy Practice
Three Assistant/Associate Clinical Professor Positions

The Department of Clinical Pharmacy Practice seeks applicants for positions as an Assistant/Associate Clinical Professor with specialization in Adult Medicine/Primary Care. Applicants for these 12-month tenure track practice/teaching positions must possess the Doctor of Pharmacy degree. Preference given to candidates who have also completed related residency or fellowship training, or who have equivalent experience in adult medicine/primary care. Pharmacy licensure in New York State or eligibility for licensure is required. Send letter of application, resume and three letters of reference to: **Dr. Judith Beizer, Acting Chair, Department of Clinical Pharmacy Practice. Or e-mail to: beizerj@stjohns.edu**

Department of Pharmacy and Administrative Sciences
Assistant Professor

The Department of Pharmacy and Administrative Sciences invites applications for candidates with an earned Ph.D. (or equivalent degree) in the general area of Pharmacy Administration and/or Business Administration. Preference given to licensed pharmacists. The successful candidate is expected to participate in undergraduate and graduate instruction and to develop an independent research program. Send letter of application, resume and three letters of reference to: **Dr. Somnath Pal, Acting Chair, Department of Pharmacy and Administrative Sciences. Or e-mail: pals@stjohns.edu**

Department of Pharmacy and Administrative Sciences
Assistant Professor

The Department of Pharmacy and Administrative Sciences invites applications for a position in Industrial Pharmacy. Earned Ph.D. (or equivalent degree) in pharmaceutics, biopharmaceuticals, pharmaceutical technology or related area is required. Preference given to licensed pharmacists. Candidate expected to participate in undergraduate and graduate instruction and to develop an independent research program. Send letter of application, resume and three letters of reference to: **Dr. Somnath Pal, Acting Chair, Department of Pharmacy and Administrative Sciences. Or e-mail: pals@stjohns.edu**

For consideration, please forward applications to the appropriate contact by e-mail or mail as soon as possible, but no later than Feb. 1, 2000 to:

St. John's University, 8000 Utopia Parkway, Jamaica, New York 11439.

St. John's is an equal opportunity employer and encourages applications from women and minorities.

Tufts University

Faculty Positions for 2000-2001

Tufts University, located in the Boston area, has the following positions available for September 2000. Tufts is committed to excellence in teaching and scholarship, and to building a faculty that reflects the diversity of both its students and the world for which it is preparing them.

For more information about these positions consult the listing at our website: http://ase.tufts.edu/facultypositions/

TENURE-TRACK POSITIONS

• Biology/Nutrition School	Henry R. Luce Professorship in Science and Humanitarianism	Open
• Chemistry	Open/Inorganic Chemistry	Assistant Professor
• Child Development	Early Childhood Education	Assistant/Associate Professor
• Civil & Environmental Engineering	Geotechnical or Structural Engineering	Assistant/Associate Professor
• Comparative Religion	Judeo-Christian Tradition	Assistant Professor
• Electrical Engineering/Computer Science	Computer Engineering	Assistant Professor
• Electrical Engineering/Computer Science	Computer Science	Assistant/Associate Professor
• Mathematics	Computational Fluid Dynamics/ Computational Non-Linear Optimization	Assistant Professor
• Music	African-American Music History	Assistant Professor
• Philosophy	Metaphysics	Assistant Professor
• Political Science	Comparative Politics	Assistant Professor
• Political Science	Comparative Politics/Latin America	Assistant Professor
• Psychology	Cognitive Neuroscience	Assistant Professor
• Romance Languages	18th-Century French Literature	Assistant Professor

NON-TENURE-TRACK POSITIONS

• Child Development	Curriculum Resource/Lab	Director (NTT)
• Drama/Dance	Costume and Scene Design	Lecturer (NTT)
• Drama/Dance	Acting (half-time)	Lecturer (NTT)
• History/Political Science	Korean History	Visiting Scholar (NTT)
• Mathematics	Algebraic Groups	Assistant Professor (NTT)

Tufts University is an Affirmative Action/Equal Opportunity employer. We are committed to increasing the diversity of our faculty. Members of underrepresented groups are strongly encouraged to apply.

Texas A&M University

Vice President for Administration

Texas A&M University invites applications and nominations for the position of Vice President for Administration. As a member of Texas A&M University's executive management team, this position provides support and counsel to the President in all University matters. The Vice President for Administration's primary focus is on the management of support and service components including Administrative Geographic Information System; Airport Operations; Children's Center; Facilities Coordination; Faculty Club; Food Services; Graphics Services; Human Resources; Parking, Transit and Traffic Services; Physical Plant; Presidential Conference Center; Research Park; and the University Police Department.

QUALIFICATIONS: Candidates for the position must have a Bachelor's degree (master's degree preferred). The successful candidate is expected to have a minimum of ten years experience dealing with resource allocation and fiscal management to include five years experience in an upper-management role, preferably at an institution of higher education. The ideal candidate should have demonstrated leadership ability; exceptional skills in oral and written communication; ability to work effectively under pressure; ability to accomplish objectives through the development and utilization of human resources; ability to creatively design and implement new programs. Knowledge of university operations is preferred.

TO APPLY: Nominations or applications with resumes should be addressed to the Search Advisory Committee for the Vice President for Administration. Applications should be accompanied by a resume and a letter of interest addressing special qualifications and a list of five references. No contact with references will take place without clearance by the applicant. The committee will begin screening applications on Tuesday, February 1, 2000 and continue until the appointment is made.

The job description and additional information is available at the following university website: ***http://www.tamu.edu/president/position***

SEND APPLICATIONS TO:

Dean David Prior, Chair
Search Advisory Committee for Vice President for Administration
c/o Office of the President
805 Rudder Tower
Texas A&M University
College Station, Texas 77843-1246

Texas A&M University is an affirmative action/equal opportunity employer committed to diversity.

WILLIAMS COLLEGE

DEPARTMENT OF MUSIC

ARTIST IN RESIDENCE

Fall 2001

Williams College invites applications for the newly created position of Artist in Residence in Orchestral an Instrumental Activities Performance, a three-year renewable term, beginning in the fall of 2001, to further develop its thriving college orchestra and instrumental program.

Duties are to include conducting/administering the Berkshire Symphony comprised of student and professional musicians, periodically teaching courses in conducting, advising leaders of the Student Symphony, organizing and coaching chamber music, coordinating private lessons offered by adjunct instructors and Artists in Residence, planning/arranging the yearly concert calendar which includes both departmental and outside performances, and possibly conducting the Symphonic Winds. Salary negotiable.

Candidates must have a masters, doctorate or equivalent professional experience. Ensemble conducting/administration and college teaching experience preferred.

A letter of application, detailed resume and three letters of reference should be sent by February 1, 2000 to:

AIR Orchestral/Instrumental Activities Search
Department of Music
Williams College
54 Chapin Hall Drive
Williamstown, MA 01267

All application materials must be in the form of hard copy submitted by regular mail. A short list of applicants will be chosen, additional materials requested, and interviews will be held in the spring of 2000. Finalists will be engaged as guest conductors during the 2000-2001 season of the Berkshire Symphony, after which the final candidate will be chosen.

Williams College is a coeducational liberal arts institution, offering undergraduate education to its 2,000 students. The college has built its reputation on a long tradition of outstanding teaching and scholarship and on the academic excellence of its students. Among the opportunities that Williams offers its students and approximately 260 faculty members are interdisciplinary programs and centers, including the Multicultural Center, The Oakley Center for the Humanities and Social Sciences, an active concert and performance schedule, extensive library and museum collections, computer center and well-equipped laboratories.

An Affirmative Action/Equal Opportunity Employer, Williams College especially welcomes and encourages applications from women and minority candidates.

SYSTEMS LIBRARIAN

Your primary responsibility will be for the operation of the library computer systems. You will participate in planning, development and management of the library's computing and networked resources.

Requirements include MLS from an ALA accredited program; knowledge of automated library systems, web page design and programming, HTML coding, Windows 95 and 98, Windows NT servers and workstations, CD-ROM jukebox administration. Strong customer service orientation, excellent interpersonal, written and oral communication skills. Library automation experience required preferably with Endeavor Voyager (currently use DRA and will migrate to Voyager in early 2000). Experience in an academic library with a broad range of library software products and knowledge of relevant standards and protocols preferred. Salary $31,616+ with excellent benefits.

STARTING DATE: ASAP

APPLICATION DEADLINE:
February 4, 2000

For your application to be considered, please reference Pos. No. 00-120 and provide the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of 5 professional references (names, addresses, telephone numbers) to:

Judy Chastonay, Human
Resources Department,
3251 Panthersville Road,
Decatur, GA 30034.

For more information on Georgia Perimeter College, please visit our website at: http://www. gpc.peachnet.edu

Georgia
Perimeter
College.

An Associate Degree Granting College of the University System of Georgia

AA/EOE/ADA

SANTA
MONICA
COLLEGE

SANTA MONICA COMMUNITY COLLEGE is currently accepting applications for the following full-time, tenure-track faculty positions for Fall, 2000:

FACULTY POSITIONS AND CLOSING DATES
Art (Design), 03/24/00; Art History, 03/24/00; Astronomy, 02/25/00; Biology (General), 03/31/00; Business (General), 03/31/00; Chemistry, 03/31/00; Computer Science (2), 03/17/00; Counselor (Articulation/EOPS), 03/10/00; Counselor (International Students Center), 03/03/00; Counselor (Title III Retention/Persistence-Categorically-Funded), 03/10/00; English Composition/Reading, 03/31/00; English Composition/Literature, 03/03/00; Geography, 02/25/00; Graphic Design, 03/10/00; Learning Disabilities Specialist, 03/17/00; Mathematics (Cross-Level), 03/17/00; Mathematics (Developmental), 03/17/00; Music Appreciation/Theory, 02/25/00; Sociology (Race/Ethnic Relations), 02/25/00; Sociology (General), 03/24/00; Women's Basketball Coach/Fitness/Health, 03/24/00.

Salary range is $34,184 - $70,330 for faculty position. For a complete job description and a district application, please contact the **Office of Academic Personnel, Santa Monica Community College District, 1900 Pico Blvd., Santa Monica, CA 90405, (310) 434-4336 (24-hr. employment information line)**.

AA/EOE.

Georgia State
University

DEPARTMENT OF APPLIED LINGUISTICS/ESL

Two Tenure-Track Assistant/Associate Professor Positions
Fall 2000

Georgia State University's Department of Applied Linguistics/ESL is accepting applications for two full-time, tenure-track positions at the advanced assistant professor or associate professor level. Because of the significant differences in responsibilities of each position, application must be made to each separately. Responsibilities in both positions involve teaching courses in the M.A. program in applied linguistics, training ESL/EFL teachers, and in an anticipated new doctoral program in applied linguistics with emphasis on the development of second/foreign language academic literacy. Candidates hired will have a doctorate in applied linguistics or a closely related field, and will have a specialty in either second language acquisition theory or discourse analysis (oral or written discourse) and a record of relevant publications. Preferred candidates will also have a clear research specialization in either quantitative or qualitative research methodology and experience teaching ESL/EFL. Successful candidates should already have held previous appointment at the assistant professor or associate professor level and demonstrate appropriate teaching and research credentials to warrant appointment at the advanced assistant or associate professor level.

POSITION #1
Additional responsibilities involve providing academic (but not administrative) leadership to the department's Intensive English Program (IEP) for non-native English speakers.

POSITION #2
Additional responsibilities involve participation in the development of grants and contracts focused on international training and research. Preferred candidates for this position will have a record of successful development of grants/contracts with a focus on international training/research. Because of GSU's emphasis on the Middle East, candidates should highlight knowledge and/or professional experience in that area of the world.

Letters of application for each position, a curriculum vitae, copies of research publications, and 3 letters of professional recommendation should be sent to:

Chair of Graduate Search Committee
Position #1 or Position #2
Department of Applied Linguistics/ESL
Georgia State University
P.O. Box 4099
Atlanta, GA 30302-4099

Review of applications will begin January 15, 2000, and will continue until successful candidates are identified. Positions start mid August, 2000.

Georgia State University, a unit of the University System of Georgia, is an Equal Opportunity Educational Institution and an Equal Opportunity Affirmative Action Employer.

For further information about our programs visit the Department's website at:

http://www.gsu.edu/alesl

CASCADIA
COMMUNITY COLLEGE

FOUNDING FACULTY
Seattle Metropolitan Area

Cascadia Community College is Washington's 33rd and newest community college. Cascadia, co-located with the University of Washington-Bothell will open to students in the fall of 2000. The shared state-of-the-art facilities are currently under construction on a 125-acre campus in the city of Bothell (18 miles from Seattle).

Cascadia Community College is recruiting founding faculty with expertise and experience in the full range of Arts and Sciences disciplines, Developmental Ed, ESL, and Information Technology. Faculty with experience and/or interest in an outcomes-based interdisciplinary curriculum, alternative pedagogies, learning technologies, and collaborative work are strongly encouraged to apply.

For further details and more information please visit, **http://www.cascadia.ctc.edu/employment.htm**

Applications received by January 14, 2000 will receive first consideration. Recruitment will continue until all positions are filled. To receive an application packet or for more information call:

(425) 398-5532, email applicant@cascadia.ctc.edu, or write to HR Office, Cascadia CC, 19017 120th Avenue NE Suite #106, Bothell, WA 98011.

Vacancy Announcement

Search Extended
Anticipated Opening

ILLUSTRATOR

Strong professional background in traditional, conceptual and digital illustration and the ability to teach a wide range of courses is required. Candidate should have at least 2 years teaching experience and must have demonstrated national prominence and/or MFA. Applicants should send a letter of application, resume, and the names, addresses and telephone numbers of three references to:

Dr. Ansley W. LaMar, Ph.D., Dean
College of Arts and Sciences
2039 Kennedy Boulevard
Jersey City, New Jersey 07305

Deadline for applications:
March 1, 2000

NEW JERSEY
CITY
UNIVERSITY

New Jersey City University is an Equal Opportunity Employer

THE UNIVERSITY OF WEST FLORIDA

Public Administration Generalist

The Division of Administrative Studies at the University of West Florida invites applications for a tenure-track appointment at the assistant professor level in the Master of Public Administration (MPA) Program. The appointment will begin with the Fall, 2000 semester. The MPA Program is NASPAA accredited and has strong ties to both governmental and non-profit organizations.

Applicants from all fields within public administration will be considered. Those who have proven ability to teach in any two of the following areas will have preference: Human Resources Management, Quantitative Applications, Modern Organization Theory, and Conflict Management and Resolution.

Teaching in the program will consist of courses taught at the main campus and at our Fort Walton Beach Campus. The successful candidate will be expected to do both theoretical and applied research in his/her area of specialization and to publish in refereed outlets.

By the time of appointment, applicants will be expected to have completed a Ph.D. in Public Administration or a closely related field. Potential for scholarly publications and successful teaching are important. Salary is competitive based on experience and qualifications. Candidates should forward a cover letter summarizing interests and skills applicable to the position, a curriculum vitae, and the names, addresses, and other contact information for at least three references by February 14, 2000 to:

Rosalind Fisher
Executive Assistant to the President for Equal Opportunity and Diversity
The University of West Florida
11000 University Parkway
Pensacola, Florida 32514

The University of West Florida is an Equal Opportunity/Access employer. Women and minorities are encouraged to apply.

Plattsburgh
State University of New York

ASSISTANT TO THE DEAN

The Division of Library & Information Services at Plattsburgh State University of New York invites applications for the newly created position of Assistant to the Dean. This is a full-time, twelve-month, renewable professional appointment.

Responsibilities: This position will provide administrative support for a broad range of services and programs administered by the Dean of LIS. Plattsburgh's LIS Division is comprised of Feinberg Library, Computing Support Services, Systems and Networks, Applications Programming, Instructional Technology, and Electronic & Media Services. The position includes work with human resources (e.g. coordination of searches, oversight of evaluation calendar, knowledge of human resource procedures, etc.), budget oversight and forecasting, grant writing, statistical analysis, survey data compilation, public relations, internal professional development programs, and special projects. This position offers an excellent opportunity for individuals interested in further developing administrative skills in complex organizational environments.

Qualifications: Master's degree, preferably in library science, business, information management or other relevant field; at least 3 years of experience in a higher education setting, an information management position, or the equivalent; demonstrated ability to work independently, exercise good judgement, discretion, and sensitivity with colleagues; good interpersonal skills; experience with budget and database management; excellent writing skills; enthusiasm for a fast-paced and high-volume work environment. Experience with human resource management, evidence of successful grants writing, budget management and work in a complex organizational environment will be highly regarded.

Salary: Salary range is **$40,000-$45,000** commensurate with experience, plus excellent benefits.

Applications from women and minority candidates are especially welcomed.
Plattsburgh State University of New York is
an affirmative action, equal opportunity employer.

PSUNY is a comprehensive institution with 270 faculty and 5,500 students. The college is located in the northeast corner of upstate New York in the historic and beautiful Lake Champlain Valley nestled between the Adirondack Mountains of New York and the Green Mountains of Vermont. Accessible by air, rail and car, Plattsburgh is a one-hour drive from Lake Placid, NY; Burlington, VT; and Montreal, Quebec, Canada. For additional information, visit our website at www.plattsburgh.edu.

Review of applications will begin immediately and continue until the position is filled. Please submit cover letter; curriculum vitae; and the names, addresses and telephone numbers of three current references to: **Chair, Search Committee (PJ# 2382-808)**, c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, New York 12901-2681. Fax# (518) 564-5060.

MIT | Media Laboratory

Tenure Track Faculty Position

The Media Laboratory is seeking Faculty with records of world-class creative talent, communication skills, and productivity.

Candidates should have demonstrated expertise in the study of interaction, expression, communication, or learning, and the development of technologies related to these areas. Of particular interest are human and machine learning, common sense reasoning, auditory and visual perception, design, and graphics. Applicants should have a Ph.D. degree or equivalent.

Responsibilities include: teaching (graduate and undergraduate), research, and supervision of graduate students. Appointments will be principally at the Assistant Professor level.

Qualified candidates should submit a resume, representative materials or portfolio, the names of three references, and a concise summary of their teaching and research interests by Wednesday, March 1, 2000 to: **Faculty Search Committee, MIT Media Laboratory, E15-218, 20 Ames Street, Cambridge, MA 02139-4307.** Inquiries should be sent to: search@media.mit.edu. For additional information about the Laboratory, see our web page: http://www.media.mit.edu. MIT is a non-smoking environment.

Qualified women and minority candidates are encouraged to apply. MIT is an equal opportunity/affirmative action employer.

Massachusetts Institute of Technology

Water Resources Faculty Position Available

The Department of Civil and Environmental Engineering at UC Davis invites applications and nominations for a tenure-track position in water resources engineering with specialization in computational environmental hydrodynamics. The position is open at all levels for outstanding candidates. Requirements include a doctorate in civil engineering or related field and a demonstrated record of success in, or evidence of outstanding potential for, both teaching and building a vigorous independent research program. The successful candidate will have a strong background and interest in computational fluid mechanics and hydraulics and will also have a background and interest in the modeling of turbulent transport as related to environmental flow and transport processes. He/she will join departmental colleagues in teaching undergraduate courses in water resources engineering and graduate courses related to fluid mechanics and numerical applications.

To be assured of consideration, applications must be submitted by February 21, 2000. Applicants should submit a complete resume, including a statement of teaching and research interests, transcripts, a list of relevant professional experience and publications, and the names and addresses of three references to:

Professor Bruce E. Larock
Department of Civil and Environmental Engineering
University of California
One Shields Avenue
Davis, CA 95616-5294

E-mail inquiries may be addressed to **belarock@ucdavis.edu**
Information about the department can be found at **http://cee.engr.ucdavis.edu/**

UC Davis and the Department of Civil and Environmental Engineering are interested in candidates who are committed to the highest standards of scholarship and professional activities, and to the development of a campus climate that supports equality and diversity. The University of California is an affirmative action/equal opportunity employer.

ILLINOIS STATE UNIVERSITY
Bloomington-Normal

Vice President for Student Affairs

Illinois State University is a student-centered, multipurpose institution committed to providing a premier undergraduate education and high quality graduate programs in selected areas. It is the oldest public university in the state and enrolls approximately 20,000 students. The residential campus has a new student services building, a new science laboratory building, and a performing arts center under construction. Plans are also underway for a new building to house the College of Business. The Bloomington-Normal community has a population of approximately 100,000 and is mid-way between Chicago and St. Louis. It is one of the most dynamic and economically prosperous communities in Illinois.

The Vice President for Student Affairs reports directly to the President and is the principal university spokesperson regarding student issues. The Vice President has primary responsibilities for the direction of all departments in the Student Affairs division and works closely with other vice presidents, president's staff, faculty, and major elected student leaders and student organizations.

Through the central office staff (Associate Vice President, Assistant Vice President, and Associate Dean) supervision is exercised over the Bone Student Center and Braden Auditorium, Student Counseling Services, Student and Alumni Placement Services, Disability Concerns, Intercultural Programs and Services, Recreation Services, University Housing Services, Student Health Services and Student Insurance, Student Dispute Resolution Services, Students' Legal Services, Campus Dining Services, and the Office of Student Life.

Minimum requirements for the position include: a demonstrated capacity to administer a complex and multifaceted Student Affairs division; sensitivity and commitment to cultural diversity; commitment to the development of student potential; ability to work effectively with students, student affairs professionals, faculty, administrators, and staff; a strong commitment to shared governance; an understanding of fiscal matters and budgets; experience with a broad range of issues in contemporary higher education; creativity in program development and enhancement; and the capacity to represent the Student Affairs Division effectively within the University, to other constituencies, and to the public. The candidate must have at least five years of relevant experience in higher education administration with progressively increasing responsibility. A doctoral degree is required.

The compensation is competitive and is based on experience. The position is available July 1, 2000.

To assure full consideration, nominations and letters of interest should be postmarked by February 25, 2000. Candidates should submit a letter outlining their interest in and vision for the position, a vita, and the names and telephone numbers of three (3) professional references who may be requested to submit letters of reference. The search will remain open until an appointment is made. Send all materials to:

Vice President for Student Affairs Search Committee
Office of the President
Illinois State University
Campus Box 1000, Normal, IL 61790-1000

Illinois State is an equal opportunity/affirmative action university encouraging diversity

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EASTERN
WASHINGTON
UNIVERSITY

DEAN, COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
DEAN, COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION
DEAN, COLLEGE OF ARTS AND LETTERS

Following a successful reorganization Eastern Washington University invites nominations and applications for three dean positions to begin July 1, 2000. The University is being reinvigorated under the leadership of President Stephen M. Jordan, who was appointed in July 1998. The deans will be key members of the leadership team as the University continues the process of transformation and growth. The deans will report directly to the Provost and will be responsible for providing effective leadership and management to their colleges.

Eastern Washington University is a student-centered comprehensive university of over 8000 undergraduate and graduate students, offering high-quality professional and liberal arts programs in Cheney, the Spokane metropolitan area and elsewhere in Washington State. The University's mission is "to prepare broadly educated, technologically proficient, and highly productive citizens to attain meaningful careers, to enjoy enriched lives, and to make contributions to a culturally diverse society." The University has undertaken a renewal process including reorganization of the academic structure, program review, and a new approach to budgeting in support of the mission. Enrollment has grown in the last two years from 6,800 to 7,700 full-time equivalent students. In order to accommodate increased demand, especially from students from other parts of the state, planning is under way for construction of a new residence hall and an existing residence hall has been renovated. The region provides outstanding four-season recreational opportunities, and the city of Cheney offers a safe, small-town atmosphere 20 minutes from Spokane, Washington's second largest city.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

The College of Education and Human Development includes the Department of Education, the Department of Physical Education, Health and Recreation, and the Department of Counseling, Educational and Developmental Psychology. Each of these departments offers nationally accredited programs at the undergraduate and graduate levels. The college employs approximately 70 full-time equivalent faculty and is affiliated with the Robert Reid Laboratory School located on the university's Cheney campus.

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

The College of Business and Public Administration includes the Departments of Management, Accounting and Information Systems, and Urban Planning, Public and Health Administration. The college offers a range of graduate and undergraduate programs including the MBA, the MPA, and the MURP. The college's administrative headquarters are located at the Spokane Riverpoint campus. Instructional programs are offered on both the Spokane and Cheney campuses. The college employs approximately 45 full-time equivalent faculty.

COLLEGE OF ARTS AND LETTERS

The College of Arts and Letters is a new college formed by the separation of the university's programs in arts and letters from the former College of Letters, Arts and Social Sciences. The College will come into existence in July 2000 and will include the current departments of Music, Philosophy, Art, English, Modern Languages, extensive ESL programs, and the department of Electronic Media, Theater and Film. The college offers a full range of undergraduate programs and selected graduate programs. Over the next 3-5 years, the new Dean will take the lead in the general formation of the college and with the creation a School of Music and the Creative Writing Program as Centers of Excellence within the institution. The college will employ approximately 80 full-time equivalent faculty.

Candidate Qualifications:
The ideal candidates for each of these deanships will be persons of energy and integrity who have the following qualifications and characteristics:

- **Strong academic record:** Academic credentials and experience that will earn the respect of the academic community and provide eligibility for a tenured appointment within a department in the college;
- **Faculty and administrative experience:** A significant record of accomplishment as a faculty member. Academic administrative experience at the department chair level or above including strategic planning, budget responsibility, management of staff, innovative and collaborative program development, development of partnerships and the implementation of change;
- **External relations skills:** Ability to communicate and work effectively with professional associations, advisory groups and other community leaders;
- **Internal communication and collaboration skills:** Ability to work effectively and collaboratively with all elements of the faculty within the college, with all university faculty both in collective bargaining with the faculty union and in shared governance with the academic senate, and with all other members of the academic community;
- **Commitment to a student-centered, teaching-oriented mission:** Commitment to the University's mission and values, particularly the focus on being a student-centered institution in which teaching is highly valued;
- **Commitment to diversity:** Demonstrated commitments to equal opportunity and diversity;
- **Fund-raising**: Demonstrated commitment to extra-mural fundraising in support of the university mission.

Compensation is highly competitive and commensurate with education and experience. Inquiries, nominations and applications are invited and should include a letter describing interest and qualifications, a resume and the names and telephone numbers of five references. All materials will be held in strictest confidence; references will not be contacted until candidates have been notified. Materials should be sent to **Human Resources, MS 114, Eastern Washington University, Cheney, WA 99004.** For more information, candidates are encouraged to visit the University's web site at **http://www.ewu.edu.** Review of applications will being January 20, 2000, and will continue until filled.

These positions, during the course of university employment will be involved in unsupervised access with the developmentally disabled, vulnerable adults, and children. These positions are also responsible for the receipt of, or accountability for, university funds or other items of value. Successful candidates must pass a background check.

Eastern Washington University is an equal opportunity/affirmative action employer and applications from members of historically underrepresented groups are especially encouraged.

ASSOCIATE VICE PRESIDENT INFORMATION TECHNOLOGY

Office of Information Technology

Responsible for all aspects of management, planning and program development of the office of information technology (OIT). Three major units comprise the office of information technology: administrative systems and services, networking and telecommunications, and academic computing and support services. The academic computing and support services unit subsumes responsibilities for management of student computer laboratories, a media resource center, instructional and learning support services, and a comprehensive training program. Administratively, the associate vice president for OIT reports to the vice president for budget, planning and information technology.

Qualifications: Graduate degree required; and at least five years of relevant experience, preferably as a senior manager in higher education. A proven record of successfully managing an information technology organization at another college/university, or major components of one, is essential. Similar responsibilities in a non-academic environment will be considered if the experience can be demonstrated to be applicable.

Strong managerial and interpersonal skills, as well as a collaborative approach to problem solving are required. The ability to communicate effectively, written and oral, and to make clear presentations is crucial. Also important is the ability to function with a high degree of autonomy and creativity. The associate vice president must have a successful record of planning and effective resource management in an environment that includes both academic and administrative responsibilities. A demonstrated ability to manage and work in a complex and changing environment, successfully managing people of diverse interests and perspectives, is essential. Some university teaching experience is a plus.

A deep general knowledge of current information technologies and future trends is imperative. The associate vice president must also possess sufficient in-depth technical knowledge to have a full understanding of the contemporary academic and administrative computing issues that are found in institutions of higher education in general, and at Montclair State University in particular.

Salary Range: Commensurate with background and experience.

Starting Date: April 1, 2000

Send letter and resume (include V#) **to:** Montclair State University, Box C316 V#63/HO, Upper Montclair, NJ 07043

Apply by: January 12, 2000

An Equal Opportunity/Affirmative Action Institution

MONTCLAIR
STATE
UNIVERSITY

USF University of South Florida

The University of South Florida is currently recruiting for various faculty and/or staff positions. For more information about the University's vacant positions, please visit our Web site at http://usfweb.usf.edu/usfpers/vacancy.html; or call our Job Line for staff positions at (813) 974-2879.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave. • Tampa, FL 33620

The University of Texas
Pan American

U.S. HISTORY

The Department of History & Philosophy seeks applicants for a one-year lectureship in U.S. history during the 2000-2001 academic year. M.A. required. The successful applicant will be responsible for teaching twelve hours of multiple sections of the basic U.S. history surveys. Send letter of application, curriculum vitae, transcripts, and three letters of reference to **Dr. Michael Weaver, Interim Chair, Department of History and Philosophy, the University of Texas Pan-American, 1201 West University Drive, Edinburg, TX 78539.** Deadline February: 18, 2000 or until filled. Minorities and women are encouraged to apply. Pending final budget approval.

GeorgiaState
University

ESL LECTURER POSITION
DEPARTMENT OF APPLIED LINGUISTICS/ESL

Georgia State University's Department of Applied Linguistics/ESL is accepting applications for a full-time, academic year (with possibility for summer employment), non-tenure track ESL lecturer position. The candidate hired will teach ESL courses for non-native-English speaking undergraduates (e.g., freshman composition), and writing and oral communication courses for international graduate students. Additional responsibilities include developing curriculum, mentoring of Master's candidates (e.g., graduate teaching assistants), assisting with proficiency and placement testing, and other related duties. The ideal candidate will have native-like proficiency in English, MA (minimum) in TESL or closely related field, and 3 years of full-time teaching experience with at least one year in English for Academic Purposes. Preferences will be given to candidates with expertise in one or more of the following areas: ITA training, composition, test development. Salary will vary according to experience but will be competitive. The position is renewable annually. Please submit letter of application, resume, official transcripts, evidence of teaching effectiveness (e.g., teaching portfolio), and 3 letters of professional recommendation to **Chair, ESL Lecturer Search Committee, Department of Applied Linguistics/ESL, Georgia State University, P.O. Box 4099, Atlanta, GA 30302-4099.** The committee is especially interested in reviewing complete sets of student evaluations of instruction. Review of applications will begin January 15, 2000 and will continue until a successful candidate is identified. Position starting date is mid August, 2000. *Georgia State University, a unit of the University System of Georgia, is an Equal Opportunity Educational Institution and an Equal Opportunity, Affirmative Action Employer*. For further information about our programs, visit the Department's website at **http://www.gsu.edu/alesl/.**

DEPARTMENT CHAIR-Business/Social Sciences

This position is responsible for providing leadership to the Business and Social Sciences faculty and staff under the supervision of the Campus Dean of Academic Services. Primary responsibilities are to maintain standards of instruction that challenge students academically and to maintain an academic climate conductive to teaching and learning. This is a twelve month, tenure track position with faculty rank and will require some teaching.

Master's degree in Business or Social Science discipline (Accounting, Economics, Computer Information Systems, Legal Environment, Psychology, Sociology, History, Political Science, Geography or Anthropology with a minimum of 18 semester or 30 quarter graduate hours in discipline) required; doctorate preferred.

Minimum of three years of college-level teaching experience and at least three years administrative or comparable experience in higher education required. Experience with academic planning and assessment, curriculum development, faculty evaluation, promotion and tenure processes, course scheduling, faculty and staff recruitment and hiring, development and management of budgets.

Salary: $53,023+ with excellent benefits. (Initial appointment will be for a term of up to four years with reappointment at the discretion of the President.)

Starting Date: 7/1/00

Applicants should reference position number (#00-130) and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcripts(s), and (4) list of five professional references (names, addresses, e-mail addresses, telephone numbers) to:

**Judy Chastonay, Human
Resources Department,
3251 Panthersville Road,
Decatur, GA 30034.**

Application Deadline 1/28/00

For more information on
Georgia Perimeter College
please visit our website at
http://www.gpc.peachnet.edu

AA/EOE/ADA

Georgia
Perimeter
College

An Associate Degree
Granting College of
the University
System of Georgia

DIRECTOR OF THE LATINO CULTURAL CENTER (LA CASA)

The Office of Multicultural Affairs and Indiana University seeks qualified candidates for this full-time, 12-month Director position.

General Description: The Director oversees the operation and staff of the Center, which is designed to contribute to the social and educational enrichment of Latino/a students in the areas of academic progress, integration into the mainstream of university activities, and all other aspects of campus life. The Director manages all phases of operations and budgets and develops policies and procedures to ensure the efficient operation of the Center. In addition, she/he is responsible for the development, implementation and coordination of co-curricular activities and educational support programs. She/he serves as a liaison for faculty, students, administration and staff in creating and administering programs conforming to the general guidelines of the Office of Multicultural Affairs and Indiana University. Other duties include general advising and support for student organizations, leadership development, and serving on campus committees.

Qualifications: Applicants with a Master's degree in Education or related field are preferred. 3-5 years of full-time experience in college student activities, educational agency programming, or in a related area with transferable skills. Plus excellent communication, writing, and organization skills; ability to work effectively with students and faculty; bilingual and bicultural; and computer proficiency.

Salary: Commensurate with experience plus benefits.

Application Procedures: Submit a cover letter, resume, and contact information for 3 references to:

Indiana University
University Human Resources
400 East Seventh Street
Bloomington, IN 47405

Indiana University is an Affirmative Action/Equal Opportunity Institution

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Plattsburgh
State University of New York

DIRECTOR OF MAJOR GIFTS

Plattsburgh State University of New York Invites nominations and applications for the position of Director of Major Gifts. The college is currently in the preparatory stages of its first major capital campaign. This new full-time, twelve-month position is expected to start in late winter or early spring of 2000.

Responsibilities: Reporting to the Vice President of Institutional Advancement, this position will solicit major gifts from alumni, other members of the campus family, and friends of the college. Extensive travel in New York State and throughout the United States will be expected.

Qualifications: The successful candidate will have a Bachelor's degree (Master's degree preferred), several years of experience in fund-raising or related work, and an excellent understanding of and appreciation for public higher education. Experience in personal solicitation of larger gifts, strong speaking and writing skills, computer literacy, and team spirit are required. Experience in planned giving, foundation and corporate giving, a capital campaign, and grant writing will be highly regarded.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

PSUNY has approximately 5,500 students and over 36,000 alumni, and is located in the northeast corner of New York State. Easily accessible by air, rail, and car, Plattsburgh is a one-hour drive from Burlington, VT; Lake Placid, NY; and Montreal, Quebec, Canada. For additional information, please visit our website at www.plattsburgh.edu.

Review of applications begins immediately and continues until position is filled. Please submit cover letter, resume and the names and addresses of three references to: **Chair, Search Committee (PJ# 2383-808)**, c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, New York 12901-2681. Fax# (518) 564-5060.

COMMUNITY COLLEGES OF SPOKANE

VICE CHANCELLOR FOR HUMAN RESOURCES

Community Colleges of Spokane invites applications for the position of Vice Chancellor for Human Resources. The Vice Chancellor reports directly to the Chancellor/CEO, and is responsible for the administration and direction of district human resource programs consistent with Washington State Law, Washington Administrative Code, policies of the CCS Board of Trustees and district procedures. Specific duties and responsibilities include direction of recruitment, selection and orientation processes for administrators, faculty and staff; administration of equal opportunity, affirmative action and the Americans with Disabilities Act; labor relations and negotiations; implementation of state rules and regulations governing classified employees; administration and implementation of collective bargaining agreements for faculty and classified staff; implementation and supervision of workers' compensation and unemployment claims programs; dispute resolution; employee training and staff development programs; guidance and assistance to administrators, managers and supervisors regarding employee discipline, grievances and other personnel-related matters; and development and implementation of employee records and records systems.

The Vice Chancellor for Human Resources works closely with the Chancellor, college presidents, administrators, faculty, staff, union representatives and legal counsel. The Vice Chancellor serves as a member of the Chancellor's immediate support group, serves on various district, campus and state committees, and performs other related duties as assigned by the Chancellor.

Minimum acceptable qualifications include a master's degree or equivalent; professional work experience in human resources with at least three years at a supervisory level; and labor relations and negotiations experience. Desirable qualifications include the ability to interface with a variety of constituents within and outside the district; demonstrated ability to develop, implement and coordinate policies; ability to deal positively and effectively with employees on a variety of personnel-related questions and problems; experience with and commitment to equal opportunity and knowledge of successful strategies to recruit and retain a diverse workforce; working knowledge and understanding of state and federal equal employment opportunity laws, labor laws and the ADA; and the ability to use automated human resource management systems and other computer applications. Applicants must demonstrate the ability to lead a professional, customer-oriented human resources staff, possess excellent management, interpersonal, communication, and problem solving skills and have the ability to work in a collaborative environment.

Salary is commensurate with experience and qualifications. A comprehensive benefit package is included.

Application process: Incomplete applications will not be considered. A complete application consists of the following items:

1. official application
2. letter of interest addressing the duties and responsibilities of the Vice Chancellor
3. comprehensive resume
4. names, addresses and telephone numbers of a minimum of three references
5. transcripts (unofficial copies are acceptable)

An official application may be obtained by contacting the Human Resources Office, Community Colleges of Spokane, 2000 N. Greene Street, Spokane, WA 99217-5499. Phone: (509) 533-7429; for TDD: (509) 533-7466. Website:

http://ccs.spokane.cc.wa.us

AA/EOE

Application Deadline: To be guaranteed consideration, a complete application must be received by January 10, 2000. The position will remain open until filled.

BEST COPY AVAILABLE

UIC

DEAN OF THE COLLEGE OF BUSINESS ADMINISTRATION

University of Illinois at Chicago

The University of Illinois at Chicago (UIC) invites applications and nominations for the position of Dean of the College of Business Administration. The appointment will become effective on or beginning with the 2000-2001 academic year.

The University is one of the largest comprehensive institutions of higher learning in Illinois and is comprised of 15 colleges and schools with approximately 16,000 undergraduate students, and 8,000 graduate and professional students. UIC is classified as a Research I university by the Carnegie foundation.

Located in the heart of one of the world's foremost centers of business and commerce, the College of Business Administration offers undergraduate degrees in accounting, business administration, economics, finance, information and decision sciences, management, and marketing as well as MBA and PhDs in various fields. The College's approximately 2,600 undergraduate and 600 graduate students are served by 85 faculty.

The successful candidate will be an innovative leader committed to enhancing a strong college of business in a public university and to working effectively with the faculty. The new dean must be able to develop the College's programs to address the changing global business climate in which our students will be employed. The individual chosen is expected to interact strongly with the dynamic Chicago business community and be able to raise external funds. The dean will lead the planning of a new College of Business Administration building which will incorporate facilities to conduct dynamic and innovative programs. The incumbent is expected to have a distinguished scholarly or professional record and be qualified for the rank of Professor in one of the departments of the college.

Traditional and non-traditional candidates who possess the attributes required and the commitment to achieving the goals of the position are encouraged to apply.

Applications should be accompanied by a letter of interest and a resume. Review of applications and nominations will begin immediately and will continue until the position is filled. Applications and nominations should be sent to:

Dr. Rosalie Sagraves, Chair
Search Committee for the Dean of
the College of Business Administration
The University of Illinois at Chicago
Office of Academic Affairs (M/C 105)
601 S. Morgan Street
Chicago, IL 60607-7128

The University of Illinois at Chicago is an Affirmative Action/Equal Opportunity Employer.

Well known for its reputation for excellence and as the largest Catholic university in the United States, DePaul University has been educating Chicago for over 100 years. At DePaul, you'll work in a collaborative environment that lives its values, supports diversity and encourages professional development. The Department of Communication has the following opportunities available for tenure track positions at the rank of assistant/associate professor beginning September 2000:

MULTICULTURAL COMMUNICATIONS SPECIALIST

• tenure track - assistant/associate professor •

The ideal candidate will have graduate coursework and teaching experience in multicultural/intercultural communication and teach graduate courses on Multicultural Communication in the Workplace and/or Multicultural Media Representations covering issues of race, nationality, ethnicity, class and gender. Selected individual will teach a variety of undergraduate courses on intercultural/multicultural communication, as well as courses in one or more of the following areas: interpersonal communication, small group communication, public speaking, linguistics or research methods.

PUBLIC RELATIONS SPECIALIST

• tenure track - assistant/associate professor •

The individual we seek will have graduate coursework and teaching experience in Public Relations and teach undergraduate courses including: Introduction to Public Relations, Crisis Communication, Public Relations Writing and Special Topics, as well as develop and teach graduate courses. Additionally, you will direct a new M.A. in Public Relations and Advertising. Administrative and organizational competencies are supposed. Course work in advertising also a plus. Candidates with professional public relations work experience are particularly encouraged to apply; however, applicant must have academic training and knowledge of field research in addition to professional experience.

DePaul University offers competitive salaries, best-in-class benefits including: life, medical (Blue Cross/Blue Shield), dental, retirement plan, generous vacation plan, and tuition assistance for yourself and dependents. For immediate consideration, send a letter of application, CV, three letters of recommendation, copies of teaching evaluations (including student comments), sample syllabi, official transcripts and writing samples to: **Dr. Donald R. Martin, Chair (for the MULTICULTURAL COMMUNICATIONS SPECIALIST position) OR Dr. Michael Kackman, (for the PUBLIC RELATIONS SPECIALIST position), Search Committee, Communications Department, DePaul University, 2320 N. Kenmore Ave., Chicago, IL 60614-3298.** DePaul University is committed to diversity and equality in education and employment.

DEPAUL
UNIVERSITY

www.depaul.edu

YCCD

YOSEMITE COMMUNITY COLLEGE DISTRICT

2000-2001 FACULTY POSITIONS

COLUMBIA COLLEGE

- Art
- Child Development
- Computer Science
- Computer Information Systems
- EOPS Counselor
- History/Political Science

MODESTO JUNIOR COLLEGE

- Administration of Justice
- Anthropology
- Basic Skills Computer Lab
- Business Administration
- Chemistry
- Computer Information Systems
- Dance/Choreographer
- Director of Strings (Violin) & Orchestra, Instructor of Music
- English (four positions)
- History
- Industrial Technology
- Learning Disabilities Specialist
- Learning Disabilities Specialist/Counselor
- Library
- Nursing Consortium
- Physics
- Psychology
- Reading (two positions)
- Spanish

CLOSING DATE: Friday, February 25, 2000

For brochure and application materials please contact the **Human Resources Office:**
Yosemite Community College District
P.O. Box 4065 (2201 Blue Gum Avenue)
Modesto CA 95352

(209) 575-6968 FAX (209) 575-6969
larsonj@yosemite.cc.ca.us

SAN MATEO COUNTY
COMMUNITY COLLEGE DISTRICT

The District, located on the beautiful San Francisco Bay Peninsula, invites applications and nominations for:

COLLEGE PRESIDENTS

College of San Mateo

Skyline College

Cañada College

Compensation/Benefits: $113,817 to $128,457 annually (including stipends). Defined benefit retirement system (either STRS or PERS), paid health benefits for employee /dependents, 27 days of vacation per year, etc.

Due to the career advancements of our prior presidents, the San Mateo County Community College District has a unique opportunity to fill three presidential vacancies at the same time. These positions serve as the chief executive officers at their respective campuses and report directly to the Chancellor of the District.

Established in 1922, the San Mateo County Community College District serves a population of approximately 700,000 San Mateo County residents through its three distinct Colleges: College of San Mateo, Skyline College and Cañada College. The District serves all of San Mateo County which is located immediately south of San Francisco and at the northern end of the Silicon Valley. The District's Board of Trustees is composed of five citizens elected county-wide by the voters.

For a descriptive brochure and application packet please contact us at (650) 574-6555 or our web site (**http://www.smcccd.cc.ca.us/smcccd/job/openings.html**). Deadline for receipt of completed application materials is:

January 13, 2000.

For confidential inquires and additional information, please contact:

Greg Marvel, Assistant Chancellor
(650) 358-6767 or Email at marvel@smccd.net
Equal Opportunity Employer

KUTZTOWN UNIVERSITY

The Office of Human Diversity is inviting applications for the position of Coordinator of Disability Services. Minimum qualifications include a masters degree in Rehabilitation Counseling, Special Education, Psychology or related field; three years of experience working with students in an educational setting; and the ability to assess reasonable accommodations and auxiliary support services for persons with disabilities as defined by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. It is vital to be able to work collaboratively with other constituents in order to effectively deliver services to accommodate students, faculty and staff. A successful interview and demonstration of ability are requisite qualifications. Please send a resume and four names, addresses and phone numbers of professional references to:

Search Committee Chair
Office of Human Diversity
Stratton Administration Center
Room 220, Kutztown University
Kutztown, PA 19530

Application deadline is January 17, 2000. Kutztown University is a member of the Pennsylvania State System of Higher Education and is an EEO/AA employer.

COMMUNITY COLLEGES OF SPOKANE

VICE PRESIDENT OF INSTRUCTION

SPOKANE FALLS COMMUNITY COLLEGE

Spokane Falls Community College, a comprehensive community college located in Spokane, Washington, invites applicants for the position of Vice President of Instruction. The Vice President is the college's chief academic officer and is responsible for the operation and management of all instructional programs and personnel assigned to the college, consistent with Washington State Law, Washington Administrative Code, policies of the District Board of Trustees and procedures and guidelines established by the district and the college. The Vice President is a member of the president's administrative team, and as such acts as advisor to the college president concerning instructional and related matters. Responsible for providing and encouraging staff development consistent with negotiated agreements and district procedures; recommend appointment of screening committee members to the college president for college administrative searches, and appoint screening committee members for faculty positions. Direct and encourage development of instructional courses and delivery systems; review and participate in program and curriculum changes. Act for the college president in his/her absence as assigned. Provide leadership to subordinate administrators; responsible for the implementation of tenure review process; serve as college liaison to prepare, organize, and ensure that credit classes and programs meet college accreditation standards. Submit proposed instructional operating budgets for approval and authorize the expenditure of funds from established allocations. Assist the college president along with the Vice President of Student Services, in formulating local and state capital budgets for approval by the district administration and Board of Trustees.

Minimum qualifications include an earned master's degree from an accredited institution, three years of successful, relevant administrative or management experience, including fiscal management, and three years of successful teaching experience, including some at the post-secondary level.

Desired qualifications include a strong commitment to the comprehensive community college mission, demonstrated ability to work well with college faculty, instructional, and student services administrators and a commitment to expanding diversity within curriculum and staff, interdisciplinary studies, and to improve student learning outcomes.

Salary is commensurate with experience and qualifications. A comprehensive benefit package is included.

Application process: Incomplete applications will not be considered. A complete application consists of the following items:

1. official application
2. letter of interest addressing the duties and responsibilities of the Vice President
3. comprehensive resume
4. names, addresses and telephone numbers of a minimum of three references
5. transcripts (unofficial copies are acceptable)

An official application may be obtained by contacting the Human Resources Office, Community Colleges of Spokane, 2000 N. Greene Street, Spokane, WA 99217-4599 or by accessing our Website at:

http://ccs.spokane.cc.wa.us

Phone: (509) 533-7429; for TDD: (509) 533-7466.

AA/EOE

Application Deadline: To be guaranteed consideration, a complete application must be received by January 10, 2000. The position will remain open until filled.

George Mason University

WOMEN'S STUDIES

Associate Professor

The Women's Studies Program at George Mason University invites applications for a tenure track Associate Professor with expertise in the areas of Sex, Race and Gender (discipline open) beginning August 2000. Candidates must have a record of demonstrated excellence in teaching and scholarship; must be committed to working in an interdisciplinary setting; and must have a record of curriculum and program development. Candidates will be expected to pursue an active research agenda commensurate with the standards of their field. The person in this position will teach in both the Women's Studies and the African American studies programs. Send a CV, a writing sample, sample course syllabi, sample student evaluations, and three letters of recommendation to:

Debra Bergoffen
Director, Women's Studies
George Mason University, 5B6
Fairfax, VA 22030-4444

We will begin reading applications January 21, 2000 and continue until the position is filled. AA/EEO

Renton Technical College

PRESIDENT

www.renton-tc.ctc.edu

The Board of Trustees invites nominations and applications for the position of President with duties commencing July 1, 2000. Please call for a brochure outlining the qualifications for the position.

Applications must be received by 4:00 p.m. February 11, 2000 accompanied by a resume, response to the profile, and the names of three current professional references.

Please contact:
Karen DeBruyn
Presidential Search Liaison
Renton Technical College
3000 NE Fourth St.
Renton, WA 98056-4195

or call (425) 235-2426
or email kdebruyn@rtc.ctc.edu.

RTC is an EOE employer. RTC eagerly encourages applications from women, minority candidates, disabled and Vietnam-era or disabled veterans.

AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

ASSOCIATE DEAN OF THE COLLEGE

Agnes Scott College invites applications and nominations for the position of associate dean of the college. This position reports directly to the vice president for academic affairs/dean of the college and assists in planning and overseeing the academic program.

Responsibilities include providing leadership and management of a specific set of academic programs/offices, including the Atlanta Semester, Academic Advising, and the Office of International Education; assisting the vice president for academic affairs with strategic planning in academic affairs and in the development and monitoring of budgets for faculty salaries and academic departments and programs; coordinating annual reports and periodic reviews of departments, programs, and offices; working with departments to hire non-tenure-track faculty; managing special projects for the vice president for academic affairs; and representing the vice president for academic affairs on committees and at professional meetings.

Requirements: Ph.D. in the humanities, fine arts, natural sciences or social sciences; minimum of four to seven years related work experience, including teaching and administration, preferably in an undergraduate, liberal arts setting; qualifications appropriate for appointment as a tenured associate or full professor; strong leadership, interpersonal and communication skills, both verbal and written; strong analytical and computer skills; and ability to prepare and manage academic budgets.

Agnes Scott College is a highly selective, independent, national liberal arts college for women located in metropolitan Atlanta. Founded in 1889 by Presbyterians, it has had a chapter of Phi Beta Kappa since 1926, and its endowment per student ranks among the highest of all colleges and universities and first among women's colleges. It currently has a full-time faculty equivalent of 87 and a diverse student population of nearly 900. A program of controlled growth is adding new faculty and is on target to reach an enrollment of 1,000 students early in the 21st century. A strategic plan emphasizing international education, science, experiential learning and interdisciplinary study is being implemented, and a $100 million dollar building and renovation program is underway.

Submit nominations or applications with letter of interest, curriculum vitae and contact information for three professional references by February 15th to: **Edmund J. Sheehey, Vice President for Academic Affairs/Dean of the College, Agnes Scott College, 141 East College Avenue, Atlanta/Decatur, GA, 30030-3797.**

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age, or disability in its employment.

Agnes Scott College has a strong commitment to diversity and urges members of underrepresented groups to apply.

An Equal Opportunity Employer.

www.AgnesScott.edu

RIPON COLLEGE

VICE PRESIDENT AND DEAN OF STUDENTS

The Vice President and Dean of Students is responsible for developing and administering programs affecting students and for leadership in working with students. Candidates need administrative experience in a residential liberal arts college, communication skills, and familiarity with the student services area. An advanced degree is preferred. Applications should include: a letter of interest, a vita, and three letters of reference. Address applications or nominations to: **Dr. William J. Woolley, C/O Ellen Sorensen, Ripon College, Ripon, Wisconsin 54971, (920) 748-8109.** Review begins 1/10/00. AA/EOE

(Extended job description <www.Ripon.edu>)

AURORA UNIVERSITY, SCHOOL OF EDUCATION
TWO POSITIONS FOR NEW ED.D. PROGRAM

Educational Administration: Expertise in one or more of school and district leadership/administration; education governance and politics; educational policy; organization theory and change; educational economics and finance; school/community relations.

Curriculum and Instruction: Expertise in one or more of curriculum theory, development, and evaluation; professional development of teachers; classroom research; multicultural curricula; teaching and learning.

Responsibilities: Teaching graduate classes, supervising internships and site-based research, chairing doctoral committees, conducting research, participating in university governance.

Requirements: Doctoral degree and a record of research, publication and/or professional service appropriate to rank. The preferred candidate will also have a record of successful teaching and/or administration in schools, a successful record of graduate teaching and advising, and a past history of or potential to work closely with schools and school districts.

Send applications (letter, CV and names of three references) or get further information from Gary Jewel, Dean, School of Education, Aurora University, 347 South Gladstone Avenue, Aurora, Ill. 60506, gjewel@admin.aurora.edu.

CLARION UNIVERSITY

Clarion University of Pennsylvania

PROVOST AND ACADEMIC VICE PRESIDENT

The University: Clarion University of Pennsylvania invites nominations and applications for the position of Provost and Academic Vice President. Committed to a strong teaching mission complemented by research and service, Clarion University takes pride in the accomplishments of its students, who graduate from quality undergraduate and graduate programs that have earned the most prestigious accreditations. Founded in 1867 and located in scenic western Pennsylvania, the university enrolls approximately 6,000 students in academic programs conducted through the Colleges of Arts and Sciences, Business Administration, and Education and Human Services, and through the School of Nursing. Students attend classes at campuses in Clarion and Oil City, the Pittsburgh site, and at various distance education locations throughout the state. Clarion University is one of fourteen comprehensive public universities in the Pennsylvania State System of Higher Education.

Responsibilities: The Provost and Academic Vice President reports directly to and works closely with the President and acts as the chief executive officer in the absence of the President. As the chief academic officer of the University, the Provost and Academic Vice President is expected to promote academic excellence in the faculty and academic programs, and to strive for efficiency in instructional operations. Major responsibilities include providing creative and dynamic academic leadership and policy direction for university-wide planning and resource allocation; providing energy and vision to facilitate curriculum development and assessment and the acquisition and implementation of technology; identifying and facilitating potentials for academic collaborations; and promoting a collegial working environment within a collective bargaining setting.

Qualifications: An earned doctorate from an accredited institution; a distinguished record of achievements in teaching, scholarship, and service; broad-based experience and leadership in academic administration and financial management, preferably at the dean's level or above; demonstrated commitment to equal opportunity, cultural diversity, and global education; strong managerial and communication skills; a record of commitment to teaching excellence; commitment to the advancement of technology; understanding of a regional university's mission within a state system of higher education; understanding of the essential values of academic integrity and civility in a community of learners; understanding of the procedures for establishing harmonious working relations within a collective bargaining agreement; a record of support for professional development and scholarly activity, and completion of a successful interview.

Applicants and Appointment: Candidates for Provost and Academic Vice President must submit the following materials: a letter of application addressing qualifications for the position, resume, and three current letters of reference (including phone numbers and e-mail addresses). The evaluations of references must be based upon personal knowledge of the applicant's professional performance. Application materials and requests for additional information concerning the position should be addressed to:

Ms. Linda Campbell, Search Committee Coordinator
202 Carrier Administration Building
Clarion University
Clarion, PA 16214

Applications received by February 4, 2000, will receive full consideration; review of applications will continue until the position is filled. Salary and benefits are competitive; appointment is effective July 1, 2000. Additional information is available at **www.clarion.edu.**

Clarion University is building a diverse academic community and encourages people of color, women, veterans, and persons with disabilities to apply. AA/EOE.

DIRECTOR

CENTER OF TOURISM STUDIES

A Director is sought for a newly established College of Business Administration program in Tourism and Travel. Candidates should have industry experience at a managerial level in some segment of the tourism-travel industry. Administrative experience is critical in order to handle all operational aspects of the program. The Director will have extensive external contacts requiring excellent communication skills. A Ph.D. or significant progress toward imminent completion of the degree is required, as the academic position is tenure track. Rank up to Associate Professor. Salary is competitive and commensurate with qualifications. Position will remain open until filled. Send credentials to:

Dr. John Wholihan
Dean, College of Business Administration
Loyola Marymount University
7900 Loyola Boulevard
Los Angeles, California 90045-8395

Special emphasis is placed on teaching effectiveness, scholarly achievement, and service to the University for purposes of reappointment, tenure and promotion consideration. Women and Minorities are strongly encouraged to apply. LMU offers housing assistance. Loyola Marymount University, established in 1911, is the only private Catholic University in metropolitan Los Angeles. Over 6,000 students are enrolled in the colleges of Liberal Arts, Business Administration, Science and Engineering, Communication and Fine Arts, and the Law School. The University invites candidates who desire to participate in a mission based on the Jesuit and Marymount traditions of higher education.

Loyola Marymount University is an Equal Opportunity, Affirmative Action Employer

LOYOLA MARYMOUNT
UNIVERSITY

IONA COLLEGE

New Rochelle, Westchester County, New York

ADVERTISING, NEW MEDIA, TV

The Department of Mass Communication, a flagship program of Iona College, is seeking candidates for full-time tenure track positions in the following areas:

Advertising

To teach undergraduate courses such as advertising, copywriting, media planning and campaigns.

New Media

To teach undergraduate courses in areas such as multimedia, desktop publishing, communications graphics and Web design. Ability to teach courses in mass communication journalism or public relations desirable.

Television/Video

To teach undergraduate courses in television and video production, and editing. Ability to teach related courses in mass communication desirable.

Although doctoral degree is preferred and required for tenure, initial appointment requires Master's degree and professional experience. Other duties include academic and professional advisement as well as scholarly and professional activities. Rank and salary commensurate with qualifications. The positions begin September 1, 2000.

Send curriculum vitae, a letter of application and a statement of one's teaching philosophy along with the name, address and phone number of three references by January 31, 2000 to:

The Chair
Mass Communication Search Committee

IONA

715 North Avenue, New Rochelle, NY 10801

Iona is a college in the tradition of the Christian Brothers and American Catholic Higher Education and is an equal opportunity employer

COMMUNITY COLLEGES OF SPOKANE

VICE CHANCELLOR FOR SYSTEMS ADMINISTRATION

Community Colleges of Spokane invites applications for the position of Vice Chancellor for Systems Administration. The Vice Chancellor is an executive officer of the multi-college district, reports directly to the Chancellor/CEO, and will assist in administering the District, consistent with Washington State Law, Washington Administrative Code, policies of the District Board of Trustees and District procedures.

Challenges: As an advisor to the Chancellor/CEO, the Vice Chancellor will ensure effective operation of district programs and services; provide leadership in district-wide systems administration and review; provide direction for institutional advancement and development; lead district-wide strategic planning, and direct research and administration.

As a chief district administrator, the Vice Chancellor is responsible for strategic planning initiatives, short and long range planning, research and needs assessment projects, district information and technology systems, workforce development, telecommunications systems, district athletic programs, and fundraising and development activities. The Vice Chancellor serves as a member of the Chancellor's immediate support group, serves on various district, college and state committees and performs other related duties as assigned by the Chancellor.

Profile: The Vice Chancellor must possess strong organizational and management skills; demonstrated experience in leadership, planning and consensus building; understanding of systems approach to administration; strong verbal and written communication skills, and the ability to promote and effectively embrace change. Additional minimum qualifications include a master's degree from an accredited college or university (a higher earned degree is desirable), supervisory experience, two years experience in administration, technology, planning, budgeting, development, higher education systems or a related field. The successful candidate must demonstrate a commitment to and understanding of the community college philosophy, and the ability to communicate effectively with internal and external constituencies. The desirable candidate will have higher education experience, an understanding of multi-college district operations, including the interaction between district and college departments and a commitment to diversity.

Salary is commensurate with experience and qualifications. A comprehensive benefit package is included.

Application process: Incomplete applications will not be considered. A complete application consists of the following items:

1. official application
2. letter of interest addressing the challenges and the Vice Chancellor Profile
3. comprehensive resume
4. names, addresses and telephone numbers of a minimum of three references
5. transcripts (unofficial copies are acceptable)

An official application may be obtained by contacting the Human Resources Office, Community Colleges of Spokane, 2000 N. Greene Street, Spokane, WA 99217-4599. Phone: (509) 533-7429; for TDD: (509) 533-7466. Website: http://ccs.spokane.cc.wa.us

AA/EOE

Application Deadline: To be guaranteed consideration, a complete application must be received by January 10, 2000. The position will remain open until filled.

Director of the Haas Center for Public Service

Stanford University is seeking an inspired national leader in the arena of public service to carry the Haas Center for Public Service into the next phase of its development. Established in 1984, the Haas Center promotes, organizes and supports public and community service by members of the Stanford community, especially students.

The Haas Center is a prominent organization that places more than 2500 students each year in academic and co-curricular programs in the local community, at the state and federal levels and overseas. The Center collaborates with deans, department chairs and faculty to build connections between service and academic instruction and research across the curriculum. It also serves as the campus base for *Stanford in Washington* and *Upward Bound.*

Serving as the executive leader of the Center, you will be responsible for establishing its vision in consultation and collaboration with the Faculty Steering Committee, the National Advisory Board, the Haas Unifying Board, and the senior administration of the University. As chief administrator of the Center, you will be responsible for planning and management of its programs and operation; the quality of service to students, faculty and community organizations; program planning; budgeting and fundraising. The Director recruits, supports, leads and manages a diverse staff of 21, more than 30 part-time student employees and volunteer mentors.

Qualifications include a passion for public service education; demonstrated and inspired national leadership in the arena of public service, the non-profit sector, and/or education-related public service programs; and the ability to engage faculty in the pedagogy of service-learning in an academic setting. Experience in designing and teaching college-level service-learning courses is highly desired. Additional requirements include a desire to work with university students; an in-depth understanding of the relationship between a research university and its surrounding communities at the national, state and regional levels; the ability to represent the Haas Center effectively to diverse constituencies; an understanding and appreciation of cultural and ethnic diversity; successful management experience, including financial management, recruitment, development and supervision, program planning, design and implementation; and demonstrated successful experience in fundraising and stewardship necessary to support a $2 million organization. An advanced degree is strongly preferred.

Applications will be reviewed beginning January 15, 2000, and accepted through the end of January. For a complete position description and additional information about the Haas Center, see http://haas.stanford.edu. Salary commensurate with experience. Applicants should submit a letter describing their personal philosophy of public service in education and resume to: Haas Center Director, c/o Ms. Suzanne Schaffer, Office of the Vice Provost for Student Affairs, 459 Lagunita Drive, Suite 6, Stanford, CA 94309. Equal Opportunity Employer. Women and minorities encouraged to apply.

Stanford University

OAK KNOLL SCHOOL OF THE HOLY CHILD

Summit, NJ

Director of Development

Oak Knoll School of the Holy Child, an independent Catholic school in North-Central New Jersey for grades K-12, seeks a Director of Development beginning January 2000. Reports to the Head of School and supervises a staff responsible for annual giving, an endowment campaign, alumnae/i relations, volunteer and parent relations, public relations, special events, and cultivation. The school of 520 students is coed K-6 and young-women in grades 7-12.

This position requires excellent skills in organization, planning, leadership, and written and oral communications. The candidate should demonstrate qualities of initiative and enjoyment of teamwork and have proven success in staff development. Independent school development experience and familiarity with Blackbaud Raiser's Edge are preferred. Send cover letter and resume to **Head of School, Oak Knoll School of the Holy Child, 44 Blackburn Road, Summit, NJ 07901. FAX: (908) 277-1838**

COLUMBIA UNIVERSITY

Research Scientist

For Workplace Ctr. of Columbia Univ. Under general supervision, develop and direct research agenda on work and disability issues. Soc. Sci. Ph.D. and 5 years' exper. research and admin. Fax resumes (212) 854-2975.

Columbia is an affirmative action/equal opportunity employer.

Position Announcement

HEAD
SCHOOL OF INDUSTRIAL ENGINEERING

The Schools of Engineering at Purdue University invite nominations and applications for the position of Head, School of Industrial Engineering. The successful candidate should possess outstanding leadership qualities, communication skills, administrative abilities, and understanding of the current needs and future directions of the industrial engineering profession. Candidates should be eligible for appointment as full professor with immediate tenure based on a distinguished record of teaching, research, and service.

Located at West Lafayette, Indiana, between Indianapolis and Chicago, Purdue is one of the nation's leading land grant universities with a full range of academic majors and over 37,000 students. The School of Industrial Engineering has approximately 30 faculty members, 430 undergraduate students, and 125 graduate students. Annual research expenditures exceed two million dollars. Consistently ranked among the top industrial engineering programs in the U.S., the School's teaching and research activities cover a broad range of topics including engineering economy, human factors, manufacturing engineering, operations research, and production systems.

We seek to fill the position as soon as possible. Applications will be considered until the position is filled; screening will begin February 1, 2000. Nominations and applications with names of at least three references should be sent to:

Professor James J. Solberg, Chair
IE Head Search Committee
School of Industrial Engineering
Purdue University
West Lafayette, IN 47907-1287

Purdue is an equal opportunity employer, and applications from women and underrepresented minorities are particularly encouraged.

UNIVERSITY OF TEXAS MEDICAL BRANCH AT GALVESTON
VISITING SCHOLARS PROGRAM

The Institute for the Medical Humanities at the University of Texas Medical Branch at Galveston invites applications for its Visiting Scholars Program.
Theme for 2000-2001 Humanities and Medicine in the New Millennium

The Institute seeks visiting scholars to carry out projects in humanities disciplines that will deepen understanding of and develop pedagogical approaches to the program's annually selected theme.

Endowed in 1998 by the Sealy & Smith Foundation and the National Endowment for the Humanities, the Visiting Scholars Program will bring the Institute competitively selected humanities scholars with terminal degrees in their disciplines to engage in programs of study and teaching. The term "humanities" includes, but is not limited to, the study of the following: ethics; history; jurisprudence; language; literature; philosophy; religion; the arts; and those aspects of social sciences which have humanistic content and employ humanistic methods. We encourage diverse cultural perspectives.

Visiting Scholars will be selected on the basis of the significance of the proposed project and their relevance to the program's announced theme, the strength of their proposals outlining a plan of work for the period of residency, and the likelihood that projects will enhance the Institute's teaching and research programs and contribute to the visiting scholar's future teaching and writing. We are seeking scholars from the full range of humanities disciplines at all levels of professional experience. Graduate students are not eligible.

Visitors are expected to carry out their proposed project (research, curriculum development) at the Institute and to participate in its multidisciplinary work (colloquia, symposia). Periods of residency may range from two months to nine months, and stipends amount to $4,000 per month. Benefits and travel subsidies are not available.

To apply, please submit a letter describing your interest in this opportunity, your plans for the period of residency you propose (approximately 500 words), a curriculum vitae, and two letters of reference to:

Mary G. Winkler, Ph.D.
Visiting Scholars Program
Institute for the Medical Humanities
University of Texas Medical Branch
301 University Blvd
Galveston, TX 77555-1311

Applications for the period September 1, 2000 through August 31, 2001 are due by May 1, 2000. Inquiries can be directed to the **Institute at the above address, or we can be contacted by telephone at 409-772-9327, by fax at 409-772-5640, or by electronic mail at sgottlob@utmb.edu. The Institute's website is at snapper.utmb.edu/imh/**

Green River
COMMUNITY COLLEGE

FACULTY POSITIONS FOR 2000-2001

Green River Community College is located on a 168-acre wooded site near Auburn, Washington, about 30 miles from both Seattle and Tacoma. The college opened in 1965 and enrolls over 8,000 students. It includes 11 instructional divisions and offers 50 vocational programs. The college is committed to diversity, student development, job placement, teaching excellence, and meeting the needs of community, industry, and government.

Green River is a comprehensive community college that supports its students as they transform their lives through education. The college assists students in achieving their personal and professional goals as they train to enter the job market, prepare to transfer to other colleges and universities, build their basic skills, and seek personal enrichment, through innovative programs, responsive services, opportunities to our community and beyond.

The college seeks innovative, creative, experienced faculty who are dedicated to helping students achieve excellence in their academic work, who are able to employ alternative instructional methods and strategies, and who adapt to a variety of teaching situations. Most of the following full-time, tenure track faculty positions are available beginning September 2000 and continuing with annual nine-month contracts.

ABE/GED/READING - Teach reading skills at the ABE and GED levels and/or developmental reading courses and assist as lead faculty in the Help Center. Min quals: Master's degree in reading or adult education or equivalent degree with an emphasis in reading and three years' full time (or equivalent part-time) experience teaching adults at a community college.

ANATOMY/PHYSIOLOGY - Teach anatomy/physiology at a variety of levels for a wide range of programs/students including medical office assistant, court reporting, physical therapy assistant, occupational therapy, practical nursing, and four-year college transfer. Min quals: Master's degree in biological sciences with a clear and strong focus in human or animal biology and two years' (part-time or full-time) successful college-level teaching experience (not including teaching assistant positions), including one year of (part-time or full-time) anatomy/physiology.

ART - Responsible for all curriculum in the Drawing and Design areas of the Art Program and budgeting for instructional programs and activities. Min quals: Master's degree of Fine Arts in drawing, design, or related field.

BUSINESS EDUCATION (COMPUTER) - Teach systems administration and technical support, business-related applications, and basic computer literacy. Min quals: Bachelor's degree in computer science with a minimum of two year's recent work experience in business computing OR Master's degree in business education with a strong foundation in business computing.

COMPUTER SYSTEMS ADMINISTRATION (Beginning Spring 2000) - Teach computer information systems at a variety of levels for a wide range of programs/students including program design, internet and OS basics, hardware, data management and internetting technologies. Min quals: Master's degree in computer science, computer information systems, or related field and two year's (part-time or full-time) successful college-level teaching experience (not including teaching assistant positions).

ELECTRONICS (Open Until Filled - Beginning Winter 2000) - Teach a variety of electronics related courses including electronic fundamentals (Ohm's Law, AC & DC circuits, etc.), semiconductor circuits, linear amplifiers and power amplifier design, digital logic circuits, telecommunications, networks, and computer hardware. Min quals: BA degree in electronics, electrical engineering, vocational education, or related field and three years' full-time practical experience in industry.

JOURNALISM (Open Until Filled - Beginning Winter 2000) - Teach, review and revise curriculum in the Journalism Program, budget instructional programs and activities, and act as liaison between Instruction and Student Services. Min quals: Master's degree in journalism (print, broadcast or related field).

MATHEMATICS - Teach courses ranging from arithmetic through differential equations which will include developmental and college transfer classes. Min quals: Master's degree in mathematics.

PHYSICAL THERAPIST ASSISTANT - Teach, advise students, review and revise curriculum, and participate in other programs. Min quals: Must be a graduate of an accredited PT or PTA program who is licensed or eligible for licensure in WA state (PT only) and a minimum of three years' of practice in varied clinical settings.

PHYSICS - Teach physics at a variety of levels, may also teach astronomy and interdisciplinary science. Min quals: Master's degree in physics and college-level teaching experience in both laboratory and non-laboratory settings. Knowledge of recent developments in physics education and physics education research.

SALARY RANGE: $32,107 - $47,618
CLOSING DATE: Monday, February 7, 2000 (most positions)

For complete job description and application materials, call the Office of Human Resources' job opportunity line at **(253)288-3380** or **TDD (253)288-3345**, or visit **www.greenriver.ctc.edu.**

GRCC is an Equal Opportunity Employer/Affirmative Action
Women and people of color are encouraged to apply.

CU
The Springs

UNIVERSITY OF COLORADO AT COLORADO SPRINGS

DEAN
SCHOOL OF EDUCATION

University of Colorado at Colorado Springs invites applications for the position of Dean of the School of Education (SOE). The University of Colorado at Colorado Springs is a dynamic, modern, community-based institution located in northeast Colorado Springs. The 500-acre campus stands against Austin Bluffs with a panoramic view of Pikes Peak and the Garden of the Gods. CU Colorado Springs is the designated growth campus of the four campus CU system. The School of Education is one of seven colleges on campus. University enrollment is approximately 6,700. Colorado Springs, the second largest city in the state of Colorado, is the home of the U.S. Olympic Training Center, the United States Air Force Academy, NORAD, and a variety of natural and cultural attractions.

The School of Education offers undergraduate and post-baccalaureate teacher licensure preparation programs and graduate training. The professional development school model is an integral part of teacher preparation within the College. Professional licensure programs lead to endorsement in school counseling, reading, middle school, special education, gifted and talented education, and educational administration. Students may earn a Master of Arts degree in Curriculum and Instruction, Counseling and Human Services, and Special Education. A Ph.D. program in Educational Leadership is offered in collaboration with the University of Colorado at Denver. The School of Education budget is 1.3 million dollars for full- and part-time faculty as well as external funds of 1.5 million dollars. Programs are fully accredited by the National Council for the Accreditation of Teacher Education and approved by Colorado Department of Education.

BASIC QUALIFICATIONS:

- Earned doctorate in education or related field from a regionally accredited institution.
- Exemplary administrative leadership in higher education or state/federal educational agencies.
- Evidence of excellence in teaching, service, scholarly achievement sufficient for appointment to the rank of tenured full professor.
- Commitment to diversity in faculty and student body.
- Demonstrated ability to manage a budget in an era of limited resources.

PREFERRED QUALIFICATIONS:

- Experience in fostering the collaborative participation of people to achieve organizational goals.
- Notable experience in K-12 schools.
- Commitment to and knowledge about requirements for state and national (NCATE) accreditation.
- Demonstrated ability to maximize internal and external resources.
- Commitment to the integration of technology into the teaching/learning process.
- Understanding of national trends and issues related to K-12 education and counseling services.

SALARY: Salary will be commensurate with experience and qualifications.

APPLICATION: An application package must include a letter of interest setting forth your qualifications and describing the highlights of your leadership experiences, how these experiences have influenced your orientation and philosophy of educational leadership; and how this will translate to your leadership of the SOE in a dynamic, diverse, and collegial environment. The package should also include a current vitae including names, addresses, telephone numbers, fax numbers, and e-mail addresses (if available) of five persons who can provide recommendations upon request. The successful candidate will need to provide copies of transcripts and verification for employment in the USA. Screening of applicants will commence January 15, 2000 and continue until the position is filled.

The University of Colorado at Colorado Springs is an Affirmative Action/Equal Opportunity Employer and encourages a diversity of applicants. Nominations and application should be addressed to:

Joseph C. Rallo, Ph.D.
Dean, College of Business/Chair
School of Education Dean Search Committee
University of Colorado at Colorado Springs
P.O. Box 7150
Colorado Springs, Colorado 80933-7150
Email: jrallo@mail.uccs.edu
Phone: (719-262-3113
Fax: (719) 262-3494

UH

UNIVERSITY OF HOUSTON

CULLEN COLLEGE OF ENGINEERING
DEPARTMENT CHAIR POSITIONS

Applications and nominations are invited for the following openings. Candidates should have an established national and international reputation in research, and academic and professional leadership experience. Credentials appropriate to the rank of Professor are required.

DEPARTMENT CHAIR, CHEMICAL ENGINEERING

Detailed information is available at **http://www.chee.uh.edu.** The Committee will accept and review applications until the position is filled. Send nominations and applications, including current vita, to: Dr. Stuart A. Long, Chair of the CHEE Search Committee, Cullen College of Engineering, University of Houston, Houston, TX 77204-4814 or e-mail to kelledge@uh.edu.

DEPARTMENT CHAIR, INDUSTRIAL ENGINEERING

Detailed information is available at **http://www.egr.uh.edu/ie**. The position requires an undergraduate degree in engineering and an earned doctorate in industrial engineering or closely related field. The search committee will accept applications until the position is filled. Send nominations and applications, including current vita, five references, and a philosophical statement on strategies for program and research opportunity development, to: Dr. Charles Dalton, Chair, INDE Search Committee, Cullen College of Engineering, University of Houston, Houston, TX 77204-4814, or e-mail to dalton@uh.edu.

Positions are available beginning Fall 2000, with competitive salary and benefits. *UH is an equal opportunity, affirmative action employer. Minorities, women, veterans, and persons with disabilities are encouraged to apply.*

Professional Positions Available at NJIT

America's Most Wired Public University

Assistant Director/Counselor, University Learning Center/University Research Experience Under general supervision: plan & coordinate day-to-day admin. & operational activities of the Ronald E. McNair Post-baccalaureate Achievement Program; oversee tutoring, mentoring & workshop components of the program; provide one-on-one & small group counseling; assist in recruitment, selection, academic monitoring & follow up of the McNair Fellows. Bachelor's degree in counseling, psychology, sociology, social work or related field req'd. Master's preferred. Experience working w/economically disadvantaged & culturally diverse student populations + coordinating tutoring & mentoring programs, preferably in a higher education setting. Must be familiar w/academic support programs. Must have excellent organizational + verbal & written communication skills. Significant experience with MS Word, Excel, Power Point & Access software programs req'd. **Send resume to: Personnel Box ADC-URE.**

Counselor/Tutorial Coordinator, Student Support Services Program Provide personal, academic, financial & career counseling; monitor academic progress of students; maintain student database; collaborate w/University Learning Center to provide tutoring; provide graduate school preparation; recruit, train & supervise student mentors. Master's degree in counseling, student personnel services or related area req'd + min. 2 yrs. higher education experience, preferably in TRIO or other academic support services. Experience working w/disadvantaged and/or culturally diverse student populations. **Send resume to: Personnel Box CT-SSSP.**

Send resume to appropriate personnel box. *The university reserves the right to substitute equiv. education and/or experience at its discretion. NJIT is an equal opportunity, affirmative action, equal access employer & especially encourages applications from minorities, women & persons w/disabilities.*

NJIT
New Jersey Institute of Technology

A Public Research University

University Heights
Newark, NJ 07102-1982

RIO HONDO COLLEGE

Whittier, CA
has the following positions available:

MANAGEMENT

- ***Dean, Communications and Languages***
  Closing Date: 2-28-00
  Salary Range - $6,536. - $7,964./mo.
- ***Dean, Public Service***
  Closing Date: 2-29-00
  Salary Range - $6,536. - $7,964./mo.

FACULTY FULL-TIME

- ***Anthropology** - Closing Date: 3-16-00*
- ***Business** - Closing Date: 3-13-00*
- ***Chemistry** - Closing Date: 2-25-00*
- ***Computer Info. Tech. (CIT)***
  Closing Date: 3-14-00
- ***Economics** - Closing Date: 3-10-00*
- ***English** - Closing Date: 3-13-00*
- ***ESL** - Closing Date: 3-17-00*
- ***Environmental Technology** -*
  Closing Date: 3-17-00
- ***Humanities** - Closing Date: 3-20-00*
- ***Math** - Closing Date: 3-13-00*
- ***P.E. Instructor - M/W Soccer Coach** -*
  Closing Date: 3-10-00
- ***Physics** - Closing Date: 3-14-00*
- ***Psychology** - Closing Date: 3-13-00*
- ***Reading** - Closing Date: 3-14-00*
- ***Spanish** - Closing Date: 3-15-00*

Salary dependent upon academic background and educational experience.

Call Job Line (562) 692-3677 or
(562) 908-3405 H.R.
EEO

ARAPAHOE COMMUNITY COLLEGE

Dean of Business and Professional Services
Full-time, 12 months

The Business and Professional Services division coordinates the instructional activities of 30 full-time and 85 part-time instructors in the departments of accounting, business administration, computer information sciences, criminal justice, police academy, fire science, travel and tourism, management and logistics, paralegal, real estate, automotive technology and communication technology. The Dean reports directly to the Vice-President for Instruction and is responsible for directing daily operations of the Division including strategic planning, division staffing and organization, program coordinating, departmental budgeting, supervising and evaluating divisional personnel. The Dean is a member of the Vice-President's Instructional Council, which is responsible for developing and implementing comprehensive instructional programs for the College.

MINIMUM REQUIREMENTS:

- A Master's degree in any of the disciplines under the Business and Professional Services (listed in the Job Description).
- A combination of five years teaching/administrative experience.

PREFERRED REQUIREMENTS:

- Strong written and oral communication skills.
- Demonstrated ability in curriculum and program development.
- Knowledge of current trends in higher education.
- Experience maintaining compliance with controlling boards and/or accreditation agencies.
- Experience administrating rules and regulations in the operation of divisional instructional programs.
- Experience working in a shared governance environment.
- Previous experience supervising a diverse workforce.
- Ability to project a strong institutional perspective.
- Commitment to developing a diversified workforce.
- Sensitivity to the student as an adult learner and consumer.
- Demonstrated leadership ability and a commitment to the role and mission of a comprehensive community college.
- Ability to bring a business perspective to division operations.
- Professional community involvement.

Candidates will be evaluated on the basis of their qualifications as related to the duties and responsibilities of the position. Final candidates will be invited to travel to the College, **at the College's expense,** to interview with the Screening Committee, the Vice-President for Instruction and the President. Start date is July 1, 2000. Anticipated hiring range $54,000 to $66,500 based on experience and education.

All applicants must submit a detailed letter of application addressing the job description in addition to a resume, unofficial transcripts, and a College application form. References will be required of all finalists. **Only those applicants with complete files will be forwarded to the Screening Committee for consideration. All materials must be received by February 14, 2000.** For information and a College application form (303) 797-5720, mbeebe@arapahoe.edu. AA/EOE

PHYSICAL EDUCATION/KINESIOLOGY

ASSISTANT/ASSOCIATE PROFESSOR

SOCIAL SCIENCE OF SPORT AND EXERCISE

The Department of Kinesiology at the University of Maryland, College Park is seeking a faculty member with expertise in the social science of sport and exercise to become part of a strong innovative research program. We seek a candidate who will be a productive scholar in either the sociological, psychological and/or managerial aspects of sport and exercise, as well as being a strong teacher and mentor for undergraduate, Masters and Doctoral students. QUALIFICATIONS: Doctorate in related social science domain, evidence of a focused research program, demonstrated scholarly record, strong quantitative skills, and the potential for external funding. Women and minorities are strongly encouraged to apply. Candidates should submit a curriculum vita, a statement of research focus, current and planned research activities, copies of selected research/scholarly articles, graduate transcripts, and three letters of recommendation by January 15, 2000. This 9 1/2 month, tenure-track position begins August 17, 2000. The search will continue until a suitable candidate is identified. **SEND TO: Chair, Social Science of Sport/Exercise Search Committee, Department of Kinesiology, University of Maryland, College Park, MD 20742-2611; Phone: (301) 405-2450; Fax: (301) 314-9167;** Email: **<dm226@umail.umd.edu>** or **<lv3@umail.umd.edu>**.

<http://www.inform.umd.edu/HLHP/KNES>

UNIVERSITY OF
MARYLAND

AGNES SCOTT COLLEGE
THE WORLD FOR WOMEN

DIRECTOR OF ALUMNAE RELATIONS

Agnes Scott College seeks a Director of Alumnae Relations to provide strong leadership for traditional and new alumnae programs that engage Agnes Scott's alumnae body in the on-going life of the College.

The director oversees an office that provides support to alumnae classes and regional associations; offers a growing number of opportunities for alumnae education; facilitates alumnae participation in various forms of service to the College; encourages active communication among alumnae and the College; and coordinates procedures that select alumnae for alumnae leadership and a variety of alumnae awards. The director serves as the executive officer of the Alumnae Association Board of Directors; supervises a two-member staff; and engages and supports superior volunteer leadership.

This position requires strategic planning, event planning and management experience, a capacity to work effectively with volunteers, demonstrated ability in and effective use of technology, a commitment to the College's overall mission, the ability to work evenings and weekends, to travel and to balance competing priorities under deadline pressures. Prior association with Agnes Scott College and familiarity with its mission and traditions are highly desirable.

For full consideration, please submit nominations and application materials by January 31 to: Dr. Lewis Thayne, Vice President for Institutional Advancement, c/o Office of Human Resources, Agnes Scott College, 141 East College Avenue, Decatur, GA 30030-3797.

Agnes Scott College is a highly selective, independent, national liberal arts college for women located in metropolitan Atlanta. Offering "the world for women," Agnes Scott College encourages students to become fluent across disciplines, across continents and across centuries. Founded in 1889 by Presbyterians, Agnes Scott is a diverse and growing residential community of scholars with one of the largest endowments per student of any U.S. College or university.

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age or disability in its employment.

Agnes Scott College has a strong commitment to diversity and urges members of underrepresented groups to apply. An Equal Opportunity Employer.

www. AgnesScott.edu

KEAN

Discover Kean. Discover your future.

Kean University is committed to excellence and to developing and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community serving a diversified student population of 12,000.

DIRECTOR OF RESIDENCE LIFE AND HOUSING

Kean University, a publicly-supported, comprehensive university is seeking a Director of Residence Life and Housing. The Director is responsible for providing leadership and direction to an office that has a residential population of over 1,200 fulltime, undergraduate students. The Director has responsibility for the overall management of the Residence Life Program that serves resident students and the University.

Responsibilities: The successful candidate should demonstrate creative management, planning, and problem solving ability. Strong interpersonal and communication skills, proficiency with computer applications, and an extensive knowledge of budget management, purchasing and vendor agreements. The Director should have experience and a record of success in selecting, leading and training professional staff to provide exemplary services to a diverse residential population. Active participation in related professional associations.

Qualifications: Master's degree. A minimum of five years managerial experience in Residence Life and Housing in a college/university setting.

Review of applications will begin immediately until the position is filled. Application materials should include a cover letter, current resume and names, addresses, and telephone numbers of three references. Official transcripts and three current letters of recommendation are required before appointment. **Apply to**: Patrick J. Ippolito, Vice President for Student Affairs, Director of Residence Life and Housing Search, Kean University, 1000 Morris Avenue, Union, New Jersey 07083. Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included.

KEAN
UNIVERSITY

Kean University is an EEO/AA Institution.

UNIVERSITY OF HOUSTON

DEPARTMENT OF MECHANICAL ENGINEERING

The Department of Mechanical Engineering invites applications for two tenure track faculty positions effective as early as the fall, 2000. Appointments are expected to be made for two endowed Assistant Professors. Appointments at the Associate or Full Professor level may be considered but only in extraordinary circumstances. The primary qualifications for these positions, in addition to an earned doctorate, are demonstrated ability to perform top quality research, a commitment to excellence in teaching at both the undergraduate and graduate levels, and the potential to acquire support for research. We are seeking individuals with research interests in materials science and engineering, intelligent systems, or biomechanical engineering. Applicants should send a detailed resume, a summary of research and teaching interests and a list of at least three references to: **Faculty Search Committee; Department of Mechanical Engineering; University of Houston; Houston, TX 77204-4792.** Review of applications will begin on February 1, 2000, but applications will be accepted until these positions are filled. Applicants are encouraged to visit our website at **http://www.me.uh.edu** for more details on each of these positions.

The University of Houston is an equal opportunity/affirmative action employer. Minorities, women, veterans and persons with disabilities are encouraged to apply.

DIRECTOR OF HUMAN RESOURCES

RARITAN VALLEY COMMUNITY COLLEGE (RVCC)

is a dynamic and growing institution at the hub of educational and cultural life of Somerset and Hunterdon counties. Set on 240 rolling acres just outside Somerville, NJ, RVCC serves the educational needs of a diverse student body exceeding 10,000. The Director of Human Resources reports directly to the President of the College.

The Director will supervise the professional staff, is expected to collaborate with a variety of administrators and other constituencies, and commit to RVCC as a teaching and learning community. Must have strong interpersonal and organizational skills, demonstrated ability to lead a comprehensive transformation of the human resources function, and the ability to work well in a challenging environment. The successful candidate will be an experienced professional with cutting-edge human resource knowledge who enables the College to successfully master change and preserve high quality.

Requires Master's degree in Industrial Relations, Human Resource Management, or similar field, with at least five years of progressively responsible experience in human resource management, preferably in an institution of higher education; excellent interpersonal and organizational skills; creative problem-solving ability; technologically current and experience in computerized human resource systems.

Please send resume to **Human Resources, Raritan Valley Community College, P.O. Box 3300-HO, Somerville, NJ 08876, or Fax to (908) 526-4246, or Email to jobline@raritanval.edu** ***AA/EOE***

AMHERST COLLEGE

ASSISTANT ARCHIVIST

Amherst College, a private undergraduate liberal arts college for men and women, with 1600 students and 165 faculty, invites applications for the position of Assistant Archivist at the Robert Frost Library. Located in western Massachusetts, Amherst participates with Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts in the Five College Consortium.

Reporting to the Archivist of the College and Special Collections Coordinator, the candidate will participate in all aspects of the College Archives and Special Collections operations. Position will have primary responsibility for providing reference services to collections, and for overseeing the records management component of the department, and will participate in the appraisal, arrangement and description of collections, including electronic information resources.

Qualifications: graduate degree or equivalent experience in an historical, library or related discipline or from a formal program of archival education required; minimum 5 years of post advanced degree experience in a professional archival position with increasing responsibility required, preferably in an academic setting; knowledge of current archival and records standards and practices required; and ACA certification desirable. Demonstrated experience with standard desktop software applications and network electronic resources required; related experience with MARC-AMC cataloguing, HTML, SGML and EAD coding and Web applications highly desirable. Candidate must possess strong interpersonal skills and service orientation; effective oral and written communication skills; and must have the ability to lift, move and shelve packed record storage boxes weighing up to 40 lbs.

This is a full-time position with competitive salary and benefits. The anticipated start date is July 1, 2000. Candidates should submit a letter of application, curriculum vitae, and the names of three references to: **Librarian of the College, Robert Frost Library, Amherst College, Box 5000, Amherst, MA 01002-5000.** A review of applications will begin on February 7, 2000 and continue until the position is filled.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and disabled persons to apply

OHIO WESLEYAN UNIVERSITY

DEPARTMENT OF MODERN FOREIGN LANGUAGES

ASSISTANT PROFESSOR OF SPANISH

Ohio Wesleyan University invites applications for a full-time, tenure track position of Assistant Professor in Spanish. Major teaching responsibilities include beginning and intermediate language courses, culture and conversation courses as well as literature courses at the intermediate and advanced levels. Ph.D. or ABD with Ph.D. by August 2000 with a concentration in Golden Age literature. Candidates must demonstrate a commitment to research and publication in their field of specialization. All—teaching is at the undergraduate level. All applicants should have native or near-native fluency in Spanish and a strong interest in language teaching. Please send letter of application, vita, three letters of reference, transcripts and example of scholarship to: **Donald Lenfest, Chair, Department of Modern Foreign Languages, Ohio Wesleyan University, Delaware, Ohio 43015.** Applications must be post-marked by February 15, 2000. Appointment will be made by April 1, 2000. Starting date will be August 15, 2000. In its continuing efforts to enrich its academic environment and provide equal educational and employment opportunities, Ohio Wesleyan University actively seeks and encourages the applications of women and minorities.

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bsu

Boise State University

NURSING FACULTY: First year Medical/Surgical position. Boise State University invites applications for a full-time, tenure-track position in an NLN accredited AS or BS program beginning August, 2000. Master's degree in nursing required, doctorate preferred. Teaching experience in nursing and clinical experience within the last five years preferred. Clinical assignments vary. Salary and rank commensurate with experience and qualifications. **Deadline March 1, 2000 or until filled**. Send letter of interest, curriculum vitae and names and phone numbers of 3 references to:

Dr. Anne Payne
Chair, Department of Nursing
Boise State University
Boise, Idaho 83725-1840
or call (208) 426-3900
or e-mail apayne@boisestate.edu

EO/AA institution.

http://www.boisestate.edu

FACULTY POSITIONS

Available September 1, 2000

School of Education

Associate Professor
Salary: $42,616 – $68,174

Curriculum & Teaching: Administration and Supervision-expertise in supervision of curriculum & instruction and legal & financial implications of administering schools.

Assistant Professors
Salary: $32,703 – $57,049

Curriculum & Teaching: Science Education-elementary & secondary methods courses & undergrad courses within the School of Arts & Sciences.
Curriculum & Teaching: Early Childhood Education

Curriculum Vitae to: ***Chair of appropriate department, School of Education,***
Hunter College, 695 Park Avenue, New York, NY 10021

School of Arts and Sciences

Assistant Professors
Salary: $32,703 – $57,049

Economics: Accounting
Economics: Finance or Applied Industrial Organization
English: 19th Century British Literature
Geography: Environmental scientist expertise in earth systems
German: Pre 20th Century Modern Literature & Culture
History: Islamic History
History: Britain or France 1648-1815
Psychology: Applied Developmental, Developmental Psycho Pathology, Clinical or Health Psychology
Theatre: Scenic designer, costume design skills preferred

Instructor
Salary: $29,997 – $48,284

Lecturer
Salary: $29,997 – $49,714

Computer Science: Introductory Programming, Architecture, Discreet Logic, introductory courses for non-majors

Curriculum Vitae to: ***Chair of appropriate department, School of Arts & Sciences,***
Hunter College, 695 Park Avenue, New York, NY 10021

School of Social Work

Assistant Professor
Salary: $32,703 – $57,049

Social Welfare Policy and Services, Human Behavior and the Social Environment and/or Social Research

Curriculum Vitae to: ***Dean of the School of Social Work, 129 East 79th Street,***
New York, NY 10021

Schools of Health Professions

Assistant Professor
Salary: $32,703 – $57,049

Instructor
Salary: $29,997 – $48,284

Nursing: RN with community health credentials
Health Sciences: Physical Therapy license required

Curriculum Vitae to: ***Dean of the Schools of Health Professions,***
425 East 25th Street, New York, NY 10010

• Doctorate Degree required for appointment to Associate Professor and Assistant Professor positions

HUNTER
The City University of New York

Hunter College is an Affirmative Action/ Equal Opportunity/IRCA/Americans with Disabilities Act Employer.

MINNESOTA STATE UNIVERSITY, MANKATO

Mankato, MN

College of Social and Behavioral Sciences has positions available in Anthropology/Ethnic Studies (joint appointment), Corrections (correctional counseling, treatment); Geography (GIS); History (19th Century U.S.); Political Science (Public Administration); Psychology (Biopsychology); Psychology (Cross-cultural, Multiethnic), Social Work (diversity), Sociology (social organizations). Complete information can be obtained from:

Becky Gunderman
(507)389-6307
V/TTY (800)627-3529
website under Administration on
http://www.mankato.msus.edu

LEADING THE WAY
GAINESVILLE COLLEGE
UNIVERSITY SYSTEM OF GEORGIA

POLITICAL SCIENCE

Gainesville College invites applications for a tenure-track position in Political Science beginning August 2000. See the Gainesville College web page **www.gc.peachnet.edu** for a complete description and application procedures.

FLORIDA
GULF COAST
UNIVERSITY

Florida Gulf Coast University

Faculty Positions

Join a new, growing, and innovative university on the beautiful southwest coast of Florida. Florida Gulf Coast University opened in August 1997 as the tenth member of the Florida public university system. A comprehensive university offering a broad range of undergraduate and graduate programs, it has 170 full-time faculty and 3,300 students. The 760-acre campus, located between Ft. Myers and Naples, is in the midst of a continuing capital expansion that will provide two additional academic buildings, a fine arts complex, a student activities center, and athletic facilities to support an expected enrollment of 8,000 students by 2003. Mandated by the Florida Board of Regents to experiment with innovative ideas and technologies, from multi-year faculty appointments to distance learning, FGCU is forging an academic culture that maintains traditional foundations but supports thinking and acting outside traditional boundaries. Florida Gulf Coast University received accreditation by the Southern Association of Colleges and Schools effective January 1999.

Applicants should be committed to quality, learning-centered education; have experience in, knowledge of, or openness to the uses of information technology and interdisciplinary approaches to teaching and learning; be willing to participate in a collegial working atmosphere and broaden professional identity beyond discipline/department boundaries; be flexible beyond lecturing and traditional professorial and institutional preferences in meeting student learner needs; support the University's commitment to diversity and its other founding principles; and possess an overall willingness to experiment, assess, and change. Appointments will be made on a multi-year renewable contract basis. **The application deadline date is January 28, 2000 unless otherwise noted.**

College of Arts and Sciences

In addition to the application materials requested below, for each position in the College of Arts and Sciences in which you are interested (see specific notes under Art), please submit one copy of the following: a statement of educational and assessment philosophy; two syllabi you have either taught or developed, and copies of student evaluations of your teaching, if available.

Computer Science - Ph.D. in computer science and significant experience in the field. Specific expertise in software engineering req. Masters degree in computer science with exceptional industrial experience will be considered. Knowledge of computer networks, Internet technology, or compiler technology desirable. Assist./Assoc. Professor rank. Position #12019.

Biological Sciences - Ph.D. or ABD (degree to be completed prior to contract start date) in any biological sciences discipline. Prefer applicants with interests in integrating organismal biology with molecular biology (no phylogenetic preferences). Candidates dedicated to supervising undergraduate research are encouraged to apply. Asst./Assoc. Professor rank. Position #13619. **Also include** a statement of research interests articulating how you will involve undergraduates.

Economics - Ph.D. or ABD, near completion of Ph.D. Experience teaching principle level courses n microeconomics and macroeconomics. Demonstrated ability to teach upper division courses in microeconomics. Candidates with interests in environmental economics are preferred. Interdisciplinary teaching and outcomes based pedagogy experience is likewise desirable. Asst./Assoc. Professor rank. Position #13621.

Mathematics - Ph.D. in mathematics conferred by August 2000. Prefer experience using computer algebra systems in instruction. Ability to direct undergraduate research projects is a plus. Asst./Assoc. Professor rank. Position #12302 (readv).

Statistics - Ph.D. in statistics conferred by August 2000 with specialty in statistics or operations research. Prefer experience using computer algebra systems and/or statistical software in instruction. Ability to direct undergraduate research projects is a plus. Asst./Assoc. Professor rank. Position #11149 (readv).

Art - MFA in 3-D area or graphic design. Broad range of technological experience appropriate to area of expertise. Commitment to teaching the visual arts within a liberal arts educational context. Prefer demonstrated involvement in pedagogical and student assessment issues. Asst./Assoc. Professor rank. Position #13620. **Also include** a single set of the following four items (required for consideration): 20 slides/examples of your own work; two syllabi of courses you have taught/developed; a statement of educational and assessment philosophy (no more than 2 pages in length), and if available, five samples of your students' work, either visual or written, with a brief description of the assignment and student's educational level and SASE. **Deadline: 2/10/00.**

Spanish: Ph.D. in Spanish. Native fluency in spoken and written Spanish. Experience teaching lower and upper level language coursed in Spanish. Solid background in Latin American/Spanish civilization, culture and literature. Fluency in spoken and written German and ability to teach lower level German courses desirable. Asst./Assoc. rank. Position #13623.

Theatre - Ph.D. or MFA in theatre or related field. Demonstrable interest in teaching acting and experience in one of the following: musical theatre, dance, cinema, arts management or television. Prefer professional experience (AEA, AFTRA, SAG) with training in teaching acting. The ability to teach major voice and movement concept. Asst./Assoc. rank. Position #13624.

English - Ph.D. in English, Renaissance literature with background in Shakespeare and Composition. Prefer interdisciplinary teaching and curriculum development experience. Asst./Assoc. rank. Position #12906.

College of Education

The College of Education is committed to site-based preparation of teachers, counselors and educational leaders. Faculty are expected to be excellent teachers, responsive to community and local school district needs, and committed to the effective use of technology including distance learning. In addition to the application materials requested below, for each position in the College of Education in which you are interested, please submit **one** (1) copy of a statement of your educational and assessment philosophy.

Science Education - Earned doctorate in science education or closely related field, 3 years experience in secondary teaching in science, teaching at the college level. Academic preparation in and experience with environmental education required. Prefer experience with school partnerships and/or professional development schools. Asst. Professor rank. Position #13626. **Deadline: Open until filled. Screening will begin on 1/28/00.**

ESOL - Earned doctorate in ESOL, multicultural education, second language acquisition, applied linguistics or closely related field and 3 years experience in public school teaching, administration or equiv. Asst. Professor rank. Position #13625. **Deadline: Open until filled. Screening will begin on 1/28/00.**

Special Education - Earned doctorate in special education or related field and 3 years teaching experience in public schools teaching individuals with disabilities. Prefer experience in higher ed., recent experience with students with developmental disabilities or behavior disorders. Asst. Professor rank. Position #11134.

Social Studies Education - Earned doctorate in social studies education or related field and 3 years experience in secondary teaching in social studies. Prefer experience with school partnerships and/or professional development schools. Asst. Professor rank. Position #11277.

College of Health Professions

Occupational Therapy Chair - Masters in appropriate discipline, relevant experience in an OT academic program and Florida license (or elig.). Prefer earned doctorate, experience as an administrator in an OT academic program. Asst./Assoc./Full Professor rank. Position #11100.

Occupational Therapy - Advanced masters degree in OT or related discipline, 5 years OT practice experience, 2 years full time teaching experience in a four-year college or univ. program and Florida license (or elig.). Prefer an earned doctorate, experience in geriatric, orthopedics, and/or community-based practice. Asst./Assoc./Full Professor rank. Position #13630. **Deadline: Open until filled. Screening will begin on 1/28/00.**

Library Services

Technical Services Team Leader - MLS and 3 years exp. Prefer exp. in library mgt. or mgt. exp. in public or non-profit agencies. Manages and directs Technical Services with responsibility for overall effectiveness. Position #11136. **Deadline 1/31/00.**

TO APPLY: Applicants and nominees should submit an original and a copy of the following: a letter expressing interest and qualifications for the position, current curriculum vitae, and a list of at least five professional references to Florida Gulf Coast University, Position #, HR Dept., 10501 FGCU Blvd. South, Ft. Myers, FL 33965-6565. Additional information can be obtained by visiting our website at **www.fgcu.edu** or call our 24-hr jobline at 941-590-1111.

Florida Gulf Coast University is an Equal Opportunity Employer and encourages women, people of color, and people with disabilities to apply. The search is being conducted under the Public Records Act and the Government in the Sunshine laws of the State of Florida.

East Stroudsburg University of Pennsylvania

DEAN

SCHOOL OF HEALTH SCIENCES AND HUMAN PERFORMANCE

East Stroudsburg University of Pennsylvania invites nominations and applications for the position of Dean of the School of Health Sciences and Human Performance.

Founded in 1893, East Stroudsburg University, with an enrollment of 6,000 students, is one of 14 universities in the Pennsylvania State System of Higher Education. Approximately 60 undergraduate degree programs are available and graduate studies are offered in 19 areas of specialization. The University is located in the Pocono Mountains of northeastern Pennsylvania, 75 miles west of New York City and 100 miles north of Philadelphia.

The Dean reports directly to the Provost and Vice President for Academic Affairs and is the chief academic and administrative officer for the School of Health Sciences and Human Performance which includes the departments of Health, Movement Studies and Exercise Science, Nursing, and Speech Pathology and Audiology. The School has approximately 1,000 undergraduate and graduate majors. This is a senior management position without faculty rank.

The Dean is responsible for the leadership in planning, organization, administration, and evaluation of the educational program of the School. The successful candidate will possess:

REQUIREMENTS:

- An earned doctorate from an accredited university
- Seven years of experience as a faculty member in higher education
- A minimum of three years experience in higher education as a department chair, assistant or associate dean

PREFERENCES:

- An earned doctorate in an appropriate discipline
- Extensive experience in curriculum development at the undergraduate and graduate levels
- Experience in budgeting, program development and evaluation, personnel supervision and evaluation, student service and evaluation and advocacy
- A commitment to the principles of social equity and to quality education for a multicultural society
- An understanding of and appreciation for the application of the shared governance process
- Substantial experience working in a collective bargaining environment
- A demonstrated ability in grant writing and research activities
- Experience in establishing relationships with internal and external constituencies
- An understanding of the application of new technologies in education

Projected starting date for this position is July 1, 2000. Competitive salary plus excellent benefits. Final selection will be based on final interview. Qualified candidates must submit a letter of application, current vitae, transcripts, three current professional letters of recommendation, and the names, addresses, and telephone numbers of three additional references to: **Ms. Renee Bebla, Human Resources, Position #1A-99-4HO, East Stroudsburg University, 200 Prospect Street, East Stroudsburg, PA 18301. All materials must be received by February 4, 2000.**

ESU is an equal opportunity employer. Minorities and women are strongly encouraged to apply. Visit our homepage at www.esu.edu

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STATE UNIVERSITY OF NEW YORK

NEW PALTZ

FACULTY POSITIONS

State University of New York at New Paltz is a small, selective public university whose essential character is shaped by its location in the Mid-Hudson Valley region. SUNY New Paltz maintains a strong commitment to the primacy of undergraduate and graduate teaching, an ethnically and culturally diverse campus population, and international studies. It serves about 6,000 undergraduate and 1,300 graduate students, both traditional and non-traditional.

SUNY New Paltz has created a fund to enhance the diversity of its faculty. We are striving to better reflect the ethnic distribution of our student body. Currently, eight tenure track positions can be created for Fall 2000 for excellent teachers/scholars who meet the departmental teaching needs and assist the university in meeting this goal. The departments with faculty position authorizations are as follows:

DEPARTMENT	SEARCH NUMBER	FACULTY CONTACT	
• **Anthropology**	**F99-44**	**E. Pierce**	**914-257-2989**
• **Business Law**	**F99-24**	**B. Stone**	**914-257-2939**
• **Psychology**	**F99-26**	**J. Combs**	**914-257-2880**
• **Education Administration**	**F99-27**	**M. Muffs**	**914-257-2814**
• **Biology - Physiology**	**F99-45**	**H. Ho**	**914-257-3780**
• **History**	**F99-29**	**L. Roper**	**914-257-3542**
• **Strategic Management-Operations Research**	**F99-30**	**T. Clark**	**914-257-2927**
• **Mathematics Education**	**F99-31**	**S. Chikwendu**	**914-257-3564**

The successful candidate must hold a Ph.D. in the designated discipline to be appointed in a professional title. ABD candidates may be considered for lectureships. The University emphasizes a balance between teaching and research. Although primary responsibility is on teaching, an ongoing research/publication record is essential for tenure. Teaching duties will be assigned in both upper and lower division courses.

Searches begin immediately and continue until position authorizations are filled. Please note the search number (F99XX) and department on all materials submitted with respect to your candidacy. Send a letter of application, current vita and three letters of recommendation to: Chair F99XX, Search for (department name), HAB 301, SUNY New Paltz, 75 South Manheim Blvd., New Paltz, NY 12561.

For further information about faculty vacancies at New Paltz including application requirements, search the HR Jobline at http://hawk.newpaltz.edu/hr *SUNY New Paltz is an AA/EOE/ADA employer.*

WESTERN MICHIGAN UNIVERSITY

The Western Michigan University School of Social Work is recruiting for the following faculty vacancies:

ASSISTANT/ASSOCIATE PROFESSOR OF SOCIAL WORK:
This tenure-track position involves teaching courses in the Policy, Planning, & Administration Concentration, including a seminar in Program Planning and one in Advanced Planning and Administration. Other responsibilities include guiding and evaluating students in the preparation of grant applications and program proposals and teaching macro courses in the Foundation and BSW curricula.

ASSISTANT PROFESSOR OF SOCIAL WORK:
This tenure-track position involves teaching in the Interpersonal Practice and/or HBSE content areas. The person selected for this position will teach and do research primarily in the graduate level, clinically oriented Interpersonal Practice Concentration as well as in the Foundation and BSW curricula.

BACCALAUREATE PROGRAM COORDINATOR:
This tenure-track position involves coordinating the BSW program. The BSW program is selective, admitting 60 junior level students each year. The coordinator will be responsible for serving on the admissions committee, advising, scheduling, curriculum review and other BSW program administrative functions.

Each of the above-named positions are academic year appointments consisting of fall and winter semesters which run from approximately September 1 to April 30. Additional assignments of teaching and advising in the eight-week spring session are possible. Scholarly productivity in the incumbents' areas of specializations is required for continuation and eventual tenure. Requirements for each position include the MSW, two-years of post-MSW practice experience and a Ph.D. (or evidence of imminent award with specific date for completion agreed upon prior to appointment). Each of the assignments may involve occasionally teaching in an off-campus program in Grand Rapids, located approximately one hour away from the main campus.

The School has eighteen full-time faculty with an enrollment of approximately 120 undergraduate majors, 120 full-time MSW students, and 120 extended study MSW students. The extended study students are evenly divided between the on-campus and the Grand Rapids Programs. The School is home to the Journal of Sociology & Social Welfare. Western Michigan University, the only Carnegie Classification Doctoral I institution in Michigan, is one of the state's five graduate intensive universities, enrolling approximately 27,000 students with 25% at the graduate level.

Review of applications will begin January 3, 2000, and will continue until the position is filled. Please send credentials (vita and names and phone numbers of three professional references) to **Dr. James Henry, Chair, Personnel Committee, School of Social Work, Western Michigan University, Kalamazoo, MI 49008-5034.**

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

ITHACA

ROY H. PARK SCHOOL OF COMMUNICATIONS

Cinema and Photography Department

Two Film Production Positions

Two tenure-eligible film production positions starting August 15, 2000 offer successful applicants the opportunity to teach and produce work in a lively, creative and engaging environment and to take part in shaping an evolving curriculum in one of the strongest undergraduate communication programs in the country.

The Department of Cinema and Photography at Ithaca College confers both B.S. and B.F.A. degrees. Our degree programs have a strong commitment to integrating production and critical studies. We offer courses in 16mm production and post production, film sound post-production, directing, screenwriting, and computerized animation. Other specialized areas of study include narrative, documentary, experimental, and hybrid form. Our program has significant resources, including contemporary digital technology and support staff for both traditional 16mm production (including an on-site 16mm black-and-white processing lab) and post-production (e.g., Avids and telecine).

The Park School and the College actively promote and support faculty development, made possible by a $17 million bequest from the late James B. Pendleton to the Park School. The Pendleton Endowment provides significant internal grant support for faculty and student production and research. Additional funding is provided by the College through a series of grant programs.

POSITION DESCRIPTION

MFA in filmmaking or related discipline and a strong record as a practicing filmmaker are required. Candidates with other graduate degrees as well as significant teaching experience may be considered if truly have outstanding records of exhibition and creative accomplishment.

An ideal candidate should demonstrate evidence of: 1) teaching effectiveness appropriate for an undergraduate film program; 2) significant experience in traditional and/or digital filmmaking technology and techniques; and 3) a strong commitment to encouraging filmmaking as a creative practice within cinema as an academic discipline.

Primary teaching responsibility will be across the range of film production and post-production courses at all curricular levels. Additional teaching responsibilities may include courses in the candidate's areas of expertise.

Each candidate will also act as an academic advisor to students and serve on department, school, and college committees.

Tenure-eligible positions; Assistant/Associate Professor rank; salary competitive, depending upon experience and qualifications.

Applicants should forward a resume/vita, statement of interest including areas of teaching and professional experience, names and phone numbers of at least three references, and sample of creative works on film or video to: **Janice Levy, Chair, Film Production Search Committee, Cinema and Photography Department, Roy H. Park School of Communications, Ithaca College, Ithaca, New York 14850-7251**. Additional samples of creative works and other supporting material may be requested at a later date. No faxed or electronically transmitted application materials will be accepted. Screening will begin January 28, 2000 and will continue until the positions are filled.

Ithaca College is an independent, residential, comprehensive college with an undergraduate enrollment of approximately 5,800 students. It is located in the scenic Finger Lakes Region of central New York.

The Roy H. Park School of Communications is one of four professional schools within the College, and enrolls approximately 1,200 students in the majors of three undergraduate departments (Cinema and Photography, Television-Radio, and Organizational Communications, Learning, and Design); a B.A. in Journalism, a B.S. in Telecommunications Management, a B.F.A. in Film, Photography, and the Visual Arts, and a B.A. in Media Studies are also offered. The Ithaca College Los Angeles Communications Program offers an internship-based full-semester program to junior and senior communication students. The Graduate Studies program offers an M.S. in Communications. Recent grants and bequests from the Park Foundation and the estate of James B. Pendleton, totaling over $25 million, have positioned the Park School as one of the strongest undergraduate communication programs in the nation and created state-of-the art support facilities in audio, video, film, photography, multi-media and telecommunications.

ITHACA COLLEGE IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER. MEMBERS OF UNDERREPRESENTED GROUPS (INCLUDING PEOPLE OF COLOR, PERSONS WITH DISABILITIES, VIETNAM VETERANS AND WOMEN) ARE ENCOURAGED TO APPLY.

FLORIDA GULF COAST UNIVERSITY

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

Florida Gulf Coast University (FGCU), the State University System's newest member institution, seeks an energetic and accomplished academic leader to serve as Provost and Vice President for Academic Affairs. The position is the senior vice president and chief academic officer of the university reporting to President William C. Merwin.

The university is a new, comprehensive public university offering a broad range of undergraduate and graduate areas of study, with a mandate from the Florida Board of Regents to employ innovative ideas and technologies in the development and delivery of programs and services. FGCU opened for classes in August 1997 and received accreditation by the Southern Association of Colleges and Schools in June 1999. The 760-acre campus, located in one of the fastest growing regions of the United States, complements the natural beauty and ecology of Southwest Florida. In only its third year of operation, FGCU boasts a student body of 3300 students, a full-time faculty of 170 and an annual operating budget of $36.5 million. A capital expansion program will provide two additional academic buildings, a fine arts complex, a student activity center, and athletic facilities to support the expected enrollment growth to 8000 students by 2003.

The Provost is expected to continue the advancement of FGCU's unique mission and guiding principles, to facilitate the work of an energetic faculty in a student learning environment, and to bring strong, innovative, and imaginative leadership to the university community. In order to gain additional insight into the position requirements and the university, applicants should access the Provost Search Web site at www.fgcu.edu/provost. The following units report through deans or directors to the Provost: the colleges of arts and sciences, business, education, health professions; the school of public and social services; the offices of student services, library services, instructional technology, planning and evaluation, and research and sponsored programs.

The university seeks candidates who possess an earned doctorate from an accredited institution, preferably in a field represented at the university, and with strong academic teaching and scholarship credentials. Candidates must present evidence of successful experience within complex organizations in positions of increasing responsibility in all aspects of academic administration, budgeting, and resource allocation, and have at least three years of distinguished academic leadership at a dean or equivalent level, with five years highly desirable. Candidates must be able to demonstrate a commitment to participatory management and diversity, possess exceptional interpersonal and communications skills, and partnership building.

Screening of applications began on December 8, 1999 and is continuing until the position is filled. The anticipated starting date for the position is July 1, 2000. Applications should be received by January 31, 2000 to assure full consideration in the screening process. Electronic mail inquiries may be addressed to **doster@fgcu.edu.**

Applicants and nominees should submit a letter expressing interest and qualifications for the position, current curriculum vitae, and a list of at least five professional references to:

Provost Search Committee
Florida Gulf Coast University
Human Resources, Pos. #11287
Attn: D.B. Osterholt
10501 FGCU Boulevard South
Fort Myers, Florida 33965-6565

Florida Gulf Coast University is an Equal Opportunity Employer and encourages women, people of color, and people with disabilities to apply.

The search is being conducted under the Public Records Act and the Government in the Sunshine laws of the State of Florida.

HILLSBOROUGH
COMMUNITY COLLEGE

Hillsborough Community College (HCC) is a dynamic multi-campus, state-supported Community College accredited by the Southern Association of Colleges and Schools. Located in the Tampa Bay Area on Florida's west coast, HCC assists individuals in developing academic excellence by providing university parallel, technical and continuing education programs complemented by comprehensive student support services. The College supports community growth and development through participation in programs dedicated to environmental conservation, promotion of fine arts, development of a productive and contributing citizenry, joint economic development initiatives with business and industry partners and cooperative arrangements with other educational and health care institutions. For more information about the College and Tampa Bay, access the **HCC Web Site at www.hcc.cc.fl.us** or call the **HCC JOBLINE at (813) 253-7185.**

CAMPUS ADMINISTRATOR OPPORTUNITIES

Dean of Academic Affairs, Brandon Campus

The Brandon campus is home to the College's Honors Institute and the Distance Learning Program. The main campus located on an 82-acre site off Falkenburg Road between SR 60 and Hwy. 574, serves the central portion of Hillsborough County and the developing corporate-industrial corridor along Interstates 75 and 4. This position supervises and coordinates the operations and administration of the Academic Affairs program for the Brandon Campus to ensure effective delivery and management of all campus instructional programs. Responsible for Academic Affairs program activities including but not limited to: curriculum development and evaluation; academic planning and outcome assessment; budget management; faculty and support staff development and evaluation; and scheduling and staffing of classes. Requires Master's degree and a minimum of five years of experience. Preference will be given to candidates with a doctorate in a related discipline. Probable starting salary is $52,407 pending Board of Trustees approval.

Dean of Associate in Science Degree Programs, Dale Mabry Campus

HCC's largest campus is located on Dale Mabry Highway, adjacent to Raymond James Stadium, home of the Tampa Bay Buccaneers and to the center of a major professional sports complex including the spring home of the New York Yankees. The campus specializes in health sciences and technology and intercollegiate athletics, and offers the required courses for both the Associate in Arts and the Associate in Science degrees. This position supervises and coordinates the efforts and resources of the Division of Technical Programs. The Division of Technical Programs supports multi-faceted programs in architectural design and construction, electronics engineering, biomedical engineering, computer sciences, hospitality and tourism management, culinary management, accounting and business. Responsible for program activities including, but not limited to: curriculum development and evaluation; academic planning and outcome assessment; budget management; faculty and support staff development and evaluation; and scheduling and staffing of classes. Requires Master's degree and a minimum of five years related work experience. Preference will be given to candidates with a doctorate degree in a related discipline, with an advanced degree in one of the disciplines supported by the Division. Probable starting salary is $52,407 pending Board of Trustees approval.

Dean of Arts and Sciences, Plant City Campus

The Plant City Campus is located on a 935-acre site on Park Road, one-half mile south of Interstate 4 off Exit 14 in Plant City. A full range of university transfer and technical courses are offered as well as a large variety of continuing education courses. This campus contains the College's horticultural greenhouse and the Institute of Florida Studies Program, which features the Florida Studies Center and the College's environmental centers. This position supervises and coordinates the operations and administration of the Arts and Sciences and College Preparatory programs for the Plant City Campus to ensure effective delivery and management of all campus instructional programs. Responsible for program activities including but not limited to: curriculum development and evaluation; academic planning and outcome assessment; budget management; faculty and support staff development and evaluation; and scheduling and staffing of classes. Requires Master's degree and a minimum of five years of experience. Preference will be given to candidates with a doctorate degree in a related discipline, small campus/College experience, "hands on" management style and an understanding of and experience with transfer and development programs ("prep" programs) in Florida's community colleges. Probable starting salary is $52,407 pending Board of Trustee approval.

DISTRICT ADMINISTRATOR OPPORTUNITIES

Dean of Continuing Education Programs

This position is responsible for the College's continuing education programs and services. This position supervises and develops program coordinators; oversees class development; prepares new courses for approval; and plans advisory meetings. Responsibilities also include design and implementation of informational materials, and maintaining contact with local, state and regulatory agencies. Requires a Master's degree and five years of prior related work experience. Preference will be given to candidates with a Doctorate in a related discipline and prior supervisory experience in a community service program. Probable starting salary is $52,407 pending Board of Trustee approval.

Dean of Learning Resources

This position plans, directs and evaluates all aspects of the daily operation of a campus library and district-wide library services. This includes providing and coordinating acquisition, cataloging and processing of material, and audiovisual and automation services; hires, trains, supervises and evaluates all assigned campus and district library services faculty and staff; prepares and administers budgets for the campus library and district library services. Requires a Master's degree in library or information science from an ALA accredited program and five years of prior related work experience. Academic library experience is preferred. Probable starting salary is $52,407 pending Board of Trustee approval.

Executive Director of Economic Development

Through management of the College's VISION initiatives, establishes and implements education and training services which maximize employment opportunities, enhance economic development efforts and increase profitability and productivity of local businesses and industry. Assists labor organizations in addressing technological, structural and organizational change in the marketplace; increases resource needs to provide comprehensive services. Requires master's degree and a minimum of seven years of related work experience. Probable starting salary is $52,407 pending Board of Trustee approval.

International Education Program Officer

Responsible for the professional coordination of international education programs at the College. Develops proposals and serves as liaison to establish and maintain international partnerships for student work and internships. Requires a Master's degree and a minimum of three years of related work experience. Probable starting salary is $43,427 pending Board of Trustee approval.

To apply, send a letter of interest, detailed resume and three professional references received or postmarked by February 21, 2000 to:

HILLSBOROUGH COMMUNITY COLLEGE, EMPLOYMENT OFFICE, P. O. Box 31127, Tampa, Florida 33631-3127
(813) 253-7030 www.hcc.cc.fl.us

HCC is an equal access/equal opportunity institution committed to affirmative action and advocates a drug-free environment. HCC seeks qualified and diverse candidates including members of protected class groups. Dial (813) 253-7552 to access the TDD for hearing/speech impaired.

EOE/ADA/AA

Long Beach Community College District, Long Beach, California has the following full-time faculty openings

Job Hotline:
(562) 938-4050
Web site:
www.lbcc.cc.ca.us
[illegible]

Job Position	Close Date
Anthropology	02/16/00
Aviation Maintenance	02/23/00
Child Development/Parent Ed	03/08/00
English Composition (2 positions)	02/23/00
Computer & Business Info Systems	03/01/00
Counselor (4 positions)	03/08/00
Diesel Technology	03/08/00
Drawing & Painting	02/16/00
Electronics/Electrical	02/23/00
ESL Reading	03/08/00
Financial Aid Counselor	03/08/00
Geography/Environmental Science	03/01/00
International Business/Marketing Mgmt	03/01/00
Librarian	02/16/00
Vocational Nursing	02/23/00
Mathematics (4 positions)	02/16/00
Music Theory/Music History	02/23/00
Physical Education/Water Polo/Swim Coach	02/16/00
Political Science	03/01/00
Reading	03/01/00
Registered Nursing	02/23/00
Spanish	03/08/00

LB
Long Beach City College

Long Beach Community College District
Academic Selection Committee
4901 E. Carson Street
Long Beach, CA 90808

Write, call or visit our web site for position announcement & application information.

To be considered in the initial committee review, all materials requested in vacancy notice must be received no later than 4 p.m. on the deadline date. Submission of these materials is the applicant's responsibility.
Long Beach Community College District is an EEO/AA Employer.

FRAMINGHAM STATE COLLEGE

MATHEMATICS DEPARTMENT

Tenure-track Assistant Professor of Mathematics, beginning September 2000

The Mathematics Department invites applications for a tenure-track, assistant professor appointment beginning Sept. 2000.

Applicants must have a doctoral degree in mathematical sciences and show evidence of a strong commitment to excellence in teaching and continued scholarly growth. The successful candidate would teach courses throughout the mathematics curriculum, including courses satisfying the college's mathematics requirement. The teaching load is three courses per semester (12 hours per week).

To apply, please send vita, official transcripts, a statement of teaching philosophy, and three letters of reference, at least one of which comments on teaching ability, to **Search Committee, Department of Mathematics, Framingham State College, Framingham, MA 01701.**
The closing date for applications is Feb. 29th.

1839

Framingham State College is an equal opportunity/ affirmative action employer. Persons of color, women, and persons with disabilities are strongly urged to apply.

Senior Evaluation Officer

The Wallace-Reader's Digest Funds, NYC

The evaluation department manages the Funds' efforts to elicit major lessons from its grant-supported work in order to bring about improvements in the Funds' fields of interest and in public policy. To leverage the combined fruits of research and evaluation, grant-funded work, and effective communication on behalf of a major philanthropy, this senior, strategy-level position is responsible for identifying strategic learning opportunities in the Funds' fields of interest, linking Fund-supported research and evaluation to field leaders and policymakers; and getting the most productive work from outside research firms.

Ph.D. in a social science discipline related to the Fund's areas of interest strongly preferred. At least ten years' experience as a manager or principal investigator on multi-year, multi-site research projects or evaluations of programs in education, community and youth organizations, other community and human services, and/or arts and cultural organizations. A facility for policy analysis and other ways of understanding major issues of importance to the Funds (e.g. school leadership, out-of-school time, arts participation), and for thinking analytically about how organizations or sectors such as education change. Also required: highly developed organizational skills; grounding in data collection, statistical analysis and databases; flexibility about method, rigor about results; exceptional interpersonal, communication and administrative skills; proven facility for collaborative work, developing rapport with research subjects, and shaping appropriate evaluation designs that serve the interests of all parties.

Competitive salary; generous benefits. Reports to the Director of Evaluation.

Nominations or resumes promptly in confidence to: Ned Rightor, MXCIX, 111 Fairfield Street, Needham, MA 02492. Suggestions welcome. Telephone: 781-449-4448. Fax: 781-449-3112. E-mail: mxcix@mediaone.net. Closing date 1/28/00.

The Funds are an equal opportunity employer, committed to maintaining a diverse workplace where differing perspectives are a source of strength. People of color and women are strongly encouraged to apply.

SAN FRANCISCO STATE UNIVERSITY

DEAN
COLLEGE OF EXTENDED LEARNING

Nominations and applications are invited. To receive a full position description, visit our website: http://www.sfsu.edu/~hrwww/jobs/careerop.htm or call **415-338-1141**. Send letter of application and resume to: **Chair, College of Extended Learning Dean Search Committee, c/o Office of the Provost and VP for Academic Affairs, San Francisco State University, 1600 Holloway Avenue, San Francisco, CA 94132-4111.**

LEADING THE WAY

GAINESVILLE COLLEGE

UNIVERSITY SYSTEM OF GEORGIA

EDUCATION

Tenure-track teaching position in Education at Gainesville College, a two-year college of the University System of Georgia. See **www.gc.peachnet.edu** for a complete description and application procedures.

THE NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

is accepting applications for the following academic positions:

- **Accounting**
- **Air Conditioning/ Refrigeration**
- **Art**
- **Art/Computer Graphics**
- **Automotive Technology**
- **Biology**
- **Biology/Horticulture**
- **Chemistry**
- **Computer Information Systems**
- **Construction Technology**
- **Cosmetology**
- **Counselor**
- **Counselor/ High School Outreach**
- **DSPS/ Adaptive Computer**
- **Earth Science**
- **Economics**
- ***English**
- **Flight Attendant**
- **History**
- **Human Services**
- **Librarian/ Circulation Dept**
- **Mathematics**
- **Music - Piano**
- **Music - Vocal Jazz**
- **Nursing**
- **Office Technology**
- **P.E. - Pep Squad**
- **P.E. - Football**
- **P.E. - Volleyball**
- **Political Science**
- **Psychiatric Technician**
- **Psychology**
- **Reading**
- **Sociology**
- ***Spanish**
- **Speech**

Tenure-track positions, 100% contract, beginning Fall Semester 2000. Initial salary placement range is $36,056-$59,999 for instructor positions and $39,764-$66,170 for counselor positions.

Completed District application required by February 15, 2000 (*February 8, 2000). Application is available on our web site or contact:

Office of Human Resources
North Orange County Community College District
1000 N. Lemon Street
Fullerton, CA 92832-1351
(714) 578-8416
e-mail: hr@nocccd.cc.ca.us
(No e-mail resumes accepted.)
Web site: www.nocccd.cc.ca.us

Emerson College seeks candidates for a tenure track faculty position in **Audio/Radio** and two tenure track faculty positions in **Film** in the Department of Visual and Media Arts starting Fall of 2000. The Department has over 1200 undergraduate and graduate students, 183 with an Audio/Radio concentration and 608 with a Film concentration.

AUDIO/RADIO/ RECORDING INDUSTRY

Candidates must teach production as well as theory or business courses. Specialization should include at least three of the following: studio or live recording and production, field recording, psychoacoustics and critical studies, business of the recording industry, audio for film and video, audio for new media or radio program production, radio station management including programming and marketing. Ability to teach a cross-media introductory production course preferred. Applicants must have college level teaching experience and a record of creative, scholarly or professional work. Ph.D., M.F.A. or equivalent professional experience is required.

FILM PRODUCTION/DIRECTING

Candidates must be able teach 16mm synchronous film production from the beginning to advanced levels and have expertise in one or more of the following: cinematography and lighting, film sound, animation, video production, digital post production, directing, multi-media production or new technologies. Candidates must demonstrate an ability to articulate creative work in the context of media studies and contribute to the overall interdisciplinary focus of the department. Ability to teach a cross-media introductory production course required. Rank is Assistant or Associate Professor. Applicants must have college level teaching experience and an established record of creative work. M.F.A., Ph.D. or equivalent professional experience required.

Reply to Jan **Roberts-Breslin, Chair, Search Committee, Department of Visual and Media Arts, Emerson College, 100 Beacon Street, Boston, MA 02116.** Rank and salary will be based upon qualifications and experience. Closing date for applications in January 15, 2000. Emerson College offers a competitive salary and benefits package.

Visit our web-site: **www.emerson.edu**

EMERSON college

UNIVERSITY OF LOUISVILLE

VICE PRESIDENT FOR DEVELOPMENT AND ALUMNI

The University of Louisville (UofL) invites nominations and applications for the position of Vice President for Development and Alumni. Founded in 1798, The University of Louisville, is a state-supported institution with a private endowment ranking in the top 80 of all American universities. UofL has the mission of becoming a pre-eminent metropolitan research university. It offers more than 160 degree programs in 11 schools and colleges, including four professional schools (Medical, Dental, Law, and Engineering). The University enrolls 21,000 students and has an operating budget of $450 million and an endowment of $378 million–the largest endowment of any public university in Kentucky.

The Vice President for Development and Alumni reports to the Provost, and as a member of the executive leadership team works directly with the President on the solicitation of major gifts. The Vice President is responsible for the overall leadership and management of the University's development and alumni relations programs.

We are seeking an individual with significant leadership experience in a senior development position with a complex university or college and a proven record of fundraising. Candidates for this position must also possess excellent communication skills; demonstrated ability to work with other members of the management team, the Boards of Trustees, the Foundation, the Overseers and other volunteers; and the ability to build effective relationships with varied constituencies. A baccalaureate degree is required; an advanced degree is preferred.

The University offers an extremely attractive and comprehensive benefits package. Nominations and resumes should be forwarded to:

Neil A. Stein, Vice President
R.H. PERRY & ASSOCIATES
2607 31st Street, NW
Washington, DC 20008
Tel: (202) 965-6464
Fax: (202) 338-3953

University of Louisville is an affirmative action/equal opportunity institution.

UCSF

CHAIR

DEPARTMENT OF GROWTH & DEVELOPMENT

The UCSF School of Dentistry invites applications and nominations for a full time, tenured position as Chair of the Department of Growth and Development. This dynamic interdisciplinary department has clinical and teaching responsibilities in craniofacial anomalies, orthodontics and pediatric dentistry. The Department also features an outstanding Craniofacial Anomalies Center and an active fundamental research program in developmental biology. The Department has teaching, research and clinical responsibilities at the pre-and post-doctoral level. The postgraduate programs are articulated with a M.S. or Ph.D. Degree in Oral Biology.

Among the major qualifications for this position are a dental degree (with, preferably, advanced training in pediatric dentistry or orthodontics), and/or a Ph.D. with an active research program in a related field such as Oral Biology, Developmental Biology, Genetics or Epidemiology. Demonstrated scholarly distinction appropriate to a tenured appointment at the Associate or Full Professor level is a requirement. It is desirable that the candidate have a history of management of human, financial and physical resources; experience leading an academic department or program, or a leadership role in a dental school.

The position of Department Chair is available for appointment on August 1, 2000. Salary will be commensurate with qualifications and experience. Nominations and applications should be sent to **Charles N. Bertolami, Dean, UCSF School of Dentistry, 513 Parnassus Avenue, Room S-630, San Francisco, CA 94143-0430.** Applicants should include a letter of interest and a current curriculum vitae. Review of applications will begin immediately and continue until the position is filled by a qualified candidate.

The University of California is an affirmative action/equal opportunity employer.
The University undertakes affirmative action to assure equal employment opportunity
for underutilized minorities and women, for persons with disabilities,
and for Vietnam-era veterans and special disabled veterans.

CENTRAL MICHIGAN
UNIVERSITY

DIRECTOR

Master of Science in Administration (MSA)

Central Michigan University is a comprehensive state university with over 800 faculty serving an on-campus enrollment of approximately 18,000 students. The off-campus program serves an additional 8,500 students at 70 sites in the U.S., Mexico, and Canada, and utilizes 200 adjunct faculty. The university's eight colleges offer more than 20 undergraduate and graduate degrees and 150 major areas of study. The main campus is situated on a 480 acre site in Mount Pleasant, a city of 25,000 residents located in the heart of the lower peninsula of Michigan.

The Master of Science in Administration (MSA) program is an interdisciplinary on- and off-campus program with numerous concentrations. Areas of concentration include (but are not limited to): General Administration, Software Engineering Administration, International Administration, Public Administration, Hospitality and Tourism, and Health Services Administration. Additional concentrations are under development. Currently there are 6,000 MSA students in the on- and off-campus programs. For additional information, visit (www.grad.cmich.edu/msa).

The university is searching for a director for the MSA program. The position of director is a regular, 12-month faculty position (rank open). Initial appointment is for a a 2- or 3-year period (depending upon academic rank) with reappointment subject to performance evaluation. Applicants must be tenurable. Earned doctorate required, preferably in a field related to the MSA degree program. A minimum of five years professional experience in higher education required, preferably some administrative experience. Experience with off-campus program delivery and educational programming for the adult learner is highly desired. Responsibilities include academic oversight of the MSA degree both on- and off-campus; admissions; advisor training and oversight; curriculum development, student outcome assessment and program review; faculty development; resolution of student issues. Travel required (approximately 20-25% travel time).

REVIEW OF APPLICATIONS will begin January 10, 2000, and will continue until the position is filled. The anticipated starting date will be May 1, 2000. Candidates should send a letter of application, vita and list of references to **Chair, MSA Director Search Committee, College of Graduate Studies, Central Michigan University, Mt. Pleasant, MI 48859, Tel (517) 774-6099, Fax (517) 774-3439.**

Central Michigan University, an AA/EO institution, is strongly and
actively committed to increasing diversity in its community.
(See: www.cmich.edu/AAEO.HTML)

UW Extension

University of Wisconsin-Extension

CHANCELLOR

The University of Wisconsin System (UWS) invites applications and nominations for the position of Chancellor of the University of Wisconsin-Extension (UWEX). Unique in public higher education, UW-Extension is one of fifteen institutions in a higher education system, which also includes two doctoral universities, 11 comprehensive universities and a network of freshman-sophomore transfer colleges. The Chancellor of each UWS institution reports to the President of the UW System.

Headquartered in Madison, Wisconsin, UW-Extension embodies the "Wisconsin Idea" (i.e., "the boundaries of the campus are the boundaries of the state"). UWEX coordinates and funds a statewide extension/outreach program with the other 14 UW institutions, the 72 county Extension offices, public broadcasting, and a host of public (local, state, and federal agencies and other groups) and private partners. This statewide responsibility is organized around the following programming divisions/units: Business & Manufacturing, Continuing Education Extension, Cooperative Extension, and Wisconsin Public Radio and Public Television.

In FY'99, UW-Extension and its educational partners used a variety of instructional media and methods to extend UW resources to over one million Wisconsin residents in the state's urban centers and rural communities. UWEX employs approximately 1,660 FTE, including faculty, academic staff, and classified staff. The UW-Extension annual operating budget is approximately $153 million and includes student fees, gifts, contracts and support from federal, state and county governments.

UW-Extension seeks a chancellor with the capacity to lead an energetic institution within a large and dynamic public higher education system. Applicants or nominees should have:

- Academic credentials and accomplishments of a quality which will command the respect of the academic community, including scholarly contributions in extension/outreach, teaching, research, and public service, and administration; tenure may be granted upon the recommendation of the appropriate department;
- Desire and ability to advance the institution's mission of extension/outreach, to provide leadership to the faculty in advancing the scholarship of extension/outreach, teaching, research, and public service, and to extend the UW's educational programs beyond the campus boundaries;
- Significant administration experience, including the ability to lead faculty, staff, administrators, and other constituents in implementing the current and future strategic plan;
- Commitment to utilizing distance education (e.g., multiple applications of technology) to achieve the outreach goals of the UW System;
- Understanding and acceptance of Wisconsin's tradition of shared governance with faculty and academic staff;
- Recognition and acceptance of the need to work collaboratively and share decision-making with the other UW chancellors on programs using integrated faculty and resources;
- Ability to represent the institution effectively to its many internal and external constituencies, including UW System Administration, the Board of Regents, community and business stakeholders, broadcast partners, other educational institutions, county governments, legislative and executive branches of the state and federal government;
- Evidence of accomplishments of creating, and work experiences resulting in, an inclusive workforce and work environment, and development of multicultural educational programming;
- Personal qualities including integrity, intellectual curiosity, compassion, resilience, and energy.

The position is available July 1, 2000. Application materials should include a letter addressing the attributes noted above, a curriculum vitae, and the names, addresses, and telephone numbers of at least five references which include faculty and community leaders. Evaluation of applications will begin on February 1, 2000 (date revised). In accordance with Wisconsin's open records law, requests for confidentiality by nominees and applicants will be honored, except that names and titles of the finalists must be disclosed, if so requested.

Requests for information, and submission of nominations and application materials should be directed to **Professor Lee Cunningham, Chair, UWEX Chancellor Search & Screen Committee, 527 Extension Building, 432 North Lake Street, Madison, WI 53706-1498; Tel: (608) 262-3786; Fax: (608) 262-6572;**
E-mail: chancellorsearch@uwex.edu.

Dr. Jean Dowdall, A.T. Kearney Executive Search, is assisting the Committee. Questions may also be directed to Dr. Dowdall or to her associate, Elizabeth Moseley, at (703) 739-4725; 333 John Carlyle Street, Alexandria, VA 22314; jean.dowdall@atkearney.com; elizabeth.moseley@atkearney.com.

Further information about the position, the application process, and the institution is available at **http://www.uwex.edu/chancellorsearch.**

The University of Wisconsin is an Affirmative Action/Equal Opportunity employer and actively seeks and encourages applications from women, minorities, and persons with disabilities. It is our policy to provide reasonable accommodations to qualified individuals with disabilities who are employees or applicants for employment.

ASSISTANT PROFESSOR IN HUMAN PERFORMANCE AND FITNESS

The University of Massachusetts Boston invites applications for a full time tenure track position beginning Fall 2000. Candidates with experience teaching physical education in the public schools are encouraged to apply. An earned Doctorate in Physical Education or related field, undergraduate and graduate teaching experience and evidence of a clearly established research agenda is required. Candidates are expected to teach undergraduate courses in motor learning and methodology. They are also expected to supervise student teachers as well as teach graduate courses in philosophical issues, curriculum development, and research methods in physical education. Candidates are also expected to develop a nationally visible research program and participate in College and University service. Salary and academic rank will be commensurate with experience. Completed applications will be reviewed beginning Spring 2000, and will continue until the position is filled. Please send a cover letter, curriculum vitae, and three letters of recommendation to: **Office of Human Resources, University of Massachusetts Boston, Search 970-140, 100 Morrissey Blvd., Boston, MA 02125-3393.** An Affirmative Action, Equal Opportunity, Title IX employer

U Mass Boston

DARTMOUTH COLLEGE

ASSOCIATE VICE PRESIDENT FOR HUMAN RESOURCES

Dartmouth College invites nominations and applications for an Associate Vice President for Human Resources. This senior level position reports to the Vice President and Treasurer and manages the functions of Faculty and Staff Benefits, Employee Relations, Employment, Training and Development, Salary Administration, and Information Processing Services.

The Human Resources office provides programs, consultation, and information that empower and support managers, faculty, and staff to meet the goals of the campus. Serving as a supportive partner in the teaching, research, and public service missions of the College, the role of Human Resources is to provide vision and leadership that promotes an environment that values excellence, diversity, autonomy, creativity, and productivity at all levels of the organization. To achieve the mission of the office, the Associate Vice President must possess a flexible and diplomatic leadership style, a belief in inclusive decision-making, a commitment to balancing the interests of the College with the needs of our employees, and well developed organizational skills. The Associate Vice President must be an effective, solution-oriented project manager, able to exercise excellent judgement in identification of best practices and management of changes that may be required to implement those practices. The successful candidate for this position must be a person of outstanding professional and personal integrity who acts with sensitivity, judgment, and appropriate flexibility in all associated contexts. Experience in human resources strategic planning with the ability to conceptualize, articulate, and implement a human resources vision for Dartmouth College that is consistent with the institution's mission and culture is key to this position.

A Bachelor's degree is required, and there is a strong preference for a Master's degree in Business Administration, Human Resources Administration, Organizational Psychology, or other relevant areas. The successful candidate must possess at least twelve years of experience in a career of increasing responsibility, with a minimum of six years in higher education or academic medical centers. Experience as a human resources generalist and as a specialist in two or more of the typical human resources functions is essential.

The review of applications will begin immediately. Nominations and applications should be sent to: Associate Vice President For Human Resources Search Committee, 6015 Parkhurst Hall, Hanover, NH 03755.

Dartmouth College is an Equal Opportunity/ Affirmative Action employer, and thus applications from women and members of minority groups are strongly encouraged.

Dartmouth College

Assistant Director

for The Office of Cooperative Education, Division of Academic Planning and Placement, New Jersey City University.

Under the daily supervision of the Associate Director for Cooperative Education, the Assistant Director aids students in developing career goals, recruits appropriate cooperative education jobs that provide work experience related to students' field of interest, acts as liaison to academic departments to ensure that faculty understand the program, and works to improve the NJCU Cooperative Education Program. Specific areas for placement are the social sciences, humanities, and natural sciences. Areas of recruitment may change based on program needs.

Preferred Qualifications: Master's Degree in Counseling or a related field. Recruitment experience in cooperative education or career placement. Experience within a two or four-year urban institution.

Salary: Competitive

Applications: Please forward a resume and two letters of recommendation to:

Dr. Jennifer Jones, Director
Academic Career Planning
and Placement Office
New Jersey City University
2039 Kennedy Boulevard
Jersey City, NJ 07305

NEW JERSEY
CITY
UNIVERSITY

Deadline for applications: January 21, 2000

New Jersey City University is an Equal Opportunity Employer

GeorgiaState University

English as a Second Language (Intensive English Program-IEP) Lecturer

Department of Applied Linguistics/ESL Intensive English Program

Georgia State University's Department of Applied Linguistics/ESL is accepting applications for two full-time, 12-month, non-tenure track English as a Second Language lecturer positions in its Intensive English Program (IEP). Responsibilities include teaching, curriculum development, mentoring, academic advising, registration, orientation, placement testing, and other related duties. Requirements: native-like proficiency in English, MA in TESL or closely related field, and at least 3 years of teaching experience. Experience in teaching English for Academic Purposes (EAP) preferred. Salaries will be competitive. These positions have 12-month contracts that are renewable annually. Please submit letter of application, resume, official transcripts, evidence of teaching effectiveness, including complete sets of student evaluations, and 3 letters of professional recommendation to **Chair, IEP Search Committee, Department of Applied Linguistics & ESL, Georgia State University, P.O. Box 4099, Atlanta, GA 30302-4099.** Applications will be reviewed beginning January 31, 2000 and will continue to be reviewed until successful candidates are identified. All positions begin mid-August, 2000. *Georgia State University, a unit of the University System of Georgia, is an Equal Opportunity Educational Institution and an Equal Opportunity Affirmative Action Employer.* For further information about our programs, visit the Department's website at **http://www.gsu.edu/alesl/**.

FDU

Fairleigh Dickinson University

DEAN
UNIVERSITY COLLEGE

Teaneck, New Jersey

Fairleigh Dickinson University invites qualified applicants for the position of Dean of University College: Arts, Sciences and Professional Studies at the Teaneck-Hackensack campus, located on 100 acres in a park-like setting along the Hackensack River, just 10 minutes from Manhattan. University College, the largest of FDU colleges, consists of the Schools of Psychology; Natural Sciences; Communication Arts; History; Political & International Studies; Nursing; Computer Science and Information Systems; Engineering & Engineering Technology; Education; and the Programs in Sociology and Criminal Justice. The Teaneck-Hackensack Campus boasts a culturally diverse student body including 600 international students from more than 60 countries. The College offers 2 doctorates and a variety of masters' and bachelors' degrees.

RESPONSIBILITIES

Reporting to the Provost, the primary responsibility of the Dean is Academic Leadership. The Dean has responsibility for collaborating in budget-building and insuring fiscal accountability; participating with other Deans and academic administrators in the formation of University-wide policies; working closely with school and program directors, other faculty committees, and with students; directing curriculum development toward encouraging global vision for students and faculty; encouraging pedagogical excellence; and enhancing the scholarship and professional activities of the faculty.

QUALIFICATIONS

Applicants must have an earned doctorate in one of the academic disciplines represented in the College, an outstanding teaching and administrative record with scholarly publications. The ability to relate effectively with multiple constituencies is essential. Experience in global initiatives and design including the delivery of innovative programs is highly desirable.

SALARY

Competitive and commensurate with qualifications.

The anticipated appointment date is July 1, 2000. Minorities and women are encouraged to apply. A letter of application, full curriculum vitae and names, addresses, and phone numbers of three references should be sent to **Prof. Anthony Adrignolo, Chair, Dean's Search and Screen Committee, 1000 River Road, Robinson Hall Room 35 - T120C, Teaneck, NJ 07666.** Resumes will be accepted until the position is filled.

FDU is an Affirmative Action/Equal Opportunity Employer committed to a diversified workforce M/F/D/V

ITHACA

Roy H. Park School of Communications

The Television-Radio Department in the Roy H. Park School of Communications at Ithaca College has a tenure-eligible position beginning in the Fall of 2000 for an assistant professor to teach scriptwriting, as well as a combination of courses in media production and/or theory/criticism. The successful candidate will serve as coordinator of the scriptwriting concentration, advise students and will serve on department, school and college committees. Maintenance of a scholarly/professional profile is also required.

Ph.D., M.F.A. or Master's degree in video/film and/or related discipline and a strong record as a practicing video/film writer required. Successful teaching experience is also required, and a commitment to a liberal arts education within a professional program is expected. Applicants must send a current vita, statement of interest, including areas of teaching and professional specialization, at least one writing sample (a screenplay/teleplay), a sample videotape where appropriate, and three reference letters to **Karen Armstrong, Attn: Chair, Video/Writing Search Committee, Department of Television-Radio, 328 Roy H. Park Hall, Ithaca College, Ithaca, New York 14850-7253. Phone: 607-274-3260. Fax: 607-274-1664.**

Screening of applications will begin immediately. Applications will be accepted until the position is filled.

Ithaca College is an Equal Opportunity/Affirmative Action Employer. Members of underrepresented groups (including people of color, persons with disabilities, Vietnam veterans and women) are encouraged to apply.

ADELPHI
UNIVERSITY

ADELPHI UNIVERSITY
COLLEGE OF ARTS & SCIENCES

History: Visiting Assistant Professor
(FALL 2000)
1 Year Appointment

We seek a Visiting Assistant Professor with expertise in the history of the United States and either Latin America or Asia. Responsibilities include teaching undergraduate survey and advanced courses as well as a graduate course in U.S. history. Applications from specialists in U.S. social or cultural history, as well as the American colonial experience, are especially welcome. A Ph.D. in the appropriate field(s) is necessary, and preference will be given to candidates with teaching experience and who are actively engaged in research and publishing. **Send CV and names of 3 references to Dr. Starkey, Blodgett Hall, Adelphi University, Garden City, NY 11530.** Equal Opportunity Employer M/F

FACULTY POSITIONS

Full-Time, Tenure Track - FALL 2000

Moraine Valley Community College is a fully accredited, comprehensive community college, and a member of the League for Innovation in the Community College with an annual enrollment of approximately 7,500 FTE students, located in a southwest suburb of Chicago. The college is committed to achieving excellence through cultural diversity. Women, persons of color, members of other underrepresented groups, and those committed to working in a multicultural environment are encouraged to apply. Currently, we are inviting applications for the following full-time, tenure-track positions that will begin August 14, 2000. Candidates must possess a strong commitment to teaching and to the use of technology and innovation in the delivery of instruction.

- **ART: PAINTING & DRAWING** - Will teach all levels of painting & drawing courses. Potential to teach art appreciation or survey courses in art history. Master's of Arts or Art Education required. Master's of Fine Arts and curriculum experience preferred.
- **ART: PHOTOGRAPHY/DIGITAL DESIGN** - Will teach photography courses and oversee operation of photo lab. Potential to teach computer art and digital design courses on Macintosh. Master's of Arts or Art Education required. Master of Fine Arts, ability to teach printmaking, and curriculum experience preferred.
- **BIOLOGY** - Will teach courses at all levels of basic biology including general biology and anatomy & physiology. Master's degree (MA or MS) in Biology or related field required.
- **BUSINESS** - Will teach all levels of basic business courses with particular emphasis on microcomputer applications in financial and managerial accounting. Master's degree in Business, Accounting, or MBA required. Experience with industry standard software packages and CPA license preferred.
- **COMMUNICATIONS/ENGLISH** - Will teach Composition I & II using interactive technology, assist department in developing computerized and on-line instruction, and mentor students in the Writing Center. Master's degree in English and graduate coursework in Rhetoric/Composition required.
- **COMPUTER INTEGRATED TECHNOLOGIES** - Will teach data communication classes which includes both classroom lectures and laboratory exercises. BA or BS in Data Communications, Information Systems, Computer Science, Industrial Education, Education, or Science/Mathematics with both 2 years teaching and work experience required. Must have minimum of 3 of the following certifications: Comptia A+, Comptia N+, Netware Engineer, Microsoft Systems Engineer, Cisco Network Associate, Lotus Professional. MA or MS preferred.
- **ENVIRONMENTAL/EARTH SCIENCE** - Will teach introductory courses including population resources, geology, vegetation, soils, weather/climate, earth/ocean characteristics and the solar system. Master's degree in Environmental Science, Earth Science, Resource Management, or related field required.
- **MANAGEMENT INFORMATION SYSTEMS: VISUAL C, VISUAL C++, JAVA** - Will teach beginning and advanced C++ and Visual C courses with potential to teach JAVA programming. Bachelor's degree in Computer Science, Information Systems, or related field and working knowledge of Web-based applications required. Master's degree preferred.
- **MANAGEMENT INFORMATION SYSTEMS: VISUAL BASIC, WINDOWS SOFTWARE DEVELOPMENT** - Will teach beginning/advanced Visual Basic, Visual Basic for Applications, and Windows Software Development with potential to teach other programming languages. Bachelor's degree in Computer Science, Information Systems, or related field required. Master's degree preferred.
- **MATHEMATICS** - Will teach courses at all levels of mathematics including developmental/intermediate/college algebra, quantitative literacy, probability and statistics, math for teachers, calculus, differential equations, and linear algebra. Graphing calculator and computer application software experience preferred. Master's degree in Mathematics, Applied Mathematics, or Statistics required.
- **NURSING** - Will teach medical-surgical nursing in the Associate Degree Nursing Program. Master's degree in Nursing, licensed or eligible for license as a Registered Nurse in IL required. Recent clinical experience and teaching experience preferred.
- **SOCIOLOGY** - Will teach courses in sociology. Master's degree in Sociology required. Computerized and on-line instruction experience desirable.
- **SPEECH** - Will teach courses in speech/communications. Ability to direct college forensics activities preferred. Master's degree in Arts or Education with major concentration in speech communication required.
- **TEACHING/LEARNING LIBRARIAN** - Will provide leadership in the application of electronic resources to the teaching/learning process, including maintaining the library's Web page, providing college-wide training in the use of technologies, assisting faculty with development of instructional web-based resources, and developing on-line library instructional modules in addition to reference desk/bibilographic instruction duties. Master's degree in Library Science from ALA accredited school and 1-3 years experience required.

Compensation package includes salary commensurate with qualifications and experience and excellent benefit program. Review of applications will begin January 28, 2000. To apply, please submit an application or resume together with a letter of application and copies of transcripts to the Office of Human Resources at

Moraine Valley Community College

10900 S. 88th Avenue **Palos Hills, IL 60465**

MVCC encourages minorities, females, disabled, and veterans to apply

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THE COLLEGE OF

WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-2363

Visiting Appointment beginning Fall, 2000

GERMAN

The position is being posted jointly with the **Five Colleges of Ohio Consortium.** For complete job description, go to **www.wooster.edu;** scroll down and select the Quick Link for **Employment Opportunities** or call or e-mail Linda Farmer 330-263-2133–lfarmer@acs.wooster.edu

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BRYN MAWR COLLEGE

FACULTY POSITION BEGINNING FALL, 2000

Director of Creative Writing and Lecturer in the Arts: a full time non-tenure track position, initial appointment for three years. Candidate to direct a small program in Creative Writing, conduct a visiting writers series, teach two courses each semester, and work with undergraduate students who are pursing independent majors, minors, and concentrations in Creative Writing. Ph.D. or M.F.A. required with substantial publication or equivalent professional activity, and competence to teach in at least two of the genres currently offered in our program (short fiction, poetry, creative nonfiction, playwriting, and journalism). Opportunities also exist to teach in a multi-disciplinary College Seminar program. The Arts faculty at Bryn Mawr is on continuing non-tenure track appointment.

Bryn Mawr College is an equal opportunity affirmative action employer. The College particularly wishes to encourage applications from individuals interested in joining a multicultural and international academic community; minority candidates and women are especially encouraged to apply. Send a letter of application, writing sample, curriculum vitae and three letters of reference by February 20, 2000, to **Mark Lord, Arts Program Chair, Bryn Mawr College, 101 North Merion Avenue, Bryn Mawr, PA 19010-2899.** Questions may be addressed to **mlord@brynmawr.edu; or http://www.brynmawr.edu.Admins/Provost.**

Recruitment Coordinator

Community College of Philadelphia seeks two Recruitment Coordinators for its Office of Admissions and Recruitment. Each Recruitment Coordinator will assist the College in meeting its enrollment goals by participating in off-campus recruitment programs, coordinating on-campus visitation programs, overseeing the peer student advisor and telemarketing to prospective students. The successful candidate for each position will have excellent oral and written communication skills. Bachelor's degree, 2 years of recruitment or related networking, marketing or sales experience, valid driver's license and access to own personal transportation required. For position one, knowledge of financial aid programs preferred. For position two, bilingual skills and experience recruiting ESL or international students preferred. Salary, high $30s for each position. Please send resume, cover letter, and the names and telephone numbers of three professional references to **Human Resources, AW, Community College of Philadelphia, 1700 Spring Garden Street, Philadelphia, PA 19130.** Review of applications will begin on January 15, 2000. Community College of Philadelphia is an affirmative action, equal opportunity and equal access employer. The College encourages applications from individuals from traditionally underrepresented groups. AA/EOE

Community College of Philadelphia

ESU
EAST STROUDSBURG
UNIVERSITY

East Stroudsburg University of Pennsylvania

DEAN OF GRADUATE STUDIES AND RESEARCH

East Stroudsburg University of Pennsylvania (ESU) invites applications and nominations for the position of Dean of Graduate Studies and Research.

Founded in 1893, East Stroudsburg University, with an enrollment of 6,000 students, is one of 14 universities in the Pennsylvania State System of Higher Education. Approximately 60 undergraduate degree programs are available and graduate studies are offered in 19 areas of specialization. The University is located in the Pocono Mountains of northeastern Pennsylvania, 75 miles west of New York City and 100 miles northeast of Philadelphia.

The Dean reports to the Provost and Vice President for Academic Affairs and is responsible for the administration, leadership, and advocacy of graduate education and grant activities across the University. RESPONSIBILITIES: collaboration with academic deans in new graduate initiatives; long-range planning; development and implementation of recruitment, admissions and retention strategies for graduate students; review and implementation of institutional policies for graduate education; grants administration, including development of external funding sources to support both undergraduate and graduate educational, scholarly, and service activities. This is a senior management position without faculty rank.

REQUIREMENTS:

- An earned doctorate from an accredited university
- Familiarity with academic research
- Knowledge of issues and trends in graduate education, for example, collaborative inter-institutional programs or technological applications in graduate education

PREFERENCES:

- Budgeting, program development and strategic planning experience
- Familiarity with recruitment, admission and retention of graduate students
- Experience with accreditation of graduate programs
- Demonstrated ability of grantsmanship
- Demonstrated knowledge of sponsored research
- Proven ability to work collegially with faculty and administrators in a collective bargaining environment
- Experience with private and public fund-raising activities
- Demonstrated commitment to the principles of social equity and to quality education for a multicultural society
- A minimum of 3 years experience as a faculty member in higher education

Projected starting date for this position is July 1, 2000. Competitive salary plus excellent benefits. Final selection will be based upon final interview. Send letter of application, three current professional letters of recommendation, current vitae, transcripts and the names, addresses, and telephone numbers of three additional references to: **Ms. Renee Bebla, Office of Human Resources, Position #1A-99-3HO, East Stroudsburg University, 200 Prospect Street, East Stroudsburg, PA 18301. All materials must be received by February 4, 2000.**

ESU is an equal opportunity employer. Minorities and women are strongly encouraged to apply. Visit our homepage at www.esu.edu

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THE COLLEGE OF WEST VIRGINIA

ASSOCIATE/ASSISTANT VICE PRESIDENT OF ACADEMIC AFFAIRS

The College of West Virginia seeks applicants for the position of Associate/Assistant VP of Academic Affairs. CWV is located in the beautiful mountains of southern West Virginia and is the largest private college in the state, with graduate, baccalaureate and associate degree programs in a variety of fields. The Associate/Assistant VP heads the newly named Massey School of Business, exercises curricular leadership, develops and administers the budget, oversees and monitors faculty development, manages full-time and adjunct faculty recruitment and evaluation, and participates in overall academic planning. The Associate/Assistant VP will be responsible for the following academic areas: Accounting, Banking, Broadcasting Technology, Economics, Electronics Engineering, Engineering, Entrepreneurship, Finance, General Business, Management, Marketing, Office Management, Secretarial Studies, Travel and Tourism, and Word Processing. The Associate/Assistant VP will report directly to the VP of Academic Affairs. CWV offers generous benefits and a competitive salary, which is based upon qualifications and experience.

Qualifications: An earned doctorate in a discipline within the School of Business; a minimum of 3 years experience as an academic manager; excellent interpersonal skills; a strong commitment to excellence in teaching, research and creative activity; an ability to work with students, faculty, administration and the local and regional business community.

Send letter of application, current vita, and three letters of reference to: **Roxanne L. Hudson, Personnel Coordinator, The College of West Virginia, P. O. Box AG, Beckley, WV 25802. FAX 304-253-0789, email roxanne@cwv.edu.**

EOE/AA

DICKINSON COLLEGE

LUCE DISTINGUISHED VISITING SCHOLAR DIASPORA & COMMUNITY STUDIES

Dickinson College invites applications for appointment as Henry Luce Foundation Distinguished Visiting Scholar in Diaspora & Community Studies for the 2000-2001 academic year. The Visiting Scholar will play a central role in a college-wide initiative in "Crossing Borders" that aims to combine global education and the study of U.S. diversity in innovative ways.

The Luce Visiting Scholar will be expected to teach one course in the field of Diaspora Studies each semester, lead a faculty seminar on Diaspora & Community Studies, and share research prospective with faculty and students through the college's Community Studies Center. The successful candidate will have research expertise in at least one Diaspora experience and demonstrated ability to lead students and faculty colleagues in comparative, interdisciplinary work. Appointment will be at the level of Associate or Assistant Professor depending upon qualifications.

Dickinson is a top tier, national liberal arts college of 2,000 students located in Carlisle, Pennsylvania. The college is particularly distinguished by its international education program (including ten centers abroad in Africa, Asia, Europe, and Latin America), interdisciplinary programs, and field work especially through its Community Studies Center. Dickinson is also the host site of "Frontiers: The Interdisciplinary Journal of Study Abroad" and of the national headquarters of the Oral History Association. The college's "Crossing Borders" initiative, supported by grants from the William and Flora Hewlett Foundation and the Henry Luce Foundation, includes the development of freshman seminars on unity and diversity, upper-level courses in cross-cultural analysis, and student field work in communities locally and globally.

Candidates should submit a letter of application indicating the nature of their research and potential course offerings on Diaspora, a curriculum vitae, and three letters of reference to **Neil Weissman, Dean of the College, Dickinson College, Carlisle, PA 17013.** Review of applications will begin 20 January 2000.

Dickinson is an Affirmative Action/Equal Opportunity Employer.
Women and minorities are encouraged to apply.

BEST COPY AVAILABLE

UNIVERSITY OF COLORADO AT BOULDER

SCHOOL OF EDUCATION
2000-2001 FACULTY POSITIONS

The School of Education at the University of Colorado at Boulder announces the following tenure track positions for the 2000-2001 academic year. The UCB School of Education is located at the major comprehensive research campus in Colorado. The School has 34 faculty members and offers initial teacher licensure/certification programs, and graduate degrees (MA. & Ph.D.) in four degree areas - Social Multicultural Bilingual Foundations, Instruction and Curriculum, Educational Psychology, and Research and Evaluation Methodology. The primary goal of the School is to remain a distinguished educational research center, recognized for the quality and importance of the scholarly contributions made by its faculty and students, and to have exemplary, research-based teacher education programs that are an integral part of the life of the School and university.

Qualifications: Candidates for the positions must have an earned doctorate in the specialized area or the equivalent and either a record of research or potential for a career of research and scholarship. The School is seeking applicants at the Assistant and Associate Professor levels. Applications at all levels will also be considered from those who would strengthen the School's diversity.

Requirements: Candidates for the positions must be willing to contribute to teaching and program development in the teacher education and graduate programs, conduct research, publish in significant refereed journals and seek outside funding. Candidates must be committed to working with culturally and linguistically diverse populations.

Salary: Negotiable, commensurate with education and experience.

Literacy Education: Candidates for this position must have an earned doctorate in reading/literacy with an emphasis on early reading. Candidates should have a strong background in the teaching and learning of beginning reading including phonemic and phonological awareness, as well as other decoding processes related to early reading acquisition. Candidates should also have either a record of research or potential for a career of research and scholarship in the area of early reading. Experience teaching at the early elementary level with diverse populations, students who are learning English as a Second Language, and/or in urban settings is highly desirable. Equally desirable is experience in developing and implementing standards-based literacy programs and assessments.

Contact for Literacy Education:

Dr. Kathy Escamilla (303) 492-0147,
e-mail Kathy.Escamilla@Colorado.EDU

Bilingual Special Education: Candidates for this position must have an earned doctorate in Education and must have strong preparation in Moderate Needs Special Education with training and experience in Bilingual and/or ESL Education. Candidates will also be expected to have an active research agenda or potential for a career of research and scholarship related to special education for diverse populations. Candidates for this position will be expected to teach courses in learning disabilities and bilingual assessment as well as special education classes for regular education teachers. Preference will be given to candidates with bilingual special education teaching experience in public school settings with diverse populations.

Contact for Bilingual Special Education:

Dr. Leonard Baca (303) 492-3353,
e-mail Leonard.Baca@Colorado.EDU

Application Materials: Completed applications must include a letter of application specifying the desired position, a curriculum vita, and three letters of recommendation. Applications should be sent to:

Dean William B. Stanley
School of Education
Campus Box 249
University of Colorado at Boulder
Boulder, CO 80309-0249
Fax: 303/492-7090

Closing Date: The review of applications will begin on December 1, 1999 and continue until the positions are filled.

The University of Colorado at Boulder
is committed to diversity and equality in education and employment

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INFORMATICS FACULTY POSITIONS

THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT HOUSTON (IN THE TEXAS MEDICAL CENTER)

The University of Texas Health Science Center at Houston is seeking additional faculty members in the Department of Health Informatics. The Positions are at any level. The individuals should possess a doctoral degree in Health or Medical Informatics or a related cognate field, i.e., Nursing, Dentistry, Bioinformatics. Applicants with substantial expertise in the sub areas of bioinformatics, biomedical computing, neuroinformatics, educational uses of technology or cognitive sciences in biomedicine or healthcare are encouraged to apply. A record of external funding and evidence of graduate level teaching abilities are preferred for more junior positions and required for more senior ones. The faculty member will be expected to develop an active interdisciplinary investigative and teaching program in the sub area of expertise. The positions will remain open until filled.
Applicants should send their curriculum vitae with the names of three references to:

Randolph H. Scott, Ph.D., M.B.A
Assistant Dean for Management
The University of Texas Health Science Center at Houston
7000 Fannin, Suite 600
Houston, Texas 77030
Fax: (713) 500-3907
Randolph.H.Scott@uth.tmc.edu

EEO/AA/SSP/Smoke Free Environment
Women and Minorities are encouraged to apply.

Foothill-De Anza
Community College District

Sociology Instructor

(2 positions)

The Foothill-De Anza Community College District is currently accepting applications for the position of Sociology Instructor.

At *De Anza College*, provide classroom instruction in both western and non-western perspectives in Sociology as well as an understanding of and sensitivity for cultural and gender differences among social groups. Job# 2K-029

At *Foothill College*, teach a variety of college-level sociology courses leading to the fulfillment of the General Education or an Associate's of Arts degree requirement. Unique to this position is the responsibility of evolving the division's Ethnic Studies major. Job# 2K-076

For application materials contact:
Employment Services
12345 El Monte Road
Los Altos Hills, CA 94022
(650)949-6217
employment@fhda.edu
wwwfh.fhda.edu/district/hr/employment.html
AA/EOE

Black Hawk COLLEGE

Vice President for Instructional Services

Black Hawk College seeks applications and nominations for the position of Vice President for Instructional Services. The position reports directly to the College President and is responsible for planning, developing and evaluating all instructional programs and related services; fostering academic growth and development of faculty, staff and students; planning and executing academic practices and procedures, faculty evaluation and budgetary administration.

Black Hawk College is a community college in northwestern Illinois that serves students from nine counties. Educational services are delivered from over 50 sites including a campus in Moline and one in Kewanee, Illinois. The College offers over 120 programs leading to certificates and associate degrees as well as numerous adult education programs. Last year, Black Hawk College received a Level 1 Lincoln Award for its "Commitment to Excellence" and is recognized for its transfer and career programs, award winning ESL program, and distance learning initiatives which position the College to meet the challenges of the 21st century.

CANDIDATES MUST DEMONSTRATE:

- strong leadership skills as an academic administrator, preferably in a community college setting; multi-campus experience desirable;
- experience in managing technology to stimulate development of new learning environments (interactive television, on-line);
- a successful record in working effectively with faculty on systematic curriculum review, student outcomes assessment, and regional accreditation;
- a thorough understanding of student services and a student centered environment as well as a commitment to addressing the needs of under-prepared students;
- success in developing and nurturing productive relationships within the College and between the College and its extended community;
- integrity, openness, principle-centered decision making, and excellent communication skills;
- an understanding and commitment to the goals of the comprehensive community college;
- broad multicultural and international awareness;
- ability to optimize fiscal, physical and human resources.

This position requires an earned doctorate from an accredited institution of higher learning and progressive community college experience in instruction and administration.

Qualified applicants should submit a letter of application, a professional resume, and the names, addresses and telephone numbers of at least three (3) professional references. Applications will be accepted until March 3, 2000. Applications and nominations should be sent to:

Human Resources Office
Black Hawk College
6600 34th Avenue
Moline, IL 61265-5899

We are an equal opportunity employer. M/V/F/H

Baldwin-Wallace College

Vice President for Academic Affairs

Baldwin-Wallace College invites applications for the position of **Vice President for Academic Affairs and Dean of the College**. The new VPAA will serve as the institution's chief academic officer, collaborating with the President and College to set the intellectual tone and promote a vital educational climate.

B-W is a private coeducational institution offering liberal arts-based undergraduate and graduate study. Located in Berea, Ohio, just outside of Cleveland, B-W is one of the first Ohio colleges established to admit students without regard to race or gender. That spirit has flourished while B-W has developed as a comprehensive college, combining the strengths of its liberal arts heritage with opportunities for career preparation and pre-professional training. U.S. News & World Report lists B-W among the top colleges and universities in the Midwest, as well as one of the region's best college values. B-W highly values excellence in classroom teaching and supports innovative, award winning programs.

B-W has a student body of 4,000 undergraduate and 600 graduate students from across the U.S. and around the world. Committed to a system of shared governance, B-W is governed by a 45-member board of trustees and has a full-time faculty of 164 with a student-faculty ratio of 14:1. B-W's faculty and staff support programs and systems that meet students at their present levels and encourage them to attain their highest possible intellectual and personal growth. The College has a record of operating within a balanced budget, and the recently completed Campaign for the 21st Century generated $55 Million, exceeding its goal by 25%.

B-W seeks a creative, visionary VP with a profound commitment to the intellectual and personal growth of students and to the values of a rigorous liberal arts education. The successful candidate should possess an earned doctorate, preferably in an academic discipline; significant undergraduate teaching experience; excellent written and oral communication skills; a record of solid institutional and strategic planning; literacy with technology; a commitment to diversity, fairness, and equal opportunity with a history of proactive leadership on issues of race, ethnicity, gender, and sexual orientation.

B·W
BALDWIN
WALLACE
COLLEGE

Compensation will be both competitive and commensurate with the successful candidate's experience. *Baldwin-Wallace College is an EEO/AA employer and actively seeks a diverse pool of candidates in this search.*

The College expects to announce the selection of the new Academic dean in the spring of 2000. ***For more information, please contact*** John Isaacson, President, or Nancy Sobel, Senior Associate, Isaacson, Miller, 334 Boylston Street, Suite 500, Boston, Massachusetts 02116. E-mail: nsobel@imsearch.com. Telephone: (617) 262-6500. Fax: (617) 262-6509.

Additional information can be found on the Internet at http://www.baldwinw.edu and at www.execsearches.com/baldwin-wallace-vpaa.html

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WABASH COLLEGE

SECONDARY EDUCATION

TENURE-TRACK FACULTY POSITION

Tenure track teaching position in secondary education at Wabash College. Wabash, a small private liberal arts college for men. See **www.wabash.edu** for a complete job description and application process. EOE

SOUTHWEST TEXAS STATE UNIVERSITY

Southwest Texas State University invites applications for ***one tenure-track Assistant Professor position*** with expertise in one or more of the broadly construed areas of applied sociology: evaluation research, social impact assessment, and community research. Secondary specializations should include criminology, deviance, social control, juvenile delinquency, industrial, medical, or aging. The Ph.D. should be completed by September 1, 2000. Evidence of strong commitment to excellence in teaching is required. To apply, send a letter indicating the position for which application is being made and suitability for that position, as well as a curriculum vitae, a statement of teaching philosophy, and names of three references to **Dr. Audwin Anderson, Department of Sociology, SWT, San Marcos, TX 78666.** Review of applicants will begin March 1, 2000, and will continue until the position is filled. Southwest Texas State University is an Equal Opportunity, Affirmative Action employer. SWT is committed to increasing the number of women and minorities in faculty and administrative positions.

METROPOLITAN STATE UNIVERSITY

Metropolitan State University invites applications for tenure-track faculty positions effective Fall, 2000. Metropolitan State University serves approximately 8,500 students in the seven-county Twin Cities Metropolitan area.

In addition to degrees required, the faculty positions require successful teaching experience at the college or university level, scholarship, and a commitment to serving culturally diverse students. Additional information about the positions is available via e-mail: **Tim.Dokken@metrostate.edu** or phone **(612) 341-7460. TDD users (651) 772-7687.**

ACCOUNTING: ABD in accounting with completion of doctorate at time of appointment. Ph.D. or DBA in accounting preferred. CMA; a minimum of two years of full-time equivalent teaching experience in accounting at the university level. Review of applications begins 2/21/00.

FINANCE: ABD in finance with completion of doctorate at the time of appointment. Ph.D. is preferred. CPA; a minimum of two years of full-time equivalent teaching experience in finance or accounting at the university level. Review of applications begins 2/7/00.

AA/EEO

http://www.metrostate.edu.

COMMUNITY COLLEGES OF SPOKANE

PRESIDENT

Spokane Community College
Spokane, Washington

The Board of Trustees of Washington State Community College District 17 invites applications and nominations for the position of President of Spokane Community College (SCC), one of three publicly funded educational institutions comprising Community Colleges of Spokane. At SCC, the president is the chief executive and reports to the district chancellor/chief executive officer. The chancellor reports to a five-member board of trustees appointed by the governor for five-year terms.

The board, along with the chancellor and SCC administrators, faculty and staff, seeks an individual who possesses exceptional personal and leadership qualities, credibility, creativity and pragmatic abilities to lead the college in its quest for academic excellence. SCC serves approximately 6,700 students each quarter, the majority enrolled in the college's well-regarded professional/technical programs. About 37 percent of SCC students are enrolled in liberal arts and related programs.

Application Information: Applicants may request a presidential search brochure, which includes details about Spokane Community College, challenges at the college, a presidential profile, and application instructions, by contacting: **Roberto Gutierrez, Chairman, SCC Presidential Search Committee, c/o Jan Carpenter, Search Linison, Spokane Community College, MS 2150, 1810 N. Greene Street, Spokane, WA 99217; Telephone: 509-533-7042; Fax: 509-533-7321; e-mail: jcarpenter@scc.spokane.cc.wa.us**

The Internet address for Spokane Community College is: **www.scc.spokane.cc.wa.us**

Nominations and applications will be accepted until the position is filled. However, the SCC Presidential Search Committee will begin reviewing applications Feb. 7, 2000. The SCC president will be appointed by the chancellor/CEO in consultation with the CCS Board of Trustees.

For additional information, contact: Del M. Anderson, Search Consultant, Association of Community College Trustees (ACCT), 4100-10 Redwood Road, #251, Oakland, CA 94619; Telephone: 510-638-5288; Fax: 510-382-9637; e-mail: **Delmanderson@webtv.net**

All inquiries, nominations and applications will be held in strictest confidence.

Community Colleges of Spokane provides equal opportunity in education and employment. Applications and nominations of individuals who would increase the richness of the district's diversity are welcome.

—An ACCT Search—

University of Nebraska–Lincoln

ASSISTANT DIRECTOR OF RESIDENCE LIFE
UNIVERSITY HOUSING

The Assistant Director with a team of four other Assistant Directors implements departmental objectives and reports to the Associate Director for Residence Life. Position provides centralized leadership, coordinates student and professional staff education/development and oversees the supervision of a residence hall complex. Additional responsibilities include strategic planning, development of curriculum and learning communities, selection, training and evaluation of professional/student staff and budget management. Master's in counseling, student personnel or related field plus four years professional experience in residence life/housing required. Strong supervisory and communication skills necessary. Computer skills preferred. Review of resumes will begin January 24. Position will remain open until a suitable candidate is found. This is a twelve month, live-out position. $33,993 minimum annual salary plus excellent benefits. Submit cover letter, resume, and the names, addresses and telephone numbers of three professional references to **Denise Borton, 202 University Housing, UNL, Lincoln, NE 68588-0622.** UNL is committed to AA/EEO and ADA/504. If you require an accommodation, please call **(402) 472-3885.**

EDUCATION

Rancho Santiago
CCD in Orange County, Calif.

*seeks qualified candidates in the following disciplines for full time, tenure track, **Assistant Professor** vacancies at **Santa Ana College & Santiago Canyon College.** All openings are for the academic year beginning in fall 2000. Salary range: $34,817 - $57,798/yr. + excellent benefits package.*

- Computer Science
- Criminal Justice/Coordinator of Crim. Justice Academy (salary range: $44,765-$74,312/yr + $1,000 stipend)
- Engineering
- English
- English as a Second Language
- Ethnic Studies/Sociology
- Foreign Language (Spanish/Italian or Spanish/French)
- Geology
- Human Development
- Learning Disabilities Specialist
- Librarian (Automated Library Systems)
- Mathematics
- Music
- Philosophy
- Political Science
- Reading
- Speech Communication
- Speech Language/Acquired Brain Impairment
- Women's Athletics (Head Coach)

Please contact 714-480-7499 for applications, deadline & job announcements, or visit our web site: www.rsccd.org

RSCCD

EOE

WESLEYAN
UNIVERSITY

MIDDLETOWN, CONNECTICUT

VICE PRESIDENT FOR ACADEMIC AFFAIRS AND PROVOST

Wesleyan University seeks nominations and expressions of interest for the position of Vice President for Academic Affairs and Provost (VPAA). Wesleyan University is a highly selective liberal arts institution located in Middletown, Connecticut. It has 2,700 undergraduate students, 150 graduate students, and 270 faculty.

Applicants must be distinguished scholars qualified for tenure at Wesleyan. The ideal candidate will have outstanding leadership and communication skills, as well as relevant experience in a highly selective liberal arts institution. Commitment to diversity and liberal learning and a thorough understanding of the goals of Wesleyan's liberal arts education are required.

The VPAA will provide intellectual leadership for implementing the recently completed Strategy for Wesleyan. Candidates are encouraged to read more about Wesleyan's strategic planning by visiting the university's web site at **http://www.wesleyan.edu** and clicking on the "Strategy" button. In addition to the Strategy for Wesleyan, candidates will be interested in the Wesleyan Education for the 21st Century, which can be found on the same web site.

The VPAA oversees policy, budget, and personnel matters within Academic Affairs. Academic departments under Academic Affairs are arranged in three divisions, each with a dean. Academic Affairs also oversees major university departments such as the Center for the Arts, the Graduate Liberal Studies Program, International Studies, Physical Education, and all university libraries. As an officer of the university, the vice president will report to the president and serve as a member of the senior staff.

The search committee will begin the screening process in January and continue until the position is filled. Please forward nominations, inquiries, and expressions of interest, in confidence, to:

Vice President for Academic Affairs and Provost
Wesleyan University
Shelly Weiss Storbeck
C/O A.T. Kearney, Inc.
333 John Carlyle Street
Alexandria, VA 22314
Phone -703/739-4613
Fax - 703/518-1782
E-Mail ñ shelly.storbeck@atkearney.com

Wesleyan University is proud of its commitment to diversity and especially seeks nominations and applications from women and persons of color.

Washington State University

2000 Summer Doctoral Fellows Program

Washington State University invites applications and nominations from doctoral candidates who have completed all requirements for the degree other than the dissertation. Summer Fellowships are available in Education, Business and Economics, Agriculture and Home Economics, Engineering and Architecture, Liberal Arts, Nursing, Pharmacy, Sciences, or Veterinary Medicine. Selected doctoral candidates will have an opportunity to work closely with faculty mentors at Washington State University in preparing for academic careers as future faculty members. Fellows will be actively engaged in seminars on the changing roles and expectations of faculty, the future of the professoriate, the changing nature of higher education, and issues facing faculty of color and women in higher education. Fellows will be expected to design individualized programs for enhancing their ability in teaching, research, and scholarship during the six-week summer term, June 18-July 29, 2000.

Eligibility: All requirements other than the dissertation should be completed by June 1, 2000.

Terms: $3,000 stipend plus University housing provided.

Application: Candidates should submit a curriculum vita, graduate school transcript, three letters of recommendation, and a 3-5 page career goals and research interest statement to the following:

Dr. Karen P. DePauw, Dean
c/o Lynda Carey
PO Box 641030
Washington State University
Graduate School
Pullman, WA 99164-1030

The program is designed primarily for U.S. citizens from diverse backgrounds.

Notification: Candidates will be notified in April 2000.

Application Deadline: March 15, 2000

DEAN-GRADUATE STUDIES

The Dean is the chief executive and academic officer for Graduate Studies, reporting to the Vice President for Academic Affairs. The Dean provides academic leadership for Graduate Studies, supervises its personnel, and administers graduate programs and graduate student services. The Dean has responsibility for academic program quality, enrollment management, program planning, budget, faculty and staff assignment and evaluation, and determining equipment and facility needs.

Empire State College is a national leader in non-traditional higher education. Graduate Studies offers five master's degree programs delivered in a combination of weekend residencies and distance learning: master of arts in social policy, business and policy studies, labor and policy studies, liberal studies, and a master of business administration. Graduate Studies serves 300 students, has five full-time faculty and three professional staff, and draws on faculty throughout the College for teaching services.

Earned doctorate in subject related to the graduate program fields, substantial college-level administrative and teaching experience, experience in program development, demonstrated interest in education of adult students and interdisciplinary programs, familiarity with learning technologies, distance education and innovative program delivery, capacity to work collaboratively. Anticipated start date: June 1, 2000, or later. Competitive salary and benefits. Apply by submitting letter of application and resume to: **Dr. Marjorie W. Lavin, Vice President for Academic Affairs, SUNY Empire State College, One Union Avenue, Saratoga Springs, New York 12866.** Review of applications will begin January 28, 2000, and continue until the position is filled. For more information, see College's web site at **www.esc.edu**. AA/EOE

Empire State College
State University of New York

THE LOS ANGELES COMMUNITY
COLLEGE DISTRICT
invites applications and nominations
for the following position:

• PRESIDENT, LOS ANGELES MISSION COLLEGE

FILING DEADLINE: MARCH 1, 2000.

The Los Angeles Community College District is seeking a President to serve at Los Angeles Mission College. Interested individuals who possess the required training and experience are invited to submit applications.

REQUIREMENTS: All applicants must have an earned doctorate from an accredited college or university or a master's degree combined with exemplary professional experience. Also required are three years of full-time experience in higher education in administrative positions as Dean or above, and two years of full-time faculty experience with some classroom experience.

SALARY: A revision of salary and benefits for Presidents that is now underway will make the compensation package highly competitive.

FILING AN APPLICATION: A detailed brochure is available. To apply, send (1) A letter of application, preferably five pages or less, which provides examples from background and experience to demonstrate how your knowledge and expertise apply to this position; (2) A current resume of professional experience, educational background and other pertinent information; (3) A list of eight references with business and home telephone numbers, including two supervisors, two subordinates (including one support staff member), two faculty and two community members. Materials should be received not later than 4:30 p.m. on Wednesday, March 1, 2000, but applications will continue to be accepted consistent with the process until the position is filled. Cleared candidates will be sent additional application materials. If selected, additional documentation, such as official transcripts will be required. Send to: **Human Resources Division, Los Angeles Community College District, 770 Wilshire Blvd., Los Angeles, CA 90017. Letters of nomination may be sent to the same address. For additional information, contact Human Resources at (213) 891-2252. FAX (213) 891-2411. Our website is www.laccd.edu on Internet.**

For confidential inquiries, contact Dr. Al Fernandez of Community College Search Services at (805) 650-2546; fax (805) 650-8469; email: alfdfhec@msn.com

THE LACCD IS AN EQUAL OPPORTUNITY EMPLOYER.
WOMEN, MINORITIES AND THE DISABLED ARE ENCOURAGED TO APPLY.

WESTERN MICHIGAN UNIVERSITY

CAREER AND TECHNICAL EDUCATION: ASSISTANT PROFESSOR

Western Michigan University invites applications and nominations for a tenure-track position beginning August 2000, contingent upon final budget approval. Salary competitive and commensurate with qualifications and experience. A full range of benefits, including TIAA/CREF contribution, provided. Earned doctorate in career and technical education (CTE) or a discipline within the field of CTE, i.e., business education, family and consumer sciences education, marketing education or industrial technology. Successful teaching experience at secondary, adult or post-secondary level. Evidence of research/scholarly and leadership activities. Grant writing experience and experience integrating technology into teaching and/or alternate forms of instructional delivery are preferred. Teach on- and off-campus undergraduate and graduate courses in CTE, develop and present courses through compressed video interactive format, develop/continue research agenda and provide leadership/develop new initiatives in grant-funded activities, work cooperatively with state department of education and related agencies/business/industry, and service to university, college, community and professional organization. Submit letter of application, current vita, transcripts, placement file (if available), reprints of publications, and three current letters of recommendation which directly address the applicant's competencies and potentials in the areas specified. Letters of recommendation are to be mailed directly by the authors. Placement files should originate directly from the relevant placement office. Review of applications will begin immediately and will continue until the position is filled. Apply to: **Dr. Linda Dannison, Chair, Department of Family and Consumer Sciences, Western Michigan University, Kalamazoo, MI 49008-5067. Telephone (616)387-3704; FAX (616)387-3353; e-mail linda.dannison@wmich.edu.**

Western Michigan University is an Equal Opportunity, Affirmative Action Employer.

UNIVERSITY *of* WISCONSIN

Superior

DEPARTMENT OF COMMUNICATING ARTS

The University of Wisconsin-Superior is the northernmost campus of the University of Wisconsin System and is nestled on the scenic shore of Lake Superior. As Wisconsin's public liberal arts college we require a strong liberal arts core curriculum for all undergraduates. Diversity is a valued asset at UW-Superior and we strive to offer quality programs in an environment of trust and cooperation that centers on the worth of all individuals. We are seeking candidates who will contribute to the achievement of this goal.

Tenure track position, academic year, teach courses in Mass Communication, Television, Film Genres and Appreciation and the Department's Introduction to Speech Communication course. Responsibilities include advising students, supervising co-curricular video productions, assisting student directed television productions for cable access, and other university/faculty responsibilities in governance and service. Candidate's ability to work in additional Communicating Arts disciplines is preferable. The Department of Communicating Arts encourages a multidisciplinary approach in education for its students and an expectation that its faculty will provide the broad perspective necessary to assist that process. Women and minorities are encouraged to apply.

Doctorate or MFA required. Evidence of excellence in teaching and appropriate scholarly activity. Professional and/or academic video experience and supervision of video projects required. Rank and salary are dependent upon qualifications and experience.

Send a letter of application, including a statement of qualifications, resume, transcripts, and an example of your video work. Have three letters of reference sent. We may also contact others for additional information. We request examples of student work under your supervision. Send materials to **Stewart Platner, Chair Search and Screen Committee, PO Box 2000 University of Wisconsin-Superior, Superior WI. 54880-4500.** Incomplete applications cannot be considered. Application deadline is February 15, 2000. We are required to provide a list of nominees and applicants if requested. A written request can exclude one from this list. Names of all finalists must be disclosed if requested. AA/EOE.

LIBRARIAN
REFERENCE LIBRARIAN

Provide reference assistance and library instruction; work with electronic resources; prepare publications; serve as liaison to academic departments; serve on committees. Tenure-track.

Qualifications: Required: MLS from ALA-accredited school, previous library experience. Preferred: second master's degree, foreign language, communication/interpersonal skills, initiative, creativity, commitment to professional activities. See **http://www.montclair.edu.**

Salary Range: Negotiable within range.

Reviews begin: January 17, 2000

Send letter and resume and 3 references (include V#) **to:** Dr. Judith Lin Hunt, Dean of Library Services, Box C316-V#062/HO, Harry A. Sprague Library, Montclair State University, Upper Montclair, NJ 07043

An Equal Opportunity/Affirmative Action Institution

MONTCLAIR
STATE
UNIVERSITY

SCC

SEMINOLE COMMUNITY COLLEGE

VICE PRESIDENT EDUCATIONAL PROGRAMS

DEAN OF ARTS AND SCIENCES

DEAN OF BUSINESS, INFORMATION TECHNOLOGY, AND CORPORATE SERVICES

Due to expansion and growth, Seminole Community College has openings for three top-level positions. SCC is a comprehensive, learning-centered institution located just north of Orlando, Florida. With a commitment to supporting Seminole County's workforce development, the college serves nearly 30,000 students annually with a wide range of college credit, career, continuing education, vocational training, and adult education programs.

The Vice President of Educational Programs is the chief instructional officer, promoting academic excellence and providing leadership college-wide.

The Dean of Arts and Sciences provides overall leadership and direction for curriculum and programs within the Arts and Sciences division and the Associate of Arts Degree.

The Dean of Business, Information Technology, and Corporate Services supports industry workforce development through college credit, noncredit, and continuing education programs.

To request a job announcement and application materials, please use the website **www.seminole.cc.fl.us** (use quick jump menu to Employment Opportunities), contact **Human Resources at e-mail hr@mail.seminole.cc.fl.us, or call 407-328-2101.**

Application screening will begin January 28, 2000. Applications received after that date may not be eligible for consideration. ***EA/EO***

USF
UNIVERSITY *of* SAN FRANCISCO

Writing

Pending approval and funding, the Department of English at the University of San Francisco invites applications for a full time tenure track position in Writing at the Assistant Professor level, anticipated to begin in the Fall 2000.

The **Writing Emphasis**, a track in the English major, is distinct from Expository Writing and prepares students for fields in law, publishing, and other careers in writing. It consists of required courses in theories of writing and language as well as elective courses in creative writing.

Responsibilities include coordinating and teaching in the Writing Emphasis for English majors. Primary teaching may include inter alia courses in three areas: textual analysis and linguistics; theoretical issues in publishing; and creative writing workshops and advanced composition. Since this program may be redesigned in the near future, the department is particularly interested in applicants with innovative ideas for structuring a writing curriculum.

Qualifications: University teaching experience, an earned doctorate or MFA by Fall 2000 with a specialization in writing and theories of writing; evidence of a strong commitment to teaching; publications; experience and willingness to work in a culturally diverse environment; and an understanding of and commitment to support the mission of the University are required.

We particularly encourage minority and women applicants for all positions. The University of San Francisco is an Equal Opportunity and Affirmative Action Employer, and will provide reasonable accommodations to individuals with disabilities upon request.

Applicants should submit a letter of application, curriculum vitae, graduate transcripts, brief description of research plans, copies of recent publications, statement of teaching philosophy, evidence of teaching ability including copies of teaching evaluations, and three letters of recommendation to:

Writing Search Committee
c/o Carolyn Brown
Department of English
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080.

Applications must be received by **February 15, 2000**, in order to ensure full consideration.

Established as San Francisco's first institution of higher learning in 1855, the University of San Francisco presently serves 8000 students in the arts and sciences, business, education, nursing, law, and professional studies. The University is a private, Catholic and Jesuit Institution and particularly welcomes candidates who will positively contribute to such an environment.

BROWARD COMMUNITY COLLEGE

Broward Community College is a large, multi-campus urban institution in Broward County located in Southeast Florida. Founded in 1959 as the first public higher education institution in the county, Broward Community College functions as the principal provider of undergraduate higher education for the residents of Broward County. Through a wide variety of degree and certificate programs and continuing education courses, the college attracts a great diversity of students, including individuals planning to complete a bachelor's degree program, people seeking to acquire job-entry skills, employees desiring to upgrade skills for promotion or career change, and individuals seeking education for their personal enrichment. In addition, the college is also a source of cultural enrichment; a resource for community development, business, and industry; and an avenue for continued skill upgrading and enhancement and retraining. As a public comprehensive community college, the college serves well its role as a significant segment of America's higher education effort.

FACULTY POSITIONS

Broward Community College is seeking candidates to fill tenure-track positions. These positions are for a 163-day contract, and will begin in Fall, 2000. Minimum Salaries are $29694 (Master's degree with 18 graduate semester hours in discipline); $35039 (Doctorate degree with 24 graduate semester hours in discipline).

Math Instructor: Master's degree with 18 graduate hours in math. Must be able to teach pre-calculus, calculus, business math and algebra. Experience with computers preferred. **Position Number 952.**

Graphic Design Technology Instructor: Master's degree with 18 graduate hours in Graphic Design, Instructional Design or comparable field. Preference for design ability and knowledge of current software in field; able to work with MAC and PC platforms. Will teach introductory and advanced courses in graphic design and computer graphics. **Position Number 973.**

Office Systems Technology Instructor: Master's degree in Business Education Information Technology; 18 graduate semester hours in Computer/Computer Education preferred. Experience in computer applications, office skills, records management. Schedule may include day, evening and weekend classes. **Position Number 425.**

Education Instructor: Master's or Doctorate degree in Education. Must possess the ability to teach Introduction to Education, Teaching Diverse Populations and Educational Technology. Computer technology skills required. **Position Number 268.**

Computer Science Instructor: Master's degree with 18 graduate hours in Computer Science or closely related discipline. Certification to teach Microsoft (MCSE and/or MCSD), Novell (CNE), Oracle (DBA and/or Applications Development) Cisco (CCNP), or A+ courses, or the ability to obtain certification within one year of employment highly desirable. Consideration will be given to candidates with the desired certification(s), but who hold a lesser academic degree. **Position Number 367.**

Technical Theatre Faculty: Master's degree required; MFA and minimum of 3 years college teaching and professional experience preferred. Furnish technical leadership for theatre production, supervise introductory level students in the theatre productions, supervise introductory level students in the implementation of scenic, lighting, and sound designs in a 170-seat theatre. Teach introductory level stagecraft, lighting and scenic design. Must be conversant with CAD and ETC expression lighting consoles. Design opportunities available. **Position Number 214.**

ADMINISTRATIVE POSITIONS

Salaries are dependent upon qualifications and experience.

Vice President for Academic Affairs: Under general direction of the President, serves as the chief academic officer providing direct administrative direction for all Academic/Liberal Arts programs including college transfer and international education. Develops and maintains relations with four-year institutions, secondary and technical schools, as well as local private and public employers. Acts as college liaison for instructional programs on a local and national basis. Recommends long and short range goals consistent with the mission and philosophy of the College.

The successful candidate will possess an advanced degree with administrative/managerial experience in a higher educational setting. Must have a demonstrated commitment to high standards in student learning and faculty development.

Director of Student Financial Aid: Reporting directly to the Vice President for Student Affairs, this position will administer the college's financial aid office. Supervising a large staff on three campuses and one center, the ideal candidate should be prepared to become involved in an enrollment management operational philosophy in the context of a campus-based college operation.

This position required a Master's degree and 6 years of professionally increasingly responsible full-time financial aid experience at the assistant or associate director level.

Applications should include a cover letter, detailed resume, a list of references and photocopies of academic transcripts. All applicants must complete a BCC employment application to be considered. Application will be accepted until 02/04/00. Letters of interest should be sent to: **Human Resources, Downtown Center, Broward Community College, 225 East Las Olas Boulevard, Fort Lauderdale, Florida 33301. Our phone number is (954) 761-7450, and our E-mail address is http://www.broward.cc.fl.us/jobs/**

Broward Community College is dedicated to the concept of equal opportunity The College will not discriminate on the basis of race, color, religion, gender, age, national origin, disability or veteran's status in its employment practices or in the admission and treatment of students.

UNIVERSITY OF THE PACIFIC

The University of the Pacific, the first chartered institution of higher education in California (1851) is a growing, comprehensive university with a commitment to excellence in teaching and scholarship. It enrolls approximately 5,800 students into a diverse academic setting which comprises a College of Arts and Sciences, a Conservatory of Music, a Graduate School, and Schools of Business, Dentistry, Education, Engineering, International Studies, Law, and Pharmacy and Health Sciences, along with University College, a school of adult re-entry students.

The University is currently conducting searches for full-time faculty and administrative positions beginning August 2000.

To apply, send letter of application, resume and three reference contacts to the **Chairperson, appropriate department, University of the Pacific, 3601 Pacific Avenue, Stockton, CA 95211.**

University of the Pacific is an equal opportunity/affirmative action employer encouraging excellence through diversity.

FACULTY POSITIONS

Start Fall 2000

COLLEGE OF THE PACIFIC

- Department of Art/Art History, assistant or associate professor, illustration/new media, tenure track
- Department of Biological Sciences, microbiology, assistant professor, tenure track
- Department of Chemistry, assistant/associate professor, bio-organic/biochemistry & general chemistry, tenure track
- Department of History, assistant professor of History and Director of the John Muir Center
- Department of Modern Language & Literature, assistant professor of Japanese, tenure track
- Department of Religious Studies, assistant professor, World Religions, tenure track
- Department of Sport Sciences, assistant professor, tenure track

EBERHARDT SCHOOL OF BUSINESS

- Fletcher-Jones Endowed Chair, professor, tenure track
- Marketing, assistant professor, tenure track

CONSERVATORY OF MUSIC

- Director of Opera Theater, tenure track
- Professor/Chair Music Management/Business, tenure track

BENERD SCHOOL OF EDUCATION

- Educational Resource Center, instructor/coordinator of Math Resource Center, non-tenure track
- Bilingual Education/Second Language Education, assistant professor, tenure track
- Ed Administration and Foundations, assistant professor, tenure track
- Educational and Counseling Psychology, assistant/associate professor, tenure track

SCHOOL OF ENGINEERING

- Department of Electrical Engineering, visiting professor

SCHOOL OF PHARMACY AND HEALTH SCIENCES

- Department of Pharmacy Practice, 3 positions, assistant professor, tenure track
- Department of Medicinal Chemistry, assistant/associate professor, pharmaceutics/pharmaceutical sciences, tenure track
- Assistant professor -medicinal chemistry, tenure track
- Assistant professor - pharmaceutics/natural products chemistry, tenure track
- Department of Physiology/Pharmacology, assistant professor, cell/molecular biologist, tenure track

UNIVERSITY LIBRARY

- Reference Librarian, assistant/associate professor, tenure
- Librarian, one-year, non-tenure

ADMINISTRATIVE OPPORTUNITIES

- Dean, Conservatory of Music-Contact: Jean Purnell, Search Committee Chair
- Dean, Benerd School of Education-Contact: Phil Oppenheimer, Search Committee Chair
- Dean, School of Engineering-Contact: Dave Fletcher, Search Committee Chair

NON TENURE TRACK POSITIONS
FULL TIME TEMPORARY

Mass. Maritime Academy has several openings for Instructor/Assistant/Associate Professor of Marine Transportation, both full-time and part-time (non-tenure track), beginning 1 March 2000. Min. quals. req. are: current USCG lic. as 3rd Mate, Any Tonnage, Oceans, with recent at-sea exp. on the lic., a bachelor's degree from a regionally-accredited institution, and a strong desire to teach at the nation's premier state maritime academy. Add'l quals. which are highly desired are a USCG unltd. Master's lic. with command at sea, a Master's degree in a relevant discipline, and teach. exp. at the undergraduate level, incl. the use of full-mission and part-task simulation. Full-time appt. will be for one year, renewable for no more than one add'l. yr. depending upon performance. Teaching assignments may be in the areas of seamanship, navigation (piloting, celestial, or electronic), rules of the road, GMDSS, ARPA, and radar observer, with lab sessions in the Academy's state-of-the-art full-mission bridge simulator, or underway on the Academy's training vessel Ranger. Sal. and rank dependent upon quals. Appl., detailed resume, incl. Copies of all lic. and cert., the names, addresses, and tele. #s of at least 3 professional references. Send appl. material to **Dir. Human Resources** or email to skearney@mma.mass.edu Visit our web page at http://www.mma.mass.edu for more information about MMA and its programs. No calls. **101 Academy Dr., Buzzards Bay, MA 02532** AA/EOE

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HISPANIC OUTLOOK
1999-2000

PUBLICATION DATES AND DEADLINES

Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. **No cancellations or changes will be accepted after closing dates.** Refer to schedule for deadlines.

CLOSING DATES

Issue Date	*Closing Date*	
September 24	Sept. 7	*** Back to School Issue**
October 8	Sept. 21	
October 22	Oct. 5	*** Hispanic Heritage Month**
November 5	Oct. 19	**Law School Issue**
November 19	Nov. 2	*** Publisher's Picks Issue**
December 3	Nov. 16	
December 17	Nov. 30	*** Sports Issue**
January 7	Dec. 14	
January 28	Jan. 11	*** Financing a College Education**
February 11	Jan. 25	
February 25	Feb. 8	*** Women in Higher Education**
March 10	Feb. 22	**Council of Independent Colleges**
March 24	March 7	*** Community College Issue**
April 7	March 21	
April 21	April 4	**Graduate School Issue**
May 5	April 18	*** Top 100 Colleges for Hispanics**
May 19	May 2	
June 2	May 16	*** Health Professions Issue**
June 16	May 30	
June 30	June 13	**Corporate Issue**
July 14	June 27	
July 28	July 11	
August 11	July 25	**The Arts Issue**
August 25	Aug. 8	
September 8	Aug. 22	
September 22	Sept. 5	**Volume 10 Editorial Index**

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¡PUNTO FINAL!

WHERE IS THE HISPANIC SCIENTIST?

Frank E. Muller-Karger is an associate professor of Marine Science at the University of South Florida-St. Petersburg and is a first-generation American whose parents hail from Venezuela and Puerto Rico.

As we finish the millennium, the world's population continues to increase, and our industrial activities perceptively change our surroundings near and far. There is heated discussion on possible effects on "global climate." Other, more tangible effects–such as increased air pollution, diminishing fisheries, deforestation, and problems with water resources–are being felt in many places. How do we deal with these effects? The first thing we need to do is develop a deeper understanding of connections between physical, chemical, biological and geological processes that make our world work.

This is the work of science. Indeed, scientists play a unique role in society because they are responsible for figuring out how things work. The principles discovered through basic science are the foundation for new technologies that progressively improve the quality of our life on this planet.

Opportunities abound for scientists to do socially relevant work–to develop new concepts and new technologies and to participate in great scientific adventures. For example, NASA is about to launch its most significant tool to help manage Earth's resources (the Terra and Aqua satellites). Simultaneously, geologists are digging in the deeper parts of the ocean for oil and gas resources, physicists are uncovering secrets of weather and ocean motions, and chemists are making great strides in the development of new chemicals and methods for detecting the most minute concentration of various key substances. These observations and models need to be guided by very sound scientific questions.

So, where has the Hispanic scientist gone? Is he or she taking part in the new opportunities for science adventure?

Even though in the U.S. there has been a steady increase in the number of doctoral science and engineering degrees awarded to minorities (American Indians, Blacks, Hispanics, and Asians), Hispanics remain severely underrepresented. In the natural sciences alone, of about 44,500 doctorates awarded in 1996 (to U.S. citizens and U.S. residents with permanent visas), only 1,261 were earned by Hispanics. Blacks, Hispanics, and American Indians are disproportionately likely to earn degrees in the social sciences (defined by the National Science Foundation as degrees in science and engineering) and to be employed in social services occupations (e.g., social worker, clinical psychologist) that are defined by the NSF as non-science/engineering occupations. A problem is that the social sciences are less likely to offer employment in business or industry. In academic settings, Hispanics represented only about 2.7 percent of full-time, ranked, doctoral science and engineering faculty in 1995.

Within Hispanic communities, there seems to be continuing emphasis on inhibiting higher education and retaining young adults as "help" in businesses in which the family is involved. Particularly conspicuous is the absence of Hispanic students taking advantage of funding opportunities in science now available in this country. Indeed, graduate-level university science programs are dominated by Chinese, Korean, and Indian students. Hispanic applications–foreign or national–remain negligible.

The impact of this situation is far-reaching. As we gear up and develop the technology for global observations, we require the participation of a diverse community. "Global Science" can only be effected through involvement of a global, diverse, and international community. To develop this community, people with similar interests, and particularly with similar ethnic roots, need to collaborate. A web of scientists will naturally develop to cover the globe with observations and analyses only if various ethnic groups are properly trained–and then given the opportunity to interact.

The current Latin American situation is a key example of how the Hispanic scientist can help. The Latin American science infrastructure is suffering severe shortages, both in resources and in trained scientific personnel.

This situation is reversible. If we, as a society, engage our own children in developing their curiosity about how things work, the link with similar ethnic groups will develop. The Hispanic scientist should try to seek collaboration with colleagues in Latin America, and help develop a useful and futuristic infrastructure to tackle environmental problems that have both local and far-reaching global effects.

The opportunities for our Hispanic children abound, just as they do for the grown-up scientist from any ethnic background. Every major federal and state agency is developing K-12 and "teacher education" programs. These programs include free materials and frequently encompass teacher fellowships or school grants. Some, such as NASA's educational programs, go very far in involving teachers and children in earth exploration, and in developing the technologies required for understanding Earth as a system.

The United States has successfully developed the academic basis to train new generations in the adventure of science, and has made substantial progress in educating the general population on risks we are taking if we continue with unchecked industrial growth. Can this new philosophy be one of the products that we export? At home in the U.S., Hispanics in various academic environments (from K-12 schools to universities) can stimulate the scientist as well as the humanist within each of our children. The effects are likely to be extremely fruitful, and reach beyond the boundaries of our nation.

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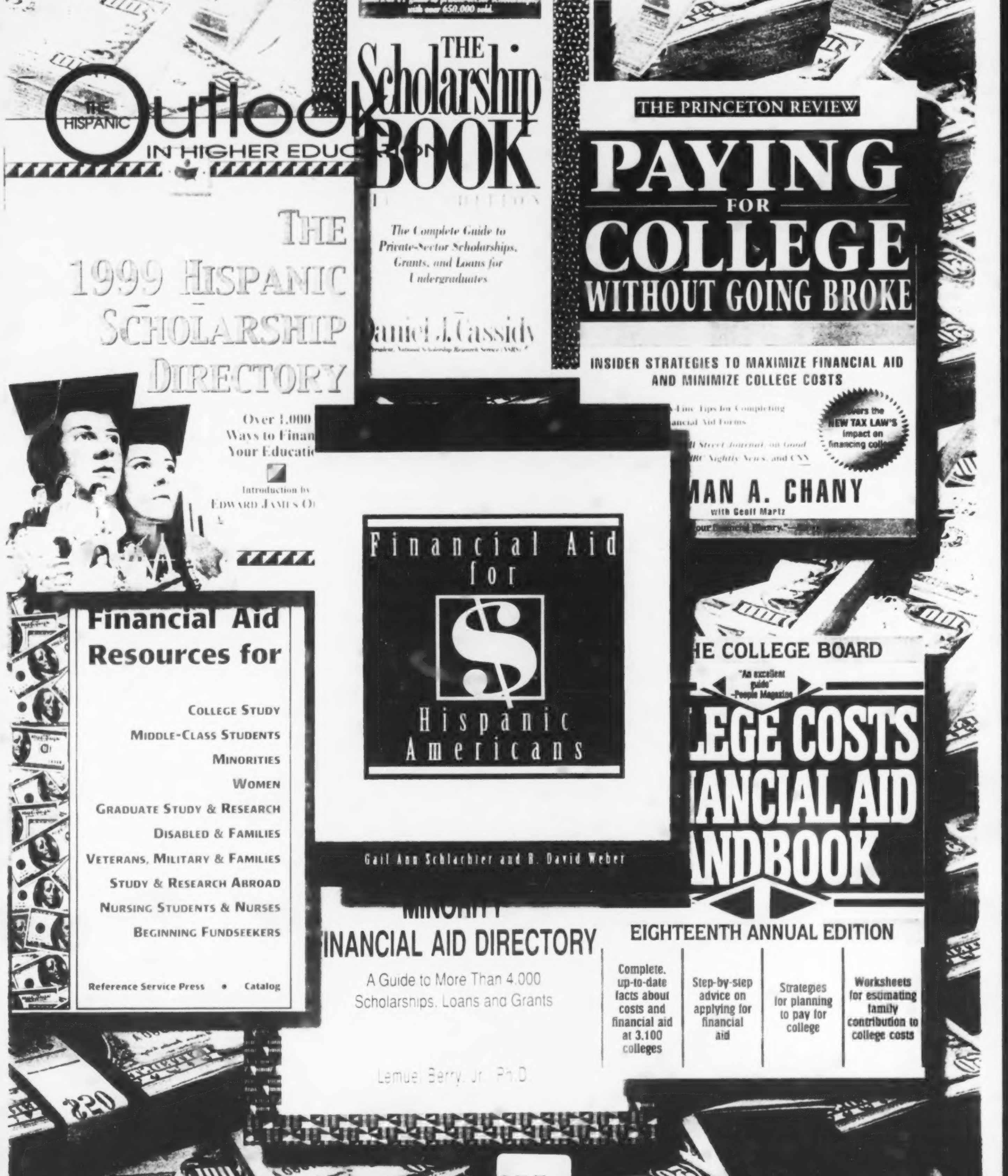
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ANTICIPATED OPENINGS FOR FALL 2000
TENURE TRACK POSITIONS

ASSISTANT PROFESSOR, ART HISTORY

Develop and teach courses in Contemporary Art and New Media, Introduction to Fine Arts and other specialized Art History areas. Curatorial skills for active art exhibition series preferred. Ph.D. required. The successful candidate will be expected to maintain an active program of scholarly works and must have excellent teaching skills.

CODE: ARTHIST

ASSISTANT PROFESSOR, BIOLOGY - CELL PHYSIOLOGY

Develop and teach an updated general and comparative physiology lecture/laboratory, teach other physiology courses. Ph.D. required; postdoctoral experience preferred. **CODE: BIOPHYS**

ASSISISTANT PROFESSOR, BIOLOGY - MOLECULAR CELL IMMUNOLOGY

Develop and teach new molecular cell biology lecture/laboratory. **CODE: BIOIMM**

Biology positions require the successful candidates to participate in the development of a Master's degree program in Biotechnology. They will be expected to have a strong commitment to undergraduate and graduate teaching and research, and to apply for extramural funding (NIH-sponsored Minority Biomedical Research Support Program and other sources).

ASSISTANT PROFESSOR, BUSINESS

Assist in curriculum development and teach courses in business and computer applications. Teaching schedule may vary depending upon programmatic needs. Doctorate required; emphasis in International Business preferred. The successful candidate should have a strong knowledge of computers and experience with business applications software. College teaching experience required. **CODE: BUSINESS**

ASSISTANT PROFESSOR, CHEMISTRY

Teach instrumental analysis or organic chemistry advanced electives, be able to maintain an active research program supported by external funding. Ph.D. required; postdoctoral research experience preferred.

CODE: CHEM

ASSISTANT PROFESSOR, ECONOMICS - HEALTH MANAGEMENT

Assist with the development of curriculum and teach courses in economics, business and health care management. Teaching schedule may vary depending upon programmatic needs. Doctorate in Economics or a related field and college level teaching experience required. **CODE: ECONHM**

ASSISTANT PROFESSOR, ENGLISH/WRITING

Teach courses in composition and advanced writing, including Business Writing, and carry out research and scholarship in area of specialization. Advise students, assist with curriculum development, and carry out other activities as appropriate to rank. An appropriate doctorate is required. **CODE: ENGLISH**

ASSISTANT PROFESSOR, ENVIRONMENTAL HEALTH SCIENCE

Teach undergraduate courses (air pollution, epidemiology, environmental management/law, environmental physiology, food sanitation, hazardous/solid waste, public health, and vector/rodent control), and conduct research in Environmental/Occupational Health or a closely related discipline. Advise students, assist with curriculum development, participate in grant writing. Earned Ph.D. degree in Environmental Health or a relevant environmental field and expertise in environmental biological areas required. Candidate should have expertise in modern analytical methods of environmental/toxicological exposure and health risk assessment, evidence of teaching effectiveness and a strong commitment to research/scholarship. Professional certificate or license, such as PE or CIH a plus. **CODE: EHS**

INSTRUCTOR OR ASSISTANT PROFESSOR, HEALTH EDUCATION

Teach courses in Health Education major, including Health Behavior, Health Counseling, Drug Use and Abuse, Stress and Health, and Program Planning and advise students. For appointment as Instructor: Master's degree in Health Education required; ABD preferred. For appointment as Assistant Professor: A doctorate in Health Education is required. **CODE: HED**

ASSISTANT PROFESSOR, HEALTH EDUCATION K-12

Play a leadership role in the development and preparation of teachers of Health Education (K-12) and in the placement and supervision of Health Education majors in schools as student teachers. Teach curriculum and methods courses in Health Education; ability to teach other major courses (Health and Nutrition, Stress and Health, Health and the Consumer, Organization and Administration of Health Education, Drug Use and Abuse) and advise students.Doctorate in Health Education and eligibility for NYS licensure (K-12) required. **CODE: HEK-12**

The successful candidates for Health Education positions will be expected to have college teaching experience, excellent organizational, written, oral communication and interpersonal skills, and strong computer skills.

ASSISTANT OR ASSOCIATE PROFESSOR, MATHEMATICS AND COMPUTER STUDIES

Teach computer science courses, conduct research, participate in department and college committees and activities. Doctorate in Computer Science, Information Science, or Mathematics. College teaching experience required.

CODE: MCS

ASSISTANT PROFESSOR, MEDICAL TECHNOLOGY

Teach professional courses in clinical specialty: cytology, immunohematology, parasistology, chemistry, histology and hematology; research/scholarship; advise students; assist with curriculum development and grant writing. Ph.D. or M.S. with ASCP certification or equivalent required. The successful candidate will have experience in college teaching and in medical technology field and demonstrated commitment to research and scholarship. **CODE: MT**

ASSISTANT PROFESSOR, NURSING

Teach undergraduate courses in Medical Surgical/Adult Health Nursing and other related courses in the baccalaureate program for RNs. Conduct classroom and clinical instruction. In addition to teaching and research/scholarship, the successful candidate will be required to advise students, assist with curriculum development and grant writing. An appropriate master's degree, licensure as a registered nurse, and appropriate specialized experience required. The successful candidate will have a commitment to research/scholarship and teaching; and previous teaching and curriculum development experience. Doctorate in Nursing or related area preferred; Master's degree in Adult Health considered. **CODE: NURSING**

ASSISTANT OR ASSOCIATE PROFESSOR, COORDINATOR OF OCCUPATIONAL THERAPY PROGRAM

Exceptional administrative and leadership abilities with excellent practical and teaching skills. Responsible for planning, evaluating, budgeting, selecting and developing faculty and staff, maintaining accreditation, and service to the college. Masters degree in Occupational Therapy, Occupational Therapy licensure, and appropriate specialized experiences required. Doctorate or doctoral candidacy is preferred. Expertise in collaborating with faculty, administrators, students and colleagues and familiarity with systems theory and application is expected. **CODE: OTCOOR**

ASSISTANT PROFESSOR, OCCUPATIONAL THERAPY

Teach undergraduate courses in anatomy, physiology, and related courses; advise students; participate in curriculum development; conduct research. Masters degree in Occupational Therapy, Occupational Therapy licensure, and appropriate specialized experiences required. Doctorate or doctoral candidacy is preferred. **CODE: OT**

ASSISTANT PROFESSOR, OCCUPATIONAL THERAPY (PHYSICAL DISABILITIES)

Teach undergraduate courses in physical disabilities occupational therapy content areas and related courses, advise students, participate in curriculum development, conduct research. Masters degree in Occupational Therapy, Occupational Therapy licensure, and appropriate specialized experiences required. Doctorate or doctoral candidacy is preferred. **CODE: OT/PD**

Occupational Therapy positions require college teaching experience and skills, and the ability to work with a culturally diverse college community.

ASSISTANT OR ASSOCIATE PROFESSOR, PHYSICAL EDUCATION AND DIRECTOR OF ATHLETICS

Teaching responsibilities include but or not limited to the following courses: Organization and Administration of Health and Physical Education programs, Sport and Society Coaching, physical education skills classes. The successful candidate will be expected to have a commitment to research/scholarship and teaching. Athletic Director's responsibilities will include, but be not limited to: providing leadership in a competitive Division III program that plays a significant part in the undergraduate collegiate experience and is central to the mission of the college and the department; budget management; supervision of athletic staff; program planning implementation and evaluation; fund raising; special events and championships; oversee compliance with college, university and NCAA rules and regulations, including compliance with Title IX, academic eligibility, and the York College Advisory Committee. Doctorate in physical education or related field, college teaching, and professional experience directing athletic programs required, coaching experience preferred. **CODE: PEAD**

ASSISTANT PROFESSOR, PHYSICAL EDUCATION (K-12)

Teach courses in Curriculum and Methods at the Elementary (K-6) and Secondary (7-12) levels, Measurement and Evaluation of Physical Education, Psychology of Motor Skills, Sports and Society, Organization and Administration of Physical Education and other courses; advise Physical Education (K-12) students, play active role in the development and preparation of Physical Education (K-12) Teachers and in the placement and supervision of Physical Education student teachers. Doctorate in Physical Education or related field; eligibility for New York State Teaching Certification K-12; and 3-5 years teaching experience in Elementary or Secondary Education required. College teaching and ability to work with diverse college community preferred. **CODE: PEK-12**

INSTRUCTOR OR ASSISTANT PROFESSOR, PSYCHOLOGY - CLINICAL /COUNSELING

Teach courses in Clinical/Counseling Psychology (Human Development; Personality, Group Dynamics, Abnormal, Tests and Measurement, Approaches to Psychotherapy, etc.), and other courses as assigned; pursue research in area of interest; advise psychology majors. For appointment as Assistant Professor: Doctorate required. ABD will be considered for appointment as Instructor. The successful candidate will have teaching experience in a multiethnic or urban college setting, significant scholarly achievement, and active clinical or counseling experience with minority populations. Specialization in urban/family violence, gender issues, diversity and cross-cultural studies preferred. **CODE: PSYCH.**

ASSISTANT PROFESSOR, THEATRE - THEATRE DESIGN

Design college theatre productions; teach undergraduate courses in stagecraft, introduction to theatre and theatre practicum; develop design courses; conduct research and/or produce creative achievement. Masters degree in a related discipline plus significant theatre design and teaching experience required; M. F. A. or Ph.D. strongly preferred. Evidence of research/creative achievement in theatre design, knowledge of CAD, and teaching experience in theatre is expected. **CODE: THEATRE**

All advertised positions require the successful candidates to participate in departmental and college committees and activities and to have a strong commitment to research, teaching and scholarship.

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Instructor: $29,997 - $48,284 **Assistant Professor: $32,703 - $57,049**

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Send letter of application, curriculum vitae, and the names, addresses and telephone numbers of three (3) references by March 3, 2000 to:

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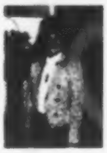

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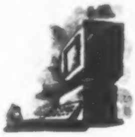

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CONTRIBUTORS: Inés Alicea, Ed Brennen, Rafael L. Cortada, Katie Ellis, Roger Deitz, Amalia Duarte, Adalyn Hixson, Gustavo Mellander, Gary Stern, Wendy Mitchell, Philip J. Romero, Victor Rogers, Jeff Simmons, Gary Stern

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**

The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652

All correspondence should include author's full name, address, and phone number.

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A CAPITOL VIEW

Hispanics, Financial Aid, and Higher Education

BY GUSTAVO A. MELLANDER

We all know the importance of education. It is and has always been the "open sesame" to a better life. As we swim full speed ahead into a technology-driven age, education is all the more crucial for those who want to control their destiny.

And education never ends. It is a lifelong adventure. We really must inculcate that mind-set, that belief, not only among the young but in all of us.

Centuries Past

Education has long been a valued and a valuable asset. But for many, it was very hard to come by. Abraham Lincoln attended school for less than a full year.

At the beginning of this century, only 15 percent of our population completed high school. Boys and girls, yet unformed, were pushed into the workplace. It was pretty tough. Not only were they denied an opportunity to study while they were young, but since so few continuing education opportunities existed, they were in effect doomed. Doomed never to reach their highest potential.

What about the lucky ones? What of those privileged ones who were able to finish high school? Well, even among those lucky ones, only one in ten high school graduates went to college. One reason was that no government financial aid existed.

No wonder power and influence remained within a small sliver of the population. The ruling elite–mostly Anglo-Saxons–were firmly in control of the levers of power and influence well into this century. Their children attended America's elite universities. Their financial aid came from their families.

The Beginnings

Only in the Midwest and West did we see the influence of the Morrill Act, passed during Lincoln's presidency, which established land grant colleges. Low tuition, non-class-related institutions began to open doors for America's rural population. That is, if you were White, the doors opened. Hispanic farm and migrant workers most assuredly did not go to college until well after the 1950s.

Harry S Truman, a man who never went to college, wanted to open higher education to the masses. One of his initiatives led to the establishment of community colleges. Between that and the salubrious effect of the G.I. Bill of Rights, millions of Americans went to college. The dreams of their grandparents and their parents came to fruition. Somebody from the family finally went to college.

Sputnik

The U.S. government, aside from the Morrill Act and the G.I. Bill of Rights, had not been very successful in providing financial aid to college-bound students. Further, the constitution's failure to grant the national government a role in education, the clear separation of church and state, and other time-honored guidelines kept Congress from aiding the nation's youngsters who wanted to go to college.

That would all change in 1957. In that year, the Soviet Union surprised the world and scared America by launching Sputnik. The cold war was propelled into a different arena, and America felt it was lagging behind. Something had to be done to energize and focus higher education on science. Congress passed a series of wide-ranging defense spending bills. Not more money for armaments but funds to train college students to enter fields that would assist the U.S. in the Cold War.

It was that marriage of defense and education that opened the floodgates of financial assistance to college students and to their institutions. It would change financial aid and colleges forever.

Assistance was now widely available to those who wanted to go to college. New generations would benefit from federal assistance.

The First Steps

The success rate of these programs was phenomenal. Ambitions that had been pent up for generations blossomed. Many economists trace the prosperity that the United States has enjoyed for the past 50 years to the intellectual ferment and focused achievement that was forged in the 1950s and '60s. It would never have been possible on such a massive scale without the creation of federal financial assistance.

That was also the era when Hispanics, mostly World War II veterans at the beginning, were able to appear on campuses nationwide in large numbers. In some states, such as Texas, the universities and colleges were in the Anglo parts of the state. Although a deterrent, that did not keep thousands of Chicanos from seeking the American dream. Their success rate was comparable to that of the rest of the population.

The '90s

By the 1990s, although they had yet to see the much-vaunted "decade of the Hispanics," the doors had opened wide for Hispanics nationwide. In parts of Florida, New Jersey, New York, and Illinois, there were colleges that became predominantly Hispanic. In the Southwest and the West, Chicanos were widely represented in all sectors of higher education. Much of this was possible because of financial aid.

Financial aid for students and institutions is very much part of the fabric of higher education in this country. It is also an unheralded success story.

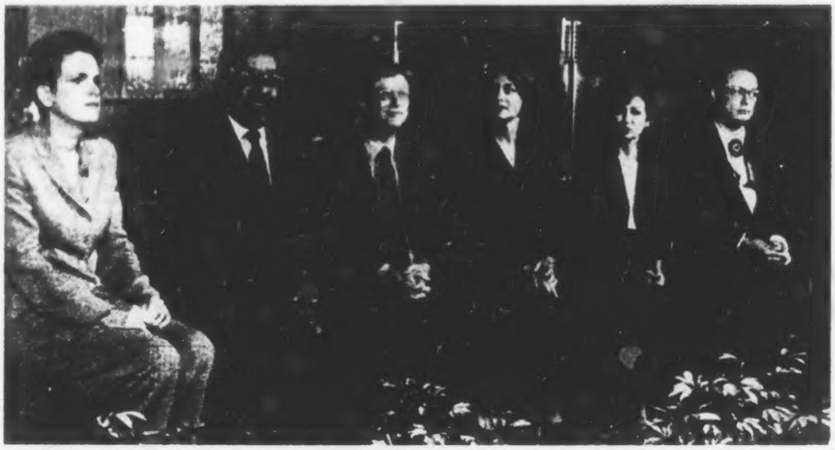
Dr. Mellander is a professor at George Mason University.

Gates Gives $1 Billion for Minority Scholars Program

BY AMALIA DUARTE

When you are the richest man in the world, you can make a decision and change the lives of thousands of people.

In September, the world's wealthiest man, Microsoft Chair and CEO Bill Gates, made just such an historic move. He pledged $1 billion to create the Gates Millennium Scholars Program. Aimed at African American, Hispanic, and Native American students, the landmark program is the largest such fund ever established for higher education. It will provide financial assistance to 1,000 new students each year over a 20-year period. At any one time, there will be 4,000 Millennium Scholars receiving aid.



Patty Stonesifer, co-chair of the Bill and Melinda Gates Foundation; William Gray, president and CEO, United Negro College Fund; Bill Gates; Melinda Gates; Sara Martinez Tucker, CEO and president, Hispanic Scholarship Fund; Richard Williams, executive director, American Indian College Fund

In making the announcement, Gates cited the dearth of minorities in his own high-tech industry as one impetus for creating the Millennium Scholars Program. "It is critical to America's future that we draw from the full range of talent and ability to develop the next generation of leaders," said Gates. "The Millennium Scholars Program is intended to ensure that we build a stronger America through improved educational opportunities."

While Gates has been criticized for not giving away more money earlier in his life, his timing for this effort couldn't have been better. With attacks on affirmative action from Texas to California reducing scholarship opportunities for many minority students, the program seems especially important. Indeed, the affirmative action debate has played out right in Gates' own backyard. In Washington state, where Microsoft is based and Gates makes his home with wife Melinda, voters in the fall of 1998 passed Initiative 200, which banned the consideration of race, gender, or ethnicity in admissions at the state's public universities.

But Jack Faris, director of community strategies for the Bill and Melinda Gates Foundation, which established the Millennium Scholars, said the program's origins go back a number of years and precede Initiative 200.

"The announcement was not meant as a statement about affirmative action," said Faris. "I would say it was meant as a statement about how important it is that our nation's leadership in the future is reflective of our country and the full range of our nation's potential."

Such far-reaching goals are the mainstay of the Bill and Melinda Gates Foundation, which places a major focus on helping to improve people's lives through education and health. In 1994, Gates started the William H. Gates Foundation, named for his father and led by the elder Gates. The Foundation supports causes on a global and local scale. Significant Foundation projects include a $750 million vaccination program for children in developing countries; a $50 million commitment to prevent pregnancy-related deaths of women in developing countries; and the Gates Library Initiative, a major effort to bring the Internet to poor communities in Canada and the United States. More than 700 underserved libraries have been supported through this endeavor.

Now Gates makes a similar big move into higher education. The Foundation wants to close the gap for the thousands of minority students who are not attending college annually because of financial limitations. The Millennium Scholars Program will be operated by three organizations, each with a successful track record of raising money and awarding financial aid to minorities.

The United Negro College Fund was chosen as the lead organization and will administer the scholarships. A consortium of 39 private, accredited historically Black colleges and universities, it is the nation's oldest and most successful African American higher education assistance organization. At the time of the announcement, an excited William Gray, president and CEO of the United Negro College Fund, called the Millennium Scholars Program "earth-shattering." He said, "This is a historic effort to improve the diversity of higher education. All of society benefits when the doors of education are opened to a group of kids who wouldn't otherwise get the chance."

Chosen to play a supporting and partnership role were the Hispanic Scholarship Fund (HSF) and the American Indian College Fund. HSF was founded in 1975 and has awarded more than 34,000 scholarships totaling almost $35 million. The Denver-based American Indian College Fund was created to raise desperately needed scholarship, endowment, and operating funds for 30 tribal colleges across the country.

These groups are charged with promoting the program and recruiting candidates from within their respective communities. In addition, a six-member advisory board was chosen to develop policy, make final funding decisions, and administer the final application review. The board's members are: Santa Monica College President Piedad F. Robertson; Ruth Simmons, Smith College president; African American scientist Walter Massey; Gilberto Cardenas, director and Julian Samora chair of Latino Studies at Notre Dame; James Larimore, dean at Dartmouth; David Chang, Polytechnic University president; and Patty Stonesifer, co-chair of the Bill and Melinda Gates Foundation.

For Sara Martinez Tucker, CEO and president of HSF, it has been like an early Christmas. The Gates announcement came on the heels of another windfall for HSF in the form of a $50 million grant unveiled this summer from the Lilly Endowment, Inc., the largest single donation to promote Hispanic higher education, and the largest amount given to a Hispanic organization. In addition, it was the single biggest gift to a non-Indiana entity in the Endowment's history. Martinez is ecstatic about both donations, but she said Gates has effectively changed the landscape for Hispanic students. "What Gates has allowed us to do is tell a college student, 'We will support you throughout your college experience.' Latinos are the best at working and the worst at taking out student loans," said Martinez Tucker. "This program really frees them up from those financial obligations. They can spend more time studying and participating in activities on campus."

A Web site, toll-free number, posters, targeted letters to Hispanic organizations, speaking engagements, and lots of media interviews are just some of the ways HSF plans to get the word out among the Hispanic community about this new program. HSF's stated goal is to double the rate of Hispanic college graduates from where it stood in 1996, at nine percent, to 18 percent in 2006, and Martinez Tucker is hopeful these mega donations will not only fund programs but also encourage others to give. "With only nine percent of Latinos holding a college degree, we need this infusion of cash and credibility for our cause," said Martinez Tucker.

William Gray, president and CEO, United Negro College Fund; Bill Gates, CEO and chair, Microsoft and his wife, Melinda Gates

In its first year, the Millennium Scholars Program hits the ground running. This coming fall, scholars will be chosen from among current sophomores, juniors, and seniors. After that, scholars will be picked from the year's crop of high school seniors. For undergraduates, the fields of study are open. Grad students are also eligible but must be in math, the sciences, engineering, library science, or education. Support is for up to four years and can include doctoral degree work.

Gates' goal is to foster a generation of leaders that represents the full talents of society. As a result, the scholarships are not being awarded just on the basis of outstanding academic achievement or because of severe financial hardship. The scholars must be well-rounded young people with financial needs who also possess uncommon ability both inside and outside the classroom. Students must maintain a minimum grade point average of 3.3 and must be applying to an accredited college or university. Candidates must demonstrate significant financial need and must be nominated by a teacher or principal. A 500-word essay outlining their career goals, detailing a major life event, and stipulating their commitment to community service has to be submitted. Additionally, students need to display leadership skills through participation in community service, extracurricular activities, or other activities that reflect leadership abilities.

> ***"What Gates has allowed us to do is tell a college student, 'We will support you throughout your college experience."***
>
> SARA MARTINEZ TUCKER

Initially, community college students were not clearly eligible for the program. Because so many Native American and Hispanic students enroll in two-year schools, however, the program already has been modified to allow their participation. Students attending community college must be on an academic track to qualify. Advisory board member Piedad F. Robertson, the panel's only representative from a community college, advocated and applauded the change. "Community college students are working, going to school, and usually taking care of family. If they succeed, it's despite the odds," she said.

But for all minority students, Robertson added, this is not a case of affirmative action but an "access to excellence policy. Gates is saying, 'If you have the ganas, I will open the financial doors.'"

For more information on the Millennium Scholars Program, call 1-877-690-GSMP (4677), or visit its Internet site at http://www.gmsp.org. You can find the Hispanic Scholarship Fund at http://www.hsf.net; the United Negro College Fund at http://www.uncf.org; and the American Indian College Fund at http://collegefund.org.

Uncle Sam Wants *Usted!*

Military Actively Seeking Hispanics

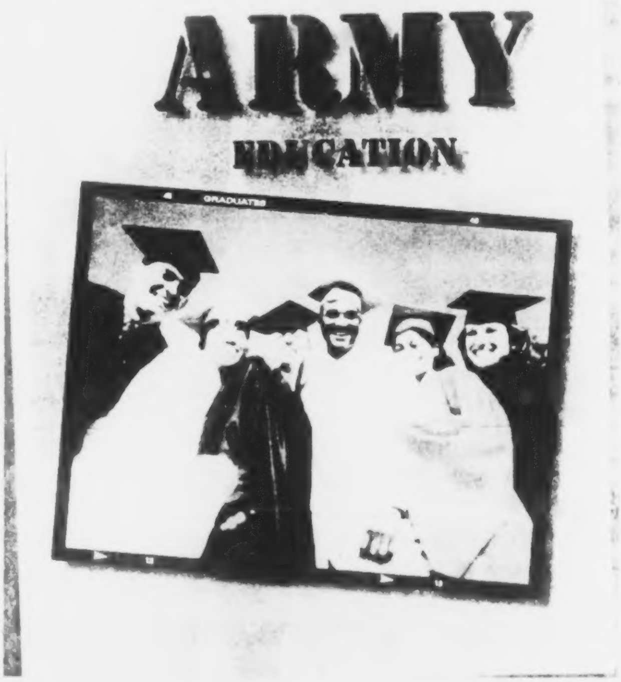
BY JEFF SIMMONS

Andy Ferrer grew up with a distinct impression of the armed forces. There were the scenes of combat, the soldiers on the front-line protecting the nation's interests. The portrait wasn't always pretty, but it was an honorable endeavor.

"I've wanted to go into the military since I was a little kid," admits Ferrer, on the day he is sitting in an upstairs Army recruitment office in the borough of the Bronx in New York City. "My father had me growing up watching Army movies. That's why I decided to go. I wanted to do what they did."

So on this day–only a few after many of his fellow 20-year-olds across the nation stepped into college classrooms for the new semester–Ferrer enlisted in the Army. He arrived with his family's blessing, seven years' experience with the New York City Cadet Corps, and with an open wallet ready to receive better benefits than he originally could have imagined.

"My friends in the military say it's like a regular job. You do your job, and when you finish, you can do whatever you want," says the soft-spoken Ferrer. The experience, he hopes, will hone skills so that he can eventually seek a career in law enforcement, and possibly become a New York City police officer.



It's a transition that many young Latinos, primarily men, are now making: joining the armed forces in much greater numbers. Nationally, the number who enlist in the Army, Air Force, Marines, and Navy has plummeted dramatically over the last decade. But as the nation's Latino population has grown, the percentage of Latinos who have enlisted has similarly made an upswing.

"There is no doubt that the Latino community is growing faster within the service," says First Sgt. Miguel Ramos of the Army. "They've shown a higher propensity for staying on active duty for their second and third terms, and enlistments are increasing with the Latino community."

Still, that news is overshadowed by a more disturbing trend: a dire shortage of military recruits. In late September, Pentagon officials revealed that the Army's recruitment efforts had fallen for the second year in a row. While Ramos estimated that the number could be around 80,000, it apparently was 5,500 shorter.

Last fall, government reports exposed a similar wane in recruits in the Navy and Air Force, although Marine recruits remained steady. The shift left military officials worried about the future of the armed forces, and looking for methods to reverse the downward spiral.

Experts reasoned that the drop was precipitated by a shrinking pool of the youngest available enlistees, men and women between the ages of 18 and 22. Those numbers fell by five million over the last two decades. Couple this with a booming economy, one that has shrunk the unemployment rate dramatically, and it seems apparent why fewer have been showing up at recruitment stations across the nation.

The news did not surprise the military, which had observed the decline and begun to devise instruments to attract new recruits. At the same time, studies indicated a need to consider who is filling its ranks, because Latinos remained a highly underrepresented presence.

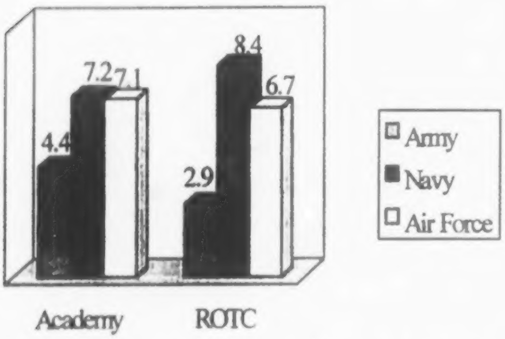
A recent report by the National Council of La Raza pointed out that Hispanics continue to be underrepresented in the Department of Defense workforce and in most of the active and reserve components, and that despite a distinct desire in the Latino community to serve, Hispanics were but a small percentage of the Army's officer corps.

"Thirty years ago, we had the same underrepresentation of African American officers in the Army, but since we established a relationship with the Historically Black Colleges and Universities, we're at the point where African Americans are well represented," says the report's author, Colonel Hector Topete.

He says that the picture has been improving. "The glass is really half full. We're doing well, but we have to keep the momentum going."

Topete, who was born in Mexico, graduated from West Point in 1976 and is an Army pilot selected to serve as the Brigade Commander of the 3rd ROTC Brigade in California. He is now in charge of the Army's ROTC programs in California, Arizona, Nevada, and Utah.

Topete questioned why the ranks of the Army's officer corps don't reflect true diversity, given that the Hispanic American population will



Source: Army, Navy, and Air Force military academies, Nov. 1998; Army, Navy, and Air Force ROTC commands, Nov. 1998

become the largest minority group in America in the next six years, and is already the largest among youth 18 and under.

While Hispanic Americans represent 11.4 percent of the U.S.–12.8 if Puerto Rico is included–they are only 3.5 percent of the Army Officer Corps.

"The visibility was just not there until we realized how much the Hispanic population is growing in this country," Topete says. "Once demographics showed that Hispanics will become the largest minority by the year 2005, I think all governmental agencies started looking at how well represented they are and realized that holy-moly, they were not. There was a realization that this group was growing by leaps and bounds."

Topete, who interviewed dozens of officials, held focus groups, and questioned ROTC members over nine months, came to the firm conclusion that Hispanic American youth know little about the Army and therefore don't see a place for themselves there. This stretches beyond the barracks to ROTC programs and the West Point academy.

Experts say that the findings are reflected in other branches of the military and that similar methods are being undertaken to address the problems.

Among the other findings in the landmark report:

- Few Hispanic parents or family members are Army veterans, so Hispanic youths have considerably less knowledge of the military than other youth. They also are unaware that they don't have to put off college but can attend under a military scholarship, earn a degree, and then enter the service.

- School counselors often are not armed with ample–or correct–information. One counselor, the report indicates, simply directs his charges to a recruiter when asked about the service. Counselors might know about economic incentives but have little to offer students wondering about the "officer side" of the Army.

- The Army experience is often invisible to those attending two-year colleges, where ROTC scholarships are not available. And base closings, particularly in California, have led to decreased exposure.

- There is a drastic "void" of Hispanic American senior officer role models. At present, there are only three active Hispanic American general officers in the Army. But there are 28 African American and 275 White general officers.

- But once in the Army, Hispanic Americans have a stellar record. They represent the largest percentage of Medal of Honor recipients, and they have the highest retention rates. Topete points out that 28 percent of the names on the Vietnam Memorial in Washington, D.C., are Hispanic American.

- There are cultural barriers. Hispanic students had a greater tendency to stay near home to help out with family responsibilities. Many also joined the work force early. Hispanic men represented the highest labor force participation of any group of American male workers.

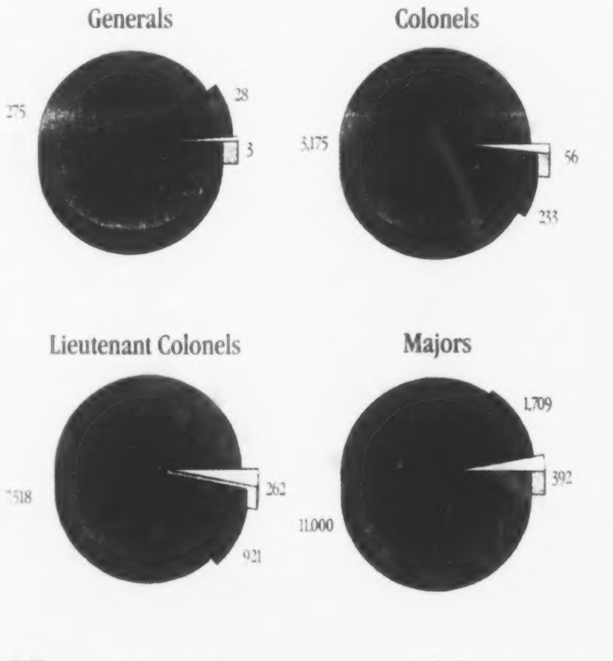
Two years ago, 80 percent of Hispanic males over age 16 were working or looking for work, the highest of any group, according to Topete's report. This has discouraged many from completing high school and entering careers that require a college degree. So the military life often was not even a blip on their radar screen.

Often, parents are unable to offer much guidance because of their impressions of the Army, he says.

"Families can help if they realize that their kids can make a lot more money if they stay in school, stay in college, perhaps become an officer in the ROTC program," Topete says. "Parents can help by not influencing kids to drop out of school to work, and by showing them they can make more money if they stay in school."

The recruitment station in the Bronx boasts the highest numbers of recruits of New York City's five boroughs. But of the 2,000 people who step through its doors or make inquiries each year, only 10 percent–about 200–eventually enlist.

OFFICERS IN THE ARMY



Source: U.S. Army, General Office Management Office, January 25, 1999; and Defense Equal Opportunity Management Institute, Patrick AFB, March 1998

Joel Figueroa, shortly after beginning his first day as the station commander at the East Fordham Road office, explains: "A lot has to do with the generation of parents. Parents right now had grown up during the Vietnam era and had seen a lot of kids go into Vietnam who didn't come back. They think the Army is the same."

"Right now we're going into the 21st century, and parents still think the Army is in the 1960s," he says.

Yet he won't have a difficult time attracting Latinos to enlist because the surrounding neighborhood, the South Bronx, is heavily Latino. Around 40 percent of the station's recruits each year are Latinos, often drawn by the promise of good educational fortune.

"We have kids that are looking for a way to go to college, and basically right now we're offering anywhere from $19,000 to $50,000 for college if they enlist for two to five years," he says. "The recruiter has to basically sell himself and get the trust of the applicant himself." The recruiters tell their own history and what they've been through since joining the Army–"showing them that we made it."

Figueroa tries to dispel any fears by his words and by his presence. He talks to schools and recruits, but also to parents.

"We try to talk to parents as well as the applicants to let them know the Army has changed as far as technology," he says. At the station, and over the phone, the discussions involve descriptions of Army life and the avenues one could pursue. It's a common misperception that enlisting will send someone immediately out to the front-lines.

"We put that in perspective," he says. "You create a model, and most of these kids don't have fathers to look up to, so you do get that also, where you are looked up to as a figure of authority."

"You figure if a recruiter came from Boise, Idaho, over here and tried to recruit, the kids would look at him and say 'This guy isn't from here–you can tell *that*.'

"I use an approach to where they need me the most. I say, 'Listen, I really care about what your future is about. I know you don't have a plan, and I have a way in which in two to three years you can have a concrete plan on how to succeed in life–if you use the Army to your advantage.'"

For Figueroa, his experience is a major selling point. His family did not want him to enlist. His mother feared he could be injured, or worse, and that it would be her fault. Those fears diminished eventually. But he harbored the same desire that many still do–a decision that was based on economic logic.

> ***Recruiters blitzed a Ricky Martin concert at Madison Square Garden in Manhattan. The Army co-sponsored the event, and concert-goers were handed pamphlets as they walked in.***

"I was out there trying to go to college, and my mother was on welfare, and it was hard for me to go to a very good college," he says. "I had fear that if I wanted to go to college, I would need money from my mother, and she would have to send it to me, and I would have to get a part-time job."

So, the Army became an appealing avenue.

Army officials say that the percentage of Hispanics who enlist is steadily growing, though overall numbers of recruits are down. In 1985, 3.5 percent of enlistees were Hispanic. Ten years later, that number was at 7.7, and in 1998, 10.2 percent.

The seeds of change have been planted. Recruiting commanders have started Hispanic Leadership Summit Conferences on a national level. Recruiters are forming alliances with community leaders.

Advertising is more targeted. The ROTC Cadet command has increased the number of ROTC scholarships for Hispanic Americans and also emphasized the National Guard and Reserve commissions. West Point has begun bringing in Hispanic students as a group to visit the site (overall, 85 percent of those who visit accept and attend West Point).

The Army has set up programs to reach out to "at-risk" students who have dropped out of high schools. The program helps them earn GEDs. Other programs are designed with the premise that younger recruits might have a greater influence on their peers.

Corey Woods has only been in the Army for a few months and, even as a private, has been returning to schools to talk with youth.

"They think the Army's a difficult thing, and it's not," says Woods, a 20-year-old private who has become part of the hometown recruiting program. He has met with hundreds of teenagers so far. Often they come armed with misperceptions. "They don't think they will be able to take being away from home."

That type of outreach is a recommendation offered by the Topete report. The author believes that the Army needs to do a better job reaching out, and that effort is one that can be replicated by the other branches of the military. Among those recommendations:

- The Army should beef up advertising and disseminate more information about ROTC programs, and give greater exposure to Hispanic American veterans in areas with high Hispanic populations, such as California and Texas. This fall, for instance, recruiters blitzed a Ricky Martin concert at Madison Square Garden in Manhattan. The Army co-sponsored the event, a banner was strung outside, and Latino concertgoers were handed pamphlets as they walked inside.

- ROTC programs should forge better ties with Hispanic groups, such as the Hispanic Association of Colleges and Universities, and should establish more mentoring programs.
- The Army should devise plans to boost the number of Hispanic American senior officer role models and should establish a timetable to double the number of officers within the next decade.
- It should also target specific divisions to bring more Hispanics into them, areas such as Airborne, Ranger, Green Berets, and Special Forces. These are areas with slighter numbers of Hispanics.
- Recruiters from the Army, Navy, Air Force, and Marines should work more closely together to steer candidates to ROTC or West Point. And West Point's admission goals should be reviewed and altered. Topete faults the process for seeking to enroll four to six percent Hispanic Americans, maintaining that it should be higher.
- The Congressional Hispanic Caucus should also urge members of Congress to use more of their nominations to recommend Hispanic American candidates for West Point.

"If I look at every one of the recommendations, I would say that something is being done now," Topete says. In fact, he also recommended that the Hispanic Association of Colleges and Universities (HACU) collaborate with the Army to boost enrollment in ROTC programs, and this past fall, the Army planned to attend HACU's conference in Miami.

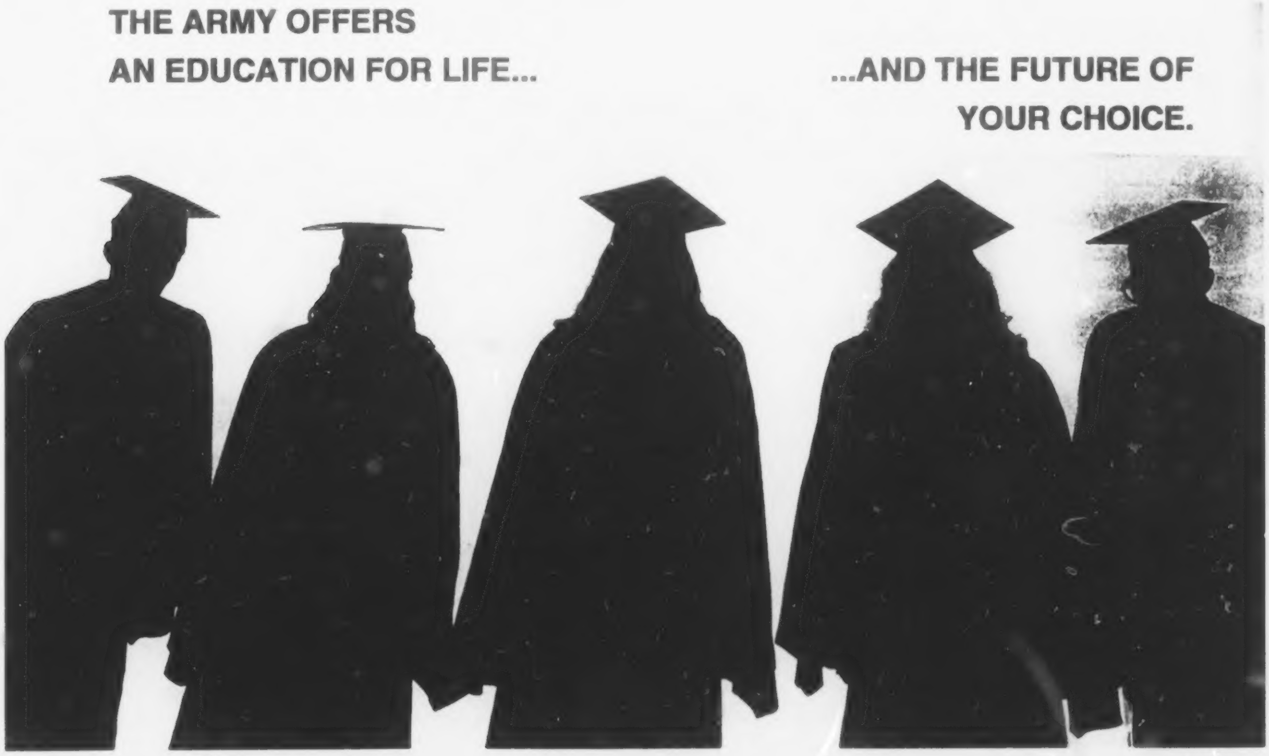
At the Bronx recruitment center, there is a slow stream of people, more recruiters than recruits. But when visitors step inside, they are given a great deal of attention, shown pamphlets, and engaged in conversation about their life and their interests.

> ***"Right now we're offering anywhere from $19,000 to $50,000 for college if they enlist for two to five years."***
>
> JOEL FIGUEROA, STATION COMMANDER, EAST FORDHAM ROAD, THE BRONX

First Sgt. Ramos says he joined for the same reason that many still do. He wanted to travel abroad and also to defray college expenses. He dropped out of college to join.

"I got a $20,000 college fund in 1982, a $3,000 enlistment bonus, and a guarantee to go to Germany," Ramos says. "I thought it was great."

He adds, "I have thoroughly enjoyed my 17 years in the service."


THE ARMY OFFERS
AN EDUCATION FOR LIFE...
...AND THE FUTURE OF
YOUR CHOICE.

COSTEP Student Loans Invaluable for Hispanics

South Texas Program Stepped in When Banks Balked

BY
GARY M. STERN

> ***"They offer exceptional customer service...[and] have been instrumental in helping our institution minimize loan defaults."***
>
> ARNOLD TREJO,
>
> DIRECTOR OF FINANCIAL
>
> AID, UT-PAN AMERICAN

Anna Guerra Valdez was teaching math in the early 1980s at a private high school in Texas and was interested in studying for her master's. She turned to the Council for South Texas Economic Program (COSTEP) for financial aid.

"The private school didn't pay as much as most public schools," she said, explaining why a loan was essential. Now a math teacher at Nicckі Rowe High School, a public school in McAllen, Texas, she acknowledges that without the $5,000 loan, she would not have been able to afford her master's from the University of Texas-Pan American. Her straight 4.0 average underscored that she was an excellent student who just needed financial incentives. "COSTEP's purpose is to help those in need of furthering their education. It exists to help people succeed," she said.

When most commercial banks realized that the loan provisions of the Higher Education Act of 1965 would earn them only a minimal profit, they balked at being the prime suppliers of loans. In response to the banks' resistance, states established nonprofit organizations to offer and service loans. The Council for South Texas Economic Progress (COSTEP), established in 1975 by then-Senator Lloyd Bentsen, has been in the forefront, enabling South Texas students, nearly half of whom are minority–and 73 percent of those are Hispanics–to gain financial aid towards a college education. Since COSTEP started, it has granted more than 40,000 student college loans.

"At least 75 percent of its borrowers were Hispanic in 1999," said Dr. Griffith. The average loan was $5,500. Students used these loans for 120 different institutions. Most were in Texas, but loans can be used for out-of-state colleges as well.

Dr. Susan R. Griffith, chief planning officer for COSTEP

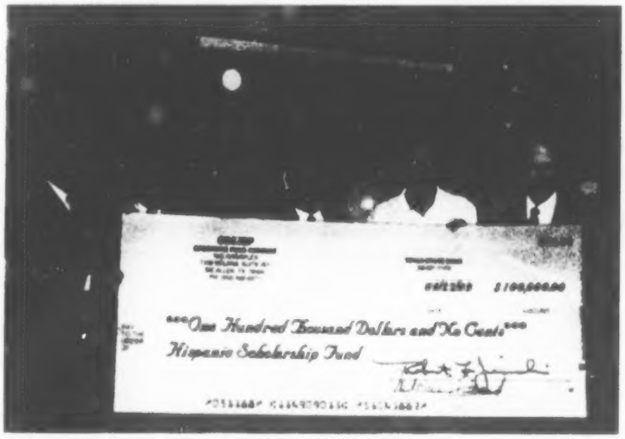
Why borrow from COSTEP rather than a traditional bank? Borrowers who take a loan from COSTEP receive a one percent discount off published federal rates upon repayment, noted Dr. Griffith. The saving is $100 per year for every $1,000 of debt over the course of the loan. If students take their loans from lenders who sell to the South Texas Higher Education Authority (STHEA) and make timely payments over three years, their rate goes down by three percent. If a student opts to repay by automatic checking or savings, the interest rate is reduced by another quarter of a percent. Lastly, if a student can't afford the guaranteed $50 a month payment, COSTEP will renegotiate a lower fee and guarantee the loan.

Not only has COSTEP maintained its commitment to granting loans to qualified students–its mission has intensified over the last few years. Granting loans to students in South Texas "is increasingly important because we know that most Hispanics don't come from families that are highly educated. They are poorer than the average person in the state of Texas," said Dr. Susan Griffith, chief planning officer at COSTEP. "If the state of Texas wants to be successful in the twenty-first century, it has to educate its Hispanic students," Dr. Griffith noted. As Austin and other South Texas cities become technological centers, the need for Hispanic students to gain a college education increases.

COSTEP provides an invaluable service. "COSTEP provides a specialized service, an ability for a student to get a loan at a cheaper rate. We will also work with students in a period of hardship. We'd rather see them pay something than go in default," stated Robert F. Ziemski, president of COSTEP, who had spent more than 20 years in corporate finance at several banks before joining COSTEP in 1995.

Working closely with COSTEP is the South Texas Higher Education Authority, the tax-exempt financing arm that issues bonds and has its own board of directors. There are 39 higher education authorities in the United States (seven are in Texas) that raise funds to finance college loans. Most recently, the South Texas Higher Education Authority issued a $35 million bond in April 1999. "First we must receive a commitment from banks, savings and loans, and credit unions that they will sell us the loans," Ziemski noted.

"COSTEP serves a vital role to the University of Texas-Pan American, primarily because close to 50 percent of loan volume goes through its servicing program," asserted Arnold Trejo, its director of financial aid. "They offer exceptional customer service. In addition, they have been instrumental in helping our institution minimize loan defaults." Students become familiar with COSTEP in high school because of its extensive outreach, Trejo said. COSTEP will help students fill out federal aid forms, which can be very intimidating for many students, and help them pursue scholarships.



$100,000.00
One Hundred Thousand Dollars and No Cents
Hispanic Scholarship Fund

In September, COSTEP donated $100,000 to the Hispanic Scholarship Fund. Shown here, left to right, are Cullen Looney, Liaison from the South Texas Higher Education Authority (STHEA) Board to the COSTEP Board; Robert Ziemski, President of COSTEP; David Guerra, STHEA Board member; Joe LaManzia, Jr., accepting the check on behalf of HFS; and Glen Roney, member of the COSTEP Board

There are 39 higher education authorities in the United States (seven are in Texas) that raise funds to finance college loans.

Why might a student have COSTEP service a loan rather than a bank? "COSTEP," said Trejo, who has been a financial aid officer for 18 years, "has a counseling-type approach rather than a collector's approach." It counsels students and helps them realize that defaulting might damage their credit rating for seven years and make them unable to take out a loan or buy a car.

Since Texas passed an education law that as of 1998 required high schools to offer financial aid counseling, COSTEP is playing a more active role with guidance counselors in high schools. "We can offer students counseling. What we try to do is to take money as a barrier to college out of the equation. If you want to go to college, you can get the money. We don't just sell loans. We [offer] scholarships and grants searches and show students how to arrange a package," said Dr. Griffith.

Offering loans to students in South Texas is critical to enabling Hispanic students access to a college education. In *The Hispanic Outlook*'s annual list of the 100 colleges granting the most bachelor's degrees to Hispanics, 13 of the top 25 schools were located in South Texas, which includes areas where unemployment is 17 percent to 20 percent, nearly five times the average unemployment in most states. "Along the border, there are pockets of Hispanics who live in colonias, rural slums dominated by substandard housing, often without running water. Without a loan, these students would never get an education," Ziemski affirmed. More than 25,000 people reside in the 1,200 colonias in South Texas. Of those who are 18 years or older, only 17 percent are high school graduates, and only five percent have attended college. That's why COSTEP offers students specialized outreach counseling.

Many of the high schools in South Texas are located in rural communities that have no Internet access. COSTEP's Netmobile, a van that circulates through the area, possesses eight computers in which students can learn about financial aid and have a counselor work with them to perform a scholarship search. "Consultants charge $300 to $500 for these searches. With us, they're free," Ziemski said. In fact, students can apply for federal assistance directly through the Internet. "It takes two weeks via computer and six weeks through the mails," said COSTEP's president. COSTEP counselors help students fill out an application.

"All of our outreach counselors are bilingual," said Dr. Griffith. That fact is particularly important when communicating with parents, many of whom speak only Spanish.

Students in South Texas still must apply for a loan at a local bank, like Broadway Bank, explained Diana Perez, the coordinator of financial assistance at the School of Law at St. Mary's University in San Antonio, Texas, and a member of COSTEP's advisory board. But after the bank or credit union grants the loan, COSTEP becomes the servicer of the loan for those banks who originate and sell to South Texas Higher Education Authority. "COSTEP becomes the owner of that loan. They adopt the student and will be with that student from the day they borrow until they repay," Perez noted. COSTEP operates as a "support system. It offers the personal touch," she said. Most students get frustrated dealing with automated voice-activated mail systems and an inability to reach a human voice.

Its Web site, accessible at www.costep.org, provides invaluable information to students on how to apply for loans and how to perform a scholarship search; it provides links with Texas colleges and lists lenders as well. "The Web site helps students navigate the loan maze," said Dr. Griffith.

After the student is granted a loan, COSTEP does not fade from the picture. It sends out bills and works with students to help them repay their loans. "If they're in trouble, we help them gain deferment and forbearance," said Dr. Griffith. If a student encounters a problem like a severe illness, COSTEP performs "default prevention." "As soon as the loan is 30-days late, we start calling them to counsel them," Dr. Griffith asserted.

COSTEP was always a very important initiative to Senator Bentsen, said Jack Devore, his press secretary from 1972-1993, speaking for the senator, who was ill and unable to comment. "South Texas is his home country. He was a country judge there, was educated there, and went to war from there. If you look at the statistics, the metropolitan areas of South Texas are some of the poorest in the country, especially along the border. One of their big problems has always been affordable education. COSTEP was his way to help resolve that issue," said Devore, who is now a public affairs consultant with PSI based in Austin.

If COSTEP didn't exist, undoubtedly fewer students and fewer poorer students would be able to afford college. Ironically, Ziemski said that COSTEP is as much about economic development as it is about education. "We've zeroed in on education," Ziemski said. COSTEP reports that a typical worker who has gained a four-year diploma earns over 70 percent more than does a high school graduate over his or her working years. In fact, a few years of college will boost income by 30 percent. "We fill the void that helps working-class kids and parents finance their higher education. With our outreach and inexpensive loans, we're assisting students who would not otherwise pursue a higher education," Ziemski stated.

University of Texas-Pan American's Trejo remembers when banks didn't want to offer secondary student loans because the profit margin wasn't high enough. If COSTEP couldn't offer loans through issuing bonds, "we might have a scarcity of banks willing to offer student loans," he said. "COSTEP is out there in the Rio Grande area of South Texas doing outreach. The mentality there," said Perez, a financial aid officer for 23 years, "is often that education is not affordable. COSTEP, along with financial aid officers, tells them, 'Yes, it is affordable. You can gain assistance.' They don't deal just with loans; they deal with a student's psychology."

Water Resources Faculty Position Available

The Department of Civil and Environmental Engineering at UC Davis invites applications and nominations for a tenure-track position in water resources engineering with specialization in computational environmental hydrodynamics. The position is open at all levels for outstanding candidates. Requirements include a doctorate in civil engineering or related field and a demonstrated record of success in, or evidence of outstanding potential for, both teaching and building a vigorous independent research program. The successful candidate will have a strong background and interest in computational fluid mechanics and hydraulics and will also have a background and interest in the modeling of turbulent transport as related to environmental flow and transport processes. He/she will join departmental colleagues in teaching undergraduate courses in water resources engineering and graduate courses related to fluid mechanics and numerical applications.

To be assured of consideration, applications must be submitted by February 21, 2000. Applicants should submit a complete resume, including a statement of teaching and research interests, transcripts, a list of relevant professional experience and publications, and the names and addresses of three references to:

Professor Bruce E. Larock
Department of Civil and Environmental Engineering
University of California
One Shields Avenue
Davis, CA 95616-5294

E-mail inquiries may be addressed to **belarock@ucdavis.edu**
Information about the department can be found at **http://cee.engr.ucdavis.edu/**

UC Davis and the Department of Civil and Environmental Engineering are interested in candidates who are committed to the highest standards of scholarship and professional activities, and to the development of a campus climate that supports equality and diversity. The University of California is an affirmative action/equal opportunity employer.

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Dr. John Wholihan
Dean, College of Business Administration
Loyola Marymount University
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UNIVERSITY

New Era for *Hispanic Scholarship Fund*

$50 Million from Lilly and 20-Year Plan from Gates

BY ED BRENNEN

HISPANIC
SCHOLARSHIP
FUND

Approximately $25 million of the Lilly grant will go to students already attending college through the HSF College Retention Program.

Sara Martinez Tucker, president and CEO of the Hispanic Scholarship Fund, is quick to admit that "I couldn't have planned this year better."

And how could she? In July of 1999, the HSF was awarded a $50 million grant from the Lilly Endowment Inc., the single largest amount ever given to promote Hispanic higher education and the largest amount ever pledged to a Hispanic organization.

While that windfall alone would make 1999 a banner year for the HSF, there was more.

Just two months later, in September, the Bill and Melinda Gates Foundation announced that the HSF was one of three organizations included in the newly formed Gates Millennium Scholars Program, a 20-year plan to provide financial assistance to high-achieving minority students in need of financial aid. The program, which also includes the United Negro College Fund and the American Indian College Fund, will begin in the fall of 2000, giving financial assistance to 1,000 new students per year with an annual investment of $50 million.

Not a bad year indeed for the HSF. But as Martinez Tucker quickly points out, the work has just begun.

"Just to put it in [perspective], last year, which was our best year ever, we gave out $3.5 million in scholarships," a slightly fatigued Martinez Tucker said during a November telephone interview from the HSF's San Francisco headquarters. "This year, with Lilly, we're going to jump up to $9 million. And my expectation is [that] with Gates, next year we're going to jump into the $25-30 million range. So it took two scholarship cycles to literally grow ten-fold.

"Now, the reason I'm exhausted is because we've got to do a good job with the money," she added. "And also, it's just beginning to scratch the surface of what the community needs. So I know I've got a long way to go before I sleep."

And the HSF staff won't be able to truly sleep well until it fulfills its mission of doubling the current rate of Hispanics earning a college degree (nine percent) to 18 percent by 2006. It's an ambitious goal, but it's one that the HSF is closing in on faster than it could

Sara Martinez Tucker, president and CEO, Hispanic Scholarship Fund have imagined.

Founded in 1975 by Ernesto and Dora Robles, HSF has awarded more than 36,000 scholarships totaling nearly $38 million over the past two decades. With 1999's Lilly grant alone, the HSF will be expanding on those numbers by leaps and bounds over the next five years. Of the $50 million grant, $45 million will be awarded for program expansion. The additional $5 million is a challenge grant to create a $10 million endowment for HSF (contingent on HSF's raising $5 million).

Approximately $25 million of the Lilly grant will go to students already attending college through the HSF College Retention Program, which will provide an additional 2,000 academic scholarships per year over a five-year period to current four-year college students in all 50 states and Puerto Rico.

The HSF's Community College Transfer and High School Programs, meanwhile, will together receive an additional $12.5 million over the next five years. The Community College Transfer Program, which assists Latinos in making the transition from community college to four-year institutions, will receive an additional 600 scholarships, while the High School Program, designed to assist Latinos making the transition from high school to college, will be expanded to approximately 25 school districts in cities throughout the U.S.

In addition, the HSF plans to spend $7.5 million on ongoing education research and targeted initiatives that promote community participation. One way to do that is by decentralizing its operations, expanding from its current San Francisco headquarters with a half dozen new regional offices across the U.S. While no locations had been finalized as of November, Martinez Tucker said they were leaning heavily toward New York, Miami, Chicago, and Los Angeles, as well as Texas and the Southwest.

Sarah Martinez Tucker at Hispanic Achievement Awards 1998 in San Francisco

With regards to education research, the HSF recently completed its first qualitative analysis of its scholarship recipients from 10 cities across the U.S.. Martinez Tucker said that the results were enlightening.

"I think the thing that I've learned is that the Latino students who are making it to college have been able to find the inner strength to overcome the social and academic barriers," she said. "But the financial barriers are very significant. They're getting almost no help from their families, and they're very reluctant to go into debt to finance their education. So we've got to meet the stiff financial challenges that they're facing."

Thanks to the publicity from the Lilly and Gates gifts, the number of scholarship applications that the HSF distributed in 1999 sky-rocketed from 40,000 to 60,000.

"But as I'm spending time with the students who are not yet at the four-year institutions, whether it's sitting with high school students or community college students, the social and academic support are as crucial as the financial support," Martinez Tucker added. "So we've got to be able to mobilize our alumni and get them out there so they can be that visible embodiment of the work that we're doing so students can say, 'If she can do it or if he can do it, I can do it.' At the scholarship fund, we're fully committed to raising the money that our kids tell us that they need, but we also know that if we're going to serve the community and deliver on the mission of doubling, we're going to have to mobilize the community to provide that social and academic support for our kids."

One student who is helping deliver that message is Xavier Peña. A native of Mission, Texas, Peña applied for his first HSF scholarship as a senior in high school back in 1992.

Peña went on to the University of Texas at Austin, where he graduated in 1997 with a bachelor's degree in accounting and a master's degree in tax. Each year throughout his studies, Peña received an HSF scholarship of between $1,500 and $2,000.

After graduating in 1997, Peña worked for two years as a tax consultant for Arthur Anderson in Dallas. In 1998, however, he returned to the University of Texas to attend law school. And once again, the HSF was there to help defray the cost.

"It would be seven years this year if I get the scholarship again," the 25-year-old Peña said in November. "It's been quite a trip with them. They've just stayed really dedicated to me."

To help repay the favor, Peña agreed to be a guest speaker at an HSF fundraiser in Dallas two years ago. He returned to speak at the 1999 Dallas fundraiser, as well as another one during the fall near his hometown of Mission.

"I tell people it's important to support organizations like HSF who are trying to make a difference," said Peña, who plans to go into corporate law. "I just tell my story. I tell how college wasn't necessarily very easy for me to pay for, how my family couldn't necessarily help that much, and how I was very dependent on trying to work hard to get scholarships."

By speaking at the fundraisers, Peña realizes that he is not only helping spread the HSF message, he is also putting a face to its cause. "At the last event that I spoke at, a lot of people were there–Jay Leno was one of the guest speakers–and it was a big fundraiser," said Peña, who added that he might have found his "second calling" as a public speaker. "But you kind of lose track of what you're doing. You lose sight of the purpose of the whole event, which was to raise money for the scholarship fund. So it's nice to have someone who can tell their story, to be able to let everyone who's donating the money see a face behind it all. And it's nice to be able to let people know how much the organization meant to me and probably means to a lot of other people, too."

Sarah Martinez Tucker and HSF Staff-1997

And with the recent Lilly and Gates donations, Peña is happy to see the HSF enjoy such unprecedented success of its own.

"It's just really neat to see what they're doing. I think it's been great to see the organization grow as well," he said. "They're so much larger now than when I first started with them. The goals that they've set for themselves are pretty impressive."

But, as Martinez Tucker points out, the work has just begun. Thanks to the publicity from the Lilly and Gates gifts, the number of scholarship applications that the HSF distributed in 1999 skyrocketed from 40,000 to 60,000. (Scholarship information can be downloaded from the HSF Web site at http://www.hsf.net or by calling 1-877-HSF-INFO.)

Xavier Peña, HSF Scholarship recipient

"In a typical year for the scholarship fund, a staff of 13 to 15 could handle the volume of work," said Martinez Tucker, who has served as HSF president and CEO since August of 1997. "We had a small fundraising arm, and then our scholarship department would take all the applications and administer all the programs that we did."

"But this fiscal year, we're going from 13 people to 28 people," she added, "and that's before we even start thinking about the regional offices that the Lilly gift is making possible on top of this."

The back-to-back contributions have not only helped the HSF coffers; they've also given the organization increased credibility. "I'm getting my phone calls returned a lot faster now," Martinez Tucker said. "People are willing to carve out time and hear the students' stories."

While the Lilly and Gates donations will go a long way in helping the HSF reach its goal of doubling the Hispanic college graduation rate by 2006, Martinez Tucker has done the math and realized that it's still just a drop in the bucket. By doing a statistical analysis of the Class of 1996–those who would be seniors in college this year –Martinez Tucker came to the following realization.

"Of the 2 million Latinos who graduated from high school in 1996, 1.3 million will drop out. Of the 700,000 who start college, 400,000 will start at a community college. Less than 35,000 will get their associate's degree, and then less than 9,000 of those will transfer to the four-year institution. They'll join the 300,000 who started there, but ultimately only 68,000 will get their college degrees. If I were to double that 68,000, I'd need to provide \$3.5 billion in scholarship aid," she said. "If I were to go back to that original two million high school graduates and say that 18 percent of them should get their college degree, I've got a \$9 billion proposition."

"So growing the scholarship from \$3.5 million to \$30 million is a terrific first step," she added. "Lilly and Gates are giving us the down payment to move the community to a nice neighborhood; now we've got to afford the mortgage."

The Honor Roll

University of Pennsylvania

Many Firsts, Including Its President

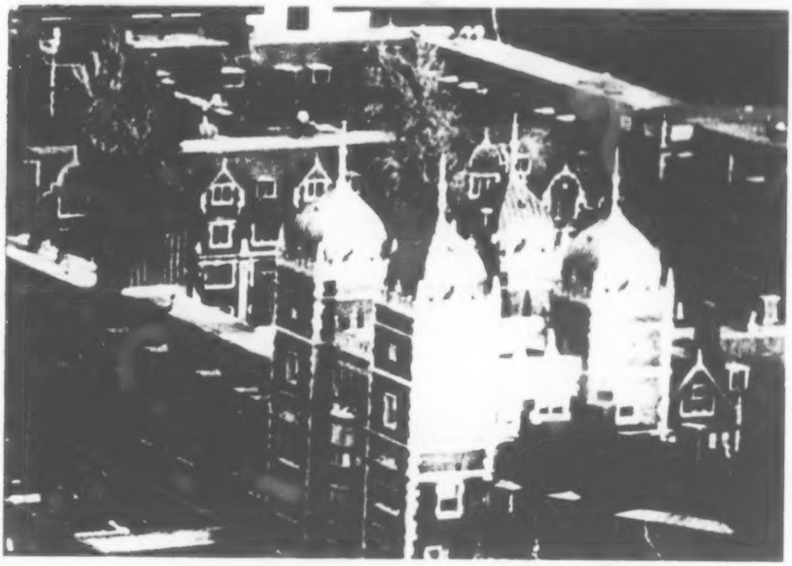
BY ROGER DEITZ

The University of Pennsylvania is a university of significant firsts, and an institution with a brilliant past. Founded in 1740 by a group of colonists that included Benjamin Franklin, Penn was the first school in America designated as a university. That was back in 1779. Penn is also among the nation's four oldest institutions of higher learning.

America's first medical school was launched at Penn as well as the country's first collegiate school of business. The medical school was established in 1765 by John Morgan, which makes it the first in the colonies. The Wharton School was the nation's first collegiate school of management when it was established in 1881. Penn also instituted higher education's first botany department, in 1768, as well as departments of hygiene and public health, and medical research. The world's first psychological clinic was opened at the University of Pennsylvania in 1896. Then too, Penn can take credit for creating the first modern liberal arts curriculum, the first journalism program, and the first university teaching hospital.

Another significant first is Judith Rodin, the president of the University of Pennsylvania. Dr. Rodin is the first woman to head an Ivy League institution as well as the first Penn alumna to lead the university.

Dr. Rodin is most concerned that the first-rate education that students receive at Penn be as affordable as possible. For the 1999-2000 academic year, total student charges increased only 3.7 percent, the lowest in more than three decades. For that and for all that is first and foremost about the University of Pennsylvania, *The Hispanic Outlook* has selected Penn to the Honor Roll.



University of Pennsylvania

President Rodin reports that Penn is holding the line on costs. She says that the tuition and fees for undergraduate students have increased 4.2 percent, from $23,254 to $24,230. Average room and board increased 2.2 percent, from $7,206 to $7,362. That means that total student charges went up 3.7 percent, from $30,460 to $31,592. "This maintains our commitment to limit the rate of increase for both tuition and total student charges for our undergraduates at Penn," observes Dr. Rodin. She notes that the 3.7 percent increase in charges is slightly below last year's growth rate for per capita personal income, which registered about 4.1 percent across the nation. President Rodin stresses that total student charges at Penn for the 1999-2000 academic year are the lowest in

Dr. Judith Rodin, University of Pennsylvania president

Honor Roll Facts in Brief

INSTITUTION
University of Pennsylvania

LOCATION
3451 Walnut Street
Philadelphia, PA 19104
(215) 898-5000

ESTABLISHED
1740

ENROLLMENT
21,642 Total (Class of 2003 is 36 percent minority. Total enrollment is 4.68 percent Hispanic)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

TUITION AND FEES
$24,230 annual in-state

FACULTY
4,326

SEVERAL DEGREE PROGRAMS
Anthropology
International Business
Marketing
Management and Technology
Physics

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Cantor-Fitzgerald Center for Research on Diversity in Education
Wharton Latino Undergraduate Association

INTERNET ADDRESS
www.upenn.edu

the Ivy League, based on charges announced at Brown, Cornell, Dartmouth, Harvard, Princeton, Yale, and Columbia.

Dr. Rodin says that with the active support of the trustees, Penn "is able to maintain its need-blind admission policy," continuing to provide financial aid packages to those students who demonstrate need throughout their undergraduate experience. Penn's undergraduate need-based budget for the 1999-2000 academic year will exceed the $55 million budgeted last year, reflecting the university's commitment to enrolling the most talented students without regard to their financial circumstances.

In 1998-99, more than 40 percent of Penn's undergraduates received grant support from the university. Dr. Rodin says that the trustees are "resolutely committed" to Penn's campaign to raise $200 million to further enhance Penn's endowment for undergraduate financial aid, one of the goals of the Agenda for Excellence, the university's strategic plan. She states that more than $73 million has been raised to date in the campaign due to the leadership of P. Roy Vagelos, M.D., former chair of the Board of Trustees and former chair of Merck & Company, Inc., who has made building the undergraduate financial aid endowment his personal priority.

Dr. Rodin adds that new applications to the class of 2003 ran well ahead of the prior year's—a six percent increase. "There is no question that prospective students and their parents are responding very positively to the scope and breadth of the educational opportunities afforded undergraduate students at Penn," observes Dr. Rodin. "And our applicant pool is exceedingly broad-based." The president says that extraordinary students from around the world are applying to Penn in record numbers. She believes that with the support of the trustees, several new financial aid initiatives instituted at the university can maintain its financial aid program as one of the largest and most competitive in the country.

"The trustees," Rodin maintains, "continue to send a very clear, strong, and positive message to present and future Penn students," which is "'This institution will continue to recruit and enroll the finest students, and no student will need to decline the opportunity to participate in and benefit from the Penn experience for financial reasons.'" The president concludes, "We are holding the line on our costs, and we are maintaining our financial aid program as one of the nation's best to continue to keep Penn's doors open to the nation's most qualified students."

Financial aid initiatives include the Trustee Scholarship for the most academically gifted students with demonstrated financial need. Trustee Scholars receive aid packages that contain no loan component: grants and work-study opportunities cover the full amount of the students' demonstrated need. More than 90 Trustee Scholars are enrolled at Penn with an estimated commitment of more than $6.5 million for their financial aid throughout their four undergraduate years. The Mayor's Scholarships are for exceptionally gifted students from public, private, and Archdiocesan high schools in Philadelphia, with demonstrated need. These scholars, too, receive loan-free aid packages. Last year, the 145 Mayor's Scholars at Penn included 43 first-year students enrolled with a commitment of about $4 million throughout their four years.

Students marching at University of Pennsylvania

Annenberg Scholarships, made possible through the generosity of the Hon. Walter H. Annenberg and his wife, the Hon. Leonore Annenberg, are given to exceptional students with outstanding leadership potential and demonstrated financial need. These scholars receive "strong, highly competitive" financial aid packages, including the maximum grant award possible. These scholarships began with the class of 2003. Leadership Grants, which contain no loan component, are available for exceptional students who have shown "impressive" leadership skills in high school–through excellence in the performing or visual arts, athletics, community service, student government, or similar activities–and who have maintained strong academic records.

Penn's total enrollment includes 9,177 full-time undergraduates, 8,110 full-time graduate and professional students, and 4,355 other students, a total of 21,642. In 1997-1998, the total international enrollment was 2,010 students from 114 countries. About 36 percent of those accepted to the Class of 2003 are either African American, Hispanic, Asian, or Native American. Hispanics make up 4.68 percent of the entire enrollment. Women comprise 49.6 percent.

There are 2,110 standing and 2,216 associated faculty for a total of 4,326. The most recently available student-faculty ratio is 6.8:1. Measures of faculty distinctions include 53 members of the Academy of Arts and Sciences, 50 members of the Institute of Medicine, and 36 members of the National Academy of Sciences. There are 87 Guggenheim Fellows, 10 members of the National Academy of Engineering, seven MacArthur Award recipients, three Nobel Prize recipients, and two Pulitzer Prize winners. Penn has 207,913 alumni of record.

Penn's four undergraduate schools–the College (School of Arts and Sciences), the School of Engineering and Applied Science, the School of Nursing, and the Wharton School–are among the most selective in the country. About 15 percent of all applicants matriculate each year. The total number of undergraduate majors being pursued is 79. Penn offers 63 study-abroad programs in 26 countries. Of the more than 10,000 students are enrolled in Penn's 12 graduate and professional schools, many are leaders in their fields. The Wharton School consistently ranks among the nation's top three business schools, the School of Nursing is one of the two best in the United States, and the School of Arts and Sciences, Law School, and School of Medicine rank among the top ten in their respective categories. Penn is one of only two private institutions in the country with a school of veterinary medicine. Penn's other graduate and professional schools are the Annenberg School for Communication, the School of Dental Medicine, the School of Engineering and Applied Science, the Graduate School of Education, the Graduate School of Fine Arts, and the School of Social Work.

Penn's 262-acre "urban park" campus in West Philadelphia includes many notable landmarks. Houston Hall is the nation's first student union, and the University of Pennsylvania Museum is one of the finest archeology and anthropology museums in the country. Franklin Field is the oldest collegiate football field still in use and the country's first double-decked college stadium. There are 122 buildings on campus. In addition to being Philadelphia's largest private employer, Penn is also an integral part of the West Philadelphia community and a key part of a model university-community-school program that is being emulated nationally. Through the West Philadelphia Improvement Corps, community residents and public school pupils receive enhanced educational opportunities, and students at Penn incorporate real-world research into their academic studies. Penn also participates in several other programs designed to preserve the livability and economic health of the community.

The Cantor-Fitzgerald Center for Research on Diversity in Education was established in 1996 in cooperation with the Anti-Defamation League (ADL), with funding from the Cantor-Fitzgerald Foundation. A primary responsibility of the Center is to design and conduct a national longitudinal evaluation of ADL's A World of Difference Institute. In addition, the Center conducts an ongoing Seminar on Diversity in Education at Penn. This is an "intellectual greenhouse" that reviews a variety of assumptions and approaches in diversity education, generating working papers on basic issues in diversity education.

Government Wired For Students

BY ADALYN HIXSON

IT'S YOUR LIFE,

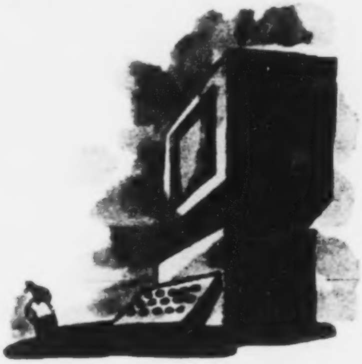
Why spend it waiting?

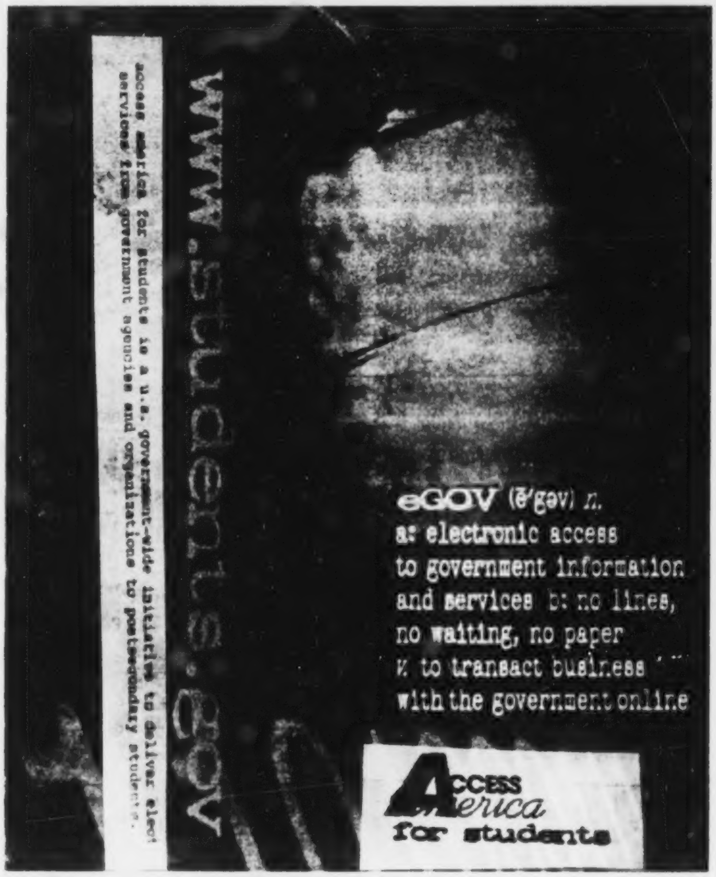
Tired of hunting for the government information you need?

Feel that if you spend one more minute waiting on the phone you'll scream? Had it with long lines to get a simple piece of paper?

Access America for Students is the solution! Log onto www.students.gov and discover how information technology is transforming the federal government.

Access America for Students is a U.S. government-wide initiative to provide services and information online to postsecondary students – on your time, on your desktop. Through this innovative program, the government is out to change the way it does business with you!




www.students.gov
access america for students is a u.s. government-wide initiative to deliver elec
services from government agencies and organizations to postsecondary stude
eGOV (ē'gəv) n.
a: electronic access
to government information
and services b: no lines,
no waiting, no paper
v. to transact business
with the government online
Access America for students

A few years ago, there was talk on the stump and inside the Beltway of "reinventing government." And that talk has turned into action.

Spurred by Vice President Al Gore, federal agencies have been brainstorming jointly on how to improve their products and services–specifically, at this juncture, on how to ensure instant access to those products and services by all citizens, everywhere. One venture is AAFS, Access America For Students.

An early result of their combined thinking is a work-in-progress Web site–www.students.gov–that holds enormous promise for narrowing the information gap when it comes to minorities and higher education.

HO's visit to the "beta" model of the Web site, soon to be supplanted by a new, improved version, began with this welcome:

"AAFS is a one-stop Internet gateway (www.students.gov) linking students to U.S. government services. Through AAFS, students can find information on everything from paying for school to finding internships to filing their taxes. Led by the U.S. Department of Education in collaboration with 11 other government agencies, AAFS is already processing student financial aid transactions at a core group of pilot colleges and universities across the country."

HO talked with two AAFS team members, Charles Coleman, director of Access America at the Department of Education, and Carole Kuriatnikova, who manages the content of the Web site.

The opening question, said Coleman, was "'How can our citizens access their government electronically?' One way to take a look at our citizenship is by demographics–like students and seniors and small business–and start to put together some ideas about how we could serve those various demographic groups."

Students are "early adapters to information technology," he said, and as such, would offer a good test across federal agencies. Working with the DOE on this are the Department of Labor, the U.S. Postal Service, Veterans Affairs, IRS, and more. "The Department of Labor has a whole host of services for nontraditional students," said Coleman. "What jobs are available?

How do people plan for jobs? What are the salary ranges?" America's Job Bank, he said, had already started to build around the private sector.

Carole Kuriatnikova described it as "government agencies coming together to figure out new ways of serving the public. The Post Office can say, 'I'm going to develop an electronic certification so customers can change their address online. Or the VA says that veterans can file for benefits over the Web."

"We're not reinventing the wheel." What Access America does, she says, is produce services that otherwise would entail contacting–by phone, by mail, by an in-person visit–10 or 25 agencies. She calls the collaborative approach not so much a "new movement in government" but rather "the way things have to be now" for economies of scale.

Student Input

Kuriatnikova told *HO* that the new site should be in place in January. "The site you've seen was the beta site, to get feedback. We did a whole lot of research with students around that site, and redesigned it based on that research.

"We had focus groups with students, and what they told is that they didn't think in the same categories that we had organized. The new site will have the same links, plus many, many more–but grouped together differently. The students also said that it took too long to get to the information–that if they didn't see it in one click or two clicks....So we are putting a whole lot more information on that first page." The site is designed as an information portal, much like Yahoo.com, she said.

"In addition to the focus groups, there were also comments through the mechanisms on site, plus we had a group of interns here over the summer when we were going through the major planning of this design. So students were designing it from step one. And a student group put together great categories for us."

Input was sought too from the United States Student Association, National Association of Graduate-Professional Students, American Medical Student Association, and the National Black Graduate Student Association, and students.gov welcomes involvement by other student groups.

Participating Schools

"How do we get to students?" was an early question, said Coleman.

"We put together a program with 11 universities to be partners the first year to test out some of these ideas on our products and services on our Web site, as well as other things that we are trying to test, for instance, how to get the money to the school in an effective way so the students have more idea of what kind of aid they're getting.

"And eventually we'd like to conduct some testing around electronic certificates–something like the PIN that banks use to get into your ATM–so people could do more transactions with the government over the Internet. Very cutting-edge."

Initial pilot schools were DeVry Institute of Technology, Iowa State University, New York University, Tarrant County College, the Universities of Florida, Missouri-Kansas City, Northern Colorado, and Western Governors. Pilot schools have direct input into the potential national roll-out design of Access America For Students, including the development of an electronic signature process.

"We have some new ones coming on board," said Coleman. "We tried to expand geographically and tried to get a diverse student population, working with two- and four-year schools, public and private."

"Carol put together some stats on the universities we're including as current and future pilot participants, and we had fairly good representation from the Hispanic community." Part of the AAFS mission is to increase access to information for postsecondary students of Hispanic origin. "Twenty-three percent of DeVry's student body is Hispanic. At Florida State, of their 30,000 students, 1,800 are Hispanic. And the University of Alaska surprised me. Eight percent of their population is Hispanic!"

Asked how the schools were selected, Coleman said, "We sent out a letter to all schools that are eligible for federal funding and said, 'We've got this program going on.'" Schools then volunteered for the project. "Some of the schools that we have are supposed to be on the cutting edge of new things. And I'm sure that one of the reasons [they joined in] is to test for their own business cases."

In addition to the pilot schools, George Washington University, the University of Maryland-College Park, and Tennessee State are helping AAFS in an advisory capacity.

Last semester, the AAFS pilot schools began to implement the Education Department's Student Account Manager (SAM) and the VA's Web-Automated Verification of Enrollment (WAVE). SAM handles student financial aid and dollar transfers at seven colleges and universities. WAVE will allow students to electronically verify their enrollment over the Internet. At present, every month, more than 120,000 students receiving VA benefits must verify their enrollment before a monthly benefit check is issued. Currently, the VA prints and mails the student a form that has to be returned and processed prior to payment. WAVE should reduce the burden on both students and the VA processing staff–it is slated to begin in January.

Web Site Action

Students.gov was launched in April. Coleman said it's getting nine or ten thousand hits a month simply by word of mouth.

"This whole thing is being done on what private corporations would consider a shoestring budget," said Kuriatnikova. "We ourselves have a lot of talent internally, and a lot of our business partners have cut us some good deals in putting it together."

"On our new site," she said, "we're going to have the Financial Aid Super Center. We have information in there ranging from scholarships and grants to loans, and we've got this information targeting special populations as well. Another Access America product that we'll have is called InternNet, an attempt to draw together federal, state, and local internship opportunities. Right now, there is no one place you can go to to research government internships. You have to go from agency to agency to agency." They hope to have InternNet up this summer. This venture involves the Department of Labor, Office of Personnel Management, and GITS-Government Information Technology Services.

> ***"Part of what our Web site and our project will do is move toward the self-help model," said Charles Coleman, AAFS Director for the Department of Education.***

The High School Connection

"Part of what our Web site and our project will do is move toward the self-help model," said Coleman. He speculates that middle school and high school counselors who are familiar with AAFS could help many students merely by pointing them to students.gov. Students needing more information might then get help from the counselors.

Kuriatnikova said, "We also feel it is important to reach libraries and the American Library Association because when you're dealing with minority populations, you have to be very careful that you are keeping in mind the 'digital divide.' Not every family and perhaps not even the school has access to computers and the Internet. Public libraries need to know about students.gov."

Asked about possible online counseling through AAFS, she added, "We will in our new site link to all kinds of opportunities for parents and students for going through the process of budgeting and filling out applications. How much it would cost to send your child to school. Where you might get the money. If you have to start saving, how much you would need to save for the family contribution. We'll have sites that will explain the whole process."

"One of our Web team members works out of New Mexico. She has worked very intensively with higher ed in New Mexico, and her specialty is outreach to students who are minority or lower-income"; she's been their strong advocate to ensure their needs are not overlooked.

The Language Issue

HO mentioned the vast number of languages in which U.S. census forms, long and short, were printed for the last census. "But we don't have anything like that," said Kuriatnikova. "English is the language of higher education. It is the recognized language."

HO asked about students' parents, a group that AAFS hopes to reach, for the good of all, and one that includes considerable numbers of non-English-speaking people. Kuriatnikova responded that parents are "a different issue" and noted that AAFS should look into whether or not it might offer some of its information in another language.

"The students.gov team welcomes suggested URL links that can help Spanish-speaking parents," she said. "Applying for college is not enough. We must find ways to help Hispanic students graduate in larger numbers."

Currently the Department of Education offers the following publications in Spanish: Preparing Your Child for College; The Student Guide to Federal Student Aid; and The Free Application for Federal Student Aid (FAFSA), *and Spanish-speaking operators are available at the Education Department's toll-free hotline, 1-800-4-FED-AID.*

Wilson's Economist Now at UNIVERSITY OF OREGON

BY WENDY MITCHELL

Philip J. Romero became dean of the University of Oregon's Lundquist College of Business in August 1999. He freely acknowledges that he was a very nontraditional candidate: "I had not come up through the faculty ranks, which is both a blessing and a curse." But, as he contends in the accompanying article, business schools are increasingly turning to business and government for their leadership. "Like several other industries that are suddenly having competition thrust upon them–think of utilities or banking, for example–business schools are looking outside for fresh ideas and skill sets."

Romero, a second-generation product of Spanish immigrants, has spent his career crossing professional cultural boundaries. In his early career, he trained to be a defense policy analyst. After a bachelor's degree in economics and government at Cornell, he spent the 1980s performing studies of defense issues for the Pentagon, the White House, and the CIA, at a consulting firm in Washington, D.C., and at the RAND Corporation, one of the world's original "think tanks."

"I was very lucky to get my Ph.D. at the interdisciplinary RAND Graduate School, which required students to work on major policy analysis projects to complement classroom learning," Romero said. "The tremendous value of learning and practicing concurrently deeply impressed me. In fact, at Oregon, we have revolutionized our curriculum so that the majority of learning occurs in student teams working on projects for real companies, with active coaching by their faculty."

But Romero's plans for a Pentagon career collapsed in 1989 for the best of reasons–because the Cold War ended. "That's when I appreciated my interdisciplinary training. Suddenly, I needed to find a whole new market."

"It is ironic that one of the last industries to experience hyper-competition is the business education industry itself. But in the late 1990s, it is finally here...."

PHILIP J. ROMERO, DEAN, LUNDQUIST COLLEGE OF BUSINESS

To his surprise, that market was corporate strategy at the CEO level, where Romero says that multidisciplinary perspectives are critical. "Most functional specialists in business look at problems myopically–finance, marketing, etc. But a CEO must, by definition, consider all disciplines." Romero became a strategic planner for a division of United Technologies and quickly came to the attention of its chair. "I had a ball. Business strategy is intellectually so much richer than defense; and I had a remarkable mentor."

Then plans changed again, this time not because of a forcing event but because of an opportunity. While at RAND, Romero had turned down an offer from Senator Pete Wilson to be his national security adviser in favor of joining the corporate world. In 1990, Wilson was elected governor of California and approached Romero with a different idea: to run analysis and research of economic policy. As Romero put it, "I just couldn't refuse a chance to play with a $1 trillion box of toys. If California was a separate country, it would be the seventh largest economy in the world."

Romero played two main roles in California government. In Pete Wilson's first term, Romero was chief economist and second-in-command or acting director of the state office of planning and research. Romero led studies on a variety of policy topics. His personal favorites were those that designed improvements in California's "atrocious business climate."

In the early 1990s, California was gripped by its worst recession in 60 years, and was losing 1,000 jobs per day. In response, Romero developed a package of tax cuts to spur investment in new firms that *The Economist* termed "the most significant tax legislation since Prop. 13." Within a few years, California was adding 1,000 jobs a day.

During Wilson's first term, Romero worked on two issues that received special notoriety in the Hispanic community: NAFTA and illegal immigration. "On NAFTA, I was in accord with most Hispanic leaders: NAFTA would be good for Mexico's economy and for most Hispanics in the U.S.," Romero said. However, his study of the fiscal impact of illegal immigration–that found that illegal immigrants in California typically consumed far more in state-funded services than they paid in state taxes–put him at odds with many Hispanic leaders. "Unfortunately, some characterized my study, and the stands my boss took based on it, as 'racist' or 'xenophobic.' Generally, the criticisms were based on the sophistry that opposition to illegal immigration is synonymous with opposition to all immigration, or even more ludicrously, to Hispanics." Despite criticism, in 1995, Romero received a federal award for Outstanding Leadership by a Latino.

In Wilson's second term, Romero continued serving as chief economist but otherwise moved from analysis to operational management. He became Gov. Wilson's deputy cabinet secretary, overseeing all state agencies with business or economic responsibilities. During this period, he led the "restructuring"–the opening to competition–of California's electricity and telecommunications industries. He also directed a blue-ribbon panel on HMO reform that generated more than 100 pieces of state legislation.

With Wilson term-limited out of office at the end of 1998, Romero expected to return to the corporate world, "but I realized that I am passionate about ideas, so I needed to work in the ideas industry."

He is candid about his goal for the University of Oregon's business school: "to achieve a reputation and stature commensurate with Oregon's emerging role in the Pacific Rim economy." He stresses the critical importance of strong partnerships with the business community. "If any business school doesn't ultimately provide value to its core constituency, it will be outshone by a competitor that can."

Defense, corporate strategy, economic policy, and business education–Romero adds value by bringing the best from each profession into the next. "The settings might change, but the skills needed are very similar. And in any industry, understanding your suppliers or your customers can be a great competitive advantage. I hope this other kind of 'multiculturalism' can also be an important part of our B-school experience."

Dean Philip J. Romero Updates the Business School Mission

Business schools need to serve the "underrepresented" –including Hispanics–and business itself.

The virtues of competition are well known to most scholars. Increased competition lowers prices and raises quality for consumers, and challenges producers to continuously improve their business. This has been demonstrated by massive amounts of research by economists and corporate strategists in the nation's business schools. It is ironic, therefore, that one of the last industries to experience hyper-competition is the business education industry itself. But in the late 1990s, it is finally here, which is good news for several communities poorly represented in B-schools–including, in some cases, actual businesses.

The signs of increased competition among business schools are not hard to find:

Supply has outstripped demand. Enrollment in MBAs climbed steadily through the 1980s, and universities were happy to oblige. But growth slowed in the early 1990s, and supply growth hasn't throttled back commensurately. Thus more B-school seats are chasing (relatively) fewer students.

New competitors have entered the market. For-profit providers of educational services, such as the University of Phoenix, DeVry, and ITT, have very successfully gained market share from less aggressive incumbents. So far, their success has been concentrated at levels below that of top MBA programs, but it is only a matter of time. Evidence that traditional B-schools take these upstarts seriously is that for-profits have joined the American Association of Schools and Colleges of Business, the premier trade association of B-schools.

Geographic barriers to entry are eroding. Communications technology will allow institutions thousands of miles away to offer education to the most remote market. In fact, overcoming geography is behind at least two well-capitalized "distance learning" initiatives, the Western Governor's University (a consortium of a dozen western states seeking to offer higher ed to rural learners) and California's Virtual University (which markets courses at premier California universities to students living overseas.) If you have a solid educational brand, you can probably fill a niche in even very distant markets.

My own appointment as dean of the University of Oregon's Lundquist College of Business is symptomatic of the competitive response of traditional business schools. I was a corporate strategist (for the chair of United Technologies Corp.) and a public policy economist (for the governor of California) before coming to UO. In each case, my job was to design and implement strategies to help my boss regain market share from competitors; happily, both turnarounds were extremely successful. There are about 20 "nontraditional" B-school deans like me around the country (and more every month).

In any effective organization, competition forces it to cease looking inward and instead look outward–to its customers. The core customer of any B-school is business. In theory, business hires B-school graduates, exploits faculty research, and learns directly through "executive education" such as part-time or accelerated MBAs. Business is entitled to expect good value from the B-schools that serve them, and this new level of competition can provide useful leverage.

More choices for business should mean more quality that delivers Oregon companies a competitive advantage. That, after all, should be the yardstick by which B-schools are measured: do they offer tools that help their business customers compete?

Providing more opportunities for Hispanics is one example of a valuable service that adds to business' bottom line. Understanding the Hispanic market is a matter of economic logic for firms in many industries, such as consumer goods, apparel, entertainment, or consumer durables. In the Western states today, and in the entire nation tomorrow, the Hispanic market will be among the largest.

In California, I learned the very tangible economic advantages of diversity. Many of our fastest-growing companies were founded by immigrants, who had–by definition–special advantages when selling into, or sourcing from, their countries of origin. Including Hispanics prominently in the decision-making ranks of a company, or a business school, is a matter of simple survival: How else can we get a head start on our future?

It's an exciting time to be entering the business education industry, and it's an exciting period of great demographic changes. This is an ideal time for business to set the bar higher, and to expect more of business schools. One of the student experiences that B-schools should be expected to impart is more international and multicultural exposure. If we don't do it, our competitors will.

Excellence through Passion and High Standards

Binghamton Professor Puts Students' Brains to Work

BY
KATIE ELLIS, DIRECTOR
OF MEDIA RELATIONS,
BINGHAMTON UNIVERSITY

"There's a major reward in seeing students go from that glazed look to running with an idea–those Eureka! moments."

A photo of Kelvin Santiago-Valles hung on the "Wall of Fame" in the Administration Building at Binghamton University, State University of New York (SUNY), all last year, though it's doubtful that he ever went by to check it out. He was too busy preparing for his classes, teaching, and meeting with students.

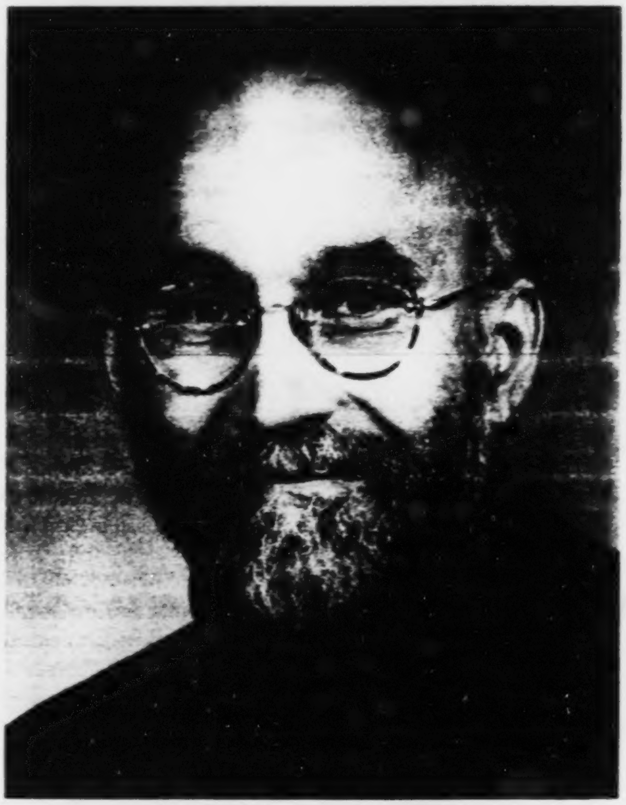
His presence on the wall resulted from his being selected for a SUNY Chancellor's Award for Excellence in Teaching–a well-deserved accolade, according to those who've been in his classroom.

Nominated by his students for the award, Santiago-Valles said he felt a bit awkward at the surprise, but after he got over the shock, he was flattered. "Most of the students involved were no longer taking courses from me," he said. "Their letters resonated with what I try to do, but that's the way I teach. I'm not tailoring my classes for good evaluations."

Santiago-Valles is an associate professor of sociology who came to Binghamton in 1984. He is the first in his department to be honored with the excellence in teaching award.

Santiago-Valles teaches about issues of race, nationality, and gender, issues that he believes in passionately. He has been an active and visible advocate of students as a mentor, advisor, and speaker, supporting such student organizations as the Latin American Student Union and such academic programs as the Equal Opportunity Program.

He has published one book and numerous chapters in scholarly anthologies and articles and is a past director of the Latin American and Caribbean Area Studies program. His interests include cultural studies, colonialism, political economy, Caribbean and U.S. Latina/o studies, the African Diaspora, critical race theory, gender and sexuality, urban studies, and the sociology of education. One colleague wrote, "Not only is his own work thoroughly historical, and not only does he provide professional expertise in Latin American and Caribbean histories, but such is his theoretical scope and interest that his work and his teaching are more than germane to students in other 'fields.'"



Kelvin Santiago-Valles, associate professor of sociology

Another colleague noted that his work "revealed to me detailed, peopled, textured accounts of Puerto Rico from challenging viewpoints. Such familiarity shows Santiago-Valles as a highly original contributor. The accounts also show him as a marvelous interpreter, able to tease meaning out of detail and to place the detail in a large framework. The accounts show his capacity to bring to bear to the interpretation several strands of thought in a highly interdisciplinary manner."

Santiago-Valles challenges himself to think, but he is also known for challenging his students to think for themselves. "I give out a handout at the beginning of each course that says students can say anything they want in class, but it has to be informed," he said. "I'm willing to point them in the right direction, but they have to do the work."

Students registering for courses taught by Santiago-Valles are also the recipients of what most would call demanding guidelines for written assignments. Requirements that he expects students to meet include: proper use of grammar and punctuation; precision in footnoting and endnoting and/or providing a bibliography as applicable; adequacy vis-à-vis brilliance; and coherency and consistency. He assesses penalties for sexism and ethnocentrism in word usage, and for missed deadlines.

Along with these guidelines, Santiago-Valles distributes a syllabus for each course. Excerpts from his syllabus for the course Representing 'Race' and U.S. National Identity provide a glimpse into what students can expect during the semester. "The course is intended to complicate the way we think because it complicates the way we make sense of a history, which has profoundly affected our own identities and those of other peoples. I am aware that this might be difficult for some of you, but I will do all I can to help you get a handle on the course content: during class discussion and during my office hours. PLEASE NOTE: You don't have to agree with me, nor with any of the scholars we are going to be reading and discussing...you will be expected to substantiate your opinion (a) by referring to the existing research (feel free to use reference material from outside this course) and/or (b) by coming up with original interpretations of your own."

His student nominators commended him for having high expectations of them–for serving students, helping them to grow, holding them to high academic standards, and inspiring them to excel. One student wrote, "Yes, the material was complex, and yes, there was a lot of it, but it was balanced by his willingness to meet students on a one-to-one basis." Another student commented that "his classes taught me how to think critically. When you enter his classroom, you know your brain will be put to work."

Shakina Fountain is a senior political science major with plans to pursue a career in public policy and administration, perhaps in Washington, D.C. She has taken two courses from Santiago-Valles. "He is such an excellent professor that there are no words to describe him," she said. "He looks at every single perspective possible. He's concise, yet exhaustive."

And he varies his teaching methods to draw all of his students into the learning process. "He writes things on the board, he repeats things to expound on a point and to make it very clear," said Fountain. "He uses pictures, arrows, words. He functions in so many ways, with pictures, slides. He'll deal with whatever discipline necessary for people to understand–visual, direct experience, dialogue."

After class, Fountain said, students "literally mob him for his office hours, just to talk, debate, and discuss more." Such interaction was life-altering for Fountain. "He really helped me as an individual–to really see the ability within myself and to push myself more. It was helpful to walk out of his class believing in myself."

Though his background is middle-class, Santiago-Valles understands the struggles of the underdog and is familiar with the movements in the 1960s and '70s that forced job openings for people like him–non-White. He feels a debt to them and is paying that debt by teaching what he does, the way he does. For that reason in particular, he likes the variety of teaching at both the undergraduate and graduate levels.

"I like undergraduate teaching because it keeps me honest," he said. "It's important to work with kids for whom a university education is not something to be taken for granted. That's one reason why I'm at a state school. I feel a social responsibility to be able to work with students like that."

However, it was graduate students who served as the driving force behind his nomination for the excellence in teaching award. One of those students, Karen Gagne, considers Santiago-Valles a mentor. He currently serves as the chair of her doctoral study committee.

"The gifts of his wisdom and experience, and the many hours that he has dedicated to listening to my ideas, intellectually challenging me, giving me feedback on my writing, and encouraging me to continue amidst my many occasions of self-doubt have been invaluable to me and will remain with me for the rest of my life," she wrote. "I only hope that I can pass on a fraction of what I have learned from him to those who cross my path in my own career as an educator."

Santiago-Valles himself has mixed feelings about being a mentor. "It's a joy when you see students shifting in terms of seeing the world differently," he said. "There's a major reward in seeing students go from that glazed look to running with an idea–those Eureka! moments."

But he also has concerns that his students might follow his same path, which hasn't been an easy one. "The painful moment is when you end up promoting illusions you know will be shattered. I don't think it's going to be easy to be like me," he said.

Perhaps that's because Santiago-Valles doesn't truly feel comfortable living in the United States. Unable to embrace the White culture, or to be embraced by it, he has not had strong ties within the sociology department. But about a year and a half ago, he began working quietly behind the scenes to try to resolve the tensions and misunderstandings tearing his department apart: one full of faculty and students with very conflicting opinions and interests, as well as with many differences over personalities and backgrounds. "Until very recently, I had given up on respect and had absolutely no illusions about acceptance," he said.

When asked why he had continued on, he answered, "Because there doesn't seem to be anything that is less worse." However, during the months after this interview was conducted, some of his efforts to build bridges within his department have started bearing fruit. As a result, significant changes have taken place in terms of how Santiago-Valles is being seen within the sociology department. His views and contributions are now starting to be acknowledged, and he is beginning to be taken much more seriously, particularly within the graduate program.

And, when all is said and done, this teacher has set his priorities. "Both in terms of teaching and research at the undergraduate and graduate levels, it's having the ideas and connections I'm making be useful to somebody, whether in terms of scholarship or of their lives," he said. His idea of a perfect world? "One in which there wouldn't be the distinctions or breaks and gaps that exist now between higher learning and the street and between work and leisure," he said. "A world in which there wouldn't be any racial, social class, or gender divisions because such divisions would be meaningless and would be confined to the museums and archives."

When Santiago-Valles needs to step back from it all, he said, he retreats to his home where he works in the yard and tends his flower garden. His favorite flower? Lobelias–bright, cobalt blue annuals–that he can nurture as he does his students.

BINGHAMTON
UNIVERSITY
State University of New York

Expanding the Pie

Minority Institutions Form New Alliance for Equity

BY
INÉS ALICEA

A new alliance representing the higher education needs of the largest minority groups has been created, and Latino leaders involved in the organization say that it should help improve the overall educational offerings to Latino youth and other minorities.

"It is a good idea to do this," said Dr. Piedad Robertson, president of Santa Monica College in California, which is an Hispanic-Serving Institution with nearly 30,000 students. "It will assure we create a united minority voice. The best thing we can do is help each other."

"This was much needed and long overdue," said Dr. Antonio Flores, president of the Hispanic Association of Colleges and Universities (HACU), a member of the coalition. Founded in 1986, HACU is a membership organization of more than 200 institutions–more than half which are HSIs–located in Puerto Rico, 14 states, and six countries. As an association representing Hispanic-Serving Institutions, HACU's work is to promote nonprofit accredited colleges and universities where Hispanics constitute a minimum of 25 percent of the enrollment. "HACU is optimistic about the success of the coalition. We are glad to be a part of it."

The organization, formally called the Alliance for Equity in Higher Education, will promote the interests of 175 Hispanic-Serving Institutions (HSIs), 118 Historically Black Colleges and Universities and other predominantly Black institutions, and 31 Tribal Colleges and Universities. Combined, these colleges educate 42 percent of all Hispanic students, 24 percent of African American students, and 16 percent of American Indian students. Together, they represent about 10 percent of all students enrolled in American higher education.

Dr. Piedad F. Robertson, superintendent/president of Santa Monica College

"Forged out of unique purposes and circumstances, the members of the Alliance for Equity in Higher Education have joined together to advance our common bonds and goals and reinforce our individual efforts," said a statement from the Alliance. "By working together, we are uniting for America's future and the invaluable contributions that our students and institutions can make toward that future. Together, we will work to develop a nation that is more economically competitive, socially stable, and culturally rich for all Americans."

The Alliance is comprised of HACU, the American Indian Higher Education Consortium, and the National Association for Equal Opportunity in Higher Education. The Alliance is coordinated by the Institute for Higher Education Policy, a Washington-based nonprofit education group. The institute will handle the coalition's logistics and making sure that the group's work remains on track, said Flores. Each organization has assigned representatives to

> ***The organization will promote the interests of 175 HSIs, 118 HBCUs and other predominantly Black institutions, and 31 Tribal Colleges and Universities.***

conduct the coalition's work through a working group that will meet on a regular basis. The leaders of each of the individual organizations involved in the coalition also will meet regularly. The W.K. Kellogg Foundation provided start-up funding for the Alliance in the coming year.

"The emphasis of the coalition is on policy issues," said Flores. "This will ensure that [the government's] regulations and legislative initiatives do reflect the needs and best aspirations of people of color."

Flores said that the coalition came about because the coalition's members learned a lot from the reauthorization of the Higher Education Act, which was signed into law in October 1998. The reauthorization showed them that there needed to be a more united effort among the different minority groups. The coalition should have a larger impact on the next reauthorization of the law.

"Instead of coming from different directions, we are unifying our efforts and voices to make sure the so-called "pie" is not viewed as a zero sum game but as an expanding pie," said Flores.

"Instead of coming from different directions, we are unifying our efforts and voices to make sure the so-called 'pie' is not viewed as a zero sum game but as an expanding pie so more communities' young people benefit from higher education," said Flores. "We want to be more proactive to get a fair share of resources."

Robertson said that each of the groups brings different strengths. For example, she said that the African-American groups already had a strong presence and many contacts in Washington while "Latino organizations were slow in coming forward and having a voice."

Flores said that the coalition's initial challenge will be to "identify a common agenda embraced by all of us with enthusiasm and commitment."

But the group has agreed that one of its first missions is to call for urgent and expanded support for the nation's "seriously underfunded" minority-serving colleges and minority students.

Robertson said the three groups that joined forces realized that they had to "avoid presenting a divided front before Congress."

"We all want funding, so it was natural that we would come together," she said. "We all want to better serve our students. We all have different contacts, and by bringing all of our contacts [together], we can better serve students."

Dr. Max Castillo, president of University of Houston-Downtown

The minority-serving institutions, the Alliance said, provide greater access to low-income and underserved populations and have higher student success rates than do mainstream colleges, despite underfunding. Alliance member colleges awarded nearly 188,000 degrees in 1996. Also, despite record enrollment increases at these institutions, Alliance member colleges receive 36 percent less revenue per student than do other U.S. colleges. By 2015, Hispanic student enrollments are expected to increase by 73 percent, and African American enrollments will increase by 20 percent while enrollments for White students will rise 5 percent.

In the year 2000, minorities will comprise 28 percent of all Americans. By 2020, people of color will reach 36 percent, and by 2050, will account for 47 percent of all Americans.

Dr. Max Castillo, president of University of Houston-Downtown, a Hispanic-Serving Institution with 8,700 students, said that one of the biggest challenges the Alliance will face is in increasing awareness in society and among policymakers that minorities represent a large portion of the workforce and that the institutions that are largely educating them need more money to prepare them for the needs of the U.S. economy.

"By making a significant difference in the lives of the students they educate and the communities they serve, these institutions are contributing to the nation's economic and social growth and global competitiveness," said a release from the Alliance.

Castillo said the Alliance provides the infrastructure to develop this awareness in society and among policymakers that change is needed to boost funding and attention to the schools training the future workforce.

"This initiative will allow immediate collaboration," said Castillo, a founding member of HACU. He added that in the past, organizations representing minority-serving institutions had been "too fragmented to form a sense of community" and that the Alliance's formal organization will allow strong cooperation among the different groups.

"When we come together and speak as one voice, there is strength," said Robertson.

In the next several months and years, the Alliance will promote collaboration among these higher education institutions serving people of color and their communities; work to influence common public policy goals; promote student access, success, and equal opportunity through increased student financial assistance and fair admission standards; enhance teacher preparation, faculty development, and leadership; and strengthen institutional infrastructures.

The Alliance expects to release several reports and studies and will strive to influence public policy on higher education issues that are of common interest.

Many Alliance member colleges strive to keep tuitions affordable for students even as they struggle to increase revenues from non-tuition sources. They charge an average of $3,180 in tuition, 30 percent less than the average of $4,564 at all institutions. Meanwhile, total institutional revenues from all sources at Alliance member institutions are 36 percent lower than the U.S. average–$12,700 per student at Alliance member colleges, compared to about $19,860 at all postsecondary institutions. Moreover, endowment revenue for Alliance member colleges is quite low, averaging $68 per student, compared to $457 per student at all postsecondary institutions.

The W.K. Kellogg Foundation provided start-up funding for the Alliance in the coming year.

"These institutions represent the vanguard of the nation's emerging majority population in the new millennium," said a statement released by the Alliance. "The colleges serve high proportions of low-income, educationally disadvantaged students and offer a pathway to educational and life success despite significant underfunding and often limited physical facilities.

A high percentage of students of color come from the lowest income groups; 41 percent of American Indian, 41 percent of Black, and 38 percent of Hispanic undergraduates come from families in the lowest income quartile, compared to 19 percent of White students.

The percentage of American Indians, African Americans, and Hispanics 25 and older with a bachelor's degree or higher is dramatically lower–nine percent, 15 percent, and 11 percent, respectively, than for Whites, 25 percent.

"The shared values and experiences of these colleges and universities include: commitment to community ideals and civic responsibilities; dedication to student access and success; emphasis on teaching and scholarly excellence; belief in the power of colleges and universities to promote personal and spiritual fulfillment; devotion to the elimination of poverty and discrimination in American society; and encouragement of cultural diversity," said a statement released by the Alliance. "These shared values and experiences mandate that greater unity and coordination be established by and among these institutions."

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
DEAN, COLLEGE OF EDUCATION

California State University, Sacramento is seeking a Dean for the College of Education. The Dean, under the direction of the Provost and Vice President for Academic Affairs, serves as the chief administrative officer and spokesperson of the College of Education. The primary responsibilities of the Dean are to provide leadership and manage the programs and activities of the College as one of the academic units of California State University, Sacramento. To this end, the Dean provides curricular leadership; coordinates and supports the development and evaluation of instructional program offerings; assists units in accreditation efforts and in faculty research, scholarship and service activities; is responsible for the College's budget, personnel matters, and external funds development; provides a communication link between other campus administrators and the College; and coordinates long-range planning for the College.

Candidates must possess strong written, oral, and interpersonal communication skills; demonstrated ability to provide leadership with an open and collegial administrative style within the College, and the ability to develop good working relationships with other colleges, the campus, and in the community; demonstrated record of successful experience with culturally and linguistically diverse groups and populations; demonstrated administrative experience related to education, at progressive levels in a university or other complex organization; possess an earned doctorate or other equivalent terminal degree and eligibility for a senior faculty appointment within the College of Education; successful teaching experience relevant to one or more of the disciplines in the College of Education.

This is a full-time position defined in the Management Personnel Plan of the California State University. Candidates must submit to the **Office of Academic Affairs, California State University, Sacramento, 6000 J Street, Sacramento, CA 95819-6016,** the following: a cover letter; current vitae/resume; and names, addresses, and telephone numbers of three references who can speak to professional qualifications. Review of applications will begin on February 28, 2000 and will continue until the position is filled.

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CHAIR
DEPARTMENT OF HEALTH PROMOTION SCIENCES
THE UNIVERSITY OF OKLAHOMA HEALTH SCIENCES CENTER
COLLEGE OF PUBLIC HEALTH

Departmental interests include community assessment; implementing and evaluating community-based health promotion; community building; and the influence of social, cultural and environmental factors on health and health related behaviors.

QUALIFICATIONS: Doctorate in public health, health sciences, medicine, or a field related to social sciences and health behavior; graduate level teaching experience; and demonstrated research expertise and scholarly publications.

INQUIRIES: A curriculum vitae, the names and addresses of four references and other information should be sent to:

Everett R. Rhoades, M.D., Chairperson
Search Committee for Health Promotion Sciences
College of Public Health
University of Oklahoma Health Sciences Center
P. O. Box 26901
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Estrada: Ethical, Energetic Entrepreneur

Georgia Tech Alum Creates Opportunities

BY
ADALYN HIXSON AND
VICTOR ROGERS

This month marks the second semester of the Fred and Teresa Estrada Young Professorship in the College of Engineering, Georgia Tech. The Professorship supports the development of a leading Hispanic faculty member at Georgia Tech, providing $30,000 a year for five years, encouraging innovation, education, and research.

The first to receive the scholarship is Dr. Jorge Vanegas, an associate professor in the School of Civil and Environmental Engineering. A graduate of the Universidad de los Andes, Santa Fe de Bogota, Colombia, with a bachelor's in architecture, Vanegas continued his education at Stanford, earning a master's and doctorate in civil engineering.

Alfredo Estrada, who, with his wife of 42 years, opened this opportunity for Vanegas, took a somewhat different route on his way to success as a businessman and a community leader.

HO recently talked with the gracious Mr. Estrada–chair and CEO of Pan American Enterprises, a diversified holding company with substantial interests in publishing, management consulting, banking, construction, and the environmental protection industry–about his college years, his life thereafter, and his charitable works.

First off, *HO* asked Estrada what circumstances took him from Cuba to Georgia Tech, from which he graduated in 1954 with a degree in mechanical engineering.

"My father was an engineer," he said. "So we were kind of inclined to go into engineering. This is when we were living in Cuba. I have two older brothers. One went to Georgia Tech before me, and everything worked fine. This was in the '40s. I graduated from high school [a Jesuit school] in 1950. When I decided to go into mechanical engineering, it was not available in Cuba at that time. The Cuban universities only had civil, architectural, and electrical engineering. So when I decided, it was almost automatic that I should go to Georgia Tech."

Georgia Tech was then and still is a highly selective and prestigious engineering school–"perhaps the most eminent of its kind in the South," says *A Comparative Guide to American Colleges, 14th Edition*. And to many students, then and now, an engineering curriculum is perceived as being especially rigorous.

HO asked Estrada if he could point to early influences that he felt were critical to his success at Georgia Tech and, later, to his success as a businessman.

"By the time I got ready to go to college, to Georgia Tech, unfortunately, my father had died," he told

Alfredo Estrada, chair and CEO of Pan American Enterprises

"I worked in many different countries–England, Holland, Brazil, Spain–and became acquainted with a lot of different ways of thinking and of going about work and all kinds of activities. That is a terrific experience."

ALFREDO ESTRADA

HO. "He died when I was a junior in high school. And my mother had to make a tremendous effort to send me to university at Georgia Tech. With my father having died, we were reasonably well off, but not wealthy. For my mother, it was quite a sacrifice to send me from Cuba. So I felt the obligation to study very hard and to go through very fast–to spend less money, or the least amount possible."

The Shell Oil Company hired the young Estrada shortly after he graduated, assigning and promoting him to engineering and management posts at its refineries in several countries, including Cuba, over five years. Between '59 and '61, after the oil industry was expropriated, he was appointed director of petroleum refining for the Cuban government.

In '61, Alfredo Estrada decided to leave Cuba for political reasons, and went to work for Marathon Oil, then Mobil Oil, then Occidental Petroleum, C.E. Lummus, and Beker International, in positions of increasing responsibility.

"I worked in many different countries and became acquainted with many cultures while in the oil industry and in the chemical industry–England, Holland, Brazil, Spain. I became acquainted with a lot of different ways of thinking and of going about work and all kinds of activities. That is a terrific experience."

But, says Estrada, it took a long time for him to become an independent businessman. "I started working in 1954. And I didn't become an independent businessman until 1980."

He decided, he told *HO*, "that what I was doing for corporations, I could do for myself. And that's when I went into business for myself. Fortunately, I was able to succeed. I had acquired enough experience on how to do business, because in my last job I was president of the international division of a large company. I knew all the aspects of setting up and running a business, so I decided to do it for myself. I didn't get into it right after college.

"But always when you go into business by yourself, the element of luck and timing is always very important. And don't let anyone tell you differently! You might have the best experience, the best intentions...but if things don't fall into place....I was lucky. I had a very close call for a year or so. It was very hard. But after a year or so, it fell into place."

Dr. Jorge Vanegas, Georgia Institute of Technology

Estrada entered another environment when he established and became chair and CEO of *VISTA* and *HISPANIC Magazines*. *HISPANIC*, the flagship magazine, now in its tenth year and online too, has a readership of more than a million.

"I've never edited," said Estrada. "I have always been involved with the magazines at the business level and never really worked day to day on them. My son was running the magazines, and he had been doing that for many years." That son, Alfredo J. Estrada, is presently taking a sabbatical from the magazine but will return to head up the Hispanic Publishing Group. But the magazines are only part of Estrada's Pan American Enterprises, which frequently take him to Mexico, for his environmental business, and to Puerto Rico, to supervise his banking and construction companies. Traveling in his own corporate jet makes the commuting manageable.

And then there are his philanthropic enterprises.

Returning to Georgia Tech

"For many years after I left Georgia Tech," said Estrada, "I never even visited it again. And then at one point, when I was back in the United States and things were going well, I thought, 'Georgia Tech helped me get to what I am now. So maybe I can do a little bit for Georgia Tech.'

"The same with where I went to high school in Cuba. A lot of the activities that were in Cuba are now sort of activated in Miami, in one way or another. So a Jesuit school in Havana, which has been closed down–the same organization now has a school in Miami. It's the best school in Miami. I am very active with the board of directors of that school."

Estrada's support for Georgia Tech included funding for a garden in memory of former Dean of Students George Griffin. And the Alfredo Estrada Academic and Service Awards for Hispanic Graduate Students. Begun in 1994, the scholarship is awarded annually to Georgia Tech students who demonstrate above-average achievements academically and show a concern for the issues and welfare of the Hispanic community by being active volunteers and/or role models. The purpose of the scholarship is to help create a camaraderie and to develop strong and productive relationships that will extend beyond the college years.

In bestowing the 1995 awards, which went to Hispanic students of civil engineering, physics, and electrical engineering, Mr. Estrada made this charge: "In accepting these awards, I ask that when you are able, you pass on to others the hope and help to become the ethical leaders of tomorrow."

Alfredo Estrada's support for Georgia Tech is only part of his philanthropic and community endeavors. Chair and founder of the Hispanic Educational Fund, he is also on the executive committee of Corporate Supporters of SER Jobs for Progress; a managing trustee of the Democratic National Committee; and a member of the board of directors of the National Park Foundation and of the board of advisors of Belen Jesuit School, of the U.S. Vice President's Residence Foundation, and of the National Park Foundation.

"As far as philanthropy is concerned, to be very candid, for many years I was really so busy trying to get established, I didn't even think about philanthropy. But at some point in my life, maybe six or seven years ago, I felt that I was established and could afford to get into philanthropic activities.

"I began to look around and see where can I help. And I've been selective in the things that I do. I do a lot of things primarily because I think it is my obligation. And because I can afford to. I concentrate on educational activities–give scholarships and things like what I'm doing at Georgia Tech. And I have several other programs.

"I help very young children to become computer literate–in first and second grade. Disadvantaged families here in Miami. It's a very interesting program that I created and have been funding for about six years. I do things like that. I donate to the arts, too, and I participate in a number of foundations where you not only contribute but you put a lot of time in.

"I also help in the Dominican Republic and I am on the board of an organization that provides medical services and training for farmers in some of the poorest areas of that country."

HO asked Estrada how he happened to join the board of the National Park Foundation.

"I am interested in the environment. Some of my business is environmental, and through associations with different people....It's never just one thing. These things evolve. But the central idea there is that I felt that I had been very lucky in this country, and profited greatly from all the opportunity I had here, and I felt I just had to give something back."

Asked what aspect of his enterprises is most satisfying, Estrada didn't miss a beat before answering. "What brings me the most pleasure is to provide gainful employment to people. I have created a number of new enterprises in several countries. Right now my businesses are in the United States, Puerto Rico, and Mexico, and to me, really, it is great to go someplace and create a number of jobs. Being able to create good jobs for people–well-paid jobs, with insurance, so they can have a good life with their families. I think that is the biggest pleasure that can come with having your own business.

"My brother, who is an engineer, all his life worked for large corporations, until he retired. I will never retire."

Georgia Institute of Technology

The Most Important Part

"I love my family, my wife, my children, my grandchildren. We have been married 42 years and been through a lot together. We went through the experience of early exile, which was very, very tough, you know. And well, I guess that is the most important part of my life.

"I have a close family and a loving wife and loving children. And they have always supported me. When I was going all over the world, and moving from one job to another, she was always right behind me and helped me, taking care of the children and all that. One hell of a good partnership."

HO asked Estrada what he missed most about Cuba. "Maybe the thing we miss most–the family life in Cuba. Going into exile, the saddest thing was the sense in Cuba that families were close–it's a small island. We were not spread all over the world. Even if you moved within Cuba, you were still very close to each other.

"Since we left Cuba, it hasn't been the same. Right now I have three children, and one lives in New York, ones lives in Austin, Texas, and one lives in Colorado. Geography [makes it] a hard thing to get together with our children. But I am lucky. Because of my businesses, I am free to travel. I can spend a lot of time with my family.

"We were very fortunate that we were able to leave the country and come to the United States. A lot of us have been able to make a new life here, which in many cases has been very, very rewarding. We were very, very lucky, and I am absolutely happy that we are in this country and that I have grown my family in this country. We are fortunate. When you think of many other countries where people have to go into exile–incredible."

The Estrada Professorship

"I became very enthusiastic about the program and decided to fund it," said Estrada, "because it supports not only the university and the development of a deserving young professor, but also the many students who someone like Dr. Vanegas will be able to advise and guide with his bilingual and bicultural abilities."

And Vanegas' abilities are well documented. His honors and awards include: Visiting Eminent Scholar, Universidad Autonoma de Yucatan, Merida, Mexico, 1997; Construction Industry Outstanding Instructor Award, 1995; Visiting Eminent Scholar, The Del E. Web School of Construction, Arizona State University, 1995; National Science Foundation National Young Investigator Award, 1992; and the GE Foundation Junior Faculty Fellowship, Faculty for the Future Program 1991-93. SHPE, the Society of Hispanic Professional Engineers, Purdue Chapter, recognized him two years running for "Excellent Contribution as a Faculty Advisor."

"I firmly believe that responsibility follows recognition," said Professor Vanegas on his appointment as Fred and Teresa Estrada Professor. "Consequently, I will respond to the generosity of Fred Estrada, to the spirit and intent upon which the professorship was established, and to the faith and confidence that Georgia Tech has in me. This appointment has infused a new level of energy and passion in me," said Vanegas.

If Jorge Vanegas can in his career replicate the energy and passion of Alfredo Estrada, he will surely become one of the ethical leaders of his generation.

ABOUT GEORGIA TECH

The Georgia Institute of Technology, one of the leading research universities in the U.S., provides a technology-based education to nearly 14,000 undergraduate and graduate students. Its programs in architecture, computing, engineering, management, and science are top-ranked by peers and publications alike. Georgia Tech has more than 50 interdisciplinary research centers that contribute vital research and innovation to government, industry, and business. Its major centers focus on topics from biotechnology to telecommunication to sustainable technology.

People-Places-Publications-Conferences

PEOPLE

Reyes Receives HACU Award

Frank G. Reyes, governmental affairs assistant to Chancellor Stuart M. Bundy, San Bernardino Community College District in California, was honored by HACU for his work with the chancellor to help influence the release of federal money for major district construction projects. HACU president Antonio Flores presented Reyes with an Educational Leadership Award named for P. Gus Cardenas, HACU's chief operating officer. Reyes serves on HACU's government affairs committee.

Pictured (l. to r.) are Flores, Reyes, Bundy.

New Provost at George Mason University

Photo © Neil Adams

Peter N. Stearns, former dean of the College of Humanities and Social Sciences at Carnegie-Mellon, is the new provost at George Mason University (Va.).

The chief academic officer belongs to many professional organizations, including the American Historical Association, the Society of French Historical Studies, the Social Science History Association, and the International Society for Research on Emotion. Books by Sterns include *The Battleground of Desire: The Struggle for Self-Control in Modern America*; *Fat History: Bodies and Beauty in Western Society*; *The Other Side of Western Civilization*, and *World History: Patterns of Change and Continuity*.

Stearns earned his undergraduate and graduate degrees and doctorate at Harvard University.

Vega Performs at Bronx Community College

Latin jazz musician Ray Vega and his quintet performed at Bronx Community College in New York.

Growing up in the South Bronx, Vega studied the trumpet in junior high school and graduated from the High School of Music and Art.

Vega has played with Ray Barretto's New World Spirit Band and with the orchestras of Tito Puente and Mongo Santamaria. Many of his arrangements have been recorded. Last year his own group performed at the Museum of Modern Art and in concert halls around the country. His recording, *Boperation*, was released last summer.

Brazilian Activist Lectures at Stetson

STETSON

Brazilian official Jesus Mario de Almeida Lima, during a lecture at Stetson University (Fla.), described his government's efforts to "democratize democracy" by including his city's poor and working population in decisions about municipal administration. Stetson's Latin American Studies Program presented the lecture.

A founding member of the Workers' Party in the Brazilian state of Minas Gerais, Lima was vice mayor during the first Workers' Party administration in Betim, 1992-1996, and elected mayor in 1996. Since 1992, Betim has built and maintained a new hospital offering free medical care, constructed a decentralized system of public health centers and emergency care facilities, upgraded the public transportation system, and improved city services such as electricity, underground utilities, trash collection, and roads.

Gracia Lectures at Austin College

Hispanic philosopher and author Dr. Jorge J.E. Gracia gave a lecture, "Hispanic/Latino Identity: Foreigners in Our Own Land," at Austin College (Texas).

Gracia, Samuel P. Capen chair and distinguished professor of philosophy at State University of New York-Buffalo, drew upon his book, ***Hispanic/Latino Identity: A Philosophical Perspective***, which discusses topics such as the nature of ethnicity, the origin of the Hispanic/Latino identity, the role of mestizaje in Hispanic/Latino identity, the history of discussion of Latin American identity, and the status of Hispanics/Latinos in American philosophy today. The book is interdisciplinary, drawing on recent research in anthropology, sociology, history, philosophy, literature, and Latino studies.

(See Eduardo Mendieta's review of *Hispanic/Latino Identity* in the December 3, 1999, issue of *The Hispanic Outlook*, page 41.)

Jimenez Conducts Concert at Western Connecticut

The music department at Western Connecticut State University and the Danbury Council of Veterans presented the Western Symphonic Band in a concert, "A Salute to Our Veterans' Heritage of Freedom."

Conducted by Dr. Luis Fernando Jimenez, director of Western's music department's bands and orchestra, the program represented an eclectic collection of Americana music and pageantry. The Danbury High School ROTC was present with its honor guard.

Martinez Speaks at Technical Assistance Conference

Consuelo G. Martinez, Texas A&M University-Kingsville special programs director, discussed its College Exploration Program (CEP) at the conference "Creating Partnerships with Hispanic Serving Institutions to Build America's 21st Century Workforce," in Santa Monica, Calif..

Organized by the U.S. Department of Labor Employment and Training Administration and the Hispanic Association of Colleges and Universities (HACU), the conference provided a forum for information sharing and discussion on workforce development activities at the national, state, and local levels.

The CEP offers graduating high school seniors from area school districts the opportunity to enroll in college courses and work on campus at Texas A&M-Kingsville.

Garcia and Sanchez Receive UNM Zia Awards

Nasario Garcia (l.) and Michael Sanchez (r.) were among those receiving Zia Awards, given to celebrate the accomplishments of University of New Mexico (UNM) alumni.

Garcia is a professor of Spanish at New Mexico Highlands University. He has published more than 50 works, including 10 books, and writes mostly about brujas, bultos y brasas. He holds a bachelor's degree and master's from UNM, and a doctorate from the University of Pittsburgh.

Sanchez, elected to the New Mexico State Senate in 1992, is a member of the conservation, judiciary, and water and natural resources committees, and interim member of the criminal justice committee. He helped establish the Legislative Success Scholarships. Sanchez earned a bachelor's degree and a Juris Doctor from UNM.

Other awardees included Margaret Dike, Debbie Johnson, Myrna Smyer, and Thomas Steele.

Argentine Studies Center at UT-Austin

Jorge Rodriguez, minister of the cabinet and former minister of education of the Argentine Republic, and Larry R. Faulkner, president of the University of Texas (UT)-Austin, hosted a reception to announce the formation of a new Center for Argentine Studies at UT-Austin.

The center will have four main goals: to facilitate exchange of faculty and students between Argentina and UT-Austin; to provide mechanisms to improve research on Argentina; to enhance Argentina's visibility in the United States; and to strengthen the binational community that exists between both countries.

The center will join three other semiautonomous centers already in the Institute of Latin American Studies at UT-Austin–the Mexican Center, the Brazil Center, and the Center for Environmental Resource Management in Latin America.

Cantú Named Distinguished Law Graduate

St. Mary's University School of Law (Texas) Professor Charles Cantú, the most senior Hispanic faculty member of any law school in the U.S., was named the 1999 Distinguished Law Graduate for his outstanding contributions to the legal profession over four decades.

Cantú, who was chosen by the Law Alumni Association for the honor, received his Juris Doctor from St. Mary's in 1964 and has taught there since 1966, when he became the youngest law professor in the nation, after a Fulbright Fellowship to Bolivia.

Cantú was also named the South Texas Professor of Law, a new post endowed through a recent anonymous $1.7 million gift to the law school.

Rivera Presents at National Research Council Forum

Charlene Rivera, director of George Washington University's Center for Equity and Excellence in Education, in D.C., was one of more than 20 researchers and policymakers presenting information at a National Research Council forum on how to include limited-English-proficient (LEP) students in standards-based reform efforts, particularly testing.

Title I of the Elementary and Secondary Education Act specifically requires "the inclusion of LEP students, who shall be assessed, to the extent practicable, in the language and form most likely to yield accurate and reliable information on what such students know and can do."

Many of the states' written LEP policies are so vague that they leave important issues unresolved, says Rivera.

White in First Fulbright Administrative Exchange

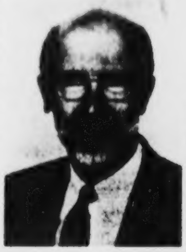

Photo by John Dixon

Peter White, vice president of student services at Grossmont College (Calif.), participated in the first Fulbright Administrative Exchange between the United States and Mexico, a venture designed to foster international understanding and cooperation and ongoing ties between colleges and educators.

White spent six weeks "job shadowing" his counterpart, Higinio Ordonez Suarez, at Escuela Normal de Atlacomulco, outside Mexico City. This spring, Ordonez Suarez will spend six weeks at Grossmont shadowing White and other administrators.

White, fluent in Spanish, has studied and worked in Spain, Peru, and Ecuador.

Salvadoran Labor Organizer Speaks at Siena

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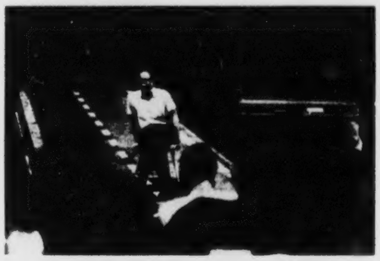
Irma Orellana, a maquiladora organizer from the Melida Anaya Montes Women's Movement in El Salvador, spoke at Siena College in New York. Orellana is a program coordinator with the Women's Garment Worker Project, which educates women maquila/sweatshop workers about their rights as workers and as women. Mario Nelson, local representative of the Committee in Solidarity with the people of El Salvador, served as her translator.

Gutierrez and Jesurun Visit Cal State-L.A.

California State University-Los Angeles invited two MacArthur Fellows to speak on campus during the Third Annual Latino/Latina Mac Arthur Fellows Reunion.

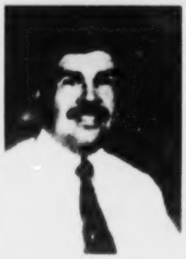
The Department of Chicano Studies hosted Ramon A. Gutierrez, who spoke to students, staff, and faculty on Mexican and Chicano cultural history in the context of present-day race relations in the U.S. Gutierrez is an award-winning author, a cultural historian, the founder and director of the Center for the Study of Race and Ethnicity, and associate chancellor at the University of California-San Diego.



The Department of Theatre Arts and Dance hosted John Jesurun (pictured), who spoke to beginning acting students. Jesurun is a theater director, writer, and designer who combines elements of film, literature, and television into unique performance pieces filled with imagination, humor, and aesthetic challenges.

Ramirez New Principal at St. Martin Hall

Robert Guerra Ramirez is the new principal of St. Martin Hall in Texas, a pre-K through eighth grade school located across the street from Our Lady of the Lake University (OLLU), and a demonstration facility for OLLU education majors who gain experience working with the school's students and faculty.



Guerra Ramirez, employed by the Alamo Heights Independent School District for 22 years, holds a bachelor's degree from Trinity University and a master's from Texas A&M University.

St. Martin Hall is accredited by the Texas Education Agency since 1965, the Texas Catholic Conference Education Department, and the Southern Association of Colleges and Schools.

New Student Center at Essex County

Essex County College's new Clara E. Dasher Student Center–designed by the Newark, N.J., architectural firm Grad Associates–reflects a growing optimism in the future of Newark, said Grad president B. Allen Trousdale.

The 20,000-square-foot building takes its inspiration from a 19th-century meeting house or "revival" tent, with its octagonal shape and exposed outer beams. Featuring a curved glass wall offering views of the landscaped inner courtyard, and glass stairwells that let passers-by glimpse the activity within, it replaces the previous student center–a "megastructure" that had a "fortress" quality with few windows.

Yglesias Serving California Community Colleges

Dr. Kenneth Yglesias, Golden West College (Calif.) president, has been serving a three-year term as vice president of the South on the board of directors of the California Community College Chief Executive Officers.

The executive committee of that body consists of the president, immediate past president, vice president of the North, and vice president of the South. The board–whose members are elected by their presidential peers in the nine regions of the California system–advises State Community College Chancellor Thomas Nussbaum on the views of the 107 California community colleges and their presidents.

President/CEO of Golden West since 1996, Yglesias is a member of the Policy Council of the Commission of Athletics of the California Community Colleges.

Negrete Presents Results of Floristic Survey

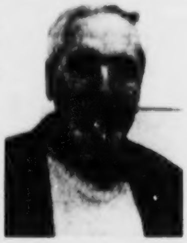
Texas A&M University-Kingsville biology graduate student Irma Negrete presented a paper at the Native Plant Society of Texas' annual meeting on her survey of the university's biology department field station (Site 55).

The paper, "Floristic Survey of Upper Laguna Salada on Baffin Bay," published in the Society's *1999 Symposium Proceedings*, is part of Negrete's work toward a master's in biology. Floristics is the study of the numerical distribution of plants.

Dr. Alice Hempel, assistant biology professor, said that the previous plant list for Site 55 contained only 76 species and that Negrete thus far has documented 196.

Fuentes Publishes in Spain

Two books on Spanish literature were published in Spain by Victor Fuentes, chair of the Spanish and Portuguese department at the University of California-Santa Barbara (UCSB).



La Regenta, a critical look at the 19th-century Spanish novel of the same title by Leopoldo Alas "Clarín," was published in August, followed in November by ***Poesía Bohemia Española: Antología de Temas y Figuras (Spanish Bohemian Poetry: An Anthology of Themes and Figures)***. The poems by bohemian writers included in the anthology were written in the mid- to late-1800s through the 1930s.

Fuentes, a UCSB faculty member since 1965, specializes in 19th- and 20th-century Spanish literature and film and contemporary Latin American drama and poetry.

Moreno Attends Speech-Language-Hearing Conference

Juliet Marie Moreno, a senior communication disorders student at New Mexico State University (NMSU), attended the American Speech-Language-Hearing Association's national conference in California, as a 1999 Minority Student Leadership Program fellow.

Moreno participated in leadership-focused educational programs and activities, interacting with professionals in audiology, speech-language pathology, and speech, language, and hearing sciences.

Moreno is pursuing a bachelor's degree through NMSU's College of Education. She is an NMSU Crimson Scholar and a member of the Golden Key National Honor Society and the NMSU chapter of the National Student Speech-Language-Hearing Association.

PLACES

Latina Health Study Published

The first national study of pregnancy-related deaths in Hispanic women in the United States by the Centers for Disease Control and Prevention found that pregnancy-related deaths occur more frequently in Hispanic women than in non-Hispanic White women.

The November 1999 issue of *Obstetrics and Gynecology* released the study "Pregnancy-Related Mortality in Hispanic Women in the United States," based on a review of all reported pregnancy-related deaths occurring between 1979 and 1992 in states reporting Hispanic origin for each year of the study.

Because Hispanic women have a higher risk of death associated with pregnancy, more research and surveillance are needed to determine the medical and non-medical factors that contribute to the problem, according to the study's authors.

International Business Conference at Lewis University

Attorneys, bankers, directors, and executives from Brazilian, Mexican, and U.S. agencies and corporations were featured in a conference, "International Opportunities: Practical Aspects to Doing Business in/with Mexico and Brazil," at Lewis University (Ill.). The conference addressed management and financial strategies, markets, barriers to doing business internationally, and creative solutions to these issues.

Lewis University president Brother James Gaffney (pictured at l. with Brother Lucio Tasser, FSC,president of Universidad La Salle Mexico), presented during opening remarks at the conference.

Juan Randazzo, director of international business for Jordan Industries, took part in a panel discussion, "Breaking into the Mexican Market."

NJPAC Hosts Interpreter of Flamenco

The musical ensemble Paco de Lucia and Septet performed at the New Jersey Performing Arts Center (NJPAC) as part of "World Festival III: Vision of New World-Spanish Routes and Rhythms."

Paco de Lucia is known worldwide for his interpretation of flamenco, the rhythmical improvisational style of Spanish playing. The flamenco guitarist has been both hailed and criticized for his forays into other styles. "The training ground for a flamenco guitarist is the music around you," said de Lucia. "It's the music made by the people you see, the people you make music with. You learn it from your family, from your friends, in *la juerga* (the party)."

At NJPAC, de Lucia's ensemble included Ramon de Algeciras, Duquende, Jose Banderas, Jorge Pardo, Rubem Dantes, Carlos Benavent, and Joaquin Grilo.

Garden City Holds Hispanic Student Day

Garden City Community College (GCCC) in Kansas held its 13th annual Hispanic Student Day, an opportunity for high school students to learn about support services at GCCC; programs at Kansas State University and Fort Hays State University; empowerment; bilingual advantages; and possible civilian and military careers.

Eduardo Garza (pictured), midwest field coordinator for the U.S. Hispanic Leadership Institute, was the main presenter. Garza is an advocate of Latino community empowerment and is credited with pioneering the Hispanic Leadership Opportunity Program, a high school-level, student-run effort to develop leadership skills and increase community involvement.

St. Thomas Given HACU Award

Monsignor Franklyn M. Casale, president of St. Thomas University (Fla.), was presented with the first Outstanding Member Institution Award, given by the Texas-based Hispanic Association of Colleges and Universities (HACU) at its 13th Annual Conference in November.

"I feel honored to receive this very prestigious award for St. Thomas University," said Casale. "This first-time award recognizes our efforts to ensure a university education for the Hispanic American community."

Virginia Commonwealth Hosts Latino Leadership Conference

Virginia Commonwealth University (VCU), preparing the Latino community and its future leaders for what is being called "The Hispanic Century" by the U.S. Hispanic Chamber of Commerce, hosted its third annual Latino Leadership Conference. Renowned public school teacher Jaime Escalante delivered the keynote address.

Dr. Consuelo Navarro (pictured), assistant professor in VCU's department of foreign languages, and Dr. Harold Greer, VCU associate professor of Latin American history, led a panel discussion, "History, Identity, and Education: The Making of Today's Latino."

Andres Tobar, CEO and executive director of the National Association of Hispanic Publications, led a workshop, "Latino Representation in the Media: Perpetuating Stereotypes."

The panel discussion "The Political Agenda: A Look at Public Policy Issues and Latino Participation" was led by Teresa Martinez and Juan Herrera, among others.

Washington State Program Recruits Minority Teachers

Future Teachers of Color (FTOC), an outreach program sponsored by the Washington State University (WSU) College of Education, hosted a recruitment reception in Seattle for students of color interested in becoming teachers or attending WSU.

Ken Alhadeff, a Seattle businessman and philanthropist who has supported FTOC since its inception, provided the keynote address.

Workshops were held for minority educators who are interested in graduate degrees in education. Known as Future Leaders of Color, this separate program is designed to facilitate graduate studies for teachers and administrators of color.

Cal State-Dominguez Hills and El Camino Receive Funds for Teacher Prep

California State University-Dominguez Hills (CSUDH) and El Camino College (ECC) received a five-year $2.15 million federal grant designed to bolster their teacher education programs.

The "cooperative arrangement" between the two-year college and the four-year university will focus their efforts on recruiting, transferring, and educating students to become teachers, from the first day they enroll at ECC to the day they graduate from CSUDH.

A considerable percentage of the ECC and CSUDH students are Hispanic, and the grant aims to repair what the application called "the leaking pipeline of Hispanics as teachers."

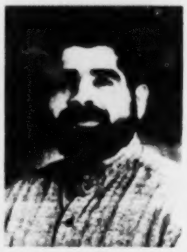
$250K to Claremont for Scholarships

Claremont Graduate University (CGU) in California received a grant of $250,000, to be paid over a five-year period, from The Rose Hills Foundation in support of a merit scholarship fund. The fund serves to recognize and support academically gifted individuals from the San Gabriel Valley who wish to attend a master's degree program at CGU.

The university will award two full scholarships annually, granting one year of tuition remission to qualified students, said Steadman Upham, CGU president.

The Rose Hills Foundation supports qualified tax-exempt charitable organizations for the benefit of the people in Southern California, with an emphasis on the greater San Gabriel Valley.

$1.2 Million to Texas Wesleyan for Bilingual/ESL



Texas Wesleyan University's bilingual program received a $1.2 million grant from the Office of Bilingual Education and Minority Affairs of the U.S. DOE. The five-year grant will provide about $210,000 in scholarships and $80,000 for technology and program support annually. Scholarships are available for undergraduate and graduate students and for teachers currently working in the field who seek bilingual/ESL certification.

"This program will help students fund their education as well as give support to local school districts, which will benefit from hiring highly trained graduates," said Carlos Martinez, assistant professor and director of Wesleyan's bilingual/ESL program.

Yale and Latino Research Center Sponsor AIDS Symposium

The National Latino Research Center (Calif.) and the Yale University School of Medicine (Conn.) are sponsoring a free but competitive seminar series for Hispanic researchers addressing drug use and HIV/AIDS within the Hispanic population.

The teleconferenced symposium, linking the San Diego and New Haven communities, began Nov. 19. The series has provided a unique opportunity for national scholars to discuss health and drug use and HIV/AIDS within the Hispanic population.

Hispanics account for 18 percent of the AIDS cases reported to the Centers for Disease Control as of June 1999. Of male Hispanics with AIDS, 42 percent are categorized as injecting drug users. Drug use is one of the primary means of spreading HIV among Latinos.

Latin American Economies Conference at Princeton

Princeton University (N.J.) hosted "Latin American Economies in the Long Run," a conference encouraging an exchange of views among scholars, policymakers, and private-sector leaders.

Photo by Program in Latin American Studies, Princeton University

Participants in the symposium, which was organized by the Program in Latin American Studies, explored the current transformations of Latin American economies and the microfoundations of growth. The event focused on the supply-side changes within market factors and changes in the microeconomic policy climate, capital markets, and technology. Specific topics included private savings and inequality, capital markets and banking, technology and manufacturing, and fiscal and regulatory policy.

Pictured l. to r.: Pedro-Pablo Kuczynski, president and CEO of the Latin America Enterprise Fund, L.P.; Arminio Fraga, governor of the Central Bank of Brazil; and Guillermo Calvo, distinguished university professor and director of the Center for International Economics, University of Maryland-College Park.

San Mateo Reaches out to Latino Parents

Individuals from educational institutions throughout San Mateo County, Calif., attempted to demystify higher education for Latino parents who, because of language and cultural obstacles, are generally unfamiliar with and often feel closed off from the system.

The conference "Educación Sin Barreras," held at the College of San Mateo, featured a keynote address by Cañada College interim president Rosa Perez (pictured). Three loosely structured "conversations"–Understanding Your Teenager, Realities of Life After High School, and Understanding the System of Higher Education–offered parents the opportunity to ask questions.

"Parental buy-in to pursuing a college education is critical to the success of Latino students," said organizer Martha Gutierrez, counselor and instructor at the College of San Mateo.

Cleveland State Holds Hispanic Awareness Week

Cleveland State University (CSU) in Ohio recognized and honored Hispanics during its Hispanic Awareness Week.

Photo © Bill Rieter, CSU/Public Relations Publications

Cuban artist Augusto C. Bordelois (pictured) exhibited his works and lectured on the socio-political-cultural environment for Cuban artists.

As part of "*La Promesa de las Culturas Latinas en el Siglo 21*," sponsored by the CSU Office of Minority Affairs and Community Relations (OMACR), a Latino Awards Luncheon was held. Attendees included Maritza Perez, multicultural programming coordinator, OMACR; students Michelle Gray, Vanita Thompson, and Marlayna Jacinto, all of whom have participated in study abroad programs in Spain and Mexico; and Donna Whyte, assistant vice president, OMACR.

Play of Argentinean Struggle Opens in NYC

The full-length play *I Hear (Oigo)*, written by Adina L. Ruskin and produced by Asa Productions, will begin a six-week run at the John Houseman Theatre Studio (N.Y.) in February.

I Hear (Oigo) is the story of a deaf songwriter, Isabella, in Argentina in the 1970s. She is shot for writing a song about freedom of expression. Her spirit returns to introduce five characters–a Jewish journalist, a Catholic teacher, and some Mothers and Grandmothers of the Plaza de Mayo–through whom we learn the very human stories of the Argentinean people struggling to survive the repression.

The play is performed in American Sign Language and English, and through singer/songwriter Gerard Edery (pictured at l. with Jackie Roth), we hear the passionate music that emanates from Isabella's soul.

For ticket reservations, call (212) 721-7486.

APA Offers Summer Fellowships for Minorities

The American Psychological Association (APA) Minority Fellowship Program (MFP) will be conducting two summer programs to support the training of researchers and practitioners.

Summer Program in Neuroscience, Survival, and Ethics (SPINES)–funded by the National Institute of Mental Health–is a month-long program, from June to July, at the Marine Biological Laboratory in Woods Hole, Mass. SPINES is designed to broaden knowledge of neuroscience, scientific ethical issues, and scientific survival skills. Those selected for a Neuroscience Fellowship are required to attend SPINES. Deadline: March 1.

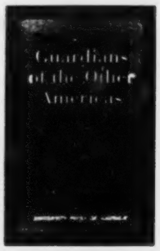
Summer Institute on Aging–funded by the National Institute on Aging–is a one-week institute/retreat in July designed to introduce undergraduate juniors and seniors and first- and second-year graduate students to aging research in the field of psychology. Deadline: March 15.

Contact: APA MFP Fellowship Application, 750 First St., NE, Washington, D.C. 20002-4242; (202) 336-6127; Web site, www.apa.org/mfp.

PUBLICATIONS

Guardians of the Other Americas: Essays on the Military Forces of Latin America

by Russell W. Ramsey



These essays were written and/or edited throughout 35 years of scholarly research and teaching contact with the military forces of Latin America. Ramsey contends that the region's armed forces have been an escort to modernity within a heritage of freedom that is different from that found in North America, yet equally valid within the broad Judeo-Christian context.

1997. 290 pgs. ISBN 0-7618-0637-7. $34.50 paper. University Press of America. (800) 462-6420.

Cocaine Quagmire: Implementing the U.S. Anti-Drug Policy in the North Andes-Colombia

by Sewall H. Menzel

This study of the U.S. anti-drug policy in Colombia suggests that the drug war continues to be lost, not because of the amount of effort expended but because of an improper focus on the center of gravity of the narcotrafficking supply and demand relationship.

1997. 215 pgs. ISBN 0-7618-0751-9. $34.50 cloth. University Press of America. (800) 462-6420.

A Synergy of Styles: Art and Artifact in Gabriel García Márquez

by Gloria Jeanne Bodtorf Clark

This book analyzes Gabriel García Márquez's approach to fiction and journalism by studying several characteristics inherent in both types of his work. García Márquez called his goal a "confluence" of literature and journalism.

1999. 160 pgs. ISBN 0-7618-1408-6. $35.00 cloth. University Press of America. (800) 462-6420.

The Fencing Master

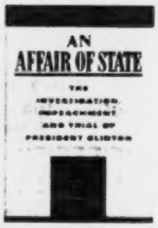
by Arturo Pérez-Reverte

Set in Madrid in the torrid fall of 1868, this is the story of fencing master Don Jaime and his encounter with a beautiful and mysterious woman who draws him into a plot that includes seduction, politics, secret documents, and murder. Translated from Spanish by Margaret Jull Costa.

1998. 245 pgs. ISBN 0-15-100181-2. $24.00 cloth. Harcourt Brace. (800) 543-1918.

An Affair of State: The Investigation, Impeachment, and Trial of President Clinton

by Richard A. Posner

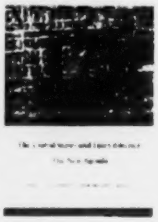

AN
AFFAIR OF STATE
THE INVESTIGATION, IMPEACHMENT, AND TRIAL OF PRESIDENT CLINTON

President Clinton's year of crisis, which began when his affair with Monica Lewinsky hit the front pages in January 1998, engendered a host of important questions of criminal and constitutional law, public and private morality, and political and cultural conflict. This book attempts to present a balanced and scholarly understanding of the crisis with the freshness and immediacy of journalism.

1999. 276 pgs. ISBN 0-674-00080-3. $24.95 cloth. Harvard University Press. (800) 448-2242.

The United States and Latin America: The New Agenda

Victor Bulmer-Thomas and James Dunkerley, eds.



The end of the Cold War removed hemispheric security from the top of the agenda of U.S.-Latin American relations. Democracy, trade and investment, drugs, and migration rose in importance. Pressures to eliminate the anachronistic U.S. embargo on Cuba increased. The new agenda also includes Latin America's growing ties to the countries of the European Union and other regions. This book contains 15 essays by distinguished scholars on each of these issues.

1999. 359 pgs. ISBN 0-674-92596-3. $24.95 paper. Harvard University Press. (800) 448-2242.

Sor Juana's Second Dream

by Alicia Gaspar de Alba

This novel unravels the mystery and complexity of the woman whom Carlos Fuentes calls "the first great Latin American poet." Sor Juana Inés de la Cruz (1648-1695), poet, playwright, rhetorician, and musician, is often equated with Sappho, the lesbian poet whom Plato baptized the "Tenth Muse." The Mexican nun has fascinated readers around the world for centuries.

1999. 480 pgs. ISBN 0-8263-2091-0. $24.95 cloth. University of New Mexico Press. (800) 249-7737.

Eating Landscape: Aztec and European Occupation of Tlalocan

by Philip P. Arnold

In 16th-century Mexico, Aztec and Spanish conceptions of land formed the bases of their cultural identities and established the traumatic character of cultural contact. This new study on the subject explores how rituals enabled the Aztecs to meaningfully occupy the material world in such a way as to critically reflect on European and European American understandings of land.

1999. 307 pgs. ISBN 0-87081-518-0. $45.00 cloth. University Press of Colorado. (800) 268-6044.

Latin American Classical Composers: A Biographical Dictionary

Miguel Ficher, Martha Furman Schleifer, and John M. Furman, eds.

This book contains biographical data on hundreds of composers from Latin America: dates of birth and death, information on their background and training, a selective listing of their works, and sources for further study.

1996. 410 pgs. ISBN 0-8108-3185-6. $56.00 cloth. Scarecrow Press. (800) 462-6420.

The United States and Latin America: A Select Bibliography

by John A. Britton

This book provides a convenient description of the contents of books and articles in the areas of United States-Latin American relations.

1997. 288 pgs. ISBN 0-8108-3248-8. $38.00 cloth. Scarecrow Press. (800) 462-6420.

Early U.S.-Hispanic Relations, 1776-1860: An Annotated Bibliography

by Rafael E. Tarragó

Going back to 1776, when the 13 rebel English colonies in North America sought the help of the Spanish crown, this selective bibliography includes many printed primary sources, as well as monographs and journal articles.

1994. 179 pgs. ISBN 0-8108-2882-0. $30.00 cloth. Scarecrow Press. (800) 462-6420.

English Usage and Style for Editors

by Virginia S. Thatcher

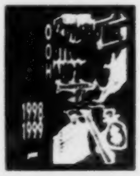
ENGLISH USAGE AND STYLE FOR EDITORS

This book presents authoritative answers to some of the troubling problems of usage that the manuscript editor faces daily. For authors, editors, and those learning to write.

1997. 172 pgs. ISBN 0-8108-3259-3. $28.50 cloth. Scarecrow Press. (800) 462-6420.

Occupational Outlook Handbook, 1998-1999 Edition

by the U.S. Department of Labor



This reference provides access to information on jobs held by 90 percent of the workforce, a key career exploration resource that can be used in classroom settings as well as by individuals.

1998. 528 pgs. ISBN 1-56370-464-1. $17.95 paper. JIST Publishing. (800) 648-JIST.

America's Top 300 Jobs, 6th Edition: A Complete Career Handbook

by the U.S. Department of Labor

America's
Top 300 Jobs

This bookstore version of the *Occupational Outlook Handbook* provides additional information on projections for the 500 largest occupations and employment trends for all major industries.

1998. 529 pgs. ISBN 1-56370-466-8. $18.95 paper. JIST Publishing. (800) 648-JIST.

Many publications featured in this section are available through amazon.com.

CONFERENCES

AAHE 8th Conference on Faculty Roles & Rewards

February 3-6

This year's theme: "Scholarship Reconsidered: Update and New Directions," emphasizing the scholarship of teaching and learning, of engagement, of integration and synthesis, and of discovery, plus academic careers for a new century. At the Hyatt Regency Hotel, New Orleans.

Contact: (202) 293-6440; Web site, ww.aahe.org.

NAFEO 25th National Conference

February 13-17

The National Association for Equal Opportunity in Higher Education's 25th national conference will explore "Offensive Strategies for Keeping the Doors of Opportunity Open in the New Millennium." At the Washington Hilton Hotel & Towers, Washington, D.C.

Contact: (301) 650-2440; Web site, www.nafeo.org.

NABE 2000/Millennium Conference

February 15-19

The National Association for Bilingual Education's five-day event includes keynote speakers and more than 200 workshops, symposia, papers, and demonstrations focusing on the education of language-minority children and the development of multilingualism and cultural understanding. In San Antonio, Texas.

Contact: NABE, (202) 898-1829; Web site, www.nabe.org.

NAHLS National Conference

February 21-26

The National Association of Hispanic & Latino Studies' national conference will take place this year in Houston, Texas.

For additional information: Dr. Lemuel Berry, Jr., Executive Director, NAHLS, Morehead State University, (606) 783-2650.

1999 NAWE Conference

February 24-27

The National Association of Women in Higher Education presents its annual conference on Advancing Women in Higher Education. Featured speakers will be Judith Sturnick, director of ACE's Office of Women in Higher Education, and Sheila Kaplan, president of Metropolitan State College of Denver. In Denver, Colorado.

Contact: NAWE, (202) 659-9330; e-mail, mailto:nawe@nawe.org; Web site, www.nawe.org.

ACE 82nd Annual Meeting

March 18-21

The American Council on Education's 82nd Annual Meeting, "A New Agenda for a New Age," convenes in Chicago at the Sheraton Chicago Hotel and Towers.

Contact: ACE, (202) 939-9410; Web site, www.acenet.edu.

NAHP Convention 2000

March 29-April 1

The National Association of Hispanic Publications presents "the Hispanic print event of the new millennium." At the Monte Carlo Resort & Casino, Las Vegas, Nevada.

Contact: Andres Tobar, Executive Director/CEO, (202) 662-7250.

AAHE 2000 National Conference

March 29-April 2

The American Association for Higher Education's 2000 national conference has as its theme "To Form a More Perfect Union: Diversity and Learning." In Anaheim, Calif.

Contact: Kerry Newberry, conferences and meetings assistant, (202) 293-6440; Web site, www.aahe.org.

NCA-CIHE 105th Annual Meeting

April 1-4

The North Central Association of Colleges and Schools' Commission on Institutions of Higher Education presents "The Quest for Quality: Mission, the Commission, and a New Century." In Chicago, at the Hyatt Regency Chicago.

AACC 80th Annual Convention

April 8-11

The American Association of Community Colleges presents its annual convention, this year on the theme "A World of Possibilities," and an academic marketplace at the Hilton Washington in Washington, D.C.

Contact: Web site, www.aacc.nche.edu.

HO

SUMMER 2000

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COMMUNITY COLLEGES OF SPOKANE

Community Colleges of Spokane invites applicants for the following positions:

VICE PRESIDENT OF INSTRUCTION, Spokane Falls Community College. (Search Extended) The Vice President is the college's chief academic officer and is responsible for the operation and management of all instructional programs and personnel assigned to the college, consistent with Washington State Law, Washington Administrative Code, policies of the District Board of Trustees and procedures and guidelines established by the district and the college. Minimum qualifications include an earned master's degree from an accredited institution, three years of successful, relevant administrative or management experience, including fiscal management, and three years of successful teaching experience, including some at the post-secondary level. Closes February 4, 2000 or until filled.

LIBRARIAN-REFERENCE, Spokane Falls Community College. Full-time, tenure track. Work at the reference desk assisting students and faculty in an automated environment. May require some evening and weekend hours. Master's degree in Library and Information Science. Anticipated date of employment is September 20, 2000 or earlier, $37,132 effective September 20, 2000. Closes February 4, 2000.

SOCIOLOGY INSTRUCTOR, Spokane Falls Community College. Full-time, tenure track. Teach freshman and sophomore level sociology courses. Master's degree in Sociology. Two years successful post-secondary teaching experience with a least one year teaching freshman and sophomore courses. Anticipated date of employment is September 20, 2000. $37,132. Closes March 20, 2000.

For position details, qualification requirements, and official application, contact:

Human Resources Office
Community Colleges of Spokane
2000 N. Greene Street
Spokane, WA 99217-5499
(509) 533-7429, TDD (509) 533-7466
or access our Website at http://ccs.spokane.cc.wa.us

AA/EOE

UNIVERSITY OF NEW HAMPSHIRE

DEAN
College of Life Sciences and Agriculture

The University of New Hampshire invites nominations and letters of application for the position of Dean of the College of Life Sciences and Agriculture. The College consists of eight academic units: the Thompson School of Applied Science, Animal and Nutritional Sciences, Biochemistry and Molecular Biology, Microbiology, Natural Resources, Plant Biology, Resource Economics and Development, and Zoology; enrolls 1,860 undergraduate majors, 400 associate degree students, and 129 M.S. and 84 Ph.D. students. Reporting to the Provost, the Dean is responsible for the administration of the College's academic programs in biological sciences, natural resources, agriculture, social sciences, interdisciplinary biology and genetics programs and affiliated research centers. As the College's chief administrator, the Dean participates in university governance as a member of the Dean's Council.

QUALIFICATIONS: Earned doctorate, a record of teaching and scholarship appropriate to an appointment as a tenured professor in one of the College's departments, leadership skills to work effectively with faculty, students, administrators and diverse constituencies outside of the University. The successful candidate will have successful administrative experience including personnel and program management, evaluation and development, budget development and management, significant record of accomplishment in teaching and research.

APPLICATIONS: Nominations and letters of application should include the name, address, phone and email address of five references, and should be submitted to:

COLSA Dean Search Committee
Office of the Provost and VP for Academic Affairs
Thompson Hall 207
University of New Hampshire
Durham, NH 03824

The Committee will begin review of applications immediately and will continue until the position is filled. Date of appointment will be no later than July 1, 2000.

UNH is strongly committed to achieving excellence through diversity. The University actively encourages applications and nominations of women, persons of color, people with disabilities, and members of other underrepresented groups.

BLACKHAWK
TECHNICAL COLLEGE

VICE PRESIDENT OF LEARNING

Blackhawk Technical College is located in the heart of the Milwaukee - Chicago - Madison triangle of south central Wisconsin. In addition to a Central Campus located between Beloit and Janesville, there are four satellite centers. Blackhawk Technical College is one of sixteen 2-year colleges in the Wisconsin Technical College System.

The Vice President of Learning will provide leadership and direction for the Learning Team of six divisional deans and a staff of 100 full-time & 400 part-time instructors. This position is responsible for the learning processes in the areas of credit and continuing education programming; business and industry training; alternative education delivery; and program and curriculum development. Additional primary responsibilities include agency relations; budget development; selection and development of the Learning Team staff; and support of District Board initiatives.

QUALIFICATIONS

Qualified candidates will have a master's degree (doctorate preferred); 2 years of teaching experience at the post-secondary level; 2 years of occupational experience outside the field of education; 3 years of education administration experience with supervisory responsibility - preferably in a technical/community college.

APPLICATION PROCESS

To request an application packet, contact:

Human Resources Department
Blackhawk Technical College
6004 Prairie Road, P.O. Box 5009
Janesville, WI 53547-5009

Phone: (608) 757-7775
E-mail: dgoss@blackhawk.tec.wi.us
Or visit us on the Worldwide Web at: http://www.blackhawk.tec.wi.us

Review of applications will begin on February 28, 2000. Applications will be accepted until the position is filled. The anticipated starting date is June 1, 2000.

Blackhawk Technical College is an Equal Opportunity Access, Affirmative Action Employer and Educator.

Book Review

by Javier A. Martínez, Ph.D.

***The Fence and the River: Culture and Politics at the U.S.-Mexico Border,* by Claire F. Fox.** Minneapolis, MN: University of Minnesota Press, 1999. 188 pages. ISBN # 0-8166-2999-4. $18.95, cloth.

The Fence and the River examines representation of the U.S.-Mexico border in literature, art, and mass media. The author points out that "an abstract, metaphorical 'border' has gained widespread currency in academic writing, particularly in cultural studies, but this usage is rarely tied to the U.S.-Mexico border region." Fox makes the case that the Border needs be understood as a "polyvalent location" or as "a place where urban and rural, national and international spaces simultaneously coexist, often in complex and contradictory ways." Moving from this premise, the author examines a variety of artistic representations about the Border and its ever-changing nature.

Chapter One, "Cultural Exemptions, Cultural Solutions," explores the impact of NAFTA and GATT on artistic importation and exportation. More specifically, Fox discusses the reactions of some Mexican intellectuals to Free Trade and the consequences, both positive and negative, for Mexico. Historical reactions to NAFTA are brought up to date in Fox's readings of the photographic art of Karl Beveridge and Carole Conde. Fox's interpretation of the artists' work helps illuminate some of the anxieties that surround Free Trade, including exploitation of workers, especially women.

These same types of concerns abound in the various multimedia artistic productions that Fox examines in Chapter Two, "Establishing Shots of the Border: The Fence and the River." The author's reading of multimedia artist Terry Allen helps expose some of the internalized stereotypes that many artists bring to their conception of the Border. Allen's work, while intriguing, is marred by recurring stereotypes and an underlying implication that the Border is a type of no-man's land, a place from which to escape civilization. Fox is quick to point out this flaw but is just as quick to make that concept a means of investigation into how artists who genuinely care about the Border and its people fall into colonialist traps of representation.

Chapter Three, "U.S.-Mexico Border Conflict in U.S. Popular Culture" is perhaps the book's most fascinating chapter. Fox argues that images and photographs from the Mexican Revolution 1910-20 coincided with the rise of mass media in the U.S., and, as a consequence, images of that war have forever entered and to some extent marred the North's perception of the country to the south. Fox claims that "developments on the border are perceived to be symptomatic of the overall status of the U.S.-Mexico relations." Fox examines the rise of the picture postcard industry and its portrayal of "dead or maimed Mexicans, burials, lynchings, and executions. Often these were editorialized with captions featuring racial epithets." From these images, she argues, the U.S. construction of Mexico was born and exists to this day in popular culture. A current example that Fox examines for its subtle racism and dismissal of Mexican history is the television series *Young Indiana Jones*.

In Chapter Four, "Narratives of Cross-Border Migration during the Revolution's Development Phase," Fox turns her attention to the Mexican novel and cinema and its representation of border crossings. The book is the classic *Murieron a mitad del rio* (1948) by Luis Spota. Fox's reading helps uncover the underlying machismo of the novel in that it promotes an idealized Mexican nation even as it documents violence against women and, ultimately, their dismissal. The Border, in this case, works as a barrier preventing Mexican men from achieving their desires. Similar themes are uncovered in Fox's reading of the classic film, *Espaldas Mojadas*, in which "betrayal and redemption by women is the primary driving force of the plot." In these narratives, women function as a catalyst to action or as anathema to it. Never, it seems, are they ever fully realized. This interpretation is nothing new, but it does cast light on how the Border has been constructed as an essentially male space.

In the fifth and final chapter, "Mass Media, Site-Specificity, and Representations of the U.S.-Mexico Border," Fox turns her attention to Border constructions of today. She offers a refreshing approach by focusing on Terri Windling's *Bordertown* series. A fantasy landscape shared by many fantasy genre writers, *Bordertown* works as a role reversal that nevertheless has very real associations with the export-crossing zone of the U.S. Mexico Border. Fox also focuses on the performance art of perhaps the most singular and fascinating Chicano artist in any genre, Guillermo Gómez-Peña. Fox helps situate Gómez-Peña's work in a postnational world dominated by technology. Her reading serves as both an introduction for those unfamiliar with the artist and as an elaboration for those already familiar with his work.

Fox's book would be of use in a graduate class in Cultural Studies. Her text would also be helpful for any student or academic whose research focuses on contemporary art and its construction of ethnicity. The final few pages are devoted to videos about free trade and related issues, a resource for those with a political science and economic background.

Overall, Fox's book is a valuable piece of scholarship that smoothly moves between disciplines.

Dr. Martínez completed his B.A. at the University of Texas at Austin, his M.A. at the University of Texas-Pan American, and his Ph.D. at The Ohio State University. He is currently the assistant to the president at the University of Texas at Brownsville and Texas Southmost College.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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The Position: Reporting to the Vice President for Enrollment, the Registrar is responsible for the maintenance and integrity of all student academic records, the administration of the registrar's office, and establishing policies and procedures for the equitable and consistent administration of University academic policies and procedures as they relate to the registration process. Responsibilities also include the assignment of classroom space and the overseeing of classroom maintenance. The Registrar also serves as the officer in charge of retention studies and is an integral part of the enrollment management unit, participating in the strategic plan for the University. The Registrar demonstrates the ability to balance institutional traditions and academic integrity with the individual needs of students and faculty and will articulate a vision for a registrar's office within the larger institutional context that embraces the use of technology in information management, the concept of service to campus constituencies, and the role of faculty and students in developing academic policies and procedures.

Qualifications: The successful candidate will possess a Bachelor's degree, (a Master's degree is preferred), with previous supervisory and management experience in a registrar's office at an accredited institution of higher education, thorough knowledge of federal and state laws regarding student records, and experience in the design and implementation of computerized student records. Excellent interpersonal and communication skills, as well as the ability to foster effective campus and external relationships, are also required.

Application and Nomination: Review of applications will begin immediately and will continue until the position is filled. Nominations of individuals for this position may be made to the Spelman & Johnson Group as indicated below. Applications for this position should include two resumes and cover letters and should be sent to:

The Spelman & Johnson Group
Registrar-Rice University
William Spelman, President
38 Mulberry Street, Box 304, Leeds, MA 01053
Phone: 413-584-7089. Email address: mail@spelmanandjohnson.com
Applications may be submitted on-line at: www.spelmanandjohnson.com
Visit Rice's website at: www.rice.edu

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Green River
COMMUNITY COLLEGE

FACULTY POSITIONS FOR 2000-2001

Green River Community College is located on a 168-acre wooded site near Auburn, Washington, about 30 miles from both Seattle and Tacoma. The college opened in 1965 and enrolls over 8,000 students. It includes 11 instructional divisions and offers 50 vocational programs. The college is committed to diversity, student development and job placement, teaching excellence, and meeting the needs of community, industry, and government.

Green River is a comprehensive community college that supports its students as they transform their lives through education. The college assists students in achieving their personal and professional goals as they train to enter the job market, prepare to transfer to other colleges and universities, build their basic skills, and seek personal enrichment, through innovative programs, responsive services, opportunities to our community and beyond.

The college seeks innovative, creative, experienced faculty who are dedicated to helping students achieve excellence in their academic work, who are able to employ alternative instructional methods and strategies, and who adapt to a variety of teaching situations. Most of the following full-time, tenure track faculty positions are available beginning September 2000 and continuing with annual nine-month contracts.

Aviation (Contingent upon funding) Five years of professional (paid) experience in the aviation industry, minimum one-year successful teaching experience in either a college setting or in a FAA approved course directly related to pilot or airline certification or in airline operations. Knowledge of Code of Federal Regulations.

Library (contingent upon funding) Collection Development Librarian Master's degree in library science or equivalent, with three years' professional experience in an academic library environment.

Math There are three different math positions available. Masters' degree in mathematics or equivalent or a Masters' degree in math education.

Salary range: $32,107 - $47,618

Closing: Friday, March 17, 2000 (For most positions). For complete job description and application materials, call the Office of Human Resources' job opportunity line at (253)288-3380 or TDD (253)288-3345, or visit:

www.greenriver.ctc.edu.

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WICHITA STATE UNIVERSITY

Wichita State University invites applications and nominations for the position of Dean of the College of Engineering. The Dean provides leadership for the College's faculty and students and reports directly to the Vice President for Academic Affairs and Research. The Dean is responsible for strategic planning and creating a long-term vision for the College; enhancing and sustaining the quality of the College's undergraduate, graduate, and research programs; promoting professional development opportunities for faculty; managing financial matters of the College; and advancing and supporting excellence in teaching, research, and service.

Wichita State University is located in a metropolitan area with a population of more than 400,000. It currently enrolls 14,500 students, of which about one in five is a graduate student, and employs more than 500 full-time faculty. The College of Engineering serves more than 900 undergraduate and graduate majors with 50 faculty members. Each of the four engineering departments, Aerospace, Electrical and Computer, Industrial and Manufacturing, and Mechanical offers degrees including ABET-accredited baccalaureate programs and master's and Ph.D. degrees. The University is also the home of the National Institute for Aviation Research (NIAR), which enhances research opportunities for faculty and together with the College will generate about $10 million in external funding this year. More than 100,000 Kansans are employed in the aircraft, materials, or information and communications industries; of this total, about 45,000 are employed in four major aircraft companies in Wichita. This industrial base provides great potential for growth in the College. Additional information about WSU, its College of Engineering, and NIAR can be found at **http://www.wichita.edu.**

Qualifications: Candidates for the position must possess an earned doctorate in engineering and meet the requirements for appointment to the rank of professor in the College. Also required are successful teaching experience in an academic institution and appropriate research experience; demonstrated leadership skills and administrative experience appropriate to assuming the position of dean; demonstrated success in obtaining external funding; evidence of ability to form working relationships with individuals and teams in business, government, and academe; and successful experience with diverse populations. The Dean's experiences must demonstrate a commitment to educational excellence, diversity, and support for a strong research program. Excellent communication and interpersonal skills are a must. Successful experience in an industrial or commercial setting is preferred.

Applicants should submit a letter of interest, curriculum vitae, and the names, mail and e-mail addresses, and telephone numbers of at least four people who can provide professional references. The starting date for the position is July 1, 2000. The deadline for the receipt of applications is March 3, 2000. Please send all applications and nominations to:

Dr. Gerald Loper
Associate Vice President for Research
Wichita State University
Wichita, KS 67260-0007

Inquiries may be directed to **Dr. Loper** by e-mail at **loper@twsuvm.uc.twsu.edu** or by phone at 316-978-3285.

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EDUCATION- ASST PROF(S) ELEMENTARY GENERALIST- Preference given to candidates who can teach literacy, integrated methods, and supervise student teachers. **Dr. Judith Evans, Chair Search Committee, Dept H**

SECONDARY EDUCATOR- Preference given to candidates with expertise in English, Humanities and/or Social Studies and can supervise student teachers. **Dr. Corine Fitzpatrick, Dept H**

Earned doctorate preferred, ABD considered. 3 years appropriate teaching experience required, college level teaching experience preferred with commitment to serving diverse urban population. Please submit letter of application, C.V. and contact information for 3 references to Search Committee Chair. School of Education and Human Services Review of applications will begin on 2/14/00 and continue until positions are filled.

PSYCHOLOGY- Applied developmental psychologist with counseling/clinical research interests to teach developmental courses and supervise undergraduate research. Ph.D preferred, ABD acceptable. Proven grant writing skills a plus. Send C.V. plus 3 letters of recommendation by 2/14/00 to **Dr. Eileen Brady, Chairperson, Psychology Dept., H**

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To request an application or announcement contact **Sul Ross State University, Human Resources, Box C-13, Alpine, TX 79832. (915) 837-8058.** To view complete announcements and information regarding Sul Ross State University visit our website at **http://www.sulross.edu.** Sul Ross is a member of the Texas State University System.

EEO/AAE.

THE UNIVERSITY OF TOLEDO

COLLEGE OF ARTS AND SCIENCES
POSITION DESCRIPTION - DEAN

The University of Toledo (UT), one of 13 state-assisted institutions in Ohio, invites applications and nominations for the position of Dean of the College of Arts and Sciences. The Dean is the chief administrative officer and academic leader of the College and reports directly to the Provost and Vice President for Undergraduate and Graduate Education who is the chief academic officer of the University. Responsibilities include the administration and development of academic, research, and public service programs; budget and resource allocation; fund raising and external development; and representation of the College to various constituencies.

The College of Arts and Sciences, the largest of the University's eight colleges, is divided into four divisions, with 19 departments, 10 programs, and an annual budget of over $25 million. Reporting to the Dean are the Associate Deans for the Humanities, the Natural Sciences and Mathematics, the Social Sciences and the Visual and Performing Arts; the department chairs and program and center Directors; and the Directors of Student Services and College Computing.

The new Dean, working with the new President and Provost, will have a unique opportunity to shape the College and the University faculty during this period of transition and to enhance already strong academic and research programs. Baccalaureate degrees are offered in all departments. Graduate degrees are offered in most departments. Six departments offer the Ph.D.

The Dean will have the opportunity to hire significant numbers of tenured and tenure-track faculty. Candidates for the position of Dean must possess the credentials to qualify for tenure at the rank of full professor in one of the departments of the College. Candidates also must have a record of excellence in teaching and scholarship, demonstrated leadership abilities, and administrative experience. Candidates should be student oriented and be able to relate to and work collaboratively with the faculty of the college, the University administration, and other groups within and outside the University.

The starting date is negotiable. Salary and other considerations will be consistent with the commitment of The University of Toledo to recruit and select the best qualified candidate. Consideration will begin on January 21, 2000. The Search Committee will begin screening applications on that date and will continue to review applications until the Dean is selected. Transcripts will be required of candidates who are invited to the campus for interviews. Applicants should send (1) a letter describing how they meet the required and preferred qualifications, (2) curriculum vitae, and (3) the names and addresses of at least three references to:

Dr. Samir Abu-Absi
Chair of the Dean of Arts and Sciences Search Committee
Department of English Language and Literature
The University of Toledo
2801 W. Bancroft Street
Toledo, Ohio 43606-3390

UNIVERSITY COLLEGE
POSITION DESCRIPTION - DEAN

The University of Toledo currently has an opening and invites nominations and applications for the position of Dean, University College. The Dean is responsible for the academic leadership of the college. The duties would include, but are not limited to, academic policy, administration of instructional and research resources, personnel matters, fiscal and personnel management of the college, student recruitment and retention.

The preferred candidate will also demonstrate the following characteristics:

- ability to promote excellence in teaching, scholarship, and professional activity in the college.
- ability to manage a complex budget strategically.
- ability to secure external support.
- ability to provide leadership in the use of new educational technology.
- ability to build and maintain effective teams.
- ability to resolve complex personnel issues.
- ability to foster trust and respect.
- a creative and energetic style of management.
- excellent communication and interpersonal skills.
- commitment to diversity and the advancement of multicultural and interdisciplinary programs.

The Dean will report directly to the Provost and Vice President for Undergraduate and Graduate Education.

University College is located on the Scott Park Campus, in a park-like setting 5 minutes from the main campus.

The University of Toledo is actively a partner and innovator in community/school/business/relationships. The University College faculty and staff have close ties to schools and work with numerous educational and human service organizations. The Dean is expected to support functions and carry out the administration of University College to the fullest extent. Candidates should be qualified for appointment as Professor in one of the divisions of the college.

The starting date is negotiable. Salary and other considerations will be consistent with the commitment of The University of Toledo to recruit and select the best qualified candidate. Consideration will begin on January 21, 2000. The Search Committee will begin screening applications on that date and will continue to review applications until the Dean is selected. Transcripts will be required of candidates who are invited to the campus for interviews. Applicants should send (1) a letter describing how they meet the required and preferred qualifications, (2) curriculum vitae, and (3) the names and addresses of at least three references to:

Dr. Earl Murry
Vice Provost for Faculty Development
Search Committee for Dean, University College
2801 West Bancroft Street
University Hall 3330
Toledo, Ohio 43606

COLLEGE OF HEALTH AND HUMAN SERVICES
POSITION DESCRIPTION - DEAN

The University of Toledo currently has an opening and invites nominations and applications for the position of Dean, College of Health and Human Services. The Dean is responsible for the academic leadership of the college. The duties would include, but are not limited to, academic planning, enhancement of programs and curriculum, accreditation, interviewing of potential faculty, faculty evaluation, improvement of physical facilities and equipment, health programs, human service programs, and allocation of resources. Additionally, the Dean must have excellent vision for the future, a strong commitment to scholarship and research, and outstanding leadership skills.

The Dean will report directly to the Provost and Vice President for Undergraduate and Graduate Education.

The University of Toledo is an active participant and innovator in community, health industry, and corporate partnerships. The College of Health and Human Services offers a diverse range of graduate and undergraduate degree programs in health and human service related professions. In addition, the college features consortial programs offered in cooperation with other colleges and universities in the disciplines of public health, nursing, and physical therapy. Many programs in the college hold national accreditation, and the programs maintain an extensive network of clinics, externships, and off-campus placements in health care institutions and public service agencies throughout Northwest Ohio. The Dean is expected to maintain and foster these professional teaching and learning relationships throughout the community. Candidates records must demonstrate evidence of a strong ability to be student oriented, related and work effectively, collaboratively, and cohesively with the faculty of the college, the University administration, and other constituent groups and organizations inside and outside the University. Candidates should be qualified for appointment as Professor in one of the departments of the college and demonstrate evidence of experience with collegiate programmatic accreditation. Candidates should also demonstrate a record of college administrative experience at the Dean, Assistant or Associate Dean level.

The starting date is negotiable. Salary and other considerations will be consistent with the commitment of The University of Toledo to recruit and select the best qualified candidate. Consideration will begin on January 21, 2000. The Search Committee will begin screening applications on that date and will continue to review applications until the Dean is selected. Transcripts will be required of candidates who are invited to the campus for interviews. Applicants should send (1) a letter describing how they meet the required and preferred qualifications, (2) curriculum vitae, and (3) the names and addresses of at least three references to:

Dr. Earl Murry
Vice Provost for Faculty Development
Search Committee for Dean, University College
2801 West Bancroft Street
University Hall 3330
Toledo, Ohio 43606

The University of Toledo is an Equal Opportunity/Affirmative Action Employer.

THE UNIVERSITY OF TOLEDO

COLLEGE OF EDUCATION
POSITION DESCRIPTION - DEAN

The University of Toledo seeks a creative, dynamic leader to take its College of Education into the 21st century. We seek a leader who possesses a balanced record of scholarly productivity and a working knowledge of how to develop and enhance the abilities of its current faculty, and hire new faculty. Due to a university-wide restructuring, the College of Education anticipates hiring a substantial number of new tenured/tenure-line faculty over the next five years.

The College of Education will be a major participant in the long-term strategic plan of The University of Toledo. This will specifically mean developing doctoral and master's programs for the institution's flagship College in the production of doctoral degree graduates. The new Dean will be expected to forge consensus and provide for these endeavors.

The Dean will report to and work with the Provost and Vice President for Undergraduate and Graduate Education. The duties would include, but not be limited to:

- Enhance existing graduate and undergraduate programs;
- Support outreach efforts to promote and conduct training and life-long professional development;
- Augment the professional development of faculty, consistent with the University's desire to enhance its research status and increase its level of external funding;
- Maintain the College's consistent record of national program accreditation and program approval within the State of Ohio;
- Develop and support a strategic planning and resource allocation process that promotes faculty, program-level, and department-level excellence;
- Foster College- and University-wide initiatives in technology;
- Develop educational partnerships with other Colleges within the University.

ABOUT THE COLLEGE

The College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) and a member of the University Council on Educational Administration. It offers over 50 programs at four degree levels (baccalaureate, master's, education specialists, and doctorate) for continuing education needs. The College is recognized as a leader in teacher reform, urban education, and educational policy studies. It maintains on-campus clinics and a teacher education center that provide materials and curriculum for student use. The College enjoys a tradition of strong, positive relationships and active partnerships with school districts, colleges, universities, and appropriate agencies within the Northwest Ohio community.

POSITION REQUIREMENTS

The new Dean must have an earned doctorate and be capable of achieving status as a tenured full professor in one of the departments within the College. Candidates also must have a record of excellence in teaching and scholarship, demonstrated leadership abilities, and administrative experience.

PREFERRED QUALIFICATIONS

The new Dean should demonstrate evidence of a) an ability to maintain and develop strong fully-accredited graduate and undergraduate academic programs; b) an ability to promote the intellectual development of students; c) an understanding of how to enhance faculty members professional development; d) oral and written communication skills to work effectively with internal and external constituencies in developing consensus regarding missions, functions, and programs; e) significant scholarly work that includes published research; f) a commitment to cultural diversity and its role in the educational process; g) an ability to engage area educational agencies and institutions in forging strong partnerships; and h) experience in financial budgeting, fund-raising and externally funded activities.

The starting date is negotiable. Salary and other considerations will be consistent with the commitment of The University of Toledo to recruit and select the best qualified candidate. Consideration will begin on January 21, 2000. The Search Committee will begin screening applications on that date and will continue to review applications until the Dean is selected. Transcripts will be required of candidates who are invited to the campus for interviews. Applicants should send (1) a letter describing how they meet the required and preferred qualifications, (2) curriculum vitae, and (3) the names and addresses of at least three references to:

Dr. Earl Murry
Interim Vice Provost for Faculty Development
2801 West Bancroft Street
University Hall 3330
Toledo, Ohio 43606

POSITION DESCRIPTION -
DIRECTOR, URBAN AFFAIRS CENTER

The University of Toledo currently has an opening and invites nominations and applications for the position of Director, Urban Affairs Center. The Director is responsible for the urban center administration. Through research, leadership training, technical assistance, and data base development these programs address a variety of selected critical urban issues identified by local agencies and state programs and officials under the auspices of the Ohio Urban University Program. This is a state mandated program. The Director of the Urban Affairs Center:

- Provides vision and leadership for Urban Affairs Center programs, policies, and planning.
- Communicates Urban Affairs Center and College programs and policies within the University community and to the broader community.
- Promotes and leads an entrepreneurial environment for ideas, opportunities and funding for Urban Affairs Center programs.
- Represents the Urban Affairs Center and the College in local, regional, and national forums.
- Implements Urban Affairs Center programs and plans by building consensus and spanning boundaries among program staff, faculty, funders, and clients.
- Collaborates with Urban Affairs Center staff and college administrators in carrying out the mission, goals, and programs of the Urban Affairs Center.
- Plays a lead role in identifying and helping to generate funding for Urban Affairs Center programs and enhances the abilities of program staff to leverage resources.
- Manages the Urban Affairs Center budget process.
- Represents the Urban Affairs Center in the College and University administrative and planning process.
- Serves as liaison with local, state and federal legislators and public agencies.
- Encourages faculty involvement in Urban Affairs Center programs and foster collaborative ventures among College faculty and Urban Affairs Center staff.
- Identifies and mobilizes faculty from various disciplines and colleges to undertake research projects.
- Solicits and nurtures innovative concepts formulated by University faculty for application in the urban regional environment.

The Director will report directly to the Dean, University College.

The University of Toledo is actively a partner and innovator in community/school/business/relationship. The Director is expected to carry out these functions of the University College to the fullest extent. Candidates' records must demonstrate evidence of a strong ability to be community, research, faculty and staff oriented. Candidates should be qualified for an appointment as Associate/Professor in one of the divisions of the college.

The position and search will remain open until a well qualified appointee is identified. The starting date is negotiable. Salary and other considerations will be consistent with the commitment of The University of Toledo to recruit and select the best qualified candidate. Consideration will begin on January 21, 2000. The Search Committee will begin screening applications on that date and will continue to review applications until the Director is selected. Applicants should send a letter, a curriculum vitae, and the names and addresses of at least three references to:

Dr. Earl Murry
Vice Provost for Faculty Development
Search Committee for Director, Urban Affairs Center
2801 West Bancroft Street
University Hall 3330
Toledo, Ohio 43606

ABOUT THE UNIVERSITY AND COMMUNITY

The University of Toledo is a public university with an enrollment of approximately 20,000 students. The University is one of America's 100 most wired colleges according to Yahoo. The 255-acre Bancroft Campus, the main campus location, in one of Toledo's finest residential neighborhoods, provides a suburban atmosphere, yet is an integral part of the civic, cultural, and commercial life of the community. This campus has been rated among the 25 most visually appealing in the United States. The city of Toledo has a rich cultural life including a renowned Museum of Art, as well as an excellent zoo, symphony orchestra, Metropolitan Park system, and science museum. Its location provides residents with excellent recreational opportunities on Lake Erie and easy access to cities throughout the Midwest. The home of three Fortune 100 corporations, Toledo is also in a major manufacturing region of the country; there are an estimated 1500 companies which produce approximately 18% of the nation's total manufacturing output within a 100-mile radius of Toledo.

Although every effort will be made to treat all candidates confidentially, Ohio is an open-meetings, open-records state, so full confidentially cannot be guaranteed.

Qualified women, minorities, veterans and people with disabilities are encouraged to apply.

Northeastern University invites applicants and nominations for the position of Dean of the newly formed Bouvé College of Health Sciences, which is the second largest college of the University.

Located in Boston, MA, Northeastern is a Carnegie Research II university that is student centered, practice-oriented and urban. Founded in 1898, the University is a world leader in cooperative education, offers diverse curricula and research programs and has an overall student enrollment of 27,500. Northeastern University operates the largest cooperative education program in the country.

Northeastern
UNIVERSITY

Dean

Bouvé College of Health Sciences

The Dean is the chief academic and administrative officer of the College and reports to the Provost and Senior Vice President for Academic Affairs. The Dean is responsible for curricula, budgets, personnel matters and planning in the College, as well as external relations and fund raising.

The Bouvé College of Health Sciences was formed by the combination of the Bouvé College of Pharmacy and Health Sciences and the College of Nursing. The College aims to achieve national leadership as a comprehensive, practice-oriented college of health sciences. The new College houses 144 faculty, 2,070 undergraduate, and 869 graduate students. It offers 40 bachelor's, master's and doctoral degrees (Ph.D., Pharm.D.) and certificate programs. The College's programs include athletic training, biomedical science, cardiopulmonary science, health professions, medical laboratory science, nursing, pharmacy, physical therapy, physician assistant, rehabilitation and special education, school and counseling psychology, speech-language pathology and audiology and toxicology. The College has an outstanding recent history of leadership in research with extensive funding from government, industry and foundations.

The successful candidate must possess an earned doctorate in a health-professions discipline and an outstanding record of research, teaching, and scholarship appropriate for appointment at the rank of Professor with tenure in one of the departments in the College. The candidate should be prepared to provide evidence of substantial administrative experience. Candidates should have strong interpersonal and communication skills and the abilities to represent the College within the University and the professional community; to attract external support, and to administer the diverse academic and professional programs within the College; a commitment to cooperative education; evidence of a strong commitment to the goals of Northeastern University, a large, private university in an urban setting; and an active commitment to University affirmative action and diversity objectives.

Salary and benefits are highly competitive and commensurate with qualifications. Applicants should submit a cover letter delineating administrative and academic experiences related to this position, complete resume including vita and list of publications. Review of applications will begin on February 1, 2000 and continue until the position is filled. Women and minorities are encouraged to apply. Appointment is expected to be effective on or before September 2000.

All materials, including nominations and inquiries, should be directed to: Professor Robert Schatz, Chair, Bouvé Dean Search Committee, c/o Human Resource Management, Northeastern University, 250 Columbus Place, Boston, MA 02115. Perez-Arton Consultants, Inc. has been retained to assist with the search, Maria Perez can be reached at perezart@bestweb.net. *Equal Opportunity/Affirmative Action, Title IX Employer.*

DIRECTOR OF DISTANCE LEARNING

New Jersey City University is a culturally diverse, public, urban institution located in the greater New York metropolitan area, and is one of nine state colleges/universities in New Jersey. The University offers undergraduate and graduate programs in the liberal arts and professional studies to over 8,000 students, an extensive cooperative education program and an expanding continuing education program. Faculty number almost 250.

Responsibilities: The director will report to the Vice President for Academic Affairs and will coordinate all aspects of distance learning. He/she will assist faculty with course design and will recommend specific software and hardware for the delivery of quality educational programs.

Minimum Qualifications: A Master's Degree in Instructional Technology, or related field, plus one year experience in the area of Distance Learning and Educational Technology that includes planning, design, and development of instructional models. Also, the applicant should have a demonstrated ability to work with multiple constituencies and an openness to innovation and change.

Applicants who do not meet the minimum qualifications are encouraged to submit a statement on how their experiences have prepared them for such a position. Exceptions to the degree requirement may be made for an exceptional candidate.

Send a letter of application, resume, and a list of references to:

Vice President of Academic Affairs
New Jersey City University
2039 Kennedy Boulevard, Jersey City, New Jersey 07305

An Affirmative Action, Equal Opportunity Employer, the College especially welcomes and encourages applications from women and minority candidates.

NEW JERSEY
CITY
UNIVERSITY

UW-L

University of Wisconsin-La Crosse

The College of Health, Physical Education, Recreation, & Teacher Education is seeking an Associate Dean/Dean of Teacher Education for the college

Responsibilities: Reporting to the Dean, the Associate Dean and Director of Teacher Education is the principal campus officer for teacher education on a university-wide basis and has delegated responsibly for administration and leadership of department and programs in the School of Education. This person will also provide leadership responsibilities for NCATE accreditation and the Wisconsin Department of Public Instruction's licensing requirements. S/he will also have leadership responsibility for coordination of external funding efforts in education.

Qualifications: Earned doctorate in one of the academic areas represented by the College. Minimum of five years experience (or equivalent) in higher education. Record of exemplary teaching, scholarship, and professional service that warrants appointment to the faculty in one of the departments at the rank of associate professor or professor. In addition, the Associate Dean must possess the following: 1) administrative experience in higher education and/or in K-12 school settings with demonstrated exceptional leadership skills; 2) demonstrated knowledge of the commitment to teacher education; 3) evidence of interdisciplinary cooperation and collaborative activity in and/or with K-12 environment; 4) evidence of success in facilitating the acquisition of grants and external funding; and 5) record of commitment to promoting ethnic and gender diversity in education.

Other desirable qualifications: 1) teaching experience in K-12 schools; 2) consultative skills to relate effectively with students, faculty, academic staff, administrators, alumni, school district personnel, and community members; and 3) ability to work cooperatively with external accreditation agencies and relevant state and federal agencies.

A complete applicant file must include: letter of application, vitae, official transcripts; and 3-5 letters of reference. Materials should be directed Search Committee Chair to:

University of Wisconsin-La Crosse
Dr. Joyce Shanks, Chair
HPERTE Associate Dean Search
124 Mitchell Hall
1725 State Street
La Crosse, WI 54601
http://perth.uwlax.edu/vacancies

Applications must be received by: February 15, 2000. UW-La Crosse is an affirmative action/equal opportunity employer. Women, persons of color, and individuals with a disability are encouraged to apply. If you have a special need/accommodation to aid your participation in our hiring process please contact someone from the committee listed above to make appropriate arrangements.

MIT | Media Laboratory

Tenure Track Faculty Position

The Media Laboratory is seeking Faculty with records of world-class creative talent, communication skills, and productivity.

Candidates should have demonstrated expertise in the study of interaction, expression, communication, or learning, and the development of technologies related to these areas. Of particular interest are human and machine learning, common sense reasoning, auditory and visual perception, design, and graphics. Applicants should have a Ph.D. degree or equivalent.

Responsibilities include: teaching (graduate and undergraduate), research, and supervision of graduate students. Appointments will be principally at the Assistant Professor level.

Qualified candidates should submit a resume, representative materials or portfolio, the names of three references, and a concise summary of their teaching and research interests by Wednesday, March 1, 2000 to: **Faculty Search Committee, MIT Media Laboratory, E15-218, 20 Ames Street, Cambridge, MA 02139-4307.** Inquiries should be sent to: search@media.mit.edu. For additional information about the Laboratory, see our web page: http://www.media.mit.edu. MIT is a non-smoking environment.

Qualified women and minority candidates are encouraged to apply. MIT is an equal opportunity/affirmative action employer.

Massachusetts Institute of Technology

HIGHLINE COMMUNITY COLLEGE

Des Moines, Washington

Highline Community College, located in Des Moines, Washington is accepting applications for the following full time, tenure track positions for the 2000-01 academic year:

Engineering (Manufacturing & Drafting Technology)
Nursing
Office Occupations
Computer Information Systems & Computer Science
Accounting
American History
Math (General)
Math (Developmental)
Medical Assistant
Physics
Writing

To ensure review of your full application, materials should be received by 5:00 pm February 15, 2000.

For a detailed job description and application materials please call **(206)870-3751**, email **personnel@hcc.ctc.edu**, or write to **Human Resources, PO Box 98000, Des Moines, WA 98198-9800**. Highline is an Affirmative Action employer and seeks applicants with diverse backgrounds who can contribute to the College's diversity, multicultural understanding and student success.

UNIVERSITY OF WISCONSIN-STEVENS POINT

Assistant to the Chancellor for Equity & Affirmative Action

"The University of Wisconsin-Stevens Point invites nominations and applications for the above named position. The successful candidate will serve as the chief campus spokesperson and advisor to the Chancellor on issues related to equity and affirmative action at this small-city campus with an enrollment of about 8,500 in central Wisconsin, 110 miles north of Madison, 200 miles SE of Minneapolis. See **http://admin.uwsp.edu/affaction/positions/00-22AS29.htm** for job description.

QUALIFICATIONS include at least a Masters degree, but terminal degree preferred; experience in EEO and knowledge of regulatory statutes, guidelines, and relevant court decisions; ability to investigate objectively and analyze complaints; high-level skills in written and oral communication as well as interpersonal skills; ability to take personal initiative and to maintain confidentiality. Mediation experience preferred.

The salary is based on qualifications and experience for this full-time, annual appointment beginning June 15, 2000.

APPLICANTS should send a letter of application addressing qualifications, resume, and copies of transcripts; should have letters sent from three references; finalists will need official transcripts and phone numbers of references. Send to:

Chair, Search Committee for Equity & Affirmative Action
Office of the Chancellor; Old Main building
University of Wisconsin-Stevens Point
Stevens Point, WI 54481

Screening will begin February 15, 2000
and continue until the position is filled.

BUSINESS

University of California, Davis

Chief Operating Officer

Division of Information Technology
$82,800 - $149,000 Year
Open Until Filled, but no later than 3/31/00

Provides leadership of Division operations in support of academic/administrative computing and campus IT infrastructure; coordinates budget/HR/facilities functions of the Division. For further information, visit: http://it.ucdavis.edu/emply.html

Benefits: Medical, Dental, Vision Insurance, Retirement Plan, Generous Vacation/Sick Leave, 403 (b) Option. For more info., see: http://hris.ucdavis.edu/benefits/OBICVR.HTM

Attractions: UCD fee reduction for employees. Located in small, attractive, progressive northern California university community noted for excellent elementary/high schools. Easy drives to the ocean/mountains/Napa Valley/San Francisco; near state capitol; low-cost recreation facilities (equestrienne center, swimming pool, workout areas; campus library access; full schedule of arts/entertainment events/speakers; partial reimbursement of moving expenses. For more info., see: http://hr.emp/whydavis.htm. Visit the UCD website at: http://www.ucdavis.edu/. Visit the UCD Information Technology website at: http://it.ucdavis.edu/.

To apply, submit cover letter and detailed resume to: Allison Mitchell, Office of Information Technology, One Shields Avenue, UC Davis, Davis, CA 95616.

UCDAVIS

EOE

UNIVERSITY OF CINCINNATI
COLLEGE OF EDUCATION

(20UC6009) The University of Cincinnati College of Education is seeking to fill nine full-time Assistant Professor tenure-track positions at its main campus. Located in the historic gaslight district of Clifton, the University is only 10 minutes from downtown Cincinnati. With a population of nearly one million, metropolitan Cincinnati has been identified as one of the five most livable cities in the U.S. UC is the second largest comprehensive research institution in Ohio and has an enrollment of approximately 36, 000 students.

DIVISION OF TEACHER EDUCATION

ASSISTANT PROFESSOR - EARLY CHILDHOOD EDUCATION *
(emphasis-creativity, science education or social studies education

Qualifications: PhD in Early Childhood Education or related field, eligibility for licensure in state of Ohio in Early Childhood Education and direct involvement with young children from diverse ethnic, cultural, ability and linguistic groups. Evidence of successful college teaching, professional commitment to urban education; a well defined research agenda, and experience in securing grant funds.

ASSISTANT PROFESSOR - EARLY CHILDHOOD EDUCATION *
(emphasis-preschool children at risk and/or with disabilities)

Qualifications:PhD in Early Childhood Education or related field; eligibility for licensure in the state of Ohio in Early Childhood Education or Early Intervention Specialist; direct involvement with young children from diverse ethnic, cultural, ability and linguistic groups in inclusive learning environments; evidence of successful college teaching; professional commitment to urban education, exp. with special needs children; a well-defined research agenda, and exp. in securing grant funds.

* **Apply to:** Send letter of application (noting control #), current vita, official graduate transcripts, samples of publications and reprints, and 3 current letters of reference to: Anne M. Bauer, Early Childhood Education Search Committee, University of Cincinnati College of Education, PO Box 210105, Cincinnati, OH 45221-0105.

ASSISTANT PROFESSOR MIDDLE CHILDHOOD EDUCATION

Qualifications: PhD with a specialization in literacy and 3 yrs. exp. teaching grades 4-9. A background in assessment/diagnosis; experience in securing grant funds; exp. working with culturally/linguistically diverse populations, and writing project exp. preferred.

Apply to: Send letter of application (noting control #), current vita, official graduate transcripts and 3 current letters of reference to: Keith Barton, Chairperson, Middle Childhood Search Committee, Division of teacher Education, University of Cincinnati, PO Box 210002, Cincinnati OH 45221-0002.

ASSISTANT PROFESSOR ENGLISH AS A SECOND LANGUAGE

Qualifications: PhD with a specialization in ESL, Applied Linguistics or a closely related field, a record of research, publication and the potential for securing external funding; native or near-native proficiency in English, and 3 yrs. exp. teaching ESL at the university level; research or expertise in the areas of sociolinguistics, sociopolitical issues in ESL, critical theory and/or the use of technology in language teaching.

Apply to: Send letter of interest (noting control #), current vita, official graduate transcripts and 3 current letters of reference to: Mary S. Benedetti, EdD, Chairperson, TESL/ESL Search Committee, Division of teacher Education, University of Cincinnati, PO Box 210002, Cincinnati OH 45221-0002.

ASSISTANT PROFESSOR - SECONDARY EDUCATION SCIENCE EDUCATION

Qualifications: PhD with a focus in science education; 3 yrs. teaching exp. in grades 7-12; successful college level teaching; evidence of scholarship with a record of research and publications, and exp. in securing grant funds. Candidates who have worked with minority populations in public schools are especially encouraged to apply.

Apply to: Send letter of interest (noting control #), current vita, official graduate transcripts and 3 current letters of reference to: Dr. Glenn Markle, Search Committee Chair, Division of Teacher Education, University of Cincinnati, PO Box 210002, Cincinnati OH 45221-0002.

DIVISION OF EDUCATIONAL STUDIES

ASSISTANT PROFESSOR - EDUCATIONAL ADMINISTRATION
(emphasis-finance, policy, urban educational leadership, superintendency)

Qualifications: PhD in Educational Administration from an accredited program; an active research agenda focused on urban education leadership issues; exp. in securing grant funds, educational leadership exp. with public schools and administrative exp. preferred.

Apply to: Send letter of interest (noting control #), current vita, official graduate transcripts and 3 current letters of reference to: Dr. Nancy A. Evers, Chair, Educational Administration Search Committee, Educational Administration Program, College of Education, University of Cincinnati, PO Box 210002, Cincinnati OH 45221-0002.

ASSISTANT PROFESSOR IN EDUCATIONAL EVALUATION **

Qualifications: PhD in a relevant field by Sept. 1, 2000; exp. in conducting evaluation research in urban educational settings including those with ethnic, cultural and linguistic diversity; evidence of a well-defined research agenda; exp. in securing grant funds; evidence of successful college teaching; potential for graduate student advisement and university service and evidence of expertise in technology applications.

ASSISTANT PROFESSOR IN QUANTITATIVE EDUCATIONAL RESEARCH **

Qualifications: PhD in a relevant field by Sept. 1, 2000; exp. in conducting research in urban educational settings including those with ethnic, cultural and linguistic diversity; evidence of a well-defined research agenda; evidence of securing grant funds; evidence of successful college teaching; potential for graduate student advisement and university service, and evidence of expertise in technology applications.

ASSISTANT PROFESSOR IN ACTION/PRACTITIONER RESEARCH **

Qualifications: PhD in relevant field by Sept. 1, 2000; exp. in conducting research in urban educational settings including those with ethnic, cultural and linguistic diversity; evidence of a well-defined research agenda; evidence of securing grant funds; evidence of successful college teaching; potential for graduate student advisement and university service, and evidence of expertise in technology applications.

** **Apply to:** Send letter of interest (noting control #), current vita, official transcripts ,3 current letters of recommendation, and samples of scholarship to: Educational Foundations Search Committee, College of Education, University of Cincinnati, PO Box 210002, Cincinnati, OH 45221-0002.

Applications for all positions will begin January 10, 2000 and continue until filled. All positions are expected to be filled by September 1, 2000.

For additional information on the University of Cincinnati College of Education and full text of the position announcements, visit our web site at: http://www.education.uc.edu. **AA/EOE**

ROWAN
UNIVERSITY

Office of Human Resources

POSITION VACANCY

DIRECTOR OF FACILITIES OPERATIONS

The Director of Facilities Operations will be responsible for the maintenance, small projects, grounds, utilities and service operation of the University and related functions and services; will also be accountable for the preparation and administration of a $7.75 million budget, and for the maintenance of 44 major bldgs. & 1.9 million sq. ft. of surrounding grounds with 200 maintained acres.

Must have BA/BS, preferably in engineering, management or related field or equivalent combination of experience & training. Masters degree in related field, R.P.E. and/or APPA certification/training is desired. Must have 3-5 yrs. experience in facilities management or related area with demonstrated success in areas noted above. Experience in labor relations in unionized environment required. Experience in a college/university setting preferred.

Salary $52,886-$88,571, normally not exceeding mid-point, full benefits. Start a.s.a.p. Send resume with references to: **Dr. Phyllis Rossiter Forbes, Asst. VP for Facilities, Linden Hall, Rowan University, 201 Mullica Hill Rd., Glassboro, NJ 08028.** Screening to begin 2/7/00. AA/EOE

SANTA BARBARA CITY COLLEGE

Applications are invited for the following full-time, tenure-track faculty positions commencing Fall Semester 2000. Salary commensurate with academic preparation and experience:

INSTRUCTOR POSITIONS

Art History
Speech/Communication
Computer Science
Cosmetology
Counselor/Dir., Transfer Center
Counselor, Mental Health
English
English as a Second Language (ESL)
Mathematics
Multimedia Arts & Technologies
Music
Associate Degree Nursing
Dir., Physical Education/Athletics
Radiographic Technology
Spanish

ADMINISTRATIVE POSITION

Dean of Educational Technologies

Deadline: March 1, 2000, 4 p.m.

For Application, Announcement & General Information, Contact:

Job Line: (805) 965-0581, Ext. 3870
http://www.sbcc.net
Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109-2394

AA/EOE

PORTLAND STATE UNIVERSITY

DEAN

SCHOOL OF BUSINESS ADMINISTRATION

Portland State University invites applications and nominations for the position of Dean, School of Business Administration.

UNIVERSITY AND SCHOOL: Portland State University aspires to set the standard for urban universities in the 21st century. Our motto, "Let Knowledge Serve the City," inspires our leadership across the region, the state, and the nation. The University is strategically located in the population and business center of Oregon on a 32-acre campus with 41 major buildings in the tree-lined South Park Blocks district of downtown Portland. Total enrollment exceeds 18,000 including more than 3,500 graduate students. Portland State was granted university status in 1969 and is a relatively young and growing university with an active continuing education program. The Branford Price Millar Library holds 1.265 million bound volumes and 9,600 serial subscriptions. As an urban university, Portland State serves as the center of the educational network in the Portland metropolitan area.

Distinctive features of the School of Business Administration include the integration of information technology and international business in teaching, research and applications of business management practice. The School espouses a fundamental commitment to competitive excellence, strategic challenges, and the globalization of the market place. All academic programs, undergraduate and graduate, are AACSB accredited. At the undergraduate level, the School offers special emphasis options within the business administration major. These options are accounting, finance, general management, human resource management, information systems, marketing, advertising management, and supply and logistics management. Other undergraduate special emphasis programs include an international business studies certificate, a food industry management certificate, and a post baccalaureate certificate in accounting. At the graduate level, the School offers MBA degrees, the MIM (Master of International Management), MSFA (Master of Science in Financial Analysis), and specialized options within the MBA, namely, Management of Innovation and Technology, and International Business.

The School is a partner in the Oregon Executive MBA program and participates in the University's System Science doctoral program. The School additionally offers non-degree programs through the University's School of Extended Studies and through the School's Food Management Institute and the Free Market Development Institute (worldwide). The approximately 3,000 undergraduate and 700 graduate full- and part-time students are served by 50 full-time and 25 part-time faculty. The School is actively supported by the business community through sponsored projects, direct contributions, and through the Business Advisory Council and the Corporate Associates Program.

RESPONSIBILITIES: The Dean provides academic and administrative leadership to the School of Business Administration and reports directly to the Provost. The Dean is responsible for improving and promoting the quality and effectiveness of the School's teaching, research, and service missions. The Dean is also responsible for the financial growth of the SBA and development of industry and community partnerships.

QUALIFICATIONS:

- Candidates with an academic background must possess an earned doctorate and qualify for appointment as a tenured professor in the School;
- Candidates with a business background must have a strong record of leadership and achievement and a demonstrated commitment to and an understanding of higher education that would merit appointment as a tenured professor in the School;
- Demonstrated ability to lead, offer vision, and successfully manage professionals in diverse academic, corporate, community, and governmental organizations;
- Demonstrated success or related experience in securing external support and/or fund-raising with a commitment to broadening support for the School of Business Administration;
- Possess personal qualities that will facilitate collaborative relationships within the University, the School and among business leaders and alumni;
- Demonstrated commitment to diversity.

SALARY: Competitive.

BEGINNING DATE: July 2000.

APPLICATIONS AND NOMINATIONS: Review of applications will begin January 15, 2000 and will continue until the position is filled. Applications received by February 29, 2000 will be given priority. Candidates should submit a letter of interest, curriculum vitae or résumé, and names of three professional references to:

Roderic C. Diman, Search Chair
Vice Provost & Special Assistant to the President
Portland State University
Post Office Box 751
Portland, Oregon 97207-0751
Phone: (503) 725-4959 FAX: (503) 725-4499

Portland State University is an equal opportunity affirmative action employer.
Minorities, women, and members of other protected groups are encouraged to apply.

Visit our Web site at **http://www.pdx.edu** to learn more about our institution.

West Chester University of Pennsylvania School of Music

Keyboard Music Department
Assistant Professor of Piano

Tenure-track position, beginning August 30, 2000. Accompanist and Teacher of piano (private instruction). Doctorate in Piano Performance required. Professional accompanying experience necessary and in-depth knowledge of instrumental & vocal literatures, including opera. Administration of accompanying needs of the school. Experienced solo recitalist. Responsibilities include committee work. Interested candidates may send a resume, transcripts, five current letters of recommendation, and names/addresses/telephone numbers of at least three individuals who may be contacted to: Dr. Richard Veleta, Keyboard Department, School of Music, West Chester University, West Chester, PA 19383. DO NOT SEND TAPES UNLESS REQUESTED. Review of applicants will begin January 1, 2000 and will end March 4, 2000. Finalists must successfully complete interview/teaching demonstration. Hiring is contingent upon eligibility to work in the United States. AA/EOE. Women and minorities are encouraged to apply.

Princeton University

CHIEF STUDENT AFFAIRS OFFICER

Princeton University invites applications and nominations for the position of Chief Student Affairs Officer. The person holding this position provides leadership and coordination for all extra-curricular aspects of university life for students, with particular responsibility for ensuring that the university's extra-curricular programs both supplement and support its academic mission. This senior university officer must possess the personal qualities required to establish and maintain excellent rapport with students and faculty and with others committed to the enhancement of all aspects of students' lives. The successful candidate should have the vision and leadership capacity to help ensure a campus climate that is academically and socially hospitable to an undergraduate and graduate population that is diverse in many dimensions including race, ethnicity, income, religion, physical ability, and sexual orientation.

This officer oversees and provides leadership for the programs and services of Athletics, University Health Services, and Religious Life, as well as the Office of the Dean of Undergraduate Students, which includes the Community Service, International, Third World, and Women's Centers. In matters regarding undergraduate and graduate student housing and dining facilities, this person has policy-making authority and, in association with the Dean of the Graduate School, also has concern for campus life issues as they relate to graduate students. The person holding this position reports to the Provost and, as a member of the President's cabinet, participates in decision-making for the entire University. During the search process, the title for the position will be under active consideration and will be discussed with candidates (titles under consideration include vice president or vice provost for campus affairs, and dean or vice president of student affairs).

Candidates should have a proven record of accomplishment and significant (more than five years) professional experience that includes staff supervision. They should have exceptional promise of successful leadership in a residential academic setting and of ability to inspire students and colleagues in a complex and diverse setting. An advanced degree in a field offered at Princeton is desirable. Applications and nominations may be directed to **Mr. Thomas H. Wright, Vice President and Secretary, c/o the Office of Human Resources, Clio Hall/7126-HHE, Princeton University, Princeton, NJ 08544.** Review of applications will begin on November 15, 1999 and will continue until a candidate is selected. Princeton University is an equal opportunity, affirmative action employer.

College of Staten Island
The City University of New York

The College of Staten Island of The City University of New York invites applications for administrative, faculty, and professional staff positions for searches in progress in various areas. Candidates with credentials to meet the requirements of the following positions are asked to submit a letter of application, *curriculum vitae* or resumé, appropriate supporting materials, and the names, addresses, and telephone numbers of three references.

Administrative

Dean of Science and Technology
Assistant Provost

Required: doctorate.

Faculty

Art/Digital Imagery
Art History
Biology/Molecular
Business/Finance
Business/Information Systems
Business/Management, Small Business
Cinema Studies
Communications
Computer Engineering
Computer Science/Artificial Intelligence
Computer Science/Computer Architecture
Computer Science/Telecommunications
Dramatic Arts
Economics
Education/Curriculum
Education/Literacy
Education/Psychological Foundations
Education/Technology
English/African American Literature
English/Classical Drama
English/Journalism
English/Women's Literature
Library/Systems Librarian
Mathematics/Applied
Nursing/Adult Health
Physical Therapy
Sociology/Urban

Required: doctorate and specialization in prescribed area for all faculty positions, with the exception of English/Journalism, Nursing, and Library, which require appropriate advanced terminal degrees; commitment to teaching and to scholarly research. All faculty are expected to teach at the undergraduate level and, in some departments, at the graduate level, to advise students, to engage in a productive research agenda, and to perform department and college service.

Professional Staff

Chemistry College Lab Technician
Engineering Science College Lab Technician
Film/Video/Desktop Publishing Lab Coordinator
Instructional Support Systems Assistant
Language Lab Coordinator
Media Services Coordinator
Psychology Lab Coordinator

Required: baccalaureate degree for the Higher Education Officer ranks, and significant related experience; credentials and experience as prescribed for College Lab Technician positions.
Rank and salary for all positions have been established, based on responsibilities, qualifications, and credentials.

Please respond to:
Search Committee (title of position), room 1A-313b
College of Staten Island/CUNY
2800 Victory Blvd., Staten Island, NY 10314
EEO/AA/ADA employer

UNITED STATES MILITARY ACADEMY

The United States Military Academy was established in 1802. It is the only college specifically charged with preparing young men and women for service as officers in the United States Army. As such, it has a singular educational philosophy of graduating enlightened military leaders of strong moral courage whose minds are creative, critical, and resourceful. Located just 50 miles north of New York City, this prestigious institution is nestled in the beautiful Hudson River Valley.

ASSOCIATE PROFESSOR (SYSTEMS ENGINEERING/ENGINEERING MANAGEMENT)

Candidates for this position will be evaluated according to the following factors: (i) Advanced degree (Ph.D.) in Systems Engineering, Operations Research, Industrial Engineering, Engineering Management, Simulation, Statistics, or closely related field. (ii) Ability to plan, develop, evaluate, and teach courses and programs in Systems Engineering. (iii) Ability to advise and mentor junior faculty on teaching, assessment, and scholarly development. (iv) Ability to conduct research in areas relevant to the Army and the Department of Systems Engineering, and report results in professional meetings, journal publications, department seminars and relevant courses . (v) Provide advice to the Head of the Department of Systems Engineering on curricular, pedagogical, professional, and research matters. (vi) Participation in the governance of the Academy through service on departmental and Academy-wide committees, and representing the Department of Systems Engineering and the Academy at professional meetings, conferences, seminars, and symposia. (vii) Must have high standards of scholarship, undergraduate teaching experience, relevant professional experience, and demonstrated potential for continued growth in the areas of teaching, scholarship and service. (viii) Experience with Army or Department of Defense research, development, and acquisition is highly desirable. (ix) Ability to counsel and support the personal growth and development of cadets outside the classroom. To receive full consideration please submit a Curriculum Vitae and personal statement, academic transcripts, three letters of recommendation and a DD214 (if claiming veterans preference) to the **United States Military Academy, Department of Systems Engineering, ATTN: Ms Betty Melick, West Point, New York 10996-1779, phone, (914) 938-2701, or email: fe0445@usma.edu. All applications should arrive before February 29, 2000.**

The above appointment is a three-year renewable appointment expected to begin in the June/July 2000 time-frame. This position is not restricted to U.S. citizens, but non-citizens will not be hired if qualified U.S. citizens are interested and available. Salary is commensurate with qualifications and experience.

The United States Military Academy is an Equal Opportunity, Affirmative Action Employer.
Women and Minorities are encouraged to apply.

UNIVERSITY OF FLORIDA

The Florida Board of Regents announces a nationwide search to recruit a new President for the University of Florida.

The University of Florida is an AAU and Carnegie Research I institution. Located in Gainesville, the University is the sixth largest and one of the most academically diverse in the nation. The University of Florida enrolls over 43,000 students; employs more than 4,000 faculty members, and has an annual operating budget in excess of $1.6 billion.

The University of Florida is a major research-intensive university with 23 colleges and schools. It offers more than 100 undergraduate majors, coordinates almost 200 graduate programs, and offers professional degree programs in architecture, dentistry, engineering, law, medicine, nursing, pharmacy, and veterinary medicine. It is the state land grant university with a distinguished record of developing Florida agriculture.

The President is the chief executive officer of the University and works closely with the Chancellor of the State University System. The President is charged with leading the University academically, administratively, and financially, guided by the University's mission and values. The next President is expected to provide leadership that incorporates vision and creativity. Candidates should have distinguished records of senior-level leadership in an educational institution of significant size and complexity.

Review of candidate materials will begin immediately and will continue until a new President is selected. For more information about the University of Florida go to **www.ufl.edu.** Expressions of personal interest with resumes and nominations should be sent to:

William (Bill) Funk
Education Practice Managing Director
Korn/Ferry International
500 N. Akard
3232 Lincoln Plaza
Dallas, Texas 75201
Fax: 214/954-1849
Email: krisha.creal@kornferry.com

The State University System of Florida is an equal opportunity employer and encourages women, people of color and people with disabilities to apply. The search is being conducted under the "Public Records Act" and the "Government in the Sunshine" laws of the State of Florida.

ANTICIPATED HIGHER EDUCATION FACULTY OPPORTUNITIES

Georgia Perimeter College is a two-year, multi-campus college located in Metro Atlanta. The college was founded in 1964 and serves students from a 10-county area.

All positions require at least a Master's degree with a minimum of 18 semester or 30 quarter hours of graduate credit in the teaching field. College teaching experience and demonstrated knowledge of instructional technology is strongly preferred.

The following tenure-track positions are available for 2000-01. Salary placement is commensurate with education and experience, entry-level salaries range from $33,828-$35,466 based on discipline and experience. The starting date for all positions is 8/14/00. The College reserves the right to extend searches, or in the event of budget restrictions, not offer positions advertised.

Accounting #01-20 - Principles of Accounting; additional graduate hours in Business Information Systems preferred.

Chemistry #01-21 - Survey of General Chemistry, Introduction to General, Organic, and Biochemistry.

APPLICATION DEADLINE: February 11, 2000

For your application to be considered, applicants should reference position number and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of five professional references (names, addresses, e-mail addresses, and telephone numbers) to:

Judy Chastonay
Human Resources Dept.
3251 Panthersville Road
Decatur, GA 30034

For more information on Georgia Perimeter College, please visit our web site at www.gpc.peachnet.edu

Georgia Perimeter College.

An Associate Degree Granting College of the University System of Georgia

GA is an Open Records State

AA/EOE/ADA

UNIVERSITY SPACE PLANNING SPECIALIST

Temple University is seeking an individual to develop strategies and plans associated with accomplishing the University's short and long-range objectives in capital development and space planning/utilization. Will provide "expert" level technical support, decision making and timely liaison with all areas of the University. Also responsible for coordination of University-wide space planning, space and data management, determination of space use and fit, and staff support to University Administration.

Candidates should have a Bachelor's degree in a related field; five years directly related experience including demonstrated success fulfilling high level analysis and planning in space analysis; and computer skills including database management and spreadsheets. An equivalent combination of education and experience may be considered. Academic and budget background preferred. Management and supervisory experience a plus. Excellent writing, verbal and presentation communication skills are musts.

We offer a competitive salary and comprehensive benefits package, including 100% tuition remission. Qualified candidates should send/fax resume, including salary requirements, to **Marion Parker, Employment Rep., Req. #295-9, TEMPLE UNIVERSITY, 1601 N. Broad St., 203 USB, Phila., PA 19122. Fax: (215) 204-5921.**
EOE, M/F/D/V.

EDUCATION

Director, Education Department Laboratory School

Shape a growing program enrolling 100 infant, pre-school and elementary children as department and school move into new building. Faculty (non-tenure) position teaching graduate and undergraduate students. Doctoral degree. Administrative and teaching exp. in preschool and/or elementary school. Constructivist philosophy. Collaborative leadership. Active research/publication agenda. Competitive salary and excellent benefits.

Send resume, statement of professional philosophy, description of relevant experience, supporting materials and names/addresses/positions/ phone numbers of 3 references to: Director of Human Resources, Mills College, Oakland, CA 94613. Screening begins 2/15/00 and continues until position is filled.

Located in the San Francisco Bay Area, Mills is a selective liberal arts college for women with coeducational graduate programs. (See http://www.mills.edu) Persons of color and those committed to working in a multicultural environment are encouraged to apply. EOE/AA.

MILLS COLLEGE
Oakland, CA

EDUCATION

FACULTY POSITIONS

Full-Time, Tenure Track - FALL 2000

Moraine Valley Community College is a fully accredited, comprehensive community college, and a member of the League for Innovation in the Community College with an annual enrollment of approximately 7,500 FTE students, located in a southwest suburb of Chicago The college is committed to achieving excellence through cultural diversity Women, persons of color, members of other underrepresented groups, and those committed to working in a multicultural environment are encouraged to apply Currently, we are inviting applications for the following full-time, tenure-track positions that will begin August 14, 2000 Candidates must possess a strong commitment to teaching and to the use of technology and innovation in the delivery of instruction

- **ART: PAINTING & DRAWING** - Will teach all levels of painting & drawing courses Potential to teach art appreciation or survey courses in art history Master's of Arts or Art Education required Master's of Fine Arts and curriculum experience preferred
- **ART: PHOTOGRAPHY/DIGITAL DESIGN** - Will teach photography courses and oversee operation of photo lab Potential to teach computer art and digital design courses on Macintosh Master's of Arts or Art Education required Master of Fine Arts, ability to teach printmaking, and curriculum experience preferred
- **BIOLOGY** - Will teach courses at all levels of basic biology including general biology and anatomy & physiology Master's degree (MA or MS) in Biology or related field required
- **BUSINESS** - Will teach all levels of basic business courses with particular emphasis on microcomputer applications in financial and managerial accounting Master's degree in Business, Accounting, or MBA required Experience with industry standard software packages and CPA license preferred
- **COMMUNICATIONS/ENGLISH** - Will teach Composition I & II using interactive technology, assist department in developing computerized and on-line instruction, and mentor students in the Writing Center Master's degree in English and graduate coursework in Rhetoric/Composition required
- **COMPUTER INTEGRATED TECHNOLOGIES** - Will teach data communication classes which includes both classroom lectures and laboratory exercises BA or BS in Data Communications, Information Systems, Computer Science, Industrial Education, Education, or Science/Mathematics with both 2 years teaching and work experience required Must have minimum of 3 of the following certifications Comptia A+, Comptia N+, Netware Engineer, Microsoft Systems Engineer, Cisco Network Associate, Lotus Professional MA or MS preferred
- **ENVIRONMENTAL/EARTH SCIENCE** - Will teach introductory courses including population resources, geology, vegetation, soils, weather/climate, earth/ocean characteristics and the solar system Master's degree in Environmental Science, Earth Science, Resource Management, or related field required
- **MANAGEMENT INFORMATION SYSTEMS: VISUAL C, VISUAL C++, JAVA** - Will teach beginning and advanced C++ and Visual C courses with potential to teach JAVA programming Bachelor's degree in Computer Science, Information Systems, or related field and working knowledge of Web-based applications required Master's degree preferred
- **MANAGEMENT INFORMATION SYSTEMS: VISUAL BASIC, WINDOWS SOFTWARE DEVELOPMENT** - Will teach beginning/advanced Visual Basic, Visual Basic for Applications, and Windows Software Development with potential to teach other programming languages Bachelor's degree in Computer Science, Information Systems, or related field required Master's degree preferred
- **MATHEMATICS** - Will teach courses at all levels of mathematics including developmental/intermediate/college algebra, quantitative literacy, probability and statistics, math for teachers, calculus, differential equations, and linear algebra Graphing calculator and computer application software experience preferred Master's degree in Mathematics, Applied Mathematics, or Statistics required
- **NURSING** - Will teach medical-surgical nursing in the Associate Degree Nursing Program Master's degree in Nursing, licensed or eligible for license as a Registered Nurse in IL required Recent clinical experience and teaching experience preferred
- **SOCIOLOGY** - Will teach courses in sociology Master's degree in Sociology required Computerized and on-line instruction experience desirable
- **SPEECH** - Will teach courses in speech/communications Ability to direct college forensics activities preferred Master's degree in Arts or Education with major concentration in speech communication required
- **TEACHING/LEARNING LIBRARIAN** - Will provide leadership in the application of electronic resources to the teaching/learning process, including maintaining the library's Web page, providing college-wide training in the use of technologies, assisting faculty with development of instructional web-based resources, and developing on-line library instructional modules in addition to reference desk/bibliographic instruction duties Master's degree in Library Science from ALA accredited school and 1-3 years experience required

Compensation package includes salary commensurate with qualifications and experience and excellent benefit program Review of applications will begin January 28, 2000 To apply, please submit an application or resume together with a letter of application and copies of transcripts to the Office of Human Resources at

Moraine Valley
Community College

10900 S. 88th Avenue **Palos Hills, IL 60465**

MVCC encourages minorities, females, disabled, and veterans to apply

MIDWESTERN STATE UNIVERSITY
Wichita Falls, Texas

PRESIDENT
Search Extended

The Board of Regents of Midwestern State University, a university of approximately 6,000 students offering degrees through the Master's level, has extended its search to find an individual to succeed Dr. Louis J. Rodriguez as President following his retirement on August 31, 2000. The President is the chief executive officer of the University, reporting directly to a nine-member Board of Regents appointed by the Governor of the State of Texas.

With an annual budget of over $41 million for the 1999-2000 academic year, Midwestern State is located in Wichita Falls, Texas, a progressive community of 100,000 people in North Central Texas. Founded in 1922, the University offers 47 undergraduate and 16 graduate programs in six colleges, including the Colleges of Business, Education, Fine Arts, Health Sciences, Liberal Arts, and Science and Mathematics. Detailed information regerding the MSU campus, student life and academic programs can be found at http://www.mwsu.edu. Information on the City of Wichita Falls can be found at **http://www.cwfts.com.**

Preference will be given to applicants who have:

- An earned doctorate and evidence of successful teaching experience at the university level.
- Proven administrative abilities, to include planning and managing large budgets, preferably at a tax-supported, state university.
- The ability to communicate effectively with and elicit support form the local community, alumni, and state educational and legislative agencies.
- The highest degree of personal integrity, honesty and ethics in dealing with others, and the strength of character to stand by personal convictions and principles.
- A history of working closely with students to understand their problems and needs.
- An understanding of the changing nature and scope of higher education and its increasing use of distance education and the Internet to achieve educational goals.
- A demonstrated commitment to equal rights for all people.

Applications and nominations should be sent to:

Kathryn A. Yeager, Chair
Presidential Search Committee
Midwestern State University
P.O. Box 2100
Wichita Falls, TX 76307

Applications and nominations should be submitted by February 15, 2000, and should include a letter of application, resume, and at least three letters of reference. The appointment will be effective September 1, 2000. Telephone inquiries may be directed to **Mr. Steve Holland, Director of Personnel, (940)397-4133.**

Midwestern State University is an Affirmative Action/Equal Opportunity Employer

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Associate Vice President for Advancement

West Chester University

West Chester University of Pennsylvania seeks persons of energy, enthusiasm, and progressive vision as applicants for the position of Associate Vice President for Advancement. West Chester, the second largest of the fourteen universities, which comprise the Pennsylvania State System of Higher Education, is ideally located 25 miles west of Philadelphia. West Chester was founded in 1871 and provides a high quality comprehensive educational program to approximately 12,000 students.

The Associate Vice President for Advancement is responsible for overseeing the daily operation of the Department of Development, which consists of a professional staff of five and support staff of five, and the following programs: annual giving, major gifts and planned giving, corporate and foundation relations, and prospect research; the overall direction of revenue generation from constituencies such as alumni, parents, friends, corporations and foundations; and establishing goals, policies and procedures. Also, the Vice President, along with the Vice President for Advancement, will develop and implement capital fund-raising projects, including campaigns.

The successful candidate must demonstrate a record of accomplishment in the development area for the past five years with at least two years experience/involvement with a successful campaign. The candidate must possess exceptional interpersonal and communication skills; excellent management, supervisory and analytical abilities; technical competence and high integrity; a commitment to the University's mission; the ability to understand the University's external/internal environment, and a commitment to diversity, social equity and equal opportunity. A willingness to travel is preferred. A Bachelor's degree is required; Master's preferred. The entrance salary for this position is in the range of $83,000+, depending on qualifications and is negotiable. Excellent benefits package, including undergraduate tuition fee waiver for self and dependents. Finalist must successfully complete the interview process.

Applicants must submit a letter of interest describing relevant professional accomplishments, a current resume, and names and addresses and telephone numbers of at least three references to: Ms. Valerie Dudley, Employment Manager, c/o Associate Vice President for Advancement Search, Human Resource Services, 201 Carter Drive, West Chester University, West Chester, PA 19383. Applications will be handled confidentially. Review of applications will begin early February 2000 and will continue until the position is filled. Position is available on or before June 1, 2000.

West Chester University is actively building a culturally diverse academic community, which fosters an inclusive environment and encourages a broad spectrum of candidates, including women, people of color, and people with disabilities to apply. For more information about the University and to see a more detailed description of the position, see our web site at http://www.wcupa.edu.

THE COLLEGE OF NEW JERSEY
ENGLISH DEPARTMENT
Faculty Position

The College of New Jersey has a tenure-track Assistant Professor position available for an Americanist with a specialty in Latino/a, American Indian, or Asian American literature. Will teach courses in area of specialization as well as American Literature Survey and Rhetoric (combination of writing and public speaking). A Ph.D. is preferred at time of application. Position begins September 1, 2000. Deadline for applications is February 15, 2000. Please submit letter of application, c.v., graduate transcripts, three letters of recommendation, and statement on teaching philosophy to: Professor Bernard A. Bearer, Chair, English Department, The College of New Jersey, P.O. Box 7718, Ewing, NJ 08628-0718. To enrich education through diversity, The College of New Jersey is an Equal Opportunity Employer.

The College of New Jersey, a highly selective, comprehensive institution with 5,800 undergraduate students, is located on a 289 acre, tree-lined suburban campus within close proximity toPrinceton with easy access to New York and Philadelphia.

THE COLLEGE OF NEW JERSEY

ASSISTANT PROFESSOR OF SPANISH

Romance Languages Department seeks specialist in 19th and 20th century Latin American literature, whose teaching and research place Latin American literature in a cross-disciplinary and broad historical context. One year, non-continuing faculty position beginning Fall 2000. Particular interest in poetry, women writers, film or theater. Requires: Ph.D. (in hand or expected by Fall 2000); interest and potential excellence in undergrad teaching; successful teaching experience at college level desirable. Send letters of application, C.V., graduate academic transcripts, and at least 3 recent letters of reference to Nelson de Jesus, Chair, Department of Romance Languages, Oberlin College, Oberlin, Ohio 44074 by 2/15/00. Late applications may be considered until position is filled. AA/EOE

OBERLIN

FACILITIES

Temple University

Supervisor of Grounds

Tuesday - Saturday

Temple University is seeking an individual to supervise, direct and train grounds personnel. Selected candidate will plan schedules, direct turf maintenance and renovation, assist with landscape renovation, and implement department procedures.

Requirements include a degree in Turf Management or Horticulture and proven turf management skills. A minimum of six years supervisory experience in the green industry or an equivalent combination of education and experience, and a valid driver's license are also required.

We offer a competitive salary and comprehensive benefits package, including 100% tuition remission. Qualified candidates should send/fax resume, including salary requirements, to: **Marion Parker, Employment Rep., TEMPLE UNIVERSITY, 1601 N. Broad St., 203 USB, Phila., PA 19122. FAX: (215) 204-5921.** EOE, M/F/D/V.

Visit our Employment Web site at:
http://careers.temple.edu

Smith College

Director of Admission

Smith College seeks an experienced professional for the position of Director of Admission. Smith College, located in Northampton, Massachusetts, is a highly selective women's college serving 2,500 students. Founded in 1871, this private, liberal arts institution offers outstanding programs in the arts and sciences and recently launched a program in engineering for undergraduate women.

The Position: Reporting to the Dean of the College, the Director of Admission provides leadership and strategic planning for undergraduate recruitment and admissions. Overseeing a staff of 20, the Director will provide institutional leadership in the development and implementation of strategies for recruiting students, including developing annual and long term admissions goals, collaborating in College-wide efforts to promote retention, and managing strategies for the effective recruitment of students. The Director also has responsibility for building collaborative relationships with institutional constituents for student recruitment, the analysis and effective use of enrollment data, and other efforts that support the College's priorities of excellence and diversity in admissions. The Director serves on the Dean's Enrollment and Retention Group.

Qualifications: The successful candidate will possess a Bachelor's degree, a graduate degree preferred, with substantial experience in the field of admissions. Smith College seeks a professional with high energy, excellent communication skills, and expertise in data analysis. Understanding national trends in enrollment and the vision and skill to lead the admissions program in new directions are vital in the selection of the Director. The successful candidate will also possess the ability to build strong relationships with faculty and manage an extensive alumnae admissions network.

Application and Nomination: Review of applications will begin on January 31, 2000 and will continue until the position is filled. Nominations of individuals for this position may be made to The Spelman & Johnson Group as indicated below. Applications for this position should include two resumes and cover letters and should be sent to:

The Spelman & Johnson Group
Smith College—Director of Admission (C)
William Spelman, President
38 Mulberry Street, Box 304, Leeds, MA 01053
Phone: 413-584-7089
Email: mail@spelmanandjohnson.com
Applications may be received on-line at:
www.spelmanandjohnson.com

Visit the Smith College's website at www.smith.edu

Smith College is an equal opportunity employer encouraging excellence through diversity.

THE SPELMAN & JOHNSON GROUP

UNIVERSITY OF NORTHERN COLORADO

ASSISTANT DEAN FOR INTERNATIONAL AND GRADUATE EDUCATION

More information at
www.unco.edu/hr/
or
970-351-2764

Cal State Fullerton

APPLIED CELLO

Tenure track, starting fall, 2000.
Application deadline
February 15, 2000.
For information, call 714-278-3511
or write to Cello Search, CSUF
Dept. of Music, Box 6850,
Fullerton, CA 92834-6850.
www.fullerton.edu/diversity/feo.asp?model=sota

Florida State
UNIVERSITY

The Florida State University is classified as a Research 1 University by the Carnegie Foundation for The Advancement of Teaching and is located in the State Capitol. The College of Education has a long and honored history as the second founded College in the University. The institution and the unit hold numerous accreditations. The advanced graduate and research mission is central to the College with 21 doctoral degree programs. Undergraduate education and the cooperative improvement of K-12 education are essential to the mission.

THE COLLEGE SEEKS ACCOMPLISHED, MOTIVATED, ENTHUSIASTIC, AND ENERGETIC CANDIDATES FOR THE FOLLOWING FOUR POSITIONS.

ASSISTANT/ASSOCIATE PROFESSOR
SOCIAL SCIENCE EDUCATION
(TENURE-EARNING)

The Department of Educational Theory and Practice is searching for a faculty member in Social Science program that grants Bachelor's, Masters, Educational Specialist and Doctoral degrees. A certification component is available to students at the Masters level. The position requires: teaching graduate and undergraduate courses in a field-based Social Science Education program; service on departmental, college and university committees; supervision of field experiences, involvement and service to the educational community; advising undergraduate and graduate students conducting of research and publishing. Minimum qualification includes: earned doctorate in Social Science Education; three years public school teaching experience; evidence of continuous scholarly growth; ability to teach methods courses in Social Studies at secondary and elementary levels; willingness to work cooperatively in collegial endeavors.

Send application package, including letter of application, current vitae, and three letters of recommendation to: **Dr. J. R. Lunstrum, Chair, Social Science Education Search Committee, Department of Educational Theory and Practice, 115 Stone Building, College of Education, Florida State University, Tallahassee, Fl 32306-4457.** For further information, contact him at **(850) 644-8478, (850) 644-7736,** or mail to:**jlunstru@mailer.fsu.edu**. Applications for this position will close on February 25, 2000.

ASSISTANT PROFESSOR
PROGRAM EVALUATION
(TENURE-EARNING)

The Department of Educational Research at Florida State University is seeking a faculty member who has experience in qualitative methods of research and program evaluation. Responsibilities include teaching graduate courses in program evaluation and qualitative methods, conducting a program of research, and engaging in service to the university and profession. Minimum qualifications include an earned doctorate degree. Candidates should demonstrate potential for scholarly achievement and the ability to secure external funding for research projects.

Send application package, including letter of application, current vitae, and three letters of recommendation to: **Dr. Walter Wager, Chair, Program Evaluation Search Committee, Department of Educational Research, 307 Stone Building, College of Education, Florida State University, Tallahassee, Fl 32306-4458.** For further information, contact him at **(850) 644-4335, fax (850) 644-7736,** or mailto:**wagerw@lsi.fsu.edu**. Applications for this position will close on February 25, 2000.

ASSISTANT IN PHYSICAL EDUCATION
PHYSICAL EDUCATION
(NON TENURE-EARNING)

The Department of Physical Education is seeking a highly motivated individual to teach full time in the teacher preparation program. This position provides a unique opportunity to work with five faculty members in providing pedagogical instruction in a progressive clinical education setting. Candidate must have a strong pedagogical background, K-12 public school teaching experience, and instructional technology expertise. Candidate must also have teaching expertise in several of the following areas: Instructional Methodology, Educational Games, Dance, Gymnastics, Foundations of Physical Education, Curriculum, Research Methods, Teaching Practica, and Student Teaching. Work in practica and student teaching will also involve the development of placement sites and the supervision of students at those sites. This is a 9-month appointment with a 100% teaching assignment. Minimum qualifications include Masters in Physical Education or Teacher Education; earned doctoral degree is preferred.

Send application package, including letter of application, current vitae, and three letters of recommendation to: **Dr. Susan Lynn, Chair, Physical Education Search Committee, Department of Physical Education, 122 Tully Gym, College of Education, Florida State University, Tallahassee, Fl 32306-4280.** For further information, contact her at **(850) 644-3007, fax (850) 644-0975** or mailto:**lynn@coe.fsu.edu**. Applications for this position will close on March 31, 2000.

ASSISTANT IN RECREATION AND LEISURE SERVICES
RECREATION & LEISURE SERVICE ADMINISTRATION
(NON TENURE-EARNING)

The Assistant In Recreation and Leisure Services will be responsible for the internship and field work courses which will include: the organization and administration of these courses, the placement and supervision of students, the evaluation of student performance, the identification and evaluation of quality internship and field work sites, and travel for student visitation. Responsible for teaching an introductory course and others as needed and assigned. The coordination, organization, and advisement of incoming undergraduate majors will also be a responsibility of this position, along with the advisement of the student majors' club. Minimum qualifications include an earned Master's degree in Leisure services, Recreation, or Parks.

Send application package, including letter of application, current vitae, and three letters of recommendation to: **Dr. Julie Dunn, Chair, Leisure Search Committee, Department of Human Services and Studies, 215 Stone Building, College of Education, Florida State University, Tallahassee, Fl 32306-4458.** For further information, contact her at **(850) 644-4244, fax (850) 644-7736,** or mailto:**jdunn@garnet.acns.fsu.edu**. Applications for this position will close on February 25, 2000.

COMPLETED PACKAGES WILL INCLUDE A THOROUGH LETTER OF APPLICATION DOCUMENTING INTEREST AND QUALIFICATIONS; A CURRENT VITA; SAMPLE PUBLICATIONS; TRANSCRIPT; NAMES, ADDRESSES AND TELEPHONE NUMBERS OF FIVE REFERENCES WHO MAY BE CONTACTED. POSITIONS WILL BEGIN NO LATER THAN AUGUST, 2000.

The Florida State University is an equal opportunity, affirmative action employer and women, minorities and individuals with disabilities are strongly encouraged to apply.

UNIVERSITY OF MINNESOTA

LINGUISTICS, ILASLL

Assistant Professor in Linguistics, with specialization in syntactic theory in the Institute of Linguistics and Asian and Slavic Languages and Literatures, University of Minnesota. Effective fall semester, 2000. Contribution to Cognitive Sciences and expertise in language processing, semantics/pragmatics, computational linguistics, language acquisition, historical and/or sociolinguistics is highly desirable. Teaching duties consist of four courses over two semesters, including undergraduate and graduate courses. Other responsibilities include maintenance of research activities, advising of students, and service to the Institute, College and University. Applicants are required to hold the Ph.D. degree in linguistics, or related field, at the time of appointment. Also required is two years college-university level teaching experience. The position is a full-time 9-month tenure-track appointment with a beginning salary commensurate with experience. Completed applications including curriculum vitae, and, three letters of evaluation, sample publications and, if available, evidence of effectiveness in teaching must be received by February 14, 2000, at this address:

Jeanette Gundel, Chair of Search Committee
Linguistics, ILASLL
192 Klaeber Court
320 - 16th Avenue SE
University of Minnesota
Minneapolis, MN 55455

Further information can be obtained by letter to the above address.

The University of Minnesota is an equal opportunity educator and employer.

ASSOCIATE DEAN

Eugene Lang College, the small undergraduate liberal arts division of New School University, seeks an Associate Dean. The Associate Dean is responsible for working with faculty in developing the curriculum; dealing with student concerns and working with a staff to develop and implement academic support programs. The Associate Dean is the Dean's chief academic advisor and supervises one assistant dean. Candidates must have a Ph.D in the Humanities or Social Sciences, teaching and administrative experience at an appropriate level in a college or university. Candidates must submit a cover letter, CV and names, addresses, e-mail addresses for four references to: Bea Banu, Dean, EUGENE LANG COLLEGE, 65 West 11th Street, New York, NY 10011. Eugene Lang College is committed to building a diverse community for learning and teaching. Affirmative action/equal opportunity employer.

New School University

Internship Training Director

The University at Stony Brook is looking for an Internship Training Director for its APA-accredited psychology internship program in the University Counseling Center. Stony Brook is a large research university with an exceptionally diverse student body of 19,000, located on the beautiful north shore of Long Island, 60 miles from Manhattan. A multidisciplinary counseling staff collaborates to offer individual and group psychotherapy, outreach, consultation, training, and psychiatric services. Emphasis on relationally-based models of human development facilitates an exciting blend of psychodynamic and multicultural perspectives. We are seeking an energetic psychologist to coordinate and supervise our training programs, to administer the psychology internship program, and to provide supervision, clinical, and outreach services. This is a permanent position, with a calendar year appointment to begin Summer, 2000. Salary commensurate with experience, excellent benefits. Information about the Center and the internship is available at www.sunysb.edu/stuaff/counsel/. Review of applications begins 2/15/00 and will continue until the position is filled. Partial interview expenses.

***Minimum Requirements:* Ph.D./Psy.D. in clinical or counseling psychology; licensed as a psychologist (or license eligible) in New York, APA internship. Three years clinical work experience, at least two of which must be postdoctoral clinical and supervisory or teaching experience.**

***Desired Qualifications:* Experience and interest in multicultural approaches; prior counseling center experience; psychodynamic/developmental perspective; demonstrated skills in psychotherapy; good interpersonal and organizational skills.**

***To Apply:* Send a letter of interest, a written psychotherapy case summary, vita, and three letters of reference to Cheryl Kurash, Ph.D., Chair, Search Committee for Training Director, University Counseling Center, University at Stony Brook, Stony Brook New York 11794-3100.**

The University at Stony Brook is an Affirmative Action/Equal Opportunity Educator and Employer.

STONY BROOK
STATE UNIVERSITY OF NEW YORK

ECC ELGIN COMMUNITY COLLEGE

ELGIN COMMUNITY COLLEGE - 50 years of excellence Located 40 miles west of Chicago's educational and cultural events and institutions. For further information see our web site: **www.elgin.cc.il.us** Persons committed to working in a multicultural environment are encouraged to apply. Seeking FT tenure-track instructors to begin August, 2000. **HUMANITIES:** MA minimum, PhD. preferred in Area Studies, Humanities (Global emphasis), Comparative Philosophy (both Western and non-Western), or Religious Studies. The candidate should also have significant graduate coursework concerning the cultures of at least 2 continents. At least 1 year of FT college-level teaching exper or equiv reqd. **ART HISTORY:** Teach 5 classes a semester in Art Appreciation and Art History Survey. Participate in departmental administration and manage the department's visual resource collection. MA in art history with 3 years college teaching. Preference given to candidates with digital archiving and multimedia experience. **COMPUTER INFORMATION SCIENCE:** Bachelor degree required, masters preferred in computer and info sciences with 3-7 yrs of exper in computer networking with Windows NT and/or Unix. Topics to be taught include computer and info science with an emphasis on computer networking & hardware. A complete application consists of a letter of application, all transcripts, C.V. and 3 letters of reference sent to **Staffing Representative/FT Faculty Search, ECC, 1700 Spartan Dr, Elgin, IL 60123.** Our faculty enjoy an excellent beginning salary- $32, 275-$51,674 plus excellent benefit package! Review of completed applications begins on March 3, 2000. Applications will be accepted until positions are filled. EOE

COLBY

Colby, a highly selective private liberal arts college of 1750 students located in central Maine, seeks applicants for the following position.

Curator

Colby College Museum of Art

Colby seeks a talented individual to serve as the newly endowed Peter and Paula Lunder Curator of the Museum of Art. Curator responsibilities include originating exhibitions, maintenance of curatorial records, research and development of Museum publications, and recommending acquisitions. The Curator will also supervise a registrar, support grant writing efforts with the College's development office, recruit and train docents, and conduct public tours/lectures as part of community outreach programs. A Ph.D. in a relevant academic discipline, demonstrated curatorial experience, and a broad background in American art required. Strong communication skills, and the ability to establish and maintain effective relationships with staff, students, faculty, donors and friends of the Museum also required.

Interested candidates should submit two copies of a cover letter and two copies of a resume, including the names and telephone numbers of three references to: **Douglas C. Terp, Director of Personnel Services, Colby College, 5500 Mayflower Hill, Waterville, ME 04901-8855.** A review of applications will begin immediately and will continue until the position is filled.

Colby is an Equal Opportunity/Affirmative Action employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged.

For more information about the College, please visit the Colby web site: **www.colby.edu**

University of Wisconsin-Stevens Point
Residential Living

Residence Hall Director, University of Wisconsin-Stevens Point. A bachelor's degree is required. A master's degree in student personnel, counseling, or related areas and interest in building academic culture in the residence halls, student development, wellness, and community development is preferred. Responsible for total operation of a residence hall and 8 hours per week collateral assignment.

Remuneration includes minimum base salary of $22,500 (plus fringes) and board for academic year plus a furnished apartment for 12 months. Additional salary is available for academic work beyond the master's level or for experience. Summer employment is guaranteed if desired. Summer employment salary can range anywhere from $2,500 for part-time employment to $5,000 for full-time employment. Position begins 8/1/2000. Interviewing at Oshkosh Placement Exchange. The review of applications will begin 2/1/2000 and the application deadline is 3/6/2000. Interested persons should submit a letter of application with a resume, three current letters of recommendation and copies of academic transcripts to: **Julie E. Zaido, Residential Living Office, Delzell Hall, UWSP, Stevens Point, WI 54481.**

The University of Wisconsin-Stevens Point is an equal opportunity employer.

EXECUTIVE DIRECTOR
HONORS PROGRAMS AND ACADEMIC SCHOLARSHIPS

TEXAS A&M UNIVERSITY
COLLEGE STATION, TEXAS

Texas A&M University announces the search for an Executive Director for the Office of Honors Programs and Academic Scholarships. The review of applications will begin on February 15, 2000. The successful applicant is expected to start August 1, 2000.

Texas A&M University, a land-, sea-, and space-grant university has a 5,200-acre main campus with a research park, a study center in Santa Chiara, Italy and a center in Mexico City. With an endowment that totals more than $2.9 billion, TAMU has formal cooperative agreements with more than 100 institutions in 40 countries and currently ranks 9th nationally in value of research. Fall 1999 enrollment was 43,442 students of which approximately 11% are ethnic minorities.

The Office of Honors Programs and Academic Scholarships enables the enrollment of over 2,500 Honors eligible students in over 300 Honors courses that are taught by Honors faculty from across the university. Additionally, these students have the opportunity to enrich their classroom experience through research programs, faculty mentoring and national scholarship preparation. The Office of Honors Programs and Academic Scholarships is also responsible for recruiting high achieving students, especially National Merit Scholars. For the past ten years, Texas A&M has remained among the top ten universities enrolling National Merit Scholars. The office has an operating budget of $1,100,000 and awards over $7,000,000 in scholarships annually.

The executive director leads the development and implementation of diverse and enriching honors curricula within each college, and designs and pursues novel recruitment programs to attract outstanding students. The director administers the university's principal competitive academic scholarship programs, oversees the professional school advising program, and participates in external development activities.

Applicants must have a Ph.D. and should possess strong scholarly, teaching and administrative records. Visionary leadership coupled with energetic and effective interpersonal skills is essential to build on the success of the present program.

Please submit application letter, curriculum vita, and three references to **Dr. Ozden Ochoa, Honors Search Committee Chair, 203 Jack Williams Admin. Bldg., Texas A&M University, College Station TX 77843-1125.** Applicants are also invited to include a brief statement describing their vision for an exemplary Honors program. Email questions only to **honors-search@admin.tamu.edu.**

TAMU is an equal opportunity employer committed to diversity.

SEATTLE
COMMUNITY
COLLEGE
DISTRICT

SEATTLE COMMUNITY COLLEGES

North Seattle Community College
Seattle Central Community College
South Seattle Community College

POSITIONS FOR FALL 2000

The Seattle Community Colleges, located in the Pacific Northwest, serve close to 29,000 students each year. The colleges are nationally known for educational innovation, international curricula, learning communities, and multi-cultural education. We are continuing to build a diverse faculty and staff, and are committed to recruiting faculty, staff and students who reflect the cultural diversity of the Puget Sound region.

We seek enthusiastic, student-oriented individuals committed to providing quality instruction for a diverse student population.

All positions will remain open until filled. To receive optimal consideration, submit application materials by 2/18/00.

ADMINISTRATIVE POSITIONS

Associate Dean of Humanities & Social Sciences #15
Associate Dean of Technical Education #16

FACULTY POSITIONS

Positions are full-time, tenure track, and require a master's degree or vocational equivalent.

Computer Programming #1
Counselor #22 & #23
Culinary Arts Nutrition/ Sanitation #2
Dining Room Services/ Management #3
English #17
ESL #4 & #18
Film & Video #5
Graphic Design & Illustration #6
Interpreter Training Program #7
Marine Engineering Technology #21
Mathematics #8 & #19
Microcomputer Management #9
Network Support #10
Nursing #11 & #12
Parent Education #20
Respiratory Care Instructor/Clinical Director #13
Speech Communication #14
Webmaster Instructor #26

For applications and complete job descriptions, call (206) 587-4155 or e-mail to jobs@sccd.ctc.edu. Please refer to job number when requesting information. www.sccd.ctc.edu/~humres

A resume or vita may not be substituted for a completed application.

Seattle Community College District is an equal opportunity educator and employer. Members of protected groups are strongly encouraged to apply.

Indiana State University

ASSOCIATE DIRECTOR OF INTERNATIONAL STUDENT AND SCHOLAR SERVICES

INDIANA STATE UNIVERSITY, TERRE HAUTE

Indiana State University (ISU) is searching for an Associate Director of International Student and Scholar Services to advise students educated outside the U.S. Primary responsibilities include issuing immigration documents. The individual will be responsible for the maintenance of data bases required by the INS. The Associate Director will have advising responsibilities and will play a key role in community advocacy for international students and their dependents. Additionally, there will be some responsibility in the area of international student recruitment.

QUALIFICATIONS: Bachelor's degree (preferably with an international emphasis), with a minimum of three years of related experience, and a demonstrated record of achievement in an international student office. The candidate will demonstrate familiarity with changes in the immigration area and will have strong communication and computer skills.

ISU has nearly 500 international students and an additional 300 dependents that it serves through the International Affairs Center (IAC). The Associate Director reports to the Executive Director of the IAC. ISU offers a competitive salary and benefits package. Application deadline is March 6, 2000.

Interested candidates should send a resume and three letters or recommendation to:

Chair
Search Committee for Associate Director of
International Student and Scholar Services
210 Parsons Hall
Indiana State University
Terre Haute, Indiana 47809

ISU is committed to diversity and quality in education and employment.

BRONX COMMUNITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK (CUNY)

Bronx Community College (BCC), of the City University of New York (CUNY), is a student centered, learning enhanced comprehensive community college that is committed to faculty diversity, the advancement of instructional technology as well as excellence and innovation in teaching. BCC enrolls approximately 7,000 students, and is located on a landmark campus in the north Bronx. All positions are for Fall 2000 contingent upon fiscal ability.

ANTICIPATED FULL-TIME TENURE TRACK FACULTY POSITIONS

Assistant Professor Lecturer College Laboratory Technician

FALL 2000

DEPARTMENT	**FIELD**
Biology & Medical Lab Tech (3)	General Biology; Anatomy or Physiology; Medical Lab Tech (MT/ASCP or certified equivalent)
Business (1)	Paralegal (JD required)
Chemistry & Chemical Technology (3)	General/Environmental/Organic Chemistry; Photonics/Science Education; College Lab Technician
Communication Arts & Science (2)	Speech Communication; TV Technology
Education & Reading (3)	Adult Read & Learn-2; Early, Elementary, Bilingual or Special Edu-1 (Ph.D. preferred)
English (3)	Written Comp/Literature; English/ESL
Hlth, Physical Education & Wellness (1)	Physical Education / Therapeutic Recreation
Mathematics & Computer Science (3)	Mathematics; Computer Science
Modern Languages (1)	Spanish / Italian
Physics & Technology (3)	Electrical Technology; Automotive; Telecommunications
Student Development (2)	Counselor; Psychologist

Doctorate required for Assistant Professor, Masters required for Lecturer. Eve./Sat./Sun. teaching may be required; community college teaching experience preferred; knowledge of databases and/or instructional technologies an asset. Salary range: **Assistant Professor** $32,703 - $54,665; **Lecturer** $29,997 - $45,424. CLT $25,346- $34,112: HS diploma required + 4 years related work experience; or Bachelor's in appropriate area; or combo of Associate + 2 years related work experience; or combo of 4 years education & related work experience beyond HS.

Refer to specific position above and send cover letter and resume no later than March 10, 2000 to: **Ms. Shelley B. Levy, Director of Personnel Services, Bronx Community College, West 181st & University Avenue, Bronx, New York 10453.** EEO/AA/IRCA/ADA Employer.

UNIVERSITY OF MINNESOTA

ENGLISH AS A SECOND LANGUAGE, ILASLL

Assistant Professor in English as a Second Language (ESL). Position available in the Institute of Linguistics and Asian and Slavic Languages and Literatures, University of Minnesota. Effective fall semester, 2000 in ESL-teacher preparation and research. Teaching duties consist of four courses over two semesters, including ESL methods and practicum, plus two other courses (e.g. courses in language analysis, ESL materials, teaching oral or written skills in ESL, action research, ethnographic research methods, second-language acquisition, language assessment). Other responsibilities include maintenance of research activities, advising of graduate students, and service to the Institute, College and University. Applicants are required to hold the Ph.D. degree in TESL or applied linguistics or a related field at the time of appointment, and one year of teaching university-level ESL and experience teaching teacher-prep courses. The position is a full-time 9-month tenure track appointment with a beginning salary commensurate with experience. Completed applications including curriculum vitae, sample publications, and three letters of evaluation addressing quality of teaching and research must be received by February 21, 2000, at this address:

Elaine Tarone, Chair of Search Committee
ESL Program, ILASLL
192 Klaeber Court
320 - 16th Avenue SE
University of Minnesota
Minneapolis, MN 55455

Further information and a complete announcement can be obtained by letter to the above address or e-mail directed to Professor Elaine Tarone: **etarone@tc.umn.edu.**

The University of Minnesota is an equal opportunity educator and employer.

Plattsburgh

State University of New York

VP FOR STUDENT AFFAIRS & ENROLLMENT MANAGEMENT

Plattsburgh State enjoys a rich history that reflects impressively on its current quality and provides direction for the future. Our college was founded in 1889 as an institution to train teachers and became an original member of the State University of New York system when the University was created in 1948. Today, Plattsburgh State University is a comprehensive four-year, coeducational college that offers nearly 60 majors and a diversity of special programs and services. Our academic community supports high standards of scholarship and expectations for its students in a caring and supportive environment. It is dedicated to advancing knowledge in a setting that is open and friendly. Our 300 faculty, over 90 percent of whom hold the highest degree in their fields, is devoted to both quality teaching and ongoing professional development and academic research.

Responsibilities: The Vice President for Student Affairs & Enrollment Management is the chief student affairs officer and provides leadership to the directors and coordinators of the division, including: Student Health Center, Counseling and Psychological Services, the Wellness Center, Greek Affairs, Career & Placement Center, the Registrar's Office, Student Life, Student Government Association, Intercollegiate Athletics, International Student Services, University Police, Judicial Affairs, Housing, College Center, Service Learning and Leadership, and Admissions. The Vice President has the primary responsibility for the development and implementation of an effective enrollment management plan in close cooperation with campus constituents.

Qualifications: An earned doctorate is required; demonstrated administrative experience and accomplishments appropriate for the position of vice president; demonstrated skills in enrollment, assessment, and fiscal management; strong interpersonal and communication skills; experience in working with media; evidence of success in working with student bodies, student governments, student organizations, faculty, and alumni; demonstrated commitment to effective team building; capability and willingness to provide a demonstrated commitment to achieving and sustaining diversity in all aspects of university life, especially in developing diversity in the student body, faculty, staff and in student programs, activities, and organizations; and commitment to enhancing student campus life and services through technology.

Applications from women and minority candidates
are especially welcome. Plattsburgh State University is
an affirmative action, equal opportunity employer.

Salary: Dependent upon qualifications and experience; excellent benefits. Review of applications begins immediately and continues until position is filled. Please send nominations or resumes, letters of application, and the names, addresses and telephone numbers of three references to: **Chair, Search Committee (PJ# 2390-808)**, c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, New York 12901-2681. Fax# (518) 564-5060.

ASSOCIATE PROFESSOR
PHARMACOLOGY & TOXICOLOGY

The University of Kansas

Applications are invited for a tenure-track position as Associate Professor of Pharmacology & Toxicology in the School of Pharmacy. The Pharmacy School at the University of Kansas ranks fourth nationally in NIH research funding among all such schools. The Department is recruiting a faculty member with expertise in any of the following areas: **Cell/Molecular Pharmacology or Toxicology, Neuropharmacology, Neurotoxicology, Cell/Molecular Neurobiology, Neurogenetics, Genomics, Cell/Molecular Biology of Signal Transduction.** The successful candidate must hold a Ph.D., M.D., or equivalent degree and have externally funded research. As a faculty, he/she will participate in collaborative research projects and teach at the graduate and undergraduate levels. Excellent core facilities exist including those for DNA sequencing, protein analysis, peptide synthesis, fermentation, cell culture, hybridoma production, confocal and electron microscopy, molecular modeling, NMR, mass spectroscopy, and X-ray crystallography. Underrepresented minorities and women are encouraged to apply. Send curriculum vitae, a description of research plans, and the names of 3 references to: **Dr. Mary L. Michaelis, Dept. Pharmacology & Toxicology, Univ. of Kansas, Lawrence, KS 66045-2505; e-mail: mlm@ukans.edu.** Review of applications begins February 15, 2000. The University of Kansas is an Equal Opportunity Employer.

BRONX COMMUNITY COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK (CUNY)

Bronx Community College (BCC) of the City University of New York (CUNY) serves a multicultural student body of over 7,000 on a beautiful 50+ acre landmark campus in the University Heights section of the north Bronx.

CHIEF LIBRARIAN
Faculty Rank & Status

RESPONSIBILITIES: The successful candidate will be responsible for the complete library services of Bronx Community College with a student body of approximately 7,000 FTE'S.

Supervision of all public and technical service functions, development of a collection that meets the educational needs of a diverse student population, management of technological resources and facilities, development of staff capabilities, overseeing preparation and expenditures of department budget and the development of grant proposals and new funding sources.

QUALIFICATIONS: An A.L.A. accredited M.L.S. degree and a second Master's or Doctorate is required, with a minimum of five (5) years of academic library experience at the managerial level. A broad understanding of the operations and concepts of academic library services and library automation is essential. The candidate must be familiar with collection development and audio-visual and computerized services and have excellent interpersonal and communication skills. Knowledge of the latest computer applications in libraries (CD Rom). Internet and Automated Circulation Systems). Bilingual (English/Spanish) skills are desirable

SALARY: Associate Professor: $42,616 - $68,174
Full Professor: $52,898 - $81,924
Commensurate with education and experience

SEND RESUME NOT LATER THAN MARCH 10, 2000 TO: Ms. Shelley B. Levy, Director of Personnel, Bronx Community College, University Avenue & West 181st Street, Bronx, New York 10453

CSU Cleveland State University

Cleveland State University's College of Education invites applications for the following positions:

Chairperson for the Department of Counseling, Administration, Supervision and Adult Learning, at Rank of Associate or Full Professor

DEPARTMENT DESCRIPTION: Cleveland State University is a large urban university serving the Cleveland metropolitan area and its surrounding suburbs. This unique graduate department offers master's, specialist and doctoral degrees as well as advanced licensure programs in Counseling, Administration, Supervision and Adult Learning. The department's graduate programs address the educational needs of practitioners through distance learning, research and a wide range of scholarly activity within surrounding communities. **CHAIRPERSON DUTIES:** Administer departmental activities including scheduling, budgeting and staffing; make recommendations regarding tenure and promotion; collaborate with department members on matters of general interest, address student problems and concerns; provide vision, strategic direction and innovative leadership for graduate and licensure programs consistent with college and university mission; encourage and promote departmental morale and quality teaching; support department faculty research and development activities; promote master's, doctoral and graduate licensure programs in Counseling, Administration, Supervision and Adult Learning; collaborate with local school districts and agencies as well as other areas of the college and university; and teach one course per academic term. **TERMS:** The Chair is a twelve-month, tenure-track appointment available July 1, 2000. **MINIMUM QUALIFICATIONS:** Doctorate in educational administration or educational leadership or counseling; eligibility for appointment at the rank of associate or full professor; a record of recent and continuing scholarship, including funded research and publications required for graduate faculty membership; evidence of successful teaching experience at the university level; technological competence and proven ability to work with and provide creative leadership for diverse groups and programs including Adult Education. **PREFERRED QUALIFICATIONS:** Successful experience in K-12 administration or school/agency counseling; knowledge and experience in urban education as a university, school or district administrator or counselor; familiarity with Adult Education. **APPLICATION DEADLINE AND PROCEDURE:** Send letter of application summarizing qualifications and leadership philosophy, current curriculum vitae, transcript supporting highest degree earned and names, with positions, addresses and phone numbers of three references familiar with professional performance to: **Dr. Bernadette Marczely, Rhodes Tower 1406, Cleveland State University, 1860 E. 22nd Street, Cleveland, OH 44114-4435.** Application review will begin February 11, 2000.

Chairperson for the Department of Specialized Instructional Programs, at the Rank of Associate or Full Professor

DEPARTMENT DESCRIPTION: The Department of Specialized Programs houses the major teacher education programs for the College of Education. Faculty represents a variety of disciplines including early childhood, middle childhood and adolescent education; literacy, mathematics, science and social studies; special education; and TESOL. **CHAIRPERSON DUTIES:** Administer departmental activities; provide vision and strategic direction for teacher education consistent with college and university urban mission; support departmental faculty research and development activities; promote undergraduate, master's and doctoral studies in teacher education; lead major innovations in teacher education; collaborate with local school districts and agencies as well as with other areas of the college and university; and teach one course per academic term. **TERMS:** Twelve-month, tenured position with a four-year initial administrative appointment and a three- year reappointment possibility to begin July 1, 2000. **MINIMUM QUALIFICATIONS:** Earned doctorate in teacher education or related discipline; previously attained rank of associate or full professor; previous faculty position teaching undergraduate and/or graduate courses in teacher education; experience advising students; experience with administrative tasks; at least three years successful teaching experience in PreK-12 or equivalent. **PREFERRED QUALIFICATIONS:** Knowledge of and experience with a variety of teacher education programs; successful experience as a university administrator; record of obtaining extramural funding; in-depth knowledge of national trends in teacher education; experience promoting school and agency collaboration; experience in using and promoting technology and distance learning; professional and/or academic experience in multicultural, urban educational settings; and outstanding record of publications and scholarly activity. **APPLICATION DEADLINE AND PROCEDURE:** Review of applications will begin on February 11, 2000. To apply, please submit: (1) a cover letter highlighting relevant experiences and accomplishments; (2) a current curriculum vitae; (3) copies of all graduate transcripts; and (4) the names, mailing addresses, telephone numbers and e-mail addresses of three professional references. Unless provided at the time of initial application, official tranacripts and three letters of recommendation will be required of all candidates selected for interview. Materials should be sent to: **Dr. Judy I. Stahlman, Co-Chair, SIP Chair Search Committee, c/o Department of Specialized Instructional Programs, Cleveland State University, 1860 East 22nd Street, Rhodes Tower 1319, Cleveland, OH 44114-4435.** Questions regarding the search may be directed to Dr. Stahlman through **e-mail at j.stahlman@csuohio.edu** and continue until the position is filled.

Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

ROWAN UNIVERSITY

Alumni Relations Assistant Coordinator
(Search re-opened)

Rowan University seeks an energetic and creative individual to plan and execute events and programs targeted toward its recent graduates as well as general alumni work. Requirements: Excellent communications skills, outgoing manner, ability to handle multiple projects and work independently, ability to work some weekend and evening events including off-campus settings, Bachelor's degree. Rowan University degree desirable as are previous alumni work, staging of events and programs and good computer skills. Send letter of application, resume and the names and telephone numbers of four references to: **Gene Lyman, Director of Development, 201 Mullica Hill Rd, Glassboro, NJ 08028 by February 11, 2000.**

ROCKHURST UNIVERSITY

The Communication Sciences and Disorders Department of Rockhurst University, a Jesuit institution, invites applications for a ***tenure-track Assistant or Associate Professor position to begin August 2000.*** Requirements: earned doctorate (preferred; master's considered) in speech-language pathology or speech and hearing science; CCC-SLP; eligibility for licensure in Missouri, a record of excellence in teaching in higher education. Rank and Salary commensurate with experience. A cover letter; vita; evidence of excellence in teaching or clinical supervision; and names, addresses and phone numbers of three references. Send to: **Dr. Shelly Chabon, Chair, Dept. of Communication Sciences and Disorders, Rockhurst University, 1100 Rockhurst Road, Kansas City, MO 64110 Email: shelly.chabon@rockhurst.edu**

HUMAN RESOURCE MANAGERIAL POSITIONS (3)

We are a progressive human resource organization in a dynamic and growing university. We have a unique opportunity to build an even stronger team by filling three key openings within our department with individuals who bring the best experience, abilities and talent to add to our established complement of human resource professionals. There are two senior and one mid-level human resource management positions available. The areas of work across these three positions include but are not limited to the following: classification, compensation, data base management (our current system is HRS), staffing (including classified civil service and unclassified professional and management), training, organizational development and general human resource project orientated work.

Our intention is to select from among those applicants who can demonstrate most effectively their ability to contribute to our organization and ultimately the university community, the three who, in combination with one another and existing staff, provide the strongest complement of areas of expertise, talent and commitment to human resource work. We therefore invite interested individuals to submit current vitae and any other supporting material that would enable us to identify your potential to contribute. Our organizational style is client-centered, creative and grounded in an organizational development model. We are looking for professionals who will not only be a good fit, but will also help us move the university forward by strengthening and deepening its employee resource.

Salary Range: Commensurate with the level of responsibility and negotiable based upon the candidate's credentials and experience.

Send letter and resume (include V#) **to:** Judith Hain, Vice President for Human Resources, Montclair State University, Box C316-V#066/HO, Upper Montclair, NJ 07043, or hainj@mail.montclair.edu

Starting Date: March 1,2000

Apply by: Applications will be considered until all positions are filled.

An Equal Opportunity/Affirmative Action Institution

MONTCLAIR
STATE
UNIVERSITY

THE UNIVERSITY OF MICHIGAN-FLINT

COOPERATIVE EDUCATION AND CAREER CENTER

The University of Michigan-Flint, a regional institution of 6,500 students, invites nominations and application for the position of Director of Cooperative Education and Career Center. The University of Michigan-Flint seeks a progressive, creative leader who will contribute to enhancing the University's career services including cultivating working relationships with employers and the University Community. The selected individual will be responsible for the administration of a comprehensive education and career center. The Director will serve as a member of the Student Services and Enrollment Management leadership team.

QUALIFICATIONS: Significant management and leadership experience, master's degree with relevant experience, demonstrated oral and written communication skills, experience with information technology resources, and ability to collaborate with faculty and external constituencies.

RESPONSIBILITIES: Provide leadership for the planning, direction, and administration of the operational, financial, and personnel functions of Cooperative Education and Career Center; lead efforts for sustained partnerships with faculty, staff and external constituencies; and develop/implement strategies to integrate students' academic studies with career planning activities and work experiences. The individual must possess the ability to work proactively in an academic environment, and the ability to work effectively as a leader and team member.

A complete application packet includes a UM-Flint application, resume, cover letter, salary history, and 3 professional references. Please respond to **UM-Flint Human Resources, Attn CE, 219 UCEN, Flint, MI 48502-1950.** Review of applications will begin February 1, 2000 and continue until the position is filled.

UM-Flint is a Nondiscriminatory/Affirmative Action Employer

CENTRAL MICHIGAN UNIVERSITY

ASSISTANT DIRECTOR/MINORITY STUDENT SERVICES

Central Michigan University seeks an Assistant Director in its Minority Student Services Office, which provides academic, personal, social and cultural support to students. To empower and retain students, the Minority Student Services team provides and enhances a campus environment where diversity is understood and celebrated.

The Assistant Director will coordinate cultural programs designed to educate the community about underrepresented peoples, oversee the Cultural Diversification Funding Committee, and perform other duties as assigned.

Required qualifications include a Bachelor's degree and three years relevant experience with students; strong written and verbal communication skills; supervisory experience; effective organizational skills; knowledge of word processing software; and experience working with Latino/a, Asian, African American and Native American cultures. Desired qualifications include Master's degree plus two years relevant experience and knowledge of assessment.

Submit cover letter, resume, and the names and addresses of three references to Human Resources/Staff, 109 Rowe Hall, Mt. Pleasant, MI 48859. Review of applications will begin February 15, 2000. Anticipated start date is June 1, 2000. Salary commensurate with qualifications.

CMU, an AA/EO institution, is strongly and actively committed to increasing diversity within its community

www.cmich.edu/aaeo.html

Faculty Position in Biological Sciences

The Department of Biological Sciences at the University of Massachusetts Lowell invites applications for a tenure-track position to begin September, 2000. We seek candidates with expertise in the areas of molecular biology, genetics and/or molecular systematics, who utilize bioinformatics/functional genomics in their research. The successful candidate will be committed to undergraduate and graduate education and is expected to participate in developing a new program in Bioinformatics & Computational Biology. The individual will develop an externally funded research program, and participate in departmental teaching. We encourage collaborative efforts between our faculty and colleagues located at the numerous academic and industrial research laboratories concentrated in the nearby Boston, Cambridge and Worcester areas. Hiring rank and salary will be commensurate with experience. A *curriculum vitae*, copies of several recent publications, a statement of research & teaching interests not to exceed three pages, and the names of three references should be forwarded to: **Professor Robert Lynch, Chair, Department of Biological Sciences, University of Massachusetts Lowell, One University Avenue, Lowell MA 01854.** Position is contingent upon funding.

University of
Massachusetts
UMASS Lowell

The University of Massachusetts Lowell is an Equal Opportunity/Affirmative Action, Title IX, H/V, ADA 1990 Employer

njmedical school

DEAN

New Jersey Medical School
University of Medicine and Dentistry of New Jersey
Newark, New Jersey

New Jersey Medical School announces its search for a new Dean and invites nominations and expressions of interest in the position. Witt/Kieffer, an executive search firm focusing on health care and higher education, is supporting NJMS in this search.

New Jersey Medical School is the academic medical center of northern New Jersey, a focal point of the largest free-standing health sciences institution in the nation, the University of Medicine and Dentistry of New Jersey (UMDNJ). Its mission is to educate highly qualified physicians, conduct basic and applied research and provide health services to its community.

The Dean will

- drive a strong research agenda tied to the School's broad-based mission,
- oversee the planning and staffing of an ambitious building program for new research facilities and infrastructure,
- lead and guide the adjoining 460-bed University Hospital,
- provide progressive academic leadership to the medical education program and enhance teaching excellence,
- develop partnerships within the University and with other higher education institutions, northern New Jersey hospitals, public and private entities and the community.

The 620 full-time faculty members of the School support 700 medical students and 500 residents. The faculty is the core faculty of the UMDNJ-Graduate School of Biomedical Sciences at Newark. The School has strong connections with a broad affiliated network of northern New Jersey hospitals and clinics, the nearby Science Park, and with other institutions that contribute to realizing the mission of the Medical School. It has contributed in major ways to the Newark renaissance.

The Dean will be a visionary and dynamic leader with senior experience in a complex medical school environment. S/he will be a demonstrably strong manager with deep understanding of financial issues. S/he will serve as a senior officer of the University, reporting to the Senior Vice President for Academic Affairs, and will work closely with the University's President and Board of Trustees. The Dean will have been successful as an effective fund-raiser and shown the ability to enhance an institution's national visibility. An earned M.D. or Ph.D. degree in an appropriate field is required as is a strong record of research. Superb communication skills are essential.

The search is underway and will continue until the position is filled. Expressions of interest and nominations should be sent, in confidence, to:

Chair
New Jersey Medical School Dean Search Committee
c/o Office of the President
University of Medicine and Dentistry of New Jersey
65 Bergen Street
Suite 1535, Newark, New Jersey 07103
or to NJMS@wittkieffer.com

NJMS is an affirmative action and equal opportunity employer.

VACANCY ANNOUNCEMENT

Search Extended

MEDIA

To teach Computer Graphics in Media. A working knowledge of Adobe Photoshop, and 2-D and 3-D Animation is essential. MFA preferred. Experience in non-linear video editing desirable. The person will work with both Media and Art majors focusing on computer graphics and animation.

Applicants should send a letter of application, resume and the names, addresses and telephone numbers of three (3) references to:

Ansley W. LaMar, Ph.D., Dean
College of Arts and Sciences
2039 Kennedy Boulevard
Jersey City, NJ 07305

NEW JERSEY CITY UNIVERSITY

Application Deadline:
March 1, 2000.

An Affirmative Action, Equal Opportunity Employer, the College especially welcomes and encourages applications from women and minority candidates.

TAYLOR UNIVERSITY

FACULTY POSITIONS

Taylor University seeks applicants for faculty positions beginning August 2000.

ON THE FORT WAYNE CAMPUS:

- Communication arts/print journalism
- Computing and system sciences
- Music/musicianship, theory, current technologies

ON THE UPLAND CAMPUS:

- Communication arts
- Education
- English
- Psychology
- Physics

Taylor University, a four-year liberal arts college, holds to a strong evangelical Christian position. Inquiries, credentials, and supporting materials should be addressed to **Dr. Dwight Jessup, Vice President for Academic Affairs, Taylor University, 236 W. Reade Avenue, Upland, IN 46989-1001; fax 765-998-4910;** e-mail **dwjessup@tayloru.edu**. Taylor complies with federal and state guidelines for nondiscrimination in employment. Women and minority candidates are encouraged to apply. Evaluation of applications will begin immediately and continue until positions are filled.

GEAR UP is an early college preparation initiative designed to give disadvantaged students and their families pathways to college by partnering middle and high schools with colleges and community organizations or through State-administered programs.

The National Council for Community and Education Partnerships (NCCEP), in coordination with the U.S. Department of Education, will sponsor four pre-application technical assistance workshops to provide prospective grantees with more program information, and guidance in preparing competitive proposals. Workshops will be held at the locations and dates listed below. Space is limited and advance registration is required.

Phoenix, AZ - February 10, 2000
Kansas City, MO - February 9, 2000
Jackson, MS - February 16, 2000
Washington, DC - February 18, 2000
Edinburg, TX - February 18, 2000

For more registration information or inquiries about the workshops, please contact:

The National Council for Community and Education Partnerships
One Dupont Circle, NW., Suite 118
Washington, DC 20036
Telephone: 202/939-9450
Fax: 202/530-0809
E-mail: gearup@nccep.nche.edu

REGISTER ON-LINE at **www.edpartnerships.org**
U.S. Department of Education
Pre-Application Technical Assistance Workshops for Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP)

ILLINOIS

Associate Director, Graduate Career Services
Assistant Director, Graduate Career Services

COLLEGE OF COMMERCE & BUSINESS ADMINISTRATION
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Two positions, to provide career management services for graduate business students. Duties include advising domestic and international students on career strategy and techniques, presenting career-related workshops, coordinating interviewing opportunities and marketing graduate programs. Some travel. Required are a Bachelor's degree in business, counseling or other directly related field, Master's preferred, and three to five years experience in career advising, recruiting or related work. Send a letter of application, resume and names of three references to: **Dr. Lois A. Meerdink, Assistant Dean & Director, Commerce Career Services, 413 David Kinley Hall, 1407 West Gregory Drive, Urbana, IL 61801, fax 217-244-8566**

University Psychologist
Multicultural Specialist

The Center for Counseling and Student Development at Northeastern University seeks a psychologist for general counseling duties, with a special focus on programming and consultation to the many diverse student groups on campus. Doctorate in Counseling or Clinical Psychology; Licensed or eligible. Experience in providing counseling services to students of color, especially African American students. Works closely with other Multicultural Specialist. Anticipated Start Date: September, 2000. **Please send vita, cover letter, and three references to: Angela Londoño-McConnell, Ph.D.; Chair, Search Committee; Northeastern University; 302 Ell Building; Boston, MA 02115. Deadline: Review of applications will begin in early February, 2000. www.neu.edu/counselingcenter/**

Northeastern is an Equal Opportunity/Affirmative Action Title IX Employer.

George Mason University

GRADUATE SCHOOL OF EDUCATION

The Graduate School of Education at George Mason University is a dynamic, growing professional school committed to excellence in teaching, research, and service, especially through collaborative field-based projects with schools, businesses, and community agencies. Just 16 miles west of Washington, D.C. in Fairfax, Virginia (with additional programming at the University's Arlington and Prince William campuses), George Mason University — a state-supported institution enrolling 25,000 students — is located in a region characterized by excellent K-12 schools, leadership in technology, and rapid growth in the size and diversity of its population. The Graduate School of Education thus provides an ideal site for educational researchers and scholar-practitioners with an applied, collaborative orientation and an interest in preparing teachers, counselors, and leaders in technology for the challenges of the 21st century.

The Graduate School of Education is seeking to fill ten faculty vacancies (seven funded, three pending funding) in its state-approved and NCATE accredited teacher

education, school counseling, and instructional technology programs. All vacancies are tenure-line positions and have an initial start date of August 25, 2000. Rank is open for all positions. Consistent with School and University priorities in technology and diversity, preference will be given in each search to candidates who are experienced users of educational technology and who can demonstrate expertise in preparing education professionals for multilingual and multicultural environments. Applications from women and minority candidates and persons with disabilities are especially encouraged. Nominations of outstanding candidates are also invited.

Applicants should send a letter of interest highlighting their qualifications, a current vita, and the names, addresses, and telephone numbers of three persons who can serve as references upon request. Inquiries and application materials should be addressed to: Gary Galluzzo, Dean, Graduate School of Education, George Mason University, MSN 2F1, 4400 University Drive, Fairfax, VA 22030-4444 (additional information is available at http://gse.gmu.edu). Please clearly indicate the position you are applying for at the top of your letter of interest. Review of applications will begin on February 15, 2000, and will continue until the positions are filled.

George Mason University is an equal opportunity, affirmative action employer committed to meeting the needs of its increasingly diverse student body through appropriate personnel selection practices and procedures.

EARLY/ELEMENTARY EDUCATION: Applicants should have a broad background in child development and extensive experience working with children, families, and schools. Responsibilities include teaching and advising in graduate level pre-service, advanced Master's, and doctoral programs; participation in Professional Development Schools; and conducting and disseminating research. Earned doctorate required. Experience with diverse populations, commitment to an interdisciplinary approach, recent work in public school settings, teaching experience in grades PK-6, university teaching experience, and an established or very promising research funding/publication record desirable.

ELEMENTARY MATHEMATICS EDUCATION: The primary focus of this position will be teaching pre-service elementary mathematics methods courses, working with pre-service interns and in-service teachers in Professional Development Schools, and mentoring doctoral students. Applicants will be expected to have a research program that is closely integrated with these interests and that includes technology as a significant theme. Earned doctorate required. Experience with diverse populations, commitment to an interdisciplinary approach, recent work in public school settings, teaching experience in grades PK-6, university teaching experience, and an established or very promising research funding/publication record desirable.

SECONDARY EDUCATION PROGRAM COORDINATOR: Provide senior leadership to a restructured program with new faculty in several key positions. Responsibilities include teaching and advising in graduate level pre-service, advanced Master's, and doctoral programs; participation in field-based initiatives, and conducting and disseminating research. Earned doctorate required. Experience with diverse populations, commitment to an interdisciplinary approach, recent work in public school settings, teaching experience in grades 6-12, university teaching experience, and an established or very promising research funding/publication record desirable.

MULTILINGUAL/MULTICULTURAL EDUCATION: Nationally recognized teacher preparation program seeks a faculty member who can translate the ESL research base into effective teaching and assessment practices that reflect current trends and innovations in the field. Responsibilities include conducting and disseminating school-based research and teaching courses in second language acquisition, teaching methods, curriculum development, and assessment. Earned doctorate and at least three years of field-based experience in teaching and teacher training required. Applicants must be bilingual or multilingual in Spanish and/or Asian languages. Experience working with special needs and non-literate learners and an established or very promising research funding/publication record desirable.

SPECIAL EDUCATION (ED/LD): We are seeking a faculty member interested in joining a core group of nationally prominent senior scholars in special education and human disabilities. Responsibilities include teaching and advising at the Master's and doctoral levels, securing external funding, conducting and disseminating research, and collaborating with other GSE faculty in model programs integrating general and special education. Earned doctorate in special education or related field and two years experience working with school-age children with disabilities required. University teaching experience and an established or very promising research funding/publication record desirable.

SCHOOL COUNSELING (3 positions; one will serve as School Counseling Program Coordinator): Faculty and senior leadership needed to support the renewal and growth of a restructured school counseling program focused on at-risk youth. Each faculty member will be expected to teach and advise Master's and doctoral students, supervise interns, maintain an active program of scholarly research, and support a professionally collaborative approach to teaching, research, and service. Priority will be given to those with a history of practitioner experience in the field and a commitment to field-based preparation of school counselors. Earned doctorate and university teaching experience required. Established record of research funding and significant scholarship desirable.

INSTRUCTIONAL TECHNOLOGY PROGRAM COORDINATOR: We are seeking a senior scholar capable of providing intellectual and programmatic leadership for GSE's rapidly growing IT programs in Instructional Design and Development, Integration of Technology in Schools, and Assistive/Special Education Technology. This individual would teach and advise students at the Master's and doctoral levels, conduct a significant research program, seek external funding for research and program initiatives, and represent IT/GSE in collaborative efforts with area schools, businesses, and government agencies. Earned doctorate in educational technology or related field and teaching experience in higher education are required. Terminal degree in one or more of the IT program areas preferred. Leadership and research experience in cognitive science, evaluation, or policy analysis is desirable.

INSTRUCTIONAL/LEARNING TECHNOLOGY: New faculty member needed to contribute to one or more IT programs in Instructional Design and Development, Integration of Technology in Schools, and Assistive/Special Education Technology. Responsibilities include teaching and advising at the Master's and doctoral levels and conducting appropriate research, including funded research initiatives and other scholarly endeavors. Earned doctorate in educational technology or related field and teaching experience in higher education are required. Terminal degree in one or more of the IT program areas preferred. Background and research experience in cognitive science, evaluation, or policy analysis is desirable.

SC
SU
Southern Connecticut
State University

Coordinator of Urban Studies
Tenure Track

The Position: Southern Connecticut State University seeks a creative and experienced faculty member for the position of Coordinator of Urban Studies. This is a tenure track appointment to be made at the Associate or Assistant Professor rank to the department of the faculty member's credentials and specialization. The position would be open to persons in academe and in urban/suburban agencies. Some teaching in the faculty member's field of interest within the range of urban perspectives included in the program is expected. The Coordinator would be expected to develop additional multidisciplinary programmatic components for the current Master's degree program in Urban Studies. He or she would also take leadership in creating a new multidisciplinary undergraduate degree program in Urban Studies. The Coordinator will administer these programs in all of their operational aspects.

SCSU interprets urban studies in its widest scope. While continuing to concentrate on contemporary urban planning, urban management, and health related institutions, the program would also welcome new course clusters in areas that contribute to a comprehensive appreciation of cities in American life. These might include the constructed environment; race and ethnicity; crime and justice; health and recreation; art and architects, urban education; technology; and, comparative studies of cities of the world. The concept of urban studies might also include suburban and rural interrelationships with the city - a regional or metropolitan approach to policy, social relations, planning and the environment.

Qualifications: A doctorate in a discipline that participates substantially in the study of cities is required; ABD candidates will be considered if the degree is near completion. A record of successful teaching experience is preferred. Research and scholarship in urban studies is also preferred. Leadership experience, as program administrator is a plus. Ability to communicate effectively with a diverse faculty, students and administrative staff is critical. Appropriate alternative experience may be acceptable.

The Process: Closing date for applications in February 18, 2000, for Fall 2000 appointment. Applications from the following or related fields are most welcome: social work, political science, sociology, public administration, history, urban education, health-oriented specializations. Please send a letter stating qualifications and interest in the position, a curriculum vita, and three letters of reference with current phone numbers to:

Dr. Edgar Colón
Chairman
Search Committee for Urban Studies
School of Health and Human Services
Southern Connecticut State University
501 Crescent Street
New Haven, Connecticut 06515
(203) 392-6555
Fax: (203) 392-6580

The University: *Southern Connecticut State University is a comprehensive metropolitan public university located in historic New Haven. Enrolling 12,000 students, SCSU offers 46 undergraduate and 40 graduate programs at the master's and sixth year professional level. The University is an affirmative action/equal opportunity employer, seeking to enhance the diversity of instructional staff. Women and members of minority groups are encouraged to apply.*

WESTERN NEW MEXICO UNIVERSITY

Western New Mexico University, a public, comprehensive, regional institution serving a diverse multicultural population of 2500 students, is located in Silver City in southwestern New Mexico surrounded by the Gila National forest in a beautiful desert-mountain environment along the Continental Divide. WNMU's accredited programs include nursing, occupational therapy, education, business, social work, and the child development center. WNMU offers a variety of two and four year programs in vocational education, the arts and sciences, education, business, and social work. Exemplary teaching, quality programs, commitment to diversity, and enhanced regional service characterize WNMU's mission.

Applications are invited for the following anticipated openings for nine-month tenure-track Assistant Professor positions to start in Fall 2000. All positions emphasize excellence in teaching. In addition, the successful candidates will be involved in advising, program development, university service, scholarly activity, and community service as appropriate.

HISTORY (SOCIAL SCIENCES DEPARTMENT)

Teaching responsibilities include the general education survey of world civilization, as well as specialized undergraduate/graduate courses in the candidate's area of interest. ABD required; prefer Ph.D. and candidates who specialize in one or more of the following areas: Europe since 1740; Renaissance-Reformation Europe; Medieval Europe; Colonialism/Imperialism; or Military/Naval History, or related areas. Salary range: $30,500 - $33,000.

SOCIAL WORK (SOCIAL WORK DEPARTMENT)

MSW and five years of practice experience required. Ph.D. in Social Work or a related discipline experience with a generalist program, and mastery of Spanish preferred. Position involves some field work coordination. The Social Work program is a small, CSWE accredited program that offers a strong generalist curriculum. Salary range: $32,800 - $35, 750.

EDUCATION (SCHOOL OF EDUCATION)

The NCATE-accredited School of Education (SOE) seeks a teacher education generalist with extensive experience in curriculum and instruction related to the practices of inclusion and action research. Teaching experience in PK-12 and ability to teach in two of the following areas: elementary education, special education, assessment, or research required. Ph.D. in an appropriate field preferred. Salary Range: $32,500 - $35,500.

EXERCISE SCIENCE (DEPARTMENT OF WELLNESS AND MOVEMENT SCIENCES)

Seeks a generalist in exercise sciences with expertise in exercise physiology, biomechanics/kinesiology, anatomy, and physiology. Also expected to teach a variety of activity courses. ABD with Master's in physical education with emphasis in Exercise Sciences or a related field required; doctorate and ACSM Health Fitness Instructor certification preferred. Salary range: $32,000 - $35,100.

SPANISH (HUMANITIES DEPARTMENT)

Seeks a Latin American Generalist with a strong peninsular background to teach a range of literature and language courses. ABD with Master's in Spanish required. Ph.D. and experience in teaching heritage speakers, with on line computers, teaching Southwest literature in Spanish, and knowledge of Portuguese or French preferred. Native fluency required. Salary range: $30,700 - $33,200.

To apply for the above positions send a letter of intent, which identifies primary areas of specialization, a resume, a research-based writing sample, a statement or other documentation regarding teaching excellence, and the names/addresses/phone numbers of four references.

Application review for the above positions will begin February 4, 2000 and continue until filled.

Previous teaching experience in higher education, past successful professional experiences with groups from diverse backgrounds, and proficiency in Spanish is preferred for all positions.

Send application with designated materials to:

Western New Mexico University
Human Resources Department
P.O. Box 680
Silver City, NM 88062

Western New Mexico University is an Affirmative Action/Equal Employment Opportunity Employer. All qualified applicants will receive consideration without regard to race, color, religion, gender, age, handicap or national origin.

CORNELL UNIVERSITY

New York State College of Human Ecology
A Statutory College of the State University
Cornell University, Ithaca, New York 14853

PROFESSOR/ASSOCIATE PROFESSOR AND DIRECTOR
THE SLOAN PROGRAM IN HEALTH SERVICES ADMINISTRATION

DESCRIPTION: The Department of Policy Analysis & Management in the College of Human Ecology at Cornell University is recruiting for an Professor/Associate Professor to fill the position of Director of the Sloan Program. In addition to participation in applied health services research and teaching, the Director will be responsible for the day-to-day management of the Master of Health Administration Program. The Director will provide academic leadership to the program; develop a faculty recruitment plan; implement student marketing, recruitment and placement activities; work with College Development Office to establish program endowments; and develop, maintain, and expand relationships with alumni and the health care sector as well as funding agencies.

QUALIFICATIONS: A doctorate in a policy or management related discipline such as health services organization, finance, economics, public health, or other policy sciences; a record of scholarly achievement, funded research, and teaching excellence in health services and/or health policy; and evidence of significant administrative experience in either academia or the health services sector.

SALARY: Negotiable, depending on qualifications and expertise.

LOCATION: The Sloan Program in Health Services Administration is a fully integrated graduate program within the Department of Policy Analysis & Management, a department with teaching, research and outreach programs in health management, family/social welfare and consumer policy analysis and management. The Department's 30 faculty members hold Ph.D.'s in economics, health services management and finance, psychology, sociology, family & consumer economics, and political science. Bachelor's, masters, and doctoral programs are offered. The Department resides in the College of Human Ecology whose research, teaching and outreach missions to create and disseminate knowledge pertaining to the well-being of people as they interact with their physical, social and economic environment are internationally recognized.

CONTACT: Position is open until filled. Applications including a letter of application, curriculum vita, and three letters of recommendation to: **Richard V. Burkhauser, Ph.D., Chair, Policy Analysis & Management, Cornell University, N135 MVR Hall, Ithaca, NY 14853-4401. Telephone: 607-255-2097. Fax: 607-255-4071.**

-Cornell University is an equal opportunity/affirmative action educator and employer-

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Career Opportunity @Wellesley College

Associate Dean of Students

The Associate Dean of Students will be a member of the senior management of the Division of Student Life and will be a partner in the overall management and supervision of the departments within the division. Responsible for the supervision of the staff and programs within the divisions of Residential Life, Student Activities, Schneider Center, Cultural Advising Network, Alcohol Advisory Committee and the Smoking Implementation Committee. Also responsible for the oversight and production of divisional publications.

Master's degree required. Preferred disciplines in Higher Education, Student Development, Counseling, Social Work or in the Social Sciences. 10 years of professional and supervisory experience. Must have extensive background and demonstrated progressive professional experience in Student Affairs/Life administration in higher education administration, especially in small private liberal arts institutions. Excellent oral and written communication skill required. Planning/project management experience and ability to collaborate with all individuals. The successful candidate will have demonstrated competencies in the development of the student as a whole individual; the integration of the many dimensions of the student's curricular and co-curricular life; the management and supervision of a diverse team of professionals; philosophical and practical understanding of the issues related to the development of the female student as an adult learner; and an understanding the importance of successfully living, learning and working in a diverse, multicultural community.

If interested, send cover letter and resume to: ***Human Resources Office, Wellesley College, Code: HI1/28, Wellesley, MA 02481; fax: 781-283-3663; or e-mail: working@wellesley.edu.*** *Applications will be accepted until the position is filled.*

Wellesley College is an AA/EEO employer and encourages applications from women, minorities, veterans and candidates with disabilities.

Visit our web site at www.wellesley.edu/HR/

Assistant Dean for Development
College of Literature, Science, and the Arts
And
Assistant Vice President for Development
University Development Office
University of Michigan • Ann Arbor, Michigan

The University of Michigan seeks an Assistant Dean for Development, College of Literature, Science, and the Arts (LS&A) and Assistant Vice President for Development, University Development Office to assume the key leadership role in setting the strategic direction for allfundraising for one of the largest liberal arts colleges in the country.

Since 1841, the College has educated students in courses of study leading to a bachelor's degree. Today the LS&A faculty of more than 1,000 offers more than 3,200 courses to its 15,114 undergraduates, nearly two-thirds the total undergraduate enrollment on the Ann Arbor campus. Many of the departments in the College are ranked in the top five of all U.S. colleges and universities, and all are ranked in the top 25 in the United States. Research expenditures for LS&A from external sources, as well as those supported by University funds, were $45.8 million in fiscal year 1998.

The position has a dual reporting relationship to both the Dean of LS&A, Shirley Neuman, and the Vice President for Development for the University, Susan Feagin, both exceptionally talented individuals. The primary objective of this office is to bring in gifts to the College that will enable it to enhance its research and instructional efforts, and to establish and maintain good relations with alumni(ae) and friends of the College by keeping them aware of its ongoing programs and goals. The primary functions include LS&A fundraising including major/planned gifts; corporate and foundation giving; annual fund management; department fundraising coordination and assistance; special project fundraising management and/or assistance; and College public relations and publications.

The successful candidate will be an outstanding leader with a demonstrated track record as a successful fundraiser, preferably in higher education, with management and operational experience. He or she will possess a unique set of skills and qualities, including the ability to think strategically about development and provide inspiring leadership to identify, cultivate, and close significant major gifts. The candidate must function effectively in a complex organizational environment; provide sound management for advancement activities; and be a key contributor on the Dean's Administrative Staff as well as be a key development leader for the University as a whole.

Inquiries, applications, and nominations should be directed to Emanuel D. (Manny) Berger at 781/272-8899 or at mannyb@wittkieffer.com, or to Antoinette L. (Toni) Farley at 630/575-6174 or at tonif@wittkieffer.com Our Web site address is www.wittkieffer.com or www.emnemn.com.

Résumés and cover letters may be sent to The University of Michigan, Assistant Dean for Development, College of Literature, Science and Arts and Assistant Vice President for Development, University Development Office, EMN/Witt/Kieffer, 2015 Spring Road, Suite 510, Oak Brook, IL 60523-0207. *The University of Michigan is an equal opportunity employer.*

Educational Management Network/Witt/Kieffer

OBERLIN COLLEGE
STUDENT LIFE & SERVICES

Student Life and Services invites nominations and applications for 2 separate positions. Both are full-time, twelve (12) month positions. Experience must reflect ability to work collaboratively with other administrators and faculty, and to contribute to a socially diversified environment. Applications from women and minorities are especially encouraged.

Director of Multicultural Resource Center/Asst. Dean of Students: Requires a specialist who possesses knowledge and skill to support historically under-represented student communities as well as to lead the broader campus community in an open and broad-ranging discussion of social diversity and a generalist who will advise students concerning academic, social, and personal matters. S/he also will be involved with the planning of Dean of Students' Office activities and programs. Requires: Masters degree with 3+ years of experience in student services, related field, or equivalent. Doctorate (ideally in field taught at Oberlin) desirable. Advanced degrees should be in fields reflecting knowledge of social diversity in America.

Asst Dean of Students and Director of Orientation: Requires a generalist who will advise students concerning academic, social, and personal matters as well as a specialist who has familiarity with the planning and implementation of Orientation programs. The Director will be involved with planning of Dean of Students' Office activities, programs and publications. Requires Masters degree with 3+ yrs experience in student services, related field, or equivalent. Doctorate (ideally in field taught at Oberlin) desirable.

To Apply: Send letter of application, resume, and names, addresses and telephone numbers of three references to Chair, Assistant Deans Search Committee, 105 Wilder Hall, Oberlin, OH 44074. Please specify the position for which you are applying. **Review of applications will begin on 2/15/00 and may continue until positions are filled.**

OBERLIN

COMMUNITY COLLEGE SOUTHERN NEVADA

The Community College of Southern Nevada is a comprehensive community college with an average enrollment of more than 32,000 students. Facilities include 5 campuses and approximately 40 learning centers distributed throughout the four county districts. CCSN is a multi-campus institution, so travel between campuses in the Las Vegas Valley may be required.

The following faculty positions begin in August, 2000.

FALL FACULTY POSITIONS

- Anthropology
- Art-Painting & Drawing
- Art-Printmaking & Drawing
- Astronomy
- Automotive
- Biology
- Cisco
- Computer Information Technology-Computer Programming
- Computer Information Technology-GIS
- Computer Information Technology-Networking
- Dance
- Dental Assisting
- Economics
- Education-Early Childhood
- Education-Elementary
- Education-Secondary
- Electronic/Eng/Slot Repair Program
- Emergency Medical Services
- English
- French
- Health Information Technology
- History
- Mathematics
- Mathematics-Education Emphasis
- Music-Technology Specialist
- Nursing-Medical/Surgical
- Nursing-Pediatric
- Nursing-Practical Nursing
- Ophthalmic Dispensing
- Philosophy
- Photography-Commercial
- Psychology
- Psychology/Sociology
- Spanish
- Theater

TO ENSURE FULL CONSIDERATION, APPLICATION MATERIALS MUST BE RECEIVED NO LATER THAN TUESDAY, FEBRUARY 29, 2000-5:00 p.m. Open until filled. No formal application is required. Completed packets will include: letter of interest with title of position, a resume, three letters of reference (dated within the last three years) with name, address and telephone number and copies of unofficial transcripts. All materials sent remain the property of the College and will not be returned. A separate application package must be filed for each position. Submit materials to:

Human Resources Office
Community College of Southern Nevada
3200 E. Cheyenne Avenue
North Las Vegas, NV 89030
Telephone: (702) 651-4312
Fax (702) 651-4310
Website: http://www.ccsn@nevada.edu

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AA/EOE/ADA

EMORY
UNIVERSITY
NELL HODGSON WOODRUFF
School of Nursing

Explore the opportunities available in the Nell Hodgson Woodruff School of Nursing at Emory University. Renowned for its strong tradition of academic and clinical excellence, the Woodruff School of Nursing prepares its graduates to be nurse leaders in promoting the health of our nation.

Professor – Edith Honeycutt Chair in Oncology Nursing

The Nell Hodgson Woodruff School of Nursing at Emory University is seeking candidates for the Edith Honeycutt Chair in Oncology Nursing. Applicants for the endowed chair position should be prominent researchers in the field of oncology nursing and have experience teaching at the doctoral level. This position requires an earned doctorate in nursing or a related field, and candidates should be eligible for tenure at the rank of professor.

Professor – Independence Foundation Endowed Chair in Nursing

The Nell Hodgson Woodruff School of Nursing at Emory University is seeking candidates for the Independence Foundation Chair in Nursing. Applicants for the endowed chair position should be prominent researchers in gerontology, community/public health, or other disciplines congruent with Emory's mission and have experience teaching at the doctoral level. This position requires an earned doctorate in nursing or a related field, and candidates should be eligible for tenure at the rank of Professor.

NOMINATIONS, CANDIDACIES, AND REQUESTS for further information about the above positions should be directed to:

Chairperson of the Search Committee
Dr. Lynn Lotas, Director of the Office of Research Affairs, Emory University
c/o Nancy Whitcomb and Paula Carabelli, Educational Management Network / a division of Witt/Kieffer
98 Old South Road, Nantucket, MA 02554-6000, Fax: (508) 228-6484

Applications should include a letter of interest; a current curriculum vitae; and the names, positions, and phone number of three references who will be contacted only with the candidate's approval. Questions regarding this search may be directed to the consultants supporting Emory: Paula Carabelli (949) 851-5070 or Nancy Whitcomb (508) 228-6700. Screening will begin immediately and will continue until an appointment is made. All communications will be treated confidentially. Emory University is an EEO/AA Employer

Associate Professor - Professor

The Nell Hodgson Woodruff School of Nursing at Emory University is currently recruiting prominent researchers for its graduate and research programs, including its newly established doctoral program. Candidates for this position should be active researchers with a substantive track record of extramural funding and have experience in teaching at the doctoral level. Candidates with a focus on oncology, community/public health, and/or gerontology are preferred. This position requires an earned doctorate in nursing or a related field, and candidates should be eligible for tenure at the rank of Associate Professor or Professor.

Associate Professor - Professor

The Nell Hodgson Woodruff School of Nursing at Emory University is currently recruiting prominent researchers for its graduate and research programs, including its newly established doctoral program. Candidates for this position should be active researchers with a substantive track record of extramural funding and have experience in teaching at the doctoral level. This position requires an earned doctorate in nursing or a related field, and candidates should be eligible for tenure at the rank of Associate Professor or Professor.

PLEASE PROVIDE a letter of interest, a current curriculum vita, and a list of three references to:

Dr. Lynn Lotas, Chair, Faculty Search Committee
Nell Hodgson Woodruff School of Nursing, Emory University
531 Asbury Circle, Atlanta, GA 30322, Fax: (404) 727-3564, Phone (404) 727-6941.
Applications will be accepted until positions are filled. Emory University an EEO/AA employer.

MCC Manchester Community College

Founded in 1963, MCC is the largest of Connecticut's Community Colleges. MCC is in the process of building a state-of-the-art 26 million dollar Learning Resource and Technology Center, scheduled for occupancy summer 2000. MCC is seeking candidates for the position of:

ACADEMIC DIVISION DIRECTOR, LIBERAL ARTS DIVISION

For a copy of the vacancy announcement, including minimum qualifications and salary, please visit our website at **www.mcc.commnet.edu/per**, or call (860) 647-6153.
Send letter of intent, resume, transcripts, and the names of three references to:

Deborah A. Wilson, Director of Personnel and Contract Administration
Manchester Community College
P.O. Box 1046, Manchester, CT 06045-1046

Must be postmarked no later than February 15, 2000.

EOE/AA/M/F

FACULTY

EVERETT COMMUNITY COLLEGE, an Equal Opportunity/Affirmative Action Employer, anticipates the following full-time tenure track positions in 2000-2001.
All positions are contingent upon funding.

- Accounting
- Basic Skills
- Business Skills and Tech
- Chemistry
- CIS/IT
- Cosmetology
- Developmental Education (2 positions)
  1) Reading
  2) Study Skills
- Drafting and Design/ Engineering Tech
- Engineering
- English
- Manufacturing Tech
- Nursing (2-3 positions)
- Photography
- Romance Languages
- Sociology

Application information, complete position descriptions, and application forms are available by contacting **Office of Human Resources, Everett Community College, 2000 Tower St., Everett, WA 98201. Phone: 425-388-9229** Closing date Monday March 6, 2000

MESSIAH COLLEGE

As part of a campus-wide commitment to renewing our focus on student learning and to building on the strength of current programs, the Department of Student Life at Messiah College invites applications and nominations for the following positions:

ASSOCIATE DEAN FOR RESIDENTIAL EDUCATION

The Associate Dean provides vision and leadership in developing educationally purposeful living communities for 2200 residential students. Principal responsibilities include the supervision of 12 professional staff and over 70 student staff, coordinating educational programs, and developing and implementing policies for the college's 10 residential facilities. The position also serves as Dean in the Dean's absence. Required qualifications include skills in supervision, educational programming and assessment, budget development, developing campus partnerships, and strong verbal and written communication abilities. Commitment to the intellectual, faith, and interpersonal development of students and to the mission and identity of Messiah College is also required. A Master's Degree in student affairs or a related field and five years experience in higher education is required. ***Anticipated start date: June 1, 2000.***

ASSISTANT DEAN FOR MULTICULTURAL STUDENT PROGRAMS

This position provides leadership in a wide range of multicultural student programs and serves to advance the College's mission for reconciliation in the areas of cultural, ethnic, and racial diversity. Responsibilities include student organization advising, implementing student learning programs, and coordinating retention initiatives, and hosting major events. The position provides oversight and supervision to International Student Programs. Required qualifications include skills in multicultural programming; commitment to the intellectual, faith, and interpersonal development of students; strong skills in coalition and consensus-building; strong verbal and written communication skills; an appreciation for the mission and identity of Messiah College. A Master's Degree in student affairs and four years experience in higher education is required. ***Anticipated start date: July 1, 2000.***

Messiah College is a selective Christian college of the liberal and applied arts and sciences located in Grantham, Pennsylvania near the state capital of Harrisburg. Messiah College enrolls nearly 2700 students in over 50 academic programs. Additional information may be accessed through Messiah's website at **http://www.messiah.edu**

Applicants for either position should provide a letter of application summarizing interest in the college and the position, a comprehensive resume, and contact information for three references. Applicants should also submit a brief statement of faith and a statement of educational philosophy regarding program area (1-2 pages). Application materials should be sent to: **Messiah College, Human Resources, Grantham, PA 17027.** Review of applications will begin February 7, 2000 and continue until positions are filled. EOE.

Princeton University

Human Resources Region Manager

The Human Resources Region Manager leads a small staff which is responsible for delivery of Human Resources services and programs to a departmental region of approximately 600 to 700 employees. These services include: Compensation - position classifications and promotions, annual salary review, salary equity; Employment - affirmative action recruiting and staffing strategies; Organizational Development - training, performance management, coaching and consulting with managers, process improvement, and organization issues; Employee and labor relations - policy development and review, oversight of the disciplinary and grievance processes, conflict management, and union issues; Benefits - administration of the plans, including case management of temporary disability and workers' compensation. As a highly skilled human resources professional whose goal is to promote good employee relations and effective management within the region, the Region Manager offers a wide range of consulting services to departments and employees, and coordinates the activities and Professional development of the Human Resources team members so that there is effective delivery of service. The Region Manager works collaboratively with Human Resource directors to ensure timely development and revision to current policies, procedures, and programs that are responsive to a diverse and changing workplace.

Position requires a bachelor's degree and a minimum of 4-5 years of experience as a human resources professional or comparable combination of work experience. Basic knowledge of all human resources functions preferred, with emphasis in the areas of employment law, including the administration of collective bargaining contracts. Individuals should have proven analytical skills and be effective in both written and oral communications. Position requires initiative, flexibility, skill in setting priorities and ability to work under pressure within a matrix organization, and in a team environment. University experience is helpful.

Princeton provides an exceptional benefits package. Interested candidates should submit a resume and letter of application on plain white paper with standard 12 pt. New Times Roman or similar font with three (3) current references and a writing sample to: **Human Resources, Clio Hall/99-0586-HHE, Princeton University, Princeton, NJ 08544-5264.** For more information on how to apply, please see our Web site at: http://webware.princeton.edu/hr/howtoapply.htm or call our Employment Opportunities Hotline at (609) 258-6130. An equal opportunity employer. Review of resumes will begin immediately and continue until position is filled.

International Business Faculty

METROPOLITAN STATE UNIVERSITY

Metropolitan State University invites applications for a full-time, tenure track faculty position in the International Business Department with a specialization in International Business. Requirements include at minimum a master's degree in international business or a master's in business administration with a focus on international business, a minimum of five years of executive experience overseas, preferably in more than one country. A minimum of three years teaching experience at the college level or experience conducting workshops, seminars, conferences or other venues for educating managers is required. Review of applications begins 2/28/00 for an August 2000 appointment. For complete information e-mail to **shana.vonruden@metrostate.edu or call (612) 349-2545. TTY users, (651) 772- 7687.**

AA/EEO.

harrisburg area community college

FACULTY 2000-2001

Harrisburg Area Community College (HACC) announces tenure-track positions available for 2000-2001. Believing a committed and diverse faculty to be the College's most important resource and teaching and learning its most important mission, the President and Board of Trustees seek to strengthen the institution by filling the full-time faculty positions listed below.

Established in 1964 as Pennsylvania's first community college, HACC is now a multi-campus institution offering a variety of degree, certificate and diploma programs that prepare students for the job market or continuing studies at a four-year institution. The college also plays a vital role in improving the quality of life in Central Pennsylvania by providing high-quality, low-cost educational opportunities, strengthening the local economy, training the region's workforce, and sharing our cultural and educational resources with the community to enable people to make the most of their potential.

The College's Wildwood Campus is located in Harrisburg; other campuses are located in Lebanon (35 miles from Harrisburg) and Lancaster (40 miles from Harrisburg), with the Gettysburg Campus located 42 miles from Harrisburg. Headcount enrollment (Fall credit) was 7,745 (Wildwood), 1,570 (Lancaster), 782 (Lebanon), and 622 (Gettysburg).

The College's priorities emphasize multicultural initiatives, workforce development, a strengthened student-centered learning environment, employee development and collegiality, and quality and consistency of standards. The College, a multi-campus institution with over 10,000 credit students, seeks enthusiastic faculty members who share a commitment to these beliefs and priorities.

TENURE-TRACK FACULTY POSITIONS AVAILABLE

All positions require a related Master's degree as specified in position announcement materials (unless otherwise indicated), a demonstrated knowledge of and commitment to the community college mission, and active involvement in college/division committees and professional development activities. College teaching experience and knowledge of instructional technology are desirable. Salaries are generally between $31,000 and $34,750 for 9-1/2 month positions and between $38,700 and $43,388 for 12-month positions based on experience and education. All positions and salaries are pending Board approval. Excellent fringe benefits. Application review begins February 21, 2000. Position Identification Numbers follow each position title.

AVAILABLE JUNE 1, 2000, 12-MONTH POSITION
COUNSELOR, LANCASTER CAMPUS (110-298-6)

AVAILABLE JULY 1, 2000, 12-MONTH INSTRUCTOR POSITIONS
COMPUTER INFORMATION SYSTEMS (NETWORKING), Wildwood Campus (110-204-2)
SERIALS/ONLINE INSTRUCTION LIBRARIAN, Wildwood Campus (110-296)

AVAILABLE AUGUST 21, 2000, 9-1/2 MONTH INSTRUCTOR POSITIONS
ACCOUNTING, Wildwood Campus (110-201)
BUSINESS MANAGEMENT, Lancaster Campus (110-202)
COMPUTER NETWORKING TECHNOLOGY, Wildwood Campus (110-205)
ART HISTORY - 20TH CENTURY/SURVEY, Wildwood Campus (110-221)
ENGLISH, Lancaster Campus (110-224-1)
ENGLISH, Wildwood Campus (110-224-3)
INSTRUCTOR/COORDINATOR, HVAC, Wildwood Campus (110-253)
INSTRUCTOR/PROGRAM COORDINATOR, BUSINESS LAW, Wildwood Campus (110-255)
MATHEMATICS/PHYSICS, Lancaster Campus (110-257-4)
MATHEMATICS, Wildwood Campus (Two positions) (110-257-1)
MATHEMATICS, Gettysburg Campus (110-257-3)
BIOLOGY, Wildwood Campus (110-261-1)
BIOLOGY/ENVIRONMENTAL SCIENCE, Wildwood Campus (110-261-2)
DENTAL HYGIENE, Wildwood Campus (110-264)
GEOLOGY/PHYSICAL SCIENCE, Wildwood Campus (110-274)
PSYCHOLOGY, Wildwood Campus (110-292-3)
COMPUTER INFORMATION SYSTEMS (MULTIMEDIA), Wildwood Campus (110-204-3)

AVAILABLE JANUARY 2001, 12-MONTH INSTRUCTOR POSITION
HOSPITALITY/FOOD MANAGEMENT, Lancaster Campus (110-208)

FULL-TIME TEMPORARY INSTRUCTOR POSITIONS
AVAILABLE AUGUST 21, 2000, 9-1/2 MONTH POSITIONS (Possible Renewal)
ANNUAL SALARY IS $31,000
MATHEMATICS, Lebanon Campus (110-257-2)
ENGLISH, Lebanon Campus (110-224-2)

People of color and females are encouraged to apply.

Submit letter of interest, resume and unofficial transcripts to **Harrisburg Area Community College, Office of Human Resources, (Indicate Position Identification Number), One HACC Drive, Harrisburg, PA 17110.** Check our web site for more information.

WWW.HACC.EDU

AA/EOE

1849

EASTERN MICHIGAN UNIVERSITY

Faculty & Administrative Vacancies

Eastern Michigan University is accepting applications for more than 30 tenure-track faculty positions in its colleges of Arts and Sciences, Education, Health and Human Services and Technology, as well as in the new leading-edge Bruce T. Halle Library. We also are recruiting for Academic Department Head positions in Associated Health Professions; Computer Science; Finance and Computer Information Systems; Health, Physical Education, Recreation and Dance; and Special Education. EMU's scenic campus is located within easy reach of the city of Detroit and several charming rural communities. Neighboring Ann Arbor, home of the University of Michigan, was recently rated as a top community for families in the US.

For complete position descriptions and application instructions visit **www.emich.edu and follow the links to Academic Human Resources by clicking on "Services and Administration"**, or call us at (734) 487-0076 and we will be happy to fax information to you.

EMU is an affirmative action/equal opportunity employer.

EDUCATION

ALLAN HANCOCK COLLEGE

Faculty Positions for Fall 2000

Allan Hancock College, a public California community college located in Santa Barbara County, halfway between Los Angeles and San Francisco on California's beautiful Central Coast, is seeking applicants for the following faculty positions:

Certified Nursing Assistant (CNA) Instructor / Coordinator

Coordinator, Basic Skills / Instructor

Counselor, Disabled Student Programs and Services

Emergency Medical Services Instructor / Coordinator

High Technology Specialist, Disabled Student Programs & Services

Multimedia Instructor

Applications desired by February 17, 2000.

For a district application and qualification profile, please contact:

Allan Hancock College
Human Resources, Bldg. U
800 S. College Drive
Santa Maria, CA 93454-6399
www.hancock.cc.ca.us
(805) 922-6966, ext. 3722
FAX (805) 922-9196
EEO/AA Employer

Geneseo

DIRECTOR OF THE ELLA CLINE SHEAR SCHOOL OF EDUCATION

Geneseo is seeking an able teacher educator to provide intellectual and academic leadership for developing new programs in response to changes in state regulations governing teacher education, strategic planning, personnel development and evaluation, program development and assessment, and budget management.

Requirements of the position include: doctorate in Education or closely related field, leadership record informed by initiative and vision, distinguished record of teaching, scholarship, and service to qualify for tenure and appointment as Full Professor (appointment as Associate Professor considered), minimum 3 years full-time preK-12 public school teaching experience, evidence of ongoing professional relationships with public schools, evidence of superior facilitation and communication skills, commitment to the integration of instructional technology in the curriculum, strong record of support for cultural and ethnic diversity within the College community and of preparing education students to support inclusion policies in the schools, and administrative experience in higher education.

The Ella Cline Shear School of Education has a reputation for outstanding teacher education programs and has 33 full time faculty. Geneseo is a public liberal arts college located about 30 minutes south of Rochester, New York, and for the past two years it has been ranked as the best public college in the north (**US News and World Report**). Geneseo is a member of the Council of Public Liberal Arts Colleges.

The position is available July 1, 2000 and is a 12-month appointment with no required teaching. Rank and salary dependent on qualifications. Review of applications begins February 15, 2000 and will continue until the position is filled. To obtain additional information or to send application materials (letter of application that addresses the position requirements, a curriculum vitae, and three current letters of reference) please contact:

Dennis E. Showers, Acting Director
Ella Cline Shear School of Education
200 South Hall, 1 College Circle
Geneseo, New York 14454-1473
Fax: (716) 245-5220

HTML or Word-format materials can be sent to:
edsearch@geneseo.edu
Additional information about the College at http://www.geneseo.edu/.

SUNY Geneseo is An Equal Opportunity/Affirmative Action Employer. Women and minorities are encouraged to apply.

ONONDAGA
COMMUNITY
COLLEGE

Vice President for Academic Affairs

Onondaga Community College invites applications and nominations for the position of Vice President for Academic Affairs. The Vice President oversees a comprehensive academic program including liberal arts and career programs as well as non-credit bearing courses and lifelong learning. This individual reports directly to the President and will be expected to work towards implementation of the ends and outcomes specified in the policy statement of the Board of Trustees: Framework for Success.

OCC is a unit of the State University of New York (SUNY) and is also sponsored by Onondaga County.

Application Process: The Vice Presidential profile, which contains details on the search, including the Preferred Professional and Personal Qualifications, should be requested by contacting:

Mr. Robert L. Jokajtys
Director of Human Resources
Onondaga Community College
4941 Onondaga Road
Syracuse, NY 13215-2099
or at jokajtyb@sunyocc.edu

The College's website address is:
www.sunyocc.edu

All inquiries, nominations, and applications will be held in strictest confidence. *OCC is an affirmative action/equal opportunity employer. Applications and nominations of individuals who would increase the richness of the College's diversity are welcomed.*

Seattle Pacific University

INFORMATION SYSTEMS MANAGEMENT

Seattle Pacific University seeks an assistant or associate professor of information systems management, tenure track, beginning September 2000. **QUALIFICATIONS:** Ph.D. in information systems or related field. **RESPONSIBILITIES:** regular nine-month teaching load. Ongoing scholarly research and writing necessary. General faculty responsibilities include advising students and committee membership. **COMPENSATION:** Salary and rank commensurate with qualifications and experience. Benefits include health, dental, disability, and life insurance as well as retirement programs. A moving allowance is provided. **ABOUT SPU:** Seattle Pacific University serves more than 3,400 undergraduate and graduate students in both liberal arts and professional studies. The School of Business and Economics is in its visitation year for AACSB accreditation. The University's Christian commitments are both evangelical and Wesleyan, with faculty and students representing a broad range of Christian faith traditions. The University seeks applicants who are enthusiastically committed to its Christian mission. Women and people of color are encouraged to apply. Applications should be completed no later than February 15, 2000. The University reserves the right to fill the position before the deadline or to extend the deadline as circumstances may warrant. **FOR AN APPLICATION, CONTACT: Dr. Gerhard Steinke, School of Business and Economics, Seattle Pacific University, Seattle, Washington 98119; email: gsteinke@spu.edu**. For more information about SPU, go to **http://www.spu.edu/**

FARMINGDALE

STATE UNIVERSITY OF NEW YORK

SUNY Farmingdale, Long Island's oldest public college has the following anticipated tenure track positions in the School of Business for Fall 2000:

ASSISTANT PROFESSOR - MARKETING

Business and Computer Systems Department

Teach marketing and marketing-related courses, including E-commerce. Will also closely coordinate with Information Systems Technology faculty to create new courses in the field of On-Line Marketing and E-commerce.

Master's degree in Business or closely related discipline required, Doctorate preferred. Earned Doctorate required for consideration of continuing appointment. Business experience desirable.

ASSISTANT PROFESSORS(2) - ART DEPARTMENT

Advertising Art & Design/Visual Communications

Teach traditional media techniques, as well as electronic media. Expertise in some of the following is required: 2D design, drawing, color theory, typography, photography, graphic design, advertising and editorial layout, illustration, advertising campaign production, package design, print production.

Master's degree required, M.F.A. preferred. M.F.A. required for continuing appointment. College teaching experience preferred. Desired skills/experience with electronic media include, desktop publishing, digital photographic imaging, animation, electronic illustration, multimedia, HTML/web page design, electronic preflighting/prepress production. Must be proficient and capable of professional level work with Macintosh (Mac/OS) computer software: QuarkXPress, Adobe Illustrator/Photoshop, Macromedia Director.

We offer a salary based on educational background and years of experience. Send resume, including names, addresses and telephone numbers of three references by February 28, 2000 to: **Dr. Frank J. Del Bene, Dean, School of Business, SUNY Farmingdale, Whitman Hall, Room 118, Route 110, Farmingdale, NY 11735-1021. AA/EOE**

East Stroudsburg University of Pennsylvania

OFFICE OF SOCIAL EQUITY

East Stroudsburg University of Pennsylvania (ESU) invites applications and nominations for the position of Director of Social Equity.

Founded in 1893, East Stroudsburg University, with an enrollment of 6,000 students, is one of 14 universities in the Pennsylvania State System of Higher Education. The University is located in the Pocono Mountains of northeastern Pennsylvania, 75 miles west of New York City and 100 miles northeast of Philadelphia.

The Director of Social Equity reports directly to the President of the University. The Director will work closely with the University community to develop programs that will enhance social equity on campus and will serve as an advocate for all its members. The Director's office will monitor, coordinate, and assure compliance with Federal and State laws, and University affirmative action and equal opportunity employment policies. These policies include but are not limited to regulations, and guidelines for all categories of employees and students at the university. The Director will also be responsible for coordinating investigations of social equity issues and complaints of discrimination and harassment.

REQUIREMENTS:

- A minimum of a Master's Degree;
- A minimum of three years' experience in social equity, affirmative action, and ADA preferably in higher education.

PREFERENCES:

- A demonstrated understanding of the higher education culture
- Experience working with legal issues through various Federal and State venues
- Experience with assessment and monitoring of an Affirmative Action Plan
- Understanding of statistical reporting and working knowledge of computer software
- Proven ability to communicate effectively with internal and external constituencies
- Experience working cooperatively with people of diverse backgrounds
- Experience in developing social equity programs and budget management
- Experience working in collective bargaining environment

The projected starting date for this position is July 1, 2000. Salary range is $48,169 - $57,:58 plus excellent benefits. Final selection will be based upon final interview. Applicants must submit a letter of intent, resume, and the names, addresses and phone numbers of three references to: **Ms. Renee Bebla, Position #5A-99-1HO, Office of Human Resources, East Stroudsburg University, East Stroudsburg, PA 18301-2999.** Complete application must be received by February 25, 2000.

ESU is an equal opportunity employer. Minorities and women are strongly encouraged to apply. Visit our homepage at www.esu.edu

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RESIDENCE HALL DIRECTOR

If you're a teacher at heart, and can imagine yourself on an island, exploring a cave, and in a castle, we are interested in you.

We value CARING, CREATIVE, ENGAGING EDUCATORS who will develop student communities that are academically and socially stimulating. We are looking for individuals to engage in meaningful interactions with a diverse student population and are eager to invest time in the development of students.

Successful applicants must have a Master's degree in College Student Personnel or Higher Education with full-time or graduate residence life experience. We seek candidates who have the skills to coach and supervise RAs and student staff; shape student leaders while advising student groups; encourage students to develop a sensitivity to, and appreciation of, differences; collaborate with faculty to enhance living learning environments; provide support and referral to students in crisis; and challenge students to take risks within their communities.

Remuneration: a 12-month position with a starting salary of $27,500; a furnished apartment; a comprehensive benefits package; a meal plan; a professional development fund of $500; and a tuition waiver. Live-out opportunities are negotiable.

To apply: Submit a resume and cover letter which addresses your qualifications:

Hall Director Selection Committee
Office of Residence Life
190 W. Woodruff Ave.
Columbus, OH 43210-1119

If you are considered for a pre-arranged interview at the Oshkosh Placement Exchange, the NASPA Conference (Indianapolis, IN), or the ACPA Conference (Washington, D.C.), your application must be received by February 25, 2000. However, resumes will be accepted until positions are filled. Questions about the position can be referred to the Office of Residence Life at (614) 292-3930 or to Erica Estep, Hall Director Selection Chair, via e-mail at estep.37@osu.edu. To learn more about OSU, please refer to www.osu.edu and www.osuhousing.com.

The Ohio State University is an Equal Opportunity, Affirmative Action Employer.
Women, minorities, veterans and individuals with disabilities are encouraged to apply.

ASSOCIATE PROVOST

California State University, Fresno is seeking an outstanding individual to serve in the capacity of Associate Provost.

The Associate Provost reports to the Provost and:

- Provides academic leadership for institutional planning and oversight for institutional research, assessment, evaluation, accreditation, and program reviews;
- Integrates and communicates data analysis pertinent to curricular and academic issues;
- Fosters cooperation, innovation, and the enhancement of faculty development and student learning including distance education, and supervises the campus Center for the Enhancement of Teaching and Learning;
- Supports the University role in teacher preparation;
- Coordinates the University catalog and academic calendar, undergraduate program review, student outcomes assessment, and the approval process for new and revised academic courses and programs;
- Serves on various faculty and administrative committees and assumes other responsibilities as directed by the Provost.

Qualifications:

The successful candidate must have:

- An earned doctorate in an academic discipline taught at the University;
- An established record of teaching and scholarly activity;
- Three years of successful experience in academic administration and/or three years successful experience in the management of programs appropriate to the position;
- Demonstrated knowledge of institutional research and data management practices;
- Demonstrated specific knowledge of the public regional comprehensive university and the ability to frame arguments and positions of support for the mission of such a university.

The Associate Provost must possess and have a demonstrated record of the ability to work effectively with faculty, administrators, staff, students, and the general public, from diverse ethnic, cultural, and socio-economic backgrounds, and should be able to work with a high level of energy.

Candidates are encouraged to visit the campus website at **http://www.csufresno.edu.**

Correspondence, applications, and confidential papers should be sent to:

Dr. Priscilla Chaffe-Stengel, Chair
Associate Provost Search Committee
California State University, Fresno
5241 N. Maple MS TA/54
Fresno, CA 93740-8027
Phone: (559) 278-2636
Fax: 278-7987
Email: patrich@csufresno.edu

Open Until Filled: To ensure full consideration, applicants are encouraged to have all application information on file by FEBRUARY 25, 2000.

California State University, Fresno is an Equal Opportunity/Affirmative Action Employer.

Palm Beach
Community College

FACULTY POSITIONS

Founded in 1933, Florida's first public community college, Palm Beach Community College is a comprehensive two-year institution with four locations serving a large and diverse population in South Florida. The college's mission is to provide an accessible and affordable education through a dedicated and knowledgeable faculty and staff, a responsive curriculum, and a strong community partnership, which together will enable students to think critically, demonstrate leadership, develop ethical standards and compete effectively in the global workplace. PBCC offers associate degrees for transfer to four year colleges and for entry into the workforce. The College also offers certificate level occupational programs and continuing education courses. We are a premier teaching and learning institution in a highly desirable place to live.

We invite applications for the following faculty positions.

- **Accounting**
- **Anatomy and Physiology**
- **College Writing**
- **Economics**
- **Mathematics**
- **Political Science**
- **Speech**
- **Theatre**
- **Art**
- **Chemistry**
- **Computer Science**
- **History**
- **Nursing**
- **Spanish**
- **Sociology**

A Master's degree in teaching field or a Master's degree with 18 graduate semester hours in field is required. Teaching experience is preferral.

- **English Prep • ESOL • Math Prep • Reading**

A Bachelor's degree in field and teaching experience in field or graduate training in remedial education is required. Teaching experience preferred.

- **Electronics**

An Associate of Science or an Associate of Arts degree in field with work experience in electronics required.

- **Professional Pilot Technology**

An Associate of Science degree with work experience in Professional Pilot Technology programs required. Commercial pilot license and certified flight instructor credentials also required.

Final approval of positions is contingent upon approval of budget by the Board of Trustees. **The Application closing date is March 3, 2000. In order for applications to be considered, application packages must include a completed application and copies of transcripts.** To apply for these positions, please submit resumes and letters of intent to:

Manager of Employment
Palm Beach Community College
4200 Congress Avenue
Lake Worth, FL 33461

FAX: 561-439-8202
Visit our website www.pbcc.cc.fl.us

Palm Beach Community College is an Affirmative Action, Equal Opportunity, ADA Employer, committed to fostering a diverse academic community among its student body, faculty, and staff.

Buffalo State
State University of New York

HARD ROCK GEOLOGIST

The Department of Earth Sciences and Science Education invites applications for a tenure-track assistant professor beginning September 1, 2000. We are seeking a person with a Ph.D. in Geology at the time of appointment. Preference will be given to a field-oriented Hard Rock Geologist with prior college teaching and research experience. The successful candidate would be expected to teach Introductory Geology, Structural Geology, Mineralogy/Petrology, and Field Geology. The successful candidate would also be expected to mentor undergraduates conducting research projects and to provide field experiences for students.

Applicants should send a letter of application, statement of teaching and research interests, college transcripts, current curriculum vitae, and three letters of reference to: **Stephen Vermette, Chair, Department of Earth Sciences and Science Education, Buffalo State College, 1300 Elmwood Avenue, Buffalo, NY 14222.**

The closing date for applications is March 15, 2000. Buffalo State College is an affirmative action, equal opportunity employer. Qualified women and minorities are encouraged to apply. Visit our Web site at http://www.buffalostate.edu/~ges

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Education

DIRECTOR OF POLICY ANALYSIS, PLANNING, EVALUATION AND RESEARCH

The Director provides specialized knowledge, managerial and technical support required for development, implementation and evaluation of a college-wide assessment, institutional research and planning function. Responsible for fostering and coordinating a broad based, comprehensive program of institutional planning that enhances the learning environment of the College.

Master's degree required; doctorate preferred. Knowledge of data collection and analysis procedures and techniques; strategic and tactical planning procedure and processes; statistical analysis procedures and research design. Minimum of three years experience in higher education or government with an emphasis in research and planning. Salary: $53,023 + excellent benfits.

STARTING DATE: ASAP

APPLICATION DEADLINE: February 25, 2000

For your application to be considered, please reference Position #00-140 and provide the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of three professional references (names, addresses, telephone numbers) to:

Judy Chastonay, Human Resources Department, 3251 Panthersville Road, Decatur, GA 30034.

For more information about Geogia Perimeter College, please visit our website at http://www.gpc.peachnet.edu

AA/EOE/ADA

Georgia
Perimeter
College.
An Associate Degree Granting College of the University System of Georgia

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Oakland
UNIVERSITY

ASSISTANT/ASSOCIATE PROFESSOR

HUMAN RESOURCE DEVELOPMENT DEPARTMENT

Oakland University's Human Resource Development Department invites applications for the tenure track position of Assistant/Associate Professor, available August 15, 2000.

The position requires a doctorate in Instructional Technology/Design, Labor/Employment Relations, Human Resource Development, Human Resource Management, Organizational Development, or a related field. University teaching experience is desirable. Salary and rank are dependent upon qualifications and experience.

The position is a full time appointment which involves teaching three courses each semester in such workplace focus areas as Information Management Systems, Instructional Methods/Technology/Design, Employment Relations, Collective Bargaining and Dispute Resolution, Assessment in Human Resource Development, Cultural Diversity in the Workplace, Career Development, Helping Interview, and Ethics in Human Resource Development. Scholarly research/publication and university and community services are required to receive tenure.

The Human Resource Development Department (HRD) is located in the School of Education and Human Services. The HRD Department offers a Bachelor of Science degree in Human Resource Development and a Master of Training and Development degree. All undergraduate students complete a capstone field experience course, and all graduate students conduct a terminal action research project.

Oakland University is a public institution of 14,000 students with baccalaureate, masters, and doctoral programs. It is located north of Detroit, adjacent to the Oakland Technology Park and convenient to many social, cultural and recreational activities in the metropolitan Detroit area.

Review of applications will begin February 15, 2000 and continue until the position is filled. Application for the position should include curriculum vita, a narrative statement of qualifications and accomplishments, and 3 letters of recommendation. Applications should be sent to:

Michael P. Long
Faculty Search Committee, Chair
HRD Department
Oakland University
Rochester, MI 48309-4494

Oakland University is an affirmative action/equal opportunity employer and encourages applications from women and minorities.

MILLERSVILLE UNIVERSITY

ASSISTANT VICE PRESIDENT FOR HUMAN RESOURCES SERVICES

Millersville University invites applications and nominations for the position of Assistant Vice President for Human Resources Services, a leadership position interfacing with executive officers, management and support staff and reporting to the Vice President for Finance and Administration.

The University, founded in 1855, is part of the State System of Higher Education within the Commonwealth of Pennsylvania. The campus is located in historic Lancaster County and has over 900 full-time employees serving 7,400 undergraduate and graduate students.

This position is responsible for the management and operation of the University's comprehensive human resources program consistent with University goals, sound management practices, and contractual and legal requirements. Areas of responsibility include employee and labor relations, coordination of faculty and staff recruitment, benefit administration, payroll services, hiring and classification, staff performance evaluation, staff training and professional development, safety and environmental health program, and taking the lead in supporting the University's social equity, continuous improvement, and customer service endeavors.

Required: Master's degree; six years professional work experience in human resources with at least three years at the supervisory level; substantial labor relations/contract administration experience; demonstrated evidence of experience with and a deep commitment to equal opportunity and social equity, continuous improvement, and customer service; excellent communication and problem-solving skills; and a successful interview.

Preferred: A degree in human resources, business management, or related field; demonstrated knowledge of and value for academic collegiality and shared governance; public sector experience; and demonstrated evidence of ability to interface with a variety of constituents and work in a collaborative environment.

Competitive salary and excellent benefit package.

Full consideration will be given to applications received by February 21, 2000. Send letter of application/nomination, resume, and the names, addresses, and telephone numbers of five professional references to:

Assistant Vice President for Human Resources Search/HI0128
Millersville University
P.O. Box 1002
Millersville, PA 17551-0302

An EO/AA Institution

http://www.millersv.edu

El Camino College is an accredited, public two-year college in southwest Los Angeles County. El Camino College is seeking innovative individuals to work in a stimulating environment with an ethnically diverse student population in the following full-time positions for the 2000 fall semester:

ACADEMIC (TENURE-TRACK):	CLOSING DATE
Academic Strategies	Mar. 8
Art History	Mar. 6
Astronomy/Physics	Mar. 13
Chemistry	Feb. 22
Childhood Education	Mar. 2
Construction Technology	Mar. 1
Electronics	Mar. 1
English (2)	Mar. 15
History	Mar. 2
Mathematics (4)	Feb. 28
Nursing - Pediatrics	Mar. 20
Reading (2)	Mar. 10
Speech/Forensics	Mar. 10
TV/Media Communications	Mar. 10

For more detailed information and a district application, please contact:

EL CAMINO COLLEGE
HUMAN RESOURCES
16007 Crenshaw Blvd.
Torrance, CA 90506
(310) 660-3474 or -3477
Job Hotline (310) 660-3809
Visit our web site at: http://www.elcamino.cc.ca.us
EEO/AA

Chabot-Las Positas Community College District

Faculty Openings 2000 - 2001 • Full-Time, First Year Contract, Tenure Track

Application Deadline March 1, 2000

Chabot College, Hayward, CA

Art History(#2FHU08)
Business (#2FBU16)
Chemistry, General (#2FMS46)
Chemistry, Organic and General (#2FSM47)
Computer Science (#2FSM20)
Counselor - Assessment/Orientation (#2FCG23)
Counselor - Crisis Intervention (#2FCG22)
*Electronics (#2FTE05)
English (#2FLA23, 27) 2 positions
ESL (#2FLA37)
Geography (#2FSS27)
Librarian (#2FLR03)
Mathematics (#2FSM19, 22, 24) 3 positions
Nursing (#2FHS22)
Philosophy/Humanities/Religious Studies (#2FHU21)
Physical Education/Head Football Coach (#2FPE16)
Physics/Astronomy (#2FSM45)

Las Positas College, Livermore, CA

Anthropology (#3FSS04)
*CIS (#3FBU09, 10) 2 positions
Computer Science (#3FSM20)
Counselor (#3FCG08)
Engineering (#3FTE05)
English (#3FLA12, 13) 2 positions
ESL (#3FLA14)
Health/Physical Education (#3FPE06)
History (#3FSS10)
Librarian (#3FLR04)
Mass Communication (Journalism)/
  Graphic Design (#3FBU11)
Mathematics (#3FSM17, 18) 2 positions
Physics/Astronomy (#3FSM19)
Technical Theater (#3FHU09)

Begin Date: August 14, 2000

Qualifications: A Master's degree in the field or a related field is generally required. *Bachelor's degree in the subject area with teaching and recent related work experience.

Salary: The initial salary placement range is $37,824 - $51,912/yr, depending on education and experience with excellent benefits.

For an official application packet: Call our 24 hour job line (925) 485-5200 or e-mail: hr@clpccd.cc.ca.us (be sure to include the title and job code of the position(s) and your complete mailing address). For a complete job description please visit our web site: http://www.clpccd.cc.ca.us

***Chabot College and Las Positas College** are two-year public community colleges for adults of all ages. The colleges have been created by the citizens of the Chabot-Las Positas Community College District to provide opportunities for them and their children to achieve a richer and more effective life through education: to channel talents and energies in the pursuit of higher education and marketable job skills: and to undergo retraining or pursue specialized skills and interests. AA/EOE*

Human Resources • CLPCCD • 7011 Koll Center Parkway, Suite 200 • Pleasanton • California • 94566

DIRECTOR, OFFICE OF STUDENT DEVELOPMENT

COLUMBIA COLLEGE CHICAGO has recently renewed its institutional commitment to improving the academic performance and persistence of its new students, and has allocated impressive College resources to the creation of a new Office of Student Development. The Office was conceived to manage an array of new and improved services and programs that will assist new freshman and transfer students in making a successful transition into Columbia's unique community of artists and scholars.

Responsibilities will include revamping the Summer Bridge Program, new student orientation, freshman advising, services for special populations, early intervention with at-risk students, and developing partnerships with the College's student service offices, academic departments, Freshman Seminar Program, and Developmental Education. The Director of Student Development position offers a unique and exciting opportunity to create a new, student-centered service department.

Prior experience and a successful record in the development and management of college-wide initiatives encouraging student development, a Master's degree and a minimum of five years experience is required. The ability to establish strong collaborative relationships, as well as knowledge of the latest developments in student development theory and practice, is essential.

Columbia College is a diverse, open admissions, urban institution of 8,800 undergraduate and graduate students emphasizing arts and communications in a liberal education setting.

We offer a competitive salary and excellent benefits package. Minority and Women applicants are especially encouraged to apply. Please send letter of application and resume. For more information, see web page http://www.colum.edu/home.html.

Human Resources, DIR-SD

COLUMBIA

Columbia College Chicago
600 South Michigan Avenue
Chicago, Illinois 60605-1996
Equal Opportunity/Affirmative Action
Employer M/F/D/V

R·I·T Rochester Institute of Technology

Assistant Professor, Graphic Design and
Assistant Professor, New Media Design & Imaging
Full-time, tenure track, positions. School of Design, College of Imaging Arts & Sciences, Rochester Institute of Technology
Salary: Commensurate with applicant's qualifications and experience
Starting Date: August 31, 2000

Required Qualifications

Assistant Professor, Graphic Design
- MFA degree in a design field that includes Graphic Design, Interactive Media Design and Web-based Design.
- Minimum 2 years of professional design experience.
- Teaching experience at the college level is necessary
- Proficiency in design for both interactive and web design, and print media.
- Commitment to teaching excellence

Assistant Professor , New Media Design & Imaging
- MFA degree in Computer Graphics Design or a closely related visual field
- Minimum 3 years of professional multimedia/interactive design experience.
- Teaching experience at the college level
- Proficiency in interactive media, digital video & sound, 2D computer animation, 3D modeling and animation, QTVR, authoring software & scripting, digital typography, and web design
- Commitment to teaching excellence

Responsibilities:
Teaching major courses within the Department, curriculum development, committee assignments, student advising, and professional development activities.

Application Materials:(please indicate for which position you are applying)
Letter of application, statement of teaching philosophy, detailed vitae, 3 letters of recommen- dation, portfolio of relevant professional work*, examples of relevant student work* and samples of course project assignments.
(**Interactive/Multimedia examples should be included.)*

Send application materials with a SASE to:
Prof. Nancy A. Ciolek, Chair
School of Design
College of Imaging Arts & Sciences
Rochester Institute of Technology
73 Lomb Memorial Drive
Rochester, NY 14623-5603
Phone: 716-475-2668

For information on our programs:
www.rit.edu/design

Review of applications begins Feb. 15 untill filled.
AA/EOE.

THE STATE UNIVERSITY OF NEW JERSEY

RUTGERS

MARINE
EXTENSION AGENT
RECREATION/WATER QUALITY

Plan, implement and evaluate a marine educational program with emphasis on coastal water quality/watershed management, marinas/boating and marine recreation. Responsible for identifying and addressing significant coastal environmental quality issues as they relate to the marine recreation industry: developing and disseminating information to public/private sectors regarding recreational habitat enhancement, resource management, marine recreation and marina/boating interests. Will work in an educational advisory capacity with marine related associations and serve as resource on: current policy issues affecting NJ marine and coastal industry interests. Related applied research and demonstration work with appropriate Extension and other University personnel expected. Will be expected to establish an outstanding program the merits of which will lead to regional and/or national recognition. Expected to garner resources for the support of the program.

Master's Degree in Fisheries, Marine Habitat or subject related to job description. Three years of work experience in marine extension or comparable employment required. Bachelor's degree in a related field preferred. Written, verbal communication and interpersonal skills required. Computer literacy required. Familiarity with industry regulations, statistical analysis and survey techniques desirable. Valid driver's license.

Applications accepted until February 7, 2000, or until suitable candidate is identified. Position available March 1, 2000. Send letter of application, curriculum vitae and names and addresses of three professional references to: **Bruce Barbour, Chair, Department of Agricultural and Resource Management Agents, Rutgers Cooperative Extension, Rutgers, The State University of New Jersey, 88 Lipman Drive, New Brunswick, NJ 08901-8525.** Rutgers University is an Affirmative Action/Equal Opportunity Employer. Employment eligibility verification required. Individuals covered by Section 503 of the Vocational Rehabilitation Act of 1973 or Section 402 of the Veteran's Readjustment Act of 1974 may self identify. If you wish to self identify, please do so in the cover letter transmitting your curriculum vitae. To learn more about Rutgers University and employment opportunities, visit our website at: **http://uhr.rutgers.edu**

Forward

Where Futures Begin

Anticipate an exciting future at **Cuyahoga Community College**, a 2-year institution with three modern campuses. Nationally recognized as a leader in innovation, technology and workforce development, the college is a co-founder of the prestigious League for Innovation, a consortium of the country's most technologically advanced and innovative two-year colleges.

Campus President/College Vice President

Western Campus

This leader will provide executive-level vision, academic leadership and direction to the Western Campus of Cuyahoga Community College as its Chief Academic and Administrative officer. The Western Campus has a current enrollment of 10,000 students and is the largest of three Campuses within the College District.

We'll look to this visionary to plan, direct, manage and evaluate the instructional, student development and support service programs of the Campus, while using a collaborative leadership style. This role includes responsibilities for preparing and managing the Campus budget and undertaking resource development initiatives to support existing and emerging programs. In addition, the qualified candidate will be responsible for recommendations concerning campus faculty, staff and administrators and for their productivity and performance.

The Campus President/College VP will serve as a member of the College Cabinet, providing College-wide leadership for specific programs and functions as assigned by the Executive Vice President for Academic and Student Affairs. This contributor will use a matrix approach within a multi-campus district to coordinate activities of the central district office with the Campus, as well as provide strategic outreach support to Campus service areas.

Qualifications include a doctorate degree and progressively responsible administrative experience in higher education. Teaching experience is preferred, particularly at the community college level. Sensitivity to diversity issues within the community and an ability to promote information technology applications to teaching/learning and administration are desired. Evidence of effective leadership in supporting community economic development and workforce training and the ability to work effectively within and across community institutions are desirable, as is a demonstrated record of building strong programs to increase enrollment and address student and community needs.

Application review will begin February 14. The search will remain open until filled. The College offers an excellent compensation and benefits package. Interested applicants should submit a current resume, a statement of your view of the role of a comprehensive community college, photocopies of transcripts for all earned degrees, a list of three employment/professional references, and an Employment Application Form. The application form will be forwarded with a letter acknowledging receipt of application materials. Submit materials to: **Director-Staffing-HOH, Human Resources, Cuyahoga Community College, 700 Carnegie Avenue, Cleveland, OH 44115. Fax: 216-987-4799.**

Cuyahoga Community College

Cuyahoga Community College vacancy notices are available on the HR Tri-C Job Line: 216-987-4771 and the College Web site: www.tri-c.cc.oh.us/district/index.htm.

Affirmative Action/Equal Opportunity Employer M/F/D/V

Looking for a back article of *Hispanic Outlook???*

"Hispanic Outlook in Higher Education" is archived in the ERIC database on an annual basis. These annual cumulations (26 issues) may be purchased (in microfiche or reproduced paper copy) from the:

ERIC Document Reproduction Service (EDRS)
7420 Fullerton Road, Suite 100
Springfield, VA 22153-2852
TEL: 800-443-3742; 703-440-1400;
FAX: 703-440-1408;
Internet: EDRS@inet.ed.gov

Portland Community College

FACULTY

Portland Community College in Portland, Oregon seeks 35 new faculty for academic year 2000/01. Great opportunities in a variety of disciplines: Computer Information Systems, Computer Science, Medical Laboratory Technology, Microelectronics, Trade Extension-Electrical, Developmental Education/ English/ Writing, English as a Non-native Language, Art/ Photography, Art History, Business Administration, Chemistry, Early Childhood Education, English, History, Mathematics, Multimedia, Nursing, Personal Health, Physical Education, Physics, Psychology, Sociology, Sociology (gerontology focus). Excellent compensation and benefits package. Check our web site for details.

www.pcc.edu/hr/jobs.htm
or call (503) 978-5857
AA/EOE

Bellevue Community College

3000 Landerholm Circle S.E.,
Bellevue, Washington 98007-6484
(425) 641-0111

Bellevue Community College is committed to increasing cultural diversity among its professional staff. Applicants with multicultural experience and/or backgrounds which will add cultural richness and diversity to Bellevue Community College are encouraged to apply.

THE COLLEGE:

Bellevue Community College is a comprehensive two-year college located about ten miles east of Seattle, Washington, between Lake Washington and the Cascade Mountain foothills. The college enrolls more than 19,000 students (9000 FTEs) annually. It offers both college transfer and occupational programs. It maintains strong ties with local business, industry, and the City of Bellevue, and is continually expanding its services in this rapidly growing district. BCC is recognized nationally for its leadership in faculty professional development and professional/technical education. In its October 15, 1998 issue, Rolling Stone magazine included Bellevue Community College in its listing of "ten of the best" community colleges in America," largely because of its high quality digital technology programs.

Adult Basic Education Instructor
Administrative Office System Instructor
Chemistry Instructor
Computer Science Instructor
Economics Instructor
English Instructor
ESL Instructor
General Business/Marketing Instructor
Health/PE Instructor
History Instructor
Interior Design Instructor
Information Technology (3 Positions)
Life Science (Botany) Instructor
Mathematics Instructor
Media Communication & Technology Instructors (3 Positions)
Nursing Instructors (2 Positions)
Parent Education/Early Childhood Instructor

To request application materials contact 24-hour Jobline **(425) 643-2082 or jobs@bcc.ctc.edu** (provide complete land address). Please do not send electronic résumes. For announcement details visit our website at **www.bcc.ctc.edu/joblist.** Only completed application materials will be accepted.

Bellevue Community College is an Equal Opportunity Employer and operates under an Affirmative Action Plan, in accordance with applicable federal and state laws and regulations. The college strongly encourages all qualified applicants to apply. We hire only U.S. citizens and lawfully authorized workers.

Bellevue Community College complies with the Americans with Disabilities Act. Applicants with disabilities who require assistance with the recruitment process may contact (425) 641-2274 or leave a TDD/TTY message at (425) 603-4184, by the application closing date.

Full-Time faculty must become members of the Bellevue Community College Association of Higher Education union or pay a representation fee to the Association within thirty (30) calendar days after date of hire.

Be part of the fastest growing community college in Texas!

www.stcc.cc.tx.us

A wonderful opportunity awaits you at South Texas Community College located in the third fastest growing area of the nation. This fast growing community college with 10,000 students on five campuses is recruiting a visionary, energetic and results oriented chief instructional officer.

VICE PRESIDENT FOR INSTRUCTIONAL SERVICES
(SEARCH EXTENDED)

The successful candidate will lead the College's strong academic, technical, developmental and continuing education programs, maintain a learner-centered philosophy and focus faculty and staff commitments toward student learning and success.

The ideal candidate will have the following qualifications:

- the ability to work effectively with academic-transfer, technical, developmental and continuing education programs in a multi-campus environment
- a team player with ability to work collaboratively with faculty, program chairs and division directors
- demonstrated ability to provide leadership in the implementation of change and a focus on quality
- strong commitment to teaching excellence and standards of quality
- strong communication, problem solving, interpersonal and mediation skills
- substantial instructional administrative experience and expertise
- teaching experience at a community college is highly desirable

CLOSING DATE:	Open until filled. Screening will begin early March.
SALARY RANGE:	Competitive: Salary and benefit package based on experience and education.
STARTING DATE:	August 2000 or as soon as can be arranged.
HOW TO APPLY:	Contact our web site, http://www.stcc.cc.tx.us/jobs/index.html for the complete job announcement and information on how to apply.

STCC
South Texas Community College

STATEMENT OF EQUAL OPPORTUNITY
No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by South Texas Community College on the basis of race, color, national origin, religion, sex, age, veteran status, or disability.

USF
UNIVERSITY of SAN FRANCISCO

COLLEGE OF ARTS AND SCIENCES

SPORTS AND FITNESS MANAGEMENT

The Sports and Fitness Management Graduate Program at the University of San Francisco invites applications for a tenure-track position at the Assistant Professor level with focus on market research and assessment, business planning, and enterprise development for the sports and fitness marketplace. The position will begin in Fall 2000.

Teaching responsibilities include: Market Research Methods in Sports and Fitness Management, Economics and Finance for Sports and Fitness Managers, Capstone Seminar in Sports and Fitness Management, and other courses according to the candidate's specialty.

Program: USF's Sports and Fitness Management Master's of Arts Program is the West Coast's most extensive graduate program serving students in San Francisco and in the Los Angeles/Orange area. The program serves professionals and graduate students interested in advancement and management opportunities in professional sports, intercollegiate and amateur athletics, fitness and recreational facilities and operations, and in sports and fitness marketing.

Qualifications. A doctorate earned by Fall 2000, university or college teaching experience, evidence of a strong commitment to teaching, evidence of scholarship, experience and willingness to work in a culturally diverse environment, and an understanding and commitment to support the mission of the University are required. Preference will be given to those candidates who evidence significant professional experience in the assessment and development of enterprises for the sports and fitness marketplace and applicants with successful experiences in using instructional technology and the internet to support classroom teaching. The faculty member will be expected to develop an independent and ongoing research program.

Applicants should submit a letter of application, curriculum vitae, graduate transcripts, statement of teaching philosophy, evidence of teaching ability including student evaluations, and three letters of recommendation to:

Lawrence A. Wenner, Director
Sports and Fitness Management Program
University of San Francisco
2130 Fulton Street, MGM A110
San Francisco, CA 94117-1080

Applications must be received by March 15, 2000 to ensure their full consideration.

The University of San Francisco is a private, Catholic and Jesuit institution and particularly welcomes candidates who will positively contribute to such an environment. USF is an Equal Opportunity and Affirmative Action Employer, and will provide reasonable accommodations to individuals with disabilities upon request. We particularly encourage minority and women applicants for all positions.

THE UNIT FOR TEACHER EDUCATION
CONCORD COLLEGE

Positions: (1) An assistant professor of education (literacy/elementary); and (2) assistant professor of education (generalist); both positions are full-time, tenure track position to begin with the fall 2000 semester.

Location: The Unit for Teacher Education (Education Department) is located at Concord College, Athens, West Virginia. Concord College is a baccalaureate liberal arts institution with a strong commitment to programs of excellence in teacher education business, preprofessional programs in the arts and sciences, and public service. The Education Department has nine full-time faculty members who serve approximately 500 candidates pursuing options in early childhood special education, elementary education, special education, and various content specializations in secondary education. The Unit is accredited by NCATE, approved by the West Virginia Department of Education, and holds membership in AACTE.

Position Descriptions: We are seeking faculty members with an enthusiasm for teaching and supervision, intellectual vitality, high personal energy, effective human relations, good communication skills, and a demonstrated record of working effectively and efficiently in the P-12 schools. S/He should also value collaboration and be willing to work across traditional program boundaries. Both positions are expected to advise preservice teacher candidates, maintain scholarly productivity, and participate in the governance and activities of the Unit, Division, and College. Both positions should also be able to incorporate technology into their teaching methods. Specific to each position:

(1) The generalist should be qualified to teach K-6 method classes, have expertise in professional education, and supervision.
(2) The elementary/literacy specialist should have expertise in literacy and K-6 methods classes.

In addition to the above qualifications, preference will be given to those candidates with expertise in technology and/or special education.

Responsibilities: (Both)
- Advise preservice teacher candidates
- Collaborate with P-12 schools
- Participate in the governance and activities of the Unit, Division, and College

(Position 1-Generalist)
- Teach professional education, methods, and/or supervise student teachers

(Position 2-Literacy/elementary)
- Teach literacy courses, K-6 method course, and/or supervise student teachers.

Required Qualifications for both positions:
- Earned doctorate preferred, however a masters is acceptable if the applicant is enrolled in an appropriate doctoral program; a doctorate is required for tenure.
- At least 3 years of successful classroom teaching experience in a P-12 setting

Preferred Qualifications for both positions:
- Expertise in educational technology
- Expertise in special education

Salary: Lower $30,000's for nine-month contract

Application Process: The Unit for Teacher Education is anxious to increase the diversity of our faculty; therefore, we welcome and solicit applications from members of minority groups and people with disabilities. Review of application materials will begin immediately and continue until the positions are filled. Application materials should include: a cover letter which explains professional education, experience, and suitability for the position; a full curriculum vita; the names, addresses (including titles and institutions), and telephone numbers of three references who may be contacted. A sample of written work by the applicant should accompany the application. This could be a paper written for a graduate class or a publication.

Application materials should be sent to: Ms. Deborah Stutler, Director of Human Resources, Concord College, PO Box 1000, Athens, WV 24712-1000.

NORTH HARRIS MONTGOMERY COMMUNITY COLLEGE DISTRICT

GENERAL INFORMATION

Established in 1972, NHMCCD comprises four comprehensive colleges (North Harris, Kingwood, Tomball and Montgomery); five modern outreach centers; and a university center (a consortium of six state universities offering upper level undergraduate and graduate degree programs). The 1,100 square mile college district is located in the northern suburbs of Houston, Texas, serving a population in excess of 1 million. NHMCCD serves 24,000 credit and 10,000 continuing education students each long semester. NHMCCD is recognized for the quality of its educational programs and is considered a leader in technological innovation.

Full-time faculty positions are anticipated and subject to budgetary approval by the NHMCCD Board of Trustees. Faculty members should possess knowledge of and commitment to the mission of a comprehensive community college, a passion for continuous learning and self-improvement, a commitment to excellence in teaching and student achievement, and superior communication skills. Faculty positions require a strong commitment to institutional and community service as well as to continuing professional development. Faculty members must be willing to teach a diverse student population using a variety of modern methodologies with tools such as computers, multimedia, interactive TV, Internet, and video. Fluency in Spanish and multicultural experience is highly desirable.

Anticipated faculty positions available August 2000

NORTH HARRIS COLLEGE

American Sign Language - Master's degree in Deaf Education, Deaf Studies or a related area. Should be a native or near-native speaker of ASL. Ability to teach deaf-related courses in an Interpreter Training program such as Deaf Culture or Introduction to the Deaf Community. Reference #10270

Biology - Master's degree in biological science. General computer literacy. Excellent command of English and demonstrated oral communication skills. Preferred: Graduate GPA of at least 3.0 with graduate level course work in biology or comparable professional development in the biology field within the last 10 years. Reference # 10256

Developmental Studies (Three positions) - Bachelor's degree in English, reading, or a related area. Master's degree preferred. Reference #10272

Health Information Technology - Associate's degree and ART. Three years experience in the field. Preferred: Bachelor's degree and RRA. Reference #10273

Information Technology - Bachelor's degree in information technology, computer science or related field. Three or more years industry experience in information technology. Preferred: Master's degree in computer-related field. College teaching experience. Experience with Office 97 or 2000, Windows 98. Programming experience (C++, Visual Basic, Java, COBOL, RPG, and AS/400 CLP), AS/400 operations, certifications (MCSE, MCSD, MCT, Oracle, Cisco). Reference #10271

Mathematics - Master's degree with a minimum of 18 graduate hours in mathematics. Ability to teach developmental math through calculus. Preferred: community college teaching experience and ability to incorporate technology into the class. An interest in performing administrative coordinator duties. Reference #10275

Multimedia - Bachelor's degree in related field. Macintosh and PC operating system experience. Proficiency in HTML, PhotoShop, Flash, JavaScript and ASP. At least three years of relevant work experience. Preferred: Master's degree in related field. Teaching experience. Skills in Director and DHTML. Workplace experience in either web design or multimedia development. Knowledgeable in e-commerce. Reference #10274

Speech - Master's degree with 18 graduate hours in speech. College level teaching experience in speech. Computer and Internet skills, particularly Power Point and WebCt. Preferred: teaching experience in a two-year college program. Active involvement in State, Regional and National professional organizations. Ability to teach distance learning classes. Reference #10276

Speech/Forensics - Master's degree with 18 graduate hours in speech. College level teaching experience in speech. Preferred: experience as Forensics competitor and Forensics coach at the college level. College level teaching and coaching experience in Forensics with an emphasis in the area of Debate. Experience as an instructor in a two-year college program. Computer and Internet skills. Reference #10212

KINGWOOD COLLEGE

Art - MA or MFA with at least 18 graduate hours in art courses. A concentration in foundations and photography is preferred. Must be an exhibiting artist. Knowledge of computer applications in the art field. Prior successful high school, adult, or college teaching experience. Reference #20119

Computer Information Systems - Bachelor's degree in computer information systems, computer science or related field. Three or more years industry experience in related field. Internet experience in developing sites and/or materials for training. Industry and/or educational experience in developing training materials. Preferred: Master's degree in computer information systems, computer science or related field. Teaching experience in adult education. Novell and/or Microsoft Certification and/or Cisco Router Certification. Reference #20120

Desktop Publishing and Office Administration - Master's degree. Two to three years industry or teaching experience using major graphics and layout software packages. Internet experience in developing sites and/or materials for training. Experience in developing instructional training materials. Preferred: Master's degree in related field. Teaching experience in adult education. Knowledge of multimedia software. Reference #20121

Developmental Studies - Master's degree in related field with teaching experience in developmental reading. Preferred: prior successful community college teaching experience. Familiarity with computer applications/software as aids to writing. Working experience in a learning laboratory or tutoring students in writing and/or reading. Reference #20122

Geoscience - Master's degree with 18 hours graduate level geoscience courses. Two years of teaching experience at the community college/university level within the past five years. Fieldwork and laboratory experience in geoscience applications. Experience with computers and computerized geological applications. Preferred: related work as a professional in geoscience industries in the last ten years. Reference #20123

Spanish - Master's degree with 18 graduate hours in Spanish. Three years teaching experience. Knowledge of cultural differences among Spanish-speaking countries. Knowledge of computer applications in the foreign language field. Ability to coordinate schedules of other instructors. Preferred: Teaching experience at the college level. Experience with community colleges. Experience traveling to Spanish-speaking countries
Reference #20124

Speech - Master's degree with at least 18 graduate hours in speech. Knowledge of computer and Internet applications in the field. Prior successful adult or college teaching experience. Preferred: community college experience. Reference #20125

TOMBALL COLLEGE

Chemistry - Master's degree with 18 graduate hours in chemistry. Preferred: community college teaching experience. Ability to teach inorganic and organic chemistry with a secondary field in geology, biology or both. Experience using technology in the classroom. Reference #30167

Computer Information Systems (Networking) - Bachelor's degree or equivalent in an appropriate field. MCSE, CNA, or CCNA certification or willingness to obtain MCSE within two years. Work experience in the computer field. Proficiency in MS Office and Windows 97 software packages. PC hardware knowledge. Two years teaching or training experience. Experience in curriculum design and development. Ability to integrate and use technology in the classroom. Distance education certification or willingness to obtain within one year as professional development. Preferred: Master's degree. MCSE certification, distance education certification or training. Work experience in networking. Community college teaching experience. Active in professional and community organizations. Reference #30168

Computer Information Systems (Programming Languages) - Bachelor's degree or equivalent in an appropriate field. MCSD certification or willingness to obtain within two years. Experience in Visual Basic, Visual C++, Visual Java, and HTML languages. Proficiency in MS Office and Windows 97 software packages. PC hardware knowledge. Two years teaching or training experience. Experience in curriculum design and development. Ability to integrate and use technology in the classroom. Distance education certification or willingness to obtain within one year as professional development. Preferred: Master's degree. MCSD certification, distance education certification or training. Work experience in programming. Community college teaching experience. Active in professional and community organizations. Reference #30169

Computer Information Systems (Databases) - Bachelor's degree or equivalent in an appropriate field or an equivalent combination of education, training and/or experience. Oracle8 certification or willingness to obtain within two years as professional development. Experience in database administration. Proficiency in MS Office and Windows 97 software packages. PC hardware knowledge. Two years teaching or training experience. Experience in curriculum design and development. Ability to integrate and use technology in the classroom. Distance education certification or willingness to obtain within one year as professional development. Preferred: Master's degree. Oracle8 certification, distance education certification or training. Work experience in programming. Community college teaching experience. Active in professional and community organizations. Reference #30170 Start date for this position is 7/15/00

Developmental Studies (Two Positions) - Bachelor's degree in related field. Experience in teaching writing or reading. Preferred: Master's degree including 18 graduate hours in reading, writing or English as a second language. Experience in teaching developmental reading and writing. Prior successful community college teaching experience. Ability to apply technology to student learning. Reference #30171

History- Master's degree with 18 graduate hours in history. Preferred: community college teaching experience and the ability to apply technology to student learning. Reference #30172

Management/Marketing - Master's degree with 18 graduate hours in an appropriate field. Work experience in management and/or marketing. Two or more years of teaching or training experience. Ability to integrate and use technology within the classroom. Proficiency in MS Office software packages. Experience in curriculum design and development. Distance education certification or willingness to obtain in one year as professional development. Preferred: Educational preparation in management beyond the Master's degree. Experience in new program start-up. Experience in teaching cooperative education courses. Community college teaching experience. Active in professional and community organizations. Reference #30173

Math (Two positions) - Master's degree in math including a minimum of 18 graduate hours in math with ability to teach developmental as well as college transfer classes. Generally, we do not count graduate hours in math education as part of the required 18 hours. Preferred: community college teaching experience and experience using technology in the classroom. Reference #30174

Music - Master's degree in music and 18 graduate hours in music. Ability/credits in vocal/keyboard/piano. Preferred: concentration in vocal instruction and choral programs. Experience as a vocal director, event logistics, and showmanship. Ability to apply technology to student learning in vocal music. Experience in curriculum development. Community college teaching experience. Reference #30175

Physical Education - Master's degree and 18 graduate hours in an appropriate field. Two or more years teaching experience. Experience in curriculum design and development. Ability to integrate and use technology in the classroom. CPR certification or willingness to obtain within one year. Distance education certification or willingness to obtain within one year as professional development. Proficiency in MS Office software packages. Ability to integrate and use technology in the classroom. Preferred: Educational preparation in physical education beyond the Master's degree. Distance education certification or training. Community college teaching experience. Prior activity in professional and community organizations. Reference #30176

Speech - Master's degree with 18 graduate hours in speech or applicable communications courses. Preferred: experience teaching college level speech. Community college experience. Ability to apply technology to student learning. Rhetorical approach to speech arts supported by practical activities. Reference #30177

Sociology - Master's degree with 18 graduate hours in sociology. Preferred: community college teaching experience and the ability to apply technology to student learning. Reference #30178

MONTGOMERY COLLEGE

Biology (Two positions)- Master's degree with 18 graduate hours in a field of biology that would enable the successful candidate to teach general biology for majors and non-majors, microbiology, and human anatomy and physiology. Ability to teach in the area of biotechnology a plus. Preferred: ability to work as team member. Commitment to a learning-centered environment and the use of computer technology. Reference #40191

Computer Information Systems - Master's degree or equivalent in an appropriate field. MCSE, CNA, CCNA certification or willingness to obtain certification within two years. Three years teaching experience. Proficient in PC hardware and application software packages. Experience in curriculum design and development. Preferred: Industry experience. Community college teaching experience. Distributed learning course delivery experience. Active in professional and community organizations. Reference #40192

English (Two Positions) - Master's degree with 18 graduate hours in English. Experience or training in teaching reading is preferred and experience or training in the teaching of writing classes is essential. Reference #40193 *Portfolio is requested with original application.* Portfolio content is located at http://job.nhmccd.edu

Foreign Languages - Master's degree with 18 graduate hours in Spanish. Three years teaching experience. Knowledge of cultural differences among Spanish-speaking countries. Knowledge of utilizing technology in teaching foreign languages. Preferred: Community college teaching experience. Experience with study abroad programs. Additional 18 graduate hours in another foreign language. Distributed learning course delivery experience. Active in professional and community organizations. Reference #40194

Geology - Master's degree with 18 graduate hours in geology. Ability to teach in a broad range of geology areas including physical, historical, and environmental geology. Teaching experience. Ability to utilize computer technology. Ability to teach in an area outside of geology. Ability to work as a team member. Interest in developing a learning-centered environment. Reference #40195

Government - Master's degree with 18 graduate hours in political science. Preferred: Master's or Doctoral degree in political science with emphasis in American politics. Community college teaching experience. Desire to teach in a learning-centered environment. Reference #40196

History - Master's degree with at least 18 graduate semester hours in history. Preferred: Master's or Doctoral degree in history with emphasis in American history. Community college teaching experience. Desire to teach in a learning-centered environment. Reference #40197

International Business / Economics - Master's degree with 18 graduate hours in economics. Teach economics, management, marketing and international business courses. Three years teaching experience. Experience in curriculum design and development. Preferred: Industry experience. Community college teaching experience. Distributed learning course delivery experience. Additional 18 graduate hours in management, marketing, and/or international business. Active in professional and community organizations. Reference #40198

Librarian - Master's degree in library science from an ALA accredited institution. Minimum of one-year professional library reference experience. Experience with using technology in a library or educational setting. Experience with electronic databases. Web page development/maintenance helpful. Familiarity with Microsoft Office products. Coursework in education or teaching experience desired. Reference #40202 *Portfolio is requested with original application.* Portfolio content is located at http://job.nhmccd.edu

Math - Master's degree in math including a minimum of 18 graduate hours in math with ability to teach developmental as well as college transfer classes. Preferred, experience at the community college level teaching a full spectrum of classes is highly valued in this selection. Reference #40199 *Portfolio is requested with original application.* Portfolio content is located at http://job.nhmccd.edu

Philosophy - Master's degree with at least 18 graduate semester hours in philosophy. Preferred: Master's or Doctoral degree in philosophy plus a second teaching field. Community college teaching experience. Desire to teach in a learning-centered environment. Reference #40200

Speech (Two Positions) - Master's degree with 18 graduate hours in speech. Preferred: experience or training in teaching business speech. Reference #40201 *Portfolio is requested with original application.* Portfolio content is located at http://job.nhmccd.edu

Application process

Review of material will begin 2/29/00 and all positions will remain open until filled. Applicants should submit a letter of application specifically addressing the qualifications including the job title and reference number, extended resume, names, addresses, and telephone numbers of five job-related references plus copies of transcripts of all college work. If applying for multiple positions a separate cover letter and application material should be submitted for each position for which you are applying. Unless portfolio is requested with initial submission, candidates will be screened from these materials and finalists will be asked to submit complete portfolios for Montgomery College positions. Applicants with foreign credentials should submit a US transcript evaluation. Material may be mailed, faxed or forwarded electronically to **North Harris Montgomery Community College District, Human Resources, 250 N. Sam Houston Parkway E. Houston, TX 77060 or Fax 281-260-3186 or email jobs@nhmccd.edu** For more information visit our web site **http://job.nhmccd.edu**

Come **GROW** with us at... OWENS COMMUNITY COLLEGE

The fastest-growing college in Ohio, **Owens Community College** is a public, state-assisted, two-year institution of higher education. On its two campuses in the Toledo area and Findlay, Ohio, Owens Community College serves more than 16,600 students with over **100 career-oriented programs and majors** in Agriculture, Business, Public Service, Health, Industrial and Engineering Technologies, as well as the first two years of a bachelor's degree. In addition, Owens offers a variety of specialized credit and non-credit programs through the Center for Development and Training.

We currently are seeking applicants for the following positions on our Toledo-area Campus.

Position	**Deadline**
Director, Public Relations & Marketing	2-18-2000
Executive Director, Institutional Advancement	2-18-2000
Executive Director, Student Development	2-18-2000

To request application materials, please contact:
Human Resources, Owens Community College, P.O. Box 10,000, Toledo, OH 43699-1947, 419/661-7292. Please specify position.

Affirmative Action/Equal Opportunity Employer

PACE UNIVERSITY SCHOOL OF EDUCATION

ANNOUNCEMENT OF TENURE TRACK FACULTY POSITIONS IN SPECIAL EDUCATION AND READING FOR FALL, 2000

Pace University School of Education invites applications for three tenure track faculty positions for our graduate and undergraduate inservice and preservice programs, two in ***Special Education*** (one New York City Campus and one Westchester Campus), and one in ***Reading*** (Westchester Campus), to begin September 2000. Candidates must have K-12 experience, preferably in urban schools and should demonstrate a record of successful scholarship in their disciplines.

Pace is an affirmative action/equal opportunity employer. Consistent with our commitment to a diverse faculty, applications from persons of color are strongly encouraged. Please find a full description of the positions and our programs, additional information about eligibility requirements, and application procedures at our web site: **http://www.pace.edu/education/.**

PACE UNIVERSITY

BRYN MAWR

SENIOR ADMINISTRATIVE OPPORTUNITY

Bryn Mawr College, a distinctive and highly selective liberal arts college located in the suburbs of Philadelphia, seeks applications and nominations for the new position of:

DIRECTOR OF DEVELOPMENT

Reporting to the Chief Advancement Officer of the College, the Director will provide leadership and oversight to the College's development program, and serve as member of the CAO's core management and campaign planning group. The Director will work with the CAO to achieve increasing integration of the giving programs in anticipation of the College's largest capital campaign, now in the planning stages.

Specific responsibilities include oversight of the day-to-day operations of the Resources (development) Office, supervision of the four senior directors and their respective programs (annual giving, major gifts, corporate and foundation relations, planned giving), and organization of a principal gift program (including management of a portfolio with some of the College's most important donors and prospects). Working closely with the CAO, the Director of Development will establish individual and programmatic goals for the campaign, monitor progress to those goals, and provide annual performance evaluation for each program and its director. The Director will work with the CAO in staffing the Board of Trustees Development Committee and other leadership committees related to the Campaign.

Requirements include the minimum of a bachelor's degree, minimum of ten years of progressively responsible experience implementing and managing comprehensive fundraising programs with at least three years of supervisory experience. Preference given to candidates with significant experience in institutions of higher education, academic health centers or major arts institutions. Prior experience in a capital campaign is required, as well as prior experience in and comfort with volunteer-rich fundraising programs. Candidates must demonstrate experience in and understanding of the full range of development programming including cultivation, solicitation and stewardship of significant gifts from individuals and organizations; program planning; development systems, including prospect research; gift administration; personnel management; program budget management. Candidates must have the ability to work comfortably and closely with senior administrators, faculty, and lay leadership including trustees. Excellent organizational, written and spoken communication skills; demonstrable ability to handle multiple tasks with varying deadlines, and to work under pressure. A sense of humor, familiarity with and understanding of the issues facing higher education are necessary.

The successful candidate will receive a comprehensive compensation/benefit package and be part of an environment conducive to professional and personal growth. For immediate consideration please send cover letter, resume and list of three professional references to **Human Resources, Bryn Mawr College, 101 N. Merion Ave., PA 19010-2899.** EOE M/F. Materials received on or before February 18, 2000 will be assured full consideration.

Princeton University

DIRECTOR OF THE PROGRAM IN TEACHER PREPARATION

Princeton University invites applications and nominations for Director of the Program in Teacher Preparation. Grounded in strong liberal arts studies and closely supervised classroom experience, the Program prepares undergraduates for elementary and secondary school teaching. It allows students to fulfill state requirements for certification within the framework of the AB and BSE degrees at Princeton. The Program also serves as the vehicle for special educational programs linking the University and local schools.

The Director provides intellectual leadership and administrative direction for the Program, with a wide range of responsibilities including teaching; designing, developing, and evaluating curriculum; supervising student teachers and staff supervisors; advising students on professional opportunities and graduate programs in education; supervising placement activities for seniors and alumni seeking teaching positions; and hiring, supervising, and evaluating administrative and support staff. As the principal point of contact between the University and the schools, the Director initiates and manages special educational programs providing preprofessional classroom experiences for Princeton undergraduates and professional development opportunities for precollege teachers. The Director interacts regularly with faculty in academic departments at Princeton and with education faculty in other colleges and universities.

The Director is expected to have a minimum of six to eight years of professional experience with direct relevance to teacher preparation. The ideal candidate will have been both a teacher and an administrator and will have had experience at both the college or university and the elementary or secondary school level. Unusually strong candidates with more limited experience (e.g., teaching and administration only at the elementary or secondary school level, or teaching without a formal administrative appointment) will also be considered. The Director must hold a Ph.D. or an Ed.D. with a bachelor's or master's degree in a liberal arts discipline and must be prepared to teach in the Program; with appropriate scholarly credentials, the successful candidate may also find opportunities to teach in one of the academic departments. The Director must have excellent organizational, interpersonal, and communication skills and a substantial record of accomplishment in planning and implementing programs, solving problems, and leading colleagues in collaborative efforts. Evidence of research or clinical work on effective teaching is desirable, as is experience in writing grant proposals.

The position will be available on July 1, 2000. The review of candidates will begin immediately. For full consideration, applications should be received by February 15, 2000. Candidates should submit two copies of a letter of application and curriculum vitae and one copy of a course syllabus, short report, project plan, published article, or other written document illustrative of their work (non-returnable) to:

Office of Human Resources
Attn: Req. 99-0611-HHE
Clio Hall
Princeton University
Princeton, NJ 08544

www.princeton.edu

UNIVERSITY OF NORTHERN COLORADO

Opera Scenic Designer/Technical Director-Exempt staff, Full-time 9-month contract (optional summer contract). Baccalaureate degree in Theatre, experience in Scenic Design, Technical Direction, and Properties required. MFA and teaching experience desirable. Salary mid-$20's. Technical Director on an Opera and Opera Scenes Program each semester and Opera Tour each year, teach 1-2 classes each semester, coordinate properties for all college productions and assist in Scene Shops. Design opportunities available.

Contact: (970) 351-2194 for complete Vacancy Announcement. Deadline March 5, 2000.

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¡PUNTO FINAL!

TRUSTEE DIVERSITY: A QUIET CRISIS

Dr. Rafael Cortada, who earned his Ph.D. at Fordham University and a certificate from Harvard University's Graduate School of Business/Institute for Educational Management; is dean and director of The Ohio State University at Newark and president of Central Ohio Technical College.

Once upon a time, members of boards of trustees were expected to be advocates for their colleges and universities. This means that they provided oversight of academic, fiscal, and student programs and articulated the community's needs to "the administration."

Of course, they also raised money, increased the endowment, and carried the institution's message far and wide to win new supporters and donors. Their most sensitive internal role was to evaluate the president, and reward or replace him or her, as they saw fit.

As political power has shifted all across the nation, increasingly conservative elected officials have tended to appoint more conservative trustees.

This new breed of trustee has tended to move toward undertaking "reform" as a mission, often out of conservative ideology, and tending to eliminate shared governance, which once assured faculty of at least some voice.

The focus on ideology has politicized some systems and created a disconnection between faculty and staff on the one hand and the system-wide policy-making board on the other. In California, affirmative action-based admissions policies have been eliminated, while the City University of New York's board of trustees unilaterally eliminated remediation at the senior campuses.

In both systems, faculty and administration did not support the initiatives. One trustee in Virginia publicly announced the intention to review the catalog course by course, to "see what I don't like and what I think doesn't have a place on our campus."

Board intrusion into the curriculum is inappropriate. Areas such as remediation, women's studies, and ethnic studies have been attacked in different states from a political perspective as the climate has changed. This can chill new research and movement into new areas of inquiry and teaching.

The new conservatism might also be changing the role of the board in subtle ways. Boards historically assured "fairness" in all operations. Board policies were expected to assure that all sectors of the business community had fair access to institutional contracts and purchasing efforts, and that the decision was made justly.

Board policies have historically been expected to assure that diverse [audiences] had access to personnel vacancies, and that hiring grew out of qualifications.

Where will minority communities stand, with the demise of affirmative action and minority set-asides? Some recall the days when "color blind" policies resulted in the hiring of no minorities, and contracting and purchasing with no minority businesses.

Traditionally, trustees have been White and male. In 1969, only three percent of trustees were African American. Hispanic and other minorities were not even statistically significant then.

That has improved somewhat. In 1997, 11.7 percent of trustees were African American; 82.7 percent, White; 2.6 percent, other minorities; and 3.1 percent, Hispanic. But the fact that Hispanic representation on boards of trustees barely moved beyond the 3.0 percent representation in 1986 should be a matter of grave concern.

Access and diversity are very much at risk. Heretofore, it was believed that the education of an individual enriched society. This justified public subsidy and investment. The conservative philosophy is that the individual educated is the beneficiary.

Hence, that person should pay. Those needing help to enter or succeed in higher education, thus, should not be there. The impact of current trustee selection trends on the education of Latinos can be devastating.

The Latino bridgehead in higher education has been nurtured by affirmative action, financial aid, and institutional policies of inclusion. As these are eliminated, Latino faculty and staff representation can suffer.

Latino and African American enrollment is already plunging in Texas, California, and Washington. Similar losses can be anticipated in New York. As we project a workforce that is one-third Latino and Black, current trends should concern rational people.

These "culture wars" are political. In New York, one trustee, a former elected official, changed parties to align himself better with the governor and the mayor. Activist, conservative trustees are a factor in New York, Michigan, California, Virginia, Massachusetts, and a growing number of other states.

Historically, higher education has been an apolitical participant in the political process. Politicization of curriculum and admissions issues can only do damage.

As these ideological conflicts are played out in boardrooms, who will speak for the aspirations of Latino students?

Who will advocate for their access, and for the increased presence of Latino faculty?

Expanded representation among trustees in all states should be the highest priority for all Latino professional and educational organizations.

If interested in submitting a Punto Final "Think Piece," please e-mail us at sloutlook@aol.com for guidelines.

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THE HISPANIC Outlook IN HIGHER EDUCATION

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Florida State
UNIVERSITY

The Florida State University is classified as a Research I University by the Carnegie Foundation for The Advancement of Teaching and is located in the State Capitol. The College of Education has a long and honored history as the second founded College in the University. The institution and the unit hold numerous accreditations. The advanced graduate and research mission is central to the College with 21 doctoral degree programs. Undergraduate education and the cooperative improvement of K-12 education are essential to the mission.

THE COLLEGE SEEKS ACCOMPLISHED, MOTIVATED, ENTHUSIASTIC, AND ENERGETIC CANDIDATES FOR THE FOLLOWING FOUR POSITIONS.

ASSISTANT/ASSOCIATE PROFESSOR
SOCIAL SCIENCE EDUCATION
(TENURE-EARNING)

The Department of Educational Theory and Practice is searching for a faculty member in Social Science program that grants Bachelor's, Masters, Educational Specialist and Doctoral degrees. A certification component is available to students at the Masters level. The position requires: teaching graduate and undergraduate courses in a field-based Social Science Education program; service on departmental, college and university committees; supervision of field experiences, involvement and service to the educational community; advising undergraduate and graduate students conducting of research and publishing. Minimum qualification includes: earned doctorate in Social Science Education; three years public school teaching experience; evidence of continuous scholarly growth; ability to teach methods courses in Social Studies at secondary and elementary levels; willingness to work cooperatively in collegial endeavors.

Send application package, including letter of application, current vitae, and three letters of recommendation to: **Dr. J. R. Lunstrum, Chair, Social Science Education Search Committee, Department of Educational Theory and Practice, 115 Stone Building, College of Education, Florida State University, Tallahassee, Fl 32306-4457.** For further information, contact him at **(850) 644-8478, (850) 644-7736,** or mail to:**jlunstru@mailer.fsu.edu.** Applications for this position will close on February 25, 2000.

ASSISTANT PROFESSOR
PROGRAM EVALUATION
(TENURE-EARNING)

The Department of Educational Research at Florida State University is seeking a faculty member who has experience in qualitative methods of research and program evaluation. Responsibilities include teaching graduate courses in program evaluation and qualitative methods, conducting a program of research, and engaging in service to the university and profession. Minimum qualifications include an earned doctorate degree. Candidates should demonstrate potential for scholarly achievement and the ability to secure external funding for research projects.

Send application package, including letter of application, current vitae, and three letters of recommendation to: **Dr. Walter Wager, Chair, Program Evaluation Search Committee, Department of Educational Research, 307 Stone Building, College of Education, Florida State University, Tallahassee, Fl 32306-4458.** For further information, contact him at **(850) 644-4335, fax (850) 644-7736,** or mailto:**wagerw@lsi.fsu.edu.** Applications for this position will close on February 25, 2000.

ASSISTANT IN PHYSICAL EDUCATION
PHYSICAL EDUCATION
(NON TENURE-EARNING)

The Department of Physical Education is seeking a highly motivated individual to teach full time in the teacher preparation program. This position provides a unique opportunity to work with five faculty members in providing pedagogical instruction in a progressive clinical education setting. Candidate must have a strong pedagogical background, K-12 public school teaching experience, and instructional technology expertise. Candidate must also have teaching expertise in several of the following areas: Instructional Methodology, Educational Games, Dance, Gymnastics, Foundations of Physical Education, Curriculum, Research Methods, Teaching Practica, and Student Teaching. Work in practica and student teaching will also involve the development of placement sites and the supervision of students at those sites. This is a 9-month appointment with a 100% teaching assignment. Minimum qualifications include Masters in Physical Education or Teacher Education; earned doctoral degree is preferred.

Send application package, including letter of application, current vitae, and three letters of recommendation to: **Dr. Susan Lynn, Chair, Physical Education Search Committee, Department of Physical Education, 122 Tully Gym, College of Education, Florida State University, Tallahassee, Fl 32306-4280.** For further information, contact her at **(850) 644-3007, fax (850) 644-0975** or mailto:**lynn@coe.fsu.edu.** Applications for this position will close on March 31, 2000.

ASSISTANT IN RECREATION AND LEISURE SERVICES
RECREATION & LEISURE SERVICE ADMINISTRATION
(NON TENURE-EARNING)

The Assistant In Recreation and Leisure Services will be responsible for the internship and field work courses which will include: the organization and administration of these courses, the placement and supervision of students, the evaluation of student performance, the identification and evaluation of quality internship and field work sites, and travel for student visitation. Responsible for teaching an introductory course and others as needed and assigned. The coordination, organization, and advisement of incoming undergraduate majors will also be a responsibility of this position, along with the advisement of the student majors' club. Minimum qualifications include an earned Master's degree in Leisure services, Recreation, or Parks.

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LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**

The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652.

All correspondence should include author's full name, address, and phone number.

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A CAPITOL VIEW

The Digital Divide and Hispanics

BY GUSTAVO A. MELLANDER

The National Telecommunications and Information Administration has released *Falling Through the Net: Defining the Digital Divide*–its third report examining which American households have access to telephones, computers, and the Internet, and which do not.

The "digital divide"–the gap between those with access to new technologies and those without–is now one of America's leading economic and civil rights issues. The report clearly points out that Hispanics and Blacks are falling further behind.

Information tools, such as the personal computer and the Internet, are increasingly critical to economic success and personal advancement. But in many instances, the digital divide has widened in the last year.

This report provides an updated snapshot of how "wired" we are as a nation.

The good news is that Americans are more connected than ever before. Access to computers and the Internet has soared for people in all demographic groups and geographic locations.

At the end of 1998, more than 40 percent of American households owned computers, and one-quarter of all households had Internet access. Additionally, those who were less likely to have telephones (chiefly, young and minority households in rural areas) are now more likely to have telephones at home.

Accompanying this good news, however, is the persistence of the digital divide between the information rich (such as Whites, Asians/Pacific Islanders, those with higher incomes, those more educated, and dual-parent households) and the information poor (such as those who are younger, those with lower incomes and education levels, Hispanics and Blacks, and those in rural areas or central cities).

The report reveals significant disparities, including the following:

- Households with incomes of $75,000 and up are more than 20 times more likely to have access to the Internet than are those at the lowest income levels, and more than nine times as likely to have a computer at home.
- Whites are more likely to have access to the Internet from home than are Hispanics or Blacks from any location. Hispanic and Black households are approximately one-third as likely to have home Internet access as are households of Asian/Pacific Islander descent, and roughly two-fifths as likely as White households.
- Regardless of income level, Americans living in rural areas are lagging behind in Internet access. Indeed, at the lowest income levels, those in urban areas are more than twice as likely to have Internet access than are those earning the same income in rural areas.

For many groups, the digital divide has widened as the information "haves" outpace the "have nots" in gaining access to electronic resources. The following findings with regard to home Internet access are representative:

- The gaps between White and Hispanic households and between White and Black households are now more than six percentage points larger than they were in 1994.
- The digital divides based on education and income level have also increased in the last year alone. Between 1997 and 1998, the divide between those at the highest and lowest education levels increased 25 percent, and the divide between those at the highest and lowest income levels grew 29 percent.

Nevertheless, the news is not all bleak. For Americans with incomes of $75,000 and up, the divide between Whites and Blacks has actually narrowed considerably in the last year.

This finding suggests that the most affluent American families, irrespective of race, are connecting to the Net. If prices of computers and the Internet decline further, the divide between the information "haves" and "have nots" might continue to narrow.

Until every home can afford access to information resources, however, we will need public policies and private initiatives to expand affordable access to those resources. Plans are under way to include all Americans in the National Information Infrastructure, a project that would connect all households.

Pro-competition policies, to reduce the prices of basic phone and information services, and universal service policies will be important parts of the solution.

Community Access Centers (CACs)–such as schools, libraries, and other public access points–will play an important role. The data demonstrate that community access centers are particularly well used by those groups who lack access at home or at work.

These same groups (such as those with lower incomes and education levels, certain minorities, and the unemployed) are also using the Internet at higher rates to search for jobs or take courses. Providing public access to the Internet will help them advance economically, as well as provide them with the technical skills to compete professionally in today's digital economy.

Establishing and supporting community access centers, among other steps, will help ensure that all Americans can access new technologies. As we enter the Information Age, access to computers and the Internet is becoming increasingly vital. It is in everyone's interest to ensure that no American is left behind.

The report provides a wealth of information that can be used by policy-makers, researchers, academics, and the general public.

The entire report can be obtained through NTIA's Web site www.ntia.doc.gov, or you may contact NTIA's Office of Public Affairs at (202) 482-7002 for further information.

Dr. Mellander is a professor at George Mason University.

Celebrating Hispanic Colleagues

NMSU Colleague Zárate Endows Scholarship

BY MARÍA G. CORTEZ

As the new millennium was approaching, the Hispanic Faculty/Staff Caucus (HF/SC) at New Mexico State University (NMSU) focused on the achievements and accomplishments of several Hispanics associated with and/or employed by this university and on the legacy that one of them has established for helping NMSU students step through the threshold of this Hispanic-serving institution.

Dr. Narcisa Zárate

Dr. Narcisa Zárate, formerly employed by NMSU as associate director in the office of Chicano Programs, was one of those outstanding people acknowledged by HF/SC "in appreciation and recognition of her dedication to the educational achievement of Hispanic students at New Mexico State University."

New library at New Mexico State University

Richard Silva, Doña Ana Branch Community College, noted that "Narcisa was a great supporter of the branch in its early years of establishing the college and throughout her years of employment at NMSU. We could always depend on her for enrollment information for students wishing to transfer or enroll at the main campus."

Dr. Malu González, NMSU College of Education, remarked that "back in 1980 when she was in the program of Educational Management & Development, there were only three Hispanic women throughout the NMSU campus: Drs. Zárate, Rosalinda Barrera, and Guadalupe Valdez. Narcisa always has been a role model and a supportive participant in community activities."

Dr. Zárate was employed by NMSU from the late 1970s to the late 1980s, when she had to take early retirement to care for her ailing mother. In addition to serving as associate director of Chicano Programs, she taught a class in the College of Education. Some of her 100 students remarked that she was their first Chicana professor.

Zárate recently established the Dr. Narcisa Zárate Endowed Scholarship. This is a full scholarship, and it will be awarded each semester.

Dr. Esteban Herrera, NMSU College of Agriculture, pointed out that with the establishment of the Dr. Zárate Endowed Scholarship, "Narcisa can be looked upon as a Hispanic 'trail blazer'" who can serve as encouragement for other Hispanic NMSU faculty as retirement approaches "because there is always a need for scholarships for Hispanics." This is especially true of NMSU, a Hispanic-serving institution with a population of more than 5,000 Hispanic students–nearly one-third of the total NMSU student population.

When asked what prompted her to establish this scholarship, Dr. Zárate remarked that it probably was sparked by a vow she made to herself many years ago when she worked to support six family members while attending the university. After she completed her master's degree, her university advisor urged her to continue toward a doctorate.

She stated: "I swore then that I would never go back to school without some kind of financial aid." So, while working at the NMSU Campus in Grants, New Mexico, under Dr. Carl Westbrook, director of that campus, she obtained a fellowship from the U.S. Department of Education.

"Being the stubborn individual I am, I did not settle for the limitations the fellowship placed. The fellowship was for a degree as education specialist. I wanted a doctorate, so the director, another student, and I requested the U.S. Department of Education give us the option of a doctorate. The request was granted, and five out of the 17 who received the fellowship took the doctorate option. Two of those five completed the degree:

Judy English and I," she recalled.

Dr. Zárate's involvement in education dates back to 1950 when she taught at Gadsden High School in Anthony, New Mexico. Most of her students were low-income, as indeed they still are at Gadsden. In the late 1950s, she taught in Canutillo, New Mexico. Then in the early 1960s, she taught in The Azores (mid-Atlantic islands) while employed by the U.S. Air Force. In the mid-60s, she taught in the Panama Canal Zone through the U.S. State Department, returning in the late '60s to New Mexico to teach at New Mexico State School in El Rito. In the early 1970s, she worked at NMSU-Grants as financial aid officer/counselor, and also taught psychology. Her areas of teaching were business, social studies, and the English and Spanish languages.

New Mexico State University

With that kind of career background, it is little wonder that the idea of an endowed scholarship would gradually evolve. In spite of her busy schedule and daily commitments, Dr. Zárate has always devoted time to community activities and volunteer service.

"Oftentimes, face to face with the struggles of balancing family, work, and studies myself," she said, "this made me more aware of how other Hispanics also struggle to do the same balancing in order to be more successful in life. That led to my desire to one day make a significant contribution that would help other Hispanic students get a college education."

Indeed, her contribution is significant, and all the more outstanding since it is the first time that a former Hispanic female employee of New Mexico State University has established an endowed scholarship. This gesture deserves high acclaim and gratitude from the New Mexico-born Hispanic students who will attend NMSU in years to come.

Since the establishment of this scholarship, two NMSU students have been awarded the Narcisa Zárate Endowed Scholarship. The recipient of the Fall 1999 award was Peter R. Ibarbo. A junior seeking a degree in government and international business, Ibarbo was doing a summer internship through the U.S./Mexico Chamber of Commerce in Mexico City when he was notified of his award. He is a Crimson Scholar and a highly motivated student who says that "motivating students to overcome the obstacles we face is one of my tasks as a club officer."

The recipient of the Spring 2000 Narcisa Zárate Scholarship was NMSU sophomore Michael P. Wood. In his essay, Wood stated that his "motivation for applying for the Dr. Narcisa Zárate Endowed Scholarship is based on my ambitions and aspirations plus financial need, and on the fact that there is underrepresentation of Hispanics in the engineering and scientific community in the United States."

Another noteworthy scholarship established by employees of NMSU is the Hispanic Faculty/Staff Caucus Scholarship, awarded to qualified Hispanic students each year since the 1960s. The Hispanic employees of NMSU, conscious of the need to increase the number of Hispanic graduates and future leaders who can become among our nation's effective leaders and decision-makers, contribute what they can to this fund either directly or through payroll deductions. Recipients in the past two years include Gabriela Peña, a junior who is a Crimson Scholar majoring in elementary/bilingual education. Peña's personal goal is "to make a positive difference in the lives that represent our future." The other recipient was Monica R. Marrujo, a senior majoring in communication disorders/ Spanish/Chicano studies. She has taken on a big academic challenge, and she says, "No longer is my main educational goal merely to be the first in my family to have a college education, but also to be able to give back to my community with the knowledge that I have acquired."

Cyrus Salazar

The other individual celebrated by the Hispanic Faculty/Staff Caucus for his accomplishments is May '99 graduate Cyrus ("Cy") Salazar–a Hispanic student elected to the Associated Students of New Mexico State University (ASNMSU) 1998-99 presidency. The last Hispanic student elected to this post was back in 1988-89. Salazar fulfilled his position in a truly admirable fashion and was the voice of the NMSU student body at the Board of Regents, Commission on Higher Education, and at the NMSU branch campuses.

Salazar commented that the position required long hours of hard work but had been very rewarding, contributing tremendously to his learning experience. It led him into an involvement with the university administration and with the community–always with the interests of NMSU students in mind. Salazar completed a summer internship with the U.S. Department of Agriculture through placement by the Hispanic Association of Colleges and Universities, of which NMSU is a member. During his internship in Washington, Salazar had the opportunity to contact and visit with NMSU's Dr. Miley González who was appointed by President Clinton as Under Secretary of Research, Education and Economics with the U. S. Department of Agriculture. Salazar's successor is Jacob Saiz, a senior majoring in criminal justice, who hails from Aztec, New Mexico. His term as president of ASNMSU runs from May 1999 to May 2000.

From top to bottom:
Nancha Zárate, Antonio Lara, Daniel Villa, Marie Mora
Elba Serrano, Malu Gonzalez, Cyrus Salazar

NOTABLE ACHIEVEMENTS

The Hispanic Faculty/Staff Caucus celebrated other accomplishments as well.

Tenureship recipients at NMSU in 1998-99 included:

Elizabeth Gutierrez, Doña Ana Branch Community College
Elba Serrano, Biology
Antonio Lara, Chemistry
Enedina Vazquez, Counseling & Educational Psychology
Luis A. Vasquez, Counseling & Educational Psychology
Robert Paz, Electrical Engineering
Daniel Villa, Language & Linguistics
Ana Huerta Macías, Curriculum & Instruction

Significant projects funded in 1998:

Dr. Carmen Gonzales, Curriculum & Instruction, Kellogg Foundation
Dr. Antonio Lara/Robert Marquez, Chemistry, El Paso Community Foundation and the U. S. Environmental Protection Agency

Teaching Excellence Award 1998:

Dr. Elba Serrano, Biology

Outstanding Professor Award - 1998-99:

Dr. Esteban Herrera, Ag College/Cooperative Extension
Dr. Antonio Lara, Chemistry/Biochemistry
Dr. Larry Lucero, Social Work Department
Dr. Marie Mora, Economics Department

The list of those celebrated is by no means all-inclusive. Many other Hispanics deserve to be included, and in the course of the next year, there will be other opportunities to join together in celebrating outstanding faculty and personnel employed at New Mexico State University.

As a Hispanic-serving institution, NMSU has been a member of the Hispanic Association of Colleges and Universities for several years now. In 1997, HACU held its first annual conference on environmental issues and topics, in cooperation with the Department of the Interior, and hosted by NMSU. The annual event has continued to attract increasing numbers of attendees and participants, especially students. So far, it has been held at a different location throughout the United States each year, hosted by a different university or agency member of HACU.

María Cortez was assistant director of NMSU Chicano Programs from August 1997 to December 1999. She is currently employed by the New Mexico Space Grant Consortium (NMSGC) at NMSU. Among its activities, NMSGC serves as a source of scholarships and project funding for New Mexico students enrolled in science, engineering, math, and technology courses or programs.

Time/Princeton Review Names USC "College of the Year"

BY
JEFF SIMMONS

The Latino and Language Minority Teacher Project establishes a career path for practicing Latino teacher assistants to enter the profession and offers financial, social, and academic assistance.

The University of Southern California was not Grace Gacutan's original choice for secondary education. She had pinned her hopes on Boston University but found administrators there unwilling to deal her a fruitful financial aid package.

So the South Pasadena native shifted her sights from the East Coast to her backyard, although still with some reluctance.

"Growing up, I abhorred USC because I was a major UCLA fan. I did not get accepted to UCLA, so I went to its rival, USC," she says, and, the senior quickly notes, "I do not regret it one bit."

At USC, Gacutan says, she learned more than lessons in the classroom: she also learned lessons about life. The school focuses heavily on volunteerism and on getting students involved in the surrounding community. It's this message, for instance, that spurred her to coordinate a trip to Monterey to discuss homelessness in America.

"I was unable to go on with my life thinking that everyone in the world has a fair chance of becoming successful," says Gacutan, who is Filipino.

That type of awareness–of society outside the college walls–has embraced many students at USC in recent years. And it recently caught the eye of the 2000 edition of the *Time/Princeton Review College Guide*, which anointed USC as its "College of the Year."

Editors of the annual guide selected the 15,000-undergraduate-student university because of its ties to the communities surrounding its twin campuses, University Park near downtown Los Angeles and Health Sciences in East Los Angeles. The university has worked with local schools, law enforcement, organizations, residents, and businesses.

Said the guide's editors: "More institutions might do well to emulate USC's enlightened self-interest. For not only has the 'hood' dramatically improved, but so has the university." USC, they said, "has dared to be different, in making a difference–and its success has spread far beyond its ivy-draped walls."

And in 1998, General Colin Powell's America's Promise honored USC as the "University of the Year" for similar reasons.

Such designations bear out what administrators say they've known for years, that the school has overcome long-standing misperceptions as an elitist institution to thrive as one with an earnest reputation for inclusion and goodwill.

And the numbers buttress their contention: undergraduate applications have nearly doubled over the last few years; SAT scores have risen by 200 points to 1,270; and endowments given to the West's oldest independent teaching university have been steadily climbing. The school has also become more diverse. Three decades ago, it was about six percent Latino; this year, that figure has more than doubled, to 15 percent.

"At the heart of USC's community outreach is a respectful partnership between the university and the people, organizations, and institutions around us," says Steve Sample, USC's president. "All have been working hard to achieve com-

TIME
THE PRINCETON REVIEW
COLLEGE OF THE YEAR 2000
UNIVERSITY OF SOUTHERN CALIFORNIA
"The University of Southern California has dared to be different, in making a difference – and its success has spread far beyond its ivy-draped walls."
USC

Reprinted through the courtesy of Time Magazine

Grace Gacutan helps coordinate a USC program exploring homeless issues.

mon goals–great public schools, a safe and attractive environment, and economic and academic opportunity."

Added Sam Mark, assistant vice president for community relations: "This was a validation that our community work is worthwhile, that what we've been doing in the community is recognized nationally. I was delighted when I heard the news because at a private university, sometimes community service is not a priority for some people."

It's been a priority for the school for some time now. More than half of the undergraduates volunteer in some way–amassing 330,000 hours of volunteerism in the last academic year–and more than three dozen classes each semester award credit to students who volunteer. An estimated 1,700 students have chosen that route.

Sample assessed the school's more than 200 outreach programs when he first landed there eight years ago, and he surmised that it was biting off more than it could chew. To be successful, it needed to focus more specifically on certain outreach endeavors and focus more heavily on certain geographic areas. In essence, it needed to effect change in its backyard.

Even three decades ago, the value of community involvement was stressed on the campus. Mark, who has earned three degrees at USC, spent his undergraduate years arranging cultural events and inviting the surrounding Latino community to attend.

The community was not always involved in the school, and the surrounding neighborhood is largely Latino. Fifty-four percent of residents in the neighborhood are Latino, and 29 percent are African American, while 12 percent are White. Forty-four percent speak Spanish at home.

Realizing that the school was largely White and that the community did not reflect the campus, Mark created the College of Arts and Science's Office of Hispanic Programs.

He met with middle school-aged Latino students to advise them on college prep skills and to motivate them to seek higher education. "At the height of my work, I had a database of 35,000 Latino students across the nation" Mark says.

"In general, I think that private institutions have to fight the perception that they are inaccessible because of the expense. USC is no exception," he says. "We face that today. We constantly tell kids that if they work hard in school, they can come here. If the kids work hard and get good grades, even if the family didn't have enough money, they could make it."

Mark, who has since published eight editions of the *Directory of the Hispanic Community of the County of Los Angeles*, now works with one of the university's most acclaimed outreach projects.

Called "Family of Five," the program began in 1994 in an effort to transform five nearby schools with 8,000 students–most of them Latino–into the brightest lights in the neighborhood.

More than 1,000 students at USC volunteer at the schools, three of which are elementary and two, kindergarten through 12th grade. The undergrads tutor the kids, work with them in after-school programs and sports clinics, and teach them about everything from science to literature.

"We prefer to say we do the work with them," instead of adopting them, Mark says. "The whole model is a partnership model. We respond to a school's request for assistance and try to work with them to come up with solutions."

Parents and administrators at the schools identified areas of trouble, which USC then attempted to address. The two key concerns were a lack of after-school activities and criminal activity in the neighborhood. So now, about 1,000 students at the schools receive tutoring through a USC Readers Project, and more than 6,000 take part in after-school sports and performing and visual arts programs.

"We also bring kids to the campus for sports like swimming and golf," Mark says.

The project has already produced signs of success. Ninety-eight percent of the 1998 graduates at one of the schools was accepted into college. Attendance has soared. Two of the schools were designated as California Distinguished Schools, considered in the top 10 percent of all public schools in the state.

As for safety, USC has created a much-heralded "Kid Watch" program. Parents feared their children could be victimized by crime on the way to and home from school, and so USC worked with local law enforcement to assemble an army of residents along the way.

Six hundred residents in the 3.4-square-mile neighborhood position themselves outside to ensure that students safely arrive at their daily destinations. "We ask them to watch from the window or porch, and we also tell kids that if they're in trouble, to look for a decal in the window of a house or church or business and to go there to call police," Mark says. "This has now been replicated in other parts of the city."

University police have fanned out beyond the campus lines to monitor the surrounding streets as well. And another program dispatches volunteers to clean graffiti within 24 hours. The result of these efforts: crime has dropped 30 percent between 1995 and 1998, more than in the rest of the city.

USC's efforts are designed as well to encourage greater numbers of local students to consider the university and to view it as accessible to them. USC started a Neighborhood Academic Initiative, which identifies sixth grade students to take classes on campus each morning.

Parents sign a contract so that

the between 30 and 60 students get academic tutoring and enrichment courses after school, and the adults attend parenting workshops and classes. If the kids successfully complete the program and then meet admissions standards, the hard work pays off: full-time four-year tuition to USC for free.

"It's a big payoff for the kids," Mark says. "They have to study and put in a lot of effort, but there's a payoff at the end. If they're accepted at USC, they get full scholarships."

Ingrained in all of the university's programs is an effort to assist the disadvantaged, or those without the same opportunities that many of the students might have had. A 170-page guide of outreach programs displays how students and faculty are involved in everything from public safety to medicine to scholarships.

The Latino and Language Minority Teacher Project, for instance, establishes a career path for practicing Latino teacher assistants to enter the profession and offers financial, social, and academic assistance. The Spanish Cultural Resource Center helps institutions and educators interested in teaching Spanish. And Fiesta Educativa organizes an annual bilingual education conference for the Latino parents of children with disabilities.

"The demographics of the city have changed and helped us to increase the number of Latinos on campus," Mark says. "We have made efforts that target long-term strategies to attract Latinos." The increase in diversity has broadened the student interest in activities.

USC now has a number of Latino, Chicano, and Mexican student groups and a strong Mexican American Alumni Association "It's membership has become very large and successful in raising funds for scholarships for Latinos. The university matches each dollar that the organization raises, 2 to 1," Mark says.

At the heart of all of these efforts is a Volunteer Center, where students routinely drop by to learn about opportunities in the area.

Besides the Family of Five project, the center organizes a Literacy Project in which staff and faculty and alumni are paired with at-risk students; a Volunteer Corps, which places students in museums, AIDS hospices, and after-school programs; and Community Action Short Term, which offers one- or two-day commitments to students with busier schedules.

But one of the most popular projects is the Alternative Spring Break program, in which students give up their spring break to volunteer for projects like cleaning up Death Valley, visiting a Navajo Indian Reservation, or assisting in a homeless shelter.

Samuel Mark, Ph.D., assistant vice president, Civic and Community Relations

Veronica Gonzalez, a junior majoring in education, tutors Suzanna Maldonado and Julio Aguilar, both 8 years old, in their reading skills. USC Readers reports that students become excited about reading and are soon bringing in books from home they want to share. (photo by Irene Fertik)

Michael King, a San Diego native who is a junior majoring in PsychoBiology, works with Grace Gacutan to coordinate the program exploring homeless issues. "I have always had an interest in giving aid to the homeless," King says. "To help them, I knew I had to learn to understand them on a deeper level. The best way for me to do this was to keep getting more and more involved in activities like Alternative Spring Break."

"I get a special feeling knowing that I can make a difference," he adds. King says that he was initially attracted to the university because of its growing diversity and small size.

Adds Michelle Blanchette, a part-time graduate student and assistant director at the Volunteer Center: "We are smack dab in the middle of an urban laboratory, where students can put the theory they are being taught in the class to the test in the neighborhoods they live in. Our strongest asset is the community we live in."

The *Time/Princeton Review* designation, she says, helps to overcome misperceptions. "It means we have finally been recognized for something other than our sports and rivalries. It means that USC truly has something to be proud of. It is no longer the University of Spoiled Children but the University of Service to the Community."

Curriculum Lawsuits Ahead?

and the answer is....

BY MICHELLE ADAM

Ten students who intentionally failed their science test at Chicago's Whitney Young High School were reported by *Newsweek* last September as writing, "We refuse to feed into this test-taking frenzy."

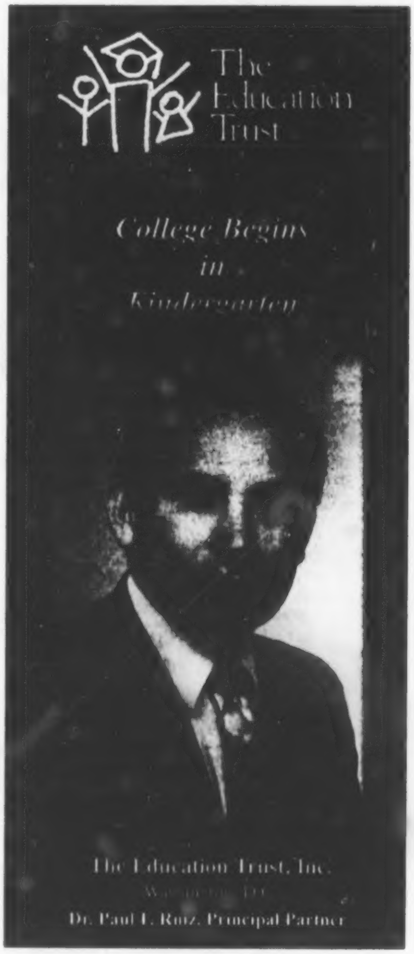
Recent articles in both *Newsweek* and *The New York Times Book Review* have questioned the validity of the SATs and standardized testing in determining access to college.

This issue is old news for Clifford Adelman, senior research analyst for the Department of Education (DOE). "I don't want to hear about SATs anymore! We have used the test in public discourse to block any other conversations. We need other matrixes," he told *HO* from his office in Washington, D.C. Having completed a very relevant and revealing research study, Adelman is "out on the pulpit" about a subject that matters much more to him than standardized tests. The subject is "curriculum," and according to Adelman and his latest study, ***Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment***," it is curriculum that plays an extremely important role in determining bachelor degree completion rates for all students, and especially for Latinos.

Adelman and DOE researchers tracked students of 1,000 high schools from 10th grade in 1980 until roughly age 30 in 1993, and of their accumulated data asked the question: "What contributes most to long-term bachelor's degree completion of students who attend four-year colleges?" The results of the study were that the correlation of curriculum with bachelor's degree attainment is indeed higher (.54) than is that of test scores (.48) or GPA (.44).

Said Adelman: "Public propaganda, when it comes to talking about who's prepared for college and who isn't, talks only about test scores and class rank and grades. And there is no mention whatsoever of curriculum. Yet there's no question that curriculum beats the pants off of the other two as a predictor of finishing bachelor's degrees. A test score is a snapshot of three hours on a Saturday morning, while curriculum is an investment of four years of work. Grades from one school to another are as reliable as a pair of dice."

The tool box study also revealed that African American and Latino students are more greatly influenced by a high school curriculum of high academic intensity and quality than are White students. "You see that minority students and Latinos in particular are affected by high schools that don't offer the opportunity to learn [with the right curriculum in primary courses such as math, science, and English]," said Adelman. "A good number of those high schools are located in rural areas. And since 38 percent of Latino high school graduates in the United States come out of rural high schools, Latino students are overly affected by the lack of opportunity to learn."


The Education Trust
College Begins in Kindergarten
The Education Trust, Inc.
Washington, DC
Dr. Paul E. Ruiz, Principal Partner

The results of the study also showed that of all pre-college curricula, the highest level of mathematics one studies in secondary school has the strongest continuing influence on bachelor's degree completion. Finishing a course beyond Algebra II more than doubles the odds that a student who enters postsecondary education will complete a bachelor's degree. The study also revealed that only 39 percent of students who were assigned to remedial reading courses in college completed their bachelor's degrees, whereas 60 percent of students did when they took only one of two other types of remedial courses, and 69 percent for those who never took remedial courses.

Said Adelman: "If you need remedial reading, it's the kiss of death. Remedial reading can best be addressed by community colleges. The four-year colleges can't do it."

The message that Adelman and his study clearly purport is for high schools and earlier grades to effectively prepare students for college with quality curriculum, rather than providing inadequate curriculum and focusing on strong grades and test scores. "Opportunity to learn is the issue," he said. "And curriculum is the only area [in which] you can do anything about it."

Based on his findings, Adelman also offered the following advice for students who have matriculated into higher education and want to improve their odds for completion:

- Continuous enrollment is important. Do not stop for more than one semester.
- Earn more than 10 credits before transferring between schools.

- When dropping a course would result in penalties, it is advisable to receive a lower grade rather than drop.
- Don't be distressed if first-year grades are not as high as you would like. It is more important to receive more than 20 credits the first year.

Adelman also sees three potential options for rectifying problems relating to ineffective curriculum offered prior to college. His answers include legal action, dual enrollment in high school and college, and college support in high school instruction.

"Colleges and universities have to get off their butts and demonstrate that they are really sincere about minority students' success, not merely bringing minority students through the door just so the institutions look good for five minutes, but rather making sure minority students really finish," said Adelman. "If we do the kinds of things that this study implies, then we are going to have natural affirmative action, and it's going to happen where it counts so the kids actually finish. There is no reason now why the degree completion rates for White students who go to four-year colleges is 72 percent and that for Latino students is 20 points below that."

Theresa Fay-Bustillos, vice president for Legal Programs at the Mexican American Legal Defense Fund, has been executing Adelman's first bit of advice for years in an effort to obtain equality in education for Latinos. "*Answers in the Toolbox* is like a lightning rod," she said. "We were thinking curriculum mattered, but we weren't thinking it mattered that much in terms of college degree attainment. It's reinforced our litigation practices."

Fay-Bustillos has been filing "opportunity to learn" suits such as *Rios vs. California* on behalf of MALDEF. She recognizes that in many cases, Latinos are not given access to algebra in 8th grade and beyond, especially in overcrowded urban schools where only a percentage of students are "tracked" into the curriculum-rich classes while others remain unprepared for college. "If we can show that these decisions are being made where it disproportionately disadvantages Latino students, then we have a viable case," said Fay-Bustillos. "And we do!" While she might have known all along that tracking practices are discriminatory, she said, "Until you have the research that says there's a connection, then you can't act upon it. *The Toolbox* talks about the harm that these academic choices create."

Fay-Bustillos recognizes, however, that fighting curriculum issues is always a struggle. "Courts are very reticent to get schools to change curriculum," she said. Fay-Bustillos then added, "This report documents that these kids can be successful, but until we fix K-12, let's support affirmative action."

While Adelman's study is simply that–a study–people like Paul Ruiz of The Education Trust have taken it upon themselves to actually implement his findings in local communities. The Education Trust is a nonprofit education reform program that works with about 45 communities to set up local K-12 councils. They provide information from DOE research studies to these councils that helps them measure the effectiveness of their school systems. "We try to craft a public discourse around the data, and then we push local communities to embrace the findings and do something about it," said Ruiz.

Theresa Fay-Bustillos, vice president of Legal Programs, MALDEF

When Ruiz works with local districts like Pueblo, Colorado, he knows to expect "that a grade A in an urban school is a grade C in a suburban school." "But do Mom and Dad know that?" he asks. "No....Do high school students know that?...No. They find out in college when they take remedial courses." Ruiz then asks students and their parents whether they expect to go to college, and while a majority do, "their expectations are out of sync with their course loads."

"Adelman's advice that people access proper curriculum is right on target," said Ruiz. "The key is how to make this more real to the public."

While Ruiz will take a study such as *The Toolbox* and use it as a benchmark for determining which courses and level of teaching are required in high school to assure bachelor's degree completion, he feels there are few capitalizing on DOE findings. "My worry is there aren't enough intermediaries who can take this wonderful work and insist that people pay attention," he said. "The traditional structures are not finding a way to embed this information into the schools. Right now there is no high conception of what we want our school systems to do."

Adelman has been making his effort to get the word out about curriculum by speaking with the media and giving workshops and speeches throughout the country. One journalist in Detroit who spoke with 60 high schools in her district discovered that few schools supplied students with adequate curriculum, based on *The Toolbox* study, said Adelman, adding that the study is unique in measuring curriculum adequacy against degree completion rather than mere college entrance. "In the massive number of studies, it's absolutely shocking to me that I found only two other national studies out of 2,000 that used bachelor's degree completion as an outcome variable," he said.

Adelman's point is to look at that which really counts and to discard factors that seem to provide false benchmarks for success. "I'm trying to slam some common sense into people's minds," he said. "We need to stop arguing about test scores and class rank and get to work on curriculum. I want to hear the proportion of your entering students that got beyond Algebra II in high school." While the road might seem dim, Adelman does believe that high schools are beginning to look at curriculum more carefully. And if not, he's confident that they "are going to have to change because law suits are going to push them."

Why Bilingual Educators Get No Respect

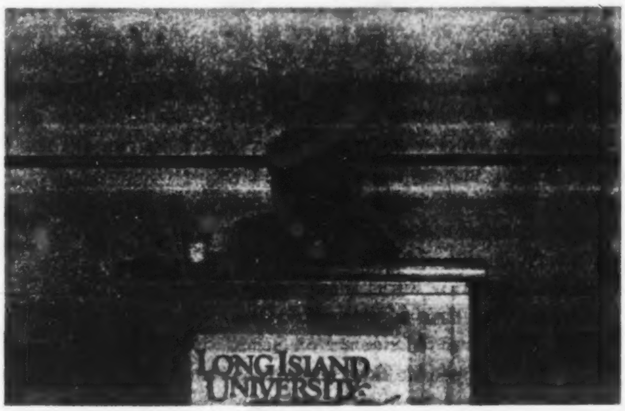
Focus of a Long Island University Conference

BY
GARY M. STERN

"The conference showed that bilingual education should be viewed as an enrichment program, not as compulsory education."

NANCY ZELASKO,
RESEARCH SCIENTIST,
NATIONAL CLEARING
HOUSE FOR BILINGUAL
EDUCATION

Most educators in the United States, not to mention many parents, consider bilingual education to be remedial education. Like Rodney Dangerfield, no matter what bilingual educators do and no matter how much they help foreign-born students and natives master a new language, they have trouble gaining respect. But bilingual education doesn't have to be seen as remedial, and, in fact, a recent conference showed that bilingual education can help students succeed in the 21st century.



Ofelia Garcia, dean of LIU's School of Education

"Bilingualism and Biliteracy Through Schooling: An International Symposium," held at Long Island University in Brooklyn, New York, for four days last July, demonstrated that bilingual education can be challenging and intellectually rewarding. Bilingual education can help students adapt to a changing global economy and teach them to appreciate their own identity and background.

"If bilingual education is seen as a program that will remediate a problem–that children don't speak English–it won't be an enrichment activity. In today's global economy, bilingual isn't adequate. We need multi-language citizens," declared Dr. Ofelia Garcia, organizer of the conference and dean of the School of Education at Long Island University.

Attended by more than 300 people, about half of them bilingual educators and researchers from Israel, New Zealand, Belgium, Spain, Haiti, Germany, Scotland, Great Britain, Australia, Paraguay, and Hong Kong, the conference showed that "there are many societal uses all over the world for bilingual programs." The chief reason is to make sure that children are bilingual," said Garcia. Several speakers presented papers from polyglot countries demonstrating that educating multi-language students is an achievable goal that could be duplicated in the United States. "The conference showed that bilingual education should be viewed as an enrichment program, not as compulsory education. Language is something that should be developed–not eliminated."

"Education policy writers ought to put as much emphasis on language as they do on math and science if we're going to be competitive in the world," said Nancy Zelasko, research scientist at the National Clearinghouse for Bilingual Education, a federally funded research center, and a conference speaker.

But in the U.S., a bias against bilingual education has damaged its image and educational reputation. "We as a nation," Dr. Garcia asserted, "believe it's not possible to have multiple language identities. You can be a loyal U.S. citizen and have multiple language identities." In the American educational system, schools inculcate students to become immersed in speaking English, writing English, and knowing English. Knowing any other language is treated as an extra, added attraction, but in many international schools, becoming polyglot is an accepted part of the curriculum. In most American schools, Dr. Garcia noted, "bilingual classes take away the native language and replace it with the majority language." She suggests that another model could be used that views learning a second language and becoming multilingual as essential ingredients to succeeding in a global marketplace.

Bilingual teachers, too, must fight for respect, struggle to be accepted, and often are the brunt of educational slights from their colleagues. Many bilingual teachers, noted Dr. Garcia, "question why they are teaching bilingual education. And the worst thing teachers can do is have doubts about themselves." Teachers need to be certain of their educational mission, be clear that what they are doing is valued, and know that their teaching will result in the students' educational advancement, said Dr. Garcia, a native of Cuba who was educated in New York, graduated from Hunter College, and has a doctorate from the CUNY (City University of New York) Graduate School.

"Bilingualism has been under such heavy attack that the profession is depressed and doubts itself," she said. One of the conference goals was to build a bilingual teacher's confidence by demonstrating that in other countries, bilingualism is revered and could be respected in the United States.

One primary goal of the conference was that bilingual teachers "will be validated by mainstream culture and recognized as an asset to education instead of constantly trying to defend themselves," noted Dr. Maria Eugenia Valverde, director of the Intensive Teacher Institute in Bilingual Education and ESL, a state-funded program. Bilingual educators learned that what they are doing in the U.S. is also being done internationally. But, Dr. Valverde noted, teachers internationally are more empowered. American bilingual teachers "should continue empowering students at the same time they are developing their English. Knowing English is the main thing, but their native language should be used as an asset. The conference affirmed that we are in the right direction and that bilingual education is valuable."

In other countries, bilingualism and studying multiple languages are encouraged and viewed as intellectually challenging. In Luxembourg, for example, students in first through third grades are taught to read and write in three languages. First, they learn to speak oral Luxembourgish in kindergarten. Then, in first grade, they learn to read and write in German, and in third grade, they begin to learn French. By the time they graduate from elementary school, they are fluent in the three.

"Language diversity is common throughout the world," remarked Dr. Garcia, but not so common in the U.S.

Bilingual education is often viewed as teaching Hispanic children to learn English, which Dr. Garcia contends is a misperception and oversimplification.

In most American schools, Dr. Garcia noted, "bilingual classes take away the native language and replace it with the majority language."

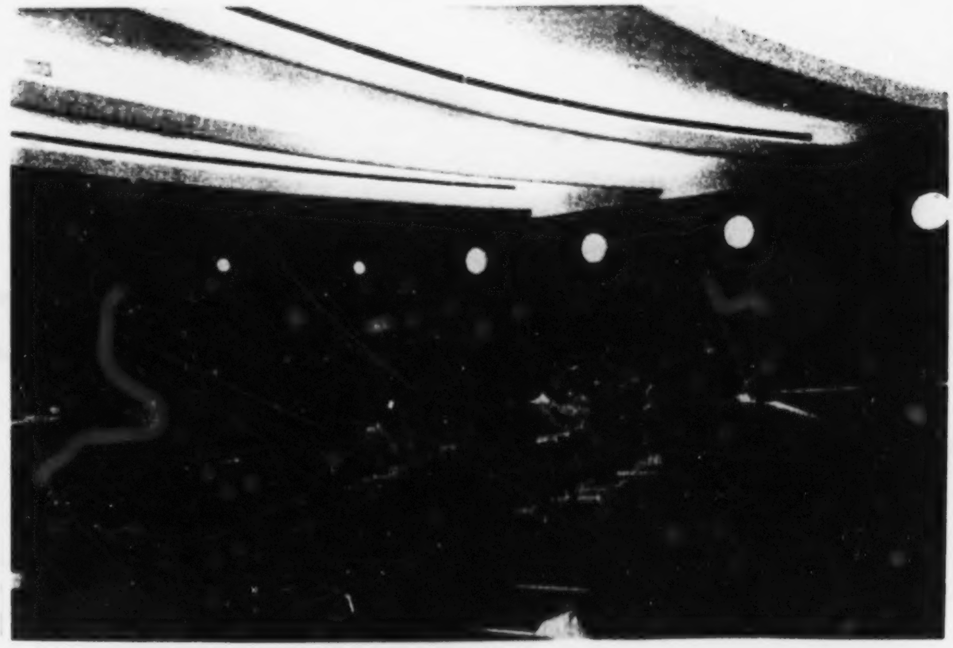
Moreover, the conference demonstrated that the goals of bilingual education transcend traditional academic and cognitive goals. Bilingual education, said Dr. Garcia, "is more than an instrument of education. It is a reflection of one's soul or identity. It helps maintain minority language."

Yiddish, Gaelic, and Maori speakers decried the lack of bilingual education in their native tongues, noting how those languages faced extinction. Even in the U.S., where Hispanics are the fastest growing minority, so many adolescents learn English and discard Spanish that Spanish too can fade. "There is a loss. A child often picks up English and stops speaking Spanish to her mother," noted Dr. Garcia. A child's native tongue is its main connection to its roots.

But several speakers underscored the current obstacles that bilingual education faces in this country. In California, a conservative governor fought for and won voters' approval of Proposition 227, which makes it illegal to use Spanish in instruction. Eugene Garcia, dean of the University of California at Berkeley's Graduate School of Education, described Proposition 227 as a tornado that struck, hitting some areas worse than others. But parent groups in certain areas of California have battled to maintain some form of bilingual teaching in their schools despite Proposition 227.

And even in New York, a state that has been more sympathetic to bilingual education and not passed an amendment comparable to Proposition 227, an emphasis on raising standards has led to criticism of bilingual education.

Educators from all over the world attended the July 12-16 symposium on Bilingual Education



Audience at the LIU symposium

Whether the impact of rising standards will affect bilingual students has not fully been determined. Carmen Perez Hogan from New York State's Office of Bilingual Education said that the state is making every effort to ensure that higher standards will not prevent meeting the needs of minority students or eroding intensive English programs. But skeptics wonder, in a state where students are being pressured to meet higher standards, how immigrants who barely speak English can do so when no additional funds have been added to meet those needs.

Despite the onslaught of criticism leveled at bilingual education, an enlightened principal can create innovative ways to teach bilingual education. Dr. Garcia pointed to P.S. 84 in Manhattan, whose principal taught a dual-language program from a student's strengths in first to third grades. Both minority and majority students were taught together in their respective native language. In that way, Spanish-speaking students learned English, and English-speaking students mastered Spanish.

In his talk on "The Sociology of Bilingualism and Bilingual Education," Joshua A. Fishman, professor emeritus at Yeshiva University, discussed how in cultures outside the United States, students are respected for learning multiple languages, while in the U.S., bilingualism has become predominantly associated with poverty and fragmentation.

> ***If American schools can learn how international schools assess bilingual students, students in the United States will benefit.***

What positive changes will be triggered as a result of this conference? Dr. Garcia stated that the attitude of bilingual teachers will change once they see bilingual teaching "as an enrichment tool for the benefit of the child and for the benefit of the society." She added that most educators in New York, for example, overlook the fact that 41 percent of all students speak another language at home. She envisioned that this conference would lead to a more expanded and less narrow role for bilingual education. "Spanish can be used not only as an instrument to teach English literacy, but Spanish can be used with its poetry, literature, and history," Dr. Garcia asserted.

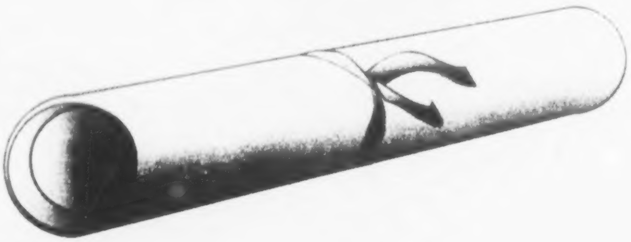
Because the conference tried to uplift and validate bilingual teachers, it did not focus on what changes should be made to improve bilingual education. "The conference didn't focus on classroom practice," said Zelasko. "Instead it focused on educational policy and language policy throughout the world." Still, "the conference reinvigorated us and motivated us to return to the classroom to do a better job, look closer at language and education policies to push for more inclusive and positive policies and practices," Zelasko noted.

Looking two or three years ahead, Dr. Garcia is considering a follow-up conference on the assessment of bilingual students. "Standardized assessments," she noted, "don't do students justice. Bilingual students can't be compared on a majority-language measure," she said. If American schools can learn how international schools assess bilingual students, students in the United States will benefit.

What will it take for bilingual education to gain respect in the United States? Zelasko replied succinctly, "a change in attitude toward language by mainstream America and by those who make educational policy." Dr. Garcia replied, "it would take all of us to get to know and trust each other, because I don't see things being done only through federal support. Anything that is federally supported through Title VII programs will have limitations. It needs support from the bottom up, from the community. The community must recognize that their children need to be bilingual. And the support must come from the majority as well."

With schools so often controlled by the majority and run to reinforce the status quo, she said, "we need an enlightened majority."

The Honor Roll



Utah State University

Strong Focus on International Academics and Research

BY ROGER DEITZ

Utah State University President George H. Emert stresses that service is the cornerstone of a great university. "Muhammad Ali said that service is the rent you pay for your room here on earth. I am here to tell you that Utah State University is actively, dynamically, holistically engaged in service. In truth, we are bound in service to each other and to our students."

Utah State University, Old Main, Logan, Utah

USU's commitment to that ideal is exemplified by the activities undertaken by its director of multicultural affairs, Everardo Martinez-Inzunza, who makes a promise to all his students. "If they want to graduate, I will find a way to make certain they do so," he says. Martinez-Inzunza assumes that minority students might not all know about the opportunities at Utah State University and that college can be a challenge even to the most academically prepared students, so he works tirelessly to "recruit and retain as many minority students as possible." At USU, the director has created an atmosphere in which the minority students look after one another. He asks that the B+ or better students serve as tutors and mentors and requires that the C students participate in accelerated study programs.

Cache County, where the university resides, has a growing Hispanic population. Martinez-Inzunza works with that population to explain the value of education and help them adapt. He plans to help minority students succeed academically even if that means working with them from kindergarten on. He also is getting the students linked with every national ethnic professional organization. Tirelessly, the director meets with deans and department heads to explain his goals and enlist their help to form partnerships beneficial to his students. In doing so, Martinez-Inzunza strives to "help the university community understand and appreciate minority cultures and people."

Founded in 1888 as a land-grant college, Utah State University has developed an international reputation for research and teaching and is a Carnegie Foundation Research I institution (top three percent of research institutions in the U.S.). USU's extension programs deliver the resulting innovations to the state's citizens and actively seek ways to assist people worldwide. The institution is part of the public education system of Utah and operates under the constitution and laws of the state. Originally called the Agricultural College of Utah, then Utah State Agricultural College, it became Utah State University in 1957.

A 16-member State Board of Regents governs the Utah State sys-

George H. Emert, Utah State University president

Honor Roll Facts in Brief

INSTITUTION
Utah State University

LOCATION
Admissions/Enrollment Services
Logan, UT 84322-1600
(435) 797-1096

ESTABLISHED
1888

UtahState
UNIVERSITY

ENROLLMENT
20,865 (314 are Hispanic)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

TUITION AND FEES
$2,254.24 (Utah residents)

FACULTY
770 full-time

SEVERAL DEGREE PROGRAMS
Communications
Commercial Art
Elementary Education
Landscape Architecture
Physics

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Multicultural Affairs
Intensive English Language Institute
International Students and Scholars Office

INTERNET ADDRESS
www.usu.edu

tem of higher education as well as the Utah State University. The board has the responsibility for statewide master planning for higher education, assignment of roles to the several institutions in the state system, and control of operating and capital budgets for the institutions. A 10-member Board of Trustees is responsible for implementing the assigned roles, including the appointment of personnel and the enactment of rules and governing regulations.

Located in northern Utah's beautiful city of Logan, the campus includes more than 400 acres and 100 major buildings. Logan is the seat of Cache County, which has an approximate population of 83,000. An array of local shops, services, and other amenities complements the university. Many recreational activities are within easy access of USU, including skiing, snowmobiling, boating, hunting, fishing, hiking, camping, and sightseeing. The 2002 Olympics is set for nearby Salt Lake City.

Utah State University is composed of 45 departments in eight academic colleges that provide comprehensive academic programs along with an extensive School of Graduate Studies. There are 770 full-time faculty members. Colleges include: Agriculture; Business; Education; Engineering; Family Life; Humanities, Arts and Social Sciences; Natural Resources; and Science. The university also offers distinguished cultural programming and exciting athletic events, featuring regional, national, and international participants. The School of Graduate Studies offers 34 doctoral and 100 master's programs as well as engineering and specialist degrees. The Graduate School offers more than $1.8 million in fellowships, scholarships, waivers, and assistantships to qualified students.

International students from more than 60 countries worldwide account for more than 15.8 percent of matriculated graduate students. All students enrolled last fall totaled 20,865, with 16,930 studying on campus and 4,448 attending branch campuses around the state; 47 percent are male, and 53 percent are female. Students come from every U.S. state and 81 foreign countries as well as all counties in Utah. Minority students make up four percent of the enrollment, with Hispanics numbering 314. There are 122 Native Americans, 260 Asian Americans, 82 African

Americans, and 859 international students enrolled.

USU has a strong presence in international academics and research. The university strongly supports international students, who make up approximately five percent of the total student population, with a variety of programs, including the Intensive English Language Institute and the International Students and Scholars Office. The Cache Valley community welcomes and supports the international population and seeks to integrate it with local residents. Many USU programs promote global understanding and research, such as the International Irrigation Center, Study Abroad, Asian Studies, Center for International Studies, and International Programs and Studies. USU currently has major research projects in Ecuador, Ethiopia, Kenya, Russia, Sri Lanka, Thailand, and Uganda.

Utah State University nestled in Cache Valley, Logan, Utah

At $125 million received, Utah State University faculty set a new record in 1999 in research funding, surpassing 1998's record of $107 million and placing USU solidly in the ranks of the top 50 universities nationally for annual research dollars generated. USU Vice President for Research Peter Gerity credits the year's funding success to the faculty and administration's "entrepreneurial spirit," faculty commitment to making great strides in research even while adjusting to a new semester calendar, and moves to diversify the areas in which the university seeks research dollars. The $125 million figure means USU holds steady as one of the top national research institutions in dollars generated per faculty member, with the $125 million mark breaking down to $220,000 each! Gerity said that USU capitalized on its strong international programs in irrigation and water systems and increased its distance education and training programs in connection with many international partners. Nutrition, health, and aging research are also important programs at the university.

In addition to being part of USU's mission, increased research funding means more resources for students and faculty, Garity said. "This is not surplus money," he points out. "We do the work to satisfy our clients, and then we get paid. Most of the new buildings on campus in recent years have come about through research dollars, the very buildings where we conduct research, teach students, and have faculty offices. We would never have the quality of equipment and facilities we enjoy today if we were not engaged in this volume of research." For undergraduate and graduate students, learning from teachers who actively do research means getting cutting-edge information and unique opportunities to participate in hands-on research programs.

Studies and work on real-world problems in irrigation engineering, groundwater quality, water use policy and economics, water-efficient landscaping, fisheries quality, and related topics bring together faculty experts and students from many different departments. USU experts from engineering, natural resources, economics, biology, plant science, and the Utah Water Research Laboratory continue to build the university's reputation in this area.

Programs in the Mechanical and Aerospace Engineering Department place particular emphasis on aerospace design, and many faculty members and students work at the USU Space Dynamics Laboratory designing and building space hardware for NASA and other government and industry partners. The Physics Department Center for Atmospheric and Space Sciences is home to a team of atmosphere researchers focused on gaining a better understanding of the earth's atmosphere and space weather that can affect satellites and our own climate.

USU's Get Away special program pioneered the opportunity for students to build and fly experiments aboard the space shuttle. Students from all majors are invited to join the team, which also mentors high school students interested in space science. To date, USU has flown more student-constructed shuttle projects than has any other university.

USU's Department of Elementary Education is nationally recognized for its field-based program in which students are involved extensively with school children from the day they enter the program until the day they leave. The department is also unique in that it works closely with the on-campus Edith Bowen Laboratory School and two research centers of excellence, the Center for the School for the Future and the Emma Eccles Jones Center for Early Childhood Education.

Students in the Department of Landscape Architecture used sophisticated satellite imagery to design a plan for new communities and development in the area of the Grand Staircase National Monument. The purpose was to locate development so that it had good scenic views yet was still invisible from the highway that passes through the area, one that gets heavy tourist traffic. The project received an Award of Merit from the American Planning Association. Students in this department were also asked to submit their design for the Little Big Horn Memorial at the site of Custer's Last Stand.

The Communication Department has the foremost professional journalism program in the state, according to the Pacific Northwest Newspaper Association. The Department of Art's commercial art program, which specializes in graphic design and illustration, consistently places students in important jobs in advertising and design. Many graduates have written and illustrated successful children's books.

The Hispanic Outlook is very pleased to add Utah State University to its Honor Roll.

Latin American Student Organizations in the Northeast

BY
ADRIANA MEUCCI

> ***"You want the students to be able to develop leadership skills, and you want them to be able to make decisions for themselves and to develop good organizational skills...."***
>
> PROFESSOR AMPARO CODDING, ACADEMIC COORDINATOR OF FOREIGN LANGUAGES AND LASA ADVISOR AT BERGEN COMMUNITY COLLEGE

Latin American student organizations on college campuses offer both Hispanic and non-Hispanic students a chance to embrace, celebrate, and learn more about culture. Not only do these associations help foster a sense of camaraderie amongst students, but also they provide them with important opportunities, activities, and, of course, a chance just to enjoy college life.

"I've met many interesting people from all sorts of ethnic groups and found out that we all have one thing in common–our Latin *sangre y corazón* (blood and heart)–meaning that whatever we put our soul and energy into, we feel we can accomplish it and there exist no boundaries," says Jacqueline Lebron, a communications major and president of the Latin American Student Association at Bergen Community.

The group, which meets once per week, has been in existence about 15 years and enjoys a tradition of being very active. However, according to Professor Amparo Codding, academic coordinator of foreign languages and the advisor to LASA, the pendulum can sometimes swing from having a few students show up to join to having 100 participants. But no matter the numbers, what the organization can offer is universal.

Bergen Community College, Latin American Student Association

"We do try to encourage activities open not only to the Hispanic population but to the college community as well," says Codding. "Something that anybody and everybody can enjoy."

In the past, the group has enjoyed a plethora of activities mostly with a cultural tone. LASA members have taken advantage of trips to the Metropolitan Museum of Art, the Museum of Natural History, Ellis Island, and the Statue of Liberty. But of all the activities, Codding is always excited to bring students to Repertorio Español (Spanish Theatre) in New York City. Students are able to see comedies, dramas, and musicals by playwrights such as Federico Garcia Lorca, the famous Spanish dramatist. The plays, says Codding, are not your typical Broadway production because not a lot of time and money goes into the costumes or set design. The low overhead for production costs allows students to attend quality performances at a reasonable price, about $10, which usually includes transportation.

A short distance from Bergen is Kean University (N.J.) where Hispanic students make up about 21.62 percent of the full-time undergraduate students, and they can join the Association of Latin American Students (ALAS)–a group well known on and off the campus community. Its roots date all the way back to 1967 when La Tertulia was the Hispanic organization on campus, and then spin-off groups

Kean University, where Hispanics are one-fifth of the undergrads

Members of Spanish Club Cervantes with Marcos Santiago y Los Arepegos from Puerto Rico, at the group's performance at Nazareth College during Hispanic Heritage Month 1998

formed in the 1970s with the Spanish Cultural Club, the Cuban Committee, and the Puerto Rican Organization for Unity and Development.

ALAS meets biweekly, and the meetings are held mostly in Spanish with a mix of English, depending on the participants. Like the other colleges featured here, a wide range of activities including parties, cultural/folkloric dances, and special holiday events are just part of the scenario.

The advisor to this organization, Sara Torres, a counselor and adjunct professor, says that ALAS is "open to all Latinos and other students who are Latinos in heart." Members represent various Latin American and Central American countries.

Of special significance among the year's activities, says Torres, is the Hispanic Parent's Dinner that honors Latino parents. This is a formal event, which usually draws about 200 parents and students. Students also volunteer their time to Proyecto Adelante, a high school having a "college upward bound" focus.

ALAS officers and selected members have an opportunity to attend an annual leadership retreat, which usually takes place in the Pocono mountains of eastern Pennsylvania. Torres says that it is during this weekend of "intensive but fun" leadership workshops that "bonding and planning for the next year" take place.

A good advisor like Torres can make a big difference to any Latin American club's success in fulfilling its goals, especially when it comes to providing students with leadership skills, one of the primary purposes of most student organizations. At Bergen, Professor Codding tries to stay in the background, acting only as the advisor, not the leader, in order that students develop this all-too-important skill.

"It's a challenge because as an advisor you don't want to take over," says Codding. "You want the students to be able to develop leadership skills, and you want them to be able to make decisions for themselves and to develop good organizational skills. My job as an advisor is to guide them and give them ideas."

In order to help Hispanic students reach their potential, some colleges, like Tufts University (Mass.), are able to offer Hispanic students more tangible support in addition to students clubs. The university supports The Latino Center, La Casa Latina, and The Association of Latino American Students, formerly known as the Hispanic American Society.

"Our Hispanic students are extremely active in our community and offer some interesting and valuable resources to their fellow students," says Pete Sanborn of the Office of Public Relations.

The Latino Center opened in 1993, and has been a valuable resource for the ever-growing Hispanic/Latino population at the college. The center's objective is to provide a nurturing environment for students to foster pride in Latino culture. To achieve this, the Center offers numerous programs, such as a Latino peer advisor program and Latino Women's Group, as well as internships in the Latino community. Recently, the center has featured a Chicana art exhibit entitled *Imagenes y Historias*/Images and Histories: Chicana Altar Inspired Art. This exhibit focuses solely on Chicana art inspired by the home or church altar.

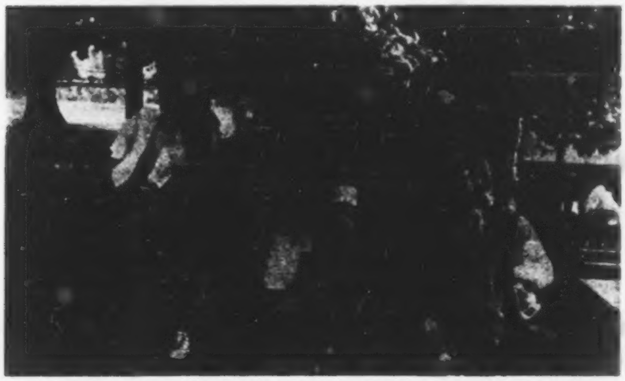
Tuft's Association for Latino American Students is a society of about 200 members that works with the Latino Center and the Hispanic House (a residence for students who share an interest in Latino culture). The organization prides itself on being dedicated to serving the needs of the university's Latino community, and of course features numerous events and activities. In the past, the club has planned as many as 13 events per month, such as a mariachi folk dance night, social activities (via the Hispanic House), and guest Hispanic speakers. The group also considers itself a political organization, seeking to better the Latino community both on and off campus.

Reuben Salinas Stern serves as the director of the Latino Center and as the advisor to La Casa Latina as well as to The Association of Latino American Students. Besides having such a broad range of duties to fulfill, Salinas also works closely with student leaders in the Latino Peer Leader program; the students, in turn, work with first-year Latino students.

Salinas believes that having the culture house, clubs, and center helps attract Latinos to the university. "I was hired in 1993 to create the center when there were approximately 180 Latino students here," says Salinas. "Today that number is 320. I believe that the existence of the center is, in part, responsible for this increase. Very few universities nationwide have Latino centers, particularly on the East Coast. This makes us unique."

Even a small school like Nazareth College (N.Y.) offers two venues for Hispanic students: the Casa Hispana and the Spanish Club Cervantes. The Casa Hispana is one of four language and cultural centers at the college. The Casa is a very active place where students and community members gather to enjoy films, art exhibits, and events related to the culture of Spain and Latin America.

But the Casa is also a place for people to congregate and enjoy conversation. The House was expanded in 1995 to include a multipurpose spacious room, an enlarged patio, and handicapped accessibility. Architectural elements were also added to provide the building with a Spanish flavor. In



Tufts University Latino peer advisors and Latino first year students during Latino Student Orientation addition, the Casa also houses the offices of faculty, a library, and classrooms serving as a place for the teaching of language and literature classes.

A group of about 40 students usually participates in both Casa Hispana and Spanish Club Cervantes events each semester. Students joining the organization are undergraduate, part-time students, and graduate students. A group of about 30 Hispanics from the community are also members of this active group.

According to Kim Messina, a senior at Nazareth College and previous president of the Spanish Club Cervantes, "As the former president of Club Cervantes, I have found that most students, especially incoming freshmen, are very enthusiastic about becoming involved in the club. Attendance at the tertulias and all other major cultural events sponsored by the Casa Hispana has been impressive. Students often bring students who may not be directly involved with the Casa Hispana to participate in the cultural events. In general, I think that the Spanish Club Cervantes is one of the largest and most popular clubs on campus."

Latin American clubs, like all other student organizations, must abide by procedures governing student activities. Most hold regular elections, which are structured in a traditional fashion, such as electing a president and vice president. Many have a secretary, public relations person, treasurer, social director, historian, etc.

Meetings are usually set up on a weekly or biweekly basis. At Nazareth College, for example, the Junta Directive meets every Tuesday with their advisor, enjoying lunch at the Casa Hispana while they work on planning the club's upcoming events.

Most of the organizations have constitutions, which are typically required in order to obtain funding, and they usually follow the laws and by-laws set by the institutions at large. At Kean University, for example, the club is funded via the Students Organization's governing body, from monies collected as "activities fees" from student tuition. And at Tufts University, monies are available through the student activity fee that is collected by the university and controlled by the student senate. The groups, however, have a lot of flexibility in developing programs and activities that help them carry out their goals.

And what are those goals? Besides helping students to embrace Hispanic culture, it is perhaps maintaining customs and traditions that best describes the purposes of many of these groups. And, it is this heartfelt love of the culture that keeps not only present members participating but former members as well.

Perhaps Dr. Tina Pereda sums it up best: "I have received comments from students who have already graduated from Nazareth College who return to the Casa Hispana with their spouses and their children to participate in the cultural events. These former students, especially the ones who chose to become teachers, express an interest in continuing and reinforcing these cultural traditions. For me, it is great to see that the students have the desire to continue the traditions that we try to instill in them."

Washtenaw Community College

Position Openings

A comprehensive two-year college dedicated to student, community and staff success is presently seeking individuals for the positions listed below. The College is located in the city of Ann Arbor, MI, a community of over 100,000.

Student Development and Activities Director: Master's degree preferably in student affairs, higher education administration, counseling, recreation or related fields, two years experience in human development programs/activities with increasing levels of responsibility. Initial salary range is $44,000-$48,400.

Director of Admissions: Master's degree in relevant area, three years experience including a minimum of one year supervisory experience; some student services experience preferred. Initial salary range is $52,000-$57,200.

CIS/CPS Instructor/C++ Programming Specialty: Bachelor's degree in Computer Information Systems, Management Information Systems, Computer Science or related field, teaching experience is required, two years preferred, three years industry experience with emphasis on programming. Initial annual base load salary range is $40,160-$55,670.

Anticipated appointment for the instructor positions is Fall 2000 semester. Applications will be accepted until the positions are filled.

Interested persons should send official completed WCC application form with credentials (all college transcripts-student copies acceptable and candidates statement of the number of clock hours taught in front of students for current and/or past teaching appointments) to **Washtenaw Community College, Office of Human Resource Management, First Floor Business Education Building, Room 120, 4800 E. Huron River Dr., PO Box D-1, Ann Arbor, MI 48106. (734) 973-3497. Job Hotline (734) 973-3510.** For job postings and application materials see our website at: **http://www.wccnet.org/jobs**

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CHAIR

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UNIVERSITY OF MARYLAND

The University of Maryland seeks a distinguished scholar who will help to build an outstanding Department of Philosophy. Candidates should have an excellent record of publication and teaching commensurate with appointment to the rank of professor, as well as administrative skills for leading a program with strong interdisciplinary connections that offers undergraduate, master's, and doctoral degrees. Candidates may specialize in any area of philosophy. Starting date is negotiable but could be as early as July 1.

Interested candidates should send a letter of application, a curriculum vitae, and the names and addresses of at least three references to:

Professor Susan S. Lanser
College of Arts and Humanities
1102 Francis Scott Key Hall
University of Maryland
College Park MD 20742-7311

For best consideration, applications should arrive by April 1, but applications will continue to be considered until the position is filled.

The University of Maryland is an equal opportunity employer and actively encourages applications from women, members of ethnic minorities, and individuals with disabilities.

UNIVERSITY OF MARYLAND

Mentoring the College-Bound Latino Student

Extracurricular Activities Crucial for Success

BY JOSEPH BECK

Kevin Anderson credits his Spanish teacher, Regina Cofrin, with saving his life by being his mentor and teacher. His academic life, that is. For that, Anderson, a senior at Lawrence High School in Lawrence, New York, who is preparing to enter college in the fall of 2000, is eternally grateful. He's told her how grateful he is on more than one occasion. "My parents aren't really educated formally," he says. "So I didn't grow up with a lot of value attached to higher education. My parents were expected to get out of school and start working as soon as possible to support their families."

In addition to Spanish, Cofrin also taught Anderson the correlation between a quality education and a quality of life. "Now I know that a good education increases my chances of getting a good-paying job when I get out of school. Ms. Cofrin helped me see that," Anderson commented. He is especially proud of his accomplishments because he will be the first in his immediate family to attend college. Cofrin encouraged Anderson to become eligible for and join the Spanish National Honor Society, which increases his chances of attending the college of his choice. His extra-curricular accomplishments will also increase the number of colleges from which he can make a selection.

Anderson's success story isn't unique. Many other college-bound Latino students view their teachers as role models in and out of the classroom. Andy Castillo also is a senior at Lawrence who is preparing for college in 2000. Jeannine Avallone is Castillo's Spanish teacher and the faculty advisor of the school's Latin American Club. "Andy has been involved in the school's Latin American Club for a while and served as the vice president of the club," she said.

"We have many Hispanic kids involved in the club. A central part of the mission of the club is to mentor other Hispanic students who might be new to the school or having academic or social difficulties, and to perform community service when we can," Avallone noted. She believes there is a need for Latino kids to identify with a larger community. "As a mentor and teacher, it is important to give the Latino kids a sense of community outside their own Latino friends in school, as part of the entire school and town community," she said.

Left to right: Andy Castillo, senior, Lawrence High School; Regina Cofrin, Spanish teacher, advisor, Spanish Honor Society; Jeannine Avallone, Spanish teacher, Latin American Club advisor; Kevin Anderson, senior, Lawrence High School

Imbuing college-bound Hispanic students with a sense of community is a primary goal of mentors in Lawrence High School. The bylaws of the Latin American Club reflect these values. They require all club members to agree to the following:

- Attend all meetings.
- Provide Hispanic representation for school committees.
- Involve more students and encourage students to participate in clubs regardless of their ethnic background.
- Participate in activities that will assist the Hispanic community. These could include food drives, clothes drives, etc.
- Help to promote a positive image of the Latino students within the school.
- Organize and provide translators for "Back to School Night."
- Participate in the Homecoming parade, help in making the banner, and facilitate school spirit.

Leaders of the club are held to even higher standards of achievement, assuming they will need the experience of working in leadership roles when it comes time to attend college. All officers must meet the following requirements:

- Be a member of the Latin American club for at least three years;
- Participate in all activities and attend all meetings;
- Have leadership skills;
- Maintain a decent academic average;
- Have a clean discipline record;

The president must be a senior; the vice president, a senior or junior.

Another mentor and teacher always hard at work to encourage her Hispanic students is Alene Paone, an ESL teacher at Lawrence. Her function, and that of the school's ESL program, is quite clear. "The whole idea of the program is to get Hispanic kids ready for the mainstream school experience," she noted. "Oftentimes, the pressure of their culture causes them to relate to only each other, and they are reluctant to socialize with other kids," she added.

In recent years, Paone's mentoring and persistence have paid off. Eddie Flores, a particularly successful student of hers, with her encouragement and letters of recommendation, attended Briarcliffe, a technical college. Flores now works for IBM and has returned to the high school, at Paone's request, to speak to her current students and convey his experience with the program and how he took full advantage of it.

"Ms. Paone was the kind of teacher that looked for the good in everyone. She continued to encourage me, and she kept telling me I could achieve whatever I set out to achieve," he said. Flores' highly developed sense of community and family also helped Paone help him. "I knew that my family always encouraged me, and when I wanted to be lazy in school, Ms. Paone made sure I did my work, and I thank her for that," he added.

In addition to classroom mentoring and clubs that meet in the school, outside activities help to instill valuable lifelong lessons. Hispanic kids involved in mentoring programs have the opportunity to visit nursing homes as visitors and translators, work at soup kitchens, engage in community improvement projects, and involve themselves in other worthy causes.

One such activity, the ANGELO DEL TORO Hispanic Youth Leadership Institute, helps Hispanic students explore their intellectual lives in a whole new fashion. Sponsored by the New York State Assembly/Senate and the Puerto Rican Hispanic Task Force, the institute invites students to Albany, New York, to represent their county, Nassau County, New York. To be considered, an applicant must be a high school junior or senior, submit a persuasive essay, and submit two letters of recommendation from school administrators, teachers, or counselors describing achievements and personal characteristics.

Jeanine Avallone, Spanish teacher, advisor Latin American Club, Mentoring Community Service

Another important element of mentoring is helping students contribute something positive to their school environments and the community as a whole. Paeone believes that life lessons impact just as much as school lessons. "I try my best to teach life lessons to my ESL students because whatever ethnicity someone belongs to, the need to see oneself as a contributor to a larger community is important," she said, adding that those life lessons are often taught through stories, sometimes funny ones. The life lessons benefit all Latino students, whether they choose to attend college or go directly into the working world.

The ANGELO DEL TORO Hispanic Youth Leadership Institute helps Hispanic students explore their intellectual lives in a whole new fashion.

The effects of positive mentoring make lasting impressions on kids who leave the high school and enter colleges and universities. Regina Cofrin and Jeannine Avallone and Alene Paone have impressive track records when one counts the sheer number of success stories they have helped achieve. Some of their former students, Latino and non-Latino, have gone on to major in Spanish in college, traveled abroad (Argentina and Spain) to study Spanish, and graduated from high school with honors in advanced placement courses in Spanish, as well as earning recognition as members of the National Spanish Honor Society.

Erika Ramos, a former leader in the Latin American Club, is now a liberal arts student at Buffalo State University, aspiring to work as a lawyer or teacher. Joseph Tolentino was a member of the National Spanish Honor Society, excelled in a Spanish AP course, and was a leader in the Latin American Club before his graduation from Lawrence in 1998. Jeffer Soza, a 1997 graduate, takes Spanish in college and continues to be a top student. Richard Duran served as a translator for back to school night, maintained a 95 average in an AP Spanish course, and enjoyed membership in the National Spanish Honor Society. Peter Nachimow, a 1997 graduate, majors in Spanish in college, is completely fluent, and is preparing for travel abroad in Argentina and Spain. Dana Posner, also a 1997 graduate, a Spanish major at Binghamton University, is also preparing to travel to Spain to enhance her education.

Regina Cofrin, Spanish teacher, advisor Spanish Honor Society

Spanish Club members serve as translators at school functions such as dances, theatre shows, and dinners. A non-Latino student of Spanish at Lawrence, who is applying to Tufts University shone in an essay on Miguel de Unamuno, an author from whom many Latino students draw inspiration.

"Many of the kids who take the Advanced Placement Spanish exam do well because they are capable of studying and translating literature in addition to knowing the structure of the language," said Cofrin.

Translating literature is just one of many skills that Cofrin, Paone, and Avallone recognize in their college-bound Latino students. And like all good mentors, they help students recognize and capitalize on their individual strengths and ultimately take leave of the mentor, flourishing as productive, inspired citizens of the world.

Joseph Beck is an English teacher, education writer, and playwright from Huntington, New York.

The Many Hats of NACME

Analyzing, Advocating, and Enabling

BY
GUSTAVO A. MELLANDER
AND NELLY MELLANDER

> ***"The world has changed much faster than anyone ever imagined, and, as a nation, we've been slow to harness that change to our advantage."***
>
> DR. GEORGE CAMPBELL, JR., NACME PRESIDENT

As we study the ancient civilizations of the Mayas, Incas, Aztecs, Egyptians, and Chinese, to name a few, one cannot help but appreciate and respect the significant contributions that engineers have made throughout the ages. Engineers have indeed been at the forefront of significant human advances since the dawn of civilization.

When the United States turned the Panama Canal over to the Republic of Panama in December, attention was riveted not only on the political and global implications of that action but once again on the engineering marvel that is the Panama Canal.

Built between 1904 and 1914, the canal is widely regarded as one of the outstanding engineering accomplishments of the 20th century. But it is not the only one. The entire 20th century and even the 19th century were science oriented, and engineers played key roles in moving civilization forward.

That game is far from over. Engineers are poised to continue their leadership role in the 21st century. Whether it be in Silicon Valley and the magical field of computers or in new arenas that the average person has yet to dream of–engineers will be in the very front ranks.

But one flaw has consistently permeated the past. Very few minorities, Hispanics, African Americans, or Native Americans, have been trained as engineers. Why not? Because of lack of opportunities. In every grade school across the nation, there are potential engineers. They must be identified, encouraged, and provided the rigorous educational foundation that they need to succeed.

NACME

Twenty-five years ago, a group of forward-thinking people in business and academia decided to address head-on that issue of underrepresentation. They founded the National Action Council for Minorities in Engineering, NACME.

General Colin L. Powell described it succinctly: "The essence of NACME, for the past twenty-five years of its distinguished history, is to make sure that our children get the marketable skills that they need to be successful in the 21st-century workplace."

Supported by America's leading technology-intensive companies, NACME is the nation's largest privately funded source of scholarships for minority students in engineering.

Since its beginnings in 1974, it has been focused on the face of adversity. Success came early. But of late, disturbing trends have emerged. Over the past six years, minority enrollment as first-year students in college has declined considerably.

In 1992-93, there were 15,181 Hispanic, African American, and Native American beginning students in engineering. That number dropped 8.2 percent, to 13,929, in 1997-98. The decline clearly impacts minority graduation rates–and will continue to do so for years to come. Fewer are enrolling; fewer will graduate.

Low math and science require-

George Campbell, Jr., Ph.D., president and CEO, NACME, Inc.

Rafael Ramirez, a 1993 NACME alumnus, is a software engineer for Kenan Systems Corporation.

ments in predominantly minority high schools across the nation add to the problem. And only a fraction of all engineering institutions have successfully enrolled or graduated minority engineers.

The statistics speak for themselves. Fifty percent of all minority first-year college students enroll in just 39, or 11 percent, of all colleges or universities. Fifty percent of all minority graduates receive their BSE degrees from 34 institutions, only 10 percent of all engineering schools.

What about Hispanics?

Seven of the ten members of the Hispanic Association of Colleges and Universities with accredited engineering programs are among that top 50 for enrolling minorities. They are University of Texas, El Paso; University of Texas, Pan American; Florida International University; CSU-Los Angeles; University of New Mexico; Texas A&M University, Kingsville; University of Texas, San Antonio.

What to Do?

How to address this imbalance? NACME'S plain-speaking president, Dr. George Campbell, Jr., placed the challenge in perspective when he recently stated, "The hard truth is that we simply haven't gone far enough. That's because, fundamentally, the world has changed much faster than anyone ever imagined and, as a nation, we've been slow to harness that change to our advantage.

"Making the right investments in the face of enormous change is never easy. But there is one investment we can be certain is risk free: the investment in diversity."

To address the present situation and to forge a better future, NACME developed or strengthened several major initiatives. NACME rededicated itself as a data and analysis center for trends in engineering enrollment, graduation, and retention by ethnicity and gender. Its work has already been recognized by members of Congress here in Washington, D.C. Its "Research Letter" and fact-filled analysis reports, have addressed the critical issues of mentoring, university diversity performance, and the impact of affirmative action on engineering education.

NACME also keeps in touch with its engineering students once they graduate, noting career paths and engaging them in special programs and surveys.

Scholarship Programs

Each year, thousands of high school seniors are overlooked by engineering schools because they didn't go to the "right" school. Or they did not do well on a standardized test. Clearly many talented young people, potential engineers, were being shortchanged. Rigorous, real-time programs and engineering case studies have been developed for urban minority students.

Further, college-level problem-solving exercises have been developed to fill academic gaps in high school programs. Once students pass those hurdles, they are granted full scholarships to partner universities. Many of these students, who probably would not have been admitted to engineering schools otherwise, go on to success–in college and later on, after graduation.

Many of the men and women who've graduated with NACME's help have become leaders in industry, government, and education. NACME scholarship programs combine financial assistance with academic enrichment, internships, mentoring, and industry partnerships, and NACME adapts and enhances those programs as the needs of students and employers change.

A NACME-commissioned survey discovered that more than 50 percent of students in fifth through eighth grades nationwide said that they planned to drop math and science as soon as they could. Only 15 percent of all American students–and only six percent of minority students–graduate from high school having taken math through calculus and science through physics. The vast majority are not prepared for science-based study in college for the increasingly technical workplace.

Why is that? Because schools fail to require necessary courses and allow students to opt out at age 11 or 12. With the de facto endorsement of their parents, children are

Lorena Gracia Flores, center, currently a first-year student at Stanford University, won a 1999 $10,000 NACME/3M Techforce Scholarship.

making uninformed decisions.

NACME responded by launching a national "Math Is Power" public service advertising campaign to provide students and their parents with the information needed to make informed decisions. It tells them specifically that if no one is talking to them about the importance of math and science, they must demand to be told.

The campaign has reached millions of children and their parents. Nearly 1,000,000 have called 1-800-97-NACME or visited www.nacme.org to request information about the benefits of math and science education.

The "Math Is Power" campaign and various training programs have focused on three critical areas: the number of students graduating from high school prepared to pursue an engineering education; the number of minority first-year college students who not only persist through graduation but achieve academic excellence; and bridging the gap between academic skills and those skills needed to succeed in the workplace.

The programs and training are designed to impact and assist students through the entire educational and professional pipeline, from middle school through their university years and into early careers.

NACME has also sharpened its extensive information network, via conferences, meetings, publications, and electronic media. Twenty-seven percent of its outreach is to colleges and universities, 20 percent to corporations, and 14 percent to pre-college entities. Structured meetings and summits share best practices and explore new possibilities. Newsletters, reports, and regularly updated Web site postings provide vital news to a national audience.

Wanda Lopez, a 1995 NACME graduate from Rutgers University, is a technical consultant at Hewlett-Packard Company.

Achievements

Annual minority graduations have increased from 1,423 in 1974, the year that NACME was established, to an all-time high of 6,446 in 1998.

The following three NACME programs have been cited for their innovation and direct success rate. They offer *The Hispanic Outlook* readers an opportunity to connect Hispanic high school and college students to seasoned programs that work.

NACME's Corporate Scholars Program offers students professional development, academic support, an industry mentor, and valuable experience through summer internships. The result has been a remarkable retention rate of 83 percent and an average GPA of 3.3.

The Engineering Vanguard Program, an innovative scholarship effort, provides intense academic and leadership training to culturally diverse teams of high school students from economically disadvantaged communities. Together each group attends a top engineering institution that has worked with NACME to build an enhanced academic infrastructure and to offer full financial support. The result has been an outstanding 98 percent retention rate, with many students achieving a GPA of 3.0 or better.

NACME scholars attend more than 50 schools across the country and represent the best of America's future.

The NACME Diversity Seminars, based on models long employed by the corporate sector, allow faculty and students to examine deeply held attitudes about race, class, and gender, and facilitate cross-cultural communication on the university campus. These seminars have developed powerful tools for improving the educational environment for all participants.

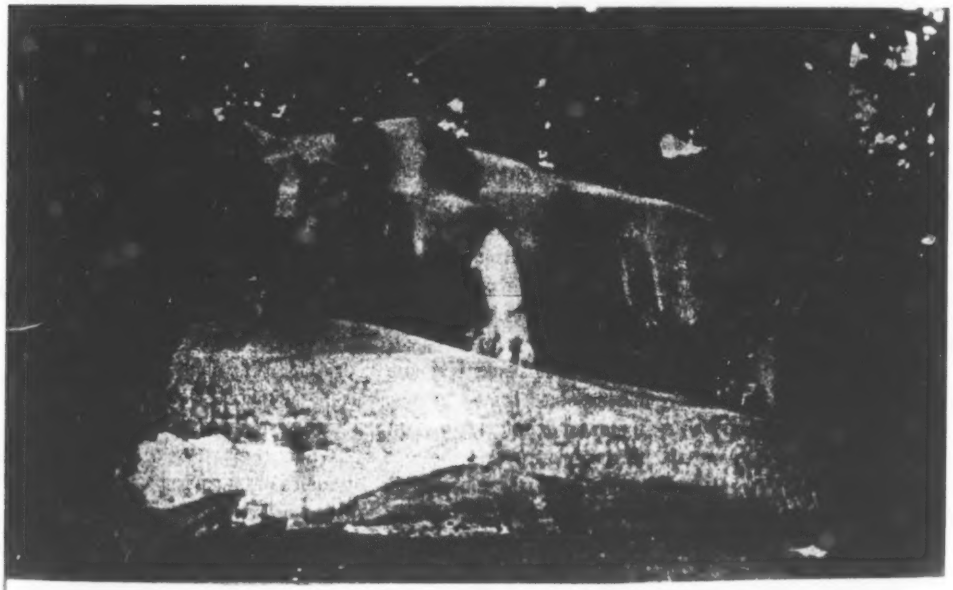
For further information about these three programs and about how you and your college can participate, readers may contact B. Dundee Holt, vice president for public affairs, at dholt@nacme.org.

Gustavo Mellander and Nelly Mellander teach at George Mason University.

Penn State's Diversity Progress Report

Latino Student Enrollment up in All but Law School

BY INÉS ALICEA



Penn State's minority enrollment for Fall 1998 reached a record-breaking high of 8,292, including 1,706 Hispanics.

"We know where we want to go, and we are making progress and a contribution to the future of our university," said W. Terrell Jones, vice provost for educational equity at Pennsylvania State University, commenting on its five-year diversity plan. Jones, who is also affiliate assistant professor of counselor education and African and African American studies, said that there's a "genuine commitment" from both members of the university and local communities, without which they couldn't accomplish the tasks called for in the plan, now in its second year.

The Penn State Board of Trustees recently got an update on how the plan, which is 40 pages long and titled "A Framework to Foster Diversity at Penn State: 1998-2005," is progressing.

Among the projects undertaken since the diversity plan was developed are the following:

- Penn State's Office for Disability Services created a student handbook that provides useful information about succeeding on campus and in the classroom. Included are policies and lists of resources–including modified tests, loaned tape recorders and phone amplification handsets, special housing requests, and other accommodations for students with disabilities.

- The university's Commission on Racial/Ethnic Diversity joined with the State College Downtown Business Association to ensure that minority students are treated appropriately as they shop at local businesses. The commission was created in 1989 as a university-wide advisory body to the president in matters relating to racial and ethnic diversity.

- The Commission on Lesbian, Gay and Bisexual Equity implemented a liaison network for non-University Park locations and is expanding its involvement in training programs.

- The Commission for Women is implementing a pilot mentoring program aimed at women in all employment categories.

- The university's International Council set a goal that 20 percent of the students participate in a study abroad program at some point in their undergraduate career to broaden cultural understanding.

766

- The university created several videotapes to help faculty, staff, and students understand the university's diversity objectives.

- The Fast Start program was created, pairing incoming minority students with a faculty or staff "buddy" and alumni "buddy" to serve as advocates, confidants, and support networks for the students.

- Integration of a multicultural curriculum–the university's Equal Opportunity Planning Committee, which recommends and oversees the allocation of special institutional funding to individual units for new and continuing equal opportunity programs and activities, provided funds for a Summer Academy on Teaching and Human Service careers for seventh grade minority students.

In March 1997, the University Planning Council directed the office of the vice provost for educational equity to produce a university-wide strategic plan for diversity. The framework was created and implemented in February 1998.

The Diversity Plan calls for exposing students to a variety of cultures and international perspectives, fostering a humane university community and developing social responsibility. A unique aspect of the framework is its detailed action plans for the achievement of measurable outcomes related to each challenge. The challenges set forth in the plan include: developing a shared and inclusive understanding of diversity; creating a welcoming campus climate; recruiting and retaining a diverse student body; recruiting and retaining a diverse workforce; developing a multicultural curriculum; diversifying university leadership and management; and coordinating multicultural transformation and organizational change.

"The goals and action plans outlined in this document are designed to meet the challenges of transforming Penn State into a truly multicultural institution," said the framework. "It now becomes the responsibility of all of our constituencies to operationalize the plans set forth herein."

Thomas G. Poole, associate vice provost for educational equity, who helped write and edit the framework, said that "There wasn't much controversy about the seven challenges" and that he was pleased by the university's progress in carrying out the recommendations outlined in the framework.

"There is a great deal of planning, and many new initiatives are growing out of our plan," said Poole. "That's very good."

Soon after the plan was released to the public, the university launched a series of focus group sessions at all Penn State locations that gave Jones' office a broad-based understanding of how diversity is interpreted across the Penn State system.

Then a number of pre-existing programs that addressed the needs of minority students and faculty and staff were expanded or strengthened, and others were added. But many challenges remain.

While minority enrollment at Penn State is growing, there is still a need to focus on retention and on early intervention programs to increase the pool of prospective students, the framework said.

Penn State's minority enrollment for Fall 1998 reached a record-breaking high of 8,292. Minorities made up 10.3 percent of the total Penn State enrollment, including the Pennsylvania College of Technology in Williamsport and The Dickinson School of Law of the Pennsylvania State University in Carlisle. Overall enrollment for Penn State's 24 locations was 80,787. Latinos comprise 1,706 of the students at Penn State. That number climbed to 1,747 in the fall of 1999, said Poole.

In Fall 1997, minority enrollment was 7,721, or about 9.8 percent of Penn State's total enrollment of 78,956. In 1987, minority enrollment made up 6.5

HISPANIC ENROLLMENT
By Location

	Fall 1998	Fall 1997	Change	
			Number	Percent
University Park	1,110	1,011	99	9.8%
Commonwealth College	163	152	11	7.2%
Other Campus Colleges	351	333	18	5.4%
Great Valley	18	17	1	5.9%
Subtotal	1,642	1,513	129	8.5%
Hershey	29	26	3	11.5%
Dickinson School of Law	8	11	(3)	-27.3%
PA College of Technology	27	20	7	35.0%
Total	1,706	1,570	136	8.7%

MINORITY ENROLLMENT
University Wide
By Ethnic Category

Fall	African American	Hispanic	Asian/ Pacific Islander	Native American	Total Minority
1998	3,283	1,706	3,137	166	8,292
1997	2,992	1,570	3,001	158	7,721
1996	2,864	1,485	2,879	148	7,376
1995	2,730	1,404	2,662	118	6,914
1994	2,451	1,216	2,468	122	6,257
1993	2,312	1,081	2,324	120	5,837
1992	2,378	998	2,219	116	5,711
1991	2,340	902	2,025	119	5,386
1990	2,308	867	1,777	106	5,058
1989	2,482	847	1,593	112	5,034
1988	2,580	760	1,386	117	4,843
1987	2,424	673	1,185	96	4,378
1986	2,365	560	1,064	101	4,090
1985	2,308	461	959	92	3,820
1984	2,005	404	795	88	3,292
1983	1,635	393	729	79	2,836
1982	1,587	385	640	89	2,701
1981	1,353	338	520	79	2,290
1980	1,395	315	481	86	2,277
1979	1,308	287	435	95	2,125
1978	1,277	267	342	91	1,977
1977	1,294	244	243	124	1,905
1976	963	191	134	106	1,394
1975	939	197	185	56	1,377
1974	976	201	134	52	1,363
1973	1,154	233	108	81	1,576
1972	1,300	208	93	75	1,676

Note: Pennsylvania College of Technology became an affiliate of Penn State in 1989-90 and Dickinson School of Law in 1997-98. Enrollments reflect these changes. Prior to 1982, continuing education enrollments are excluded from these counts.

percent of total enrollment at Penn State. "We have worked hard and are continuing to work hard to encourage growth in minority enrollment at Penn State," said Penn State President Graham Spanier. "Pennsylvania is a state of great diversity, and we want Penn State to reflect that diversity."

Overall minority enrollment in Fall 1998 was 7.4 percent higher than it was in Fall 1997. The Latino enrollment grew 8.7 percent over that same time period.

"These new numbers are encouraging," said Jones. "More important, these increases are not an accident. They are a reflection of the university's commitment to the development of campus communities that support student success. These numbers represent not only an increase in the recruitment of minority students but also a corresponding increase in minority student retention."

However, the report said that retention of Latino students is lower than for other groups, and it attributes that to a need for a more personalized connection between the students and the university. Several efforts have been undertaken to address the disparity, including providing a variety of resource centers and mentors. Another example of a university initiative to address a problem that minority students encountered on campus was when it was noticed that a number of them were failing calculus classes with large numbers of students. The university then formed small classes for the teaching of calculus.

All of the university's major campuses experienced growth in Latino enrollment except for The Dickinson School of Law, in which there was a 27.3 percent drop in Latino enrollment between 1997 and 1998. In 1999, however, the number of Latino students enrolled at the school grew by six, Poole said. Enrollments of other minority groups also dropped significantly at the School of Law during that same time period. The Pennsylvania College of Technology experienced the largest growth in Latino enrollment during that time frame with a 35 percent increase in student enrollment.

Among the reasons for Penn State's growing success in attracting minority students is a group of programs aimed at low-income and first-generation college students, said a university press release. Known as TRIO programs, they were established by Congress in the mid-1960s to help disadvantaged

> ***The report said that retention of Latino students is lower than for other groups and attributes that to a need for a more personalized connection between the students and the university.***

students. They help support the university's goals of increasing minority enrollment and helping minority students succeed in their college and post-secondary careers.

"I'm pleased that overall enrollment continues to grow in a managed way and that we are delivering on our commitments to prospective students, public officials, and the citizens of Pennsylvania," Spanier said.

But the numbers of minority faculty and administrators at Penn State are dismal, particularly among Latinos. There is only one Latino among the 38 people in the executive ranks at the university, and there are no Latino administrators nor Latino academic administrators. The framework urges the university to create ways to train faculty interested in administrative work through short-term rotations so they get the visibility and experience to move up within the university.

"Penn State's commitment to diversity must be visible in its most public face, that of the senior managers and leaders of the university," the plan said. "The charge to colleges, units, and departments to recruit and retain a diverse faculty and staff rings hollow if not modeled in the leadership and management of the university."

In terms of faculty, Latinos comprised only 70, or 1.6 percent, of the 4,429 faculty members at Penn State's campuses. Among minority groups, Asians represented the largest presence in Penn State's faculty ranks with 351 faculty members.

The report said that the problem of retaining minority faculty and staff is "multifaceted."

"One of the most serious problems at present is the aggressive recruitment of high-caliber faculty and staff by other institutions," said the report. "The success of such efforts is compounded by limited opportunities for upward mobility and other rewards within the Penn State system."

As a result, a senior mentor position was created to help untenured minority faculty navigate the tenure and promotion process. "The plan is rooted in the conviction that the development of understanding is part and parcel of Penn State's educational mission that seeks to prepare students for life and work in a civil democracy," said Poole. "The 'Framework' plan calls us together...in the common project of teaching those skills and modeling those public virtues...necessary for the vitality of communities, families, and social institutions in our increasingly diverse nation as well as our global village."

Monroe Community College

Monroe Community College, a member of the League for Innovation in the Community College, invites applications for faculty and professional staff positions. We seek individuals who are versatile in their teaching and/or in their profession, proficient with technology, open to change, passionate about learning and self-improvement, and committed to serving in various capacities to realize the College's mission of student success. Specific qualifications for each position are listed on our website at **http://www.monroecc.edu** (find employment opportunities under "A-Z index"), or contact the Human Resources Office at (716) 292-2110

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Screening to commence March 15, 2000. Send resume, letter of interest addressing the required qualifications listed on the website (or on hard copy), list of three references, official transcripts, and statement of philosophy regarding teaching or regarding the role to today's community colleges to: **Dr. Sherry D. Ralston, Director of Human Resources, Monroe Community College, 1000 E. Henrietta Rd., Rochester, NY 14623.** Upon Request, the System provides reasonable accommodations to individuals with disabilities. For information not listed on our website, please call Human Resources at (716) 292-2110.

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ADMINISTRATION

ASSOCIATE DIRECTOR OF CAMPUS UNIONS/PROGRAM SERVICES

Reporting to the Director of Campus Unions, the Associate Director is responsible for administration and direct supervision of the Campus Programs. Characteristic duties include program and policy development; student organization administration; management of facilities, including craft shop and music lounge; advises programming committees; develops the educational thrust of social and cultural programs, facilities, and services.

Qualifications include a Master's in Student Personnel or related field. A minimum of four years of college union and/or student activities programming experience in administrative capacity. Demonstrated effectiveness in leadership of college and/or university students and program professionals. Must possess sound concept of social and cultural programming, educational and student development process.

The Associate Director must have an understanding of facility maintenance/programming and infrastructure as well as some exposure to financial management. Salary is commensurate with experience.

Send letter of application, resume and the names of three references to:

Shanne Simec, Auxiliaries Employment Director
Associate Director, Campus Unions
Room 2560 Student Services Building
1200 West Harrison, Street
Chicago, Illinois 60607

For fullest consideration applications/resumes must be received by March 6, 2000.
Start date: ASAP.

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The Pursuit of Happiness

and Confidence, and Maturity

MT. SAN ANTONIO COLLEGE

BY MIKE TAYLOR
AND ADALYN HIXSON

After Shirley Torres graduated from West Covina High School in 1998, she found herself without any plan to continue her education, without confidence in her abilities, and without goals for the future. But all of that was soon to change. Once she enrolled in Mt. San Antonio's Summer Bridge Program, Shirley discovered a whole new world.

"Just having goals is something different for me," said the 19-year-old Torres, now a sophomore at Mt. SAC.

Admittedly, she wasn't the most industrious high school student. Studying wasn't a big priority, and college didn't seem like an option. She carried a grade point average of a little more than 1.0 throughout high school.

"My life was one big indecision," she said. "I was the girl who sat in the back of the classroom in high school and never said a word."

Yet the young Valina woman would become the first in her family to attend college.

"I didn't even think about going to college," said Torres, who now has a 3.46 grade point average as a Spanish major at Mt. SAC. "It's just so hard to go when no one in your family has ever gone."

In the summer of 1998, she was on the Mt. SAC campus and, by accident, came across an orientation event for the college's Summer Bridge Program, designed to transition first-time, at-risk first-year students to the demands of college life. "Just seeing the way the professors and everyone on campus worked together really made an impression on me," she said.

Torres enrolled in the program.

Crossing the Bridge

The idea behind this program is to help students succeed in college through the use of learning groups and linked classes. It addresses risk factors that can lead to attrition, one of which is the basic skills levels of entering students. An additional risk factor is a sense of not fitting in. By employing a learning communities model, students and faculty of the Bridge Program engage in a learning experience that empowers both groups with a collective sense of direction and purpose.

"Just having goals is something different for me," said the 19-year-old Shirley Torres, now a sophomore at Mt. San Antonio College.

Students are given a jump start on their college experience and form meaningful associations with peers and with college personnel. The majority are transitioned into courses offered through what is called the Freshman Experience.

In the Bridge Program, students take on an intensive course load.

A seven-unit, six-week summer program links English 67, math, counseling, speech, and LERN classes into course clusters that give the 170 students in this year's academy an orientation to the academic and social aspects of college. English 67 is a writing course that helps get students up to a transferable level. Many of these students, *HO* is told, are starting a couple of levels below. College English will present them with materials and concepts many have never encountered in high school. LERN teaches study skills to help students improve in all other classes they are taking.

John Arboleda, a co-coordinator of the program, tells *HO* the program is changing in its second year. "The way that we work," he said, "it is an evolving program. We learn from our previous experience." Of Year Two, he said, "We increased–it–almost doubled the size of the program."

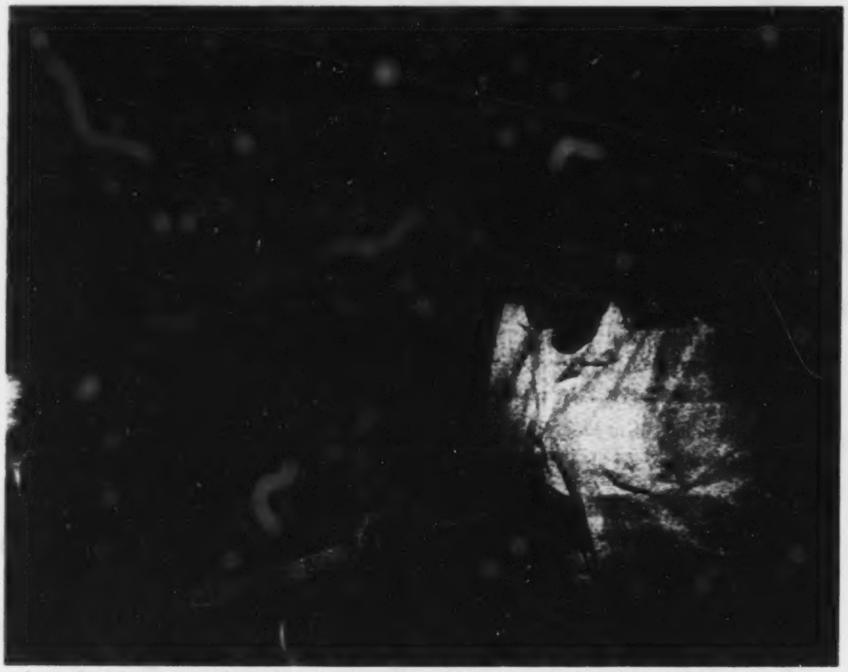
Asked who is eligible, Arboleda says, "You have to be a high school graduate and a first-generation college student. In our program, we have Asian, African American, Caucasian, Latino–but the largest concentration is Latino. The average age is 17 or 18. We will have a couple a little bit older, but overwhelmingly, they are just recent high school graduates." Participants, says Arboledo, "are not going to be at the transferable level for English and math. It's up to us to address the challenges they are facing."

Classes are team taught, says Arboleda. And students go on a series of field trips, "to UCLA, to

Cal State, to the Getty Museum. We try to take the students out of their environment. A lot of them don't have those opportunities."

"We have a series of events, and we also have a family component–from the very first day." Parents and other family members are invited to opening and closing ceremonies for the program, says Arboleda, because "families are significant. Having the families is a part of the process. And a lot of these families don't know the process." The opening event last June drew more than 300 students, family members, and college staff. And at the closing ceremony in August, both students and faculty talked about the "magic" they experienced through the power of their learning community.

"This is a big change for the student and for the family," said Arboleda. "I was a transfer student, and went through similar experiences." Arboleda transferred from Cerritos Community College to UCLA, from which he graduated in 1996. "UCLA has a bridge program. And I have worked for others that do. But this is the first time I've seen a program addressing this population and the need that they have to feel connected."



Summer Bridge Program student Corinna Oseguera (left) receives help from Peer Advisor Liz Casales. Eight peer advisors, students who were part of the Summer Bridge Program last year, are helping out with the program this year.

The Mt. SAC Environment

Mt. SAC describes itself as "a public community college owned, governed, and maintained by the people of Baldwin Park, Bassett, Charter Oak, Covina, Diamond Bar, southern portion of Glendora, Hacienda Heights, Industry, Irwindale, La Puente, La Verne, Pomona, Rowland Heights, San Dimas, Valinda, Walnut, and West Covina." The population count is about a million.

Arboleda tells *HO* that Mt. SAC is the largest community college in the state of California, with more than 40,000 students. Hispanics represent 39 percent of the student body; Asian and Pacific Islanders, 19 percent; African Americans, six percent; and Whites, 26 percent.

"Where are we? Where we are is the suburbs," says Arboleda. "All suburbs, about a half hour from the City of Los Angeles, in the San Gabriel Valley, which has a large Hispanic population. Diamond Bar and Walnut [Mt. SAC is in Walnut] have mostly middle- to upper-class income levels. But other areas, such as West Covina and El Puente, have high concentrations of medium to low income. And in some of the cities, the extremes, really low, low income."

"Audrey Yamagata-Noji, vice president of student services–she is the one who really started the Bridge Program here at Mt. SAC. She is the one the college supported in giving funding to the program. We owe her a lot of credit, and she has been a wonderful mentor for me." [Dr. Yamagata-Noji had analyzed physiological, sociological, and cultural factors associated with the educational achievement of Japanese American college students for her Ph.D. dissertation. And she is cited as a consultant to David Drew for his book *Aptitude Revisited: Rethinking Math and Science Education for America's Next Century*, published in 1996 by the Johns Hopkins University Press.]

Support is provided for the Bridge participants, too. During Mt. SAC's 1999 Summer Bridge Program, Shirley Torres worked as one of eight peer advisors. Seven of the eight were well acquainted with the Summer Bridge Program since they, like Torres, were students in the program in its initial year, 1998, when it was named the Student Success Summer Academy.

The peer advisors helped the students "learn the system" and also would call students if they were not attending classes and act as ombudspersons between the students and college personnel.

"We served as role models for the students, and we let them know that it's okay to be scared," said Torres.

"It's really about building a bridge from where they are and giving them access and support," said counselor/coordinator Jim Smith. "It's about plugging them into Mt. SAC with a lot of support."

"If they're first-generation college students, they are at risk," he said. Smith said too that one of the most important reasons students drop out is what he calls a lack of connectedness, and it is that connection that the Summer Bridge Program makes–not just between students but between the faculty members involved as well.

"Students develop associations, a sense of connectedness with each other, and they see us working together," he said. "It's not just student to student, but teacher to teacher."

Leadership–the New Dimension

Both Smith and Arboleda said they realized that students in the program wanted to be even more connected. And so a leadership program was born. About twenty-five Bridge students were targeted to go on a retreat, a retreat planned with family, faculty, counselors, and administrators.

A chief intention, says Arboleda, was to teach them about leadership and how they could utilize it effectively. He told *HO* that the retreat had a profound effect on him. "This past weekend, I had perhaps one of the most amazing experiences I've ever had working with students," he said. "We took them to the university overnight for activities and exercises that were basically students breaking out of their shells. They were learning about themselves. Learning to open up to others, trusting others, seeing the potential within themselves. We just facilitated the process."

The Bridge Leadership Program involves "serving in learning projects, going out into the community, learning about leadership skills, and putting those skills to work at Mt. SAC and long after they leave here."

"This program is in development," said Arboleda. "It is an evolving program. We are willing to make adjustments as we go and learn as we go."

Armando

"He had told me that when he was in high school, he probably went to school once or twice a week. Shirley Torres recruited him." Arboledo talked with *HO* about Armando, a Bridge student.

"This is what he wrote. It really addresses some of the core issues."

"Well, I'm not a great writer yet, but I just want to express myself a little to you. The last six months have been so great to me. I actually felt like I belonged somewhere. For the first time I feel like I now know what it would be like to be confident. I feel good to be setting an example for my family and friends. I am trying to encourage my friends to feel this great sense of happiness."

"This is a student who rarely went to high school," said Arboleda. "He realized this is a learning community that we have here."

"Before the Bridge program, he got Ds and Fs. Armando came into the Bridge Program and never missed a day of class. He did really well in the summer program. Took some of the classes we offer in the Freshman Experience. Two As, a B, a C. Armando is receiving an award from his English instructor for his writing abilities. And applying [to the] HACU International Program. He volunteers for a women's shelter."

Overall Outcomes

Just how well does the Summer Bridge Program work in terms of helping students succeed?

Numbers from the first year's session give the story. Of the 83 students who enrolled in the summer of '98, 80 completed it. The pass rate (C or better) last year was approximately 90 percent. In terms of retention, about 80 percent of the students who were in the '98 summer session were enrolled in classes in the spring of '99.

And Arboleda says that some of these "at risk" students are passing their math courses with marks that are "really high compared to the general population at the college.

Asked to evaluate their experience, students were asked, "What were the most beneficial parts of the program?" Some of their responses were:

- Learning about college and what's expected of me.
- Knowing where to find help
- Learning to be more responsible.
- Overcoming the fear of going to college.
- Learning never to give up.

Asked how they felt about starting college after going through the Bridge Program, the words they used included "capable, confident, optimistic, ready, motivated, and excited."

Torres' experience in the summer program encouraged her enough to continue an academic program at Mt. SAC last fall. But it also gave her something she didn't have before–a goal for the future.

Now she plans to finish her studies at Mt. SAC and transfer to UCLA. She also plans to go on to earn her bachelor's and master's degrees and a doctorate. Eventually, she wants to become an ESL teacher at a community college.

"I want to help people who can't get ahead because of language barriers," she said.

And as a result of the Bridge Program, Torres also learned about another important side of herself: "I learned from the Summer Bridge Program that you have to give back," she said.

HO

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ASSISTANT/ASSOCIATE
DEAN OF STUDENTS
FOR INTERCULTURAL LIFE

Knox College invites applications and nominations for the position of Assistant/Associate Dean of Students for Intercultural Life. This position reports directly to the Dean of Students/Associate Dean of the College and is an active member of the Division of Student Affairs. The Office of Intercultural Affairs is charged with providing leadership for the College's commitment to intercultural understanding (within both international and national contexts) as a fundamental part of a liberal education. This position is a full-time, 12-month appointment.

Responsibilities: Actively engages the Knox community on issues surrounding both national and international cultural diversity. Collaborates with members of the Student Affairs and Academic Affairs staff to advise domestic students of color as well as international students on matters related to cultural adjustment and immigration. Provides collaborative leadership for the College's recent academic and co-curricular "Pluralism and Unity" initiative, funded through a Hewlett Foundation award. Provides oversight and management of the Office of Intercultural Affairs. Serves as an institutional resource to students, faculty and staff members in realizing the mission of the Office. Advises various clubs and organizations as related to intercultural life.

Qualifications: Master's degree; demonstrated experience working with diverse student populations; demonstrated experience working with immigration documentation and knowledge of U.S. immigration regulations; demonstrated experience working with domestic students of color; excellent cross-cultural and interpersonal communication skills; familiarity with undergraduate liberal arts education and residential colleges; ability to work independently and as a member of a dynamic team; and must possess a sense of humor.

Nominations and applications will be received until the position is filled. For full consideration please submit a letter of application/nomination, resume, and list of five references to:

Xavier E. Romano
Dean of Students &
Associate Dean of the College
Knox College
Box K-236
Galesburg, IL 61401

Founded in 1837, Knox College is an independent, four-year liberal arts college with 1100 students from 42 states and 33 nations. In keeping with its 163-year commitment to equal rights, Knox College particularly welcomes applications from individuals in under-represented groups.

Latinas Cultivated as Leaders of a New Indiana

Saint Mary's and Lilly Endowment Offer Assistance

BY MARILYN GILROY

> ***"I am often out in the community talking to parents, grandparents, aunts, and uncles of potential Latina college students because in this culture, the whole family is involved in the decision to attend college."***
>
> MONA BOWE,
> ASSISTANT DIRECTOR
> OF ADMISSIONS

Latinas who want to make the most of their future now have a great resource in a somewhat unlikely place–the state of Indiana. Thanks to a generous grant from the Lilly Endowment, Saint Mary's College in South Bend, Ind., has launched an ambitious program to recruit, educate, and develop leadership potential in young, bright Latinas.

Saint Mary's, ranked for several years as the #1 Midwest regional liberal arts college by *U.S. News and World Report*, has recently put together special initiatives to help talented Latinas in their high school and college years. Under the umbrella of the Leaders of a New Indiana (LONI) Project, female students are invited to explore their potential as leaders in their community, state, and beyond.

The LONI Project was initiated to address the needs of two specific student populations in Indiana –those who were raised in communities of less than 25,000 and Latinas. These two groups were targeted because they are underserved and underrepresented in colleges and universities (as compared to their White urban counterparts) and both often have strong family ties and values, families they must leave in order to get a college education. The LONI Project extends academic, emotional, and financial support to help make the transition possible.

"We want young women to consider ALL of their possibilities," says Maria Thompson, director of the LONI Project. "We want to make sure that they finish high school and contemplate the future."

Knowing that the road to college for Latinas is a journey that must begin early and include the support of family, the LONI Project staff has created several opportunities to make the dream of higher education a reality.

Reaching Out to the Pre-College Crowd

It all starts with Encuentro.

Encuentro, which means "to gather/to find oneself/to meet," was carefully chosen as the name of a two-week program that beckons to high school Latinas to explore the possibilities for academic achievement and personal growth. The Latina students who enroll in Encuentro get an opportunity to preview college courses in the areas of chemistry, art, Latina literature, history, and computer science.

But they also get the chance to explore who they are now and who they want to become. Encuentro challenges Latinas to ask themselves: How do I make my future what I want it to be? How can I realize my goals? How can I become a leader to those within my community who will follow my path?

The two weeks on campus are packed with all aspects of college life, including field trips and social activities. There is also time set aside to reflect on faith and spirituality during special workshops. Lilly Endowment funds make it possible to offer Encuentro free of charge to participants.

Encuentro is only one of the pre-college programs sponsored by

Encuentro challenges Latinas to ask themselves: How do I make my future what I want it to be?

PARTICIPANTS FROM ENCUENTRO AT ST. MARY'S UNIVERSITY

LONI; another is called My First Day of College. It allows first-year and sophomore high school students to preview college through a 24-hour stay on campus. The students are invited to visit and stay with a current Saint Mary's student in a residence hall. The Saint Mary's student acts as a host and takes the guest to various classes and social gatherings. In addition, the visiting student attends two workshops: one is on requirements for college and admissions; the other, on how to navigate the financial aid application process.

The campus visit also offers an opportunity for lunch with faculty and administrators who can provide information on a particular discipline. Finally, there is a question-and-answer session with a panel of Saint Mary's women at which the high school students can get answers to questions that they might not want to ask college officials.

Encuentro and My First Day at College might sound like typical recruitment programs, but when it comes to reaching out to Latinas, it takes more than the usual strategies.

To get students to enroll in the pre-college programs, LONI Director Maria Thompson says that the groundwork must be laid through a series of contacts.

"We know that a connection must be made within a community before young Latinas are allowed to attend activities," she says. "We send letters to high school counselors explaining the purpose of our pre-college programs and encourage them to refer students who they believe would benefit from involvement in these activities."

Leadership Academy

One component of the LONI Project that goes beyond introducing young students to college life is the Leadership and Development Academy (LCDA). This one-week summer program is designed to help high school first-year, sophomore, and junior women become aware of their own leadership qualities. Its goals are ambitious, and it offers participants a chance to:

- develop confidence in their ability to lead,
- address real issues in their communities and schools,
- enhance communication and critical thinking skills, and
- gain an understanding of collaborative leadership and community development.

LCDA also invites parents to participate in a special weekend program so they can learn firsthand about student projects created during the academy while they also explore options for their daughter's education.

Students accepted to the Leadership and Community Development Academy receive a full scholarship to cover program costs, including supplies, room, and meals. Fifteen senior high school students enrolled during the first year of the academy; six of those are currently attending Saint Mary's.

SAINT
MARY'S
COLLEGE
NOTRE DAME, IN

My First Day of College allows first-year and sophomore high school students to preview college through a 24-hour stay on campus.

Recruitment with a Personal Touch

All of these pre-college recruitment initiatives are combined with person-to-person outreach efforts by the admissions staff of Saint Mary's. Mona Bowe, associate director of admissions, says that she has spent a lot of time in rural high schools, churches, and community centers in order to meet with prospective Latina students.

"The LONI Project has enabled us to visit many high schools," says Bowe, "but I am often out in the community talking to parents, grandparents, aunts, and uncles of potential Latina college students because in this culture, the whole family is involved in the decision to attend college."

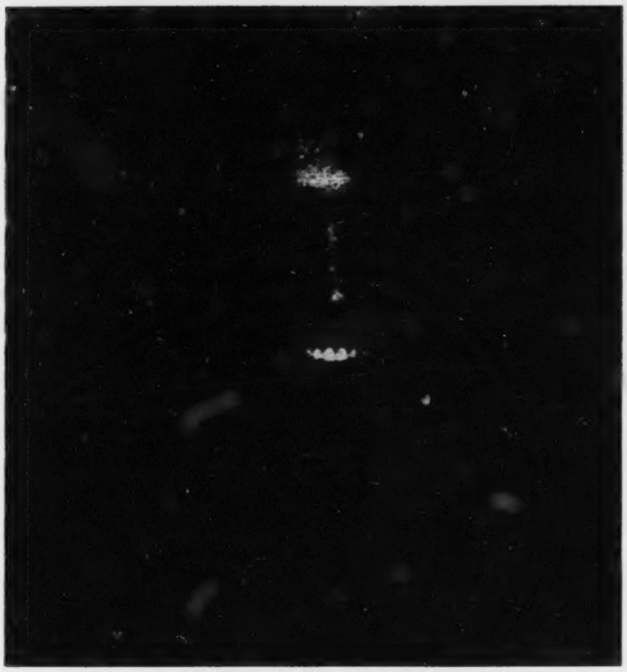
Parents and other relatives take an active interest in the choice of sending a Latina away to school. Family concerns range from academics to safety on campus.

"If their daughter is going away to live on campus, they want to know how safe it is," says Bowe.

And of course, with college costs at Saint Mary's running close to $25,000 per year, everyone wants to know about financial aid.

About 70 percent of Saint Mary's students receive merit or need-based scholarships, grants, loans, and work opportunities. In addition, the Lilly Endowment's five-year support of the LONI Project goals has made it possible to offer $5,500 grants to students who qualify.

But despite the expense and distance from home, many Hispanic families feel that an all-women's Catholic college is a good match for their daughters. Hispanics now represent 62 percent of minorities at the college. That is due in part to the efforts of Bowe, who has been at Saint Mary's for five years and is a good ambassador from the college to young Latinas and their families. She grew up in Mexico City and was the first in her family to go to college.



Maria Oropeza, director of multicultural affairs

"I know what a difference college can make," Bowe says. "I believe in what I do."

A Helping Hand on Campus

Although much of the emphasis of the LONI Project is helping Latinas get to a top-notch college such as Saint Mary's, once they are there, there is plenty of support, such as the mentoring program.

Mentoring involves linking groups of four to six students with administrators or faculty members who act as coaches and facilitators in various aspects of campus life. Together, the members of mentor groups plan and attend functions such as plays, sports events, religious ceremonies, and social activities in order to help LONI students adjust to college life.

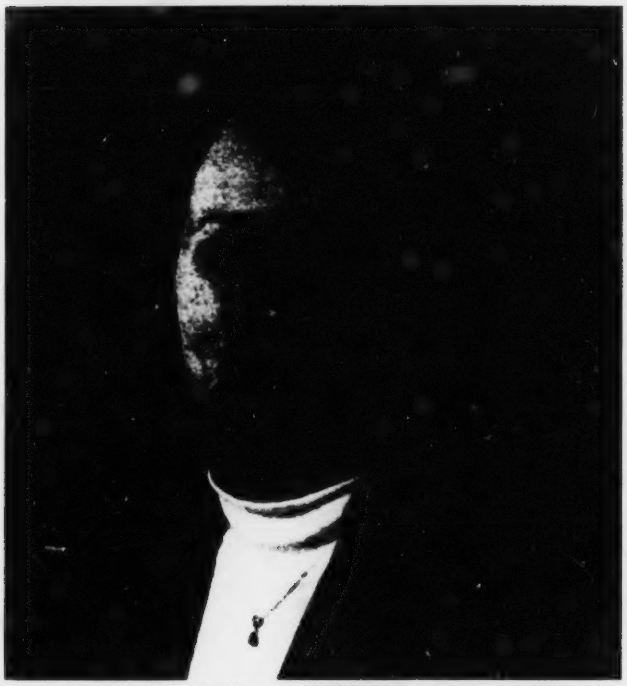
"We nurture a closeness that is in line with what Latinas are used to in their families," says Maria Oropeza, director of multicultural affairs.

Through these associations, Latinas often begin developing the confidence they need to become leaders–a role unfamiliar to those who have been brought up in a traditional Hispanic household where the females are not usually the decision-makers.

"As Latinas become involved in student activities, student governing boards, and campus ministries, they begin to develop the 'life skills' that will help them succeed outside Saint Mary's," says Oropeza.

One student organization, La Fuerza, has been "phenomenal," according to Oropeza. With the slogan "Because Strength Is Feminine," members of La Fuerza have cultivated leadership roles by conducting fund-raisers, doing community service, and establishing a Big Sister/Little Sister program.

But embracing diversity and providing opportunities for growth go far beyond the multicultural office: it is a college-wide commitment that stems from the basic mission of Saint Mary's. "We are preparing our students to become global citizens," says Oropeza. "So our academic programs reflect that emphasis. We offer courses in Latin American politics, history, and literature. We want to foster pride in our students; Latinas are stronger when they know their history and culture."



Maria Thompson, LONI project director

Once students have reached junior or senior status, they can benefit from a LONI program that sets up paid summer internships. They are also invited to become mentors to first-year students.

The LONI Project has been funded by the Lilly Endowment for five years. Although it is too early to measure results, Saint Mary's officials report that the retention rate for Hispanic women is improving.

"We are a small college," says Maria Oropeza. "We can work across departments and take a personal interest in the success of our students. It is vital to our mission."

Note:

Saint Mary's College, founded in 1844, enrolls 1,500 women from 48 states and 12 countries. Approximately 65 percent of its students ranked in the top 25 percent of their high school classes.

The Lilly Endowment, based in Indiana, is a private philanthropic organization created in 1937 by three members of the Lilly family to support their interests in education, community development, and religion. According to the *Chronicle of Philanthropy*, the Lilly Endowment has assets of $15 billion and is the second wealthiest philanthropy (The Bill and Melinda Gates Foundation is #1).

People-Places-Publications-Conferences

PEOPLE

Perez Expanding Multicultural Awareness at Cleveland State

Maritza Perez is the multicultural programming coordinator for Cleveland State University's (CSU's) Office of Minority Affairs and Community Relations in Ohio. She is responsible for coordinating and implementing multicultural programs and events with broad involvement of CSU faculty, staff, students, and alumni. She also assists with community relations.

Perez, who has also worked in recruitment and counseling, wants to "expand the awareness of multiculturalism within CSU and the greater Cleveland community." She has a bachelor's degree from State University of New York-Old Westbury and a master's from Bank Street College of Education in New York.

Armas and Hernández Visit St. Joseph's

St. Joseph's College (SJC) in New York recently welcomed two visitors from Cuba.

Pictured l. to r.: Orestes Hernández Hernández, Third Secretary to the Permanent Mission of Cuba to the United Nations, and Dr. Antonio Armas, professor of history and philosophy at the University of Havana and currently a visiting professor at the University of New Mexico. Both met with members of the SJC Social Sciences Department.

Conrado Attends Salzburg Symposium

Dr. Eduardo Conrado, director of international programs for the Alamo Community College District (ACCD) in Texas, attended the Salzburg Seminar Universities Project's 11th Symposium as a Salzburg Fellow, representing the United States and the ACCD. The symposium, "Globalization and the Future of the University," was held in Salzburg, Austria, in November.

"At the conference, I gained experience from sharing ideas with top academics from diverse universities, not only from the U.S. but also from the states of the former Soviet Union who are undergoing a transition to the democratic process," he said.

Conrado has a Juris Doctor from the National University of Nicaragua. He has pursued graduate studies at the Iberoamerican Institute in Madrid and at the Social Science Institute in Paris. He also studied at Texas Tech University.

Hernandez Named Pasadena Distinguished Alum

Photo © Jim Johnson Photography

Rancho Santiago Community College District (Calif.) Chancellor Dr. Edward "Eddie" Hernandez, Jr., was named one of the 75 Most Distinguished Alums from Pasadena City College (PCC). The selections were made for PCC's 75th anniversary celebration.

A 1964 graduate, and district chancellor since July 1997, he is CEO of Santa Ana College, Santiago Canyon College, Centennial Education Center, Santiago Canyon College Continuing Education/Orange Center, and other sites in central Orange County.

"As a community college graduate, I understand its mission," said Hernandez. "I was one of those students referred to as having some potential, but not necessarily because of high school grades. It was PCC that provided me the educational opportunity to strive for bigger and better things."

Morales Receives Lewis Achievement Award

Lewis University (Ill.) honored Carmen G. Morales with an Alumni Achievement Award.

Morales is community relations director for Nicor Gas and chaired Nicor's United Way campaign the past three years, helping to raise more than $2 million in employee contributions.

A board member of the Chicago Southland and the Joliet Region Chambers of Commerce, Morales is a member of several other chambers of commerce, the Will County Governmental League, the Latino Business Association, and the Joliet Council for Working Women.

Washington State Honors Martínez and Loera

Cecilia A. Martínez and Lucila Loera (pictured) were honored at the 10th annual Multicultural Student Services Convocation at Washington Sate University (WSU).

Martínez, an undergraduate student, received the Leadership Award from the Council of Multicultural Student Presidents. Born in El Salvador, Martínez immigrated with her family to the United States in 1990. She is active with MEChA, Mujeres Unidas-MU, Children of Aztlan Sharing Higher Education-CASHE, Semana de la Raza, McNair Program, and the Multicultural Student Mentor Program.

Loera, career counselor and multicultural liaison in the WSU Office of Career Services, received the Faculty/Staff Award from Multicultural Student Services. She co-chairs the Chicana/o Latina/o Faculty and Staff Association; is treasurer and president-elect of the Washington Association for Multicultural Counseling and Development; advises Gamma Alpha Omega; is past associate director the Coalition for Social Justice; is past president of CAMARADAS; and created the Herrera-Loera Los Padres Memorial

Society of Latino/a Engineers and Scientists Scholarship Fund.

Orona, Park, and Pellow at Colorado-Boulder

Kenneth Orona (pictured), Lisa Sun-Hee Park, and David Pellow, new faculty members in the department of ethnic studies at the University of Colorado-Boulder, are helping students prepare to live and work in a global community. They bring expertise in interdisciplinary teaching and research, with an emphasis on global issues and multiracial thought and experiences.

Orona, a Chicano and a Colorado-Boulder alumnus, is an ethnic studies instructor teaching Introduction to Chicano History, Rethinking Southwestern Studies, and Race and Identity in Post-Colonial History. Park, an Asian American, is an assistant professor in women's studies and ethnic studies. Her interests include international migration, Asian American families, immigrant women's labor, and global political economy. Pellow, an African American, is an assistant professor in sociology and ethnic studies. He teaches a course on environmental racism, an overview of literature that combines theory-building with student research projects.

Glandt Made Dean at University of Pennsylvania

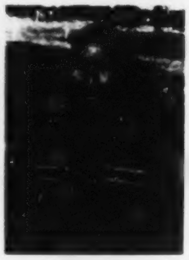
Eduardo D. Glandt is the new dean of the School of Engineering and Applied Sciences at the University of Pennsylvania, where he has been a distinguished member for more than two decades.

Glandt served as interim dean since August 1998, in what university president Dr. Judith Rodin termed an exemplary period in which the school made extraordinary progress in attracting new resources, making significant faculty appointments, and supporting interdisciplinary teaching and research.

Glandt received a bachelor's degree, magna cum laude, from the University of Buenos Aires, and both a master's and doctorate from the University of Pennsylvania.

Reyes Awarded N.J. Nets Scholarship

Bloomfield College (N.J.) first-year student Zorimar Reyes received a $4,000 scholarship, to be paid over four years, from the New Jersey Nets Foundation through the Community Youth Organization. Bloomfield College will match this scholarship and will provide a mentor to Reyes as part of the program.



The presentation was made before the start of an NBA game at Continental Airlines Arena. Scholarship selections are based on factors including financial need, GPA, and a history of community service.

"This scholarship means a lot to me," said Reyes, who attends college full time and also works full time in security for Blue Cross/Blue Shield. "Some nights I go to bed at 4 a.m. after studying. It's hard to balance everything."

Vela New Dean at Texas Health Science Center

Dr. Leonel Vela is new regional dean at the University of Texas Health Science Center at San Antonio. He directs the Lower Rio Grande Valley Regional Academic Health Center (RAHC), an education, research, and health promotion center along the Texas-Mexican border.

A board-certified diplomate of the American Board of Preventive Medicine, Vela was appointed by the U.S. Secretary of Health and Human Services to chair the National Advisory Council on Migrant Health. He owns two bachelor's degrees from Stanford, a master's from Harvard, and a doctorate from Baylor College of Medicine. He was a Kellogg Fellow in Health Policy and Management at Harvard in 1986.

Municipio de Santiago de Cuba Honors Danger

Ivonne Danger, director since 1989 of the Career and Transfer Center at the Miami-Dade Community College (M-DCC) Wolfson Campus, became one of the first to be honored by the Municipio de Santiago de Cuba. Danger was presented with a "Honrar Honra" award diploma for her dedication to the Spanish community, particularly in the area of education.

Danger started with M-DCC in 1985 as a part-time mathematics instructor and has been an advisor in the department of academic advisement.

Municipio de Santiago de Cuba, a Miami-based organization, presented the awards to natives of Santiago, Cuba, who are making outstanding contributions to their communities.

Muñoz Attends Film Premiere at Texas Wesleyan

Hollywood producer and director Rick Muñoz attended the Fort Worth, Tex., premiere of his first feature film *No Mothers Crying, No Babies Dying*, held at Texas Wesleyan University.

Muñoz' career spans 20 years as a soundmixer, photography director, camera operator, and producer of more than 300 commercials, music videos, and live shows. The film, which stars Danny Trejo, Mike Moroff, and Lupe Ontiveros, portrays gang mentality and lifestyle, its realism enhanced by interviews with gang members, news footage, and soundbites from families whose lives have been affected by gang violence.

U.S. Sugar Scholarship to Fernandez

The United States Sugar Corporation, based in Clewiston, Florida, awarded a scholarship to Victoria Fernandez for the school year 1999-2000. It is one of 26 awarded to students attending each member school of the Independent Colleges and Universities of Florida (ICUF).

Selection was based on such criteria as academic standing, GPA, and community involvement. Fernandez will graduate from Florida Southern College this year with a degree in education.

The award was made possible by the Florida Independent College Fund (FICF), a nonprofit foundation for program and resource development of the ICUF. The FICF is dedicated to providing financial assistance to students attending ICUF schools.

Flores Praises Funding Package

HACU president Antonio Flores praised Congress' decision to earmark record funds for federally designated Hispanic-Serving Institutions–those with a Hispanic student enrollment of at least 25 percent. "While these spending measures represent just a fraction of the investments still needed to reverse years of federal neglect of the higher education needs of such a large part of our population, the recent and rapid increases in funds are very gratifying," said Flores.

The $42.25 million spending package is a big increase over the $28 million designated for those campuses for fiscal 1999. In earlier years, the annual amount sent to Hispanic-serving institutions was $12 million.

Flores noted that Senators Kay Bailey Hutchison (R-Texas) and Jeff Bingaman (D-New Mexico) led a bipartisan effort to win their colleagues' support.

Suarez Lectures at Stetson

Rep. Anthony "Tony" Suarez lectured on "Central Florida and World Economic Regionalism" at Stetson University (Fla.).

"Unfortunately, most Americans see Latin America in a negative light, from business to immigration to culture," Suarez said. "The world is developing into regional blocks and regional currencies. It is of national importance that Central Florida follow and exceed Miami's example and make Central and South America the core of our business attention." Suarez feels the business and academic communities should take the lead in asserting Central Florida's place in a global economy

Elected to the Florida House of Representatives in 1998, Suarez has been an attorney in private practice for 20 years, specializing in defense, legislative analysis, commercial, and real estate law.

Rodríguez on Mexican American Studies Center Faculty

Dr. Gregory S. Rodríguez joined the faculty of the University of Arizona's Mexican American Studies and Research Center, increasing its number to six.

A University of California Presidents Dissertation Fellow in 1998 and 1999, Rodríguez wrote on "'Palaces of Pain'–Arenas of Mexican-American Dreams: Boxing and the Formation of Ethnic Mexican Identities in Twentieth-Century Los Angeles."

His research interests include the historical uses of popular culture for the mobilization of ethnic, national, and gender identities within Mexican national and Mexican American communities.

Rodríguez has a bachelor's degree from CSU-Sacramento and both a master's and doctorate from the UC-San Diego.

Vargas Receives National Scholarships

Elmhurst College (Ill.) junior Maritza Vargas was honored with two national scholarships–a Dr. Juan Andrade Scholarship and a Hispanic Alliance for Career Enhancement Scholarship.

Vargas was one of 27 receiving the Andrade Scholarship, named after the president of the United States Hispanic Leadership Institute. The Alliance Scholarship was awarded to 23, including students at Harvard, DePaul, and the University of Illinois-Chicago.

Vargas moved to the U.S. with her family from Quito, Ecuador, when she was 13. She has been speaking English for only six years. "If you really want to succeed, there are no obstacles, language or cultural," said Vargas.

PLACES

Penn State York Celebrates Puerto Rico Awareness Week

Penn State York's Hispanic Student Association sponsored activities throughout the school's Puerto Rico Awareness Week celebration in November.

Members of the campus and local communities learned about the plena, merengue, salsa, bomba, cha cha, and more as El Grupo Forlanco performed folklore and modern dances from the Caribbean, with special emphasis on the Puerto Rican culture and music.

A food sale, craft display, workshop, and student panel rounded out the events.

Texas-Kingsville McNair Scholars Present Research

Texas A&M University-Kingsville Ronald E. McNair Scholars presented research at the national annual Mid America Association of Educational Opportunity Program Personnel conference in Wisconsin.

Senior chemical engineering major Arturo Castilleja's research is titled "Climate Control System for the Texas A&M-Kingsville's Serpentarium Using Real Time Climate Conditions Downloaded Continuously from the Net." His research mentors are Dr. William Heenan and Dr. John Pérez.

Junior biology major Daniel Gonzalez's research is titled "The Molecular Characterization of an Open Rectifier Potassium-Channel Gene in *Drosophila melanogaster*: Evidence of Alternative Splicing and Initial Characterization of the 5' Untranslated Region." His research mentor is Dr. Enrique Massa.

Also attending the conference were Yvonne Puente, senior chemical engineering major; Mary L. Gonzalez, McNair Scholars program director; Petra Lopez, McNair graduate mentor; and Joe Valenzuela, McNair academic coordinator.

Pictured l. to r.: Daniel Gonzalez, Lopez, Carl McNair (brother of the late Dr. Ronald E. McNair), Puente, and Castilleja.

New Mexico Professors Study Rio Grande Bosque

The National Science Foundation awarded the University of New Mexico (UNM) $492,000 for a study on the conservation and restoration of the Rio Grande Bosque.

The study is on the role of seasonal flooding in maintaining the ecological integrity of

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the native cottonwood bosque in the semi-arid Southwest.

UNM biology professor Dr. Manuel Molles is spearheading the study, and Clifford Dahm, UNM biology professor, and Clifford Crawford, biology professor emeritus, are co-investigators of the project–a multidisciplinary effort that will include representation from Earth and Planetary Sciences at UNM.

"Water is very important in the state of New Mexico," Molles (pictured) said. "And the research on the bosque should help us learn more about the state's water."

Movidá Performs at Nazareth

Local dance company Movidá performed at New York's Nazareth College during the fifth annual African-Caribbean and Brazilian Music and Dance Conference.

Movidá, along with Bata Con Pies, performed dances from Africa, Brazil, and the Latin Caribbean islands. The Vazquez Dance Company, Percussion "Ah" Saleem, and the African Cultural Center of Buffalo's African Dance and Drum Performing Group also appeared at the college.

Artists Melonie Melon, Sophia Roberts, Tiffany Mingo, Ramon "Sunshine" Perez, Aida Veras, and the Panloco Steel Band presented workshops.

Good Triumphs in Texas-Kingsville Pastorela

La Transformación, a play written and directed by Texas A&M University-Kingsville senior theatre arts and history major Jesús Pantel, was performed at La Procesión de La Posada y Pastorela in December. It was the first student-written pastorela–a genre in which good ultimately triumphs over evil–to be staged by the communication and theatre arts department.

In the play, set in Mexico in 1520, a priest named Juan, overzealous in his attempt to convert the Indians he encounters, strays from the path. Eventually, he realizes the error of his ways and discovers the true spirit of Christmas.

Pantel, performing the role of Jesus Christ, was joined by actors Nino Castillo, Ian Scott Ray, Abigail Vargas-Luna, Timothy Day, Violet Castro, and Robert Balbaugh; narrator, Angela Prezaz; and stage manager, Denise Elaine Gomez.

Pictured here l. to r. are Balbaugh, Pantel, and Ray.

Princeton Theological Launches Garcia-Treto Faculty Fellowship

The president and board of trustees of Princeton Theological Seminary (N.J.) have established the Garcia-Treto Faculty Fellowship in the name of Trinity University (Texas) religion professor and Princeton Seminary trustee Francisco Garcia-Treto (pictured). The annual fellowship, part of the Hispanic Summer Program, which empowers Hispanic Americans for ministry in their own communities, will be awarded to a different scholar each year to teach biblical studies.

Justo Gonzalez, executive director of the Seminary's Hispanic Theological Initiative, said that the fellowship demonstrated an ongoing and increasing commitment to the Hispanic church and community. "It is very fitting that it is in honor of Garcia-Treto, who not only has been a leading scholar in the Hispanic community but who has long served in the Princeton community."

California-Dominguez Students in International Program

Five students from CSU-Dominguez Hills are pursuing their field of study abroad this academic year. Participants in the CSU International Program are: Salvador Jaimes, studying at the Instituto Tecnológico de Estudios Superiores de Monterrey, Campus Querétero, Mexico; Ana S. Mendoza, University of Granada, Spain; Viria M. Montero, University of Madrid, Spain; Maria A. Rodriguez, University of Granada; and Anita J. Cole, University of Madrid.

Developing intercultural communication skills and international understanding among students has been key to the CSU mission. Since 1965, more than 12,000 students have participated in this study option.

Colorado-Boulder Welcomes the Underrepresented

Photo courtesy of UC-Boulder

At the University of Colorado-Boulder, value is placed on a climate of healthy diversity, one in which people value individual and group differences, respect the perspectives of others, and communicate openly, according to Ofelia Miramontes, associate vice chancellor for diversity and equity.

Colorado-Boulder actively promotes diversity as important to the campus community. Among the programs designed to provide access to underrepresented groups are the Cultural Unity Center, Minority Arts and Sciences Program, The Multicultural Business Students Association, Office of Diversity and Equity, Success in Engineering through Excellence and Diversity, and Summer Minority Access to Research Training.

Coca-Cola Receives HACU Award

The Hispanic Association of Colleges and Universities (HACU) presented The Coca-Cola Company with its Outstanding Private Sector Partner Award for the company's extraordinary leadership and commitment to Hispanic higher education.

HACU's president, Dr. Antonio R. Flores (pictured l.), presented the award to Rudy Beserra (r.), The Coca-Cola Company assistant vice president, corporate Latin Affairs, who accepted the award on the company's behalf.

Coca-Cola funding supports partnerships between universities and local schools, global education programs, and "first generation" scholarships, among other initiatives.

Oregon Institute Honors Mt. Hood Latino Club

Mt. Hood Community College's (MHCC's) Latino Club was named the 1999 Oregon Diversity Institute's Outstanding Student Group.

Members of the Club accepted a plaque at the Institute's annual conference. The award recognizes leadership and innovation in diversity among colleges in Oregon. Club advisors Gayle Parker, MHCC Transiciones coordinator, and Al Sigala, director of media and public relations, were also recognized. The MHCC Latino Club, formed in 1998, now has the largest membership of any club at MHCC.

Pictured here l. to r.: Sigala; Holly Sobella, Latino Club secretary; Pedro Miguel, Club member; Denise Diaz, Club president (holding plaque); Mayra Zaragoza, Club member; and Parker.

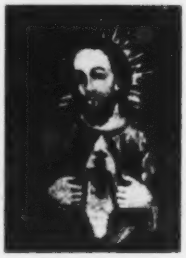
Mt. Hood Offers Horticulture Class in Spanish

Mt. Hood Community College (Ore.) received a $4,000 grant from the J. Frank Schmidt Family Charitable Foundation to be used for purchasing books, videos, and handouts in Spanish for the Introduction to Horticulture class.

Mt. Hood houses an operating nursery; greenhouses; an arboretum; and a land lab for turf and irrigation projects, landscaping, and growing plant material. By offering the class in Spanish, the school expects to further the knowledge and skills of Spanish-speakers in the field whose English is limited or absent.

Retablo Scholars at New Mexico State Symposium

Prominent scholars in the field of devotional painting traditions of Mexico and Latin America gathered for a two-day symposium at the New Mexico State University (NMSU) Art Gallery. Refugio I. Rochin, director of the Smithsonian Institution's Center for Latino Initiatives, and Miguel Bretos, senior scholar at the Center, moderated the symposium–held in conjunction with "El Favor de los Santos: The Retablo Collection of NMSU," which is, according to gallery director Charles Lovell, the most comprehensive exhibition to date on the subject of 19th-century Mexican retablos. Shown here, from the exhibition, is "El Sagrado Corazon de Jesus, The Sacred Heart of Jesus," Anonymous, Mexico.



Participants included: Felipe Solis Olguin, subdirector of archaeology at the National Museum of Anthropology in Mexico City; Marcus Burke, curator of Paintings, Hispanic Society of America, New York; Elizabeth Zarur, NMSU assistant professor of art; Jacinto Quirarte, professor emeritus at the University of Texas-San Antonio; Manuel Oliman Nolasco, general director of the National Commission on Sacred Arts in Mexico City; Ramon Gutierrez, associate chancellor of the University of California-San Diego; Solange Christine Behocarey de Alberro, professor at the College of Mexico, Mexico City; Claire Farago, University of Colorado-Boulder associate professor of art history; and Victor Zamudio-Taylor, University of Texas-Austin assistant professor of art history.

National Hispana Leadership Institute Board Notes

The National Hispana Leadership Institute (NHLI) welcomed new board member Art Ruiz. Ruiz brings expertise in public affairs, federal issues management, and community outreach, and extensive involvement with not-for-profit organizations. Ruiz said he intends to work with the board "to see a growth in the number of women trained, to obtain measured results of the training program, and to garner recognition for the organization's contributions to the American society as a whole."

Dr. Fern R. Espino, NHLI board chair, plays an important role in the economic development of Southeast Michigan. Espino was selected to join the executive committee of the Detroit Regional Chamber of Commerce program "Leadership Detroit," where she and others are responsible for program oversight and development.

Santa Ana Newspaper & Magazine Receive Honors

SAC The Associated Collegiate Press (ACP) honored the Santa Ana College (Calif.) student newspaper *el Don* with the National Pacemaker Award. Theresa Salinas, 1998-99 editor-in-chief, accepted the award at the ACP/Collegiate Media Advisors conference in Atlanta, Ga.

The Pacemaker Award recognized *el Don* as the nation's top two-year college tabloid publication for excellence in design, editing, reporting, and content. Editors from the *Atlanta Journal and Constitution* judged the paper.

ACP also honored *el Don*, as well as *West 17th*, the Santa Ana College student magazine, with first place in the Best of Show General Excellence Awards. The two publications took top honors for the fourth year in a row.

Salinas was awarded second place in the Adobe Collegiate Designer of the Year competition.

NACME Ranks Northwestern No. 1 in Retention of Minority Engineering Students

Northwestern University (Ill.) is ranked No. 1 in the country in the retention of minority engineering students over the past eight years, according to a National Action Council for Minorities in Engineering (NACME) report.

Northwestern's average retention rate of 78.9 percent is more than double the national average of 36.5 percent, topping peer institutions, including Princeton, Duke, the University of Michigan, and Stanford.

The NACME study focused on African Americans, Latinos, and Native American

Indians, comparing average incoming first-year-student minority classes in the years 1991 to 1993 to average graduating minority classes in the years 1996 to 1998 to determine national and individual school retention rates.

1996 Northwestern graduate Tanya Ortega, an embedded software engineer with Xerox Corporation, said that since being helped by Northwestern's Minority Engineering Opportunity Program (renamed EXCEL), she has been inspired to help other students.

Newspaper Publishers Discuss Press Freedom at Michigan State

The publishers of *The Wall Street Journal* and the Mexican independent newspaper *El Norte* grappled with critical issues surrounding human rights and freedom of the press in Latin America at a conference at Michigan State University (MSU).

Peter Kann, CEO of Dow Jones and publisher of *The Wall Street Journal*, and Alejandro Junco of *El Norte* in Monterrey, Mexico, were the keynote speakers.

"As Latin America and the Caribbean enter into the 21st century, the new sets of economic, social, and regional perspectives will impose a rapid transformation of the region," said Manuel Chavez, assistant director of the MSU Center for Latin American and Caribbean Studies. "Human rights and press freedom play a critical role in the stability of the region and in the progress of the new economic alliance of the Americas."

NCLR and Latino Officer Organizations Form Partnership

The nation's largest Hispanic civil rights group and the two largest organizations representing Hispanic law enforcement officials joined forces to address growing concerns about racial/ethnic profiling, law enforcement abuse, and the low representation of Latinos at all levels of the nation's law enforcement structure.

The National Council of La Raza (NCLR), the Hispanic American Police Command Officers Association, and the National Latino Peace Officers Association formed a historic partnership, announced in December.

A NCLR study on hate crimes found that there are few high-ranking Latinos in law enforcement available to help address recent dramatic increases in law enforcement abuse and racial profiling affecting Latinos.

American Historical Association Holds 114th Annual Meeting

AHA The American Historical Association, together with 42 of its affiliated societies, held its 114th annual meeting in Chicago in January. More than 4,000 historians presented and debated new research and interpretations on a wide range of subjects. Many of the 151 sessions, designed to appeal to the broadest possible audience, featured audience participation and lively discussion. "Approaching the Borders of American Juvenile Justice," "National Security As Cultural Product," and "The American Presidency and Popular Culture: Imaging in the American Mind" were some of the topics.

Portland Community Targets Hispanic Entrepreneurs

Portland Community College (PCC) in Oregon is again offering a business lecture series targeting Hispanic-owned businesses. Co-sponsored by the Metropolitan Hispanic Chamber of Commerce, the Small Business Administration, and PCC's Small Business Development Center, topics include e-commerce, human resources, and Total Quality Management (TQM).

Mario Pedraza (pictured), a small business counselor for PCC, said, "It is affordable, informative, and a great way to network with other Latino entrepreneurs."

PUBLICATIONS

Capirotada: A Nogales Memoir

by Alberto Alvaro Ríos

A rich mélange, this memoir stirs together Ríos' memories of family, neighbors, friends, and secrets from his youth. It addresses the quiet, the overlooked, the everyday side of growing up. Not about prison, or famous heroes, this book is instead about the middle, which is often the most interesting place to find news.

1999. 145 pgs. ISBN 0-8263-2094-5. $15.95 paper. University of New Mexico Press. (800) 249-7737.

Cuentos from Long Ago

by Paulette Atencio

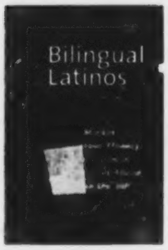
This bilingual sampler of southwestern tales, legends, and myths offers the modern reader wisdom passed down for hundreds of years. The themes of these stories are universal—love and its costs, forgiveness, good versus evil—but the voices, images, and incidents are unique to the Southwest.

1999. 131 pgs. ISBN 0-8263-2064-3. $13.95 paper. University of New Mexico Press. (800) 249-7737.

Best Careers for Bilingual Latinos: Market Your Fluency in Spanish to Get Ahead on the Job

by Graciela Kenig

This book offers advice on finding a rewarding career while maintaining a uniquely Latino identity. From health care to high tech, it presents the latest information on marketing English/Spanish fluency for maximum results in today's hottest fields.



1999. 256 pgs. ISBN 0-8442-4541-0. $14.95 paper. NTC/ Contemporary. (800) 323-4900 ext. 147.

Never to Return

by Esther Tusquets

Never to Return

A witty, penetrating account of a woman's inner journey to understanding through her encounter with Freudian psychoanalysis–this book is characterized by a winding, associative style that captures the vibrant ebb and flow of a woman's inner life. Translated by Barbara F. Ichiishi.

1999. 194 pgs. ISBN 0-8032-9438-7. $15.00 paper. Bison Books. (800) 755-1105.

Community Colleges as Cultural Texts: Qualitative Explorations of Organizational and Student Culture

Kathleen M. Shaw, James R. Valadez, and Robert A. Rhoads, eds.

COMMUNITY COLLEGES AS CULTURAL TEXTS

This book takes a step towards developing a nuanced understanding of the rich and varied cultures inherent in community colleges. The contributors use critical qualitative frameworks to address the question of whether, and how, community colleges confront the challenges of diversity and provide real opportunities for upward mobility.

1999. 256 pgs. ISBN 0-7914-4290-X. $17.95 paper. SUNY Press. (800) 666-2211.

Who Is My Neighbor?: Social Affinity in a Modern World

by James A. Vela-McConnell

The author explores the emergence of what is called "social affinity," a concept bridging classical notions of social cohesion with contemporary social psychology. The ideas underlying social affinity focus on the sentiment of moral obligation, which holds society together.

1999. 352 pgs. ISBN 0-7914-4312-4. $20.95 paper. SUNY Press. (800) 666-2211.

Maya Conquistador

by Matthew Restall

CONQUISTADOR

Matthew Restall offers the first Mayan accounts of the Spanish Conquest. The story holds surprising twists: The conquistadors were not only Spaniards, but also Mayans, reconstructing their own governance and society; and the Spanish colonization of the Yucatán was part of an ongoing pattern of adaptation and survival over centuries.

1999. 272 pgs. ISBN 0-8070-5507-7. $18.00 paper. Beacon Press. (800) 225-3362.

A Nation Divided: Diversity, Inequality, and Community in American Society

Phyllis Moen, Donna Dempster-McClain, and Henry A. Walker, eds.

A Nation Divided

Leading social scientists explore how different groups become socially and economically unequal and how the persistent patterns of durable inequality affect national stability. The researchers describe the changing demography of diversity and inequality and the interplay of diversity, inequality, and community in educational institutions, the military, the family, popular culture, and religion.

1999. 346 pgs. ISBN 0-8014-8588-6. $18.95 paper. Cornell University Press. (800) 666-2211.

Preparing a Nation's Teachers: Models for English and Foreign Language Programs

Phyllis Franklin, David Laurence, and Elizabeth B. Welles, eds.

The question of how to improve teacher education and preparation takes on a new urgency as the demand for well-trained teachers is growing dramatically. This book provides an insightful and timely overview of the challenges of improving teacher education and a practical guide for faculty members, department chairs, administrators, and educational policy-makers.

1999. 422 pgs. ISBN 0-87352-374-1. $22.00 paper. Modern Language Association. (212) 614-6382.

Rigoberta Menchú and the Story of All Poor Guatemalans

by David Stoll

RIGOBERTA MENCHU

David Stoll compares a cult text, *I, Rigoberta Menchú*–the book that propelled native Guatemalan Indian Rigoberta Menchú to the 1992 Nobel Peace Prize–with conflicting local testimony. In challenging the accuracy of a widely hailed account of Third World oppression, this book goes to the heart of contemporary debates over political correctness and identity politics.

1999. 336 pgs. ISBN 0-8133-3574-4. $27.00 cloth. Westview Press. (800) 331-3761.

Saudade/Sorrow

by Claribel Alegría

Claribel Alegría–who has long been a revered voice for the struggle for self-determination in Central America–plumbs the depths of grief and wrests hope from pain and memory in lyrics written as love letters to her deceased husband. The poems not only summon their shared past in vivid detail but also ponder the meaning of death and separation, and the yearning for eventual reunion. Translated by Carolyn Forché.

1999. 104 pgs. ISBN 1-880684-63-2. $13.95 paper. Curbstone Press. (860) 423-5110.

Angels on High: Márton Váró's Limestone Angels on the Nancy Lee and Perry R. Bass Performance Hall in Fort Worth, Texas

Text by Ronald G. Watson

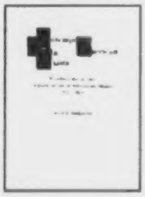
Photo by Rodger Mallison

This book chronicles the creation, carving, and installation of Márton Váró's imposing angels on the façade of the Bass Performance Hall. Approximately 48 feet tall, the angels are of the same limestone as the building and inseparable from it. Váró also carved three sets of smaller angels in preparation for work on the actual sculptures.

1999. 64 pages. ISBN 0-87565-204-2. $42.50 cloth. TCU Press. (800) 826-8911.

Contemporary Latin American Artists: Exhibitions at the Organization of American States 1941-1964

Annick Sanjurjo, ed.



This book contains information on those internationally known artists who exhibited at the Museum of Modern Art of Latin America, Organization of American States, from 1941-1964.

1997. 528 pgs. ISBN 0-8108-3281-X. $75.00 cloth. Scarecrow Press. (800) 462-6420.

America's Fastest Growing Jobs, 5th Edition: Details on the Best Jobs at All Levels of Education and Training

by J. Michael Farr

Jobs with high pay and fast growth are available at all levels of education and training–but you have to know what they are. This book provides descriptions of major jobs with average or higher growth rates plus jobs that are projected to create the largest number of openings.

1999. 438 pgs. ISBN 1-56370-489-7. $16.95 paper. JIST Publishing. (800) 648-JIST.

Many publications featured in this section are available through amazon.com.

CONFERENCES

NAFEO 25th National Conference

February 13-17

The National Association for Equal Opportunity in Higher Education's 25th national conference will explore "Offensive Strategies for Keeping the Doors of Opportunity Open in the New Millennium." At the Washington Hilton Hotel & Towers, Washington, D.C.

Contact: (301) 650-2440; Web site, www.nafeo.org.

NABE 2000/Millennium Conference

February 15-19

The National Association for Bilingual Education's five-day event includes keynote speakers and more than 200 workshops, symposia, papers, and demonstrations focusing on the education of language-minority children and the development of multilingualism and cultural understanding. In San Antonio, Texas.

Contact: NABE, (202) 898-1829; Web site, www.nabe.org.

2000 NAWE Conference

February 24-27

The National Association of Women in Higher Education presents its annual conference on Advancing Women in Higher Education. Featured speakers will be Judith Sturnick, director of ACE's Office of Women in Higher Education, and Sheila Kaplan, president of Metropolitan State College of Denver. In Denver, Colorado.

Contact: NAWE, (202) 659-9330; e-mail, nawe@nawe.org; Web site, www.nawe.org.

NAHLS National Conference

February 21-26

The National Association of Hispanic & Latino Studies' national conference will take place this year in Houston, Texas.

For additional information: Dr. Lemuel Berry, Jr., Executive Director, NAHLS, Morehead State University, (606) 783-2650.

Technology in Education Hands-on Conference

March 6-9

"TechEd2000," an international conference and exposition relating to teaching and learning in a network world. At the Palm Springs Convention Center, Palm Springs, Calif.

Contact: Web site, www.TechEd2000.org.

TESOL Convention and Exposition

March 14-18

Teachers of English to Speakers of Other Languages holds its 34th annual convention and exposition. In Toronto, Canada.

Contact: (703) 836-0774.

ACE 82nd Annual Meeting

March 18-21

The American Council on Education's 82nd Annual Meeting, "A New Agenda for a New Age," convenes in Chicago at the Sheraton Chicago Hotel and Towers.

Contact: ACE, (202) 939-9410; Web site, www.acenet.edu.

NAHP Convention 2000

March 29-April 1

The National Association of Hispanic Publications presents "the Hispanic print event of the new millennium." At the Monte Carlo Resort & Casino, Las Vegas, Nevada.

Contact: Andres Tobar, Executive Director/CEO, (202) 662-7250.

AAHE 2000 National Conference

March 29-April 2

The American Association for Higher Education's 2000 national conference has as its theme "To Form a More Perfect Union: Diversity and Learning." In Anaheim, Calif.

Contact: Kerry Newberry, conferences and meetings assistant, (202) 293-6440; Web site, www.aahe.org.

NCA-CIHE 105th Annual Meeting

April 1-4

The North Central Association of Colleges and Schools' Commission on Institutions of Higher Education presents "The Quest for Quality: Mission, the Commission, and a New Century." In Chicago, at the Hyatt Regency Chicago.

AACC 80th Annual Convention

April 8-11

The American Association of Community Colleges presents its annual convention, this year on the theme "A World of Possibilities," and an academic marketplace at the Hilton Washington in Washington, D.C.

Contact: Web site, www.aacc.nche.edu.

Teaching, Learning, and Technology Conference

April 12-15

Florida Community College-Jacksonville, among others, is sponsoring "Teaching, Learning, and Technology: Challenges for Creating Sustainable Change in the New Millennium." At the Radisson Riverwalk Hotel, Jacksonville, Fla.

Contact: Jack Chambers, (904) 632-3231, or Jeana Davis, (904) 632-3088.

The Latino Book Summit

April 15-16

This book summit celebrates books, careers, culture, education, health, and more. In San Diego, Calif.

Contact: (323) 255-9206.

UCEA 85th Annual Conference

April 16-18

University Continuing Education Association presents its 85th annual conference, "Riding the Waves: Strategies for the New Futures of Higher Education," dealing with trends in markets and futures, in leadership and management, and in learning and instructional technologies. Includes a special seminar on Continuing Education Trends in Latin America and Puerto Rico (in Spanish). In San Diego, Calif.

Contact: UCEA, (202) 659-3130; e-mail, postmaster@nucea.edu; Web site, www.nucea.edu.

3rd Annual Conference on Diversity in Teaching and Learning in American Higher Education

April 19-22

"Text and Context: The Structures of Learning" includes among the keynoters José Cuellar, chair, La Raza Studies, California State University-San Francisco. At The Westin St. Francis Hotel in San Francisco.

Contact: (408) 864-8309/8993; Web site, www.TeachLearn.fhda.edu.

American Educational Research Association Annual Meeting

April 24-28

The A.E.R.A. annual meeting's theme is "Creating Knowledge in the 21st Century: Insights from Multiple Perspectives." In New Orleans.

Contact: A.E.R.A., (202) 223-9485; Web site, www.aera.net.

Illinois TESOL-BE 2000 Annual Convention

April 28-29

Illinois Teachers of English to Speakers of Other Languages/Bilingual Education presents its 26th annual convention, "Options and Opportunities." At Navy Pier in Chicago, Ill.

Contact: e-mail, eminicz@harper.il.cc.us or Cporter@irc-desplaines.org.

NCORE 2000

June 1-5

13th Annual National Conference on Race & Ethnicity in American Higher Education. Sponsored by The Southwest Center for Human Relations Studies, Public and Community Services Division, College of Continuing Education, The University of Oklahoma. Among the keynoters is Edward James Olmos. In Santa Fe, N.M.

Contact: Web site, www.occe.ou.edu/NCORE.

AAHE Assessment Conference

June 14-18

The American Association for Higher Education's 15th annual conference on assessment asks, "Rising Expectations: Can Assessment Deliver?" In Charlotte, N.C.

Contact: (202) 293-6440; Web site, www.aahe.org.

Latin American Educational Foundation Golf Tournament

June 21

The Latin American Educational Foundation hosts its annual Golf Tournament. In Sedalia, Colo.

Contact: (303) 446-0541

HACU 14th Annual Conference

November 4-7

This year's theme: "Championing Hispanic Success in Higher Education." At the Albuquerque Convention Center, Albuquerque, N.M.

Contact: Web site, www.hacu.org.

Book Review

By Rosita Lopez Marcano

Con Valor y a Como de Lugar, **by Carmen Luisa Justiniano.** 536+ pages. University of Puerto Rico, Puerto Rico (1-787-758-8345). ISBN# 0-8477-0195-6. $20.00 paper. (In Spanish)

Con Valor y a Como de Lugar is a *jíbara Puertorriqueña's* (Puerto Rican rural woman) beautiful story that translates emotions and experiences into poetry. Carmen Luisa Justiniano (Doña Carmen), now deceased, takes us through an unforgettable journey in her poignant memoirs. The author stated that writing a book about one's life is not an easy thing to do. "It is like taking your clothes off in a public place, in the daylight, for all to see that there were many imperfections and imperfect people, but that is the way life is. You bring them with you in your memories; they become part of your life." The genesis of Doña Carmen's story is a rich and poetic description of life on the island as seen through the eyes of a child and young woman. What makes this book exceptional is the brilliantly pleasant, poetic, and interesting manner in which she writes about growing up in a small village on the island of Puerto Rico. She takes us from her birth in 1918 through a generation of family and life, culminating in 1992 in Chicago, where many of her children and grandchildren still live.

There is little history written about Puerto Rican women, and what has been written is about women who belong to the island's upper class. This book offers an exceptional testimonial of a rural woman with all of the rich and captivating details of life during that time, including the values, social customs, and daily struggles of family life. She creates vivid images when she writes about her mother, grandmother, aunt, and friends.

Carmen Luisa Justiniano's writing is like a poem that you wish would never end. Her story takes us through the struggles many women faced in the past, such as marriages at an early age, lack of formal education, and abuse. Doña Carmen's story teaches us we must never give up. She continues her education, in spite of lack of support and opposition, by enrolling in a correspondence course and night school.

This autobiography is also a historiographical recounting of a Puerto Rico that experienced abrupt changes during the early through mid-1900s. Many historians earnestly seek, but do not always find, stories that richly and clearly describe the social history of a country in an interesting way. This book achieves that, but goes beyond, to describe the patriarchal family, the practices of the *curanderos* (natural healers), rural violence, domestic violence, sexual harassment, the impact of hurricanes, hacienda masters, and the differences between the world of the cane field and the coffee plantation workers. The author takes us through urban life in Mayaguez, Puerto Rico, during the era of the 1930s. She lived in Maricao, Hormigueros, Las Marias, Lares, and Mayaguez. The most vivid and exceptional is her time in Maricao. It seemed to be her favorite place.

The author does a splendid job of describing childhood in Puerto Rico. In the United States, much has been written about a child's early transition to work and about child abuse. This book documents a child's view of events happening around her, interaction between home and school, violence towards children, and what it means to be a child in Puerto Rico during the 1930s. Puerto Rico and the United States, like most places around the world, have had a long history of problems stemming from gender and cultural misunderstandings, differences and stereotyping. *Con Valor y a Como de Lugar* clearly provokes reflection on a number of issues, including love, innocence, discrimination, poverty, inequities, and oppression, that will generate different emotions throughout the book.

CARMEN LUISA JUSTINIANO

I learned some deep lessons from this outstanding book. Among them, courage, perseverance, and the cycle of existence. It made me think about the Puertoriqueña of yesterday and today's Hispana. We must never give up. Her example of courage and determination to her family, friends, and countless readers clearly has had a positive effect on many lives. Two of her children, Dr. Samuel Betances and Dr. Carmen Gladys Perez Justiniano, are highly involved in educating and authoring books and other publications. Her children and grandchildren continue to climb the ladder of success by achieving the highest honors and degrees in their continuing quest to be the best they can be.

This lady, little in stature but mighty in courage and vision, has truly left a legacy to all whose lives she has touched. Doña Carmen believed in the healing power of touch. She had learned as a young girl that sick people can benefit from a gentle massage and prayers. She also used herbal remedies to cure her children's ailments. This is a longstanding custom of country folk in Puerto Rico and one that from experience I know really works.

This book would be an excellent source of study in Hispanic history and culture courses. It is a complete story of a generation. Also, I highly recommend it for use in women's studies courses as supportive material because this autobiography expresses the conflicts, courage, and experience of a woman's life and journey in and out of her homeland. Most of all, it is a powerful testament to anyone who is interested in learning more about the power of never giving up!

Dr. Marcano is a professor in the Department of Educational Administration and School Business Management, Department of Leadership and Educational Policy Studies, at Northern Illinois University (NIU) in DeKalb, Illinois. Formerly she coordinated programs for the Department of Equal Educational Opportunities. A certified bilingual educator, she is a graduate of the University of Illinois-Chicago and holds a Ph.D. in education from Northern Illinois University.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

Oakland University

Director of Admissions

Oakland University, founded in 1957, has long been an innovator in public higher education. As a member of Michigan's university system, Oakland provides a personal and high quality education. Faculty members teach both undergraduate and graduate courses, making it possible for undergraduate students to become directly involved in research projects with internationally known scholars. In addition to strong enrollment growth, the University's recent successes include a new sports and recreation center, expanded academic programs, new and innovative partnerships with area corporations and an upgrade to NCAA Division I athletics. The institution's future plans include continued enrollment growth and additional new construction, among other innovative initiatives. Located in the prosperous region north of metropolitan Detroit, the vibrant Oakland community offers many opportunities for cultural, sporting and outdoor activities, excellent schools, and a variety of housing options.

The Position: Reporting to the Vice Provost for Enrollment Management, the Director of Admissions will work closely and collaboratively with other members of the college's administration to develop and implement a strategic enrollment strategy. The Director will oversee the admissions staff, prepare budgets, and provide leadership and direction in the areas of student recruitment, admissions marketing programs, and enrollment related research. The position offers a unique opportunity to lead the enrollment growth of a dynamic and successful institution into the next century.

Qualifications: The successful candidate will possess a master's degree, along with seven to ten years of progressively responsible admissions experience. A proven track record of enrollment growth, a clear understanding of enrollment management theory and practice, and excellent supervisory and leadership skills will be strong factors in the selection of the Director.

Application and Nomination: Review of applications will begin on February 11, 2000 and will continue until the position is filled. Nominations of individuals for this position may be made to the Spelman & Johnson Group as indicated below. Applications for this position should include two copies of a resume and cover letter and should be sent to:

The Spelman & Johnson Group
Oakland University, Director of Admissions
Katherine Johnson, Vice President
38 Mulberry Street, Box 304 Leeds, MA 01053
Phone: 413-584-7089
Email: mail@spelmanandjohnson.com
Applications may be received on-line at http://www.spelmanandjohnson.com

Visit the Oakland University website at www.oakland.edu

The Oakland University is an Equal Opportunity/Affirmative Action Employer

Oakland UNIVERSITY

THE SPELMAN & JOHNSON GROUP

MICHIGAN STATE UNIVERSITY

The College of Education announces 3 tenure system positions to begin fall 2000.

Assistant Professor in Special Education, Mildly Disabled. 2 positions.
Contact Carol Sue Englert, 517-355-1835, carolsue@msu.edu

Assistant Professor of Athletic Training, Graduate Curriculum Director.
Contact Martha Ewing, 517-353-4652, mewing@msu.edu

Complete descriptions are available at **http://ed-web3.educ.msu.edu/kiosk/**. Review of applications will begin March 1, 2000.

Minimum qualifications for all positions include an earned doctorate in an appropriate field and evidence of high quality scholarship commensurate with the position level.

Women and minorities are encouraged to apply.
Persons with disabilities have the right to request and receive reasonable accommodation.
MSU is an affirmative action/equal opportunity institution.

UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

DIRECTOR OF THE OFFICE OF AFFIRMATIVE ACTION

The University at Albany seeks nominations and applications for the position of Director of the Office of Affirmative Action. The Director serves and reports directly to the President, and provides a leadership role to the University Community on issues pertaining to Affirmative Action and related concerns.

The Director's major responsibilities include: preparing the Affirmative Action Plans for the University and Research Foundation; advising the President and Vice Presidents on the implementation of the University and the Research Foundation Affirmative Action Plans and employment planning; reviewing and reporting on institutional compliance with SUNY, N.Y.S. and federal guidelines; advising, as needed, the President on search procedures for full time faculty, professional, and management confidential positions as well as entry level labor positions within the University and all full-time positions within the Research Foundation; assisting the University in its efforts to support the retention and success of protected class persons; and implementing the University's Inquiry, Complaint, and Grievance process for allegations of illegal discrimination, including sexual harassment.

Additionally, the Director supervises the professional responsibilities and duties of the Associate Director of the Office of Affirmative Action and the office secretary, facilitates the smooth functioning of the University Commission for Affirmative Action, chairs the President's Task Force on Women's Safety, manages the Sexual Harassment Prevention Program, is the Title IX Coordinator, and is responsible for University compliance under the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act. Finally, the Director insures that the Office is a confidential resource for employees and students who have concerns they may wish to discuss about their professional and educational progress, and may represent the President in the larger community.

Candidates must possess a minimum of five years experience in a position of major responsibility working with Affirmative Action issues in higher education. A Ph.D. or equivalent is strongly preferred, although candidates with a Master's degree and extensive experience working with Affirmative Action issues in a leadership role also will be considered. Candidates must work effectively with diverse individuals and groups, and be familiar with and able to work effectively within the environment of a research University.

Starting date for the position is August 1, 2000, or earlier if possible. Salary will be nationally competitive and commensurate with qualifications.

Candidates must send a letter of application including a description of relevant experience and a statement expressing their views about the appropriate role of affirmative action in higher education, a curriculum vita, and three letters of reference to:

Professor James Acker
Chair, Search Committee for the Director of the Office of Affirmative Action
c/o Office of the Controller
Administration Building 332
University at Albany
1400 Washington Avenue
Albany, New York 12222

Review of applications will begin March 13, 2000.

The University at Albany is an Equal Opportunity/ Affirmative Action Employer.

Visit the University at Albany Web site at
http://www.albany.edu/

DIRECTOR OF FIELD EXPERIENCES

This visionary leader will promote field experiences as part of a Wheelock education and develop field sites within Boston and surrounding areas. The selected candidate should have a strong record of collaboration with students/faculty/practitioners, and display evidence of excellence in an early childhood, elementary school, community agency, or higher education setting. Must have a record that warrants appointment to faculty status and a background that indicates effective working relationships with culturally and ethnically diverse populations. An understanding of national/regional trends and issues related to education and experiential learning is essential. Preference given to candidates with a doctorate in education or related field.

Screening of applications will commence as soon as possible and continue until position is filled. Candidates should submit curriculum vitae, letter of interest, and three letters of recommendation to: **Joseph L. Chillo, Vice President for Enrollment Management, Wheelock College, 200 The Riverway, Boston, MA 02215.**

For full job description, see Wheelock Home Page:
http//www.wheelock.edu/job/

WHEELOCK
COLLEGE

Wheelock College is an Equal Opportunity/Affirmative Action Employer and a member of the Colleges of the Fenway consortium.

De Anza College

invites applications for

Intercultural Studies Instructor

Building on it's tradition of excellence, De Anza College located in Northern California is currently seeking qualified candidates for the position of Intercultural Studies Instructor.

Provide college-level classroom instruction in Intercultural Communication with secondary assignments in Interethnic Relations, and Cross-Cultural Perspectives. Assist in developing strategies that meet the needs of a diverse student population. *First Review of applications: 3/24/2000*

For applications materials, contact:
Employment Services
12345 El Monte Road
Los Altos Hills, CA 94022
(650)949-6217
employment@fhda.edu, wwwfh.fhda.edu/district/hr
AA/EOE

OCEAN COUNTY COLLEGE

PRESIDENTIAL SEARCH

Ocean County College, New Jersey's first county college, is a public two-year institution with an enrollment of 7,500 students and a full-time faculty of 120. OCC is located in the heart of the beautiful Jersey shore on a 275 acre wooded campus, equidistant from New York City, Philadelphia, and Atlantic City. The Board of Trustees of Ocean County College is pleased to invite applications and nominations for the position of President. This position will become available July 1, 2000, following the retirement of the current President. Excellent benefits and competitive salary.

Leadership Profile/Criteria

In its search for a new President, the Ocean County College Board of Trustees seeks a visionary and scholarly leader who will foster an inclusive climate on campus. The successful candidate will possess the highest professional standards, integrity and an open management style. The next President will have:

- An understanding of and a commitment to the mission of a comprehensive community college,
- An earned doctorate from an accredited institution,
- Successful senior level administrative experience in higher education required, community college experience and college teaching experience is highly desirable,
- Strong decisive leadership experience and decision making style based on collaborative relationships and one which seeks to empower others,
- Effective interpersonal communication skills and an ability to foster trust through an open exchange of ideas,
- Evidence of effective leadership in establishing a positive institutional presence and image in the community,
- Successful educational leadership experience in program development, evaluation, outcomes assessment, with an understanding of how to motivate members of the campus community in achieving academic excellence,
- Demonstrated management skills in supporting resource development, financial/facilities management, team building, strategic planning and labor relations,
- Evidence of a working knowledge of the use and implementation of technology in academic and administrative environments,
- Demonstrated success with institutional advocacy in representing the college needs at all levels of government,
- Evidence of an active involvement with students and an awareness of student services essential to student success,
- Successful record of promoting partnerships and building coalitions with various groups such as other higher education institutions, businesses, public schools, and community organizations, and
- A documented ability to lead an institution that values and respects differences by being an advocate of diversity.

Candidates for this position must send a resume, which includes a completed salary history, and three professional references. All candidates must also include a written response to the Leadership Profile/Criteria, above, which specifies how the candidate will meet these expectations. The college will contact each candidate with additional information and requirements. All correspondence should be addressed to:

President Search
c/o Robert Seymour
Vice President of Human Resources
Ocean County College
P.O. Box 2001
Toms River, NJ 08754-2001

PHONE: (732) 255-0336
FAX: (732) 255-0444
WEB: www.ocean.cc.nj.us

APPLICATION DEADLINE: NOT LATER THAN MARCH 17, 2000.

This is a Gold Hill Associates assisted search.
Ocean County College is an AA/E EO/ADA Employer.

UNIVERSITY OF FLORIDA

The Florida Board of Regents announces a nationwide search to recruit a new President for the University of Florida.

The University of Florida is an AAU and Carnegie Research I institution. Located in Gainesville, the University is the sixth largest and one of the most academically diverse in the nation. The University of Florida enrolls over 43,000 students; employs more than 4,000 faculty members, and has an annual operating budget in excess of $1.6 billion.

The University of Florida is a major research-intensive university with 23 colleges and schools. It offers more than 100 undergraduate majors, coordinates almost 200 graduate programs, and offers professional degree programs in architecture, dentistry, engineering, law, medicine, nursing, pharmacy, and veterinary medicine. It is the state land grant university with a distinguished record of developing Florida agriculture.

The President is the chief executive officer of the University and works closely with the Chancellor of the State University System. The President is charged with leading the University academically, administratively, and financially, guided by the University's mission and values. The next President is expected to provide leadership that incorporates vision and creativity. Candidates should have distinguished records of senior-level leadership in an educational institution of significant size and complexity.

Review of candidate materials will begin immediately and will continue until a new President is selected. For more information about the University of Florida go to **www.ufl.edu.** Expressions of personal interest with resumes and nominations should be sent to:

William (Bill) Funk
Education Practice Managing Director
Korn/Ferry International
500 N. Akard
3232 Lincoln Plaza
Dallas, Texas 75201
Fax: 214/954-1849
Email: krisha.creal@kornferry.com

The State University System of Florida is an equal opportunity employer and encourages women, people of color and people with disabilities to apply. The search is being conducted under the "Public Records Act" and the "Government in the Sunshine" laws of the State of Florida.

SAN DIEGO, CA

DIRECTOR OF DEVELOPMENT

Our client – *the world-famous San Diego Zoo* – is dedicated to the conservation of endangered species and their habitats throughout the world. They seek a highly motivated, strategic professional to provide leadership to the Zoo's development program.

Experience Requirements:

- A minimum of five years experience in fund-raising along with exposure to fostering and maintaining major gift donors.
- A proven track record in developing relationships and gaining influence both at the senior corporate and board level.
- A Bachelor's Degree or equivalent experience is required.

To apply confidentially, go to
www.futurestep.com
Use AD Code: TH264

futurestep
An executive recruiting service from
KORN/FERRY INTERNATIONAL

Director of Foreign Language Instructional Technologies

Temple University is seeking a Director of Foreign Language Instructional Technologies to collaborate with the chairs and faculty of the College of Liberal Arts' language departments to thoroughly plan, research, implement and monitor the integration of appropriate electronic technologies for the teaching and testing of all offered languages. Responsible for developing, evaluating, coordinating and providing direct support of the College's efforts to establish "Language Labs" capable of utilizing the latest instructional software, advanced teaching systems approaches and automated presentation and testing techniques. Will assume primary responsibility for the design, assessment, installation and testing of multimedia materials for the teaching of language, literature, and culture courses in all instructional environments and learning modalities (including Web-based online and distance learning).

Relevant Master's degree (Instructional Technology, Computer/Information Science, Communications or related field) required; terminal degree preferred. Significant demonstrated professional/academic (minimum of 2 years) experience in the integration of established and emerging technologies in learner-centered language acquisition pedagogues. An equivalent combination of education and directly related experience may be considered.

Temple University offers a competitive salary and benefits package, including 100% tuition remission for you and your family.

For consideration, submit resume online at
www.jobnet.com/temple
or e-mail (referencing Req. #410-9)
to Temple@jobnet.com
(no attachments please).

You may also send a resume to **Allyson Saccomandi, Director, Employment, 1601 N. Broad Street, 203 USB, Phila., PA 19122.**

EOE, m/f/d/v.

CENTRAL MICHIGAN UNIVERSITY

SPECIAL EDUCATION
2 ASSISTANT PROFESSORS

Central Michigan University invites applications for the tenure track position of assistant professor in the Department of Counseling and Special Education. Primary responsibilities include: teaching undergraduate and graduate level courses, advising, supervising research, active scholarship, and university service.

Qualifications include: earned doctorate in special education (or ABD), expertise in the field of mild/moderate disabilities, commitment to field-based supervision, special education teaching endorsement, previous classroom teaching experience, background in multicultural education, expertise in technology preferred.

Those interested in applying should send a letter of application, vita, and names, addresses and phone numbers of three references to: **Dr. Janine Stichter, Search Chair, Department of Counseling and Special Education, 228 Rowe Hall, Central Michigan University, Mt. Pleasant, MI 48859, e-mail: stichljp@cmich.edu.** Review of applications for the positions will begin February 7, 2000 and continue until the positions are filled.

CMU, an AA/EO institution, is strongly and actively committed to increasing diversity within its community.

www.cmich.edu/aaeo.html

MARICOPA
COMMUNITY
COLLEGES

MESA COMMUNITY COLLEGE
Mesa, AZ
FACULTY POSITIONS
FALL 2000

Mesa Community College is the largest community college of the Maricopa Community College District located in the greater Phoenix Metropolitan area. It is close to Arizona State University and has a diverse student population of over 24,000 students. Our emphasis is on teaching undergraduate courses utilizing innovative teaching styles and applications of technology in the classroom.

If you have a commitment to teaching, please consider the following opportunities for three tenure track positions:

MATHEMATICS
Posting #99000607-1

Provides instruction and conducts classes in the area of Mathematics. Provides leadership role in Instructional Design and Assessment for Development Mathematics (Arithmetic and Elementary Algebra). Develops and implements instructional materials for Developmental Mathematics.

CELL/MOLECULAR BIOLOGY - BIOTECHNOLOGY
Posting #99000606-1

Teaches General Biology for Majors, Microbiology and Biotechnology. Ability to develop courses for a proposed Biotechnology program and provide leadership in integrating Biotechnology into our curriculum.

PHILOSOPHY
Posting #99000603-1

Teaches and develops courses in Ethics (Business and Bio Medical Ethics, Introduction to Ethics) and Introduction to Philosophy. May be required to teach at alternative sites.

The minimum requirement for the Provisional Certificate in an Academic Area is a Master's degree or higher earned degree from an accredited college or university, with at least 24 semester hours or 36 quarter hours of upper division and/or graduate credit in the field to be taught.

We provide a salary commensurate with your experience and education from $35,617-$61,154 (Fiscal Year 99/00) as well as a comprehensive package of benefits.

To request a faculty application by fax or U.S. mail please call **1-800-25-Teach (in Maricopa County, 731-8491).** To download application materials, visit us on the Web site at: **www.dist.maricopa.edu/hrweb.** Applications will be accepted until 5:00pm MST on March 3, 2000.

AA/EEO

KEAN

Discover Kean. Discover your future.

Kean University is committed to excellence and to developing and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community serving a diversified student population of 12,000.

DIRECTOR OF FINANCIAL AID
Search Extended

Responsibilities: The Director is responsible for providing leadership and direction to an office that awards more than $19 million in student financial aid and scholarships annually. The Director has responsibility for the design, execution and effectiveness of a system or internal controls which provides reasonable assurance that the office operations and the financial aid programs are effective and efficient, assets are safeguarded information is reliable, and the office complies with applicable laws, regulations, policies, and procedures.

Qualifications: The successful candidate should demonstrate creative management, planning, and problem solving ability. Strong interpersonal and communication skills, proficiency with computers, and an extensive working knowledge of federal and state regulations. Direct Lending, automated financial aid systems will be required as well. The Director should have experience and a record of success in selecting, leading and training staff to provide exemplary financial aid services to a diverse student body. Bachelor's degree required; Master's degree preferred. A minimum of five years experience in Financial Aid management in a university setting is required.

Application, Salary, Benefits Information: Review of applications will begin immediately and continue until the position is filled. Application materials should include a cover letter, current resume and names, addresses, and telephone numbers of three references. Official transcripts and three current letters of recommendation are required before appointment. **Apply to**: Chair, Search Committee for Director of Financial Aid, Office of the Provost, Kean University, 1000 Morris Avenue, Union, NJ 07083. Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included.

KEAN
UNIVERSITY

Kean University is an EEO/AA Institution.

VICE PRESIDENT FOR ACADEMIC AFFAIRS

The Vice President for Academic Affairs serves as the chief academic officer of the College, responsible to the president for ensuring academic excellence through the coordination of academic programs, (credit and non-credit) and services throughout the institution. Functions as a pivotal member of the senior administrative team with primary focus on working effectively with senior-level administrators on the Executive Team.

An earned doctorate or equivalent degree from an accredited college or university required. A minimum of five years of senior-level administrative experience in a multi-campus academic environment; experience in fiscal management, planning and resource allocation; strong communication, listening and public relations skills. Demonstrated success in working with external and internal constituencies, especially with faculty, staff students, and administrators.

Demonstrated ability to build and lead teams, manage multiple responsibilities, initiate and manage change, commitment to using intructional and administrative technology.

Review of applications will begin 2/25/00 and continue until the position is filled. Anticipated start date is as soon as possible.

Salary: Commensurate with education and experience ($90,000+ with excellent benefits package).

Nominations and/or letters of application should reference position number (#00-159) and include the following: (1) nomination/letter of interest, (2) resume, (3) unofficial copy of graduate transcripts(s), and (4) list of five professional references (names, addresses, e-mail addresses, telephone numbers) to:

Judy Chastonay, Human
Resources Department
3251 Panthersville Road
Decatur, GA 30034

For more information on
Georgia Perimeter College,
please visit our website at:
http://www. gpc.peachnet.edu

AA/EOE/ADA

Georgia
Perimeter
College.

An Associate Degree Granting College
of the University System of Georgia

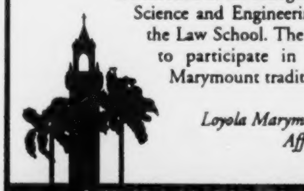
LOYOLA MARYMOUNT UNIVERSITY

OPENING FOR 2000-01

The History Department and the Women's Studies Program within the College of Liberal Arts invite applicants for a tenure-track assistant professorship in U.S. women's history since 1860, with an emphasis on the women's struggle for equality. The individual who holds this joint appointment should also be able to lecture on feminist theory. Candidates must have their Ph.D in History or Women's Studies completed by the start of the appointment in August 2000. The regular teaching load is 3/3. Salary and benefits are competitive. Ability to teach effectively at the undergraduate level and a promising research program are essential. Please send curriculum vitae, statement of teaching and research interest, a sample of research, and letters of recommendation to **Dr. Joseph S. Tiedemann, History Department, Loyola Marymount University, 7900 Loyola Boulevard, Los Angeles, CA 90045-8415**. Review of applications will begin on March 6, 2000; the position will remain open until a suitable candidate is found.

Special emphasis is placed on teaching effectiveness, scholarly achievement, and service to the University for purposes of reappointment, tenure and promotion consideration. LMU offers faculty-housing assistance. Women and Minorities are strongly encouraged to apply.

Loyola Marymount University, established in 1911, is the only private Catholic University in metropolitan Los Angeles. Over 6,000 students are enrolled in the colleges of Liberal Arts, Business Administration, Science and Engineering, Communication and Fine Arts, and the Law School. The University invites candidates who desire to participate in a mission based on the Jesuit and Marymount traditions of higher education.



Loyola Marymount University is an Equal Opportunity, Affirmative Action Employer

LOYOLA MARYMOUNT
UNIVERSITY

Southern Connecticut State University

SCSU

ALGEBRA

MATHEMATICS DEPARTMENT

Tenure track position in algebra at the Assistant Professor rank beginning 8/28/2000 to teach undergraduate/graduate courses in mathematics and participate in department/university activities. **Teaching load: 12 hours/sem. Salary range:** $40,866 to $56,003. **Qualifications:** doctorate in mathematics with a specialty in algebra, evidence of quality teaching, potential for scholarly growth. Send letter of application, vita, graduate and undergraduate transcripts (unofficial OK), statement of teaching philosophy, three letters of reference, one of which should address teaching, to:

Dr. Michael Meek
Coordinator: Algebra Search
Mathematics Department
Southern Connecticut State University
501 Crescent St.
New Haven, CT 06515

Full consideration given to applications received by 02/25/00. For further information, visit our website at **http://scsu.ctstateu.edu/~mathdept/.**

SCSU is an AA/EOE. Minorities and women are encouraged to apply.

California Lutheran University

Business Office
60 West Olsen Road
Thousand Oaks, California 91360-2787

EDUCATION

TWO FACULTY POSITIONS (Assistant or Associate) in Teacher Preparation Program

with an M.Ed. option, beginning August 2000. Earned doctorate (or near completion) and knowledge of contemporary K-12 curriculum and instructional practices required. Experience in working with diverse student populations is essential. Should possess expertise in one or more of the following areas: educational foundations, multi-cultural education, elementary math/science curriculum.

California Lutheran University is committed to ensuring equal opportunity to all persons, and does not discriminate on the basis of sex, race, color, religion, age, marital status, veteran's status, non job-related disability, or national or ethnic origin.

Review of applications will begin March 1, 2000. Send a letter of application, a curriculum vitae, graduate transcripts, publication reprint (or article in progress), and the names of three references to: **Dr. James Mahler, Search Committee Chair, School of Education, California Lutheran University, 60 West Olsen Road, Thousand Oaks, CA 91360.**

STOUT
UNIVERSITY OF WISCONSIN

A member of the University of Wisconsin System, UW-Stout has 7,600 students enrolled in 17 advanced degrees and 26 undergraduate programs. The University is located in Menomonie, Wisconsin, 60 miles east of Minneapolis-St. Paul on Interstate 94. Beautiful lakes, streams and woods surround Menomonie, a city of 14,600. The university invites applications for the following positions.

ADMINISTRATIVE/STAFF

Dean of College of Technology, Engineering and Management. Vi Hintzman, search coordinator, 715/232-2421, hintzmanv@uwstout.edu

Executive Director of Stout Vocational Rehabilitation Institute. Tom Modahl, interim executive director, 715/232-2470, modahlt@uwstout.edu

Executive Director of Stout Solutions (delivering customized learning and research services). Vi Hintzman, search coordinator, 715/232-2421, hintzmanv@uwstout.edu

Clinical Coordinator/Assistant Director, University Counseling Center. Robin Abraham, counselor, 715/232-2468, abrahamr@uwstout.edu

Information Processing Consultant, Learning Technology Services. Joe Hagaman, director, 715/232-2431, hagamanj@uwstout.edu

Residence Life: 1) Residence Hall Director, 2) Associate Residence Hall Director. Martin Fritz, assistant director of housing and residence life, 715/232-3703, fritzm@uwstout.edu

FACULTY/LECTURER

COLLEGE OF ARTS AND SCIENCES

Mathematics, Statistics and Computer Science: Computer Science, faculty. Eileen Zito, department chair, 715/232-2682, zitoe@uwstout.edu

Speech Communication, Foreign Languages, Theatre and Music: a) Director of Forensics, faculty. b) Assistant Director of Forensics, faculty. Raymond S. Hayes, department chair, 715/232-1238, hayesr@uwstout.edu

COLLEGE OF HUMAN DEVELOPMENT

Food and Nutrition: a) Food Science, faculty. b) Nutrition, faculty. c) Research/Graduate Level, faculty. Barbara Knous, department chair, 715/232-1994, knousb@uwstout.edu

Hospitality and Tourism: a) Hotel, Restaurant and Tourism Management, lecturer. Christine Clements, department chair, 715/232-1203, clementsc@uwstout.edu

Human Development, Family Living and Community Educational Services: a) Family and Consumer Sciences Education, faculty. b) Early Childhood Education, faculty. c) Child Development, faculty. Mary Thompson, department chair, 715/232-1463, thompsonm@uwstout.edu

Physical Education and Athletics: a) Head Athletic Trainer/Lecturer. b) Head Baseball Coach/Lecturer. c) Assistant Men's Basketball Coach/Lecturer/Web Page Development. d) Assistant Men's Football Coach/Assistant Women's Softball Coach/Event Management/Equipment Management. Steve Terry, department chair, 715/232-2224, terrys@uwstout.edu

Psychology: a) Industrial/Organizational Psychology, faculty. b) Marriage and Family Therapy Supervisor and Instructor, faculty. Tom Franklin, department chair, 715/232-2242, franklint@uwstout.edu

Rehabilitation and Counseling: a)Vocational Rehabilitation, faculty. b) Mental Health Counseling, faculty. Shirley Stewart, department chair, 715/232-2499, stewarts@uwstout.edu

Research and Training Center: Research Scientist, academic staff. Fred Menz, associate director, 715/232-2236, menzf@uwstout.edu

COLLEGE OF TECHNOLOGY, ENGINEERING AND MANAGEMENT

Communication, Education and Training: a)Telecommunications Systems, faculty. b) Instructional Technology, faculty. c) Technology Education, faculty. Susanne Rowan, search coordinator, 715/232-1311, rowans@uwstout.edu

Industrial Management: a) Production and Operations Management, faculty. b) Inventory Management and Organizational Behavior, faculty. Donna Stewart, department chair, 715/232-1234, stewartd@uwstout.edu

Technology: a) Apparel Design/Manufacturing, faculty. b) Manufacturing, faculty. c) Plastics, faculty. d) Construction, faculty. Jean Price, search coordinator, 715/232-1686, pricej@uwstout.edu

Faculty are expected to conduct appropriate research and scholarship in their field in addition to teaching, advising and service responsibilities. UW-Stout values faculty and staff who are supportive in working with diverse populations of students and staff. The ability to incorporate new instructional methods (including instructional technologies) into teaching is desirable. Instruction is student-centered and may require the delivery of course work via alternative delivery methods, times and locations in order to serve the needs of a changing student population.

The positions are expected to be filled, but are contingent on funding. Since dates for screening of applications vary with position/department, place your inquiry as soon as possible. For a complete list of available positions, go to: http://www.nationjob.com/uwstout. For information about University of Wisconsin-Stout, go to: http://www.uwstout.edu/.

University of Wisconsin-Stout, an EEO/AA employer, values a diverse university community and seeks to ensure equal opportunity.

USF University of South Florida

The University of South Florida is currently recruiting for various faculty and/or staff positions. For more information about the University's vacant positions, please visit our Web site at http://usfweb.usf.edu/usfpers/vacancy.html; or call our Job Line for staff positions at (813) 974-2879.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave. • Tampa, FL 33620

Rancho Santiago Community College District in Orange County, California is seeking qualified candidates for Dean of Instruction and Student Services at Santiago Canyon College Continuing Education-Orange Center. The salary range is $7,075-$8,536/month, plus excellent benefits package. Deadline to apply: 2/14/00. Please visit our web site address: www.rsccd.org for applications & job announcements or call our jobline at 714/480-7499. EOE

RSCCD
RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

St. Thomas University

The Archdiocesan Catholic University of Florida

Vice President for Academic Affairs/Dean of Undergraduate Studies

Saint Thomas University invites nominations and applications for the position of Vice President for Academic Affairs/Dean of Undergraduate Studies. The position will open on June 1, 2000.

DESCRIPTION OF THE UNIVERSITY: A growing, private comprehensive University committed to its Catholic mission, Saint Thomas University celebrates the racial, ethnic and international diversity of its student population of more than 2,200. Because of its commitment to educating a diverse student body, the University has attracted numerous grants and prestigious awards. As a Hispanic Serving Institution, the University has a strong commitment to developing a faculty that is recognized for both its outstanding competence and diversity. Over 80 full-time faculty teach in 24 undergraduate programs, 9 graduate programs and the Law School. The Main Campus is situated on 140 wooded acres, located north of the City of Miami. Outreach centers serve the people of southwest Miami-Dade and Broward Counties. The University has recently completed a new 5-year plan reflecting the presidential vision for academic excellence and program innovation.

RESPONSIBILITIES: Building on the 5 successful years of leadership of the outgoing Vice President for Academic Affairs, the University is seeking an academic leader with skills to advance the University in both excellence and innovation. As chief academic officer, with responsibilities for the academic areas of the University outside of the Law School, the Vice President for Academic Affairs/Dean of Undergraduate Studies reports to the President. Reporting directly to the Vice President are the Academic Deans, Assistant Vice President, Department Chairs, Director of the Main Library and the Registrar/Director of Institutional Research.

QUALIFICATIONS:

- Demonstration of academic leadership through strategic planning in order to implement the new University plan which is aggressive in its demands on the academic units of the University
- Demonstration of ability to develop and implement a model of academic governance which furthers academic excellence and innovation in the academic dimensions of the University
- Commitment to the Catholic Mission of Saint Thomas University
- An entrepreneurial record of building academic partnerships with the external community, particularly a record with business community partnerships
- A record of improving academic quality through assessment
- A record of successful leadership in complex and non-traditional settings
- Extensive knowledge of higher education and best academic practices
- Extensive knowledge of and experience in leading initiatives in teaching and learning with technology
- Leadership skills to attract a diverse faculty
- A record as a decisive academic leader able to manage change
- Ability to work collaboratively with and lead a diverse and committed faculty community
- Appropriate academic credentials, including an earned doctorate from a regionally accredited institution, as well as the teaching, service and research record that will model high academic expectations

The faculty of Saint Thomas University is deeply committed to the University's Mission of Student Success, Diversity, Catholic Identity, Life-Long Learning through Technology, Community Service and Concern for the Natural Environment.

APPLICATION PROCEDURE: Applicants should submit a resume, 2-page statement addressing qualifications for the position, and the names, addresses and telephone numbers of 5 professional references. Please include email addresses and fax numbers if available. Persons wishing to nominate a candidate can submit the candidate's name and resume. Review of applications will begin March 2, 2000 and continue until the position is filled. Submit application materials to: **Chair, Search Committee for Vice President for Academic Affairs, Saint Thomas University, 16400 NW 32nd Avenue, Miami, FL 33054. Email: VPAASearch@stu.edu. Fax: 305-628-6682.**

Saint Thomas University is an equal opportunity employer,
committed to hiring a diverse work team.

BREVARD COMMUNITY COLLEGE

COCOA CAMPUS PRESIDENT
BREVARD COMMUNITY COLLEGE

Cocoa, Florida
www.brevard.cc.fl.us

Brevard Community College and the Cocoa Campus Presidential Search Committee invite nominations and applications for the position of Cocoa Campus President.

The Cocoa Campus President is the chief academic and administrative officer of the Cocoa Campus, under the general direction of the District President, according to the policies set by the Board of Trustees.

Qualifications for the position include:

- 5-years experience in senior-level leadership at an institution of higher education and a clear commitment to the unique, multiple roles a community college plays.
- Openness to innovative programming to expand the college's reach into the community and to better serve its students.
- An earned doctorate and a record of scholarly and/or professional achievement.
- A commitment to enhance the quality of student life and strengthen the delivery of services to a multicultural student body.
- The ability to communicate with, and represent, the institution to its outside constituencies, including the residential and business communities, alumni, and legislative and other governmental bodies.

The salary and benefits package is competitive. Application packets must be received in the Human Resources Office by 5:00 p.m., Friday, April 14, 2000. The position is available July 1, 2000.

Applications: Applicants should send (1) a letter expressing their interest in the position that addresses and demonstrates how they meet the Search Committee's preferred qualifications, (2) their curriculum vitae, and (3) a completed BCC application form which requests the names of four references (one each: superior, subordinate, faculty member, and community/business leader). References will be contacted.

Nominations: Nominators should send a letter of nomination and, if possible, the nominee's curriculum vitae.

Applications and nominations should be sent to:

Office of Human Resources
Brevard Community College
1519 Clearlake Road
Cocoa, FL 32922-6597
ATTN: Cocoa Campus Presidential Search
www.oglesbyj@brevard.cc.fl.us

For additional information: Please contact Joni Oglesby, Director of Employee Relations at (321) 632-1111, ext. 63780.

Brevard Community College actively seeks and encourages nominations and applications from men and women of all races and ethnic backgrounds.

ADELPHI
UNIVERSITY

ADELPHI UNIVERSITY FALL 2000
TENURE TRACK & VISITING PROFESSOR POSITIONS

As part of its program of renewal and investment, **Adelphi University** seeks a new generation of faculty dedicated to teaching and research in an exciting educational environment. Adelphi remains true to its tradition of strong liberal arts programs closely associated with professional education in business, education, and the health and human services fields. The University seeks to maintain this tradition while assuring currency through enlarging its capacities in information technology and by expanding its interdisciplinary programs. We seek faculty who are attracted to working closely with a diverse student body, both graduate and undergraduate, and who have demonstrated the potential to become leaders in their field of knowledge.

Adelphi University, founded in 1896, is Long Island's first liberal arts college, and comprises a College of Arts & Sciences and the Schools of Management and Business, Education, Nursing, Social Work, the Honors College, University College, and the Institute of Advanced Psychological Studies that have grown up in close relationship to the needs of the region. It is Adelphi University's mission to provide quality undergraduate and graduate education and to offer professional preparation of the first rank.

SCHOOL OF EDUCATION

The Department of Education Studies at Adelphi University offers undergraduate and graduate programs in teacher education at our central campus in Garden City, our Soho Center in Manhattan, and other sites. We are looking for faculty committed to working collaboratively and creatively to rethink and reinvigorate our mission to cultivate liberally educated teachers. Candidates for the following 4 positions should send CV and names of three references as well as indicate specific position of interest to Dr. Snauwaert, Harvey Hall, Adelphi University, Garden City, NY 11530.

Special Education: Associate Professor/Program Director (Tenure Track, Fall 2000) - The successful candidate must be an accomplished special educator with leadership skills, and teaching and research experience. In addition to teaching and supervising in the field, the Director's responsibilities include facilitating curriculum redesign, scheduling and staffing of courses, coordination of adjunct faculty, and student advisement and recruitment. Ed.D. or Ph.D. required.

Literacy: Assistant Professor (Tenure Track, Fall 2000) - In addition to the Ed.D. or Ph.D., the successful candidate must be certified or eligible for certification as a literacy specialist (K-12), and have experience in teaching literacy at the elementary, middle or secondary levels. Preference will be given to someone with an integrated literacy perspective and a strong knowledge of assessment and instruction. Responsibilities include teaching graduate and undergraduate literacy courses on and off campus, supervising practicums and advisement.

Science Educator and Organismal Biologist: Assistant/Associate Professor-Joint Appointment (Tenure Track, Fall 2000) - A Joint appointment with the School of Education and the College of Arts and Sciences (Biology). The candidate must have a Ph.D., teaching experience and a record of publications in the Life Sciences, and knowledge of curriculum and methodology issues in science education. Preference will be given to those with experience in teaching science at the secondary level. Responsibilities will include teaching in the Secondary Education program and in Biology and Environmental Studies.

Bilingual Education: Visiting Assistant Professor (2 years Starting Fall, 2000) - The successful candidate will have teaching experience at either the elementary or secondary levels, knowledge of current theories and practices in Bilingual Education and in related areas such as TESOL, Special Education or Literacy. Responsibilities include teaching graduate courses on and off campus, field supervision and student advisement and recruitment. An Ed.D., or Ph.D. in Bilingual Education, or in a related area, is required.

COLLEGE OF ARTS AND SCIENCES

International Studies: Associate or Full Professor (Tenure Track, Fall 2000) - The University seeks a recognized expert in global affairs to be Director of its new program in International Studies. The successful candidate must demonstrate the leadership skills necessary to chart a direction for this new interdisciplinary program, which combines global politics and languages with international business. In addition, the candidate should possess teaching and scholarly credentials (or equivalent professional experience in international affairs) worthy of consideration for tenure. Individuals with a Ph.D. in political science, international law, geography, history or languages are invited to apply, as are those with extensive equivalent experience in international relations through work in government or foundations. Applicants should forward a 3-5 page statement describing their vision of the current and prospective roles of International Studies in higher education, CV and names of three references to Dr. Axelrod, Blodgett Hall, Adelphi University, Garden City, NY 11530.

Computer Science: Assistant Professor (Tenure Track, Fall 2000) - The candidate should have a Ph.D. in Computer Science (or a closely related field) or equivalent professional experience. Preference will be given to candidates with demonstrated records of excellence in undergraduate teaching and research, as well as with backgrounds in networking, software engineering, or user interface design (although all research specialties will be considered). Send CV and names of three references to Dr. Quirin, Alumnae Hall, Adelphi University, Garden City, NY 11530.

History: Visiting Assistant Professor (Fall 2000 -1 year) - We seek a Visiting Assistant Professor with expertise in the history of the United States and either Latin America or Asia. Responsibilities include teaching undergraduate survey and advanced courses as well as a graduate course in U.S. history. Applications from specialists in U.S. social or cultural history, as well as the American colonial experience, are especially welcome. A Ph.D. in the appropriate field(s) is necessary, and preference will be given to candidates with teaching experience who are actively engaged in research and publishing. Send CV and names of 3 references to Dr. Starkey, Blodgett Hall, Adelphi University, Garden City, NY 11530.

Communications: Production Studies (Full Time Tenure Track, Fall 2000) We seek a talented Artist-Educator to teach courses in Film, Video and Multi-Media using diverse narrative and non-narrative approaches, who is strongly grounded in aesthetics and theory and can cross-over from 16mm film and video production to multi-media. In addition, the candidate should be committed to undergraduate education in the liberal arts and preferably have expertise in at least one of the following areas: Film History, and Genre Studies, Communications Theory, Gender Studies, Animation, Electronic Journalism, Art and Film, Video Choreography, Mixed Media Theatre Production. Additional responsibilities include student advisement, program development and other department and university assignments. Send a complete vitae, sample syllabi, at least 3 letters of recommendation, a statement on teaching philosophy and evidence of teaching effectiveness to: Professor Helen Stritzler, Head Faculty of the Arts, Communications Program, Adelphi University, Garden City, NY 11530.

For additional information on Adelphi please visit our website:**www.adelphi.edu**

Adelphi University is an Affirmative Action Equal Opportunity Employer. Women and Minority Candidates are encouraged to apply.

IRCC
INDIAN RIVER COMMUNITY COLLEGE

INDIAN RIVER COMMUNITY COLLEGE

Fort Pierce, Florida

Indian River Community College invites applications for the following full-time faculty positions:

- PROGRAM DIRECTOR- MEDICAL ASSISTING INSTRUCTOR
- AIR CONDITIONING/HEATING/REFRIGERATION INSTRUCTOR

Applications will be accepted until the positions are filled. Please contact **(561) 462-4806** or e-mail **kduncan@ircc.cc.fl.us** to request minimum qualification requirements, job description and employment application. EOE/ADA/DFWP

ELMHURST COLLEGE
RESIDENCE LIFE COORDINATOR

Residence Hall administration, staff supervision, community development, judicial process, hall council advising and secondary department responsibilities. Live-in position. Collateral assignment with residence life, athletics, multicultural affairs or student activities. Must possess a student-centered philosophy fostering the development of involving residential communities and student learning. Master's degree in CSP or related field and residence hall experience required; small college experience preferred. Interviews held at OPE and ACPA/NASPA. We seek candidates with demonstrated ability to contribute positively to a multicultural campus community. Send letter of application, resume and 3 references to **Christine Smith, Dir. of Residence Life, Elmhurst College, 190 Prospect Ave., Elmhurst, IL 60126. Application deadline March 13, 2000.**

PASADENA CITY COLLEGE

For 75 years, Pasadena City College has offered quality undergraduate education to day, evening, and weekend students in the Pasadena Area Community College District. Fully accredited by the Western Association of Schools and Colleges, PCC has honored a continuing commitment to the community by offering general and specialized educational opportunities taught by a highly qualified faculty. PCC is the third-largest single-campus community district in the United States with approximately 1,300 faculty and staff who serve more than 27,000 students of all ages and diverse backgrounds.

PCC invites applications for the following positions which begin fall semester 2000:

TENURE-TRACK INSTRUCTORS

Art History, #621
Automotive Technology, #641
Biology, #625
Chemistry, #632
Child Development #633
Computer Studies, #627
Counselor, #639
Dental Assisting, #626
Electronics, #638
English As a Second Language (ESL), #619
English Composition, #620
History, #636
Librarian, #624
Mathematics, #628
Medical-Surgical Nursing, #631
Music Appreciation, #629
Music Technology, #630
Painting & Drawing, #615
Philosophy, #637
Political Science, #634
Psychology, #635
Reading, #623
Spanish, #622
Speech - Forensics, #616
Speech Pathology - Teacher Specialist; Speech Language Impairment, #617
Teacher Coordinator - Business Office Systems (Noncredit), #618
Technical Theater, #640

ACADEMIC MANAGEMENT

Division Dean - Mathematics, #642
Vice President - Instruction, #643

Pasadena City College offers salaries based on academic preparation and experience and a generous fully paid fringe benefits program. The District application and ALL supporting documents need to arrive in the office of Human Resources; no later than 4:30 p.m. on the closing date. For an application packet and complete announcement contact:

PCC

PASADENA CITY COLLEGE
1570 E. Colorado Blvd.
Pasadena, CA 91106
(626) 585-7257

www.pacc[illegible].ca.us EOE/AA

Southern Connecticut State University

SC
SU

APPLIED MATHEMATICS

MATHEMATICS DEPARTMENT

Tenure track position in applied mathematics at the Assistant Professor rank beginning 8/28/2000 to teach undergraduate/graduate courses in mathematics and participate in department/university activities. **Teaching load:** 12 hours/sem. **Salary range:** $40,866 to $56,003. **Qualifications:** doctorate in mathematics with a specialty in applied mathematics, evidence of quality teaching, potential for scholarly growth. Preference will be given to applicants with an interest in mathematical modeling and in developing student/faculty relationships with business and industry. Send letter of application, vita, graduate and undergraduate transcripts (unofficial OK), statement of teaching philosophy, three letters of reference, one of which should address teaching, to:

Dr. Theresa Sandifer
Coordinator: Applied Mathematics Search
Mathematics Department
Southern Connecticut State University
501 Crescent St.
New Haven, CT 06515

Full consideration given to applications received by 02/25/00. For further information, visit our website at **http://scsu.ctstateu.edu/~mathdept/.**

SCSU is an AA/EOE. Minorities and women are encouraged to apply.

Director of Affirmative Action and Pluralism and Diversity

The College of Staten Island of The City University of New York invites application for the position of Director of Affirmative Action and Pluralism and Diversity, to start July 1, 2000. Reporting to the President and working closely with the Vice President for Student Affairs, the Director of Affirmative Action and Pluralism and Diversity has responsibility for programs and activities designed to foster a climate that encourages respect for pluralism and diversity and for implementation of the College's affirmative action policy. The Director will be expected to promote diversity in College programming and in faculty and staff hiring. Additional duties include overseeing procedures for compliance with Federal and State regulations; on-going data collection and analysis for College and University reports; training programs; disseminating information. The Director serves as Chair of the College Affirmative Action Committee and the Pluralism and Diversity Committee and as liaison with University offices and programs. CSI has a population of 12.00 students and 1,500 faculty and staff.

Qualifications: Bachelor's degree and a minimum of eight years related experience required; advanced degree, demonstrated success in this occupational area, excellent computer and communications skills strongly preferred.

Salary range: $52,898 - $81,924, commensurate with qualifications and experience.

Review of applications will continue until the position is filled. **Send a letter of application, resumé, and the names, addresses, and telephone numbers of three references to: Chair, Affirmative Action/Pluralism and Diversity Search Committee, room 1A-301, College of Staten Island/CUNY, 2800 Victory Blvd., Staten Island, NY 10314. Email: jones@postbox.csi.cuny.edu**

EEO/AA/ADA employer

UIC

CHANCELLOR

University of Illinois at Chicago

Nominations and applications are invited for the position of Chancellor of the University of Illinois at Chicago (UIC)

The Chancellor is the Executive Officer of the University and reports to the President of the University of Illinois. The University seeks a proven leader who will aggressively promote the continued development of the institution's academic programs and its growth in national stature.

One of the three campuses of the University of Illinois. UIC was established in 1982 with the consolidation of the University of Illinois at Chicago Circle and the University of Illinois at the Medical Center. UIC's diverse student enrollment of 24,500 includes 8,300 students enrolled in graduate and/or professional programs. A vibrant, comprehensive institution with Research I status, UIC has an annual operating budget of $1.06 billion, and a separately funded research budget of $130.3 million which represents a 50% increase in research funding the last four years.

A defining goal of UIC is to take full advantage of its setting in a major metropolitan area. UIC's Great Cities strategic identification underscores its commitment to its urban context by fostering collaborations with external community, governmental, and corporate partners to address contemporary urban problems. The South Campus Development Project supports both campus expansion and community redevelopment through a unique public/private partnership. UIC offers a full array of undergraduate, graduate and professional degree programs in its fifteen colleges and schools. The Health Sciences Center is one of the most comprehensive centers for educating health care professionals in the United States. It encompasses a 400+ bed hospital and the nation's largest College of Medicine, along with five other health sciences colleges.

The successful candidate will have significant administrative experience, an earned doctorate, have achieved the rank of full professor, and demonstrated leadership ability. He or she will also have demonstrated an understanding of the special set of challenges and opportunities that come along with an urban institution in contact with a multi-ethnic community across a wide range of sectors (medical, cultural, commercial, legal, and social).

The Chancellor Search Committee will begin reviewing nominations and applications immediately, and will continue to accept applications until a New Chancellor is selected. To assure full consideration, however, candidate materials should be submitted by April 30, 2000, to:

Peter M. Buttrick, M.D.
Chair, Chancellor Advisory Committee
University of Illinois
Office of the President (m/c 760)
414 Administration Office Building
1737 West Polk Street
Chicago, Illinois 60612-7228

The University of Illinois is an affirmative action/equal opportunity employer.

DARTMOUTH COLLEGE
COLLEGE COUNSEL

Dartmouth College invites applications and nominations for the position of College Counsel.

The College Counsel is Dartmouth's principal legal officer, reporting to the President. The College Counsel provides general legal guidance and advice to the Board of Trustees, the President, other administrative officers, and to the faculty with respect to all legal issues affecting the College. The College Counsel supervises the staff, operations and budget of the Dartmouth Legal Affairs Office and when necessary, coordinates interaction with external legal counsel.

Qualifications: Bachelor's degree plus J.D. (or LL.B.) degree and ten years of legal experience required. Preference given for a varied and complex legal practice (including experience with not-for-profit organizations) and for a demonstrated record of wisdom and good judgment. Applicants must show an appreciation and strong interest in working within an academic community and diverse constituency. Must have an interest in a demanding legal practice.

Salary: Commensurate with qualifications and experience and consistent with an academic institution.

Description: Dartmouth, a diverse, private co-educational institution and member of the Ivy League, was founded in 1769 in Hanover, New Hampshire and holds a strong commitment to undergraduate teaching and the liberal arts. In addition, Dartmouth College has three professional schools: Dartmouth Medical School, Thayer School of Engineering, and Tuck School of Business Administration, and 16 graduate programs in the arts and sciences. They are all integral and important parts of the educational mission of the College and assist in making Dartmouth College a unique educational institution.

Applicants should submit a cover letter, curriculum vitae and a list of at least three references. The review of applications and nominations will begin in March and continue until the position is filled.

Professor George Wolford,
Search Committee Chair
College Counsel Search
Dartmouth College
P. O. Box 683
Hanover, NH 03755

Dartmouth College is an equal opportunity/affirmative action employer. Women and minorities are encouraged to apply.

Vacancy Announcement

MASSACHUSETTS MARITIME ACADEMY

CAMPUS POLICE OFFICER I

The Massachusetts Maritime Academy has an entry level position of **CAMPUS POLICE OFFICER I** available in the Dept. of Public Safety. The basic purpose of the work is to ensure and maintain a secure and safe campus environment. Our officers need to possess the ability to maintain a harmonious working relationship w/others; ability to deal tactfully and interact with people in an emergency or under stressful circumstances. In addition, an ideal candidate will be sensitive to working within a campus setting and interacting with students and the general public. Must be able to communicate effectively. Requires an individual to patrol campus grounds, buildings, and adjacent areas on foot or in a patrol vehicle. SPECIAL REQUIREMENTS: Must have valid MA Driver's License; must be eligible for appointment as a special police officer under Chap. 22, 63, M.G.L. APPLICATION DEADLINE: open until filled; SALARY: $465.03. To apply file an application with **Massachusetts Maritime Academy, Human Resources Dept., 101 Academy Drive, Buzzards Bay, MA 02532** or email to **sgibbs@mma.mass.edu** Visit our web page at **http://www.mma.mass.edu** No phone calls please. EOE/AA Minorities and women are strongly urged to apply for this position and to so identify themselves.

THE COLLEGE OF
WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-2363

Appointments
beginning Fall, 2000

Black Studies & Humanities or Social Science -- Tenure-Track

Physics -- .5 FTE -- Visiting

The positions are being posted
jointly with the
Five Colleges of Ohio Consortium.
For complete descriptions, go to
www.wooster.edu;
scroll down and select the Jump to
Employment Opportunities
or call or e-mail Linda Farmer
330-263-2133--lfarmer@acs.wooster.edu

FACULTY POSITIONS

The Faculty of Environmental and Forest Biology is seeking two Assistant Professors to fill academic year, tenure-track positions at the SUNY College of Environmental Science and Forestry. Salary is commensurate with background and experience. Ph.D. in appropriate field required; teaching and postdoctoral research experience preferred.

The Entomologist will establish an externally funded research program in the use of insects in the biological control of non-native invasive insects of plants of natural habitats, including forests. Expertise in entomology and biological control of invasive insects or plants required. The Mycologist will establish an externally funded research program in restoration ecology, bioremediation, and/or mycorrhizae. Expertise in fungal bioremediation, basidiomycetes, mycorrhizae, rhizosphere dynamics, fungal decomposition and/or nutrient cycling required. For full details see:

http://www.esf.edu/faculty/efb/position

Send hard copies of curriculum vitae, graduate transcripts, separate statements of research and teaching interests, reprints of relevant publications, and request three letters of recommendation (fax acceptable) to the Search Chairs:

Entomologist- Dr. Stephen Teale
OR Mycologist- Dr. Scott Rogers
SUNY College of Environmental Science and Forestry
Syracuse, NY 13210

Deadline is March 6, 2000.

SUNY ESF is an Equal Opportunity/
Affirmative Action Employer.
Women and minorities are encouraged to apply.

VON DER AHE CHAIR IN COMMUNICATION ETHICS

Loyola Marymount University, a comprehensive Catholic University, located in Los Angeles, invites nominations and applications for the Von Der Ahe Chair in Communications. The Chair will provide the leadership to develop a strong focus on theoretical and applied ethics for students in film, television, screenwriting and communication studies. The Chair will:

1. Teach theoretical and applied ethics across disciplines and preprofessional programs in the College of Communication and Fine Arts;
2. Support innovative research in applied ethics in the fields of entertainment and communications, and
3. Foster collaboration between the University and its publics, most particularly, the entertainment industries located in Los Angeles.

The University desires to appoint an individual who will have a positive impact on the creative work of students and assist entertainment professionals and executives in dealing with their ethical challenges. The candidate must manifest a background in ethical theory and applications and must have evidence of a demonstrated ability to integrate and apply that theory to the ethical problems faced by communicators in film, television, public relations and advertising. The candidate must be able to demonstrate a record of publication in ethics and/or communications.

The Chair will teach two courses per semester. The Chair will also provide leadership and management of events and colloquia with other professional groups and companies involved with ethical questions in the entertainment and communication fields. The Appointment to the endowed Chair will provide, in addition to a competitive salary, support for research, events and colloquia.

Applications must include a letter of interest that briefly indicates the candidate's vision for the development of the Chair, curriculum vitae, and the names and address of three references. The review of applications will begin February 15, 2000, and continue until the position is filled. Send nominations and applications to:

Thomas P. Kelly, Jr.
Dean
College of Communication and Fine Arts
Loyola Marymount University
7900 Loyola Boulevard
Los Angeles, CA 90045-8345

LMU is an Affirmative Action/Equal Opportunity employer.

LOYOLA MARYMOUNT

Southern Connecticut
State University
SC
SU

MATHEMATICS EDUCATION

MATHEMATICS DEPARTMENT

Tenure track position in mathematics education at the Assistant Professor rank beginning 8/28/2000. Duties include teaching undergraduate/graduate courses in mathematics education and mathematics for secondary and elementary preservice teachers, supervising student teaching of preservice secondary mathematics teachers, and participating in department/university activities. **Teaching/supervision load:** 12 hours/sem. **Salary range:** $40,866 to $56,003. **Qualifications:** doctorate in mathematics education with a strong mathematics background or doctorate with substantially equivalent credentials, evidence of quality teaching, potential for scholarly growth. Secondary school teaching experience preferred. Send letter of application, vita, graduate and undergraduate transcripts (unofficial OK), statement of teaching philosophy, three letters of reference, one of which should address teaching, to:

Dr. Martin Hartog
Coordinator: Mathematics Education Search
Mathematics Department
Southern Connecticut State University
501 Crescent St.
New Haven, CT 06515

Full consideration given to applications received by 02/25/00. For further information, visit our website at:
http://scsu.ctstateu.edu/~mathdept/.

SCSU is an AA/EOE. Minorities and women are encouraged to apply.

ACADEMIC COORDINATOR/ STUDENT ATHLETES

Temple University is seeking an individual to help integrate student-athletes into the academic and social/cultural life of the University. Will assist Director with creation of academic and career development programming for all student-athletes, including encouraging student-athletes to strive for academic excellence and social discipline. As liaison with appropriate University programs, services and activities, the incumbent will monitor the academic progress of student-athletes, and provide special assistance, including private counseling, arranging for tutors, and other types of academic support services. Must possess excellent communication skills and have a thorough knowledge of University programs and NCAA regulations. Master's degree in Psychology, Counseling or related field plus three years of academic counseling/advising experience is required, preferably with student-athletes.

We offer a competitive salary and benefits package, including 100% tuition remission. For consideration, submit resume online at www.jobnet.com/temple or e-mail (referencing Req. #541-9) to Temple@jobnet.com (no attachments please). You may also send a resume to **Allyson Saccomandi, Director, Employment, 1601 N. Broad Street, 203 USB, Phila., PA 19122.**
EOE, m/f/d/v.

WAUBONSEE COMMUNITY COLLEGE

INSTRUCTORS
Fall 2000
Full-Time, Tenure Track

Waubonsee Community College is seeking candidates for full-time, tenure track faculty appointments beginning August 23, 2000 in the following areas. Unless otherwise noted, all positions require a Master's Degree in a related field and two years teaching experience and/or applied business or field experience in addition to other qualifications listed. Experience at the community college or university level is desirable for all positions.

- **COUNSELOR:** Experience with GIS/Discover, Strong and Meyers-Briggs assessment tools also required.
- **CRIMINAL JUSTICE:** Police experience desirable.
- **EARLY CHILDHOOD DEVELOPMENT/EDUCATION:** Experience supervising students enrolled in practicums desirable.
- **ECONOMICS/BUSINESS ADMINISTRATION**
- **ENGLISH**
- **HISTORY:** Preference will be given to candidates with the qualifications to teach both American and European history courses.
- **INFORMATION SYSTEMS/MICROCOMPUTERS:** Programming or microcomputer/Internet experience required.
- **LIBRARIAN:** Knowledge of current and emerging library technologies and Web page development desirable.
- **OFFICE CAREERS:** Experience with a wide variety of software applications and other office skills required.
- **POLITICAL SCIENCE/HISTORY:** This instructor position serves as the advisor to the Model Illinois Government student organization.
- **PSYCHOLOGY**
- **SOCIOLOGY**

Review of applications will begin March 1, 2000 and applications will be accepted until the positions are filled. To maximize the opportunity for selection, the following information should be forwarded to the Office of Human Resources as quickly as possible: Letter of interest, resume and completed college application form. Call, write or visit our website to request an application packet.

(630) 466-7900, Ext. 2914
Office of Human Resources
WAUBONSEE COMMUNITY COLLEGE
Rte. 47 at Harter Road
Sugar Grove, IL
60554

eoe

"Celebrating Excellence"

http://www.wcc.cc.il.us

Chancellor

Ivy Tech State College - Columbus

...by providing quality technical education to students across Indiana and by providing a dynamic and exciting work environment where your contribution is appreciated.

Because We Make A Difference

Ivy Tech is seeking a dynamic and visionary leader to serve as Chancellor for the Columbus, Indiana region.

Ivy Tech State College is Indiana's third largest public post-secondary institution with 23 campuses located throughout the state. Ivy Tech will enroll over 70,000 students statewide this academic year and offers the Associate of Science and Associate of Applied Science degrees, Technical Certificates, industry and skill-specific certifications, and business, industry, and apprenticeship credit and non-credit training.

The Columbus campus is located in an Indiana community that is home for two Fortune 500 company headquarters. Known for its architecture, the Columbus community is also focused on enhancing its "educational system" - K-99. A community education coalition, including business, industry, community and education representatives, is active. In addition to Columbus, this campus also serves the counties of Bartholomew, Jennings, Decatur, Jackson, and Brown. The service area has experienced very low unemployment rates for the past several years.

The Ivy Tech system is administered by a President within the policies established by a state board of trustees. Each geographic region of the state (typically 4 to 8 counties) is administered by a Chancellor, who meets regularly with and receives advice, counsel, and direction from a regional board of trustees.

The College seeks applications and nominations for the position of Chancellor for the region served by the Columbus campus. The Chancellor provides the vision, planning, and leadership to assure that the educational and training needs of the students and employers in the Columbus and the surrounding area are met. The Chancellor will provide executive oversight for the deans and directors assigned to the academic affairs, student affairs, business affairs, human resources, facilities management, public relations, business and industry training, and development functions of the regional administration. The Chancellor will establish and maintain a positive presence in the academic, business, and service communities and provide personal leadership in the development (fund-raising) efforts of the College.

Qualifications:

A Master's degree in education, public administration, business administration or a related field is required. A Doctorate and previous post-secondary teaching experience are preferred.

Position requires substantial leadership and management experience, preferably in a post-secondary educational environment. Previous experience with budget development and administration are pluses.

The successful candidate will be a visionary, have strong interpersonal skills, a collaborative working style and the ability to effectively interact with faculty, staff, students, trustees, state and local college administrators, legislators, and the general public.

Ivy Tech offers a comprehensive compensation package, including TIAA-CREF. To ensure consideration, submit a letter of application that describes your educational management philosophy and your salary requirements by **February 29, 2000**, however, applications may be considered until the position is offered. To apply, send application materials to:

Carolyn Pitt
Director of Human Resources
4475 Central Avenue
Columbus, IN 47203

Ivy Tech is an Accredited/
Equal Opportunity/Affirmative Action
State College

IVY TECH STATE COLLEGE

Go Further Faster

FLORIDA
GULF COAST
UNIVERSITY

NURSING FACULTY

FGCU, the newest university in the State University System, opened on August 25, 1997. Our faculty are expected to have an openness to alternative teaching systems and technology, a student-focused philosophy of education, a commitment to diversity, and a collegial working style.

Instructor/Assistant/Associate/Full Professors, Pos.# 12089 (2 positions available). Desired specialty areas include Maternal Child and Community. **Min. Req'd:** Master's degree in nursing from an accredited institution. FL license (or eligibility), three years practice experience. **Prefer:** An earned doctorate, undergraduate & graduate teaching experience, & experience with alternative teaching systems & technology. (9-or 12-mo. appointment)

Instructor/Assistant/Associate/Full Professor, Pos. # 10155. Desired specialty is Family Nurse Practitioner. **Min. Req'd:** An earned doctorate from an accredited institution. Florida license (or eligibility), three years practice experience. **Prefer:** Graduate teaching experience & experience with alternative teaching systems and technology. Family Nurse Practitioner Certification. (12-month appointment)

SPECIAL POSITION NOTES: Appointments will be made at faculty ranks commensurate with the candidates' experience on multi-year appointments, available August 7, 2000

TO APPLY: Submit two packages (one original and one photocopy), each package must include a letter of interest, curriculum vitae and a list of five references postmarked by the **deadline date of March 15, 2000** to **FLORIDA GULF COAST UNIVERSITY, Pos. #, HR, 10501 FGCU Blvd. South, Ft. Myers, Fl 33965-6565.** Finalists will be req'd to provide official transcripts. Visit our website at www.fgcu.edu or call the 24-hr jobline at 941-590-1111 for add'l info.

FGCU is an EO/EA/AAI which has a commitment to cultural, racial, and ethnic communities and encourages women and minorities to apply. It is expected that successful candidates share this commitment.

THE ART INSTITUTE OF BOSTON AT LESLEY COLLEGE

Graphic Design Faculty

Applications are invited for a Graphic Design faculty position at the Assistant Professor level. Full-time, renewable appointment, beginning Fall 2000. MFA required, with some college teaching and professional experience. Candidate must be an excellent designer, and have the ability to teach a broad range of undergraduate courses in graphic design and typography, from basic visual and conceptual development through advanced professional preparation. Responsibilities include advising, departmental planning, and curriculum development. Application review begins February 15, 2000 and continues until position is filled.

Send letter of application, resume, 20 slides of professional and students' work (and return envelope) to: **Design Search, The Art Institute of Boston at Lesley College, 700 Beacon Street, Boston, MA 02215.**

Illustration Faculty

Applications are invited for an Illustration faculty position at the Assistant Professor level. Full-time, renewable appointment begins Fall 2000. MFA required with some college teaching and professional achievement. Share in teaching, advising and shaping an undergraduate program that includes both illustration and animation. Strong artistic skills in drawing, painting and mixed media, along with a basic understanding of digital imaging is desired. A/D February 15, 2000 and continues until the position is filled.

Send letter of application including, resume, teaching philosophy, 20 slides of professional and students' work (and return envelope) to: **Illustration Search, The Art Institute of Boston at Lesley College, 700 Beacon Street, Boston, MA 02215.** *Lesley College is committed to developing a faculty, curriculum and pedagogy that reflects the increasing diversity of our community. Lesley College is an equal opportunity employer.*

LESLEY

www.lesley.edu

DEAN OF STUDENT SERVICES

The Dean for Student Services is the chief Student Services officer on the campus and is responsible to the campus Provost for coordination,supervision, and/or general oversight for student services staff and functions including: Enrollment and Registration Services, Financial Aid, and Student life. The Dean is also responsible for coordinating with other College offices and staff for maintaining consistency and quality of college-wide services for student.

Master's degree from an accredited college or university in student services area (i.e. counseling, higher education administration, or student personnel) required; doctorate preferred. Minimum of five years of progressively responsible administrative experience in Student Services required. Experience must include supervision of professional and support staff as well as budget and fiscal management experience.

STARTING DATE: ASAP
APPLICATION DEADLINE:
February 25, 2000

Salary: $53,023+ with excellent benefits

For your application to be considered, please reference Position #00-158 and provide the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of three professional references (names, addresses, telephone numbers) to:

Judy Chastonay Human Resources Department
3251 Panthersville Road
Decatur, GA 30034.

For more information on Georgia Perimeter College, please visit our website at: http://www. gpc.peachnet.edu

Georgia
Perimeter
College.

An Associate Degree Granting College of the University System of Georgia

AA/EOE/ADA

CSU Cleveland State University

Assistant Professor

Curriculum and Instruction

Tenure-track faculty position as an Assistant Professor in the Department of Curriculum and Foundations in the College of Education at Cleveland State University, Cleveland, Ohio. **DUTIES:** Teaching undergraduate and graduate courses in curriculum theory and instruction and undergraduate courses in secondary methods and classroom management; supervising limited class-related field experiences; and advising students. **REQUIREMENTS:** Earned doctorate in education with an emphasis on curriculum, teacher education, secondary education or equivalent field (completed no later than August 15, 2000); minimum of three years of K-12 teaching experience; experience in multicultural and/or urban settings; evidence of or potential for scholarly productivity. **PREFERRED QUALIFICATIONS:** University teaching experience; interest in distance learning; experience in or potential for securing extramural funding; 3 years teaching experience in grades 7-12; expertise in teacher preparation, curriculum theory and secondary methods; commitment to innovative, collaborative teacher education programs including field-based operation; expertise in diverse instructional strategies (e.g., constructivist, reflective and critical teaching models); experience with the use of technology and/or distance learning in instructional delivery. **ADDITIONAL RESPONSIBILITIES:** In addition to the specific duties associated with the position, all successful candidates are expected to conduct research; pursue publication and external funding; contribute to the College's doctoral program in urban education; and provide service to professional associations, the University and the local community. University-school partnerships are encouraged. **SALARY AND BENEFITS:** Commensurate with entry-level appointment at the rank of assistant professor. Nine-month, tenure track positions include a competitive benefits package and frequent summer appointments if desired. **APPLICATION PROCEDURES AND PROCESS:** To apply, please send a letter of interest, curriculum vitae, three current letters of reference and official copies of all college transcripts to: **Dr. David Adams, College of Education, Curriculum and Foundations, Cleveland State University, 1860 East 22nd Street, Cleveland, Ohio 44114-4435.** Review of all applications will begin February 18, 2000; position open until filled. Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

UCLA

VICE PROVOST FOR INTERNATIONAL STUDIES AND OVERSEAS PROGRAMS

UCLA invites nominations and applications for the position of Vice Provost for International Studies and Overseas Programs (ISOP), effective July 1, 2000.

The Vice Provost has responsibility for the coordination and direction of UCLA's programs in international and area studies. In June 1999, the new position of Vice Provost was created to strengthen UCLA's commitment to international and area studies and to enhance opportunities for effective collaboration among all academic units active in this critical part of the university's mission.

ISOP includes eleven multidisciplinary research centers: five centers on Africa, Latin America, the Near and Middle East, International Relations and East Asia are supported by Title VI funds; six other centers focus on China, Japan, Korea, Southeast Asia and the Pacific Rim. As a central part of its mission ISOP works closely with programs in the professional schools, including the Center for International Business and Education Research (CIBER) in The Anderson School of Management.

ISOP also includes the International Development Studies Program, the South Asia Studies Committee, the Education Abroad Program and the Language Resource Program. ISOP coordinates the activities of the International Visitors Bureau and the International Student Center, oversees all formal UCLA international academic exchange and research agreements, and provides liaison with extramural agencies/Federal government, other institutions of higher education, learned societies, private foundations and community organizations/active in international and foreign area studies.

The Vice Provost, who has administrative, budgetary, personnel and physical resource responsibility for ISOP and its various components, reports to the Provost of the College of Letters and Science. An internal advisory committee of deans and faculty advises the Vice Provost on matters of policy, governance and resource allocation. An external advisory council advises and assists the Vice Provost in developing and maintaining relationships with external constituencies. The Vice Provost participates in campus-wide planning in the College and with the deans of the professional schools.

Applicants should have qualifications appropriate to the rank of full professor and high visibility in scholarly and other communities of importance to international and area studies. Candidates should have demonstrated capacity for academic leadership and for engaging constituents at the local, state, national and international levels. Salary will be commensurate with background and experience.

For additional information, please go to:
http://www.apo.ucla.edu/apoweb/vice provost-isop/

To be ensured full consideration, nominations and applications should be sent by March 15, 2000 to:

Ms. Shelly Weiss Storbeck
Vice President and Managing Director
AT Kearney, Inc.
ISOP Vice Provost Search
333 John Carlyle Street
Alexandria, Virginia 22314
Facsimile: (703) 518-1782
E-mail: shelly.storbeck@atkearney.com

Please review the Position Description as well

UCLA is an Equal Opportunity Employer

Miami University of Ohio

Director of Admission

Miami University, established in 1809, is the seventh oldest, state-assisted university in the nation, with a clear emphasis on undergraduate instruction and a strong liberal arts education. A selective public institution that has been ranked eighth by U.S. News and World Report in terms of excellent teaching institutions, Miami University serves approximately 14,800 undergraduates and 1,400 graduate students. Miami offers Bachelor's degrees in nearly 100 areas of study within six divisions. Located in the small town of Oxford, Ohio, about one hour from Cincinnati, the vibrant Oxford community offers many opportunities for cultural, sporting and outdoor activities.

The Position: Reporting to the Associate Vice President for Enrollment Services, the Director of Admission will work closely and collaboratively with other members of the University community, particularly student financial assistance and enrollment technology and research, to develop and implement strategic admission initiatives for this selective public institution. The Director will manage an admission staff of 40, prepare budgets, and provide leadership and direction in identifying viable market segments, developing marketing packages, performing research and analysis of enrollment data, and implementing innovative recruitment strategies. The Director is responsible for identifying technology to effectively market the institution, providing analysis and assessment of operations, and serving as a national spokesperson for Miami University.

Qualifications: It is preferred that the successful candidate possess an advanced degree, along with seven to ten years of progressively responsible admission experience. A proven track record of enrollment growth, a clear understanding of enrollment theory and practice, and excellent supervisory and leadership skills will be strong factors in the selection of the Director. The person in this position will also possess an understanding of national trends in admission, the vision and skill to lead a complex admission program at a selective institution, and an appreciation, passion, and personal commitment to diversity with a vision for what that means to an institution of higher education.

Application and Nomination: Review of applications will begin on February 18, 2000 and will continue until the position is filled. Nominations of individuals for this position may be made to The Spelman & Johnson Group as indicated below. Applications for this position should include two copies of a resume and cover letter and should be sent to:

The Spelman & Johnson Group
Miami University of Ohio, Director of Admission (M)
Martha Smiles, Associate
38 Mulberry Street, Box 304, Leeds, MA 01053
Phone: 413-584-7089/email: mail@spelmanandjohnson.com
Applications may be received on-line at: www.spelmanandjohnson.com

Visit Miami University's website at www.muohio.edu

Miami University
is an Equal
Opportunity/Affirmative
Action Employer

THE SPELMAN & JOHNSON GROUP

RIO HONDO COLLEGE, Whittier, CA
has the following positions available:

- **Dean, Instructional & Student Services Support**
Closing Date: 3-21-00 Salary Range: $6,866.- $8,369./mo.

FACULTY FULL-TIME

- **Librarian** - Closing Date: 3-6-00
- **Speech** - Closing Date: 3-21-00

Salary dependent academic background and educational experience.

Call Job Line (562) 692-3677 or (562) 908-3405 Human Resources. EEO

ARAPAHOE COMMUNITY COLLEGE

Academic Advisor for International Students: Arapahoe Community College is seeking an Academic Advisor for International Students. An earned Bachelor's Degree in Psychology, Education or related field from an accredited college or university and one year related experience in advising or counseling International Students is required. Salary is based on education and experience as related to the 1999-2000 Administrative Salary Plan. The anticipated hiring range is $25,000 to $30,000. Starting date is July 1, 2000 or sooner. Closing date for applications is **February 29, 2000**. For information and application packet call, write or e-mail **Arapahoe Community College, Human Resources Office, 5900 S. Santa Fe Drive, P. O. Box 9002, Littleton CO 80160-9002, (303) 797-5720, mbeebe@arapahoe.edu.** –AA/EEO EMPLOYER–

Princeton University

Associate Director
Office of Career Services

The incumbent will serve as a member of the leadership team of the Office of Career Services, which serves approximately 4,600 undergraduate and 1,760 graduate students, and will assist in fulfilling the department's mission and goals. He or she will assist the director in office operation and fiscal management, including: making recommendations regarding the operation of the office; assisting with aspects of budget management and strategic planning; overseeing the internship area of the office which includes the supervision of at least one professional counselor; coordinating the training needs of all the counselors; and managing the coordination of survey implementation for current students and alumni. He or she will also assist in preparing materials to be used for instructional and public relations purposes. The individual will provide counseling in both career development issues and graduate school opportunities and application processes. Also, the individual will be responsible for the management of the office in the absence of the director.

The successful candidate must have a graduate degree and at least 3 years (5-7 years of experience strongly preferred) of progressively responsible career development and employment recruiting experience, which includes administrative responsibilities and the supervision of staff. A working knowledge of career development theory and familiarity with a variety of career-interest inventories is required. Incumbent must possess the capacity for effective collaboration and communication with students, faculty, administrators and employers. Demonstrated ability to work both independently and as a contributing member of a team is required. Experience with information technology, including the use of the Internet as a counseling tool, team-building project management and the ability to manage multiple priorities is needed. A high degree of familiarity with a variety of software packages for word-processing, spreadsheets, databases (Microsoft Office preferred), and Web site creation (e.g., HTML, Claris, Homesite, Front Page) is needed. The ability to write clearly and concisely is also required. For full consideration, applications (resume, cover letter and the names of 3 references) should be received by MARCH 6, 2000.

Princeton provides an exceptional benefits package. Interested candidates should submit a scannable resume on plain white paper with standard 12 pt. New Times Roman or similar font and salary requirements to: **Human Resources, Clio Hall/99-0627-CHE, Princeton University, Princeton, NJ 08544-5264.** For more information on how to apply, please see our Web site at: http://www.princeton.edu/hr/howtoapp.htm or call our Employment Opportunities Hotline at (609) 258-6130. NO FAXES, PLEASE. An equal opportunity employer.

THE UNIVERSITY OF NEBRASKA AT OMAHA

ASSOCIATE VICE CHANCELLOR FOR RESEARCH & DEAN FOR GRADUATE STUDIES

The University of Nebraska at Omaha (UNO) is one of four campuses in the University of Nebraska and is located in the heart of Nebraska's largest metropolitan area. In the University of Nebraska there is a single Graduate College that functions on all four campuses. The executive vice president and provost also serves as Dean of the Graduate College and in that capacity presides over the university-wide graduate faculty and its elected Executive Graduate Council. On each campus a graduate council supervises programs and other matters of local concern within the framework of the governance document and policies of the Graduate College.

On the UNO campus there are 347 members of the graduate faculty and 53 different graduate degree programs, including three doctoral programs. Graduate student enrollment is over 2600.

The Associate Vice Chancellor for Research and Dean for Graduate Studies reports to the Vice Chancellor for Academic Affairs. The Associate Vice Chancellor for Research is responsible for encouraging and supporting efforts to obtain external funds for instruction, research and service; supporting the objectives of the University Committee on Research; and supervising the staff of the Office of Sponsored Programs and Research. As campus Dean for Graduate Studies, the individual in this position is responsible for the welfare of all graduate programs on the UNO campus and for implementing the policies of the Graduate Faculty and their elected representatives on the Graduate Council. The campus dean also supervises the staff of the Office of Graduate Studies.

Preferred qualifications include an earned doctorate; a distinguished record of scholarship to qualify for professorial rank and for membership as a Fellow in the Graduate Faculty; and academic administrative experience at the departmental level or higher, preferably in a graduate and/or research program. The individual in this position will be expected to have a strong commitment to the role of faculty governance, to collaboration with the deans of the academic colleges, and to the university's mission as a metropolitan institution of distinction.

Nominations and applications should be sent to: **Dean John Christensen, Chair, Search Committee, KH 334, University of Nebraska at Omaha, Omaha Nebraska 68182-0161, FAX (402) 554-2879.** Applications should include a letter discussing experiences and accomplishments relevant to this position, a vita and the names, addresses and telephone numbers of three references. Review of applications begins on 3-15-2000 and will continue until the position is filled. UNO is an equal opportunity employer.

DIRECTOR, Student Financial Services

Massachusetts Institute of Technology, Cambridge, Massachusetts

The Massachusetts Institute of Technology (MIT) seeks a creative policy maker and skillful manager as Director to lead its Department of Student Financial Services. The Director will lead in formulating and articulating MIT financial aid policy and will oversee the efficient provision of financial aid services. The Student Financial Services Department has responsibility for guiding a wide range of student financial services, including the maintenance of the financial record, processing financial aid, billing and collecting tuition and fees, disbursing and collecting loan funds, donor relations related to scholarship funds, and student employment. The Director will manage a department of approximately 40 full-time professionals and report to the Dean of Students and Undergraduate Education (ODSUE).

Qualifications will include an undergraduate degree from an accredited institution, with an advanced degree preferred; a record of achievement in the development and implementation of financial aid policies, formulas, and procedures, preferably in a needs-blind admissions and a needs-based financial aid environment; participation in regional and national committees within the financial aid community that define financial aid policies; a record of success as a manager of financial and human resources, including experience working with sizable financial aid budgets, office administrative budgets, large staffs including student assistants, and building motivated and skilled teams; accurate record maintenance and financial accounting and facility in governmental/regulatory authority compliance and reporting.

A complete position description is available at www.execsearches.com Please submit letters of application and resumes to: Beverly Brady, Associate, Isaacson Miller, 334 Boylston Street, Suite 500, Boston, MA 02116; fax: (617) 262-6509; e-mail: bbrady@imsearch.com

MIT is an affirmative action, equal opportunity employer

FACULTY POSITIONS

Oakton Community College, located in Des Plaines and Skokie, is dedicated to excellence in teaching and learning. In support of different learning styles, evolving technologies, multicultural perspectives and diversity we have the following faculty positions open:

Tenure track positions available for the 2000-2001 academic year:

Chemistry (One Position)

Teach introductory and first-year chemistry. Qualification: MS in chemistry, chemistry education, or chemical engineering.

Electronics (Computer Hardware) and Local Area Networks (One Position)

Qualifications: BS degree in electrical engineering, electronics engineering technology or related computer technology. 3+ years of work experience required.

Mathematics (Two Positions)

Teach courses from developmental mathematics through calculus, differential equations and computer science classes.

Qualification: Master's degree in mathematics or mathematics education with a minimum of 18 graduate hours in mathematics education, strong communication and presentation skills.

Physics and Mathematics (One Position)

Qualifications: BS and MS degree in physics required and 18 graduate hours in mathematics or MS degree in mathematics and 18 graduate hours in physics.

Spanish (One Position)

MS degree in Spanish or related field and near-native fluency.

One-year positions available for the 2000-2001 academic year:

Graphic Design (One Position)

Qualifications: Master's degree in photography or art and one year of work experience in computer environment, or bachelor's degree and two years of work experience.

World Wide Web and CIS (One Position)

Qualifications: Bachelor's degree in a relevant discipline and a minimum of 3 years of relevant work experience.

For expanded qualifications, the application process, and more about Oakton, visit our website at www.oakton.edu.

Preference will be given to candidates with an advanced degree, certifications, or teaching experience.

Review of applications will begin on February 28, 2000 and will continue until the positions are filled

To request an application, please contact:
Craig Ahrndt, Human Resources, Oakton Community College, 1600 E. Golf Rd. Des Plaines, IL 60016

847-635-1676 • Fax: 847-635-1764
E-mail: facsearch@oakton.edu

Oakton Community College is an equal opportunity employer and encourages applications from traditionally underrepresented groups.

FOOTHILL-DE ANZA COMMUNITY COLLEGE DISTRICT

Foothill-De Anza Community College District is inviting applications for the following management and faculty positions:

MANAGEMENT

Dean, Distance and Mediated Learning (Foothill College)
Dean, Fine Arts and Communication (Foothill College)

FACULTY

Accounting Instructor, De Anza College
Aquatics Coach/PE Instructor, Foothill College
Choral and Music Performance Instructor, Foothill College
Computer Applications & Office Systems Instructor (CAOS), De Anza College
ComputerInformation Systems Instructor, De Anza College
Computer Information Systems Instructor, Foothill College
Child Development Instructor (2 positions), De Anza College
EMT/Paramedic Instructor, Foothill College
English/Creative Writing Instructor, Foothill College
ESL Instructor (3 positions), De Anza College
Graphic Design/Interactive Design Instructor, De Anza College
History/Western Civilization Instructor, Foothill College
Intercultural Studies Instructor, De Anza College
Internet Instructor, Foothill College
Mathematics Instructor (4 positions), De Anza College
Mathematics Instructor, Foothill College
Ornamental Horticulture Instructor, De Anza College
Photography & Digital Imaging Instructor, De Anza College
Radiologic Technology Instructor, Foothill College
Reading Instructor, De Anza College
Spanish Instructor, De Anza College
Speech Communications/Forensics Instructor, Foothill College
Special Education Instructor, Foothill College
Studio Art Instructor, Foothill College
Technical Communications Instructor, De Anza College
World Music Instructor, De Anza College

For more information on each of these positions, contact::
Employment Services
Foothill-De Anza Community College District
12345 El Monte Road, Los Altos Hills, CA 94022
(650) 949-6217 or employment@fhda.edu
Website:wwwfh.fhda.edu/district/hr/employment.html
AA/EOE

UNIVERSITY OF OREGON

DIRECTOR
OFFICE OF STUDENT FINANCIAL AID

The University of Oregon seeks an experienced leader to serve as director of Student Financial Aid. The director provides leadership in determining student aid eligibility, setting policies and procedures for awarding funds, maintaining fiscal integrity, and insuring compliance with applicable rules, regulations, and laws. The director provides leadership in developing and maintaining strong student-centered services and is expected to assist the campus in achieving enrollment goals.

The successful candidate will have:

- A master's degree from an accredited institution and at least seven years of college student financial aid experience.
- Demonstrated success integrating financial aid and scholarship strategies to effectively meet institutional enrollment goals.
- Demonstrated ability to lead staff in providing student-centered services.
- Demonstrated extensive knowledge of Title IV federal financial aid regulations.
- Demonstrated strong communication and team building skills.
- Demonstrated success using desktop and mainframe computer systems to manage financial aid programs.

Applications from women or persons of color are encouraged. Applicants submit: letter of application, resume and the names, addresses and phone numbers of at least three references to: **CHAIR, Director of Financial Aid Search Committee, 1278-University of Oregon, Eugene, OR 97403-1278.** Review of applications begins February 29, 2000 and will continue until the position is filled.

QUEENS COLLEGE

Worker Education Program

The Queens College Worker Education Program seeks three professionals to help provide higher education opportunities for working adults at its mid-Manhattan facility. Queens College works closely with unions to develop a supportive environment and a strong learning community. Students enroll in liberal arts courses and major in Labor Studies, Urban Studies, or Applied Social Science.

Director, Extension Center
The Director is responsible for administration of the Center, including supervision and overseeing staff and program. Baccalaureate degree required, with 6 yrs exp in higher ed administration; advanced degree and prior exp in worker ed preferred. Salary: $42,616–$59,039.

Associate Director, Labor Resource Center
One-year appointment; reappointment subject to funding. The Associate Director is responsible for developing/supervising implementation of the projects/programs of the Labor Resource Center, including supervision of staff and publishing the Center's journal. Baccalaureate degree required, with 6 yrs exp in higher ed; advanced degree and prior exp in worker ed preferred. Salary: $42,616-$57,049.

Counselor, Extension Center
The Counselor provides students with admission, registration, and academic support. Baccalaureate degree required, with 4 yrs exp in higher ed administration; advanced degree and worker ed exp preferred. Salary: $32,703–49,902.

Salaries commensurate with exp; exc benefits. Please submit resume and cover letter by Feb. 29, indicating position being applied for, to Dr. Gregory Mantsios, Queens College Worker Education Extension Center, 25 West 43rd Street, 19th Floor, New York, NY 10036. *AA/EOE/IRCA/ADA*

DEANS OF ACADEMIC AFFAIRS

Palm Beach
Community College

Palm Beach Community College, Florida's first public community college which serves a large and diverse population in South Florida invites applicants for two positions of Deans of Academic Affairs for its Palm Beach Gardens and Boca Raton Campus locations. Reporting to the Vice President of Academic Affairs, the Deans will be responsible for administering all academic programs including the Center for Personalized Instruction and the Library Learning Resources Centers. The Deans will also be responsible for preparing, administering, and monitoring the budget; selecting, recommending, and supervising departmental personnel, including Associate Academic Deans, Department Chairs, Program Leaders, faculty and staff. Will interpret college policy, participate in grievance proceedings, and serve on internal and external committees and task forces.

QUALIFICATIONS: Graduation from an accredited four-year college or university with a Master's degree in related area is required. A minimum of five years of community college experience including full time teaching and a minimum of three years of progressive administrative experience is also required.

Review of Application will begin March 10, 2000. To apply, please submit an application, detailed resume and/or letter of intent with a copy of transcript to: **Manager, Employment, Palm Beach Community College, 4200 Congress Avenue, Lake Worth, FL 33461. FAX: 561-439-8202**

Visit our website www.pbcc.cc.fl.us

Palm Beach Community College is an Affirmative Action, Equal Opportunity, ADA Employer, committed to fostering a diverse academic community among its students body, faculty, and staff.

AMHERST
COLLEGE

ASSOCIATE DIRECTOR OF MAJOR GIFTS

Amherst College invites nominations and applications for the position of Associate Director of Major Gifts in the Office of Development, reporting to the Director of Major and Planned Gifts.

Position will have as primary responsibilities the design and execution of cultivation and solicitation strategies necessary to secure six and seven-figure outright and deferred gifts from individuals. Additional responsibilities include the identification of new prospects, the organization of special projects and events, and other assignments in support of the development program of the College.

This officer will be a senior member of the development team, participating in the implementation of strategies related to Amherst's capital giving program. This will involve frequent contact with alumni leaders, faculty and College officers.

QUALIFICATIONS: Minimum three to five years of experience in non-profit fundraising with progressively responsible leadership experiences; a proven track record of successful major gift solicitations; strong interpersonal and communication skills; the ability to work independently and creatively within established guidelines, while at the same time functioning as a member of a team in a complex fundraising organization. Knowledge of charitable remainder trusts and other deferred gifts plans is desirable. Extensive travel, including some weekend work, will be required. The successful candidate will have a clear understanding and appreciation of the role of a private liberal arts college, a commitment to its missions, and the personal intellectual skills necessary to articulate institutional needs to its various constituencies.

Inquiries, nominations, and applications (which should include a current resume and the names and addresses of three references) should be sent to: **Office of Human Resources, 201 Converse Hall, Box 5000, Amherst College, Amherst, MA 01002-5000.** A review of applications will begin on March 15, 2000 and continue until the position is filled.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and disabled persons to apply.

ALUMNI RELATIONS ASSISTANT DIRECTOR

New Jersey City University is a multipurpose, urban-oriented state funded, four year co-educational institution of higher education with an enrollment of over 8,500. It is located in Jersey City, New Jersey within 15 miles of the cities of Elizabeth, Newark and Paterson in New Jersey and the Boroughs of Manhattan, Brooklyn and Staten Island in New York.

Development & Alumni Office in the Division of University Advancement is seeking applicants for the position of Assistant Director of Alumni Relations.

The Assistant Director is responsible for the management and operation of the University's Alumni programs. He/she directs the programs and activities of the Alumni board as well as Alumni clubs and constituent groups.

QUALIFICATIONS: Bachelor's Degree required; advanced degree preferred. Excellent communication skills mandatory. Highly motivated and detail oriented. Experience in program development and volunteer management. One to three years experience in higher education. Personal computer experience is mandatory.

TO APPLY: Submit a cover letter, resume, and the names, addresses and phone numbers of three (3) professional references to:

Dr. Bruce Naidoff, Director of Development
New Jersey City University
2039 Kennedy Blvd., Jersey City, NJ 07305

NO PHONE CALLS, please.
Applications will be received until the end of business on March 7, 2000.
New Jersey City University is an AA/EO Employer

NEW JERSEY
CITY
UNIVERSITY

Florida State
UNIVERSITY

POSITION ANNOUNCEMENT

The Florida State University Panama City Campus, located 100 miles west of Tallahassee on beautiful North Bay, provides opportunities for undergraduate and graduate study in 9 bachelor's and 16 master's programs. To complement the local community college, the Panama City Campus offers courses at the junior and senior levels only. Applicants for admission must complete the lower division coursework prior to transfer to the Panama City Campus. The Panama City Campus strives to offer a personalized approach to instruction and facilitate interaction among students and faculty. The College of Education seeks accomplished, motivated, enthusiastic, and energetic candidates for the following position(s) for its Panama City Campus program.

ASSISTANT IN INSTRUCTION FOR ELEMENTARY EDUCATION (TWO NON-TENURE EARNING POSITIONS)

The Florida State University College of Education Department of Educational Theory and Practice is searching for two (2) non-tenure earning faculty members for Assistants in Instruction for the Elementary Education Program at the Panama City Campus. The positions require: teaching undergraduate courses and possible graduate courses in elementary education; service on departmental and/or student committees; supervision of field experiences; involvement and service to the educational community; and advising undergraduate and/or graduate students.

Minimum qualifications include: earned doctorate in Elementary Education (preferred) or related field such as Curriculum and Instruction, Child Development or Educational Psychology; three years public school teaching experience; experience with elementary age children; evidence of continuous scholarly growth; willingness to work cooperatively in collegiate endeavors; and ability to teach methods courses in one or more of the following; mathematics, science, technology, reading, language arts, or second language acquisition (ESOL).

Applications must be postmarked by February 18, 2000. Starting date for positions is fall semester 2000. Send resume, three letters of recommendation and an official transcript to: Dr. **Vivian Fueyo, Chair, Elementary Education Search Committee, Department of Educational Theory and Practice, 115 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4457.** For further information contact her at **850-644-5458, FAX 850-644-7736 or e-mail vfueyo@mailer.fsu.edu.**

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WILLIAMS COLLEGE

Director of Admission

Williams College invites applications and nominations for an experienced admission professional to lead its Office of Admission. The Director of Admission is responsible for the recruitment, selection and enrollment of new students at one of the nation's preeminent undergraduate liberal arts colleges. Williams College is committed to need-blind admission, to need-based financial aid, and to meeting the full need of students qualifying for aid. The Director is an integral part of the College's administrative team, reporting to the Provost.

Candidates are expected to have five or more years of experience in admissions at a college or university, an in-depth knowledge of admission issues facing liberal arts colleges, a commitment to a diverse campus community, and a record of achievement that includes evidence of successful planning, creative problem solving and effective management. Experience and creativity in the use of technology in the admission process and a facility with admission research and analysis are desirable. The Director is expected to be an effective communicator for the College with prospective students and their parents, college counselors and the admissions profession, alumni, faculty and colleagues. He or she supervises a staff of fifteen and is responsible for a department budget of $1.25 million.

Williams College is a highly selective, undergraduate, residential, privately endowed, coeducational liberal arts college located in Williamstown, Massachusetts. With roughly 2,000 undergraduates and 200 tenure-track faculty, Williams has an operating budget of $105 million and an endowment of roughly $1 billion.

Availability: the anticipated starting date is July 1, 2000. Review of applications will begin March 1, 2000.

TO APPLY: Candidates should submit a letter of application, resume and the names, addresses, and telephone numbers of three professional references to:

Employment Manager , Department of Human Resources
15 Park Street, Williamstown, MA 01267-2114
fax # (413) 597-4060; e-mail: hr@williams.edu; www.williams.edu.

Questions regarding the position can be directed to the chair of the search committee:

Catharine B. Hill, Provost
P.O. Box 666, Williamstown, MA 01267
e-mail: chill@williams.edu.

Williams College welcomes diversity.

ST. LOUIS COMMUNITY COLLEGE

POLITICAL SCIENCE/SOCIAL SCIENCE

INSTRUCTOR/ASSISTANT PROFESSOR, St. Louis Community College at Florissant Valley. Requires a Masters degree in political science or related field; prefer experience in college teaching integrating technology in political science curricula. Ability to teach more than one social science discipline a plus. Responsibilities include teaching introductory course in American politics and international/multicultural social science courses. Need willingness to work with interdisciplinary faculty team. Duties may include establishing partnerships with high schools and four year institutions.

ENGLISH

INSTRUCTOR/ASSISTANT PROFESSOR, St. Louis Community College at Florissant Valley (two positions). Requires a Masters degree in English or Masters degree with 30 approved graduate semester hours in English or related field. Requires the ability and desire to teach developmental English composition through second year literature course and business/technical writing. Prefer experience in college teaching in a multicultural environment and with computer and other technology in the classroom. Application materials include a cover letter, resume, statement of philosophy on teaching composition, a statement and explanation of a teaching failure and of a teaching success, a syllabus for a college composition I course and a syllabus for a literature course.

JOURNALISM/MASS COMMUNICATIONS

INSTRUCTOR/ASSISTANT PROFESSOR, St. Louis Community College at Florissant Valley. Requires a Masters degree in Journalism or Mass Communications, minor or significant course work in speech communication or English; prefer college teaching and professional work experience. Responsibilities include managing the biweekly campus newspaper and on-line publications for the mass communications program, as well as teaching mass communications courses. May also teach speech communication or English.

COMMUNICATIONS/SPEECH

INSTRUCTOR/ASSISTANT PROFESSOR, St. Louis Community College at Florissant Valley. Requires a Masters degree in speech communication or a related field. Prefer experience in basic course development, intercultural communication, communication assessment procedures and college teaching. May teach the following courses: oral communication, public speaking, small group communication, interviewing, persuasion, interpersonal communication or communication among cultures. Other duties may include development of an intercollegiate forensic team and an oral communication across the curriculum program.

EDUCATION

INSTRUCTOR/ASSISTANT PROFESSOR, Teacher Education, St. Louis Community College at Florissant Valley. Requires a Masters degree in Education with teacher certification and ability to teach at least two of the following courses: Introduction to classroom teaching, Foundations of Education, Art for Children, Music for the Classroom Teacher, Computers in Education, Assisting in the Classroom, and Behavior Interventions with the Exceptional Child. Prefer at least three years classroom teaching experience in K-12 setting and college teaching experience. Statement of teaching philosophy should accompany application materials.

All positions begin August 2000. May teach days/evenings/weekend. Cover letter, resume, copy of graduate transcript and other requested materials must be received by closing date of Feb 25, 2000 at: **St. Louis Community College, Human Resources Dept, 300 S. Broadway, St. Louis, MO 63102. FAX: 314/539-5493, lpowers@stlcc.cc.mo.us, www.stlcc.cc.mo.us** *AA/EOE*

LEADING THE WAY
GAINESVILLE COLLEGE

ASSISTANT VICE PRESIDENT FOR ACADEMIC AFFAIRS

Gainesville College invites applications and nominations for the position of Assistant Vice President for Academic Affairs to assist with the promotion and management of evening programs. Gainesville College, a two-year college of the University System of Georgia, offers classes on and off campus including day, evening, and weekends. It is committed to teaching, service, and support of professional development and campus diversity. For additional information, visit the college homepage at: **http://www.gc.peachnet.edu**

DEAN OF STUDENT SERVICES

SEWARD COUNTY COMMUNITY COLLEGE

Responsibilities: enrollment management, equal access to all student services, student success, resident housing. **Qualifications:** Master's in Student Services/Student Personnel or related area required; doctorate and three-five years upper-level administrative experience preferred. **Start date:** July 1, 2000. **Screening:** late March. Submit a letter of application with salary history, resumé, copy of transcripts, five professional references with addresses and phone numbers, one-page philosophy to: **Office of the President, Seward County Community College, PO Box 1137; Liberal, KS 67905-1137. For information: 316-629-2611 or jgrote@sccc.cc.ks.us.**

EOE/AA

QUEENS COLLEGE

Counseling & Advisement

The Counseling & Advisement Center at Queens College seeks a Specialist/Advisor, starting Fall 2000, to provide support services for students who are at risk of being unable to complete college, including those on academic probation or having difficulty completing requirements or choosing a major. Will develop and maintain referral system of off-campus resources; develop topics and facilitate group workshops; provide short-term intervention for students with substance abuse and other life problems.

BA required, plus two years of experience. Master's degree in counseling, CAC, or MSW preferred, along with higher education experience and experience with diverse populations. This is a 12-month position.

Salary: $26,312-$48,284, commensurate with qualifications and experience; excellent benefits. Please send resume and names of three references by March 15 to Dr. Elizabeth McCaffrey, Director, Counseling & Advisement Center, Queens College, CUNY, 65-30 Kissena Boulevard, Flushing, NY 11367-1597.

AA/EOE/IRCA/ADA

Colorado State University

VICE PRESIDENT FOR RESEARCH & INFORMATION TECHNOLOGY

Colorado State University invites applications and nominations for the full-time position of Vice President for Research & Information Technology (VPRIT), to be available August 1, 2000.

One of five Vice Presidents, the VPRIT reports directly to the President/Chancellor of the CSU System, and serves as the institutional advocate and facilitator for faculty research activities. She/he is responsible for programmatic excellence in research and its integration into the graduate and undergraduate learning experience. The VPRIT coordinates development and realization of institutional research goals that are consonant with Colorado State's Land Grant mission and status as a Carnegie Class I Research University, interacts with our many publics and proactively promotes diversity. Specific responsibilities include:

- Oversight and promotion of external research funding and associated facilities, equipment and infrastructure needs and capabilities, including recognition and retention of faculty.
- Liaison with the Federal and State political and legislative environment.
- Identification of research opportunities and development of interdisciplinary programs.
- Transfer of technology from research endeavors with the assistance of the Colorado State University Research Foundation.
- Oversight of the Graduate School.
- Provide for planning and administrative oversight of the University's Information and Instructional Technology Program in the areas of teaching, research, service and administration.

QUALIFICATIONS: Earned doctorate and eligibility for academic tenure. Demonstrated record of scholarly accomplishment, funded research, graduate student advising, and administrative experience (at least at the Department Head or equivalent level). Demonstrated commitment to, and experience in achieving, diversity goals and objectives. Familiarity with the utilization of information technologies in the academic/research environment is desirable.

Colorado State University is a comprehensive research university, with annual research expenditures in excess of $140 million and a total annual budget of $466 million. With 18,800 undergraduates, 3,452 graduate students, 530 professional veterinary medicine students, and approximately 7,000 employees, CSU is the flagship institution of the Colorado State University System (CSU, the University of Southern Colorado and Fort Lewis College). With its main campus located in Fort Collins, CSU's Denver Center, Agricultural Experiment Station research centers, Cooperative Extension, and State Forest district offices connect the University's research and educational programs to citizenry throughout the State. For more information, please investigate the materials available through the University and VPRIT web-sites: **http://www.colostate.edu/** and **http://www.colostate.edu/Level2/research.htm**

Applications will be accepted until the position is filled; however, to be guaranteed full consideration by the Search Committee, applications must be received by March 24, 2000, and include: letter of application stating applicant's qualifications and nature of interest in the position; a C.V., and names and contact information of three (3) individuals who can comment on the applicant's abilities to assume this leadership role. Applications will be accepted, however, until the position is filled. All applications or expressions of interest will be handled confidentially until the short list of individuals to be invited for on-campus interviews is announced. References will not be contacted without the prior consent of the applicant.

Submit applications to:

Dr. Gordon D. Niswender, Chair
VPRIT Search Committee
Colorado State University
Fort Collins, Colorado 80523-2001

Fax: 970/491-5541

E-mail or voice inquiries should be directed to Search Support at
SPC@research.colostate.edu, or (voice) 970/491-7194.

Colorado State University is an affirmative action, equal opportunity employer.

DIRECTOR FOR STUDENT ACTIVITIES

Responsible for providing leadership and direction for the Student Senate, Child Care Centers, WCLC Radio, student newspaper, co-curricular activities, and student clubs and organizations. REQUIREMENTS include: Master's Degree in Student Personnel Administration or related discipline. Submit a completed application form, current resume, letter of interest, (3) letters of recommendation, and official degree transcripts by March 10, 2000. Contact Human Resources for detailed job posting and/or application form at 847-543-2065 voice; 847-223-5615 TDD; 847-223-0824 fax; or via e-mail at personnel@clc.cc.il.us.

COLLEGE OF LAKE COUNTY
19351 W. Washington Street
Grayslake, IL 60030-1198
EOE/AA/M/F/D/V

WILLIAMS COLLEGE

Chaplain to the College and Coordinator of Community Service

Founded in 1793 and located in the Berkshire hills of northwestern Massachusetts, Williams, a highly selective, coeducational, liberal arts college of 2,000 undergraduates invites applications for the position of Chaplain of the College and Coordinator of Community Service.

Reporting to the Dean of the College and working with 2 half time Associate Chaplains, the Chaplain will head an office widely respected for its initiative in encouraging moral, ethical and spiritual growth while fostering connections with all members of the community. Specific duties include: coordinating regular and special worship services; providing religious, moral and personal counseling to a diverse constituency; supporting and coordinating the work of numerous religious and community service programs.

Williams College takes particular pride in the interfaith character of its chaplaincy and welcomes application from persons of all faiths. Candidates should have five or more years of related experience; hold ordination and a M.Div degree, or their equivalents; have excellent administrative, pastoral and counseling skills with a strong commitment to social service. The review of resumes will begin on February 25, 2000. **Job # 1520-C.**

Williams College welcomes diversity.

Please send cover letter with the names, addresses and phone numbers of three work-related references to:

Employment Manager, 15 Park Street
Williamstown, MA 01267-2114
Phone: (413) 597-2681, Fax: (413) 597-4060
E-mail: hr@williams.edu
www.williams.edu

McHenry County College

VICE PRESIDENT FOR ADMINISTRATIVE SERVICES/ TREASURER

McHenry County College is seeking a professional for the position of Vice President for Administrative Services/ Treasurer. McHenry County College is a public, comprehensive community college offering both credit and non-credit programs. Founded in 1967, the College serves approximately 20,000 credit and non-credit students on a 108 acre campus in Crystal Lake, Illinois. One hour's drive from northwest Chicago and one hour south of Milwaukee, McHenry County is the fastest growing county in Illinois. McHenry County College is committed to serving and supporting students in pursuit of their educational program.

The Position

Reporting to the President and serving on the President's cabinet, the Vice President is the chief financial officer of the institution. The Vice President has oversight for administration and finance including budgeting, purchasing, human resources, administrative information systems, physical plant, campus safety, the campus bookstore, and food service auxiliary enterprise areas. McHenry County College currently has total financial accounts in excess of $29 million with multiple funding sources including the Friends of McHenry County College Foundation. The Vice President will work closely with the President's cabinet, will oversee the College's investment program, and will serve as College Treasurer to the Board of Trustees. The person in this position is also responsible for serving as a liaison to Federal and State agencies with regard to financial matters, for sharing in the development and review of policies recommended by the President to the Board, and for supervising the administration of the institution's collective bargaining agreements.

Qualifications

The successful candidate will possess a Master's degree in business, management, accounting, or a related field, have significant and progressive fiscal experience in a complex educational institution, and extensive experience in budgeting, fiscal affairs, accounting, and administration. A demonstrated ability to successfully manage and develop staff, to work collaboratively with multiple constituents, and to represent the fiscal affairs operations broadly across the College are all important qualifications for the Vice President. Experience with computer based fiscal planning and participatory management, as well as superior interpersonal skills and the ability to think creatively, strategically, and proactively, are important considerations in the selection of the Vice President.

Effective Date of Employment

August 1, 2000

Application and Nomination

Review of applications will begin on March 6, 2000, and will continue until the position is filled. Nominations of individuals may be made to Nancy Loomis as indicated below. Applications for this position should include a letter of application addressing the listed qualifications, a resume, and the names and telephone numbers of three references. This information should be sent to:

Ms. Nancy Loomis
Assistant Vice President of Human Resources
McHenry County College
8900 U.S. Highway 14
Crystal Lake, IL 60012-2761
Phone: 815.455.8738

The Spelman & Johnson Group is assisting the search process and confidential inquiries may be made to William Spelman at whs@spelmanandjohnson.com.

Visit McHenry County College's website at:
www.mchenry.cc.il.us

McHenry County College is committed to diversity in its community and is an equal opportunity employer.

DIRECTOR OF INTERNAL AUDITING

Internal Auditor

The position reports to the President and is responsible for conducting financial, operational, and compliance audits of University departments and programs and for evaluating the system of internal controls. Specific responsibilities include providing management with independent analyses and evaluations of the adequacy and effectiveness of internal operational controls, the reliability and integrity of financial information, compliance with policies and regulations and the efficient use of resources.

Qualifications: Candidates must possess a bachelor's degree in accounting, finance or a closely related field; MBA with CIA certification preferred. Eight to ten years' experience in progressively responsible roles in internal auditing with higher education experience preferred. The candidate should also have administrative or managerial experience, knowledge of electronic data processing systems, problem solving ability, strong analytical and reporting capabilities and the ability to effect change. Excellent communication skills and the ability to interact with a wide range of constituencies required.

Salary Range: $49,241 – $78,798

Starting Date: May 1, 2000

Apply by: Consideration of candidates will commence on March 15, 2000. The search will remain open until the position is filled.

Send letter and resume (include V–number) **to:** Valerie L. Van Baaren, Search Chair, Montclair State University, Box C316-V#031/HOHE, Upper Montclair, NJ 07043

An Equal Opportunity/Affirmative Action Institution

MONTCLAIR
STATE
UNIVERSITY

ESU
EAST STROUDSBURG
UNIVERSITY

East Stroudsburg University of Pennsylvania

DEPARTMENT OF EARLY CHILDHOOD & ELEMENTARY EDUCATION

The Department of Early Childhood & Elementary Education invites applications for one full-time, tenure track position. The mission of the Department is to create a community of learners who are competent and reflective professionals able to teach any child in any setting. We are seeking a candidate with a record of scholarship/creative activity, service and continual professional development.

POSITION TITLE	Assistant Professor, Department of Early Childhood/Elementary Education, full-time continuing position.
REQUIREMENTS	Earned Doctorate required at time of appointment. Successful teaching experience in early childhood, elementary and/or middle school education. Teaching certification required. Final determination will be based upon successful interview, which will include a teaching demonstration.
PREFERRED	Experience in university-level teaching and/or supervision of teachers/student teachers. Candidates are asked to highlight self-identified areas of expertise as related to the field of teacher preparation.
RESPONSIBILITIES	May teach undergraduate/graduate courses in elementary education and/or early childhood education. Will supervise early childhood and elementary education student teachers.
DATE OF APPOINTMENT	August 2000

East Stroudsburg University of Pennsylvania, one of the fourteen state-owned universities in Pennsylvania, enrolls approximately 5,600 undergraduate and graduate students in the Schools of Professional Studies, Arts and Sciences, Health Sciences and Physical Education. The Department of Early Childhood and Elementary Education currently has an enrollment of approximately 800 undergraduate and graduate students, the largest department in the School of Professional Studies.

The University is located in the Pocono Mountains, two miles from the Delaware River, New York City is 75 miles to the east via I-80, and Philadelphia is 100 miles to the south.

Full consideration will be given to applications received by March 10, 2000. Applications for this position will be held in a pool for one year in the event that a similar position becomes available. Persons interested in these positions must send a letter of application (that may include areas of expertise), vita, official graduate transcripts, and three recent letters of recommendation to:

Dr. Margaret Benson
Chairperson, Search & Screen Committee
Department of Early Childhood & Elementary Education
East Stroudsburg University of Pennsylvania
200 Prospect Street, East Stroudsburg, PA 18301-2999

ESU is an equal opportunity employer. Minorities and women are strongly encouraged to apply. Visit our homepage at www.esu.edu

LEHMAN COLLEGE
The City University of New York

FACULTY OPENINGS

Lehman College of The City University of New York is a public coeducational liberal arts college. We enroll nearly 10,000 students from 80 countries around the world in more than 90 undergraduate and graduate degree and professional programs. The following positions (department and field) are anticipated for Fall 2000. If two or more ranks are indicated, the appointment rank will be commensurate with qualifications and experience.

DEPARTMENT: FIELD

Anthropology:
Osteology and Forensic Anthropology
Assistant Professor

Black Studies:
African American Family & Community/Urban Studies
Assistant/Associate Professor

Specialized Services in Education:
Guidance & Counseling
Assistant/Associate Professor

Early Childhood/Childhood Education:
Two Positions-Assistant/Associate Professor rank
Foundations of Education and Science Education (joint with one of natural science departments)

Middle/High School Education:
Three positions-Assistant/Associate Professor rank
Mathematics Education,
Science Education,
Special Education, bilingual focus and Bilingual Education/TESOL
Assistant/Associate/Full Professor

Languages & Literatures:
Spanish American Literature/Spanish Language
Assistant/Associate/Professor

Library:
Chief Librarian/Professor

Mathematics and Computer Science:
Assistant/Associate/Full Professor

Psychology:
Assistant/Associate Professor

Speech and Theatre:
Two positions-Assistant/Associate Professor rank
Speech Science/Speech-Language Pathology and Speech Language Pathology

Sociology and Social Work:
Sociology (demographer)
Assistant/Associate Professor

Salary Ranges: Assistant Professor $32,703-$57,049; Associate Professor $42,616-$68,174; Full Professor $52,891-$86,619.
See full job descriptions at http://www.lehman.cuny.edu (click on Job Opportunities). Closing dates vary beginning with 1/31/00.
Positions are subject to the availability of funding. Applications cannot be sent to the web site or accepted by e-mail.
(Part-time faculty positions are available in the Department of Mathematics and Computer Science.
To view announcements from the Lehman College home page, click on Academic Department then Department listings.)
Please follow the application procedures described in the personnel vacancy announcement (PVN).
An IRCA/EEO/AA/ADA employer.

DIRECTOR

Center for Effective University Teaching

Northeastern University is seeking an experienced individual to direct its Center for Effective University Teaching. The director is responsible for planning, coordinating and implementing programs and activities of the Center. The Center's mission is to strengthen the quality of teaching at Northeastern. Located in Boston, MA, Northeastern University is a Carnegie II research university that is student-centered, practice-oriented and urban. Founded in 1898, the University is a world leader in cooperative education, offers diverse curricula and research programs and has an overall enrollment of 27,500.

The director reports to the Vice Provost for Undergraduate Education and is expected to play a leadership role in promoting effective teaching and student learning across the University, organize training and support program for faculty and graduate students on teaching and the evaluation of teaching, work to strengthen teaching effectiveness through workshops, individual consultations, publications, and serve as a resource person to university administrators on issues related to teaching and learning in higher education.

Candidate must have a doctoral degree and significant program experience in faculty development and teaching improvement. Teaching experience at college/university level. Must be able to work effectively with faculty, administrators, and students and have strong writing, speaking, and organizational skills. Must be able to work in a diverse and multicultural environment and be able to adapt to the cultures of a variety of traditional and professional academic programs.

Salary and benefits are competitive and commensurate with qualifications. Review of applications will begin immediately and will continue until the position is filled. Applications should include a cover letter, curriculum vitae, statement of philosophy of teaching and faculty development, and the names of three references. Women and minorities are encouraged to apply. Appointment is expected to be effective on or before August 2000. Application materials should be sent to: Dr. Gilda Barabino, Vice Provost for Undergraduate Education, Northeastern University, 112 Hayden Hall, Boston, MA 02115.

Northeastern University is an Equal Opportunity, Affirmative Action, Title IX Employer.

Northeastern
UNIVERSITY

AP
AUSTIN PEAY
STATE UNIVERSITY

Clarksville, Tennessee 37044

ART EDUCATION

Tenure-track faculty position, August 1, 2000, pending funding. Ph.D. or Ed.D. in Art Education; ABD considered. Three years public school art teaching experience; university teaching experience desired. Computer and research skills important. Send application letter, with brief statement of teaching philosophy, transcripts, and three letters of recommendation to **Art Education Search Committee, Department of Art, APSU Box 4677, Clarksville, Tennessee 37044. Tel (931) 221-7333; Fax (931) 221-7432.** If desirable, include 20 slides of student work as well as individual's art work. Examples of research or reference for any published work should be included. Review of applications will begin April 15 and continue until the position is filled.

GEOGRAPHY

Search reopened. The Department of Geology and Geography invites applications to fill a full-time, tenure-track position in Geography at the Associate Professor level for July 1, 2000. PhD required. The department has a rapidly growing environmental geography major and is seeking a broadly trained individual with university teaching and GIS academic and administrative experience. Responsibilities include teaching and serving as director of the APSU/Clarksville Montgomery County GIS Center, currently in its second year of operation. Directorship duties will be defined by university responsibilities to city and county contracts. Academic expertise in developing world, developed world, economic, GIS (ArcView/ARCINFO on a Windows platform) is required. Research interests in urban/regional planning and a regional specialty are a plus. Other courses would be assigned complimenting the candidate's expertise. Candidates should forward a letter of application, current vita, three letters of reference and transcripts to **Dr. Robert Sirk, Chair, Search Committee, Department of Geology and Geography. Voice 931-221-7454. Fax: 931-221-7284.** Review of applications begins April 15, 2000 and continues until the position is filled.

MANAGEMENT

(Strategic Management, Human Resources, and Entrepreneurship). Tenure track faculty position, August 1, 2000, pending funding. Ph.D. or D.B.A. in appropriate discipline required, as are strong teaching evaluations and evidence of scholarly achievement. Send letter of interest, vita, and three letters of recommendation to **Dr. Stephanie Newport, Chair, Department of Finance, Management, and Marketing, APSU Box 4426, Clarksville, Tennessee 37044. Tel: (931) 221-7333; Fax: (931) 221-7432.** Review of applications will begin February 21 and continue until position is filled.

Minorities, women and members of other protected groups are encouraged to apply.

Austin Peay State University is an Affirmative Action/Equal Opportunity Employer

Plattsburgh State University of New York invites applications for Fall 2000 tenure track positions.

Plattsburgh State University of New York is a comprehensive, coeducational, public institution of nearly 6,000 undergraduate and graduate students. Located on the shore of Lake Champlain, the College is the intellectual and educational center for the Lake Champlain/Adirondack region of New York State. The small city character of Plattsburgh and neighboring Burlington, VT provides a quality of life unsurpassed for the whole family. Outdoor activities abound along Lake Champlain, in the Adirondack High Peaks and nearby Olympic resort village of Lake Placid while the urban, multicultural lifestyle is rich in neighboring Montreal, Canada, one hour's drive from campus. Plattsburgh is easily accessible to New York City and Boston via air, bus, train and Interstate 87.

Successful candidates must be committed to excellence in teaching in an undergraduate institution offering programs in the arts and sciences, education, human and health services, business and economics with an understanding of and sensitivity to minority and gender concerns. Selected candidates will have an interest in interdisciplinary and collaborative programs such as Women's Studies, Latin American Studies and Canadian Studies, all of which are special foci for the College; a desire to integrate information technologies; and a willingness to participate with new distance learning programs.

The faculty is challenged to redefine their teaching roles by incorporating recent research on teaching effectiveness. The college supports faculty scholarship through the NYS/UUP bargaining agreement, minority and women faculty may apply for one-year Affirmative Action leaves to pursue scholarly projects. Other faculty funding opportunities include joint State/Union travel grants and College Funded-In-House Mini-Grants to provide seed funding for research activities, Redcay Teaching Enhancement Awards, Presidential Research Awards, and Educational Technology Awards.

We offer a competitive salary and an excellent benefits package. Unless otherwise stated, review of applications begins immediately and continues until the position is filled.

Application Procedure: Please send or fax cover letter, resume, or curriculum vitae, transcripts, three letters of recommendation and other requests mentioned in individual ad to: **Chair, Search Committee (PJ#____)**, c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. **Fax# (518) 564-5060.**

Applications from women and minority candidates are especially welcome. Plattsburgh State University is an affirmative action, equal opportunity employer.

MINORITY STUDIES

Afro-American Studies (PJ# 2393-808) ASSISTANT PROFESSOR- Qualifications: Doctoral degree preferred, but ABD considered. Preference will be given to candidates whose area of Afro-American studies includes historical, cultural or sociological concentrations. Interest in teaching at a an undergraduate institution including three courses per semester, scholarship and service are expected. Responsibilities: Teach courses focused on Afro-American Studies, develop and sustain a scholarly research program that involves undergraduates, advise students, serve on college committees as well as generally contribute to the intellectual life of the college. Review of applications begins February 15 and continues until position is filled. Additional application materials: statement on teaching philosophy and interests, and scholarly areas of interest.

CENTER FOR EARTH & ENVIRONMENTAL SCIENCE

Wetlands Ecology (PJ# 2395-808) ASSISTANT PROFESSOR- Qualifications: Ph.D. degree required; must be an effective teacher. Ability to undertake research in the Adirondack-Lake Champlain region is an asset. Responsibilities: Teach general ecology each semester, wetlands ecology, and other related courses in their areas of expertise. Review of applications begins February 15 and continues until the position is filled. Additional application materials: statement of teaching philosophy and research interests.

CHEMISTRY

Physical Chemistry (PJ#2396-808) ASSISTANT PROFESSOR- Qualifications: Appropriate Ph.D degree and a solid background in physical chemistry are required. Preference will be given to candidates showing an aptitude for teaching undergraduate students, a commitment to diversity issues and an ability to develop a practical research program that involves undergraduates. Responsibilities: Teach physical chemistry, appropriate advanced courses and fundamental chemistry courses. Develop a research program involving undergraduates, serve on various committees and advise undergraduate students. Additional application materials: statement of teaching philosophy and research program.

PSYCHOLOGY

Human Learning and Cognition (PJ# 2400-808) ASSISTANT PROFESSOR- Qualifications: An earned doctorate (Ph.D. or equivalent) in cognitive psychology with an emphasis on human learning and cognition, evidence of teaching effectiveness and commitment to undergraduate instruction and evidence of programmatic research activity and scholarly productivity are required. Interest and expertise in instructional technology is desirable. Responsibilities: Teaching undergraduate courses in cognitive psychology, research methods, learning and memory, and sensation and perception. Teaching a graduate course in learning and cognition with an applied emphasis for School Psychology students. Developing and maintaining an active research program that engages undergraduate and graduate students in meaningful roles in the research process. Contributing to the missions of the Department and the College. Review of applications begins February 15 and continues until the position is filled. Additional application materials: statement on teaching philosophy, reprints or preprints of research publications and evidence of teaching performance.

NURSING, FOOD & NUTRITION

Nursing (PJ# 2401-808) ASSISTANT PROFESSOR- Qualifications: Master's degree in nursing with specialization and/or teaching experience in maternal-child nursing and eligibility for New York RN licensure are required. Responsibilities: Teaching in the classroom and clinical instruction, involving supervision of students in direct care experiences in health care agencies as well as the design and implementation of alternative clinical learning experiences such as computer simulation. Participation in the Department's distance learning program is an expectation. Additional application materials: statement on teaching philosophy and interests, and scholarly areas of interest.

Plattsburgh

State University of New York

Visit our website, http://www.plattsburgh.edu

MARIN COMMUNITY COLLEGE DISTRICT

COLLEGE OF MARIN FACULTY POSITIONS

Is accepting application for the following academic positions for Fall of 2000:

- Art
- Biology
- Computer Info. Systems (Networking)
- Coordinator Dental Assisting
- Drama
- Engineering
- Nursing
- Physical Education (Coaching)
- Physical Education (Wellness/Fitness)
- Chief of Police/Director of Safety
- Dir. Of Learning Resources

CLOSING DATE: March 9, 2000 for all positions except Director Learning Resources which closes on March 23, 2000

For Job Description & Application please call the Human Resources Office 24 Job line (415) 485-9693.

UNIVERSITY OF WISCONSIN EXTENSION

LABOR EDUCATION FACULTY ASSOCIATE

The School for Workers, University of Wisconsin Extension, Madison, Wisconsin, the nation's oldest university-based labor education program, is currently seeking candidates for a non tenure track appointment as faculty associate. Responsibilities include developing, coordinating and teaching non-credit labor education programs and providing technical and facilitation services to unions. Expertise required in one or more of the following specialized areas: (a) collective bargaining, contract administration and union leadership; (b) organizing and union building, and (c) computer and distance education applications for unions. Qualifications: Masters degree in a field related to labor education, excellence in teaching, union experience. Send/fax letter of interest, resume and names of four references to: **School for Workers, Attn: Search and Screen Committee, 610 Langdon St., 422 Lowell Ctr., Madison WI 53703. Fax: (608) 265-2391. Application Deadline: May 1, 2000**

Affirmative Action/Equal Opportunity Employer

DEAN OF THE COLLEGE
CONNECTICUT COLLEGE

Connecticut College, a highly selective private liberal arts college, seeks a Dean of the College. Reporting to the President, the Dean of the College is responsible for overseeing academic advising of students and extra and co-curricular student life working through the Associate and Assistant Deans of the College, the Dean of Freshmen and the Dean of Student Life. Through these direct reports, the Dean of the College supervises Student Health Services, Counseling Services, the MultiCultural Center, Career Services and the Writing Center.

The ideal candidate is an established teacher and intellectual leader who is committed to liberal arts education. This individual should have college level experience administering student affairs programs, directing the activities of an academic center or managing a large staff with diverse responsibilities. The new Dean will embrace innovative thinking and learning, demonstrate dynamic leadership and have the highest expectations of students in their academic and extracurricular lives. As a member of the President's Senior Administrative team, this person will play a key role in the execution of the College's new strategic plan, which challenges traditional assumptions about student learning and will help spark a higher level of intellectual activity inside and outside the classroom.

Connecticut College is an affirmative action/equal opportunity employer actively engaged in diversifying its staff and faculty. Located in the historic seaport town of New London, the College is integrally involved in the revitalization of the city. The southeastern Connecticut area offers a rare combination of affordable living and natural, unspoiled beauty with convenient access to Boston and New York City.

Review of applications will begin on February 11, 2000 and continue until the position is filled. Please send a resumé and cover letter to: **Ms Bond c/o Connecticut College, The Office of the President, 270 Mohegan Avenue, New London, CT 06320-4196 or via e-mail to: ebbon@conncoll.edu.**

Connecticut College

Connecticut College is actively seeking to diversify its staff and faculty. Affirmative Action/Equal Opportunity Employer.

ILLINOIS STATE UNIVERSITY
NORMAL-BLOOMINGTON

FINANCIAL AID OFFICE
ASSISTANT DIRECTOR-COMPUTER PROGRAMMER/ANALYST

The Financial Aid Office of Illinois State University invites nominations and applications for the position of Assistant Director-Computer Programmer/Analyst. The Assistant Director-Computer Programmer/Analyst is responsible for several major aspects of the aid operation including the data processing management system, developing program specifications, writing and testing applications for information processing, and input regarding office policies as they relate to these items. The position has supervisory responsibility for 2 full time staff members in the absence of the Associate Director of Systems. The Financial Aid Office serves more than 16,000 financial aid recipients and administers approximately $100 million in financial aid resources annually. **QUALIFICATIONS:** Bachelor's degree required. Master's preferred. Demonstrated experience with COBOL II and DB2 is required. Knowledge of CICS and the world wide web (WWW) is preferable. Experience in higher education with increasing levels of responsibility is desirable. **SALARY:** Commensurate with qualifications. **APPOINTMENT TERMS:** Full-time twelve month administrative-professional appointment. Preferable start date of position begins April 1, 2000. **APPLICATION PROCESS:** To assure full consideration, applicants must submit by February 28, 2000, a letter of application and resume to: **Assistant Director - Computer Programmer/Analyst, Financial Aid Office, c/o Jon Gudenrath, Illinois State University, Campus Box 2320, Normal, IL 61790-2320.**

Illinois State is an equal opportunity/affirmative action university encouraging diversity

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QUEENS COLLEGE
Counseling & Advisement

The Counseling & Advisement Center at Queens College seeks a Counselor, starting Fall 2000, to provide short-term counseling services to students for personal and/or academic problems; crisis intervention and referral to mental health resources; develop and facilitate topic-oriented student support groups; supervise peer advisors and assist in their training; supervise and evaluate master's student interns; develop initiatives and conduct research; assist in evaluating Counseling & Advisement services and in writing reports and assessments.

Doctorate in Counseling/Clinical Psychology or DSW required, plus 4 yrs relevant experience; must be eligible for New York State license. Prefer higher education experience; short-term psychotherapy or case work experience; and experience with diverse populations. This is a 12-month, tenure track position with appointment as Assistant Professor in the Department of Student Personnel, under the Dean of Students.

Salary: $32,703–$57,049, commensurate with qualifications/experience; excellent benefits. Send resume and names of 3 references by 4/4/00 to Dr. Elizabeth McCaffrey, Director, Counseling & Advisement Center, Queens College, CUNY, 65-30 Kissena Blvd., Flushing, NY 11367-1597.

AA/EOE/IRCA/ADA

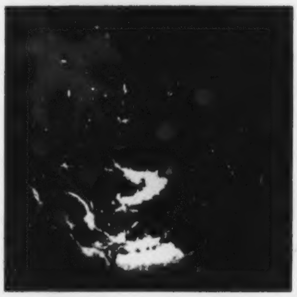
DARTON
COLLEGE
A two-year unit of the University System of Georgia

ASSISTANT DEAN FOR ENROLLMENT MANAGEMENT

Darton College, a multi-purpose two-year college within the University System of Georgia with a broad range of transfer and career programs, is seeking an Enrollment Management professional to provide leadership and day-to-day management of all recruiting, admissions, and financial aid processes. The Assistant Dean for Enrollment Management reports to the Dean of Students and works closely with other areas of the college to develop and implement all aspects of the enrollment management process for traditional, adult, transfer, and international students.

Minimum requirements: Bachelor's degree, three years experience in admissions or recruitment, and supervisory experience. Salary range $40,000-55,000. Applicants should send a letter of interest, resume, unofficial transcripts, and the names and telephone numbers of five references to the **Personnel Department, Darton College, 2400 Gillionville Road, Albany, Georgia 31707.** Applications will be accepted until the position is filled.

Cuyahoga Community College



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FACULTY POSITIONS

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Competitive salaries and excellent benefits package. Positions begin August 2000. Opportunities available on all 3 Greater Cleveland area campuses. Your future may be just a click away at **www.tri-c.cc.oh.us employment link or call the Cuyahoga Community College Jobline at 216-987-4771.**

Cuyahoga
Community
College

Cuyahoga Community College, 700 Carnegie Avenue, Cleveland, OH 44115. An Affirmative Action/Equal Opportunity Employer m/f/d/v.

Broward Community College

Opening doors to a brighter future

VICE PRESIDENT FOR ACADEMIC AFFAIRS

#TBA, DOWNTOWN CENTER

Under general direction of the President, serves as the chief academic officer providing collegewide administrative direction for the academic programs. Included are the college transfer program, international education, educational technology, distance learning, developmental education, and the honors program. The Vice President is integrally involved in developing and maintaining close relationship with the college's university, business, and secondary school partners. Acts as college liaison for instructional programs on a local, state and national basis. Recommends long and short range goals consistent with the mission and philosophy of the college.

The successful candidate will possess a doctorate degree and have substantial administrative experience at the Dean's level or higher. Must have a demonstrated commitment to high standards in student learning and faculty development. Salary: Based upon credentials. Closing date: 2/25/00.

CAMPUS REGISTRATION COORDINATOR

#695, SOUTH CAMPUS

Bachelor's degree required; Master's preferred. Candidate must have experience with enrollment management, supervision, innovative technologies and multicultural populations. Candidate will supervise the Admissions and Registration offices and implement the campus enrollment management plan. Salary: $35,737 - $56,790. Closing date: 2/29/2000.

MATHEMATICS INSTRUCTOR

#273, NORTH CAMPUS

Master's w/ 18 graduate semester hours in Math. Experience teaching college preparatory & college level math courses. Salary: Based upon credentials. Closing date: 3/1/00.

Official app's w/position title/# & copies of diploma & licenses must be rec'd by 3:00 P.M. on or before closing dates, at **BCC, HR Dept., 225 E. Las Olas Blvd., Ft. Lauderdale, FL, 33301 or call (954)761-7450** for an official application.

EA/EO Institution.

ST. CLOUD STATE UNIVERSITY

A tradition of excellence and opportunity

ALUMNI AND FOUNDATION

SCSU seeks applications for Director of Alumni Programs and Chapter Development to start April 2000. This position is responsible for the management and overall direction of activities and programs related to alumni of St. Cloud State University in St. Cloud and other designated geographic areas. The incumbent is responsible for the day-to-day operation of the main office of the SCSU Alumni Association and management of specific areas of the overall Alumni Relations program; serve as a member of the leadership team for the Alumni Relations program. This position exists to create, preserve, and strengthen relationships between the university and its alumni through volunteer involvement, communication, events and programs for alumni; responsible for administration of programs related to alumni of St. Cloud State University; and is responsible for growth of alumni volunteer base, particularly in terms of chapter development.

QUALIFICATIONS: Bachelor's degree required. Minimum of 3 years of experience in one or more of the following areas: volunteer/non-profit organization management, alumni relations/development, public relations, marketing, or business management. **OTHER SPECIAL REQUIREMENTS**: Ability to clearly communicate the mission and objectives of the Alumni Association and St. Cloud State University with clientele through written and oral communication. The successful candidate will have a demonstrated ability to work with persons from culturally diverse backgrounds. For complete responsibilities and qualifications, you may call **(320) 203-6138**.

APPLY TO:

Orin Dahl, Search Committee Chair
Director of Development
720 4th Avenue South
St. Cloud, MN 56301
Email: Odahl@stcloudstate.edu

A complete application must include a letter of interest, resume, three letters of reference and transcripts (copies acceptable for initial screening). For consideration, all materials must be received by March 10, 2000. SCSU is committed to excellence and actively supports cultural diversity. To promote this endeavor, we invite individuals who contribute to such diversity to apply, including minorities, women, persons with disabilities, GLBT and veterans.

Plattsburgh
State University of New York

DIRECTOR OF THE CENTER FOR DIVERSITY, PLURALISM AND INCLUSION

Plattsburgh State University of New York is seeking qualified applicants and nominations for the position of Director of the Center for Diversity, Pluralism and Inclusion. Reporting to the Provost and Vice President for Academic Affairs, the successful candidate will be responsible for facilitating, directing, implementing, and monitoring programs and activities that provide and promote multicultural awareness, as well as to acknowledge, affirm and advocate for historically underrepresented groups. This is a full-time, twelve-month professional position expected to begin no later than October 1, 2000.

Responsibilities: Designing and participating in conferences, workshops, seminars and multicultural events that facilitate intellectual and academic debate in order to bring new perspectives to existing diversity issues, as well as to promote and develop new programs and initiatives relative to and supportive of the mission of the College. Updating and informing the Council on Diversity, Pluralism and Inclusion and the campus community about diversity issues through local or campus newsletter(s), diversity website, or other means developed through the Center. Defining and administering all aspects of the Student/Faculty Mentoring project. Acting as a liaison to minority student organizations and campus committees addressing multicultural student concerns, this position will acknowledge; affirm; and advocate for historically underrepresented campus groups. Developing linkages with local and regional organizations, agencies, and academic institutions to foster cooperative implementation of services and programs that promote multicultural awareness. Developing and monitoring the Center's budget process, designing a strategic plan for the Center; completing an annual assessment plan and submitting an annual Center report to the Provost. Developing, implementing and administering programs and services that promote multicultural awareness within the campus community. This position will also be responsible for other activities and responsibilities as assigned by the Provost and Vice President for Academic Affairs.

Qualifications: Master's degree; excellent written and verbal communication skills; a minimum of three to five years of increasingly responsible experience in educational administration, diversity/multicultural programs, student services, or related field; demonstrated experience working with a diverse student/faculty/staff populations; and demonstrated administrative supervisory responsibility required. The successful candidate must demonstrate the ability to communicate with, relate to and represent all aspects of the multicultural communities within the college community.

Salary: Commensurate with credentials and experience, with an excellent benefits package.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Review of applications begins immediately and continues until the position is filled. Please submit cover letter, with a personal statement regarding diversity issues in higher education; curriculum vitae; and the names, current addresses, and telephone numbers of three references to: **Chair, Search Committee (PJ# 2388-808)**, c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, New York 12901-2681. Fax# (518) 564-5060. Please forward by mail your nominations for this position with the nominee's name, address and telephone number to the address above.

THE UNIVERSITY OF

SCRANTON

A JESUIT UNIVERSITY

The University of Scranton announces the availability of **three tenure track positions in its Education Department.** The positions, available at the assistant or associate professor rank, have a starting date of the Fall semester, 2000. Review of applications will begin 1 March 2000 and will continue until the position is filled. Descriptions and contact names for each of the positions follow:

1. Special Education (new position): The search committee seeks a candidate with classroom experience and strengths in high incidence disabilities for its emerging special education program. The successful candidate should be a strong generalist able to teach courses in special education curriculum and methods, learning disabilities and supervision of student teachers. Preference will be given to candidates who have supervisory and/or administrative experience. **Send materials to Dr. Deborah Eville Lo, Special Education Search Committee.**

2. Secondary Education: The search committee seeks a generalist in its secondary education program. The successful candidate should be able to teach general methods and planning, and any combination of special methods in social studies, foundations of education, evaluation and measurement, or educational technology. This position will also supervise student teachers. The committee prefers a candidate with social studies teaching experience and leadership skills. **Send materials to Dr. Kathleen Montgomery, Secondary Education Search Committee.**

3. Educational Administration (pending funding): The search committee seeks an experienced educational leader who has served the public schools in central office (superintendent/assistant superintendent) positions. The successful candidate should be able to teach courses in supervision/administration leading to the principalship. The candidate, dependent upon areas of strength, will also be expected to teach courses in the Superintendent/Assistant Superintendent's program. Evidence of effective leadership skills will be expected by the search committee. **Send materials to Dr. David A. Wiley, Chair.**

Qualifications for these positions include a doctorate earned in an appropriate area from a research institution, an active and articulated research focus, significant experience in basic education in an appropriate education setting, and possession of, or eligibility for, Pennsylvania certification. Service to the profession is expected, and evidence of professional activity is desired.

The Education Department at the University of Scranton offers a range of degrees and certifications through basic and advanced (Masters) level programs, and is accredited by the PA Department of Education and the NCATE. The Department is housed in the Panuska College of Professional Studies, one of five colleges at the University. The University of Scranton, one of 28 Jesuit colleges and Universities, currently serves students from 30 states and 34 foreign countries and is consistently cited for excellence in U.S. News and World Reports. The University offers a competitive salary and attractive package of benefits. Located in the historic Pocono northeast region of Pennsylvania, the University is close to sporting and recreation areas, and is within three hours of the major metropolitan centers of both New York City and Philadelphia.

The University of Scranton is proud of its mission in the Catholic and Jesuit tradition and spirit. Candidates must be able to support this mission within her/his position at the University. Send a letter of application addressing the qualifications listed, a statement of research interest, a current curriculum vitae, and three letters of reference (with current phone numbers of referees) to **the contact identified above, to the Education Department, University of Scranton, Scranton, PA 18510-4603.**

Details regarding the University and the community can be found at "www.uofs.edu".

The University of Scranton is an EOE/ Affirmative Action Employer/Educator.

HUSTON-TILLOTSON COLLEGE

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Huston-Tillotson College (HTC) invites nominations and applications for the position of Vice President for Academic Affairs. The Vice President will report directly to a new president in providing leadership in a dynamic and promising change environment. The Vice President will organize, monitor, and coordinate all aspects of the academic program, including the curriculum, educational policies, academic budget, and academic personnel-in consultation with the President, senior academic administrators, and the faculty. Senior academic administrators reporting directly to the Vice President are the Dean of General Studies; the Chairs of the Divisions of Humanities, Social Sciences, Natural Sciences, Business, and Education; the Director of the Library; and the Registrar.

HTC, the oldest institution of higher learning in Austin, the capital of Texas, is located on a 23 acre, tree-lined campus overlooking the city's downtown. The college is a church-related, historically black institution affiliated with the United Methodist Church, the United Church of Christ, and the United Negro College Fund.

HTC's mission is to provide educational opportunities for a diverse, multicultural community and to deliver a challenging, student-focused undergraduate education in an effective and flexible manner. The college is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate degrees. HTC is also accredited by the Texas Education Agency and the University Senate of the United Methodist Church.

The college enrolls a diverse student body of about 600 students from the United States and 18 other countries. BS and/or BA degrees are offered in 19 areas within natural sciences, social sciences, humanities, education, and business. Curricular emphasis is on nine core competencies that prepare students for success in careers, graduate study, leadership, and community service.

HTC employs 30 full time faculty and about 20 part-time adjunct instructors. The faculty's primarily focus is on teaching, and many faculty are recipients of grants that allow them to provide community service and conduct research-often in collaboration with students. A faculty-student ratio of 1:13 supports a sound learning environment and individual attention to students. More than half of the faculty hold doctoral degrees, and their ethnic and racial backgrounds are highly diverse.

The Ph.D. or its equivalent is required, as is college or university teaching experience, academic administrative background, educational vision, and a record of successful leadership. Salary and benefits are highly competitive.

The deadline for nominations and letters of application is March 17. The deadline for all candidate application materials being completed is March 30, 2000. While negotiable, the preferred starting date is July 2000. Huston-Tillotson is an AA/EOE employer.

Quehl Associates is assisting in the search. All inquiries, nominations, and applications will be held in the strictest confidence. Please direct nominations and applications in writing to:

Dr. General Marshall, Chair
Vice President for Academic Affairs Search Committee
c/o Ms. Del Watson, Director of Human Resources
Huston-Tillotson College
900 Chicon St.
Austin, TX 78702-2795
(512) 505-3015

Skagit Valley College

MOUNT VERNON WASHINGTON

- DEAN OF PROFESSIONAL/TECHNICAL EDUCATION-VOCATIONAL DIRECTOR
- BUSINESS ADMINISTRATION INSTRUCTOR/ BUSINESS RESOURCE COORDINATOR
- OFFICE AND BUSINESS TECHNOLOGY INSTRUCTOR
- REFERENCE/PUBLIC SERVICES LIBRARIAN
- COUNSELOR/TRANSFER SERVICES DIRECTOR
- COUNSELOR/DISABLED STUDENT SERVICES (WHIDBEY ISLAND CAMPUS)
- ENGLISH COMPOSITION INSTRUCTOR (WHIDBEY ISLAND CAMPUS)

Skagit Valley College, a multi-campus district situated between the North Cascade mountain range and Puget Sound in the Pacific Northwest, invites applications for the following full-time administrative position:

DEAN OF PROFESSIONAL/ TECHNICAL EDUCATION-VOCATIONAL DIRECTOR

This position is responsible for planning, administering, implementing and coordinating Professional/Technical. Master's in Professional/Technical administration or related field. Position will begin 7-1-00. Immediate screening of applications; open until filled.

Skagit Valley College is also seeking applicants for the following full-time, tenure-track faculty positions to begin August or September 2000. All positions are open until filled:

BUSINESS ADMINISTRATION INSTRUCTOR/ BUSINESS RESOURCE COORDINATOR

Master's in Business Administration, Economics or related field. Immediate screening of applications.

OFFICE & BUSINESS TECHNOLOGY INSTRUCTOR:

Master's in Business Education or related field required. Screening begins 3-24-00

REFERENCE/PUBLIC SERVICES LIBRARIAN

MLS from an ALA-accredited school and 3 years previous library experience. Primary responsibility for reference services, bibliographic instruction, circulation services, media services, and interlibrary loans. For information re: library/media services: **http://svclib.ctc.edu**. Screening begins 3-24-00.

COUNSELOR/TRANSFER SERVICES DIRECTOR

Master's in Counseling or related field and experience with students in students in educational and career planning and academic advising. Screening begins 3-31-00.

COUNSELOR/DISABLED STUDENT SERVICES (WHIDBEY ISLAND CAMPUS)

Master's in Counseling or related field and disabled student services experience. Offer individual vocational, academic, personal and group counseling services to the general student population. In addition, provide services to disabled students. Screening begins 2-29-00.

ENGLISH COMPOSITION INSTRUCTOR (WHIDBEY ISLAND CAMPUS)

Master's in English or closely related discipline. Screening begins 3-31-00.

For required application/information, contact: **Skagit Valley College, Human Resources Office, 2405 E. College Way, Mount Vernon, WA 98273; 360-416-7800 or www.svc.ctc.edu.** SVC is an EOE.

Plattsburgh
State University of New York

ASSOCIATE VICE PRESIDENT FOR ACADEMIC AFFAIRS

Plattsburgh State University of New York is seeking qualified applicants and nominations for the position of Associate Vice President for Academic Affairs, expected to begin no later than October 1, 2000. Reporting to the Provost and Vice President for Academic Affairs, the successful candidate will provide leadership and coordinate academic programs with special attention to general education, graduate studies, interdisciplinary programs, individualized studies, transfer and articulation agreements, assessment, accreditations, and international education. For more information about Plattsburgh State University of New York, please visit our website at www.plattsburgh.edu.

Responsibilities: Coordinating and implementing general education programs, including curriculum design in humanities, social sciences, natural sciences, and business and professional programs; student advising and retention; development of interdisciplinary programs, e.g., global education, public policy. Coordinating and supporting individualized studies major degree program, specialized programs, summer academic orientation and interdisciplinary programs. Developing transfer articulation; generating and monitoring articulation and joint admissions agreements with SUNY community colleges, technical colleges, specialized schools, and others; providing academic support services for transfer students. Facilitating and coordinating development of new academic programs. Assisting with graduate studies programs, including Graduate Studies Council, and production of the *Graduate Catalog*. Committee assignments include Academic Council, Deans' Cabinet, General Education Committee, Graduate Studies Council, Assessment Committee, and others as assigned/appointed. This position will also be responsible for special projects and other responsibilities as assigned.

Qualifications: An earned doctorate, excellent written and verbal communication skills, academic excellence in teaching and scholarly activity, and an outstanding record of accomplishments in higher education and/or administration are required. The successful candidate must have experience in regional and national accreditations, evidence of superior skill and broad administrative experience, as well as experience in strategic planning and assessment. Demonstrated commitment to equal opportunity, cultural diversity and global education and a leadership style characterized by trust, collaboration and recognition of the importance of shared governance are also requirements.

Salary: Commensurate with credentials and experience, with an excellent benefits package.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Review of applications begins immediately and continues until the position is filled. Please submit cover letter, including a personal statement regarding issues in higher education; curriculum vitae; and the names, current addresses, and telephone numbers of three references to: **Chair, Search Committee (PJ# 2389-808)**, c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, New York 12901-2681. Fax# (518) 564-5060. Please forward by mail your nominations for this position with the nominee's name, address and telephone number to the address above.

MANHATTANVILLE
COLLEGE

The College invites applications for the following positions beginning in the Fall 2000 semester. All are tenure track Assistant Professor rank and require an earned doctorate or equivalent (e.g. MFA), excellence in teaching, significant student advising and professional development.

ART (Studio): Two-dimensional artist to teach Printmaking/Book as Art (Vandercook Press), traditional and contemporary painting, drawing, color theory, and two-dimensional design. Knowledge of Photo Shop preferred. **Chair: Ann Bavar**

COMMUNICATION: Areas: Media Studies and/or Film Theory and Criticism. Knowledge of information technology required. Responsibility for developing a major program in Communication. **Chair: John Murray**

EDUCATION: Specialty in Elementary Education with expertise in a second area such as urban education, technology or literacy. Responsibility for program development and outreach efforts. **Chair: Gregory Jennings**

FINANCE/MANAGEMENT: Teach primarily either finance or management information systems. Undergraduate teaching experience and ability to teach a wide range of topics in a small liberal arts college environment preferred. **Chair: William Perkins**

POLITICAL SCIENCE: Specialty: Latin America. Teach all levels of Latin American politics and political economy, and the politics of development; ability to teach comparative politics required. **Chair: Patricia Misciagno**

SOCIOLOGY: Specialties: demographic analysis, social statistics and urban sociology. Qualifications to engage in development of interdisciplinary New York City program. **Chair: David Eisenhower**

Applications, including curriculum vitae, and names of three references to the respective chair, Manhattanville College, 2900 Purchase Street, Purchase, NY 10577.

For information about Manhattanville, visit our website http://www.mville.edu

Manhattanville College is an Equal Opportunity, Affirmative Action Employer.

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CONTACT:

PROFESSIONAL ASSISTANCE TEAM, INC.
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1299 Bryant Avenue, Mountain View, CA 94040
Phone: (650) 940-4652 Fax: (650) 961-1346
E-mail: steve.hope@mvja.net

APPLICATION DEADLINE: March 10, 2000

Kutztown University

Assistant Director of Admissions Latino School & Community Liaison

Kutztown University invites applications for the position of Admissions Counselor. This regular full-time position is in the Undergraduate Admissions Office. Kutztown University is a public institution with approximately 8000 students. Located in southeastern Pennsylvania, Kutztown University is within 20 minutes driving time of Allentown and Reading, 1 1/2 hours north of Philadelphia and 2 hours west of New York City.

Candidates should be energetic and possess excellent interpersonal skills and interest in working with students as well as community organizations. The position will include day and evening recruitment activities involving travel, conducting interviews and general office assignments. Special responsibility for planning, organizing, and implementing programs for the recruitment of minority students (Latino emphasis) through out-reach programs utilizing churches, community groups, and alumni as well as other traditional recruiting approaches. A successful interview and demonstration of ability are both additional requisites for the position. A valid Pennsylvania driver's license and Bachelor's degree are required (Master's preferred). One to three years of Admissions (or related) work experience is preferred. Salary range $33,303 - $48,294; excellent benefits package.

Interested applicants should submit a letter of interest, resume, and the names, addresses and telephone numbers of three references to: **Chair, Admissions Search Committee, P.O. Box 730, Kutztown PA 19530-0730.** The review of the applicants will begin March 1, with the greatest consideration being given to those applicants, but will continue until the position is filled. The anticipated starting date is June 1, 2000.

Kutztown University is an affirmative Action/Equal Opportunity Employer and actively solicits qualified minority and women candidates.

Kutztown University is a member of the Pennsylvania State System of Higher Education.

THE UNIVERSITY OF NEW MEXICO

DEPARTMENT OF INTERCOLLEGIATE ATHLETICS

Are You Interested in Living and Working in the Land of Enchantment?

The University of New Mexico, a NCAA Division I-A institution and member of the Mountain West Conference, has established a continuous recruitment program for all of its coaching and administrative staff positions in the Department of Intercollegiate Athletics. The purpose of the program is to identify candidates and develop a talent pool for coaching and administrative positions that may become available in the future.

The university is currently soliciting expressions of interest and nominations for a variety of senior management and entry-level administrative positions in the areas of business/finance, marketing, development (fundraising), media relations, academic advisement/counseling, NCAA compliance, ticket services, facility/event management video services, equipment management, and athletic training. In addition, expressions of interest and nominations are being accepted for coaching positions in the sports of men's and women's basketball, men's and women's soccer, men's and women's track & field/cross country, men's and women's tennis, men's and women's golf, men's and women's skiing, women's volleyball, women's softball, women's swimming/diving, men's baseball and football.

QUALIFICATIONS: Bachelor's degree required for most positions. Coaching or administrative experience at the Division I level preferred, but generally not required, for most positions.

SALARY SCHEDULE: Commensurate with position and selected candidate's qualifications and experience.

EXPRESSIONS OF INTEREST/NOMINATION PROCESS: Expressions of interest and/or nominations of candidates should include a cover letter, resume, e-mail address, list of references and telephone numbers by regular mail or e-mail to: **Ms. Sylvia Lopez, Personnel Coordinator, University of New Mexico Department of Athletics, South Campus, Albuquerque, NM 87131-0041 or to salopez@unm.edu.** When a position for which an individual has expressed interest, or is nominated, becomes available, the university will notify the individual by e-mail of the university's formal application procedures.

The University of New Mexico is an Equal Opportunity/Affirmative Action Employer

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SARAH LAWRENCE COLLEGE

DEVELOPMENTAL PSYCHOLOGIST
DEPARTMENT OF PSYCHOLOGY

We seek outstanding candidates for a tenure-track position in the area of Developmental Psychology, with expertise including, but not limited to, adolescence, developmental theory, and race, class, and cultural issues. Teaching duties will include an occasional course for masters-level students. Sarah Lawrence College is a small, co-educational liberal arts college where individual education is emphasized. Faculty teach small seminars and meet each student biweekly for an individual tutorial. Due to the intensive nature of this educational system we seek candidates with a strong commitment to progressive undergraduate education and an extensive knowledge of the discipline of psychology. Ph.D. and prior college-level teaching preferred. Send statement of interests, resume, a course description and sample syllabus to **Carl Barenboim, Department of Psychology, 1 Mead Way, Bronxville, NY 10708, by March 1, 2000.** Please arrange for two letters of recommendation to be sent at the time of your application.

Sarah Lawrence College has a strong institutional commitment to the principle of diversity. In that spirit, we especially welcome applications from under-represented groups.

ILLINOIS CENTRAL COLLEGE

TENURE TRACK FACULTY POSITIONS-FALL 2000

APPLICATION DEADLINE: March 10, 2000

ART - Master's degree in art required. Courses to be taught principally may include sculpture, drawing, color and design, and art appreciation and the successful candidate would make a commitment to Art Program recruitment through Department and Program recruitment activities. Final candidates will be required to present one sheet of slides at the interview.

EARTH SCIENCE- Master's degree in one of the earth sciences OR in a closely related field with at least thirty (30) semester hours in graduate-level earth sciences required.

ELECTRONICS - Bachelor's degree in electrical engineering OR electronics technology OR equivalent or graduate of a formal industrial apprentice training program, relevant industrial experience, and experience in technical education or training at the community college level or in industry required.

ENGLISH - Master's degree in English or journalism required.

EUROPEAN HISTORY - Master's degree in history required.

GRAPHIC DESIGN - Master's degree in graphic design or related area OR a bachelor's degree plus equivalent professional experience required.

MATHEMATICS - Master's degree in mathematics OR in a closely related field with at least thirty (30) semester hours in graduate level mathematics required.

MUSIC - Master's degree in a music discipline required.

OCCUPATIONAL THERAPIST OR OCCUPATIONAL THERAPY ASSISTANT - State licensed and initially certified by AOTA/AOTCB/NBCOT, three years of professional experience required.

APPLICATION DEADLINE: FEBRUARY 2000

COMPUTER SCIENCE - Master's degree with course work in computers OR a bachelor's degree with one or more years experience in the computer area. Candidates should have a demonstrated ability to teach classes in one of the following areas: C++, Data Structures, UNIX, and CISCO. To teach the CISCO Certified Networking Associate courses, the individual will be required to become a CCNA and CCNI within 18 months of hiring required. Initial screening of candidates will begin on February 7, 2000, and will continue until a successful candidate is selected.

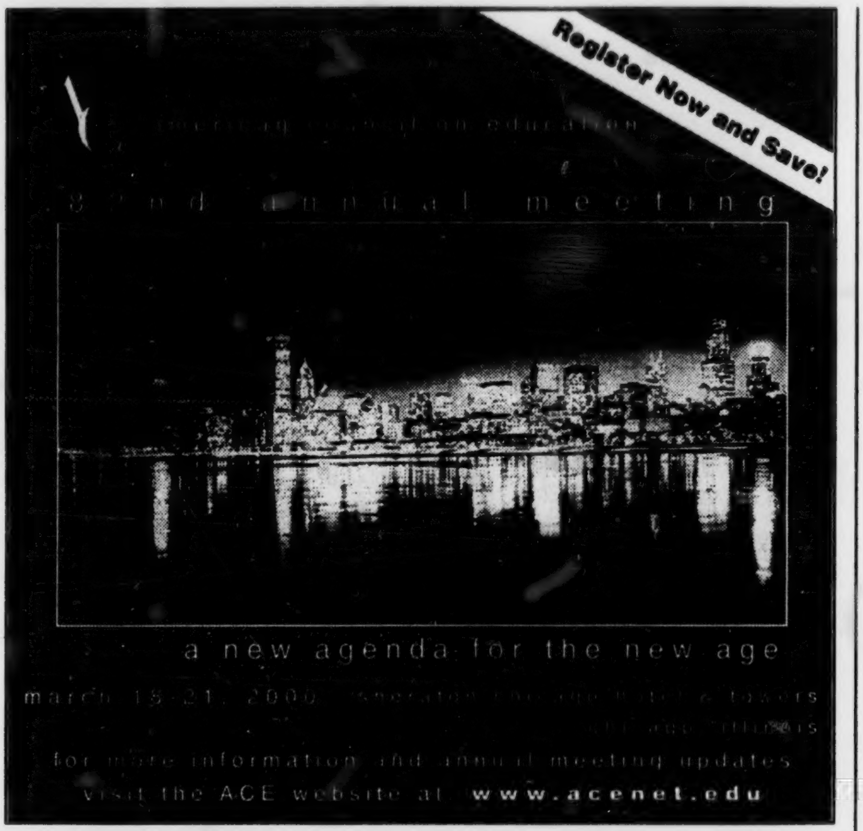
PSYCHOLOGY - Master's degree in psychology with a strong background in general psychology. Submit application materials by February 1, 2000 (completed application form must be submitted by February 14, 2000).

Submit a detailed letter of application, current resume, copies of undergraduate and graduate transcripts, and three letters of recommendation to: **Human Resources, Illinois Central College, One College Drive, East Peoria, IL 61635-0001.** A professional application can be downloaded from **http://www.icc.cc.il.us/hr/application**; otherwise, an application packet will be mailed in response to inquiries. The completed application form for all other positions must be returned by March 20, 2000.

An Equal Opportunity/Affirmative Action Employer

ENVIRONMENTAL SCIENCE

Texas A&M University-Corpus Christi invites applications for an interdisciplinary tenure-line Environmental Scientist in the Department of Physical and Life Sciences. The successful applicant will hold a Ph.D. in Environmental Science or directly related field at the time of appointment. We seek a broadly trained individual with a strong background in coastal environmental/developmental issues. Primary teaching responsibilities may include undergraduate sequences in Environmental Regulations, Meteorology, Oceanography and Urban/Regional Planning. Other teaching assignments may include first year sequences in Earth System Science and specialized graduate coursework. Preference will be given to candidates with web-assisted class skills and the potential for success in classroom teaching and obtaining funded research. The successful candidate must demonstrate the ability to thrive in a multidisciplinary public university setting. To apply, send a letter of application describing your teaching and research interests, a curriculum vitae, official copies of transcripts, and three letters of reference to **Dr. Diana Marinez, Dean, College of Science and Technology, Texas A&M University-Corpus Christi, 6300 Ocean Drive, Corpus Christi, Texas 78412, Attention: Ken Brown.** The position will remain open until filled; however, for full consideration, completed application materials should be received by March 15, 2000.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Conferences and Meetings Assistant
lprice@aahe.org or call 202-293-6440 ext 793

Pepperdine University

THE GRADUATE SCHOOL OF EDUCATION AND PSYCHOLOGY

The Graduate School of Education and Psychology of Pepperdine University is seeking faculty for several positions, effective September 1, 2000. GSEP offers classes at five education centers in Southern California and online across the United States. The School offers three master's programs, one doctoral program (with four concentrations), and two teacher credential programs. Faculty may teach in more than one program and interact with diverse students from across the country, including fully employed, executive, and full-time residential students.

WE ARE ACCEPTING APPLICATIONS FOR VISITING OR TENURE-TRACK POSITIONS IN THE FOLLOWING DISCIPLINES:

- Organizational Leadership
- Teacher Education
- Instructional Technology

Successful candidates must have earned a terminal degree in the discipline in which they will teach, demonstrate scholarly capabilities (including chairing dissertations), and strong teaching ability. Positions are ranked from assistant professor to professor; rank, salary and benefits are commensurate with experience.

Pepperdine University is an Equal Opportunity Employer and does not unlawfully discriminate on the basis of any status or condition protected by applicable federal or state law. Pepperdine is religiously affiliated with the Churches of Christ. It is the purpose of Pepperdine to pursue the very highest employment and academic standards within a context, which celebrates and extends the spiritual and ethical ideals of the Christian faith. While students, faculty, staff, and members of the Board of Regents represent many religious backgrounds, Pepperdine reserves the rights to seek, hire, and promote persons who support the goals and mission of the Institution.

Initial applicant screenings will begin February 2000.

To apply, please submit a curriculum vitae, and the names, addresses, and telephone numbers of three references to:

Associate Dean of Education
Pepperdine University
Graduate School of Education and Psychology,
400 Corporate Pointe
Culver City, CA 90230
Email: gsep-faculty-positions@moon.pepperdine.edu

For additional details please access the following website:
www.pepperdine.edu:80/personnel/pages/employ.htm

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¡PUNTO FINAL!

GLOBALIZATION AND BEYOND: WHAT WE NEED TO LEARN FROM LATIN AMERICA

Harry E. Vanden, a former Fulbright Scholar who teaches at the University of South Florida, has published extensively on Latin America politics and was a member of President Jimmy Carter's international election observation team for the 1998 Venezuelan presidential elections.

News of Latin America is generally not well reported in the U.S. media. This is unfortunate given its growing importance and the increasing ties that bind us.

The world in general and U.S. media in particular were greatly shocked, for instance, by the recent Seattle protest against globalization and the World Trade Organization. The media had generally represented free trade and globalization as beneficial to all. Messages from the protestors were quite different: free trade and globalization were not working for many people; policies were being dictated by large multinational corporations and their cost in human suffering and environmental destruction was high; and policies were being made by an isolated few, far removed from the lives and necessities of the masses.

Media hype about globalization's glories had missed a lot of the real story–that a substantial part of humanity was not prospering. Yet, Latin Americans have been registering these and similar messages for years. As the century ended, a totally new constitution was approved by popular plebiscite in Venezuela, a country largely ignored by U.S. media after a watershed election in December 1998, when the electorate voted into office a previously imprisoned colonel who had staged a military coup against the government in 1992. His 1998 election did get some coverage. The story that did not get covered was how Hugo Chávez was able to rally the support of close to 60 percent of the electorate. Like the Seattle protesters, he had run a campaign that said the people would not be kept prisoner by a small group of bureaucrats in international financial institutions. The masses, he said, deserved more.

They needed policies that would protect them from the vicissitudes of brutal free market and free trade policies that organizations like IMF (the International Monetary Fund) and the World Bank were recommending. His new movement presented an alternative to the corruption and complacency of the old parties and traditional politicians. The people wanted leaders more attuned to their daily lives and real needs and not those restricted to the rarified atmosphere of international financial circles and elitist national politics.

The two parties that had dominated Venezuelan politics and most of the old-line politicians received a combined vote of little more than 11 percent, and were discredited. The old parties and old ways were not putting into power politicians who were willing or able to achieve fundamental change. The second leading candidate was an insurgent political leader who had also tried to mold a new national coalition.

Such events have not been limited to Venezuela. Throughout the Americas, a growing number of people are seeking new voices. For some years, the Yanomami of Brazil and Venezuela have been decrying the disastrous effects of impinging globalization on their lands and people. Few news reports explained the role of international financial institutions like the World Bank in promoting such development.

Since the early '90s, CONAIE, the confederation of indigenous people in Ecuador, has protested the way that Ecuador's political elite have ignored its protests and petitions. Like many of the farmers in Seattle and common people throughout the hemisphere, they sought policies that would give them the resources and access to land to make a living and care for their families. With little U.S press coverage this past year, some of the CONAIE groups in Ecuador also have been vigorously protesting the despoiling and pollution of their environment by some multinational oil companies.

Like the unionists in Seattle, workers in Nicaragua, Costa Rica, Ecuador, and throughout the hemisphere have organized massive strikes and demonstrations in past years to protest negative effects on wages and working conditions of globalization and of IMF and World Bank policy recommendations.

Fellow unionists in Brazil organized their own Workers' Party (P.T.) more than a decade ago and have vigorously resisted the concentration of power and wealth in the hands of the rich and the powerful and the influence of large corporations. They nearly won the 1989 presidential election; their candidates have been elected to congress and to mayorships in major Brazilian cities.

In Mexico, members of the Revolutionary Democratic Party (PRD) and the Zapatistas in Chiapas have been resisting the globalization process because of its pernicious effect on so many people–workers, small farmers, native peoples, members of the middle class, and some small and medium-size businesses. The Zapatistas struggle on in Chiapas, and a PRD candidate is now mayor of Mexico City.

A political coalition in Uruguay dedicated to resisting globalization nearly won the presidency at the end of 1999.

Media in the U.S. have rarely reported this part of the story. If they had, events in Seattle would have been much less surprising. To better comprehend future events, all of us would be well advised to listen to the messages coming from the rest of the Americas.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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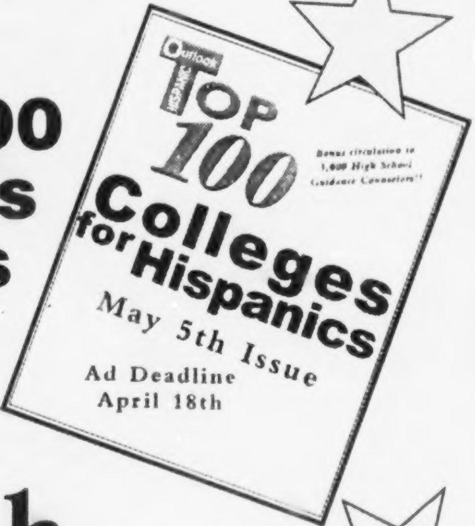

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CONTRIBUTORS: Mia Anderson, Roger Deitz, Amalia Duarte, Maria J. Estrada, Marilyn Gilroy, Gustavo Mellander, Nelly Mellander, Adriana Meucci, Mari Carmen Sarracent, Jeff Simmons, Marilyn Thomas

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**

The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652.

All correspondence should include author's full name, address, and phone number.

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A CAPITOL VIEW

Women, Technology, and Integrity

BY GUSTAVO A. MELLANDER

The American Association of University Women (AAUW), has long worked to help women enter and succeed in college. Therefore, it has had of necessity to study the impact of society on the education of girls long before they get to college.

For years, several national administrations, Democrats and Republicans, have called for the establishment of computer literacy programs in schools. Any such program will impact girls significantly because there are more female students, K-12, than males.

But do boys and girls become proficient in the same way? Should different teaching approaches be developed?

It is clear that new teacher education programs must be created. Educators must be steeped in the new technologies and perhaps new procedures. After all, these programs must train future teachers so that they will not be less computer literate than their students.

Aware of all of this, AAUW has undertaken a new study to examine the interconnections between gender, technology, and teacher education. It is the first-ever commission to study specifically the differences in the way children, girls and boys, accept and use computer-based technologies.

Further, it will study which strategies and techniques are best for teachers to employ to ensure equity in the classroom. Lastly, it will explore whether there is a gender difference in how students learn.

The commission, co-chaired by Patricia Diaz Dennis, an executive with SBC Communications, Inc., and former member of the Federal Communications Commission, has been meeting periodically in Washington since September. Other commission members are on the cutting-edge of technology. They include co-chair Sherry Turkle, professor of sociology at the Massachusetts Institute of Technology; Mae Jemison, professor of environmental studies at Dartmouth and the first African American female astronaut; Kim Polese, president and CEO of Marimba, Inc.; and Jane Metcalfe, founder of Wired Ventures, Inc.–all high-powered and accomplished women.

Observations

Some recent comments indicate the direction and thrust of the commission. "America is transforming into an information-based economy where technological thinking is a must for 21st-century education, employment, communication, and entertainment," said Janice Weinman, executive director of AAUW. "AAUW's commission recognizes that one key to helping students make this transformation is teachers. Teachers who understand how technology shapes and changes the way we think can help ensure that girls aren't just users of technology but also creators."

"Girls are using technologies in new and creative ways. It will be important for us as a commission to understand these current activities as well as discuss new initiatives that will ensure that girls have an opportunity to be technologically literate and reach their educational goals," added Dennis.

"We expect that the AAUW's commission will open the doors to new thinking about how girls and boys relate to technology and science more broadly and how teachers can use this information to ensure a more inclusive technological future for all students," Weinman concluded.

Woman and Integrity

When it's time to hire that next CEO, companies might have yet another reason to consider taking down the glass ceiling and promoting a woman into the job. Research at Michigan State University (MSU) indicates that, all other factors being equal, women generally are better suited for positions of trust and security than are men.

"Increasingly, women are holding corporate positions of power and trust," said Judith Collins, an MSU professor of criminal justice and an industrial and organizational psychologist, who conducted the research.

"This research indicates that, from a security standpoint, they are extremely well-suited to such positions. That's something that companies need to consider as they hire for the future."

The research could be used to enhance the hiring processes that both private and public organizations use in selecting top managers, as well as to determine effective deterrents to white-collar crime.

Reasons for Criminal Behavior

Collins interviewed 71 women imprisoned for white-collar crime and 172 women holding upper-level administrative and managerial positions, studying both personal and situational factors in the women's lives.

Personal factors include a person's inherent personality traits; situational factors are environmental in nature, relating to such things as family and friends.

Within those general categories, the research measured factors of socialization, self-control, empathy, and responsibility, as well as leadership activity, social involvement, and social dominance.

"Females, in general, score more positively on all of these measures than males," said Collins, who has conducted similar research on male executives. "Those measures of integrity clearly indicate that women are a better risk in these high-level positions than men."

When women do commit crimes, she said, the research indicates that their motives are much different. They tend to be more "other-directed," meaning that they perceive the crime as benefiting others rather than themselves.

"It's very interesting that the reason for the criminal behavior was empathy," Collins said. "A common characteristic for most criminals is lack of empathy. In other words, they are thinking only of themselves and their own needs. The females who committed crimes were actually full of empathy; they took the money, for example, because their spouse was unemployed, their parents needed money, or their children needed help.

"That could mean that there's a whole different set of rules we have to live by when we're putting people through the hiring process. Are we asking the right questions? Are we weighing the right factors?"

Dr. Mellander is a professor at George Mason University.

HO

Latina Lawyers Go the Distance

John Marshall Students and Alums Speak Out

BY MARILYN THOMAS

> ***"It was tenacity, a certain amount of stubbornness, and a belief that life is too short to fit in someone else's mold that kept me going."***
>
> RAQUEL MARTINEZ, DEPUTY GENERAL COUNSEL, ILLINOIS STUDENT ASSISTANCE COMMISSION

Cook County Circuit Court Judge Elizabeth Loredo-Rivera remembers being stereotyped by her high school counselor, who told her she should develop strong secretarial skills and get a good job because her Mexican immigrant parents didn't have enough money to send her to law school.

"I didn't have any role models. My biggest supporter and mentor was my mother, who'd been a teacher in Mexico. She kept telling me I could do it. I remember her walking into that counselor's office and telling him he shouldn't be discouraging a child's dreams," the judge says.

Loredo-Rivera, a 1983 graduate of The John Marshall Law School in Chicago, said that her three years in law school were tough, but "I felt welcomed. I felt like I was part of a big family." And after the trials and tribulations of law school, "I felt prepared. John Marshall taught you to learn on your feet, to anticipate the next move."

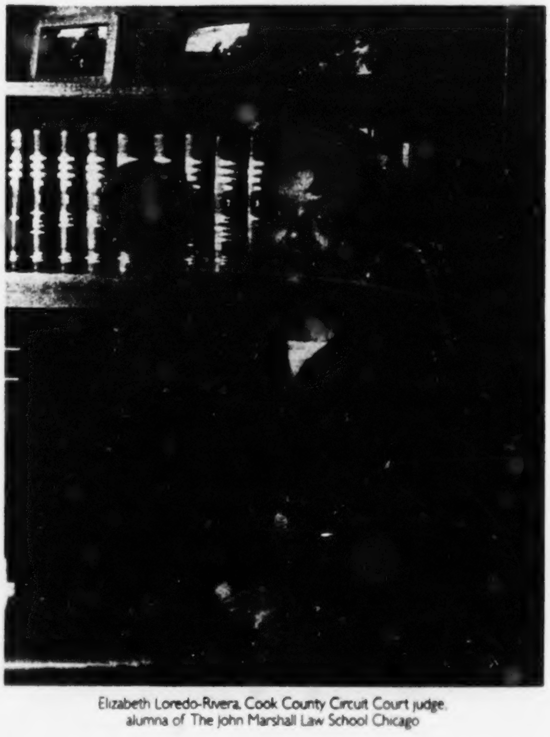
She is proud of her accomplishments both as a Cook County assistant state's attorney in Chicago and on the bench. Her success started while she was still in law school when, as a third-year student, she was hired by the State's Attorney's Office. Upon passing the bar exam, Loredo-Rivera began work in the State's Attorney's criminal division. After several years in court, she held a first chair in a felony trial courtroom. Later, she did extensive work in domestic violence proceedings, which led to her being named family issues coordinator on the executive staff of the State's Attorney's Office. In 1997, she was elected a judge.

Loredo-Rivera's accomplishments speak to her abilities, which is why it is distressing for her to hear stories today of counselors belittling Hispanic women's attempts to have professional careers. "When I go to address students in high schools and colleges, they will come up to me and tell me similar stories," she says. "I tell them not to believe it [the misinformation]. If I could make it through college and law school, they can have a profession as well."

Elizabeth Salgado, a second-year law student at John Marshall, tells the story of her high school counselor refusing to give her a college application. "My dad always told us to stay in school, but my guidance counselor said he didn't think it was a good idea for me. I've always wanted to come to law school, to be trained to work with people and show them how the law affects them," Salgado relates.

Despite the counselor's misgivings, Salgado got herself admitted to the University of Illinois at Chicago, where she earned a bachelor's degree in political science. Salgado laments that she is the only one of her high school friends to finish college.

Grissele Camacho, an Hispanic attorney in New Jersey who helped organize the successful Elección Latina program in 1998 as an active member of the Hispanic National Bar Association, considers it sad that



Elizabeth Loredo-Rivera, Cook County Circuit Court judge, alumna of The John Marshall Law School Chicago

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some people still stigmatize the role of Hispanic women in society. She thinks that low expectations for young girls are especially damaging. "If no one is there to expect them to achieve, they won't be as successful. It is crucial that they get guidance, especially in high school when it can be critical," Camacho says.

"A lot of young Hispanics have parents that are supportive, but they may not know the system. Consequently, they don't argue to have their children in a college-preparatory curriculum, and they don't know what options are offered to get their children into college," Camacho says. "If they can't advocate, then they rely on the teacher and counselor, and sometimes they [school staff] don't make the best choices for the student."

Angel Traub, a second-year student at John Marshall, missed out on some of those advantages. Her parents, Rosita Martinez-Dalton and Robert Dalton, have worked in restaurants for decades to raise their family. They had always been supportive of Traub, and her father encouraged her to be a lawyer since she was very young.

The John Marshall Law School, Chicago

Believing there was no way to finance a higher education, Traub took a pass on college and waitressed, saving her tips so that she could eventually pay college tuition. It was only after she married Troy Traub and her daughter, Angelica, was born that Angel Traub began giving serious consideration to a college education.

"She's what made me go back to school," Traub says of her six-year-old daughter. Traub enrolled at the College of DuPage, where she was in the honors program and on scholarship. She transferred to Northern Illinois University as a President's Scholar and received a scholarship that helped pay for her bachelor's degree. Traub now is a student at The John Marshall Law School. She ranks seventh in her law school class, and her outstanding academic record entering law school won her status as a Distinguished Scholar, which included a full scholarship.

Being a returning adult, Traub believes she has a maturity that's necessary to meet the challenges of law school, but she wishes she'd known earlier about the college financial aid and scholarships that were available. It would have relieved much of the stress and burden from her and her parents.

Judge Loredo-Rivera's entering class in 1980 had just 20 Hispanics enrolled; The John Marshall Law School today has 68.

Raquel Martinez, deputy general counsel of the Illinois Student Assistance Commission, appreciates now having a chance to offer information on assistance from state, federal, and private sources that can help current and future students ease the financial burdens of college or professional training. She knows how tough it can be.

"There wasn't money available in my family for college. My father told me that paying for it myself would make me more appreciative of my education. I was slinging dumplings in a Bohemian restaurant, among other jobs, to pay my tuition through college and law school. It was tenacity, a certain amount of stubbornness, and a belief that life is too short to fit in someone else's mold that kept me going."

Alfredo Avila, president of John Marshall's Hispanic Law Students Association, agrees that each step is a challenge for Hispanic students, but he is not discouraged. "The doors of law schools are really wide open now."

But John Marshall alumnus Marcel Benavides, a June 1999 graduate now with the Cook County State's Attorney's Office, sees Hispanics as a growing and powerful minority group. Yet he was "shocked to see the small numbers of Hispanics in law," arguing that many more are needed to fairly represent Hispanics' standing as a major force in the community. "Not that many prosecutors are representing the community. There's always room for improvement," Benavides adds.

Camacho is optimistic that the number of Hispanics in law will improve, but she thinks there will be a leveling off of minority enrollments in law school. Statistics from the American Bar Association's Section of Legal Education and Admissions to the Bar show that United States law schools enrolled 3,224 Hispanics in 1980. That number more than doubled to 7,054 during the 1998-99 academic year.

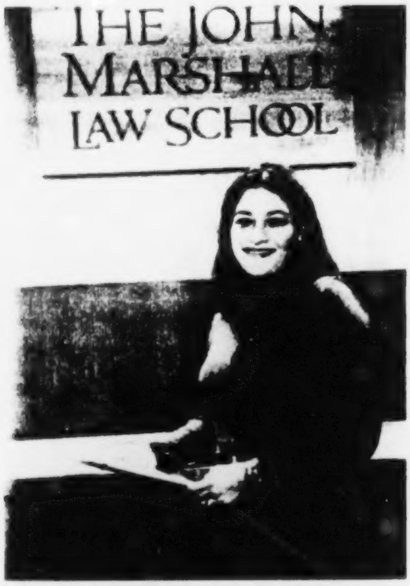
"I think there are some encouraging things happening, but there are some steps back," now that several states have suspended giving preference to minority candidates, Camacho says.

Admittance to law school depends greatly on LSAT scores and college grade point average, said William B. Powers, associate dean of admission and student affairs at The John Marshall Law School. His admission committee's decision on a candidate is predicated on those scores as well as a student's background, work experience, and personal statement. Minority status may be a factor in admission.

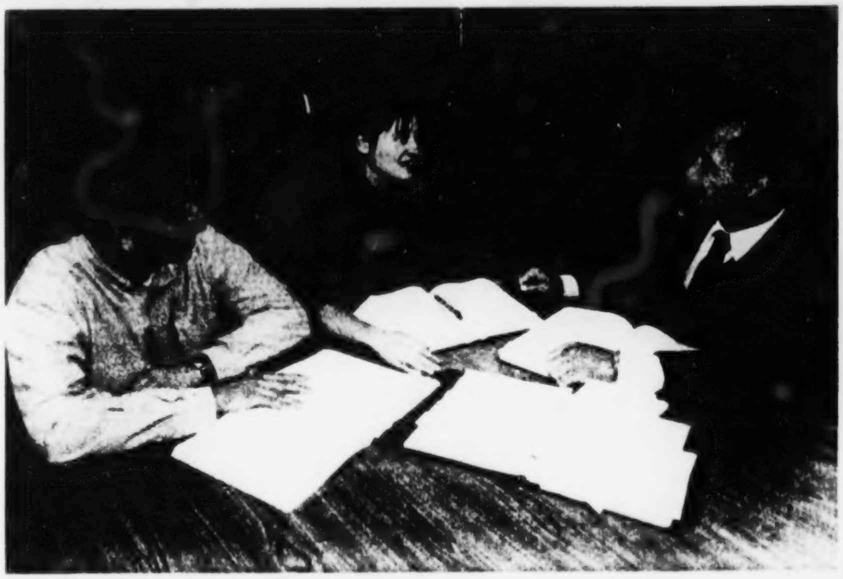
Today's Hispanic enrollment at John Marshall is encouraging. Loredo-Rivera's entering class in 1980 had just 20 Hispanics enrolled; the law school today has 68 Hispanic students. Powers says that while the students are homogeneous in their Hispanic heritage, they are coming from a variety of backgrounds.

"I will say that they are hardworking and determined students. Many are the first in their families to graduate from college, much less attend professional school. Going to law school is a very big step for them," Powers said. "And a good number want to do it not only for themselves but for the Hispanic community. As attorneys, many of them will become actively involved in community activities and will act as role models for future generations of Hispanic attorneys."

A second-generation Mexican American, Salgado says she believes having a career is important, and she knows that she will be a role model not only for her young daughter but for others in the community. "I think I surprise a lot of the women in my family," Salgado says, "especially accomplishing these things with a young child. My husband is very supportive. We take it one semester at a time."



Angel Traub, student at The John Marshall Law School, Chicago



Hispanic Study Group, The John Marshall Law School, Chicago

Law school also takes a special camaraderie. Loredo-Rivera was a founding member of the Hispanic Law Students Association in 1981. "We needed support, and we needed each other," she said. "When I came to law school, I didn't realize how important study groups were. I didn't have a clear understanding of outlines, and we shared all that, as well as information about teachers and their approaches in class."

Last year, the Hispanic Law Students Association initiated a mentoring program that pairs graduating law students with first-year students. Salgado has been one of its beneficiaries. "I didn't know what to expect from law school. My mentor was very encouraging. In the beginning, we tend to have difficulty with the writing classes, and the mentors are a big help," she said.

From its inception, the association has encouraged networking, which is how Martinez, as a second-year student at John Marshall, got her first job in the legal profession. "I remember I was at a Christmas party hosted by the Hispanic Lawyers of Illinois, and Illinois Attorney General Neil Hartigan was there as the guest speaker. I thought I'd take advantage of the situation," Martinez remembers. "I walked up to him and introduced myself and said I'd like to work in his office. He handed me his business card and said to call. I clerked there for two years, and after I passed the Bar, I became an assistant attorney general."

Adrian Mendoza, a 1994 John Marshall alumnus now with the Chicago law firm of Pretzel and Stouffer, said he had a great Mexican American professor who mentored him when he was an undergraduate student at DePaul University in Chicago. The professor had graduated from John Marshall and encouraged Mendoza to look at the legal profession. "I chose law over other professional fields, such as medicine or business, because the legal profession has been very welcoming. I also chose law because it offered me the most opportunities of the advanced degrees, both in the community and professionally."

For more information on The John Marshall Law School in Chicago, visit the school's Web site at www.jmls.edu.

HO

The Story of National Women's History Month

BY NELLY MELLANDER AND GUSTAVO A. MELLANDER

The Beginning

As recently as the 1970s, women's history was virtually unknown among the general public. Since it did not exist in our schools' curricula, this comes as no real surprise.

A few groups decided to address the void. One of them, the Sonoma County Commission on the Status of Women, in California, was particularly successful. It initiated a "Women's History Week" celebration in 1978. The commissioners chose the week of March 8 to make International Women's Day the focal point of the observance. They sponsored a series of activities that met with enthusiastic response. Within a few years, dozens of schools joined the cause and presented programs highlighting women's contributions to American history.

In 1979, members of that pioneer California group were invited to participate in the Women's History Institute at Sarah Lawrence College. The Institute was attended by the national leaders of organizations for women and girls. When they learned about the Sonoma countywide Women's History Week celebration, they decided to initiate similar celebrations within their own organizations and school districts.

The group coalesced to seek a Congressional Resolution declaring a "National Women's History Week." It succeeded in 1981, when Senator Orrin Hatch (R-UT) and Congresswoman Barbara Mikulski (D-MD) co-sponsored the first Joint Congressional Resolution.

Overwhelming Response

As word spread rapidly across the nation, state departments of education encouraged celebrations of National Women's History Week as an effective means toward achieving equity goals within classrooms.

Before long, many states developed and distributed curriculum materials to all of their public schools. Organizations sponsored essay contests and other special programs in their local areas.

Within a few years, thousands of schools and communities were celebrating National Women's History Week, supported and encouraged by resolutions from governors, city councils, school boards, and the U.S. Congress.

Entire Month of March

In 1987, the National Women's History Project petitioned Congress to expand the national celebration to the entire month of March. Since then, National Women's History Month has been annually proclaimed by either the Congress or the President. Each year, programs and activities in schools, workplaces, and communities have become more extensive as information and program ideas have been developed and shared.

Growing Interest in Women's History

The popularity of women's history celebrations has sparked a new interest in uncovering women's forgotten heritage. Many states and cities have instituted a "Women's Hall of Fame" or have published biographical materials about prominent women in the history of their particular locale.

In many areas, state historical societies, women's organizations, and groups such as the Girl Scouts of the USA hold joint programs. Under the guidance of the national Women's History Month educators, workplace program planners, parents, and community organizations in thousands of American communities have turned National Women's History Month into a major celebration and a springboard for celebrating women's history year-round.

Showcasing the Role of Hispanic Women

Given the dearth of historically sound material on the contributions of Mexican American/Chicana women, the National Project decided to produce a video.

The program, partially funded by the U.S. Department of Education, was four years in the making. One of the most difficult problems to be overcome was to secure photographs. It was very difficult to locate pictures of women other than in formal family portraits.

Women's photographs were seldom indexed in archival collections, making it necessary to sort through vast numbers of images in hopes of locating pictures of women involved in daily life activities. Alternatively, families needed to be found who had such photos in their private collections and who would entrust their personal treasures to the researchers.

Since funding was insufficient to bring together the historians involved in creating the half-hour script, Mary Ruthsdotter coordinated this collaborative project entirely by mail and telephone, a difficult process. However, the resulting historical video is widely agreed to be an excellent, balanced telling of a complex story.

¡Adelante Mujeres!

¡Adelante Mujeres! a 30-minute video, covers the major events, themes, organizations, and personalities of Mexican American women's history from the Spaniards' arrival in this hemisphere to the present day.

Latin American scholar Diane Soles (University of Wisconsin-Madison) asserts that *¡Adelante Mujeres!* offers "a record of the accomplishments and achievements of Chicanas that's difficult to find elsewhere."

In her laudatory review, Soles rhetorically asks, "Where else are there so many positive and varied images of Chicanas?"

Hundreds of photographs gleaned from archives and private collections across the continent provide visual testimony to Mexican American women's everyday lives and experiences and to their many noteworthy accomplishments.

Specialists in Mexican American women's history (Dr. Vicki Ruiz, Arizona State University; Dr. Elizabeth Salas, University of Washington; Dr. Martha Cotera, Chicano Research and Learning Center, Austin; Christine Marín, Arizona State University) collaborated with the National Women's History Project to develop the script for this unique documentary.

The English-language narrator is Maria Cuvas (co-founder of the National Women's History Project); the Spanish-language narrator is Sylvia Parra, *Noticias* television announcer. They are joined by the voices of Jessie Lopez de la Cruz (United Farm Workers organizer) and Dr. Martha Cotera (historian/activist) to weave together the compelling story with authentic background music.

The program debuted before members of the Hispanic Caucus of the U.S. Congress, and has met with nothing but favorable comment ever since.

A copy of the complete script is included with the purchase of *¡Adelante Mujeres!* to facilitate group discussions. The video is available in either English or Spanish, and is suitable for high school, college, and adult audiences.

Purchase price is $49.95, plus $5.00 shipping and handling, from the National Women's History Project, 7738 Bell Road, Windsor, Calif. 95492-8518. Credit card orders can be called in to (707)838-6000.

As an extension, published photos of the featured women in two formats are available: one is a ready-to-post display set of twenty 8 1/2 x 11" photos with Spanish and English biographies for each ($14.95); the other is a booklet of 17 of these women, same format, same biographies ($8.50).

Other activities

The project also produces a variety of material for those who want to learn more about women's contributions. Organizing guides, curriculum units, posters and display sets, videos, and a wide range of celebration supplies are available to interested readers.

For more information, contact Mary Ruthsdotter at the National Women's History Project: nwhp@aol.com and/or (707) 838-6000. Also visit www.nwhp.org for information about women's history and National Women's History Month, and www.legacy98.org for the history of the Women's Rights Movement in the United States.

Nelly Mellander and Gustavo Mellander teach at George Mason University.

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The Learned Latina Behind *Latina*

BY ADRIANA MEUCCI

UT-Austin and Stanford Law Grad Christy Haubegger

As a teenager, Christy Haubegger would read the many magazines targeted to girls in her age group. But something always seemed to be missing. Haubegger never noticed any models who looked remotely like her; instead, they were mostly tall and blonde. Nor did she come across any articles or information that embraced her experience as a Mexican American.

All that has changed now that the 30-year-old Haubegger has launched her very own high-gloss magazine called *Latina*. The monthly publication, out since May of 1996, shares space on the newsstand with the likes of *Glamour* and *Vogue*. The magazine also joins other periodicals targeted to Latinos such as *People en Español* and *Glamour en Español*.

Latina is the first national, bilingual lifestyle magazine for Hispanic women in the United States. And Haubegger, who oversees the production and publication of the periodical, hopes to provide positive images for Latinas as well as valuable information and a voice for Hispanics.

Haubegger, adopted as a child by a White family in Houston, was enrolled in a bilingual preschool class. She was taught to embrace her Hispanic heritage, and she grew up feeling comfortable in both cultures. After graduating from college, Haubegger set out to create her dream magazine–and swiftly drew up a business plan. She had already given considerable thought to the matter while attending Stanford University Law School. During a business law class, she was asked to design a business plan, and the groundwork for *Latina* magazine was laid.

After a meeting with Edward Lewis, the founder of *Essence* magazine, Haubegger got her big break. As part of her pitch, she drove him through a Latino neighborhood, pointed out Hispanic women carrying copies of magazines such as *Glamour*, and told Lewis that the women "need their own." *Latina* is thus the joint product of Haubegger's company, Alegre Enterprises, Inc., and Essence Communications, Inc.

Christy Haubegger

But the road to publication was fraught with challenges, including personal ones. One incident occurred at a deluxe hotel where she was meeting with prospective advertisers, clad in business attire and looking quite professional. After the successful meeting, while heading back to her hotel room, she was stopped by an elderly couple and asked to bring ice to their room. Their apparent assumption that she was a maid was just the type of ignorance about Hispanics that fueled Haubegger to dispel such stereotypes. *Latina* would provide her with the voice she needed to reach a large audience.

And reaching people is just what she has accomplished. Haubegger has been the subject of both print and broadcast media in both English and Spanish throughout the United States. She has been featured on CNN and ABC. She has become a public mentor for young Hispanic women and entrepreneurs and has been honored for her achievements and service in helping others.

In 1997, she was chosen one of the Top Ten Role Models by the Ms. Foundation for Women. Her many awards include the California Association of Bilingual Education Award and a Big Sisters of Los Angeles Honor for providing a Latina role model to young women.

Interviewed by *The Hispanic Outlook*, Haubegger answered many questions about herself, *Latina* magazine, and issues affecting Hispanic women as well as men.

HO: What has been most rewarding about *Latina* magazine?

HAUBEGGER: The most rewarding part of the magazine has got to be the feedback from readers. Every time I meet someone who tells us that we made her feel beautiful, that we inspired her with stories of

Latina women's achievements, or counseled her in career, health, or her home, I feel like it's all worth it. It's also personally satisfying to build a media company where Latinas can shape their own images and tell their own stories and build careers.

HO: What are some of the ups and downs in the publishing industry?

HAUBEGGER: The ups and downs within even a given hour are too numerous to chronicle fully in this space. However, it would be safe to say that it's never dull–from the eternal challenges of being an entrepreneur to the tremendous victories of challenging the media's view of Latinas to the battle for advertising, from the lows of our team's exhaustion to the highs of the reader feedback.

HO: How is your magazine helping to change perceptions about Hispanics, particularly Hispanic women?

HAUBEGGER: I think that the fact that we present Hispanic women as the standard–they occupy all the pages and images of mothers, daughters, lawyers, doctors–is subtly revolutionary given our invisibility in other media. At the same time, the fact that...you see an article quoting a doctor surnamed Garcia means that some young women might now consider being a doctor someday. I hope our Triunfos section challenges all of us to achieve great things. Reading about a Latina astronaut such as Ellen Ochoa or an EEOC chair such as Ida Castro should be required for all Americans, in my opinion.

HO: How do you attract advertisers?

HAUBEGGER: Advertising is extremely difficult for a number of reasons. First, many of our clients–from cars to cosmetics–do not picture their customers as Hispanic women. Therefore, we are largely in the education business rather than the sales business. Secondly, we have to replace any stereotypical images that may suggest we can't afford products with that of a dynamic, valuable customer. Thirdly, all new magazines have advertising challenges. Most clients would like to wait and see who else advertises before taking the plunge. All of these factors create an amazing challenge that is nonetheless successfully met and overcome by our fantastic, enthusiastic sales team.

HO: What are some of the most critical issues that you believe Latinas face today? How does your magazine bring attention to them?

Latina
HOLIDAY
PARTY
Latina

HAUBEGGER: Latinas have reached a critical point in our history. There are now more than 30 million Hispanics in the United States. More of us are achieving the American dream of prosperity and education than ever before. At the same time, we are faced with the fact that an alarming number of us are not maintaining it, falling through the cracks with an unprecedented number of high school dropouts, teen pregnancies, not to mention the health concerns such as HIV that are disproportionately affecting our community, and the continual hostility toward and exploitation of immigrants. *Latina* magazine covers these issues in-depth by exposing them and providing information for our readers to become more involved. Quite simply, while we cover the fun things from beauty to entertainment, we have an obligation to inform and educate as well as entertain.

HO: Who or what has most influenced your life? Your career?

HAUBEGGER: I was fortunate to have parents who believed in me 110 percent, even when I put my law degree under my bed to start a magazine. I have also had the blessing of many mentors (most of whom do not look like me) in my education and my industry.

HO: What career advice can you offer women?

HAUBEGGER: Find mentors now, and don't wait for someone who looks like you. Get help wherever you can find it.

HO: You have received a B.A. degree in philosophy from the University of Texas at Austin, and went on to earn a Juris Doctor from Stanford Law School. How has your education prepared you for your career success today? What advice do you have for Hispanic women seeking higher education?

HAUBEGGER: My education has been a tremendous help to me. Law school, for example, gave me the skill to engage in disciplined thinking, while philosophy gave me an interest in thinking flexibility. At the same time, I believe that as a Hispanic woman, having degrees from very established universities gives me a level of credibility that I might not have needed if I were a White, male entrepreneur.

I hope that Hispanic women continue to seek higher education, despite the occasional lack of support from family or friends for doing so. Seek out organizations such as the National Hispanic Scholarship Fund, or programs such as SEO or www.ML4T.org that encourage, mentor, and support us.

Challenge Everything! Says Emma Pérez

Chicana historian hits the ground running at WILLIAM PATERSON UNIVERSITY

BY
MIA ANDERSON

> ***"We have to look for ways to transform the consciousness of students and colleagues about race, gender, and poverty in the world."***
>
> EMMA PÉREZ

Emma Pérez, born in the small, rural town of El Campo, Texas, is today the Distinguished Visiting Scholar/Professor at William Paterson University (WPU) in Wayne, New Jersey, the first to hold this prestigious title at WPU. She is an associate professor of history and for nine months was assistant vice president for graduate studies at the University of Texas at El Paso (UTEP); the author of *The Decolonial Imaginary: Writing Chicanas into History* (Bloomington: Indiana University Press, 1999), which explores the history of Chicanas in the twentieth century; the author of the novel *Gulf Dreams* (Third Woman Press, 1996), which chronicles a young Tejana's coming of age in a small Texas town; co-editor with Norma Alarcón and others of *Chicana Critical Issues* (Third Woman Press, 1993); and a nationally recognized Chicana historian and feminist scholar.

El Campo, located southwest of Houston in eastern Texas, was a migrant camp in the 1880-90s. When Pérez was growing up there, it had a "rural, Southern, cotton-growing essence" and was home to a mix of African Americans, Mexican Americans, Anglos from the South, and a small Jewish population. "It was a rough place to grow up," Pérez recalls, "because a unique kind of racism was acute. That was the first thing I was faced with going off to first grade. Also poverty–we were poor....Race and class consciousness were pretty apparent to me in the first grade. Gender consciousness? That was also pretty apparent in the first grade, when I was about seven years old....There was a social structure that put me in a box–and I knew that I would have to struggle with it all my life."

Pérez remembers Anglo teachers censoring and even punishing the Mexican American elementary school students when they spoke Spanish, and calls what she and others suffered "psychic abuse." "But I became a survivor. I told myself that I'd better learn the English language, and I'd better learn it well. I'd better learn as complex language as I possibly could....I'm still doing this.

"You know, Audre Lorde said that 'the master's tools will never

Emma Pérez, distinguished visiting scholar 1999-2000 dismantle the master's house'–but I only have the master's tools. Gayatri Spivak (she's at Columbia University, in the English department) said that you master language to invert the ideologies that the master imposes on the truth. I ascribe to that."

Pérez' brother, she says, was her best friend during those difficult early years. "He's older–a very sensitive man. He experienced more of the psychic destruction that racism can wield. My privilege was that I am light skinned."

There were five children in her family. Besides her brother, there were two older sisters, one of whom went on to earn her B.A. in Spanish literature, and another who earned an M.A. in Spanish literature. Emma Pérez earned the Ph.D.–in history, from UCLA.

"My mother, a native of Texas whose family had been in the Tejas province for generations, only attended school to the third grade. She has told me stories about racist White kids who would slam her body with their book bags. My father had only a seventh grade education," Pérez continues; "that's all he was allowed. But he was an avid reader, and he encouraged all of his daughters and his son to get an education. He had a real hard time with his daughters' dating, but he did encourage us to go as far as possible with our education, even if it meant traveling far away from home to get it. He was very proud of us. He was especially proud, as I am, of my youngest sister, who is currently pursuing her Ph.D. in English literature."

From El Campo, Pérez moved to Pasadena, "urban cowboy country," for three years of high school, but finished high school in Cheyenne, Wyoming. She attended a series of junior colleges, including California State University-Northridge. Then she arrived at UCLA, immediately loved it, and stayed.

UCLA was the "hot bed for Chicano studies," and the history curriculum, significantly, included women in general, although Chicanas specifically needed to be studied too. "There were many wonderful faculty and mentors, many from the East Coast. There was Temma Kaplan, who has returned to the Northeast and is now at SUNY-Stony Brook; Juan Gomez-Quinones, who was important for setting up Chicano history and historiography. Another outstanding faculty/mentor was Kathryn Kish Sklar in history, who is now at SUNY-Binghamton.

"Gomez-Quiñones taught me about Chicano history. He was significant because as a student in the '60s, he was involved in the student movement–he was one of the students at UCLA fighting for this thing called Chicano studies. He ended up getting hired, has been instrumental in advancing Chicano studies, and has also trained many of the initial scholars, that first group of self-named Chicano historians. He believed in the importance of doing research in Mexico, not just in the U.S.

"Sklar, 'Kitty,' was and is a prominent women's historian and taught me about women's social history during the progressive era (late 19th and early 20th centuries). Kaplan was one of the first who sat me down and said, 'Write a paragraph'–one of the first who took the time out to help me with my writing. 'Write succinctly,' she told me; 'write short, declarative sentences, and you'll communicate with your audience.' And she made global connections," Pérez recalls, "and that was very important to me."

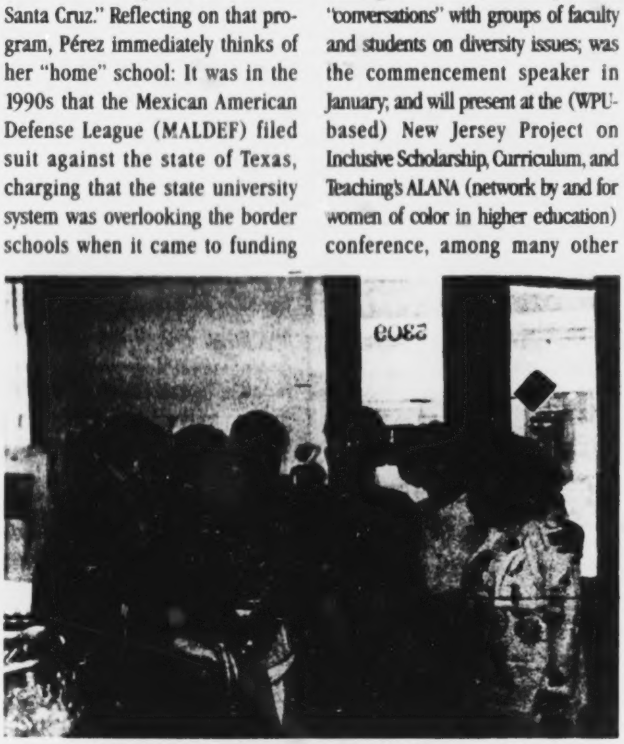
"You know," Pérez laments, "there are only 21 Chicana historians in the universe–and only about 50 Chicano historians, for that matter. There's Vicki Ruiz; she's at Arizona State University and trains history students in graduate school. Camille Guerin-Gonzalez is at the University of Colorado at Boulder. Deena Gonzalez, at Pomona College, a liberal arts college, sends graduates from her program off to Vicki and Camille. At St. Mary's in Texas, a four-year college, there's Antonia Castaneda. My point is that there are too few Chicana historians at research universities who can train Chicana graduate students. This concerns me–in the same way women's historians were concerned 25 years ago about a neglected field of study."

Asked about her professorship at UTEP, Pérez points out that she is currently on leave. This is, in fact, her fourth leave since 1989. The first was during her first year there and was funded by a grant from the Ford Foundation. A second was funded by the Rockefeller Foundation in 1994, when she spent the year at the Center for Studies on Race and Ethnicity at the University of Colorado in Boulder, during which time she was also able to work on *The Decolonial Imaginary*.

"During my third year of leave, 1995, I taught for History of Consciousness, a graduate program at the University of California in Santa Cruz." Reflecting on that program, Pérez immediately thinks of her "home" school: It was in the 1990s that the Mexican American Defense League (MALDEF) filed suit against the state of Texas, charging that the state university system was overlooking the border schools when it came to funding Ph.D. programs. MALDEF won the suit, and now more M.A. and Ph.D. programs are being developed at, for example, UTEP.

"This year is the first year that we will have incoming Ph.D. program students in history–Borderlands History, the only program of its kind in the nation (UT-Austin has only a specialization). But I'm still concerned about getting funding for the students. I have a general concern that they not be excluded from major funding."

The William Paterson University's distinguished visiting professorship is being funded through a partnership between the University's Alumni Association, Office of the Provost and Executive Vice President, and the Foundation. She's been busy since arriving on campus, starting with an address at University Day, one of the semester's opening events. She's talked with students at a roundtable series on "Privilege and Entitlement: Historical Legacies"; was a panel member presenting on "Feminism Today"; held "conversations" with groups of faculty and students on diversity issues; was the commencement speaker in January; and will present at the (WPU-based) New Jersey Project on Inclusive Scholarship, Curriculum, and Teaching's ALANA (network by and for women of color in higher education) conference, among many other



At the April 1996 book-signing party for *Gulf Dreams*: (l.) Pérez (third from l.) Antonia Castañeda at St. Mary's University , San Antonio; (second from r.) Pérez' mother, Emma Perez; (r.) Pérez' sister, Sonja Perez

During the tumultuous late 1970s, in Los Angeles, Emma Pérez joined a National Organization for Women march carrying a sign reading "Dykes for Equal Rights."

appearances. This spring semester, too, she is teaching a course titled Autobiography: Women Writing Memory for the Women's Studies and English departments.

"It was competitive, yes," Pérez answers when asked about her current position. "It was advertised in the *New York Times*, and I understand they had 20-30 applicants....My application was put forward by both a faculty member of the history department and one in the English department. I thought it was a long shot, but I think [my being hired] is a testimony to WPU's commitment to diversity at this time in history, given the fact that I am rather specialized. William Paterson appears to be open to different kinds of cultures."

The Office of the Provost tells ***The Hispanic Outlook*** that WPU is "extremely fortunate to have Dr. Pérez on campus....She was selected because of her impeccable scholarship, her commitment to her discipline and her career, and for her personal philosophy and perspective." Speaking for the Provost's Office, Dr. Nina Jemmott, associate vice president and dean, graduate studies and research, went on to say, "We believe the university, both students and faculty and staff, will benefit greatly from her presence. We will all learn from her to appreciate excellence and diversity and that the two are mutual. We use her as that example." Indeed, Jemmott says, "[Pérez] has already become a valued member of the university community as she lectures and runs workshops and seminars in a broad range of topics and disciplines. We couldn't be happier with her choice and ours."

Another piece of Pérez' identity–another piece of her philosophy and perspective–concerns her sexual orientation. "Being an out lesbian has been very important for me in the academy. In the '70s, for example, at UCLA, the women's studies program and the Women's Center meant a safe place for me. Crossing races, crossing classes–those we were always crossing.... I've been out since I was about 19, and it's been a negotiation that I've had to do constantly. It's been problematic because homophobia in the academy is pretty severe."

Pérez recalls the 1990 plenary keynote at the National Association for Chicano Studies' conference in Albuquerque. "It was openly called a talk from a lesbian, socialist-feminist perspective, and it caused quite an uproar. That's when we decided to have a lesbian caucus and were told we couldn't. If you have a lesbian caucus, then you must also have a marijuana caucus–this was the level of discourse. It was fun! We got our caucus, and from there, it grew. Now it's the lesbian/bisexual/transgender caucus, and the gay men have their joto caucus. We've been targeted ever since then as political troublemakers or 'terrorists' who were silencing the homophobic conservatives. We forced people to think about these issues, and that is called 'terrorism.'...Unfortunately, it's pretty much the same today."

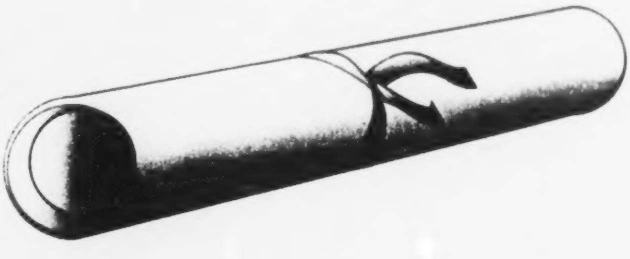
Pérez has said that she found herself interested in history "only when going to grad school. I had a passion to know the stories of those whose stories have not been heard. In addition, I know that making sense of the past is what helps us to understand the present. Context is so important for understanding anything." Asked how her perspective affects her work as an historian, Pérez explains that she is "always doing a Chicana/lesbian/feminist perspective. These pieces of who I am are always going to mark and imprint the way that I see. This is precisely what literary/cultural theorists are forcing people to do today–to recognize that who you are marks your ideology. The documents do not speak for themselves as many people still believe....I have a real primary concern about the way gender and sexuality are marginalized in the traditional writing of history. I want to write Chicanas into history, including lesbian Chicanas."

Pérez has this advice for Chicana students: "Above all, be persistent. Challenge everything–I'd say this to all students. Challenge what you read; challenge what your professors say. Know who your allies are among your professors, among your classmates. Seek out the allies. It's work. But that's part of your education. I'd advise them to build coalitions. I worry that students don't realize that this isn't an individual effort: there are communities to call upon. Through the centuries, there have been inroads into the conservative White male bastion of academe. There have been backlashes–all the more reason to build coalitions across race, gender, sexuality."

Asked what she would want to say to historians in the field, "I'd challenge them," she says. "I'd ask them to be more interdisciplinary. To ask questions in different kinds of ways, ways that challenge previous notions....There are so many texts, so many resources available–[all of us historians] are going to fall behind. The value of students is that they force you to keep up. For some [faculty, failure to transform their scholarship and teaching] is because of laziness, but for the most traditional, it's incredibly threatening because it threatens core beliefs about knowledge. The privileged knowledge becomes the empowered knowledge. Nobody wants to be toppled."

Asked if there is anything further that she'd like to say, Pérez nods and says, "Hope....How are we going to continue into the new millennium given the complexities that we're faced with. If you look around, there's a lot of hopelessness. Two hundred Mexican women have been murdered in Juarez, Mexico–right across the border from El Paso–since 1993. They were as young as eight, and into their 30s–brutually raped, mutilated, murdered. What kind of society are we living in? How can we be hopeful when we look at these stark realities?...We have to take a leap of faith. We have to ask ourselves how we're going to take social responsibility in our daily lives, and we have to look for ways to transform the consciousness of students and colleagues about race, gender, poverty in the world. We have to strategize to build coalitions across all those multiple identities–and still respect those identities. If we're not hopeful, then we can't continue. I have to believe that people are basically good. Postcolonial hope–right now that's what helps us all move forward."

The Honor Roll



Lesley College

150 Sites in 15 States

BY ROGER DEITZ

Lesley College is a multi-site university with undergraduate and graduate programs for women and men in education, management, human services, and the arts. And it is the 15th largest grantor of master's degrees in the United States. The institution offers programs at its Cambridge campus and at more than 150 sites in 15 states. Lesley's five schools include the School of Undergraduate Studies, the School of Education, the Graduate School of Arts and Social Sciences, the School of Management, and the Art Institute of Boston.

A distinctive and fundamental aspect of education at Lesley is the conviction that "people matter, and that the professionals who respond to their needs provide a unique service to society." To this end, "faculty and students believe in the power of individuals–working collaboratively–to bring about constructive change." Margaret A. McKenna, president of Lesley College, is also an attorney, so she understands firsthand the importance of the practical nature of a fine education. She suggests that "Education at Lesley combines theoretical and practical approaches to learning, blending a strong liberal arts foundation with substantial professional preparation. The result is a balance, an integration of theory and practice. That is the heart of a Lesley education."

McKenna adds that "Lesley's Women's College prepares women for successful careers in the professions that put people first. Central to this mission is a commitment to excellent and creative instruction offered in an intimate college environment in which each student is significant, contributing, and valued. Equally important is our shared dedication to a community that is truly multicultural, one that welcomes and benefits from differing perspectives and life experiences."

One example of Lesley's dedication to a multicultural community is the appointment of Dr. Elsa Nuñez to the position of provost and vice president for academic affairs at the college. She becomes the chief academic officer for the nearly 7,000-student undergraduate and graduate institution. Dr. Nuñez was formerly the university dean for academic affairs at the City University of New York, and served as vice president for academic affairs at Wheelock College prior to her appointment at Lesley. She brings to her position faculty and administrative experience

Lesley College's Founder's Hall is the cornerstone of the Cambridge campus.

Margaret A. McKenna, Lesley College president

Honor Roll Facts in Brief

INSTITUTION
Lesley College

LOCATION
29 Everett Street
Cambridge, MA 02138-2790
(617) 868-9600

ESTABLISHED
1909

ENROLLMENT
6,655 total enrollment
First-year class is 10 percent Hispanic.

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

TUITION AND FEES
$15,430 (undergraduate tuition, Women's College)

FACULTY
144 full-time faculty. Eight are Hispanic.

SEVERAL DEGREE PROGRAMS
Fine Arts
Expressive Therapies
Training and Development
Management
Psychology

NOTABLE HISPANIC-SERVING ORGANIZATIONS
ALANA (African Latino Asian Native American)
International Students Organization

INTERNET ADDRESS
www.lesley.edu

ranging 30 years. A former associate professor of English at Ramapo State College of New Jersey, Nuñez is a strong supporter of integrating liberal arts with areas of professional studies. At the time of her appointment, she remarked, "My former teaching experience has enhanced my effectiveness as an administrator." She reflected, "By working directly with students and developing curricula, I learned how important it is for faculty to continuously improve and create courses and programs for both the liberal arts and for professional studies. And I believe that these areas of study need to be integrated."

Nuñez is the author of *Pursuing Diversity: College Minority Student Recruitment*, published by the George Washington Press. And she has a work in progress on the high school dropout phenomenon in the Hispanic student community. She is also writing a novel about a young Puerto Rican woman and her conflicting relationships.

Dr. Nuñez earned her Ed.D. in Linguistics at Rutgers University, her master of arts degree in English at Fairleigh Dickinson University, and her bachelor of arts degree in Spanish and English at Montclair State University. "I want to provide strong academic leadership to an institution with a student-centered mission," says Nuñez. "That's why I chose to come to Lesley." That's also why Lesley is *The Hispanic Outlook*'s present choice for induction to the Honor Roll.

A Little History

When Lesley College opened its doors in 1909, it had one mission: to prepare women to teach in the newly emerging kindergarten field. Its reputation for innovation began with founder Edith Lesley's vision of schools transformed by teachers trained to be "dedicated, committed, and creative professionals. A successful, determined teacher in an emerging educational institution, the kindergarten." Ms. Lesley founded a school of her own, the Lesley Normal School, centered on providing professional training for kindergarten teachers. She guided her school well into the 1930s, aided first by her sister Olive and later by the woman who succeeded her as principal, Gertrude Malloch. From the start, the school was a success–professional teacher education was increasingly recognized as being of "surpassing importance."

Lesley College was incorporated in 1942 as a "nonprofit institution of higher education" under the direction of a board of trustees. Guided by its first president, Dr. Trentwell Mason White, the college received its undergraduate accreditation and in 1954 established a graduate school. The college has been proud of its ability to offer high-quality, experientially based education relevant to the needs of students and society. Starting in the 1970s, Lesley began developing other programs to educate women for professional careers. All programs continued to adhere to Lesley's long tradition of creative instruction and integration of academic and field-based learning. The school's current professional and interdisciplinary liberal arts majors provide "a range of academic paths to prepare professionals who are skilled in working to improve the situations of others and whose lives exemplify "confidence, compassion, and commitment."

One big development of late was the merger of the Art Institute of Boston (AIB) and Lesley College. The combination made good sense for both institutions. Under the merger agreement approved by the boards of both institutions, the Art Institute, one of the finest visual arts institutions in the region, became a school within Lesley. The Art Institute retains its name, its current location in Boston's Kenmore Square, and its mission to provide comprehensive art education to students pursuing visual arts careers. The union helps each institution provide a broader range of academic offerings, and enables the establishment of new programs that neither college could easily develop on its own. Also, operational efficiencies will be used to increase investments in teaching, technology, and facilities at AIB. As a result of the merger, both institutions expect to increase future student enrollment and retention.

Lesley College has a broad range of undergraduate and graduate programs that appeal to students of all ages.

"Joining with Lesley will enable us to raise an already strong visual arts program to the next level," says AIB President Stan Tracker. "We are choosing to affiliate with Lesley at this time from a position of strength. Our academic program is more competitive than ever, enrollment levels are at a 25-year high, and our financial health is robust." Lesley President Margaret McKenna agrees that the merger is a good idea for both institutions, adding, "AIB has a distinguished history and an even more promising future. AIB is now positioned to become one of the top arts colleges in the nation. By combining our strengths, Lesley and AIB will move in new directions for the benefit of our current and future students, and for the community as a whole."

Total enrollment this year at Lesley is 6,655 students, of whom 1,643 are full-time and 4,485 are part-time. On campus there are 2,784, with 3,344 attending off-campus sites. There are 1,889 undergraduates and 4,766 graduate students. The minority breakdown of the 1999-2000 first-year class is nine percent African American, six percent Asian American, and 10 percent Hispanic. There are 144 full-time faculty members. Eight are Hispanic.

Lesley College received a $1.2 million grant from the U.S. Department of Education to prepare teachers to meet the needs of young children who speak limited English during their most critical years of language development. About one-third of Boston's children speak a first language other than English. As the population of Boston grows increasingly diverse, the need for qualified bilingual early educators is becoming critical.

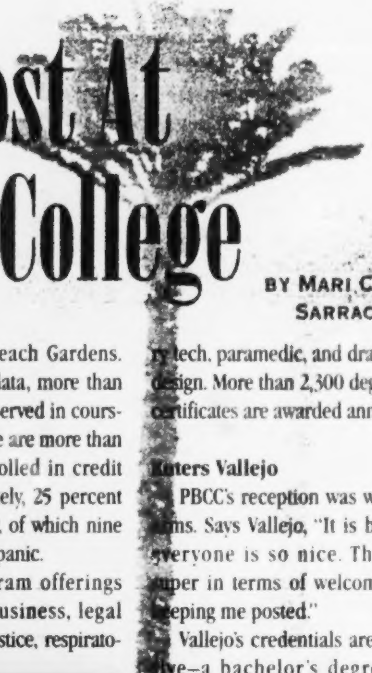
Lesley's new program–the Boston Collaborative Bilingual Education Project–is part of an effort to improve the academic performance of limited-English-proficient [LEP] students, who tend to score lower on standardized tests and have higher dropout rates than does the rest of the population. Under the project, the college will prepare a cadre of 40 master's degree-level teachers to serve LEP children in Boston schools and early child care programs. More than one in four of the state's LEP students attends school in Boston.

"The Bilingual Project helps fulfill a need that's becoming more prominent as the population of Boston grows more diverse," observes President McKenna. "It's imperative that we reach these children early in their school lives." Lesley is already a leader in bilingual education, offering courses and graduate-level institutes and helping shape policy issues at the state level. Lesley's professional development programs provide opportunities for both individual teachers and teams to develop, implement, and evaluate action plans related to bilingual programming in their classrooms.

In August, the college was awarded a $303,000 U.S. Department of Education grant to develop an online science education course to help teachers learn about science in a hands-on, investigative method that they, in turn, will use in the classroom. The course is designed to help meet new education standards requiring teachers to conduct science classes in an inquiry-based format. This is an approach that many teachers have not experienced.

Last November, the college hosted Literacy & Learning 1999 at Boston's Hynes Convention Center. The three-day event brought together under one roof three of Lesley's most prestigious national professional development conferences for educators: The New England Kindergarten Conference, The Northeast Early Literacy Conference, and The Reading Recovery Institute. The event combined programs for classroom teachers, child care professionals, school administrators, parents and children.

"All Lesley students share a deep conviction and commitment to the importance of working with people," says McKenna. "Our students also believe in their individual and collective power to bring about constructive change. They believe that individuals–working collectively–can make a difference, not only in individual's lives, but with organizations and social systems as well."



Maria Vallejo New Provost At Palm Beach Community College

BY MARI CARMEN SARRACENT

Florida's Palm Beach Community College (PBCC) kicked off the 1999-2000 academic year with much enthusiasm, welcoming students, staff, and its new provost–Maria M. Vallejo.

Vallejo assumed the position on September 7, 1999, after serving as vice president for student affairs at Rockland Community College since 1996.

"I've been in the N.Y. tri-state area most of my life. When I came from Puerto Rico, I lived in the Bronx. I was ready for a challenge. I wasn't looking, but if an opportunity came up, I would consider it since my son was going to college," recounts Vallejo.

She recalls the events that led to her recent relocation to sunny Florida: "I got a call from Eduardo Padrón [Miami-Dade Community College president] saying, 'I think you will be perfect for it. It's an up and coming institution, the oldest community college in Florida.'"

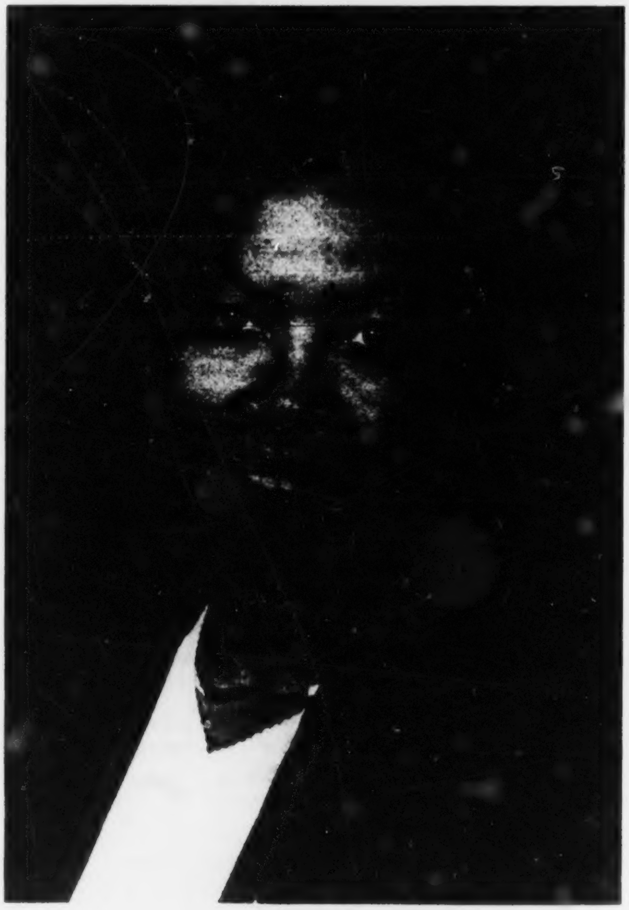
"I thought it was a big move but that it wouldn't hurt to give it a try. I had a long conversation with the president of PBCC. Even the telephone interview was relaxing. We joked around. It was nice. Then when I went to the interview, it was very well done–the forum with faculty and staff was great. Very supportive. Some of them had come from the Bronx. It was the first time that I felt an acceptance. They were concerned about the leader on the campus being an advocate for them."

It was meant to be. "I was one of 170 candidates. I had to go through the search committee, and no one had any idea that Padrón had nominated me."

As provost, Vallejo is the chief executive officer for the Central Campus, a 114-acre complex at Lake Worth, which includes classroom and laboratory buildings, a gymnasium and athletic complex, a theatre, and a library resource center.

The various PBCC locations are Belle Glade, Boca Raton, Lake Worth, and Palm Beach Gardens. According to PBCC data, more than 44,000 students are served in courses annually, and there are more than 27,000 students enrolled in credit courses. Approximately, 25 percent are students of color, of which nine or 10 percent are Hispanic.

Academic program offerings include nursing, business, legal assisting, criminal justice, respiratory tech, paramedic, and drafting and design. More than 2,300 degrees and certificates are awarded annually.



Dr. Maria M. Vallejo

Enters Vallejo

PBCC's reception was with open arms. Says Vallejo, "It is beautiful; everyone is so nice. They were super in terms of welcoming and keeping me posted."

Vallejo's credentials are impressive–a bachelor's degree from Hampshire College, two master's degrees from Columbia University, and a Ph.D. in bilingual curriculum development/higher education from New York University.

Prior to her years at Rockland Community College (of the State University of New York–SUNY–system) in Suffern New York, Vallejo was vice president of academic and student services at Nassau Community College (SUNY), and dean of academic support services at Bergen Community College in New Jersey.

"I'm driven and very ambitious. When I stop learning, it's time to move on. I knew that I would move ahead. I have stamina and the caring. People can read through you. I wanted to have an impact in more than just my students. I moved from counseling, to dean, etc." Vallejo notes that with each position, she aspired to have a more global impact on the students, faculty, and administration.

Her New Role

Part of her responsiblities involve making decisions regarding campus buildings. "This is the largest campus of the district, and there are a lot of construction needs. Florida does not fund new construction; the state only funds refurbishing of buildings. So I am involved in deciding which buildings on campus need to be taken care of first, as well as when to move faculty and how to work politically with them about the move," she notes. Vallejo mentions that students also are affected by the construction needs at PBCC, so she takes that into consideration when determining what has to be done first.

Vallejo also partakes in the "day-to-day of the campus. What is happening with students? With customer service? Are checks getting to students on time? Etc."

Another exciting aspect of her position is curriculum development. Vallejo says, "I'm working with faculty, helping with the development of new curriculum. I went to Orlando recently because I'd like to start an internship program at Disney in the hospitality area for our students in culinary arts."

Vallejo also is responsible for dual enrollment for the district, which encompasses the college and high school. "I need to determine what the weaknesses in the system are and achieve improvement. The idea is that we follow the same policies and procedures for high school students, who can get high school and college credits on campus or at high school. These are all courses that have been approved by the president of the district, who is interested in having a one-college concept."

Throughout her career, Vallejo has been committed to promoting and mentoring women and people of color. PBCC has launched a leadership program of which Vallejo is proud. "It's something that I love doing, and now it's part of my job."

"Participants must do a project aimed at helping their professional growth and that of the institution. They also must attend two conferences a year–one to learn about government and how laws affect colleges; the second covers professional development. It is a yearlong program, when participants are given mentors based on where they want to go in terms of their career," says Vallejo.

Dr. Maria M. Vallejo at her going away party at Rockland Community College

"Florida has a real strong commitment. We are in a consortium with Florida Broward County Community College, Florida Atlantic, and PBCC." In addition to her duties at PBCC, Vallejo, who is a member of the Board of Directors of the National Community College Hispanic Council (NCCHC), was also appointed to a three-year term on The College Board National Task Force on Minority High Achievement. Stated Vallejo, "NCCHC represents the interests and concerns of Latino students, faculty, and staff at community colleges. We try to be advocates for the group on our own campuses. When issues are out there, we can take a stand."

In 1999, this task force produced a report entitled *Reaching the Top*. Vallejo explains, "We have two more coming out. But this particular report looks at why minority students do not compare favorably with White students even when they go off to college–even the best and the brightest."

The report's findings answer the questions, "Why is that happening? What are the variables that affect that?" notes Vallejo. "Some of [the findings] are commonsensical."

Future at PBCC

"It's not completely set right now. I have a vision, but I need followers. I need to work with people on the campus by being their voice. I'm trying to get to know people. They felt they hadn't had a voice in a while. The person who filled the position before had two hats, so it was difficult to devote the kind of energy needed."

"Given that we are the largest [community college in the district], I'd like to find out what our niche is. What do we want to be known as? Are we the campus that has initiated the internship program, which has incredible outreach? Right now I'm investigating, meeting community people to get a sense of community, to see how I can forge partnerships. I want to be here for my campus. I want people to be happy here, and I want them to know that their voice counts in what we do."

And making time to connect with staff outside of her immediate circle is an ongoing goal. "I started having brown bag lunches so faculty and staff can sit down and have lunch once a month." While the lunches have been a hit, according to Vallejo, she's eager for more open forums. "I'll go into people's staff meetings, too."

Good things have come out of the brown bag lunches. For example, the idea for a dessert reception. Vallejo described: "The entrance fee is to bring a dessert, a recipe, and canned goods for the pantry. We will publish a dessert recipe book and use the book to fundraise for scholarships."

Despite Vallejo's busy schedule and commitment to this new challenge in her career, she takes pleasure in the trenches of academia. Vallejo told *HO*, "I still would like to teach early childhood courses and the freshman seminar."

Selected Honors and Affiliations

The following represents a sample of Maria Vallejo's involvement in higher education and the honors that she has received:

•ACE/National Network of Women Leaders "Dr. Carol Russet Award" by Westchester/Rockland region, 1999

•Distinguished Community Service for 21st Century Collaborative, 1999

•ASPIRA Award of New York award for "Your Vision and Life's Work," 1998

HO

AAHE Bridges Diversity and Learning

AMERICAN ASSOCIATION
FOR HIGHER EDUCATION

Organization Has an Action Agenda and *Takes Action*

BY MIA ANDERSON

Tito Guerrero, president of the University of Southern Colorado and current chair of the Hispanic Caucus of the American Association for Higher Education, calls AAHE "the premier organization in higher education." If service to diversity is any criterion, this might very well be the case. The AAHE board of directors approved a "Statement on Diversity" last April, the organization has devoted its national conference next month to "Diversity and Learning," and AAHE envisions *and realizes* diversity in many other ways as well.

Mildred García, associate vice provost for academic affairs at Arizona State University-West and AAHE board member, says that through the Statement, "AAHE has forcefully acknowledged that if our campuses are to be viable and vital and communities aimed to educate all students, diversity must be an integral part of higher education." In its Statement, the board "forcefully affirm[ed] the interlocking values that are essential to the Association's work: quality, diversity, and improvement." But they go a step further by acknowledging that "statements alone, however compelling, are rarely sufficient to bring about systemic change." *And* they commit themselves and the organization to action: "AAHE will continue–through its projects, conferences, and publications–to help campuses increase access and diversity for students, faculty, administrators, and staff, as well as in curricula and programs."

Asked how the Statement could possibly be implemented, Guerrero comments, "As with *any* statement by a national organization, it will be largely dependent on the people back at the colleges and universities." However, he continues, "even more important is the moral, the ethical leadership potential that such a statement has in the schools and communities when an organization like AAHE backs an issue like diversity." García hopes that "through the learning and deep dialogues occurring through the projects, conferences, and publications, the members will...bring back to their campuses new knowledge learned through AAHE's efforts."

Carlos Hernandez, president of New Jersey City University and member of the AAHE board, speaks of "focusing our attention on going beyond statements and creating a mechanism, a structure for implementing diversity....We'll need to work on how we influence institutions," he says.

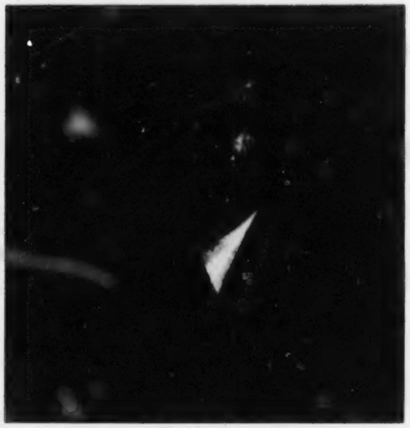
Margaret A. Miller, "Peg," president of AAHE, offers some background on "the Statement." When she became president in June of 1997, she says, "relations among the caucuses and constituency groups [American Indian/Alaska Native Caucus, Asian and Pacific Caucus, Black Caucus, Hispanic Caucus, and Women's Caucus, the Community College Network, Graduate Student Action Community, Research Forum, National Network of Faculty Senates, and Provost Group] were not as good as they should be. Also, *I* hadn't understood the depth and degree of upset over the selection of Anaheim [Calif.] as the site of the 2000 national conference. All of this led to a lot of discussion, and we took all of this to the board, and there was a lot *more* discussion."

Margaret A. Miller

"Coincidentally," Miller continues, "they were in the process of reviewing their advocacy policy–the whole question of what issues they should advocate for. They were going to the caucuses and other groups and asking for and getting input....Only very rarely does the board take a stand on an issue, but this turned out to be one of those issues. And now there's a 'Statement on Diversity' *and* a 'Diversity Action Agenda' to see that it gets carried out."

The second item on the "Diversity Action Agenda," after declaring that the 1999 Conference would include sessions and speakers who "articulate the value of diversity and access in higher education and what higher education can do to ensure them," was setting the theme for the 2000 National Conference: "ways we can keep higher education open to all Americans and help everyone succeed in our institutions." The theme would be "To Form a More Perfect Union: Diversity and Learning." And the location would stay Anaheim. What better place to explore the many complex why's, how-to's, and therefore's of diversity than California–the home state of Propositions 209, 227, and 187.

According to Miller, a number of presidents



Tito Guerrero

of California colleges and universities were asked for their position on this controversial "site" question, and, of Anaheim, they all said, "Yes, yes, yes." The Black Caucus Executive Committee, however, resolved not to participate. Their statement, prepared by the chair of the AAHE Black Caucus, Joseph H. Silver, Sr., vice president for academic affairs at Savannah State University, pointed out that "the anti-affirmation action movement [in California] adversely affected the constituents of the AAHE Black Caucus and other minorities. We felt that the anti-affirmative action agenda should be addressed by AAHE and that, as a caucus, we did not want to support an area that had a blatant disregard for these matters." While the declaration ends by applauding AAHE "on the steps taken since the Black Caucus raised the issue of the 2000 conference being held in California," and cites "an inclusive mission statement, a diversity statement, and a decision to take an advocacy role from this point forward," the Black Caucus offered an alternative site and forum to address the concerns of Blacks in higher education.

That summit was held this week, February 25-27, in Savannah, Georgia. Miller told readers in the June 1999 *AAHE Bulletin* that the board of directors "respects the resolution" but "conclude[s] that AAHE can be of most use to California's colleges and universities in particular, and to higher education generally, if the Association goes where issues of access and diversity are being wrestled with most intensely." Hernandez says, "What we don't need is an irreparable schism. Fortunately, positions have been taken that allow consensus. There's enough good will among the caucuses and between the caucuses and the board that despite our differences, we *can* come together."

The third item was developing a project on "increasing the success of students of color, as an example of the ways in which [AAHE] plans to support the [diversity statement's] goals through its projects." To use an old cliché, they began to put their money where their mouth is.

The project that quickly emerged–funded by a $200,000 grant from the Knight Foundation–is a series of monographs on "best teaching practices" for specific disciplines across the curricula for getting minority students involved and helping them to succeed. (An earlier monograph series focused on service-learning practices in specific disciplines.) The project will be directed by Carolyn Vasques Scalera, a sociologist from the University of Michigan, who came on board in January.

Further, the "Diversity Action Agenda" asserted that AAHE will

- increase attention to diversity issues in all projects;
- increase communication with those representing diverse voices, welcome their input, and build and sustain their trust;
- act affirmatively in hiring at all levels of the organization;
- act affirmatively in recruiting and encouraging people of color to participate;
- ensure that AAHE programs, speakers, and conferences sustain attention to diversity;
- periodically invite constituency group leaders to meet with the board; and
- periodically produce reports about progress on the action agenda.

Mildred Garcia

Theodore G. Marchese Kathleen Curry Santora
Vice Presidents of AAHE

A lengthy list of actions under way followed this list of *intentions*. One item of particular interest to Hispanics refers to the service-learning (monographs) project that included "an effort to interest Spanish teachers in collaborating more with Hispanic communities. The American Association of Teachers of Spanish and Portuguese (AATSP) now has a proto-task force that will work on this." The status report notes that "our monograph work has an important diversity connection in that the models are often directed at students of color and their schools. Every volume has at least one model of essay on the why's and what's of minority outreach."

A report on AAHE's hiring noted that of its 13 administrative staff positions, six are held by African Americans and one by a Hispanic. "The problem we have at that level is the gender balance, with only one man." Of the four office directors, one is African American, and all are female. The project directors, the two vice presidents (Theodore J. Marchese and Kathleen Curry Santora), and the president are White. The 1999-2000 board of directors of ten men and ten women includes four (or 20 percent) Hispanics.

Vision and Mission

The "inclusive mission statement" referred to by Joseph Silver, Sr., says that "AAHE is the individual membership organization that promotes the changes higher education must make to ensure its effectiveness in a complex, interconnected world. The association equips individuals and institutions committed to such changes with the knowledge they need to bring those changes about." Once again, this sounds progressive and inspirational on paper, but how can it be implemented so that it makes a difference to the students in the classrooms across the nation?

Specifically, AAHE "envisions and articulates agendas for change." Good–someone has to be able to step back and *see* the situation and *imagine* a solution, and *clarify* the steps needed to effect that solution.

The organization includes among its reasons for being "contribut[ing] to the knowledge of a diverse group of leaders committed to the systemic, long-term, cost-effective improvement of American higher education." Good–it must be recognized that both the problem and the solution are *systemic*; that improvement of higher education, especially with regard to diversity issues, is *not* something that is worked on for a while and then allowed to fade as some new agenda attracts attention; that such improvement must be cost-effective or real-world considerations will eliminate it; and that someone needs to gather (and/or *do*) the research and the knowledge on these issues and get it out to the teachers and administrations and communities.

A third (of seven) specific activity embraced to carry out AAHE's mission is "provid[ing] forums in which individuals from a variety of positions and institutions, within and outside higher education, can engage in constructive conversations about difficult issues." Good–forums aren't always available even when someone has a great deal to contribute, and conversations about "difficult issues" can't rise very high without multiple perspectives on those issues being voiced *and* heard.

History and Membership

AAHE began as the higher education department of the National Education Association (NEA)–way back in the 1870s. That department, according to www.aahe.org, was called the Association for Higher Education (AHE) and had as its primary function to organize an annual national conference, which continues to this day. In 1969, however, a group of AHE members disassociated themselves from the NEA, "rejecting the NEA's increasing emphasis on union activity... [and] forming the independent American Association for Higher Education."

AAHE's special programs have developed in-depth, long-term commitments such as the following:

- an Assessment Forum, which "advances the thoughtful practice...aimed at improving the quality of undergraduate education";
- the Forum on Faculty Roles & Rewards, which redefines faculty priorities and institutional expectations in the context of a rapidly changing workplace;
- the Quality Initiatives, working to help campuses implement " best practices"; and
- the Program for the Promotion of Institutional Change, which, with funding from the National Science Foundation (NSF), provided support and networked campuses working to improve "SMET" education–science, mathematics, engineering, and technology.

AAHE "provides members with information, insight, and innovative thinking" through its publications, the bimonthly *Change* magazine, edited by Vice President Marchese, and the monthly (except July and August) *AAHE Bulletin*. It also offers books, monographs, directories, conference papers, and other publications "reflecting AAHE's work on specific issues." (For ordering information, contact the Pubs Order Desk at (202) 293-6440 x780.)

AAHE's members are more than 9,300 faculty, administrators, and students from all sectors, disciplines, and positions, plus policy-makers and leaders from foundations, government, accrediting agencies, the media, and business–all working to carry out the vision of helping "all Americans achieve the deep, lifelong learning they need to grow as individuals, participate in the democratic process, and succeed in a global economy."

Peg Miller came to the presidency, succeeding Russ Edgerton, from her position as chief academic officer of the State Council of Higher Education for Virginia. She will be leaving by August 1st of this year. Tito Guerrero says that she "has provided outstanding leadership during her tenure, and we wish her all the best."

AAHE Hispanic Caucus

"Given attacks on affirmative action and changes in support for Hispanic students, from financial aid to remediation, we stand to lose an enormous amount of talent without more coordinated efforts," says AAHE board member Sylvia Hurtado, associate professor of education, Center for the Study of Higher and Postsecondary Education, University of Michigan-Ann Arbor. "Organizations like AAHE are important in directing the national conversations among educators and identifying successful practices that hold promise for creating a more equitable society." The Hispanic Caucus in particular lends voice to those concerns that have the heaviest and most direct impact on Hispanic students.

When asked what the business of the Hispanic Caucus is, Chair Tito Guerrero says that it provides an opportunity for Hispanics "to network within our own group, to maintain ongoing professional ties" and "to bring to AAHE our perspective." "Our caucus provides us with the opportunity to have our voice heard by AAHE, other higher education organizations, *and* the nation...." Higher education's positive response to diversity is a "*national* imperative," he asserts, "given the dramatic increase in the nation's Hispanic population."

Carlos Hernandez

Carlos Hernandez, a past caucus chair himself, adds that it "has been instrumental in making the board aware of diversity in the broadest sense. Within itself, there is tremendous diversity–Hispanics from all levels and positions within higher education–so we're in a good position to understand and speak to diversity issues."

Guerrero, while he understands that "there might be a group or two concerned about the location in Anaheim," is looking forward to the 2000 conference. Typically, he says, there are about 1,500 individuals who attend–administrators, faculty, and students involved in or interested in issues of diversity. The Hispanic Caucus provides scholarships for 12 graduate students from all over the country to attend. "It's a wonderful opportunity for them. They can begin a professional network *before* they complete their degree. They can talk with other Hispanics who have already successfully negotiated academia. They can also talk with other Hispanics about a particular dilemma they are facing in their degree work–a problem in their dissertation work, for example."

Also, the Hispanic Caucus each year sponsors a Tomás Rivera Lecture at the national conference. In 1999, Jim Cummins, professor of curriculum, teaching, and learning at the University of Toronto, addressed "Research, Ethics, and Public Discourse: The Debate on Bilingual Education" (see the June issue of *AAHE Bulletin*). Next month, in Anaheim, David Hayes-Bautista, professor of medicine and director of the Center for the Study of Latino Health, School of Medicine, University of California-Los Angeles, will lecture on "The Demographics of Civil Society and Intellectual Tradition."

Jorge Klor de Alva

Speaking about higher education generally and AAHE in particular, Sylvia Hurtado says, "We are all learning how to work together, and we need to form alliances across campuses and organizations if we hope to narrow the gaps in educational attainment." With similar emphasis on individuals and the alliances that they forge, Jorge Klor de Alva, president of the University of Phoenix and newer AAHE board member, says that AAHE is an "extremely important organization because it's focused on individuals rather than institutions." It's a "very important voice in higher education policy-making," he says.

In the same vein, Hernandez, praising the unique contribution of AAHE to higher education, points out that it is the one *membership* organization, that it is the organization with "many, many different voices without the filtering of departments and institutions." He says that it's "not like the United Nations, which has its formal structure of ambassadors; it's a grassroots organization–like the N.G.O.s [non-governmental organizations] that represent the people and that work to shape national policy." He looks forward to being involved. As our student populations become ever more diverse, the nation's need for work such as that being done by AAHE has never been greater, and we can only hope that Hernandez's optimism is contagious.

AAHE Statement on Diversity

The American Association for Higher Education views higher education as a key route through which individuals achieve the lifelong learning they need to grow as persons, participate in democratic processes, and succeed in a global economy. This view presumes structures of educational opportunity that are focused on teaching and learning, accessible to our diverse populations, and purposefully evolving. The values of quality, diversity, and individual and institutional growth are all ethical components of this ideal.

Since its formation, AAHE has embodied these values in its various projects, conferences, and publications. AAHE has also been a co-signatory on documents such as the American Council on Education statement "On the Importance of Diversity in Higher Education" (February 1998, reissued February 1999) and the *Piscataway amicus* brief (August 1998).

But a spreading wave of political and judicial decisions affecting higher education–Propositions 209, 227, and 187 in California, the *Hopwood* ruling in Texas, Initiative 200 in Washington State, the Boston Latin case, and others–has increased the AAHE Board's concern that the Association's vision and the values that support it are threatened. These actions, which have eliminated race, ethnicity, and gender as considerations in admission and scholarship decisions in the affected states, have led to cutbacks in recruitment programs for a diverse faculty and staff, [and] threaten to undermine decades of progress in broadening access to higher education and reducing social stratification within it. In an alarmingly short time, their chilling effect on the racial and ethnic diversity of key campuses has become apparent. The board believes that these rulings threaten not only diversity and access but also the overall quality of higher education and the public good it serves.

The AAHE Board of Directors forcefully affirms the interlocking values that are essential to the association's work: quality, diversity, and improvement. Diversity creates the rich environments that are so crucial to democratic, real-world learning. Since by 2025 the American workforce will be predominantly comprised of people of color, access to higher education for historically underserved individuals is also in the nation's economic self-interest. The board believes that institutions of higher education have a moral and educational responsibility to ensure that talent is developed in all communities, and that American colleges and universities collectively and individually are strengthened by diversity in campus populations.

But statements alone, however compelling, are rarely sufficient to bring about systemic change. So AAHE will continue–through its projects, conferences, and publications–to assist campuses to increase access and diversity for students, faculty, administrators, and staff, as well as in curricula and programs. Given the momentum and gravity of the threats to achieving an equitable system of higher education in this country, the association will sustain its efforts for years to come. It will also continuously reexamine the ways it carries out its organizational business to ensure that they are congruent with its values.

Finally, the board calls upon the association's members to commit their wisdom, energy, and resources to promote and strengthen diversity in and access to American higher education. It asks members to confront threats to diversity and to join the board's efforts to transform higher education and ourselves.

Approved by the AAHE Board of Directors
April 26, 1999

The Vanishing Campus Male
Should We Be Alarmed?

BY JEFF SIMMONS

During his 30 years in education, Tom Mortenson has watched trends evolve from the time when they weren't even considered trends. In the early 1970s, as a higher education analyst, he watched without any hint of concern as the pool of women enrolling in college began to rise.

Now, he's worried.

The number of female applicants has outstripped those of male applicants at many colleges, and, at the risk of sounding sexist, Mortenson believes there's much cause for alarm.

"I started off this process looking at their progress as a sort of cheerleader for women, and it was 10 years ago that I realized that the guys were not making progress," says Mortenson, a senior scholar at the Center for the Study of Opportunity in Higher Education. "The world is changing in ways that favor females and disfavor males."

Last Fall, Mortenson penned the cover story for *The College Board Review* posing the question: "Where are the boys?" and analyzing the growing gender gap in higher education. His analysis spoke to a debate that, like the numbers of female enrollees, is picking up steam.

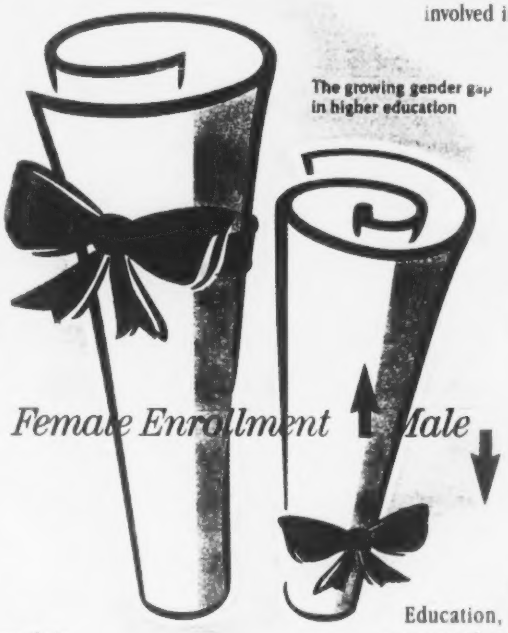
Goucher College in Towson, Md., drew together hundreds for a conference entitled "Fewer Men on Campus: A Puzzle for Liberal Arts Colleges and Universities" in November. Organizers helped officials decide how they should adjust their campuses, their curriculum, and, possibly, their marketing.

The reason for concern, they say, is that nationally, the percentage of males enrolled in undergraduate programs has plummeted to 45 percent, down 10 percent from 1970. Mortenson says that in 1997, men earned 520,500 bachelors degrees, yet women earned 652,400.

The trend, he reports, crosses ethnic lines, so what is true for the general college-age population is occurring in Latino communities as well. "We see already that Blacks and Hispanics are less likely to go to college," he says, reasoning that the numbers of Latino men attending would then shrink to a much smaller percentage than those of White enrollees.

Mortenson's research found, for example, that between 1977 and 1996, the proportion of degrees awarded to Hispanic males dropped from 55 to 42.8 percent, a 12.2 percent decline. That drop is larger than that of most other ethnic groups. Only American Indian males decreased at a greater percentage, by 12.9 percent.

At the Goucher conference, psychology professor Aida Hurtado of the University of California at Santa Cruz, cited one reason for the lower male Latino enrollment: treatment of boys and girls in Latino households. Because Latino parents granted boys more freedom, they became more self-reliant and, in turn, less attracted to a college education. Girls, however, were less involved in household chores than previously and did enroll at a higher rate.



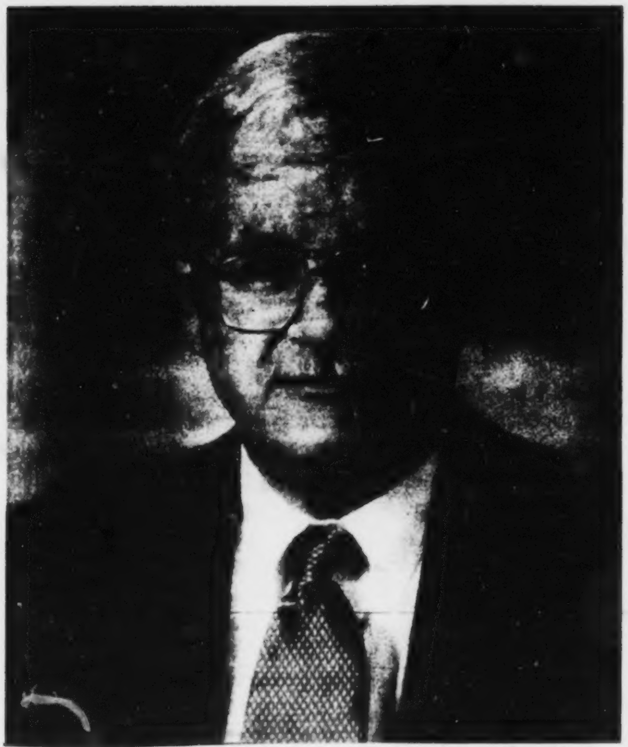
The growing gender gap in higher education

"The conference ended with a real desire for more dialogue and attention to the issue," says Debra Rubino, communications director at Goucher. "We feel there are a lot of threats to liberal arts education, and this is yet another one. The larger issue is how to allow the liberal arts to flourish because we believe it's really a positive, important, integral type of education for our society."

Census figures only skim the surface of the trend and its origins. A decade ago, the scales tipped in favor of women, after generations of college marketing efforts designed to boost the number of women on campus. Numbers didn't just shift to a leveling off; they continued to skyrocket.

In 1996, according to the U.S. Department of Education, there were more college-aged men than women in the nation. Yet, 8.4 million women were enrolled in college, while men accounted for 6.7 million enrollees. For the previous five years, the number of men enrolled in college declined, while the number of women rose. That gender shift also is reflected when looking at those who take the Scholastic Assessment Tests and at the applications that are delivered to admissions offices.

Education experts indicate that female enrollments have surpassed male enrollments in both public and private, and four-year and two-year colleges. The U.S. Education Department forecasts that the trend will continue and that by 2007, 9.2 million women will be enrolled and 6.9 men. That has prompted some, like Tom McIvor, vice president of enrollment services at Beloit College in Wisconsin, to lobby for colleges to address the issue to determine what–if anything–a college needs to do to adjust to the changed demographics.



"The world is changing in ways that favor females and disfavor males."

TOM MORTENSON, SENIOR SCHOLAR, CENTER FOR THE STUDY OF OPPORTUNITY IN EDUCATION

"I tend to agree with Tom Mortenson about the general dynamics of the problem," McIvor says, "from the perspective of the residential liberal arts college where one of the objectives of the institution, in addition to academics, is a learning environment where young men and women learn to live and grow together."

McIvor unsuccessfully urged the Associate Colleges of the Midwest, which is comprised of 14 liberal arts schools, to examine the issue. He says he wanted colleges to consider strengthening academic programs that appeal to men to attract more males.

"The consensus was that there isn't an issue," McIvor says, "and collectively, at this point in time, there would be no new initiatives to investigate the matter." He disagrees with the decision, saying, "a balanced residential community, and by 'balanced' I mean an intellectual balance of bright men and women, provides the richest environment for intellectual and personal growth."

Additionally, The College Board has been studying the trend, which it has traced through the numbers of students who take the SATs and their scores. Wayne Camara, the Board's executive director of research, reports that in 1998, 674,415 females took the SATs, while 579,235 males did. The percentages are the same for all ethnic groups (see accompanying chart). For Hispanic/Latinos, 22,593 females took the exam and 16,995 males.

Yet, males still score better than females. The average scores for male Hispanic/Latinos were 470 in verbal and 489 in math, while for females they were 445 in verbal and 449 in math. Experts reason that one reason for this could be that more lower-performing females are now taking the exam, inevitably lowering the average score.

"You would assume that their chances of getting into college would be less than males," says Camara. "They might have lower scores than males, but that doesn't seem to be impacting their level of success in admissions."

The gender lines in higher education raise a number of questions, chief among them: What are the reasons for the trend? Mortenson says the figures speak to decades of "accumulated experiences in the lives of boys and girls and young adult men and women." His research examined their experiences at home, with their families, at school, and in the workplace. Like other experts, including those who spoke at the Goucher conference, Mortenson explains that women are better prepared psychologically and academically in the changing world.

Mortenson notes, for instance, that:

- Many boys are affected by living in single-parent households. In 1998, 68.1 percent of all children in the nation lived in households with two parents. For Hispanics, that number was lower, at 63.6 percent. More often than not, the single parent raising the children is female, and boys thereby lose a male role model.
- Boys are more likely to be shuttled into special education classes than are girls. Three-quarters of all children in K-12 classes for students with emotional disabilities are boys, and 73.4 percent of those identified with learning disabilities are boys.

"[Female applicants] might have lower scores than males, but that doesn't seem to be impacting their level of success in admissions."

WAYNE CAMARA, COLLEGE BOARD EXECUTIVE DIRECTOR OF RESEARCH

SAT TAKERS/1998	MALES	FEMALES
All	579,235	674,415
White	335,692	399,230
African Americans	52,236	75,508
Mexican/Mex.-Americans	19,735	26,443
Puerto Ricans	6,430	8,621
Hispanics/Latinos	16,995	22,593
Asian Americans	49,071	51,552

Source: The College Board

- Overall, girls fare better academically than do boys and are more likely to seek help from tutors or counselors. In 1998, for example, 36.8 percent of female college first-year students achieved an A- or better, but only 27.4 percent of men did so.

"If you want to look at the learning styles of boys, boys mature a little bit later and develop social and academic skills later than girls, so girls have been given a huge head start in elementary schools," Mortenson says. "Boys are struggling to catch up, and a few do, but many don't." This, experts say, could be a key reason why more girls take the SATs to enter college.

"Adolescent girls are much more on task," says Gretchen W. Rigol, vice president of The College Board. "They are more likely to do their homework, more likely to be good students. The 'Miss Goody Two Shoes' image is unfortunate, but it's somewhat real. Females are more likely to have their act together and do some longer-range planning."

- Boys were more likely to spend their final year of high school partaking in non-academic activities, such as partying, playing video games, and watching television. Girls, on the other hand, were more apt to spend that period focusing on reading, housework, homework, and volunteer activities.

- Females possess more skills suited for the urban world than do males because the changing labor force has shifted from a goods-producing industrial environment to a service-producing economy that favors females. "You see economic opportunity expanding for women and constricting for men," he says.

"What I think is happening is that the world is changing in ways that favor women's natural talents and disfavor men's," he says. "You see declining male labor force participation rates since the end of World War II at the same time that the female labor force participation rates are growing very rapidly."

Some colleges see a problem needing to be redressed. Others don't view it as an issue at all because women appear to make better students than do men. So admissions officers are reluctant to accept lesser qualified students and instead recruit women who are better prepared and more committed.

"If you are a faculty member and you want to teach better motivated and prepared students and they happen to be women, then fine," Mortenson says. "If the guys aren't motivated, I don't think that colleges are going out of their way to better prepare them and motivate them."

At New York University, for example, the gender scales have shifted toward women. An estimated 60 percent of its undergraduate students enrolled at the College of Arts and Science are women.

"My sense is that we have very strong students of both genders in the college, and I am not particularly worried about this as long as I don't sense among students or faculty an awareness of a perceptible majoritarianism," says Matthew Santirocco, dean of the college of Arts and Science.

"I'm happy when I see wonderful opportunities for women, and it pleases me that women thrive at NYU, and if there is more than 50 percent, that's great," he says. "There are other schools where it's the other way around, and they're concerned."

Engineering and technical schools, such as Carnegie Mellon, still enroll more males than females, as do Ivy League ones such as Harvard and Yale. Yet, most liberal arts schools currently enroll more females than males.

Goucher is struggling to even out its gender demographics. Of its 1,100 students, 30 percent are male. Yet, the percentage of undergraduate Latino males on campus (34 percent) is now higher than that of undergraduate White males (27 percent) and of African American males (29 percent).

Mortenson says that schools should look at the impact beyond the campus. For instance, he says, many young college-aged women are not going to find college-educated men to marry. He goes so far as to suggest that males who ignore traditional economic and civic roles could prompt a rise in the prison population.

This has drawn the ire of equal rights advocates who fear there could be a rollback of gains made for women. But Mortenson dismisses this, saying that he is calling the problem as he sees it, and he says that already colleges might be practicing a behind-the-scenes form of gender affirmative action.

Some institutions, he says, might be bending the admissions standards a bit to bring more males into the fold. Others might attempt to enhance athletic programs to attract males.

"We miss the causes of the problem when we approach the issue this way," Mortenson says. "I look back on the lives of children growing up, and I can't help but think that where you see adult males disengage from family life and traditional roles, there is a much larger problem."

"The world is changing, and these changes have differential effects on women and men, and the agenda has to be to address what these global causes are and begin to design responses differentially for the genders."

SAT SCORES/1998	MATH (M)	VERBAL(M)	MATH (F)	VERBAL (F)
All	531	509	496	502
White	547	531	512	523
African Americans	436	432	419	435
Mexican/ Mex.-Americans	481	461	445	447
Puerto Ricans	465	456	434	448
Hispanics/Latinos	489	470	449	445
Asian Americans	579	500	546	496

Source: The College Board

Assessing Equity for Women

Latina Earnings Lowest: 58 Cents on the Male Dollar

BY
MARILYN GILROY

Equity
Resource
Center

WEEA has funded a number of grants that specifically targeted younger Latinas as well as those in college.

The good news: women are now the majority (56 percent) of students enrolled in both undergraduate and graduate institutions and, as a group, have surpassed men in degree attainment at the associate's, bachelor's, and master's levels.

The bad news: on average, a White man with a high school diploma still earns more than a woman college graduate of any racial, ethnic, socioeconomic, or ability group. Women overall earn 74 cents for every dollar earned by men; Latinas earn 58 cents, African American women earn 67 cents, White women earn 75 cents, and Asian American women earn 80 cents.

These findings were issued recently by the Women's Educational Equity Act (WEEA) Equity Resource Center at Education Development Center, Inc., as part of its compilation of existing research on equity for women and girls.

"There is still a real concern for equity issues," said Katherine Hanson, director of the Center. "Women and girls need a lot of resources and help." The WEEA Equity Resource Center was started in the mid-1970s to work with schools, community organizations, businesses, and individuals to:

- publish and market gender-fair education products;
- fight against discrimination based on gender, race, class, language, and disability; and
- disseminate the latest resources for multicultural gender-fair education.

The Center is an outgrowth of the Women's Educational Equity Act, a U.S. Department of Education program started in 1974, dedicated to reducing the educational disparity between men and women. It is the only federally funded program devoted exclusively to promoting gender equity and has been a major catalyst for infusing equity into educational systems. The WEEA program has awarded more than 700 grants to schools, universities, community organizations, and individuals. It also funds the WEEA Equity Resources Center at Education Development Center.

Although WEEA can boast a number of dramatic gains toward the goal of equity in the last 25 years, statistics show that there is still a long way to go.

"There has been an incredible amount of change since the enactment of Title IX," said Hanson. "But a lot of that progress has been for White women. That's a real concern for us."

The situation is especially critical for Latinas, who often lag behind women and girls in all categories of achievement. For example, the percentage of all females ages 16-24 years who are not in school and have not completed high school is 10.9 percent; for Latinas, it is 28.3 percent, almost triple the overall rate.

"We find that Latinas lag behind other groups in part because they are socialized to think of motherhood as their primary role," said Hanson. "The challenge is to try and increase their options."

WEEA has funded a number of grants that specifically targeted younger Latinas as well as those in college. The projects included one at six California elementary school sites where 120 Hispanic girls in grades three through five were introduced to math and science through intensive tutoring, guest speakers, and counselors who tackled self-esteem issues. The girls also attended a six-week summer institute that included programs for their parents.

On the opposite end of the spectrum, Westchester Community College, located north of New York City, targeted Hispanic women whose first language is not English and provided support for study in technological fields (engineering and computer sciences). In addition to offering academic support, this two-year program provided women with career counseling and mentoring from individuals who worked in local businesses.

The Resource Center works with these schools and other grantees of the WEEA program to translate the latest grassroots research and development into replicable models. These "field tested" methods are used to encourage innovation in schools, universities, and community organizations throughout the nation.

WEEA has also published bilingual resource guides for educators, single mothers, and community leaders who want to encourage gender equity (see end of article).

All of these efforts have raised awareness of the critical need of continuing toward the goal of equality. But even a concept as democratic as gender equity can have its critics.

"Some people believe that boys are losing out because of the emphasis on gender equity for girls during the last 20 years," explained Hanson. "They believe that these efforts have been damaging to boys. That is clearly not true from the most recent statistics on test scores and achievement."

Moreover, says Hanson, society in general benefits when everyone, regardless of gender or race, is included and provided with equal opportunity. And indeed, that is the true definition of gender equity, which is defined as a set of actions, attitudes, and assumptions that provide opportunities and create expectations about individuals regardless of gender.

In order to help turn this goal into reality, the WEEA has gone beyond grant programs and publications. Like many other organizations, the Center has been turning to the Internet and the World Wide Web to help it reach new audiences.

For example, it has sponsored the Educational Equity Discussion list (EDEQUITY), an international online discussion about all aspects of educational equity in a multicultural context. EDEQUITY gives people an opportunity to ask questions and exchange information about teaching strategies, useful texts and films, innovative programs, current research, and funding sources.

"We have had a wonderful response to this," said Hanson. "Our last online forum drew 680 participants who signed on for a discussion about the current status of gender equity initiatives."

The Center is also offering an online course for teachers who want to explore ways to engage middle school girls in math and science. It was developed in response to research that shows that middle school is a critical transition period for girls. In analyzing achievement test scores, results show that through 5th grade, girls and boys score nearly identically in math and science; after that, girls' scores begin to plummet. As girls reach middle school, they are also less likely to take elective courses in math and science. The downward spiral is even more severe for Latinas, who might come from poorer families where English is a second language.

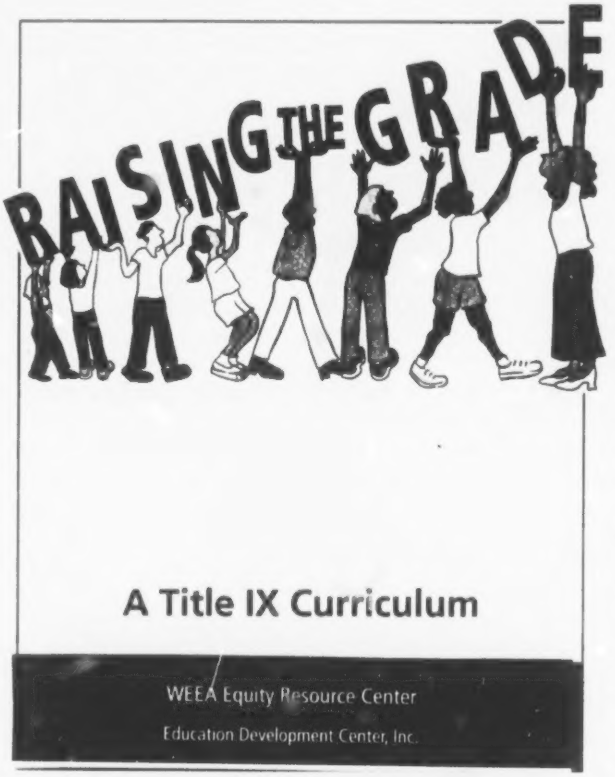
"This course deals with the whole range of equity issues due to gender, race, ethnicity, and disabilities," said Hanson. "It also explores power dynamics in the classroom."

Of course, the overall purpose of the course is to help teachers increase the interest and achievement levels of middle school girls in math and science, thereby laying the foundation for a variety of options in college and, later on, management-level careers research.

The course is comparable to 16 hours of traditional instruction, and participants can receive credit toward their professional development requirements.

To round out its array of materials, the Equity Resource Center has also developed the *WEEA Digest*, available in print and online. The *Digest* offers articles and discussions on equity theory and research from national authorities on education. It is often used as a tool in teacher education courses and workshops.

For those who think that the battle for gender equity is slowing down, the WEEA Equity Resource Center provides new energy and tools to face the challenges that remain. Its mission is clearly defined and best expressed in the words of a former WEEA project director: "Gender equity is an alive and vital discipline that continues to evolve and change, just like the entire field of education. It is an issue that needs to be continually examined, revised, and supported. Even though it changes over time, gender equity is a real issue that needs to be addressed anew every year."


RAISING THE GRADE
A Title IX Curriculum
WEEA Equity Resource Center
Education Development Center, Inc.

* * * *

The following is a partial list of publications that can be ordered through the WEEA Equity Resource Center's Web site: www.edc.org/Women's Equity:

Raising the Grade: A Title IX Curriculum

A collection of fun and interesting activities that will strengthen 6th through 12th graders' abilities to work together effectively across the diversity of gender, race, national origin and disability. *Raising the Grade* will help students recognize that they can take action to make gender equity a reality in all areas of their lives.

WEEA Equity Resource Center, 1999.

La Igualdad de Género para Educadores, Padres, y la Comunidad (Gender Equity for Educators, Parents, and Community) from the Equity in Education Series

For K-12 teachers, administrators, parents, and community programs. This booklet (translated to Spanish by the Western Area Vocational Gender Equity Center) challenges the thinking that limits expectations for girls and boys. It illustrates gender stereotyping and its relationship to students' success, and explains what Title IX is and how it supports equitable education. It teaches how to recognize and respond to gender bias, and provides gender equity awareness exercises for teachers to use in K-12 classrooms.

WEEA Publishing Center, 1995.

Las matemáticas, las ciencias y su hija from the Encouraging Girls in Math and Science Series

Open the doors of opportunity for girls in math, science, and engineering with a pamphlet that translates current research on math and science and girls into practical suggestions and concrete action steps.

Las matemáticas, las ciencias, y su hija helps parents encourage their daughters in math and science and overcome the barriers of sex discrimination by learning about the roles women play in science.

These pamphlets are especially appropriate for distribution at workshops and conferences.

Dr. Patricia B. Campbell, Campbell-Kibler Associates, 1992.

ESL: The Whole Person Approach–for K-12 bilingual teachers

An innovative approach to ESL teacher training, this guide introduces to the practitioner a holistic, humanistic method of bilingual education. The text fully integrates bilingual education with gender equity concepts both to improve Latino/Hispanic students' English proficiency and to remove gender bias from multicultural curricula.

Cynthia Ramsey and Trinidad Lopez, National Institute for Multicultural Education, 1989.

Guía de Recursos para la Madre Sola (Single Mother's Resource Handbook)

For teen parenting programs, middle and high school teachers, counselors, resource centers, and individual mothers. An important addition to all programs serving pregnant and parenting teens, this all-time bestseller helps single mothers develop positive self-images, recognize available alternatives, better express their needs and feelings, positively influence their children, and use problem-solving skills to make better decisions. Updated in 1992 and translated into Spanish by the WEEA Equity Resource Center.

Annette Fernando and David Newbert, Head Start Child Development Corporation, revised 1992.

Checklists for Counteracting Race and Sex Bias in Educational Materials

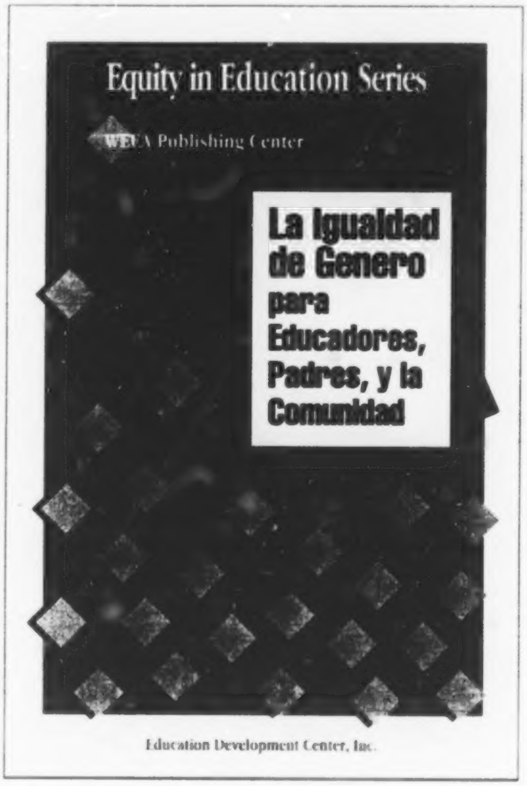
For over 15 years, this easy-to-use handbook has helped parents and teachers evaluate bilingual and multicultural curriculum materials for the presence of race and gender bias.

Martha P. Cotera, 1982.

The Equity Principal: Administrator's Handbook

The *Handbook* provides practical workshop plans to help administrators promote equity as a criterion for excellence in today's increasingly diverse population of learners.

Dolores A. Grayson, GrayMill Publications, 1988.


Equity in Education Series
WEEA Publishing Center
La Igualdad de Genero para Educadores, Padres, y la Comunidad
Education Development Center, Inc.

GESA: Generating Expectations for Student Achievement–Teacher Handbook

This invaluable GESA (Generating Expectations for Student Achievement; formerly Gender/Ethnic Expectations and Student Achievement) handbook identifies five major areas of classroom disparity and offers research-based strategies to counter inequities. It will help teachers look at the impact of gender, race, and ethnic biases in their teaching and discover what happens when they reduce bias in their classrooms.

Dolores A. Grayson and Mary D. Martin, GrayMill Publications, 1997.

Going Places: An Enrichment Program to Empower Students

Dropout prevention begins by helping students deal with self-esteem issues early in their school careers. *Going Places*, based on a project conducted in the San Diego City Schools, targets those middle school students most at risk of dropping out. The 18-week curriculum helps students build up their self-esteem, believe they can succeed in school, and work toward positive self-image and, eventually, high school graduation.

The publication focuses on enrichment and hands-on, cooperative group learning. It develops and builds self-esteem, improves problem-solving and decision-making skills, and develops leadership skills–all designed to help middle school students begin high school with a successful experience.

It details how to implement the "Going Places" program, explains how to recruit students, and guides teachers through the daily plan for 18 weeks. Finally, it emphasizes support groups, a sense of belonging, and parents' involvement in the education of their children.

San Diego City Schools, 1991.

The Hidden Discriminator: Sex and Race Bias in Educational Research

The Hidden Discriminator provides an in-depth examination of stereotypes and bias in educational research. It explores the hidden effects of bias on decision-making and program design. It reveals numerous examples of bias in research–past and present–and concludes with guidelines for evaluating and eliminating sex and race bias in research. The set consists of a book and one each of the five pamphlets. The pamphlets are especially appropriate for distribution at workshops and conferences.

Dr. Patricia B. Campbell, Campbell-Kibler Associates, 1989.

Infusing an Equity Agenda into Education

The Infusion Process Model uses existing organizational structures and communication systems to generate broad-based advocacy for educational equity and infuses equity concepts into all levels of school district operation.

Dolores A. Grayson, GrayMill Publications, 1996.

Record Numbers of Women Earn Ph.D.s

Minority Gains Even More Dramatic

BY
AMALIA DUARTE

In the 1996-97 academic year, 42,705 research doctorate degrees were awarded–more than in any other year. But the big news is the record-breaking number of doctorates earned by women and, especially, minority women.

"The real story is that minority women have made huge gains," said Susan Hill, director of the Doctorate Data Project at the National Science Foundation (NSF), one of five federal agencies that sponsor the annual Survey of Earned Doctorates. "We see really incredible changes across the board for underrepresented women–Puerto Rican, Mexican American, African American, Asian and Pacific Islander, and American Indians."

According to the survey, women have made significant gains in doctoral programs throughout the academy. But what is the payoff for these newly conferred Ph.D.s?

Unfortunately, as in the past, the gains are unevenly spread out across the campus. Not surprisingly, women remain overrepresented in the traditional arts and sciences. And they are still vastly underrepresented in other areas of study, such as engineering, computer science, and physics, which continue to be male bastions.

And there are questions about whether more women with Ph.D.s will translate into greater numbers of female deans, department heads, and even college presidents down the road. As women and minorities set new records for earning doctorates, fewer White males are choosing to get a Ph.D. Some speculate that White males are less interested in seeking a Ph.D. because higher education isn't offering the same long-term rewards any more, particularly when weighed against the quick dividends found in the booming economy of the Information Age.

"We are delighted to see that more women are getting advanced degrees, and it would seem to follow that this would lead to more women in leadership positions on campus," said Pamela Haag, director of research at the American Association of University Women (AAUW). "But higher education is moving away from those tenure-track positions, which might be why fewer White males are choosing to pursue a Ph.D. Too often women end up in part-time adjunct positions and can't make the jump onto the tenure track. So, we'll have to wait and see how this plays out."

The record-breaking 1997 figures, however, vividly demonstrate the inroads women have made into graduate degree programs. Women received a record number of 17,322 doctorates in the 1996-97 academic year. This figure represents 40.6 percent of all doctorates granted that school year. It was both the highest number given to women and the highest percentage compared to men. This record-breaking year continues the accelerated progress that women have made over the past three decades in earning advanced degrees as they got greater access to higher education. Much of it is pure demographics. As greater numbers of women went to college, more of them chose to go for a master's degree or a Ph.D. But in the 1990s, the trend has ratcheted up from slow and steady to overdrive. The number of women earning a Ph.D. in 1997 was 52 percent higher than in 1987 and 20 percent higher than just five years earlier in 1992.

Why are so many women pursuing advanced degrees? According to Haag at AAUW, women, in general, value advanced degrees more than men do, and sometimes don't have loftier goals in mind when they pursue a master's or Ph.D. "Women put a much higher value on education, degrees, and credentials than do men," said Haag. "And when asked about why they got an advanced degree, women often cite personal reasons, such as wanting to be better educated or to be a better person."

Additionally, the recession of the early 1990s might have diverted some women, who are only now finishing their degrees, into the academy when they couldn't find jobs. And there are other economic motivations as well, including keeping up with men in the corporate world. "Our research has found that women do tend to see an advanced degree as a way of getting ahead. It's a route to economic self-sufficiency," added Haag. "A woman with a college degree earns about as much as a man with a high school diploma. So, getting an advanced degree can make up for those disparities in the job market. It also gives some women more self-confidence in the workplace."

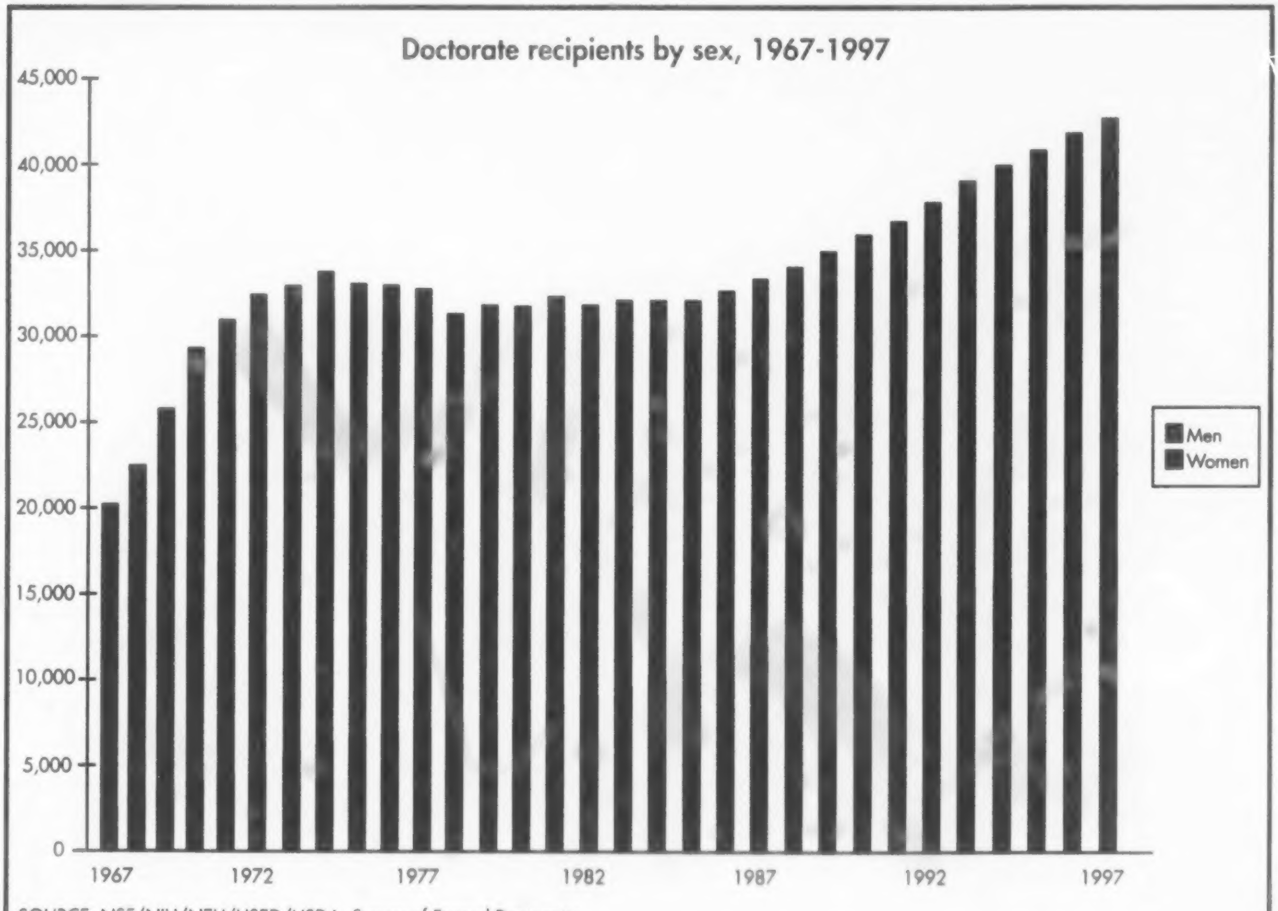
> ***"But higher education is moving away from those tenure-track positions, which might be why fewer White males are choosing to pursue a Ph.D."***
>
> PAMELA HAAG,
> DIRECTOR OF
> RESEARCH, AAUW

During the 1990s, the gains have come in programs throughout the academy, although unevenly. "In some fields, we've reached parity, but in other areas, women have barely made a dent," said Hill. In the physical sciences and engineering, for example, women are still a small minority in most programs. Chemistry is one area where women are now getting about a third of all Ph.D.s granted, but they remain isolated in many other physical science departments. Hill says that research has found that many women don't feel comfortable in the combative classroom style of these disciplines. "Women have a hard time surviving in that culture," said Hill. The women who do venture into such fields are often following in their father's footsteps.

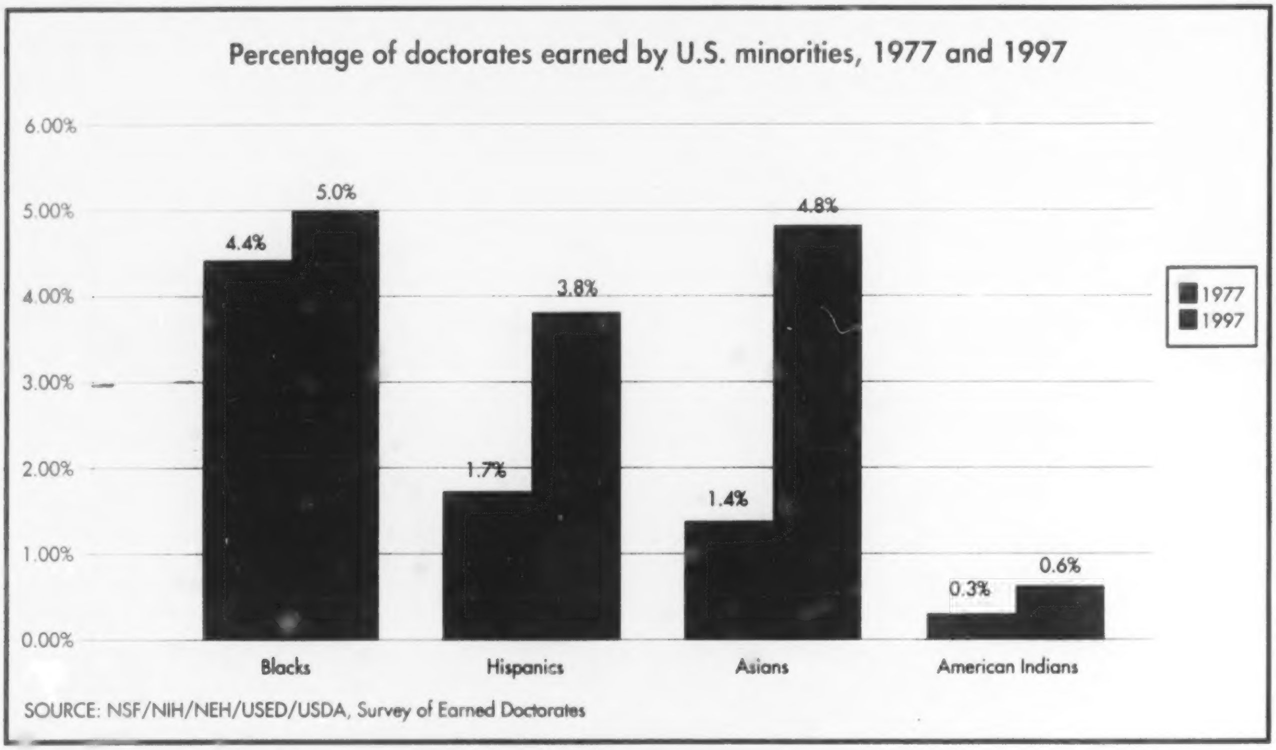
"There is still profound segregation in terms of disciplines that men and women study, and it's most pronounced at the graduate level," said Haag. "Women tend to pursue advanced degrees in fields that pay less. And these are fields where there are fewer tenured positions and more adjunct and part-time jobs."

Women received a record number of 17,322 doctorates in the 1996-97 academic year, 40.6 percent of all those granted.

But there are some real bright spots of success highlighted in the survey. For example, women in 1997 earned almost half, or 45 percent, of the doctorates awarded in the life sciences, which includes, of course, the biological sciences, health sciences, and agricultural sciences. This was a sizable improvement from just a decade before, when women got 35 percent of doctorates awarded in the life sciences, and a huge leap over 1977, when women got just 20 percent of Ph.D.s awarded in this field. Similarly in engineering, where while women only got 12 percent of Ph.D.s awarded in 1997, that was a big jump over 1987, a year in which women got a paltry 6.5 percent. And looking back to 1977, when women got just 3 percent of the engineering Ph.D.s, the overall


Doctorate recipients by sex, 1967-1997

SOURCE: NSF/NIH/NEH/USED/USDA, Survey of Earned Doctorates



Percentage of doctorates earned by U.S. minorities, 1977 and 1997

SOURCE: NSF/NIH/NEH/USED/USDA, Survey of Earned Doctorates

trend is even more dramatic.

The really dramatic gains, however, came for minorities, and, especially, minority women. Minorities earned a record 3,840 doctorates in 1997, an 8.4 percent jump over the previous year, marking an amazing 40 percent increase over 1992. Minorities earned nine percent of all doctorates awarded in 1997. While Asian Americans made the largest gains, Hispanics, African Americans, and Native Americans enjoyed greater success as well. From 1987 to 1997, the number of Hispanics earning doctorates increased by 67 percent; the number of African Americans getting Ph.D.s jumped by 73 percent, and Native Americans experienced a 30 percent boost in Ph.D.s awarded. And from 1977 to 1997, the number of all minorities getting doctorates doubled, while the total number of Whites remained stagnant.

Hispanics made tremendous gains in the 1990s. In the 1996-97 academic year, Hispanics earned almost as many doctorates as did African Americans. And figures just released for the 1997-98 academic year show that Hispanic men outpaced African American men in earning doctorates. Hispanic men took home 1,055 Ph.D.s in the 1997-98 school year, compared to 820 received by African American men. Meanwhile, African American women received 1,081, and Hispanic women were awarded 809.

> ***From 1987 to 1997, the number of Hispanics earning doctorates increased by 67 percent.***

Women place a high value on degrees, but minority women value them even more. "Non-White women are much more likely to believe that having an advanced degree is important to success," said Haag.

Recruitment programs and–in the case of Asian Americans and Hispanics–sheer demographics play a large part in the gains seen today. But Hill points to lessons learned by those who are trying to recruit and retain minorities in advanced degree-granting programs. For example, she said, it used to be that many research assistant positions went to foreign students who did not qualify for other types of financial aid. This gave foreign students a tighter connection to their professor, the department, and the university as a whole compared to minorities whose aid came in the form of a fellowship that offered strictly cash. Now those minority fellowships often include a research assistant's position to give minorities that same inside track.

In the years to come, it seems that women and minorities will continue to set records for earning advanced degrees. And as more women and minorities complete that final lap toward their Ph.D., their influence on the academy will continue to grow–whether they become adjunct instructors or tenured professors. "There's a huge impact on higher education when you see more women and minorities in teaching positions," said Haag. "It offers a tangible role model for others who can see that getting a Ph.D. is a real possibility for them."

Amalia Duarte is a public relations manager at Lucent Technologies.

People-Places-Publications-Conferences

PEOPLE

DiSalvo Finds Academic Success at Delaware State

Sophomore broadcast journalism major Keyla DiSalvo, 37, has taken a circuitous route to the campus of Delaware State University (DSU).

Born in Maryland, her father was a high-ranking military official in the Venezuelan army, and their family traveled extensively from Caracas to Europe and back. At 17, she dropped out of high school to accept an unpaid full-time position at a Public Broadcast Station in Caracas, later managing a department there, overseeing a staff of seven–many of them college graduates.

Speaking very little English, DiSalvo moved to her brother's house in Delaware and attended a local adult high school, graduating with a 4.0 GPA. After that, she was offered a position as a motivational speaker with the Organization of Adult Alumni Students in Service.

Since then, DiSalvo entered DSU, made the dean's list twice, and became a yearbook editor-in-chief and president of the Society of Professional Journalists. "I am living my dream," she said.

Luna Appointed to Women's Commission

Texas Governor George W. Bush appointed Dr. Marlene Luna to serve on the Governor's Commission for Women. Luna is dean of health sciences at Laredo Community College in Texas.

The commission identifies, researches, and develops strategies and projects that increase awareness of key issues affecting Texas women. Luna said that Bush expressed a great interest in the commission's working as well on initiatives for the health and welfare of the people of the state. With more than 23 years of teaching and administrative experience in the field of health education, Luna hopes to utilize her skills to help the commission address these issues.

Luna, a member of the National League for Nursing Accrediting Commission, has a bachelor's degree and a master's from Texas Woman's University, and a doctorate from the University of Houston.

Rubin to Lecture on Cuban Artists

New York City-based writer/photographer Edward Rubin will be giving a free illustrated lecture, "La Vida Loca: The Life of the Artist in Cuba," at the Cooper Union for the Advancement of Science and Art's Wollman Auditorium (N.Y.) on April 10.

Using pictures and words, Rubin will offer a penetrating view of Cuban society and how it got that way, as well as an intimate look at the lives of major artists living and working in Havana today. (Pictured here: a photo, taken by Rubin, of Alexis Esquival's *Absolute Cuba*.)

Intending to put everything he has into the lecture, Rubin hopes to play to a full house. "Not an easy thing to do in New York City, where everybody, if they are not already jaded, has far too many things to do and not enough time to do them in," said Rubin.

"The lecture will be candid, pointed, and political. As a 'performer,' I tend to do a lot of 'off the cuff' stuff. Hopefully people will tear their hair out as they run from the auditorium. I certainly don't want to bore anybody. I want to thrill while informing."

Sanchez Receives Peace Prize

The California Wellness Foundation presented Gilbert Sanchez, director of the Gang Violence Bridging Project, based at the Edmund G. "Pat" Brown Institute of Public Affairs at California State University-Los Angeles, with the California Peace Prize Award. The statewide prize, carrying with it a $25,000 grant, celebrates the courage and perseverance of California's most dedicated violence-prevention advocates.

Photo by Stan Carstensen

Sanchez, who initiated the project and has been its director for nearly six years, was selected for having provided guidance and resources for young people whose opportunities for success have been thwarted by violence and poverty. A former gang member, Sanchez makes frequent presentations about the causes of gang and youth violence to government and law enforcement agencies and often testifies as a gang expert in court and before legislative committees.

Aparicio Wins MLA Award

The Modern Language Association awarded Frances Aparicio of the University of Michigan-Ann Arbor the 9th annual Katherine Singer Kovacs Prize for her book *Listening to Salsa: Gender, Latin Popular Music, and Puerto Rican Cultures* (Wesleyan University Press). The award is for an outstanding scholarly book published in English in the field of Latin American and Spanish literatures and cultures.

Rebecca Haidt of Ohio State University-Columbus also won the award for her book *Embodying Enlightenment: Knowing the Body in Eighteenth-Century Spanish Literature and Culture* (St. Martin's Press).

Martinez Addresses Eastern New Mexico-Roswell Graduates

Adrian Martinez was the featured speaker at Eastern New Mexico University-Roswell's thirty-second commencement convocation.

Martinez is a native New Mexican, born in southern Rio Arriba County in the village of Capulín. Because the one-room schoolhouse in Capulín accepted students only through the eighth grade, and no one ever made it that far. beginning with the seventh grade, his father sent him to boarding school in Santa Fe, and he graduated from Menaul High School in Albuquerque. He has academic degrees from the University of New Mexico and did his education administration work at Western New Mexico University. He also studied at ENMU, the University of Arizona, San Diego State University, the Universities of Valladolid and Salamanca in Spain, the Helenic American Union in Greece, and the University of Guadalajara in Mexico. In 1988, he retired at New Mexico Military Institute, ending a thirty-year career in education.

Cortés Jr. Speaks at St. Mary's

Community activist Ernesto Cortés Jr. gave a Lin Great Speakers Series lecture on "Community Organizing for Justice" at St. Mary's University in Texas. Cortés is the Southwest regional director of the Industrial Areas Foundation (IAF), a nonprofit community-based organization founded in Chicago to bring change to poor and moderate-income communities.

Cortés began his IAF affiliation in 1972, and in 1974 launched the San Antonio Communities Organized for Public Service, a church-based grassroots operation. He has initiated similar groups across the nation that are part of the IAF network. IAF leaders identify issues of neighborhood importance, including equalization of funding for public schools, indigent health care, job training, and economic development.

Hernandez Joins Roster of Wildlife Experts

Bird enthusiasts and game hunters often agree that one of the most popular native birds living in South Texas is the northern bobwhite quail. In fact, this bird species is the most economically important game bird in South Texas. With such a strong recreational and economic-based species, the Caesar Kleberg Wildlife Research Institute and the animal and wildlife sciences department at Texas A&M University-Kingsville hired a quail biologist.

He is Dr. Fidel Hernandez, a recent graduate of the joint doctoral program between Texas A&M-Kingsville and Texas A&M University. Hernandez continues the four-year South Texas Quail Research Project and also teaches rangeland plants and wildlife habitat management.

Rangel Speaks at UT-Austin Grad School Convocation

Rep. Irma Rangel, chair of the House Committee on Higher Education, was the featured speaker at the University of Texas-Austin Graduate School Convocation. Rangel spoke on "Sharing the Wealth of an Education."

Rangel is the first Mexican American woman elected to the Texas House of Representatives, the first Mexican American woman elected as chair of the Mexican American Legislative Caucus, and the first Mexican American appointed to serve as chair of the House Committee on Higher Education. She is also a member of the Pensions and Investments Committee and the Education Committee of the Southern Legislative Conference.

Delossantos Honored for Commitment to Mental Health, Hispanic Community

Cristiana Delossantos, a master's degree candidate in the University of Rhode Island's (URI's) College of Nursing, received both the $1,000 Clare Sullivan Memorial Nurse Leadership Scholarship and the Progresso Latino's Health Award.

The Sullivan Scholarship, awarded by the Nursing Foundation of Rhode Island, honors students pursuing psychiatric nursing. Progresso Latino honored Delossantos for her work and perseverance in promoting good health for Latinos and other immigrants.

"I want to start a Hispanic nurses association at URI," said Delossantos. "I want to go into the high schools, get into classes, and inspire students to seek nursing as a career."

Delossantos has been a registered nurse since 1994.

Vera Awarded University of Minnesota Puckett-Robinson Scholarship

Eymi Vera was one of eight high-achieving students honored with University of Minnesota Puckett-Robinson Scholarships for 1999-2000. The scholarships, sponsored by former Minnesota Twins baseball great Kirby Puckett and his wife Tanya, and the Jackie Robinson Foundation, go to outstanding students of color who have strong academic backgrounds and are active in serving their communities.

Vera, born in Bolivia, has undergone many surgeries aimed at correcting bone damage in her legs and arms and now wants to be an orthopedic surgeon. "I am so thankful," said Vera. "My brother and I are both attending the University of Minnesota, and economically it's hard for my parents to have two children going to college. This will help my family so much."

Pictured: Vera, Kirby Puckett and family, and other scholarship winners.

Gonzalez Heads Educational Administration Council

Maria L. Gonzalez, head of New Mexico State University's educational management and development department in the College of Education, is the president-elect of the University Council of Educational Administration (UC EA)–a consortium of 60 research universities that have doctoral programs in educational administration and leadership. She is serving in that position for one year, followed by a year as president and one as treasurer, respectively.

"UCEA is the premiere organization in the field of educational administration," Gonzalez said. "Founded more than 40 years ago, it aims to improve the preparation of school administrators and the profession's knowledge base."

Chavez-Martinez, Hernandez, and Lopez Address Five-State Multicultural Conference

Dr. Jeannie Chavez-Martinez (pictured), Roger Hernandez, and Dr. Martha Lopez will give presentations at the ninth annual Five-State Multicultural Conference co-sponsored by Garden City Community College in Garden City, Kansas, March 30-31.

Chavez-Martinez helps lead the Multicultural Resource Center at Pittsburg State University (Kan.). Pittsburg is one of dozens of communities across the nation that has looked to Southwest Kansas for advice and insight on dealing with a growing ethnic and cultural diversity.

Hernandez, a nationally-syndicated newspaper columnist based at the New Jersey Institute of Technology, writes on topics ranging from bilingual issues to Hispanic life in the U.S.

Lopez, with the California Extension Service, discussed health issues and trends in nutrition for Latino families at the conference.

Zermeno Named "Year 2000 Teacher of the Year" by Sacramento County

Alicia Zermeno, 1996 master's degree alumna of the Orientation and Mobility Specialist Training Program at California State University-Los Angeles, has received the Sacramento County Office of Education's "Year 2000 Teacher of the Year" award.

Prepared by Cal State L.A. to teach skills in independent movement and travel to persons who are blind or visually impaired, Zermeno described her career as unique and challenging. "I am a teacher outside the classroom walls," Zermeno said. "My 'classroom' is on school campuses, at stores, on public transportation, and at street intersections. During a community-based lesson, I can work on at least five different daily living skills without the student even knowing it."

Pictured l. to r.: Associate Professor Diane Fazzi instructs Alicia Zermeno during a training session.

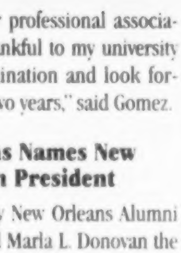
Marcano Designs Poster for National Conference

Vanessa Marcano, 27, Nuclear Medicine Technology student at Bronx Community College (BCC) of the City University of New York (CUNY), designed a poster on Implantable Cardiac Defibrillators (ICD) for the Society of Nuclear Medicine's national conference in Philadelphia.

The poster illustrates "the importance of uncertain types of nuclear medicine imaging to assess which patients would benefit the most from ICD." Marcano explained that "the study will save many patients from going through the implant process if it would not help them in the long run."

Marcano has a bachelor's degree from CUNY-City College. She decided to enroll in BCC's Nuclear Medicine program before applying to medical school.

Gomez a State Executive in Texas



Vickie Gomez, director of admissions at the University of Texas of the Permian Basin, is the new vice president of admissions for the Texas Association of Collegiate Registrars and Admissions Officers, serving a two-year term.

"It is both humbling and very gratifying to have been selected by my peers to play a leadership role in our professional association. I am especially thankful to my university for supporting my nomination and look forward to a very exciting two years," said Gomez.

Loyola-New Orleans Names New Alumni Association President

The Loyola University New Orleans Alumni Association (La.) named Marla L. Donovan the 1999-2000 board president. A school spokesperson said that Donovan exemplifies those characteristics Loyola seeks to form in its graduates– embodying the Jesuit spirit to serve as "people for others" in their community.

Donovan received a bachelor's degree from Loyola's City College in 1988 and has been involved with the university ever since. She was a founding member of the Loyola University New Orleans City College Leadership Committee, which evolved into the City College alumni board, and served as vice president of the board. She is a member of Loyola's Heritage Society.

Anacani Performs at Riverside Community College

Renowned Latin recording artist Anacani, a regular performer on Lawrence Welk's popular TV series during its heyday, appeared at Riverside Community College (Calif.) as part of Performance Riverside's Big Band Pops Series concert "A Taste of Latin," which featured a 17-piece professional orchestra. A forerunner to such tremendously successful Latin American crossover singers as Ricky Martin, Christina Aguilera, and Selena, Anacani has continued to record and tour with the elegant, high-energy style that made her famous during the 1970s.

Anacani still tours with the Lawrence Welk group and is putting together a new CD that will emphasize both Latin and English music. "I really hope that the public continues to support Latin crossover music. It brings us all closer together as a common frame of reference because through music we can bridge other gaps," she said.

PLACES

HOSTS Program Thrives in El Salvador

Help One Student To Succeed (HOSTS) structured mentoring is a research-based and nationally evaluated program for accelerating learning using one-to-one or small-group instruction in reading, writing, math, and Spanish language arts. Founded by teacher Bill Gibbons of the Vancouver, Wash., school district in 1971, the program has served hundreds of thousands of students in the United States.

In 1997, Salvadoran educator Licensiado Joaquin Garcia, working with HOSTS educators, brought the program to the Juan Bueno schools in his country. Many of the children who attend Juan Bueno schools are orphans as a result of a civil war. Many live in poverty, and about 80 percent receive partial or complete scholarships.

In its first application outside the U.S., the HOSTS program is thriving.

"As HOSTS continues to succeed in El Salvador, we are confident it will continue to be embraced in all of Latin America," said HOSTS Spanish language arts manager Nancy J. Carter.

Pictured l. to r: Garcia, Gibbons, and Carter.

New Mexico Universities Collaborate on NAFTA Studies

New Mexico State University (NMSU) and the University of New Mexico (UNM) are collaborating on research dealing with the effects of the North American Free Trade Agreement (NAFTA).

Jose Z. Garcia, director of NMSU's Center for Latin American Studies, said that NMSU is focusing primarily on NAFTA's impact on the U.S.-Mexico border region while UNM is looking at the broader context of the trade agreement. Results of the studies will be discussed at a conference to be schedule'd in November.

The joint initiative was originally announced as the two universities celebrated the 20th anniversary of the New Mexico Consortium on Latin America, a partnership of the NMSU Center for Latin American Studies and the UNM Latin American and Iberian Institute.

Natural Toxins Research Center Proposed at Texas A&M-Kingsville

A Texas A&M University-Kingsville Natural Toxins Research Center might soon become a reality. A concept paper proposing a center, presented by Marc Cisneros, Texas A&M-Kingsville president, was acceptable to the Texas A&M University System Board of Regents; a full proposal by Dr. John C. Pérez, biology professor and Natural Toxins Research Initiative director, was submitted for consideration.

Certain types of snake venom–a complex mixture of chemicals–have important medical properties. The goals of the center would be to provide reliable, single-source snake venom and venom products to biomedical researchers and to improve the biomedical research environment at Texas A&M-Kingsville.

Mayan Leader and Zapotec Cultural Agent Speak at Emory

Arcadio Salanic, from Quetzaltenango, Guatemala, and Eucario Angeles Martinez, from Oaxaca, Mexico, held a discussion, "Revitalizing Indigenous Culture, Grassroots Development, and the New Millennium: Voices from Rural Latin America," at Emory University in Georgia. Both men explored the challenges of grassroots development in the midst of ethnic and civil strife and the effort to revitalize indigenous traditions in an increasingly global culture.

Salanic is a Quiche-speaking Mayan leader who has worked in the area of human rights and linguistic pluralism with the United Nations. Martinez is a Zapotec cultural agent with lifelong work experience at the grassroots level.

Arizona State Web Exhibit Examines Life of Mexican Americans in Arizona

A new Web exhibit prepared by a team from the Arizona State University (ASU) department of archives examines the history of Mexican Americans in Arizona since territorial days. "The Chicana/Chicano Experience in Arizona" draws from materials in the department's Chicano Research Collection and Arizona Collection.

Pictured here is a sample photo: Maria Flores, dressed in this costume, presents an image representative of the Indian, Spanish, and Mexican cultures indigenous to this area of the southwestern region.

The exhibit contains sections on the contributions of Mexican Americans, and it acquaints viewers with the organizations formed to preserve Mexican American culture in a Euro-American society. Opening with a poem by Alberto Ríos, ASU regents professor of English and a native of Nogales, the Web site has bilingual text and contains sections on occupations and landmarks.

Web site address: www.asu.edu/lib/archives/website/index.htm.

University of San Francisco Hosts Affordable Housing Conference

The University of San Francisco (USF) Hispanic-Latino alumni association, La Compañía, sponsored the first annual California conference on affordable housing in community development. Since the 1970s, there has been a continual decline in the availability of affordable housing units.

Participants discussed family living wage; job creation; homelessness; education; seniors/children/youth and families; community development; federal solutions; funding; and resocialization. The Rev. Joe Hacala, S.J., assistant to the secretary of the Department of Housing and Urban Development, called for increased partnership between grassroots activists and government agencies.

Top Ethnic Studies Scholars Gather at California-Santa Barbara

Born of anger and social corrections of the late 1960s, ethnic studies programs at the University of California (UC) have reached a mature middle age.

About 40 of the university's top ethnic studies scholars met at its Santa Barbara campus to look back at three decades of progress and to consider ways of uniting for an even more progressive future. Claudine Michel, director of UC-Santa Barbara's Center for Black Studies, came up with the idea for the conference, "Celebrating 30 Years of Ethnic Studies Research: A Dialogue Among UC Ethnic Studies Faculty."

There were four keynote speakers. Norma Alarcón of UC-Berkeley gave an address, "The Interminable Futures of Ethnic Studies in (Post) Modernity." Inés Ávila-Hernández of UC-Davis spoke about "Intellectual Sovereignties/Representational Solidarities: A Native American Studies Perspective." Cedric Robinson of UC-Santa Barbara and Ling-Chi Wang of UC-Berkeley joined them.

News from U.S. Department of Education

Photo © Caleb Bolch, Avalon Studios

A major flood devastated the Rio Grande communities of Del Rio, Texas, and Acuna, Mexico, in August 1998. Although federal assistance and donations of money and supplies immediately poured into Texas to help the people of Del Rio rebuild quickly, their sister city of Acuna wasn't so lucky.

The conference "Children Without Borders" joined concerned New England and Texas schoolchildren–who delivered thousands of pounds of collected clothing, textbooks, school supplies, and money to the children in Acuna–with officials from the U.S. Department of Education, the Federal Emergency Management Agency, and local and state government.

Elizabeth G. Flores (pictured), mayor of Laredo, Texas, and chair of the Border Coalition, was one of the conference leaders.

Rio Bravo Association to Meet at Texas A&M-Kingsville

The Rio Bravo Association will hold its annual meeting, "Campo y Ciudad: Borderlands in Transition," at Texas A&M University-Kingsville, March 30-April 1.

Rio Bravo is the only organization devoted to examining educational issues promoting scholarly activities in higher education in the northeastern Mexico and Texas borderlands.

The conference–coordinated by Dr. Ward S. Albro, Texas A&M-Kingsville history professor emeritus, and Maria Elena Ramos Tovar, from the Universidad de Monterrey–was formed as an attempt to develop a closer connection between Texas' and northeastern Mexico's institutions of higher learning.

Dr. Rosario Torres Raines (pictured), director of the university's Southwest Borderlands Cultural Studies and Research Center, is accepting paper and panel proposals on any topic dealing with the Texas and Mexico borderlands. Contact: Dr. Torres Raines, (361) 593-2369

Maes New Director of Pre-Collegiate Development Program at Colorado-Boulder

Johanna B. Maes is the new director of the Pre-Collegiate Development Program at the University of Colorado-Boulder. Housed within the Student Academic Services Center, the program is designed to motivate educationally or economically disadvantaged high school youth to complete high school, graduate, and successfully matriculate to a postsecondary institution.

Maes has broad experience as a presenter and consultant and is the recipient of many grants and awards. She is a member of several organizations, including the National Latino Children's Institute and the University of Colorado Hispanic Alumni Association. She has a bachelor's degree from Colorado-Boulder and expects to earn her master's from Regis University this year.

North Carolina Colleges and Universities Host Film Festival

Seven North Carolina colleges and universities hosted the 13th annual Latin American Film and Video Festival, highlighting music and dance in popular films. "One Hundred Years of Latin American Film/Cien Años de Cine Latino Americano" featured the best of Latin American films since the advent of sound pictures.

Screenings and discussions took place at Duke University, the University of North Carolina (UNC)-Chapel Hill, North Carolina Central University, North Carolina State University, Guilford College, UNC-Greensboro, and UNC-Charlotte.

Mexican film director Marcela Fernandez Violante (pictured l.) introduced two films, including *La Negra Angustias*, a 1949 film about a female colonel in Emiliano Zapata's guerrilla forces during and after the Mexican Revolution (1911-17).

"This film offers an opportunity to better understand the many Mexicans who are coming to North Carolina by learning about their history," said Sharon Mújica (r.), of UNC-Chapel Hill.

Northern Essex Receives Government Funding for Business Center

Sen. John Kerry and Rep. Marty Meehan presented Northern Essex Community College (Mass.) President David Hartleb with a check for $400,000 from the U.S. Department of Housing and Urban Development's Hispanic-Serving Institutions Assisting Communities Program for the establishment of a business assistance center.

"The Lawrence Business Assistance Center will provide information, technical assistance, education, and training to Latino business owners and entrepreneurs," said Hartleb. "The center will assist Latino microenterprises to develop, maintain, and expand their businesses, and help them to market their products and services to the larger economic mainstream."

Pictured l. to r.: Kerry; Lawrence, Mass., Mayor Patricia Dowling; Meehan; and Hartleb.

Cuban Film Premieres at Lincoln Center

FIRST RUN ICARUS FILMS

A new kind of Cuban cinema was born almost simultaneously with the 1959 revolution. Since then, it has been a powerful force in the collective memory of the Cuban people, providing both history and social cohesiveness. Cuban film celebrates the lives of ordinary folk, the emotional, economic, and sociopolitical realities of everyday life. Moreover, it offers surprisingly frank criticism of contemporary Cuba.

The acclaimed Cuban film *If You Only Understood* (Rolando Díaz, 1998, 87 min., First Run/Icarus Films) had its theatrical premiere at the Film Society of Lincoln Center (N.Y.).

A documentary "musical" about Havana, the film draws attention to the underlying conflicts in Cuban society today, including taboo subjects such as race, not usually represented in Cuban cinema.

University of Rhoda Island Partners with Progreso Latino

The University of Rhode Island (URI) has formed a partnership with Rhode Island's Hispanic community. URI President Robert L. Carothers and other URI officials signed an agreement with representatives from Progreso Latino, the primary community-based organization in Rhode Island that advocates for the needs of Hispanics.

URI faculty members and psychologists Dr. Ann Varna Garis, Dr. Lawrence Grebstein , and Dr. Maria Garrido met weekly to train Progreso Latino staff to enhance the organization's mental health intervention capacity to the community.

"The multicultural exposure for our graduate students will better train them to work with Rhode Island's increasingly diverse population," said Garis, director of the URI Psychological Consultation Center.

In the News at Pima

Pima Community College Downtown Campus (Ariz.) President Dr. Noelia Vela (pictured) was named one of Tucson's 1999 Women on the Move by the YWCA of Tucson, for professional and community service. She also received the 1999 Southern Arizona League of United Latin American Citizens award for community service.

Pima Community College, in partnership with Tucson Unified School District (TUSD) and Big Brothers-Big Sisters of Tucson, has reprised the Amigo Mentoring Program. "Amigos" are TUSD personnel who each take on a one-to-one mentoring relationship with an at-risk grade-schooler. Trained as a Big Brother/Big Sister, a TUSD Amigo can help a Little Brother/Little Sister make progress in some key areas that ultimately helps him or her stay in school and thrive.

Austin Participates in Global Exchange Program

Seventeen students and three faculty members of Austin Community College (Texas) participated in a cultural exchange program with the Universidad Tecnológica de Coahuila in Saltillo, Mexico. The students brought with them various dreams of being a photographer, a historian, a writer for *National Geographic*, and more. All were eager to embark on an adventure and immerse themselves into a new culture.

Highlights of the trip included a visit to the archeological site Rincon Colorado, the Museum of Natural History in Monterrey, La Grunta de Garcia (Garcia's Cave), and a performance of folkloric dances.

SBC Foundation Awards Grant to Hispanic College Fund

The SBC Foundation awarded a $50,000 grant to the Hispanic College Fund (HCF) to provide scholarships for deserving Hispanic students in Texas, Missouri, Oklahoma, Arkansas, Kansas, California, Nevada, Illinois, Indiana, Michigan, Ohio, Wisconsin, and Connecticut.

Based in San Antonio, Texas, the SBC Foundation has established a comprehensive record of providing scholarship support to HCF. The latest grant is its sixth to HCF since 1994.

In 1999, the foundation won the HCF Corporate Partnership of the Year Award.

SBC Foundation President Gloria Delgado is pictured here accepting the award.

University of Miami Honors Amos

The University of Miami (UM) in Florida bestowed a Presidential Order of Merit award on prominent Cuban American philanthropist Elena Diaz-Verson Amos (pictured r.).

A member of the UM International Advisory Board since 1998 and co-chair of the Amigos, a support group benefiting the university's Cuban Heritage Collection, Amos has been instrumental in directing fundraising efforts for the collection and other Cuban studies programs at the university.

"It is my great pleasure to honor Mrs. Amos for her dedication to UM," said UM President Edward T. Foote II (pictured l.). "Her commitment to the university has helped us become an international center of excellence in the area of Cuban studies."

Austin's Sembradores Gala Helps Underprivileged College Students

Club Sembradores de Amistad, a group dedicated to helping underprivileged college students, held its sixth annual black tie Valentine's Day Ball. Money was raised for scholarship endowments at the University of Texas-Austin, Concordia University-Austin, Huston-Tillotson College, and St. Edward's University.

Preference for the scholarships will be to Central Texas students who are among the first generation of their family to attend college and who qualify as being "financially and educationally disadvantaged," said Dr. Roberto Miranda, president of the Austin, Texas, chapter of Sembradores de Amistad. The name of the international nonprofit organization, which has its headquarters in Monterrey, N.L., Mexico, means "Sowers of Friendship" in Spanish.

PUBLICATIONS

Something to Declare

by Julia Alvarez

The 24 personal essays that make up this book are like snapshots rendered in prose, capturing the life and mind of an artist as she meditates on the dual themes of coming to America and becoming a writer. Julia Alvarez relates her inspirations and motivations for writing, the secrets of her craft, and the daily business and the repercussions of becoming a published author.

1999. 300 pgs. ISBN 0-452-28067-2. $13.95 paper. Plume. (800) 788-6262.

¡Yo!

(Spanish)

by Julia Alvarez

JULIA ALVAREZ

¡Yo! sigue las aventuras de Yolanda, quien se ha convertido en escritora. *¡Yo!* es una completa y verdadera exploración del alma de una mujer, una meditación sobre la vida de una escritora, y una narración lírica de la búsqueda de identidad y lugar en el mundo del inmigrante.

1999. 414 pgs. ISBN 0-452-28140-7. $16.95 paper. Plume. (800) 788-6262.

Tan lejos de Dios

(Spanish)

by Ana Castillo

Tan lejos de Dios
Ana Castillo

Tome es un pueblito tranquilo en el centro de Nuevo México. En manos de Ana Castillo, sin embargo, *Tome* se despliega como un sitio lleno de vida y de toda clase de choques: el pasado se enfrenta al presente, lo real con lo sobrenatural, lo cómico con lo horrible, el mundo indígena con el mundo latino y anglo, y las mujeres con los hombres. *Tan lejos de Dios* cuenta la historia de dos décadas llenas de acción en la vida de una familia chicana.

1999. 299 pgs. ISBN 0-452-28004-4. $14.95 paper. Plume. (800) 788-6262.

Women Authors of Modern Hispanic South America: A Bibliography of Literary Criticism and Interpretation

by Sandra Messinger Cypess, David R. Kohut, and Rachelle Moore

Women Authors of Modern Hispanic South America

This book lists references to critical and interpretive studies of the literary output of 169 major and minor Hispanic South American women writers active from the turn of the 20th century to 1989.

1989. 168 pgs. ISBN 0-8108-2263-6. $26.00 cloth. Scarecrow Press. (800) 462-6420.

Index Guide to College Journals

by Suzanne Milton and Elizabeth Malia

This book is an efficient reference source indexing approximately 16,000 journal titles represented in 48 core indexes used in college and public libraries. Emphasis is on English-language sources.

1999. 672 pgs. ISBN 0-8108-3569-X. $65.00 cloth. Scarecrow Press. (800) 462-6420.

Contemporary Latin American Artists: Exhibitions at the Organization of American States 1965-1985

Annick Sanjurjo, ed.

This publication recognizes the work of the well-known critic and Latin American art expert, the late José Gómez-Sicre, who from the 1940s until 1983 provided continuity in the temporary exhibitions program with a fervent and unmitigated faith in the art of his continent. A rich and unique reference source, it documents the history of the birth of Latin American modern art, and gives evidence of its worth and strength.

1993. 733 pgs. ISBN 0-8108-2644-5. $97.50 cloth. Scarecrow Press. (800) 462-6420.

Twentieth-Century Poetry from Spanish America: An Index to Spanish Language and Bilingual Anthologies

by Iliana L. Sonntag Blay

This book provides access to 12,000 poems from 72 separate anthologies in three distinct indexes, making access to the verse writing of Spanish American writers easy.

1998. 728 pgs. ISBN 0-8108-3527-4. $90.00 cloth. Scarecrow Press. (800) 462-6420.

Behind the Mask: Destruction and Creativity in Women's Aggression

by Dana Crowley Jack

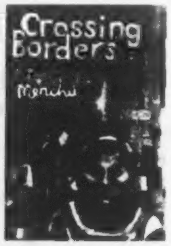
BEHIND THE MASK
DANA CROWLEY JACK

This book explores the origins, meaning, and forms of women's experience of their own aggression. Drawing from in-depth interviews with 60 women of different ages and ethnic and class backgrounds, Dana Jack–who teaches at Fairhaven, an interdisciplinary college of Western Washington University–provides a rich account of how women explain (or explain away) their own feelings and acts of rage and violence. She shows the positive sides of women's aggression, and the potential for destructive aggression to be transformed.

1999. 321 pgs. ISBN 0-674-06485-2. $24.95 cloth. Harvard University Press. (800) 448-2242.

Crossing Borders

by Rigoberta Menchú

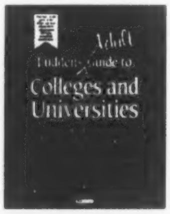


In this, the second installment of her autobiography, the celebrated Guatemalan Indian leader and Nobel Peace Prize winner picks up the story where her first volume, *I, Rigoberta Menchú*, ended. This book chronicles her role as roving ambassador for indigenous peoples and her return to the traditions of her Mayan background. Translated and edited by Ann Wright.

1998. 242 pgs. ISBN 1-85984-893-1. $25.00 cloth. Verso. (800) 233-4830.

Luddens' Adult Guide to Colleges and Universities: A Directory of Thousands of Adult-Friendly Degree Programs

by LaVerne L. Ludden and Marsha J. Ludden



This book emphasizes programs designed for working adults with information on nontraditional degrees, evening hours and other flexible schedules, credit for life experience, video learning, special services for adult students, and more.

1997. 576 pgs. ISBN 1-57112-076-9. $19.95 paper. JIST Publishing. (800) 648-JIST.

The Immortal Rooster and Other Stories

by Diane de Anda

THE
IMMORTAL
ROOSTER

This book contains five tales about boys and girls facing the worries and joys of growing up and dealing with the new and unknown: the strange world of wild creatures, and the even stranger world of adults. Author Diane de Anda is a professor in the department of social welfare at the University of California-Los Angeles.

1999. 68 pgs. ISBN 1-55885-278-6. $9.95 paper. Piñata Books. (800) 633-ARTE.

The Love You Promised Me: A Novel

by Silvia Molina

The Love You Promised Me

A modern professional woman in her forties, after a brief but intense extramarital affair, looks into her own and her family's past to come to terms with her present, to deal with loss, to learn forgiveness and self-forgiveness, and to enter the future with grace and stability. Set in Mexico in 1994. The winner of the sixth annual Sor Juana Inés de la Cruz Prize at the Guadalajara International Book Fair for a work of fiction by a woman writer in the Spanish language. Translation by David Unger.

1999. 152 pgs. ISBN 1-880684-62-4. $14.95 paper. Curbstone Press. (860) 423-5110.

Many publications featured in this section are available through amazon.com.

VIDEOS

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
PO Box 2053
Princeton, NJ 08543-2053
(800) 257-5126

Spain: The Birthplace of a Language

This program traces the linguistic foundation of the Spanish language and the historical influences that have shaped modern Spanish in general and the Castilian culture in particular: the Roman Empire, Catholicism, and Islam. Grammatical constructs, gender, and articles are also discussed.

(Spanish, 28 min., color) Item #FFH 9114

The New Spain

This program explores the cultural conquest of Mesoamerica through language, religion, and technology such as the printing press–and the influences that the native cultures exerted to give birth to the Spanish of Latin America.

(Spanish, 28 min., color) Item #FFH 9115

The Forging of the New World

The Forging of the New World

As Mexico was born through the fusion of two traditions, a unique culture emerged–one that embraced liberal philosophies, such as those promulgated by Rousseau and Voltaire. During this period, Mexico gave birth to such great philosophers as Sor Juana Inés de la Cruz, despite the efforts of the Catholic Church to suppress new traditions. This program examines the clash between the emerging culture of the New World and the conquerors from the Old World, who imported the Inquisition.

(Spanish, 25 min., color) Item #FFH 9116

CD

The following CD-ROMS are available from:

Chadwyk-Healey
1101 King St.
Alexandria, VA 22314
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Teatro Español del Siglo de Oro

Dramatic writing reached unequaled heights during the golden age (1500-1700), the crowning glory of Spain's intellectual and artistic achievements. This program traces its development and provides unprecedented access to a large and representative collection of texts, including works by Lope de Vega, Miguel de Cervantes, Calderón de la Barca, and Tirso de Molina.

(Spanish and English interfaces)

Bibliografía de la Literatura Española desde 1980

A comprehensive bibliography of documents pertaining to Spanish literature, this program contains more than 80,000 records for works published between 1980 and the present. Bibliographic information, in a number of languages, covers a wide range of subject areas, including literary theory, popular literature, and Hispanism.

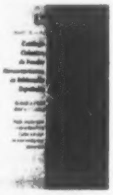
(Spanish interface)

Directorio de Bibliotecas Españolas

Providing access to records from more than 9,000 Spanish libraries, this program is a vital first-stop reference resource for use in research, marketing, and promotion in the Spanish library market. It enables users to search detailed information on every Spanish library: full name, address (city, province, etc.), number and type of holdings, and specialty.

(Spanish interface)

Bibliotecas sin Fronteras: Catálogo Colectivo de Fondos Iberoamericanos en Bibliotecas Españolas



This publication contains three databases: a catalog of holdings on Latin America in important libraries in Spain; more than 10,000 records of articles on Latin America in scholarly Spanish journals; and records of doctoral theses on Latin America presented in European universities. The program provides a completely new reference work for researching any aspect of Latin American history and culture.

(Spanish interface)

CONFERENCES

Technology in Education Hands-on Conference

March 6-9

"TechEd2000," an international conference and exposition relating to teaching and learning in a network world. At the Palm Springs Convention Center, Palm Springs, Calif.

Contact: Web site, www.TechEd2000.org.

New Jersey Project ALANA Conference 2000

March 10

The New Jersey Project on Inclusive Scholarship, Curriculum, and Teaching's ALANA network of African, Latina, Asian, and Native American women in higher education in New Jersey holds its annual conference, this year on the theme "Personal Journeys/ Common Destinations." Keynote speaker is Emma Pérez, William Paterson University (N.J.) Distinguished Visiting Scholar, speaking on "Who Speaks for Women of Color?" At the Douglass College Student Center, Rutgers University, New Brunswick, N.J.

Contact: (973) 720-2296; e-mail, njp@wpunj.edu .

(See related story, pages 13-15.)

TESOL Convention and Exposition

March 14-18

Teachers of English to Speakers of Other Languages holds its 34th annual convention and exposition. In Toronto, Canada.

Contact: (703) 836-0774.

ACE 82nd Annual Meeting

March 18-21

The American Council on Education's 82nd Annual Meeting, "A New Agenda for a New Age," convenes in Chicago at the Sheraton Chicago Hotel and Towers.

Contact: ACE, (202) 939-9410; Web site, www.acenet.edu.

2000 5-State Multicultural Conference

March 30-31

The 9th annual conference sponsored by Garden City Community College (Kan.). Keynote speakers include Jeannie Chavez-Martinez, Pittsburg State University (Kan.), and Roger Hernandez, nationally syndicated columnist.

Contact: Carole Huxman at GCCC Trio Programs, (316) 276-9538; Web site, gccc.cc.ks.us.

(See related story, pages 35.)

NAHP Convention 2000

March 29-April 1

The National Association of Hispanic Publications presents "the Hispanic print event of the new millennium." At the Monte Carlo Resort & Casino, Las Vegas, Nevada.

Contact: Andres Tobar, Executive Director/ CEO, (202) 662-7250.

AAHE 2000 National Conference

March 29-April 2

The American Association for Higher Education's 2000 national conference has as its theme "To Form a More Perfect Union: Diversity and Learning." In Anaheim, Calif.

Contact: Kerry Newberry, conferences and meetings assistant, (202) 293-6440; Web site, www.aahe.org.

(See related story, pages 21-24.)

NCA-CIHE 105th Annual Meeting

April 1-4

The North Central Association of Colleges and Schools' Commission on Institutions of Higher Education presents "The Quest for Quality: Mission, the Commission, and a New Century." In Chicago, at the Hyatt Regency Chicago.

New Jersey Project Spring 2000 Conference

April 7

The New Jersey Project on Inclusive Scholarship, Curriculum, and Teaching's spring conference focuses on "Global Translations: Thinking, Writing, and Teaching across Borders" and features, among others, Ruth Behar, Cuban-born anthropologist at the University of Michigan. At New Jersey City University, Jersey City, N.J.

Contact: (973) 720-2296; e-mail, njp@wpunj.edu .

AACC 80th Annual Convention

April 8-11

The American Association of Community Colleges presents its annual convention, this year on the theme "A World of Possibilities," and an academic marketplace at the Hilton Washington in Washington, D.C.

Contact: Web site, www.aacc.nche.edu.

Teaching, Learning, and Technology Conference

April 12-15

Florida Community College-Jacksonville, among others, is sponsoring "Teaching, Learning, and Technology: Challenges for Creating Sustainable Change in the New Millennium." At the Radisson Riverwalk Hotel, Jacksonville, Fla.

Contact: Jack Chambers, (904) 632-3231, or Jeana Davis, (904) 632-3088.

The Latino Book Summit

April 15-16

This book summit celebrates books, careers, culture, education, health, and more. In San Diego, Calif.

Contact: (323) 255-9206.

UCEA 85th Annual Conference

April 16-18

University Continuing Education Association presents its 85th annual conference, "Riding the Waves: Strategies for the New Futures of Higher Education," dealing with trends in markets and futures, in leadership and management, and in learning and instructional technologies. Includes a special seminar on Continuing Education Trends in Latin America and Puerto Rico (in Spanish). In San Diego, Calif.

Contact: UCEA, (202) 659-3130; e-mail, postmaster@nucea.edu; Web site, www.nucea.edu.

3rd Annual Conference on Diversity in Teaching and Learning in American Higher Education

April 19-22

"Text and Context: The Structures of Learning" includes among the keynoters José Cuellar, chair, La Raza Studies, California State University-San Francisco. At The Westin St. Francis Hotel in San Francisco.

Contact: (408) 864-8309/8993; Web site, www.TeachLearn.fhda.edu.

American Educational Research Association Annual Meeting

April 24-28

The A.E.R.A. annual meeting's theme is "Creating Knowledge in the 21st Century: Insights from Multiple Perspectives." In New Orleans.

Contact: A.E.R.A., (202) 223-9485; Web site, www.aera.net.

7th Annual IDRA Early Childhood Educators Institute™

April 25-27

This year's Intercultural Development Research Association *La Semana del Niño* institute is on the theme, "Educating the Next Generation." Speakers include Regina Benjamin; Gloria Rodriguez, founder of AVANCE; Bertha Perez, UTSA-Downtown; and Diane Gonzales Bertrand, internationally known author of children's literature. On two mornings, participants will visit schools that showcase innovative programs for diverse learners.

Contact: Carol Chavez at IDRA, (210) 444-1710; Web site, www.idra.org.

Illinois TESOL-BE 2000 Annual Convention

April 28-29

Illinois Teachers of English to Speakers of Other Languages/Bilingual Education presents its 26th annual convention, "Options and Opportunities." At Navy Pier in Chicago, Ill.

Contact: e-mail, eminicz@harper.cc.il.us or Cporter@irc-desplaines.org.

NCORE 2000

June 1-5

13th Annual National Conference on Race & Ethnicity in American Higher Education. Sponsored by The Southwest Center for Human Relations Studies, Public and Community Services Division, College of Continuing Education, The University of Oklahoma. Among the keynoters is Edward James Olmos. In Santa Fe, N.M.

Contact: Web site, www.occe.ou.edu/NCORE.

AAHE Assessment Conference

June 14-18

The American Association for Higher Education's 15th annual conference on assessment asks, "Rising Expectations: Can Assessment Deliver?" In Charlotte, N.C.

Contact: (202) 293-6440; Web site, www.aahe.org.

Latin American Educational Foundation Golf Tournament

June 21

The Latin American Educational Foundation hosts its annual Golf Tournament. In Sedalla, Colorado.

Contact: (303) 446-0541

HACU 14th Annual Conference

November 4-7

This year's theme: "Championing Hispanic Success in Higher Education." At the Albuquerque Convention Center, Albuquerque, New Mexico.

Contact: Web site, www.hacu.org.

Book Review

By Maria J. Estrada

***Luna, Luna:* Creative Writing Ideas from Spanish, Latin American, & Latino Poetry, ed. Julio Marzan.** 231 pages. New York: Teachers and Writers Collaborative, 1997. ISBN 0-915924-52-8. $15.95, paper.

Julio Marzan has compiled a volume of innovative pedagogical essays primarily for teachers of bilingual/bicultural Latino students. However, as Marzan states in his preface, "the intention is to introduce all students to models that they can emulate in their own imaginative writing."

The twenty-one essays include teaching techniques from grade school through college. Still, all of the essays have valuable information for any teacher needing to expose students to Spanish or bilingual writers. Through the emulation of established writers such as Whitman and García Lorca, for example, Julio Alvarez in "Missing Zebras" shows how to teach grade school students to write beautiful poetry. Alvarez also shows the value of intermixing cultural experiences in teaching students to write about their experiences in Puerto Rico and the exciting/new experiences about living in America.

In "Ode to Pablo Neruda," Martin Espada writes on using Neruda's odes as inspirational models for students.

Similarly, Federico García Lorca becomes the central inspiring fulcrum for Kenneth Koch's "Writing Poems Inspired by Lorca." Koch's emphasis is on color imagery and on having students, both Spanish- and non-Spanish-speaking, cooperating with each other in their translations.

David Mills, in "Ritmo y Vida/ Rhythm and Life," uses Lorca's use of poetic devices, rhythm, and life associations to inspire students. Mills also talks about language issues with his students and the implications of translating Spanish into English.

In "Dia del Dulce/Sweet Day: Using Paz, Pacheco, Gutierrez, Deltoro, and Blanco," Naomi Shihab Nye's pedagogical strategy is to have students explore their imagination as these established poets do in their writing.

But not all of the essays deal with traditional poetry or award-winning writers. "Inspiring Young Writers with Chicano Pinto Poetry," by Mary Sue Galindo, focuses on various prison poems' use of "slang (*pinto* for *prison*), folk sayings (*dichos*), and profanity" to inspire Texas teenagers.

"The Flowered Song: Learning from Aztec and Mexican Poetry" focuses on pre-colonial (Aztec) "flor y canto" or flower and song poetry for California elementary school children.

John Oliver Simon uses corridos and mariachi music to show rhythm in poetry.

Students are also taught to use creativity in shaping the structure of their poems in "Reading and Seeing: Teaching Bilingual Calligrams" by Mark Statman.

The book therefore offers a wide range of pedagogical techniques that focus on diverse teaching and poetic styles. The book also contains a useful bibliography of books and other sources for instructors wishing to add to their library and numerous pieces of student writing that testify to the success of the teaching strategies. These writing samples are probably one of the highlights of the book, as they show not only successful poems but exemplary composition samples. The book is also highly accomplished in its translations of Mexican poetry. There is a sense of history in the book that traces Mexican poetry all the way back to Aztec poetry, and the book captures the multiplicity of the Mexican American identity, a feat that is difficult in many cases.

However, the book falls short in its representation of authors. There are plenty of women authors not mentioned who work with Latina/o poetic forms and publish pedagogical essays, such as Pat Mora. Most of the emphasis is on established male authors such as Lorca and Neruda. Only two essays focused on women writers: "Waiting, Listening, and Wondering: Using Three Poems by Mayra Jiménez, Homero Aridijis, and Ernesto Cardenal" by Mark Statman and "Writing Vignettes with Sandra Cisnero's *House on Mango Street*" by Suzann Steele Satlzman.

In short, the book sets a patriarchal tone and offers an uneven representation of Latin and Latin American poets and writers, many of whom are women.

Although post-colonial issues and reader response theories are implemented in many of the essays, the writers do not set their teaching strategies within any given theoretical framework. For the instructor seeking theoretical approaches to teaching, this omission might be unappealing.

Overall, though, the book is an excellent resource, especially for the beginning teacher in need of strategies to involve bilingual or Spanish-speaking students in writing. The pedagogical strategies can also be applied to mainstream students as Marzan has done an exemplary job of outlining ways to include mainstream students and of translating the poems in the book from Spanish into English in order to make the lessons more inclusive. For the experienced instructor working with multicultural texts, there are several alternatives offered at the end of the book and some refreshing ideas on how to approach Spanish and/or bilingual literature.

True to Marzan teaching objective, the book offers strategies for a wide range of people to learn from.

Maria Jesus "Jesse" Estrada is a research assistant in the English department at Washington State University.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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Address applications and requests for information to: **Peter J. Bailey, Director, Jeffrey Campbell Graduate Fellows Program, St. Lawrence University, Canton, New York, 13617. Review of applications will begin on March 15, 2000.** Fellows will be selected and notified, when possible, by April 30.

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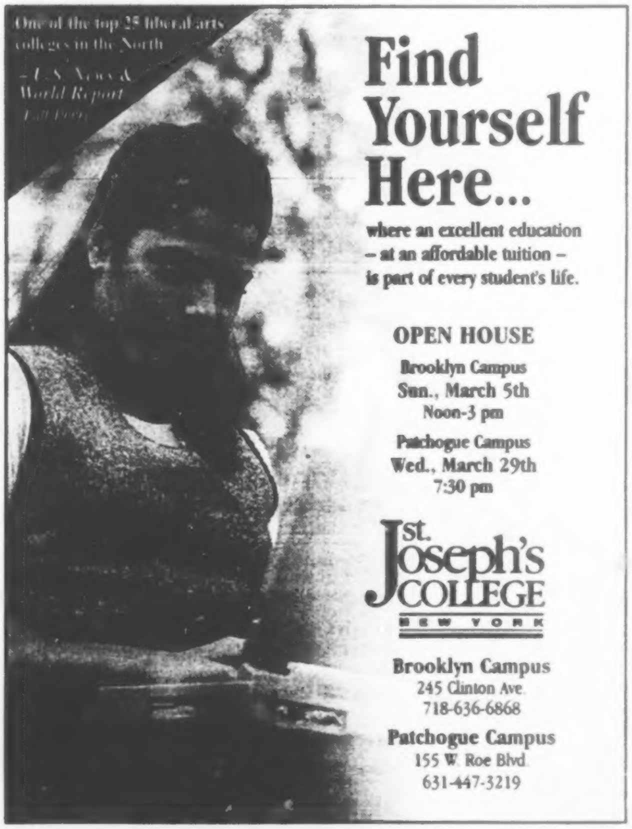

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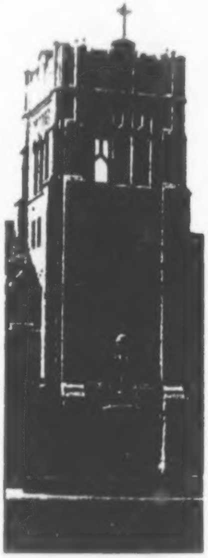

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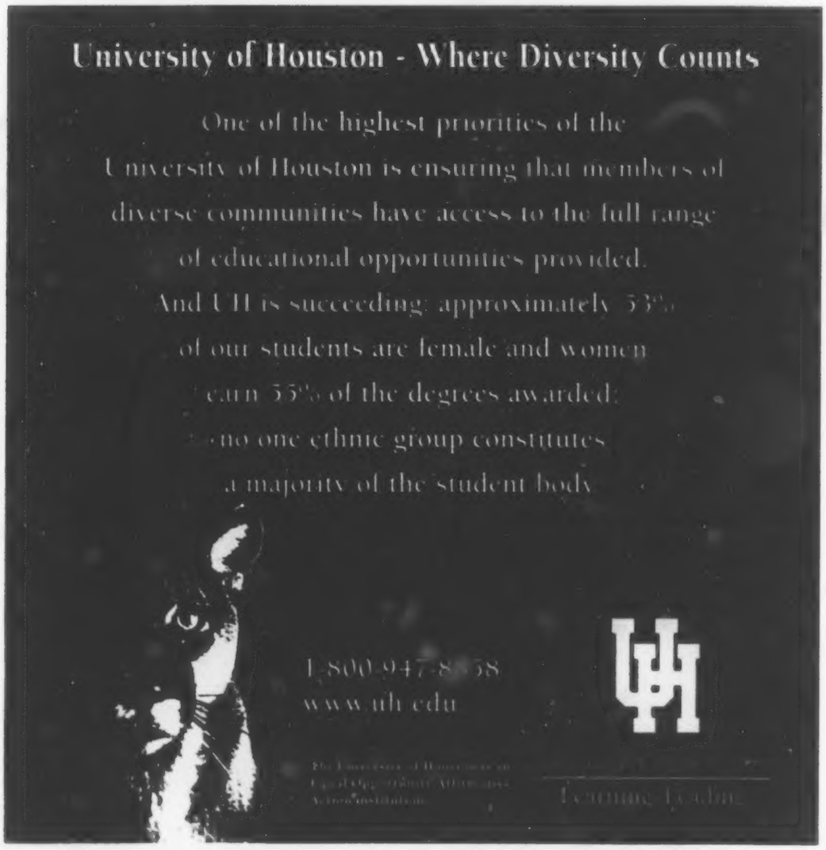

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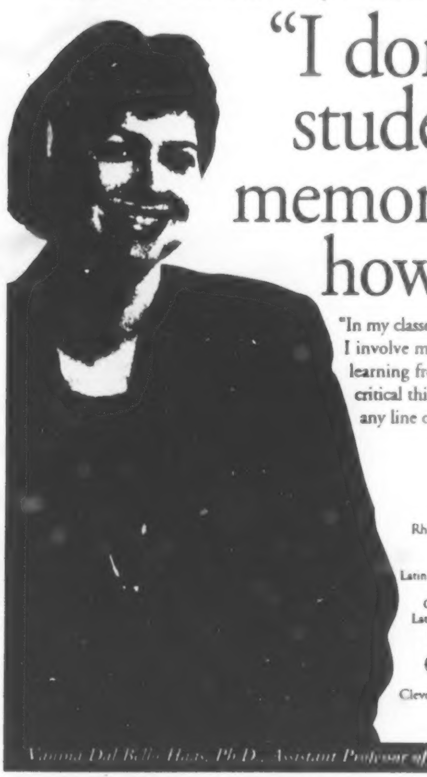

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The University of South Florida is currently recruiting for various faculty and/or staff positions. For more information about the University's vacant positions, please visit our Web site at http://usfweb.usf.edu/usfpers/vacancy.html; or call our Job Line for staff positions at (813) 974-2879.

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www.usf.edu • 4202 E. Fowler Ave. • Tampa, FL 33620

Assistant/Associate Professor Special Education

New Jersey City University is a culturally diverse, public, urban institution located in the greater New York Metropolitan area, and is one of nine state colleges/universities in New Jersey. The University offers undergraduate and graduate programs in the liberal arts and professional studies to over 8,000 students, an extensive cooperative education program, and an expanding continuing education program. Faculty number almost 250.

One position exists involving teaching undergraduate and graduate courses related to high incidence and multiple disabilities, advisement, supervision and research.

Eligibility Requirements: Earned doctorate in an appropriate discipline, professional experience with school age children or youth with disabilities and evidence of potential for significant scholarly accomplishment. Preference will be given to candidates with experience in university teaching, proposal writing, and school based research. Applicants must be committed to a collaborative, unified approach to teacher preparation, and an inclusion model of service delivery.

Applicants should send a letter of application, resume and the names, addresses and telephone numbers of three (3) references to:

Yiping Wan, Ph.D., Dean
College of Education
New Jersey City University
2039 Kennedy Boulevard
Jersey City, NJ 07305

Closing Date for Applications: March 21, 2000

Equal Opportunity Employer

NEW JERSEY
CITY
UNIVERSITY

UNIVERSITAS OREGONENSIS • MENS AGITAT MOLEM

UNIVERSITY OF OREGON

DIRECTOR
OFFICE OF STUDENT FINANCIAL AID

The University of Oregon seeks an experienced leader to serve as director of Student Financial Aid. The director provides leadership in determining student aid eligibility, setting policies and procedures for awarding funds, maintaining fiscal integrity, and insuring compliance with applicable rules, regulations, and laws. The director provides leadership in developing and maintaining strong student-centered services and is expected to assist the campus in achieving enrollment goals.

The successful candidate will have:

- A master's degree from an accredited institution and at least seven years of college student financial aid experience.
- Demonstrated success integrating financial aid and scholarship strategies to effectively meet institutional enrollment goals.
- Demonstrated ability to lead staff in providing student-centered services.
- Demonstrated extensive knowledge of Title IV federal financial aid regulations.
- Demonstrated strong communication and team building skills.
- Demonstrated success using desktop and mainframe computer systems to manage financial aid programs.

Applications from women or persons of color are encouraged. Applicants submit: letter of application, resume and the names, addresses and phone numbers of at least three references to: **CHAIR, Director of Financial Aid Search Committee, 1278-University of Oregon, Eugene, OR 97403-1278.** Review of applications begins February 29, 2000 **and will continue until the position is filled.**

HEAD

DEPARTMENT OF FRESHMAN ENGINEERING

The Schools of Engineering at Purdue University invite nominations and applications for the position of Head, Department of Freshman Engineering. The successful candidate should be eligible for appointment as a full professor with immediate tenure based on a distinguished record in engineering education, research and service.

The candidate should be responsive to the needs and development of the faculty and staff; possess outstanding leadership qualities, communication skills, and administrative abilities; and support the following objectives of the Freshman Engineering Department:

- Identify future directions of the program and seek means for successful implementation.
- Provide high quality and innovative introductory engineering instruction, academic advising, and career development.
- Effectively recruit and retain talented engineering students.
- Motivate and prepare students to either enter the various professional Schools of Engineering or identify appropriate careers and educational programs.
- Support quality opportunities for women, underrepresented minorities, and students with special needs and abilities.
- Conduct research in engineering education.

Purdue is located between Indianapolis and Chicago in West Lafayette, Indiana. It is one of the nation's leading land grant universities with a full range of academic majors and over 37,000 students. The Department of Freshman Engineering has a staff of approximately twenty, including seven faculty members and four academic advisors, with 1,700 entering students per year.

Applications will be considered until the position is filled; screening will begin immediately. A letter expressing interest in the position, a curriculum vita, and names and addresses of at least three references should be sent to:

Professor James W. Barany, Chair
Freshman Engineering Department Head
Search Committee
School of Industrial Engineering
Purdue University
1287 Grissom Hall
West Lafayette, IN 47907-1287

Purdue is an equal opportunity employer, and applications from women and underrepresented minorities are particularly encouraged.

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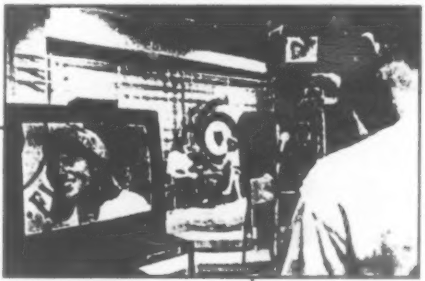

- Scholarship and financial assistance opportunities.
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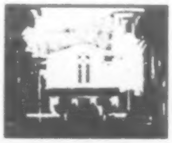

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A Catholic International University
11300 N.E. Second Avenue • Miami Shores, Florida 33161-6695
E-mail: admissions@mail.barry.edu

HOM 2/00

For more information, call
305-899-3100 or 1-800-695-2279

WAYNE STATE UNIVERSITY

CHAIR

Department of Computer Science

The Department of Computer Science at Wayne State University invites applications and nominations for the position of department chair. The Department of Computer Science, one of nine departments of the College of Science, currently has 13 faculty members, approximately 350 graduate students and 300 undergraduate majors. The department offers B.S., M.S. and Ph.D. degrees. Federal agencies as well as industries support a variety of research programs within the department.

Wayne State University, located in Detroit's cultural center, is a national comprehensive research university (Carnegie I) serving 32,000 students. The university has made a strong commitment to information technology and academic computing.

The chair will provide leadership in building and enhancing the department's research and teaching programs and play a leading role in campuswide initiatives in information technology. Candidates should have a strong research record and leadership skills. A Ph.D. in computer science or a closely related field is required. Women and minorities are particularly encouraged to apply.

Persons wishing to be considered for the position should include a curriculum vitae and the names of at least three professional references.

Please send all inquires and application materials to:

Professor Bill Hase - Chair, Selection Advisory Committee
c/o Office of the Dean
College of Science
2155 Old Main
Wayne State University
Detroit, Michigan 48202

Wayne State University is an equal opportunity/affirmative action employer.

THE ART INSTITUTE OF BOSTON AT LESLEY COLLEGE

Graphic Design Faculty

Applications are invited for a Graphic Design faculty position at the Assistant Professor level. Full-time, renewable appointment, beginning Fall 2000. MFA required, with some college teaching and professional experience. Candidate must be an excellent designer, and have the ability to teach a broad range of undergraduate courses in graphic design and typography, from basic visual and conceptual development through advanced professional preparation. Responsibilities include advising, departmental planning, and curriculum development. Application review begins February 15, 2000 and continues until position is filled.

Send letter of application, resume, 20 slides of professional and students' work (and return envelope) to: **Design Search, The Art Institute of Boston at Lesley College, 700 Beacon Street, Boston, MA 02215.**

Illustration Faculty

Applications are invited for an Illustration faculty position at the Assistant Professor level. Full-time, renewable appointment begins Fall 2000. MFA required with some college teaching and professional achievement. Share in teaching, advising and shaping an undergraduate program that includes both illustration and animation. Strong artistic skills in drawing, painting and mixed media, along with a basic understanding of digital imaging is desired. A/D February 15, 2000 and continues until the position is filled.

Send letter of application including, resume, teaching philosophy, 20 slides of professional and students' work (and return envelope) to: **Illustration Search, The Art Institute of Boston at Lesley College, 700 Beacon Street, Boston, MA 02215.** *Lesley College is committed to developing a faculty, curriculum and pedagogy that reflects the increasing diversity of our community. Lesley College is an equal opportunity employer.*

LESLEY

www.lesley.edu

Chairperson, Department of Education

Elmhurst College seeks a Chairperson for its Department of Education. This is a tenure-track, academic year appointment (stipend available for summer responsibilities) with academic rank of Professor of Education, to begin August 1, 2000.

We seek a chairperson who will: administer a dynamic department of 675 program students who are enrolled in four undergraduate programs and one masters degree program; provide leadership in the area of program and curriculum development on both the undergraduate and graduate levels; prepare the department and the College for its State and NCATE continuing accreditation visits (next visit is in Spring, 2004); perform service at the department, College, local, state and national levels; coordinate and work with other departments and College offices; mentor and assess department personnel; teach one course per semester; advise undergraduates beginning in the second year of the position; schedule and staff department academic courses and develop and implement the department budget.

Qualifications include: Earned doctorate degree; at least 3 years of teaching experience as a certified teacher in K-12 settings; evidence of effective college teaching; experience in working with the NCATE accreditation process; a demonstrated record of scholarship; a record of demonstrated achievements in working with varied educational constituencies; experience in leadership and/or administrative roles; interest and experience in teaching diverse populations and interest in pursuing the integration of technology with teaching and learning. We seek candidates with demonstrated ability to contribute to a multicultural campus community.

Salary and Benefits commensurate with Chicago-area private schools and universities.

Elmhurst College is a private, church-related liberal arts college located 16 miles west of Chicago, Illinois. It offers programs at both the undergraduate and graduate levels. Its programs are accredited by NCATE, the North Central Accreditation Association, and the Illinois State Board of Education. The College's day and evening enrollments total approximately 2,800 students. Candidates should send letter of application indicating area(s) of expertise, curriculum vita, 3 recent letters of recommendations with at least one indicating evidence of effective teaching and administrative skill, and at least one example of academic writing to **Dr. Debra Meyer, Chair, Search Committee, Department of Education, Elmhurst College, 190 Prospect Ave., Elmhurst, IL 60126 by March 15, 2000.**

UNIVERSITY OF NEW HAMPSHIRE

DEAN

School of Health and Human Services

The University of New Hampshire invites nominations and letters of application for the position of Dean of the School of Health and Human Services. The School offers undergraduate instruction leading to baccalaureate degrees in Communication Disorders, Family Studies, Health Management and Policy, Kinesiology, Medical Laboratory Science, Nursing, Occupational Therapy, and Recreation Management and Policy and in Social Work. Graduate degrees are offered in Communication Disorders, Family Studies, Health Management and Policy, Kinesiology, Nursing and Occupational Therapy. Each Program enables students to acquire the basic knowledge and skills needed to practice their chosen professions and to obtain a broad cultural background in the humanities and social sciences.

The Dean: The successful candidate will have a demonstrated record of administrative experience, including personnel and program management, program evaluation, program development, budget development and management, as well as a significant record of accomplishment in teaching and research. The Dean is expected to: act as an advocate for the College's programs; consult with faculty, facilitate undergraduate and graduate education, research and outreach; have a successful record in building external relationships and in fundraising; guide and promote faculty development in teaching and scholarship; and advance the College's affirmative action goals. The candidate's qualifications must include an earned doctorate and a record of teaching and scholarship appropriate to an appointment as a tenured professor in one of the College's departments. Above all, the Dean must possess the leadership skills to work effectively with faculty, students, and administrators within the University as well as with diverse constituencies outside the University.

Applications: Nominations and letters of application should include the name, address, phone and e-mail address of five references, and should be submitted to:

SHHS Dean Search Committee
Office of the Provost and VP for Academic Affairs
Thompson Hall 207
University of New Hampshire
Durham, NH 03824

The Committee will begin review of applications immediately and will continue until the position is filled. Date of appointment will be no later than July 1, 2000.

UNH is strongly committed to achieving excellence through diversity. The University actively encourages applications and nominations of women, persons of color, people with disabilities and members of other underrepresented groups.

Daytona Beach COMMUNITY COLLEGE

Daytona Beach Community College is a public, multi-campus, comprehensive community college which serves approximately 10,000 full-time equivalent and 33,000 head count students. It is home to the Southeast Museum of Photography . . .

VICE PRESIDENT FOR INSTITUTIONAL EFFECTIVENESS

The Vice President for Institutional Effectiveness will report to the President of the College, will serve as a member of the President's Cabinet and have responsibilities for a variety of functional activities. Master's degree or equivalent required. Doctorate degree preferred. Minimum of ten (10) years experience in community college education administration required. Florida experience preferred. Responsibilities encompass the overall day-to-day operational management of the College. Acts as the chief advisor and liaison to the President on any matter that has institutional impact. Coordinates all college-wide initiatives that have impact on multiple divisions within the College. Will accept and fulfill all directives issued by the President to his/her satisfaction. Ensure college-wide achievement of objectives in concert with the other Vice Presidents and their respective divisions. Must have ability to coordinate and manage college-wide projects and initiatives. Requires skills in oral and written communication (including the ability to collect, organize, analyze and present information in a meaningful manner), the ability to work effectively with people and promote a team and customer-oriented environment. Must have understanding of and commitment to Equal Access/Equal Opportunity. Familiarity with college accreditation processes strongly desired.

EXECUTIVE ASSISTANT TO THE PRESIDENT

The Executive Assistant to the President will report to the President of the College, and will serve as a member of President's Cabinet. Will also be responsible for advising administrators regarding any legal questions or implications related to the performance of their job functions and duties. Assumes responsibility for coordination of all internal/external legal affairs of the college. LLB or JD and current membership (or membership within 12 months of employment) in the Florida Bar required. Two or more years experience in active practice of law required. Administrative and/or teaching experience in post secondary education at a comprehensive public community college desirable. Contract law and labor law experience preferred. Must have skills in oral and written communication, including the ability to collect, organize, analyze and present legal and general information in a meaningful manner. Requires the ability to work effectively with people and an understanding of and commitment to Equal Access/ Equal Opportunity.

ASSOCIATE VICE PRESIDENT ACADEMIC OUTREACH AND SUPPORT

The Associate Vice President for Academic Outreach and Support is responsible for the coordination of academic support and promoting the integration of academic programs to all campuses. The Associate Vice President will assist the Vice President for Academic Affairs to ensure that the goals and objectives of the division represent a college-wide initiative, and that there is a continuity of effort in academic support. The Associate Vice President relates directly with the academic deans, chair persons and staff to promote and ensure quality and consistent policies and procedures as related to the academic program. Master's degree required. Minimum of five (5) years administrative experience at the post-secondary level. Experience at a comprehensive community college preferred. Experience in workforce development and/or outreach desirable. Must have strong interpersonal and communication skills (both oral and written), customer service orientation, and ability to accomplish objectives through team work with various departments of the College. Demonstrated record of effective leadership and strong administrative ability as evidenced by related experience.

BURSAR

The Bursar coordinates with the Offices of Admissions, Registration, Financial Aid, Student Loans, Accounting and the student population, to ensure the proper recording and accountability of financial transactions for registration fees, financial aid awards, refunds, billings, waivers, student/vendor accounts receivables, collections, disbursements and year end accounting reports and reconciliations. Must be proficient in ability to articulate and document on matters including billings, receivables, reconciliations, and matters related to area of responsibility. Responsible for supervision and maintenance of staffing requirements including selection, training, evaluations and promotions for the Department. Must have Bachelor's degree in Accounting or related field. Minimum of five (5) years experience in a Bursar setting is required. Experience with Governmental Fund Accounting/Audits preferred. Must have knowledge of record keeping/billing procedures and methods; of computerized files and appropriate computer applications. Must have ability in planning and budgeting, and skills in interpersonal relations and supervision.

ALL POSITIONS OFFER A COMPETITIVE SALARY COMMENSURATE WITH EXPERIENCE AND A COMPREHENSIVE BENEFITS PACKAGE WITH OPTIONAL RETIREMENT PROGRAM.

INTERESTED CANDIDATES SHOULD FORWARD A LETTER OF INTENT, CURRENT VITAE, COMPLETED DBCC APPLICATION, TRANSCRIPTS AND NAMES, ADDRESSES AND TELEPHONE NUMBERS OF AT LEAST THREE (3) PROFESSIONAL REFERENCES. POSITIONS ARE OPEN UNTIL FILLED.

HUMAN RESOURCES DEPARTMENT
1200 W. INTERNATIONAL SPEEDWAY BOULEVARD
DAYTONA BEACH, FL 32114
FAX: 904-254-4482 E-MAIL: jobs@dbcc.cc.fl.us
WEB: http://www.dbcc.cc.fl.us
EQUAL OPPORTUNITY / ADA EMPLOYER
WOMEN AND MINORITIES STRONGLY ENCOURAGED TO APPLY

MCC Manchester Community College

Founded in 1963, MCC is the largest of Connecticut's Community Colleges. A new library is included in the state-of-the-art 26 million dollar Learning Resource and Technology Center scheduled for occupancy Spring, 2000. MCC is seeking candidates for the position of:

DIRECTOR OF LIBRARY AND INFORMATION RESOURCES

For a copy of the vacancy announcement, including minimum qualifications and salary, please visit our website at **www.mcc.commnet.edu/per**, or call (860) 647-6153.

Send letter of intent, resume, transcripts, and the names of three references to:
Deborah A. Wilson, Director of Personnel and Contract Administration
Manchester Community College
P.O. Box 1046, Manchester, CT 06045-1046
Must be postmarked no later than March 11, 2000
EOE/AA/M/F

University of Nebraska Lincoln

RESIDENCE DIRECTORS

UNIVERSITY HOUSING-RESIDENCE LIFE

(Two Full-time positions: 10 month and 11 month)

University Housing-Residence Life seeks candidates to supervise, train and evaluate 7-14 Resident Assistants; oversee programming; engage in counseling and conduct adjudication; manage administrative components of a 300-500 bed facility; and fulfill liaison duties. May include a learning community component. Bachelor's required. Master's desirable. Background in student personnel, counseling or related field plus community living experience required. Supervisory experience necessary. Knowledge of student development preferred. Review of resumes will begin March 10. Positions will remain open until suitable candidates are found. These are live-in positions. 11-month position begins July 1. 10-month position begins July 24. Minimum annual salary $23,241 (11 month) or $21,198 (10 month) plus excellent benefits. Submit cover letter of application, resume, and the names, addresses and telephone numbers of three professional references to:

Denise Borton
202 University Housing
Lincoln, NE 68588-0622

UNL is committed to EEO/AA and ADA/504.

If you require accommodation, please call
(402) 472-3885

SCC
SEMINOLE COMMUNITY COLLEGE

100 Weldon Boulevard
Sanford, Florida 32773-6199

MANAGER HUMAN RESOURCES

Search Extended

Responsible for collegewide training/development and employee benefits programs. Reports to the Director of Human Resources. Qualifications: Bachelor's degree (required) in human resources or related field, master's degree desired; human resources management experience including experience in administration of training and benefits programs.

To obtain application materials, visit website **www.seminole.cc.fl.us** (use Quick Jump menu to Employment Opportunities), email **hr@mail.seminole.cc.fl.us**, or call 407-328-2101. Refer to position number P01781A00. Application screening will begin **March 9, 2000**. Applications received after that date might not be eligible for consideration. ***EA/EO***

MARY WASHINGTON COLLEGE

Director of Student Activities

Mary Washington College seeks applications for the position of Director of Student Activities. Mary Washington College is a coeducational, selective, public liberal arts college with approximately 3,800 full-time students. The Student Activities Office, as part of the Student Life area of the Division of Student Affairs, supports the College's mission by fostering a diversity of student opportunities for learning, leadership, community-building and creative expression beyond the classroom. The Director of Student Activities will have the primary responsibility for the day to day operations of Student Activities, including: assisting in advising, coordinating, promoting, and operating campus social, cultural, and educational activities. The Director is responsible for providing direction, leadership and assistance to all aspects of campus programming. Duties include coordination of office activities, professional and support staff supervision, organizational advising, supervision of campus events, and outcomes assessment. The Director should be innovative, collegial, student-oriented, motivated, creative, and able to communicate well with students, faculty, staff, and members of the community. The Director shall act as a consultant to the Dean of Student Life, and the Vice President for Student Affairs on all issues regarding student activities, student leadership development and event programming. Evening and weekend work are routinely part of this position.

A master's degree in student affairs/higher education administration or related field, substantial experience in student organizational advising, progressively increasing experience in the student affairs arena, and the ability to provide leadership, direction, planning and assessment at the divisional level required. Demonstrated experience advising/planning events and programs on a collegiate level, including familiarity with entertainment or performance contracting required. Demonstrated experience in working with diverse populations of students, staff, and faculty required. Experience with living-learning environments, in personnel and budget management required.

The start date for the Director of Student Activities position is June 25, 2000. Applications for this position should include a resume, a cover letter, copies of transcripts, and a statement regarding your philosophy of promoting student development through programming and leadership education. Candidates should also submit the names and phone numbers of three references to: **Office of Human Resources, Box 615/DSA, Mary Washington College, 1301 College Avenue, Fredericksburg, VA 22401-5358.** Deadline for receipt of applications is March 17, 2000 by 5 p.m. Postmarks will not be honored. Mary Washington College is deeply committed to affirmative action and encourages minorities and women to apply.

AAHE

AMERICAN ASSOCIATION
FOR HIGHER EDUCATION

Washington, DC

President

The Board of Directors of the American Association for Higher Education (AAHE), through its designated Search Committee, seeks nominations and expressions of interest for the position of President.

AAHE seeks an individual who has demonstrated the vision and courage to address critical and often groundbreaking issues in higher education. The President must be an individual with the values, capacities, and interpersonal skills to work with a heterogeneous membership of diverse backgrounds from all positions and sectors and to lead and inspire a 25-person staff. The President must provide the intellectual leadership and possess the administrative and fund-raising expertise to support and strengthen the organization.

AAHE is an individual membership organization of 9,200 faculty members, administrators, students, trustees, and others, that is committed to being the early champion of new concepts and breakthrough ideas dedicated to enhancing the effectiveness of American higher education. AAHE strives to set a national agenda for emerging issues in higher education, with a particular focus on improving undergraduate education. In April, 1999, the Board of Directors adopted the "AAHE Statement on Diversity" and has taken an active role in promoting issues related to diversity within all institutions of higher education. Other current initiatives focus on improvements in teaching and learning, faculty roles and rewards, quality and technology initiatives, student outcomes assessment, and service learning. AAHE sponsors an annual conference and several special focus conferences, as well as an extensive set of publications, including *Change* magazine. In addition, the association has a number of voluntary communities and caucuses that contribute to the life of the organization. The annual operating budget of approximately $4 million is generated from grants, dues, registration fees, publications, and investments.

The search will continue until the position is filled, with an expected appointment date of July 2000. Letters of nomination or application, including curriculum vitae, may be submitted, in confidence, to:

President
American Association for Higher Education
c/o EDUCATIONAL MANAGEMENT NETWORK/WITT/KIEFFER
98 Old South Road, Nantucket, MA 02554-6000

Educational Management Network/a division of Witt/Kieffer is supporting AAHE with this search. Requests for a copy of the Position Specification or questions may be directed to Lucy Leske or Nancy Martin via e-mail at aahe@emnemn.com. Additional information about AAHE is available at the organization's Web site, http://www.aahe.org

AAHE is an equal opportunity, affirmative action employer
and actively solicits applications by and nominations of women and minority candidates.

Educational Management Network/Witt/Kieffer

ACADEMIC DEANS

DEAN OF THE SCHOOL OF ARTS AND SCIENCES
DEAN OF THE SCHOOL OF PROFESSIONAL STUDIES
DEAN OF THE SCHOOL OF TECHNOLOGY AND DESIGN

New York City Technical College is the designated college of technology of The City University of New York, currently offering both baccalaureate and associate degrees, as well as specialized certificates. The college, located in downtown Brooklyn adjacent to the MetroTech corporate and academic complex, enrolls 11,000+ students in the technologies of the arts, business, communications, health, and engineering; human services and law-related professions; technical and occupational education ; and liberal arts and science and has approximately 275 full-time faculty.

The deans will report directly to the provost/vice president for academic affairs and will provide academic leadership to their school including curriculum and instructional design; annual and long-term academic and fiscal planning; personnel evaluation; enrollment and retention initiatives, and developing a teaching/learning environment.

The successful candidates will have a demonstrated record of commitment to providing for student success with a diverse student population and the ability to manage and direct institutional change. A doctorate in a relevant discipline or its equivalent and a minimum of 8 years of experience in administrative positions in a college or university setting is required. Opened until filled. Resumes to: Michelle Schlein, Human Resources, New York City Technical College, 300 Jay Street, Namm 321,
Brooklyn, NY 11201.
www.nyctc.cuny.edu
AA/EOE/ADA/IRCA

NEW YORK CITY TECHNICAL COLLEGE
The City University of New York

CALIFORNIA STATE UNIVERSITY BAKERSFIELD

LIBRARIAN

Instruction/Reference Librarian. Entry-level tenure track position. ALA MLS. Salary is $38,652. Submit application letter, resume and three letters of reference by March 31, 2000 to: **Search Committee, Walter W. Stiern Library, California State University Bakersfield, 9001 Stockdale Hwy., Bakersfield, CA 93311-1099.** CSU, Bakersfield is an AA/EOE. Applications from women, ethnic minorities, veterans, and individuals with disabilities are welcome.

UNIVERSITY OF WEST FLORIDA

ENGLISH

Assistant Professor (tenure earning) American literature secondary interests in Creative Writing, Critical Theory and Women's Studies preferred. Starting date August 2000. Requires Ph.D. in hand, excellent teaching record, and demonstrated record of research and publication. $35,000-37,500. Cover letter, vita, and three letters of recommendation by March 1, 2000 to **Dr. Gregory W. Lanier, Chair, Department of English and Foreign Languages, University of West Florida, 11000 University Parkway, Pensacola, FL 32514-5750.** Women and minority candidates are strongly urged to apply.

Equal Opportunity/Access/Affirmative Action employer

PRESIDENT

Garden City Community College

Our energetic new president will arrive with the abilities and enthusiasm it takes to lead a unique and growing institution into an outstanding position in 21st Century education.

This president will:

- Operate with freedom and responsibility through policy-based governance.
- Lead efforts to meet the learning needs of a fast-changing, culturally diverse community.
- Exercise vision in leading the college, anticipating change and creating opportunity.
- Motivate employees to emphasize learning and student welfare above all.
- Come to us with an appropriate doctorate degree and experience.
- Understand and share the community college philosophy.
- Forge and maintain partnerships with business, industry, community organizations and educational institutions.
- Share, use and support techniques and technology for student success.

Apply by March 17,
and begin this exciting new opportunity
July 1, 2000

Our mission is to produce positive contributors to the economic and social well being of society. Our president will lead that mission from a 63-acre, 14-building campus, serving 3,000 people per year through traditional and non-traditional programs that:

- Build essential skills
- Provide academic advancement
- Open job and career opportunities
- Offer a wide range of life enrichment experiences

GCCC is integrated into a community of 30,000, which serves as the largest population center of a progressive rural area. Garden City, one of the fastest-growing and most diverse places in mid-America, is a major center for U.S. beef production, agriculture, and increasing manufacturing enterprises.

www.gccc.cc.ks.us

To apply:
Decision anticipated by early May. GCCC is an equal opportunity employer. For information and application materials, contact:

Dee Wigner
Director of
Human Resources
Garden City
Community College
801 Campus Drive
Garden City, KS 67846
dwigner@gccc.cc.ks.us
316-276-9574 voice
316-276-9573 fax

GARDEN CITY COMMUNITY COLLEGE
801 Campus Drive • Garden City, KS 67846

Washtenaw Community College

POLITICAL SCIENCE INSTRUCTOR

A comprehensive two-year college dedicated to student, community and staff success is presently seeking a individual for the position of Political Science Instructor. This individual will teach first and second year college-level courses in Political Science, primarily an American government survey course. The College is located in the city of Ann Arbor, MI, a community of over 100,000 whose growth and vitality is supported through a cultural enrichment of the arts, entertainment, Big Ten Sports, and the surrounding metropolitan area.

The successful candidate must possess a Masters degree in political science or government, with substantial coursework in American government and politics and a record of teaching experience at the college level.

Deadline for receipt of Official WCC application form is March 24, 2000.

Anticipated date of appointment for this position is for the 2000 Fall semester. The initial annual salary range for 1999-2000 is $40,160 - $45,980 (faculty salaries for 2000-2001 TBD) dependent upon education and work experience; base load of 32 weeks/160 days/450 contact hours per academic year with numerous fringe benefits.

Interested persons should send official completed WCC application form with credentials (transcripts, record of teaching experience, letter of interest, CV, two letters of recommendation, copies of first day course hand outs, and copies of student evaluations) to:

Washtenaw Community College
Office of Human Resource Management
First Floor Business Education Building
Room 120
4800 E. Huron River Dr. PO Box D-1
Ann Arbor, MI 48106
(734) 973-3497. Job Hotline (734) 973-3510
For job postings and application materials see our website at:
http://www.wccnet.org/jobs

AA/EEO/ADA employer.

El Camino College is an accredited, public two-year college in southwest Los Angeles County. Founded in 1946, the College has an enrollment exceeding 27,000 day and evening students. El Camino College is seeking innovative individuals to work in a stimulating environment with an ethnically diverse student population to provide leadership in and to plan, organize, control and direct the programs, projects and activities of the assigned area.

VICE PRESIDENT-STUDENT AND COMMUNITY ADVANCEMENT

Qualifications: A master's degree and five (5) years increasingly responsible management experience. Sensitivity to and understanding of diverse academic, socioeconomic, cultural, and ethnic backgrounds of college students, and of individuals with disabilities. A master's degree or earned doctorate in a field related to student services is highly desirable. Salary: $106,464 Annually.
Closing Date: March 14, 2000

ASSISTANT DIRECTOR - ADMISSIONS & RECORDS

Qualifications: Any combination equivalent to a Bachelor's degree in a related field and at least five years progressive, responsible work experience in the area of student related services in an educational institution, including at least two years of supervisory or oversight experience. Salary Range: $68,062-$76,611
Closing Date: March 31, 2000

EL CAMINO COLLEGE-HUMAN RESOURCES
16007 Crenshaw Blvd., Torrance, CA 90506
(310) 660-3474 or 3476 Job Hotline (310) 660-3809
Visit our web site at: http://www.elcamino.cc.ca.us

EEO/AA

Brown University

The Education Alliance LAB at Brown University is currently recruiting to fill the following positions:

RESEARCH & DEVELOPMENT SPECIALISTS (2 POSITIONS)

These positions coordinate and synthesize learnings from school or social change processes, and reform efforts at school and state levels to increase understanding of school improvement and systemic reform. Requirements for both positions include demonstrated experience in designing, implementing, and assessing applied research projects in concrete school and regional school district settings; ability to network with state, regional, and national education research centers; knowledge of current effective reform and research techniques; experience working in collaboration with external agencies on program evaluation; excellent written, oral, organizational and interpersonal skills; related computer skills required; advanced degree in education or related field or equivalent combination of education and experience. **Job# H00031**

One position also requires experience working in collaboration with external agencies on school-wide comprehensive reform (CSRD) programs. **Job# H00033**

PROGRAM PLANNING SPECIALIST/ PROFESSIONAL DEVELOPMENT

This position is responsible for assisting with project development and implementation of the LAB's applied research, development and dissemination program. It also serves as liaison to the National Laboratory Networking program. Requirements include extensive knowledge and experience working in professional development and school reform; demonstrated experience working collaboratively in intra or inter-agency setting; advanced degree in education or related field or equivalent combination of education and experience; excellent written, oral, organizational and interpersonal skills; experience working with high level educators on school reform issues; education research background as applied to diverse student populations; advanced degree in education or related field or equivalent combination of education and experience. **Job# H00032**

PROGRAM PLANNING SPECIALIST/ SPECIALTY AREA

This position assists with project development and implementation in the LAB's Specialty Area of Language and Cultural Diversity. Requirements for this position include extensive knowledge and experience working in the area of language and cultural diversity; demonstrated experience in working collaboratively in an intra or inter-agency setting; background and knowledge in educational research as applied to diverse student populations; excellent written, oral, organizational and interpersonal skills; experience working with high level educators on issues related to language and cultural diversity; advanced degree in education or related field or equivalent combination of education and experience. **Job# H00009**

To apply for these positions, please send your resume with cover letter to: **Brown University, Human Resources, Box 1879, Job#_____, Providence, RI 02912**

Brown University offers competitive pay and an excellent benefits package, including health/dental insurances, generous retirement plan, superb recreational facilities, stimulating intellectual activities, and much more. *An Equal Opportunity/Affirmative Action Employer.*

Visit our website at: **www.brown.edu**

ROCKHURST UNIVERSITY

A Jesuit University

Applications are being accepted for a one-year appointment at the rank of visiting assistant/associate professor in U.S. history for academic year 2000-2001. Possible tenure track in fall 2001. The successful candidate will show an ability to teach courses in U.S. survey, Western Civilization-post-1600, and upper division courses in two of the following: Civil War and Reconstruction, African American, or women's history. Ph.D. required. Teaching load is 21 hours (7 courses) over two semesters. Must be committed to excellent teaching. Please send a letter of application including a statement of your teaching philosophy, a cv, and the names, addresses, and telephone numbers of three references to **Dr. Genevieve Robinson, Chair, Dept. of History, Rockhurst University, 1100 Rockhurst Rd., Kansas City, MO 64110-2561.** Reviews begin March 1st.

Women and minorities are encouraged to apply

UNIVERSITY OF WEST FLORIDA

ENGLISH

Instructor (non-tenure earning) of Composition. Starting date August 2000. Requires MA in English in hand, excellent record of teaching in the area of composition, and potential for excellence in research and publication. $22,500-25,000. Cover letter, vita, and three letters of recommendation by March 1, 2000 to **Dr. Gregory W. Lanier, Chair, Department of English and Foreign Languages, University of West Florida, 11000 University Parkway, Pensacola, FL 32514-5750.** Women and minority candidates are strongly urged to apply.

Equal Opportunity/Access/Affirmative Action employer.

PRESIDENT

The Board of Regents invites nominations and applications of candidates for the position of President, University of Colorado system. The President is the chief executive officer of the University of Colorado System. The President reports to the Board of Regents, the nine-member publicly elected governing Board.

The University of Colorado is a four-campus system with three general campuses in Boulder, Colorado Springs, and Denver, and a Health Sciences Center in Denver. The President's office is located on the Boulder campus. The student body includes over 44,700 students, almost a third of whom are graduate students. The University has a full-time faculty of 3,109 and employs over 21,000 persons. The 1999-00 operating budget for the system approximated $1.3 billion, including $420 million in faculty generated research awards.

Qualifications include: a distinguished record of leadership accomplishments at a senior level in education, business, public and/or government service; a terminal academic degree; institutional advancement abilities; an appreciation for instructional and information technologies; an understanding of the changing demographics of a university and global community; and an ability to communicate effectively and openly.

Nominations must include the individual's current occupation, address, telephone number, and confirmation that he/she has agreed to be nominated. Nominees that choose to apply must complete the application requirements. Applicants must submit a letter addressed to the Presidential Search Committee, and include a resume and any additional pertinent information. The University of Colorado has retained the services of Heidrick and Struggles to assist with this search. Nominations and applications should be directed to **Mr. William J. Bowen, Heidrick and Struggles, 233 South Wacker Drive, Suite 7000, Chicago, Illinois 60606-6402.** Review of applications will begin March 8, 2000. Inquiries should be directed to **Mr. Bowen at (312) 496-1794 or via e-mail: wjb@h-s.com.**

Colorado Revised Statutes (C.R.S.) § 24-72-204 requires that applicants "make a written request that the records be kept confidential at the time of submission of the records." Records of applicants who do not make a written request for confidentiality must be disclosed upon request. To request confidentiality, include the following statement in the application letter: I wish to keep all records pertaining to my application for the presidency of the University of Colorado confidential to the extent permitted by state statutes.

For more information about the University of Colorado and the presidential search, please visit: **http://www.cu.edu/regents.**

The University of Colorado is committed to diversity and equality in education and employment.

Vice President for Student Affairs

Boston College invites applications and nominations for the position of Vice President for Student Affairs. The Vice President is responsible for providing leadership and direction in the development, implementation and supervision of programs and services to support the educational and personal formation of students outside the classroom. Reflecting its Jesuit, Catholic mission and heritage, Boston College endeavors to educate men and women to live lives marked by integrity, faith and service.

Major areas currently reporting to the Vice President for Student Affairs include Student Development, Housing, Counseling Services, Health Services, Career Services, AHANA (African-American, Hispanic, Asian and Native American) Student Programs, Learning Resources for Student Athletes, Theater Arts Center, First Year Experience, and Learning-to-Learn.

The Vice President must be able to contribute to the mission and heritage of Boston College. Candidates should have a minimum of ten years of significant, increasingly responsible administrative experience. Necessary qualifications include leadership, vision, exemplary skills in the development and formation of students, a strong commitment to diversity, demonstrated competence in strategic planning, budget administration, communication skills, performance management and crisis management. An earned doctorate is required.

Founded in 1863, Boston College is a Jesuit university committed to excellence in teaching and research in undergraduate, graduate and professional programs. It has an enrollment of 14,600 students including 4,800 graduate students and 9,000 full-time undergraduates, 6,500 of whom live in University residences. **Please refer to the Boston College web site for further information at www.bc.edu.**

Nominations and applications should be sent to: **Leo V. Sullivan, Vice President for Human Resources, Boston College, More Hall 315, Chestnut Hill, MA 02467-3819; Phone: (617) 552-3335.**

Boston College is an Affirmative Action/Equal Opportunity Employer.

BOSTON COLLEGE

A Jesuit, Catholic University

The Chancellor and Board of Trustees of The Community College of Baltimore County invite nominations and applications for the position of **Vice Chancellor for Institutional Advancement**. This position will provide an extraordinary opportunity for leadership of the institution's advancement program, including fundraising, alumni relations, marketing, public relations, grants and communications. The **Vice Chancellor for Institutional Advancement** will collaborate with other members of senior management, the three campus presidents and campus-based foundations to develop a first-rate development program, including the launching of a major capital campaign.

The Community College of Baltimore County (CCBC), serving more than 60,000 credit and non-credit students annually, is Maryland's largest community college system, with three ethnically diverse campuses and four extension centers in suburban Baltimore County, Maryland. The College, which is the number one provider of undergraduate education and workforce training in the Baltimore metropolitan area, offers a broad array of transfer and career programs and services, including general education, basic skills instruction, employment skills training, student and community services, and economic development activities. The Board of Trustees recently approved a five-year strategic plan, LearningFirst, which is designed to position CCBC as a premier learning-centered community college for the 21st century.

The **Vice Chancellor for Institutional Advancement** will be expected to provide collaborative, future-oriented leadership in the following areas: building a strong and effective annual giving program; soliciting major gifts; obtaining corporate and foundation support; raising funds from special constituencies; and planning for a future capital campaign by preparing the capital campaign strategy, executing campaign plans, and organizing the time and activities the Chancellor and the Trustees devote to the campaign.

Candidates for this position should possess outstanding communications skills, interpersonal and planning skills and the ability to work collaboratively with others as a member of a senior management team. Required: at least ten years' progressively-responsible experience, including fundraising, marketing and management within a well-established, comprehensive development program; experience and skills in strategic and operational planning for external relations, marketing and development programs; solid knowledge of, and commitment to, the use of information technology to achieve advancement goals; and broad experience in planning and executing a major capital campaign. Bachelor's degree required.

Applications will be accepted until the position is filled. Semi-finalists will be selected by mid March. Compensation and benefits are competitive. Information about the College can be found on its web site: ccbc.cc.md.us. CCBC is firmly committed to institutional equity and diversity; people of color and women are strongly encouraged to apply. Applicants should submit a letter of interest, resume, and the names, addresses and telephone numbers of five references to:

Dr. Carol L. Kefalas, Chair
Vice Chancellor for Institutional Advancement Search Committee
c/o Debbie Dillon, Search Liaison
The Community College of Baltimore County
800 South Rolling Road, Suite 202 Baltimore, Maryland 21228-5317

For additional information contact:
Therese Graham Pauly, President, Pauly Group, Inc.
2925 S. Meadowbrook Road, Suite B Springfield, Illinois 62707
Telephone: 217.241.5400 • Fax: 217.241.5401 • e-mail: ccbc@paulygroup.com

CCBC
The Community College
of Baltimore County

Kent
STATE UNIVERSITY

Vice President for Human Resources

Kent State University seeks a person with proven leadership to serve as its Vice President for Human Resources and to carry forward the human resources mission of attracting, motivating, developing, and retaining talented individuals in a healthy and safe work environment.

The Vice President for Human Resources assumes overall institutional responsibility for the following administrative support functions: Personnel functions including Administrative and Staff Compensation, University Benefits and Employee Relations; Alternative Dispute Resolution Program; Faculty and Staff Assistance Program; Affirmative Action; Human Resource Development; Human Resources System; Labor Relations Council; Wellness Center; and, Women's Resource Center.

In addition to management of the human resources responsibilities, the Vice President is also an executive officer of the University and a member of the President's leadership and management team. Candidates must have demonstrated success in managing human resource functions as well as the ability to participate as an executive officer in the strategic direction and management of a University or a comparable organization. Furthermore, candidates must demonstrate a comprehensive understanding of the operation of a large public university.

Additional Qualifications:

- ➤ Demonstrated commitment to advance the goal of workforce diversity with proven results in recruitment, selection and development strategies.
- ➤ Experience with solving an array of human relations issues and concerns in a complex setting while emphasizing the core values of collaboration, mutual respect, appreciating community, valuing diversity, open communication, and treating similarly situated people equally.
- ➤ Experience with negotiations and labor relations strategy.
- ➤ Commitment to providing support and service in a setting in which the University's academic mission is primary.

Kent State University is a Carnegie Research II institution with eight campus locations offering nearly 170 baccalaureate majors, 37 master's programs, and 20 areas of doctoral study. The total operating budget for fiscal year 2000 is in excess of $290 million. Approximately 1,000 faculty and 2,100 non-instructional staff comprise the University's full-time workforce. With an extensive reach throughout northeastern Ohio, Kent State University is strategically located 45 minutes from Cleveland and two hours from Columbus and Pittsburgh. Kent State University reflects the cultural and commercial vitality of the region and is poised to meet the challenges of the 21st century.

A master's degree or equivalent experience in human resources or a related field is required. A terminal academic degree or professional degree or equivalent is preferred. At least ten years of experience is required, with progressive responsibility in the human resource management of a comprehensive university or comparable organization. Salary is competitive and commensurate with qualifications, and the University provides a full benefits package.

Nominations and letters of interest (addressing the above qualifications), a complete resume, a list of at least five knowledgeable references (name, address, e-mail, phone numbers), and other supporting material should be sent to:

Dr. David Creamer
Vice President for Business and Finance
Chair, Vice President for Human Resources Search
Kent State University
P.O. Box 5190
Kent, OH 44242-0001

Review of applications will begin March 27, 2000
and will continue until the position is filled.

Equal Opportunity/Affirmative Action Employer

Assistant Vice President for Major Gifts

Recent promotions offer an opportunity to bring new fund-raising expertise to Carthage.

Within weeks, the College formally will launch a campaign for a new library and athletic arena. Lead gifts of $11 million and $7 million are financing approximately half the total project costs. Construction already is underway. The campaign will aim to complete that financing.

The new Officer will be the deputy leader of the campaign. Carthage seeks vitality, ambition, sound judgment, and reliable personal values in that individual. Whereas this high-visibility position requires candidates with fund-raising experience, an individual's potential for future promotion is equally important. Other initiatives for further campus development will follow this campaign.

Located on the Lake Michigan shore midway between Chicago and Milwaukee, Carthage offers quick urban access from a relaxed, small-city environment. More than ten million people live within a two-hour drive. Total college enrollment exceeds 2,200. Founded in 1847, Carthage is the fourth-oldest Lutheran college in the country.

Statements of interest and resumés should be addressed to:

William S. Johnson
Associate Vice President for Major Gifts
Carthage College
2001 Alford Park Drive
Kenosha, Wisconsin 53140

Carthage
www.carthage.edu

Susquehanna University

PRESIDENT
SUSQUEHANNA UNIVERSITY
Selinsgrove, Pennsylvania

Susquehanna University seeks nominations for and expressions of interest in the position of President. During the past decade, Susquehanna has achieved increased national recognition as a selective, private university committed to its mission of educating capable undergraduate students for productive and reflective lives of achievement, leadership, and service in a diverse and rapidly changing world.

Susquehanna is a growing institution of more than 1,600 students organized into three schools: the School of Arts, Humanities, and Communications; the School of Natural and Social Sciences; and the Sigmund Weis School of Business. The University's 200-acre campus, recognized for its beauty, is located in the Susquehanna River valley, fifty miles north of Harrisburg and approximately three hours from Philadelphia, New York City, and Washington, DC.

The President will lead a committed, enthusiastic faculty and administration in responding to the challenges and opportunities offered by an independent, undergraduate university. Susquehanna seeks a leader with the intellect, integrity, vision, energy, creativity, and management skills to build on the University's record of success.

Inquiries, nominations, and applications should be directed, in confidence, to the consultant supporting this search:

Nancy A. Martin
c/o Educational Management Network/Witt/Kieffer
98 Old South Road
Nantucket, MA 02554-6000
e-mail: susquehanna@emnemn.com

For more information about Susquehanna University and the presidential search, please visit http://www.susqu.edu

Susquehanna University is an Equal Opportunity/Affirmative Action employer. Applications from historically underrepresented groups are encouraged.

Educational Management Network/Witt/Kieffer

UNIVERSITY OF
WISCONSIN
MADISON

EXECUTIVE DIRECTOR
UNIVERSITY HEALTH SERVICES

The University of Wisconsin-Madison invites applications and nominations for the position of Executive Director of the University Health Service. Serving a Research I institution with 40,000 undergraduate and graduate students, the University Health Services administers an annual budget of approximately $8 million to provide clinical, counseling, and prevention health programs to the University community.

The Executive Director reports to the Vice Chancellor for Student Affairs and provides vision and campus leadership on health and health-related issues. He or she leads the UHS senior management team and is responsible for overall direction, design, implementation, and continuous improvement of the programs, services, academic relationships, and special projects of University Health Services. The Executive Director works in partnership with academic departments, student service programs, and student organizations to integrate UHS' work with the university's mission and campus life; develops and maintains key relationships between UHS and its multiple campus colleagues and partner agencies; represents UHS in the community and creates its national presence.

Major requirements for this position include demonstrated ability to manage and lead a comprehensive health service that responds to students' needs effectively and compassionately and the ability to work effectively with individuals and groups from a variety of cultures as well as personal and social orientations. Candidates should have a minimum of ten years of professional experience with at least five years of senior leadership experience in a health related program, agency or project; possess a proven record in program development, strategic planning, administration, and the supervision of professionalstaff; and have completed at least a masters level advanced degree. (An M.D. with board certification or doctorate in an appropriate subject area is desired.) Health care provider staff must be eligible for license to practice in Wisconsin.

Applications and nominations must be received by March 31, 2000 to ensure consideration. Later applications and nominations may also be considered. The committee particularly encourages applications and nominations of women and persons of underrepresented groups. Applicants should include a current resume or curriculum vita and a cover letter that addresses how their strengths match the qualifications for the position, and what they see as challenges and opportunities of the position, as well as the names and addresses of five references. Candidates will be informed before references are contacted. Please note that under Wisconsin statutes the names of nominees and applicants who explicitly request confidentiality will not be made public. However, the university is required to release the names of the finalists who will be interviewed by the chancellor. Submit applications and nominations to

Professor Edward Bersu
University of Wisconsin-Madison
500 Lincoln Drive
133 Bascom Hall
Madison, WI 53706
(608) 262-9337
Fax: (608) 265-5728

The University of Wisconsin-Madison is an Equal Opportunity, Affirmative Action Employer.

Improving Education

Northwest
Regional
Educational
Laboratory

Work with the best and brightest minds in education and make a real difference in education as we know it. Our mission is to improve educational results for children, youth and adults. We are currently seeking the following staff to provide research, evaluation, development, and/or dissemination services to educators throughout the Northwest and nationally:

ASSOCIATES

The following Associates positions all require a Master's degree in education or a related area; Doctorate preferred; minimum five years' experience teaching or working in K-12; experience managing multiple tasks, working with a diverse staff and in multi-ethnic or multi-cultural environments and excellent English verbal and written communication skills. PC proficiency and ability to travel alone frequently required. Starting salary is $38,377-43,806.

EVALUATION ASSOCIATE—Position #51, Technology in Education Center. Develop evaluation and assessment programs and materials; assist in building cross-regional capabilities and developing information systems for collaboration efforts. Coordinate and monitor project activities and budgets. Requires database experience (Access and SQL) and online data collection programs through HTML, Visual Basic, JavaScript, CGI and Active Server Pages.

EVALUATION ASSOCIATE—Position #48, Education, Career and Community Program. Provide evaluation services to clientele. Include qualitative and quantitative evaluation methods related to service and career learning, education/business business partnerships, workforce quality, career information services, vocational education planning, career development and teacher professional development.

SCHOOL REFORM ASSOCIATE—Position #46, Planning & Program Development. Conduct and report research studies of comprehensive school reform issues, including development and maintenance of a regional database of schools; prepare material for newsletters and web page content; and provide school reform technical assistance to school, districts and state education departments.

RESEARCH AND EVALUATION ASSOCIATE—Position #47, Mathematics and Science Education Center. Providing evaluation services for program clientele, including quantitative and qualitative methods, analysis and reporting. Interviews, surveys and classroom observations will be required. Must be able to prepare and present oral, written and visual reports to a variety of audiences.

THE ASSESSMENT ASSOCIATE—Position #49, Assessment and Evaluation Program. Develop and conduct writing assessment training for high school English teachers. Work with staff to coordinate development of products to support teachers' effective use of classroom assessment and teaching methods. Must be able to conduct focused research assessment of classroom teaching practices and student learning.

TECHNOLOGY DEVELOPMENT ASSOCIATE—Position #50, Technology Program. Experience applying database, Web-based and communication technology to schools and other educational settings is required. Must be able to use HTML, Excel, Access, e-mail and ProShare.

TRAINING & TECHNICAL ASSISTANCE ASSOCIATE—Position #52, Education, Career and Community Program. Manage projects relating to career development programs nationwide. Coordinate staff, develop innovative approaches to the assistance network and provide training and technical assistance directly to client and local projects. Synthesize research on relevant topics and identify resources and develop training materials. Must be able to design and implement short and long-term training in schools and community settings. Requires training and technical assistance experience and a professional presence.

EQUITY ASSOCIATE—Position #55, Equity Center. Provide technical assistance and training in service area to develop policies and educational programming to address race, gender and national origin equity for all students. Includes needs sensing, curriculum and instruction, staffing patterns, parent involvement and community relations. Requires fluency speaking and writing a second language, preferably Spanish; three years' related experience; knowledge of recent national developments in area and federal anti-discrimination laws. Passport required.

TRAINING ASSOCIATE—Position #56, Comprehensive Center. Participate with training team to design, develop and implement materials and programs for clients. Bolster the team with specific expertise in Bilingual, Indian and/or Migrant education. Participate in evaluations, coordinating activities and developing research-based information. Requires experience in federal program administration and/or operations, schoolwide program implementation and expertise in any of: Title I, Bilingual, Indian or Migrant Education.

TRAINING & TECHNICAL ASSISTANCE ASSOCIATE—Position #59, National Resource Center for Safe Schools. Coordinate activities related to development of collaboration networks with OJJDP, USDE, HHS funded programs and other organizations. Assist in developing innovative approaches to technical assistance; identify, plan and schedule field-based experts; provide technical assistance to clients; and establish training needs and protocols. Requires three years' experience working with at-risk youth, conflict resolution, safe schools and/or alternative (priority will be given to those who have worked with gang prevention or community youth violence programs).

SENIOR ASSOCIATES

The following position requires a Doctorate in education or a related area, as well as the same general requirements as the Associates. Starting Salary $43,911-50,115.

SENIOR EVALUATION ASSOCIATE—Position #54, Technology in Education Center. Develop evaluation and assessment programs and materials; assist in building cross-regional capabilities and developing information systems for collaborative efforts; supervise staff; and monitor project activities and budgets. Requires extensive experience conducting program evaluations, database development (Access, SQL) and development of online data collection programs (HTML, Visual Basic, JavaScript, CGI and Active Server), experience with statistical analysis and use of SPSS and Excel. Desire experience working on related national or regional initiatives.

Personnel Office
Northwest Regional Educational Laboratory
101 S.W. Main Street, Suite 500
Portland, Oregon 97204
Phone: (503) 275-9510

SPECIALISTS

The following Specialist positions all require a Master's degree (education, social work, juvenile justice), five years' experience in education or specialty fields, experience using networked PCs, ability to work with diverse populations and clients, and the ability to meet short and conflicting deadlines. Starting Salary is $29,206-37,035.

TRAINING & TECHNICAL ASSISTANCE SPECIALIST—Position #57, The Mentoring Program. Conduct inventory of school programs, identify training and technical assistance needs and establish training protocols. Requires experience designing instructional curriculum and training adult audiences. Must be able to synthesize research, apply to practice and present to groups and workshops. Also requires experience with at-risk youth, mentoring or volunteer services and management.

DEVELOPMENT & RESEARCH SPECIALIST—Position #61, School Improvement Program. Lead staff in the production of training materials, reports, brochures, newsletters and other materials including editing, layout and organization. Requires three years' relevant experience, video production skills desirable and ability to travel by air and car occasionally.

TRAINING & TECHNICAL ASSISTANCE SPECIALIST—Position # 60, National Resource Center for Safe Schools. Conduct inventory of school programs, identify training and technical assistance needs and establish training protocols. Requires minimum three years' successful experience with at-risk youth, conflict resolution, peer mediation, safe schools programs or alternative education (priority will be given to candidates who have worked with gang prevention or diversionary programs). Must be able to synthesize research, apply to practice and present to groups and workshops, design curriculum and provide training to adult audiences. Frequent travel.

DATABASE SPECIALIST—Position #58, Office of the Executive Director. Design shared relational databases for educational, fiscal and research applications. Create user interfaces using MS Access, Visual Basic, Active Server and/or HTML. Maintain databases and documentation and train users. Must have similar experience using above-mentioned programs and proven ability to train non-expert users in databases. Experience with other programming languages: SQL, VBScript, JavaScript, Perl or CGI Scripting desirable.

RESEARCH SPECIALIST—Position #53, Education, Career and Community Program. Conduct research, prepare syntheses, bibliographies and other products related to education reform. Draft research and workshop materials, Web site tools and case studies; coordinate workshops and site visits; and maintain databases and files using Access, Excel and MS Suite. Supervise data-entry staff as assigned. Requires skills in educational research, conceptualization and critical thinking; ability to train and communicate with educators and policymakers; and the ability to generate complex statistical reports and spreadsheets.

We offer a benefits package including company-paid Medical, Dental, Life and Accidental Death/Dismemberment Insurance; a generous contribution towards a 403B Pension Program; paid vacation/sick leave/holidays; and a BusRail Pass. Equal Opportunity Employer.

Interviews will begin on or after February 14, 2000. Applications will be accepted until all positions are filled. Send resume and letter of application to the NWREL Human Resources office, referencing position of interest by name and number. Other Programs with similar responsibilities may review your application. NWREL is an employment-at-will and an Equal Opportunity Employer.

www.nwrel.org

University of Idaho

Special Assistant to the President

For Diversity and Human Rights

Special Assistant reports to the President and participates as a member of the Executive Council and President's Staff. The Special Assistant develops policy and curricular initiatives and provides policy direction and enforcement in the areas of workforce diversity and human rights including equal employment opportunity, affirmative action, sexual harassment, disability discrimination, discrimination in general. The Special Assistant administers the Office of Diversity and Human Rights.

Complete vacancy announcement: **http://www.uidaho.edu/hrs** or call (208) 885-5723.

Review of applications begins March 30, 2000.

Equal opportunity employer.

OCEAN COUNTY COLLEGE

CHEMISTRY/BIOLOGY

Ocean County College Science Dept seek candidates for a 9-month, entry-level, tenure-track position to start Fall 2000. Minimum requirements: Master's degree, two years' college-level teaching experience. Ph.D. or currently enrolled in Ph.D. program preferred. Experienced in use of latest chemical/molecular biology equipment required. Teaching responsibilities may include general chemistry, organic chemistry, and general biology. Competitive salary, outstanding benefits. Send application/resume to **Ocean County College, HR Dept, PO Box 2001, Toms River, NJ 08754** by 3/1/00. AA/EOE. **Fax (732) 255-0444. www.ocean.cc.nj.us.**

Senior Admissions and Financial Aid Officers

Carthage seeks one or more seasoned professionals to augment a team of senior admissions and financial aid officers.

Growing numbers of student applications and the planned expansion of the College create the need to reinforce professional staff resources. New member(s) will carry the title "Director of Admissions and Financial Aid," will have broad decision-making authority, and will receive a highly attractive compensation package. The starting date can be immediate, or delayed to suit personal needs.

Carthage seeks energetic, ambitious individuals, with expertise in admissions work, who can work effectively on a team of similar professionals. The College provides an excellent springboard for professional advancement, either on campus or at other institutions. Carthage expects a minimum commitment of four years from members of its professional staff.

Located on the Lake Michigan shore midway between Chicago and Milwaukee, Carthage offers quick urban access from a relaxed, small-city environment. More than ten million people live within a two-hour drive. Total college enrollment exceeds 2200. Founded in 1847, Carthage is the fourth-oldest Lutheran college in the country.

Send statements of interest and resumés to:

Brenda A. Poggendorf
Vice President for Enrollment
Carthage College
2001 Alford Park Drive
Kenosha, Wisconsin 53140

Carthage
www.carthage.edu

CENTRAL MICHIGAN
UNIVERSITY

PRESIDENT

Established in 1892, Central Michigan University (CMU) is a comprehensive state University with over 800 faculty serving an on- and off-campus enrollment of 26,000 students. CMU has eight colleges and offers more than 30 undergraduate and graduate degrees and 150 major areas of study. The University competes in Division I-A athletics and provides public broadcasting coverage for the largest region of any radio and television station in the U.S. The main campus is located on 480-acres in Mt. Pleasant, a city of 25,000 residents located in the heart of Michigan's Lower Peninsula. In two recent years, *U.S. News and World Report* ranked CMU as one of the top regional universities in the nation. *Black Issues in Higher Education* magazine ranked CMU second in the nation in the number of master's degrees to African Americans and the 11th in the nation in master's degrees awarded to all minorities.

The next President of CMU will inherit a dynamic, healthy institution that is moving forward in critical areas, including enhancing academic excellence, meeting the needs of students and society, and developing the physical needs of the campus.

The University seeks a president with the following leadership qualities, traits and characteristics: a demonstrated, effective leader with vision, strong external skills, an understanding of an academic environment, and a commitment to diversity.

For more information about the University, the president, and desired leadership qualities, please consult this website:

www.cmich.edu/position.html.

Applications and nominations may be sent in full confidence to:

Shelly Weiss Storbeck, Managing Director and Vice President
Lesley Boyd, Consultant
The Education Practice, A.T. Kearney, Inc.
333 John Carlyle Street, Alexandria, VA 22314
Phone: 703/739-4627 Facsimile: 703/518-1782
Email: lesley.boyd@atkearney.com

CMU, an AA/EO institution, is strongly and actively committed to increasing diversity and providing equal opportunity within its community. CMU does not discriminate in employment against persons based on age, color, disability, gender, familial status, height, marital status, national origin, political persuasion, race, religion, sexual orientation, veteran status, or weight.

www.cmich.edu/aaeo.html

VICE-PROVOST FOR MINORITY AFFAIRS AND FACULTY DEVELOPMENT

UNIVERSITY OF MISSOURI-COLUMBIA

The University of Missouri-Columbia invites applications and nominations for the position of Vice Provost for Minority Affairs and Faculty Development. Reporting to the Provost, the Vice Provost provides leadership for minority affairs programs, campus diversity, international programs, and academic professional development programs. The Vice Provost has direct responsibility for Black Studies, Women Studies, the Program for Excellence in Teaching, Academic Retention Services, International and Asian Affairs Centers, and Disability Services.

The Vice Provost also serves as an advisor to the Provost on academic policy matters, administers program budgets, plans programs, acts as ombudsman for underrepresented campus groups, and provides oversight of diversity and professional development activities for deans, academic directors and department chairs.

The University seeks an established scholar, with credentials justifying appointment at the rank of professor in an appropriate discipline. The person holding this position should have proven administrative experience, be a skilled communicator, and a strong advocate for underrepresented groups as well as for new and established faculty. A thorough understanding of and experience in the promotion and tenure process is required.

The University of Missouri provides a forward-looking environment with a strong institutional commitment to diversity. MU leads the Big 12 in African American student enrollment and hosts a growing number of minority faculty. A number of enrichment programs are currently in place, with further opportunity for a committed leader to extend diversity and faculty development opportunities across campus.

Send all applications and nominations to:

Dr. H. D. Kim
Professor and Chair of Pharmacology
Chair, Vice-Provost Search Committee
Office of the Provost
114 Jesse Hall
University of Missouri-Columbia
Columbia, MO 65211

To ensure full consideration, applications and nominations should be received by March 10. Review of applications will begin March 15.

The University encourages applications from women, minorities and Vietnam-era veterans and is an Affirmative Action/Equal Opportunity Employer.

Visit the University of Missouri-Columbia's website at
http://www.missouri.edu/

Florida State UNIVERSITY

The Florida State University is classified as a Research I University by the Carnegie Foundation for The Advancement of Teaching and is located in the State Capitol. The College of Education has a long and honored history as the second founded College in the University. The institution and the unit hold numerous accreditations. The advanced graduate and research mission is central to the College with 21 doctoral degree programs. Undergraduate education and the cooperative improvement of K-12 education are essential to the mission.

The College seeks accomplished, motivated, enthusiastic, and energetic candidates for the following position.

Assistant Professor
INSTRUCTIONAL SYSTEMS
(Tenure-earning)

The Department of Educational Research at Florida State University seeks an Assistant Professor for a tenure-earning position in Instructional Systems. A strong systems focus is required, and ability to teach courses in performance technology and instructional design is desired. Responsibilities include teaching graduate courses, conducting a program of research, and engaging in service to the university and profession. An earned doctorate is required. Candidates should demonstrate strong potential for scholarly achievement and the ability to secure external funding for research projects.

Send application package, including letter of application documenting interest and qualifications; current vitae; sample publications; and three letters of recommendation along with a list of names, addresses and telephone numbers of five references who may be contacted to: **Dr. Walter Dick, Chair, Instructional Systems Search Committee, Department of Educational Research, 307 Stone Building, College of Education, Florida State University, Tallahassee, Fl 32306-4458. For further information, contact him at (850) 644-8785, fax (850) 644-8776, or email at wdick@mailer.fsu.edu.** Applications for this position will close on March 31, 2000. Position will begin no later than August, 2000.

The Florida State University is an equal opportunity, affirmative action employer and women, minorities and individuals with disabilities are strongly encouraged to apply.

University of Michigan
Human Resources & Affirmative Action

The University of Michigan, one of the nation's preeminent research universities, seeks nominations and applications for the position of Associate Vice President for Human Resources & Affirmative Action. As the highest-ranking human resources professional at U-M, the Associate Vice President must possess a successful record that demonstrates strategic insight, strong management talent, and the ability to advocate for human resources issues with the leadership in both academic and non-academic units. The successful candidate must foster and promote the University's commitment to building a diverse community and supportive environment.

The Associate Vice President will have direct responsibility for University programs on:

- Recruitment and employment
- Classification and compensation systems
- Employee and labor relations
- Organizational design, management and information systems
- Policy development

The successful candidate will also possess outstanding written and oral communications skills and will be an imaginative and creative problem solver. In addition to a significant record of achievement in human resources and some knowledge of higher education, an MA in a related field is required.

Nominations and applications will be reviewed on an ongoing basis beginning **February 1, 2000** and will be accepted until the position is filled. Correspondence should be addressed to:

Kim M Morrisson, Ph.D., Managing Director or
Jo-Ann Zoll, Vice President and Senior Associate
Diversified Search Companies
One Commerce Square
2005 Market Street, Suite 3300
Philadelphia, PA 19103
Phone: (215) 656-3588
Fax: (215) 568-8399
E-mail: jzoll@divsearch.com

A Non-Discriminatory, Affirmative Action Employer

The University of Michigan

PASSAIC
COUNTY
COMMUNITY
COLLEGE

COLLEGE COUNSELOR

We are inviting applications for a College Counselor position to provide services in personal counseling, career counseling, and academic advisement. The successful candidate must have a background in student development theory and an understanding of its application in a community college setting. A Master's degree in student services, counseling, or education is required; community college work experience preferred. Bilingual skills (English/Spanish) also preferred.

Visit our website at **www.pccc.cc.nj.us** for information about the College. Apply to **mailvestro@pccc.cc.nj.us** with a resume and cover letter or mail to:

Michael Silvestro
Passaic County Community College
One College Boulevard, Paterson, NJ 07505

Affirmative Action/Equal Opportunity Employer

VALENCIA

A BETTER PLACE TO START®

The college is currently recruiting faculty for the following 10 month, tenure-track positions:

Biology
Physical and Earth Science

Drafting and Design Technology
Engineering

Accounting Technology
Business/Accounting
Computer Programming and Analysis
Office Systems Technology

English
ESL
Spanish
Speech
Studio Art

Economics
Political Science

College Prep Math
Mathematics

We are also recruiting for the following full-time, 12 month position:

Coordinator, Learning Technologies-West Campus

For consideration, applicants must submit a completed Valencia Community College application, copies of transcripts for all post-secondary work and a written statement describing his/her concept of a learning-centered institution. Note: Resumes are not accepted via e-mail. Application Deadline: March 30, 2000. For an application packet and position announcement, please contact-**Human Resources, Valencia Community College, P.O. Box 3028, Orlando, FL 32802; 407-299-5000, ext. 1002, 1741, or 1524; fax: 407-295-7477;** or e-mail your request to **pers@valencia.cc.fl.us**. For more information about Valencia, visit our website at **http://valencia.cc.fl.us**. All correspondence and application materials are a matter of public record in accordance with the Florida Sunshine Law. EA/EO.

Residential Life

▶ **Associate Director for Residence Life** – Provide overall direction and support to staff responsible for the daily administration of the residence halls. Supervise 3 Assistant Directors who are responsible for management and operations of residence halls and an Assistant Director of Residence Security. Master's degree (doctorate preferred) in student personnel services or higher education administration or related field; 6-8 years in residential life administration required including supervision of full-time professional staff and experience as a live-in staff member. Must have a comprehensive understanding of student development philosophy, residence hall management, and residential security.

▶ **Leased Properties Service Coordinator** – Responsible for administering the graduate, law, and upper-class student housing leased properties program. Plan and oversee the management of leased property and monitor facility issues. Meet with students to facilitate roommate agreements, conflict resolutions; address disciplinary issues. Bachelor's degree required, Master's degree preferred. Working knowledge of student development theory. 1-3 years' experience to include both demonstrated skills in conflict mediation and dispute resolution, and administrative/organizational experience within a university setting.

▶ **Residence Director** – Vacancy is anticipated for Spring 2000.

For the above positions, resume to Mary L. Langlie, 6 Speare Hall.

▶ **Safety Systems Coordinator/Shift Supervisor** – Supervise Residence Hall Community Receptionists, coordinate schedule assignments, monitor adherence to policies/procedures, and assist with problem resolution. Supervise the operational aspects of the Residence Security System. Bachelor's degree and 1-3 years' work experience in the areas of safety, security and/or building management required, university setting preferred. Supervisory experience required. Must be knowledgeable about residential security systems, database management and computers. Work schedule is 10:00pm - 6:00am, Wednesdays-Sundays.

Resume to David Robbins, 4 Speare Hall.

Please send resume to the indicated contact person and location at
Northeastern University, 360 Huntington Avenue, Boston, MA 02115.
Resumes received by March 6, 2000 will receive primary consideration.

Northeastern University is an Equal Opportunity, Affirmative Action, Title IX Employer.

Northeastern
UNIVERSITY

Associate Dean of Students

Carthage College invites applications and nominations for the position of Associate Dean of Students. The associate dean works closely with the dean of students to develop and implement goals for the student affairs division of the College. He or she also serves as the chief judicial officer, directs the college's orientation program, and will be integrated immediately into student affairs policy formation and decision making.

The successful candidate will possess an appropriate graduate degree and significant student affairs experience. Compensation is competitive and is commensurate with qualifications and experience. Women and minorities are encouraged to apply.

Carthage is an independent college of the arts and sciences affiliated with the Evangelical Lutheran Church in America. Located on the shore of Lake Michigan between Milwaukee and Chicago, the College boasts more than 150 years of excellence in liberal arts education.

Applicants should submit a cover letter, resumé, three letters of reference, and a statement of philosophy on the role of student affairs in a small, residential college to:

Brad Andrews
Dean of Students
Carthage College
2001 Alford Park Drive
Kenosha, WI 53140-1994
deansearch@carthage.edu

Review of applications will begin immediately and continue until the position is filled.

Carthage
www.carthage.edu

Faculty Positions in the School of Education
UNIVERSITY OF COLORADO AT DENVER

The School of Education at the University of Colorado at Denver announces up to three faculty positions. Two positions will be filled at the assistant professor level and one position will be open in rank. These positions may be offered as tenure or non-tenure track depending upon the qualifications of applicants. The School is seeking faculty with specialization in bilingual education (k-12 with Spanish preferred), Literacy (p-6), special education, instructional and learning technologies, principal preparation and school leadership. Earned doctorate in field of specialization or closely related field is required. These positions begin Fall 2000. Credential review will begin March 3, 2000, and will continue until the positions are filled. Positions may be filled as term positions if tenure-seeking candidates are unavailable. For complete job description and application requirements, please fax a request to **Lorrie Spears, School of Education, University of Colorado at Denver. Fax: (303) 556-4479.**

The University is an EEO employer.

International Student Academic Advisor

New Jersey City University is a culturally diverse, public, urban institution located in the greater New York Metropolitan area, and is one of nine state colleges/universities in New Jersey. The University offers undergraduate and graduate programs in the liberal arts and professional studies to over 8,000 students, an extensive cooperative education program, and an expanding continuing education program. Faculty number almost 250.

Responsibilities:

The person will report to the Director of Academic Advisement and will advise and enroll all F-1 Visa students until they have been officially accepted into a major program. This person will also interpret immigration and naturalization service rules and regulations and will be the advisor the International Student Association.

Minimum Qualifications:

A Master's Degree in Counseling, experience in working with international students. Also, an awareness of particular cultural differences and an openness to learn about different cultures; ability to work with personnel in various offices (admissions, testing, department chairs) and the ability to communicate patiently with students whose native language is not English.

Send a letter of application, resume and list of references to:

Dr. Jennifer Jones, Director
Career Planning and Placement
New Jersey City University
Jersey City, NJ 07305

NEW JERSEY
CITY
UNIVERSITY

Closing Date for Applications: March 15, 2000

Equal Opportunity Employer

USF
UNIVERSITY of SAN FRANCISCO

DEPARTMENT OF FINE AND PERFORMING ARTS

Pending approval and funding, the Department of Fine and Performing Arts at the University of San Francisco invites applications for a ***tenure-track position in acting and directing to teach in a new undergraduate performing arts program at the Assistant Professor level,*** anticipated to begin in Fall 2000.

The Department of Fine and Performing Arts, formed in 1997, serves 90 majors in a co-operative B.F.A. in the visual arts and design. In the Fall of 1999 the department initiated a new major, a B.A. in Performing Arts. The new major program emphasizes social justice, and will develop a strong community outreach component using its upper division performing arm, "The Company." In addition, the Department supports The Classical Theatre Company and The University Dancers. The university is the home of the College Players, the oldest continually performing college theatre company west of the Mississippi.

Teaching responsibilities may include inter alia, teaching acting/directing and related courses, directing one major performance per semester, supervising student production work, curriculum development and advising.

Qualifications include university teaching experience, a strong commitment to undergraduate teaching and scholarship, readiness to collaborate actively with faculty, staff, and students in curriculum development and program planning, evidence of superior production experience, experience working in community settings, a terminal degree awarded by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University.

Applicants must submit a letter of application, curriculum vitae, graduate transcripts, copies of recent publications, statement of teaching philosophy, copies of complete teaching evaluations and recent syllabi, and three letters of recommendation to:

Fr. Tom Lucas, S.J. , Department of Fine and Performing Arts , University of San Francisco,
2130 Fulton Street , San Francisco, CA 94117-1080.

Applications must be received by April 1, 2000 in order to ensure full consideration.

The University of San Francisco is a private, Catholic and Jesuit institution and particularly welcomes candidates who will positively contribute to such an environment. USF is an Equal Opportunity and Affirmative Action Employer, and will provide reasonable accommodations to individuals with disabilities upon request. We particularly encourage minority and women applicants for all positions.

ASSISTANT REGISTRAR
Office of the Registrar

Assist in the planning, organizing and implementing of the processes required for the final evaluation/graduation area. Primarily responsible for evaluating records of candidates for degrees and certificates, certifying eligibility for degree conferment, awarding of institutional certificates, and recommendation for New Jersey certification. With other professional staff shares a responsibility for the general management of the office to insure a high quality and efficient delivery of services. Will be responsible for acquiring a thorough working knowledge of the university's student information system, academic policies and curricula.

Qualifications: Bachelor's degree and experience working in a higher educational setting required. Excellent interpersonal, organizational, communication, and analytical skills required. Demonstrated knowledge of administration computing systems necessary. Must be detail orientated. Specific experience in a registrar's office with SIS-Plus On-Course preferred.

Salary Range: $33,324 - $49,994

Starting Date: March 27, 2000

Apply by: March 6, 2000

Send letter and resume (include V#) **to:** Montclair State University, Box C316-V#068/HO, Upper Montclair, NJ 07043

An Equal Opportunity/Affirmative Action Institution

MONTCLAIR
STATE
UNIVERSITY

LONG ISLAND
UNIVERSITY

Long Island University is the nation's eighth largest private university with six campuses in metropolitan New York and Long Island.

SCHOOL OF EDUCATION
BROOKLYN CAMPUS

Invites applications for the following tenure-track positions:

SPECIALIST IN EDUCATION OF TEACHERS FOR URBAN MINORITY STUDENTS: Assistant/Associate Professor. Earned doctorate or ABD. Expertise in curriculum development and learner-centered educational practices.

MATH EDUCATION: Assistant/Associate Professor. Earned doctorate in Math Ed or ABD. Interest in inquiry-based teaching and constructivist approaches to teaching Math in elementary and middle schools. Ability to work with teachers in urban schools.

SPECIAL EDUCATION: Assistant/Associate Professor. Earned doctorate in Special Education or ABD. Expertise in learning disabilities, interest in inclusive education. Ability to work with teachers in urban inclusive schools.

The **Brooklyn Campus** is home to the Center for Urban Educators funded by the Henry Luce Foundation. CUE supports research on the education of teachers for urban contexts. The Campus, occupying a 10-acre site in downtown Brooklyn, is one of the country's most dynamic and diverse urban campuses. It enrolls 8,100 students in over 52 graduate and 62 undergraduate degree programs in a full range of areas, including business, education, pharmacy, nursing, health professions, liberal arts and sciences, public administration, and fine arts, with doctoral programs in Clinical Psychology and Pharmacy. Send letter of interest and c.v., indicating position desired, to: **Dean Ofelia Garcia, School of Education, Long Island University, Brooklyn Campus, 1 University Plaza, Brooklyn, NY 11201-8423.** Applications reviewed as received. LIU is an Affirmative Action/Equal Opportunity Institution.

Seattle University

Assistant or Associate Professor
Teaching English to Speakers of Other Languages
School of Education

Position Available: Full time, tenure-track position beginning September, 2000. **Responsibilities:** Teach graduate-level courses in second language acquisition, linguistics, socio-linguistics, English for academic purposes, and instructional methods in ESL; must also be able to teach other educational courses. Other responsibilities include: advising; supervision of internships, graduate projects, and independent studies; and program coordination activities including curriculum development and marketing. Program prepares practitioners to serve as teachers of English as a Second Language in adult settings; potential expansion to K-12 settings. **Qualifications:** Earned doctorate in applied linguistics or TESOL-related area; evidence of and commitment to excellent teaching and compatibility with Jesuit values. Compensation commensurate with qualifications. Additional stipend for required summer term. **Application Process:** Send letter of interest and vitae to: **Dr. Carol L. Weaver, Chair, Division of Leadership and Service, School of Education, Seattle University, 900 Broadway, Seattle, WA 98122-4340. Closing date:** March 2, 2000 or until appropriate candidate is found. Seattle University, founded in 1891, continues a 450 year tradition of Jesuit higher education within its Catholic heritage. The University's Jesuit ideals underscore its commitment to the centrality of teaching and learning, of values-based education grounded in the Catholic/Jesuit tradition, of service and social justice, of life long learning and of educating the whole person. Located in the heart of dynamic Seattle, the University enrolls approximately 6,000 undergraduate and graduate students in seven colleges and schools. Students enjoy a university ethos characterized by small classes, individualized faculty attention, a strong sense of community, a commitment to diversity, and an outstanding faculty whose priority is teaching. The School of Education includes nine graduate program areas and serves approximately 600 students.

More information available at: www.seattleu.edu

Seattle University is an equal opportunity affirmative action employer.

Dean of Student Systems

A large urban community college is accepting applications for the position of Dean of Student Systems. Reporting to the Vice President for Student Affairs, the Dean provides leadership for Admissions and Recruitment, Registration, Assessment, Financial Aid, and the Records function. Assuring the College's compliance with financial aid regulations and reporting requirements is a key responsibility.

A clear vision of technology used in student systems, strong organizational and effective communication skills are essential. A master's degree in a related field and at least five years of higher education administration experience are required. A doctorate and community college experience are preferred. Forward resume/ vitae with letter of application and three references by March 18, 2000, to **Human Resources, BH, Community College of Philadelphia, 1700 Spring Garden Street, Philadelphia, PA 19130.**

Community College of Philadelphia is an affirmative action, equal opportunity and equal access employer. The College encourages applications from individuals from traditionally underrepresented groups. AA/EOE

Community College of Philadelphia

LONG ISLAND UNIVERSITY

Long Island University is the nation's eighth largest private university with six campuses in metropolitan New York and Long Island.

SCHOOL OF EDUCATION
C.W. POST CAMPUS

Invites applications for tenure-track positions in the following areas:

CURRICULUM AND ASSESSMENT: Assistant Professor. Expertise in curriculum development & assessment with thorough knowledge of educational child-development & standards; teaching experience preferred, doctorate required.

EDUCATIONAL FOUNDATIONS: Assistant Professor. Expertise in philosophical, social or historical foundations of education with solid understanding of all three areas; teaching experience preferred, doctorate required.

EDUCATIONAL TECHNOLOGY: Assistant Professor. Expertise in development of dynamic learning environments with the support of the internet, strong understanding of child development & educational technologies; exp. preferred, doctorate required.

LITERACY: Two positions, Assistant Professors: (1) Expertise in diagnosis & prescription; clinical exp. & doctorate req.; (2) Expertise in learning disabilities & assessment in literacy acquisition; clinical experience & doctorate required.

SCHOOL COUNSELING: Two positions, Assistant Professors. Expertise in school counseling with strong developmental perspective; knowledge of research & tests & measurements; clinical exp. preferred, doctorate required.

SPECIAL EDUCATION: Assistant Professor. Expertise in instructional methods for children with mild to moderate special needs; teaching experience and doctorate required.

TEACHER EDUCATION: Two positions, Asst./Assoc. Profs. Expertise in development of school/univ. partnerships, field-based education (incl. student teaching), child-centered educational practices; teaching experience and doctorate required.

TEACHING AND LEARNING: Assistant Professor. Expertise in child development with specialization in learning and intelligence theory; teaching experience preferred, doctorate required.

ADJUNCT PROFESSORS: Positions available in all departments. Programs are learner-centered & include significant field components; strong record of clinical exp. & Master's degree required, doctorate preferred.

The **C.W. Post Campus** is in a beautiful academic setting on the north shore of Long Island in Nassau County, thirty miles east of Manhattan. It enrolls 8,500 students in graduate and undergraduate degree programs in a variety of areas including liberal arts and sciences, business, education, health professions, library science, public administration, and the visual and performing arts, with doctoral programs in Clinical Psychology and Information Sciences. Send letter of interest and c.v., indicating position desired, to **Debra Annibell, Personnel Office, Long Island University, C.W. Post Campus, Brookville, NY 11548.** All resumes received by March 31, 2000 will receive full consideration. LIU is an Affirmative Action/Equal Opportunity Institution.

VICE PRESIDENT FOR STUDENT AFFAIRS

Community College of Philadelphia invites applications and nominations for the position of Vice President for Student Affairs. Founded in 1965, the College enrolls more than 18,500 FTEs with an annual budget of approximately $79,000,000. The Community College of Philadelphia is seeking a Vice President responsible for all student services, including:

- **Counseling/Adult & International Student Programs**
- **Admissions/Enrollment Management**
- **Financial Aid**
- **Records and Registration/Student Information Systems**
- **Testing and Assessment**
- **Intercollegiate Athletics/Extra & Co-curricular Programs**
- **Career Planning and Job Placement**
- **Student Health**
- **Judicial Affairs**

The successful candidate must be results-oriented, and demonstrate knowledge of the areas of responsibility, initiative and student advocacy. This position requires effective leadership and management skills in a complex organization. Personal qualifications include vision, creativity, a collaborative style, strong interpersonal skills, and a commitment to a diverse campus environment. A doctorate is preferred; master's degree in higher education administration, counseling or a related area is required. At least five years of upper-level administrative experience in an institution of higher education is required. Community college experience is strongly preferred.

The position is available on or after July 1, 2000. A highly competitive salary and a complete fringe benefits package are offered. In making application, candidate must be responsive to the listed experience and requirements shown above. Interested candidates should forward their resume, three letters of recommendation and a letter of application (including salary history), addressing and demonstrating how they meet the required and preferred qualifications of the search committee. Application materials must be postmarked by March 31, 2000 and addressed to:

Chair, Search Committee
Vice President for Student Affairs
c/o: Human Resources Office
Community College of Philadelphia
1700 Spring Garden Street
Philadelphia, PA 19130

Community College
of Philadelphia

Community College of Philadelphia is an affirmative action, equal opportunity and equal access employer. The College encourages applications from individuals from traditionally underrepresented groups. AA/EOE

KEAN

Discover Kean. Discover your future.

Kean University is committed to excellence and to developing and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community serving a diversified student population of 12,000.

DEPARTMENT CHAIRPERSON
(Associate Professor)
Department of Foreign Language, Literatures and Cultures

Responsibilities: To administer department with undergraduate major programs in Spanish and Spanish/Teacher Certification and current course offerings in French, German and Italian. Teach courses in the literatures of Spain or Latin America. Demonstrated experience in academic program evaluation, development and planning required; experience with computer applications to foreign language education desirable. Doctorate and administrative and college-level teaching experience required.

Application, salary benifits information: Salary is competitive and commensurate with qualifications. Comprehensive benefits program included. Send letter of interest; up-to-date resume, names, addresses, telephone numbers of three references. Official transcripts and three current letters of recommendation required before appointment. **Apply directly to Chair**: Professor. Joaquin Portuondo, Kean University, Morris Avenue, Union, NJ, 07083.

KEAN
UNIVERSITY

Kean University is an EEO/AA Institution.

MARY WASHINGTON COLLEGE

Associate Director of Student Activities and Community Services

Mary Washington College seeks applications and nominations for the position of Associate Director of Student Activities and Community Services. Mary Washington College is a coeducational, selective, public liberal arts college with approximately 3,800 full-time students. The Student Activities and Community Services offices, as part of the Student Life area of the Division of Student Affairs, supports the College's mission by fostering a diversity of student opportunities for learning, leadership, community-building and creative expression beyond the classroom. The Associate Director of Student Activities and Community Services will have the primary responsibility for the coordination of the institution's community service program: Community Outreach and Resources (COAR). The volunteer program is student run, and the Associate Director advises students and works with faculty, staff and community agencies in implementing community service and service learning programs. Reporting to the Director of Student Activities, the Associate Director will also share in responsibility for the day to day operations of Student Activities, including: assisting in advising, coordinating, promoting, and operating campus social, cultural, and educational activities. Specific skills in the areas of leadership development, cultural awareness, and student based program implementation are desirable. The Associate Director should be innovative, collegial, student-oriented, motivated, creative, and able to communicate well with students, faculty, staff, and members of the community. Evening and weekend work are routinely part of this position.

A master's degree in student affairs/higher education administration or related field, and/or an equivalent combination of education and experience, is required. Demonstrated experience in collegiate/community service and leadership training highly desirable. Experience in grant writing, implementation, and program assessment preferred. Demonstrated experience in working with diverse populations of students, staff, and faculty required. Experience with living-learning environments, in personnel and budget management required.

The start date for the Associate Director of Student Activities and Community Services is June 25, 2000. Applications for this position should include a resume, a cover letter, copies of transcripts, and a statement regarding your philosophy of promoting student development through service learning and leadership education. Candidates should also submit the names and phone numbers of three references to: **Office of Human Resources, Box 615/ADSA, Mary Washington College, 1301 College Avenue, Box 615, Fredericksburg, VA 22401-5358.** Deadline for receipt of applications is March 21, 2000 by 5 p.m. Postmarks will not be honored. Mary Washington College is deeply committed to affirmative action and encourages minorities and women to apply.

DEAN OF LIBRARY SERVICES

The University of Nebraska at Omaha, a comprehensive metropolitan university, invites application s and nominations for the position of Dean of Library Services. The Dean of Library Services reports to the Vice Chancellor for Academic Affairs and serves on the Chancellor's Council and the Dean's Forum. The University Library has a staff of 15 faculty, 38 staff, and 50 student assistants. The Learning Center also reports to the Dean. The university has a strong commitment to achieving diversity among faculty and staff. We are particularly interested in receiving applications from members of under-represented groups and strongly encourage women and persons of color to apply for this position.

The University Library has an operating budget of $4 million of which $1.8 million is allocated for acquisitions. Its collections number over 800,000 volumes, and include extensive government documents and microforms collections. There are more than 3,000 current periodical subscriptions and a diverse array of electronic databases. Additional information can be found on the library's web site **http://library.unomaha.edu/** and at **http://www.unomaha.edu/aa/faculty.html/**.

Review of applicants will begin March 15, 2000, and continue until the position is filled. Applicants should submit a letter of application, curriculum vitae, and names, addresses, telephone numbers and e-mail addresses of three professional references. Applications, nominations, and all other correspondence should be sent to: **Dean John Flocken, Chair Search Committee, ASH 231, 6001 Dodge St., University of Nebraska at Omaha, Omaha, NE 68182-0013.**

Distance Learning Reference Librarian

New Jersey City University seeks an energetic, service-oriented Reference Librarian. This is a full-time, tenure-track position. Provides reference service to distance education students; participates in the selection and evaluation of electronic reference resources, and in the planning of technology in support of reference services. Serves on library and campus-wide committees as assigned.

Required Qualifications

An MLS from an ALA accredited program; wide knowledge of electronic and print reference sources; excellent oral and written communication skills; knowledge and experience with electronic resources and library technology applications in a networked environment, especially distance education; evening and weekend hours required.

Preferred Qualifications

Experience in academic reference service, electronic distance education experience, some supervisory experience, demonstrated experience with a variety of microcomputer applications in a networked environment.

Application Deadline

The position will be available July 1, 2000. Deadline to submit applications is April 15, 2000.

Send a letter of application, resume and the names, addresses and telephone numbers of three (3) professional references to:

Grace Bulaong, Library Director
Forrest A. Irwin Library
New Jersey City University
2039 Kennedy Boulevard
Jersey City, NJ 07305-1597

For more information about the university and library, consult www.njcu.edu.

Equal Opportunity Employer

NEW JERSEY
CITY
UNIVERSITY

HOUSATONIC COMMUNITY COLLEGE

Bridgeport, CT 06604

DEAN OF STUDENTS (management position, 12 months). ANTICIPATED START DATE: June 16. **MINIMUM QUALIFICATIONS:** Strong commitment to/demonstrated understanding of programs and services that help students achieve educational goals. Extensive knowledge of student services, including student recruitment, retention, placement and proficiency testing, counseling, academic advising, tutorial services, career development, student orientation, admissions, student life and College governance, and disciplinary procedures. Understanding of community college system and the College. Master's degree in student personnel, counseling or related student services field and six years experience in higher education administration, including three-plus years of supervisory/management experience. **PREFERRED QUALIFICATIONS:** Experience with BANNER/other student service applications. **RESPONSIBILITIES:** Under President's direction, provide leadership, vision and strategic planning for operations of Student Services Division. Oversee development and management of programs and services that help students achieve educational goals. Responsible for health services, admissions, student development, counseling, special services, student life including student problem resolution, disabilities services, academic support services, tutorial services, placement and proficiency testing, retention, career services, veterans' affairs, athletics, commencement, awards night, academic standards implementation and Perkins Grant activities. Advise President on new programs and facilities that help the College better serve students. Foster effective operational relationships among student services staff and teaching faculty as academic advisors. Develop budgets, formulate policy, and administer collective bargaining unit contracts. Manage employee selection process according to personnel and Affirmative Action policies, conduct employee evaluations and encourage professional career development. Consult with President, appropriate deans and other personnel on student matters and concerns. **APPROXIMATE STARTING SALARY: $76,076.**

INSTRUCTOR, DEVELOPMENTAL ENGLISH (10-month, tenure-track position). ANTICIPATED START DATE: August 25. **MINIMUM QUALIFICATIONS:** Master's degree in English, program development skills, knowledge of assessment techniques, excellent communications and interpersonal skills. **PREFERRED QUALIFICATIONS:** Experience teaching developmental reading and writing, reflective interactive pedagogical teaching techniques, and computer literacy. Experience with technological innovations in teaching and learning. **RESPONSIBILITIES:** Teach 24 credit hours per academic year in developmental English; develop new instructional techniques, courses and programs; and conduct student advising, community outreach and community service activities. **APPROXIMATE STARTING SALARY: $36,305.**

INSTRUCTOR, SOCIOLOGY (10-month, tenure-track position). ANTICIPATED START DATE: August 25. **MINIMUM QUALIFICATIONS:** Master's degree in sociology. Must be computer literate and have excellent communications and interpersonal skills, a reflective interactive pedagogical teaching technique, program development skills, and experience with technological innovation in teaching and learning. **RESPONSIBILITIES:** Teach 24 credit hours per academic year in sociology; develop and participate in special College projects, develop new instructional techniques, develop courses and programs, and participate in other College and community service activities. **APPROXIMATE STARTING SALARY: $36,305.**

ASSISTANT DIRECTOR OF THE ACADEMIC SUPPORT CENTER AND OFFICE OF RETENTION INITIATIVES (Community College Professional Level 17; 12-month, tenure-track position). ANTICIPATED START DATE: April 21. **MINIMUM QUALIFICATIONS:** Masters degree with three years related college-level experience. Knowledge of community college retention; ability to supervise staff and coordinate student staffing needs in fast-paced student-centered environment; and ability to plan, develop, coordinate and evaluate programs and services. Public relations and marketing skills. Excellent interpersonal skills conducive to working with diverse populations. **RESPONSIBILITIES:** Develop and design student retention programs, including data collection; chair retention committee; assist with the certification of Academic Support Center (ASC) and grant writing; and design and implement comprehensive marketing and public relations plan for Learning Support Unit departments. Supervise ASC personnel and students; work collaboratively with department staff to implement new initiatives, advocate for their needs, and report needs and findings to appropriate members of the management team; and review programming ideas with appropriate college systems when approved. Expand student offerings, supervise students utilizing ASC services and evaluate ASC personnel. **APPROXIMATE STARTING SALARY: $40,129.**

COORDINATOR OF HEALTH SERVICES (Community College Professional Level 17; 10-month, tenure-track position, June 30 - April 30). ANTICIPATED START DATE: June 30. **MINIMUM QUALIFICATIONS:** RN, LPN, EMT, or other allied health-care worker with Bachelor's degree in related health-care discipline. Two years experience coordinating educational programming; excellent interpersonal skills conducive to working with diverse populations; familiarity with community resources, including local and public health-care providers; and knowledge of state and federal regulations regarding immunization requirements. Ability to plan, develop, coordinate, integrate and evaluate programs and services. **PREFERRED QUALIFICATIONS:** Experience in secondary or higher education. **RESPONSIBILITIES:** Maintain records on students and staff who utilize health services and health education program; provide comprehensive programs in health services and education; collect and maintain measles and rubella immunization information on students per state and College requirements. Assist College in meeting health and safety requirements per local, state and federal regulations; act as liaison between Health Services office and community/state health agencies and organizations; and work closely with the coordinator of disability services to provide programs and services for students with disabilities. Provide emergency care for sickness and injury to College community members; and make necessary emergency and agency referrals. **APPROXIMATE STARTING SALARY: $33,441.**

HEAD TEACHER, EARLY CHILDHOOD LABORATORY SCHOOL (Community College Professional 17, 12-month, tenure-track position). ANTICIPATED START DATE: August 25. **MINIMUM QUALIFICATIONS:** Bachelor's degree in early childhood education or closely related field and two years of recent head teacher experience in preschool setting with children age 3-5. **RESPONSIBILITIES:** Plan, prepare, implement, maintain and assess accredited preschool and extended day program; interact/communicate with parents, staff, and College students; supervise/evaluate staff; participate in professional development activities; and adapt to changing needs of the population served by the College. **APPROXIMATE STARTING SALARY: $40,129.**

PUBLIC RELATIONS ASSOCIATE - PUBLICATIONS (Community College Professional 16, 12-month, tenure-track position.) ANTICIPATED START DATE: April 21. **MINIMUM QUALIFICATIONS:** Bachelor's degree in English, journalism, advertising, marketing and/or public relations, with one year experience in publications, public relations, advertising, and/or marketing. Knowledge of public relations, media relations and/or marketing principles for a public information office as applied to publications. Experience in developing and printing publications, including pre-press preparation, production and post-production requirements. Able to work within/meet all required guidelines/deadlines with a variety of printers and on multiple assignments. Ability to develop/maintain effective relationships with media. Experience with Macintosh platforms, PageMaker, Quark, PhotoShop and/or other desktop publishing software. Working knowledge of word processing, database, spreadsheet, and presentation software. Ability to communicate effectively orally and in writing. Ability to write/edit promotional and instructional copy. **PREFERRED QUALIFICATIONS:** Familiarity with DOS environments. **RESPONSIBILITIES:** Develop, coordinate, implement and evaluate publication activities congruent with mission and needs of College. Oversee production/editorial content of all College publications. Work with outreach services, marketing and other staff to establish/implement publication goals/strategies. Assist with advertising, news releases, media kits and other materials that promote/publicize College events, activities, and programs. Arrange for photography at key events and maintain/replenish publicity photographs. Develop/coordinate/maintain electronic databases for various media and vendors. **APPROXIMATE STARTING SALARY: $37,183.**

ASSISTANT TEACHER, EARLY CHILDHOOD LABORATORY SCHOOL (Community College Professional 13, 10-month, tenure-track position). ANTICIPATED START DATE: August 25. **MINIMUM QUALIFICATIONS:** Associates Degree in Early Childhood Education or related field. **PREFERRED QUALIFICATIONS:** Experience in preschool setting with children 3-5 years old. **RESPONSIBILITIES:** Assist head teacher in planning programs, prepare/maintain safe environment and supervise children's activities. Provide quality preschool and extended childcare experience. Adapt to the changing needs of population served by College. **APPROXIMATE STARTING SALARY: $24,799.**

All positions include full benefits package. Applicants who do not meet the minimum qualifications for each position should explain in writing precisely how their background and experience qualify them for the position. Exceptions to degree requirement may be made. Send letter of intent, resume, and names and addresses of three references to **Human Resources, name of advertised position, Housatonic Community College, 900 Lafayette Boulevard, Bridgeport, CT 06604. LETTER OF APPLICATION MUST BE RECEIVED BY MARCH 13 (MARCH 15 FOR DEAN OF STUDENTS).** *Housatonic Community College is an Affirmative Action/Equal Opportunity Employer, M/F. Members of protected classes are encouraged to apply.*

LANSING COMMUNITY COLLEGE

Director-Distance Learning/ Educational Technology

Requirements: Master's degree; exp working with/managing educational telecommunications and distance learning technologies; demonstrated success as a skilled manager or administrator with a proven track record, supervisory and leadership abilities. Exp with strategic planning, instructional design principles, and student support services desired. Ability to function in a collaborative environment utilizing a team center approach. By March 10, send cover letter, resume, and completed application form (call 517/483-9753 to obtain form) to: **8150-Human Resources, Lansing Community College, PO Box 40010, Lansing, MI 48901-7210.** *EEO/AAE*

Hood College

Modern Languages

Hood College invites applications for a full time, tenure track assistant professor to teach one course in Latin American History and two language courses in Spanish per semester. Applicants are required to hold the doctorate in History, Latin American Studies, or Spanish. Minor field in either Latin American History or Spanish preferred. Minor field must complement, not overlap with, main area of expertise. Experience or training in the teaching of both Latin American History and Spanish required.

To apply send letter of application, c.v., and, the names/telephone numbers of at least three references to **Dr. Roser Caminals-Heath, Chair of Foreign Languages & Literature, Hood College, 401 Rosemont Avenue, Frederick, MD 21701-8575**. *Review of applications begins April 10, 2000.*

Hood College is a selective liberal arts college offering several graduate programs. Regularly ranked by U.S. News and World Report among the foremost regional colleges in the north, it is located 40 miles from Baltimore and Washington, DC.

Hood College subscribes to a policy of hiring only individuals legally eligible to work in the United States. Women and minorities are encouraged to apply. EOE.

USF University of South Florida

COLLEGE OF NURSING

ASSISTANT/ASSOCIATE PROFESSOR

The University of South Florida, College of Nursing is seeking applicants for:

A COORDINATOR OF THE PRIMARY CARE PROGRAMS

Doctoral degree in Nursing or related field and Master's degree in Nursing required. Qualifications and experience to meet criteria for appointment at Assistant/Associate Professor level. National certification as a Nurse Practitioner, and eligibility or currently licensed to practice as a Nurse Practitioner in Florida required. Salary is commensurate with education and experience.

A PEDIATRIC NURSE PRACTITIONER FACULTY POSITION

Doctoral degree in Nursing or related field and Master's degree in Nursing required. Qualifications and experience to meet criteria for appointment at Assistant/Associate Professor level. National certification as a Nurse Practitioner is preferred, and eligibility or currently licensed to practice as a Nurse Practitioner in Florida required. Salary is commensurate with education and experience.

The College of Nursing is one of three colleges in the Health Sciences Center at the University of South Florida and offers a baccalaureate, masters and a Ph.D. program. The College is part of the 2nd largest university in the Southeast with more than 35,000 students and one of three Research I Universities in the Florida State University System.

To apply, please submit the following: curriculum vitae, USF application, original transcript of highest degree, current licensures, and five letters of reference. Application material must be received no later than March 31, 2000. All material should be directed to:

Rebecca Sisson, PhD, RN
Chair of Search Committee
College of Nursing
University of South Florida
12901 Bruce B. Downs Blvd., MDC 22
Tampa, FL 33612-4766

Contact person for submitting application materials is Karen Giddings at (813) 974-9163 or kgidding@hsc.usf.edu.

USF is an Equal Opportunity/Affirmative Action/Equal Access Institution. For ADA contact Karen Giddings, (813) 974-9163, at least five working days in advance. The State of Florida has a Public Meetings Law and a Public Records Law and all university searches are conducted under the terms thereof. All meetings of the search committee are publicly announced and conducted. All documents submitted to the committee are treated as open material with the exception of evaluative documents specific to the performance of the faculty of the State University System of Florida concerning health or disabilities.

EDUCATION

Princeton University

Assistant/Associate Dean of the Faculty

Princeton University's Office of the Dean of the Faculty seeks an assistant or associate dean to be responsible, with the Dean, for implementing policies and procedures affecting the Faculty and, in particular, the 1200 members of the Professional Research, Technical, and Library Staffs on the main campus and at the Princeton Plasma Physics Laboratory.

The incumbent oversees all personnel actions for members of these staffs, including appointments, promotions, and annual salary review. He or she is also responsible for overseeing various faculty matters, including the administration of faculty summer salaries and the preparation of materials for the Faculty Advisory Committee on Appointments and Advancements. The individual must be tactful and discreet in handling confidential and sensitive information and must be able to work well with chairs, faculty, and staff while solving often difficult problems. Excellent written and oral communication skills, outstanding analytical skills, sound judgment, and the ability to organize and prioritize many ongoing projects are essential. At least five years of academic work experience (teaching, research, and/or administration) and familiarity with Princeton University or a comparable academic setting are required. A Ph.D. in a field taught at Princeton and an understanding of the scientific research environment are preferred.

Salary will be commensurate with the qualifications and experience of the applicant. The position is available July 1 or earlier if possible. For full consideration application materials must be received by MARCH 15, 2000.

Princeton provides an exceptional benefits package. Interested candidates should submit a scannable resume on plain white paper with standard 12 pt. New Times Roman or similar font and salary requirements to: **Human Resources, Clio Hall/0647-HHE, Princeton University, Princeton, NJ 08544-5264. For more information on how to apply, please see our Web site at: http://www.princeton.edu/hr/emp/howtoapp.htm or call our Employment Opportunities Hotline at (609) 258-6130.** NO FAXES, PLEASE. An equal opportunity employer.

Pepperdine University

THE GRADUATE SCHOOL OF EDUCATION AND PSYCHOLOGY

The Graduate School of Education and Psychology of Pepperdine University is seeking faculty for several positions, effective September 1, 2000. GSEP offers classes at five education centers in Southern California and online across the United States. The School offers three master's programs, one doctoral program (with four concentrations), and two teacher credential programs. Faculty may teach in more than one program and interact with diverse students from across the country, including fully employed, executive, and full-time residential students.

WE ARE ACCEPTING APPLICATIONS FOR VISITING OR TENURE-TRACK POSITIONS IN THE FOLLOWING DISCIPLINES:

- Organizational Leadership
- Teacher Education
- Instructional Technology

Successful candidates must have earned a terminal degree in the discipline in which they will teach, demonstrate scholarly capabilities (including chairing dissertations), and strong teaching ability. Positions are ranked from assistant professor to professor; rank, salary and benefits are commensurate with experience.

Pepperdine University is an Equal Opportunity Employer and does not unlawfully discriminate on the basis of any status or condition protected by applicable federal or state law. Pepperdine is religiously affiliated with the Churches of Christ. It is the purpose of Pepperdine to pursue the very highest employment and academic standards within a context, which celebrates and extends the spiritual and ethical ideals of the Christian faith. While students, faculty, staff, and members of the Board of Regents represent many religious backgrounds, Pepperdine reserves the rights to seek, hire, and promote persons who support the goals and mission of the Institution.

Initial applicant screenings will begin February 2000.

To apply, please submit a curriculum vitae, and the names, addresses, and telephone numbers of three references to:

Associate Dean of Education
Pepperdine University
Graduate School of Education and Psychology,
400 Corporate Pointe
Culver City, CA 90230
Email: gsep-faculty-positions@moon.pepperdine.edu

For additional details please access the following website:
www.pepperdine.edu:80/personnel/pages/employ.htm

Warren Wilson College

FACULTY POSITIONS IN:
Business Administration
Education

ASSISTANT DEAN POSITION IN:
Academic Affairs

The College: Warren Wilson College is an independent liberal arts college located on a beautiful 1100-acre campus in the Blue Ridge Mountains on the edge of Asheville, North Carolina, one of America's most livable cities. The College is recognized in the Making a Difference College Guide as progressive and committed to social, environmental, and global awareness; in Peterson's Education for the Earth: A Guide to Top Environmental Studies Programs; and in Barron's Best Buys. We enroll 760 undergraduates (including international students from 24 countries) in a range of baccalaureate programs in traditional and non-traditional liberal arts areas and selected professional programs, as well as 90 graduate students in an acclaimed low-residency MFA program in creative writing. Faculty members are unranked, with a system of extended contracts instead of tenure. The College is a cohesive community, with over 90% of students, about half of full-time faculty, and many staff members residing on campus; a shared governance system; and a sizable volunteer staff. Warren Wilson College offers a triad education program combining study, work, and service. All resident students work 15 hours per week on campus, providing the essential services to maintain the College, and all students engage in service to others as a requirement for graduation.

BUSINESS ADMINISTRATION: This is a one-year, full-time position, beginning August 1, 2000. We seek a faculty member with strong leadership and teaching abilities, for a department that has begun to offer minors and concentrations in entrepreneurship, non-profit management, and international management. Particular teaching responsibilities for this position include Principles of Management, Non-Profit Management, and Entrepreneurship, as well as directing the departmental internship program. Candidates with an earned doctorate or the M.B.A. degree are preferred. M.A. and A.B.D. candidates are also invited to apply.

Education: We seek candidates prepared to teach Exceptional Child Education and Educational Psychology (both undergraduate survey courses) to students in the teacher education program, as well as in related social sciences. Highly desirable are experience in K-12 public schools, early childhood expertise and enthusiasm for developing a birth-through-kindergarten program, expertise in literacy development, and ability to aid the teacher education program to bring students of diverse backgrounds into public school classrooms. An appropriate Ed.D. or Ph.D. is preferred. ABD candidates, or those with substantial work toward a degree in progress, are encouraged to apply.

ASSISTANT DEAN, ACADEMIC AFFAIRS: This is a full-time, twelve-month, continuing appointment, beginning July 1, 2000, and requires an earned doctorate. Under the direction of the Vice President for Academic Affairs, the person in this position assists in the administration of the academic programs, including curriculum development and implementation for the general education components of the triad education program, and academic program assessment; teaches at least one, four-credit course per year as a first-year seminar; and assists in the coordination of academic advising for all students. The successful candidate must have a record of teaching excellence and professional activity, preferably in an undergraduate liberal arts college, and administrative experience or abilities (as in an academic program, department or division). See a complete position description on our web page: www.warren-wilson.edu.

Interested applicants should submit a cover letter, curriculum vitae, official graduate transcripts, and three letters of reference to Dr. Virginia McKinley, Vice President for Academic Affairs, Warren Wilson College, P. O. Box 9000, Asheville, NC 28815-9000. Review of applications for all positions will begin immediately and continue until the positions are filled.

We desire a diverse faculty and a community that reflects a global outlook. We particularly invite applications from women, ethnic minorities, and members of other groups historically underrepresented in academia.

Florida State
UNIVERSITY

Assistant in Recreation and Leisure Services
RECREATION & LEISURE SERVICE ADMINISTRATION
(Non Tenure-earning)

THE ASSISTANT IN RECREATION AND LEISURE SERVICES will be responsible for the internship and field work courses which will include: the organization and administration of these courses, the placement and supervision of students, the evaluation of student performance, the identification and evaluation of quality internship and field work sites, and travel for student visitation. Responsible for teaching an introductory course and others as needed and assigned. The coordination, organization, and advisement of incoming undergraduate majors will also be a responsibility of this position, along with the advisement of the student majors' club. Minimum qualifications include an earned Master's degree with at least one degree in Leisure services, Recreation, or Parks.

Send application package, including letter of application documenting interest and qualifications; current vitae; sample publications; and three letters of recommendation along with a list of names, addresses and telephone numbers of five references who may be contacted to: **Dr. Julie Dunn, Chair, Leisure Search Committee, Department of Human Services and Studies, 215 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4458.** For further information, contact her at **(850) 644-4244, fax (850) 644-4435, or jdunn@garnet.acns.fsu.edu.** Application deadline has been extended until March 10, 2000. Position will begin no later tan August, 2000.

The Florida State University is an equal opportunity, affirmative action employer and women, minorities and individuals with disabilities are strongly encouraged to apply.

DIVISION DIRECTOR
TECHNOLOGY IN EDUCATION

Lesley College, www.lesley.edu, a private teaching institution located in Cambridge, Massachusetts, prepares women and men for professional careers in education, human services, management and the arts. A commitment to teaching, the liberal arts, scholarly inquiry and lifelong learning are the foundations of Lesley's educational philosophy. Our Technology in Education program, a leading graduate program for the integration of technology in schools, seeks a dynamic, visionary Division Director to actively move the program forward.

The Division Director will provide cutting-edge academic and administrative program leadership, particularly inspiring and supporting faculty with a vision for the power of educational technology in schools. In this twelve month position, the Director manages 12 core faculty, 6 support staff, 175 adjunct faculty, serving 1500 students throughout the world. The program is delivered in three formats: off campus in an intensive weekend format in fifteen states, an Internet based distance learning format, and in a traditional semester format on campus. The Director will oversee the division's academic and pedagogical quality.

Requires an earned doctorate; eligibility for the rank of Associate or Full Professor; an exemplary teaching record; and experience in higher education and with integrating technology in education in K-12 classroom environments. Experience with strategic planning and progressive program development also necessary. Highly desirable: significant educational technology accomplishments, and ability to integrate student perspectives into curriculum shape and delivery, as well as recruit and retain diverse faculty, staff and students.

The starting date for this position is July 1, 2000. Review of materials will begin March 1, 2000. The position will remain open until the final selection is made. Applicants should submit a letter of intent, showing how their credentials and experience match the qualifications, current vitae and names and phone numbers of at least three references to: Celeste Gregory, Human Resources, Lesley College, 29 Everett Street, Cambridge, MA 02138; hr@mail.lesley.edu.

se see our job listings on our web site, www.lesley.edu/hr/postings.htm, more complete description of this position.

LESLEY

Lesley College is committed to diversity in its workforce. Persons of Color are encouraged to apply.

ROWAN
UNIVERSITY

ASSOCIATE PROVOST FOR INFORMATION RESOURCES

Rowan University, a public comprehensive institution, is one of nine state colleges and universities in New Jersey. Recognizing and embracing the role that technology plays on the campus, Rowan is in the fourth year of a five-year strategic planning effort in which technology has been featured as one of two top budget priorities. During this period, completed accomplishments include:

- Reorganizing all campus technology departments (Network and System Services, Instructional Technology, and Management Information Services), into a new Division of Information Resources;
- Replacing most of the campus networking infrastructure using OC-12 ATM switches;
- Installing new, high-capacity servers;
- Creating an integrated campus help desk;
- Installing 15 smart classrooms;
- Providing port-to-pillow network connections for 2300 resident students;
- Adding new management and support staff, and creating a campus-wide technology advisory committee;
- Adding new web-based student services, including admissions and registration;
- Beginning the process of renovating a campus building as the central location for the technology departments.

The Directors of Instructional Technology, Management Information Services, and Network and System Services report to the Associate Provost, who in turn reports to the Executive Vice President/Provost. The Division employs more than 100 full-time staff, plus more than 200 students and part-time employees.

A master's degree from an accredited college or university is required; a doctoral degree is preferred. At least ten years of increasingly responsible experience in a technology-related field, with excellent skills and technical knowledge in current computing and telecommunications technologies, and a minimum of three years experience in a higher education setting, preferably on a college or university campus, are required.

In addition to the requirements above, the ideal candidate will possess the following qualifications and experience:

- Strong leadership, management, planning, budget, and written and oral communication skills
- Ability to build strong teams, both within the Division and across the University
- Ability to work well with and understand the needs of a diverse group of users, including faculty, staff, and students, from learners to experts
- Experience in classroom instruction, preferably at the college or university level

The salary is competitive and consistent with a senior-level university position with an excellent benefits package. The starting date is July 1, 2000 or as mutually agreeable.

Rowan University is located in southern New Jersey on the outskirts of the historic New Jersey Pine Barrens. While our 200+ acre campus is nestled among the tiny hamlets and towns that dot South Jersey, we are strategically located so that travel to major metropolitan areas, including Philadelphia, Atlantic City, New York City, and Washington DC is easily accomplished.

Applications and nominations for this position are invited. Applications should include: a narrative letter indicating how the individual's training and experience relate specifically to the listed position qualifications; a complete curriculum vita; and the names and current titles, addresses, and telephone numbers of three professional references. The review of applications will begin March 6, 2000 and will continue until the position has been filled. Applications should be sent to:

Carol J. Matteson
Executive Vice President/Provost
Rowan University
201 Mullica Hill Road
Glassboro, New Jersey 08028

NORTHERN VIRGINIA COMMUNITY COLLEGE

Provost, Loudoun Campus

Northern Virginia Community College (NVCC), one of the three largest multi-campus community colleges in the nation serving 60,000 students annually, is searching for a chief academic and administrative officer of it Loudoun Campus. One of five (soon to be six) campuses, Loudoun is the fastest growing having served approximately 6,000 students in both credit and non-credit programs during Fall 1999. With a strong emphasis in technology, the campus has 2 academic divisions which provide offerings in transfer and occupational-technical programs, a comprehensive student development outreach program, a vigorous continuing education and workforce development area, and several unique academic programs in horticulture and veterinary technology. The campus has 58 full-time faculty, 200 adjunct faculty, and 63 staff.

QUALIFICATIONS:

The successful candidate will have:

- A commitment to the mission of the community college.
- An earned Doctorate from an accredited institution of higher education.
- Progressive academic administrative experience at the division chair, director, dean or higher level.
- Experience in developing and managing budgets and facilities.
- Strong written and oral communication skills.
- Successful experience working in a diverse, multi-cultural environment.
- Experience with and knowledge of technology as applied to higher education.
- Commitment to creating and sustaining high quality learner-centered programs and services.
- Evidence of collaborative leadership ability within a multi-campus institution.
- Commitment to building partnerships with the community.

Starting salary range: $82,297-$93,641 + benefits. Visit us on the web at www.nv.cc.va.us. Send a letter of application and resume with the names, addresses, telephone numbers and email address of five (5) reference to NVCC-HR, **4001 Wakefield Chapel Road, Annandale, VA 22003 (Position FA062)** or email submissions to resumes@nv.cc.va.us. Closing date for applications: March 15, 2000. Anticipated starting date: June 25, 2000. EEO/AA

CAPITAL
Community
COLLEGE

ACADEMIC DEAN

12 Month Management Position

ANTICIPATED START DATE: AUGUST 1, 2000

MINIMUM QUALIFICATIONS: Master's degree in Higher Education Administration or related field and six years of administrative experience in Higher Education with teaching experience, including three years of supervisory experience.

Applicants who do not meet the minimum qualifications are encouraged to put in writing exactly how their experience has prepared them for the responsibilities of this position and by providing appropriate references. Exceptions to the degree requirements may be made for compelling reasons.

RESPONSIBILITIES: Under the direction and supervision of the President, the Academic Dean is the chief academic officer of the college, responsible for the development of academic programs, grading systems for students, and the professional development and evaluation of faculty and academic staff. Providing leadership in the areas of academic standards and policy, curriculum development, and instructional services, the Academic Dean oversees the assessment, planning, and implementation of academic programs and services, and is chief advisor to the President on instructional needs, budget development, and resource allocation.

MINIMUM SALARY: $76,076 approximate annual

APPLICATION PROCEDURE: Send letter of intent, résumé, and three (3) references to: Mr. R. I. Fisher, Dir., Human Resources, Capital Community College, 61 Woodland St., Hartford, CT 06105

APPLICATION DEADLINE: MARCH 30, 2000

For full consideration applications should be received by deadline.

Capital Community College is an Affirmative Action/Equal Opportunity Employer M/F. Protected group members are stongly encouraged to apply.

State University of New York

COLLEGE OF TECHNOLOGY AT ALFRED

FACULTY POSITIONS

Fall 2000

Alfred State College is a baccalaureate and associate degree granting college of technology and a unit of the State University of New York with a commitment to quality undergraduate teaching. The college is one of five Colleges of Technology in the System which have formed an Alliance to better address the human resource needs of business and industry in the State with respect to technological education. Alfred State offers associate degrees in forty fields and a growing number of baccalaureate programs in engineering technology and related areas. A major new initiative is underway to convert the college to a 4-year and 2-year polytechnic.

The campus is located in a historic academic village containing three colleges, approximately 75 miles south of Rochester, New York. There is a separate vocational technology campus located 15 miles from Alfred in Wellsville, New York. The region is one of great natural beauty and outdoor recreational attractions.

Alfred State has an enrollment of about 3,000 students, most of whom live on campus. Close personal ties between students and faculty characterizes the Alfred State experience. Programs emphasize science and technology applications.

The college has three academic schools: Arts and Sciences, Management and Engineering Technology and Vocational Technology. Tenure track faculty positions needed for fall 2000 are listed below. Preference will be given to candidates with earned Master's Degree or Ph.D. as indicated and who can demonstrate the following qualifications:

- **industrial work experience and/or professional licensure, where applicable**
- **a strong commitment to quality undergraduate teaching**
- **proficiency in the use of computer technology**
- **ability to enhance the diversity of the campus environment**
- **a willingness to participate actively in the college learning community**

American History–Ph.D.–Western Civilization and other World Civilizations, relates closely to fulfilling general education requirements.

Architectural Engineering Technology /Computer Imaging (Two Positions)-1. Masters in Architecture, professional registration preferred or willingness to acquire. Knowledge of computer-aided design practices is required and experience in teaching an architecture curriculum .2. Master of Fine Arts with teaching experience in 2D/3D Design, Ceramics, and Figure Drawing with lecture experience in Art History. A portfolio of self/student artwork samples is required.

Business Administration Technology (Two Positions)-1. Master's degree in Administration-Provide support for the newly established Sports Management program. Teaching responsibilities may include courses in Business Administration, Economics and Computer Applications. 2. Ph.D. in administration, law or related business field. Duties include coverage of upper-level course work in support of the BBA in Financial Services curriculum, pending program approval, plus courses in Business Administration, Economics, and Accounting.

Civil Engineering Technology–Master's in related field, Ph.D. and/or licensure preferred. Two and four year degree offered in Construction, primary teaching responsibilities will include construction: concrete asphalt, soils and geology.

Computer Information Systems (Four Positions)-1. MS Computer Science or related field–C++, Visual Basic, database with Oracle and office applications with an emphasis on WEB programming. 2. MS Computer Science or related field- technical expertise or experience in networking required, networking certification preferred, Windows NT Client Server and WEB Administration. 3. MS Computer Science or related field–Ph.D. preferred–area of instruction includes object oriented programming, networking, telecommunications and database. 4. MS Computer Science or related field–Ph.D. preferred–instruct upper level computer courses and responsible for development of new curriculum. Areas of instruction include programming, networking or WEB.

Construction Management Technology–Master's in related field, Ph.D. and/or licensure preferred–should be prepared to teach at all levels in Bachelor degree curriculum including construction management, scheduling and estimating.

Librarian (Assistant)–MLS from ALA accredited institution-coordination of technical services, knowledge of cataloging standards, experience with electronic databases.

Mechanical Engineering (Two Positions)-1. Ph.D. Mechanical Engineering/Engineering Mechanics or closely related field, PE preferred. Curriculum includes Heat Transfer, Fluid Mechanics, Thermodynamics, HVAC & R, Machine Design, Manufacturing or Electromechanical Applications. 2. MS Mechanical Engineering/Engineering Technology with industrial experience–Curriculum includes Heat Transfer, Fluid Mechanics, Thermodynamics, HVAC & R, Machine Design, Manufacturing or Electromechanical Applications.

Social Sciences–Ph.D.-Instruct General Psychology and General Sociology plus introductory courses in education.

VOCATIONAL TECHNOLOGIES

Minimum qualifications for the Vocational Technology campus are an associate's degree with a bachelor's degree preferred . Also required is a minimum of five years of approved trade experience or seven years of professional experience.

Automotive Trades-demonstrated experience in body welding, wrecker operation, auto inspections, autobody skills, computerized estimating, maintenance of air conditioning cooling and heating systems.

Autobody–extensive experience in body welding, estimating, frame measuring and pulling, plastic welding refinishing basics, major refinishing and major collision repair.

Culinary Arts–culinary, managerial, administrative and professional experience required. Need mastery of cooking methods, food presentation, nutrition, sanitation, cost control and menu planning.

PROFESSIONAL POSITION

Residence Hall Coordinator(s)–bachelor's degree required-coordinates all aspects of residence hall living including administration, supervision, discipline, programming and staff training.

APPLICATION PROCEDURES

Rank and Salary: Commensurate with qualifications.

Deadline: Search process will continue until positions are filled; however, letters of interest submitted prior to March 15, 2000 will receive priority.

Send a letter of interest, résumé and three references to:

Director of Human Resources
Alfred State College
Alfred, New York 14802-1196

Alfred State
SUNY College of Technology

Equal Opportunity/Affirmative Action Employer. Minorities, women and persons with disabilities are encouraged to apply.
If an accommodation due to a disability is needed to apply, please indicate in letter of interest.

LANSING COMMUNITY COLLEGE

ATHLETICS DIRECTOR Bachelor's Degree with emphasis in athletic administration or related field req., Masters Degree preferred. Progressive exp in administration of sport activities req. Ability to communicate in variety of situations and with diverse populations. Strong oral and written communication skills; ability to solve problems using logical processes. Ability to manage people, operations, and provide guidance/counsel to students req. Send cover letter, resume and completed application (call 517/483-9753 to obtain form) to: **8150-Human Resources Department, Lansing Community College, PO Box 40010, Lansing, MI 48901-7210.**

AAE/EEO

Community
College of
Philadelphia

MATHEMATICS

MATHEMATICS: tenure track position anticipated beginning fall 2000. Required: master's degree in mathematics, dedicated commitment to quality teaching, both developmental and college level, and serious interest in curriculum development. Proven record of innovative teaching strategies and use of technology a plus. Send resume and 3 letters of recommendation by April 18, 2000 to: **Division of Business, Science and Technology, Room W2-7, Community College of Philadelphia, 1700 Spring Garden St., Phila., PA 19130. E-mail to math-hiring@ccp.cc.pa.us.** Community College of Philadelphia is an affirmative action, equal opportunity and equal access employer. The College encourages applications from individuals from traditionally underrepresented groups. AA/EOE

USF
UNIVERSITY *of* SAN FRANCISCO

Celebrating the Achievements of Women in Higher Education

SAN FRANCISCO STATE UNIVERSITY

TENURE-TRACK LIBRARY FACULTY POSITION

San Francisco State University invites applications for a tenure-track library faculty position in the J. Paul Leonard Library beginning August 7, 2000. The successful candidate will be expected to fulfill a combination of responsibilities in the areas of instruction, reference, collection development and liaison work with discipline-based faculty. Primary subject responsibilities in the social sciences, with secondary focus in creative arts or business. Librarians have full faculty status. Appointment is expected to be at the rank of Senior Assistant Librarian with a minimum salary of $46,488. As faculty, librarians are expected to meet faculty requirements for tenure and promotion. Tenure is normally granted with seventh year reappointment.

REQUIRED QUALIFICATIONS: ALA-accredited Masters in Library and Information Science. Minimum one year professional post-MLS academic library experience with instruction and reference responsibilities. Ability to provide research advice on the use of print and electronic resources, including government sources. Experience and demonstrated knowledge in the teaching of electronic resources, including Internet/World Wide Web-based resources and understanding of the issues related to their delivery and access. Working knowledge of new and emerging technologies and familiarity with their impact on higher education and research. Ability to work independently and as a member or leader of a team. Ability to work effectively with culturally diverse campus constituency. Excellent oral and written communication skills. Strong service ethic. Ability to work evenings and weekends.

DESIRED QUALIFICATIONS: Knowledge and experience with collection development and management of print and electronic resources supporting university curricula. Academic background and/or professional experience supporting areas of the social sciences, with secondary focus in the arts and/or business. Technical knowledge of electronic delivery systems in current use in libraries, experience with Web development and/or management.

Information about the J. Paul Leonard Library, and an enhanced position description are available at:
http://www.library.sfsu.edu.

San Francisco State University, a member of the California State University system, serves a diverse student body of 27,000 undergraduate and graduate students. The mission of the University is to promote scholarship, freedom, human diversity, excellence in instruction, and intellectual accomplishment. SFSU faculty are expected to be effective teachers and demonstrate professional achievement and growth through continued research, publications, and/or creative activities.

APPLICATION PROCEDURE: Review of applications will begin April 3, 2000 and continue until the position is filled. Candidates should submit a letter of application, resume, and the names, postal and e-mail addresses and telephone numbers of three references to:

Pam Kallberg, Personnel Coordinator
J. Paul Leonard Library
San Francisco State University
1630 Holloway Avenue
San Francisco, CA 94132-4030

San Francisco State University is an affirmative action/equal opportunity employer. Minorities, women, and persons with disabilities are encouraged to apply.

UNIVERSITY OF NEW HAVEN
Physics and Education
(Search Re-Opened)

ASSISTANT/ASSOCIATE PROFESSOR OF PHYSICS AND EDUCATION: Ph.D. in Physics required, 3 years minimum experience teaching physics at the college level on a full-time status, well-versed in computer software for physics teaching. Candidates with experience in training science teachers in grades K-12 will be given preference. Successful candidate will aid in the development of a Web page to include interactive learning modules for physics topics, collaborate on "in-service" workshops and in the development of grant proposals in physics and education.

Send cover letter, current vitae, and at least three professional references to:

Search Committee Chair
Search Committee #99-41A
UNIVERSITY OF NEW HAVEN
300 Orange Avenue
West Haven, CT 06516

At least one reference must address the candidate's teaching ability. Candidates who previously applied will be given full consideration and need not reapply. This search will continue until a qualified candidate is selected. The position will begin on September 1, 2000.

UNH is an Equal Opportunity Employer. Individuals of color and members of other under-represented groups are strongly urged to apply. The University seeks to diversify its faculty.

Assistant/Associate Professor
Restorative Dentistry

Temple University has two Presidential appointments for full-time faculty positions in the Department of Restorative Dentistry currently available. Responsibilities include didactic and clinical teaching of predoctoral and postgraduate (AEGD) students in the disciplines of restorative dentistry, dental materials, and/or general dentistry. Research/creative activity is encouraged. Applicants should have a strong background in teaching and clinical practice, with evidence of academic accomplishment. Preference will be given to candidates with postgraduate training in dental materials, general dentistry, prosthodontics and operative dentistry. DMD or DDS degree and Pennsylvania dental license are required. Salary and academic rank commensurate with experience and qualifications.

Interested applicants should send a cover letter and curriculum vitae to **Temple University School of Dentistry, Room 415-LP, 3223 North Broad Street, Philadelphia, PA 19140.** Minority and female applicants are encouraged to apply. An equal opportunity/affirmative action employer.

Oregon
University
System

VICE CHANCELLOR FOR FINANCE AND ADMINISTRATION

WANTED: An experienced, high energy, entrepreneurial chief financial officer with leadership skills to advance the academic, research, and public service agendas in higher education in dynamic, fast-growing Oregon.

The Oregon University System (OUS), consisting of seven universities, operates under the control of a single Board. This position reports to and is a member of the cabinet of the Chancellor, the System's chief executive officer, whose office is staff to the Board and responsible for academic planning, budgeting administration, and the provision of information about System activities to the public and governmental agencies.

The Vice Chancellor for Finance and Administration is responsible for Systemwide financial, personnel, and administrative management, including supervision of staff engaged in collective bargaining, controllership, internal audit, legal services, operating and capital budget processes, information services, and institutional research.

The individual leading financial and administrative affairs for the OUS during the next decade will be expected to enhance present working relationships operating under new authorities with state agencies that allow it to independently conduct business; to move forward full implementation of a new budget model recently approved by the Legislature; to advance an accountability framework reflecting the statutory responsibilities of the Board and Chancellor as well as greater autonomy and expanded responsibilities at each campus. This Vice Chancellor is expected to be an entrepreneur and opportunity broker, as well as a steward of university resources, with significant experience in working with a governing board, campus leadership, and legislative committees.

Minimum requirements: a bachelor's degree; at least seven years of related experience in increasingly responsible positions (preferably in higher education in a multi-location system) and/or senior-level experience in public administration; and, demonstrated ability to provide leadership in an ever changing and dynamic environment. This position is located in Eugene, Oregon, and will be available immediately.

The search will continue until an appointment is made. Applications, nominations, or inquiries should be received by March 27, 2000 and directed to:

Dan Williams, Chair
Vice Chancellor for Finance and Administration
Oregon University System
P. O. Box 3175
Eugene, Oregon 97403
Phone: (541) 346-5738; Fax: (541) 346-5790
E-mail: Marcia_Stuart@ous.edu

OUS is an Equal Opportunity and Affirmative Action Employer. Women, minorities, and under-represented groups are encouraged to apply.

WILLIAM PATERSON UNIVERSITY

The William Paterson University of New Jersey is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are highly distinguished and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Council (24 scholars), the Guggenheim Foundation, the National Endowment for the Humanities, the National Institutes of Health, the National Science Foundation and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student:faculty ratio (12:1) and small class size (21.3) for its 29 undergraduate and 17 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 10,000 students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

The University invites applications and nominations for these full-time, 12-month administrative positions.

Director of Employment Equity and Diversity

Reporting to the Associate Vice President for Diversity and Minority Affairs, the Director is the University's compliance officer and assists the campus community in promoting affirmative action, equal opportunity employment, and diversity. The Director interprets and administers state and federal affirmative action/equal opportunity employment laws and regulations as well as the University's policies on diversity and discrimination to ensure compliance. The Director assists faculty, staff and administrators with the development and implementation of strategies to enhance the recruitment, retention, and promotion of individuals to promote diversity in accordance with federal and state laws and institutional policies.

The Director also investigates all complaints and appeals from faculty, staff, and students regarding affirmative action, discrimination, sexual harassment, arid racial conflict, and recommends solutions with respect to these investigations to the Associate Vice President for Diversity and Minority Affairs. S/he prepares an annual report and carefully monitors the implementation of relevant policies and regulations in all University areas.

Requirements include a Master's degree from an accredited institution, plus five years of successful leadership experience supervising and administering related programs, as described above, preferably in a higher education environment; and proven ability as a strong advocate for minorities and underrepresented groups. Excellent written and oral communication skills are required, as is the ability to work closely and effectively with faculty, students, and staff. Also required are strong problem-solving and conflict resolution skills.

Director of Instruction and Research Technology

(Search Extended)

The Director of Instruction and Research Technology provides vision, leadership and management in support of the use of information technology in teaching and research for more than 300 full-time faculty in the five Colleges of the University (Arts and Communication, Business, Education, Humanities and Social Sciences, and Science and Health). Reporting to the Associate Vice President for Library Services and Information Technology, the Director works with the academic community to enhance curricular and research activities through the use of information technology. Responsibilities include management of public access computing facilities; training programs for faculty; oversight and administration of the unit budget; and preparation of related grant proposals and other documents. The four functionally defined departments in the unit are: Student Technology, Instructional Design, Media Services, and Video Communications (satellite up/downlinks, and broadcast, cable, and interactive facilities to support video and teleconferencing). The Director advises administrative leaders of developments and trends in the application of information technology to teaching and learning.

Requirements include at least five years related professional experience in higher education and experience working directly with faculty in this context; evidence of a strong user-service orientation; evidence of scholarship and excellent written, oral, and interpersonal skills required. Experience with use of the Internet (Web, e-mail, and other delivery methods); experience as a teaching faculty member helpful; knowledge of the use of statistical software for research (SAS, SPSS); and a doctorate in an academic discipline with experience in the use of technology to support teaching and learning are required.

*For each of these positions, salary is negotiable and commensurate with expertise and experience. Letters of application accompanied by a recent curriculum vitae and the names and addresses of three references should be sent to: **Dr. Robert Seal, Executive Assistant to the Provost, 100 Raubinger Hall, Drawer HO, William Paterson University, 300 Pompton Road, Wayne, NJ 07470** Additional information about the University can be found at **http://www.wpunj.edu**. The review of applications will begin immediately upon receipt and continue until each position is filled.*

WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY
An Equal Opportunity Institution Committed to Diversity

AMHERST COLLEGE

DIRECTOR CAMPUS CENTER/ ASSISTANT DEAN OF STUDENTS

Amherst College, a private undergraduate liberal arts college for men and women, with 1600 students and 165 faculty, seeks an experienced individual to direct the Campus Center and provide leadership for the student activities programs. Located in Western Massachusetts, Amherst participates with Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts in the Five College Consortium.

Overseeing the administration of a multi-purpose campus center, this position will manage both a facilities and programming budget, advise student government board, committees and organizations, negotiate contracts for various Center and student programs, provide supervision of professional and student staff, and coordinate the January Interterm program.

QUALIFICATIONS: Bachelor of Arts Degree, Master's Degree preferred; minimum three years' experience with knowledge of building operations, budgeting/contracts, student activities counseling skills and the entertainment industry.

Interested candidates should submit a letter of application, resume, and the names and addresses of three references to: **Office of Human Resources, 201 Converse Hall, Amherst College, PO Box 5000, Amherst, MA 01002-5000.** A review of applications will begin on March 20, 2000 and continue until the position is filled.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and disabled persons to apply.

COMMUNITY COLLEGE OF RHODE ISLAND

PRESIDENTIAL SEARCH

The Board of Governors for Higher Education invites applications and nominations for the position of **President of the Community College of Rhode Island**. The President is the chief executive officer of the Community College and reports to the Board of Governors. The Board of Governors seeks a visionary leader. The successful candidate must have recent senior-level administrative experience at a community college; must be a person of integrity; and should have excellent interpersonal and communication skills. Compensation will be commensurate with experience and qualifications. A comprehensive benefits package is available. Candidates should submit a letter of application, resume, response to the Presidential Profile and the names of three current professional references. For full consideration, all application materials must be received by March 24, 2000. For more complete descriptions of the Presidential Profile and the Community College of Rhode Island, please contact:

Presidential Search Committee
Office of Higher Education
301 Promenade Street
Providence, RI 02908-5748

Telephone inquiries should be directed to: Sharon Toolin, Presidential Search Liaison, (401) 825-2126. TTY: (401) 222-1350

Additional information about the Community College of Rhode Island is available at: **www.ccri.cc.ri.us.**

This is a **Gold Hill Associates** assisted search.

The Community College of Rhode Island is an Affirmative Action/Equal Opportunity Employer.

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UNIVERSITY OF NORTH FLORIDA

VICE PRESIDENT FOR STUDENT AFFAIRS

The University of North Florida is one of ten public institutions within the State University System of Florida. Founded in 1972, UNF is a comprehensive, urban university which offers degree programs at the baccalaureate, master's, and doctoral levels. Currently enrolling over 12,000 students, the University is experiencing rapid and planned growth. With an emphasis on excellent undergraduate and select graduate programs, UNF fulfills a vital function in the community, the region, and the state. UNF's scenic campus is surrounded by natural habitat; it is located between downtown Jacksonville and the Atlantic Ocean. Offering a full range of academic, cultural, and social programs, the environment of the University is dynamic and stimulating. To learn more about UNF refer to **www.unf.edu.**

The Vice President for Student Affairs is one of four vice presidents who report directly to the President and serve as members of the President's Staff. The University seeks a person of leadership and vision who will make a significant contribution to the quality of student life through the careful and caring oversight of Student Affairs, including the following offices: Academic Resource Center, Campus Ministry, Career Services, Child Development Research Center, Counseling Center, Disabled Services Program, Center for Multicultural Affairs, Recreation, Student Development, Student Government Association, Student Health Services, Ombudsman's Office, University Housing, Volunteer Center, Women's Center, and the Campus Alcohol and Drug Information Center.

An earned doctorate in an appropriate field is preferred. Minimum qualifications include a master's degree in an appropriate field and eight years of relevant experience. A successful candidate will demonstrate a record of increasing responsibility and innovative programming; excellent skills in collaboration, leadership, and communication; a commitment to promoting equal opportunity and sensitivity within a highly heterogeneous community; and a commitment to integrating student life with the academic goals of the University. This is a twelve-month position and the salary is negotiable. Preferred starting date is prior to the start of fall semester (August 28, 2000) but is negotiable.

Nominations are welcome. Applications should include a cover letter, a detailed resume, and the names, addresses, and telephone numbers of three references. Nominations and applications should be sent to:

Auerbach Associates
65 Franklin St., Suite 400
Boston, MA 02110

Consideration of applications will begin immediately and continue until the position is filled.

UNF is an Equal Opportunity/ Equal Access/Affirmative Action institution.

Grinnell College is currently seeking applications for the following newly-created position:

DIVERSITY OFFICER

The Diversity Officer will assist in furthering Grinnell College's commitment to campus diversity, specifically by focusing on the College's efforts to recruit and hire a diverse faculty and staff. The Diversity Officer will work with various groups on campus, including the Office of Human Resources and faculty-staff committees, to evaluate and improve the College's methods for hiring and will assist in enriching the College's commitment to be a diverse campus community. The College is willing to consider other, related or collateral job assignments as part of this new full-time position funded on a three-year basis initially by the College's Fund for Excellence. Additional job assignments could include helping to work with other area employers and entities to increase the visibility and positive aspects of community diversity in central Iowa, or alternatively work in the College's Offices of Human Resources or Corporate, Foundation, and Government Relations. The College is willing to craft the precise description of this position to meets the needs of a successful professional with commitment and experience is this field.

Candidates should possess significant, related experience, particularly prior experience with diversity hiring; superior project management skills; ability to manage budget; expertise in training design/delivery; ability to integrate/coordinate with various committees, individuals, and organizations; consultative skills; attention to detail while maintaining focus on strategic thinking. Advanced degree preferred; previous experience as a faculty member at a college or university desirable. Reports to the President of the College with significant cooperation required with the Office of the Dean, the Office of Human Resources and other campus entities.

Founded in 1846, Grinnell College enrolls about 1,300 undergraduate students from every state and the District of Columbia in the United States and 40 other countries. The College's primary mission is to provide students with a broad, deep, and life-enhancing education that includes professional success, but also personal growth and social responsibility. Grinnell College offers an exceptional, rigorous, comprehensive, and opportunity-rich educational experience which has, at its heart, one-on-one interactions between students, faculty, alumni, and staff. Grinnell College is consistently ranked among the top nationally selective liberal arts colleges in the United States. It ranks in the top ten among all colleges and universities in endowment resources per student and the top twenty in alumni gifts per student. Additional information can be found at the college's web site **<www.grinnell.edu>**.

Application Process: To be assured of consideration, submit a letter, a resume and a list of three employment references to:

Russell K. Osgood, President, c/o: Office of Human Resources, Grinnell College, P.O. Box 805, Grinnell, IA 50112, or send e-mail to osgood@grinnell.edu or fax to 515-269-4885 by March 10, 2000. The position will remain open until filled.

Grinnell
College

Grinnell College is an equal opportunity/affirmative action employer committed to employing a highly qualified staff which reflects the diversity of the nation. No application shall be discriminated against on the basis of race, national or ethnic origin, age, gender, sexual orientation, marital status, religion, creed or disability.

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education

INSTRUCTORS

Triton College, a community college located in the western suburbs of Chicago, offering a comprehensive curricula of career and liberal arts education leading to associate degrees and occupational certificates, is seeking to fill full-time tenure track faculty positions starting August of 2000. Candidates should be student oriented, strong advocates of professional growth, practice creative/innovative teaching methods and technology oriented. Review of resumes will begin immediately and continue until filled.

The following positions require a Master's degree, with teaching experience preferred:

- **ENGLISH #F-48**
- **MATH #F-49**
- **GEOGRAPHY #F-47 (15 graduate hours in Geology preferred)**
- **ADVERTISING ART & COMPUTER DESIGN #F-50**
- **COMPUTER INFORMATION SYSTEMS #F-54**

The following positions require certification and/or a Bachelor's degree:

- **AIR CONDITIONING &REFRIGERATION #-51**
- **ELECTRONIC TECHNOLOGY #F-52**
- **ORNAMENTAL HORTICULTURE #F-53**
- **SONOGRAPHY #F-55**
- **COURT REPORTING #F-33 (Requires CSR license or Bachelor's degree)**

Please mail or fax: (708-583-3139) your resume and transcripts indicating position number to Human Resources Office at:

Triton College
2000 Fifth Avenue
River Grove, IL 60171
visit our website at:
www.triton.cc.il.us
an affirmative action
equal opportunity employer M/F/D/V

WILLIAM PATERSON UNIVERSITY

The William Paterson University of New Jersey is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are highly distinguished and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Council (24 scholars), the Guggenheim Foundation, the National Endowment for the Humanities, the National Institutes of Health, the National Science Foundation and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student:faculty ratio (12:1) and small class size (21.3) for its 29 undergraduate and 17 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 10,000 students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

The University invites applications and nominations for these full-time, 12-month administrative positions.

Associate Vice President for Diversity and Minority Affairs

William Paterson University seeks an innovative and visionary individual with proven administrative ability and experience who can provide strong leadership for the continuing development, implementation, and refinement of programs and activities to promote diversity on campus. Reporting to the Associate Vice President for Diversity and Minority Affairs are the Office of Employment Equity and Diversity, the Office of Minority Education, and the Education Opportunity Fund Program (EOF). The successful candidate reports to the Provost and Executive Vice President.

Qualifications and requirements for the position include an earned doctorate from an accredited university, with at least five years of successful related administrative experience in higher education; successful experience developing and supervising programs and initiatives of the three offices; demonstrated knowledge of federal and state regulations related to issues of educational opportunity, affirmative action and equal employment opportunity, access and student retention, equity, diversity and discrimination; program planning and grant-seeking experience; record of successful leadership to diverse constituents in higher education; demonstrated ability as a strong advocate for the concerns and perspectives of minority and underrepresented groups; excellent organizational and fiscal management skills; and excellent interpersonal skills and ability to communicate effectively with faculty, students, staff; administrators and external constituencies.

Executive Director of International Programs

Reporting directly to the Provost and Executive Vice President, the Executive Director of International Programs will have responsibility for providing campus-wide leadership in advancing and promoting the internationalization of the curriculum and the University. The University seeks a proven leader with vision, creativity, and ability to work collaboratively with faculty, students, staff and other administrators in developing, coordinating and managing a comprehensive international agenda. The Executive Director serves as head of the Center for International Programs and will supervise the Director of International Student Services, the Director of Study Abroad Programs, and support staff.

Requirements for the position include an earned doctorate from an accredited institution; successful experience developing and administering international programs in a college/university setting, especially international academic programming, international exchange agreements, international outreach and recruitment, study abroad, and international student services; evidence of successful grant writing; a significant record of teaching, scholarship, research/creative activity, and service at a four-year college or university; strong commitment to and successful experience with diversity issues in higher education; and excellent communication and interpersonal skills.

Assistant Dean of Graduate Studies
(Search Extended)

Reporting to the Associate Vice President and Dean of Graduate Studies and Research, the Assistant Dean will assist in the development and implementation of graduate policies and procedures at the University. The successful candidate provides leadership for enrollment management at the graduate level, including marketing, recruitment, admission and retention, auditing and monitoring student academic progress, and the offering of quality graduate student support services; supervises the staff in the Office of Graduate Studies; and manages the graduate assistant selection and placement process.

Requirements and qualifications include an earned doctorate from an accredited institution; three to five years of successful experience in the administration of graduate education programs; demonstrated supervisory and budgetary experience in a responsible administrative position in a college/university; background and experience in graduate recruitment/admissions/retention, and in college level teaching; knowledge of the utilization of information technologies in admissions; effective interpersonal and communication skills; ability to work effectively with faculty, students, and staff; and demonstrated commitment to diversity.

For each of these positions, salary is negotiable and commensurate with expertise and experience. Letters of application accompanied by a recent curriculum vitae and the names and addresses of three references should be sent to ***Dr. Robert Seal, Executive Assistant to the Provost, 100 Raubinger Hall, Drawer HO, William Paterson University, 300 Pompton Road, Wayne, NJ 07470.*** *Additional information about the University can be found at* ***http://www.wpunj.edu.*** *The review of applications will begin immediately upon receipt and continue until each position is filled.*

WILLIAM PATERSON UNIVERSITY

WAYNE, NEW JERSEY

An Equal Opportunity Institution Committed to Diversity

Community College of Philadelphia

LEARNING LAB

Learning Lab Specialist: full-time tenure track twelve-month position available fall 2000. Required: master's degree in Mathematics Education or Mathematics; minimum of two years teaching at post-secondary or secondary level; experience integrating instructional technology. Primary responsibilities: assist coordinating efforts with other educational support services, programs, and departments; provide direct academic assistance to individuals and small student groups in non-traditional setting; assist with peer tutoring. Salary and benefits package highly competitive. Send letter of application and resume to: **Human Resources (LL), Community College of Philadelphia, 1700 Spring Garden St., Phila., PA 19130.** Resumes will be reviewed starting April 18, 2000 and continue until position is filled. Community College of Philadelphia is an affirmative action, equal opportunity and equal access employer. The College encourages applications from individuals from traditionally underrepresented groups. AA/EOE

LAWRENCE UNIVERSITY

Lawrence University invites applications for a two-year visiting assistant professor of psychology position (which may become tenure-track) beginning September 2000. Applications will be considered as they arrive. Teaching responsibilities include Principles of Psychology, Psychology of Gender, and topical courses in health, personality, social, and/or developmental psychology. Candidates whose research and teaching address issues of race, gender, sexuality, ethnicity, or class are particularly encouraged to apply. Lawrence University is 1200-student competitive liberal arts college in northeast Wisconsin with a distinguished conservatory of music. The psychology department is housed in new facilities, including lab space for experimental and observational studies. Send a letter of application, a vita, one copy of selected publications, and evidence of teaching effectiveness, and have three letters of recommendation sent to: **Terry Rew-Gottfried, Chair, Department of Psychology, Lawrence University, P.O. Box 599, Appleton, WI 54912-0599. Questions may be addressed via email: Terry.L.Rew-Gottfried@lawrence.edu.**

AA/EEO

CCBC

DIRECTOR OF ADMISSIONS AND FINANCIAL AID

The Community College of Baltimore County at the Essex Campus invites applicants for this FT position of Director of Admissions and Financial Aid.

Under the supervision of the Dean of Student Development and Enrollment Management, the Director of Admissions and Financial Aid will have administrative responsibility for all aspects of admissions and financial aid. Responsibilities will also include the administration of institutional, campus and governmental policies/procedures as they relate to offices, planning, implementation and evaluation of enrollment development strategies to meet system/campus goals. The Director oversees the administration of financial aid services (scholarships, loans and student work programs).

REQUIREMENTS: Masters Degree; Higher Education Administration, Student Personnel, Counseling or Business Administration. Five yrs. of directly related, progressively responsible administrative experience in Admissions and/or Financial Aid in higher education. Demonstrated experience in strategic planning for enrollment management and in working with integrated management information systems/computer software. Knowledge of recruitment and financial aid databases, financial aid needs analysis procedures, appropriate state/federal regulations and compliance. Demonstrated skills in organizational leadership, management and staff development. Excellent written, oral and interpersonal communication skills.

PREFERRED REQUIREMENTS: Ability to work effectively with students, faculty/staff. Experience directing a Welcome/Information Center. Policy and Procedure experience as they relate to selective admission programs. Evening/weekend work and local travel required. Category V on the 12 month Administrative Schedule: $52,425 - $77,826. (salary beyond the midpoint only applies to internal applicants who are CCBC benefit eligible employees).

For consideration please submit a resume and cover letter addressing requirements by March 17, 2000 to: **Penny Bloom, Ph.D., Dean of Student Development and Enrollment Management, CCBC-Essex Campus, 7201 Rossville Blvd. Baltimore, Md 21237. Fax: 410-238-4635 TTY: 410-238-4601.**

AA/EEO Employer. Women and minorities are encouraged to apply.

ASSISTANT DEAN/DIRECTOR OF GRADUATE PROGRAMS

The College of Business Administration at Northeastern University invites applications and nominations for the position of Assistant Dean/Director of Graduate Programs. Reporting to the Dean, the successful candidate will provide leadership and overall management for eight dynamic programs of the Graduate Schools of Business Administration and Professional Accounting. Premier graduate programs include our Part-Time MBA program ranked 15th in the nation by US News and World Report and our High Tech MBA Program recently ranked the #1 Techno MBA Program in the country by Computerworld.

The Assistant Dean will: assist in determining strategic priorities for the College as they relate to graduate programs, recruitment, and retention activities; provide advocacy for curricular innovation and teaching; work closely with the Graduate Programs Committee and Academic MBA Coordinator to ensure that curriculum is current, relevant, and in compliance with AACSB standards. Primary responsibilities include: managing human and fiscal resources and supervising overall activities of the programs; setting enrollment goals; managing student recruitment; managing the operational budget; setting objectives for career and coop placement.

Appropriate academic credentials include an MBA with a minimum of ten years' experience in providing leadership within diverse business organizations, five years of which is directly related to leadership within academia and graduate business programs. Terminal degree and graduate business teaching experience will be considered a plus.

To learn more about Northeastern University and the College of Business Administration, please check our website at **www.cba.neu.edu.**

Nominations or applications and resumes should be sent to:

Ira R. Weiss, Dean
101 Hayden Hall
360 Huntington Avenue
Boston, MA 02115
Fax: (617) 373-2056
Email: irweiss@neu.edu

Northeastern University is committed to diversity, and is an Equal Opportunity, Affirmative Action, Title IX Employer

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RESIDENT DIRECTOR

Founded in 1940, Westmont is a residential Christian college of liberal arts and science, with 1200 students. As an undergraduate college, Westmont is a community of learners committed to challenging one another in a supportive, residential environment which promotes personal, intellectual and spiritual growth in Jesus Christ. Our faculty and staff affirm a Statement of Faith that serves as a foundation for our life as a community. Westmont awards the Bachelor of Arts and Bachelor of Science degrees in 26 majors, and is accredited by WASC. The campus is located in the beautiful Santa Barbara foothills near the Pacific Ocean, 90 miles north of Los Angeles.

The following position is available in the Student Life division:

RESIDENT DIRECTOR: responsible for the total administration and management of a coed residence hall complex housing 90-300 students. Facilitates an environment which assists students intellectual, emotional, social and spiritual development. Requires a minimum of a MA in College Student Personnel. A MA of Divinity or Counseling will also be considered.

Please send a letter of application, resume and two letters of reference to:
Westmont College, Human Resources, 955 La Paz Rd., Santa Barbara, CA 93108-1099.

Applications will be reviewed as received.
The closing date for materials is March 15, 2000
For additional information, visit us at **www.westmont.edu**

Westmont is an EEO employer, seeking to be diverse in people and programs consistent with its mission.

SAINT JOHN'S UNIVERSITY

ASSISTANT DEAN FOR STAFF DEVELOPMENT AND DIVERSITY

Saint John's University invites applications for a 10 month position of Assistant Dean for Staff Development and Diversity. This position will focus first on the education of student paraprofessionals in all elements of the mission that comprise the co-curriculum with the goal of creating effective learning communities; and second on diversification of the residence hall programming and training of residential assistant staff on such key topics as men's issues. This position may also (if desired) be a Faculty Resident, who will have responsibility for one floor of upperclass students.

Requirements: Master's or Bachelors Degree and three years experience in residential life as a professional, knowledge/experience of effective programming with expertise in residential programming, experience in training resident assistants and disciplining, understand and support the Catholic/Benedictine values of the institution.

Saint John's University is a liberal arts college for men located in central Minnesota lake country, 70 minutes northwest of Minneapolis/St. Paul. More information is also posted on our website **www.csbsju.edu.**

Submit letter of application, resume and three recent letters of recommendation to:

SJU Director of Human Resources
Saint John's University
Collegeville, MN 56321

Applications received after April 5, 2000 cannot be guaranteed consideration.

Women and people of diverse racial, ethnic, and cultural backgrounds are encouraged to apply. Saint John's University is an EEO/AA employer.

19 11

CALIFORNIA STATE UNIVERSITY, FRESNO

COLLEGE OF HEALTH AND HUMAN SERVICES
TENURE TRACK POSITIONS

California State University, Fresno is located in the heart of the San Joaquin Valley, on the western edge of the Sierra Nevada Mountain Range. The university has a current enrollment of approximately 18,000 culturally rich and diverse students. Positions available August 2000; open until filled.

COMMUNICATIVE SCIENCES AND DISORDERS. Teaching coursework and supervising clinical practicum in a deaf education curriculum with a comprehensive philosophy. The successful candidate may be called upon to teach in a distance education mode (99111102). **Contact: Dr. Paul Ogden (559) 278-2423.**

GERONTOLOGY PROGRAM. Gerontology Program Director/Assistant or Associate Professor sought for the Interdisciplinary Gerontology Programs. Assignment as coordinator will be 50% program/curriculum development and 50% teaching. The successful candidate will direct the Gerontology program and teach undergraduate courses in Gerontology. **Contact: Dr. L. Jay Fine (559) 278-2838.**

HEALTH SCIENCE DEPARTMENT. Assistant Professor/Lecturer position in Epidemiology/Biostatistics with 50% time teaching undergraduate/graduate courses and 50% working with county health department. Earned Doctorate in Epidemiology/Biostatistics preferred. Applied health experience is required, MPH is preferred. **Contact: Dr. Sherman Sowby, (559) 278-2106.**

KINESIOLOGY DEPARTMENT. Teaching in pedagogy in physical education, measurement and evaluation, growth and development, history/philosophy and/or others based on department needs. The successful candidate will supervise student teachers and become integrated into the research and service of the department and develop and implement curriculum in Pedagogy. **Contact: Ms. Joanne Schroll (559) 278-2050.**

NURSING DEPARTMENT. Two generalist positions available. Teaching coursework in critical care nursing, and advanced medical surgical nursing (99HH04). Contact: Dr. Marlene Dohn (559) 278-5221. Teaching coursework in pediatric nursing and maternal-child health nursing (99HH05). **Contact: Dr. Gozil Oxley (559) 278-4165.**

RECREATION ADMINISTRATION AND LEISURE STUDIES. Program Coordinator. The successful candidate will be granted tenure at the Professor rank to a nine-month faculty position. Assignment as coordinator will be 50% administrative, 50% teaching. An earned doctorate in recreation, park and leisure studies or related with expertise in leisure services management is required. **Contact: Dr. Ralph Weber (559) 278-2968.**

SOCIAL WORK EDUCATION. Department Chair. Twelve-month administrative assignment with tenure granted to a nine-month faculty position. Successful candidate will provide departmental leadership, demonstrate ability to work with community groups to develop support & resources, and have a background in the successful use of technology in instruction. **Contact: Dr. Richard Salsgiver (559) 278-5278.**

COMMUNITY COLLEGES OF SPOKANE, INVITES APPLICATIONS FOR THE FOLLOWING FULL-TIME, TENURE TRACK FACULTY POSITIONS:

COMMUNITY
COLLEGES
OF SPOKANE

- Custom Saddle Making Instructor, Spokane Falls Community College. (Non-tenure track) Closes March 24, 2000.
- English Instructors, Spokane Community College. Three positions. Closes March 15, 2000.
- French Instructor, Spokane Falls Community College. Closes March 31, 2000.
- Life Sciences Instructor, Spokane Community College. Closes March 15, 2000
- Mathematics Instructors, Spokane Community College. Two positions. Closes March 15, 2000.
- Philosophy Instructor, Spokane Community College. Closes March 15, 2000.
- Sociology Instructor, Spokane Falls Community College. Closes March 20, 2000.

Salary: $37, 132 for all positions. For position details, qualification requirements, and official application, contact **Human Resources Office, Community Colleges of Spokane, 2000 N. Greene Street, Spokane, WA 99217-5499 at (509) 533-7429, TDD (509) 533-7466** or access our Website at **http://ccs.spokane.cc.wa.us.** *AA/EOE*

PRESIDENT
North Harris College

The North Harris Montgomery Community College District welcomes nominations and applications for the position of President, North Harris College.

North Harris College's 200-acre wooded campus is located twenty minutes north of downtown Houston and offers more than 60 programs of study in academic and technical areas. The campus reflects the rich diversity of our community and boasts students hailing from 53 countries. The college enrolls nearly 10,000 students in credit programs and 19,000 in the Community Education program.

The position reports to the Chancellor of the District and requires: an earned doctorate from a regionally accredited university; administrative experience at the president, vice-president or dean level at a comprehensive community college system; experience in providing educational or support services directly to students through teaching, student services, library assistance, or other areas of professional service where engaging students directly is required.

Qualifications important to the position: Applicants should demonstrate

- Deep commitment to the comprehensive community college and to the fulfillment of the mission by developing and maintaining the highest academic and student service standards;
- Manifest integrity, highest ethical standards, and respect for the dignity and worth for individuals and groups;
- Excellent interpersonal and communication skills, good will, and a sense of humor;
- Understanding, respect, and support for diversity among students, faculty, staff and other constituent groups;
- Strong commitment to innovation and continuous improvement of the quality of all educational programs and services to students;
- Significant and successful responsibility with budgetary and other financial matters;
- Ability to develop and expand partnerships with businesses, school districts, governmental entities, community organizations, and the general public to meet the educational and workforce needs of the community;
- Wide-ranging skills and sensitivity needed to be an effective campus leader and a district administrative officer in a multi-campus system;
- Expertise in organizational assessment, strategic planning and evaluation, and documentation of institutional effectiveness; knowledge and skills required to provide state-of-the-art technological support systems for students, faculty and staff;
- Personal attributes which help to create and maintain an environment of inclusiveness in planning and decision making.

Application material should include (1) a cover letter describing how the requirements and qualifications for the position are met by the applicant, (2) a current resume including major career accomplishments and (3) the names, addresses, and telephone numbers of five employment-related references. Letters of nomination and application material may be mailed, faxed or forwarded electronically to: **North Harris College President Search, Department of Human Resources, 250 North Sam Houston Parkway East, Houston, TX 77060 or Fax 281-260-3186 or email jobs@nhmccd.edu**

Formal review of applications by the search committee will begin the week of March 31 Reporting date is expected to be no later than August 2000.

NORTH HARRIS MONTGOMERY
COMMUNITY COLLEGE DISTRICT

AA/EOE

GC

GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

GCCCD, located in the city of El Cajon, and the county of San Diego, is/will be accepting applications for the following Academic positions. Interest lists are being established for those positions with "TBA" under "Closes":

Cuyamaca College	Closes
Associate Dean, Admissions & Records	02/28/2000
Grossmont College	
Biology Instructor	TBA
Chemistry Instructor	TBA
Dean, Communication & Fine Arts	03/17/2000
Dean, Humanities, Social & Behavioral Sci.	03/17/2000
Economics Instructor	TBA
English Instructor - Composition	TBA
English Instructor - Creative Writing/ Composition (2 Positions)	TBA
English as a Second Language Instructor	TBA
History Instructor	TBA
Mathematics Instructor (2 Positions)	TBA
Physical Education Instructor-Women's Swimming/Water Polo Coach	TBA
Speech Instructor	TBA

District applications and copies of all college/university transcripts (official or unofficial) verifying degrees and/or course work will be required. For more info and/or to be placed on the mailing list, please contact (619) 644-7637.

GCCCD
Personnel & Equal Employment Opportunity
8800 Grossmont College Drive
El Cajon CA 92020-1799
Visit our web site at http://www.gcccd.net

EEO/AA/Title IX Employer

OLD DOMINION UNIVERSITY

PRESIDENT

The Board of Visitors of Old Dominion University announces the search for a President to assume office in 2001. Old Dominion University, a dynamic state university of approximately 19,000 students, is moving towards even greater distinction. Nominations and expressions of interest should be forwarded to:

George Dragas, Jr., Chair
Presidential Search Committee
4538 Bonney Road
Virginia Beach, Virginia 23462

Old Dominion University is an Equal Opportunity/Affirmative Action Institution

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WILLIAM PATERSON UNIVERSITY

The William Paterson University of New Jersey is a comprehensive public institution of higher learning committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are highly distinguished and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Council (24 scholars), the Guggenheim Foundation, the National Endowment for the Humanities, the National Institutes of Health, the National Science Foundation and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student:faculty ratio (12:1) and small class size (21.3) for its 29 undergraduate and 17 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 10,000 students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

Faculty Positions
Academic Year 2000-2001

The University invites applications and nominations for the following faculty positions. Unless otherwise indicated, faculty appointments are tenure-track at the rank of Assistant Professor and require an earned doctorate or appropriate terminal degree in the field (ABD's considered for appointment at the rank of instructor, pending completion of degree requirements). Candidates should send letters of application, current curriculum vitae, and dossier to the **Chair of the respective Department, Drawer HO, William Paterson University, 300 Pompton Road, Wayne, NJ 07470.** Documentation of a high level of teaching effectiveness and commitment to scholarship and/or creative expression is highly desirable. Applications for any position will be considered on a rolling basis until the position is filled. The academic year commences September 1, 2000.

College of the Arts and Communication

Department of Music
Professor Steve Marcone, chair

Assistant/Associate Professor in Instrumental Music Education/Applied. Doctorate required (ABD considered at rank of Instructor with the prospect of timely completion of degree). Demonstrated instrumental performance skills (wind or brass preferred), teaching certification, and a minimum of three years experience teaching at the secondary level required. Experience in marching band show design and a working knowledge of computer-based instruction required. Will teach undergraduate and graduate courses in music education, supervise field experiences, and may teach applied and chamber music.

College of Business

Department of Accounting and Law
Professor Reginald Grier, chair

Specialization in Taxation. Candidates should have either a (1) Ph.D., (2) J.D., LL.M. (in taxation) and CPA certificate, or (3) J.D., M.S. (in taxation) and CPA certificate. Candidates should have a strong commitment to scholarly research, a working knowledge of computer technology and prior teaching experience.

Department of Marketing and Management
Professor Prabhaker Nayak, chair

Specialization in Marketing. Candidates should have an earned doctorate, strong commitment to scholarly research, and be able to teach a broad range of marketing subjects. A working knowledge of computer technology and a strong international orientation are required.

College of Humanities and Social Sciences

Department of Psychology
Professor Thomas Heinzen, chair

Assistant/Associate Professor with specialization in Clinical Psychology. Clinical experience with APA accredited doctorate, New Jersey license or license eligibility, and teaching, research, and supervisory experience required. Sub-specialization in substance abuse, brief and time effective interventions, work with diverse populations, community mental health, or marriage and family or group therapy preferred. Will teach and supervise Master's level and undergraduate students.

Assistant Professor with specialization in Experimental Psychology, Ph.D., and strong research program and desire to teach experimental laboratory and methodology courses required.

William Paterson University is an Affirmative Action/EEO employer; the University community values and supports diversity among faculty, staff and students. Minority and women candidates are encouraged to apply. Information about the University can be obtained electronically through access to its website at ***http://www.wpunj.edu.***

WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY
An Equal Opportunity Institution Committed to Diversity

Did you know that...

Outlook **is now fully indexed and available for research and reference in electronic format on CDROM in** Ethnic NewsWatch, **a full text general reference database of the publications of the ethnic, minority and native press, dating back to 1990?**

Outlook is one of more than 180 newspapers, magazines and journals reflecting the ethnic, minority and native press (African American, Caribbean, Arab and Middle Eastern, Asian American, European/Eastern European Hispanic, Jewish, Native American and Multi-Ethnic) that are now part of the Ethnic NewsWatch database.

For the first time...

Ethnic NewsWatch gives you fast and easy electronic access to more than 270,000 complete articles, editorials, columns, book, movie, and theater reviews (and more) reflecting the ethnic diversity of America. And, with Ethnic NewsWatch you have news, culture and history with the other side of the stories.

Now **Ethnic NewsWatch** is available in academic, public, school and government libraries nationwide.

Ask for Outlook and **Ethnic NewsWatch** on cdrom at your public library as well as local high school and public libraries.

For more information, contact

Softline Information, Inc.
20 Summer Street, Stamford, CT 06901 • (800) 524-7922 • Fax (203) 975-8347

Be an Influential Force in

The POWER of Learning

HOUSTON COMMUNITY COLLEGE SYSTEM

Assistant Dean of Enrollment Services

The Assistant Dean will assist the Dean of Student Development in the coordination of all facets of the college's student development programs. Position will be responsible for the overall coordination of all admissions and enrollment processes including Financial Aid, Testing, Orientation, Admissions, and multiple site registration.

Requirements:

Master's degree from an accredited institution in counseling, higher education administration or related field. (Photocopy of college transcript showing degree conferred must accompany the application.)

Minimum of three (3) years of related administrative experience with supervisory responsibilities required, preferably in a related position in an institution of higher education.

Experience in developing retention strategies that address the needs of a diverse student population to insure student success.

Knowledge of the enforcement of all local, state, and federal statutory requirements in financial aid, testing, admissions, registration, and other related program standards.

The starting salary range for this position is $4,646 to $5,425/month.

Please refer to JVN#0049 when making an inquiry or applying for this position. An HCCS employment application is required for consideration. To request an application, call (713) 718-8565 or visit our web site at www.hccs.cc.tx.us Application deadline is 3/10/00.

Houston Community College System
320 Jackson Hill, HR Dept, Ste. 220
Houston, Texas 77007

HCCS is an Equal Opportunity Employer.

Serving our community for 35 years

PERALTA COMMUNITY COLLEGE DISTRICT

President

Laney College, Oakland, California

The President of Laney College will serve as the chief academic and administrative officer of the college under the general direction of the Peralta Community College District Chancellor. The President of Laney College will provide outstanding leadership, displaying initiative, sophistication, and advanced professional development appropriate to that of a president of a major urban campus. Working in the San Francisco Bay Area, the President of Laney College will have a unique opportunity to lead the college through skillful strategic planning and program evaluation, and in an aggressive campaign to expand ties to the rapidly growing high technology business community.

Educating nearly 12,000 students per semester, Laney College is the flagship institution of the four community colleges comprising the Peralta District. Adjacent to scenic Lake Merritt, the 60-acre Laney campus is a community focal point, situated in the cultural and business center of the East Bay. Laney College and the Peralta District are committed to providing premier educational programs to the diverse communities of the San Francisco Bay Area.

Application Information: For a profile brochure, contact Larry Hardy, Director of Personnel and Affirmative Action, 333 East 8th Street, Oakland, CA 94606. Tel. (510) 466-7230, Fax (510) 466-7249. Or, see our Web site: www.peralta.cc.ca.us.

For additional information, contact Del M. Anderson, Search Consultant, Association of Community College Trustees, 4100-10 Redwood Road, #251, Oakland, CA 94619. Tel. (510) 638-5288, Fax (510) 382-9637.

The Peralta Community College District is an equal opportunity/affirmative action employer.

COLLEGE OF ALAMEDA   LANEY COLLEGE   MERRITT COLLEGE   VISTA COMMUNITY COLLEGE

ST. NORBERT
COLLEGE
DE PERE, WISCONSIN

VICE PRESIDENT for Business and Finance

St. Norbert College invites inquiries, nominations and applications for the position of vice president for business and finance. Founded in 1898, St. Norbert is a private, selective, coeducational, primarily residential liberal arts college with a long tradition in Catholic higher education. Located in the Green Bay, Wisconsin area, the College enrolls about 2,000 traditional undergraduate students and 100 graduate students. With a corrective maintenance plan in place over the last fifteen years, the campus is exceptionally well maintained. The College has an annual operating budget of approximately $47 million, and an endowment of about $43.5 million. There are 116 faculty and the student-faculty ratio is 14:1.

The vice president is the chief financial officer of the college and works directly with the president and the Board of Trustees to establish budgets; manage endowments; oversee all business operations including financial aid; manage all auxiliary services, telecommunications, and conferencing activities; maintain all physical resources; and coordinate human resource needs. The vice president reports to the president and serves as an integral member of the institutional management team, the Administrative Advisory Council (AAC). The vice president staffs four Board committees: Finance; Investment; Audit; and Building.

The successful candidate should have experience in higher education administration and management. A master's degree in a related field and a CPA are preferred. Compensation for this position is highly competitive with peer institutions. The position is available in June 2000.

Candidates should provide a résumé, the names and phone numbers of five references, and a cover letter describing their interest in the position and the experience that they would bring. All candidate materials will be held in confidence. For fullest consideration, materials should be received by March 10, although the position will remain open until it is filled. Applications and nominations should be sent to:

Jean Dowdall or Robert Atwell
A.T. Kearney Executive Search
333 John Carlyle Street
Alexandria, VA 22314
fax: (703) 518-1733

Inquiries should be directed to them at:

atwellr@aol.com
phone (941) 957-0010
or to jean.dowdall@atkearney.com
phone (703) 739-4761

Submission of materials by e-mail as Word documents is encouraged.

All applications will be given equal consideration regardless of race, sex, religion, age, color, national origin, marital status, disability, sexual orientation, citizenship status, or other protected class status.

AGNES SCOTT COLLEGE
THE WORLD FOR WOMEN

Agnes Scott College seeks highly qualified, experienced candidates for the position of Julia Thompson Smith Chaplain. An endowed position, the Julia Thompson Smith Chaplain fulfills a crucial role in the spiritual and intellectual life of the College. The dialogue between faith and learning at Agnes Scott College fosters academic freedom, as well as an appreciation of pluralism and a desire for diversity. Agnes Scott College is a highly selective, independent national liberal arts college for women located in metropolitan Atlanta. In offering the world for women, Agnes Scott 's curriculum encourages students to become fluent across disciplines, across continents and across centuries. Founded in 1889 by Presbyterians, Agnes Scott College is a diverse and growing residential community of scholars with one of the largest endowments per student of any college in the country.

JULIA THOMPSON SMITH CHAPLAIN

Responsibilities: The Chaplain provides spiritual and intellectual guidance to a diverse faith community of students, faculty and staff through worship, pastoral care and counseling. The Chaplain works with students, faculty and staff to offer a variety of programs, which emphasize the vitality of faith and learning, address challenging ethical and social issues and foster greater knowledge and understanding of all religions. The Chaplain coordinates campus volunteer efforts. The Chaplain develops and maintains good relationships with neighborhood churches, synagogues and houses of worship. The opportunity to teach seminars or courses in religious studies or related fields may be present.

The Chaplain conducts worship services during Orientation, Sophomore Family Weekend, Alumnae Weekend and Senior Investiture, as well as plans and coordinates convocations and baccalaureate services. This position reports to the Vice President for Student Life and Community Relations/Dean of Students and works with students, faculty, staff, alumnae, trustees, community leaders and members of professional organizations.

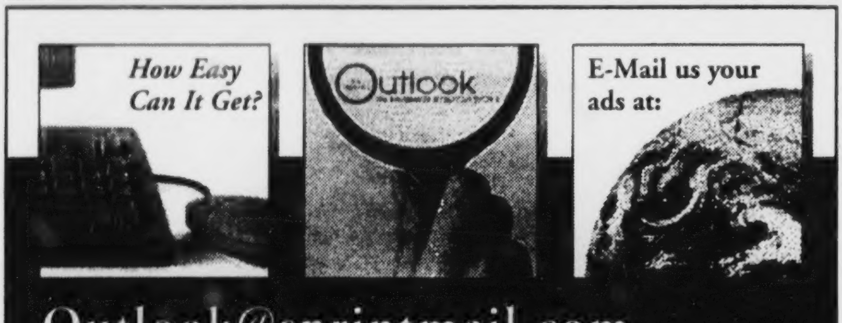
Qualifications: A seminary degree is required, as is ordination in the Presbyterian Church (U.S.A.). A doctorate in religious studies, ministry or related fields is highly desirable. Previous campus ministry experience will be helpful. The successful candidate will demonstrate knowledge of worship leadership. Qualified candidates will be proficient in counseling skills, small group leadership and homiletics. Excellent communication skills, both oral and written, are required.

Send letter of application, current résumé and names and phone numbers of three references to: **Agnes Scott College, Human Resources, 141 E. College Avenue, Atlanta/Decatur, Georgia 30030.** Review of applications begins immediately and continues until position is filled.

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age, or disability in its employment.

Affiliated with the Presbyterian Church (U.S.A.), Agnes Scott College has a strong commitment to diversity and urges members of underrepresented groups to apply.
An Equal Opportunity Employer.

www.AgnesScott.edu



Outlook@sprintmail.com
...and visit our Website at http://www.HispanicOutlook.com

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

announces (17) faculty positions for Fall 2000
(subject to financial ability)

John Jay College of Criminal Justice seeks faculty with a demonstrated record of prior teaching and scholarship who may participate in both graduate and undergraduate education. Doctorate required for professorial rank. For appointment as Instructor, master's degree required; ABD and teaching experience preferred. Instructors are limited to five one-year appointments. Salary commensurate with experience.

DEPARTMENT OF ENGLISH

Assistant Professor
(five positions available)

1) Generalist to teach core literature and writing courses; specialization in 17th Century British literature 2) Generalist to teach core literature and writing courses; specialization in comparative since 1945 3) Writing specialist to teach and design a variety of writing courses; experience in computer based instruction and the ability to teach business and technical writing preferred 4) Generalist to teach core literature and writing courses; specialization in Renaissance literature 5) Generalist to teach core literature and writing courses; specialization in 18th Century literature.

DEPARTMENT OF LAW, POLICE SCIENCE AND CRIMINAL JUSTICE ADMINISTRATION

Assistant Professor/Instructor of Law

To teach survey and upper level courses in Criminal and Constitutional Law. Area of specialization open, with preference for criminal and judicial experience.

DEPARTMENT OF PHYSICAL EDUCATION

Assistant Professor & Coach/Instructor
(two positions available)

1) Teaching classes in rifle and pistol for law enforcement and coaching both varsity sports 2) Teaching classes in fitness, health and stress management, and coaching one of the following sports: soccer, volleyball, or tennis, collegiate coaching experience preferred.

DEPARTMENT OF PUBLIC MANAGEMENT

Assistant Professor/Instructor
(two positions available)

Public Administration: Research and Evaluation Methods. Expertise in one or more of the following areas: program evaluation, and research methods. Substantive experience in juvenile justice and/or inspection and oversight preferred; 2) Public Administration or Economics: Accounting and Auditing. Expertise in accounting and auditing, with experience in one or more of the following: public sector accounting and program auditing, forensic accounting, accounting related to criminal investigation.

DEPARTMENT OF PUERTO RICAN STUDIES

Assistant Professor
Search Reopened

Specialization in criminal justice and social sciences. Expertise in Puerto Rican, Caribbean and Latin American communities in the USA and knowledge of respective geographic areas.

SEEK DEPARTMENT

Assistant Professor/Instructor

Ph.D. in Social Work, Psychology or Counseling and successful counseling experience in higher education. Responsibilities focus on counseling and teaching a orientation course.

DEPARTMENT OF SCIENCES

Assistant Professor/Instructor
(two positions available)
Positions Revised and Search Reopened
College Laboratory Technician
(one position available)

1) Chemistry/Forensic Chemist. To teach courses from among natural science, general analytical, and forensic chemistry. Strong research agenda and thesis mentoring required 2) Criminalistics/Forensic Science. To teach criminalistics in forensic science program and conduct research in graduate program 3) College Laboratory Technician to assist in the preparation of experiments for Laboratory courses. Skills in the maintenance and repair of scientific and computer equipment desirable.

DEPARTMENT OF SOCIOLOGY

Assistant Professor
(two positions available)

Research interest in probation, substance abuse and deviance. Related interest in inner city communities and immigration 2) Specialist in international law and criminology and expertise in research methods and quantitative analysis

Please send letter of application, curriculum vitae and three references, etc., to **respective department chairpersons at John Jay College of Criminal Justice, CUNY, 899 Tenth Avenue, New York, NY 10019.**

John Jay College has a strong institutional commitment to the principle of diversity. In that, we are particularly interested in receiving applications from a broad spectrum of individuals, including women and underrepresented groups. Reasonable accommodations will be provided to persons with disabilities upon request.

*AA/EEO/ADA/IRCA Employer. *Deadline: March 15, 2000.*

SUMMER 2000

Colegio Mayor Nebrija

MADRID
-
SPAIN

Scholarship Program for Teachers, Counselors & School Administrators

Three weeks of intensive Spanish language study from **July 27** to **August 17, 2000.**

Includes: round trip airfare, three meals a day, room accommodations and instruction at Colegio Mayor Nebrija of Universidad Complutense. From: $1,995.

For information, **Write or Fax** your request to:

Center for
International Studies
42-32 De Bruin Drive
P.O. Box 451
Fair Lawn, NJ 07410-0451

Tel.: (201) 845-9744
FAX: (201) 368-0433

McHENRY COUNTY COLLEGE

Faculty Positions

McHenry County College, a public comprehensive community college located northwest of Chicago in Crystal Lake, IL invites applications for the following 9 month tenure track positions:

ACCOUNTING: Minimum of Master's degree in Business, Business Education or Accounting, to include 24 semester hours Accounting coursework and 2000 hours related work experience within the past five years. Bachelor's degree in Business plus CPA or CMA is acceptable. Knowledge of computerized accounting systems desired.

ART/COMPUTER GRAPHICS: Teach digital design courses, develop curriculum, coordinate Mac Lab in conjunction with coordinator of Network Services. Photoshop, Quark, Illustrator and Premier experience preferred. Include exhibition record/slides. Minimum of MFA or MA in Art/Computer Graphics.

BIOLOGY: Teach introductory courses for biology and allied health majors (lead instructor), and introductory courses for non-majors. A minimum of a Master's degree in biological science with broad-based background.

COMPUTER INFORMATION SYSTEM: Teach Computer Literacy, Visual Basic 6.0, and Java. Minimum of Bachelor's degree in Computer Science or Bachelor's of MIS and 2000 hours of work related experience.

COUNSELOR: Provide academic, career and personal development counseling to Spanish and English speaking students and teach Personal Development course(s). Minimum of Master's degree in Counseling, College Student Personnel, Psychology, or related field and fluency in Spanish.

GEOGRAPHY, EARTH SCIENCE, GEOLOGY: Teach lower division courses in earth sciences, physical geography, regional geography and environmental sciences. Minimum of Master's degree in Geography, Earth Science, Geology or Master's degree in Science to include 15 graduate semester hours in the Earth Sciences or Physical Geography. Broad background in Regional, Human and Physical Geography and Physical Geology a must.

HISTORY/POLITICAL SCIENCE: Teach courses in Political Science, American History and U.S. Government. Minimum of Master's degree in Political science to include course work in History with 24 semester hours of U.S. History and World Civilization.

PHILOSOPHY: Teach lower division courses from among Introduction to Philosophy, Logic, or Ethics, Living with Death, Religions of the World. Include critical thinking as part of all teaching. Minimum of Master's degree in Philosophy or Theology. Philosophy preferred.

SOCIOLOGY: Teach lower division courses. Interest in alternative delivery methods desired. Minimum of Master's degree in Sociology.

SPANISH/FRENCH: Teach 3 sections Spanish and 1 section first year French each semester, assist in cultural programming. Minimum of Master's degree in Spanish with substantial course work in French.

THEATER: Theater generalist with extensive production experience. Teach 7 theater courses and 1 speech course annually, develop curriculum (especially Ethnic Traditions in American Theater), direct student productions. Minimum of Master's degree or MFA in Theater (acting or directing) substantial course work in speech communications.

Application forms and additional information about the college and positions available on college website: **www.mchenry.cc.il.us.**

In addition, candidates should submit **(1)** letter of application including statement on their commitment to the community college and teaching/counseling, and their experience and interest in one or more of the following: diversity, technology, and interdisciplinary course work, **(2)** a current resume, **(3)** transcripts, **(4)** names, addresses and phone numbers of three references to:

Barbara Kreutzmann
Director of Employment Services
McHenry County College
8900 U.S. Highway 14
Crystal Lake, IL 60012

Materials must be received by March 10th. (fax and email not acceptable.)

McHenry County College is an EEO employer
and committed to diversity in its college community.

UNIVERSITY OF CALIFORNIA, BERKELEY

Director, Office of Undergraduate Admissions and Relations with Schools

The University of California, Berkeley, as the flagship campus of the University of California, enrolls premier undergraduates from California, the nation, and the world. Additional information about Berkeley is available at: **http://www.berkeley.edu/**

The Director of the Office of Undergraduate Admissions and Relations with Schools is responsible for directing recruitment, admissions and yield activities for entering freshmen and advanced standing students. The Director must articulate Berkeley's policies and decisions to prospective applicants, high school counselors, parents, faculty, senior administrators and other stakeholders in Berkeley's undergraduate admissions process. The Director must administer an office with a budget of $3.6 million, employing 59 career staff and additional casual and student staff. The Director works collegially with faculty who establish admissions policy for the Berkeley campus and maintains a strong working relationship with admissions officers on other UC campuses and the Office of the President.

The successful candidate will demonstrate or have: a distinguished record of achievement in undergraduate admissions or a related field; a clear commitment to excellence of achievement within the context of available opportunity; proven ability to inform and motivate potential applicants, their parents and others who support their educational endeavors; the ability to lead and manage a dynamic, large, diverse and complex unit; excellent communication skills; knowledge of marketing, recruitment and enrollment management issues; experience in the design and utilization of complex information technology; the ability to lead within a complex legal and political environment; and a strong commitment to the goals of the University of California, Berkeley.

Send nominations and completed applications to:
Mr. Ira Krinsky or Carolyn Aut, Job #01-803-80,
Korn/Ferry Intl., 1800 Century Park East,
Suite 900, Los Angeles, CA 90067.
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Under the direction of the VP of Workforce, Technology and Economic Development, this management position will provide strong leadership and vision in coordinating and directing all of De Anza College's distance and extended learning functions, including planning, budgeting, curriculum delivery, and student services delivery via television, Internet, emerging technologies and off-campus modes. *First review date: April 7, 2000.*

Dean, Distance and Mediated Learning (Foothill College)
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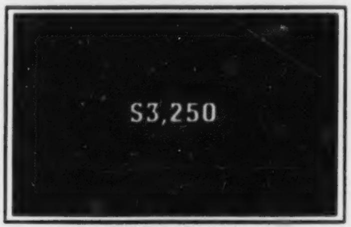

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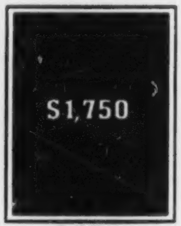

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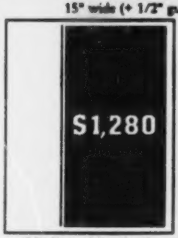

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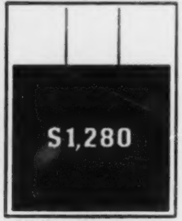

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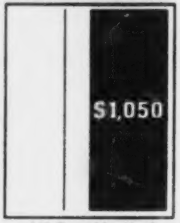

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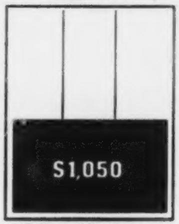

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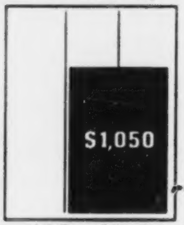

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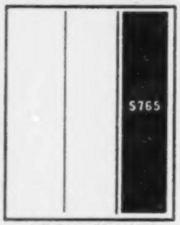

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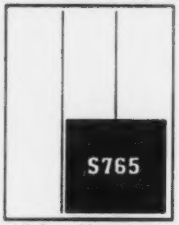

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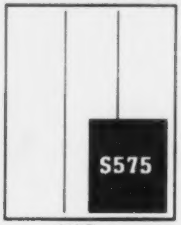

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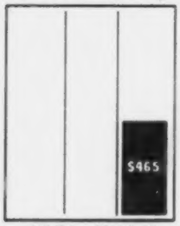

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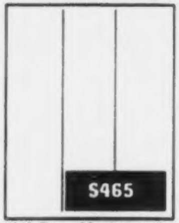

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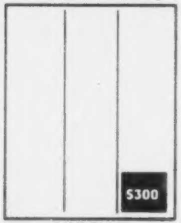

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June 2	May 16	*** Health Professions Issue**
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MUTUAL DISCOVERY

Dr. Estela R. López, provost and vice president for academic affairs at Northeastern Illinois University in Chicago, has been a teacher and administrator for more than twenty years. She was vice president for academic affairs and planning at the Inter American University of Puerto Rico and has worked with the American Association for Higher Education and the American Council on Education.

Recently I had the opportunity to listen to one of the best contemporary Latin American writers, Carlos Fuentes. I felt I had reached an oasis in the middle of the city of Chicago. The words that flowed out of the writer were abundant in their beauty and use of language and contained profound and provoking thoughts. The power of the Spanish language reverberated in the conference room. The power of the ideas is still reverberating inside me as I write this piece.

Carlos Fuentes reminded the audience that Spanish is the fourth most common language spoken in the world. In the United States today, there are approximately 30 million Spanish speakers. He anticipated that in the 21st century, this country will change significantly to become more multicultural and hopefully more inclusive and accepting of differences.

To move forward, we also need to be reminded of the lessons from the past. Fuentes did exactly that by emphasizing that *mutual discovery* was the greatest significance of [Europe's] discovery of the New World. Different cultures met and began a long journey of influencing each other. We tend to forget that America also discovered Europe. The worst part of that encounter was that the need to conquer led to destruction and elimination. Destruction of any civilization causes intellectual and cultural poverty. Encounters of different races, languages, and cultures should become enriching experiences. It is through their mixture that civilizations are energized.

Given our numbers and rising economic power, Hispanics in the United States should have the opportunity to shape the new millennium. Spanglish should thus become the language of our "mixed heritage." To my amazement, these thoughts were uttered by one of the best craftsmen of the Spanish language, Carlos Fuentes himself. Needless to say, they have generated several opinion pieces in the local newspaper.

As I write this, I am reminded of the powerful message I heard. To be Latino in this country in the 21st century, you need not limit yourself to the Spanish language. You can dance between the cultures; you can mix vocabulary into a new mestizo language. Because the mixing of languages represents the intermingling of both worlds, you can bring together different heritages. And that is the reason why I feel that we can make a difference: I believe the new millennium belongs to those of us who can bring different backgrounds together, who can create coalitions, who can create new ways of doing and of living without forgetting our past, our heritage. The future belongs to those of us who are contributing to make this country multicultural. Those of us who can provide new examples of how to help shape higher education.

Here in Illinois, when we speak to one another, we might use different intonations of Spanish; we might switch to English, and sometimes say things in Spanglish; but we share the understanding that the only way to make a difference is through collaboration.

The Mexican writer Jose Vasconcelos predicted that the future lay in a new race, mix breeds: *la Raza Cosmica*. This new race will be the one that can accomplish what ethnic prejudice has prevented us from doing: creating a better world. Carlos Fuentes agrees with Vasconcelos. The 21st century will be the century of the mestizo. Spanglish will become by default the language of this new race. Hopefully to use Spanglish will not mean the disappearance in this country of Spanish. Instead, we could be the ones to finally make the United States a country where being bilingual is culturally desirable, a country where monolingualism is frowned upon as cultural deprivation.

Although I miss speaking and hearing the Spanish with which Carlos Fuentes recently addressed the audience in Chicago, I know that the future demands mutual discovery, mutual influencing, the creation of new ways. I believe that we are in the right place and at the right moment; that through cultural encounters, we can energize others to create a better society. I also believe that to the many Latino students at our university, we are role models. I know, at least, that when they hear my accent, they are reminded that, indeed, we all came from somewhere else. These same students must also realize that, without abandoning who we are, we have the power to influence and to work together to shape a better future.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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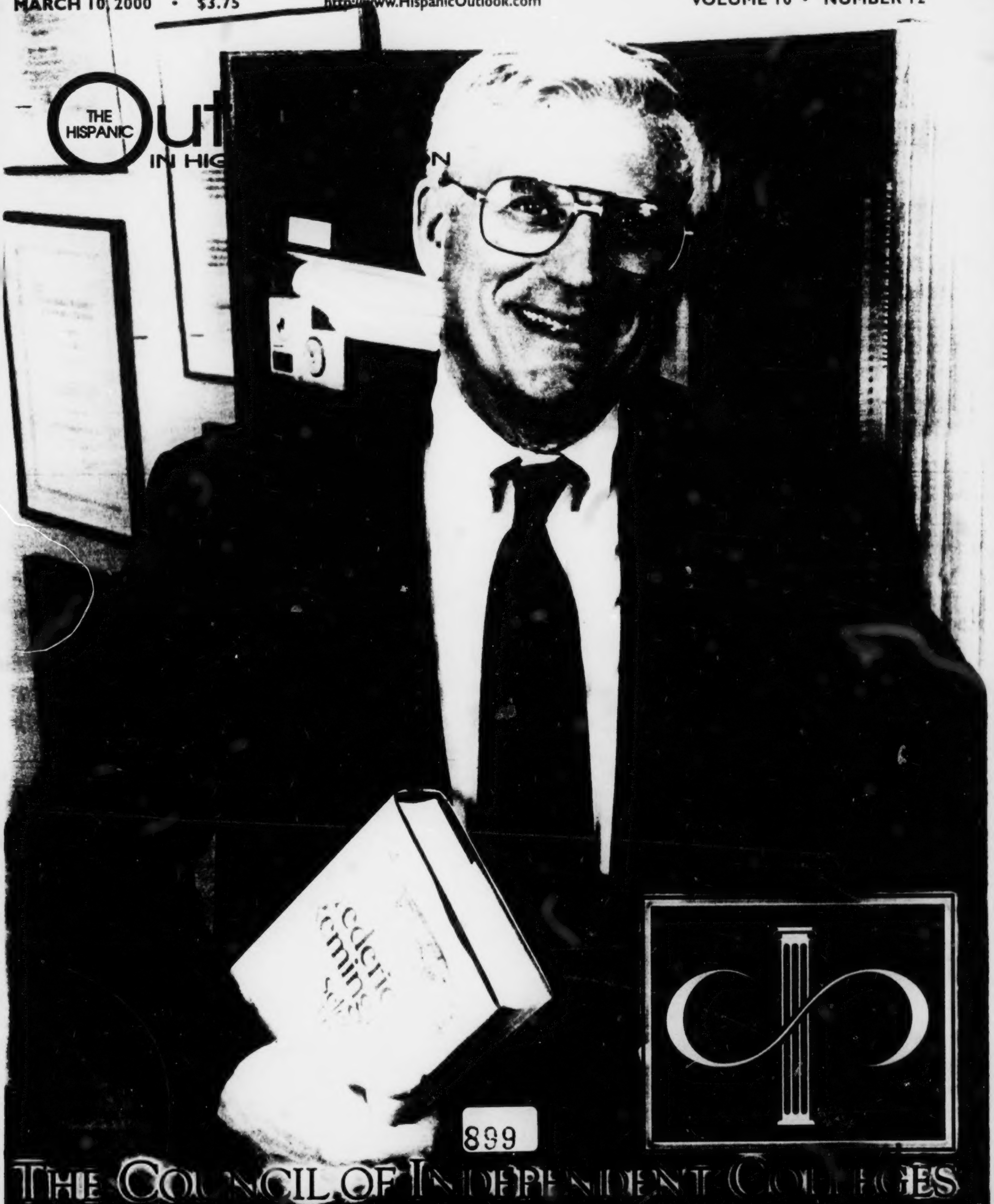

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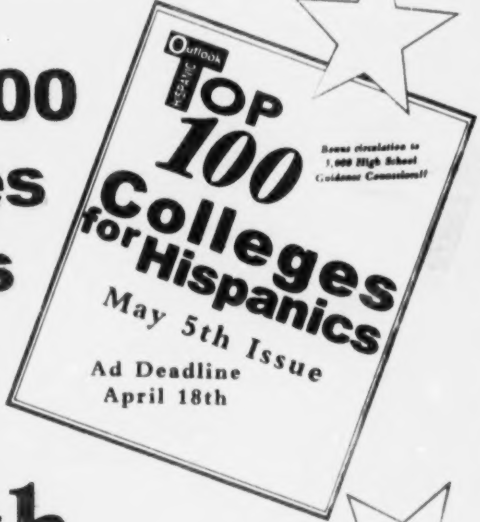

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Albuquerque Technical Vocational Institute

María Vallejo, Provost
Palm Beach Community College

CONTRIBUTORS: Roger Deitz, Paul Dorsal, Amalia Duarte, Alan Finn, Marilyn Gilroy, Javier A. Martinez, Gustavo A. Mellander, Danny Moreno, Jeff Simmons, Nancy L. Stake, Gary Stern, Kathy Thompson

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**
The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652.

All correspondence should include author's full name, address, and phone number.

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A CAPITOL VIEW

Private Colleges and their Enveloping Myths

BY GUSTAVO A. MELLANDER

America's very first institutions of higher education were private endeavors. Founded by a White male elite, they were created for those like them–only younger. In part, they wanted to break away from European traditions and establish very pragmatic institutions for their sons and nephews.

Harvard was established in 1636, a mere 16 years after those intrepid pioneers waded onto Plymouth Rock. Others followed. William and Mary in 1693, Yale in 1701, and Princeton in 1746.

Much has changed since those early days. But most of America's perceptions remain mired in their early history, in what some have characterized as the myth of private higher education.

Diversity

But change they have, and the changes have been dramatic. So much so that many now feel it is more accurate that they be called independent institutions. Most are coeducational, open to students and faculty from the diverse religious and ethnic background that is America, and many are full partners with the federal government's educational and research initiatives.

They have a reputation for innovative outreach efforts, generous institutional aid programs, and a creative "welcome mat" that has allowed them to serve student populations as diversified as those of their public counterparts.

They are very similar to public colleges and universities. For instance, their outreach efforts and success rates with Hispanics are comparable to if not better than those of flagship public universities. Yet the myth that few Hispanics can or do attend those institutions continues to flourish.

Too often, the media and public blindly accept the antiquated notion that private institutions are the domain of students from wealthy, White families. Because of that perception, many Hispanic students and families do not fully consider the complete range of institutions and opportunities that is available to them.

The reality is that private institutions are as diverse as their public counterparts. About one in four students enrolled at four-year private institutions is from a minority background, compared to a similar proportion at four-year public institutions.

The proportion of students from specific racial/ethnic groups is surprisingly similar. The distribution of students at four-year private institutions is Hispanic, eight percent; African American, 10 percent; Asian, six percent; and Native American, one percent. At four-year public institutions, those percentages are the same for all but Hispanics, who are seven percent.

Only for the Rich?

Diversity is not only ethnic but also financial. Many will be surprised to note that 27 percent of students enrolled at independent four-year institutions have family incomes under $30,000–compared to 28 percent of students enrolled at public four-year institutions. Similarly, 48 percent of dependent students enrolled at independent four-year institutions have family incomes under $50,000–compared to 49 percent at public four-year institutions.

Eight of 10 students attending private colleges and universities receive some form of aid. They receive an average institutional grant of $5,400 and an average total award package of $11,000. In fact, students attending private institutions receive four times more grant aid from their institutions than from the federal government.

Another "myth-busting" fact is that the median family income for undergraduate students at four-year private institutions is actually lower than the median family income for undergraduate students attending public flagship universities–and the gap in income is growing. In 1992-93, the national median family income for all undergrads attending public flagship universities was $49,658; in 1995-96, it had increased to $51,231.

By comparison, the 1992-93 national median family income for undergraduate students attending four-year independents was $47,735. In 1995-96, it had decreased to $46,863. In 1995-96, the national median family income for Hispanic students attending public flagship universities was $32,571. In the same year, the national median family income for Hispanic students attending four-year private institutions was $16,760.

Since most Hispanic students are the first generation in their family to attend college, their rate of admittance and success is of interest. How do first-generation students fare at private colleges? To begin with, 33 percent of all students at independents are the first in their family to attend college–and 34 percent at public institutions.

The similarities are so close that even higher education scholars are surprised when they study them. That in itself is a clear indication of the power and endurance of the myths about private higher education.

Amazing Success Rates

Studies show that independent institutions have greater success graduating students–including minority students and first-generation–than do public institutions.

- 65 percent of full-time students who received a bachelor's degree from an independent were able to complete it in four years or less; 34 percent at state institutions.
- 42 percent of Hispanic students receiving a bachelor's degree completed it in four years or less; 24 percent at public institutions.
- 61 percent of Hispanic students at four-year independents receive their degree in five years or less; 45 percent at public institutions.
- 63 percent of first-generation students who attend private colleges and universities receive their degrees within five years as compared to 46 percent of the total first generation.

A National Unified Voice

There are approximately 1,600 private colleges and universities in the United States. More than 900 are members of the National Association of Independent Colleges and Universities (NAICU) which has its headquarters in Washington, D.C. The association serves as a unified voice for private higher education in the halls of government and throughout the nation.

Membership is as diverse as the students served. Included are traditional liberal arts colleges, major research universities, church- and faith-related institutions, historically Black colleges and universities, women's colleges, and two institutions. For more information, contact Tony Pals at tony@naicu.edu.

Dr. Mellander is a professor at George Mason University.

THE COUNCIL OF INDEPENDENT COLLEGES

Supporting a Common Agenda

BY
MARILYN GILROY

At first glance, Mount Holyoke College (Mass.), Alaska Pacific University, and Texas Lutheran University seem to have little in common. But in fact, these institutions find a common framework as members of the Council of Independent Colleges (CIC), an organization that serves its members by providing resources, ideas, and practical advice to advance institutional excellence.

Established in 1956, CIC now has 475 college and university members. In addition to being nonprofit, independent, baccalaureate degree-granting institutions, CIC members are also characterized by:

- small to moderate size,
- a focus on learning and individual attention to students,
- commitment to liberal arts and sciences in general education (approximately 30 percent of course requirements for graduation), and
- offerings in at least five areas of concentration in the liberal arts and science disciplines.

Dues for joining CIC are based on FTE enrollment and range from approximately $1,700 to $5,400 per year. There are 16 staff members who work out of the organization's headquarters in Washington, D.C., and a governing board made up of college and university presidents and corporate and foundation executives.

CIC colleges are located in every region of the country, but they are united in the common ideal that "independents" play a key role in offering higher education to the nation's diverse students and that their work "can be strengthened by collective action," according to CIC President Allen Splete.

A CIC project funded by a $1 million grant from the Pew Charitable Trust engaged 22 colleges in a two-year examination of how institutions could shift from a teaching focus to a learning focus.

Seen as a whole, independent colleges do reflect . high level of quality and have a significant impact o society. Recent statistics show that independent colleges award 33 percent of all bachelor's degrees, 4 percent of master's degrees, and 61 percent of all firs professional degrees in such fields as law, medicine engineering, and business. More students at independent schools (65 percent) tend to finish school in fou

Allen Splete, Council of Independent Colleges president years, whereas only 34 percent of students at tax-supported institutions graduate after four years. Moreover, the independents graduate minority students at a rate 25 percent higher than that of public institutions.

These success rates are probably due to the attention on "educating the individual," which is the focus of smaller colleges. According to CIC reports, most independent institutions offer a strong sense of community where each student is a person, not a number. Students have the opportunity to develop close relationships with faculty, and the result is a more intense, individualized learning experience not found in large state universities.

University of the Incarnate Word serves high numbers of minority students.

For Hispanic students, this can be the difference between persevering and dropping out. At Barry University and the University of the Incarnate Word, both CIC members serving high numbers of minority students, the student:faculty ratio is approximately 13:1, allowing for small classes and mentoring relationships that often develop outside of class.

Yet some minority students might feel intimidated by the costs of higher education at a private school, which often carries a price tag of $25,000 per year and upward. But supporters of independent institutions point out that they generally offer more and better financial aid packages to their students than do public colleges. For example, independent colleges in Massachusetts boast that last year they provided $1.2 billion in financial aid to students and that they accounted for two-thirds of all minority students attending college in that state and awarded three-fourths of all degrees to minorities.

Despite this rosy picture of achievement and substantial outcomes, the nation's private colleges and universities are buffeted by the same changes that are affecting other institutions. These include the rapid development of technology as a powerful force in higher education, the changing demographics and nature of teaching/learning in today's classrooms, and continued pressures to control the rising costs of a college education while balancing budgets.

But rather than view these as obstacles, CIC urges its members to see prevailing factors as opportunities that will allow them to become more "vital, and in some cases transformed by this fast-moving and increasingly competitive environment."

CIC helps its member institutions rise to today's challenges by implementing national projects, programs, and special initiatives that engage colleges and universities in reforms. Several foundations and trusts provide support for CIC. In some cases, funds are issued directly to participating members. Last year, CIC made grants of more than $750,000 to 72 colleges and universities.

The independents graduate minority students at a rate 25 percent higher than that of public institutions.

"We are a direct service organization to colleges and universities. We run projects to help colleges enhance their educational programs and manage their resources more effectively," said Stephen Pelletier, vice president for communications. "We are not a public policy organization."

In this way, CIC distinguishes itself from the National Association of Independent Colleges and Universities (NAICU), which seeks to influence policies through lobbying efforts on Capitol Hill and by monitoring legislation that affects higher education.

Yet the two organizations do work in tandem and are allies in strengthening the position of independent colleges and universities.

"We complement each other," said Pelletier. "But we each have our own turf."

Impressive Range of Programs and Projects

In fact, CIC programming reflects its clarity of purpose. A review of the council's projects and publications shows a wide range of support to help colleges improve their educational and administrative performance and increase their institutional visibility. CIC pays particular attention to cultivating effective leadership at the top through the annual Presidents Institute, the largest meeting of private college presidents in the country. The Chief Academic Officers Institute (formerly the Deans Institute) brings together academic officers from around the nation. There are additional periodic retreats

Council of Independent Colleges
Membership List

for presidents and their spouses in recognition of the unique role that partners play in supporting the careers and goals of college leaders.

Other CIC projects delve into the heart and soul of higher education. For example, the Council recently issued its findings from a project funded by a $1 million grant from the Pew Charitable Trust that engaged 22 colleges in a two-year examination of how institutions could shift from a teaching focus to a learning focus. The report, entitled *Faculty Roles, Faculty Rewards, and Institutional Priorities*, includes frank discussions by faculty members on how their roles are changing and how institutional incentives affect their work.

Another project reflected the basic goal of many independents, which strive to integrate education with real life experience and give students a sense of their roles as part of a larger community. Ten CIC members participated in the Serving to Learn, Learning to Serve program, which established service-learning opportunities for college students that focused on improving the school success of elementary, middle, and secondary students. Undergraduate teacher education students from CIC institutions tutored at-risk students in after-school programs, worked with students and parents to improve reading skills, and developed culturally appropriate curricular materials for recently immigrated Haitian, Nicaraguan, and Mexican elementary students.

Many of these projects are conducted under the auspices of the Consortium for the Advancement of Private Higher Education (CAPHE), an organization started by private foundations to help direct their philanthropic support of private higher education. CAPHE was acquired by CIC in 1993 and continues to merge foundation interests with support for college and university reform.

For those who thought that private colleges are primarily elitist in nature, it might come as a surprise that one of the major initiatives mounted by independent colleges is aimed at improving the aspirations and attainments of low-income students and minority pre-college students. The most ambitious of these efforts has been the College/Community Partnership. This six-year project was funded by two separate $1 million grants from the DeWitt Wallace-*Reader's Digest* Fund and enabled CAPHE to encourage partnerships between private colleges and community agencies to help improve the educational attainment of low-income students. A recently released report entitled *The Intentional Community* evaluates the projects and shows how collaboration can provide incentives and hope for youth in poor neighborhoods. The report serves as a blueprint for what works and of pitfalls to be avoided.

One institution, Mount Holyoke College in Holyoke, Mass., targeted Latinos, who make up a significant proportion of the city's population but are not an integral part of the local power structure. The goal of the project was to help students gear up for college by building study and test-taking skills. The Mount Holyoke program also joined with the Latino Scholarship Fund, which, in turn, formed a Latino Scholars Club where students get together not only to receive tutoring assistance and meet with mentors but to enjoy seminars about Latino poets, produce a newspaper, and plan and organize informational trips and scholarship fund activities.

What makes the projects described in *The Intentional Community* unique is that rather than remain isolated campus entities, these "town and gown" partnerships seek to develop networks and linkages in the community that share the costs of facilities, resources, and transportation necessary to operate the programs.

This is especially true of The Connecticut College/Centro de la Communidad partnership in New London, Conn., which increased cooperation so that local students and families became involved in activities on the campus, and area churches and community groups contributed additional supplies and financial resources. The partnership conducted a four-week summer Camp Rotary Program in which 50 middle school students worked on reading and writing skills and participated in educational field trips. The students used the college's recreational facilities for various activities such as dance and swimming.

On the other side of the country, CIC member Heritage College joined in a community partnership with the Yakima Valley Farm Workers Clinic to provide activities on college awareness,

University of the Incarnate Word

admissions, and financial aid. Key to the program was the participation of students' parents and guardians, who were also made more aware of the opportunities that higher education holds for their children. The partnership awarded 17 scholarships and began a scholarship endowment fund.

By promoting this type of grassroots leadership and offering models for change, CIC often helps its members change the public perception of the role of independent colleges. Instead of being viewed as elitist and isolated institutions, these colleges become a "backyard resource" for their communities and explore new ways of fulfilling their educational missions.

Future of Independent Higher Education

Like many sectors of higher education, CIC has spent a great deal of time and energy dealing with the tough questions that affect the future of the independents. How can private colleges maintain enrollment? How can colleges control administrative costs as well as those related to salaries and benefits? How will institutions keep up with information technology? These were some of the issues of greatest concern that were reported in the latest annual survey of CIC presidents.

There are no easy answers, but CIC continues to provide resources that can help its members. Through its Web site, it offers financial planning tools that are designed to help institutions estimate costs of network hardware. In conjunction with this, the council will hold its 11th annual conference on technology later this year.

Knowing that resources are of prime concern, CIC arranges for college presidents to meet with foundation officers to seek support through philanthropic endeavors and competitive grants.

Another CIC project, Preparing Future Faculty, was a pilot program to prepare graduate students to teach by establishing half-time teaching residencies and mentors in liberal arts colleges for graduate students.

Many of these initiatives were developed under the guidance of President Allen Splete, who recently announced his retirement (see sidebar). Under his leadership, CIC has clearly strengthened its role as a service organization while enhancing the position of independent colleges and universities.

As the search for a new leader begins, it is Splete who probably best described where CIC stands today. "While there are always more mountains to climb and opportunities to serve," Splete said, "I believe that the time is right for the next generation of leadership for CIC and for me to start the next chapter in my life. CIC is stronger than ever before. There are in place many strong pillars on which CIC can build an even stronger future."

About President Allen Splete

Dr. Allen Splete, president of the Council of Independent Colleges, will retire, effective June 30, 2000. He has served 14 years as president and is credited as being the catalyst for CIC's growth over the past decade. Under Splete's leadership, the organization's membership has doubled and its budget has quadrupled–to $3.6 million. In addition, he has raised $17 million to support CIC's work.

"I have cherished the nation's independent liberal arts colleges and universities throughout my career," said Splete. "They are truly in my heart and soul....It has been a deeply rewarding honor to serve and be an advocate for these institutions."

Splete joined CIC in 1985 as executive vice president. He was appointed president in 1986 following the resignation of Gary H. Quehl. Splete was previously president of Westminster College (Pa.) and held administrative posts at St. Lawrence University and Syracuse University.

Since he announced his retirement, Splete has received tributes from colleagues throughout the country. James B. Appleberry, president emeritus of the American Association of State Colleges and Universities, said, "His tireless energy and the cooperative relationships he forged with his colleagues enhanced his success and theirs. He will be sorely missed."

A panel of CIC presidents has been appointed to begin the process of finding a successor to Dr. Splete.

HOLY FAMILY COLLEGE Develops Neighborhood Center

CIC Kellogg Grant at Eight Institutions

BY
AMALIA DUARTE

CIC selected eight members–private colleges and universities located in major urban areas–to participate in the Implementing Urban Missions Program.

How many nursing programs incorporate door-to-door health education campaigns in poor, urban neighborhoods? Well, at Holy Family College, nursing students have been taking preventive health care out of the classroom and hospital and into the homes of Philadelphia residents. They have put together information campaigns on lead poisoning and then gone out into the community, ringing doorbells and handing out the literature. In a similar pound-the-pavement campaign, they have helped residents install smoke detectors. And in an ongoing program, they have helped bring food to elderly shut-ins and acted as their companions.

These programs benefit the neighborhood, but they also offer the students firsthand, practical knowledge about community nursing and have other results that are hard to measure but just as important.

"We are preparing students to provide global health care, and so we try to expose them to a variety of situations," said Dr. Jane Cardea, the division head of nursing at Holy Family. "And it helps the students develop their own sense of worth and self-esteem."

These unusual neighborhood outreach efforts were made possible by a grant given by the Council of Independent Colleges (CIC). Two years ago, in January 1998, CIC selected eight private colleges and universities that were member institutions and located in major urban areas to participate in the Implementing Urban Missions Program. The program offers institutions grants of up to $150,000 each for two- or three-year projects to expand and/or improve their missions and activities in serving their urban communities.

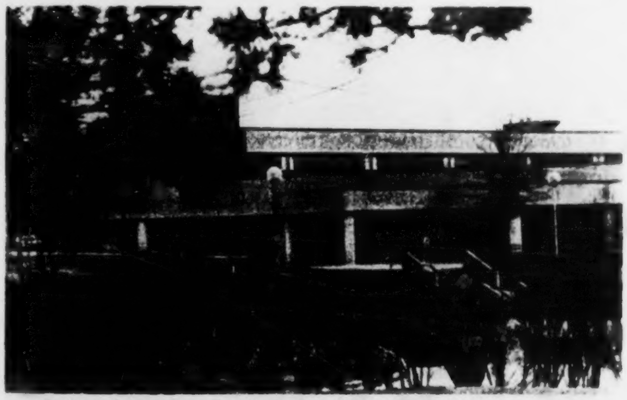
The $1.5 million grant, which is CIC's largest ever, comes from the W.K. Kellogg Foundation. CIC offers support and ongoing monitoring of the projects. In addition, CIC has sponsored conferences that bring together project directors and community members to share success stories and lessons learned. They met for the first time in June of 1998 in Chicago and again this past October in Philadelphia.

Colleges and universities involved in this initiative span the country, and each offers a distinct spin on how it seeks to fulfill its urban mission. Other participating institutions are Bloomfield College in New Jersey, Columbia College in Chicago, Johnson C. Smith College in North Carolina, Lesley College in Massachusetts, Marygrove College in Michigan, Mount Saint Mary's College in California, and Ohio Dominican College in Ohio.

Marygrove College, for example, is trying to boost the number of African Americans in the teaching profession, while Columbia College, an arts, media, and communications institution, develops alliances with community groups to advance the arts.

"This program is a real win-win. It taps into institutional strength that is then used to enable the community to solve some of its problems," said Michelle Gilliard, executive director of the Consortium for the Advancement of Private Higher Education (CAPHE) and director of the Implementing Urban Missions program. (CAPHE is a separate operating unit of CIC and designs and administers directed-grant competitions.)

CIC has a long history of working in the area of community/college partnerships. The organization has given out 84 separate grants to colleges and universities totaling almost $3.5 million in six different



College Center, Holy Family College, Northeast Philadelphia campus

Holy Family
Neighborhood Center

Holy Family Neighborhood Center, Holy Family College

projects since 1984. All of these projects were aimed at helping institutions partner with their local communities. In addition to the Implementing Urban Missions project, two other programs have focused on service learning; two involved working with local scholarship organizations to improve access to higher education; and a sixth project synthesized many of these activities. "We're responding to and supporting the interests of our member institutions," said Gilliard. "For small, private colleges that are regionally focused, it is critically important to have a strong, supportive relationship with the surrounding community."

For Holy Family, the grant seemed serendipitous. Dr. Cardea had proposed the idea of starting a nurse-managed community center but hadn't gotten the idea off the ground yet. "We had talked about it, and the faculty liked the idea. And we had met with the pastor at a local church, Mater Dolorosa Parish," said Dr. Cardea. "Then right about this time, the CIC call for urban mission grants came through. It was one of those wonderful times when an idea is percolating and moving and then the funding comes along to make it happen. I was thrilled when we were chosen."

Although the neighborhood center is about 10 miles from Holy Family's Northeast Philadelphia campus, it seems a world away. Sponsored by the Sisters of the Holy Family of Nazareth, Holy Family College is a small, private, liberal arts school that draws its students primarily from middle- and upper-middle-income families, most living in the surrounding area. It is a commuter school with two campuses, one located in Northeast Philadelphia and the other in Newtown, Pa. The small student population of 2,600 full-time and part-time undergraduate and graduate students affords a low student:faculty ratio of 11:1 and makes for small classes and an intimate atmosphere. As the school's literature states, "students are a name, not a number." About 90 percent of Holy Family students receive some form of financial aid, including scholarships, grants, work opportunities, and loans.

Holy Family offers 43 undergraduate programs of study in the areas of business, education, the humanities, nursing, natural sciences/mathematics, and social sciences. New and updated degree programs include communications, computer management information systems, international business with a language concentration in Spanish or French, and sport marketing management.

Holy Family's nursing and education programs have strong reputations. Within the elementary education division, students can pursue dual certification in elementary/special education and elementary/early childhood education. Study in secondary education is also offered. In addition, students can explore the classroom of tomorrow in a state-of-the-art model classroom.

At the graduate level, Holy Family College offers programs in education, nursing, and counseling psychology. In psychology, the college gives working adults the option of a part-time program held at the Newtown Campus in Bucks County.

The nursing program focuses on aggregate base-care. Skills in leadership, program planning, and research are key concepts in this advanced practice program in community health nursing. A core curriculum of 18 credits provides a strong foundation in nursing theory, research, ethics, epidemiology, and healthcare systems analysis. Concentration courses in community health combine the public health and nurse sciences to provide a basis for promoting wellness and change in the design of care to selected populations. An elective concentration of six credits in health care education or health care administration completes the program.

Students from the nursing program spend time at the neighborhood center for their clinical studies to gain practical skills and to conduct research. But the center clearly does much more than fulfill credit requirements. It would seem to complement one of the college's stated goals: "To foster a collegiate community that affirms the dignity of the human person and witnesses to a living Christian faith." "We're somewhat unique in that many community health centers offer straight medical care such as well-baby visits, immunizations, and exams," said Dr. Cardea. "But we are much more focused on wellness and health promotion."

The center supports a wide range of projects, from CPR classes to a tutoring program for elementary school children that taps into the energy of eager high school students, who act as teachers, mentors, and role models. The neighborhood center is entirely collaborative, with an advisory board comprised of members of Holy Family College, Mater Dolorosa Parish, and Frankford Community, a neighborhood organization. "It truly is a joint effort," said Dr. Cardea. "If the community doesn't like it, we don't do it."

Early on, the advisory board identified a need in the neighborhood for a safe place for children to play and for the elderly to congregate during the day. As good fortune would have it, there was a vacant lot across the street from the neighborhood center. "It was filled with old cars and trash," said Dr. Cardea. "It was a perfect site for us to take over and clean up a blighted spot in the neighborhood."

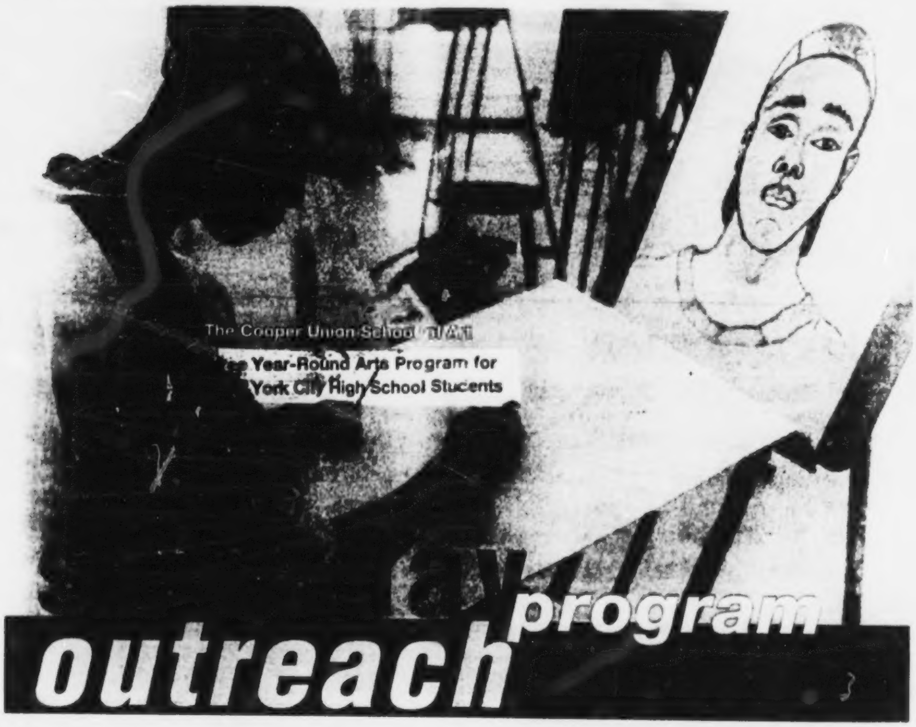
The site might have been perfect, but it took two years of winding through Philadelphia's labyrinthine bureaucracy before they got possession of the lot. Now, plans are under way for a neighborhood playground with wood chips and grass to replace the asphalt and broken glass. "Who knows what might have happened," reflected Dr. Cardea about the struggle to build the playground. "It could very well be that if the neighborhood center hadn't been created, that lot would have stayed a vacant eyesore."

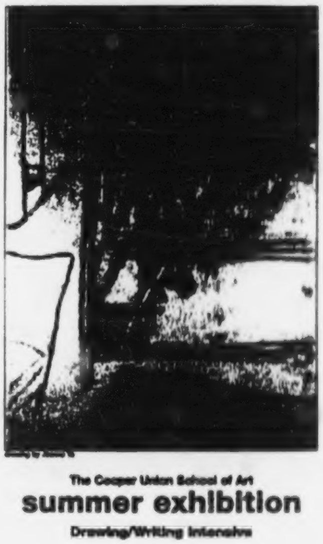
Discovering the Riches Within

Nourishing Potential Artists

BY JEFF SIMMONS

The Cooper Union


The Cooper Union School of Art
Year-Round Arts Program for
York City High School Students
outreach program



It's Saturday morning, and dozens of students, many nursing steaming cups of coffee, shuffle in from a cold fall day and into an inviting, warm art studio in Manhattan's East Village. While most of their classmates likely are enjoying a typical weekend reprieve from classwork, they have no such luck.

They settle onto wooden and metal stools, withdraw charcoal pencils and felt-tipped pens from backpacks, and resume what has become a weekend ritual: drawing and sketching and learning about art in a novel program at The Cooper Union.

"You need to plan your composition," says Christine Rosales, co-instructor in one classroom, as she maneuvers between the long tables blanketed in sketch pads.

The room is virtually silent, except for the sounds of her voice and the strokes of pencils on paper. The students, a majority Latino, African American, and other minorities, are intently studying the young nude model as he methodically strikes a variety of poses.

"You want to look at the model," says the bespectacled 19-year-old, a blue bandanna wrapped around her hair. "You have to trust what you see."

What they see is art come to life, something most of the students could only have dreamed about in their home schools across New York City. Amid swift budgetary cuts, art programs in public schools have been decimated for years, allowing many potential artists to slip through the cracks.

In recent years, New York City educators have forged private-public partnerships to beef up art and music programs, and recently departed public schools Chancellor Rudy Crew has stressed the value of the arts in creating well-rounded students. But students say that many high schools still allow the arts to languish.

That is where The Cooper Union steps in, as it has for more than three decades. "Parents as well as schools don't always encourage students. I would say they don't get encouragement in many areas," says Dino Blanche, coordinator of the Saturday Outreach program, who has watched hundreds of students blossom in the last decade.

"They evolve on a few levels. They get a different perception about themselves, and that perception is that they start to see themselves as part of a bigger world rather than just in their small high school. Their self-esteem also starts to rise, because there are a lot of high expectations of them."

The Saturday Outreach program was fashioned to attract, and assist, students who might not have had access to the arts because of economic or geographic hardship. The program enrolls 400 students, drawn by the free instruction and materials. The only out-of-pocket costs: bus and subway fares, and lunch.

The Saturday Outreach program is ethnically diverse, though organizers could not provide a specific breakdown. The Outreach project is diverse but with more numbers of White students because it draws more youths from suburban areas.

Cooper's president, John Jay Iselin, said that the grant allows the existing program to "broaden cultural and educational possibilities for our students and for all New Yorkers. It gives us a chance to extend our cultural commitment to underserved communities."

Though joined in title and in intent, the Saturday and Outreach projects are somewhat different. The Saturday project enrolls only New York City public high school students in ninth through 12th grades. Under the watchful eyes of program staff, classes are taught by Cooper Union undergraduate students and run for 22 Saturdays between October and April.

The Outreach project serves students in the New York City area's public and private schools in 10th through 12th grades. Cooper faculty teach in this project, and all students must attend a portfolio review. The year-round project is divided into seasonal four- and eight-week sessions.

On any given weekend, Saturday students can be seen learning hands-on about architecture, drawing, graphics, painting, and sculpture, and preparing their portfolios during seven hours of classes. Meanwhile, Outreach students in the same two Cooper buildings are engaged in writing, drawing, photography, printmaking, design, and contemporary art issues. On a recent weekend, students were intently developing pinhole pictures in a darkroom, while doors away, dozens were designing cardboard constructions. In another room, students engaged in a creative writing exercise.

Saturday Outreach, which enrolls one of every two students who apply, is destined to branch out this year, fueled by a $600,000 grant from the Lila Wallace-*Readers Digest* Fund. Last August, the fund gave out grants totaling $4.1 million to six professional arts colleges and universities around the country to increase youth access to high-quality arts experiences.

Exhibition at Cooper Union College

The money will allow the program to forge links with the Jamaica Center for Arts and Learning in Queens and with ABC No Rio in Manhattan's Lower East Side.

Both community-based centers are located in neighborhoods with high minority populations, and organizers believe that the expansion will bring more inner-city high schools into the fold. Currently, students travel from the New York City area to Cooper Union.

Exhibition at Cooper Union College

Exhibition at Cooper Union College

At the same time, the expansion gives Cooper's undergraduate students the opportunity to develop teaching skills and to work with a more diverse population. Undergraduate students have been working with the high school students on Saturdays since the program's infancy.

"It's an exciting way of enhancing our relationship with the neighborhoods around us," said Robert Rindler, the Cooper Union dean who initiated the proposal.

Jamaica Center's program will offer four free courses in performing and visual arts. In some cases, organizers say, this will be the only art instruction available to many of the schools in northern and southeastern Queens.

ABC No Rio, a community center for art and activism, will offer printmaking and photography courses in two 10-week sessions annually. Organizers say that the classes will be team-taught, offering a setting with a much lower teacher:student ratio than in most public high schools.

Students often arrive with low expectations, many after receiving poor feedback from counselors, classmates, and teachers. Often, parents have spun tales about struggling artists and have attempted to deflect their artistic visions with talk about more lucrative professions like medicine and the law. "They want to know how much money they can make," admits Marina Gutierrez, a mixed media artist and co-director of Saturday Outreach. "They fear they are not going to be able to make a living."

As she's gazing at the program's first-year students, she's come to expect the initial inhibitions and misperceptions. "The students have come from an atmosphere of absence and neglect," she says. "They've not been challenged, and they're limited in their experiences."

"Someone will come into this program with low expectations of himself, and not have a clear direction. He'll demonstrate some ability but has not been pushed very far, so he'll enter the program at a sort of unsophisticated level."

But with each semester–students are not limited to one–she and colleague Tony Gonzalez have watched the students' attitudes change. They become more self-confident and speak up more in class.

"I was doing a critique yesterday," she says, "and it takes a long time to go through and address each piece of work, and I would give a more thorough review to the pieces early in the critique. When time was running out,

Students at Cooper Union College

the students called attention to it and said [that they wanted] to get more thorough on everything. 'We think you should time each critique,' they said."

"They proceeded to beep me on each piece and say 'Move on,'" she adds. "It was very funny but also wonderful. They were directing me on what they thought was appropriate."

Gutierrez, Gonzalez, and Blanche have also served as role models, particularly to minority students.

"As someone of Latino descent who is succeeding, I guess I serve as a role model for students who aspire to succeed, and if that is happening, that is great," says Gonzalez, adjunct professor and faculty advisor to the Saturday Outreach program.

He pauses, then adds: "I am very sensitive to Latino issues. Personally, I would like to see more representation of students of color in general, but only because of my background. It is closer to my heart."

Students are often guided to various studios to meet with Latino, African American, and White artists and quiz them on their specialties.

"Our challenge is to fully represent the diversity just in the way our school system is very diverse, and our mission is to include that and make visible the incredibly diverse range of professionals we are dealing with in the world," says Rosales.

As Gutierrez watches, she quietly praises one student in the portfolio class. The students are feeling some pressure this fall day, because of a college fair portfolio day at the nearby Fashion Institute of Technology. They're all anxious about displaying their work for art school admission.

Headphones supplying him with a private stream of techno-pop music, Claudio Nolasco is drowning out what little noise there is in the classroom as he sketches with a black marker. A recent graduate of the city's High School of Art & Design, the 18-year-old has been enrolled in the Cooper program for two years now.

He says later that his family wasn't initially receptive to his dreams of an art career. Some friends told him it was a dumb decision.

"At the moment, I am just trying to get into college and see where it goes from there," he says. "Ever since I was a little kid, I liked drawing and coming up with characters and cartoons. Over the years, it became more of a personal expression."

The climate in the room, he admits, can be competitive. This, because the student sitting next to you could be vying for the same seat in art school. But, he notes, "it is very easy-going here....We're always trying to do one better than the rest, draw a little better, but other than that, it's relaxing."

In a rear corner, 17-year-old Aaren Chanamcken is pensively sketching the male model. Her head bowed, she softly grazes her pencil across the pad.

She later recalled what the experience was like the first time she stepped into the Cooper classroom.

"We walked in, and they said get a pad and a piece of charcoal and start drawing. We just sketched all day from 9:30 till 5. We just sketched. It was so intense. I had never done anything like this before. I realized the next couple of weeks were going to be hard work."

Unlike many of her classmates, she said that she's always had encouragement. Her mother is an artist and pushed her to draw. "My mother said, 'I was born an artist, and [you will] be an artist,'" Chanamcken says. Asked what being an artist means, she responds, "To have the mentality to analyze things in an artist's way. Not to look through the eyes of a politician or a scientist, but to look at the world and your surroundings and appreciate the colors and lights in the world."

Soon after, students in many of the classes begin to pack up their bags. Toting their portfolios, they are headed across town to the college fair. Some, though, eventually won't have to travel far in the future because they'll be accepted into Cooper.

Each new school year, 60 first-year students begin in Cooper's art school, and about 15 to 20 of them have been in the Saturday Outreach program. An additional two to five graduates of the Outreach program are accepted into Cooper's architectural program.

Most of all, the organizers hope that the Saturday Outreach students leave not just with an educational experience but with a new outlook on life.

Says Blanche: "I tell them that inside of them there are fabulous riches that are yet to be discovered, sort of like an ancient sacred book that has yet to be opened or an oracle that has yet to be discovered–lying inside of themselves.

"And that a career in art will not fail to develop their growth in perceiving and understanding themselves and giving them a chance to be happier, more fulfilled and alive in the world."

Norma Cantú Talks with The Hispanic Outlook about Civil Rights and Education

BY GARY M. STERN

If you believe the press clips on Norma Cantú, director of the U.S. Education Department's Office for Civil Rights since 1993, she is either on a mission for radical change or is dedicated to seeing justice served. One conservative critic accused her of conducting an "in-your-face civil rights agenda." Her supporters say that she fights for the rights of minority students who often cannot afford representation, and she combats educational discrimination. One education newspaper said that "many college officials and civil-rights watchers consider her the most aggressive and fearsome advocate of minority, disabled, and female students in the last 20 years." Because the Office of Civil Rights (OCR) has a $66 million budget and staff of 720 investigating colleges and schools, no one questions her influence.

Cantú arrived at the Office of Civil Rights with impeccable credentials. Bilingual and the daughter of working class parents, she graduated from Harvard Law School at age 22. Prior to joining OCR, she spent 14 years as a lawyer for MALDEF, the Mexican American Legal Defense and Educational Fund. She is the longest serving director of OCR in the 20th century.

Interviewed by *The Hispanic Outlook*, Cantú revealed the status of affirmative action cases, discussed issues facing Hispanic students, and explained OCR's direction.

HO: What are the major accomplishments of the Office of Civil Rights in your six years on the job?

CANTÚ: Our major achievement is in changing the culture of our staff from one that focuses internally to one that looks outside for partners and for finding new ways to resolve long-standing problems. We've changed our complaint resolution approach, which now emphasizes problem-solving and mediation. I contrast it with the old style in handling civil rights where we emphasized issuing findings and documentation. In the past, we put time and energy into writing reports, and now we emphasize solving problems.

HO: Concerning minorities, which issues have been addressed?

"Before Title IX, women numbered 8 percent in medical school and 6 percent in law school." NORMA CANTU

CANTÚ: We focus on early educational years and ensuring that minority children are given access to quality education. The kind of problems we identified, and where we are showing success, involve minorities referred to low-ability or "dumb down" classes. We have also tackled language-minority children not receiving English classes and problems of racial harassment. We also deal with in-school segregation issues in which minorities are not being given a full chance to achieve high standards, often referred to as "second-generation *Brown vs. Board of Education*" issues.

HO: What are the key areas that OCR addresses?

CANTÚ: Our office handles four civil rights areas–disability, race, gender, and age. When I started six years ago, about two-thirds of our office's resources went to disability. Race, gender, and age were squeezed into the remaining one-third. What we've done is identify issues that weren't fully addressed. Age isn't an area where people have as many problems as they did in the sixties. Disability now represents half of the complaint load, and gender and race, the other half. We have a more balanced caseload–not because disability complaints have decreased, since we still have the same number of them. Our portfolio has expanded because we receive additional complaints regarding race and gender.

HO: What are the dominant race issues that OCR tackles?

CANTÚ: There's no one single area that is the largest. Racial harassment, within-school placement issues, and access to services for language-minority students are the three key areas. Racial harassment is defined as words or conduct that interfere with a student's access to education. It can vary from physical violence directed to a student because of race to pervasive verbal conduct at school. To reach a level of harassment, it must be pervasive, not an individual case. School placement issues involve students being inappropriately assigned to a course because of their national origin or race, or denied access to full range of educational opportunities. For example, one school district identified African

American students as being emotionally disturbed and isolated them from regular coursework without having done an appropriate evaluation. One teacher assigned African American students to special education courses, but she invited in the parents of White students for a consultation. Pertaining to English-language learners, we have identified places where there are no services for students. This is happening predominantly in the South because of the influx of recent immigrants.

HO: Affirmative action has come under severe attack. In California, an amendment was passed outlawing it, yet OCR fights for affirmative action in admissions. Why?

CANTÚ: There are two types of affirmative action: remedial affirmative action where a court or our office has determined that affirmative action is necessary. When we find discrimination, we tell the university that what they've done isn't effective. That's rare, and in fact, I can't remember a recent case over the last 10 years. Voluntary affirmative action is most common. A school or college doesn't want to be sued but wants to increase participation of some underrepresented group. It can be voluntarily started and stopped. When California, which was operating voluntary affirmative action, stopped it, our office made no move. We saw it as voluntary affirmative action; we played no role in it. What effect has that had in our office? A complaint was filed because a new system was put in place. Our office is working with the state to respond to that suit.

HO: California is only one state. What is the status of affirmative action cases in the other 49 states?

CANTÚ: Affirmative action is alive and well in colleges in America because colleges still believe in the value of educating all students. Our office has helped colleges understand that affirmative action should be "mended not ended," as President Clinton said. Affirmative action should be followed as in the ***Bakke*** case (the 1978 Supreme Court ruling). In the ***Bakke*** case, the U.S. Supreme Court approved of affirmative action with conditions. One important condition was affirmative action should allow students to compete against each other fairly. If we see one committee evaluating minority candidates, and the other committee evaluating non-minority, that doesn't fit. Back in 1978, universities thought they could put together the best class, and the Supreme Court upheld rights of universities to build their own classes but put conditions in place. Affirmative action should be done in a "narrowly tailored way," said the Court. You can consider race but only as much race as it takes to meet the college's objectives. If a university's objective is to create a diverse student body and it has many Latino students but wants to attract more Latinos, that's not meeting objectives. If they have wide diversity on campus, they might need to move away from race and move to socioeconomic factors.

HO: Describe affirmative actions in most colleges across the U.S.?

CANTÚ: Most college administrators are working hard to achieve diversity and use affirmative action as a legal tool. These campuses are committed to the goals of having a diverse student body. They might not reach out to one tool, race-conscious decision-making, but there are other tools to employ. Secretary Riley in a May 17, 1999, speech on *Brown vs. Board of Education* listed 10 other ways that colleges could continue to pursue diversity goals. Colleges are trying to catch up to where they were before. In my home state of Texas, undergraduate enrollment is reaching the levels it was at before, and in California, people are still working creatively to respect state law but not lose the goal of diversity.

HO: What special issues do Hispanic students face?

CANTÚ: Concerning Hispanics, we're addressing barriers in the K-12 pipeline so students have the best chance to be admitted to the college of their choice. The K-12 issues that affect Hispanic students include racial harassment and being kept out of gifted classes.

HO: What is OCR doing about segregated suburban school districts?

CANTÚ: We used to handle school-to-school issues of racial isolation, but Congress passed legislation preventing our office from dealing with it. When I talk of issues of racial isolation, we discuss it within the school–but not school-to-school. The department provides financial incentives to deal with school-to-school segregation, which is the federal magnet school program. It's competitive, and the best ideas are rewarded with federal money.

HO: What is the situation regarding gender equality?

CANTÚ: Title IX prohibits gender discrimination in federally funded activities. The largest areas involve sexual harassment, athletics, and a smaller category of girls and women excluded from certain classes like math and science. Boys too can be excluded from classes such as nursing. Athletics are unique because Congress expected that contact sports would be separate between boys and girls. Sexual harassment is another issue. The Court has taken on cases involving middle schools. The Court decided that a school could be sued if a student harassed another student and the school knew about it but was indifferent. If you want more information on this area, visit our Web site at www.ed.gov/offices/OCR.

HO: What progress have we made in gender equality?

CANTÚ: Before Title IX, women numbered eight percent in medical school and six percent in law school. Now in law schools, women make up 40 percent of the class, and in medical school, it's closer to 50 percent. The other visible change is in access to careers. Men couldn't be elementary school teachers, and women couldn't be doctors. In the area of computer science, it's still disproportionately male. Is it lack of financial assistance? Counseling? We are trying to identify the causes.

HO: Once you identify the causes, what do you do?

CANTÚ: We can offer technical assistance, do an investigation, and demonstrate what the facts are. We can take a variety of approaches.

HO: Other key issues?

CANTÚ: We also address accountability systems that states are adopting to raise standards. Some states are putting in place assessments that include high school graduation tests and promotion tests. We think that's what states should do. We want more accountability, and high school diplomas should mean something. We are preparing technical assistance to ensure that tests are accurate and used in ways they are designed for. For example, in Georgia, elementary school teachers were using IQ scores to decide who should be in gifted classes. State designers never intended IQ tests for that. IQ tests are used with a bundle of measures to determine potential. OCR provided technical assistance to Georgia educators. Georgia decided to fund teacher training and to train teachers to identify students who would do well in gifted classes, including grades and past performance.

HO: Last question. You've been called "an advocate" and "fearsome." How do you view yourself?

CANTÚ: That quote was anonymous. I will say that I view our office as having a proud record of reaching educational and legally sound solutions to long-standing civil rights problems.

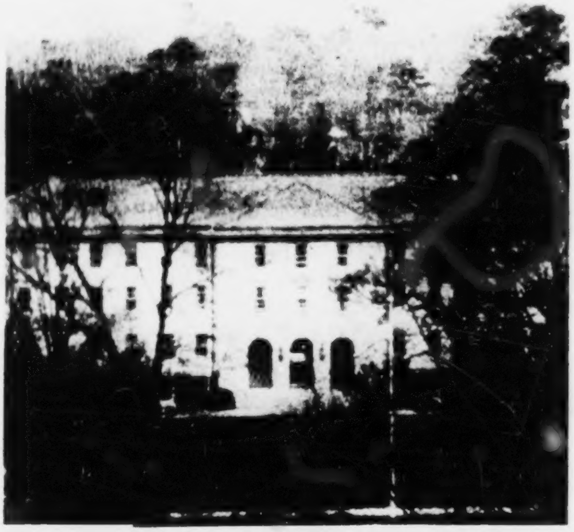
The Honor Roll

Emory University

Training Cultural Bridge-Builders

BY ROGER DEITZ

mory President William M. Chace reminds us that it is more than 36 years since Emory successfully sued to overturn state legislation preventing private colleges in Georgia from admitting Black students without losing tax exemption. "Today, just three decades later," he reflects, "no other first-rank research university has a higher percentage of African American students or faculty. We are proud of the more diverse campus we have been able to create. But there is still more to do."



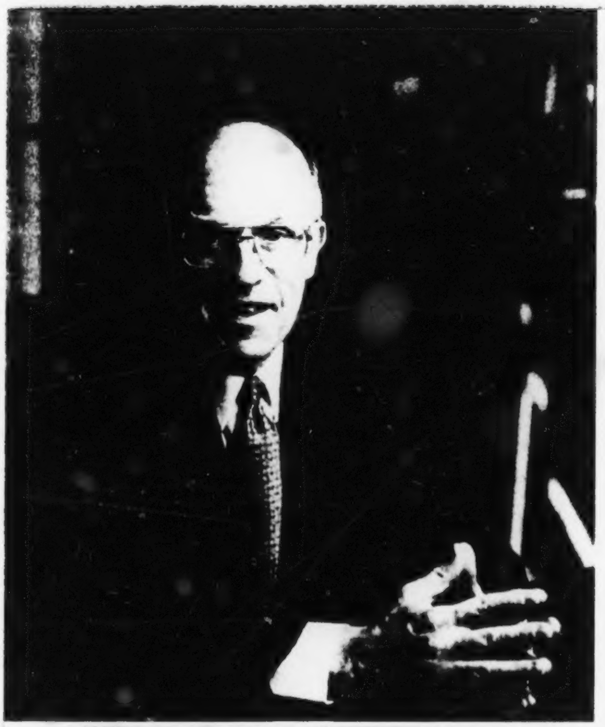
Emory University

The president also notes that Emory draws strength from the "advantages of a cosmopolitan city" (Atlanta), the "blessings of strong sister institutions," and the "philanthropic generosity of alumni and friends." He says that he believes that diversity is a richness that must be explored, and adds, "We live in a culturally rich nation whose multifarious strands of ethnic heritage make America unique in many ways. We have an unparalleled opportunity to explore the potential for creating a civil society that not only tolerates but relishes the differences that comprise our strength."

President Chace then cites a remark by T.S. Eliot that a proper education should present students with subjects for which they have no particular aptitude. "Education should stretch students beyond what they're especially comfortable doing and being," says Chace. "I would amplify Eliot's observation by saying that all of us, while we have some aptitude for human relationships, constantly need new experiences to train that aptitude. College is preeminently such an experience. It is a kind of experiment in learning that is also an experiment in living."

The president says that this is "unfamiliar territory" that the students face, including "not merely racial or ethnic differences among their fellow students, but differences in style, of method, of thinking, of habit and custom in every imaginable combination." President Chace concludes, "We make students face a world they have not experienced before, believing they will thus learn more of the world as it really is. We create for students a place where, we hope, they can take on the broad humanity, the acute perception, and the mental dexterity of citizens of the world. The world that will await them 20 years or four years down the road–indeed tomorrow–will be difficult for them to imagine now. Confronting them with diversity today will lessen the shock of the future." It is hard to imagine a worthier Honor Roll inductee, or more apt and inspiring words from a university president. We therefore welcome Emory University to the Honor Roll.

Emory was founded by the Methodist Church in 1836 in Oxford,



William M. Chace, Emory University president

Georgia, and named for Methodist Bishop John Emory. During the Civil War, Emory College was closed, and the unused college buildings were first commandeered as a Confederate hospital and then occupied by Northern troops. In the early 1900s, two brothers, Asa and Warren Candler, were instrumental in Emory's move to Atlanta and its elevation to university status.

Asa, an Emory trustee who had purchased the formula for Coca-Cola in 1888, gave $1 million and seventy-five acres of land to the school. His brother Warren, a Methodist bishop and former president of Emory College, was named chancellor. Sixty-five years later, in 1979, another pair of brothers, George and Robert Woodruff, transformed Emory with their gift of $105 million. Both men were Emory trustees. In addition, Robert was chair of the board of The Coca-Cola Company, and George was a business leader and philanthropist.

Emory College, which is the undergraduate liberal arts college of the university, became coeducational in 1953. In 1962, Emory trustees took the lead in ending the racial segregation of private higher education in Georgia, successfully suing to overturn restrictive provisions of the state's constitution. Former President Jimmy Carter joined the faculty in 1982 as a University Distinguished Professor. The Carter Center was established that same year. American architect Henry Hornbostel designed the Atlanta campus in 1915. With its rolling hills and pines, the Druid Hills landscape reminded him of Northern Italy. For this reason, he created a campus of buildings with red-tile roofs designed in the Italian Renaissance style.

Many of these buildings remain today on the quadrangle. The bucolic Druid Hills section is a residential neighborhood located four miles east of downtown Atlanta. Some eight major buildings, at an approximate cost of $243 million, will be constructed by 2001 on Emory's Atlanta campus. They will support programs in the arts and sciences, and research and patient care in the health sciences.

Honor Roll Facts in Brief

INSTITUTION
Emory University

LOCATION
Office of Admissions
200 Boisfeuillet Jones Center
Atlanta, Georgia 30322-1950
(800) 727-6036

Experience
EMORY

ESTABLISHED
1836

ENROLLMENT
11,294 total enrollment (1999 first-year class of Emory College is 26.5 percent minority.)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

TUITION AND FEES
$22,870 tuition for undergraduates (75 percent of all students receive some financial aid.)

FACULTY
2,500 of which 2,085 are full-time and 16.6 percent are minority.

SEVERAL DEGREE PROGRAMS
African-American Studies
Latin American and Caribbean Studies
Neuroscience and Behavioral Biology
Nursing
Theology

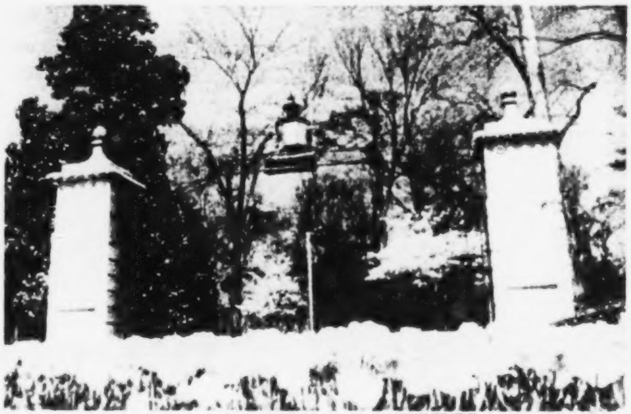
NOTABLE HISPANIC-SERVING ORGANIZATIONS
International Student and Scholar Program
Multicultural Learning Resource Center
Women's Center

INTERNET ADDRESS
www.emory.edu

including a new nursing school building. With 15,500 employees, Emory is one of the five largest private employers in Atlanta, contributing an estimated $2.4 billion annually to the state's economy.

There are 11,294 students enrolled in Emory's nine schools, and this number is split fairly evenly between undergraduate, and graduate and professional students. Undergraduates number 6,215, while graduate and professional students number 5,079. For its 1999 first-year student class, Emory College (the undergraduate school) admitted 42.6 percent (1,200) of the nearly 10,000 applicants. The class average SAT is 1329; its unweighted average GPA is 3.6. The class is 26.5 minority and 54.8 percent female. Sixteen percent hail from Georgia.

The most recent statistics for undergraduates (Emory College) show enrollment to be 14.2 percent Asian American, 9.0 percent African American, 3.2 percent International, and 2.9 percent Hispanic. The graduating class of 1999 for last May included 319 (10.1 percent) Asian/Pacific Islanders, 304 (9.6 percent) African Americans, 128 (4.0 percent) Internationals, and 103 (3.3 percent) Hispanics. As of last year, the faculty total of 2,500 consisted of 2,083 regular, full-time faculty members. Minority faculty comprised 16.6 percent of the faculty workforce, and female faculty accounted for 31 percent of the total. The highest concentrations of minorities were found within the instructor (26.4 percent) and the assistant professor (21.7 percent) ranks. Minorities represent 8.9 percent of the tenured full professors at Emory, which reveals a steady increase from 1995. A total of 755 faculty members hold tenured positions at all ranks, accounting for 36.2 percent of the total faculty. Tenured minority faculty (76) comprise 10 percent of the total number of tenured faculty, an increase from last year. It should be noted that 65 minority faculty members are on tenure track and progressing toward tenure.


The Hopkins-Haygood gates, Emory University's main entrance

Excellence in teaching continues to be one of Emory's highest priorities. In fact, the university is distinguished by its equal regard for teaching and research. The University Teaching Fund provides $250,000 annually to support teaching improvement and innovation for the development of new and nontraditional courses and curricula. It also encourages interdisciplinary and extracurricular courses and programs. Emory College established the Center for Teaching and Curriculum to reward excellent teaching throughout Emory College and to provide support for the development of new courses, curricula, and methods of instruction.

The Candler School of Theology's new curriculum takes a different direction in training seminarians by emphasizing the practices of Christianity every bit as much as the preaching of it. As a university related to the United Methodist Church, Emory provides ample and creative opportunities for enhancing religious life on campus through worship, service, education, and undergraduate and graduate student organizations. Some 600 first- and second-year students take advantage of a unique college experience at Oxford College, which provides a liberal arts setting with an intense teaching environment–and an average class size of 20 students. Recent changes in the medical school curriculum emphasize earlier introduction of patient care, more small-group teaching, and a focus on ethics and patient communication skills.

Research on teaching practices is paying off at Emory. Jacqueline Irvine, Candler Professor of Urban Education at Emory, has made training teachers to deal with children from many cultures–and their parents–a centerpiece of her research. Irvine is project director of CULTURES (Center for Urban Learning/Teaching and Urban Research in Education and Schools), which has trained more than 150 teachers in five Atlanta area school districts to link classroom experiences with current research and knowledge about culture and ethnicity. The program has been recognized by the U.S. Department of Education to be an example of best practice in professional development.

Irvine says that one reason the program is needed is that too often teachers think of parental involvement in a very narrow way. "We require parents to come to the school, sit in the little chairs, and hear how their children are doing and what they should be doing as parents." But many immigrant parents don't respond to that model, possibly because they feel uncomfortable, says Irvine. "If they don't visit the school or respond the way the teacher would like them to, teachers often interpret that as 'the parents don't care.'" Irvine asserts that this is probably not the case. "I've never met a parent who didn't want their child to do well in school," she says.

To prove her point, Irvine takes teachers in the CULTURES program out of the classroom and into African American and other culturally diverse neighborhoods–Hispanic, Vietnamese, and Laotian populations are growing rapidly in the Atlanta area–to visit parents' homes and their communities. "Teachers inevitably say, 'Oh, yeah, these parents really do care about their kids,'" reports Irvine. "These cultural immersion trips allow teachers to use what they've learned about kids in the home environment as links to the curriculum and the classroom." Teachers' new insights might be as subtle as learning that pointing at people, a favorite method for calling on students in class, is an insult in some cultures, or that touching one's head or failing to look someone in the eye has special significance. "If teachers know nothing about the way the Vietnamese community, for example, understands the world, they can't use their viewpoints in the classroom," says Irvine. "I see teachers as cultural bridge-builders between students' homes and mainstream America."

George Castro Wins High Honor for Mentoring

IBM Retiree a **Standout** *at SJSU*

BY NANCY L. STAKE

George Castro receives President Mentoring Award from Dr. Neal Lane, chief science advisor to the President, and director of the Office of Science Technology and Policy of the White House.

According to George Castro, associate dean for science outreach at San José State University (SJSU), "Mentoring is not only critical to the future of our youth, but for the entire future of science." He feels that a poster in a colleague's office says it best: "No shirt, No shoes, No service; No math, No science, No jobs." Castro likes to add a corollary, "No literacy, No math, No science."

Recently, Castro received national recognition when he was honored at the White House with the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring. Established in 1996, and administered and funded through the National Science Foundation (NSF), this award annually recognizes individuals and institutions that have been exemplary in encouraging minorities, women, and persons with disabilities to pursue careers in scientific, engineering, and technical fields.

Castro was one of 10 individuals recognized in this manner from universities across the country. He was cited for outstanding achievement in mentoring and guiding minority students. According to President Clinton, the awardees "serve as examples to their colleagues and will be leaders in the national effort to train the next century of scientists, mathematicians, and engineers."

This recent honor wasn't just a singular event for Castro. When you enter his modest office in SJSU's science building, you cannot help but notice the large number of plaques on the wall.

Among them are the Albert V. Baez Award for Outstanding Technical Contribution to Humanity, IBM Outstanding Employee, and the Martin Luther King Good Neighbor Award. In 1996, Castro was one of five laureates selected by Junior Achievement of Santa Clara County to be inducted into the Santa Clara County Business Hall of Fame. In 1997, he received the "Giant in Science" Award from the Quality Education for Minorities organization in Washington, D.C.

Mentoring at San José State University

Castro, who has a doctorate in physical chemistry, took an early retirement from IBM Research, San Jose, Calif., in 1995, ending a 27-year career with the company. He then began what he calls his "second career" at San José State University, where he's now doing what he loves most–mentoring minority students who are typically underrepresented in science, math, and engineering. Castro has been uniquely successful at giving them the tools and the motivation to finish school, attend college, and subsequently go on to build their own successful careers.

He has developed relationships with elementary, middle, and other high schools adjoining the SJSU campus to improve the math and science learning under SJSU's Community Outreach Partnership and 21st Century Community Learning Center programs. In addition, he directs the Mathematics, Engineering and Science Achievement K-12 Schools Program for Santa Clara County, which operates out of the university.

Castro has also developed partnerships and programs with K-12 schools and community colleges. The goal is to improve student achievement in math and science courses and to increase the pool of science students who can enter the university. He directs a major partnership between SJSU and the East Side Union High School District. Funded by NSF, this project has significantly increased the number of students who complete the math and science college prep courses. This partnership also provides employment opportunities for underrepresented undergraduate students wherein they mentor and tutor K-12 students.

San José State University science student Maria Saavedra works on science projects with a student at the San José Science Workshop.

Giving Back to the Community

Maria Saavedra is one of the SJSU students who mentors students at a San José neighborhood school. Now in her senior year, Saavedra is working on a major in nutrition, and she also carries minors in chemistry and biology. According to Saavedra, there are many barriers for Hispanic young people who want to attend college, such as family pressures and the need to learn new study skills.

"Often we are the first in our families to go to college, so we have no prior experience to draw upon, and it's difficult for us to know what to expect," she said. "Our families also have difficulty understanding the pressures we face. In order to get an A in hard courses, it's critical not to get behind in assignments, and that pressure can pull us away from family needs."

"The struggle can be overwhelming at times," Saavedra continued, "but I feel fortunate to have Dr. Castro for a mentor because he understands what I am going through. He's a strong role model who always strives to be the best he can be, and, in turn, he challenges me to be the best I can be."

Adds Saavedra, "Working with kids who are growing up in a neighborhood similar to the one in which I grew up allows me to give something back to the community. I really enjoy making science fun and relevant for them, and it keeps me going to see their growing interest in science."

It All Began at IBM

As manager of IBM's Physical Sciences group, Castro helped build the organization into one that is world-famous for its many scientific discoveries. Among them were the first superconducting polymer, novel organic metals and superconductors, high resolution laser techniques, and new methods of investigating magnetic materials.

During his tenure at IBM, Castro began an on-the-job training program for minority students at a local college to assist them in becoming IBM technicians. Over two decades, he personally mentored and hired more than 20 minority and female students who studied science and engineering. He was an active role model, frequently volunteering his time to visit elementary schools, high schools, and universities. He also personally sponsored many scholarships for high school and community college students.

His involvement in the Society for Advancement of Chicanos and Native Americans in Science (SACNAS), both as an officer and board member, also began at IBM. He helped build SACNAS from a small group into one of national prominence that now serves more than a thousand students a year. Says Castro, "So many of our students are the first in their families to go to college, and few have mentors who can help them with career choices. It is for students like these that organizations such as SACNAS perform such a crucial service."

The group returned the compliment when 21 students from SJSU's Chapter of SACNAS were among those who nominated Castro for the Presidential Mentoring Award.

One Student at a Time

Castro's passion for mentoring began when he and his wife were raising their four children. Three are now Stanford graduates, and the fourth graduated from UC-Davis. He believes that young people need two things to succeed: mentoring and knowledge. Early in his career, he determined to dedicate his life to the mentoring cause.

Asked how he feels about the recent Presidential award, Castro acknowledged the personal satisfaction in such an honor but said he is even more gratified by the letters he receives from former students.

"Letters from my students who are now working in scientific fields have a real impact on me," he commented. "Often the students themselves don't realize what mentoring has done for them until they are working in successful careers. It always encourages me to hear from them," he said.

Thinking about his own interaction with young people, he added, "My greatest successes with mentoring came one student at a time. Helping young people this way is not revolutionary, but if sustained, it can add up over the years to be a meaningful change for the better."

Former Students Speak

Mike Ramirez, currently the manager of component integration at IBM Research, in San José, was one of Castro's students. "When I first met Dr. Castro 15 years ago, I was a third-year electrical engineering student at SJSU," said Ramirez. "He hired me to work on his project to improve the signal-to-noise ratio of magnetic media. He encouraged me to work with other scientists who also became my mentors, and to continue my studies and graduate….I became the second of nine children in my family to receive a college degree, and I feel fortunate to have had Dr. Castro's positive influence to guide me through my academic and career success," Ramirez said.

Luis Franco, now a program director of mechanical integration at IBM Research, said, "Both of my parents came from Mexico and had always supported my education. When I was a senior at SJSU majoring in chemical engineering, I didn't think that I needed a mentor. However, Dr. Castro gave me an understanding of my culture in the U.S., and he inspired me to become a mentor for those less fortunate. Now I help aspiring college students in the Puente and ENLACE (Engaging Latino Communities for Education) English and math programs," said Franco. "Dr. Castro helped me learn that just having someone as a role model can truly help a struggling minority student to see a path to success. His gift was to transfer to me some of his passion for mentoring."

The Need Is Great

Castro feels fortunate that he has always worked in a culture and environment that encourages opportunities to mentor young people. However, the need is great, and according to Castro, there are not enough effective champions to help.

"In my work with K-12 schools, I am overwhelmed by the number of middle and high school students who have few mentors to help them with college and career awareness," Castro said. "Counseling in public schools seems to be in a never-ending decline with no hope of bringing it back. This leaves many youth who, outside of the classroom, learn mainly from each other, from television, and, more recently, from visual and aural media and the Internet.

"As a result, we see a great number of lost and confused high school students," Castro observed. "This situation begs for a creative solution in order to revolutionize and greatly expand the proper mentoring of youth if we are to have a better informed citizenry. We need more champions to fill this urgent need."

Castro will use the $10,000 grant from the Presidential Mentoring Award to expand his mentoring activities. Preliminary plans include providing tutoring materials and stipends to assist university students who want to mentor public school students. He will also arrange some funding for student organizations such as the SACNAS, and continue to generate external grants for a variety of science outreach projects.

Nancy L. Stake, public affairs specialist at SJSU, is editor of OnCampus, *the faculty/staff newsletter, writes for the alumni publication, and conducts other activities that increase SJSU's visibility. Prior to SJSU, Stake had a 15-year career in the high-tech public relations field. She has an M.S. in mass communications from SJSU.*

The Ohio State University
AGRICULTURAL TECHNICAL INSTITUTE
Wooster, Ohio
January 2000

POSITION: Assistant/Associate Professor
Ornamental Horticulture (12 Mo. Tenure-Track Position)

START DATE: July 1, 2000

SALARY: Salary will be commensurate with experience and training. The Ohio State University benefits include group life insurance, major medical and hospitalization insurance, retirement plan, and annual vacation, sick leave and maternity leave.

DESCRIPTION: Responsibilities include teaching technical courses in several areas of ornamental horticulture such as landscape plant materials, nursery management, plant propagation, turfgrass practices, and arboriculture. The individual must develop a practical hands-on program of teaching that supports the mission of the Institute. He/she will publish and present research results to scientific and industry audiences and give leadership to state, regional and national professional organizations. The person will advise students, engage in professional development, and provide service to the University. The individual will develop a strong, positive relationship with the green industry.

QUALIFICATIONS: Ph.D. in Horticulture preferred. Masters in Horticulture or related discipline with appropriate experience considered. A strong record of quality teaching is desirable. Applicants should have excellent communication skills.

MATERIALS REQUIRED: Send letter of application, vitae, transcripts, a list of references, and three letters of reference to:

Dr. Robert McMahon
Horticultural Technologies Division
Ohio State ATI
1328 Dover Road Wooster, Oh 44691
Phone: (330) 264-3911, extension 1320
e-mail: mcmahon.2@osu.edu

Consideration of applications will begin March 31, 2000. Applications will be accepted until the position is filled.

The Ohio State University is an Equal Opportunity, Affirmative Action employer. Women, minorities, veterans, and individuals with disabilities are encouraged to apply.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Provost and Vice President for Academic Affairs

California State University, Sacramento invites applications for the position of Provost and Vice President for Academic Affairs. The Provost is responsible for providing leadership to the educational programs of the University and, with other senior officers, to the University as a whole. The Provost is responsible directly to the President and assumes leadership of the campus in the President's absence.

The ideal candidate will work collaboratively and productively with others in fostering change and adapting to new circumstances which face higher education. The ideal candidate will be an individual of serious intellectual purpose, with a deep understanding of contemporary intellectual issues as well as an awareness of social realities and current social changes.

Review of applications will begin March 10, 2000. A complete description of qualifications and application instructions may be found at **http://www.csus.edu/fas/Provost.VA.htm.** Send to:

Office of Faculty and Staff Affairs
California State University, Sacramento
6000 J Street, Box PVP
Sacramento, CA 95819-6032

EO/AA

La Raza and MALDEF Fear House Resolution 2

Unhappy with Bilingual Ed Provisions

BY ALAN FINN

House Resolution 2, more commonly referred to as the "Students Results Act of 1999," passed late last year despite strong opposition from several major Latino organizations.

The estimated $8 billion bill, aimed at raising academic standards and improving services in the nation's poorest K-12 schools, was passed by the House of Representatives on October 21, 1999, by a vote of 358 to 67. It has since been referred to the Senate Committee on Health, Education and Labor, and Pensions, where it is still being hotly debated.

Raul Gonzalez, educational policy analyst for the NCLR

Critics of the bill, although pleased with its ambitious size and scope, take offense at its parental consent provision. Unlike other groups cited in the bill for funding, the provision requires that parents and guardians of Limited English Proficient (LEP) students complete a consent process before their children may receive language instruction. If the process is not completed, the school may take action to enroll the student in an English as a Second Language (ESL) program without parental consent. It is a process that has some leaders in the Hispanic community, such as Raul Gonzalez, educational policy analyst for the National Council of La Raza, condemning it as "vague," "elaborate," and "full of bureaucratic red tape." NCLR, along with other Latino organizations, is proclaiming the provision a violation of the civil rights of LEP students and, more specifically, Latinos (who comprise 75 percent, or more than 2.6 million students, of that segment).

"At issue for the Hispanic community is that the parents of LEP students are required under this bill to go through a consent process is unprecedented," said Gonzalez, who supports parental notification over consent. "It's vaguely defined, and it singles out one particular group for different treatment."

There is no disputing the fact that a consent process does exist, but interpretations of the effects of the bill vary greatly, particularly on the issue of what effect the implementation of the provision will have on the nation's millions of LEP students. Objectors to the provision contend that the already poorly equipped schools to which Title I (the nation's grandest scale education effort to fund and assist 95 percent of the nation's poorest schools) pertains would be ill-suited to handle the provision's paperwork requirements. Consequently, some community leaders have taken notice and expressed concern that many students would be left waiting weeks in cafeterias and libraries before they would be able to attend classes.

Republicans, especially members of the House Committee on Education and the Workforce, might support the provision, but NCLR is not alone in its reaction. The Mexican American Legal Defense and Education Fund (MALDEF), the National Association for Bilingual Education (NABE), and the Leadership Council on Civil Rights have all announced their intentions to fight for changes when the bill reaches the Senate. These organizations will have the support of longtime civil rights attorney Bill Tanner, who started working on civil rights issues in 1954 with Thurgood Marshall, and currently serves as vice chair of the Leadership Council on Civil Rights.

"The process, I'm convinced, as it's set out, will take weeks," said Tanner. "The question is why educators who in their judgment think a child needs certain services should need to get parental consent. Could you imagine how a school system would operate if it had to get consent from parents before it began to implement each part of the curriculum?

"The school district would have to go through a process of seeking parental consent before it can offer the services," added Tanner. "If after a period of time, it was unable to achieve parental consent, if it didn't have an answer one way or another, it could offer the services–but it would have to jump through a variety of hoops."

Victor Clatt, education policy coordinator for the Republican members of the Education and Workforce Committee, believes otherwise. According to Clatt, the legislation ensures that students would continue to receive services from the first day of school and that the issue comes down to whether or not people have faith in their individual school systems.

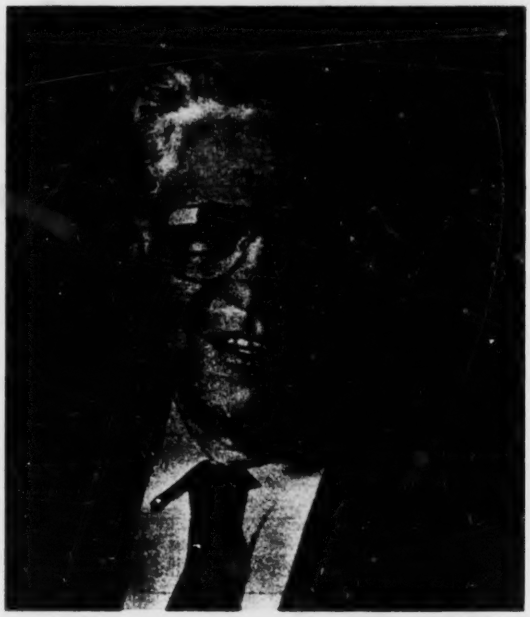
"The fundamental reason for us putting this provision in the law is simply to make sure that parents and school officials are working in the best interests of the children," said Clatt. "We do require schools to make a good faith effort to obtain consent, and if that turns into a prolonged process, we do allow for instruction of a child to commence. It is an indication of a lack of faith in the school system.

"We believe that schools will figure out a way to implement this law and that they will realize that it is in their interest, it is in the children's interest, and it is in the parents' interest to have complete agreement on the kind of instruction the children receive," added Clatt. "Yes, we realize it will require schools to change the way they do business a little bit, but we think it's worth it."

Another problem critics cite is that the provision fails to specify time frames. Gonzalez believes that deadlines, not faith, will move schools to achieve results.

"It has two effects. The first is that it'll prohibit schools from serving these kids for an unspecified period of time," said Gonzalez. "It doesn't specify in the bill when this consent process has to begin. And because of that, schools that in the past have not relished the idea of serving students with LEP will be allowed to delay the process indefinitely."

According to the bill, if a school does not receive the consent form from parents, it must send a notification letter to the parents stating that an assessment of the child was made showing that Title I services are in order and that the school intends to provide those services. However, schools cannot begin to provide those services until 10 days after they provide that notification. In the best-case scenario, contends Gonzalez, kids will miss at least 10 days of classes.



William L. Taylor, vice chair of the Leadership Council on Civil Rights

"We don't know how long this process would take," said Gonzalez, because it's not in place currently. "These are parents that traditionally have not been welcomed in the schools, and also these are parents who are less likely to be involved with the school's parental involvement efforts."

"This provision does nothing to encourage parents to become more involved in the schools," added Gonzalez. "Having one single group of parents go through this red tape would most likely discourage them from becoming involved. Even if the forms of consent are language-appropriate, the fact that they have to complete paperwork that no one else has to do just to get their kids in class is burdensome to these parents. It sends a signal to them that we don't want you or your kids in our school."

Clatt defends the provision, arguing that its purpose is to ensure that parents have an opportunity for input into the type of education their children receive.

"Bilingual education is very controversial in a number of places around the country, and a lot of parents have felt that their children have been put into certain types of bilingual education classes that aren't serving their children well," said Clatt.

As an example of an instance when the consent provision would have made a difference, Clatt described testimony during the hearings that told of a child being placed in a language immersion program for Chinese because the child had a last name that sounded Chinese.

"The child didn't speak Chinese, wasn't Chinese, but nonetheless the school assigned him to a Chinese class," said Clatt. "In Arizona, there have been issues where parents were not happy with the type of bilingual class that their child was placed in. They [those opposed to the provision] either have some problems with parents having input into the process, or they don't think schools could do it, which is an indictment of the school systems."

Gonzalez criticizes opponents of bilingual education who believe that students are being inappropriately placed in bilingual education and have, he contends, created a bureaucratic process to insure that such mistakes cannot happen.

"A better way to achieve that, however, is to assess their language skills and include teachers and parents in the placement process," said Gonzalez.

To Clatt, it's a question of parents taking a short amount of time to review their options and making a choice. "All we have done here is ensure that they have some input into the process," he said. "It ensures that their civil rights and educational needs are taken into account."

Although Tanner and most leaders in the Hispanic community praise the work of Republicans on most other parts of the legislation, he suspects there are other reasons why the GOP leadership is supporting the provision. "I think that there are people who fly under the banner of English-only who believe that some school systems are implementing bilingual policies that delay the acquisition of English," said Tanner. "They think that by requiring that parents give their okay, they will begin to get rid of some of these bilingual systems. I think that it is the school system's responsibility to determine the mechanism and the educational program that will be most useful for advancing the education of kids with limited English proficiency."

Even critics agree, however, that the greater purpose of closing the achievement gap between students in economically depressed areas and children in more affluent districts is admirable.

Under this bill, state schools and school districts would be held accountable for improving the academic achievements of Hispanics and other students by setting specific performance benchmarks. Students from all backgrounds would have to make adequate yearly progress as measured by standardized tests. The bill plans to succeed in improving academic performance where others have failed by breaking students down into categories of race, economic status, language, minority status, gender, disability, and migrant status so as to leave no group neglected.

States, school districts, and schools would then be held accountable for insuring that all children have made substantial academic progress. Their data would be reported to the U.S. Department of Education so that the federal government can have a better idea of how various sub-populations are performing in individual states. In addition, the bill allows states and school districts to take collective action in school districts and schools that are not helping kids make adequate academic progress. States will look at school districts critically, and school districts will look at schools to make sure that no children are left behind.

"What they're trying to achieve with this legislation is to redefine what a successful school is and to insure that in that definition all kids receive all the attention they need to make these academic gains."

"They haven't begun to debate yet," added Tanner. "It's not over by any means. I'm hopeful there will be significant changes in the bill in the Senate."

The Senate is expected to begin consideration of its own bill in early 2000. It will start from current law and look critically at some of the provisions in HR2, particularly the provisions that would hold schools accountable for student achievement.

Is Higher Education for Latinos Just a Dream?

American and George Washington University Programs Improve the Odds

BY
KATHY THOMPSON

Left unchecked and untreated, the gap between the educated and undereducated will continue to spread, leaving millions of Latinos dangerously behind their peers, and relegated to menial jobs as unskilled labor.

From the antiquated archives of a university library, found in the book *Mexican Americans in School: A History of Educational Neglect* (1970), under the subheading "Intellectual Capacity" appear the following words:

> *Lower innate intelligence is generally no longer ascribed to Mexican-American children. Although IQ scores may be low, most schoolmen explain this phenomenon in terms of environmental factors, or the inadequacy of available psychometric instruments, or both. Nevertheless, the long history of belief in genetically determined lower intelligence still finds adherents. As one California principal stated, "Given time and library resources, it would be possible to make a strong case that racially these people are inferior."*

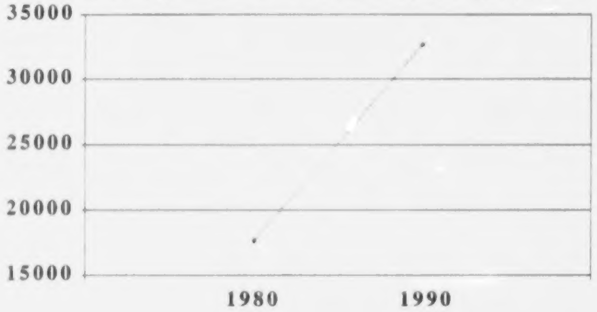
Blow the dust off this misconception of Hispanic Americans, and one can see clearly the academic atrocity that the Latino community has had to endure–and overcome–in the last decades. The question we must ask now is whether this archaic mentality has really changed that much over the years, and whether advancement of Latinos in our society is still held hostage to this type of mindset.

Oh sure, this Neanderthal school principal would probably lose his job (at the least) for making the same statement today (his words of wisdom were published in 1970–nearly 30 years ago). But, speaking frankly, is this mindset still alive today–just unspoken? Whether conscious or subconscious, one must face the harsh reality that in many areas it is still alive, and it is going to take some deliberate action on the part of the Latino community, as well as school administrators, educators, counselors, and parents, to change it.

A population on the rise...

Between 1980 and 1990, the Latino population in the District of Columbia rose 85%–from 17,679 to 32,710.

From the Council of Latino Agencies, Statistics on the Latino Community (http://www.consejo.org/statistics.htm)



If it wasn't important to overcome this mentality before, it is imperative to do so now. According to a recent U.S. census, less than ten percent of Latinos hold a college degree. And, although most sources would say that access to higher education is increasing for the Hispanic population, the gap between those with a degree and those without seems to be widening at an alarming rate.

With the Hispanic population growing almost four times faster than that of any other group, by 2005, Hispanics are expected to surpass African Americans as the largest minority group in the United States. It is crucial at this point that educators take stock of any hidden biases and reconcile them to reality immediately. There is a tremendously negative economic implication to flooding the 21st-century job market with thousands upon thousands of undereducated workers with no ability to move up.

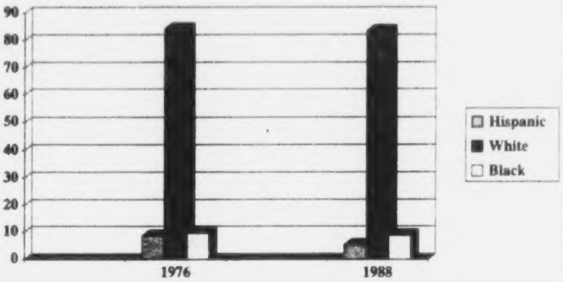
Already, in the Washington, D.C., vicinity alone, the Hispanic population has passed even the White "majority" in some areas, according to a *Washington Post* article published on Nov. 2, 1999.

In the city of Alexandria, Virginia, a close suburb of Washington, D.C., 24.7 percent of the student body is Hispanic, and 22.6 percent is non-Hispanic White. African Americans still hold the majority in that school district, at 46.5 percent. Hispanics also outnumber Whites in D.C. schools.

Despite the staggering increase in their population, Hispanics still tend to be woefully underrepresented on school boards, in school administration, and in classrooms. According to the *Post* article, only one of Alexandria's nine school board members is Hispanic. None is African American. All nine seats on the board

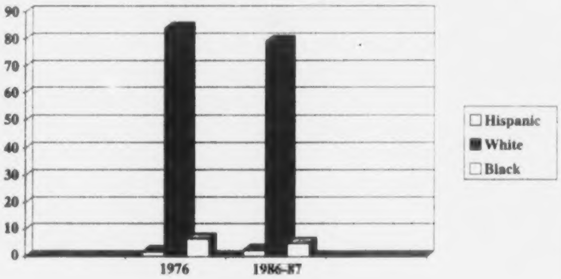
Total U.S. Enrollment in Higher Education, 1976 and 1998.

(From Educating a New Majority, Rendon, Hope and Associates, P79)



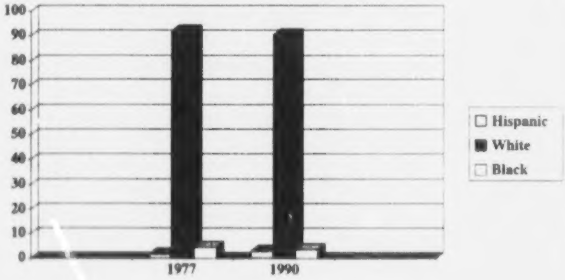
Percent Master's Degrees, 1976 and 1986-87

(From Educating a New Majority, Rendon, Hope and Associates, P83)



Percent Doctoral Degrees, 1977 and 1990

(From Educating a New Majority, Rendon, Hope and Associates, P83)



are up for election in May 2000.

School board representation is a crucial issue for the Hispanic cause. It is the school board that makes operational and curricular decisions for a school system. It is here that board members must provide funding for educational resources geared toward helping Latino students meet reasonable academic standards. It is here that the decision regarding the availability of bilingual education and extracurricular tutorial resources is made.

Boards must be sensitive to the demographic trends facing their vicinity and be prepared to act accordingly with regard to curricular changes or enhancements to aid students falling behind because of language barriers or cultural nuances.

A recent U.S. census reported that fewer than ten percent of Latinos over 20 have college degrees. And, by all reports, this education gap seems to be widening faster than the population is growing.

"Almost 60 percent of jobs today require college-level skills," says Anthony Carnevale, co-author of the Hispanic Association of Colleges and Universities/Educational Testing Service (HACU/ETS) study, *Education=Success: Empowering Hispanic Youth and Adults*. "The tremendous growth of the Latino population has not been accompanied by a corresponding growth in academic achievement. To rely on a steady-as-she-goes policy would be to perpetuate the status of too many Hispanics–who already face language and cultural obstacles–as second-class citizens."

The *Education=Success* study released the deflating statistic that only 55 percent of Hispanic eighth graders expect to obtain college degrees. According to Carnevale, "We have encouraged the least advantaged Hispanics to expect less of themselves and for themselves."

If we don't implement drastic remedies, "too many of the nation's fastest growing population will be left jammed shoulder-to-shoulder in the day-labor hiring halls and minimum-wage jobs at the lower rungs of the economic ladder," said Carnevale.

Experts say that, in addition to the system's inability to keep pace with the population growth, many Latino students lack the resources and parental encouragement needed to succeed in school. They are left to the status quo, which, for many, is barely meeting basic educational standards.

Left unchecked and untreated, the gap between the educated and undereducated will continue to spread, leaving millions of Latinos dangerously behind their peers, and relegated to menial jobs as unskilled labor.

THE ISSUES

Low Self-Esteem

Many Latino students feel insecure with their language skills. Like any child or adolescent, they are afraid of being different. When the teacher calls on them, they are hesitant to speak up for fear of being laughed at by their classmates.

"A Hispanic student may not want to speak out in class because they don't see anyone else like them," says Morris Jackson, community programs officer at American University. "They have feelings of inferiority and are self-conscious about their language skills and are embarrassed about their accent."

Poor Language Skills

In addition, children–especially those in the lower elementary grades–really might be unable to understand the teacher. If children hear nothing but Spanish in the home, they might have picked up only limited English from playmates and might have no reading comprehension or writing skills whatsoever. Placed in a classroom with children who have spoken English since toddlerhood and whose parents have read bedtime stories and taught the alphabet for several years prior to their entrance into kindergarten, Latino children have a hard time competing and might start their educational career behind the game.

Lack of Resources

I was raised in an upper-middle-class home in an American suburb. My brother and I, the younger two of four children, were the classic underachievers. We skated through our school day looking out the classroom window and dreaming of skateboarding and building forts in the woods.

Because we didn't listen in class, we were both tagged as needing "extra help," he in reading and I in math. When informed of our academic weaknesses, our parents sprang to action–Kenny got "Hooked on Phonics" records, and I got multiplication tables set to music. Kenny overcame his reading problem and is a successful pastor who reads voraciously and writes with flair. I made it through all the required mathematics courses to meet high school and college graduation requirements. No, I don't love math, but I was provided with the resources that I needed to succeed.

Unfortunately, this scenario does not play out so easily amongst the Latino population in America. Many children are the first generation in their family to speak English. Many have parents who completed no higher than an eighth grade education.

Because parents are frequently working in blue-collar professions and providing for large families on limited incomes, it is not so easy to just run out to "Zany Brainy" and buy the latest computer games, tutorial, and other helps to give their children the extra boost they need to succeed.

If the parents' English language skills are mediocre or poor, teachers might be unable to communicate the message that the child is in trouble to begin with.

Unfair Comparisons Based on Test Results

According to Tensie Cadenas, director of the Early Identification Program at George Mason University, the testing system is unfair on its face.

"**Many** Latino students come with limited education. They are put in a classroom with students from middle-class, American backgrounds and then are tested and compared with them. **Some teachers have not been trained** to cope with the discrepancy in educational background, so they compensate by lightening the load for Latinos, who then respond by slacking off. **In some cases**, they do the minimum of what is expected of them," Cadenas says. "They are, therefore, unprepared for the realities of college life."

"Students need to feel like they belong in the schools," Cadenas says. "**They need to feel that teachers have the same expectations for them as they do for other students. They need to feel that teachers care.**"

Families Might Be Unconvinced of the Benefit of a College Education

In addition, there are deeply ingrained cultural barriers to Latino students' pursuit of higher education that must be overcome.

"There's a very close-knit family structure," says Marquita Lightfoot, associate director of undergraduate admissions at American University. "Young women are not necessarily expected to go out and become educated and intellectual. They are expected to stay close to the family."

"Several years ago, there was a young woman at AU who was clearly capable, clearly bright. She finally ended up dropping out of college because her family expected her to contribute to the family income," Lightfoot says.

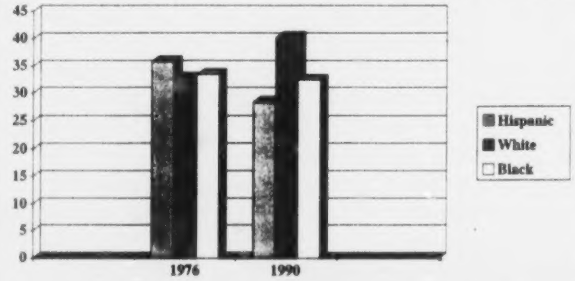
Tensie Cadenas believes that Hispanic parents do want the best for their children in the long term, however.

"They come from a culture where often education is not as much of a priority. To overcome this mentality, you just explain to the parents the need for higher education, and they will usually support you. Explain the economic implications, and they will understand the need to prepare girls for school.

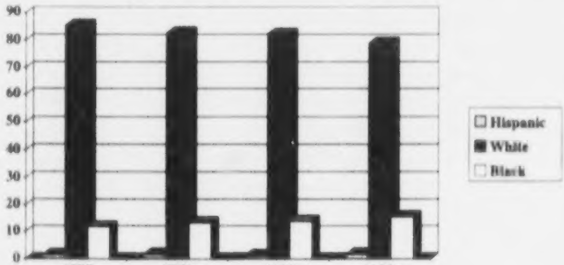
"'You clean houses,'" Cadenas will tell them, "'and that's good. Somebody needs to do that. But do you want your child equipped only to clean houses, or do you want her to have other options?' They always say, 'I want my child to have other options.' You just explain that girls have to have a marketable skill or they will be in the same situation for the rest of their life."

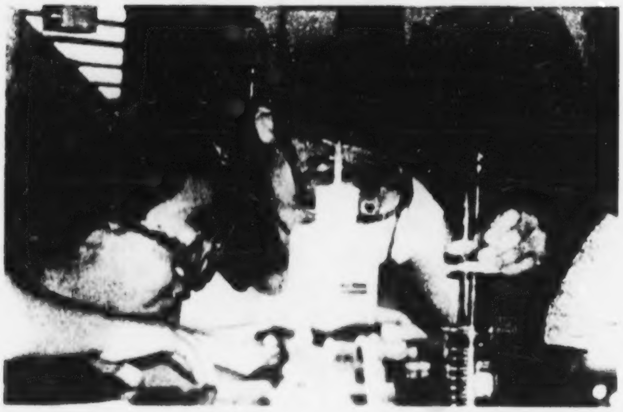
Percent of High School Graduates (Age 18-24) Enrolled in College

From the U.S. Department of Commerce, Bureau of the Census (http://nces.ed.gov/pubs98/condition98/c9807d01.html)

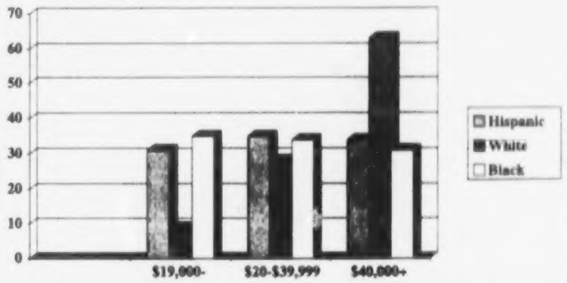


Distributions of Entering Freshmen in 4-year Institutions by Race





Family Income of Freshmen Entering 4-year Institutions, 1990



The Time to Fix the Problem Is Now!

So what's the next step? How can we overcome the obstacles in order to adequately prepare the next generation of Latino young people to face the challenges of the 21st century?

According to Antonio Flores, president of the Hispanic Association of Colleges and Universities, it is possible to close the educational gap for Latino students. If we are able to increase Hispanic college attendance rates by 10 percent by 2015, the gap will disappear.

The question is, however, how to add Latino students to the rolls of American colleges and universities.

It's critical to have clear and regular conversations, such as the one Tensie Cadenas outlines above, with parents of students from early childhood education through middle school and high school. This can help to convince Latino parents of the pressing need to open the way for their children to receive the best education possible for as many years as possible.

Programs geared toward informing the Latino community of the educational opportunities that exist for them are also important.

The HOSTS Program

Creating mentoring programs, such as the HOSTS program being tested in the Dallas area, is one means of identifying problem areas for students in the early grades. Here, educators use a thorough testing system to determine a child's reading and interest level and learning style. The information is put into a database that provides a visual picture of a given child's areas of weakness, and a tutoring/mentoring relationship is established based on that specific child's educational needs.

Early Identification Program

Programs such as George Mason University's Early Identification Program (EIP) tag primarily Latino high school students who are capable but, for whatever reason, are not living up to their academic potential. High school counselors or teachers recommend specific students for the program, and students apply for admission. EIP is a multi-year college preparatory program in which students participate in cultural events, attend tutoring sessions with university students, faculty and staff, and participate in a camp to acquire leadership skills. Upon successful completion of the program, participants are guaranteed admission to George Mason University.

¡Alcanza!: Opportunities through Higher Education

For several years, American University has hosted a one-day college fair for several thousand Latino high school students who don't have the resources to make the usual rounds of college visits. At *¡Alcanza!*, they have the chance to meet recruiters from 55 colleges, such as American University, College of William and Mary, University of Maryland, Virginia Military Institute, Stanford University, and Yale University, and to talk with financial aid experts to help plan their educational futures. At least six of the universities represented have established scholarships, between $1,000 and $10,000, to be awarded to particular students who attend *¡Alcanza!* and have applied.

English Language Institute

Students who wish to attend American University but whose language skills are not at an adequate level are given the opportunity to participate in the English Language Institute. Here, students attend language classes and may take other, non-credit courses, and then, when their language skills have risen to an acceptable level, they may enroll in a degree program.

Regardless of what we do to include the Latino community in the mix of those who receive higher educational opportunities, we must do something.

As Antonio Flores said in "Closing the Opportunity Gap" (*The Voice*, November 1999), "We already know from our history how costly the alternatives can prove when we choose discrimination and ignorance over inclusion and enlightenment."

We must extend the opportunity for educational betterment to all of America's citizens. Not only will it improve the outlook of one of America's fastest growing demographic groups, but also it will improve the entire makeup of the American economy and society.

Kathy Thompson, a graduate of American University's School of Communication, is a member of the Media Relations staff at AU.

Correction

The innovative transitional English program created by John Lihani, emeritus University of Kentucky, and described in ***Hispanic Outlook*** 12/3/99 issue is accessible at:

http://www.ukyu.edu/~globlec

We are sorry for any inconvenience this may have caused.

Making Paradise a Little Better for Hispanics

La leyenda de las tres Latinas

BY DANNY MORENO

Once upon a time, in a galaxy far, far away (better known as the University of Hawai'i at Manoa), there lived ***tres Latinas*** (two of them Chicanas) who wondered why the land of paradise was shutting its doors to the disenfranchised. They asked themselves why there was "very little interaction between the Hispanic community and the community at large," and why the needs of the Hispanic community were not being met. ***Las tres Latinas*** sought guidance from the all-powerful, all-knowing, and ever-wise guru of paradise land, Larry Foster, dean of the William S. Richardson School of Law. He cautioned that many had tried to make a difference in the lives of Hispanics but few ever returned from their journey to the outer edges. No, he did not suspect foul play, for the wise one knew that these earlier pseudo-rangers, equipped with cell phones and heavily padded resumes, were forever lost in the corporate Black Hole, never to be seen or heard from again.

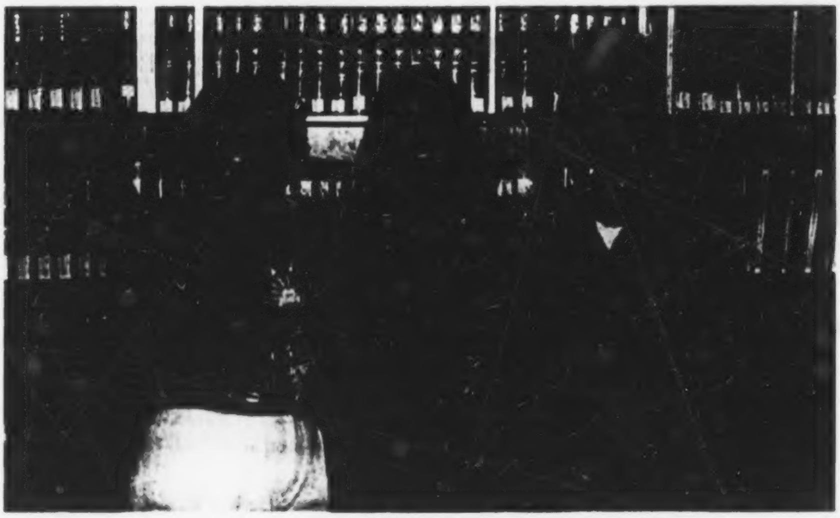
Rosa M. Hernández, Liz A. Robinson, and Anne E. López, co-founders of the Honolulu Hispanic Law Students Association, have no intention of becoming another Black Hole statistic. These three activists do not believe in the furry little Taco Bell fairy with the whiskers and wet nose, but they do believe in promoting diversity and striving for academic excellence. They are "committed not only to establishing an Hispanic presence at the law school" but also to "educat[ing] all law students concerning the Hispanic culture and its influence on the legal profession." All three are members of the Law Review program at the University of Hawai'i. Interestingly, Rosa is an editor on the *Pacific Asian Legal Studies Journal*.

Do not attempt to tell Rosa, Liz, or Anne that their goal of achieving true diversity and equal representation on the islands cannot be achieved, because they will look you straight in the eye and tell you with burning conviction *que "Si se puede."* And if you dare to stop them from completing their quest, you will end up in traction at the nearby Queen's Medical Center, for they are as formidable as a Mack truck and as tenacious as bulldogs (but with a smile,of course).

1907

It all started when the immediate-past HNBA/LSD Region-V pesident, Danny Moreno, telephoned Rosa at her home in Hawai'i during the Summer of 1998. He was shocked (well, not really) that there were only two Latina law students, and he encouraged Rosa to start an HNBA/LSD affiliate chapter in Hawai'i. Rosa admits that soon thereafter, he "dismissed the idea as too far-fetched." Where in the land of paradise was she going to find more Hispanic law students? She would have better luck finding a T. Rex sipping on a pineapple daiquiri on the veranda of the Ala Moana Hotel. But, as luck would have it (Is there really such a thing as luck?), Rosa came in contact with Liz, the other Latina law student. After a bit of investigative work, the pair soon realized there was a third, as yet unknown, Hispanic law student. They searched the campus until they came face-to-face with Anne López, and asked her, "Are you the other Latina we have been sent to look for?" She smiled. Thus began ***la leyenda de las tres Latinas (The legend of the three Latinas)***.

Rosa M. Hernández, president, HLSA, attended California State University-Fresno, where she earned a B.A. in Journalism-Public Relations. She went on to obtain her M.A. in Rehabilitation Counseling, completing the initial part of her studies at CSU-Fresno, and completing them at the University of Hawai'i at Manoa. Her education and training in assessing rehabilitation



Founding members of the Hispanic Law Students Association. (HLSA) (pictured l. to r.) Liz A. Robinson, Rosa M. Hernández and Anne E. Lopéz plans for an insurance company primed her for her role as president of HLSA. The experience that she gained from participating in settlement negotiations and dispute resolutions has given her the skills and patience to meet the challenges of running a successful and dynamic organization in today's highly competitive world.

At first, Rosa was undecided about what to call the group. She wanted the group to stand out and considered such catchy acronyms as MAPS (Minority Association of Progressive Students), PALS (Progressive Alliance of Law Students), and SALSA (Society of American Law Students). However, in the end, she opted for HLSA. The group found an advisor in the early part of 1999. They were recognized by their school's SBA, and held their first open meeting on February 25, 1999.

With some guidance from Michele M. Castillo–immediate-past SBA president (1998-99), Thomas Jefferson School of Law, voted the ABA/LSD's "SBA President of the Year," ABA/LSD lieutenant governor, Women in Law (and the list goes on...) –Rosa was able to generate interest in her new organization and the HNBA/LSD. As part of Michele's lt. governor and SBA duties, she flew down to Hawai'i during March '99 for the ABA/LSD spring conference. While there, she met with Rosa and the HLSA's advisors. Michele spoke on the virtues of joining the HNBA/LSD, the annual HNBA conference, and the HNBA/LSD Moot Court Competition. Rosa went on to corral some more support from her classmates and faculty. Rosa says that "there was not much interest at first because the campus was already inundated with other minority student organizations." Then, quietly, little by little, she began to notice a change in attitudes towards the fledgling organization. Students and faculty began to take notice. Of course, Rosa had lots of help from the other two co-founders.

Sakamaki Hall at University of Hawaii

Liz A. Robinson, treasurer, HLSA, is no stranger to hard work. She has committed herself to academic excellence. Liz, originally from Whittier, Calif., earned her B.A. in international relations, with a minor in business administration and geography, from California State University-Chico. Last year, she clerked for the Honorable Gail C. Nakatani. As a result of her academic achievements, Liz was offered a highly coveted legal research T.A. [teaching assistantship] position last semester. Currently, Liz is on the school's moot court team. And if that isn't impressive enough, Liz was elected the executive and research editor for *Law Review* in 2000-01. Liz says that her duties will entail "keeping track of deadlines and making sure everyone is on schedule."

For now, Liz looks forward to participating in the 5th Annual HNBA/LSD-sponsored Moot Court Competition at Georgetown University, scheduled for March 18-19, 2000. She hopes to utilize her "Best Oralist" skills from appellate advocacy to give the U of H team the winning edge in Washington, D.C. No doubt her diverse educational background has influenced her life goals. Liz has two daughters, six-year-old Madeleine and two-year-old Stephanie. She's interested in diversity education in the elementary schools. "I would like to be involved in the local school board someday," says Liz. What does Liz think about living in Hawai'i? She says, "I miss my grandmother's *frijoles*."

Anne E. López studied at San José State University, San José, Calif. Her B.S. degree in occupational therapy has put her in touch with the unfortunate victims of work-related injuries. She has evaluated and analyzed worksite safety issues, and designed and implemented individualized return-to-work programs for injured workers. Anne is proud of the fact that she is ranked 11th in her class. She, like Liz, was also "Best Oralist" in her section of appellate advocacy. Anne is a staff member of *Law Review* and was elected editor-in-chief of *Law Review* for the year 2000-01. Although Anne is not competing in this year's HNBA/LSD Moot Court Competition, she is lending her expertise by serving as the "team coordinator," scheduling practices and generally cracking the whip.

According to Rosa, "Anne was the catalyst that solidified our organization. Anne made wonderful suggestions at a time when we were just starting out, and she helped us gain the support of the faculty." It was Anne who formulated the HLSA constitution. A key element of their constitution clearly states that the group's objectives are "to instill upon law students the importance of giving back to the Hispanic community by establishing relationships with Hispanic communities and leaders." Another important feature is the group's realization of the importance of "establishing organizational continuity" to insure that the fight continues even after they graduate.

Anne also put together a proposal for funding in order that the group would be able to participate in the HNBA/LSD Moot Court Competition in March '00. So persuasive was the proposal that the SEED Foundation (Student Equity, Excellence, and Diversity) awarded HLSA $3,000 to assist with the travel-related expenses of attending the event. As for now, Anne says that "this is an opportunity to serve, educate, and touch the lives of the Hispanic community within the University of Hawai'i."

The stage has been set for an action-packed Moot Court Competition in D.C. With money in hand, and jet fuel in their blood, Rosa Hernández, Liz Robinson, and Colette L. Honda (the third member of the moot court team) intend to bring next year's HNBA/LSD Moot Court Competition to Honolulu. No doubt, this turbo-charged trio is destined for success. Incidentally,

Rosa says that "there was not much interest at first because the campus was already inundated with other minority student organizations."

one of the other schools competing in Washington, D.C., is Thomas Jefferson School of Law. The team from TJSL consists of José Arnoldo García, Alicia Z. Aguirre, and Danny Moreno.

Colette Honda speaks Spanish and plans to one day travel to Barcelona, Spain. Colette says, "The Hispanic team appealed to me because of my interest in travel and other countries, and also from my interest in the Hispanic culture and language." Her list of accomplishments is impressive. Colette is a dual-degree candidate at the U of H. She is working towards her M.A. in history, with an anticipated completion date of December 2000. Politics is in her blood–Colette is the SBA Secretary and ABA/LSD vice chair at her school. All good politicians must know their history. And if that isn't enough to keep her occupied, Colette is the quarterback for her law school women's flag football team. People often compare her quarterback skills with those of Dan Marino of the Miami Dolphins (well, that might be stretching it a little). Let's just say that she's good–she's been quarterbacking for her team at the Ete Bowl (students vs. alumni) since 1998. Colette is also an environmentalist and a member of the Hawai'i Business Jaycees. "I've been an active member of HLSA since last year and have been involved in all the activities," including, says Colette, the Surf Taco fundraiser.

Rosa is proud of the fact that HLSA has been in existence now for one year. According to Rosa, "the HLSA is the only Hispanic student organization in the University of Hawai'i-Manoa system." Issues such as labor, immigration, biculturalism, and bilingual education are just a few of the many projects on their "TO DO" list this semester. Planning and organizing events is challenging enough even for the most experienced leaders, but fundraising is a different animal altogether. Like many law schools, the U of H provides little or no funding for its moot court participants, especially if they are not part of the school's "designated" moot court team. What to do?

Rosa, Liz, and Anne hit upon an idea that resulted in a $700 windfall. They invited the owner of Surf Taco (a local restaurant) to "come out to the campus to sell their burritos and tacos." The proceeds were to go to HSLA. In a short 3-hour period, Surf Taco sold over $900 worth of tacos and burritos, with $700 going to HLSA. Word of their success spread like wildfire through the lush campus after a local television station featured the three in a promo ad for the Rainbow Wahine Basketball team (U of H women's basketball). Liz says, "The camera crew went around the campus and got different groups of students to yell 'We're #1.' We had no idea what we were getting into when they filmed us on 'Surf Taco Day.'" The commercials have been running since November '99, and the three have become instant local celebrities. The rest is HERstory.

Colette L. Honda, the third member of the moot court team

Para las tres Latinas, and Colette, congratulations y *buena suerte*. Your commitment and dedication offer reassurance that the impossible dream is not just a dream, and that it's okay to reach for the stars. The most important step is the first. Remember, you'll never get sucked into a black hole if you keep your feet firmly planted in the community, your anchor to reality.

Author Danny Moreno is SBA president at Thomas Jefferson School of Law in San Diego, Calif., and will complete his legal studies in December 2000.

People-Places-Publications-Conferences

PEOPLE & PLACES

Castro and Zencic Work on U.N. Forum

St. Francis College (N.Y.) students Gilbert Castro (pictured) and Ines Zencic are helping to organize the Fall 2000 Millennium Forum at the United Nations, working with Yassin El-Ayouty, St. Francis College professor in the department of international cultural studies.

The forum's theme is "The UN for the 21st Century." Topics include peace, security and disarmament, human rights, poverty eradication, environment and sustainable development, globalization, equality, justice and diversity, and strengthening the U.N.

As interns, Castor and Zencic will help with government liaisons, conference planning, and coordination of millennium events.

Garden City Community Honors Gonzales

Garden City Community College (GCCC) in Kansas sponsored an event honoring the life and career of longtime Garden City resident Lydia Gonzales.

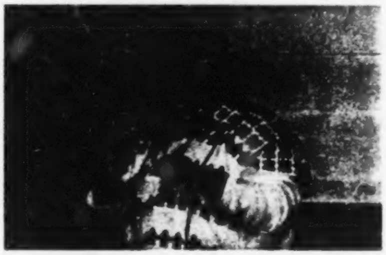
Gonzales has organized voter registration efforts, sponsored GCCC's chapter of the Hispanic American Leadership Organization, worked to obtain scholarships and support for young Hispanic men and women, and created GCCC's annual Hispanic Student Day.

Among many honors, she was named Garden City Business and Professional Woman of the Year, earned the Outstanding Service Award of the Kansas Advisory Council for Vocational Education, was named GI Forum Woman of the Year, and was named a role model for all generations by earning a 1997 Buena Gente Hispanic Leadership Summit Award.

Nationally, Gonzales has met President Clinton, earned a Lifetime Achievement Award from the U.S. Hispanic Leadership Conference, and was inducted into the National Women's Hall of Fame by the League for United Latin American Citizens.

Contreras Lectures at Western Washington

Using natural herbs to meet the medical needs of Mexico's indigenous peoples, Doña Enriqueta Contreras has served as a Zapoteca *curandera* (traditional healer) and midwife for more than 40 years and is said to possess a unique and powerful gift of healing.



She traveled from the Sierra Juarez mountains of Oaxaca in Mexico to Bellingham, Wash., where she lectured in January at Western Washington University. Together with Larry Estrada, professor and director of American cultural studies at Western, Contreras discussed social, ethical, and political conditions presently impacting curanderas in the Sierra Juarez. They talked about the recent organizational efforts by these women to seek support and status from the modern medical community and the Mexican government. Contreras also conducted a seminar on the use of herbal, medicinal plants and her work as a midwife.

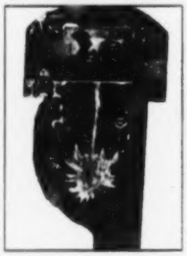
Sánchez Translates at Australian Snake Venom Laboratories

When Juan Velez, a businessman from the Foundation of Investigation and Intellectual Development in Colombia, wanted to conduct research on venom of South American snakes and involve people worldwide, he asked Elda E. Sánchez, Texas A&M University-Kingsville's Natural Toxins Research Initiative laboratory director, to translate for him in Australia.

Sánchez met Velez in Los Angeles, flew to Thailand for a week to attend the fifth Asia-Pacific Congress on Animal, Plant and Microbial Toxins, then to Australia for another week with Velez and Peter Mirtschin, a venom supplier from South Australia. Velez selected Sánchez because of her knowledge of venom research and fluency in Spanish. She has a master's degree from Texas A&M-Kingsville.

Rutgers Exhibits Sánchez Photos

The Mason Gross galleries at Rutgers University (N.J.) exhibited "Printed Convictions," drawings and related works by Juan Sánchez, nationally known Latino artist and alumnus of Rutgers' Mason Gross School of the Arts. Sánchez talked about his works during a discussion led by Alejandro Anreus, chief curator of the Jersey City Museum.



"Once We Were Warriors" (pictured), a new Sánchez print published by the Rutgers Center for Innovative Print and Paper (RCIPP) and Rutgers' Center for Latino Arts and Culture, with support from the National Endowment for the Arts, was one of the featured works. "This print looks at how Puerto Ricans must constantly work to preserve their own culture in the face of the overwhelming influences of the United States," said Judith Brodsky, founder and director of RCIPP.

Sánchez, an associate professor at Hunter College, earned his master's degree at Rutgers.

Sánchez Chairs Foundation Board

Phillip V. Sánchez, vice president of News World Communications, Inc., which publishes *Noticias del Mundo*, a New York-area Spanish-language daily, and *Tiempos del*

Mundo, a Spanish-language weekly published in Latin America, is the new chair of the board of the Educational Foundation of the Americas. He succeeds the late Dr. Burton Grossman, Mexican banker, industrialist, and philanthropist.

The foundation has helped to develop universities in Mexico and is now assisting a group of schools in Mexico City, specializing in bilingual computer, mathematics, and science education for children.

Sánchez is chair of the boards of the National Hispanic University (Calif.) and the Good Life Television Network in Washington, D.C., and a trustee of the University of Bridgeport (Conn.).

Castillo Chairs Texas Council

Dr. Max Castillo, president of the University of Houston-Downtown, is new chair of the Council of Public University Presidents and Chancellors (CPUPC).

Castillo has been a Council member for seven years and is a former vice chair.

The CPUPC provides a forum for discussing needs and concerns of the public universities of Texas and encourages inter-institutional cooperation. The Council is composed of presidents and chancellors of Texas' 49 publicly supported general academic universities, system offices, and health-related institutions.

Montero Strengthens Student Affairs at Brown

Janina Montero, known for her work at improving communications among diverse groups, is now an advocate for students and their range of outside-the-classroom needs at Brown University (R.I.).

In January, Montero, the former dean of student life at Princeton University, became vice president for campus life and student services at Brown.

She reports directly to the president and is responsible for the department of athletics and physical education, office of student life, office of residential life, food services, chaplains office, Third World Center, and Sarah Doyle Women's Center. In July, she will oversee the admissions office and the office of financial aid.

Montero has a bachelor's degree, master's, and doctorate from the University of Pennsylvania.

Sklar Dean of Academic Affairs at L.A. City College

Dr. Martha Sklar is now dean of academic affairs at Los Angeles City College (LACC). Interim dean since 1998, in that position she supervised the media and performing arts departments, library, and community service program. She also oversaw a number of job-training programs and major federal grants.

Sklar is a member of the Association of California Community College Administrators, the National Council of Teachers of Mathematics, and the California Community Colleges Association of Occupational Educators.

The Cuban-born Sklar, a mathematics professor at LACC from 1976 to 1995, has a bachelor's degree from Roosevelt University and a master's and doctorate from Northwestern University.

Esteban in Fresno City Program

Carina Esteban is serving until May as a trainee with Fresno City College's (Calif.) psychological services program, which is recognized by the APA with the highest level of accreditation available to agencies with pre- and postdoctoral internship programs in psychology.

Photo by Don Davis

A part-time social worker, Esteban, 23, is pursuing a doctorate at the California School of Professional Psychology (CSPP)-Fresno. She holds a bachelor's degree from Florida International University and will receive her master's from CSPP-Fresno this summer.

Espinosa Awarded Fellowship

Eugenio Espinosa, assistant professor of art at State University of New York (SUNY)-Rockland Community College, received a fellowship for a four-week artist's residency at the Vermont Studio Center. Cuban-born, Espinosa recently visited his native country and returned to Rockland to deliver a lecture and slide show, "Going Home: An Artist's Return to Cuba."

Photo © Fournier Photo/SUNY Rockland

Irizarry Wins University of the Arts Award

Johnny Irizarry, University of the Arts (Penn.) class of '83, received a 1999 PCAD Alumni Award.

The University of the Arts

Irizarry is program specialist for Latino studies of the school district of Philadelphia, helping shape programs and curriculum development on Puerto Rican, Latin American, and Latino studies. In 1986, he was named executive director of Taller Puertorriqueño, a community-based arts organization that gained new acclaim under his leadership. He received the Paul Robeson Social Justice Award from the Bread and Roses Community Fund, the Citizen of the Year Award from the annual Puerto Rican Week Festival, and a special Achievement Van der Zee Award from Brandywine Workshop, among other honors.

Three Dog Night Star a Hancock Alum

Rock music star and former Allan Hancock College (Calif.) student Chuck Negron returned to his alma mater to sing before a standing-room-only audience. Negron, lead singer of the popular '70s group Three Dog Night, attended Hancock from 1961 to 1964.

Negron sang many Three Dog Night hits–"One," "An Old-fashioned Love Song," and "Joy to the World"–and performed selections from his new CD *The Long Road Back*. Between songs, he spoke about his time at Hancock. His recent book *Three Dog Nightmare*, a best-seller, includes a chapter about the college, titled "The Best Years of My Life."

Arizona State Honors Trujillo

Gary L. Trujillo, CEO, president, and chair of the board of Quepasa.com, received the Arizona State University College of Business Distinguished Achievement Award at the college's convocation Dec. 16. The award recognizes business alumni who have made significant contributions to their field, their community, and the college.

Quepasa.com, an Internet company, provides the rapidly growing U.S. Hispanic market with information and interactive content, in both Spanish and English. Earlier, Trujillo was president and founder of the Southwest Harvard Group, an asset management company, and a partner in the Corella Cable and Wire Company–the first company in the U.S. to receive an exclusive minority contract from AT&T to produce cable wire.

Costa Rican Official Speaks at Life University

Dr. Rogelio Pardo (pictured at l. with Dr. Sid E. Williams), health minister of Costa Rica, addressed graduates of Life University (Ga.) in December. Life, known for its School of Chiropractic, awarded 445 degrees and certificates during its ceremonies for its Fall 1999 and Winter 2000 classes.

Pardo discussed the recent inclusion of the chiropractic profession in the Central American country as a "totally separate and distinct practice." He said he hoped it would serve as a model for other Central American countries.

Undergraduate honors for the Fall 1999 class went to Guenia Bravo, class valedictorian.

Navarro on National Board

Richard Navarro, dean of California State Polytechnic University-Pomona's School of Education and Integrative Studies since 1997, recently joined the board of directors of the National Board of Professional Teaching Standards.

Navarro is a member of the Interstate New Teacher Assessment and Support Consortium's higher education advisory board. He spent 14 years in the department of teacher education at Michigan State University before coming to Cal Poly-Pomona. At Michigan State, he founded and directed the Julian Samora Research Institute, the first Latino policy research center in the Midwest.

Richard Santillan, Cal Poly-Pomona's interim vice president of academic affairs, said of Navarro, "His election to this board allows him the opportunity to support teachers and student education at a national level."

Mujica Keeps Thunderbirds in Air

An F-16 jetfighter flown by the U.S. Air Force Thunderbirds goes twice the speed of sound, pumps out 25,000 pounds of thrust, and maneuvers at 500 mph just 18 inches from the wingtip of the next plane.

Photo © GCCC Photo

Former Garden City Community College (Kan.) student Alonzo Mujica makes that possible. A skilled mechanic, his job is to assure that the unit's 10 single-engine Fighting Falcons perform properly every time they're flown. "It's a very serious business we do, and my schooling helped me become what I am right now," said Mujica.

Mujica believes young people need positive role models, and he hopes to be one at the classroom level. He often answers questions, explains propulsion concepts, and shows the aircraft to a wide variety of people, including children, at small town air shows. "My advice to anyone who wants to join the Air Force is to go to college first."

Flor Ada Wins Award for Latest Book

The University of San Francisco's (Calif.) Alma Flor Ada, professor of education and noted author of children's books in Spanish and English, won the Pura Belpré Author Award for *Under the Royal Palms: A Childhood in Cuba* (Atheneum Books). The award honors Latino and Latina writers and illustrators whose works best portrays, affirms, and celebrates the Latino cultural experience in a children's book.

In a heartwarming and loving portrayal of her childhood days in Cuba, Ada describes her deep friendship with a beloved dance teacher. Readers meet relatives and share the tragedy of the loss of Ada's uncle. Photographs enhance the diary-like depiction of Ada's early years.

New Mexico Starts Internet Pilot

The University of New Mexico (UNM) has added a new lane to the information superhighway. Dr. Jeronimo Dominguez, vice provost of UNM's Extended University, said its new Internet Pilot Project began offering courses this semester.

Nine courses are offered–four in nursing, two in English, and one each in public administration, anthropology, and psychology. Some are for undergraduate credit, some for graduate credit, and some for both.

These courses "respond to the needs of New Mexico's rural communities and help on-campus students as well." "These courses allow students throughout New Mexico to complete the degree requirements without having to be on campus. This is a significant step in assisting students to complete degrees in order to obtain better jobs."

In the News at Rio Hondo

To celebrate students' completion of Rio Hondo College's (RHC's) short-term child care training program, the college joined forces with East Los Angeles College (ELAC) and Los Angeles County supervisor Gloria Molina for a day filled with job opportunities, testimonials, entertainment, and congratulations. RHC Superintendent/President Dr. Jesus "Jess" Carreon congratulated students alongside ELAC President Ernest Moreno and Molina. Students received pins to acknowledge their membership in the Southern California Association for the Education of Young Children.

David Siegrist, an RHC trustee since 1993, said, "As board president, I want to increase the college's outreach to include preschool children through senior citizens. I want to look into establishing off-campus sites to serve these and all members of our community."

Miami-Dade Trains Refugees

More than 2,000 refugees are able to receive educational assistance and vocational training at Miami-Dade Community College (M-DCC) through a $4.5 million grant from the state of Florida Department of Children and Families Refugee Programs Administration.

The program, Refugee/Entrant Vocational Education Services Training (REVEST), assists refugees of all nations, Cuban-Haitian entrants, and Amerasians. Eligible are those who have been in the U.S. for 60 months or less and lawful permanent residents who were refugees prior to adjusting to permanent residency. Program participants may enroll in vocational English training, GED preparation, vocational skills training, employability seminars, and other programs. Applicants must apply in person at the REVEST office on M-DCC's Wolfson Campus in downtown Miami, 300 N.E. Second Ave., Building One, First Floor.

In the News at Trinity

"Ritmo de Pueblo: A Festival of Puerto Rican Music and Art," was held recently at Trinity College and other locations in Hartford, Connecticut Valeriano Ramos Jr., Trinity's director of community service and civic engagement, said that the festival project celebrated Puerto Rican musical traditions and culture in ways that informed, educated, entertained, and engaged. It also promoted a greater appreciation of the community's culture and the many contributions Puerto Rican artists have made to it.

Trinity hosted Julio Pantoja's photographic exhibit, "Tucumán: The Children Twenty Years Later," in January. In the wake of a military repression in Argentina, anyone who spoke out against the military government was targeted for retaliation. Pantoja's exhibit featured portraits of the children of men and women from the province of Tucumán who "disappeared" during the military dictatorship. Photos of the children, who would now be in their late teens and early twenties, are frequently shown with photographs of their parents, who were the same age when they vanished.

A Pantoja photograph from the exhibit is shown here.

Austin Community Hosts Latino Literary and Arts Festival

Austin Community College (ACC) in Texas hosted its seventh annual Latino Literary and Arts Festival. Artists Arthur Sze, Ruben Martinez, and Hector Galan were the featured attractions.

Sze, known for his startling juxtaposition of images and ideas, shared some of his musical and visionary poetry. He recently released *The Redshifting Web: Poems 1970-1998*. Martinez, an Emmy Award-winning journalist, poet, and performer, is the author of *The Other Side: Notes from the New L.A. Mexico City and Beyond*.

New Mexico Tech Protects Endangered Species

Dr. Daniel H. López, president of the New Mexico Institute of Mining and Technology, said that a consortium of associated scientists successfully tested New Mexico Tech's patented non-toxic, all-natural, chile-pepper-based repellent to help control the destructive impact of the rosy wolfsnail (Euglandia rosea).

Rosy, a carnivorous snail native to the Southeastern United States, has caused the total extinction of several snail species and threatens the extinction of additional snail species in Hawaii and other islands in the Pacific and Indian oceans.

Lorenzo Torres, an affiliate of New Mexico Tech, was instrumental in discovering and patenting the chile-based repellent.

GateWay Holds Financial Aid Week

To help students find ways to finance their education, GateWay Community College (Ariz.) offered workshops during its first annual Financial Aid Awareness Week. Activities and advice were offered in the areas of financial aid, scholarships, federal work study, and money management.

GateWay student Lorey Ann Attanasio, an asthmatic training for a career in respiratory care, says that if it weren't for scholarships, she probably would have stopped going to school. After tackling the burden of student loans, she knew there had to be a better way. She started looking at billboards around GateWay's campus, and since then has received more than $3,000 in scholarships from more than five sponsors. On receiving a $1,000 Chela Scholarship, she said, "It's all here, and I didn't have to go far or do any research."

Chicagoland Students Receive North Park Scholarships

Two North Park University first-year students from the Chicagoland area in Illinois received Mustard Seed Scholarships as part of the university's commitment to supporting Christian education for outstanding African American, Latino, and Native American students.

Ricardo Leiva (l.) and Maricela Verduzco(r.) qualified because they ranked in the top 15 percent of their high school class and had ACT composite scores of at least 28 or SAT scores of at least 1240.

Also receiving funds were returning students Monica L. Cottrell, Sherna N. Graham, Shari L. Hayden, Shanna C. Lee, Richard

Medina, Olivia Nodal, Ysenia Ramirez, and Chris L. Turner.

Texas Wesleyan Baseball Gala Features Palmeiro

Texas Wesleyan University's Baseball Extravaganza 2000 featured Major League Baseball All-Star Rafael Palmeiro. The event benefited the university's athletic programs.

Palmeiro, first baseman for the Texas Rangers, made his major leagues debut with the Chicago Cubs in 1986. The *Sporting News* Player of the Year, Texas Rangers Player of the Year, and American League Designated Hitter of the Year ranks among active leaders in hits, RBIs, and home runs, and is a four-time American League All-Star and two-time Rawlings Golden Glove award-winner as a first baseman.

Palmeiro has been a spokesman for the Juvenile Diabetes Foundation's "Walk to Cure" program, where he pledged $100 for each home run he hit. He is also a spokesman and fundraiser for the Lena Pope Home, where he has helped raise $60,000 through his home run sponsorship, as well as working on foster home recruitment. Pictured (l.to r.): Palmeiro and Dave Voskuil, Texas Wesleyan University vice president for enrollment and student life.

NACME Alumni Excel

Three recent National Action Council for Minorities in Engineering (NACME) Alumni Award winners spoke of how critical NACME's support was to them as undergraduates.

Justin Blount worked summers and arrived at Syracuse University for his sophomore year unable to pay his tuition; Tina M. Herrera's father, her financial and emotional anchor, was felled by illness while she was at Berkeley College; and Eric Adolphe recalled living in the basement at the City College of New York, on the verge of dropping out of the engineering program, until he learned about NACME.

Today Blount is a leading business consultant at DuPont; Herrera's research at NASA was part of the MIR Space Station project; and Adolphe is president and CEO of a $12 million telecommunications company, the OPTIMUS Corporation.

Texas A&M-Kingsville Touts Migrant Program

Representatives of Texas A&M University-Kingsville presented the College Assistance Migrant Program (CAMP) and the High School Equivalency Program (HEP) as examples of success at the 1999-2000 Texas Migrant Education Conference.

The event provided a forum for educators to share and enrich their knowledge of effective practices to help develop a collective vision of excellence in migrant education.

Texas A&M-Kingsville first-year student Wilfredo Puente (pictured), was honored as an Exemplary High School Graduate Migrant Student. Class valedictorian, he had the highest high school GPA of the seven students honored.

Consuelo Martinez, Texas A&M-Kingsville special programs director; Edgar Nandin, HEP assistant director; Yolanda Garcia, HEP counselor; Marcos Benavides, CAMP coordinator; and Martie De La Paz, CAMP recruiter/advisor, were in attendance.

Mt. Hood Community Creates Hispanic Post

Gayle Parker was named Hispanic Services Coordinator at Mt. Hood Community College (MHCC). The new position entails heading the El Futuro Abierto program and the Oregon Leadership Institute at the college.

"This is exciting for me as a Hispanic woman…," Parker said. "The Latino population is the fastest growing minority group in this area, so we're serving the community through these efforts."

The college's Oregon Leadership Institute program, a cooperative effort with the Oregon Council for Hispanic Advancement, trains Latino college students, who then mentor local Latino high school students. The El Futuro Abierto program caters to Spanish-speaking women who want to take ESL classes at MHCC, providing child care and transportation in order to make the classes accessible.

"Dos Fronterisas" at Texas Woman's University

Sharon Warwick and Maria Teresa Garcia-Pedroche explored the borders of artistry with their show of mixed media creations, "Dos Fronterisas," at Texas Woman's University (TWU).

Garcia-Pedroche (pictured), associate curator at the Southern Methodist University Meadows Museum, showed artist-designed books, mixed media works, retablos (painted altar panels), paintings, and installations. An award-winning artist with a master's degree from TWU, she creates paintings and retablos from photographs, printed text, and found objects.

Warwick, a TWU visiting assistant professor in art education, who also has a master's from TWU, was in 1997 named National Middle School Art Educator of the Year.

35th Anniversary for Manhattan Community College

Borough of Manhattan Community College (BMCC) in New York is celebrating its 35th anniversary throughout the 1999-2000 academic year.

Photo © Julie Lemberger

"While we have always honored our initial mission to provide education and training that can transform the lives of our students, the college has earned a reputation as an institution that, through innovation and creativity, keeps pace with the rapidly changing world around us," said BMCC president Antonio Perez. Pictured (l. to r.): Pérez and Professor Lawrence Sher cut the anniversary cake as Professor Frank Navas looks on.

Houston-Clear Lake Signs Arts Agreement

The Universidad Veracruzana, Mexico, is part of a three-way collaboration in the arts with the University of Houston-Clear Lake (UHCL) in Texas and the Academy of Fine Arts and Design, Bratislava, Slovakia. The agreement between the universities includes faculty exchanges and art exhibits. Plans to extend the exchanges to include students are in the process.

NYU Hosts Debate on U.S. Blockade of Cuba

The Cuba Legal Studies Group (CLSG) at the New York University School of Law brought together legal scholars and public policy experts for an ongoing international debate about the legitimacy of the continuing United States embargo of Cuba. Panel participants addressed the latest developments in the 37-year-old embargo, specifically the Helms-Burton Act, which many international public law experts have criticized as a violation of the customary rules of international law.

CLSG is an educational, non-partisan student organization dedicated to the study of Cuban law and society. The group strives to create a forum for critical discussion and analysis of Cuba and U.S.-Cuba relations.

Female and Hispanic Enrollment up at Texas Health Science Center

More women are enrolled in the medical and dental schools of the University of Texas Health Science Center at San Antonio than ever before. The percentage of Hispanic students enrolled is up as well, from 18.93 percent last year to 19.57 percent, according to university statistics.

Of 824 students enrolled in the Medical School, nearly half, or 401, are women. Female enrollment is also up in the Dental School, where 150 of 359 students, and 11 of 37 postdoctoral students, are women.

NAICU Commends Clinton

According to the National Association of Independent Colleges and Universities (NAICU), President Clinton's FY 2001 higher education budget proposal is very good news for America's neediest and middle-class families struggling to make college a financial reality. David L. Warren, NAICU president, said that Clinton's proposal represents a comprehensive and substantial investment in the nation's students and the federal programs that millions of students rely on to attend college.

The proposal significantly boosts grant aid, increasing funding for the Pell Grant and Supplemental Education Opportunity Grant (SEOG) programs. Total funding for the Pell Grant program would increase by $716 million. By NAICU's estimate, the number of SEOG recipients would expand by 100,000 students.

Laredo Community College Expanding Science Building

Members of the Leo G. Cigarroa family joined members of the Laredo Community College (Texas) family in announcing a $21 million federal grant that is expected to transform the lives of area students pursuing careers in math, science, engineering, and health-related fields.

"This is a historic moment for the city of Laredo and the college," said college president Dr. Ramón H. Dovalina (pictured), in announcing the U.S. DOE grant, which will support construction of a new 18,000-square-foot laboratory wing for the Leo G. Cigarroa Science Building, initially constructed in 1968 to honor Cigarroa, who served many years on the college board of trustees and was instrumental in the development of the campus.

PUBLICATIONS

Diary of a Guerilla

by Ramón "Tianguis" Pérez

DIARY OF A GUERRILLA

In its most literal sense, this book is a simple self-portrait of a naïve, idealistic Mexican teenager drawn into armed rebellion against the national government out of love for his homeland. This is not the urban world of Mexico City but the campo of Mexico, where Spanish is a second language, native Indian languages predominate, and hired gunmen settle land disputes. Translated by Dick J. Reavis.

1999. 144 pgs. ISBN 1-55885-282-4. $19.95 cloth. Arte Público Press. (800) 633-ARTE.

After the Disciplines: The Emergence of Cultural Studies

Michael Peters, ed.

What are the underlying historical, epistemological, and political reasons for the emergence of cultural studies? To what extent does the emergence of cultural studies displace or dislocate traditional disciplines? What forms of resistance have cultural studies encountered, and why? To what extent does the emergence of cultural studies reflect a changing mission of the university and changing relations between the university and the wider society? This book addresses these issues, and more.

1999. 312 pgs. ISBN 0-89789-627-0. $24.95 paper. Bergin & Garvey. (800) 225-5800.

Concerto Conversations

by Joseph Kerman

Leading critic and musicologist Joseph Kerman examines how a wide range of composers have handled the balance and contrast between soloist and orchestra by looking at the soloist's entry into the music and the role of virtuoso passages. It comes with a companion CD, which contains works discussed in the book.

1999. 175 pgs. ISBN 0-674-15891-1. $24.95 cloth. Harvard University Press. (800) 448-2242.

Realismo mágico y primitivismo: Relecturas de Carpentier, Asturias, Rulfo y García Márquez.

(Spanish)

by Erik Camayd-Freixas

Realismo mágico y primitivismo

This study brings together, for the first time, the concepts of magic realism and primitivism in the readings of the key works of the Hispanic narrative: Alejo Carpentier, Miguel Ángel Asturias, Juan Rulfo, and Gabriel García Márquez, among others.

1998. 349 pgs. ISBN 0-7618-1102-8. $36.50 paper. University Press of America. (800) 462-6420.

Technology and Competitiveness in Mexico: An Industrial Perspective

by Thomas J. Botzman

Mexico is looking for ways to successfully make the transformation from Third World to First World economic status. This book is geared primarily towards industry practitioners looking for a greater understanding of Mexican industrial technology, with a goal of implementing strategies that will succeed as the economic system changes.

1999. 157 pgs. ISBN 0-7618-1372-1. $27.50 paper. University Press of America. (800) 462-6420.

CrashBoomLove: A Novel in Verse

by Juan Felipe Herrera

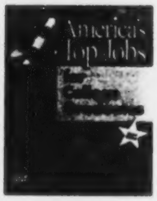
crash boom love

In this novel in verse–said to be unprecedented in Chicano literature–poet Juan Felipe Herrera illuminates the soul of a generation. Drawn from his own life as well as a lifetime of dedication to young people, this book helps readers understand what it is to be a teen, a migrant worker, and a boy wanting to be a boy.

1999. 155 pgs. ISBN 0-8263-2114-3. $10.95 paper. University of New Mexico Press. (800) 249-7737.

America's Top Jobs® for College Graduates. 3rd ed.

by J. Michael Farr



An essential reference for college graduates, career changers, students, job seekers, employment counselors, and those seeking upward career mobility. Includes detailed information on more than 100 jobs and trends for college grads and those considering a college education. Reflects employment prospects and pay by type of degree and major, plus labor market trends.

1999. 410 pgs. ISBN 1-56370-493-5. $16.95 paper. JIST Publishing. (800) 648-JIST.

Aztlán: A Journal of Chicano Studies, Vol. 24, No. 2, Fall 1999

Chon A. Noriega, ed.

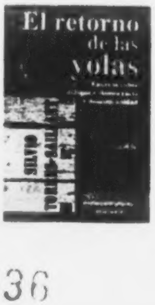
Issued twice a year, this interdisciplinary, refereed journal is dedicated to scholarly research relevant to or informed by the Chicano experience. *Aztlán* welcomes submissions in the humanities, social sciences, and arts. For a $25 yearly subscription, contact: e-mail, aztlan@csrc.ucla.edu.

Fall 1999. 194 pgs. ISSN 0005-2604. $12.50 paper. UCLA Chicano Studies Research Center. (310) 825-2642.

El retorno de las yolas: Ensayos sobre diáspora, democracia y dominicanidad

(Spanish)

by Silvio Torres-Saillant



This book highlights the cultural, political, and economic interdependence of Dominicans in the home country and in the United States, while debunking the negative stereotypes the media in the Dominican Republic propagate about U.S. Dominicans. It urges the Dominican intelligentsia in the sending country to recognize the invaluable contributions of the diaspora not only in terms of economic support to Dominican society through sizable remittances but also in terms of cultural production in democratic practices, and in modifying the very notion of "Dominicanness" to make it more inclusive in terms of class, gender, ethnicity, and race.

1999. 467 pgs. ISBN 84-89539-94-4. $25.00 paper. Ediciones Librería La Trinitaria. (809) 682-1032.

Dominican Migration to the United States, 1970-1997: An Annotated Bibliography

by Sarah Aponte

Dominicans can begin to organize the existing knowledge on Dominican migration and the life of the community in the United States. Sarah Aponte, library scholar and administrative coordinator of the City University of New York Dominican Studies Institute at City College, has created a foundational reference source.

1999. 178 pgs. $15.00 paper. CUNY Dominican Studies Institute. (212) 650-7496.

A Sourcebook for Hispanic Literature and Language: A Selected, Annotated Guide to Spanish, Spanish-American, and United States Hispanic Bibliography, Literature, Linguistics, Journals, and Other Source Materials. 3rd ed.

by Donald W. Bleznick

This book encompasses a broad spectrum of references to general bibliographical guides, bibliographies of Hispanic literature, literary dictionaries and encyclopedias, histories of Hispanic literatures, linguistics, and a guide to scholarly journals.

1995. 322 pgs. ISBN 0-8108-2981-9. $60.00 cloth. Scarecrow Press. (800) 462-6420.

High-Flavor, Low-Fat Mexican Cooking

by Steven Raichlen

Mexican food doesn't have to be unhealthy. Given the splendid raw materials–gorgeous vegetables, explosively flavored chilies and herbs, freshly made tortillas, the incredibly diverse selection of grains and beans–it should be one of the healthiest cuisines on the planet. Steven Raichlen presents his approach to remaking Mexican food in a delicious and healthful image. Photography by Greg Schneider. Food styling by Patty Forrestel.

1999. 192 pgs. ISBN 0-670-88388-3. $29.95 cloth. Viking. (800) 788-6262.

Contemporary Latin American Fiction: An Annotated Bibliography

by Keith H. Brower

This bibliography contains more than 600 entries covering 23 contemporary Latin American narrativists and more than 100 individual works. It is limited to English-language criticism.

1989. 218 pgs. ISBN 0-8108-2810-3. $42.00 cloth. Scarecrow Press. (800) 462-6420.

Miguel Delibes: An Annotated Critical Bibliography

by Glenn G. Meyers

Miguel Delibes is one of Spain's most important post-Civil War narrators. This book is an exhaustive survey of the bibliographic material generated by Delibes' writings. It provides the scholar with quick access to a panoramic view of what has been written by and about Delibes.

1999. 352 pgs. ISBN 0-8108-3626-2. $50.00 cloth. Scarecrow Press. (800) 462-6420.

Many publications featured in this section are available through amazon.com.

VIDEOS

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
P.O. Box 2053
Princeton, NJ 08543-2053
(800) 257-5126

Méjico or Mexico: The Struggle for Identity

After Mexico gained independence from Spain, the young nation continued to struggle for identity as it sought to define itself geographically, politically, and culturally. This program examines the influences of such writers as José Santos Chocano, Enrique Gonzales Martinez, and Los Contemporáneos, among others.

(Spanish, 25 min., color) Item #FFH 9117

Spanish Today

Although Spanish is the dominant language throughout Central and South America, it is a Spanish that has been deeply influenced by the region's indigenous cultures. This program examines the linguistic synthesis of Spanish, English, and the languages of Yucatán, Chiapas, and Oaxaca.

(Spanish, 25 min., color) Item #FFH 9118

Spanish in America

Spanish is the second language of the United States, and for many living in America, it is their first language. This program examines the influence of Mexican culture in the U.S. and the debate in Mexico about the anglicization of Spanish. Mexico's multicultural heritage is explored, along with the pervasiveness of Spanish today.

(Spanish, 25 min., color) Item #FFH 9119

CONFERENCES

TESOL Convention and Exposition

March 14-18

Teachers of English to Speakers of Other Languages holds its 34th annual convention and exposition. In Toronto, Canada.

Contact: (703) 836-0774.

Heritage College Diversity Conference

March 16-19

"Gathering 2000: for an Immersion Experience in Cultural Inclusiveness in Higher Education." At Heritage College in Toppenish, Wash.

Contact: Irma de Prieto, (509) 865-8530; e-mail, deprieto_i@heritage.edu; Web site, www.heritage.edu.

ACE 82nd Annual Meeting

March 18-21

The American Council on Education's 82nd Annual Meeting, "A New Agenda for a New Age: Higher Education in Transformation"–focusing on the transformational changes taking place throughout society and how higher education is reshaping its priorities on such issues as technology, diversity, teacher education, college costs and financial aid, and globalization–convenes in Chicago at the Sheraton Chicago Hotel and Towers.

Contact: ACE, (202) 939-9410; Web site, www.acenet.edu.

2000 5-State Multicultural Conference

March 30-31

The 9th annual conference sponsored by Garden City Community College (Kan.). Keynote speakers include Jeannie Chavez-Martinez, Pittsburg State University (Kan.), and Roger Hernandez, nationally syndicated columnist.

Contact: Carole Huxman at GCCC Trio Programs, (316) 276-9538; Web site, gccc.cc.ks.us.

NAHP Convention 2000

March 29-April 1

The National Association of Hispanic Publications presents "the Hispanic print event of the new millennium." At the Monte Carlo Resort & Casino, Las Vegas, Nevada.

Contact: Andres Tobar, Executive Director/CEO, (202) 662-7250.

AAHE 2000 National Conference

March 29-April 2

The American Association for Higher Education's 2000 national conference has as its theme "To Form a More Perfect Union: Diversity and Learning." In Anaheim, Calif.

Contact: Kerry Newberry, conferences and meetings assistant, (202) 293-6440; Web site, www.aahe.org.

NCA-CIHE 105th Annual Meeting

April 1-4

The North Central Association of Colleges and Schools' Commission on Institutions of Higher Education presents "The Quest for Quality: Mission, the Commission, and a New Century." In Chicago, at the Hyatt Regency Chicago.

PRBA Scholarship Fundraiser

April 6

The Puerto Rican Bar Association will host its 43rd annual scholarship fundraising banquet, themed "Empowerment in the 21st Century." Keynote speaker is Puerto Rico Governor Pedro Rosselló. The banquet raises funds for law students and honors Latino leaders. In New York City.

Contact: (212) 447-4444.

New Jersey Project Spring 2000 Conference

April 7

The New Jersey Project on Inclusive Scholarship, Curriculum, and Teaching's spring conference focuses on "Global Translations: Thinking, Writing, and Teaching across Borders" and features, among others, Ruth Behar, Cuban-born anthropologist at the University of Michigan. At New Jersey City University, Jersey City, N.J.

Contact: (973) 720-2296; e-mail, njp@wpunj.edu.

AACC 80th Annual Convention

April 8-11

The American Association of Community Colleges presents its annual convention, this year on the theme "A World of Possibilities," and an academic marketplace at the Hilton Washington in Washington, D.C.

Contact: Web site, www.aacc.nche.edu.

Teaching, Learning, and Technology Conference

April 12-15

Florida Community College-Jacksonville, among others, is sponsoring "Teaching, Learning, and Technology: Challenges for Creating Sustainable Change in the New Millennium." At the Radisson Riverwalk Hotel, Jacksonville, Fla.

Contact: Jack Chambers, (904) 632-3231, or Jeana Davis, (904) 632-3088.

The Latino Book Summit

April 15-16

This book summit celebrates books, careers, culture, education, health, and more. In San Diego, Calif.

Contact: (323) 255-9206.

UCEA 85th Annual Conference

April 16-18

University Continuing Education Association presents its 85th annual conference, "Riding the Waves: Strategies for the New Futures of Higher Education," dealing with trends in markets and futures, in leadership and management, and in learning and instructional technologies. Includes a special seminar on Continuing Education Trends in Latin America and Puerto Rico (in Spanish). In San Diego, Calif.

Contact: UCEA, (202) 659-3130; e-mail, postmaster@nucea.edu; Web site, www.nucea.edu.

3rd Annual Conference on Diversity in Teaching and Learning in American Higher Education

April 19-22

"Text and Context: The Structures of Learning" includes among the keynoters José Cuellar, chair, La Raza Studies, California State University-San Francisco. At The Westin St. Francis Hotel in San Francisco.

Contact: (408) 864-8309/8993; Web site, www.TeachLearn.fhda.edu.

American Educational Research Association Annual Meeting

April 24-28

The A.E.R.A. annual meeting's theme is "Creating Knowledge in the 21st Century: Insights from Multiple Perspectives." In New Orleans.

Contact: A.E.R.A., (202) 223-9485; Web site, www.aera.net.

7th Annual IDRA Early Childhood Educators Institute™

April 25-27

This year's Intercultural Development Research Association La Semana del Niño institute is on the theme, "Educating the Next Generation." Speakers include Regina Benjamin; Gloria Rodriguez, founder of AVANCE; Bertha Perez, UTSA-Downtown; and Diane Gonzales Bertrand, internationally known author of children's literature. On two mornings, participants will visit schools that showcase innovative programs for diverse learners.

Contact: Carol Chavez at IDRA, (210) 444-1710; Web site, www.idra.org.

Illinois TESOL-BE 2000 Annual Convention

April 28-29

Illinois Teachers of English to Speakers of Other Languages/Bilingual Education presents its 26th annual convention, "Options and Opportunities." At Navy Pier in Chicago, Ill.

Contact: e-mail, eminicz@harper.il.cc.us or Cporter@irc-desplaines.org.

NCORE 2000

June 1-5

13th Annual National Conference on Race & Ethnicity in American Higher Education. Sponsored by The Southwest Center for Human Relations Studies, Public and Community Services Division, College of Continuing Education, The University of Oklahoma. Among the keynoters is Edward James Olmos. In Santa Fe, N.M.

Contact: Web site, www.occe.ou.edu/NCORE.

AAHE Assessment Conference

June 14-18

The American Association for Higher Education's 15th annual conference on assessment asks, "Rising Expectations: Can Assessment Deliver?" In Charlotte, N.C.

Contact: (202) 293-6440; Web site, www.aahe.org.

Latin American Educational Foundation Golf Tournament

June 21

The Latin American Educational Foundation hosts its annual golf tournament. In Sedalla, Colo.

Contact: (303) 446-0541.

Books in Spanish for Young Readers: Summer Workshops 2000

June 26-28, July 10-12, and July 31-August 2

Dr. Isabel Schon, director of the Center for the Study of Books in Spanish for Children and Adolescents at CSU-San Marcos, announces this year's three three-day summer workshops: "Books and Reading Strategies for English Language Learners in Grades K-8," "Current Issues: Books in Spanish for Young Readers," and "Literature in Spanish for Children and Adolescents/La Literature en Español Dirigida a los Lectores Infantiles y Juveniles" (the latter conducted in Spanish).

Contact: e-mail, ischon@mailhost1.csusm.edu.

Kiva's Mexico 2000 Education Tour

September 19-20, Guadalajara
September 22-23, Mexico City
September 25-26, Monterrey

Kiva Expeditions, Inc., is committed to building partnerships through key introductions among international exhibitors, Mexican schools representatives, and local business leaders. This year's tour, "Building Partnerships in Mexico," will focus on student recruitment through public fairs and school visits.

Contact: Annette Wright, (303) 770-3063; e-mail, kivaexpo@mindspring.com.

HACU 14th Annual Conference

November 4-7

This year's theme: "Championing Hispanic Success in Higher Education." At the Albuquerque Convention Center, Albuquerque, N.M.

Contact: Web site, www.hacu.org.

EDUCATIONAL STUDIES

URBAN EDUCATION GENERALIST

Carleton College invites application for one full-time, tenure-track appointment beginning September 1, 2000, at the rank of assistant professor. We are seeking PhDs with a commitment to teach in a liberal arts setting. Candidates should have a solid disciplinary and interdisciplinary background in the psychological, sociological, historical, or philosophical foundations of education. Strong research interests in urban education and/or multicultural education is desirable. Responsibilities include teaching courses in multicultural education, special methods courses, and supervision of student teaching. The successful candidate would also be expected to create his or her own courses to strengthen a teacher licensure program that focuses on urban education. Secondary school teaching experience and prior supervision of student teachers desirable.

Candidates should speak to their experience and desire to work in an educational studies program within the context of a highly selective liberal arts college. Carleton College is located 35 miles south of Minneapolis/St. Paul and is on a three-term per year, two-course per term schedule. Women and minorities especially encouraged to apply. Send resume, letters and transcript by April 14, 2000, to:

Deborah Appleman, Chair
Educational Studies
Carleton College
Northfield, MN 55057

Affirmative Action Equal Opportunity Employer

POLK COMMUNITY COLLEGE

INSTRUCTIONAL FACULTY

The following anticipated full-time, tenure track positions exist beginning in the fall of the 2000/2001 academic year.

- **English**
- **Humanities**
- **ESL**
- **Economics**
- **Nursing**
- **Coordinator of Engineering Technology ***
- **History**
- **Math**
- **Physical Science**
- **Biology**
- **Computer Science**

Minimum requirements include a Master's degree and eighteen graduate hours in the teaching discipline. Teaching experience is factored into the screening process, but knowledge of the discipline, awareness of current trends in instruction, and comfort with instructional technology are also important factors.
(* Note: Coordinator of Engineering Technology is not a tenure track position.)

For an expanded job posting and application materials, visit our web site at **www.polk.cc.fl.us** Applications are also available from the **Human Resources Office, 999 Avenue H, NE, Winter Haven, FL 33881-4299, (863) 297-1070.** Application review will begin March 27, 2000, although applications will be accepted until finalists are identified. EA/EOE/Drug-Free Workplace.

Book Review

By Javier A. Martínez, Ph.D.

Mexicanos: A History of Mexicans in the United States, by **Manuel G. Gonzales.** 322 pages. Bloomington: Indiana University Press. (601 North Morton Street; Bloomington, IN 47404-3797; 800-842-6796), 1999. ISBN 0-253-33520-5. $29.95 cloth.

Drawing on the findings of Chicano and Mexican American historians, Gonzales' book is primarily "a synthesis of studies in the field." By amassing a diverse amount of historical material, the author provides the reader with a rich and thoroughly detailed history of Mexicans in the United States.

Gonzales' book is divided into an introduction and nine chapters, the first of which examines the origins of Spanish civilization from its beginning in the Upper Paleolithic period to its Golden Age in the fifteenth century. Gonzales recounts the first meeting between Europeans and the indigenous people of the Americas. He explains in a clear and systematic way the various accepted historical reasons for the fall of the Aztec Empire and the lasting impressions left on the Americas by the Spanish, most notably the language.

MEXICANOS
MANUEL G. GONZALES

Chapter Two traces Spanish movement into the north until 1821, specifically the settling of New Mexico. Gonzales' prose is clear, his information factual and direct, and his storytelling abilities begin to flower in this chapter. His enthusiasm for his topic is evident, and the recounting of, for example, Cabeza de Vaca's exploits, is enthralling even to those of us already familiar with this territory.

Chapter Three examines the Mexican period of Southwest history, from 1821-1848. Mexican independence, the Texas Revolt, and the Mexican War are succinctly but competently examined. Gonzales also describes the complexity of Anglo-Mexican relations and their substantial differences in California, New Mexico, Arizona, and Texas.

This state-by-state approach is again used in Chapter Four, perhaps the most powerful. Gonzales communicates a genuine sense of agony suffered by Mexicans and U.S.-born Mexicans in the last fifty years of the 19th century. Gonzales' style will never be confused with Acuña's impassioned (and embittered) prose, but this chapter communicates forcefully the many atrocities perpetrated against U.S. Mexicans throughout the American Southwest.

Chapter Five recounts the great migration from Mexico into the United States by thousands of Mexicans. Gonzales does an admirable job of examining the social forces that precipitated this exodus, including the Mexican Revolution. The author draws a neat and discernible line between the economic development of the Southwest and its impact on the lives of rural immigrants.

Gonzales' overview of the Depression is perhaps one of the book's most important moments. He culls much important research done in this area, summarizing effectively in Chapter Six why, in his words, the Depression was "an unmitigated disaster for Mexicans." Too often, images of the Depression construct an inaccurate portrayal of a homogenous U.S. suffering from economic strife. Gonzales effectively demonstrates that the misery of this time was more far reaching than many realize, impacting the lives of those who were already marginalized. U.S. Mexicans, after all, were forced to endure nativist smear campaigns and forced repatriation. An effective cap to this chapter is Gonzales' brief look at Mexican women and their role in the labor movement, reminding us that Mexicanas were more than passive witnesses to history: they were active and influential players.

Gonzales' treatment of U.S. Mexicans during the Second World War is well written, but perhaps a bit sparse. In part, Chapter Seven suffers because Gonzales takes upon himself the unenviable task of examining the role of Mexicans not only in the war but in the two decades following. Certainly there is plenty of material here for two chapters, especially when one considers, as Gonzales points out, that the decades following WWII were pivotal in the formation of the U.S. Mexican middle class.

Chapter Eight examines the Chicano movement of the sixties and seventies. Gonzales openly admits that he has been "sometimes critical of what have become mainstream interpretations in Chicano Studies departments…." "Many of my Chicano colleagues," he writes, "will find my work excessively conservative."

Given Gonzales' conservatism, one might be tempted to think that he would be unjustly harsh on the proponents of "Brown Power." Quite the opposite, Gonzales' approach is not only balanced but insightful in that he presents a vision not of a singular Chicano Movement but Movements, all of which were aimed at gaining political representation and cultural pluralism. Gonzales reviews effectively the early days of Chicano activism, its bolstering by a generation of Chicano students, and how the Movement impacted various U.S. Mexican communities. The author also devotes a part of the chapter to the Chicana movement, arguing that Chicanas have weathered the shifting political landscape far better than have their male counterparts.

The final chapter examines U.S. Mexicans from 1975-1998. While a useful cap to the narrative, this chapter is a scattershot overview that touches on everything from immigration to NAFTA, from Mexican Catholicism to the work of Guillermo Gomez Peña and the career of Selena. While anything but a critical analysis of the contemporary U.S. Mexican condition, the closing chapter does remind readers about the diversity of our cultural production in the late 20th century and how we are increasingly moving into the foreground of U.S. culture.

There are moments in *Mexicanos: A History of Mexicanos in the United States* when a reader might wish for a more rigorous critique of the subjects discussed, but that type of analysis is not the goal of the book. In all, Gonzales' narrative is clear, and his information comprehensive. The book serves as a fine introduction to the history of a people that instructors of Mexican American/Chicano history will find especially useful and accessible.

Dr. Martinez completed his B.A. at the University of Texas at Austin, his M.A. at the University of Texas-Pan American, and his Ph.D. at The Ohio State University. He is currently the assistant to the president at the University of Texas at Brownsville and Texas Southmost College.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

BUILDING BRIDGES TO HIGHER HEIGHTS

DIVERSITY THROUGH AFFIRMATIVE ACTION

WASHINGTON, DC
CRYSTAL GATEWAY MARRIOTT
ARLINGTON, VIRGINIA

Alexis Herman
Secretary
United States
Department of Labor

AMERICAN ASSOCIATION FOR AFFIRMATIVE ACTION

26TH ANNUAL CONFERENCE

APRIL 5 - 8, 2000

Wade Henderson
Executive Director
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Chevy Chase, MD 20815
Phone: 800-252-8952
Fax: 301-656-9008
Email:mktshr@aol.com

WWW.AFFIRMATIVEACTION.ORG

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! **Phone:** 1-800-528-7689
! **TTY:** 1-888-352-3001

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Education

DEAN
LIBERAL ARTS

College of DuPage has a full-time, administrative position reporting to the Vice President for Academic Affairs to maintain and develop the educational programs of the Liberal Arts Division. Responsibilities include developing and implementing division goals and objectives with the three associate deans and the director of performing arts, and the division faculty.

Qualifications: A Master's Degree in a discipline contained in the division or related field with a combination of three to five years administrative and teaching experience or an equivalent combination of training and experience. A doctorate or Ph.D. is preferred.

This position is available June 1, 2000. Starting salaries for this 12-month assignment are dependent on education and experience but normally range from $56,700 to $70,600. College of DuPage also offers a generous benefits plan.

Call, write or e-mail for an application packet:

Office of Human Resources
COLLEGE OF DuPAGE
Attn: Administrative Recruiting
425 22nd Street
Glen Ellyn, IL 60137
630-942-2460
cdhumres@cdnet.cod.edu
equal opportunity employer

College of DuPage

Kent
STATE UNIVERSITY

DIRECTOR
FACULTY AND STAFF ASSISTANCE PROGRAM

Kent State University invites applications for the position of Director, Faculty and Staff Assistance Program. Reporting to the Associate Vice President for Human Resources, the Director is primarily responsible for providing professional mental health assessment interviews, crisis intervention, referral services, and short-term counseling to the University's full- and part time faculty and staff members. Additional duties include: a) development and implementation of educational programs for faculty and staff to promote awareness of alcohol and drug abuse and other personal problems; b) development and implementation of programs to educate supervisors in managing and identifying employees in need of assistance; c) advising supervisors in matters involving employees with personal problems affecting work performance; and d) recommendation of policies and procedures to promote early detection and prevention of problems which impair job performance.

Kent State University is a Carnegie Research II institution offering nearly 170 baccalaureate majors, 37 master's programs and 20 areas of doctoral study. The total operating budget for fiscal year 2000 is in excess of $290 million. Approximately 974 faculty and 2,067 non-instructional staff comprise the University's full-time workforce and approximately 2,021 comprise the part-time faculty and staff workforce. With an extensive reach throughout northeastern Ohio, Kent State University is strategically located 45 minutes from Cleveland and two hours from Columbus and Pittsburgh. Kent State University reflects the cultural and commercial vitality of the region and is posed to meet the challenges of the 21st century.

In order to be considered for this position, candidates must possess an independent license as a counselor, psychologist, or social worker (master's degree required, doctoral degree preferred), and possess five years clinical experience in assessment, diagnosis, and treatment settings including work in alcohol and chemical dependency treatment. It is also required that the candidate have excellent oral and written communication skills. In addition, it is preferred that the applicant have the following: a) prior experience in an EAP setting; b) eligibility for certification by the Employee Assistance Professionals Association; c) certification as a chemical dependency counselor; and d) demonstrated administrative, supervisory, organizational, and budgeting skills.

Compensation includes an excellent benefits program and salary commensurate with experience and credentials.

Letters of application, including resume, or nomination and a list of at least five knowledgeable references (name, address, e-mail, phone numbers) should be sent to:

Dr. Sally A. Kandel
Associate Vice President for Human Resources
Kent State University
P. O. Box 5190
Kent, OH 44242-0001

Review of applications will begin on March 25, 2000 and will continue until the position is filled.

Equal Opportunity/Affirmative Action Employer

CAL POLY POMONA

RESIDENCE LIFE

CAL POLY POMONA, near Los Angeles, is seeking the following full-time, 10-month, live-in positions in University Housing Services:

AREA COORDINATOR

$2,662 - $3,191 per month

The Area Coordinator will provide staff development and leadership to two/three professional staff Coordinators & six Resident Advisors; serve as counselor & mediator in University Residence Halls; develop & implement a major residence life program component; coordinate administrative operations of the hall. Requires a Bachelors degree (Masters preferred) in a related field PLUS 1 yr. (2 yrs. preferred) professional exp. in one of the student services program areas or related field; exp. developing and implementing integrated multicultural perspective in education, cultural, and social programs and activities; knowledge of the practices, procedures & activities of a university housing department.

Refer to Job. #00-SA-029

RESIDENCE COORDINATOR

$1,925 - $2,496 per month

The Residence Coordinator will assist with the selection, training, oversight and evaluation of six student Resident Advisors; provide staff development, leadership training and the daily work of student desk assistants; meet w/ residents regarding resident, emotional or academic concerns; assist with development and maintenance of a resident life program that addresses the needs of our present-day population of college students; advise co-curricular activities. Req.'s one yr. exp. in direction & coordination of group activities (graduation or current enrollment in master's degree program desirable); knowledge of the practices, procedures & activities of a university housing department.

Refer to Job. #00-SA-028.

HALL COORDINATOR

$895 - $2,185 per month

The Hall Coordinator will assist with the day-to-day work of six Resident Advisors regarding student concerns. Degree in related field is desirable.

Refer to Job. #98-SA-115.

Positions include an on-campus, furnished apt. & reduced meal plan. A representative will be available to speak to interested candidates at the ACPA Conference. Apply by: 3/13/00. Call **(909) 869-3733** to request application package. **www.csupomona.edu/~hrs.**

AA/EOE/ADA

ILLINOIS INSTITUTE OF TECHNOLOGY

Chicago, Illinois

Vice President for Institutional Advancement

As it approaches the climax of a record-setting campaign effort, the Illinois Institute of Technology ("IIT") seeks a Vice President for Institutional Advancement to lead the institution to the next level of achievement with its external constituents. IIT is a private, Ph.D.-granting university serving 6,000 students enrolled in programs in engineering, science, psychology, architecture, business, design, and law. IIT has a history of exceptional intellectual achievement that includes 3 Nobel Prize winners and a winner of the National Medal of Technology. Its landmark campus is internationally famous because it was designed by Ludwig Mies van der Rohe who served as Dean of the University's College of Architecture. One of the 16 institutions that comprise the Association of Independent Technological Universities (AITU), IIT offers exceptional preparation for professions that require technological sophistication and is a leader in interprofessional education. Through a committed faculty and close personal attention, IIT provides its students a challenging academic program focused by the rigor of the real world.

Reporting directly to the President of IIT, the Vice President for Institutional Advancement is responsible for the leadership of the alumni relations and development operations. Immediate responsibilities will include the successful conclusion and celebration of the IIT Challenge Campaign, an effort that will have raised in excess of $250 million. The VP will oversee the University's proactive management of alumni, friend, and, particularly, donor relationships and will implement internal planning, budgeting, systems, personnel training, and other programs designed to motivate and to develop the Institutional Advancement staff. Of particular importance is the ability to undertake a leadership role in the University's public relations and marketing efforts, thereby creating a seamless and compelling case for presentation to the institution's many constituencies.

The Vice President for Institutional Advancement will have at least ten years of extensive, general experience in external relations and in the administration of an advancement department of a complex organization, preferably in academe or a similarly sophisticated not-for-profit institution. In some cases, general management experience in a not-for-profit setting may be satisfactory. S/he will have participated in a significant capital campaign. Experience with scientific or technical education or organizations is desirable. The Vice President will have demonstrated success in developing and implementing strategic institutional advancement plans and will possess an understanding of and a vision for the promotion of IIT's mission.

In addition, the successful candidate will demonstrate excellent leadership and communications skills; the capacity to build, to lead, and to manage a team; an entrepreneurial spirit, self-confidence, and enthusiasm for working with an eclectic group of strong-willed, highly intelligent people; and a sense of humor. The search process is currently under way and will continue until the position is filled. Nominations and applications should be submitted, as soon as possible, to the search consultants supporting IIT in this search:

Vice President for Institutional Advancement
Illinois Institute of Technology
C/O EDUCATIONAL MANAGEMENT NETWORK/WITT/KIEFFER
Attention: Dennis M. Barden/Jennifer Koropchak
2015 Spring Road, Suite 510,
Oak Brook, IL 60523

IIT has engaged Educational Management Network/a division of Witt/Kieffer, an executive search firm serving higher education and other not-for-profit organizations, to assist the search committee. Confidential inquiries may be directed to the consultants supporting the search, Jennifer Koropchak or Dennis M. Barden at 630-990-1370 or via e-mail for this search at IIT@emnemn.com

The Illinois Institute of Technology is an Equal Opportunity Employer, as is EMN/Witt/Kieffer.

Educational Management Network/Witt/Kieffer

INDIAN RIVER COMMUNITY COLLEGE

Fort Pierce, Florida

IRCC
INDIAN RIVER COMMUNITY COLLEGE

Indian River Community College invites applications for the following full-time position:

- **Program Director/Instructor - Surgical Technology**

Applications will be accepted until the positions are filled. Please contact (561) 462-4806 or e-mail **kduncan@ircc.cc.fl.us** to request minimum qualification requirements, job description and employment application. EEO/ADA/DFWP

education

INSTRUCTORS

Triton College, a community college located in the western suburbs of Chicago, offering a comprehensive curricula of career and liberal arts education leading to associate degrees and occupational certificates, is seeking to fill full-time tenure track faculty positions starting August of 2000. Candidates should be student oriented, strong advocates of professional growth, practice creative/innovative teaching methods and technology oriented. Review of resumes will begin immediately and continue until filled.

The following positions require a Master's degree, with teaching experience preferred:

- **ENGLISH #F-48**
- **MATH #F-49**
- **GEOGRAPHY #F-47**
  (15 graduate hours in Geology preferred)
- **ADVERTISING ART & COMPUTER DESIGN #F-50**
- **COMPUTER INFORMATION SYSTEMS #F-54**

The following positions require certification and/or a Bachelor's degree:

- **AIR CONDITIONING &REFRIGERATION #-51**
- **ELECTRONIC TECHNOLOGY #F-52**
- **ORNAMENTAL HORTICULTURE #F-53**
- **SONOGRAPHY #F-55**
- **COURT REPORTING #F-33**
  (Requires CSR license or Bachelor's degree)

Please mail or fax: (708-583-3139) your resume and transcripts indicating position number to Human Resources Office at:

Triton College
2000 Fifth Avenue
River Grove, IL 60171
visit our website at:
www.triton.cc.il.uS
an affirmative action
equal opportunity employer M/F/D/V

State University of New York
Health Science Center
Syracuse

Department of Neurology, SUNY Upstate Medical University, an AA/EEO employer, is recruiting neurologists for the following positions:

1) **EMG/Neuromuscular Asst. Prof.**
Two years of fellowship with research experience required.

2) **Pediatric Neurologist Asst. Prof.**
Subspecialization in Peds. Neurology required.

3) **General Clinical Neurology/Teaching Asst. Prof.**
Fellowship training with objective recognition as outstanding teacher.

4) **Stroke/Interventionist Asst. or Assoc. Prof.**
with fellowship and research experience.

5) **Movement Disorders Asst. or Assoc. Prof.**
with fellowship training and research experience.

6) **Neuro-Ophthalmologist Asst. Prof.**
with fellowship training and headache expertise.

Please send CV to:

Burk Jubelt, M.D.
Professor & Chairman
Department of Neurology
SUNY Upstate Medical University
750 E. Adams St.
Syracuse, NY 13210

IUSB

POSITION AVAILABLE

Title: **Affirmative Action Officer**
Department: Chancellor's Office
Salary (or Range): High $40's

Indiana University South Bend invites applications for the position of Affirmative Action Officer. Reporting to the Chancellor, the individual directs and administers the University Affirmative Action plan; investigates discrimination and harassment complaints; develops, implements, and interprets policy and procedure on equal opportunity, affirmative action, and diversity-related issues; and conducts related professional development programs for faculty, staff and students.

The ideal candidate must have a thorough understanding of diversity, affirmative action, and sexual harassment issues. Candidates must have an understanding of faculty governance issues in a higher education community, demonstrated administrative ability and leadership success. This includes working knowledge of appropriate legal statutes and demonstrated commitment to the program. Depending on qualifications tenure is negotiable. Review of applications will begin on March 20, 2000 and continue until the position is filled. Send a resume and letter of interest relating qualifications and experience to the position along with the names of three references to:

Linda Chen, Chair
Affirmative Action Search Committee
Political Science Department
DW 2177; IUSB
1700 Mishawaka Avenue
South Bend, IN 46634-7111

Indiana University South Bend is an affirmative action/equal opportunity employer and actively seeks the candidacy of minorities, women and the disabled.

Education

WAUBONSEE COMMUNITY COLLEGE

ASSOCIATE DEAN FOR HEALTH & LIFE SCIENCES

Waubonsee Community College is seeking candidates for an administrative appointment to provide leadership for the division of Health & Life Sciences. Master's degree in related field plus three years community college experience as a faculty member or administrator required. Comparable education or management experience may be considered.

Waubonsee Community College is a fully accredited community college with a headcount enrollment of 10,000. The college is located 40 miles west of Chicago in one of the fastest growing collar counties on a beautiful 243-acre campus with state-of-the-art facilities and technologies. Waubonsee provides outstanding service to its students and district residents through demonstration of its core values: Quality, service, value, innovation and accessibility.

Salary $55,000 to $59,000 with generous fringe benefit package including full family medical coverage provided at no cost to the employee.

Review of applications will begin immediately and applications will be accepted until the position is filled. To maximize the opportunity for selection, letter of interest, resume and completed college application form should be forwarded to the Office of Human Resources as quickly as possible.

(630) 466-7900, Ext. 2914
Office of Human Resources
WAUBONSEE COMMUNITY COLLEGE
Rte. 47 at Harter Road
Sugar Grove, IL
60554
eoe

"Celebrating Excellence"

http://www.wcc.cc.il.us

SDSU

VICE PRESIDENT FOR STUDENT AFFAIRS

San Diego State University invites applications and nominations for an experienced and visionary campus life educator to fill the position of Vice President for Student Affairs. The Vice President, who reports directly to the President and is a member of the University Cabinet, is the chief student support services officer for the University and is responsible for the leadership of a division of approximately 300 persons and an annual operating budget of 12.5 million.

The Division of Student Services operates the Student Health Center, Financial Aid, Counseling and Psychological Services, Career Services, Compliance and Policy Analysis, Disabled Student Services, Housing and Residential Life, Student Resource Center, Office of Educational Opportunity/Ethnic Affairs, International Student center, Judicial Procedures, Ombudsman, Scholarship Office and Test Office. It is also the liaison with the Associated Students, and over 300 student organizations. The Vice President collaborates with the College Academic Deans in joint program support of college-based Assistant Deans for Student Services. The Vice President also has responsibilities associated with off-campus constituencies including parents, and community organizations supporting student success and opportunities.

The successful candidate will have at least five years experience in high-level, progressively responsible student affairs administration, demonstrated leadership in promoting a multi-cultural living/learning environment and in establishing successful partnerships with faculty and academic administrators, effective oral and written communication skills, and outstanding decision making abilities. Proven ability to raise funds for scholarships and student affairs initiatives is preferred. San Diego State University is committed to the principle of shared governance among faculty, students, staff and administrators. It is expected that finalists for this position will demonstrate a personal and professional commitment to inclusive leadership and collegial cooperation in achieving University goals. An earned doctorate is preferred; a master's degree is required. Extraordinary experience may be given consideration in lieu of an earned doctorate.

San Diego State University, founded in 1897, is one of 23 campuses of the California State University system. SDSU enrolls over 31,000 students and offers 75 baccalaureate degrees, 57 master's degrees and 11 doctoral degrees. The campus employs 2,509 full-time and part-time faculty members and 1,659 staff. Over 3,000 students live on the campus in University housing.

SDSU is located in San Diego, a vibrant and widely diverse city of over 1.2 million which offers exciting opportunities because of its emerging biotechnology and telecommunications community, its location on the border with Mexico and the Pacific Rim, and its culturally diverse community. Extensive opportunities for recreation, tourism, education and business have drawn a highly educated population. For additional information, please visit SDSU's Web site at **http://www.sdsu.edu.**

The search committee will begin reviewing applications on Monday, March 20, 2000 and will continue until the position is filled. Appointment of the Vice President for Student Affairs is expected to become effective July 1, 2000. The compensation is competitive and commensurate with experience and qualifications. Please send nominations and applications to: **Office of the President, San Diego State University, 5500 Campanile Drive, San Diego CA 92182-8000.**

SDSU IS AN EQUAL OPPORTUNITY EMPLOYER AND DOES NOT DISCRIMINATE AGAINST PERSONS ON THE BASIS OF RACE, RELIGION, NATIONAL ORIGIN, SEXUAL ORIENTATION, GENDER, MARITAL STATUS, AGE, DISABILITY OR VETERANS STATUS

Plattsburgh
State University of New York

DEAN
SCHOOL OF BUSINESS AND ECONOMICS

The Dean, the chief academic and administrative officer of the school, is appointed by the President and reports directly to the College's Provost and Vice President for Academic Affairs. The School of Business and Economics has a faculty of approximately 30 full-time faculty, a dozen adjunct faculty members, and an administrative staff. It enrolls about 800 undergraduate students. The School contains four academic departments: Accounting, Economics, Management & Marketing, and Hotel, Restaurant and Tourism Management. The School also includes the Technical Assistance Center-SUNY (TAC-SUNY is a state-wide economic development outreach effort), and the Small Business Development Center (SBDC). The School has a strong international focus, a commitment to regional economic development, and is a candidate for AACSB accreditation.

QUALIFICATIONS:
- Earned doctorate
- Excellent communication skills-written and verbal
- Academic excellence in teaching and scholarly activity
- Outstanding record of leadership in an academic setting
- Detailed knowledge of the AACSB accreditation process
- Experience with development/fund-raising is highly desirable
- Possess an intellectual vision for the faculty and its programs
- Capable of working effectively in a team-oriented leadership style with a capacity to share goals and resources
- Commitment to technology and information literacy
- Demonstrated commitment to equal opportunity, cultural diversity, global education and outreach

RESPONSIBILITIES: The Dean of the School of Business and Economics will:
- Provide leadership in curriculum development
- Develop and implement extra-curricular programs
- Maintain and strengthen ties with the business community
- Encourage and assist faculty commitment to teaching, research, and service

Applications from women and minority candidates are especially welcomed. Plattsburgh State University is an affirmative action, equal opportunity employer.

SALARY: Commensurate with credentials and experience. The position will begin no later than September 1, 2000. Review of applications will begin immediately and continue until the position is filled.

APPLICATIONS: Send vita with the letter of application, including a personal statement of educational philosophy. Please include the names, current addresses and contact numbers of three references to: **Chair, Search Committee for the Dean of the School of Business and Economics (Ref. PJ# 2406-808), Office of Human Resources, Plattsburgh State University, 101 Broad Street, Plattsburgh, NY 12901. Fax 518-564-5060.**

NOMINATIONS: Please forward by mail your nominations for this position with the nominee's name, address and phone number to: **Chair, Search Committee for the Dean of the School of Business and Economics (Ref. PJ# 2406-808), Office of Human Resources, Plattsburgh State University, 101 Broad Street, Plattsburgh, NY 12901.**

COUNTY AGRICULTURAL AGENT III

Provides leadership and support to develop an extension program in commercial horticulture including delivery of programs for floriculture, nursery, garden center, commercial landscaping and consumer horticulture production in Union County and in landscape integrated crop management. Supervises and maintains Master Gardener volunteer training program in home horticulture and environment stewardship. Additional responsibilities include educational programming in resource management and small business management appropriate to the needs of clientele in Union County. Participates in appropriate departmental, Cooperative Extension, College, University and County Administrative functions.

Requires a Bachelor's degree in Science and Master's degree in Ornamental Horticulture, Integrated Pest Management, Business Administration or related field and three years relevant full-time experience. A minimum of three years of relevant professional experience required for appointment to the rank of County Agent III. Demonstrated effective interpersonal, verbal and written communication skills along with computer literacy required. A valid New Jersey driver's license and the willingness to work long hours are essential. Commercial agricultural experiences and skills preferred.

Applications accepted until March 31, 2000, or until suitable candidate is identified. Send letter of application, curriculum vitae and names and addresses of three professional references to: **Bruce Barbour, Chair, Department of Agricultural and Resource Management Agents, Rutgers Cooperative Extension, Rutgers, The State University of New Jersey, 88 Lipman Drive, New Brunswick, NJ 08901-8525.** Rutgers University is an Affirmative Action/Equal Opportunity Employer. Employment eligibility verification required. Individuals covered by Section 503 of the Vocational Rehabilitation Act of 1973 or Section 402 of the Veteran's Readjustment Act of 1974 may self identify. If you wish to self identify, please do so in the cover letter transmitting your curriculum vitae. To learn more about Rutgers University and employment opportunities, visit our website at: **http://uhr.rutgers.edu**

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

SYRACUSE UNIVERSITY

Chair of the Department of Exercise Science

Syracuse University invites applications and nominations for the tenure-track position of Chair of the Department of Exercise Science in the School of Education. The starting date is August 21, 2000. Screening begins March 1, 2000 and will continue until the position is filled.

The department is one of eight programs in the School of Education and offers undergraduate majors in physical education and health and exercise science and a masters degree program in exercise science. Students may pursue doctoral studies in exercise physiology through the Ph.D. program in Science Education. The department consists of seven faculty members, 150 undergraduate students and 60 graduate students.

Applicants should possess the following qualifications: earned doctorate in exercise science or related field; demonstrated record of teaching effectiveness and scholarship commensurate with appointment at the associate professor/full professor level; ability to interact effectively with faculty members, administrators, and students; demonstrated administrative effectiveness; ability to collaborate in a multi-disciplinary environment, and a commitment to diversity in higher education. Teaching, scholarship, and service are expected. A letter of application, curriculum vita, and three letters of reference should be sent to: Dr. James E. Graves, Search Committee Chair, Department of Exercise Science, Room 201, 820 Comstock Avenue, Syracuse University, Syracuse, NY 13244-5040; 315-443-2114; fax: 315-443-9375; email address: jegraves@syr.edu

Syracuse University has a commitment to a diverse learning environment. Applications from women and under-represented groups, and persons with disabilities are especially encouraged. Syracuse University is an equal opportunity, affirmative action employer.

DIRECTOR OF STUDENT ACTIVITIES

Manhattanville College is an independent, coeducational, liberal arts college of approximately 1200 students located 28 miles north of New York City in suburban Westchester County. We are currently seeking an energetic and creative professional for a full-time twelve month position as **Director of Student Activities.**

Responsibilities: Provide overall leadership for all student activities programming; student organization advisement for 35+ organizations; supervise scheduling of all student run college facilities; coordinate major campus programs including Commencement, New Student Orientation, festivals and family day; support and coordinate student organizations; develop leadership programs; coordinate programming with student affairs departments; serve on college committees; develop programs that contribute to co-curricular life; design and implement training programs and provide guidance on program planning and budgeting.

Qualifications: Bachelors degree and full-time work experience in student personnel administration, student development and leadership, and student activities required. Excellent interpersonal and communications skills along with a high energy, outgoing personality and demonstrated organizational/managerial ability a must. Ability to live on campus preferred.

Application review will begin immediately and continue until the position is filled. Please submit cover letter with salary requirement, resume and names of three references to: **Director of Human Resources, Manhattanville College, 2900 Purchase Street, Purchase, NY 10577. Fax: 914-323-5322. E-mail: banfieldj@mville.edu**

We are an equal opportunity employer actively encouraging applications with diverse backgrounds.

MANHATTANVILLE COLLEGE

Smith

SMITH COLLEGE FOUNDED 1871

ASSISTANT TO THE PRESIDENT AND DIRECTOR OF INSTITUTIONAL DIVERSITY

Smith College seeks nominations and applications for the position of Assistant to the President and Director of Institutional Diversity. This position is primarily responsible for the oversight and coordination of all efforts of the College to achieve its goals in the attainment of campus diversity, including assuring fairness and equal opportunity in employment and retention, and overseeing the implementation of its affirmative action policies and disability services. Reporting to the President and serving as the College's Affirmative Action Officer, the Director of Institutional Diversity leads and coordinates campus-wide efforts on issues of diversity and inclusion, and both advises on and interprets policy related to affirmative action.

THE DUTIES OF THE ASSISTANT TO THE PRESIDENT AND DIRECTOR OF INSTITUTIONAL DIVERSITY INCLUDE:

- providing leadership in campus efforts to achieve understanding, tolerance, and acceptance of diversity;
- collaborating with the College's senior leadership in finding ways to advance Smith's diversity agenda;
- initiating and implementing programs in the areas of institutional diversity and affirmative action;
- reporting periodically to the President on the progress and effectiveness of affirmative action and diversity efforts;
- administering College civil rights grievance procedures;
- supervising the Coordinator of Disability Services; and
- serving on the President's Cabinet, the College Council on Community Policy, and undertaking other specific projects as assigned by the President.

CANDIDATES SHOULD HAVE THE FOLLOWING ATTRIBUTES AND EXPERIENCE:

- a vision of how to achieve diversity while maintaining a sense of common purpose and shared values;
- broad administrative and leadership experience, including experience and success in leading organizational efforts to achieve greater diversity;
- knowledge and experience of institutions of higher education, and familiarity with academic governance;
- a working knowledge of laws and regulations relating to civil rights, equal opportunity, and affirmative action;
- mediation and problem-solving skills;
- advanced degree and college teaching experience preferred.

Submit nominations or letter of application, resume, and names and telephone numbers of 3 references to: **Human Resources; Smith College; Box 555; 30 Belmont Avenue; Northampton, MA 01063. Fax (413) 585-2294.** Screening of applications will begin immediately with preference given to applications received by March 31, 2000. Smith College is an equal opportunity employer encouraging excellence through diversity.

www.smith.edu

Area Director Residential Life

Barnard College, a women's liberal arts college affiliated with Columbia University, seeks candidates for the position of Area Director for Residential Life.

You will be responsible for supervising the overall operation of a residential area for 500 undergraduates. Specific duties include the direct supervision of undergraduate and resident assistants, graduate assistant hall directors, office staff and a unionized front desk staff; budget management; conflict resolution; and crisis management. You will also be involved in the development of Student Life programs and services through participation in campus committees and task forces.

The successful candidate will have a Master's degree or the equivalent in student personnel, counseling or related field; 1-2 year's full-time experience in higher education; the ability to work with a diverse student staff and faculty population; an understanding of the value of a liberal arts education for women; highly developed interpersonal/managerial/supervisory skills; and the willingness to work under pressure as a team member.

This live-in position offers a competitive starting salary and excellent benefits including 24 vacation days, health coverage and tuition remission; one bedroom apartment; telephone and e-mail. The college will be interviewing candidates at ACPA and NASPA. Send your cover letter, resume and names of three references to:

Joe Bertolino, Associate Dean, Departments of Residential Life, Housing and College Activities, Barnard College, 3009 Broadway, New York, NY 10027. Fax (212) 854-8912.

Barnard College is an EOE and encourages applications from individuals of diverse racial, ethnic and cultural backgrounds.

BARNARD COLLEGE

Education

Applicants sought with Master's degree in Education and teaching experience at the college level as well as K-12 (preferred) to teach a variety of education courses, including Education 201 (Introduction to the Foundations of Education), Education 202 (Foundations of Education Field Placement), and Education 225 (Educational Psychology). In addition, responsibilities include participation in Education Curriculum program planning and activities and providing mentoring support for students. Candidates must be willing to teach on- and-off campus during the day. Send resume to **Ms. Jean Bechtel, Community College of Philadelphia, 1700 Spring Garden St., Philadelphia, PA 19130.** Applications must be received by March 31, 2000. Community College of Philadelphia is an affirmative action, equal opportunity and equal access employer. The College encourages applications from individuals from traditionally under-represented groups. AA/EOE

Community College of Philadelphia

Plattsburgh
State University of New York

ASSISTANT SYSTEMS PROGRAMMER

The Division of Library and Information Services of Plattsburgh State University of New York seeks a motivated, team-oriented professional for the position of Assistant Systems Programmer. This position, a twelve-month renewable appointment, reports to the Systems Programmer/ Manager of Systems and Operations. PSUNY is beginning the implementation of SCT Banner 2000, an integrated campus information system. A critical part of the project is the acquisition, installation, and system management of several new campus servers; including a database server, web server, file server, and several application servers. The systems and operations staff will play a key role in the success of the Banner project.

Responsibilities: Work cooperatively with the systems programmer, applications programmers, and operations staff; install and maintain various operating systems, utilities, and vendor-supplied layered software products at current release levels on several hardware platforms; schedule and perform system backups; system security; and serve as a technical representative on various divisional committees.

Qualifications: A BA/BS in Computer Science, experience in systems management/systems programming in a multi-user production environment, C programming experience and strong problem solving skills are required. Experience with Open VMS, Windows 9x, Windows NT, Unix; assembly language programming; experience with PMDF/mail software; a thorough understanding of data structures/ operating systems; a familiarity with client/server technologies and programming; and a knowledge of SQL will be highly regarded.

Salary: Beginning at $35,000, based on experience, with an excellent benefits package.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Review of applications begins immediately and continues until position is filled. Please submit letter of application, resume, and the names, addresses, and telephone numbers of three references to: **Chair, Search Committee (PJ# 2402-808),** c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax: (518) 564-5060

TEXAS A&M UNIVERSITY-CORPUS CHRISTI
COLLEGE OF BUSINESS
Tenure Track Position Available
Beginning Fall 2000

Texas A&M University-Corpus Christi College of Business invites applicants for the tenure track assistant/associate professor position in marketing. Qualified applicants must have a doctorate in marketing from an AACSB accredited program, peer-reviewed articles, teaching experience, and involvement in professionally related service. E-commerce expertise is desirable. The position requires teaching undergraduate and graduate marketing courses.

Applications will be accepted until the position is filled. Review of applications will begin in February 2000. Applications should include a vita that provides a complete employment history, teaching experience, and publications. Applicants must provide names and contact information of at least three references. Please send applications to:

Dr. M. H. Abdelsamad, Dean
College of Business
Texas A&M University- Corpus Christi
6300 Ocean Drive
Corpus Christi, TX 78412
Telephone 361-825-6045
Fax: 361-825-2725

Texas A&M University-Corpus Christi is a university in the Texas A&M University System. It is one of the fastest growing universities in the state with a current enrollment of over 6,000 students and is an ideal place for personal and professional growth. The campus is located in the City of Corpus Christi (estimated population of 400,000) on an island overlooking Corpus Christi Bay. For additional information about the college and its programs, see **http://www.enterprise.tamucc.edu.**

The bachelor's and master's business degree programs of the College of Business at Texas A&M University-Corpus Christi are accredited by AACSB- The International Association for Management Education.

Texas A&M University-Corpus Christi is an equal opportunity employer with a commitment to diversity.

ROWAN
UNIVERSITY

POSITION: **Provost of the University**

DESCRIPTION: Rowan University is inviting applications and nominations for the position of Provost of the University. This announced vacancy comes at a critical moment in the history of Rowan University: a dynamic new president is restructuring the University and is reassembling his administrative team with the explicit intention of moving Rowan to the next level of excellence. This is an extraordinary opportunity for an extraordinary individual.

The Provost serves as a member of the President's cabinet and is the chief academic officer for the University. The Provost provides the overall leadership and supervision of the academic affairs staff, budget, and program development for the colleges of Business, Communication, Education, Engineering, Fine and Performing Arts, Liberal Arts and Science, the Graduate School, Information Resources, and the Library

The Provost serves as University liaison to the Board of Trustees Academic Affairs Sub-Committee and serves as chief liaison to the University Senate.

QUALIFICATIONS: The successful candidate must have an earned terminal degree in an appropriate field, an established record of teaching and scholarship that would warrant appointment to the rank of full professor, and at least 10 years of successful leadership in higher education.

In addition to the qualifications above, the successful candidate will possess the following:

- A visionary with outstanding leadership and management skills
- A demonstrated knowledge and commitment to teaching, learning, research and the role each plays in the University community
- Strong team building skills and the ability to work effectively with diverse populations from all segments of the university and outside communities
- The ability to help formulate and articulate the vision and goals of the university, both internally and externally

ROWAN UNIVERSITY: Rowan University (formerly known as Glassboro State College) is a selective, medium-sized, state university located in southern New Jersey close to Atlantic City and Philadelphia. In 1992, Rowan University received a $100 million gift from Henry and Betty Rowan, one of largest gifts ever bestowed on a public university. The gift has been a catalyst for Rowan's transformation into a university of regional prominence. Founded in 1923 as a normal school for teachers, the university enrolls over 9,500 students in degree programs ranging from bachelors' through doctorate. The university is divided into six colleges (Business, Communication, Education, Engineering, Fine and Performing Arts, and Liberal Arts and Sciences) and a Graduate School. The 200-acre campus contains 31 buildings, including six residence halls and three apartment complexes. The university was also the site of the historic Summit Conference between President Johnson and Soviet Premier Kosygin in 1967. Additional information about Rowan University can be found at **http://www.rowan.edu**

APPLICATION PROCESS: Applications should include: a narrative letter indicating how the individual's experience and background relate to the position qualifications; a complete curriculum vitae; and the name, current title, address and telephone number of five (5) professional references. Applications will be reviewed beginning March 20, 2000, and will continue until the position is filled. Applications and nominations should be sent to:

Chair, Provost's Search
Office of the President
Rowan University
201 Mullica Hill Road
Glassboro, N.J. 08028

Rowan University is an affirmative action, equal opportunity employer.

BROOKDALE
COMMUNITY
COLLEGE

FACULTY OPENINGS

Brookdale Community College is a growing institution recognized for its vision, excellence in educational practices, effectiveness in meeting diverse and eclectic student needs, utilization of state-of-the-art technology and resources, and its capability to anticipate the current and future needs of the students, citizens and community it serves. Located on 220 acres in central coastal New Jersey, the sprawling campus provides a pastoral setting, and is approximately 50 miles south of New York City and 70 miles north of Philadelphia.

The College invites applications for Faculty positions for **September 2000.** Brookdale is an innovative and comprehensive open admissions two-year college with an enrollment of approximately 11,500 credit students (approximately 7,500 FTE). We seek colleagues who share our unequivocal commitment to quality instruction, collaborative relationships and who value service, diversity, innovation and technological literacy. These are full time, tenure track entry level positions.

BIOLOGY

Master's degree in Biology with specialization in Mammalian/Vertebrate Anatomy and Physiology required. Teaching responsibilities will include both daytime and evening classes in Anatomy and Physiology, General Biology, Life Sciences and Human Biology.

COMPUTER SCIENCE

(NOTE: This position may be staffed at the Assistant Professor level.) Master's degree in Computer Science or Master's degree in another field with a BS degree in Computer Science and related work experience. Preferred knowledge C, C++, Visual Basic, JAVA, Data Structures, Local Area Networks, Web Design and Microsoft Office suite.

COMPUTER LITERACY

Master's degree in related field and work experience in Computer Science required. . This position involves teaching Computer Science Dept.'s literacy course. Requires knowledge of Microsoft Office, Internet software. E-mail, and computer hardware. Programming language would be a plus. Ability to teach additional computer science courses is expected within three years of appointment. Tuition reimbursement is available for this purpose.

CRIMINAL JUSTICE

Master's degree in Criminal Justice or related field required. Background in corrections preferred.

LIBRARIAN

Master's degree in Library Science or equivalent degree in the educational applications of information resources technology and service is required.

SOCIOLOGY

Master's degree in Sociology preferred. Will consider Master's degree in a related discipline along with a minimum of 18 graduate credits in Sociology. Master's degree in Sociology will be required for tenure.

WRITING (2 positions)

Master's degree in English or English Education required. Knowledge of current English composition pedagogy, ability to teach freshman composition and research writing courses, and ability and a willingness to teach with computer technology.

Additional Preferences: In addition to the listed requirements for each position, candidates should have familiarity with current technological advances related to the discipline. These positions may require participation in community-based activities. Candidates invited for an in-person interview may be required to present a teaching demonstration. Salary range for **Instructor level** positions, is **$33,096-$38,060.** Salary range for **Librarian** position, is **$33,923-$39,011.**

Positions are entry level and salary is commensurate with qualifications and experience within the identified range.

The only position that may be staffed at the Assistant Professor level is the noted Computer Science position.

Faculty members teaching extra courses during the academic year and in the summer receive additional compensation.

APPLICATION DEADLINE: To ensure consideration, please respond by review date of March 27,2000. Positions are open until filled.

APPLICATION PROCESS: Applicants interested in any of these positions should submit letter of application (indicating desired position), curriculum vitae, unofficial copies of graduate transcripts and three letters of recommendation to:

Brookdale Community College

765 Newman Springs Road • Lincroft, NJ 07738

Visit our website: http://www.brookdale.cc.nj.us

Brookdale Community College is an Equal Opportunity/Affirmative Action Employer and its staffing process is pursued through an unwavering commitment to diversity, not only as a compliance responsibility, but as an active conscious effort to build and develop diversity within the faculty and staff.

USF University of South Florida

The University of South Florida is currently recruiting for various faculty and/or staff positions. For more information about the University's vacant positions, please visit our Web site at http://usfweb.usf.edu/usfpers/vacancy.html; or call our Job Line for staff positions at (813) 974-2879.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave. • Tampa, FL 33620

GAINESVILLE COLLEGE

Access Services Librarian

Gainesville College invites applications for the position of Access Services Librarian. Gainesville College, a two-year college of the University System of Georgia, is committed to teaching, service, and support of professional development and campus diversity. For additional information and a complete job description, visit the college homepage at:

www.gc.peachnet.edu.

COLLEGE OF THE MAINLAND

Temporary F-T Assistant Professor, Computer Information Systems. (9 Months) Requires a Masters degree in Computer Information Systems, Business Administration or equivalent, with information Systems concentration. Position requires teaching "computer information systems" including "Computers in Society" and "Data Base". Requires experience in software and data base development. Also requires teaching experience at the college level or training experience in the field. Programming ability in C++ and/or Java desirable. Must be proficient in English. Grade-Faculty B-Masters, $30,238-$48-380 range.

Academic Advisor/Advisement Team. Please be advised this position, as originally advertised, closed as of 02/04/00 due to critical changes in the nature of the job description and its defined duties and requirements. This position (same job title) is now being formally reopened as of 02/13/00 with the following job description: Position requires Bachelors Degree in education, psychology, social work or a related field. Bilingual English/Spanish (fluency) is also required. Requires experience in working with individuals with disabilities in a helping environment. Demonstrated knowledge of the American with Disabilities Act (ADA)/504 legislation preferred. Previous work in a college environment preferred. Position duties include: assisting students in making academic and career decisions, interpreting test results, and recommending courses for enrollment purposes. In addition, special assignment requirements for this position include working with individual's with disabilities, faculty, college staff in providing educational accommodations for students. Salary Grade D-Range $36,105-$57-747. Applications for this revised position will begin to be reviewed on March 24, 2000. If you have previously applied for this position, please request another application form updating your qualifications if necessary from the Human Resources office with a cover letter expressing your continued interest in the position.

Assistant Professor of History, Social & Behavioral Science Team. (10.5 months). Masters Degree in History with 18 credit hours (should be qualified to teach U.S. History). Prefer an additional 18 credit hours in one of the following: Psychology, Sociology, or Geography. Will teach freshman and sophomore credit History, Psychology, Sociology, or Geography classes. Must be able to develop curriculum, advise students, and participate in committee work. Must be committed to the Social & Behavioral Sciences Teams mission statement for the purpose of bringing quality education to the students in the Social Science Department, the self-managed team in the social science area commits to providing a personal classroom experience the presents a knowledge base in the social sciences, promotes critical thinking and problem solving, and raises social awareness and personal consciousness that leads to social action and social change for the betterment of the community and society. Prefer college level teaching. Salary Grade B-MA, Faculty $35,278-$56,443 range. Tenure track. Salary negotiable depending on experience. Additional compensation provided for education above minimum required.

All applicants must be able to work within a team environment and self managed work groups.
All positions are open until filled. Please make requests and return applications to **Human Resources, College of the Mainland, 1200 Amburn Rd., Texas City, TX. 77590.**

Visit our webPage at:
www.mainland.cc.tx.us.

College of the Mainland is an Affirmative Action Equal Opportunity Institution and does not discriminate on the basis of race, color, sex, age, national origin, religion, handicap or Vietnam veteran Status.

CALIFORNIA STATE UNIVERSITY • HAYWARD
1957

ASSOCIATE DIRECTOR OF STUDENT ACADEMIC SERVICES

Position #00-020

Under the supervision of the Executive Director, the Associate Director is the second administrator in charge of Student Academic Services. The Associate Director is responsible for the administration and management of the Educational Opportunity Program, retention support services and data management. This includes the following: providing leadership in the development of programs and services, supervision of staff, supervision of data acquisition for the department, development and maintenance of relationships with academic and student services departments. The incumbent is a member of the management team who will function as the lead administrator in the absence of the Executive Director. For more information, candidates are encouraged to visit the University's web site at **http://www.csuhayward.edu.** Application deadline is March 24, 2000. Applicants are responsible for their own travel expenses.

Requests for the required application or for additional information, please e-mail **applycsh@csuhayward.edu** or phone (510) **885-3634**. Please send a résumé to:

Human Resources, WA 615
California State University, Hayward
25800 Carlos Bee Blvd.
Hayward, California 94542

California State University, Hayward is an Equal Opportunity Employer, and welcomes and encourages applications from women and minority candidates.

Director of Management Information Services

New Jersey City University is seeking candidates for the position of Director of Management Information Services (M.I.S.), a twelve-month managerial position.

The Director of M.I.S. reports to the Vice President for Administration and Finance, and has responsibility for the planning and support of administrative systems, including Student Information, Human Resources and Financial systems. The candidate must have experience running VAX/Alpha environment, local area network, as well as telecommunications for the campus. The successful candidate will have experience in the technical and functional implementation of PeopleSoft information systems, with special emphasis on student administration.

Required Qualifications

The position requires a minimum of five years supervisory experience in an information technology setting, preferably in a higher education facility. A College degree and proven management ability are essential, as well as the ability to communicate effectively with a variety of constituencies including students, faculty, administrators, and staff.

Salary is commensurate with qualifications and experience, and includes an excellent fringe benefits package.

Application Deadline

Deadline for applications is April 14, 2000.

Interested candidates should submit an application consisting of a resume, a cover letter highlighting the pertinent information and a minimum of three references to:

Mr. Edwin G. Weisman, Vice President
Director of M.I.S. Search Committee
New Jersey City University
Office of the VP for Administration and Finance
Hepburn Hall, Room 314
Jersey City, NJ 07305

Equal Opportunity Employer

NEW JERSEY
CITY
UNIVERSITY

Buffalo State

State University of New York

ASSISTANT DIRECTOR

Career Development Center

Buffalo State College, State University of New York invites applications for an assistant director in its Career Development Center.

Required: Master's in student personnel; counseling or related discipline and 3 years or more of post-master's experience in a college career center. Experience with overseeing the operations of an on-campus recruitment program. Excellent writing, presentation, counseling, and administrative skills. Significant experience with the use of technology in a contemporary career development office including Web site management and Web-based career office management systems. Proven ability and interpersonal skills to work effectively with students, faculty, staff, and employers.

Preferred: Experience in coordinating internships, marketing programs, and supervising staff. Demonstrated ability to increase customer satisfaction. Commitment to working with students from diverse backgrounds.

Send cover letter, resume, and the names and contact information of three references and a writing sample to:

Stephanie Zuckerman-Aviles, Director
Career Development Center
Buffalo State College
1300 Elmwood Ave.
Buffalo, NY 14222

Application screening begins March 24, 2000 and will continue until the position is filled.
AA/EEO

VICE CHANCELLOR, FINANCE AND FACILITIES

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

The North Orange County Community College District invites applications and nominations for the position of Vice Chancellor, Finance and Facilities. Under the direction of the Chancellor, the Vice Chancellor of Finance and Facilities leads, plans, manages and evaluates the District's business systems and processes, including budget development and control, accounting, payroll and purchasing. The Vice Chancellor of Finance and Facilities is accountable for the fiscal stability of the District, facilities planning and management, risk management, and other related functions. The District is seeking an experienced individual who demonstrates integrity, fairness and a strong sense of ethics, along with an enthusiasm for the mission of community colleges.

Located approximately 40 miles southeast of Los Angeles, California, the North Orange County Community College District is the 12th largest in the nation, serving approximately 60,000 students each semester. The District includes Fullerton College, Cypress College and the School of Continuing Education. Geographic boundaries of the district encompass 155 square miles in north Orange County and a small portion of Los Angeles County, and a population of more than 1 million people. The District is governed by a diverse seven-member Board of Trustees, elected at large by registered voters.

The District is fiscally stable, with reserves that substantially exceed the required state minimum. Last spring, the colleges completed successful accreditation processes and the Board adopted a comprehensive facilities and educational master plan, all of which will chart a course for the future.

The position offers a competitive salary and benefits package, including participation in the California State Retirement System.

QUALIFICATIONS

- Bachelor's degree in finance, accounting or related field required; CPA or MBA preferred
- Knowledge of basic business theories, principles and practices; fund accounting and risk management
- Demonstrated experience with budget development practices and internal cost control procedures
- Substantial leadership and fiscal management experience in administering public education funding and budgeting, preferably in a higher education environment
- Knowledge of facilities construction practices and public financing (community college experience preferred)

APPLICATION INFORMATION

To obtain an application brochure, contact **Connie Thomas, Search Liaison, in the Office of Human Resources, Telephone (714) 578-8413 or email: thomasc@nocccd.cc.ca.us**

Paper Screening Will Begin the First Week in April, 2000

An Equal Opportunity, Affirmative Action Employer

www.nocccd.cc.ca.us

FACULTY POSITIONS

FLORIDA GULF COAST UNIVERSITY

Join a new, growing, and innovative university in beautiful SW Florida. FGCU is a comprehensive university offering a broad range of undergraduate and graduate programs.

COLLEGE OF ARTS & SCIENCES

Physical Science-Asst/Assoc/Professor-Position #12911. **Req'd:** Earned doctorate in Physics or rel. field from an accredited institution. Exp teaching at the undergraduate level; ability to use instructional technology effectively in the classroom; demonstrated ability to work successfully with colleagues and students across disciplines and programs. **Prefer:** Experience teaching undergraduate physics and astronomy to science and non-science majors; experience with/or demonstrated interest in distance learning. Evidence of a commitment to innovative, quality undergraduate education. Able, comfortably, to broaden professional identity beyond discipline/departmental boundaries. Ability to connect discipline knowledge and expertise to the whole curriculum very important.

Writing Instructors-Positions #12311 (3 pos.). **Req'd:** M.A. or M.F.A. from an accredited institution, with a minimum of 18 graduate hours in English. Evidence of commitment to teaching, with two years of experience teaching composition at the college level. Experience in, or willingness to use, information technology for instruction. **Prefer:** Experience in teaching advanced expository writing, professional writing, nature writing, and/or creative writing. Ability to contribute to curriculum development in the Writing Program.

COLLEGE OF HEALTH PROFESSIONS

Nursing & Interdisciplinary Studies-Asst/Assoc/Full Professor-Position #13631. **Req'd:** Earned doctorate from an accredited institution. MS in Nursing and Certification in long term care administration. Openness to distance learning strategies and use of technology for educational delivery, student-focused philosophy of education, a commitment to diversity, demonstrated collegial working style, and commitment to interdisciplinary education. The ideal candidate will possess a degree or certification in Health Services Administration or related area; graduate level faculty teaching experience and experience with new course/curriculum development, interdisciplinary, and grant and contract submission. Experience with distributed learning strategies including Internet based delivery modes, and proven record in geriatric education, research and service are also preferred.

APPLICATION PROCESS: To apply submit two packages (**one original and one photocopy**) for each position. Each package must include a letter of interest, curriculum vitae, and list of five references **postmarked by the deadline date** for the position. Additional information about the above positions can be obtained by visiting our website at www.fgcu.edu, or call our 24-hr jobline at 941-590-1111. Mail materials to **FGCU, HR Dept., Pos. # (state the position # for which you are applying), 10501 FGCU Blvd. South, Ft. Myers, FL, 33965-6565**. FGCU is an Equal Opportunity/Equal Access/Affirmative Action Institution, which has a commitment to cultural, racial, and ethnic community.

Plattsburgh
State University of New York

ASSISTANT PROFESSOR OF RHETORIC AND COMPOSITION

Plattsburgh State University of New York is a comprehensive, coeducational, public institution of nearly 6,000 undergraduate and graduate students. Located on the shore of Lake Champlain, the College is the intellectual and educational center for the Lake Champlain/Adirondack region of New York State. The small city character of Plattsburgh and neighboring Burlington, VT provides a quality of life unsurpassed for the whole family. Outdoor activities abound along Lake Champlain, in the Adirondack High Peaks and nearby Olympic resort village of Lake Placid while the urban, multicultural lifestyle is rich in neighboring Montreal, Canada, one hour's drive from campus. Plattsburgh is easily accessible to New York City and Boston via air, bus, train and Interstate 87.

The English Department at Plattsburgh State University of New York invites applications for a full-time tenure track assistant professor position in Rhetoric and Composition. Start date is Fall 2000.

Qualifications: M.A. in Composition and Rhetoric or related field required, Ph.D. preferred; ESL certification desirable.

Responsibilities: Teaching developmental writing, composition and upper-level writing courses; university service; scholarship in the history and theory of rhetoric.

Applications from women and minority candidates are especially welcome. Plattsburgh State University is an affirmative action, equal opportunity employer.

Salary: $38,000 minimum; excellent benefits. Review of applications begins March 1, 2000 and continues until position is filled. Please send or fax cover letter, curriculum vitae, writing sample, and three letters of reference to: **Chair, Search Committee (PJ# 2397-808)**, c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, New York 12901-2681. Fax# (518) 564-5060.

West Chester University of Pennsylvania School of Music

West Chester University

Keyboard Music Department
Assistant Professor of Piano

West Chester University of Pennsylvania's School of Music seeks applicants for a full-time, tenure-track position, beginning August 2000 for Teacher of Piano (private instruction) and Accompanist. Doctorate in Piano Performance or near completion (ABD) with college teaching experience required. Professional accompanying experience necessary and in-depth knowledge of instrumental and vocal literatures, including opera. Administration of accompanying needs of the school. Experienced solo recitalist.

Responsibilities include committee work.

Send letter of application, resume, transcripts, five current letters of recommendation, and names/addresses/telephone numbers of at least three individuals who may be contacted (NO tapes at this time) to: Dr. Richard Veleta, Keyboard Dept., School of Music, West Chester University, West Chester, PA 19383

Review of applicants will begin immediately and will continue until the position is filled. Finalists must successfully complete interview process and teaching demonstration. Hiring is contingent upon eligibility to work in the United States.

AA/EOE. Women and minorities are encouraged to apply.

The Union Institute

Director, Center for Women

The Union Institute is a national university dedicated principally to adult degree programs. Founded by members of the Institute's outstanding scholar/activist faculty, the Union's Center for Women is dedicated primarily to building coalitions and other collaborations between feminist scholars and grassroots activists. Over the past ten years, CW has created several ground-breaking coalitions that address a broad range of issues, from girls' empowerment to documenting feminist activism, from women's health to vanguard publishing. In a time of great change and possibility at this university, we seek a new director to build on and expand this tradition.

We need a director who has a history of feminist coalition-building, grassroots organizing, policy advocacy, or similar experience; a strong history of scholarship and critical thought, higher education work, or similar experience; and a nuance understanding of the historical tensions inherent to scholar/activist collaboration in the United States. We need a director who is philosophically, intellectually, and practically committed to building the necessary bridges and crossing the cultural boundaries of race, class, sexuality, and nationality. The candidate will possess a mix of skills and abilities; the ideal candidate will be a strategic feminist thinker, a scholar/activist with outstanding program, writing, speaking, and organizing skills, as well as a record of fund-raising accomplishment. A doctorate or equivalent set of community-based experience, critical learning, knowledge, and skills is required.

Candidates should send a letter of interest and background, resume, references and salary history no later than April 10, 2000 to: **CW Director Search, The Union Institute, 1710 Rhode Island Ave., NW #1100, Washington, DC 20036-3007.**

AA/EOE

UTB
TSC

SEARCH CONTINUED

ASSOCIATE VICE PRESIDENT FOR ACADEMIC AFFAIRS

The University of Texas at Brownsville and Texas Southmost College is seeking an academic leader who can develop and guide the professional development of faculty, teaching and learning processes across the curriculum, faculty evaluation, program assessment, the infusion of technology into the curriculum, high school courses for university credit and the improvement of diversity across Academic Affairs. The Associate Vice President reports to the Provost and works side-by-side with the academic deans and administrators in other divisions.

UTB/TSC is both an open access community college and a university with graduate programs. More than 85 percent of our students are either Mexican-American or Mexican, most of whom begin in developmental courses. Located five minutes from Mexico, the University is committed to a binational, biliterate mission.

Required Qualifications:

- Ph.D. and an academic record that warrants tenure in an academic department;
- evidence of achievement in all the above areas of responsibility; and
- **at least three years experience as a department chair**

Preferred Qualifications:

- ability to improve processes throughout Academic Affairs;
- ability to communicate well to a variety of audiences; and
- bilingual - English/Spanish

Salary:

- Commensurate with experience and qualifications

Applicants should submit a curriculum vitae, three letters of reference and a two-page position paper on how to improve one of the areas for which the candidate will be responsible. Send applications or nominations to:

Human Resources
The University of Texas at Brownsville and Texas Southmost College
80 Fort Brown / Brownsville, Texas 78520
1-800-544-8208 / (956) 544-8205 / Fax (956) 982-0175
For more information, visit our web site at: http://unix.utb.edu/employment/index.html

UTB/TSC does not discriminate on the basis of sex, race, color, religion, national origin, handicap, age or veteran status. Women and minorities are encouraged to apply.

UNIVERSITY OF WEST FLORIDA

DEPARTMENT OF COMPUTER SCIENCE

ASSISTANT PROFESSOR POSITION

Applications are invited for the tenure track position of assistant professor beginning August 2000. Applicants must hold a Ph.D. in computer science (or a related discipline) and should be able to teach a variety of graduate and undergraduate courses in computer science. Preference will be given to individuals whose specialty is in operating systems or computer hardware and architecture, the analysis of algorithms, and theory of computation. Salary is commensurate on qualifications and experience.

The Department has 500 undergraduate and 150 graduate students enrolled in programs in CS, CIS, and Software Engineering. We offer BS degree in CS and CIS; MS degrees in CS and Software Engineering, and support a BS in computer engineering offered by our ECE department. Our faculty has interests in the following areas: pattern recognition, artificial intelligence, computer networks, computers in education, neural networks, image processing, software engineering, computer vision, and modeling and simulation.

The University of West Florida is an urban university with approximately 8,200 students, situated in a 1,000 acre wooded campus on the edge of Pensacola and is part of the State University System of Florida. Pensacola is home to about 250,000 people and is about 50 miles east of Mobile, 200 miles east of New Orleans, and 325 miles southwest of Atlanta. In Pensacola, living is attractive, the climate is good, the beaches are beautiful and the fish still taste great.

We anticipate hiring one or more assistant professors to begin in the fall of 2000 depending on availability of funds. Applicants must provide documentation of the right to work in the United States. Applicants should have three reference letters sent directly to the search committee, and send (not by e-mail) a resume, along with a statement of interests and goals to **Jim Bezdek, Search Committee Chair, Department of Computer Science, The University of West Florida, Pensacola, Florida 32514.** Application deadline is April 21, 2000, and applications will be screened until the position(s) is (are) filled. UWF is an EO Access/AA employer. Women and minorities are encouraged to apply.

Visit us at http://www.cs.uwf.edu/

Faculty Positions

Are you interested in making a difference in students' lives? If so, **Harford Community College** is looking for you! HCC is seeking applicants for the following full-time positions. The instructor positions are 10-month positions beginning August 15, 2000. Starting salary will be commensurate with education and experience. An excellent fringe benefits package is available. **All positions require a master's degree in the discipline unless otherwise stated; college-level teaching experience is preferred.**

Criminal Justice Instructor (one-year appointment)
Fundamentals/Medical/Surgical Nursing Instructor (tenure track)
Interior Design Instructor (tenure track) - bachelor's degree acceptable
Speech Instructor (tenure track)

Request the **required** application and detailed vacancy announcement by calling the Human Resources Office at (410) 836-4415 or via e-mail to **Vaylmer@harford.cc.md.us**. **RESUMES ARE ENCOURAGED BUT WILL NOT BE ACCEPTED IN LIEU OF AN EMPLOYMENT APPLICATION.**

For best consideration, application materials should be returned by **April 12, 2000.**

HCC is strongly committed to achieving staff diversity through affirmative action, is an equal opportunity educator and employer, and has a long-standing commitment to cultural diversity. It is expected that the successful candidates share in these commitments.

Only those candidates receiving further consideration will be contacted.
HCC is an EO / AA / ADA Employer

www.harford.cc.md.us

NEBRASKA
UNIVERSITY OF NEBRASKA-LINCOLN

DEAN
HIXSON-LIED COLLEGE OF FINE AND PERFORMING ARTS

The University of Nebraska-Lincoln invites applications and nominations for the position of

DEAN OF THE HIXSON-LIED COLLEGE OF FINE AND PERFORMING ARTS

The Dean is the chief academic and administrative officer of the College. Christine M. Hixson, the sole trustee of the Lied Foundation Trust, in January announced a gift of $18 million to support programs at the College and the College's affiliated organizations, to fund faculty chairs and professorships, and to support students. We are looking for a dean who has the vision to marshal resources to lead the College to the next level of excellence.

The Search Committee will begin screening applications on May 31, 2000 and will continue until an appointment is made. A description of the position and application process is available on-line at **http://www.unl.edu/svcaa/priorities/fpadean.html** or from **Ms. Jelena Gude (Tel: 402/472-5264; Fax: 402/472-4929; E-mail: jgude1@unl.edu**

Fine and Performing Arts Dean
Search Committee Chair
208 Administration Building
University of Nebraska-Lincoln
Lincoln, NE 68588-0420

The University of Nebraska is committed to a pluralistic campus community through affirmative action and equal opportunity and is responsive to the needs of dual career couples. We assure reasonable accommodation under the Americans with Disabilities Act. Contact Evelyn Jacobson at 402/472-3751 for assistance.

Peralta Community College District

Management Vacancies

Assistant Dean of Instruction - (Mathematics/Sciences & Related Technologies)
Application Deadline Date: March 30, 2000

Dean of Instruction - Application Deadline Date: March 23, 2000

Executive Director, Peralta Foundation - Application Deadline Date: March 23, 2000

Compensation: The salary and other terms and conditions of employment are negotiable based on qualifications.
Please visit our website at www.peralta.cc.ca.us under "employment opportunities" for the full job description, employment application form and application procedures or call PCCD Personnel Office in Oakland, CA at (510) 466-7297 for application materials

AA/EOE

CORNELL
UNIVERSITY

POSITION OPENING-ACCOUNTING
ASSISTANT, ASSOCIATE OR FULL PROFESSOR OF ACCOUNTING

Responsible for teaching basic and advanced courses in accounting at the Master's level; research in area(s) of expertise and interests; supervision of doctoral candidates; and interdisciplinary contribution to the research and teaching of other faculty members. Direct inquiries to: **Professor Charles M.C. Lee, S.C. Johnson Graduate School of Management, 319 Sage Hall, Cornell University, Ithaca, NY 14853-6201.** Applicants should have completed a doctorate or be at the dissertation stage of a doctoral program. Applications should include a vita, together with a dissertation proposal or abstract, and copies of research papers. An Affirmative Action/Equal Opportunity Employer.

LONG ISLAND UNIVERSITY
BROOKLYN CAMPUS

ASSISTANT PROFESSOR OF JOURNALISM

(Search Re-Opened)

The Department of Journalism of the Brooklyn Campus of Long Island University seeks a tenure-track Assistant Professor to start September 2000. Ph.D. preferred; media experience desirable. Candidates should have demonstrated commitment to excellence in teaching and scholarship; be prepared to counsel students and share administrative responsibilities in the department areas of teaching including news-editorial sequence, computer-assisted reporting, desktop publishing, press ethics, mass media and minorities, advertising, and speech communication. The position may include serving as faculty advisor to the weekly campus newspaper.

The journalism program at the Brooklyn Campus of Long Island University, founded in 1946, is located in the nation's media capital and top media market. It is committed to preparing a highly diverse group of predominately minority students for careers as communication professionals. The department offers small classes, supports an extensive internship program, and sponsors campus chapters of the Society of Professional Journalists and Kappa Tau Alpha. LIU annually confers the George Polk Awards.

Applications will be accepted until the position is filled. Send cover letter, curriculum vita and names of three references to: **Dr. Donald Allport Bird, Chair, Department of Journalism, Long Island University, Brooklyn, NY, 11201-5372.** LIU is an Equal Opportunity/Affirmative Action Institution.

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

College of Nursing
Faculty Positions

With a tradition of excellence and leadership in research and nursing education, we invite applications for Full-time Faculty for Fall 2000

Women's Health/
Maternal Child Health
Pediatrics
Adult Health
Gerontology
Community Health

Tenure-track and clinical track positions available. Doctorally prepared nurse practitioners preferred. A doctorate is required for tenure-track positions and to be eligible for appointment to all professional ranks.

Highly competitive salary and comprehensive benefits package.

The College of Nursing at Rutgers, The State University of New Jersey, has over 600 students on campuses throughout New Jersey, and offers the Baccalaureate, Master's and Ph.D. programs. The College is committed to providing quality education in a diverse, scholarly supportive, and caring environment.

Send letter of application, Curriculum Vitae, and letters of reference to: Dr. Noreen Cerino, Associate Dean, Administration, College of Nursing, 180 University Avenue, Newark, NJ 07102

Visit our web site at http://nursing. rutgers.edu/nursing/

DIRECTOR OF RESIDENCE LIFE

Manhattanville College is an independent, co-educational liberal arts college of approximately 1200 students located 28 miles north of New York City in suburban Westchester County. We are currently seeking a creative, energetic, student centered individual for the position of **Director of Residence Life**.

This position is responsible for providing visionary leadership in short and long-term planning and programming; operation of four residence halls which house, at capacity, 940 students; supervision, training, professional development, and evaluation of Assistant Director, four Resident Directors, 20 Resident Advisors, and one Administrative Assistant; campus judicial system; student room placement through the academic year as well as summer programs; departmental budget; membership on several campus committees; and developing and maintaining professional relationships with faculty and administration.

Required for this position are strong managerial and organizational skills with demonstrated competencies in staff supervision and leadership, general administration and project management, highly developed communication skills and the ability to establish and maintain cooperative relationships with all aspects of the College community and relevant outside agencies, personal and professional standards of integrity, and demonstrated ability to promote positive departmental public relations among student body. Master's degree in CSP, Counseling or Higher Ed preferred, but not required.

We offer a competitive salary and benefits and an excellent working environment. For consideration, send resume along with cover letter and salary requirements to: **Director of Human Resources, Manhattanville College, 2900 Purchase Street, Purchase, NY 10577. Fax: (914) 323-5322. E-mail: banfieldj@mville.edu**

We are an equal opportunity employer actively encouraging applications from candidates with diverse backgrounds.

MANHATTANVILLE COLLEGE

UW-L

University of Wisconsin-La Crosse

Assistant Professor of Spanish

University of Wisconsin-La Crosse: Assistant Professor of Spanish to teach all levels of undergraduate Spanish. Documented potential for excellence in teaching. Interest in teaching all levels of Spanish language, literature and culture, with strong background in Latin America. Ability to teach in film and phonetics also desirable. Native or near-native fluency in Spanish. Ph.D. completed by August 15, 2000. Applicants must submit a letter of application, curriculum vitae and three letters of recommendation. Files will be reviewed beginning March 17 all applications must be postmarked by March 27, 2000. Address applications to:

Dr. Donald Socha
Chair of Search & Screen Committee
Foreign Languages Department
University of Wisconsin-La Crosse
315 Graff Main Hall
1725 State Street
La Crosse, WI 54601

UW-La Crosse is an affirmative action/equal opportunity employer. Women, persons of color and individuals with a disability are encouraged to apply.

If you have special need/accommodation to aid your participation in our hiring process, please contact the committee above to make appropriate arrangements.

EXECUTIVE DEAN

Nelson A. Rockefeller College of Public Affairs and Policy — University at Albany, State University of New York

The University at Albany, State University of New York, invites applications for the position of Executive Dean of the Nelson A. Rockefeller College of Public Affairs and Policy. Rockefeller College is a premier center for public affairs and policy and houses four internationally recognized schools: The School of Criminal Justice, the Graduate School of Public Affairs (includes the Department of Public Administration and Policy and the Department of Political Science), the School of Information Science and Policy, and the School of Social Welfare. There are a large number of research and outreach programs active within the Rockefeller College, including the Public Management Development Programs, Center for Legislative Development, Hindelang Criminal Justice Research Center, Center for Policy Research, Center for Women in Government, Ringel Institute of Gerontology, Center for Human Services Research & Evaluation, the Professional Development Program, and the Institute for Traffic Safety Management and Research. The individual schools report to the Executive Dean of the Rockefeller College. The Executive Dean reports directly to the Provost and Vice President for Academic Affairs.

Rockefeller College is located on the University's downtown campus, just a few blocks away from the Capitol and the principal offices of New York State government. A special strength of the Rockefeller College is the opportunity it provides for interdisciplinary study in criminal justice, government, public affairs, and social services. The College encourages students to participate both in multidisciplinary research projects and in internships that build bridges between scholarship and practice in public affairs.

The Executive Dean will be expected to provide exceptional leadership and vision as the College seeks to promote its academic programs and research initiatives in the context of the University's Strategic Plan. The successful candidate will possess the ability to plan strategically, prepare and manage complex budgets, lead and motivate faculty and staff, interact effectively with all levels of the organization, and coordinate the efforts of a diverse group of individuals and support units to meet specific goals and objectives. S/he will also possess exceptional skills in resource development and have strong, demonstrated experience dealing effectively with elected and appointed officials at all levels.

The successful candidate will have had significant administrative experience, hold a doctoral degree or its equivalent, and have distinguished scholarly credentials, preferably in a public policy related field. Candidates should have a record of scholarly and professional achievement that would ordinarily qualify for appointment at the rank of Professor in one of the university's academic units. The evaluation of credentials will begin on March 20, 2000 and continue until the position is filled.

Salary is competitive and commensurate with credentials and experience.

The University at Albany, SUNY, is an equal opportunity/affirmative action employer.

Applications and nominations should be sent to: Dr. Richard A. Highfield, Chair, Search Committee for the Executive Dean of the Rockefeller College, AD-246, The University at Albany, Albany, NY 12222.

UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

CAL POLY POMONA

Director of Public Affairs

Cal Poly Pomona invites applications for Director of Public Affairs. For info., please visit our website at **http://www.csupomona.edu/~hrs**; call (909) 869-3733 for application materials; or visit **HR Services, Cal Poly Pomona, CLA Building 98, Room B1-20, 3801 W. Temple Avenue, Pomona, CA 91768.**

AA/EOE/ADA

EASTERN BAPTIST THEOLOGICAL SEMINARY

Director of Central Services

Eastern Baptist Theological Seminary, dedicated to training men and women for Christian ministry, seeks a FT Director of Central Services to supervise and perform duties in the following areas: food service, housekeeping, housing/parking, office supplies and machines, the mailroom and Seminary receptionists. **Required:** commitment to Seminary mission, strong relational and organizational skills, multi-tasked, and BS degree. Prefer some experience. **Salary:** $27K-30K. Benefits include seminary-provided health insurance for employee and family, retirement plan, paid vacation, and tuition discounts. Send resume and cover letter to **Eastern Seminary, Human Resources, 6 Lancaster Ave., Wynnewood, PA, 19096.** Visit us at **www.ebts.edu.** *EOE/AA.*

Northampton Community College

Northampton Community College is located in Bethlehem, Pennsylvania, and is in close proximity to Philadelphia, New York City, and the Pocono Mountains. Northampton is a dynamic, two-year institution offering more than 60 career and transfer programs. Currently, approximately 6,000 credit students and over 15,000 non-credit students are enrolled. We are a learning and student-centered institution with a staff dedicated to providing quality educational opportunities for a diverse student population. We offer a competitive salary and excellent fringe benefits package, which includes health, dental, term life, long-term disability, retirement, and educational assistance.

NOMINATIONS AND APPLICATIONS ARE INVITED FOR THE FOLLOWING FULL-TIME, TENURE-TRACK FACULTY POSITIONS:

- **Business (Small Business/ Entrepreneurship Marketing)**
- **Chemistry**
- **Computer Science**
- **Digital Design**
- **English**
- **Journalism**
- **Mathematics**
- **Nursing**
- **Speech Communication**

Send letter, resume, unofficial transcripts, and names, addresses and phone numbers of 3 references to:

Human Resources
Northampton Community College
34835 Green Pond Road
Bethlehem, PA 18020

fax information to **(610) 861-5070**, or respond via e-mail to **ksiegfried@northampton.edu** by April 1, 2000.

Northampton Community College is an Equal Opportunity/Affirmative Action Employer. Women and minorities are encouraged to apply.

LONG ISLAND UNIVERSITY

Long Island University, the nation's eighth largest private university with six campuses in metropolitan New York and Long Island, seeks applications for:

SOUTHAMPTON COLLEGE
TENURE-TRACK FACULTY POSITIONS for FALL, 2000

BIOLOGY: Two positions, Asst. Profs. teach ug courses. Ph.D. req.: (1) cell & molecular bio, biochem, exp. in marine molecular bio des.; (2) genetics & intro to cell bio.

CHEMISTRY: Asst. Prof., teach organic, environ, & general chem. Resrch interest in environ prob. & knowledge/use of chem instrumentation pref, Ph.D. req.

FINANCE: (One yr. appt.) Asst. Prof., teach corp finance. Ablty in Certified Financial Planning, operations mgmt., &/or computer info systems des. Ph.D., MBA finance w/5 yrs. exp. considered.

MARKETING: Asst. Prof., teach principles of marktg. Exp. in hospitality, retailing, internet &/or sports marktg pref. Ph.D. in Marktg or rel field req.

MATHEMATICS: Asst. Prof., teach ug intro to math for sci. majors. Ph.D. & familiarity with UNIX, *Mathematica* & instructnl tech req.

PSYCHOLOGY: Asst. Prof., teach cognitive neurosci, cognition, motivation & emotion, psychopharm., adv. physiological psych lab. & intro to psych. Intrst in cognition & study of neural processes in marine invertebrates des. Ph.D. req.

Southhampton College is a small residential campus located on 110 acres overlooking Shinnecock Bay on Eastern Long Island, 90 miles from Manhattan. It enrolls approximately 1,350 students in 25 undergraduate academic programs, leading to the Bachelor of Arts, Sciences, or Fine Arts degrees, and three Master's programs. The campus is one of the few institutions in the country that offers undergraduate degrees in Marine Science and Environmental Science. It also has leading programs in Fine Arts, Writing, and Environmental Studies. Send letter of interest, 3 letters of recommendation, statement of research interest, and c.v. to **Nancy Marksbury, Administration Building, Long Island University, Southampton College, Southampton, NY 11968.** All searches will remain open until positions are filled. LIU is an Affirmative Action/Equal Opportunity Institution.

New York University

DIRECTOR, OFFICE OF CAREER SERVICES
WAGNER GRADUATE SCHOOL OF PUBLIC SERVICE

The Robert F. Wagner Graduate School of Public Service at New York University seeks a Director for its Office of Career Services. The office provides a range of career development services for our student body of approximately 900 masters and doctoral students, including counseling and advisement; skills assessment and career planning; extensive employer outreach; and professional networking opportunities. B.A. and at least five years management experience in academic career services or human resources development for the public and nonprofit sectors required. Master's degree (in public administration, public policy, urban planning, counseling or related field) highly desirable. The successful candidate will have strong leadership ability with a proven track record in program planning and team building. Strong analytic and communication (oral and written) skills a must. Please send resume and cover letter (no telephone inquiries please) to: **Human Resources, Robert F. Wagner Graduate School of Public Service, New York University, 4 Washington Square North, New York, NY 10003-6671.** For more information about the Wagner School, visit our website at www.nyu.edu/wagner/.

NYU encourages applications from women and members of minority groups

KEAN UNIVERSITY

Union, New Jersey

Founded in 1855

Kean University is committed to excellence and to developing and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community serving a diversified student population of 12,000.

PROFESSIONAL SERVICES SPECIALIST 1 (PSS1-C)

Positions Available (2)

Office of Computer and Information Systems

Responsibilities: Under the direction of the Application Manager, the PSS1-C will provide technical assistance to users, complete programming projects and work on databases.

Qualifications: Bachelor's degree and four years professional experience in a related field is required. Applicants who do not possess the required education may substitute the indicated experience on a year for year basis. Knowledge and experience in modern programming languages (e.g. C+ or VB) and familiarity with database systems such as Unidata, MS-SQL, Oracle or comparable database required. Programming skills in MS Access or comparable RDBMS very desirable. Experience in higher education also preferred. Effective problem solving skills and the ability to work with a wide range of end users is required.

PROFESSIONAL SERVICES SPECIALIST 2 (PSS2-AT)

Academic Technologist/Training Specialist
Office of Academic Technology

Responsibilities: Under the supervision of the Director, the PSS2-AT will provide technical assistance to faculty users on information technology and distance learning projects as well as managing the daily operations of the Technology Institute for Professionals.

Qualifications: Bachelor's degree and three years professional experience in a related field is required. Applicants who do not possess the required education may substitute the indicated experience on a year for year basis. Knowledge and experience in HTML, JAVA, Java Script, WebCT and VBA is preferred. Effective problem solving skills and the ability to work with a wide range of end users is required. Experience in higher education also preferred.

Salary and Benefits: Salary is commensurate with experience and skills. A comprehensive benefits program is included in the compensation package Candidacy review begins immediately and will continue until appointments are made.

To apply: Individuals interested in the above positions should send letter of interest, resume, and the names and addresses of three references including phone numbers to: Sherrine Rives, Assistant Director, Human Resources Dept., Kean University, 1000 Morris Ave., Union, NJ 07083. Please indicate which position you are applying for, **PSS1-C** or **PSS2-AT**.

Where Tradition and Technology Meet

KEAN

NEBRASKA
UNIVERSITY OF NEBRASKA-LINCOLN

DEAN
COLLEGE OF ARTS AND SCIENCES

The University of Nebraska-Lincoln invites applications and nominations for the position of

DEAN OF THE COLLEGE OF ARTS AND SCIENCES

The Dean is the chief academic and administrative officer of the College and should be a strong, visionary leader and spokesperson who is interested in building local and national linkages and the national reputation of the College for excellence.

The Search Committee will begin screening applications on May 31, 2000 and will continue until an appointment is made. A description of the position and application process is available on-line at http://www.unl.edu/svcaa/priorities/asdean.html or from **Ms. Jelena Gude (Tel: 402/472-5264; Fax: 402/472-4929; E-mail: jgude1@unl.edu**

Arts and Sciences Dean Search Committee
Dean Nancy Rapoport, Chair
208 Administration Building
University of Nebraska-Lincoln
Lincoln, NE 68588-0420

The University of Nebraska is committed to a pluralistic campus community through affirmative action and equal opportunity and is responsive to the needs of dual career couples. We assure reasonable accommodation under the Americans with Disabilities Act. Contact: Nancy Rapoport at 402/472-2161 for assistance.

MIT Dean for Student Life

The Massachusetts Institute of Technology seeks applications and nominations for the position of Dean for Student Life. The successful candidate will play a lead role in shaping and ensuring excellence in all aspects of the MIT student experience.

The MIT Dean for Student Life is the senior officer of the Institute responsible for the leadership and management of both undergraduate and graduate residential and student life programs, dining, the Campus Activities Complex, the Department of Athletics, and Counseling and Support Services. The Dean reports to the Chancellor and has managerial responsibility for the approximately $30 million annual operating budget of these programs, as well as line responsibility for the performance of the more than 325 persons who work in these programs. The Dean is one of the senior members of the MIT leadership team and, as a member of Academic Council, is responsible for working collaboratively with the President, Provost, Chancellor, Executive Vice-President, the Dean for Undergraduate Education and faculty members to assure a high quality of MIT student life; in this capacity, the Dean will participate in strategic planning and capital budgeting across a broad range of activities.

Candidates for this position must demonstrate a passion for excellence in education and a flair for dealing with all groups necessary to support it. The Dean must be both a seasoned manager with experience in leading and implementing initiatives in an organization of MIT's size, scope and complexity and a person of sufficient stature and experience in academic or comparable settings to allow for a collegial and cooperative partnership with students, faculty and senior administrators in all parts of the Institute.
An advanced degree is preferred.

Inquiries, applications and nominations should be directed to Rohini Sabikhi,
Isaacson, Miller, 334 Boylston Street, Suite 500,
Boston, MA 02116-3805. Fax: 617-262-6509.
Email: rsabikhi@imsearch.com.

MIT is an affirmative action, equal opportunity employer; women and minorities are encouraged to apply.

COLBY

Colby, a highly selective private liberal arts college of 1750 students located in central Maine, seeks applicants for the following:

Acting Associate Director Of Off-Campus Study

(Position will begin July 1, 2000)

Off-Campus Study has responsibility for five Colby programs abroad, as well as for advising students about non-Colby programs. The successful candidate must hold an MA degree or higher in an appropriate discipline and have experience with programs abroad or in international education. Knowledge of how to provide comprehensive services and how to interpret foreign credentials as US educational equivalents and the College's curricular requirements is necessary. Should have a good working knowledge of a foreign language, preferably Spanish. Must be willing and able to travel during the academic year. Must have the flexibility to assume additional responsibilities as determined by the director. This position is for one year with possibility of renewal.

Career Counselor

Employee will be responsible for carrying out the normal range of career services work, with an emphasis on counseling and programming. This is a temporary position, lasting 10 months, beginning on or about August 14, 2000 and ending on or about June 15, 2001. Qualifications include: a Bachelor's degree is required, a Master's degree in a related field is preferred; a strong commitment to an education in a small liberal arts college is necessary; knowledge of job search process and familiarity with career development theory; excellent interpersonal and communication skills required; computer proficiency is necessary.

Assistant Coach, Football and Minority Recruiting

This position begins April 1, 2000 through May 2001. Responsibilities within the football staff include: film breakdown and analysis, on-field coaching, identifying and recruiting prospective student-athletes, with an emphasis on minority student recruitment, and other duties as assigned by the head coach. Receivers or defensive line coach preferred. A Bachelor's Degree is required and previous college football coaching experience is preferable. Other significant coaching duties within the department will be assigned based on the successful candidate's background. Informational Interviews at ACPA.

Interested candidates should specify the position they are applying for and for each submit two copies of a cover letter and two copies of a resume, including the names and telephone numbers of three references to: **Douglas C. Terp, Director of Personnel Services, Colby College, 5500 Mayflower Hill, Waterville, ME 04901-8855.** A review of applications will begin immediately and will continue until the positions are filled.

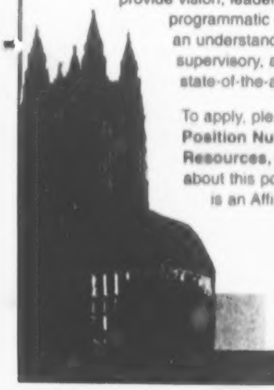
Colby is an Equal Opportunity / Affirmative Action employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged.

For more information about the College, please visit the Colby website: **www.colby.edu**

Director, Boston College Career Center

Reporting to the Vice President of Student Affairs, the Director of the Career Center leads a staff of fifteen professional and support staff members in providing career development services to the University's undergraduate and graduate student population and alumni. Responsibilities include direct outreach and marketing on campus and to employers; overseeing the personnel, budgetary and operational functions of the department; developing a vision for the future of the Career Center and working with staff to define necessary goals and objectives; and developing a job development strategy for companies that do not typically recruit on campus for both internships and full-time employment. Will manage a complex department and a department budget of approximately $600,000; and direct the implementation of a comprehensive technology strategy for Career Center. Additionally, will work with alumni leadership, Parents Council, and Wall Street Council leadership to expand networking, internship, and full-time employment opportunities.

The successful candidate will have a Master's degree in counseling, higher education, or business, 8-10 years' experience in business, human resources, or a related field, and 8-10 years' progressively responsible experience in a college or university career center preferred. Demonstrated ability to provide vision, leadership and technical expertise to create, implement and direct the programmatic efforts of a seasoned staff is necessary. Additional requirements include an understanding of role and value of liberal arts education; significant leadership, supervisory, and managerial experience; and working knowledge of the application of state-of-the-art technology to career planning and placement.



To apply, please forward two copies of both a cover letter and resume referencing **Position Number: 5294A-HO**, to: **Boston College, Department of Human Resources, More Hall 315, Chestnut Hill, MA 02467-3819.** For more information about this position, please visit our web site at: **www.bc.edu/bcjobs**. Boston College is an Affirmative Action/Equal Opportunity Employer.

BOSTON COLLEGE

A Jesuit, Catholic University

LIBRARY DIRECTOR

Director of Learning Resource Center (Library Director). Responsible for providing leadership for the library and media services program at Green River Community College in Auburn, Washington. Qualifications include: MLS degree from an ALA accredited program. Three years' work experience as a librarian at a college or community college. This is a 12-month administrative position with an annual salary of $59,732. Full state benefits package including employer-paid health and dental plans, TIAA/CREF, vacation, holidays and sick days. Applications for this position are accepted until the position is filled (first review on April 10, 2000). An application package may be requested by contacting the **Office of Human Resources' job opportunity line at (253) 288-3380 or TDD (253) 288-3345.** The Green River Community College application, a professional resume, and three professional letters of reference must be returned to the Human Resources' Office.

EOE/AA

GAINESVILLE COLLEGE

COMPUTER SCIENCE FACULTY POSITION

Gainesville College invites applications for the position of Computer Science Instructor. Gainesville College, a two-year college of the University System of Georgia, is committed to teaching, service, and support of professional development and campus diversity. For additional information and a complete job description, visit the college homepage at:

www.gc.peachnet.edu

THE OHIO STATE UNIVERSITY

STAFF CLINICIAN

Staff Clinician opening at The Ohio State University. Demonstrated skill in individual and group counseling/psychotherapy; supervision and training; multicultural issues with Hispanic/Latino(a) emphasis; consultation and outreach programming. Licensed for independent practice within three years. Twelve month contract with attractive benefits. Position available September, 2000. Submit vita, graduate transcripts, three letters of recommendation and a personal statement of interest (including philosophy of professional practice in a university counseling setting, experience with population, and competency in Spanish) to: **Dr. Lee Cohen, Chair, Search Committee, Counseling and Consultation Service, The Ohio State University, 1739 North High Street, Columbus, Ohio 43210-1392.** Applications will be accepted until position is filled. The Ohio State University is an Equal Opportunity/Affirmative Action employer. Qualified women, minorities, Vietnam Era veterans, disabled veterans, and the disabled are encouraged to apply.

ASSISTANT DIRECTOR

UNIVERSITY OF NEVADA
COOPERATIVE EXTENSION

ADMINISTRATIVE FACULTY POSITION

The Assistant Director provides primary support for the Dean and Director, including input for the development of needed policies and procedures, and gathering and compiling data for reports. The position serves as the state contact for program areas and provides leadership for effective programming. For a complete job summary, qualifications, how to apply and inquiries, log on: **www.nce.unr.edu** contact: **Penny Jenkins, (775) 784-7070 AA/EO**

AQUINAS COLLEGE

Provost Position Announcement

Aquinas College is seeking nominations and applications for the position of Provost and Dean of the Faculty. The Provost is the chief academic officer of the College and leader of the faculty, overseeing the management of the entire academic and student development enterprises, approving and coordinating budgets and business plans for all academic and student development programs and support services, and supervising first-line managers and their functions. The Provost recommends and carries out procedures for recruiting, hiring, and evaluating faculty and all academic and student development staff, and leads the evaluation of all academic and student development programs. The Provost works closely with the Academic Assembly, the College's faculty governance structure, and serves as Executive Secretary of the Academic and Faculty Affairs Committee of the Board of Trustees.

The Provost is supported by the Deans of the College's three schools, Arts and Sciences, Education, and Management; as well as the Dean for Student Development, the Director of the Library, and the Director of Information Technology Services. The Provost reports directly to the President of the College, serves as a member of his Cabinet, maintains faculty status, and becomes tenurable as a faculty member.

We seek candidates with a record of excellence in teaching and scholarship who embrace the values of a Catholic college and who have demonstrated commitments to education in the liberal arts and sciences; to the primacy of teaching; to diversity in the College community; and to meaningful connections with the broader community. Candidates should have an earned doctorate in an academic discipline; relevant experience in working with faculty, students, administrators, trustees, and the community; sufficient college teaching experience to reach the rank of Professor; senior level responsibility in the administration of academic programs, program development, and supervision of faculty; and major budgetary responsibilities and control. Candidates should possess the disposition of servant leadership, and the ability to articulate faculty concerns and College priorities to major College constituencies.

With its roots extending to 1886, Aquinas College in 1931 became the country's first coeducational Catholic college. Its principal mission is to offer a liberal arts education with a career orientation and follows the Dominican tradition of engaging with the broader community. It enjoys a strong reputation for academic rigor and program innovation and is currently engaged in developing new programs that build on its heritage, including a K-5 charter-laboratory school based on the Reggio Emilia system and corresponding professional preparation programs; a conductive education program offering direct services to children with motor disabilities and the first undergraduate and graduate conductor training program in the Western Hemisphere; new international and cultural immersion programs; a theatre arts program and building project in collaboration with a major regional community theatre; a new community-based nursing program offered in collaboration with the University of Detroit-Mercy and St. Mary's/Mercy Medical Center; and the region's first facility with two-way, interactive video-based communication capabilities.

Aquinas currently has 106 full-time faculty members, two-thirds of whom have terminal degrees in their fields, and 110 part-time faculty. It enrolls nearly 2,000 traditional-aged and adult undergraduate students in 44 major degree programs, and 500 students in graduate programs in education and management. It is situated on a beautiful 107-acre wooded campus in Grand Rapids, Michigan, the second-largest city in the state and one of the most dynamic in the Midwest. More information is available about the college and Grand Rapids via the college's Web site at **www.aquinas.edu.**

Prospective candidates should submit a cover letter with a statement of their approach to the liberal arts, leadership, and collegial decision-making; a curriculum vitae, and a list of three references with their addresses and telephone numbers. The beginning date for the position is July 1, 2000. Nominations and applications will be received until the position is filled, and should be sent to

Provost Search Committee
Office of the President
Aquinas College
1607 Robinson Road, S.E
Grand Rapids, MI 49506

Applications and nominations of women and minorities are particularly encouraged.
Aquinas College is an equal opportunity employer
which affirm the values and goals of diversity.

ASSOCIATE DIRECTOR OF CAPHE

Consortium for the Advancement of Private Higher Education (CAPHE) seeks an energetic, self-motivated, team-oriented individual to fill Associate Director position. Ideal candidate will have minimum of four years of assistant dean/director-level administrative experience in a college, university or higher education association. The individual will be an excellent communicator (written and verbal), problem solver and strategist, will have the ability to organize and prioritize multiple tasks, and will demonstrate exceptional administrative skills. Position is ideal for higher education generalists who possess a solid understanding of college/university administration including governance, planning, academic affairs, and student affairs issues. Primary areas of work: help to design, manage, evaluate and provide administrative oversight to national grant programs. Examples of current program areas include: partnerships between higher education and community organizations; institutional collaborations between colleges and universities; and diversity/ multiculturalism. Background/experience in private higher education is a plus. Experience managing grant programs is a plus. Master's degree required, doctorate preferred. Review of applications begins March 27, 2000. Applications accepted until position filled. Salary is commensurate with experience. Send letter of application, resume, 3 references and writing sample (5 pages max.) to **Associate Director Search Committee, CAPHE/CIC, One Dupont Circle, NW, Suite 320, Washington, DC, 20036.** EOE.

DEPAUL UNIVERSITY

POSITION ANNOUNCEMENT

ASSISTANT / ASSOCIATE PROFESSOR

DePaul University's School for New Learning anticipates one tenure track position at the assistant or associate level in the business disciplines.

The School for New Learning is one of the eight colleges of DePaul University. It offers individualized, competence-based Bachelors and Masters degrees to adults in the Chicago metropolitan area. Faculty teach content and core skills courses, and closely mentor individual students who are developing individual curricula. Because the School has an outcomes focus and an interdisciplinary approach, faculty engages in considerable program development and assessment.

The School seeks to add to its diverse faculty an individual who has strong experience with adult students and enjoys working in a non-traditional setting.

QUALIFICATIONS

This position requires an earned doctorate or terminal degree, with an emphasis in management, marketing or economics. The ideal candidate will demonstrate understanding of the connections between the liberal arts and the contemporary business environment, and be committed to working with adult learners.

APPLICATION

Candidates should send curriculum vitae, three references, and a cover letter containing a brief statement of their educational philosophy and interest in working adult learners:

Faculty Search Committee
DePaul University School for New Learning
Office of the Dean, ATTN: Ms. Jacquelyn Thomas
25 East Jackson Boulevard - Lewis Center, 2nd Floor
Chicago, IL 60604
lthomas@wppost.depaul.edu

Salary will be competitive. Appointments are expected to begin July 1, 2000 or as soon thereafter as possible. Review of candidates will begin March 31, 2000.

DePaul University aggressively pursues a program of equal employment and educational opportunity. Members of all under represented groups, women, veterans, and persons with disabilities are invited.

THE LOS ANGELES COMMUNITY COLLEGE DISTRICT
invites qualified individuals to apply for full-time faculty pos[illegible] the nine colleges of the District. Recruitment and selections are ma[illegible] from continuous pools in 57 academic and 87 vocational fields. Approved applications are valid for three years; candidates may renew at the end of that period by filing a renewal application. Visit our Internet home page http://www.laccd.edu for information.

WOMEN, MINORITIES AND THE DISABLED ARE ENCOURAGED TO APPLY.

• FACULTY POSITIONS

REQUIREMENTS: Applicants must meet State requirements either by a credential or degree.

SALARY: The current salary range is $33,930 to $52,830 for new employees, with a potential maximum of $63,050, for a 40-week academic year. New employees to the District will be allocated within the salary range according to previous training and experience. Employee benefits include 25 paid holidays/vacation days annually, district-paid medical/hospital, dental and vision care plans and a $40,000 group life insurance policy. Regular faculty who retire after a vesting period have lifetime medical coverage if Medicare enrollment is maintained after age 65.

FILING AN APPLICATION: For each subject field, a separate application must be filed. Applications may be obtained (specify field(s)) by calling (213) 891-2211, or FAX (213) 891-2411, or reply by e-mail on the Internet to jobs@laccd.cc.ca.us including name, address, phone, and subject. Legible photocopies of transcripts are acceptable for the application; if selected, official transcripts will be required. Applications may be filed in person or mailed to the: **Academic Selection Unit, Los Angeles Community College District, 770 Wilshire Blvd., Los Angeles, CA 90017.**

Colleges of the District are: L.A. City College, East L.A. College, L.A. Harbor College, L.A. Mission College, L.A. Pierce College, L.A. Southwest College, L.A. Trade-Technical College, L.A. Valley College, and West L.A. College.

In accordance with its strong commitment to diversity, the District encourages all qualified candidates, including members of underrepresented groups, to apply in all subject areas for which they qualify.

THE LACCD IS AN EQUAL OPPORTUNITY EMPLOYER.

COLBY

Colby, a highly selective private liberal arts college of 1750 students located in central Maine, seeks applicants for the following position in Development:

Major Gifts Officer

Reporting to the Director of Major Gifts, the Major Gifts Officer's primary responsibility is to cultivate and solicit major gifts ($25,000 minimum) for the College. Other duties include working with the development staff, volunteers and other Colby administrators and faculty to identify major gift prospects in specific regions of the country; designing cultivation and solicitation strategies and ensuring follow-up activities and stewardship; and serving as the primary or secondary staff person in specific regional efforts. A Baccalaureate degree, preferably from a small liberal arts college; a minimum of one to three years' experience in development, including personal solicitation of major gifts; and an understanding of and commitment to the values of a liberal arts education are required. The successful candidate must be willing and able to travel extensively, have a commitment to team participation, be deadline and detail-oriented, and possess excellent writing and speaking skills. Candidates with relevant experience and transferable skills will be considered.

Interested candidates should submit two copies of a cover letter and two copies of a resume, including the names and telephone numbers of three references to: **Douglas C. Terp, Director of Personnel Services, Colby College, 5500 Mayflower Hill, Waterville, ME 04901-8855.** A review of applications will begin immediately and will continue until the position is filled.

Colby is an Equal Opportunity / Affirmative Action Employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged.

For more information about the College, please visit the Colby web site: **www.colby.edu**

RED ROCKS COMMUNITY COLLEGE

Where Learning Is For Life

SEEKING MISSION/SERVICE/ GROWTH-ORIENTED AND QUALITY/DIVERSITY-SENSITIVE CANDIDATES

Vocational Faculty: Related Bachelor's degree and ability to obtain Colorado Vocational Credential required

- **Business**
- **Computer Information Systems (3)**
- **Construction Technology**
- **Engineering Graphics/Computer Science**
- **Fire Science**
- **Fire Academy Coordinator**
- **Multimedia/Graphic Arts**
- **Reading Specialist/Learning Development**

Academic Faculty: Master's degree with 18 graduate level hours in subject area and 30 credit hours higher education teaching experience required

- **Art - 3-D/Sculpture**
- **Biology - Microbiology/A&P**
- **English/Professional Writing**
- **Foreign Language - French/Spanish**
- **History**
- **Political Science**
- **Math (2)**
- **Music - Appreciation/History**

Faculty positions are full-time starting Fall 2000. Current starting salary $30,661-32,661 (subject to increase Fall 2000). Experience dealing with alternative instructional delivery methods and incorporating technology into instruction is preferred.

Physician Assistant Program Director: Relevant Master's degree from accredited institution. State of Colorado Licensed PA. Good standing with Colorado Board of Medical Examiners. Teaching experience, with five years of clinical practice required. Starting Salary: $55,000-60,000.

FOR APPLICATION AND DETAILED JOB ANNOUNCEMENT CONTACT:

RRCC Human Resources
13300 West 6th Ave.
Lakewood, Colorado 80228
Direct: 303-914-6570
Job Line: 303-914-6556
www.rrcc.cccoes.edu

APPLICATION DEADLINE: MARCH 27, 2000

ALL POSITIONS ARE CONTINGENT ON FUNDING

EOE

Swarthmore College, an extremely selective, private four-year liberal arts institution with 1400 students, invites applications for the following professional position:

ASSISTANT DEAN OF ADMISSIONS

Reporting to the Dean of Admissions, provides professional expertise in the recruitment and selection of freshman students with primary responsibility for Latino student recruitment. Interviews candidates for admission, participates in group information sessions, folder reading, and other projects.

Successful candidate will possess an undergraduate degree and 2-5 years related experience. Knowledge of and enthusiasm for the College's mission and niche in higher education, sensitivity to multicultural issues, and appreciation of differences in secondary school background is essential. Strong communication skills, an ability to work both independently and in teams necessary; significant travel required.

Swarthmore College offers challenging professional opportunities and an excellent compensation package. The College is located in suburban Philadelphia, a region with exceptional higher education and cultural environments.

Please send letter of interest, resume, and the names, addresses, and phone numbers of three professional references to: **Associate Director, Human Resources, Swarthmore College, 500 College Avenue, Swarthmore, PA 19081.** Review of applications will begin immediately and applications will be accepted until the position is filled.

SWARTHMORE

Swarthmore College is an equal opportunity employer committed to excellence through diversity.

Visit us at www.swarthmore.edu

COLLEGE OF THE MAINLAND

1200 AMBURN ROAD
TEXAS CITY, TX 77591

PRESIDENT

College of the Mainland (COM) is a comprehensive community college with a tradition of academic innovation and democratic management and governance. The College is located 15 miles north of Galveston Island and 30 miles south of Houston on the Texas Gulf. COM is a single campus college with a 7-member elected Board of Trustees. The current president will retire August 31, 2000 after successfully leading the College for 17 years.

Application Process: The Profile Brochure, which contains details on the presidential search should be requested by contacting: **Eva Neinas, Clerk of the Board, College of the Mainland, 1200 Amburn Road, Texas City, TX 77591; Phone: 409-938-1211, ext. 271; Fax: 409-938-0566; E-mail: eneinas@mail.mainland.cc.tx.us**

Please visit the College's website at

www.mainland.cc.tx.us

For additional information contact: **Bill Waechter, ACCT Search Consultant, Phone: 480-982-5958; E-mail: waechter@uswest.net**

— AN ACCT SEARCH —

University
of Houston
Clear Lake

OFFICE OF MULTICULTURAL AND INTERNATIONAL STUDENT SERVICES

The University of Houston-Clear Lake, located in the Clear Lake recreational area halfway between downtown Houston and the Gulf of Mexico at Galveston, is an upper-level and master's granting university enrolling 7100 students. UHCL seeks two dynamic, dedicated individuals to initiate, plan, and coordinate various multicultural and international programs, services and activities which lead to the continued development and enrichment of a culturally diverse campus environment.

DIRECTOR

Responsibilities: The director provides leadership and supervision for the office by performing administrative duties such as planning, assessment, program implementation, budgeting, and supervision of professional, support, and student staff; serves as an advocate for students; collaborates with faculty and staff; conducts and reports on pertinent research; maintains a professional network; and serves on various university committees.

Qualifications: A master's degree in student personnel, higher education administration, multicultural studies, counseling or related field with at least two years experience working with minority and international students in a higher education setting. The successful candidate will have excellent administrative and management skills; knowledge and experience of issues pertinent to a diverse student body; knowledge of student development and skills in transferring theory to practice for diverse students, particularly adult students; understanding of organizational development in higher education; the demonstrated ability to lead change; strong communication, interpersonal, time management, and conflict resolution skills. Experience working in a college multicultural student services office, desktop publishing and HTML coding experience, and bilingual skills (Spanish/English) are desirable.

Salary: Salary range is $ 2961 to $ 3553 per month.

COORDINATOR

Responsibilities: The coordinator advises students, develops programs, and consults with faculty, staff, and the community to coordinate services for minority and international students. Develops, implements, and assesses international student orientation, mentoring, language enhancement, and friendship family programs. Assists the director in creating study abroad and ESL opportunities for students and in managing the overall operations of the office. Serves as an advocate for students.

Qualifications: A bachelor's degree with a master's in progress in student personnel, higher education administration, intercultural communication, or related field and experience working in a higher education setting with multicultural and international students. Knowledge of student development; skill in developmental programming; understanding of minority and international issues and cultures; excellent management and organizational skills; individual and group advisory skills; and excellent verbal and written communication skills, especially with those for whom English is a second language. Experience in designing and implementing transition programs for international students, study abroad and ESL programs, and living abroad are desirable. Desktop publishing, HTML coding, and bilingual skills are also desired. A completed master's degree is preferred.

Salary: Salary range is $ 2240 to $ 2688 per month.

Both positions are full-time with a comprehensive benefits package. Anticipated start date is June 1, 2000 with preference given to applications received by March 27, 2000. For more information, check the university's Web page www.cl.uh.edu. To apply submit a letter of application, a complete resume, and the names and contact information of three current professional references to:

University of Houston-Clear Lake
Office of Human Resources
2700 Bay Area Boulevard
Houston, Texas 77058-1098

An Affirmative Action, Equal Opportunity Employer

COMMUNITY
COLLEGES
OF SPOKANE

VICE PRESIDENT OF INSTRUCTION

SPOKANE COMMUNITY COLLEGE

Community Colleges of Spokane, Spokane Community College invites applicants for the position of Vice President of Instruction. This position is the chief academic officer for the college and reports to the president. SCC is a member of a three-unit district comprising the Community Colleges of Spokane and is widely known for its professional/technical programs as well as its broad liberal arts transfer program. The vice president is responsible for providing the leadership and vision for all instructional programs at Spokane Community College. The Vice President of Instruction will continue the development of the college as a world class provider of quality education, workforce development, information technology use and distance learning; will provide leadership to strengthen partnerships with business, government, and other academic institutions. The successful candidate will be an insightful, future-oriented strategist who can lead others in search of new solutions to current and future challenges.

Minimum qualifications include an earned Master's degree form an accredited college or university. Three years increasingly responsible professional experience which includes supervision of staff, college instruction, higher education administration, finance, organizational development, and curriculum design, or any equivalent combination of education and experience. Three years of full-time college teaching experience in an accredited institution. Doctorate in Higher Education Administration/Leadership or other area related to the college's program and mission is desirable. Salary is commensurate with experience and qualifications. To be guaranteed consideration, your application materials should be received by March 24, 2000, open until filled.

For position details, qualification requirements, and official application, contact **Human Resources Office, Community Colleges of Spokane, 2000 N. Greene Street, Spokane, WA 99217-5499 at (509) 533-7429, TDD (509) 533-7466** or access our Website at **http://ccs.spokane.cc.wa.us.** AA/EOE

AMHERST
COLLEGE

ASSISTANT/ASSOCIATE DIRECTOR OF ALUMNI AND PARENT PROGRAMS

Amherst College seeks an enthusiastic, organized individual to work in the area of Alumni Relations and fundraising. The College is currently in a campaign projected to end June 30, 2001.

The successful candidate will support the fundraising and non-fundraising activities of alumni classes and organize on and off campus alumni/parent programs. Primary responsibilities include recruiting, training, motivating and supporting volunteers and organizing the resources of the College in an efficient and imaginative way. Responsibilities include selection and motivation of class agents, management of the Annual Fund and Reunion Special Gift activities, solicitation of prospects, and support for class activities including Reunions and Class Notes. Extensive logistical and organizational ability and a working knowledge of facilities, resources, and people on campus are important components of the jobs.

Qualifications: Bachelor's Degree, fundraising and/or alumni/volunteer coordination experience preferred, and exceptional organizational and interpersonal skills. The successful candidate must have a strong commitment to liberal arts education and to the importance of Amherst's relationship with its constituencies. Evening and weekend work and travel are required.

Interested candidates should submit a letter of interest, resume and three references to: **Office of Human Resources, 201 Converse Hall, Box 5000, Amherst College, Amherst, MA 01002-5000.** A review of applications will begin on April 1, 2000 and continue until the position is filled.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and disabled persons to apply.

VIOLENCE INSTITUTE OF NEW JERSEY
AND UMDNJ-SCHOOL OF PUBLIC HEALTH

RESEARCH DIRECTOR FACULTY POSITION AVAILABLE

The Violence Institute of New Jersey (VINJ) at the University of Medicine and Dentistry of New Jersey (UMDNJ), and the UMDNJ-School of Public Health invite nominations and applications for the position of Research Director at the Violence Institute of New Jersey. The Violence Institute of New Jersey at UMDNJ, based in Newark, was established in 1997 to serve as a multi-pronged organizational resource to assist New Jersey in addressing unacceptably high rates of violence perpetration and victimization throughout the life span. The Institute undertakes applied research and evaluation and participates in the development of public policy on violence-related issues.

The UMDNJ-School of Public Health is sponsored by UMDNJ in cooperation with Rutgers, The State University of New Jersey and the New Jersey Institute of Technology and in collaboration with the Public Health Research Institute. The statewide UMDNJ-School of Public Health confers the MPH, DrPH, and PhD degrees.

Candidates must possess a distinguished scholarly record of publishing in refereed journals, an established record of extramural research, strong research design & quantitative/qualitative statistical analytical skills, and excellent writing skills. Background in violence studies desirable. Qualified candidates should have a doctoral degree in the social sciences. Rank and salary will be commensurate with scholarly accomplishments.

Please send letter of application, CV, one research paper and names of three references to:

Chair, Search Committee
Violence Institute of New Jersey
30 Bergen Street
Newark, NJ 07107-3000

UMD
NEW JERSEY

The selection process began February 15, 2000 and will continue until the position is filled. The UMDNJ is an Equal Opportunity Employer. Women and people of color are strongly encouraged to apply.

UNIVERSITY OF
WISCONSIN
MADISON

ASSISTANT DEAN

The University of Wisconsin's College of Ag & Life Sciences, Office of Academic Student Affairs seeks an Assistant Dean to lead and administer programs for minority and disadvantaged students, to contribute to the general advising and other student programs in the office, and to provide leadership to the career advising and services activities in the College of Ag & Life Sciences. Duties include developing and implementing plans for minority student recruitment; working with faculty and departments to plan and implement retention programs for minority and disadvantaged students; advising minority student groups; participating in outreach and student contact programs and events for the Office; advising students at orientations during the academic year; assisting in development of policies and procedures for the academic affairs of the College and serving on College and University committees.

Candidates must have a Master's degree, with a Ph.D. preferred, and with three to five years' experience in minority/disadvantaged student programs. Experience or a degree in one of the disciplines of agricultural and life sciences and experience in business is useful but not required. Excellent leadership, organizational, administrative and communication skills are required. Minimum salary is $48,606, commensurate with background and experiences.

To apply, send a letter of application, resume, email address, and the names of five references to: **Janine Jensen, Room 116 Agricultural Hall, University of Wisconsin-Madison, 1450 Linden Drive, Madison, WI 53706.** Unless confidentiality is requested in writing, information regarding applicants and nominees must be released on request. Finalists cannot be guaranteed confidentiality. The University of Wisconsin-Madison is an Equal Opportunity, Affirmative Action Employer.

THE COLLEGE OF
WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-2363

Head Coach of Women's Volleyball

The position is posted
jointly with the
Five Colleges of Ohio Consortium.
For complete description, go to
www.wooster.edu;
scroll down and select the Jump to
Employment Opportunities
or call or e-mail Linda Farmer
330-263-2133--lfarmer@acs.wooster.edu.

THE LOS ANGELES COMMUNITY COLLEGE DISTRICT
invites applications and nominations for the following position:

• VICE PRESIDENT OF ADMINISTRATION

WOMEN, MINORITIES AND THE DISABLED ARE ENCOURAGED TO APPLY: The Los Angeles Community College District announces an open applicant pool for the position of Vice President of Administration. Interested individuals who possess the required training and experience are invited to submit applications. Reporting to the College President, the Vice President of Administration provides administrative leadership and operational supervision for a wide variety of administrative functions of the college.

REQUIREMENTS: All applicants must have an earned master's degree or an advanced degree of at least equivalent standard from a recognized college or university, preferably in Business or a closely related field. Also required is at least one year of professional experience reasonably related to the position, and ability to work effectively with persons of varied cultural and ethnic backgrounds.

COMPENSATION: The current salary range is $70,889 to $87,828 annually. New employees to the District will be allocated within the salary range according to previous salary. Employee benefits include 15.5 paid holidays annually, 20 days paid vacation annually, district-paid medical/hospital, dental and vision care plans and a $40,000 group life insurance policy.

FILING AN APPLICATION: Please apply immediately as we have at least one opening at this time. To apply, send a resume with letter of intent to: **Human Resources Division, Los Angeles Community College District, 770 Wilshire Blvd., Los Angeles, CA 90017 or Fax (213) 891-2411. Cleared candidates will be sent additional application materials. Cleared and complete candidates will be placed in an open and continuous pool for three years. If selected, additional documentation, such as official transcripts, will be required. A flyer with additional information on the position is available from that office. For information on the District, please access http://www.laccd.edu on Internet. For additional information, contact the Human Resources Division at (213) 891-2252.**

THE LACCD IS AN EQUAL OPPORTUNITY EMPLOYER.

SAINT JOSEPH COLLEGE
EDUCATION FACULTY

Saint Joseph College, CT. seeks candidates for a *tenure track assistant/associate professor appointment to begin late August 2000.* Women and minorities are encouraged to apply. Responsibilities may include teaching undergraduate and graduate courses in foundations of education, multicultural and multilingual education, reading, special education, or early childhood education; supervision of students in field placements; advisement of students at the undergraduate and graduate levels; scholarly research; development and maintenance of positive relationships with outside agencies; participation in committee work at the department, division and college levels; and acting as a Departmental liaison to a Professional Development School. Qualifications include a doctorate in education and a minimum of 3 years of experience teaching in or administering schools. The successful candidate shall understand and support the College's mission. Send letter of application, curriculum vitae, copies of transcripts, statement of teaching/educational philosophy, and three letters of reference from people who have supervised your work to **Human Resource Department, Education Search, Saint Joseph College, 1678 Asylum Avenue, West Hartford, CT 06117.** Review of applications will begin immediately and continue until the position is filled. Saint Joseph College, located in residential West Hartford, CT., is mid-way between Boston and New York City and provides a rigorous liberal arts and professional education for a diverse student population while maintaining a strong commitment to developing the potential of women. An EOE/M/F/V/D employer. Learn more about Saint Joseph College at:

www.sjc.edu

Associate Director
University of Connecticut Women's Center

The Associate Director of the Women's Center is an essential position for both the Women's Center and the University. This position is responsible for the daily internal operations of the Women's Center, including training and supervision of student staff. The Associate Director also plans, coordinates and provides supervision for educational, social and recreational programs and events offered by the Women's Center; coordinates all Center publicity and newsletters; provides crisis intervention; and develops and conducts training programs for various segments of the campus addressing issues of gender equity. The Associate Director also assumes responsibility for the Center in the absence of the Director. Minimum requirements: Master's degree and 1-2 years experience preferred or Bachelor's degree with 3-5 years professional experience related to women's issues. Salary range is low to mid 40's. Position to begin approximately April 1, 2000. Mail resume, cover letter and names of three references to: Kathleen Holgerson, Director, UConn Women's Center, 417 Whitney Road, U-118, Storrs, CT 06269-1118. Screening of applications will begin on February 29, 2000 and continue until the position is filled. ***We encourage applications from under-represented groups, including minorities, women and people with disabilities.*** **(Search # 00A260)**

University of Connecticut

TUFTS UNIVERSITY

Program Coordinator

Mayer Campus Center

This is a twelve month, professional staff position with responsibility for advising the Tufts Programming Board and its standing committees; coordinating the development and implementation of campus wide programs and services such as Orientation, Homecoming and Senior Week; developing a comprehensive leadership program for student groups and individuals; overseeing the Class Councils and advising the Senior Class Council. Bachelor's degree with a Master's degree in College Student Personnel or related field preferred. 2 years' experience in student activities or college union; experience planning campus events and advising and supervising students; experience in the area of contract negotiation; experience in the area of leadership development; excellent interpersonal and customer service skills; ability to stay organized in a fast-paced, customer-oriented environment with frequent interruptions; strong computer skills; understanding of and commitment to issues of cultural diversity and college student development; demonstrated leadership, advisory, organization and management skills required. *Job #M00-534.*

Send two copies of resume and cover letter, including job number to: ***Maureen Sonnie, Tufts University, Human Resources, 169 Holland St., Somerville, MA 02144.*** *Tufts offers an excellent benefits package, including 3-4 weeks paid vacation, tuition benefits and much more. For more information on this and other job opportunities please visit our web site at www.tufts.edu. Tufts is an Affirmative Action/Equal Opportunity Employer and actively seeks candidates from diverse backgrounds.*

Princeton University

REGISTRAR

Princeton University seeks applications and nominations for an experienced and visionary leader to serve as its Registrar. The successful candidate will ensure that the Office of the Registrar provides high quality service to administrators, faculty and students and takes full advantage of opportunities to utilize technology for more effective and efficient information management. He or she will collaborate with the Deans of the College, the Graduate School and the Faculty to support the academic mission of the University and will play an important role in advising them on academic policy matters. She or he will also play a central role in the implementation of the new PeopleSoft student information system and will provide advice in the implementation of related data management systems. In addition to the responsibilities traditionally held by the Registrar, such as the oversight of registration, course enrollment, student records management and classroom scheduling, he or she will be responsible for articulating a vision for the Office that includes new and expanded means of supporting academic and student life activities and planning. He or she will be a voting member of the faculty and will serve on the Faculty Committee on Examinations and Standing and as the secretary of the Faculty Committee on Classrooms and Schedule.

The successful candidate will possess a master's degree (a Ph.D. is preferred). She or he should have at least 5 years of demonstrated leadership experience, some of which should be in a college or university setting. A strong knowledge of management information systems is necessary, with experience in student data management preferred. Excellent quantitative and analytical skills are required. The ability to communicate effectively, both orally and in writing, to all University constituents is essential. Experience in academic policy development is strongly preferred.

Princeton provides an exceptional benefits package. Interested candidates should submit a scannable resume on plain white paper with standard 12 pt. New Times Roman or similar font and salary requirements to: **Human Resources, Clio Hall/ 671-HHE, Princeton University, Princeton, NJ 08544-5264. For more information on how to apply, please see our Web site at: http://www.princeton.edu/hr/emp/ howtoapp.htm** or call our Employment Opportunities Hotline at (609) 258-6130. NO FAXES, PLEASE. An equal opportunity employer. To ensure full consideration, please submit a letter of application or nomination and a resume by MARCH 31, 2000.

OAKLAND
COMMUNITY
COLLEGE

FACULTY POSITIONS

(COMMENCING AUGUST, 2000)

Oakland Community College, a multi-campus institution located in Oakland County, Michigan is a student-centered community dedicated to providing quality learning opportunities for individuals, the community and organizations on an accessible, affordable basis. OCC is actively seeking instructors who value diversity, shared responsibility, open communication, personal empowerment, integrity and ethical commitment. The successful applicant will have the ability to work as a team player in a multi-cultural and diverse working environment. Faculty must be committed to using modern technology in the classroom.

ART - MFA degree in Art. Minimum three years college teaching experience; background in studio art and art history. **Refer to #00F01-11057-HL.**

COMPUTER INFORMATION SYSTEMS INSTRUCTOR - 2 positions MA degree in CIS and two years recent work experience in the area. May be Substituted for MA degree: BA in the discipline and five years recent work experience; or, Associate degree in the discipline and eight years recent work experience; or, Eleven years recent work experience in the area. Required Experience: Microsoft Office Products; Object Languages (C++, JAVA); GUI languages/development (Visual Basic, Visual C++); database development (SQL, Oracle, Dbase) Distance Learning strategies; Internet usage, authoring and applications. **Refer to #00F02-11058-RO/SF and #00F03-11059-OR.**

ENGLISH AS A SECOND LANGUAGE INSTRUCTOR - 2 positions MA degree in Teaching English as a Second Language. MA degree in Applied Linguistics or related field will be considered with 18 graduate credit hours in TESOL. Capable and willing to teach a diverse student population using a variety of modern teaching technologies; experience teaching in a college or other adult setting.
Refer to #00F007-11061-OR and #00F08-11062-RO/SF&AH.

MATHEMATICS INSTRUCTOR MA degree or higher in Mathematics. Preference to applicants with experience with graphing calculators, computer algebra systems, Internet courses, upper level calculus and developmental math; ability and willingness to teach statistics; ability to integrate calculator and/or computer technology into instruction as well as the ability to work with other teachers in a closed environment.
Refer to #00F09-10892-AH.

COUNSELOR - 2 positions MA degree or higher in Guidance and Counseling. Experience with Community College Counseling and with Career Counseling. Preference to applicants with demonstrated computer literacy. **Refer to #00F13-10313/10632-RO/SF.**

INDIVIDUALIZED INSTRUCTION CENTER (IIC) MA degree or equivalent in Reading or English. Preference to applicants with course work in Instructional Technologies/Design. Three or more years recent experience employing computer technology to teach Reading and English.
Refer to #00F15-10613-SF.

LIBRARIAN MA in Library Science. Three years librarianship experience preferred. Experience in searching online databases, including medical and health-related resources, knowledge of many levels of library technology including large-scale integrated library systems. **Refer to # 00F17-10415-HL.**

To receive an application form, please call the **OCC JOB HOTLINE at (248) 540-1579 or (248) 341-2023;** or, visit our website at **www.occ.cc.mi.us.** Fax or e-mail applications not accepted. Requests for applications will be accepted through Friday, March 31, 2000.
Please refer to the appropriate position number when ordering an application.

As an Affirmative Action/Equal Opportunity Employer
Oakland Community College is seeking candidates who will augment the diversity of its faculty

---

ASSISTANT FOOTBALL COACH

Western Connecticut State University

Full-Time 10-month Position

Responsibilities: Serves as the defensive coordinator and a position coach (preferably linebacker). Identifying and recruiting qualified student-athletes, serves as the academic advisor overseeing academic eligibility, course scheduling, and academic counseling, serves as the travel coordinator and assists with fund raising.

Qualifications: A Bachelor's degree, Master's Degree preferred, and four years prior coaching experience on intercollegiate level at NCAA Institution, including experience as a coordinator. Prior experience with on road recruiting and academic advisement.

Application: Send letter of application, resume and references by March 17, 2000 to: **Ed Farrington, Director of Athletics, Western Connecticut State University, 181 White St., Danbury, CT 06810.**

WCSU is an Affirmative Action/Equal Opportunity Educator/Employer

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President

The Rancho Santiago Community College District is seeking qualified candidates for the President of Santiago Canyon College, annual salary is $115,421.00. For confidential application information and to request for a brochure, call Lynn Manzano at (714) 564-4005 or visit our website at www.rsccd.org. Applications will be accepted until the position is filled. It is anticipated that the screening committee will begin reviewing applications in Mid-April.

EOE

Monroe Community College

Rochester, New York

Announces a vacancy for the positions of

Vice President of Student Services
and
Vice President of Administrative Services

Monroe Community College (MCC), a multi-campus comprehensive community college located in urban and suburban Rochester, New York, invites applications and nominations for the positions of Vice President of Student Services and Vice President of Administrative Services. These positions present an exceptional opportunity for an experienced administrator with vision to lead and manage a high profile institution in better meeting its student success goals.

MCC is an important educational institution in a city with an international reputation for excellence in products and services. Located in Rochester, New York, MCC serves a metropolitan area of over one million people and is the home of several institutions of higher education and Fortune 500 companies. Monroe Community College, a member of the League of Innovation in Community Colleges, has an enrollment of nearly 22,000 credit and non-credit students offering more than 70 degree and certificate programs. Fully focused on the success of its students, MCC ranked among the top ten community colleges in the number of degrees awarded. Graduates transfer successfully to dozens of excellent senior colleges including twenty with which we have developed dual admissions programs. Career program graduates readily find relevant jobs in the Rochester economy.

Vice President of Student Services

College Officer directly responsible to the President for the supervision of all Student Services functions which include: Athletics, Counseling and Testing, Educational Opportunity Program, Financial Aid, Graduation Certification, Health Services, Public Safety, Student Center, Transfer and Placement, Work and Learn Center and the Student Services Center of the Damon City Campus.

Minimum Qualifications:

An earned Doctorate in Higher Education, Educational Administration, Student Personnel or other appropriate field preferred; Master's degree required. A minimum of three years of senior level administrative experience in higher education (preferably in a community college setting). Individual should be skilled in student development/services administration; possess excellent organizational, communication and interpersonal skills; be adept in application of technology to student services functions.

Vice President of Administrative Services

College Officer reports to the President and serves as the Chief Financial Officer of the College. Responsible for managing the Administrative Services Division which includes the fiscal, facilities, and risk management operations of the College. The divisional departments include: Purchasing, Payroll, Building Services, Physical Plant, Accounting, Bursar and Budget.

Minimum Qualifications:

A Master's degree in business administration or a related discipline is required. CPA is preferred. A minimum of three (3) years of senior level administrative experience in higher education (preferably in a community college). The individual should be knowledgeable about all aspects of administrative services; possess proven organizational, communication and interpersonal skills and be adept in applying technology to administrative services functions.

Application Process:

Screening to commence on April 19, 2000. For full consideration, all materials must be postmarked by this date. Initial materials should be limited to: resume, name, address and phone number of three references; letter of interest identifying proven achievements that address the challenges and preferred qualifications identified for this position (limit to 4 pages). Additional materials will be requested as needed. Send information to: Dr. Sherry D. Ralston, Director of Human Resources, Monroe Community College, 1000 E. Henrietta Rd., Rochester, NY 14623-5780.

Expected Date of Employment:

September 1, 2000.

Compensation:

Salary and benefits competitive and commensurate with experience and qualifications.

Confidentiality:

The College will make every effort to maintain the confidentiality of the applicant pool until the finalists have been selected at which time the names and background materials will be public. Finalists will be notified in advance.

Website: http://www.monroecc.edu

Monroe Community College is a unit of the State University of New York. It is the policy of the University and of this College not to discriminate on the basis of sex, race, color, religion, national origin, disability, age, or marital status in admissions, employment, and treatment of students and employees in any educational program or activity.

AA/EOE/SUNY

The University of Michigan

Student Affairs: The University of Michigan, Office of Multi-Ethnic Student Affairs, is seeking a Program Coordinator to advise Hispanic/Latino/a students on personal concerns related to social adjustment and academic performance; to provide supportive services to ethnic specific student organizations, especially those related to organizational development, leadership training, and program planning; initiate or assist students with programs of an ethnic specific or multi-ethnic nature; facilitate the development and maintenance of a student advisory committee; maintain liaison with other student affairs personnel and university colleagues; prepare special or periodic unit reports regarding work activities and budget status; assist with unit administrative duties as assigned. **Desired qualifications:** Master's degree in Student Personnel, Higher Education, or a related field. Two years experience working with students and student organizations, demonstrated knowledge of student development in a multi-ethnic environment. Must be flexible, mature, and have the ability to work with a diverse staff and student population.

The University of Michigan
is an equal opportunity employer

Applications from women and minority candidates are strongly encouraged. Screening of applications will begin on March 13, 2000. No resumes will be considered after April 7, 2000. Send letter of interest and resume to:

E. Frederic Dennis
3200 Michigan Union
530 S. State Street
Ann Arbor, MI. 48109-1349

SUL ROSS STATE UNIVERSITY

TITLE V COORDINATOR
(12 MONTH POSITION)/ASSISTANT OR ASSOCIATE PROFESSOR

Commensurate with credentials (Asst. Professor rate $43,152-$46,776; Associate Professor rate $51,630-$60,000). **REQUIRED:** Terminal degree in a teaching area Doctorate in Education; eligibility for appointment to rank as Assistant Professor or Associate Professor in Department of Education; at least three years experience in higher education; two years experience in direct management of state and federal grant programs. **PREFERRED:** Specialization in Elementary Education or Reading, possessing or eligible for Texas Teacher Certification in specialization area; experience in Title III or Title V programs. Manages the two major activity units of the Title V Grant for the Rio Grande College at all three sites of the College: Uvalde, Eagle Pass, and Del Rio. Submit letter of application, resume, transcripts, and three letters of recommendation to **Leigh Anne Sutton, Director of Business Operations, Sul Ross State University, Rio Grande College, 205 Wildcat Dr., Del Rio, TX 78840.** Review of applications will begin immediately and continue until the position is filled. EEO/AAE. Sul Ross is a member of the Texas State University System.

Visit our website
http://www.sulross.edu

TEMPLE UNIVERSITY

SCHOOL OF TOURISM AND HOSPITALITY MANAGEMENT

Philadelphia, PA

Temple University is a large urban university located approximately 2 miles north of Center City Philadelphia, the heart of the local tourism industry. Philadelphia's extensive tourism, hospitality, sport, and recreation venues make the city ideal for teaching and learning experiences for Temple University faculty and students. The School of Tourism and Hospitality Management was established July 1, 1998. The School offers four degree programs, the existing bachelor's and master's degrees in Sport and Recreation Management, as well as the new bachelor's and master's degrees in Tourism and Hospitality Management. The School is a self-standing school, affiliated with Temple University's Fox School of Business and Management.

The appointments are tenure track positions beginning July 1, 2000.

THREE POSITIONS AVAILABLE:

- **ONE ASSOCIATE/ FULL PROFESSOR OF TOURISM AND HOSPITALITY MANAGEMENT, AND**
- **TWO ASSISTANT PROFESSORS OF TOURISM AND HOSPITALITY MANAGEMENT**

The selected applicants will be responsible for teaching undergraduate and graduate courses in the tourism and hospitality management curriculum. Active participation in professional national and local associations, community and university service, and research will be expected. Developing and maintaining a productive line of research, along with external funding, is expected. The positions require the supervision and mentoring of undergraduate and graduate interns.

Applicants should have teaching and research experience in tourism or hospitality appropriate to the appointment level desired. A proven track record of publications, grants, and funding will be reviewed for appointment as an associate/full professor or as assistant professors. Industry experience is desirable. An earned doctorate is required.

Applicants for these positions should submit a letter of application, curriculum vitae, the names of three references, sample publications, and other supporting materials to:

Dr. Elizabeth H. Barber
Academic Director, School of Tourism and Hospitality Management
Temple University
103 Pearson Hall (048-00)
Philadelphia, PA 19122
215-204-6294
betsyb@astro.temple.edu

Application review will begin March 15, 2000, and continue until the positions are filled.

Temple University is an Affirmative Action/
Equal Opportunity employer.
Women and minorities are encouraged to apply

Capella UNIVERSITY

SCHOOL OF PSYCHOLOGY

ADJUNCT FACULTY

Capella University's School of Psychology is hiring adjunct faculty in the following areas of specialization: Addiction Psychology, Clinical Psychology; Educational Psychology; Family Psychology, Health Psychology, Organizational Psychology ,and Sport Psychology.

Context: Capella University is a regionally accredited institution of higher education which offers undergraduate and graduate degree programs, certificates, and continuing education to adult learners who seek to integrate advanced study with their professional lives.

Responsibilities: Adjunct faculty are part-time faculty who serve as independent contractors. Adjunct faculty teach graduate courses in the core and specialty curriculum, mentor graduate students in their specialty area, and serve as residency faculty at academic sessions. They serve on School and program committees and share full voting privileges in academic matters. With members of the full-time core faculty, adjunct faculty are responsible for assuring the student's educational experiences are consistent with the prevailing national standards for the education of professional psychologists.

Qualifications: 1) Earned doctorate. 2) Interest in and commitment to teaching in an online environment. 3) Proficient in the use of Internet tools. 4) Have prior graduate teaching experience.
Salary: Commensurate with experience and qualifications.
Starting Date: April 1, 2000
Deadline: Review of applications will continue until positions are filled.
Application Procedures: Send letter of application, vita, three letters of recommendation and transcripts to:

Janet Korpi
Human Resources
Capella University
330 2nd Avenue South; Suite 550
Minneapolis, MN 55401
Phone:(612) 252-4290 Fax: (612) 337-5396
E-mail: jkorpi@capella.edu
http://www.capellauniversity.edu

LONG ISLAND UNIVERSITY

C.W. POST CAMPUS

Two Faculty Positions, Library & Information Science

The Long Island University Palmer School of Library and Information Science at the C.W. Post Campus is searching for two faculty members to join an exciting team. Both positions are tenure track. An earned doctorate (or near completion) required. The first position requires a strong background in information technology, preferably scholars whose teaching and research interests address one or more of the following: digital libraries; information policy and social, political, cultural and economical aspects of information; information retrieval; knowledge management; electronic publishing and information industry; multi-cultural and global information services. The second position is for the School Library Media Program. Expertise in teaching and research in one or more of the following: school library media (certified); information literacy; curriculum integration; learning theory; instructional design; materials and resources for children and youth; knowledge and experience in the concepts and processes of teaching and learning, information access and delivery, and program administration; background in information technology. Send c.v. with cover letter, and names, addresses, telephone, and e-mail of 3 references to: **Search Committee, Palmer School of Library and Information Science, Long Island University, C.W. Post Campus, 720 Northern Boulevard, Brookville, NY 11548-1300 or e-mail: palmer.openings@cwpost.liu.edu** Search will remain open until positions are filled. LIU is an Equal Opportunity/Affirmative Action Institution.

ASSISTANT PROFESSOR OF SPANISH AND MEXICAN-AMERICAN STUDIES

Nine month tenure track. Fall, 2000. $33,000-39,000, depending on experience. Required: Ph.D. Preferred: College or university teaching; experience with program development. Teach undergraduate courses in Spanish language and various courses in Mexican-American studies. Submit letter of application, vita, transcripts, and three letters of reference to **Human Resources Director, Sul Ross State University, Box C-13, Alpine, TX 79832. (915) 837-8058.** Review of applications will begin March 15, 2000, and continue until the position is filled. EEO/AAE. Sul Ross is a member of the Texas State University System.

Visit our website
http://www.sulross.edu

COLUMBIA UNIVERSITY

MANAGER, FINANCIAL & INVESTMENTS ACCOUNTING

Incumbent manages investments accounting operation and performs diverse financial accounting and reporting functions. See **www.columbia.edu** for full description (job#200168). Bachelor's degree in accounting, CPA preferred; five years' accounting experience, including public and/or industry experience in higher education; excellent oral and written communication skills; supervisory experience; computer literacy. **SALARY:** High 60's. Send resume and cover letter to **Columbia University, Controller's Office, 2828 Broadway, MC7405, NY, NY 10025.** MINORITIES ARE ESPECIALLY ENCOURAGED TO APPLY.

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¡PUNTO FINAL!

CUBANIDAD TODAY

Dr. Paul Dosal is a professor of history at the University of South Florida in Tampa.

Over the past two years, I have been involved in an effort to revive the Cuban Club of Tampa. This mutual aid society has served the Cuban and Cuban American communities for 100 years, providing medical service, education, entertainment and recreation at its neoclassical clubhouse in Ybor City. When I joined the board of directors in September 1997, there were only 25 members left, most of them over 70 years old. When I became president in May 1998, the club was on the verge of extinction.

To attract new members, the club revived some of its traditional activities, like the annual Mother's Day Picnic, and created new ones, like the Mambi society, a parade krewe that marches in honor of the poor soldiers who fought for Cuba's independence in the 1890s [the mambíses]. The club actively recruited Cuban and non-Cuban members, recognizing that the revival of the club could not depend exclusively on the good will and generosity of Cuban Americans.

Third- and fourth-generation descendants of Cuban immigrants, myself included, have only the vaguest notion of what it means to be Cuban. When I joined the Cuban Club, I knew only that I was proud to be a fourth-generation descendant of a Cuban cigar worker who settled in Ybor City in 1889, but I had done little to preserve my cultural heritage other than learn Spanish in school. I nonetheless accepted the presidency of the Cuban Club out of a sense of duty, unaware of the cultural ambiguity that I would experience as the representative of a Cuban institution. In the process, I also discovered some things about the meaning and relevance of cultural and ethnic identity in our "post-modern" lives.

Those who already cherish their cultural background and explore their ethnicity immediately recognized the value of the Cuban Club as the guardian of what is left of Cubanidad in this community. Those who had already rejected their Cuban identity also rejected the Club out of hand. One of my cousins explicitly rejected any notion that he is Cuban. "I am not a Cuban. I am American," he says, as if the rejection of the former validated the latter. Other people might not explicitly reject their cultural heritage, but they certainly do not embrace it either. Being Cuban or Cuban American is no longer important or valuable to many third- and fourth-generation Hispanics.

The members of the famous "Generation Ñ" are more likely, in fact, to embrace the Cuban and American halves of their cultural heritage. As second-generation Cuban Americans, they don't face the same forces of assimilation that have led older generations to deny the facts of their ethnic composition. In these younger, more culturally assertive and aggressive people, one sees hope for the survival and redefinition of our ethnic identity. In time, they might even reverse the debilitating trends produced by the negative stereotypes associated with the Cuban and Cuban American communities. Children and grandchildren of Cuban immigrants choose not to define themselves as Cubans because of some allegedly negative characteristics of that ethnic identity. I know of one second-generation Cuban American, for example, who rejected membership in the Cuban Club but joined his Italian-American wife in the Italian Club–a symbolic rejection of his cultural background and a deliberate attempt to assume another "Latin" identity that is less "Cuban."

Many third- and fourth-generation descendants of Cuban immigrants do not want to admit to being Cuban. To define oneself as Cuban is to define oneself by the negative characteristics of that ethnic group. The Cuban Club, and the Cuban or Cuban-American community of which it is the most visible part, came to be associated with unruly, emotional, violent, or even criminal behavior. In 1934, one general assembly meeting ended in a full-scale brawl that only ended with the fatal shooting of one member. This kind of behavior, reinforced over and over again by images of even more intense and passionate behavior at post-1959 political protests, has generated negative stereotypes and diminished the pride that might otherwise come with embracing our Cuban heritage.

Cuban immigrants and their families and their descendants need reasons to be proud of their heritage. American cultural and educational institutions will not create positive images for Cubans, Mexicans, Puerto Ricans, Haitians, Nicaraguans, or Brazilians. Cubans, like Hispanics in general, need to assert their Cubanidad with pride, resisting the forces of assimilation by defining and promoting their ethnic identity on their own terms. Social organizations like the Cuban Club, by focusing on the positive aspects of Cuban culture and history–like the courage of the mambíses–can make people proud of their heritage. Our efforts have produced results at the Cuban Club, which now serves more than 100 members. Ironically, Cuban cigars, rum, music, and culture seem to be more popular among non-Cubans than Cubans today. The descendants of Cuban immigrants simply need to embrace what they already possess and that which so many others seem to crave.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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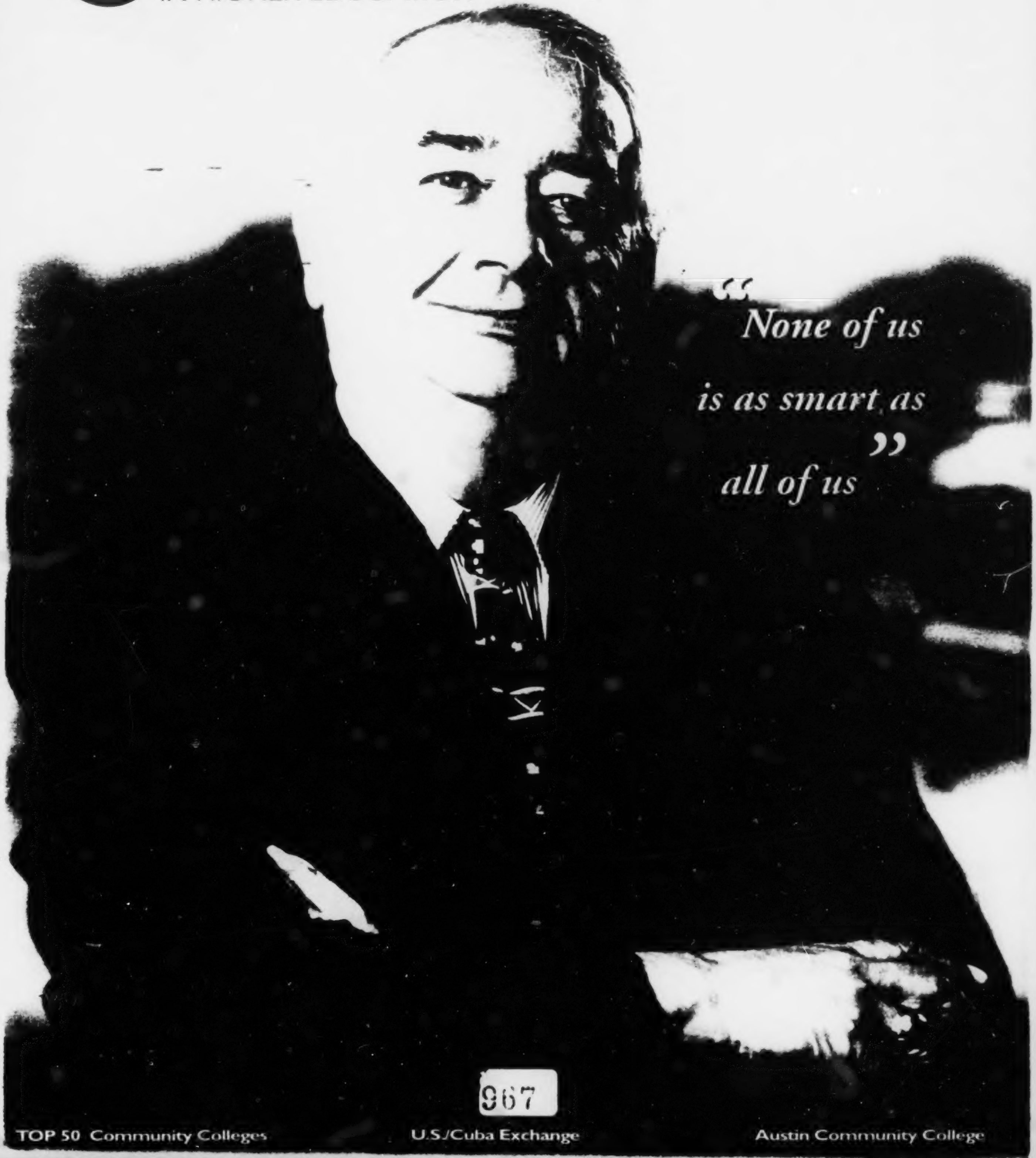

"None of us is as smart as all of us"

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TOP 50 Community Colleges

U.S./Cuba Exchange

Austin Community College

President/CEO

American Association of Community Colleges

AACC
AMERICAN ASSSOCIATION
COMMUNITY COLLEGES

The Board of Directors of the American Association of Community Colleges (AACC) invites applications and nominations for the position of President/CEO. After nine distinguished and productive years as President and CEO of AACC, Dr. David Pierce has indicated his desire to retire.

The Association provides information and leadership to 1,200 community colleges in the United States and abroad, serves as an advocate for over14 million credit and non-credit students, and has been a major voice with Congress, the Department of Education, and other decision-making bodies. As a result of there efforts, community colleges have never been stronger.

It is the intention of the 32-member Board of Directors to continue and expand AACC leadership at the local, state, national, and international levels.

Presidential/CEO Search

The Board of Directors of the AACC invites applications and nominations for the position of President/CEO. The President is the chief executive officer, reports to a 32-member board of elected community college presidents, and other appointed members. In addition to institutional members, AACC has 30 corporate and 250 associate members. Forty-five full-time employees constitute the staff, with a budget of $6,500,000.

Broad scope responsibilities include development of national policy initiatives, advocacy for the community college mission, research and information to the members, special educational service and connection among members, organizations, and support groups.

Hallmarks of the successful candidate will be enthusiasm for the community college movement, positive collaboration with multiple constituencies related to community college advancement, and high level operational skills.

The candidate will be a person who demonstrates that relationships are a primary organizing principle and will be a person whose authenticity attracts commitment to a future for a higher education that is full of possibility.

Selected Qualifications

Education Scope

- Earned doctorate preferred
- Demonstrated understanding, commitment, vision and enthusiasm for the community college movement, and the ability to foster progress for its members.

Candidate Profile

The President/CEO of the American Association of Community Colleges will possess these demonstrated skills:

- Understand and be committed to the philosophy and values of the community, technical, and junior college movement.
- Comprehend and have direct experiences with local, state, national, and international community college issues.
- Exhibit strong networking and advocacy skills with organizations involved with community college actions, including Congress, the Federal executive branch, and other decision-making bodies.
- In connection with other national higher education organizations, develop collaborative positions on issues of mutual benefit.
- Provide assistance to member colleges related to emerging technologies in the teaching/learning process.
- Strong, managerial skills with a commitment to professional development of AACC headquarters staff.
- Acknowledged ability to raise funds and lead entrepreneurial efforts which support the mission of the association.
- Work successfully with a high profile board and affiliate organizations representing colleges with diverse demographics, geography, and programs.
- Implement support mechanisms for the diverse students that attend community colleges, including the under-served and the under-heard.
- Strong leadership skills which result in a well-defined vision of the future of community colleges, and the verbal and written skills to articulate the message to a wide range of internal/external constituencies.
- Continue joint AACC/ACCT efforts.
- Participate in AACC related state, regional, and local activities.

Application Process

The successful candidate will describe in writing how he or she meets each of the above profile items include specific examples.

In addition, each applicant should submit a current resume, and the name, business, and home telephone numbers of six references.

Dr. David H. Ponitz, President Emeritus, Sinclair Community College, serves as search consultant to the AACC Board. He may be contacted at:

Sinclair Community College
444 West Third Street
Dayton, Ohio 45402-1460
PH: (937)512.2865
FX: (937)512.5130
dponitz@sinclair.edu

Address nominations and completed application to:
Ms. Earlene Dafler, CPS
Suite 12380
Sinclair Community College
444 West Third Street
Dayton, Ohio 45402-1460

Compensation

Application commences on March 15 and continues through April 30, 2000.

Salary, benefits, length of contract, and other terms and conditions of employment are negotiable and will be competitive.

The reporting date for the President/CEO is subject to agreement between the Board of Directors and the successful candidate.

American Association of Community Colleges

Headquarters for the American Association of Community Colleges is:

One Dupont Circle, NW
Suite 410
Washington, DC 20036-1176
PH: (202)728.0200.X208

The association is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, gender, sexual orientation, disability, or age.
For more information on the AACC, see their web site at
www.aacc.nche.edu

AACC
AMERICAN ASSSOCIATION
OF COMMUNITY COLLEGES

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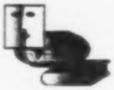

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The Big Race **back cover**

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CONTRIBUTORS: Inés Alicea, Ed Brennen, Leo E. Chávez, Roger Deitz, Louise Gacioch, Marilyn Gilroy, James Harper, Angela Provitera McGlynn, Gustavo A. Mellander, Bridget Moore, Mark Saad Saka

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**
The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652.
All correspondence should include author's full name, address, and phone number.

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A CAPITOL VIEW

A Doctoral Program for All Community College Disciplines

BY GUSTAVO A. MELLANDER

Scholars have identified America's 20th-century invention of the community college as one of the nation's most important education achievements. It revolutionized postsecondary education by opening it up to millions not previously served.

Community colleges are the embodiment of America's ideals and their lofty goal of opportunity for all. They personify America's belief in social equality, individual accomplishment, and the nation's "can do" optimism.

It has been the Open Sesame for hundreds of thousands of Hispanics. More than 60 percent of all Hispanics who have attended college began their careers at a community college.

History

The concept of the first two years of university as a specialized institution that could also offer vocational education was a long time in coming. Harvard was established in 1636. The first public two-year college took another 265 years. Joliet Junior College was founded in 1901. By 1909, there were 20 community/junior colleges, 450 in 1930, just fewer than 500 in 1945, and by 1970, more than 1,000.

Today they number about 1,200. They enroll more than five million academic-credit students–and about as many non-credit students. A success story if there ever was one.

Similar to four-year institutions, they are also an amalgam of the nation's high schools, from which so many sprouted. Their success is widely accepted and acknowledged throughout the world. Many attempts have been made to transplant the concept overseas, but the efforts have failed to blossom as fully as many have hoped. They are truly an American invention and perhaps suited to flourish only here.

Although begun 100 years ago, the movement received its biggest impetus from a man who never went to college and barely got through high school–Harry S Truman. In 1947, President Truman appointed a national commission to democratize higher education by opening its doors to millions of returning GIs.

Many attended community colleges. And many were the first in their family to go to college. Within a decade, "the boom years" of community colleges were clearly under way, with a new school being launched every week somewhere in the nation.

During those years of enormous expansion, many of the colleges' instructors were experienced high school teachers, whisked away with an abandon that is still resented by some school districts. Those teachers are now retiring as quickly as they appeared. The exodus will be monumental and will continue for the next ten years.

NCCCE

The National Center for Community College Education (NCCCE) at George Mason University in Fairfax, Virginia, was created in large part to address that need. It is celebrating its 11th year of offering a doctor of arts degree specifically designed for community college teachers. It is the only program in the nation dedicated to community college teaching.

The center was launched in 1988, when it was clear that Virginia and the nation would be facing a massive community college faculty retirement problem. Some estimates indicated that a full 50 percent of the teachers would retire by the year 2008.

It was also clear that many of Virginia's and Maryland's community college teachers were tired and disillusioned–burned out, if you will. After teaching elementary-level entry courses for over twenty years, many were exhausted. They needed a rejuvenating academic experience.

The Doctor of Arts

It was decided to create a program that could re-introduce those teachers to the academic love of their youth. So a very unique doctoral program was designed with an emphasis on teaching rather than the research emphasis that is the focus of traditional Ph.D. programs. The D.A. in community college education is designed to increase the knowledge and skills of current faculty and to train the next generation interested in teaching at the community college level.

Only 15 of the 55 doctoral credits are in community college history, practices, or education. The bulk of the program is pursued in the student's teaching area, i.e., biology, chemistry, communications, English, geography, history, mathematics, music, physics, public administration, etc. So instead of establishing a single doctoral program, more than twenty-five were established–all discipline-based.

The National Center has purposely hired adjunct faculty who are practicing community college professionals, either teachers or administrators. The state chancellor and the president of AACC are frequent lecturers in the program as well.

In many ways, the program reflects the community colleges it strives to serve. Many of its students are in their mid-40s, with families and full-time careers. Most are current community college faculty; others are government or military personnel who plan to retire soon or other professionals seeking a second career. The program has grown to more than 200 students. To meet their needs, classes are offered at nights and on weekends. A few distance-learning classes are also available.

Since Mason is a member of the Consortium of Universities of the Washington Metropolitan Area, students can also take doctoral classes at any of the 13 member universities and pay George Mason's lower tuition rates. Students therefore have a unique opportunity to pursue pertinent doctoral-level courses at 13 universities within driving distance.

For more information, see http://gse.gmu.edu/depart/nccce/handbook.htm or e-mail nccce@gmu.edu.

Dr. Mellander is a professor at George Mason University.

HO

Raúl Cárdenas: Hands-on Visionary

Now Leading Maricopa Community Colleges

BY LOUISE GACIOCH

"I believe the number of students dropping out of high school is much higher than many data show." DR. RAÚL CÁRDENAS

"None of us is as smart as all of us," Raúl Cárdenas, the 1999-2000 chancellor of the Maricopa Community College District, frequently comments. Indeed, "collaboration" and "communication" are the watchwords of this lifelong educator.

Dr. Cardenas' chief reason for stressing cooperation? Students. "Whatever helps the students is what we must do. We are here for them," he says.

"At all times, his focus is 'How can we help the students?' There is no personal ego involved. He wants to ensure the best education and opportunities for those we serve and, for that reason, teaches everyone to work together," says Stella Torres, who began the successful high school/community college liaison program, Achieving a College Education, at South Mountain Community College.

Dr. Cárdenas became founding president of South Mountain in 1978. In 1992, he was named president of Paradise Valley Community College. Last July, the Governing Board of the 10-college district selected this experienced and highly regarded leader to serve as chancellor for the 1999-2000 academic year.

"He is an excellent, steady leader with a great deal of integrity," says Linda B. Rosenthal, president of the five-person governing board. "He knows the issues of the community colleges; cares about students, employees, and the community; and has a special ability to bring together individuals of diverse backgrounds, opinions, and ideas."

Paul A. Elsner retired last June following 22 years as chancellor. Governing Board members asked Dr. Cárdenas to take over for one year while they conducted a national search for a long-term leader.

This interim chancellor believes that Hispanic students will have increased success in school and in life when all segments of education work together to meet their diverse needs.

During the four decades that he has worked in education–including 30 years in higher education–Raúl Cárdenas has held a deep concern for the future of Hispanic students of all ages. He pays particular attention to the large dropout rate among Hispanic high school students, which he terms "very distressing." He strongly advocates for college programs that help them successfully return to education.

"It's time for all segments of education to work cooperatively. When educational units work separately, there is the potential for a fallout of some kind. There is so much to gain by collaborating and always keeping in mind the best interests of students as they move from kindergarten through university," says Cárdenas, who believes that educators at all levels need to become aware of overall demographics and to develop plans that address the needs of the growing Hispanic population.

Among his recommendations:

- High schools must work closely with business and industry to stay abreast of current needs in the workforce–and then offer appropriate education, training, internships, and the like for youth. Career educational opportunities and business partnerships in colleges and universities must be a priority.

- Language training should be incorporated at all levels–including English as a Second Language and as much emphasis on reading and writing as there is on speaking a first or second language.
- High-quality mentoring, tutoring, language classes, and remediation programs are vital.
- Increased work opportunities on campuses or jobs associated with students' areas of study, as well as grants and scholarships, must become available for Hispanic college students.
- International and intercultural opportunities for secondary and college Hispanic students allow them to see the world in a large framework and prepare them for a global economy. Students in all classes learn from international experiences of classmates and teachers.

Hispanic Role Models Paramount

Hispanic role models among teachers and administrators are paramount. "When you consider the large number of colleges and universities in this country, then look at the number of Hispanic presidents, it gives you a feeling that our community is not well represented," says Cárdenas. "The same can be said of other administrative positions, and certainly of faculty."

To gain confidence, all students need to see positive and successful reflections of themselves among individuals who appreciate the background and history of their own culture. "This also shows sensitivity and communicates that the role models and their institutions care and are willing to help."

Sensitivity is important in other arenas and is often subtle but profound. When he became president of South Mountain Community College, opening the doors 14 years ago, Dr. Cárdenas helped employees to identify the needs and interests of various populations in the highly diverse community college–which is strongly populated with Hispanic students. In Phoenix in 1978, there was little or no billboard advertising in Spanish, Spanish-language television was in its infancy, and there were no Spanish-language TV stations. "We knew there was a need to reach Spanish speakers on a personal level, to let them know we care, that we understand, and that we welcome them to our college." So, the college posted billboards written completely in Spanish. "It was symbolic, inviting–even for Hispanic persons who didn't speak Spanish."

This leader sees clearly what works well for Hispanic students. He is particularly proud of Maricopa programs such as Achieving a College Education (ACE), through which at-risk high school students take some college courses, receive mentoring, and spend some time on a college campus. ACE Entrepreneurs works with at-risk secondary students interested in one day becoming business owners. Community business leaders mentor the budding entrepreneurs and offer internships.

Dr. Cárdenas helped start the Paradise Valley Learning Connection–a partnership of PVCC, Paradise Valley High School District, and Arizona State University-West. For starters, this "cooperative" works to streamline the educational system, to share resources, to keep students in school. "These kinds of partnerships bring together high schools, community colleges, universities, business, and government–the whole community–to figure out what works best for students at all levels. There's a better feel for the needs of students when we look at education as a whole," he says.

The Dropout Disparity

"The numbers of students who start school compared with the numbers who finish school are very disappointing. From year to year, the completion may increase by a percent or two, but the numbers do not grow significantly."

Statisticians compile data in different ways, "and I believe the number of students dropping out of high school is much higher than many data show," Dr. Cárdenas says. Despite varied compilation methods, statistics show that Hispanics leave education in greater numbers than do other minority groups.

Country-wide statistics from the Census Bureau, reported by the National Center for Education Statistics, show completion rates for Hispanic high school students held at about 60 percent from 1972-97. During the same period, completion rates for Anglo students slowly increased to about 90 percent, and African American students showed a steadily climbing rate of about 80 percent.

It is a continuous challenge to help these students to stay in school, return to school, earn their GEDs, and begin college. Why Latino students drop out is as complex as it is puzzling. "If there was a clear answer for that, we could resolve the problem," notes Cárdenas, recalling that he has made related presentations since as far back as 20 years ago. "Here it is, 1999, and we're still talking about this."

A Census Bureau report for 1993-94 (most recent statistics) for all of Arizona shows that 17.2 percent of Hispanic tenth grade students dropped out, compared with 13.8 percent of African Americans and 9.5 percent of Anglos (all reflecting only one year).

Responding to this news, the Phoenix-based Children's Action Alliance wrote in a January 1999 publication, *One in Three: Trends, Challenges*

and Opportunities Facing Hispanic Families in Arizona, "There is substantial evidence that the traditional education systems for Hispanics do not serve them well."

"In 1990," wrote the Alliance, "only 52 percent of Hispanics in Arizona had attained at least a high school education compared with 85 percent of Whites and 79 percent of the total state population. The disparity is even more dramatic in higher education, where only seven percent of Hispanics had attained a four-year college degree or higher, compared with 23 percent of Whites and 20 percent of the total population."

"Everyone must put their heads together to work on this issue. It can be done. We have to do what it takes to ensure that Hispanic students stay in school–and have futures," Dr. Cárdenas concludes.

The Maricopa Challenge

About 240,000 students in both credit and special interest (non-credit) classes attend the colleges, two skills centers, and numerous smaller sites spread throughout the metropolitan Phoenix area. Maricopa ranks among the largest and most comprehensive community college systems in the nation.

Students are taught by more than 1,100 full-time faculty and numerous adjuncts. Business, education, and government partnerships abound in this institution, known for large and diverse occupational programs as well as for general education classes that readily transfer to universities. (sixty-two percent of juniors and seniors at nearby Arizona State University have attended a Maricopa Community College).

Clearly, leading the district is a large challenge–one that the chancellor meets well.

"Dr. Cárdenas was a visionary at Paradise Valley Community College and, today, as chancellor," notes Jim Rassi, director of the PVCC Center for International Studies. The chancellor is envisioning possibilities but is also tuned in to the many current issues that affect students and the colleges. "He has a great sense for what is needed and what can be improved in the classroom, on campus, and in the community."

Going Global

Among his strong suits is international education, says Rassi. In 1994, Cárdenas guided the opening of the PVCC Center for International Studies, which focuses on the Pacific Rim, Mexico, Central America, and South America. "Without his expertise and leadership in international programs, we could not be where we are today in embracing globalization." PVCC has become a regional locale for the East-West Regional Studies Center in Hawaii, allowing faculty to train at the center. The chancellor continues to emphasize international study opportunities throughout the district.

Also, the chancellor was a charter member of the International Consortium for Economic and International Development and remains very active. About 40 institutions along the U.S. borders of Mexico and Canada are members of the Consortium, which was formed to build ties and to assist in trade efforts among the three countries following NAFTA in 1992.

In a separate endeavor that same year, Raúl Cárdenas in 1992 consulted with educators in Argentina to help develop a plan for a new level of higher education, similar to the community college.

Pressing for Representation

While serving on many boards over the years, Cárdenas noticed a striking lack of Hispanic representation and set out to change that. When he was a board member of American Association of Community Colleges, for example, he noticed that several groups had their own councils in order to bring perspective to pertinent topics. In 1985, he and a few others formed the National Hispanic Community College Council, and he was the founding president. The council "became very helpful....At the time, there were only about fifteen Hispanic community college presidents, and now there are approximately sixty," he says.

"To many of us, Raúl is the pioneer who opened the doors for us to be considered for community college presidencies," according to Bill Vega, who became chancellor of Coast Community College, in California, in 1985. "He always seemed to have time to assist us new presidents when we called for advice and counsel. We owe him so much." Little wonder that so many have turned to this veteran educator and administrator: "Raúl has established a national reputation of honesty, integrity, competence, and effective leadership."

The Hispanic Association of Colleges and Universities (HACU), an independent group, began soon after, and Cárdenas was invited to become a charter member. He became HACU's second board chair. "The intent was to truly serve as advocates for Hispanic educational interests, to provide a body that would enable all institutions that serve large Hispanic populations to have a group at a national level with whom they could share needs and concerns," says the chancellor.

Among many endeavors, HACU impacts public policy, ensures that Hispanic programs receive their fair share of federal funding, and makes foundations aware that Hispanic students and programs "do have needs and do need assistance."

"Things have improved."

Early Emphasis on Education

Born in the border town of Del Rio, Texas, Raúl's first language was Spanish. His mother and father moved to the U.S. from Mexico when very young and raised seven children.

"My mom always supported the need for education. I give her a lot of credit.

"I remember, even before we could speak much English, she wanted us to know Spanish very well. In the summers, she sent us to a lady from Mexico who had a little school in the neighborhood. This lady taught us nothing but Spanish. I remember hating the summers because of all the grammar. We learned to write and read it well for our ages, too."

As a result, young Raúl's first grade teacher promoted him to third grade. "You see, once you have a basic language, it's easy to transfer that to English. The structure is there, and it's easy to translate that."

Furthermore, Dr. Cárdenas believes that the more languages one knows, the better. "I find it very narrow-minded that some groups believe that all persons should know or use just one language....It's certainly not based on any educational philosophy."

Activities and Organizations

In 1960, he began his teaching in his native Del Rio, Texas, as a junior high mathematics instructor. He also taught junior high and high school social studies in El Paso and soon moved up to assistant principal. In 1971, he became assistant vice chancellor for student affairs at the University of California at Berkeley.

Dr. Cárdenas serves on the Commission on International Education of the American Council on Education and is a member of the North Central Accreditation-Institutions Action Council. A member, too, of The College Board, he received the Western Regional College Board's Exemplar Award. He is past president of the International Consortium of Education and Economic Development, and a member of the coordinating council for the W.K. Kellogg Foundation's Hispanic Border Leadership Institute in Arizona.

The chancellor earned a bachelor's degree in political science and history from St. Mary's University, San Antonio, a master's in educational administration from the University of Texas at El Paso, and a doctorate in educational administration and student personnel from the University of Arizona.

He and his wife, Alicia, have four adult children and three grandchildren.

Letter from the Publisher

Dear Colleagues:

Minority access to higher education in this country can be summed up rather easily: minorities were first forbidden, then discouraged, then allowed, then encouraged, and then actively recruited. That's been its history.

Community colleges were created to democratize higher education. Their track record is phenomenal. But there are always new developments and new rallying points. One new development, well demonstrated by this issue's **"Top 50"** lists, is that Hispanic women have heeded the call. They are enrolling and graduating in far greater numbers than are male Hispanics.

A new rallying point is equal **preparation** for college–especially in math and science. A corollary is equal **awareness** of college as an imperative, not a remote option. And so is awareness of the scholarships, low-interest loans, and other supports that make college possible.

Community colleges were catalytic change agents from the start. We continue to look to them to quickly and creatively address the needs of our growing Hispanic population, and to help put our young people–and their parents, aunts, and uncles–on a positive path.

Community colleges, as the chief educators of the have-nots, including Hispanics, are ideally poised to help make the American dream attainable. Those in the vanguard are already hard at work on partnerships, agreements, and training that seal some of the cracks that our youth have slipped or been shoved through.

We salute the community colleges, and those who strive within them, for all that they have done, are doing, and will do to make a solid education not the impossible dream but the here-and-now reality.

Adelante!

José López-Isa

Hispanic Outlook

TOP 50

Community & Junior Colleges for Hispanics

These latest figures from the Center for Education Statistics, U. S. Department of Education, based on a 96 percent response, rank the nation's community & junior colleges in number of associate degrees awarded to Hispanics 1997-1998.

Number of Hispanics Awarded Associate Degrees

RANK	INSTITUTION	STATE	DEGREES AWARDED	MALE	FEMALE
1	MIAMI-DADE COMMUNITY COLLEGE	Florida	2,967	1,194	1,773
2	EL PASO COMMUNITY COLLEGE	Texas	532	192	340
3	CUNY-LA GUARDIA COMMUNITY COLLEGE	New York	519	123	396
4	CUNY-BOROUGH OF MANHATTAN COMMUNITY COLLEGE	New York	504	141	363
5	EAST LOS ANGELES COLLEGE	California	503	179	324
6	CUNY-BRONX COMMUNITY COLLEGE	New York	407	90	317
7	RANCHO SANTIAGO COMM. COLL. DISTRICT	California	403	185	218
8	LAREDO COMMUNITY COLLEGE	Texas	397	182	215
9	CERRITOS COLLEGE	California	380	147	233
10	VALENCIA COMMUNITY COLLEGE	Florida	364	143	221
11	SOUTHWESTERN COLLEGE	California	346	118	228
12	BROWARD COMMUNITY COLLEGE	Florida	336	118	218
13	MT. SAN ANTONIO COLLEGE	California	331	146	185
14	TEXAS SOUTHMOST COLLEGE	Texas	312	88	224
15	HILLSBOROUGH COMMUNITY COLLEGE	Florida	309	140	169
16	DEL MAR COLLEGE	Texas	289	98	191
17	SAN ANTONIO COLLEGE	Texas	284	123	161
18	RIO HONDO COLLEGE	California	276	124	152
19	IMPERIAL VALLEY COLLEGE	California	269	89	180
20	TECHNICAL CAREER INSTITUTES	New York	267	188	79
21	PASADENA CITY COLLEGE	California	266	96	170
22	CHAFFEY COMMUNITY COLLEGE	California	265	97	168
23	FRESNO CITY COLLEGE	California	261	112	149
24	LOS ANGELES TRADE TECHNICAL COLL.	California	248	119	129
25	PIMA COMMUNITY COLLEGE	Arizona	240	73	167
26	VENTURA COLLEGE	California	236	84	152
27	ALBUQUERQUE TECHNICAL VOCATIONAL INSTITUTE	New Mexico	234	77	157
28	LOS ANGELES CITY COLLEGE	California	231	108	123
29	LOS ANGELES VALLEY COLLEGE	California	230	90	140
30	RIVERSIDE COMMUNITY COLLEGE	California	229	69	160
31	CUNY-HOSTOS COMMUNITY COLLEGE	New York	225	47	178
32	NASSAU COMMUNITY COLLEGE	New York	223	96	127
33	COLLEGE OF THE SEQUOIAS	California	208	59	149
34	EL CAMINO COLLEGE	California	205	68	137
35	CUNY-KINGSBOROUGH COMM. COLLEGE	New York	203	62	141
36	CENTRAL TEXAS COLLEGE	Texas	195	128	67
37	PALM BEACH COMMUNITY COLLEGE	Florida	194	72	122
38	SAN BERNARDINO VALLEY COLLEGE	California	193	55	138
39	FULLERTON COLLEGE	California	192	56	136
40	HARTNELL COLLEGE	California	191	82	109
41	HOUSTON COMMUNITY COLLEGE SYSTEM	Texas	189	60	129
42	SOUTHWEST TEXAS JUNIOR COLLEGE	Texas	182	63	119
43	OXNARD COLLEGE	California	180	56	124
44	CITY COLLEGES OF CHICAGO-WILBUR WRIGHT COLLEGE	Illinois	178	76	102
45	TEXAS STATE TECH. COLL.-HARLINGEN	Texas	178	114	64
46	SAN JOAQUIN DELTA COLLEGE	California	175	61	114
47	CUNY-QUEENSBOROUGH COMM. COLLEGE	New York	174	71	103
48	SAINT AUGUSTINE COLLEGE	Illinois	173	47	126
49	KINGS RIVER COMMUNITY COLLEGE	California	169	62	107
50	BAKERSFIELD COLLEGE	California	167	51	116

COMMUNITY & JUNIOR COLLEGES *by Hispanic Enrollment*

Rank	Institution	Total Hispanic	Hispanic Men	Hispanic Women	Hispanic Percentage
1	MIAMI-DADE COMMUNITY COLLEGE	30,577	12,565	18,012	64.7
2	EL PASO COMMUNITY COLLEGE	16,065	5,982	10,083	83.1
3	EAST LOS ANGELES COLLEGE	12,724	4,862	7,862	81.6
4	CERRITOS COLLEGE	10,311	4,491	5,820	53.4
5	SAN ANTONIO COLLEGE	9,633	4,027	5,606	49.6
6	MT. SAN ANTONIO COLLEGE	9,185	3,977	5,208	40.0
7	HOUSTON COMMUNITY COLLEGE SYSTEM	8,915	4,024	4,891	23.4
8	SOUTHWESTERN COLLEGE	8,453	3,512	4,941	55.5
9	RIO HONDO COLLEGE	8,135	3,877	4,258	73.3
10	PASADENA CITY COLLEGE	7,820	3,377	4,443	36.0
11	RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT	7,805	3,842	3,963	42.8
12	PIMA COMMUNITY COLLEGE	7,626	3,255	4,371	28.1
13	LAREDO COMMUNITY COLLEGE	7,104	3,015	4,089	96.5
14	SOUTH TEXAS COMMUNITY COLLEGE	6,465	2,548	3,917	94.2
15	CITY COLLEGES OF CHICAGO-HARRY S TRUMAN COLLEGE	6,445	3,435	3,010	40.3
16	ALBUQUERQUE TECHNICAL VOCATIONAL INSTITUTE	6,423	2,696	3,727	40.0
17	TEXAS SOUTHMOST COLLEGE	6,421	2,496	3,925	94.5
18	LOS ANGELES CITY COLLEGE	6,257	2,686	3,571	43.9
19	EL CAMINO COLLEGE	6,202	2,836	3,366	28.2
20	LOS ANGELES TRADE TECHNICAL COLLEGE	6,100	3,416	2,684	50.8
21	RIVERSIDE COMMUNITY COLLEGE	5,902	2,410	3,492	28.0
22	CITY COLLEGES OF CHICAGO-RICHARD J. DALEY COLLEGE	5,851	2,475	3,376	58.1
23	LOS ANGELES VALLEY COLLEGE	5,619	2,409	3,210	36.5
24	DEL MAR COLLEGE	5,399	2,265	3,134	52.6
25	CITY COLLEGES OF CHICAGO-WILBUR WRIGHT COLLEGE	5,164	2,063	3,101	42.1
26	SANTA MONICA COLLEGE	5,096	2,129	2,967	26.1
27	CUNY-BOROUGH OF MANHATTAN COMMUNITY COLLEGE	5,076	1,666	3,410	34.0
28	AUSTIN COMMUNITY COLLEGE	5,070	2,357	2,713	19.9
29	FULLERTON COLLEGE	5,059	2,375	2,684	28.1
30	CHAFFEY COMMUNITY COLLEGE	4,893	1,855	3,038	36.4
31	IMPERIAL VALLEY COLLEGE	4,791	1,733	3,058	85.4
32	BROWARD COMMUNITY COLLEGE	4,742	1,948	2,794	18.8
33	LONG BEACH CITY COLLEGE	4,712	2,186	2,526	27.1
34	CUNY-LA GUARDIA COMMUNITY COLLEGE	4,299	1,395	2,904	44.1
35	PALO ALTO COLLEGE	4,292	1,574	2,718	64.2
36	LOS ANGELES MISSION COLLEGE	4,282	1,442	2,840	69.4
37	CITY COLLEGE OF SAN FRANCISCO	4,197	1,973	2,224	15.1
38	CUNY-BRONX COMMUNITY COLLEGE	3,976	1,167	2,809	53.5
39	VALENCIA COMMUNITY COLLEGE	3,972	1,646	2,326	16.6
40	SAN JOAQUIN DELTA COLLEGE	3,790	1,601	2,189	24.1
41	PALOMAR COLLEGE	3,695	1,803	1,892	17.9
42	CITRUS COLLEGE	3,650	1,555	2,095	36.6
43	BAKERSFIELD COLLEGE	3,635	1,434	2,201	30.9
44	HARTNELL COLLEGE	3,604	1,531	2,073	52.9
45	ST. PHILIPS COLLEGE	3,566	1,730	1,836	47.1
46	COLLEGE OF THE SEQUOIAS	3,549	1,428	2,121	38.3
47	COMMUNITY COLLEGE OF SOUTHERN NEVADA	3,501	1,740	1,761	14.2
48	SAN BERNARDINO VALLEY COLLEGE	3,451	1,465	1,986	34.7
49	VENTURA COLLEGE	3,448	1,568	1,880	30.5
50	SAN DIEGO CITY COLLEGE	3,319	1,416	1,903	24.9

Hispanic Faculty at TOP 50 COMMUNITY & JUNIOR COLLEGES

by Enrollment

		HISPANIC FACULTY				TOTAL
RANK	INSTITUTION	TOTAL	MALES	FEMALES	PERCENTAGE	FACULTY
1	MIAMI-DADE COMMUNITY COLLEGE	865	463	402	31.4	2,782
2	EL PASO COMMUNITY COLLEGE	542	289	253	45.1	1,205
3	EAST LOS ANGELES COLLEGE	100	61	39	23.7	423
4	CERRITOS COLLEGE	48	30	18	8.1	610
5	SAN ANTONIO COLLEGE	118	68	50	18.6	639
6	MT. SAN ANTONIO COLLEGE	58	32	26	9.5	631
7	HOUSTON COMMUNITY COLLEGE SYSTEM	194	103	91	8.3	2,350
8	SOUTHWESTERN COLLEGE	90	44	46	15.8	570
9	RIO HONDO COLLEGE	64	40	24	16.8	381
10	PASADENA CITY COLLEGE	78	39	39	9.4	829
11	RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT	343	194	149	12.0	2,848
12	PIMA COMMUNITY COLLEGE	176	99	77	10.7	1,659
13	LAREDO COMMUNITY COLLEGE	242	130	112	67.4	359
14	SOUTH TEXAS COMMUNITY COLLEGE	169	103	66	49.3	359
15	CITY COLLEGES OF CHICAGO- HARRY S TRUMAN COLLEGE	75	39	36	11.0	690
16	ALBUQUERQUE TECHNICAL VOCATIONAL INSTITUTE	127	62	65	15.8	862
17	TEXAS SOUTHMOST COLLEGE	N/A	N/A	N/A	N/A	N/A
18	LOS ANGELES CITY COLLEGE	24	17	7	5.2	464
19	EL CAMINO COLLEGE	43	17	26	6.4	676
20	LOS ANGELES TRADE TECHNICAL COLLEGE	45	30	15	11.4	394
21	RIVERSIDE COMMUNITY COLLEGE	111	69	42	11.3	984
22	CITY COLLEGES OF CHICAGO- RICHARD J. DALEY COLLEGE	95	55	40	18.1	529
23	LOS ANGELES VALLEY COLLEGE	30	17	13	7.3	411
24	DEL MAR COLLEGE	161	96	65	25.8	624
25	CITY COLLEGES OF CHICAGO- WILBUR WRIGHT COLLEGE	51	24	27	5.1	1,008
26	SANTA MONICA COLLEGE	77	37	40	7.8	1,000
27	CUNY-BOROUGH OF MANHATTAN COMM. COLLEGE	69	45	24	7.0	1,007
28	AUSTIN COMMUNITY COLLEGE	101	62	39	7.2	1,414
29	FULLERTON COLLEGE	51	24	27	7.4	699
30	CHAFFEY COMMUNITY COLLEGE	40	19	21	7.1	567
31	IMPERIAL VALLEY COLLEGE	25	10	15	26.0	96
32	BROWARD COMMUNITY COLLEGE	N/A	N/A	N/A	N/A	N/A
33	LONG BEACH CITY COLLEGE	49	29	20	6.3	777
34	CUNY-LA GUARDIA COMMUNITY COLLEGE	74	38	36	9.9	754
35	PALO ALTO COLLEGE	53	25	28	26.9	198
36	LOS ANGELES MISSION COLLEGE	29	16	13	17.4	167
37	CITY COLLEGE OF SAN FRANCISCO	254	122	132	10.5	2,467
38	CUNY-BRONX COMMUNITY COLLEGE	63	43	20	9.8	648
39	VALENCIA COMMUNITY COLLEGE	50	15	35	5.1	984
40	SAN JOAQUIN DELTA COLLEGE	37	21	16	11.2	451
41	PALOMAR COLLEGE	81	41	40	7.3	1,110
42	CITRUS COLLEGE	44	29	15	7.6	578
43	BAKERSFIELD COLLEGE	34	21	13	7.7	452
44	HARTNELL COLLEGE	45	22	23	15.9	317
45	ST PHILIPS COLLEGE	55	33	22	21.0	262
46	COLLEGE OF THE SEQUOIAS	27	17	10	7.7	376
47	COMMUNITY COLLEGE OF SOUTHERN NEVADA	79	44	35	8.2	1,073
48	SAN BERNARDINO VALLEY COLLEGE	26	18	8	8.1	412
49	VENTURA COLLEGE	61	38	23	13.8	443
50	SAN DIEGO CITY COLLEGE	45	26	19	11.1	455

Hispanics at Two Year Colleges–*By the Numbers*

Degrees, Enrollment, and Faculty U

BY ADALYN HIXSON

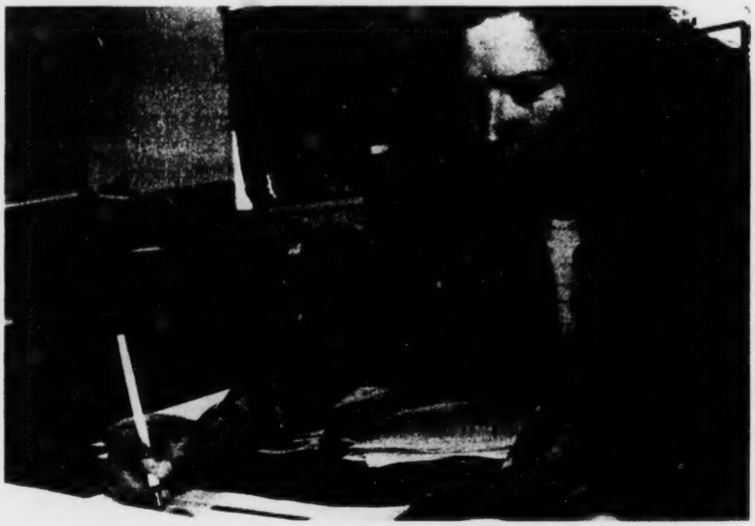
The big news in the Top 50 community colleges granting two-year degrees to Hispanics isn't so new, but it has its heft.

The Latinas outnumbered the Latinos once again–heavily. **Top 50**'s total Latinas 10,110, up 4.9 percent over the prior year. **Top 50**'s total Latinos 6,119, up 2.5 percent. Total combined of 16,229 degrees represents a four percent increase '97-'98 over the 15,603 granted in '96-'97.

At CUNY-La Guardia, Latinas out-graduated Latinos by more than three to one, with 396 females graduating and 123 males.

Indeed, the males prevailed (also by hearty margins) at only three of the 50 institutions on the list: Technical Career Institutes, in New York, Texas State Technical College-Harlingen, and Central Texas College.

Was it the "technical" aspect that kept the women's numbers down? Perhaps. But Los Angeles Trade Technical reported the most gender equality of all 50 schools, with 119 Hispanic men and 129 Hispanic women earning associate degrees.



One New Name

All but one school made the list last year too. New this year, in 44th place, is City Colleges of Chicago's Wilbur Wright College, with 178 Hispanic degree earners.

Ten schools were down from last year by 10 or more graduates. Fourteen stayed pretty much the same–within five up or down. Twenty-six institutions were up, some of them considerably up. Florida's Broward up 102 Hispanic graduates. California's Ventura up 73. Florida's Hillsborough up 70. California's Los Angeles Valley up 54. Florida's Valencia and New York's CUNY-Manhattan up 52.

Fourteen schools on the **Top 50** list for degrees granted are NOT among the **Top 50** for enrollment.

Performance by State

Unsurprisingly, 24 schools on the list are in California. Nine in Texas. Eight in New York. Five in Florida, including Miami-Dade in the No. 1 spot. Two in Illinois. One each in Arizona and New Mexico. Compared to last year's list, Texas lost one and Illinois found it.

Enrollment

Miami-Dade leads the numbers here too, with 30,577 Hispanic students. Forty-eight institutions on this list were there last year as well. The two additions are Community College of Southern Nevada, with 3,501, and San Diego City College, in 50th place with 3,319.

Among the top ten, enrollment is down at two institutions, up at eight, including Pasadena City College, with a whopping 862 additional over the prior year.

Faculty

This list reflects Hispanic faculty at the 50 schools with the top Hispanic **enrollment**. Hispanic faculty data for some of the schools is not complete. However, Hispanic males outnumbered Hispanic females at 35 schools. Miami-Dade, El Paso Community College, and City College of San Francisco employed the highest number of Hispanic faculty.

Again, Miami-Dade leads in numbers with 865, representing 31.4 percent of its total faculty.

Laredo Community College is the leader in the percentage race, with its 242 Hispanics comprising 67.4 percent of total faculty. South Texas Community college shows an Hispanic percentage of 49.3 and El Paso– 45.1.

Reaching Out and Reaching Up

Austin Community College Going Global

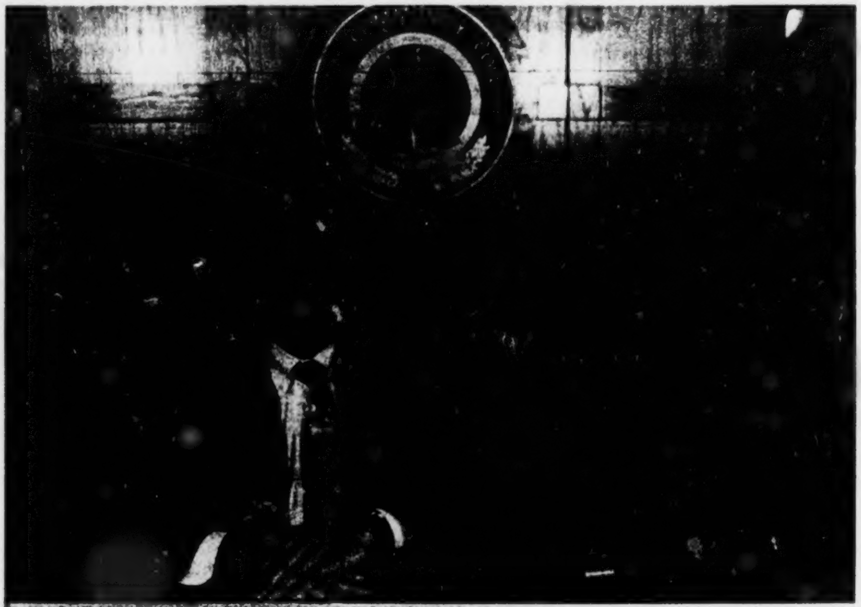
BY BRIDGET MOORE

AUSTIN COMMUNITY COLLEGE

There were naysayers in the beginning. Why would Austin, Texas, of all places, need a two-year institution of higher education? The city already had one of two of the largest universities in the state–the University of Texas at Austin–and three private institutions: St. Edward's University, Concordia University, and a Historically Black Institution, Huston-Tillotson College. All had already built a strong client base within the community. Was there really a need for another institution of higher education?

Austin voters answered "yes" in 1972 to the establishment of Austin Community College. At that time, many people in the area were underserved. A significant number wanted or needed educational services that the other schools were not rendering. They were people trying to reenter the workforce. They were employees trying to improve their economic status by learning new skills. They were individuals who wanted to continue their education–but not pursue a degree. Maybe they just wanted to learn another language or improve their business management skills. And then there were those who wanted to pursue a baccalaureate degree but, at the time, couldn't afford one of the other institutions. For whatever reason, they wanted to attend school. They wanted an affordable alternative.

Dr. Thomas Hatfield, the first president of Austin Community College (ACC), set out to make the college "seamless" with the community. He did this by forging links with agencies and businesses in the community. ACC, for example, arranged with Brackenridge Hospital to gradually take over its nursing education and health sciences programs. And by 1974, with the Texas Education Agency's approval, ACC became the primary sponsor of the Adult Basic Education program.



"We take people from where they are and move them to a level where they can be successful." ACC PRESIDENT RICHARD FONTÉ WITH ACC BOARD OF TRUSTEE MEMBER CAROL NASWORTHY.

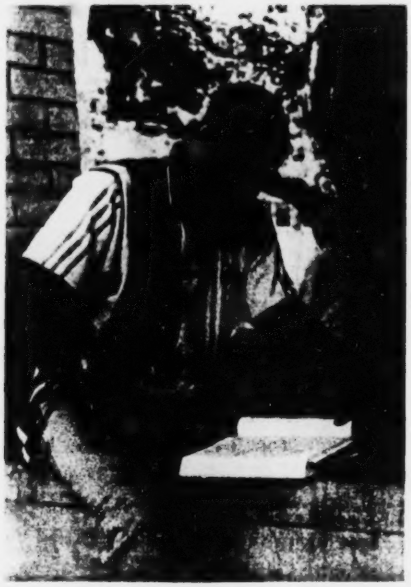
President Hatfield had succeeded in forming co-dependent, mutually beneficial relationships. In ACC's first semester, nearly 2,000 community people enrolled. Now, some 27 years later, ACC continues to reach out with its "open door" admissions policy to help more than 25,000 students reach up.

Since Dr. Richard Fonté took over the helm in 1997, he has instituted programs that keep ACC seamless with the community.

"One of two major elements of Austin Community College's mission is to provide essential workforce training to area residents," Fonté said. "It is essential that the education they get at ACC prepares them for the local workforce and the global market."

Locally, ACC is doing more than just talking about the child care crisis: it is offering a solution. Working with individual child care centers and the City of Austin, ACC has developed the Teacher TRAC (Training, Retention, and Compensation) program, which increases compensation for underpaid child care providers as coursework is completed. It also encourages retention at individual child care centers. And the bar measuring professionalism is raised. The city, the child care centers, and ACC are financially committed to the success of the program.

"It is my belief that the Teacher TRAC pro-



Student studies outside at Rio Grande campus.

gram will make a significant difference in the lives of child care professionals and ultimately in the lives of the children they care for," said Fonté.

To help prepare ACC students for the global market, ACC has a Center for International Education Programs. Through this center, relationships with Mexico, Germany, the United Kingdom, and Canada have been nurtured. An exchange visitation program with schools in Koblenz, Germany, and Saltillo, Mexico, is in place. COMPRO (Computerized Processes in Enterprises Involving Emerging High Technology), a program developed by ACC, is being funded by the European Union, the U.S. Department of Education, and FIPSE, the Fund for the Improvement of Post Secondary Education.

Austin Community College was one of seven grantees of the FIPSE funding in 1999 and is only the second community college in its history to receive funding for this type of international program.

With so many microprocessing companies planting roots, Austin is quickly earning the nickname "Silicon Hills." A natural partnership has grown between ACC and local semiconductor manufacturing technology industry leaders such as AMD, Applied Materials, Motorola, and SEMATECH.

COMPRO, a three-year project, allows ACC to take a step even further and explore global possibilities. A joint enterprise between schools and industries in America and Europe, its premise is adding work-based learning components to American training with special emphasis on high technology. COMPRO will also involve transatlantic student and faculty exchanges involving more than 60 students overall.

Austin Community College and the Koblenz Chamber of Handwerk are the two project co-leaders, but three other institutions from each country will participate. Maine Technical College (Maine), Tarrant County College District (Texas), and Maricopa Advanced Technology Education Center (Ariz.) are the American partner institutions. Koning Willem I College (Netherlands), the Chamber of Industry and Commerce (Germany), and the Federation of Handicraft Corporations of Thessaloniki (Greece) will complete the European side of the consortium.

"The semiconductor industry is now America's largest manufacturing industry in terms of economic value-added. We contribute 20 percent more to the U.S. GDP than the next leading industry," said Daryl Hatano, vice president of international trade and government affairs with the Semiconductor Industry Association. According to Hatano, the industry employs 276,000 people in the U.S., and the average wage is twice that of private industry overall.

"Even excluding the higher-paid engineers, the semiconductor industry pays its production workers 30 percent more than the average earned by all other production workers. Clearly communities know these are jobs worth training their youth for, and students know that these are clearly jobs worth preparing for," he said.

While ACC is proud of its workforce development, equally important is providing students with a strong foundation for continuing at four-year institutions. To facilitate transfers, ACC has signed formal articulation agreements with Abilene Christian University, Angelo State University, Baylor University, Concordia University at Austin, Huston-Tillotson College, Midwestern State University, Prairie View A&M University, St. Edwards University, Southwest Texas State University, Tarleton State University, Texas A&M University, University of Texas at Austin, University of Texas at Arlington, and University of Texas at San Antonio.

The education that a student gets at ACC directly reflects local labor market needs. "Industry leaders explain what skills their employees need, and we tailor our curriculum accordingly," said Dr. Elva Allie, executive vice president of instructional affairs.

The Work Keys program at ACC brings together the components essential to preparing for productive careers. Developed by ACT, Inc., Work Keys is a system for teaching and assessing workplace skills that connects knowing with doing and learning with earning. It is built on eight critical skills: reading for information, applied mathematics, listening, writing, teamwork, applied technology, locating information, and observation.

Employers establish job profiles by determining what level of each critical skill an applicant needs to do a particular job successfully. Work Keys is used to assess applicants' skill levels and analyze whether they are high enough for them to do the job. If not, ACC offers instructional support. This might mean a trainer makes an on-site visit to conduct workshops, or, if it is a new skill that everyone in the job would need, it could require that ACC revise a curriculum.

"As a community college, ACC is evolving," said Fonté. "We will continue to adapt to changes occurring in our college and in our community." Because ACC serves a nontraditional student population, special accommodations enable parents of pre-school children to attend school. The Eastview Campus has an early child development center open to the public, with clients paying on a sliding scale.

ACC is not just for first-time students. It has developed many continuing education programs. Its Webmaster continuing education certificate, offering two specializations–one in systems and applications, the other in design and media–delivers a series of alternative-credit seminars covering HTML, DHTML, XML, Java, JavaScript, CGI, Perl,

Richard Fonté, ACC president

Web servers, graphics and page design, and more. Enrollment is open to the public. There is no program registration fee, but fees are assessed for each seminar. Those who register online receive electronic notices about upcoming Webmaster courses. Graduates of the program can post their resume and projects, and are privy to job announcements on ACC's Webmaster server.

ACC also houses a Small Business Development Center, a satellite office of the regional SBA office at the University of Texas at San Antonio. "The center offers three primary services," said Larry Lucero, its director. "Most people will have their initial contact with the center through one-on-one confidential counseling services." In these sessions, counselors will guide entrepreneurs through the process of beginning their own businesses. Secondly, the center will host seminars, workshops, and conferences. "The topics," said Lucero, "range from how to begin a home-based business...to how to write a business plan...to how, as an employer, to get worker's comp." He estimated that nearly 1,500 people attended 77 SBDC workshops and conferences last year. Conferences provide a network of mentors–"an unofficial consulting firm," he said. Lastly, within the SBDC is a specialty center, a component capable of researching economic and market viability for a certain product in international trade.

ACC is in a growth spurt, quickly reaching and exceeding its capacity. Many factors contribute to the student influx. Primarily, the school is an affordable alternative and is accessible to the community. There are six campuses. Evening courses covering academic subjects as well as trade professions are offered. Some courses are offered via distance-learning sites.

"We bridge the gap," Fonté said. "We take people from where they are and move them to a level where they can be successful."

AUSTIN
COMMUNITY
COLLEGE

"ACC is a wonderful place to get a head start in life. The school has a diverse atmosphere in education and population. I chose ACC because I heard many good things about the AutoCAD program, and since my major is architecture, I figured I would try it out. Also, politics is in my blood, and Austin is a wonderful mecca of political activity."

HECTOR TRISTAN IS ACC'S STUDENT GOVERNMENT ASSOCIATION PRESIDENT. HE GRADUATED FROM MARY CARROLL HIGH SCHOOL IN CORPUS CHRISTI, TEXAS.

FACTS ABOUT ACC

- More than 265,000 Hispanic people lived in ACC's service area in 1999, and projections estimate an increase to 306,651 by 2005 and to more than 405,000 by 2015, a 65 percent increase from the present.
- Hispanics are the largest minority group in the present student population.
- Hispanic enrollment has steadily increased from 17.9 percent to 19.6 percent, while other ethnic groups have declined.
- In 1998, 550 student representing 82 foreign countries attended ACC. 45 were from one of nine South American countries, and 66 students represented Mexico.
- Over the past four years, Hispanic students enrolled in Adult Education more than doubled, from 2,657 to 5,961, now 59 percent of the populace.
- ACC employs nearly 1,000 faculty and staff; 16 percent are Hispanic.
- Four administrators, 34 full-time faculty, 78 adjunct faculty, and 100 classified personnel are Hispanic.

The Honor Roll

El Paso Community College

Champion Debaters, Hands-On Science, and 130 Career Training Options

BY ROGER DEITZ

It is said that residents of El Paso share a fascination and passion for history that is unmatched by folks in other places. To begin with, the heritage of the Old West is everywhere in this unique community. An indelible part of El Paso's character is drawn from the fact that the city underwent much frontier excitement and to this day retains the spirit of westward expansion of pioneer America.

There was the coming of the railroads, the drama of outlaws and gunslingers, the many Indian wars and the final Indian peace, the advent of the U.S. Cavalry and the Texas Rangers. Today, these elements are still felt and revisited along with El Paso's historic mission trail, beautiful mountain vistas, and grand desert sunsets. Then there are the many Mexican restaurants–only one indication of a sizable Hispanic population. How appropriate that when called upon to lead the institution during a search for a new president, Dr. Ramon Dominguez was again ready on the scene to guide EPCC on an interim basis. His dedication to his college and community and to higher education is second to none. Ramon Dominguez has devoted the greater part of his professional career to higher education–27 years of it at EPCC. His titles at El Paso Community College have included instructor, counselor, lead counselor, Title III coordinator, associate vice president of student services, executive vice president, and, once before and presently, interim president.

Valle Verde campus at El Paso Community College

Throughout his association with EPCC, he has been appointed to many committees on campus, including those on tenure, instructional affairs, developmental education, and retention. He's been busy off-campus, too, serving on advisory committees and boards. Ramon Dominguez is very optimistic about the future of higher education at EPCC as he guides the district until a permanent replacement for former president William "Bill" Campion can be installed. It is his own desire that his current role be a temporary one.

El Paso County Community College District was established in June 1969 when citizens of El Paso County voted to form a junior college district and elected a board of seven trustees to administer the College. The 62nd Texas Legislature answered the request for funding and appropriated the needed money.

In 1971, El Paso Community College became a reality, with 901 students attending classes held at several locations around the city. The first "campus" came to pass when the college leased a complex of buildings at Fort Bliss from the Department of the Army.

Enrollment climbed to 5,041 by Fall 1973. The next year, under the leadership of President Alfredo de los Santos, enrollment reached 7,443.

In 1974, through a grant written in conjunction with Project Hope, the College purchased a building complex in downtown El Paso that became the Rio Grande Center. Between 1974 and 1977, also with the help of Project Hope, the College developed twelve programs in the fields of medicine and dentistry. The Rio Grande Campus has housed the allied health programs and arts and sciences support program since that time.

A second campus, the Valle Verde Campus in southeastern El Paso, opened in the fall of 1978 at a cost of $15.5 million. A third campus, the Transmountain Campus in northeastern El Paso, opened a year later, designed to complement the visual angles of the Franklin Mountains and blend its landscaping with the surrounding desert. Mission del Paso opened in 1998 as a major high-quality facility in the East El Paso/Lower Valley area. Plans for the Mission include a Law Enforcement Training Academy.

There is also a Northwest educational facility, opened in 1994. The Rio Grande Campus underwent an initial expansion and renovation that was completed in 1980, with the addition of a five-story wing, improved utilities, and handicap accessibility all made possible with a $1.75 million grant from the Economic Development Administration and College matching funds. The College became increasingly involved in major community initiatives by establishing the Literacy Center to serve the region's functionally illiterate and the ALPHA Center to provide basic adult education and training for employment. In 1995, a three-phase expansion project added classrooms, expanded others, and increased the number of paved student parking lots. The expansion included construction of a new Learning Resources Center, which uses state-of-the-art technology to assist students and faculty. New landscaping and brick walkways have created a fresh, new environment for the College's oldest teaching facility. Other notable facilities are the Center for Educational Services to the Handicapped, the Women's Center, and the Center for Business Services.

Realizing the importance of the NAFTA agreement and its impact on the El Paso region, EPCC created the Institute for Economic and Workforce Development in 1995, organizing and intensifying its training of the emerging workforce and providing education and expertise to area business and industry. The Institute brought together existing departments to increase efficiency and coordination of service. As a result, the College was awarded one of the largest training grants in the state from the Texas Workforce Commission Skills Development Fund.

The College consistently receives national recognition for excellence, as demonstrated by multimillion-dollar federal grants for curriculum development and distance-learning systems. Its Institutional Effectiveness program has become a national model.

Honor Roll Facts in Brief

INSTITUTION
El Paso Community College

LOCATION
Admissions
P.O. Box 20500
El Paso, Texas 79998-0500
(915) 831-2000

ESTABLISHED
1969

ENROLLMENT
18,850 (15,680 or 83 percent Hispanic)

DEGREE OFFERINGS
Two-year associate's degrees

TUITION AND FEES
$295 tuition a semester for residents (fees vary)

FACULTY
365 full-time (42 percent Hispanic)

SEVERAL DEGREE PROGRAMS
Computer Programming
Dental Hygiene
Hotel/Motel Administration
Human Services
Mass Communication

NOTABLE HISPANIC-SERVING ORGANIZATIONS
ALPHA Center
Bilingual Education component
Career Planning Center
Learning Resources Center
Literacy Center

INTERNET ADDRESS
www.epcc.edu

Last fall, the total student census was 18,850, with an average at-beginning-of-class age of 27.5. There are 7,932 full-time students and 10,918 part-time students; 11,475 are female, and 7,375, male. Of the total, 117 are Asian American, 494 are African American, 473 are International, 110 are Native American, 1,976 are White, and 15,680–approximately 83 percent–are Hispanic.

The average class size is 23. There are 365 full-time faculty and

1,023 part-time faculty. Overall, there are 1,170 full-time and 3,242 part-time employees.

Among recent distinctions, the EPCC forensics and debate team earned World Debate Institute recognition, competing against teams from such renowned institutions as Cambridge, Oxford, Harvard, Cornell, and Penn State. At the recent World Debate Institute in Burlington, Vt., four EPCC students placed second (J.T Holden and Kenneth Dore III) and third (Mike Mata and Iris Lubas) in Novice Parliamentary Debate. Mata was also selected as one of three fellowship awardees. "The World Debate Institute is the largest summer training program of its kind in the world," says Raymond Puchot, coordinator of forensics and debate at EPCC. "More than 300 from the U.S. and other countries participated."

le Verde campus at El Paso Community College

In the realm of science, EPCC was awarded a research grant to study potential contamination of the Rio Grande River. The United States-Mexico border has unique water problems. The potential for surface and groundwater contamination with infectious microorganisms and toxic chemicals as a result of agricultural, domestic, and maquiladora activities is great. The grant of $50,000 was awarded by the Paso del Norte Health Foundation Center for Border Health Research to study chemical and microbial contamination of the Rio Grande basin using a novel chemical test. "The overall goal of our research is to develop more effective methods of conducting microbial and chemical water quality studies," says Maria Alvarez, EPCC biology instructor and project director. "The development of techniques that are reliable and inexpensive and require minimal training will facilitate the involvement of community members in volunteer monitoring efforts." The grant provides for the hiring of 15 El Paso Community College and five New Mexico State University students to participate in the project.

EPCC's forensics and debate team earned World Debate Institute recognition, competing against teams from Cambridge, Oxford, Harvard, Cornell, and Penn State.

Occupational training is very important at EPCC, so much so that the college offers customized, quality employee training to any business. A crew of well-trained employees, says a college spokesperson, is key to high productivity. That is why EPCC offers training in English and Spanish in just about any occupation in the El Paso-Las Cruces-Juarez area through the school's Office of Customized Training. "We offer high-quality training to business and industry in many different areas," says Uwe Agness, EPCC customized training coordinator of the manufacturing sector. "With our 130 occupational training programs, we can train in almost anything." Agness says that EPCC trains "off the shelf" because all training is customized to fit the needs of the business, on the company schedule, at their location or at the college. The customized training office can provide seminars, workshops, short-term training programs or ongoing programs for employee replacement. In addition, the EPCC Office of Customized Training can access state funds to pay for employee training through programs such as Texas Smart Jobs and the Skills Development fund. Currently, thirty-five local companies are taking advantage of Smart Jobs and/or Skills Development training monies, with the majority of the training done with instructors contracted by EPCC.

HO is pleased to add EPCC to its Honor Roll.

Classroom Dynamics and Retention

Motivating Students to Persevere

BY
ANGELA PROVITERA
MCGLYNN

Ask any student or professor what the most important factors are for student success in college, and you are likely to hear: attendance, student preparedness, student ability and motivation, and teacher effectiveness.

I have put this question to both students and colleagues, and these were the most frequent answers I encountered. I was, therefore, surprised to read in the retention literature that one of the most important factors, if not *the* most important factor, in whether students persist to earn a degree is whether or not they experience a sense of belonging at their institution. Do they experience a sense of community? Do they have friends at the same college? The bottom line for retention seems to have more to do with students' friendships than it has to do with their studies.

By now, everyone is aware that retention rates for minority students, particularly for Hispanic American students, lag far behind those of more traditional college students. Those of us who teach at commuter colleges, who are committed to increasing those retention rates, recognize that if student friendships are to occur at all, they will probably happen within the classroom. This makes classroom atmosphere and dynamics critical variables for retention: the challenge to faculty goes beyond learning to teach effectively, beyond using multifaceted approaches and strategies.

Equally important for motivating student persistence is to create an inclusive atmosphere where students from diverse backgrounds feel safe within the classroom environment. Students need to feel that their voices are heard and valued by their teachers and by their peers. Within such a climate, the chances for friendship formation are greatly enhanced.

If we want to motivate students to learn our course content and to persist in earning a degree, we need to pay attention not only to how best we can present course material but also to how best we can manage the class dynamics in such a way as to foster bonding among students. Effective teachers seem to create an atmosphere of trust and warmth between themselves and their students, and to foster that same atmosphere among students within their classes.

Certainly, students' relationships with faculty play an important role in their sense of belonging. Professors Baron Perlman and Lee McCann (1998) published the results of a study in which they asked 700 undergraduates to write complaints about teaching behaviors that they had observed across all the courses they had taken. Among the top ten

One of my colleagues, who teaches international sections of an English course, asks students to write and to share about their names.

Angela Provitera McGlynn

complaints about teacher behaviors were: "being unhelpful and unapproachable" and "intellectual arrogance–talking down to or showing a lack of respect for students."

What interested me in the Perlman and McCann results were the parallels that I found in research I conducted this past fall semester with the majority of my 200 students in Introduction to Psychology. Although I posed two very different questions from the Perlman and McCann approach, students still identified similar factors as important to them.

In my research, I asked two open-ended questions: 1) In all the college and high school courses you have taken, are there teaching methods, strategies, or techniques that are particularly helpful to the way(s) you learn? and 2) Are there teacher behaviors–in other words, are there things that teachers say or do–that motivate you to learn and to do well?

My students not only wrote their responses privately on index cards, but I also had them work in focus groups of four students per group. Within the groups, students were asked to share their responses and to reach consensus as a group on the five most important factors they had identified. I then reconvened the focus groups into the larger class and asked each group's recorder/reporter to state its top five. This large-group sharing allowed for some clarification and for a rich discussion.

If we really listen to our students, the retention literature on the importance of bonding makes perfect sense. Although they might use different language, students overwhelmingly report that classroom atmosphere is a critical variable in what motivates them to come to class and to do well. In response to my second research question regarding motivational qualities of instructors, students said over and over again how important it is to them to have an instructor who is approachable and who speaks to them at a level they understand. (Note the similarity with the Perlman and McCann results, despite the different angle their research took!)

In follow-up discussion with students, when I asked for specifics on what it means to be approachable, students said:

- It is important to me that the instructor knows my name and a little bit about who I am.
- I want to feel as if the instructor cares whether I come to class, and that he or she is invested in me learning the material and doing well.
- I want the instructor to be "human." (When I asked for further elaboration, students said they want their instructors to be personal, not always to be in teacher role. They want their instructors to share a little of who they are outside the teacher role.)
- I want the instructor to use humor in class.
- I want to feel as if the instructor respects me as a person–and respects my opinions.
- I want my instructor to show enthusiasm about the discipline and about teaching.

This last statement about teacher enthusiasm was the most frequently expressed comment of all. Given this finding, colleges and universities might need to re-think professional development and renewal opportunities for faculty members, particularly for those of us who have been teaching for decades. Clearly, our students are instructing us about how to create a safe environment and are giving us tips on how to build rapport with them.

Within this context, faculty members have the added challenge of finding ways to get students to get to know one another so that friendship formation is possible. In the very first days of a course, you can try exercises that involve the learning of names. There are name games you can play involving repetition and rehearsal. There is a strategy, known as the family name exercise, in which everyone tells some story about how he or she was named. Instructors can kick this off by sharing their own story about how their name was selected, or whether they like their name, or whether they have a nickname, or whether various people in their lives call them by different names.

Not only is this a fun way to break the ice for the first day of class, but it also is a terrific way to learn and remember people's names since you have the added memory advantage of association. One of my colleagues, who teaches international sections of an English course, asks students to write and to share about their names. This gives students an opportunity to speak about who they are, what culture they come from, family traditions, cultural/ethnic backgrounds, etc. Again, the instructor can begin the exercise as a way of modeling and breaking the ice. This activity not only gives students a chance to talk about themselves as members of cultural groups or social classes, but it also gives everyone a sense of who is in the class.

Another first-day or early-in-the-semester icebreaker that facilitates bonding is to ask students to form random groups of five or six students. Their task within the group is to find three to five things that everyone in the group shares in common. After about five minutes, the instructor reconvenes the whole class and asks each group to identify themselves by name and then to share what they found they had in common. This is a task that most students find enjoyable, and it takes a very brief amount of time. Students immediately have a connection with at least a handful of other students, and it sets a fun tone for the semester.

After doing some "getting to know" one another exercises like the ones described here, in the third class of the semester, I usually give students an opportunity to exchange phone numbers with a classmate. I say that exchanging phone numbers is entirely optional, but I tell them that I highly recommend having a connection in the class in case they one day need a contact for class notes, assignments missed, etc. I often make a joke, such as, "Be sure to choose someone you think you can trust not to call you at 3 o'clock in the morning to ask about assignments." I give students about a minute to find a partner and exchange phone numbers. I find that the great majority of students engage in this activity and they seem to enjoy the opportunity to connect.

In two previous issues of *HO* (12/3/99 and 12/17/99), I discussed collaborative learning techniques in the classroom that not only promote the development of student friendships but also seem to reduce student prejudices and enhance their appreciation for diversity. For those skeptical instructors who believe that all this "touchy-feely stuff" is nonsense and detracts from getting students to learn the coursework, there is a great deal of research that shows just the opposite. It seems that the very strategies that get students to know and to work with one another are also paying some good dividends apart from friendship formation, prejudice reduction, and appreciation for diversity in terms of other people and their perspectives. In addition to the valuable impact that these collaborative learning strategies have on producing more tolerant citizens, they seem to enhance learning and retention of material and promote the development of critical thinking skills.

Additionally, some studies have reported increased rates of retention and persistence to graduation, particularly for minority students.

What all this tells us is that dedicated teachers need to be experts in their disciplines, need to master the teaching strategies that work for our students, and need to show enthusiasm for their disciplines, for teaching, and for their students. Add to this already challenging mix another critical set of factors: effective teachers connect with their students, create a safe, inclusive, respectful classroom environment, and set up exercises and learning tasks that foster interaction, learning, and bonding among students.

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Angela Provitera McGlynn has been teaching psychology at Mercer County Community College for 30 years. She has published three manuscripts: Celebrating Diversity *(1990),* Teaching Tips *(1992), and* Classroom Atmosphere *(1996), all printed by Mercer County Community College.*

Four-Year Degrees at Community Colleges?

A Response to Rising Demand, Limited Access, and High Costs

BY
INÉS ALICEA

Florida, Arkansas, and Utah passed legislation recently allowing some community colleges to offer four-year degrees in some heavily demanded subjects to reduce costs and increase access.

A movement that allows some community colleges to offer four-year degrees to fill unmet needs in the region served by the school could benefit Latino college students since nearly 50 percent of them attend community colleges, said a spokesman for the Hispanic Association of Colleges and Universities (HACU).

"HACU does not have a policy or board position on this issue," said Dr. Gumercindo Salas, HACU's vice president of governmental relations. "Personally, I think that the idea is a sound idea that will require some additional research and study. There is no question that many Latinos would have an option to continue their education in a community college. A four-year degree would become possible for many Latinos who cannot afford to go away to school or pay the additional tuition required in a four-year college."

A few states–Florida, Arkansas and Utah–passed legislation recently allowing some community colleges to offer four-year degrees in some heavily demanded subjects to reduce costs and increase access to higher education. But to be allowed to offer such programs, the community colleges face stringent requirements.

"There must be a further democratization of education at the baccalaureate level to sustain our economic growth," said Kenneth P. Walker, president of Edison Community College in Fort Myers, Fla. Edison is offering four-year degrees in partnership with some four-year colleges. "Community colleges are capable of developing innovative ways of solving the crisis of rising demand, limited access, and increasing costs–and the community college baccalaureate degree is a logical solution."

Kenneth Walker, Edison Community College president

Walker also heads a new organization called the Community College Baccalaureate Association, which promotes "the acceptance of [the] community college baccalaureate degree as a means of addressing the national problems of student access, demand, and cost." Progress in getting this cause accepted nationwide has been slow.

Utah's legislature allowed one community college in the southwestern part of the state–Dixie College in St. George–to establish three four-year degree programs in the next year, unless the board of regents recommends against such a change. The community college is in an area where the nearest four-year programs are about 50 miles away. In Arkansas, Westark Community College is being allowed to offer four-year degrees through partnerships with four-year institutions.

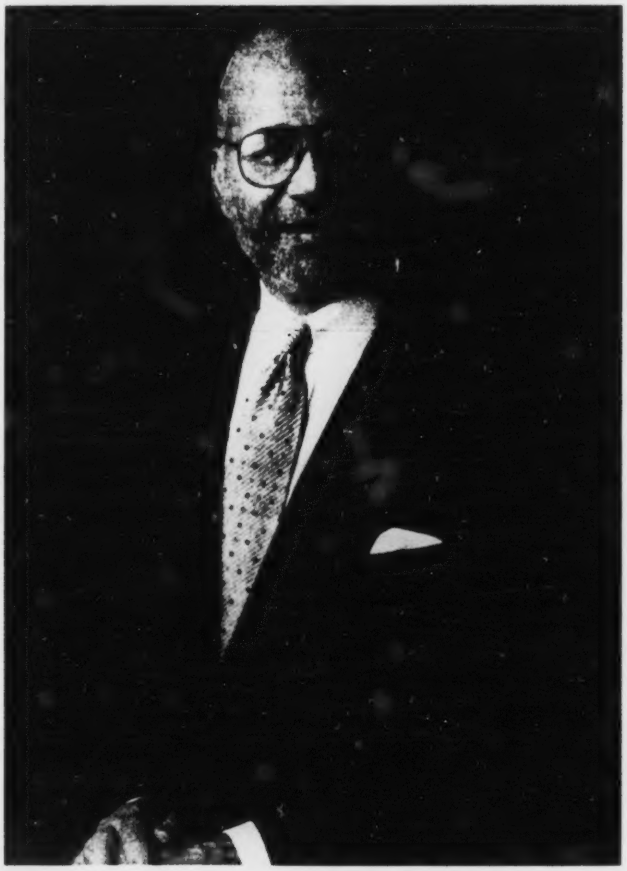
Florida's legislature agreed in 1999 to allow community colleges to offer four-year programs if their community and the surrounding areas are underserved by four-year institutions, if they can establish that there are "economic development needs" for such programs in their community, and if they can establish a partnership with a four-year institution to deliver the degree on the four-year campus. If need is established and a willing partner cannot be found, the legislature may allow the community college to deliver the bachelor's degree itself.

"The legislature also recognizes that economic development needs and the educational needs of place-bound, nontraditional students have increased the demand for local access to baccalaureate degree programs," said the Florida Legislature in the legislation allowing community colleges to offer baccalaureate degrees.

Walker wrote in the American Council on Education's magazine *The Presidency*, in an article called "The Workforce Bachelor's Degree," that Florida was prompted to adopt the idea of letting community colleges offer four-year degrees when the state projected that 200,000 additional students would be enrolled in Florida's colleges in the coming years and that "postsecondary sectors and institutions are not prepared for the projected increase in enrollments."

The Florida Legislature, however, did not appropriate funds for the program in 1999, and it is unclear whether it will do so in 2000. Once money is appropriated to the program allowing community colleges to offer four-year degrees, however, the funds, said the Legislature, cannot be used for construction, renovation, or remodeling of facilities.

There has been strong opposition in some parts of the country over the proposal, even where a partnership with a four-year institution would be part of the arrangement, since the idea raises issues of usurping the power of four-year degrees, diminishing the prestige of four-year degrees, and weakening requirements to get the needed teaching faculty to get the job done. Supporters of the move say that none of the gloom and doom predictions from naysayers will occur. Instead, they argue that community colleges can do the job and can do it well and that such a move will help thousands of students who are bound to a certain school and want to extend their studies but otherwise could not.



Adam Herbert, Florida Board of Regents Chancellor

Few states have taken action on the matter so far. The state of Arizona considered legislation in 1998 that was very similar to Florida's legislation, but the bill did not pass. Other states have toyed with the idea but have not moved forward on the issue.

In those states where community colleges have been allowed to proceed, opposition has been swift. The Utah board of regents vehemently opposed allowing Dixie College to offer four-year degree programs because, they said, it undermined their efforts to develop long-term plans for the university system. Florida community colleges faced similar opposition.

Dennis Ross, chair of the Florida board of regents, referred to the legislation as a "classic case of mission creep." Ross expressed concern about whether a newly opened four-year state university in the region would succeed with Edison Community College offering four-year degrees as well. Edison offers a new program at its Edison University Center that allows its students to earn bachelor's degrees through Thomas Edison State College of New Jersey, International College in Naples, Fla., and Florida State University.

"For the state to put the resources it has into FGCU [Florida Gulf Coast University] and then support community colleges' offering four-year degrees is inappropriate public policy," he said.

The chancellor of the Florida board of regents, Adam Herbert, also opposed the legislation, saying that the program at Edison was an example of harmful competition between Florida's university system and community colleges.

Walker said that he would work with Florida Gulf Coast University officials to make them a partner in the effort so there wouldn't be competition.

"The issue should not be viewed as either/or," Walker said. "The missions of community colleges and universities are different and should remain so. There is a place for both."

HACU's Salas agrees. The option of completing their four-year degree at a community college could benefit Latino students, said Salas, because many have neither the economic resources to transfer elsewhere nor the time to travel farther, since they work full-time. "The community college permits them to work and go to school in their own community," Salas said.

Meanwhile, Walker travels around the country making presentations. In October 1999, he went to Virginia to try to persuade the state to consider offering legislation to allow Virginia community colleges to offer four-year degrees.

"Expanding the community college mission to include baccalaureate degrees–while retaining our open-door philosophy and responsiveness to local needs–is a logical option for addressing increasing demands for access and affordability," Walker said. "This is not to suggest that community colleges should be converted to four-year state colleges. On the contrary, it is essential that the local mission and governance of community colleges be maintained."

Walker says that in Florida, postsecondary education costs less to students and taxpayers at community colleges than at state universities. The state funding for each full-time student is $4,544 for community colleges and $6,392 for students at the lower-division level at state universities. Also, the average tuition per credit hour in the community college system in Florida is $46.23 compared to the state university system, which charges $66.36 for the 1999-2000 academic year.

Walker said he believes that many students enrolled in community colleges would like to complete their degrees at the schools where they started. He cites a survey done of Edison Community College students in which 80 percent of the respondents said they would like to finish their degree at Edison.

"Regional universities do not always provide ready geographic, financial, or academic access," Walker wrote in *The Presidency*. "The lower tuition costs and convenient geographical locations of community colleges would mean great opportunities for significantly more students. For the adult learner who owns a home, is raising a family, and has a full-time job, taking classes at a local college is often the only viable option."

Walker also argues that the community colleges would simply build upon two-year programs already offered. For example, Edison Community College offers an associate's degree in golf course operations that is considered an appropriate degree to expand to a four-year program because of the increasing sophistication of turfgrass science, environmental considerations, and the prevalence of the golfing industry in Southwest Florida, according to Walker.

"If a state university were to offer a new bachelor's degree in an applied field such as fire science, it would be faced with hiring new faculty, acquiring new library resources, and possibly establishing new laboratory facilities," Walker said. "It would be far more efficient for a community college to expand its curriculum to include courses at an upper-division level. The expertise and facilities already exist."

Still, the reception to his message was lukewarm in Virginia.

Northern Virginia Community College President Belle S. Wheelan said that she agreed with the Florida educator that community colleges provide a low-cost learning environment with none of the usual four-year entrance requirements. But, she said, offering four-year degrees would force increases in community college costs and reduce the pressure on existing four-year colleges to provide the new programs that are needed.

Salas said that some community colleges would not be equipped to provide upper-division courses since faculty members do not always have doctoral degrees in community colleges, but Salas went on to say that if the faculty has the needed education to teach such classes, where the degree is achieved should not be an issue.

"We have different levels of postsecondary education institutions in the United States," Salas said. "Harvard, Berkeley, Michigan offer degrees, but so do less prestigious institutions, which are smaller and do not have the same prestigious faculty. They are all different."

For more information on the Community College Baccalaureate Association call (941) 489-9211 or e-mail Dr. Walker at kwalker@edison.edu.

DIRECTOR OF ALUMNI RELATIONS
UNIVERSITY OF NORTHERN COLORADO

UNC is seeking applications and nominations for the position of Director of Alumni Relations.

QUALIFICATIONS: Bachelor's degree or significant experience in progressively responsible positions in higher education. Also desired: demonstrated effective internal and external communications and ability and willingness to communicate persuasively with a wide variety of clients and audiences in oral and written form. Skill in recruiting, working with and motivating volunteers. Willingness to travel and adjust personal schedules. Working knowledge of the fundamentals of marketing, association management, volunteer management, fund raising, public relations, publications, data systems, and student recruitment. Proven ability to plan, implement and balance a comprehensive budget process.

DUTIES: Provide overall vision and leadership for the alumni program which supports UNC in collaboration with and reporting to the President of the UNC Foundation and the UNC Alumni Association Board of Directors. Direct, plan and implement alumni programs and activities to reconnect alumni and friends of UNC. Foster a culture of tradition and pride with alumni, students, and friends. Recruit, coordinate and train volunteers; serve as associate editor of the SPECTRUM magazine; implement and manage revenue generating programs. Provide leadership with Alumni Relations in an environment of Institutional Advancement and communicate with Alumni Board of Directors on policies, programs, and procedures. Develop area and affiliate alumni chapters.

SALARY: negotiable. Benefits include health, life, and dental insurance as well as a selection of defined contribution retirement programs.

STARTING DATE: July 1, 2000 or 30 days after the position is offered.

APPLICATION INFORMATION: Application review begins April 30, 2000 and will continue until a satisfactory candidate is identified. Send letter of application, resume, salary requirements, and three (3) references to:

Search Committee/Alumni Director
Judy Farr Center - Campus Box 20
University of Northern Colorado
Greeley, CO 80639

Website information on UNC and the Alumni Association can be found at
http://www.unco.edu and **http://uncalumni.org**

SMITH COLLEGE
Director of Investments

Smith College seeks an experienced investment professional for the position of Director of Investments. Smith, located in Northampton, Massachusetts, is a highly selective women's college serving 2,700 students. Founded in 1871, this private, liberal arts institution offers outstanding programs in the arts and sciences. The college's investment pool exceeds $900 million.

Reporting to the Vice President for Finance and Administration, the Director of Investments participates in the development and implementation of the college's investment policies and strategies as determined by the Investment Committee of the Board of Trustees. The Director works closely with the committee, as well as subcommittees for private equity and marketable securities. The Director is extensively involved in private equity matters, including conducting manager interviews, developing recommendations, monitoring managers and maintaining active communications.

The successful candidate will have a bachelor's degree, with a graduate degree preferred. A CFA is a plus. The college seeks a professional with 10 to 15 years of related business experience, primarily in an investment-related area. The position requires knowledge of publicly traded securities, private equity, and other investment opportunities; strong investment perspective; good judgment; and excellent communication skills.

Review of applications will begin immediately and will continue until a candidate is selected. Nominations and applications should be sent to:

Vice President for Finance and Administration
Smith College
Box 595
4 College Hall
Northampton, MA 01063

Championship Season for Coach Medero's LADY SHARKS

33-0 for Miami-Dade's Women's Volleyball Team

BY ED BRENNEN

Ilida Medero didn't know much about the game of volleyball, but that didn't stop her from saying "yes" when she was asked if she'd be interested in coaching the Miami-Dade Community College-Wolfson women's volleyball team back in 1988.

Medero, who had coached a little volleyball during her seven years of teaching at Palm Springs Junior High in the Dade County Public Schools system, certainly wasn't familiar with the sport at the collegiate level. But Medero, who had recently begun teaching health at Miami-Dade-Wolfson, was confident that she knew enough about the art of coaching–about getting inside young people's heads and showing them what it takes to be successful–to produce results with the Lady Sharks program.

The results would not be immediate, however. Hired for the coaching job in August of 1988, just before the season began, Medero had to quickly learn her players before leading them into the Florida Community College Activities Association schedule. Not surprisingly, the Lady Sharks finished the season with just a 1-18 overall record that year. But Medero was not deterred.

"I did have an athletic background, and I knew what I needed to do in order to get good players and to get them to work," said Medero, who was a member of the fencing team at the University of Miami, where she earned her master's in education and graduated cum laude. "There was no year-round type of conditioning program for volleyball–it was just for the season–and I felt there was no way you were going to get anywhere if you just do three or four months of volleyball and forget about the rest of the year. So I implemented that."

In addition to the conditioning program, Medero seized the chance to begin actively recruiting players, not only from the state of Florida, but from across the U.S. and around the world.

MIAMI-DADE
VOLLEYBALL

Medero was a member of the fencing team at the University of Miami, where she earned her master's in education and graduated cum laude.

"When we started out, the beginning of the season was right there, so I had no time whatsoever to do any recruiting," Medero recalled. "The following year, I started doing my recruiting early. We started recruiting from all over the United States and from outside of the United States. Miami-Dade-Wolfson is close to 60 percent international students, so we began getting a lot of that."

Medero's work began to pay dividends in her second season. Playing a beefed-up schedule, the Lady Sharks ended the 1989 campaign at 17-18 overall, quite an improvement over 1-18.

But that was nothing compared to what Medero and Miami-Dade-Wolfson did in 1990, when they shocked the nation by going 44-0 and winning the National Junior College Athletic Association championship.

The NJCAA named Medero its Coach of the Year that season, and for the remainder of the decade, the Lady Sharks were one of the preeminent women's volleyball teams in the country, winning another national title in 1992 (going 38-1) and finishing no lower than fifth place at any of the NJCAA tournaments.

While the Lady Sharks had established themselves as a force to be reckoned with (winning the FCCAA Southern Conference and state tournament championships from 1990-98), it was beginning to look as if they were the Buffalo Bills of community college volleyball. From 1995-98, they lost four straight national championship matches to finish NJCAA runner-up.

But in 1999, the Lady Sharks closed out the decade, the century, and the millennium in style, finishing a perfect 33-0 and beating Salt Lake City Community College on Nov. 24 in Overland Park, Kansas, for their third national title in Coach Medero's 11-year tenure.

"It was very gratifying," said Medero. "We had won it in 1992, but then it was like, it's almost the year 2000 and we thought we'd *never* get there."

And for a while, it looked as though the Lady Sharks might be playing bridesmaids once again in the 1999 championship match. They found themselves trailing Salt Lake two games to one in the best-of-five match. Needing a win in the fourth game to stay alive, things didn't look good when the Lady Sharks quickly fell behind 5-0.

With her team's back to the wall, Medero called a time-out to calm the nerves and stop the Bruins' momentum.

"I don't remember exactly what I said to the team, but I tell them all the time that we just had to play our game and we could not allow ourselves to be intimidated," Medero said. "It's not over until the 15 points get there. We had the opportunities, and we could pull it off and win the game. We had been winning all year long, and we had very strong competition throughout the year."

"I always tell them to take it point by point," Medero added. "I always stress you have to go one point at a time in order to get to 15. You don't worry about the score until it's 15. If we won one game, then we could win two more. That was basically my philosophy–we can do it."

SHARKS!
YOU
ROCK!

LADY SHARKS VOLLEYBALL TEAM

NUMBER	NAME	CLASS	POSITION	HEIGHT	HOMETOWN
2	Yesmina MORENO	Fr.	MB	5'10"	Medellin, Colombia
3	Luz Adriana TAMAYO	So.	OH	5'9"	Miami, Florida
4	Christine OMICK	Fr.	OH	5'8"	Boca Raton, Florida
5	Aida MUCHORTIGO	Fr.	OH	5'7"	Sunrise, Florida
7	Jenny BALL-LLOVERA	Fr.	DS	5'5"	Miami, Florida
9	Silvia Silva LOPES	So.	MB	6'0"	Sao Paulo, Brazil
10	Olga CORREA	Fr.	SET	5'7"	Medellin, Colombia
12	Katherine SERNA	Fr.	DS	5'4"	Miami, Florida
13	Juliana VALENCIA	Fr.	SET	5'8"	Miami, Florida
15	Patricia Cesar BERNARDO	So.	MB	6'1"	Sao Paulo, Brazil
16	Nadine SANZ	So.	OH	5'8"	Miami, Florida
17	Gail WHITE	So.	DS	5'5"	Miami, Florida
18	Marcela GAMMERA	Fr.	OH	5'10"	Medellin, Colombia

And the Lady Sharks did it indeed, getting consecutive kills from first-year student Marcela Gammera, sophomore Patricia Cesar Bernardo, first-year student Yesmina Moreno, and first-year student Olga Correa to take a 10-9 lead. They then pulled away for a 15-9 victory that set up a one-game showdown for the national title.

In the fifth game, Miami-Dade began playing like its old self, racing out to an 8-3 lead thanks to strong play from Moreno and Correa. But Salt Lake mustered a rally of its own and tied the game up at 10-10. Gammera and Moreno came up with kills to put Miami-Dade back in front, 13-11, but the Bruins scored three straight points to edge ahead, 14-13. With Salt Lake serving for the championship, the Lady Sharks fought off three straight points to tie the match at 16-16.

Needing to win the game by two points, the Lady Sharks took a 17-16 lead on a block by Gammera and Bernardo. The national championship now just one point away, Correa came through for the Lady Sharks by serving an ace that gave her team the hard-fought title.

Medero, whose career coaching record at Miami-Dade now stands at 395-59, said that each of the three national championship seasons has taken on its own identity.

"In 1990, it was like a Cinderella story: we really weren't expecting anything. In 1992, we had a very strong team, so it was like yeah, we're going to win it. And then this year, we had no idea.... It was a completely different team. It was the most together of all the teams I've ever had in terms of the bench and the starters. I think that was a major factor in them helping each other out. When you have a lot of distractions, that can really affect your game. These girls were really pulling for each other, and I think that made a difference."

What makes the Miami-Dade (the school merged its Wolfson and Kendall campus athletic programs in 1997) dynasty all the more remarkable is it that has taken place at the community college level. Unlike a Division I, II, or III program, where coaches get their players for four

MEDERO at MIAMI-DADE

YEAR	WON	LOST	PCT	FINISH
1988	1	18	.052	
1989	17	18	.485	
1990	44	0	1.000	NJCAA National Champs
1991	44	3	.936	NJCAA 3rd Place
1992	38	1	.974	NJCAA National Champs
1993	44	5	.897	NJCAA 5th Place
1994	29	1	.966	NJCAA 3rd Place
1995	32	1	.969	NJCAA Runner-Up
1996	42	2	.954	NJCAA Runner-Up
1997	37	7	.840	NJCAA Runner-Up
1998	34	3	.818	NJCAA Runner-Up
1999	33	0	1.000	NJCAA National Champs
TOTAL	**395**	**59**		

years, Medero only gets hers for two.

"That's the worst part, because you get a high school player and it might take the full two years to make them into a good volleyball player, and by that time, you have to let them go," Medero said. "So that makes it quite difficult. If we had players for four years, it would be much easier, because every year we have to let go five or six players, and there's the constant recruiting, recruiting, and recruiting."

"It is a challenge," she added, "but the good thing is because every year we're one of the top teams in the nation, we get a lot of phone calls. We get a lot of people that say, 'Hey, I want to play for you,' so that makes it easier. But it's always a challenge to stay on top. You can get there, but how are you going to stay there?"

According to Miami-Dade Athletic Director James W. Cox, Medero herself is the biggest reason the Lady Sharks have managed to stay on top.

"She's gone through her tough times when she first came to the program, when she really didn't know the college game," said Cox. "But she's worked very hard by going to clinics and camps. She's still very interested in learning new things, and she'll go to a clinic or camp any chance she gets."

Indeed, in early January Medero was off to California to attend a national volleyball coaches clinic. "I'm always trying to upgrade my skills in the teaching area, in the psychological area," said Medero, who still doesn't concern herself as much with the X's and O's of the sport. "I have several assistant coaches [Origines Benoit and Yolanda Perez] who do all of the hitting and all the rest of the technical stuff."

With such a winning formula established at Miami-Dade, it's no surprise that several NCAA Division I programs have approached Medero about coaching opportunities. But so far Medero has declined.

"I'm quite happy here," she said. "There have been opportunities to go up to Division I, but I enjoy very much my teaching. I'm pursuing my Ph.D. degree in higher education instruction right now, and I wouldn't consider full-time coaching at least until I finish with my Ph.D."

And Medero, who was 15 years old when her family left Cuba for Florida in 1972, said she also receives a sense of satisfaction when she recruits players from countries like Colombia, Honduras, and Brazil, and then sees them move on to four-year schools.

"I have a lot of players go on to Division II because when they get here, they hardly know any English," Medero said. "Lots of players from Latin America don't speak English, so they have to spend a lot of time taking English courses…but all of them transfer and go on, and that's exactly what I want for them–for them to finish their education and either go back home and use that as a career, or for them to stay here and build their lives here."

Medero, who keeps in touch with former players scattered all over the country, said that she admires the transition her players are often forced to make.

"I went through the same problems that many of these girls are going through," Medero said. "I know quite well what it is to be in a place where everyone speaks English and you don't understand anything and you don't know what they're saying and your accent is so horrible. So all of that I can understand."

But for the past decade, when Medero's Lady Sharks volleyball teams have taken the court, they have all spoken one common language–winning.

Sir Thomas More Chair in Engineering Ethics

Loyola Marymount University, a Catholic comprehensive university in the Jesuit and Marymount traditions located in coastal Southern California, invites nominations and applications for the newly-endowed Sir Thomas More Chair in Engineering Ethics. With the creation of the Sir Thomas More Chair in the College of Science and Engineering, the University has achieved its goal of establishing endowed chairs of ethics in each of its four colleges. The Sir Thomas More Professor will provide the vision and leadership to develop a strong program in applied ethics, based on a sound foundation in theoretical ethics, for the undergraduate and graduate students in the engineering-related programs in the College of Science and Engineering.

Applicants must have a strong background in engineering and in theoretical and applied ethics; an earned doctorate and a national reputation in a relevant field; a record of significant scholarship in the area of applied engineering ethics; and a commitment to both undergraduate and graduate instruction. Duties of the Thomas More Professor will include:

1 a teaching load of two courses per semester;
2 ongoing research and publication in the area of engineering ethics; and
3 conception, development, and advancement of a program of learning and discourse on ethical issues pertaining to technological developments and their use, especially for undergraduate and graduate students in the engineering disciplines, but also extending to students in all disciplines.

In addition to a competitive salary, the Thomas More Professor will receive generous support for scholarly and chair-related activities.

The University's goal is to fill the position for the 2000-01 academic year. The review of applications will begin June 15, 2000, and continue until the position is filled. Applicants should send:

1 a letter of application which includes a description of the applicant's vision of the role and activities of the Thomas More Professor;
2 a curriculum vitae; and
3 names, addresses, and telephone numbers of five references to:

Dr. Gerald S. Jakubowski
Dean, College of Science and Engineering
Loyola Marymount University
7900 Loyola Boulevard
Los Angeles, CA 90045-8135

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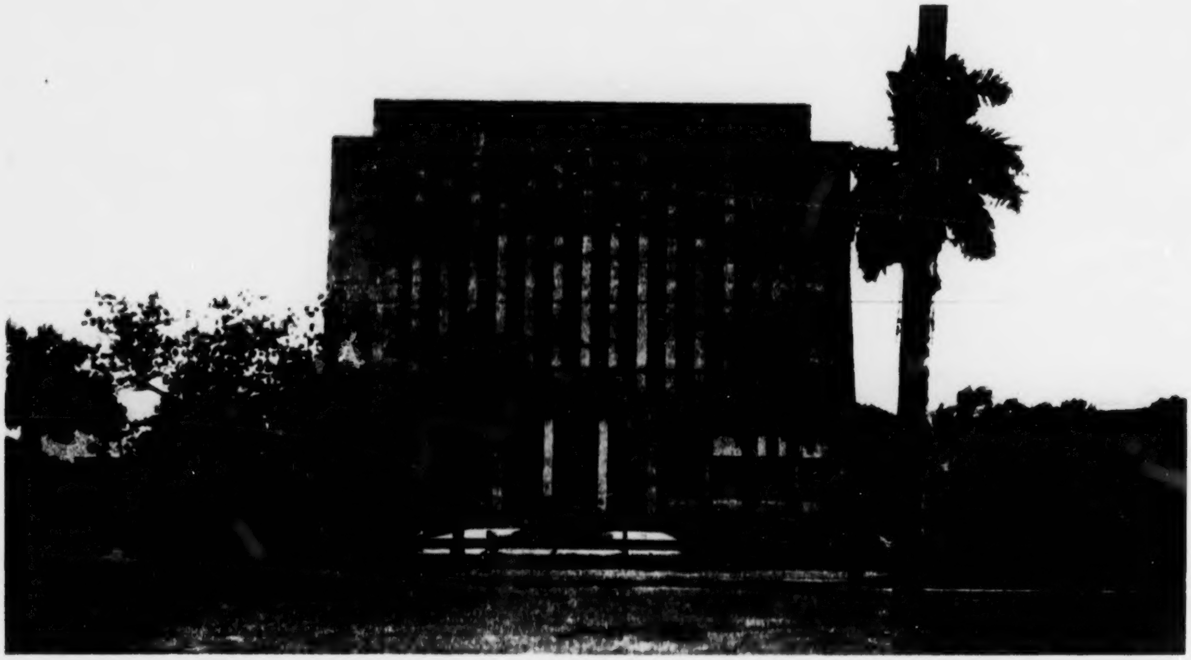
LOYOLA MARYMOUNT UNIVERSITY

Universities Expand Collaborations with

Librarians and Researchers Open Doors for Exchanges

BY MARILYN GILROY



Biblioteca Nacional José Martí/National Library of Cuba

The softening of political barriers between the United States and Cuba is yielding a chance to build new bonds between the citizens of these two nations. College researchers, professors, and librarians are taking full advantage of the opportunities.

Humanitarian and academic exchange projects involve hundreds of educators and students, especially from institutions in California, Florida, and Texas.

A delegation of 12 academicians, including University of Houston (UH) librarians Tom Wilson and Carolyn Meanly, flew to Havana last fall to engage in a historic professional exchange–the first between U.S. and Cuban librarians.

During the nine-day trip, Wilson, Meanley, and others in the delegation met with Eliades Acosta, director of the Biblioteca Nacional José Martí (José Martí Cuban National Library) and his staff. During Acosta's earlier visit –for last year's conference on Hispanic literature–he and Wilson agreed that future exchanges would be beneficial to the development of both U.S. and Cuban libraries.

The exchange is part of an ambitious campaign called "Support for the Cuban People," which was initiated three years ago by the U.S. State Department. Food sales, remittances, direct flights, interpersonal connections, and public diplomacy are stipulations of support listed under a fact sheet issued by the Department of State outlining the project's provisions.

The project is part of the U.S political policy toward Cuba that has been in place ever since Pope John Paul's visit to that nation in 1996. President Clinton and Secretary of State Albright have both expressed the hope that measures to reach out to the Cuban people will "ease their plight and help them prepare for a democratic future."

The library exchanges fall under specifications in the "People to People Contacts" section of the policy that allows for two-way exchanges among academics, athletes, scientists, and others, including streamlining the approval process for such visits.

Specifically, this group of U.S. and Cuban librarians and educators met to begin to understand each other's operations, services, and achievements.

The visit produced some surprises but also reinforced some of the perceptions about scarce resources in Cuba.

"There is a great lack of materials for research or for education," said Meanley. "Funding for these things seems to be non-existent."

Librarians examine rare books from the National Library of Cuba.

But that did not stop visitors from being impressed by the organization and structure of the library system. As one of the delegates, Professor Kenna Noone, anthropologist and coordinator of the Mexican Studies program at Seminole Community College in Florida, observed, "the organization is as sophisticated as any library in the U.S."

"The library has branches throughout the country," she said. "Of course, sometimes the materials have to be delivered to rural areas via horse or donkey."

The trip to Cuba was part of Noone's ongoing interest in building libraries in Latin America. She has been active in establishing Mexican libraries in places that are also significant anthropological sites, such as Tulum. She and student volunteers collected materials and managed to donate 400 books for the start-up library at the site. Afterwards Noone wrote a small grant to start a library in Koba, which she says is known as a "pure ancient Mayan" site.

But despite the scarce resources and challenging physical circumstances found throughout Latin America, there is still progress being made in these library ventures.

"In Havana, the National Library has finally brought in the Internet," said Meanley. "We have even had some e-mail exchanges with them."

The Cuban librarians are also looking for inventive ways to collect and preserve the nation's cultural treasures; this exchange provided the opportunity to explore cooperative possibilities. Several exchange members returned to evaluate potential U.S. sites for storing and perhaps digitizing duplicate copies of Cuban poster art.

Part of that effort is already under way at the University of California-Berkeley, where The Cuban Poster Art project has been locating and preserving poster art for the last few years.

Assistance in less grand fashion is also needed. The National Library seeks partners from around the world in identifying and collecting Cuban literature–writings by or about Cubans. In return, Cuban publications from the island can be provided.

"Much of the value of these exchanges relates to getting word out so that more individuals can explore avenues that lead to mutual benefit," says UH's Tom Wilson.

While observing the needs and privations in Cuba, the delegates were conversely amazed by the country's high literacy rate.

With 98 percent of the population having completed at least an eighth grade education, the Cuban literacy rate is one of the highest in the world. As Meanley pointed out, promoting literacy in Cuba is an integral part of the job of librarians and indicative of an island that "has a strong sense of national identity."

"Since there is such a fundamental push for literacy and education in Cuba, librarians are well-respected in the country as 'preservers of the patrimony,'" adds Wilson.

The system of library education in Cuba is also extremely effective, Wilson added. There is a college-based program similar to ones in the U.S. and a two-an-a-half year program for certified library assistants. "In the United States, library assistants are fortunate if they get any training beyond on-the-job skills," he says.

Despite the strengths of the Cuban system, visitors from the U.S. continued to find that many library buildings were crumbling and dilapidated. Because of the U.S. embargo, which has been in place since 1961, and the cessation of Soviet funding due to the collapse of Communism, Cuba finds itself in an ever-widening circle of economic turmoil. Although a current rise in tourism is providing marginal support for the Cuban economy, this push is not nationwide and creates awkward vocational discrepancy where "bellhops make more money than a cardiologist," says Meanley.

However, even in the face of these disparities and challenges, the Cuban way of life and its successes are maintained, and Cuban citizens, such as librarians, simply find alternative methods to continue their daily operations.

"This is a workforce that is highly literate, creative, and motivated," said Noone. "There are many small businesses, such as bicycle repair shops, and even though supplies are scarce, they manage to keep things running by making their own parts."

Another traveler with the group was Derrie Perez, interim library director at the University of South Florida, an institution that has participated in a variety of Cuban initiatives. Perez has been responding to the increasing USF faculty interest in Latin America, and not only participated in the Cuban library visit but started a librarian exchange program with the University of Puerto Rico. Perez also attends the annual Feria Internacional del Libro de Guadalajara in Mexico for the purpose of acquiring Spanish-language books for the USF collection.

Other USF faculty and staff have been involved in cooperative ventures thanks to an agreement between the university and the Instituto de Oceanología of Cuba.

Under the terms of the agreement, marine scientists from the U.S., Canada, Mexico, and Cuba spent two weeks at sea aboard the Cuban research vessel *Ulises* studying currents, water color, and productivity of the Gulf of Mexico and Caribbean. Eighteen oceanographers aboard conducted experiments to determine the pattern of dispersal of large patches of microscopic marine plants observed in satellite images, hoping to learn if waters coming into the gulf from the Caribbean have red tide cells. This is important since the source of the red tide algae, which kills thousands of fish each year along Florida's coasts, is unknown.

Carlos Delgado (left), delegate from University of California-Berkeley, and Deme Perez (right) from the University of South Florida at the University of Havana Library School

Frank Muller-Karger, USF professor of Marine science, says that the U.S. State Department approved the visit to foster research exchanges and ensure that U.S. vessels also continue to have access to Cuban waters. When the *Ulises* arrived at the USF/St. Petersburg dock to pick up scientists and their equipment, it marked the first time in 40 years that a Cuban ship visited a U.S. port. Cuba assumed the cost of the cruise. Muller-Karger stated that the cruise yielded unique and important information and also served to forge academic and research ties among U.S., Mexican, and Cuban counterparts. "These links are critical since we share waters with Cuba and Mexico. Anything occurring in those waters has implications for all of us," he concluded.

But it isn't just faculty who are a part of the Cuban-U.S. exchanges. Last year, 12 USF medical students and College of Medicine Professor Eduardo Gonzalez spent their spring break in Cuba. Students delivered medical supplies, toured health facilities, and saw patients. This year, 15 students and two faculty members will travel to Cuba for a seven-day trip to study the geology of western Cuba. The excursion will also be led by a prominent Cuban geologist.

These U.S. travelers, like those who have gone before them, will probably find Cuba to be a country rich in cultural heritage, safe for travelers, and resounding with music and art in cities and small towns alike.

As SCC's Kenna Noone said, "Cuba cannot compare to the U.S. in economic ways because we are so materially driven and well off. But the spirit of the Cuban people...the desire to get better and improve is incredible."

The UH Office of Communications and the USF Office of Latin Community Advancement contributed to this article.

Ediciones Vigia, a Cuban publishing house that produces works by hand

Almost Everyone Calls Him Manny

Dr. Gonzalez Rewarded by "the lives we've changed"

BY
JAMES HARPER

This story is reprinted with permission from* Northampton Community College Magazine, *Fall 99.

Northampton
Community College

Currently, Northampton's Adult Literacy Program, under Manny's leadership, serves more than 3,500 adults annually.

He is Manuel Gonzalez, Ed.D. In July of 1999, he became the associate dean for the Center of Adult Literacy and Basic Workforce Development at Northampton. In his seven years at NCC, Dr. Gonzalez has served a great number of community residents as director of the department of Adult Literacy, a program that has brought him and the College unprecedented recognition.

When you know his roots, you get to know the man. Manny was born at St. Luke's hospital in Bethlehem. This is important information, since his local roots provide a strong motivation for his community commitments and to those he terms as "underserved." He is the son of immigrant parents who lacked English skills, with little opportunity to learn. And he saw early in life that education could become his route to eventual success.

From Bethlehem's Liberty High School, Manny went a few blocks away to Moravian College, where he earned a bachelor's degree in Spanish and French Literature. From Moravian, he took a short trip over the river to the south side of Bethlehem and Lehigh University.

At Lehigh, he completed a master of arts degree in Spanish literature and moved right to Lehigh's College of Education to reach his goal of doctor of education, specializing in curriculum and foundations of education. He then decided to experience a year abroad and further explored his interests at the University of Madrid.

Dr. Manuel Gonzalez

He arrived on the Northampton campus in 1992. Before that, he taught Spanish at Delaware Regional High School and instructed prisoners in a special literacy program. Manny reflects that it is a special experience to be locked in a prison cell with 30 men trying to improve their lives and lift their sights through education.

What motivates him?

"It is changing people's lives. I believe [that I have] a responsibility to open doors and pull other people through."

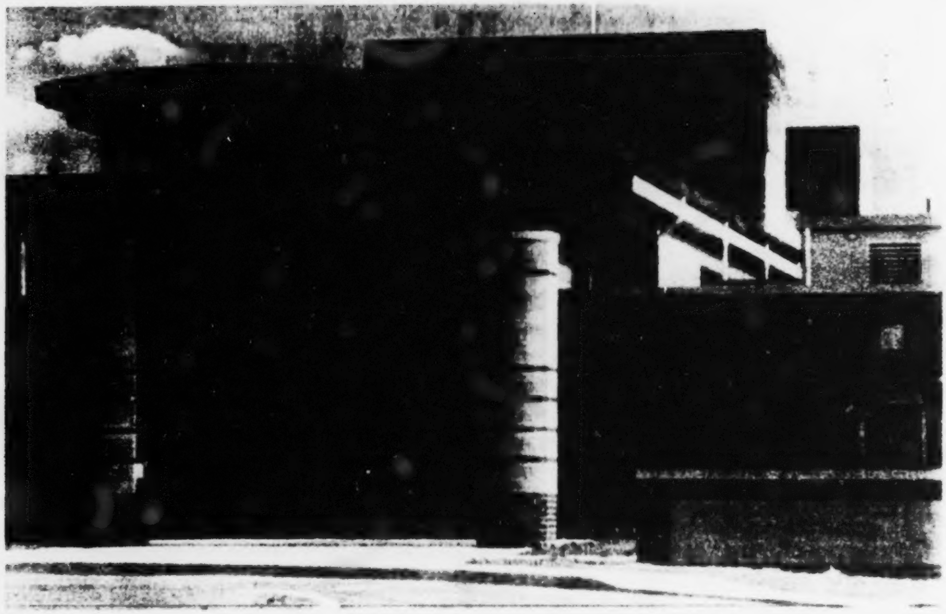
He gets a special sense of satisfaction by attending commencement, which he terms "a ceremony of achievement."

Currently, Northampton's adult literacy program, under Manny's leadership, serves more than 3,500 adults annually. More than 1,200 adults are enrolled full-time. Revenue to support the program reached nearly $3 million during the last fiscal year–an astonishing effort.

Program support comes through grants from a variety of "outside" agencies, including Pennsylvania's departments of education, welfare, labor, and economic development. One can only imagine the changing guidelines that must be followed to make this support possible. A successful focus for the attainment of grants, Manny notes, is to emphasize "what works for adult education." He continues, "I love education for folks who truly deserve it."

To combat fatigue, to clear the brain, to relieve the stress, he walks daily. And he plays clarinet for the Easton Municipal Band. Dr. Gonzalez also finds time to volunteer.

He is the chairman of the board of directors of the Council for Spanish Speaking Organizations. He is also on the board of the



Northampton Community College building

Pennsylvania Coalition for Adult Literacy. Whenever possible, he also lends his skills to a variety of county-based organizations that deal in workplace training and welfare-to-work programs. But he is proud to say that his reward in doing what he does is "seeing the tons of people who were trained at Northampton prosper and to have personal remembrance of lives that we changed."

◆

Northampton Successes

- 100 percent of computer science majors were either employed or successfully continued their education.
- 96 percent of Early Childhood Education graduates were employed in jobs in their field of study or in an unrelated field by their choice.
- 93 percent of the 1998 graduating class transferred successfully or were successfully employed.
- 88 percent of career placement students were employed in a field of their choice, either related or unrelated to their major.
- 16 of the 27 career programs had placement rates of 100 percent.
- 87 percent of General Studies degree students either transferred or were employed after graduation.
- And a newly signed agreement with Temple University smoothes the transition to a four-year institution.

Northbhampton and Beyond

Northampton Community College is a public two-year college located in Bethlehem, Pennsylvania, about 50 miles north of Philadelphia and 90 miles west of New York City. Sponsored by eight school districts –Bangor, Bethlehem, Easton, Nazareth, Northampton, Pen Argyl, Saucon Valley, and Wilson–the college offers innovative community and continuing education courses and programs as well as associate's degrees in arts, science, and applied science. About 6,000 students are taking NCC courses for credit. Of those, approximately six percent are Hispanic.

More than 60 college-transfer and career programs are in place at NCC, and more than half of the students are enrolled in transfer programs. NCC will recommend for transfer those students whose personal qualities and academic achievement indicate probable success at other institutions. Preference for admission to Pennsylvania state colleges is generally given to applicants who have the associate's degree.

Typically, 60 to 70 credit hours of applicable coursework, with a grade of C or better, can be transferred, with final decisions in the hands of the receiving institution. A course-by-course reference guide is available in Northampton's counseling office for student use. The guide indicates how individual NCC courses transfer to many of the four-year institutions in eastern Pennsylvania. First-year-student and sophomore requirements vary considerably among senior colleges, and students need to discuss their transfer plans with both a faculty advisor and a professional counselor.

In the fall and spring semesters, NCC conducts group seminars to help students with transfer plans and expectations. Representatives from many four-year institutions meet with students at those times. Several colleges and universities are in close proximity to Northampton, a mix of public and private, some of them linked to a religion, others not. Lehigh, Muhlenberg, Moravian, Cedar Crest, Kutztown, Lafayette, and more are all in the neighborhood. Several offer cross-registration.

Students may apply for dual admission or advanced admission, through which they apply jointly to NCC and to a four-year institution. NCC's dual admissions partners include Allentown, Cedar Crest, Centenary, Moravian, and Muhlenberg. Students may apply too for advanced admission to NCC partners Cheyney or Lincoln, provided they are seeking an associate's degree in arts followed by a baccalaureate degree in arts or sciences.

Dual admissions programs may be individually tailored so that a student knows in advance precisely which courses will be taken at NCC and which will be taken at a specific four-year partner college or university.

The student/instructor ratio at Northampton is 20 to 1.

The 165-acre main campus is in Bethlehem Township. The Monroe Campus is in Tannersville. Classes are conducted as well at the Downtown Bethlehem Center and the Lehigh Valley Industrial Park IV.

Classes are offered days, nights, and weekends via the Internet and via television. NCC offers both on-campus child care and on-campus housing.

People-Places-Publications-Conferences

PEOPLE & PLACES

Kellogg Awards First Grants in $28 Million Latino Initiative

W.K. KELLOGG FOUNDATION Five major U.S. universities and one community college each announced that they were awarded $100,000 planning grants by the W.K. Kellogg Foundation to enhance higher education opportunities for Hispanic youth. The grants represent the first phase of the foundation's six-year, $28.7 million Engaging Latino Communities for Education initiative.

Arizona State University, Northeastern Illinois University, St. Edward's University, Santa Ana College, the University of California-Santa Barbara, the University of Southern Colorado, and 12 other colleges and universities nationwide will form partnerships with their communities, businesses, and K-12 public and private school districts to give more Latino students the support they need to achieve academic success.

Colorado-Boulder Minority Program Expands to Humanities

The Minority Arts and Sciences Program (MASP) at the University of Colorado-Boulder has expanded to include studies in the humanities and social sciences. Eleven students were selected as the first scholars in the program's humanities component.

Prior program scholars had enrolled in the sciences and mathematics.

"The philosophy of the humanities and social science component is in keeping with the overall MASP mission, which is to develop scholars who are also leaders," said Alphonse Keasley, MASP director.

Students in the inaugural humanities class are: Marian Cheng, Daniel Escibens, Lyla Jellings, Debbie Ma, Jared Maher, Joelle Martinez, Torre Mendoza, Brianna Mestas, Roberto Padilla, Susan Sanchez, and Everett Tabb.

Cobian Honored at Sacramento City College

Photo © Western Media Imaging

Sacramento City College (SCC) in California honored Ramona Cobian with a Celebration of Excellence award recognizing her outstanding dedication and professional competence in service to the campus and community. A supervisor with Extended Opportunities Programs and Services, she also worked in financial aid and matriculation in her 20 years at SCC.

Cobian developed a mentor program and helped develop an orientation program for Latino students and the Cultural Awareness Center. She organizes cultural activities and is a main supporter for All City and University Day, Welcome Day, and the Cinco de Mayo celebration.

Other honorees included Linda Klein, Jan Haag, Mary Terese Dolan, John Ruden, and Julia Brootkowski.

Medina Now a Counselor at Colorado-Boulder

Photo courtesy of UC News Service

Steven Medina has been appointed a counselor in Colorado-Boulder's Counseling and Psychological Services: A Multicultural Center. Eldridge Greer, director of the center, said of Medina, "In addition to being Latino and proficient in Spanish, he is a strong advocate for the rights of gay, lesbian, bisexual, and transgender individuals. His appointment to our staff cements a Center goal of having counselors and psychologists from each of the major ethnic groups."

Medina worked in several departments during the past 10 years, including ethnic studies, the Alliance for Technology, Learning, and Society, and the psychology department. He has a bachelor's degree from Colorado-Boulder.

New President Leads Valencia

Sanford "Sandy" Shugart is now president of Valencia Community College (Fla.), its fourth. Shugart leads a student body of 37,000, not counting continuing education classes. He came aboard amidst a 6.6 percent increase in enrollment for Valencia's spring session.

Prior to his appointment, Shugart was president of North Harris College in Houston for eight years. He has a bachelor's degree, a master's, and a doctorate from the University of North Carolina.

Colorado Mountain College Sponsors Trip to Ecuador

Colorado Mountain College (CMC) is offering a learning excursion to Ecuador from June 29 through July 14. Participants will have an opportunity to earn three semester hours of credit for field ecology/field biology.

Short excursions will be taken to Cotopaxi National Park, the Papallacta Hot Springs, an Indian market in Otavalo, and a cloud forest on the Cosanga and Colorado Rivers.

The highlight will be a five-day cruise of the Galápagos Islands. Animals such as giant Galápagos tortoises, penguins, fur seals, blue-footed boobies, and land and sea iguanas should be readily observable at close range.

Retired CMC professor Pete Moller and his wife Sharon will lead the trip.

Ramirez Oropeza Speaks at New Mexico

Photo © Jakob Schiller

Martha Ramirez Oropeza, director of Nahuatl University and co-director of Teatro Mascarones in Mexico, spoke at the Centro de la Raza at the University of New Mexico.

Ramirez Oropeza explained the Tonalpoualli, the ritual calendar of 260 different energies that influence births and days. She read the codices and ancient manuscripts, gave participants their own signs, and discussed the mission of Nahuatl University in Cuernavaca, Mexico.

A veteran of the Chicano movement, Ramirez Oropeza went to Mexico in 1971 to study muralism with the maestro David Alfaro Siqueiros. In 1990, she co-founded the Nahuatl University. Five years ago, she instituted intensive Nahuatl culture courses twice a year especially designed for young Chicanos who, like herself, asked, "Where do I come from? Why, if we are descendants of great inventors, scientists, artists, are we discriminated against?"

Alguero Retires as SUNY Hispanic American Affairs Director

Dr. Manuel Salvador Alguero, who helped create an effective working relationship between the State University of New York (SUNY) and several Latino communities, retired as the university's director of Hispanic American affairs.

Alguero organized many Latino community outreach and recruitment activities for SUNY and played a leading role in negotiating a Memorandum of Understanding that has increased cooperation between SUNY and the University of Puerto Rico. He coordinated SUNY participation in the Somos el Futuro Conferences, sponsored each year by the Assembly/Senate Puerto Rican/Hispanic Task Force; managed SUNY's role in an annual award program for outstanding upstate Hispanic high school students; and helped create the Northeast Latino Collegiate Conference, which brings close to 1,000 students from colleges in the Northeast to Albany.

Alguero will remain active in his field as adjunct professor in the SUNY-Albany department of education.

González Explores "The Return of the Maya" at Stetson

Amerindian writer-artist Gaspar Pedro González spoke about the resurgence of Mayan culture within Guatemala's pluralistic post civil war society during a Stetson University (Fla.) visit. An activist in Guatemala's Mayan cultural revitalization movement, he lectured on "The Return of the Maya."

González is a professor of Mayan literature and the oral tradition at his alma mater, Universidad Mariano Gálvez in Guatemala City. He is a member of the Academy of Mayan Languages of Guatemala and an official of the Ministry of Culture of Guatemala, where he serves as a consultant in Mayan culture.

His lecture included poetry readings in his native language, Q'anjob'al.

Six Regions of Argentina Explored at DuPage

Dr. Flora Briedenbach gave a lecture, "Argentina: The Country of Six Continents (With a Side Trip to Chile)," at the College of DuPage (Ill.).

During a slide presentation, the College of DuPage professor and former Fulbright Exchange Teacher took the audience from the Train to the Clouds in the North to the Beagle Channel in the South, and from the tropics of the East to the glaciers and mountains of the West. The adventure continued on with a side trip to Southern Chile and a visit to Santiago, the capital of "the Long Land."

North Texas Health Science Center Home of Public Health Organization

The University of North Texas Health Science Center's School of Public Health was named the home of the North American Regional Office of the International Union for Health Promotion and Education (IUHPE).

The IUHPE promotes global health by influencing and facilitating the development of health promotion and health education among world countries. The North American Regional Office includes the U.S., Canada, and the Caribbean.

Dr. Fernando Treviño, dean of the School of Public Health and currently an IUHPE trustee, says that the Center's involvement will allow for the exchange of ideas to influence health promotion thinking internationally through education, community action, and the development of healthy public policies.

Ibarra Holds Endowed Chair at Texas-Austin

Dr. Alejandro Ibarra of the Instituto Technologico y de Estudios Superiores de Monterrey is the first holder of an endowed chair of the Center for the Study of Western Hemispheric Trade at the University of Texas (UT)-Austin.

Ibarra is teaching economic problems and policies in Latin America at the undergraduate level, and an economics seminar on the new regulatory systems that are emerging in Latin America. The seminar deals with a crucial but often overlooked aspect of restructuring wherein failures of policy can produce such devastating results as the financial crises that gripped Mexico, Brazil, Venezuela, Ecuador, and, in a lesser measure, Argentina, in recent times.

The endowment enables UT-Austin to invite to campus each year one or more specialists in the field of trade, investment, and economic development in the Western Hemisphere.

Martinez del Rio Directs INROADS/Fairfield Westchester Counties Office

Wilson Martinez del Rio became managing director for the INROADS/Fairfield Westchester Counties office in Connecticut.

INROADS is an international career development organization training high potential youth from diverse backgrounds as future corporate business leaders. It works with the YMCA, National Hispanic Scholarship Fund, American Indian Community House, ASPIRA, Junior Achievement, and others to find student leaders interested in the world of business.

From 1997-1999, Martinez del Rio established the INROADS internship process in 30 states and Canada at the Xerox Corporation. As a 10-year manager in a tri-state region, his passion has been to increase opportunities at big companies for motivated Hispanic, Native American, and African American youth.

John Jay and Rutgers Professors Speak on Dominican Race and Identity

Dr. Jacqueline J. Polanco, Dominican political scientist and City University of New York (CUNY)-John Jay College of Criminal Justice professor, and Dr. Ernesto Sagás, author and Rutgers University (N.J.) professor, discussed the African ancestry of the Dominican Republic at the American Museum of Natural History (N.Y.) in February.

The Dominican people have conflicting ideas regarding their race and cultural heritage. Polanco noted that many stress a Native American or European ancestry, while the Haitians of Hispaniola are proud of their African ancestry. During an open discussion, Polanco posed the question, "Can education help change Dominicans' (and Americans') attitudes on race?" Audience response was as diverse as the subject itself.

African Dominican music and dance group La 21 División educated about and demonstrated some of the African artistic traditions of the Dominican Republic.

LIU Press Offers New Journal on Urban Education

"When will we ever learn that diversity in the teaching profession is a needed societal and instructional strength?" asked Ofelia García, dean of Long Island University (LIU)-Brooklyn's School of Education in New York, and Jessica Trubek, faculty coordinator of the campus childhood education area, in the lead article of *Educators for Urban Minorities* (*EUM*). Both believe that schoolchildren in urban areas are being shortchanged because there are few teachers who are prepared and willing to teach in inner-city neighborhoods.

EUM, a new semi-annual journal edited by García and published by LIU Press, is said to be the first of its kind in that it seeks to integrate the different traditional approaches to educating urban minorities. "This is the first journal to deal solely with the preparation of teachers," said García. "Its first focus is the educator, how the teacher engages with children. The incentive for it was to start a dialogue about what kind of teachers we need to teach urban minorities."

Spring Events at NYU's King Juan Carlos I of Spain Center

"Travels in Latin America: Writing, Criticism, Theories"–A faculty colloquium series and conference exploring the importance of travel to organizing an economy of knowledge–of self, other, home, and "foreign" places–and for fashioning the notion of what constitutes Latin America's uniqueness. Every other Wednesday, through April 19; conference, April 28-29.

"Retratos de La Habana"–An exhibit of photographs by Ronnie Perelis, New York University (NYU) doctoral student in Spanish and Portuguese. Through May 30.

Expulsion and Memory: Descendants of the Hidden Jews–A one-hour documentary exploring crypto-Judaism, the hidden Judaism of Spaniards forced to convert to Catholicism during the Inquisition, and of their descendants in the New World. April 13.

"Américo Castro y la memoria histórica"–A conference with Juan Goytisolo, novelist; Eduardo Subirats, NYU; Frank Peters, NYU; Christopher Britt, George Washington University; María Rosa Menocal, Columbia University; and James D. Fernández, NYU. April 14-15.

Federal Ruling in Texas Lawsuit Troubles IDRA

Dr. María "Cuca" Robledo Montecal, executive director of IDRA, the Intercultural Development Research Association, spoke out against a federal court ruling in the Mexican American Legal Defense and Educational Fund (MALDEF) lawsuit regarding the Texas Assessment of Academic Skills (TAAS).

MALDEF challenged the state of Texas' policy of relying on the TAAS examination to determine whether high school students could graduate, arguing that the test unfairly penalized minority students.

A judge ruled that the use of TAAS does not have "impermissible adverse impact" on Texas' minority students.

"We are extremely disappointed by the judge's ruling," said Montecel. "The TAAS is not a valid measure since there is no way that the test can be adjusted to measure student competence in content that was not taught."

ICEED to Fund Rancho Santiago Projects

The International Consortium for Education and Economic Development (ICEED) will provide funding for student exchange and business linkage projects for Rancho Santiago Community College District (Calif.) and its Center for International Trade Development.

The Center, based in Santa Ana, will develop a pair of international business programs and an exchange program between students from Santa Ana College and Mexico's Universidad Tecnologica de León.

The ICEED mission is to bring together higher education entities from Mexico, Canada, and the United States to enhance community and economic development.

Rutgers Presents Child Welfare Colloquium

Rutgers University's School of Social Work (N.J.) is presenting its second Colloquium Series in Child Welfare, addressing issues, policies, and practices.

April 26, Jose A. Carrasco, chair of the department of Mexican American studies, San Jose State University, will give a lecture, "Beyond the Good Samaritan," addressing future challenges.

The series is the latest program developed by the School of Social Work, in partnership with DYFS (Department of Youth and Family Services), New Jersey Department of Human Services, to provide relevant information, training, and guidance to social workers, child welfare workers, court staff, and the public.

Planning for Community-Based College Information Centers

The Education Resources Institute (TERI) in Massachusetts is launching a three-part campaign to reduce the growing gap in college opportunities for low-income youth.

With a $900,000 grant from the DeWitt Wallace-*Reader's Digest* School-to-College Transition Initiative, TERI will help five cities plan community-based college information centers.

DeWitt Wallace-*Reader's Digest* support is making it possible for TERI to provide technical assistance to help cities build centers through a tool-kit including a "how-to" manual and document prototypes and a training institute.

TERI is initiating a comprehensive campaign to secure public and private funds at national, state, and local levels to help create many more college information centers nationwide.

Guzmán Lands Presidential Appointment in DC

Dr. "Cha" Guzmán, executive vice president for administration, institutional advancement, and community relations at Austin Community College (ACC) in Texas, has taken a year's leave of absence to serve a one-year presidential appointment as a senior advisor to U.S. Education Secretary Richard Riley.

Guzmán, an impassioned advocate for the improvement of Hispanics in education, wants to determine how to provide Hispanic communities with full access to opportunities offered in federal programs, and wants to develop a standardized data collection system.

Guzmán, a member of the Texas Association for Chicanos in Higher Education, joins her husband, Gilberto Ocanás, who currently resides in Washington, D.C.

In the News at Cal State-Northridge

Concerned about the impact that alcohol, tobacco, and other drugs are having on the Latino community, California State University (CSUN)-Northridge educators joined with local leaders at a two-day symposium, "Building a Movement for Health: Taking Back Our Communities from the Alcohol and Tobacco Industries," to examine what can be done to create a healthier environment. Participants shared information and developed strategies on how to deal with the alcohol- and tobacco-related problems in the Latino community.

CSUN recently hosted the art exhibit "A Matter of Life and Death: A Transatlantic Millennium Exchange," featuring 60 original prints of imagery reflecting diverse interpretations of the life-death cycle by 30 artists on both sides of the Atlantic. The central theme was intercultural interpretations of renewal, including its relationship to the millennium and the celebration of the Day of the Dead.

Fullerton Hosts Library Leadership Institute

Fullerton College (Calif.) recently held the First Annual Library Leadership Institute, sponsored by the Orange County chapter of REFORMA (the National Association to Promote Library and Information Services to Latinos and the Spanish Speaking) and the San Jose State University School of Library and Information Science Program. The event, targeted toward library and information science students and librarians who are beginning their professional career, included forums and panel presentations addressing library leadership and diversity in the new millennium.

Dr. Camila Alire, director of the Colorado State University libraries, and Ruben Martinez, Latino community activist and owner/operator of the Martinez Bookstore and Art Gallery in Santa Ana, were keynote speakers.

University of New Mexico Hosts PeaceJam Conference

Betty Williams, co-recipient of the 1976 Nobel Peace Prize, led the second PeaceJam New Mexico Youth Conference at the University of New Mexico in February. The conference, based on the theme "Community-Based Solutions to the Problem of Violence," gave New Mexico youth a unique opportunity to meet and learn from a Nobel Peace Laureate.

"You'll find that the most peaceful neighborhoods have neighbors who get together, neighbors who share street parties, people who go out and care, people who get into their own area and take control of it–economically, socially, and culturally," said Williams.

The goal of PeaceJam is to inspire a new generation of peacemakers who will transform their local communities, themselves, and the world.

Ruiz Delivers Chase Lecture at Angelo State

Dr. Ramón Eduardo Ruiz, a scholar recognized by the presidents of two nations as one of the world's preeminent authorities on Mexican history and economics, presented Angelo State University's (Texas) 13th Annual Ralph R. Chase Lectureship in the Humanities.

President Clinton honored Ruiz, author of four critically acclaimed books on Mexico and Latin America, in 1998 with the prestigious National Humanities Medal. In recognition of his contributions to Mexican history, he was a guest of honor of the Mexican Government at the inauguration of President Miguel de la Madrid in Mexico City in 1982.

Ruiz has a bachelor's degree from San Diego State College, a master's from the Claremont Graduate School, and a doctorate from the University of California-Berkeley.

Huston-Tillotson President to Retire

The president of Huston-Tillotson College (Texas) for the past 12 years, Dr. Joseph T. McMillan, Jr., will retire effective June 30.

"I have decided that as we prepare for the new millennium, it is an appropriate time for new leadership to take the college into the 21st century," McMillan stated.

Photo © Evergreen Studios

Accomplishments during his tenure include: development of new majors to address the workforce of the Austin community; strengthening of standards for admission, retention, and financial aid eligibility; implementation of technology throughout the campus; and restoration of the college's fiscal integrity, defined recently by a clean, unqualified external audit report.

White House Recognizes HOSTS

Help One Student To Succeed (HOSTS) was recognized by The White House Initiative on Educational Excellence for Hispanic Americans in a report, *What Works for Latino Youth*. The report heralds HOSTS and includes a directory of programs improving the lives of young Hispanics across the country.

The report states, "HOSTS helps schools create tutoring programs for at-risk students using a mentoring approach. HOSTS matches students with trained business and community volunteer mentors as well as cross-age mentors. Students in the HOSTS structured mentoring program have consistently demonstrated gains of 2.0 grade levels for every nine months in the program."

Linda S. Ramirez, Hispanic relations director for HOSTS, said that HOSTS has always focused on serving Hispanic students through its programs, especially through Spanish Language Arts.

Regalado Named Bautzer Faculty at Cal State-Los Angeles

Professor of political science Dr. Jaime Regalado, executive director of the Edmund G. "Pat" Brown Institute of Public Affairs at California State University (CSU)-Los Angeles, was named the university's fourth Bautzer Faculty at a recent Council for Advancement and Support of Education (CASE) conference. The Bautzer Faculty University Advancement Award enables faculty to learn more about professional university development at national conferences and CSU workshops throughout the year.

Regalado has directed the Pat Brown Institute–a widely recognized non-partisan center for applied public policy focusing on community development and youth and family empowerment–since 1991.

Latasa Heads Campus Police at New Mexico Tech

New Mexico native Louis "Louie" Latasa has become the director of the New Mexico Tech campus police department.

As campus police chief, Latasa supervises nine certified police officers, two security officers, four dispatchers, and four student employees. His department is responsible for security throughout the main campus, the Tech Research Park, and the university's Energetic Materials Research and Testing Center field sites and testing ranges–an immense area.

"I wouldn't trade my job here for anything else," said Latasa. "And that's mostly because of the caliber of people I serve, protect, and work with."

Kansas House Proclaims "Lydia Gonzales Day"

Lydia Gonzales, a Garden City Community College (GCCC) educator who recently ended her 22-year career, was honored Feb. 25 in Topeka, Kan., with resolutions by the Kansas House of Representatives and the Kansas Senate.

A designation of "Lydia Gonzales Day" was proclaimed during the annual Hispanic Legislative Day at the Kansas Statehouse, which was sponsored by the Topeka-based Buena Genta organization and the Kansas Democratic Caucus. Gov. Bill Graves and Kansas Insurance Commissioner Kathleen Sebelius spoke about Gonzales. Rep. Ward Loyd presented a House resolution, and Sen. Steve Morris presented a Senate resolution.

Gonzales, recently honored by GCCC, has earned national and state attention for her dedication and service to the Latino community.

Soto Headlines Texas-San Antonio Literacy Symposium

Gary Soto, winner of the 1999 Hispanic Heritage Award, shared his poems and prose at the University of Texas-San Antonio (UTSA) symposium, "Multiple Literacies in Las Americas from Dick and Jane to the Internet in Español and Beyond." The author of books for adults and children, Soto was a finalist for both *The Los Angeles Times* Book Award and the National Book Award with his 1995 book, *New and Selected Poems*.

The symposium, sponsored by the UTSA College of Social and Behavioral Sciences, examined literacy through a bicultural lens in a series of presentations on such diverse topics as "Aqui no tienen cultura: Challenging the Legacies of Ignored Literacies" and "Children's Literature and Reading Instruction: Past, Present, and Future." Participating UTSA faculty included Miriam Martinez and Mary Frances Agnello, Division of Education; Maria-Luisa Urdaneta, Division of Behavioral and Cultural Sciences; and Bertha Perez, College of Social and Behavioral Sciences.

Texas A&M to Establish System Center at Palo Alto

The Texas Higher Education Coordinating Board unanimously approved a request by the Texas A&M University System to establish a University System Center at Palo Alto College on the south side of San Antonio, with Texas A&M University-Kingsville as the lead institution.

Marc Cisneros, president of Texas A&M-Kingsville, will develop and implement the center's academic programs. Texas A&M-Kingsville's Dr. Rosario Torres-Raines is working to get courses in place for the fall 2000 semester.

With the addition of the A&M center, Palo Alto students will be able to earn bachelor's degrees while remaining on campus, and area residents will benefit from upper-level course offerings.

Valdez Receives Texas A&M-Corpus Christi Alumni Award

The Texas A&M University-Corpus Christi Alumni Foundation honored Carlos Valdez with the Outstanding Alumni Award.

Valdez was the lead counsel in the conviction of Yolanda Saldivar, accused of killing Tejano music superstar Selena. A district attorney for Nueces County, he teaches at the county sheriff's academy, and is a frequent lecturer at the university. He graduated in 1980 with a bachelor's degree.

Dinah Bowman and Mary Ellen Smiley also received alumni awards. Dr. Grady Blount won the Distinguished Faculty Achievement Award.

St. Bonaventure Students Take Mission Trip to Mexico

On an uplifting mission trip to the tiny poverty-stricken village of Quelites, Mexico, St. Bonaventure University (N.Y.) students found an amazingly hospitable and generous rural community that gratefully offered what little it had.

The second annual Mexico mission trip, headed by Tina Denena, associate campus minister at the university ministries center, began with the purpose of helping the small northwest Mexican community build a chapel and donating necessities. An underlying purpose and ultimate goal of the trip was to offer students an experience to learn from and appreciate what they have.

Students and adult leaders laid a concrete floor inside an existing chapel, started digging a foundation for a plaza, distributed clothing, rosaries, prayer cards, coloring books, and toys, and played games with the community children.

Carver Scholarships to Support CUNY Minority Students

A new scholarship program for outstanding City University of New York (CUNY) math, science, and engineering students is being established with a gift of $145,000 from the Carver Scholarship Fund. The gift will help broaden minority opportunities in the sciences and mathematics.

CUNY students eligible for support through the National Science Foundation's Louis Stokes Alliance for Minority Participation in Science, Engineering, and Mathematics will qualify for the new scholarships.

"The contribution could not have come at a better time," said CUNY Chancellor Matthew Goldstein. "Our nation's well-being depends more than ever on promoting interest in the sciences among our students. Yet minority populations are dramatically underrepresented in scientific fields."

Griego-Rutten in New Post at New Mexico-Los Alamos

Carole Griego-Rutten is the new student services manager at the University of New Mexico (UNM)-Los Alamos. Interim manager since August, she has been a senior academic advisor at UNM-Los Alamos since 1997.

A native New Mexican, Griego-Rutten began her college education at UNM-Valencia and earned her bachelor's degree from the College of Santa Fe.

PUBLICATIONS

In the Land of Mirrors: Cuban Exile Politics in the United States

by María de los Angeles Torres

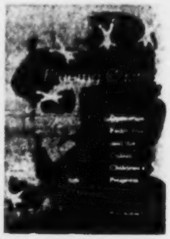
In the Land of Mirrors

A journey through the politics of Cuban exiles since the 1959 Cuban Revolution, this book explores the development of Cuban exile politics and identity within a context of U.S. and Cuban realities, as well as within the broader inquiry of the changing nature of nation-states and its impact on the politics and identity of diaspora communities.

1999. 235 pgs. ISBN 0-472-11021-7. $42.50 cloth. University of Michigan Press. (734) 764-4392.

Fleeing Castro: Operation Pedro Pan and the Cuban Children's Program

by Victor Andres Triay



From late 1960 until the October 1962 missile crisis, 14,048 unaccompanied Cuban children left their homeland, the small island suddenly at the center of the Cold War struggle. This book brings to light the humanitarian program designed to care for them once they arrived and the hardship and suffering endured by the families who took part in Operation Pedro Pan.

1999. 144 pgs. ISBN 0-8130-1724-6. $14.95 paper. University Press of Florida. (800) 226-3822.

The Tropic of Cracker

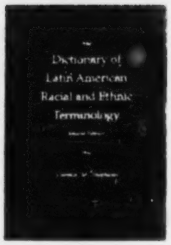
by Al Burt

This book is about one man's vision of a state (Florida) struggling to remain true to itself. It mixes new essays with a span of earlier ones written during nearly a quarter century of roving the state as a columnist for *The Miami Herald*.

1999. 224 pgs. ISBN 0-8130-1695-9. $24.95 cloth. University Press of Florida. (800) 226-3822.

Dictionary of Latin American Racial and Ethnic Terminology. 2nd ed.

by Thomas M. Stephens

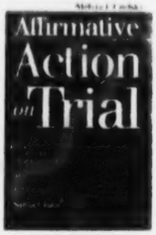


This thoroughly revised and updated version features terms of the French American and American French Creole Caribbean. It introduces new symbols and abbreviations, and cross-references more terms between and among Spanish, Portuguese, and French than in the first edition.

1999. 896 pgs. ISBN 0-8130-1705-X. $75.00 cloth. University Press of Florida. (800) 226-3822.

Affirmative Action on Trial: Sex Discrimination in *Johnson v. Santa Clara*

by Melvin I. Urofsky

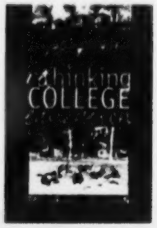


Like the landmark 1978 *Bakke* decision, most affirmative action cases have focused on preferential treatment given racial minorities. In *Johnson v. Santa Clara*, however, the central issue was gender, not race discrimination, and the Supreme Court's decision in that case marked a resounding victory for women in the workforce.

1997. 201 pgs. ISBN 0-7006-0830-3. $12.95 paper. University Press of Kansas. (785) 864-4155.

Rethinking College Education

by George Allan



Students are being filled with knowledge but are not learning how to use it wisely or even understanding that it is important to do so. George Allan challenges American colleges and universities to reconsider their priorities before they lose completely the spirit and style that have been the sources of their moral, cognitive, and affective inspiration to the nation.

1997. 228 pgs. ISBN 0-7006-0842-7. $29.95 cloth. University Press of Kansas. (785) 864-4155.

Controlling Public Education: Localism Versus Equity

by Kathryn A. McDermott

Controlling Public Education
Kathryn A. McDermott

Kathryn McDermott believes that norms of deference to expertise and school boards' disinclination to disagree in public greatly constrain the role that ordinary citizens can play in governance. She thinks that a new institutional ordering, combining centralization of resource allocation with decentralization of school governance, might enhance both educational equity and citizen participation.

1999. 205 pgs. ISBN 0-7006-0972-5. $17.95 paper. University Press of Kansas. (785) 864-4155.

Funding Public Schools: Politics and Policies

by Kenneth K. Wong

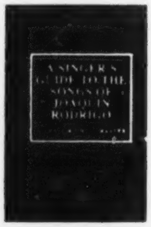
Kenneth K. Wong
FUNDING PUBLIC SCHOOLS

This book examines the role of politics in funding our public schools. For too long, the field of school finance has been dominated by two analytical traditions: one focuses on cost efficiency; the other highlights the spending disparity between wealthy and poor districts. In Kenneth Wong's view, both of these perspectives are narrowly conceived.

1999. 208 pgs. ISBN 0-7006-0988-1. $15.95 paper. University Press of Kansas. (785) 864-4155.

A Singer's Guide to the Songs of Joaquín Rodrigo

by Suzanne Rhodes Draayer



An authoritative and indispensable guide to Joaquín Rodrigo's little-known catalog of vocal works, this book provides word-for-word translations, idiomatic translations, and IPA transcriptions of all 87 songs in Castilian, Catalan, German, French, Ladino, and Galician. Foreword by Nico Castel.

1999. 272 pgs. ISBN 0-8108-3676-9. $35.00 cloth. Scarecrow Press. (800) 462-6420.

Puerto Rico: The Trials of the Oldest Colony in the World

by José Trías Monge

JOSÉ TRÍAS MONGE
PUERTO RICO
THE TRIALS OF THE OLDEST COLONY IN THE WORLD

José Trías Monge, a Puerto Rican legal scholar and former government official, discusses the island's century-old relationship with the United States. Trías Monge describes the Spanish rule over Puerto Rico and traces the impact of American colonial policies there. After considering the various options for Puerto Rico–independence, statehood, and an enhanced commonwealth status–he concludes that the process of decolonization should begin immediately.

1999. 228 pgs. ISBN 0-300-07618-5. $16.95 paper. Yale University Press. (800) 987-7323.

Blindness

by José Saramago

A parable of loss and disorientation and a vivid evocation of the horrors of the 20th century, this book is a portrayal of man's worst appetites and weaknesses–and man's ultimately exhilarating spirit. In 1998, author José Saramago was awarded the Nobel Peace Prize for Literature.

1999. 352 pgs. ISBN 0-15-600775-4. $14.00 paper. Harcourt Brace. (800) 543-1918.

The Flower in the Skull

by Kathleen Alcalá

An exploration of the complexities of heritage, identity, and assimilation, this book exposes the mysterious nature of place, spiritualism, and faith in the lives of extraordinary ordinary people. Kathleen Alcalá is a winner of the Pacific Northwest Booksellers Association Book Award.

1998. 180 pgs. ISBN 0-15-600634-0. $12.00 paper. Harcourt Brace. (800) 543-1918.

The Puerto Ricans: A Documentary History

Kal Wagenheim and Olga Jiménez de Wagenheim, eds.

THE PUERTO RICANS

This book of readings spans nearly 500 years in the history of the Puerto Rican people, from their ethnic origins to their present dilemma as members of a nation without nationhood–a people whose past and present are obscured by propaganda and whose collective future is shrouded by uncertainty.

1996. 338 pgs. ISBN 1-55876-077-6. $18.95 paper. Markus Wiener. (732) 225-2727.

Encyclopedia of Minorities in American Politics: Volume 1, African Americans and Asian Americans; Volume 2, Hispanic Americans and Native Americans

Jeffrey D. Schultz, Kerry L. Haynie, Anne M. McCulloch, and Andrew L. Aoki, eds.

MINORITIES

This two-volume set addresses the historical and contemporary impact of four of the largest minority groups in the United States. The work draws attention to those events, people, and ideas that have shaped and will continue to shape the political dialogue of a diverse America. Every entry has a bibliography that can serve as the next step for further research.

2000. 774 pgs. (2-volume set) ISBN 1-57356-129-0. $175.00 cloth. Oryx Press. (800) 279-6799.

Many publications featured in this section are available through amazon.com.

CONFERENCES

2000 5-State Multicultural Conference

March 30-31

The 9th annual conference sponsored by Garden City Community College (Kan.). Keynote speakers include Jeannie Chavez-Martinez, Pittsburg State University (Kan.), and Roger Hernandez, nationally syndicated columnist.

Contact: Carole Huxman at GCCC Trio Programs, (316) 276-9538; Web site, gccc.cc.ks.us.

NAHP Convention 2000

March 29-April 1

The National Association of Hispanic Publications presents "the Hispanic print event of the new millennium." At the Monte Carlo Resort & Casino, Las Vegas, Nevada.

Contact: Andres Tobar, Executive Director/CEO, (202) 662-7250.

AAHE 2000 National Conference

March 29-April 2

The American Association for Higher Education's 2000 national conference has as its theme "To Form a More Perfect Union: Diversity and Learning." In Anaheim, Calif.

Contact: Kerry Newberry, conferences and meetings assistant, (202) 293-6440; Web site, www.aahe.org.

Teachers College, Columbia University National Conference

March 31

"High Stakes Testing: What Are the Effects?" General sessions, plus concurrent sessions on effects on retention, graduation, teaching, and learning; accountability, assessment, and reform strategies; and means of opposition. At Teachers College, New York City.

Contact: Diane Brown, e-mail, brown1 @exchange.tc.columbia.edu.

NCA-CIHE 105th Annual Meeting

April 1-4

The North Central Association of Colleges and Schools' Commission on Institutions of Higher Education presents "The Quest for Quality: Mission, the Commission, and a New Century." In Chicago, at the Hyatt Regency Chicago.

The Latino Education Conference®

April 3-4

"Where Are the Latino Voices in School Reform? II"–a conference to help practitioners, teachers, parents, students, and the community identify the critical issues of school reform and their impact on the Latino community. At Resorts Casino and Hotel, Atlantic City, New Jersey.

Contact: Web site, www.aspira.org/NewJersey.html.

PRBA Scholarship Fundraiser

April 6

The Puerto Rican Bar Association will host its 43rd annual scholarship fundraising banquet, themed "Empowerment in the 21st Century." Keynote speaker is Puerto Rico Governor Pedro Rosselló. The banquet raises funds for law students and honors Latino leaders. In New York City.

Contact: (212) 447-4444.

New Jersey Project Spring 2000 Conference

April 7

The New Jersey Project on Inclusive Scholarship, Curriculum, and Teaching's spring conference focuses on "Global Translations: Thinking, Writing, and Teaching across Borders" and features, among others Ruth Behar, Cuban-born anthropologist at the University of Michigan. At New Jersey City University, Jersey City, N.J.

Contact: (973) 720-2296; e-mail, njp@wpunj.edu.

WASHINGTON STATE
COMMUNITY AND TECHNICAL COLLEGE

JOB OPPORTUNITIES

Washington state's 34 community and technical colleges invite you to visit our Job Opportunities Website at http://www.sbctc.ctc.edu. From the menu, just click "Jobs" and you're on your way.

Designed to introduce you to the diversity of opportunities in Washington's two-year colleges, this user-friendly site provides information on our colleges, faculty and administrative openings and application processes. Through the site's search engine, you can view all the openings in your area(s) of interest or narrow your search by region or college. Direct links allow you to "virtually" visit each college before applying. At your option, you can ask the colleges to contact you by entering information about your qualifications and the positions you're seeking.

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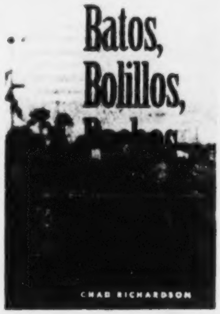
and learn more about our career opportunities.

Book Review

By Mark Saad Saka, Ph.D.

***Batos, Bolillos, Pochos, and Pelados: Class And Culture On the South Texas Border,* by Chad Richardson.** 292 pages. University of Texas Press (1-800-252-3206), 1999. ISBN 0-292-77090-1 (paperback). $17.95 paper.

The Valley region of South Texas represents not only the cradle of Tejano society and culture but also the most resilient of all Mexican American demographic and cultural strongholds in Texas and possibly the United States. Founded as a ranching frontier during the Spanish colonial era and later violently incorporated into the United States, Mexican Americans fought against overwhelming odds and continue to represent 90 percent of the Valley's population. The Valley also forms the "core borderlands" zone of the U.S.-Mexico border, which today holds an estimated population of 30 million people and stretches from the San Diego-Tijuana twin sister complex to the port cities of Matamoros-Brownsville. Chad Richardson, a professor of sociology at the University of Texas-Pan American, is the director of the Borderlands Research Project. Based upon thousands of oral interviews with members of fifteen distinct sociocultural groups on both sides of the border, *Batos, Bolillos, Pochos and Pelados* represents the culmination of almost two decades of field research. This fascinating book is by far the most current research available on the Mexican American peoples of the Tejano heartland and brings to light their struggles and triumphs.



A major theme of the book is the cultural fusion that South Texas has undergone in the past half century. Rather than simply viewing South Texas as ethnically polarized, where Anglos and Tejanos each remain isolated and unicultural, Richardson interprets the Valley as a dynamic and innovative region that has produced a bicultural synthesis. In fact, in the broader march of history, South Texas might represent the forerunner of a truly multicultural American consensus. In a nation where salsa has replaced catsup as our number one condiment and Selena and Ricki Martin are among our national celebrities, historians might one day view the Valley as our Anglo-Hispano heartland.

Richardson conducted a series of interviews with migrant farm workers of South Texas, those who perform the most dangerous and yet least appreciated work in America. Revelations on the difficulties that the children of the migrant workers have in securing an education brings to light the challenges to anyone involved in educating Hispanic youth. Nearly 50 percent of the migrant children never finish high school, let alone attend an institution of higher education. Contrary to traditional myths held by Anglo educators, which hold that migrant parents fail to stress education for their children, Richardson found that nearly all of the Mexican American parents encouraged their children to finish school. Instead, what Richardson found was overwhelming evidence that the socioeconomic structures of South Texas prevented migrant children from completing high school and that this better explains young Hispanic high dropout rates rather than some perceived flaw in the Mexican national character.

Richardson also traces the history of segregated education in South Texas for both primary and secondary schooling. More important, however, and a major asset of the book, is his treatment of the gains made by Mexican Americans since the 1960s. Richardson interviewed a number of Tejano parents on the issue of bilingual education, a hallmark of the Chicano movement of the 1960s. What emerged is the overall dissatisfaction that Tejano parents felt for bilingual education. Many of the parents regarded bilingual education as another example of Anglo liberal paternalism. Most of the Mexican American parents wished that their children could retain Spanish as their primary language and yet obtain a mastery of the English language with which to advance both socially and economically. In fact, most of the parents, and their children alike, chastised those Mexican American youth who couldn't speak Spanish–hence the term *pocho*, a derogatory term used to describe Mexican peoples who had forgotten their mother culture.

Richardson's interviews reveal the tremendous changes that have occurred in South Texas education, noting that a greater percentage of Mexican American youth today are graduating from high school, that Tejano youth represent a greater overall percentage of the high school population, and that a greater number of Mexican American principals, administrators, and teachers are serving as role models for young Chicanos of the Valley. In addition, Richardson's interviews reveal a relaxation in ethnic rivalries and a greater assimilation and acceptance between Hispanic and Anglo youth, greater participation in extra-curricular activities among Tejano youth, and a reduction in hostility and arrogance propagated by Anglo teachers and administrators. Richardson also notes though that there is much work to be done, especially given that Hispanic youth in America have higher dropout rates than do other ethnic groups and lower scores on standardized state tests. In other words, it remains to be seen whether or not the building blocks really are in place for an increase in Mexican American enrollment in institutions of higher education for the 21st century.

Richardson's book includes a number of other important studies on often neglected socioeconomic groups along the Texas-Mexican border, including the residents of the colonias, or border barrios. There are extensive interviews with undocumented domestic servants, maquila workers, and street children in Mexican border towns. Ethnic relations among Mexican and Mexican Americans, Anglo "winter" Texans, and the truly neglected presence of African Americans in South Texas are explored, as are the African Americans' relationships with both the Anglo and Tejano populations. Richardson's book is a welcome addition to the literature of South Texas. His firsthand research demonstrates the social complexities of how race, class, and culture intersect to form a truly unique border region that is neither Anglo nor Mexican but what we local Texans/Tejanos simply call "Tex-Mex."

Dr. Saka, a Fulbright scholar, completed his Ph.D. at the University of Houston in 1995. He is a Mexican specialist whose areas of interest include peasant social movements and agrarian unrest in the Mexican countryside. An American of Arab ancestry, Saka teaches in the Department of History at Sul Ross State University, Alpine, Texas.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

DIRECTOR OF CAREER DEVELOPMENT

Reports to the director of the ASC (Academic Success Center) and is responsible for the design, implementation and delivery of career planning and placement services to our students. Responsibilities will include: overseeing the office, including technology; maintaining the budget, including seeking funds; maintaining employer relations; assisting students in exploring various career options; supervising a professional staff responsive to student and employer needs; collaborating with other program directors in the ASC to assure continuous quality improvement of services to our students.

Qualifications: The successful candidate must hold a master's degree in a related field and a minimum of five years' experience in a university career services office is required. Personal attributes should include: strong interpersonal leadership and management skills; commitment to student services and career development.

Salary Range: $48,040 - $62,425

Starting Date: June 5, 2000

Send letter and resume (include V#) **to:** Lorraine Whitaker, Montclair State University, Box C316-V#070/SL, Upper Montclair, NJ 07043

Apply by: March 31, 2000

ACADEMIC ADVISOR

Under the direction and supervision of the director of academic support, provides academic, personal and career counseling to all students who have not selected a major program of study. Advises transfer students about how their credits apply to their chosen area of study, readmitted students, students on probation and students in transition from one major to another. Serves as liaison between academic advising and a school/college and trains these faculty on the use of SISPLUS, academic advising policies and procedures. Makes presentations to students in classes and at orientation sessions.

Qualifications: Master's degree in counseling, psychology or related field. Minimum of three years' in counseling in a higher education setting; at least one year in academic advising with undeclared and transfer students. Experience working on SISPLUS and making presentations to students and faculty groups desired.

Salary Range: $40,509 - $46,583

Starting Date: May 22, 2000

Send letter and resume (include V#) **to:** Eileen Bruck, Montclair State University, Box C316-V#072/HO, Upper Montclair, NJ 07043

Apply by: March 31, 2000

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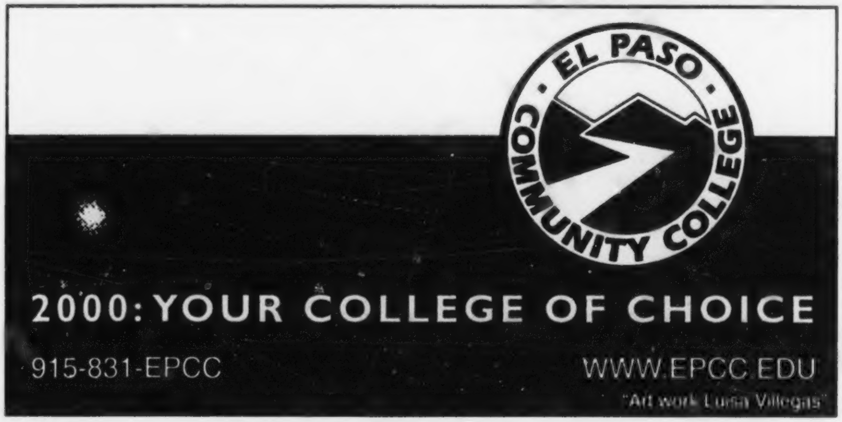
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WWW.EPCC.EDU
"Art work Luisa Villegas"

Clarence J. Wallen S.J. Endowed Chair in Mathematics

The Mathematics Department of Loyola Marymount University invites applications for the Clarence J. Wallen, S.J. Endowed Chair in Mathematics. The individual holding the Chair shall teach two classes per semester, carry out his/her own research agenda, develop programs that involve the undergraduate mathematics majors in research or professional activities, and engage in departmental and University service. Individuals working in any mathematical area, including mathematics education (especially K-12 teacher preparation), are invited to apply.

The appropriate candidate will have an established scholarly and academic record and should be able to demonstrate success at involving undergraduates in research or professional activities. The appointment to the endowed Chair will provide a competitive salary at the rank of associate or full professor and budgetary support for program development and research activities. Applications must include a letter of interest that briefly outlines a plan for the development of a program that will involve undergraduates in research or professional activities, a curriculum vita, and the names of three references. References may be contacted during the initial screening of applications; finalists for the position will be asked to provide three letters of reference.

The position will remain open until filled. The appointment could begin as early as the Fall of 2000.

Loyola Marymount University is a comprehensive Catholic university whose focus is excellence in undergraduate education. The Mathematics Department, housed within the University's College of Science and Engineering, is a community of fifteen full time faculty members and 30-40 mathematics majors who work in an atmosphere of mutual respect and collegiality. Additional information about the LMU Mathematics Department and this position can be found on the web at:

http://cse.eng.lmu.edu/~math_web/lmumath.html

Please send applications and inquiries to:

Dr. Gerald Jakubowski
Dean, College of Science and Engineering
Loyola Marymount University
7900 Loyola Boulevard
Los Angeles, CA 90045-8135
gjakubow@lmumail.lmu.edu
310-338-2834

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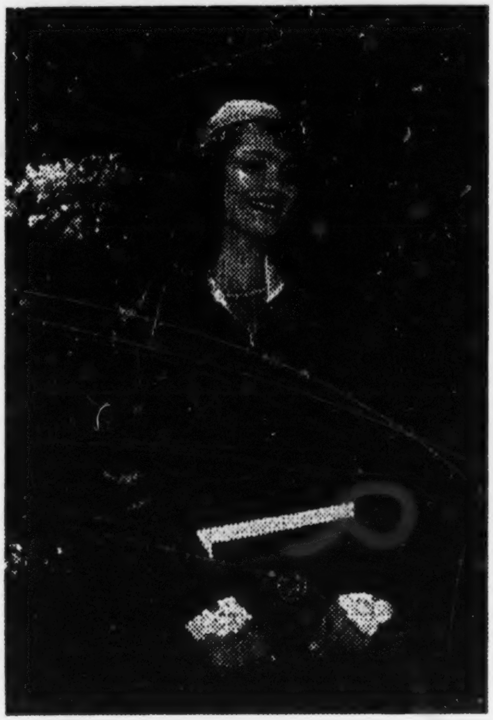

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CHANCELLOR SEARCH
University of Missouri-Rolla

The University of Missouri-Rolla (UMR), one of four campuses of the University of Missouri system, invites nominations and applications for the position of Chancellor. UMR, established in 1870 as the Missouri School of Mines and Metallurgy, has a long tradition of excellence in education and research in engineering and related sciences. Primary academic divisions at UMR are the College of Arts and Sciences, the School of Engineering, and the School of Mines and Metallurgy.

The campus offers baccalaureate through doctoral programs in engineering, the physical sciences, mathematics, and computer science; and baccalaureate degrees in the humanities, natural sciences and social sciences disciplines. In addition, masters degree programs are offered at various off-campus sites throughout the state and nation. The campus annual budget is $114 million and a significant infusion of state money and a successful $60 million campaign are supporting strategic mission enhancement and capital improvement activities.

The Chancellor, as chief executive officer of the campus, reports directly to the President of the University of Missouri System and enjoys broad, delegated authority for the administration of the campus. Candidates for the position should possess a record of significant academic or other professional achievement sufficient to lead the distinguished faculty, outstanding student body and dedicated staff, and to command the respect of alumni and other supporters of UMR.

Screening of candidates by the search committee will begin upon receipt of nominations and applications and will continue until April 14, 2000, or until the position is filled. Nominations and applications should be sent to:

Dr. Jeffrey Cawlfield, Chair
Chancellor Search Committee
206 Parker Hall
University of Missouri - Rolla
1870 Miner Circle
Rolla, MO 65409-0910

UMR is an Equal Opportunity/Affirmative Action Employer. Women, minorities, and persons with disabilities are encouraged to apply.

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For further information contact: Kenneth G. Armstrong, Affirmative Action Officer, Connecticut Community Colleges, 61 Woodland Street, Hartford, CT 06105; (860) 725-6606.

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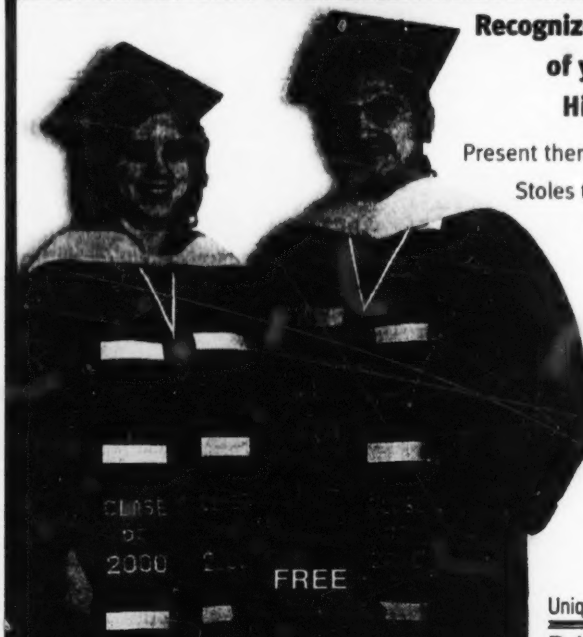

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The University of Michigan

Student Affairs: The University of Michigan, Office of Multi-Ethnic Student Affairs, is seeking a Program Coordinator to advise Hispanic/Latino/a students on personal concerns related to social adjustment and academic performance; to provide supportive services to ethnic specific student organizations, especially those related to organizational development, leadership training, and program planning; initiate or assist students with programs of an ethnic specific or multi-ethnic nature; facilitate the development and maintenance of a student advisory committee; maintain liaison with other student affairs personnel and university colleagues; prepare special or periodic unit reports regarding work activities and budget status; assist with unit administrative duties as assigned. **Desired qualifications:** Master's degree in Student Personnel, Higher Education, or a related field. Two years experience working with students and student organizations, demonstrated knowledge of student development in a multi-ethnic environment. Must be flexible, mature, and have the ability to work with a diverse staff and student population.

The University of Michigan
is an equal opportunity employer

Applications from women and minority candidates are strongly encouraged. Screening of applications will begin on March 13, 2000. No resumes will be considered after April 7, 2000. Send letter of interest and resume to:

E. Frederic Dennis
3200 Michigan Union
530 S. State Street
Ann Arbor, MI. 48109-1349

1011

ACCOUNTING

Texas A&M University, Department of Accounting, invites applications for a tenure-track Assistant or Associate Professor position beginning September 2000. Applicants for an Assistant Professor position should have completed a Ph.D. in Accounting and have demonstrated potential for excellence in teaching and research. Applicants for an Associate Professor position must also have a record of accomplishment in both research and graduate level teaching and the ability to supervise doctoral students. Please forward a letter of application, a current resume, and evidence of research activity to: **James Benjamin, Head, Department of Accounting, Lowry Mays College and Graduate School of Business, 4353 TAMU, College Station, Texas 77843-4353.** Texas A&M University is an Equal Opportunity, Affirmative Action Employer.

DEPAUW UNIVERSITY

The Department of Sociology/ Anthropology invites applications for a one-year replacement position in Anthropology at the assistant professor level to begin August of 2000. The department seeks a socio-cultural anthropologist with experience teaching introductory anthropology. Geographical and topical areas are open. The teaching load is three courses per semester plus a Winter Term project. Completed Ph.D. preferred, but not required; prior teaching experience required. DePauw University is a selective liberal arts college with a strong emphasis on undergraduate education. Qualified candidates should send a letter of application, vita, three letters of recommendation, and evidence of teaching effectiveness by April 15, 2000 to:

David Newman, Chair, Department of Sociology/Anthropology, DePauw University, Greencastle, IN 46135 (765) 658-4517; fax (765) 658-4799; email dnewman@depauw.edu (inquiries only). DePauw is an equal opportunity, affirmative action employer. Women and minority candidates are encouraged to apply.

ASSISTANT PROFESSOR OF SPANISH

Nine month tenure track, summer teaching available. Fall, 2000. $31,000-$39,000, depending on experience. Ph.D. preferred, ABD considered. Commitment to teaching essential. Prefer college or university teaching experience. Generalist to teach undergraduate classes. **Submit letter of application, curriculum vita, transcripts, and three letters of reference to: Director of Human Resources, Sul Ross State University, Box C-13, Alpine, TX 79832. (915) 837-8058.** Review of applications will begin immediately and continue until the position is filled. EEO/AAE. Sul Ross is a member of the Texas State University System. Visit our website **http://www.sulross.edu**

CENTRAL MICHIGAN UNIVERSITY

Central Michigan University is a comprehensive state university with 800+ faculty and an enrollment in excess of 25,000 students. Undergraduate, master's, and doctoral programs are offered on CMU's 854-acre main campus located in Mt. Pleasant and via distributed learning through CMU's College of Extended Learning at over 65 sites across North and Central America.

The College of Health Professions invites applications from individuals holding appropriate doctoral degrees from regionally-accredited institutions. ABD or master's degrees may be considered in specified situation, as noted. Salary and benefits are competitive.

The College of Health Professions consists of three academic departments, *i.e.*, Communication Disorders, Health Promotion and Rehabilitation, and Physical Education and Sport. It offers undergraduate and/or graduate degree programs in audiology, communication disorders, community health education, health administration, school health education, physical therapy, physician assistant, exercise science, substance abuse prevention, health promotion, speech-language pathology, physical education, sport studies, athletic training/sports medicine, athletic coaching and sport administration delivered by 100+ faculty/staff. CMU's web site is http://www.cmich.edu. For more information on the College, including complete position descriptions, visit our web site at http://www.chp.cmich.edu

Position vacancies are at the rank of Assistant Professor, unless otherwise specified, with a preferred starting date of August 2000. All faculty in the College of Health Professions are expected to direct graduate student research, develop and maintain a program of scholarly and creative activity that leads to sustained scholarly achievement and the pursuit of grant funding, perform service to the university and continue professional development, and active engagement in their professional fields.

Send inquiries or letter of application, including current vita and a list containing the names, addresses, and phone numbers of at least three current references (unless otherwise noted) and e-mail addresses (if available) to the search chair listed below. The review of qualified applications will begin on March 15, 2000, unless specified otherwise, and will continue until the positions are filled.

COMMUNICATION DISORDERS

Audiology, Assistant/Associate Professor. Full-time (10-month) tenure-track position in established Au.D. Program. CCC-A required. Doctorate required, however, ABD candidates will be considered for rank of Instructor. Applicants for rank of Associate Professor must have held an Assistant Professor position for 4 years minimum, submit teaching portfolio and evidence of scholarly activity consistent with criteria established by the department for that rank. Expertise in hearing instruments, cochlear implants, electrophysiologic measures, audiologic rehabilitation, educational audiology or sign language desirable, but other areas of expertise will be considered. Apply to: **M. Dawn Nelson, Ph.D., Audiology Search Committee, Communication Disorders, Central Michigan University, Mt. Pleasant, MI 48859, (517) 774-1322. E-mail: melanie.dawn.nelson@cmich.edu.** Review of applications will begin April 1, 2000.

HEALTH PROMOTION AND REHABILITATION

Health Education: Full-time (10-month) tenure-track position. Doctorate in Health Education preferred, ABD will be considered. A doctorate in a related field will be considered if either the Bachelor's or Master's degree is in Health Education. Past or present teacher certification; CHES certification desired. Other qualifications include demonstrated successful teaching experience (college teaching preferred), experience in school health education, and evidence of scholarly work (preferably in the area of school health education, curriculum, assessment, teacher preparation). Apply to: **Jodi Brookins-Fisher, Ph.D., CHES, Search Committee Chair, Health Promotion and Rehabilitation, 113 Pearce Hall, Central Michigan University, Mt. Pleasant, MI 48859, (517) 774-3529. E-mail: Jodi.Brookins_Fisher@cmich.edu.**

Director, Health Administration Doctoral Program: Nominations and applications are sought for this newly developing program. Full-time (12-month) tenure-track position. Candidates must possess suitable academic credentials and a record of professional accomplishment sufficient to merit appointment at the rank of Associate Professor or Professor. Required qualifications include a doctoral degree in a relevant discipline, e.g., Health Administration, Public Health, Health Policy and Management, *etc.*; a record of demonstrated achievement in research, teaching and administrative leadership-5 years minimum, previous academic experience with graduate degree programs in health administration (doctoral level preferred), including program/curriculum development and/or revision, health administration course instruction and working with student theses/dissertations. Other desired qualifications include: work experience in a healthcare setting (executive level preferred); budget planning, implementation and oversight experience; networking, creativity, resourcefulness, organizational, collaboration and team-building and quality improvement skills; proficiency with written and oral communication; interest in creating a progressive and relevant curriculum at the doctoral level for health care industry leaders; willingness to accept new challenges; prior experience in distance delivery (internet-based preferred) programs; philosophical orientation toward quality, non-traditional approaches to education; and experience with specialized accrediting agencies. The successful candidate may request employment as a consultant during the program development phase with subsequent appointment as director within one year. Submit applications, including current vita, a statement of educational and administrative philosophy and a list containing the names, addresses, and phone numbers of at least four references with e-mail addresses (if available) to: **Drs. Mark Cwiek or Gerald Ledlow, Director of Health Administration Search Committee, Health Promotion & Rehabilitation Department, 119 Pearce Hall, Central Michigan University, Mt. Pleasant, MI 48859. E-mail:** Mark.A.Cwiek@cmich.edu or Gerald.Ronald.Ledlow@cmich.edu.

Physical Therapy: Full-time (10-month) tenure-track position in an entry-level master's degree (M.S. in P.T.) program. Applicants must be eligible for physical therapy licensure in Michigan and have at least four years of clinical experience with neurologic patients. An advanced master's degree in physical therapy or related clinical or basic science discipline, and Neurological Clinical Specialist certification or other professionally recognized evidence of advanced clinical competence in the primary areas of responsibility are also required. A post-professional doctoral degree is preferred and experience in clinical and academic teaching is highly desirable. Apply to: **Laurie Swan, MPT, PT, NCS, Search Committee Chair, 134 Pearce Hall, Health Promotion & Rehabilitation, Central Michigan University, Mt. Pleasant, Mi 48859, (517) 774-2699, E-mail:** Laurie.Swan@cmich.edu.

PHYSICAL EDUCATION & SPORT

Sport Administration/Sport Studies Program: Full-time (10-month), tenure-track position. Doctoral degree preferred (required for tenure) in sport management/administration or a closely related field. Other qualifications include a minimum of two years professional experience in management within the sport industry; evidence of progressive teaching experience in sport management, knowledge of NASSM/NASPE accreditation guidelines; evidence of supervision of students/professionals in sport management or related setting; evidence of scholarly contributions to the field. Prior research and scholarship must be demonstrated. The successful candidate must possess leadership skills and have vision and collaborative skills to assist with administration and organization of a quality sport management program. Apply to: **Dr. Marcia Mackey, Sport Management Search Committee, 190 Student Activity Center, Physical Education & Sport, Central Michigan University, Mt. Pleasant, MI 48859. E-mai:** Marcia.J.Mackey@cmich.edu.

Athletic Training: TWO full-time (10-month), tenure-track positions. Doctoral degree preferred (required for tenure). Other qualifications include four years experience as a NATABOC certified athletic trainer, successful teaching experience, preferably at the college level, evidence of clinical instruction and supervision of students in an athletic training setting, knowledge of CAAHEP and NATA Education Council Guidelines. The successful candidates must possess leadership skills, vision and collaborative skills to assist with the administration and organization of a well-established athletic training education program. Apply to: **Denise Webster, Athletic Training Search Committee, 145 Rose Center, Physical Education & Sport, Central Michigan University, Mt. Pleasant, MI 48859. E-mail:** Denise.L.Webster@cmich.edu.

Physical Education-Pedagogy: One full-time (10-month) tenure-track position. Teach undergraduate and graduate courses in an NCATE-approved program. Teach courses in methods, curriculum, assessment/evaluation, motor skills teaching, and research methods. Assist with academic advising, program development, supervision of student teachers. Doctoral degree required and at least three years teaching at the elementary/secondary level. University teaching experience is preferred. Prior research and scholarship must be demonstrated. Scholarly activity and university, community and professional service required for tenure. Apply to: **Gary W. Arbogast, Pedagogy Search Committee, SAC 177, Physical Education & Sport, Central Michigan University, Mt. Pleasant, MI 48859. E-mail:** Gary.W.Arbogast@cmich.edu

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The Area Coordinator will provide staff development and leadership to two/three professional staff Coordinators & six Resident Advisors; serve as counselor & mediator in University Residence Halls; develop & implement a major residence life program component; coordinate administrative operations of the hall. Requires a Bachelors degree (Masters preferred) in a related field PLUS 1 yr. (2 yrs. preferred) professional exp. in one of the student services program areas or related field; exp. developing and implementing integrated multicultural perspective in education, cultural, and social programs and activities; knowledge of the practices, procedures & activities of a university housing department.

Refer to Job. #00-SA-029

RESIDENCE COORDINATOR

$1,925 - $2,496 per month

The Residence Coordinator will assist with the selection, training, oversight and evaluation of six student Resident Advisors; provide staff development, leadership training and the daily work of student desk assistants; meet w/ residents regarding resident, emotional or academic concerns; assist with development and maintenance of a resident life program that addresses the needs of our present-day population of college students; advise co-curricular activities. Req.'s one yr. exp. in direction & coordination of group activities (graduation or current enrollment in master's degree program desirable); knowledge of the practices, procedures & activities of a university housing department.

Refer to Job. #00-SA-028.

HALL COORDINATOR

$895 - $2,185 per month

The Hall Coordinator will assist with the day-to-day work of six Resident Advisors regarding student concerns. Degree in related field is desirable.

Refer to Job. #98-SA-115.

Positions include an on-campus, furnished apt. & reduced meal plan. A representative will be available to speak to interested candidates at the ACPA Conference. Apply by: 4/24/00. Call **(909) 869-3733** to request application package. **www.csupomona.edu/~hrs.**

AA/EOE/ADA

Psychiatry

UMDNJ - University Behavioral HealthCare and the Department of Psychiatry at the University of Medicine and Dentistry of New Jersey - Robert Wood Johnson Medical School, have the following positions available:

Medical Director

We are seeking an academically oriented, Board certified Psychiatrist with a dedicated interest and expertise in the areas of managed behavioral health care and time limited treatment to be the Medical Director for our Division of Brief Treatment Services. These services include a variety of traditional outpatient staff model offices, an employee and student assistance program, and school-based programs.

The position is responsible for developing and monitoring medication and other clinical practice, coordinating medical student and resident training, and collaborating in outcomes/mental health services research.

Interested individuals should send their C.V. to: **William E. Reichman, M.D., Vice-Chair for Clinical Programs, UMDNJ - Robert Wood Johnson Medical School, 671 Hoes Lane, Piscataway, NJ 08854.**

Addiction Psychiatrist

We are seeking a Board certified part-time or full-time Psychiatrist to work with seriously mentally ill and dually diagnosed patients in an exceptional multi-disciplinary community-based outpatient treatment center. Candidates with clinical experience and academic interest in addiction psychiatry are preferred. This position includes the opportunity to teach medical students, residents and trainees in a variety of health related professions and to conduct or participate in research projects.

Interested individuals should send their C.V. to: **Robert G. Stern, M.D., Medical Director, Division of Extended Treatment, University Behavioral HealthCare, 189 New Street, New Brunswick, NJ 08901.**

Our location is in Central New Jersey, in close proximity to the Princeton area, New York City and Philadelphia. Salary is competitive and negotiable depending on rank, qualification and experience. There is also an excellent benefits package. UMDNJ is an Affirmative Action/Equal Opportunity Employer, M/F/D/V, and a member of the University Health System of New Jersey. Regrettably we can respond only to those candidates chosen for an interview.

UMD NEW JERSEY

Visit our website at:

http://www.umdnj.edu/hrweb/

SANTA CLARA UNIVERSITY

DIRECTOR OF MARKETING

Located in the heart of California's Silicon Valley, Santa Clara University seeks a highly skilled marketing professional to position the University strategically, both internally and externally with its many and various constituencies. This is a new position reporting directly to the President of the University. The successful candidate will be responsible for creating and implementing initiatives to enhance SCU's identity and image by increasing awareness and understanding of the University and its programs. Primary focus will be on student recruitment, visibility and reputation building, donor and alumni relationships, internal marketing and athletics. Management responsibilities include leadership and oversight of the Marketing and Communications Department, with a staff of 14.

Founded in 1851, Santa Clara is a Jesuit institution. The University offers a rigorous undergraduate curriculum in the arts and sciences, business and engineering and has nationally recognized graduate and professional schools in business, law, engineering, pastoral ministries and counseling psychology, and education. With 7,700 students and a values-oriented curriculum, it is dedicated to educating students for competence, conscience and compassion. The University counts over 50,000 alumni living in all 50 states and 91 countries and has an endowment in excess of $400 million.

Candidates must demonstrate a strong record of accomplishment in strategic marketing. The ideal candidate will be a creative, energetic leader and consensus builder with significant management experience. In addition, the Director must reflect the values of the University, have excellent interpersonal, organizational and communications skills, along with a proven record of success in developing, implementing and managing a comprehensive marketing program. A Bachelor's degree is required, and an advanced degree is preferred.

Compensation includes a competitive salary and benefits package and is designed to attract a dedicated, talented professional. Submit a cover letter, resume and three references by April 14, 2000 to:

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Santa Clara University is an equal opportunity employer.

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

Faculty Positions Available
September 2000

Stockton College, located 12 miles west of Atlantic City, is surrounded by 1600 acres of southeastern New Jersey Pinelands. It is a four-year undergraduate institution and has received national recognition for its distinctive academic programs and interdisciplinary approach to learning. Stockton's diverse faculty and student body combine a spirit of innovation with a sense of tradition for academic excellence.

Candidates for Associate Professor ($45,555-$52,391) must hold a terminal degree and have considerable experience. Candidates for Assistant Professor ($37,477-$43,100) must hold a terminal degree. Candidates for Instructor ($30,831, $35,454) must hold a Master's degree and have an ABD status and be in the latter stages of their dissertation. Salaries may be higher depending on qualifications, experience and increases in the appropriately established compensation plan.

Teaching load is 12 credit hours per semester (4 credit courses, 2 credit labs). Additional duties as expected under collective bargaining agreement, including an expectation of ongoing scholarly activity. All faculty are expected to teach general studies courses.

PROFESSIONAL STUDIES

COMPUTER SCIENCES AND INFORMATION SYSTEMS, Inst./Asst./Assoc. Prof., Tenure Track. The Computer Science and Information Systems program at Stockton consists of about 335 majors and 8 full-time faculty. Teaching includes a broad range of undergraduate courses in Computer Science and Information Systems. Successful candidate is expected to be an excellent teacher and to be engaged in scholarly activity. Screening begins **April 10, 2000**, and will continue until position is filled. Send letter of application, resume and three letters of reference to **Dr. Dee Henderson, Dean of Professional Studies.**

SOCIAL AND BEHAVIORAL SCIENCES

PSYCHOLOGY, Instructor/Assistant Professor, One-year appointment beginning September 2000 to replace members on sabbatical leaves. Masters degree in Psychology required, Ph.D. (or ABD) in Lifespan Developmental Psychology preferred. Successful applicant shall teach Introductory Psychology, Experimental Psychology and Adulthood & Aging during the fall term and Child & Adolescent Psychology, Experimental and an advanced topical seminar during the spring term.

SOCIAL WORK (Position 1), Assistant/Associate Professor, Tenure Track. MSW with a minimum of two years practice experience required, Ph.D./DWS preferred. Candidates should possess a thorough knowledge of and ability to teach generalist practice, including research methods and social welfare policy.

SOCIAL WORK, (Position 2), Assistant/Associate Professor, Tenure Track. MSW with a minimum of two years practice experience required, Ph.D./DWS preferred. Candidates should possess a thorough knowledge of and ability to teach generalist practice. Duties include responsibility as field coordinator for approximately 125-140 field placements.

SOCIAL WORK, (Position 3), Instructor/Assistant Professor, Half-Time, One Year. MSW with a minimum of two years practice experience required, Ph.D./DSW preferred. Candidates should possess a thorough knowledge of and ability to teach generalist practice, including Human Behavior in the Social Environment. Duties include teaching three Social Work courses and advising students.

For positions in Social and Behavioral Sciences, send letter of application, indicating position applied for, resume, documentation of completion of degree or expected date of completion, and three letters of reference to **William C. Jaynes, IV, Dean, Social and Behavioral Sciences.**

SCREENING BEGINS: April 15, 2000 (unless otherwise indicated), and will continue until positions are filled.

Apply to appropriate dean at **The Richard Stockton College of New Jersey, AA51, PO Box 195, Pomona, NJ 08240.**

Stockton is an AA/EOE. Women and Minorities are encouraged to apply. R003691

Plattsburgh
State University of New York

NURSE

The Student Health Center at Plattsburgh State University of New York is seeking applicants for the position of Front Desk Nurse (Nurse 1). Hours of work: Monday through Friday, 8 a.m.- 4:30 p.m. Projected starting date 5/01/00.

Responsibilities: Perform duties as a front desk nurse, triage nurse, and staff nurse; answer questions, greet students and refer them to appropriate clinical areas; perform pertinent vital signs when appropriate; refer patients to appropriate level of care; interview and screen patients in outpatient clinic; give throat culture results and lab reports when appropriate; advise and counsel students with health problems; make referrals; administer injections and other medications as prescribed; assist in treatment room with minor surgical procedures; answer phone when necessary; cooperate with community agencies; and develop and conduct educational outreach programs.

Qualifications: Licensure to practice as a New York State Registered Professional Nurse is required. Bachelor's or Master's Degree in Nursing (Nursing must appear in title of degree) and ANA Certification will be highly regarded as per New York State's rating scale. Work experience in a college or university student health facility is a plus. PLEASE NOTE: Training and experience will be evaluated based on rating scale prescribed by New York State.

Salary: $28,738/yr. plus generous New York State fringe benefit package.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Review of applications begins immediately and continues until position is filled. To apply, please complete Form OC-APP (available from the New York State Job Service or the Human Resources Department, PSUNY) and submit with a detailed resume of previous training and experience; copies of current licenses, degrees and professional certifications; and the names and telephone numbers of three references to: **Human Resources (CPJ# 1302-808),** 101 Broad Street, Plattsburgh State University of New York, Plattsburgh, NY 12901-2681. Fax: (518) 564-5060

WILLIAMS COLLEGE

Williams College, a highly selective liberal arts college in Williamstown, Massachusetts, invites applications for

Assistant Director of the Multicultural Center (MCC)

Primary responsibilities as Assistant Director of the MCC include administrative operations such as: budget preparation, expenditure tracking, evaluation and approval of funding requests, coordination of promotional materials, meeting, leave and vacation time scheduling, and the generation of MCC operations reports. The Assistant Director is also responsible for executing special programs and events, including leadership development for student leaders, and first year pre-orientation introducing students to MCC services and campus life. Candidates must have a Bachelor's degree and at least 3 years of leadership experience in multicultural programming, or an equivalent combination of education and experience. Excellent communication and organizational skills are essential. Service orientation and PC literacy are necessary. **Resume review will continue until the position is filled. Job # 1537-O.**

Please send resume, cover letter with job number, and the names, numbers and addresses of three work related references to:

Employment Manager
15 Park Street, Williamstown, MA 01267
Phone: (413) 597-2681; Fax: (413) 597- 4060
e-mail: hr@williams.edu

www.williams.edu

Williams College welcomes diversity

SWT

CHAIRPERSON, HPERD

The Chair of HPERD is the leading faculty member who articulates the department's goals and plans to others inside and outside the University. The Chair is the chief operating officer of the department and reports to the Dean, College of Education.

Review of applications will begin March 31, 2000. However, applications will continue to be accepted until the position is filled. Salary is commensurate with experience.

For additional information about the Department and the University, contact our web address:

http://www.vpfss.swt.edu/personnel/employ.htm

All applications must include a curriculum vita, a letter of interest, and a list of at least three references with addresses (including e-mail) and phone numbers. Submit applications and nominations to: **Dr. Barbara Sanders, Chair; HPERD Search Committee; College of Education; Southwest Texas State University; 601 University Drive; San Marcos, TX 78666-4616.**

Southwest Texas State University is an Equal Opportunity, Affirmative Action employer. SWT is committed to increasing the number of women and minorities in faculty and administrative positions.

DIRECTOR OF EDUCATIONAL OPPORTUNITY SCHOLARS PROGRAM

The College of Liberal Arts at Drew University seeks a director to manage its Educational Opportunity Scholars (EOS) Program, which has graduation rates above those of the college overall.

The director will develop and implement policies and procedures that facilitate the selection, retention, and graduation of EOS students. S/he will supervise a staff of 4, coordinate enrollment management efforts for the EOS population, organize the summer Academic Enrichment Program and oversee the program budget. This will require working collaboratively with various faculty and staff members, including college Admissions and Financial Assistance. The director reports to the Dean of the College.

Requirements: Master's degree and 5-10 years of administrative experience in higher education, preferably in an educational opportunity program and at associate director level or higher; strong management, communication and inter-personal skills. Demonstrated appreciation for the value and goals of educational opportunity programs and the financial, academic, and mentoring needs of disadvantaged students.

Submit letter of interest and resume including names, addresses and phone numbers of three references to: **Paolo Cucchi, Dean of the College, Drew University, 36 Madison Ave., Madison, NJ 07940 by March 31, 2000.** AA/EOE.

Potomac State College
West Virginia University

Development Officer

Background: Founded in 1901, Potomac State College is a branch of West Virginia University. The institution is a residential two-year public college on a 16-acre main campus. Traditional college programs aimed at preparing students for transfer are offered for both residential and commuting students. A number of two-year vocational/technical programs are offered for students who wish to pursue only the associate degree. Through traditional two-year liberal arts curricula transferable to senior institutions, and through a variety of two-year technical curricula, the College offers seven Associate in Arts degrees, six Associate in Applied Science degrees, and one certificate program to a student population of 1,200. The West Virginia University Foundation is the designated agency to receive, manage, and invest private donations made to West Virginia University, including Potomac State College.

Position Description: Reporting to the President of the College, and the Vice President for Development, the Development Officer is responsible for assisting in the delivery of a comprehensive fund raising program for Potomac State College. The Development Officer will also work with certain prospects and donors to all parts of West Virginia University who are located in areas proximate to the Potomac State campus in Keyser. The WVU Foundation will soon announce a comprehensive capital campaign in support of all parts of West Virginia University, including Potomac State College.

At Potomac State College, the Development Officer is responsible for generating private support for the critical teaching, research and service needs within the College. Specifically, the Development Officer will work with College administration, faculty, the West Virginia University Foundation, and other appropriate individuals to identify potential donors, prepare solicitation materials, and develop and manage an appropriate donor recognition program. The Development Officer will work with appropriate College officials in coordinating the College's scholarship program and maintaining records of gifts and accounts. The position will also coordinate development activities undertaken by Potomac Sate College Alumni Association

Preferred Qualifications: A minimum of a bachelor's degree is required and experience in annual, planned, or major gifts fund raising in an academic environment is preferred. Preference will be given to individuals who possess exceptional interpersonal and communication skills, appropriate computing skills, and the ability to work collaboratively. Travel is required. Salary is competitive.

Application Process: Potomac State College of West Virginia University is strongly committed to diversity and encourages applications and nominations from women and minorities. Applications will be accepted until the position is filled; however, preference will be given to applications received before April 15, 2000. Applications should include a letter of interest, complete statement of qualifications, curriculum vita, and addresses and telephone numbers of five references. Inquiries, nominations, and applications should be addressed to:

Mr. Michael Monahan
Chief Financial Officer
Potomac State College of West Virginia University
101 Fort Avenue
Keyser, WV 26726 E-mail: mmonaha2@wvu.edu
Phone: (304) 788-6825
Fax: (304) 788-6941

Potomac State College of West Virginia University is an equal opportunity, affirmative action employer.

BRONX COMMUNITY COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK (CUNY)

Bronx Community College (BCC) of the City University of New York (CUNY) serves a multicultural student body of over 7,000 on a beautiful 50+ acre landmark campus in the University Heights section of the north Bronx.

DEPARTMENT OF MODERN LANGUAGES CHAIRPERSON POSITION

RESPONSIBILITIES: Full-time tenure position will report to the Vice President of Academic Affairs; provide leadership in the administration and stabilization of a department with a five F/T and approximately fourteen P/T faculty; oversee preparation and expenditure of department budget; strengthen Spanish, Italian & French program offering; administer college-wide language placement and proficiency exams; participate in College-Wide Personnel & Budget Committee, Deans and Chairs Committee, Humanities Division.

QUALIFICATIONS: Doctorate required; minimum five years college-level teaching; knowledge of Modern Language teaching pedagogy; demonstrated administrative experience; strong interpersonal and communication skills; knowledge of and experience with latest foreign language computer program application (CD ROM) and internet, knowledge of database and/or instructional echnologies an asset.

SALARY: **Associate Professor:** **$42,616 - $68,174**
Full Professor: **$52,898 - $81,924**
Commensurate with education and experience

SEND RESUME NOT LATER THAN 4/28/00 TO: Ms. Shelley Levy, Director of Personnel Services, Bronx Community College, West 181st Street & University Avenue, Bronx, New York 10453. EOE.

NEUMANN COLLEGE

Catholic Education in the Franciscan Tradition

Assistant Professor-Fall 2000

Computer and Information Management

Neumann College is a Liberal Arts College located in the Suburbs of Philadelphia

Neumann College invites applicants for a full-time position in Computer and Information Management. Ph.D. required, teaching experience preferred. Interest in interdisciplinary approach for curriculum development in a growing department. Commitment to teaching excellence and ability to teach introductory and upper-level courses.

Please send C.V. and names of three references to:

E-mail: ashahmae@neumann.edu
or to:
Dr. Ardeshir Shahmaei,
Chair, Division of Business and Information Management.

Deadline for applications: April 15, 2000.

Neumann College
One Neumann Drive
Aston, PA 19014-1298

EOE

Swarthmore College, an extremely selective, private four-year liberal arts institution with 1400 students, invites applications for the following professional position:

ASSISTANT DEAN OF ADMISSIONS

Reporting to the Dean of Admissions, provides professional expertise in the recruitment and selection of freshman students with primary responsibility for Latino student recruitment. Interviews candidates for admission, participates in group information sessions, folder reading, and other projects.

Successful candidate will possess an undergraduate degree and 2-5 years related experience. Knowledge of and enthusiasm for the College's mission and niche in higher education, sensitivity to multicultural issues, and appreciation of differences in secondary school background is essential. Strong communication skills, an ability to work both independently and in teams necessary; significant travel required.

Swarthmore College offers challenging professional opportunities and an excellent compensation package. The College is located in suburban Philadelphia, a region with exceptional higher education and cultural environments.

Please send letter of interest, resume, and the names, addresses, and phone numbers of three professional references to: **Associate Director, Human Resources, Swarthmore College, 500 College Avenue, Swarthmore, PA 19081.** Review of applications will begin immediately and applications will be accepted until the position is filled.

SWARTHMORE

Swarthmore College is an equal opportunity employer committed to excellence through diversity.

Visit us at www.swarthmore.edu

CSU Cleveland State University

Cleveland State University's College of Education invites applications for the following position:

(Search Extended)
Chairperson for the Department of Specialized Instructional Programs, at the Rank of Associate or Full Professor

DEPARTMENT DESCRIPTION: The Department of Specialized Programs houses the major teacher education programs for the College of Education. Faculty represents a variety of disciplines including early childhood, middle childhood and adolescent education; literacy, mathematics, science and social studies; special education; and TESOL. **CHAIRPERSON DUTIES:** Administer departmental activities; provide vision and strategic direction for teacher education consistent with college and university urban mission; support departmental faculty research and development activities; promote undergraduate, master's and doctoral studies in teacher education; lead major innovations in teacher education; collaborate with local school districts and agencies as well as with other areas of the college and university; and teach one course per academic term. **TERMS:** Twelve-month, tenured position with a four-year initial administrative appointment and a three-year reappointment possibility to begin July 1, 2000. **MINIMUM QUALIFICATIONS:** Earned doctorate in teacher education or related discipline; previously attained rank of associate or full professor; previous faculty position teaching undergraduate and/or graduate courses in teacher education; experience advising students; experience with administrative tasks; at least three years successful teaching experience in PreK-12 or equivalent. **PREFERRED QUALIFICATIONS:** Knowledge of and experience with a variety of teacher education programs; successful experience as a university administrator; record of obtaining extramural funding; in-depth knowledge of national trends in teacher education; experience promoting school and agency collaboration; experience in using and promoting technology and distance learning; professional and/or academic experience in multicultural, urban educational settings; and outstanding record of publications and scholarly activity. **APPLICATION DEADLINE AND PROCEDURE:** Review of applications will begin on 3/24/00. To apply, please submit: (1) a cover letter highlighting relevant experiences and accomplishments; (2) a current curriculum vitae; (3) copies of all graduate transcripts; and (4) the names, mailing addresses, telephone numbers and e-mail addresses of three professional references. Unless provided at the time of initial application, official transcripts and three letters of recommendation will be required of all candidates selected for interview. Materials should be sent to: **Dr. Judy I. Stahlman, Co-Chair, SIP Chair Search Committee, c/o Department of Specialized Instructional Programs, Cleveland State University, 1860 East 22nd Street, Rhodes Tower 1319, Cleveland, OH 44114-4435.** Questions regarding the search may be directed to Dr. Stahlman through **e-mail at j.stahlman@csuohio.edu** and continue until the position is filled.

Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged

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Plattsburgh
State University of New York

ASSISTANT PROFESSOR OF CHILDREN'S/ YA LITERATURE

Plattsburgh State University of New York is a comprehensive, coeducational, public institution of nearly 6,000 undergraduate and graduate students. Located on the shore of Lake Champlain, the College is the intellectual and educational center for the Lake Champlain/Adirondack region of New York State. The small city character of Plattsburgh and neighboring Burlington, VT provides a quality of life unsurpassed for the whole family. Outdoor activities abound along Lake Champlain, in the Adirondack High Peaks and nearby Olympic resort village of Lake Placid while the urban, multicultural lifestyle is rich in neighboring Montreal, Canada, one hour's drive from campus. Plattsburgh is easily accessible to New York City and Boston via air, bus, train and Interstate 87.

The English Department at Plattsburgh State University of New York invites applications for a full-time tenure track assistant professor position in Children's/YA literature. Start date is Fall 2000.

Qualifications: Ph.D. awarded by September 2000; publication or promise of sustained scholarly productivity; evidence of successful college teaching; commitment to university service. Secondary interest in multicultural American literature or creative writing will be helpful.

Responsibilities: Composition/writing courses; general education courses; core courses; and upper-division literature courses.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University is an affirmative action, equal opportunity employer.

Salary: $37,000-$43,000 dependent upon qualifications and experience; excellent benefits.

Review of applications begins April 1, 2000 and continues until position is filled. Please send or fax cover letter, curriculum vitae, writing sample, and three letters of reference to: **Chair Search Committee (PJ# 2398-808),** c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax: (518) 564-5060

Yale University

A TRADITION OF EXCELLENCE

Assistant Dean
Director of the Office for Diversity and Equal Opportunity
Graduate School

The Yale University Graduate School invites applications for the position of Assistant Dean and Director of the Office for Diversity and Equal Opportunity. The position will be responsible for the development and implementation of recruitment and retention programs for minorities and other underrepresented groups. In addition, the position will compile and report statistical information, administer the Summer Undergraduate Research Fellowship program and develop and conduct workshops and seminars. Qualified candidates will possess a doctoral degree or its equivalent and experience in the recruitment and retention of underrepresented students, preferably at a major research university.

Interested candidates should submit a letter of application including a description of relevant experience and curriculum vitae to D.M. Cable, Yale University, Department of Human Resources, P.O. Box 208256, 155 Whitney Avenue, New Haven, CT 06520-8256. Please reference Source Code EAHO5960 on all correspondence. Deadline for Application is April 12, 2000.

SHARE THE TRADITION

INDIANA UNIVERSITY SOUTH BEND

IUSB

CLINICAL ASSISTANT PROFESSOR IN DENTAL EDUCATION

Individuals holding the **DDS/DMD** degree are invited to submit applications to the **Indiana University South Bend** Programs in Dental Assisting and Dental Hygiene. Position is 10 month, Clinical Assistant Professor in Dental Education and is available beginning August 2000. Must be licensed or eligible for dental licensure in Indiana. Previous teaching and private practice experiences are preferred. Responsibilities include lecture, laboratory and clinical instruction in both programs; supervision of the Dental Assisting and Dental Hygiene clinics; and service. Salary is commensurate with candidate's qualifications and experience. Please send vita and letter of application to: **Jennifer A. Klein, RDH, MSA, Programs in Dental Education, Indiana University South Bend, 1700 Mishawaka Avenue, South Bend, Indiana 46634.** Review of applications will begin May 1, 2000 and will continue until position is filled. Indiana University South Bend is an Affirmative Action/Equal Opportunity Employer. Minority group members, women and disabled individuals are encouraged to apply.

LATIN AMERICAN HISTORY

The History and Philosophy Department of the University of Texas-Pan American invites applications for a tenure-track position at the assistant professor level beginning in the Fall 2000, subject to budgetary approval. The Department is seeking a generalist in Latin American History. Preferred secondary field is Texas History. Some interest in Women's history is also desirable. Ph.D. required, teaching experience and publications desirable. Letter of application, curriculum vitae, and three confidential letters of recommendation should be sent to: **Paul R. Henggeler, Chair, Latin American History Personnel Committee, Department of History and Philosophy, University of Texas-Pan American, 1201 W. University Dr., Edinburg, Texas 78539.** Please send only the requested information at this time. Deadline for applications is April 15, 2000. The University of Texas-Pan American is an equal opportunity employer. Candidates are invited to visit our website at

www.panam.edu/dept/hist-phil/

LEADING THE WAY

GAINESVILLE COLLEGE

UNIVERSITY SYSTEM OF GEORGIA

ENGLISH FACULTY

Gainesville College invites applications for a tenure-track position in English beginning August 2000. See the Gainesville College homepage (www.gc.peachnet.edu) for a complete description and application procedures.

Mt. San Antonio College

Mt. San Antonio College (Mt. SAC) is a place where you can achieve your goals whatever they may be! At Mt. SAC, you can explore the many career options available, participate in a variety of campus activities, and achieve your academic goals.

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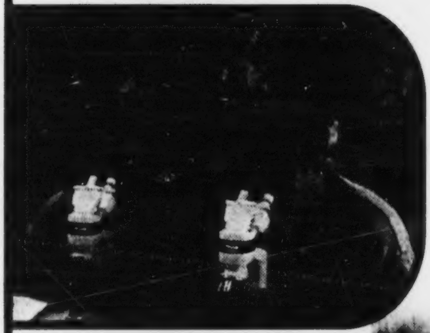

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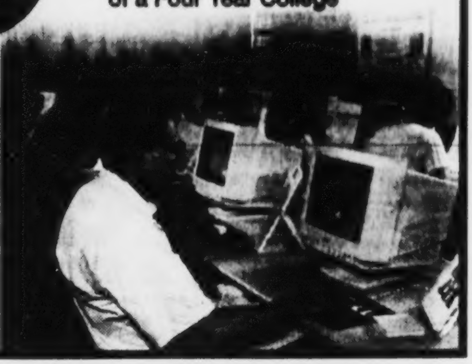
www.mtsac.edu



TENURE TRACK
EDUCATIONAL LEADERSHIP

Mills College Department of Education seeks an Assistant Professor with specialization in Educational Leadership and school reform/improvement, starting Fall 2000. Required: earned doctorate in education; knowledge of the relationship between leadership, school change, teaching, and student learning/development; ability to develop and maintain an active program of research and publication; ability to work collaboratively with teachers/schools/districts; deep understanding of and interest in multicultural, urban, educational contexts; professional experience in educational settings.

Duties: teach graduate courses in the Ed.D., Masters, and Administrative Services Credential program; supervise practicums and dissertations.

Send letter, C.V., and names, addresses, and phone numbers of three references to: Dr. Jane Bowyer, Education Department, Mills College, Oakland, California 94613. Screening begins April 1st and continues until the position is filled. Located in the San Francisco Bay Area, Mills is a selective liberal arts college for women, with coeducational graduate programs. Persons of color and those committed to working in a multicultural environment are encouraged to apply. AA/EOE.

MILLS COLLEGE
Oakland, CA

New York University

SCHOOL OF EDUCATION

DIRECTOR OF STUDENT SERVICES

The School of Education is seeking a Director of Student Services to provide leadership for the delivery of student centered services. The School of Education enrolls approximately 6900 students each year, 2400 undergraduates and 4500 graduate students. Additional information about the School of Education may be found at the Web site: http://www.nyu.edu

The Director reports to the Associate Dean for Student Services, and is responsible for establishing goals; developing initiatives; and supervising a staff of student service professionals to create and deliver new services that address the needs of a diverse student body. The Director will also serve as a liaison with faculty and the University Office of Student Life as appropriate.

The successful candidate will have had at least five years of experience providing student-centered services at an institution of higher education; exceptional communication skills; and, the ability to work collaboratively with diverse functions. The ideal candidate will possess a master's degree (doctoral degree preferred) or its equivalent in higher education administration, counseling, or related fields.

Send resume and letter of interest to: **Patricia M. Carey, Associate Dean for Student Services and Public Affairs, New York University, School of Education, 82 Washington Sq. East, 3rd Floor, NY, NY 10003.**

NYU encourages applications from women and members of minority groups.

THE COLLEGE OF NEW JERSEY

DIRECTOR OF CAMPUS LIFE

The College of New Jersey is a highly selective, public four-year institution with an undergraduate enrollment of approximately 5800. The College has achieved national distinction for its commitment to excellence in education.

We are pleased to announce the following professional staff opening:

DIRECTOR OF CAMPUS LIFE - Responsible for the coordination of the Campus Life program, the Director supervises professional and graduate staff in the oversight of all student organizations and activities. Specific responsibilities include advising student government, coordinating campus programs, oversight of a professional performing arts series, and budget management. The ideal candidate will have a Master's degree in Student Personnel or a related area; at least six years professional experience in student activities with experience in leadership training, programming, supervision, budgeting and organizational development; and a commitment of multiculturalism.

This twelve-month position includes a minimum starting salary of $45,214 and a full state benefits package. The anticipated start date is July 1, 2000. A review of applications will begin March 27, 2000. To apply, please send a resume, cover letter and three letters of reference which you authorize The College to contact, to: Ms. Jennifer Cross, Student Leadership Director, Office of Campus Life, The College of New Jersey, PO Box 7718, Ewing, NJ 08628-0718. To enrich education through diversity, The College of New Jersey is an Equal Opportunity Employer.

THE COLLEGE OF NEW JERSEY

LONG ISLAND UNIVERSITY

BROOKLYN CAMPUS

ASSISTANT PROFESSOR

Department of Managerial Sciences

The Department of Managerial Sciences at Long Island University's Brooklyn Campus invites applicants for a tenure track assistant professor beginning September 2000. Ability to teach general survey courses in management and MIS integration in operations management. Ph.D. or D.B.A. in the area of management. A.B.D.'s with imminent completion may be considered. The candidate must have evidence of effective student centered teaching, a desire to contribute to curriculum development, and evidence of published scholarship. Desired qualifications: distance learning and business related experience. To ensure consideration, submit letter of application, vitae, official transcripts, and three recent letters of recommendation to: **School of Business, Public Administration and Information Science, Long Island University, Attn: Dr. Jordan Kaplan, Chair - Management Search Committee, 1 University Plaza - H.700, Brooklyn, NY 11201.** Review of applications will continue until the position is filled. LIU is an EEO/AA/ADA employer. Women and minorities are encouraged to apply.

DIRECTOR OF ADMISSIONS

Under the direction of the vice president for Student Development and Campus Life, the director of Admissions organizes, plans and directs the undergraduate admission and recruitment programs. The director is responsible for developing and implementing a strategic plan for enrollment management, participating in the development of university policies, and designing and implementing procedures to effectuate management policies in areas of assigned responsibility. The director of admissions also develops, administers and controls all unit programs, budget, work operations and personnel actions for the Admissions Office.

Qualifications: Master's degree required from an accredited college or university in a field related to the area of assignment or equivalence as determined by the appointing authority. Doctorate preferred. A minimum of eight years of undergraduate admissions experience of progressively increased responsibility especially in the area of marketing and recruitment. A background in marketing research and statistical analysis desirable. Should have knowledge of enrollment management theory, computer skills, and excellent written and oral communications skills.

Salary Range: $56,013 - $84,018

Starting Date: July 1, 2000

Apply by: March 24, 2000

Send letter and resume (include V#) **to:** Jacqueline Leighton, Chair, Montclair State University, Box C316-V#074/HO, Upper Montclair, NJ 07043

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www.montclair.edu

MONTCLAIR
STATE
UNIVERSITY

EASTERN KENTUCKY
UNIVERSITY
EKU

ASSISTANT PROFESSOR OF SOCIAL WORK

Applications are being accepted for a full-time tenure track faculty position with the Social Work Program of the Department of Anthropology, Sociology, and Social Work at Eastern Kentucky University.

Responsibilities: Teach generalist social work courses in all curriculum areas - HBSE, Social Welfare Services and Policies, Research, Practice, and Field Placement. Active involvement in service to the Program, Department, University, Community, and the Profession. Engage in scholarly activities, advise students, professional development, and program evaluation. Availability and accessibility to students is required. It is expected that faculty are interested in helping the student reach his/her full potential.

Minimum Qualifications: A MSW degree from a CSWE-accredited school; teaching experience in a social work program accredited by the CSWE; evidence of teaching effectiveness; at least five years post - MSW practice experience; willingness to teach on- and off-campus courses; and evidence of community and professional involvement.

Interested applicants should include a vita, a narrative statement outlining expertise and interests appropriate for this position, evidence of teaching effectiveness, and the names, addresses, and telephone numbers of three references to the address below. Review of applications will begin **March 31, 2000,** and will continue until position is filled.

ATTN: Doug Burnham
Social Work Program
Department of **Anthropology, Sociology,** and Social Work
Eastern Kentucky University
Keith 223
521 Lancaster Avenue
Richmond, Kentucky 40475-3102

The EKU Social Work Program is accredited by the Council
on Social Work Education.

Eastern Kentucky University is an Equal Opportunity/Affirmative Action employer.
Minorities and women are encouraged to apply.

BuffaloState
State University of New York

ASSISTANT PROFESSOR ADULT EDUCATION

Buffalo State College, State University of New York: The Educational Foundations Department invites applications for a tenure-track, Assistant Professor, appointment date September 1, 2000. Salary is competitive; excellent benefit package. The college is the largest of the SUNY Colleges of Arts and Sciences. The department currently has 18 full-time faculty members.

Qualifications: Required: Doctorate in Adult Education; equivalent of at least one year of employment teaching adults; and familiarity with minority and women's issues in adult education.

Preferred Qualifications: Experience in or a cognate in human resource development, and experience teaching via interactive technologies. In addition to these qualifications, applicants will be evaluated on evidence of potential to perform the duties and responsibilities of the position which are as follows: teaching and research; program leadership; recruiting and advising students; procuring external grants, contributing to curriculum development; active involvement in community service; and serving on department and college committees. Interested persons must submit a detailed letter of application addressing the items listed under required and preferred qualifications, and duties and responsibilities along with vita. In addition, they must submit transcripts and three current letters of reference which also address the items listed under required preferred qualifications, and duties and responsibilities. Review of applicants begins March 15, 2000 and will continue until the position is filled.

Send application materials to: **Dr. P. Rudy Mattai, Chair-EDF Personnel Committee, Adult Education Recruitment, Bacon Hall 312J, SUNY-College at Buffalo, 1300 Elmwood Ave., Buffalo, New York 14222. E-mail: d.mattai@worldnet.att.net Phone (716) 878-5028.**

Buffalo State College is an affirmative action, equal opportunity employer. The college and department specifically invites and encourages applications from women and minorities.

MCC

MUSKEGON COMMUNITY COLLEGE

POSITION VACANCIES - FACULTY

POSITIONS:
Muskegon Community College is seeking qualified candidates for full-time faculty positions in Counseling, English, Philosophy, CAD/Drafting and Criminal Justice.

RESPONSIBILITIES:
Responsible for instruction and facilitating student learning, committed to student recruitment, retention and success, assessment of learning, development of curriculum and use of instructional delivery modes utilizing both traditional and non-traditional methodology.

QUALIFICATIONS:
Required: Master's Degree in field as listed by each position below, teaching experience, demonstrated ability to work with diverse populations representing a wide range of abilities, ages, nationalities and cultures, experience with instructional technology; possess sufficient qualifications to teach in another discipline.

Preferred: Familiarity with current teaching and learning theories, experience with networked and/or technology-based classrooms, ability or willingness to teach in distance interactive learning environments, community college teaching experience, demonstrated knowledge of the role of community colleges in higher education.

Counselor: Master's Degree in Counseling/Guidance; Michigan Professional Counselor License or eligibility; experience as a counselor in an academic setting preferred; demonstrated ability to work well as a member of a team.

English: Master's Degree in English (or equivalent); college level highly desirable; show competence to teach Introductory English and English Composition; demonstrate competence to teach other courses offered within the department.

Philosophy: Master's Degree in Philosophy with course work relevant to Introductory Philosophy, Introductory Logic, and Biomedical Ethics; demonstrated commitment to the nurturing of writing and critical thinking skills in all courses.

Physics: Master's Degree in physics (including a strong background in Mathematics; hands-on experience teaching and organizing physics and other laboratory courses; hands-on experience with microcomputer based laboratories specifically ones using Pasco Scientific lab interfaces.

CAD/Drafting: Bachelor's Degree in technical related field, minimum of two years industry drafting experience, current AutoCAD knowledge; knowledge of advanced concepts in Auto CAD including customization and 3D solid modeling; familiarity with current teaching and learning theories; knowledge of ANSI Y14.5M standards; prior teaching experience; community college teaching experience.

Criminal Justice: Master's Degree in Criminal Justice field; working knowledge of Police/Corrections Academy type of training; minimum of 3 years of law enforcement; computer competency.

Application:
Deadline: Applications received by April 17, 2000 will be given full consideration. However, applications received after that date may be considered until the position is filled.

APPLICATIONS:
A new, completed, and signed Application Form with resumé and transcripts must be received no later than 4:30 p.m. on the posted deadline. A resumé is not considered an application but as a supplement to the application. Unofficial transcripts will be accepted with the application, but official transcripts will be needed if appointed to the position. The College does not return application materials. To receive an application packet, call, fax, e-mail, or write to the **Office of Human Resources, Muskegon Community College, 221 S. Quarterline Road, Muskegon, MI 49442, (231) 777-0407 or (231) 777-0477; fax to (231) 777-0601; e-mail to whitlowj@muskegon.cc.mi.us.**

Muskegon Community College is an equal opportunity, affirmative action institution
and does not discriminate on the basis of race, color, religion, sex,
national origin, marital status, sexual orientation, political persuasion,
disability, height, weight, or age in any of its educational programs,
activities, and employment.

Director of Government Relations

Office of the President

Reports directly to the president, is a member of the president's executive council, and has primary responsibility for developing strong relationships between the University and federal, state and local governmental elected officials and agencies. The director's major responsibility, at all levels, is to identify resource opportunities for the University from governmental sources and to work to acquire those resources. Additional responsibilities are to monitor and analyze legislative and other governmental initiatives likely to have significant impact on the University and to work with government officials to make that impact positive; to develop cooperative and helpful governmental relationships so as to improve the image and position of the University; and to oversee the development of information and support materials necessary to advance initiatives and legislation important to the University.

Qualifications: Bachelor's degree necessary; advanced degree preferred. At least five years of significant experience in government relations; knowledge of both New Jersey and federal government and officials; experience in or substantial knowledge about public higher education, higher education finance and government appropriations processes; excellent communication skills; and the ability to be an effective representative and advocate for the University's interests. Prior experience or positions with a political party, including elective office, do not disqualify a candidate if the individual can demonstrate the capacity to be an effective advocate for the University with representatives of both major parties.

Salary Range: Appropriate to experience and credentials

Starting Date: 7/1/00 or sooner

Apply by: Review of applications will continue until the position is filled.

Mail letter and resume (include V-number) **to**: Lise Greene, Executive Assistant to the President, Montclair State University, Box C316, V-#73/HOHE, Upper Montclair, NJ 07043.

An Equal Opportunity/Affirmative Action Institution
www.montclair.edu

MONTCLAIR
STATE
UNIVERSITY

Smith

SMITH COLLEGE

Smith College, the largest private women's college in the U.S., seeks two energetic and experienced admission professionals.

Associate Director for Multicultural Recruitment

Plan and execute a comprehensive multicultural recruitment program. **Responsibilities:** multicultural recruitment including related public relations and marketing functions; coordinate faculty, student and alumnae multicultural efforts; supervise staff and student interns; actively participate in all other aspects of the undergraduate admission program, including national travel, interviewing, candidate selection, and special projects. **Requirements:** Bachelor's degree, graduate degree preferred; minimum of three years of admission or related experience with emphasis on multicultural recruitment or related work; strong organizational, administrative and communication skills; sensitivity to the challenges of multicultural recruitment and commitment to diversity in a residential liberal arts community a must; good humor and grace under pressure appreciated. Salary for this full-time position is commensurate with experience and includes a comprehensive benefits package.

Assistant Director of Admission

The Assistant Director is responsible for recruitment and evaluation of prospective students. **Responsibilities:** application review; regional travel including six weeks of travel to recruit high school students and meet with alumnae; interviewing; program planning; serve as liaison with the athletic department and work closely with transfer students. **Requirements:** Bachelor's degree; minimum of two years of experience in admission or related field, or equivalent of education and experience; demonstrated organizational and interpersonal skills; excellent oral and written communication skills; valid driver's license; good humor and grace under pressure appreciated. The ability to articulate the values of a selective liberal arts college to prospective students, parents and secondary school personnel is important. Starting salary for this full-time position is in the low thirties and includes a comprehensive benefits package.

Review of applications will begin immediately and continue until the positions are filled; preference will be given to applications received by March 30, 2000. Forward a letter of application *indicating position of interest;* resume and the names and phone numbers of three professional references to: **Search Committee, Office of Admission, Smith College, Box 595, 7 College Lane, Northampton, MA 01063.**

Smith College is an equal opportunity employer encouraging excellence through diversity.

www.smith.edu

WAYNE STATE UNIVERSITY

DEAN
SCHOOL OF SOCIAL WORK

Detroit, Michigan

Wayne State University invites application for the position of Dean of the School of Social Work. The Dean is the chief academic officer of the School and reports to the Provost of the University.

THE SUCCESSFUL CANDIDATE WILL HAVE:

- An earned doctorate in social work or a related field, and an MSW or related degree.
- A record of research and scholarly achievement appropriate as a tenured professor.
- Recognized leadership in social work education. Record of organizational leadership through collaborative faculty relationships.
- Record of, or demonstrated interest in, developing the research capacity and resources within a school of social work, successful fund development, and applying information technology to social work education.
- Understanding of the current human services system.
- Commitment to affirmative action.

RESPONSIBILITIES: The Dean provides leadership for a School dedicated to excellence in teaching, research, scholarship and community service. As the chief administrative officer of the School of Social Work, the Dean represents the School at the university level, working collaboratively with university administrators and deans from other colleges. The Dean's responsibilities, among others, include resource development, strategic planning, program development, and faculty development.

UNIVERSITY: Wayne State University is a comprehensive, state-supported, non-profit research university with 14 schools and colleges offering approximately 350 undergraduate, graduate and professional degrees, including social work, business, nursing, education, urban planning, liberal arts, law, social sciences and medicine to more than 32,000 students. An urban university located in Detroit, Michigan, Wayne State University is a Carnegie Research I Institution and attracts the largest public graduate and professional school enrollment in the country, with more than 14,000 students at the present time.

SCHOOL OF SOCIAL WORK: The School of Social Work, accredited since 1945 and established as a separate entity within the University in 1950, has a long history of academic leadership in social work education. Consistent with the urban mission of the University, the School maintains a focus on the vulnerable populations, which surround us. The Gorman Report has ranked our BSW program No. 1 in the country for the last four years. CSWE has re-accredited the School until 2007. The School has 30 full-time, 45 part-time, and about 350 field instructors. Nearly 800 students are enrolled in the BSW or MSW program. Planning is underway for a doctoral program.

APPOINTMENT: Salary is competitive and dependent upon qualifications and experience of the selected candidate. Review of applications will begin immediately, and will continue until the position is filled.

Letter of interest and two copies of
curriculum vitae should be sent to:

Dr. Barbara K. Redman, Chair
Dean of Social Work Search Committee
5557 Cass Avenue, Detroit, MI 48202

WAYNE STATE UNIVERSITY IS AN EQUAL OPPORTUNITY AFFIRMATIVE ACTION EMPLOYER

ACADEMIC PERSONNEL SERVICES ADMINISTRATOR

Under the Direction of the Director of Human Resources and working closely with the office of Academic Affairs, this position will have primary responsibility for providing guidance, consultation and technical assistance to management on the entire spectrum of faculty employment issues. The personnel services administrator will manage and maintain the information resources and databases concerning the recruitment and hiring of faculty, as well as update deans and faculty on faculty personnel matters. This position will also maintain effective relationships between union representatives and management, and administer the faculty collective bargaining agreement.

The successful candidate should have 3 years of experience in an academic or administrative position of sufficient scope to have provided experience in solving a variety of personnel problems, and comprehensive knowledge of the principles and practices of academic personnel services. Experience in implementation of collective bargaining agreement preferred. Graduate level education leading to a related LL.B, J.D. is helpful.

Send Cover letter and resume to: **Office of Human Resources, Emerson College, 100 Beacon Street, Boston, MA 02116.** Emerson College is an equal opportunity/affirmative action employer, focused on workforce diversity.

EMERSON college

Southern Connecticut State University

SC
SU

DEVELOPMENTAL MATHEMATICS COORDINATOR

MATHEMATICS DEPARTMENT

Tenure track position in mathematics at the Assistant/Associate Professor rank beginning 8/28/2000. We are seeking someone whose principal responsibility will be to coordinate and enhance our programs in developmental/remedial mathematics. Preference given to someone with experience in such programs and interest in developing alternative formats, including the use of technology. Other duties include teaching undergraduate/graduate courses in mathematics, and participating in department/university activities. **Teaching/administrative load:** 12 hours/sem. **Salary range:** $40,866 to $69,160. **Qualifications:** doctorate in mathematics education or mathematics, evidence of quality teaching, potential for scholarly growth. Send letter of application, vita, graduate and undergraduate transcripts (unofficial OK), statement of teaching philosophy, three letters of reference, one of which should address teaching, to:

Dr. Leo Kaczynski, Coordinator:
Developmental Mathematics Search
Mathematics Department
Southern Connecticut State University
501 Crescent St., New Haven, CT 06515

Full consideration given to applications received by 4/14/00. For further information, visit our website at http//scsu.ctstateu.edu/~mathdept/.

SCSU is an AA/EOE.
Minorities and women are encouraged to apply.

ILLINOIS

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

COLLEGE OF APPLIED LIFE STUDIES
ASSOCIATE DEAN, ACADEMIC AFFAIRS

The College of Applied Life Studies at the University of Illinois at Urbana-Champaign (UIUC) invites nominations and applications for the position of Associate Dean, Academic Affairs. The College offers the bachelors, masters, and doctor of philosophy degrees to prepare its graduates for careers in fields associated with the promotion of human health and well-being.

SPECIFIC RESPONSIBILITIES INCLUDE: (a) administration of the college's undergraduate advising system (including an assistant director and five academic advisors), (b) management of undergraduate affairs by oversight of student records systems; student recruitment, admission and retention; student scholarships and awards, and (c) participation with the Dean, unit heads and the faculty in advancing the College research agenda. The Associate Dean reports directly to the Dean and acts on behalf of the Dean upon request and/or in the Dean's absence.

Candidates should hold an earned doctorate, with demonstrated excellence in scholarship and teaching. The ideal candidate will have credentials to justify tenure in a department of the College. Additional qualifications include administrative or leadership experience ideally in both educational programs and research administration, an understanding of the mission of a land-grant university, and a demonstrated record of success in dealing with students and faculty from a wide variety of disciplines. Knowledge of the University of Illinois organization and the Urbana-Champaign campus in particular is desirable. The position is a 12-month, full-time (100%) academic professional appointment. Salary is competitive and commensurate with experience. The anticipated starting date is August 1, 2000 or as soon as possible thereafter.

To apply, please send a letter of application, curriculum vita, and the names, addresses and telephone numbers of three references to:

Chair, Associate Dean Search
Attention: Joyce Wolverton joycewol@uiuc.edu
College of Applied Life Studies
1206 South Fourth Street
Champaign, IL 61820
Telephone 217/333-2131 FAX 217/333-0404

To assure full consideration applications or nominations must be received by May 1, 2000. A review of applications will begin as they are received, but no decisions will be made prior to the closing date.

The University of Illinois is an Affirmative Action/Equal Opportunity Employer.

DIRECTOR

DIVISION OF EDUCATIONAL SYSTEM REFORM

National Science Foundation
Arlington, VA

NSF's Directorate for Education and Human Resources seeks candidates for the position of Director, Division of Educational System Reform. Division programs support large-scale approaches to the standards-based reform of science, mathematics and engineering education.

Appointment to this Federal Senior Executive Service position may be on a career, or 2-to-3 year limited term basis, with a $115,811-$130,200 salary range. Alternatively, selectee may be assigned under Intergovernmental Personnel Act provisions. Applicants must have a Ph.D. or equivalent experience in science, mathematics or engineering or science and mathematics education; knowledge of organizations and school systems involved in rural, urban and statewide initiatives; and demonstrated leadership skills.

Announcements (EP 00-9), with position requirements and application procedures, may be obtained on the NSF Homepage at **http//www.nsf.gov/home/chart/work.htm#hrm**, or by calling NSF's Executive Personnel and Development Branch on **703-306-0755** (hearing impaired individuals may call TDD **703-306-0189**). Applications must be received by 5/1/00.

NSF is an Equal Opportunity Employer
Committed to Employing a Highly Qualified Staff
That Reflects the Diversity of Our Nation.

MULTICULTURALISM

ASSISTANT DEAN/DIRECTOR OF STUDENT DIVERSITY PROGRAMS

Mills College, located in the San Francisco Bay Area, is a private liberal arts college for women with graduate programs for both women and men. This position develops programs and initiatives which increase the retention of women of color, enhance awareness and appreciation of cultural and racial diversity and promote a campus climate that engages difference. The position works collaboratively with student organizations, other student life professionals and faculty colleagues to integrate multicultural understanding into developmental programming for students and serves as the International Student Advisor.

Qualifications: Five years experience in higher education, advising students/institutions on diversity issues. M.A. in higher education, counseling or student personnel administration. An informed knowledge of the experience of students of color in the college setting. Demonstrated ability in problem-solving, conflict resolution and multicultural program development. Knowledge of INS regulations helpful. Communication and leadership skills. Commitment to multicultural awareness and education of women. Salary commensurate with experience. Excellent benefits.

Interviewing at ACPA. To apply, send resume, cover letter, and names, addresses and phone numbers of 3 references by 4/3/00 to: Director of Human Resources, Mills College, Oakland, CA 94613. EOE/AA

MILLS COLLEGE
Oakland, CA

THE LOS ANGELES COMMUNITY COLLEGE DISTRICT
invites applications and nominations
for the following position:

• PRESIDENT, LOS ANGELES HARBOR COLLEGE

FILING DEADLINE: April 14, 2000
The Los Angeles Community College District is seeking a President to serve at Los Angeles Harbor College. Interested individuals who possess the required training and experience are invited to submit applications.

REQUIREMENTS
Criteria for the position require a Master's degree from an accredited institution and an earned doctorate is preferred. Previous professional experience should include teaching or non-classroom faculty experience with administrative experience in the community colleges and/or other accredited, post secondary educational institutions and/or comparable business and industry experience.

SALARY
A revision of salary and benefits for Presidents that is now underway will make the compensation package highly competitive.

FILING AN APPLICATION
A detailed brochure is available. To apply, send (1) A letter of application, preferably five pages or less, which provides examples from background and experience to demonstrate how your knowledge and expertise apply to this position; (2) A current resume of professional experience, educational background and other pertinent information; (3) A list of eight references with business and home telephone numbers, including two supervisors, two subordinates (including one support staff member), two faculty and two community members. Materials should be received not later than 4:30 p.m. on Friday, April 14, 2000, but applications may continue to be accepted until the position is filled. Cleared candidates will be sent additional application materials. If selected, additional documentation, such as official transcripts, will be required. Send to: **Human Resources Division, Los Angeles Community College District, 770 Wilshire Blvd., Los Angeles, CA 90017. Letters of nomination may be sent to the same address. For additional information, contact Human Resources at (213) 891-2252. FAX (213) 891-2411. Our website is www.laccd.edu.**

For confidential inquiries, contact Dr. Al Fernandez of Community College Search Services at (805) 650-2546; fax (805) 650-8469; email: alfdfhec@msn.com

THE LACCD IS AN EQUAL OPPORTUNITY EMPLOYER.
WOMEN, MINORITIES AND THE DISABLED ARE ENCOURAGED TO APPLY.

CONNECTICUT COLLEGE
REGISTRAR OF THE COLLEGE

CONNECTICUT COLLEGE, a highly selective, nationally-ranked liberal arts college of 1,600 undergraduates, invites applications for a senior level appointment as Registrar of the College. Reporting to the Vice President for Enrollment, the Registrar acts as department head for the Office of Student Records & Registration and directs a staff of six.

Responsibilities incorporate the full range of student record management and registration, including academic policy interpretation and enforcement, certification services and official publications, and academic support services. The Registrar supervises the course schedule and classroom assignments, curricular and catalogue issues, completion of all federal and state regulatory reports, continuing education and special day students, and provides staff support to several Faculty and Trustee committees. He or she also chairs the Enrollment Planning & Analysis Team and serves on a Senior Director Team within the Enrollment Division. The Registrar will lead a major conversion project of student records to PeopleSoft software during 2000-01 and coordinate faculty involvement as it relates to records and registration.

Candidates should have 5-7 years of experience in an undergraduate Registrar's Office and must be familiar with the nature of a residential, selective liberal arts college. A Bachelor's degree is required; an advanced degree is preferred. Candidates must possess outstanding organizational and communication skills, knowledge of current regulations and academic record systems, and outstanding technology skills.

Please send a resume, cover letter and the names of three references to: **Connecticut College, Office of Human Resources, 270 Mohegan Avenue, New London, CT 06320.** Applications will be reviewed as received. The expected starting date is July 1.

Connecticut College

Connecticut College is actively engaged in diversifying its staff and faculty. Affirmative Action/Equal Opportunity Employer.

CHEMEKETA COMMUNITY COLLEGE
Salem, Oregon

Chemeketa Community College is a large comprehensive, two year, fully accredited, public educational institution (48,000 headcount, 9,000 FTE students) known for innovation and regional leadership. Chemeketa has a strong commitment to fulfill both personal and professional educational needs for the community. Salem, the state's third largest city and the capital of Oregon, is home of Chemeketa's main campus and is nestled in the heart of Oregon's beautiful Willamette Valley. The Willamette Valley boasts a wide variety of cultural and recreational activities. We are presently seeking applicants for the faculty positions listed below. A full job announcement can be seen on Chemeketa's WEB Site:

http://www.chemeketa.edu

- **Director-McMinnville Campus,** 100%, 12 mo., $4,382.33 - $5,692.17/mo. Requires Bachelor's in business, education, management or related, 3 yrs. college level professional exp., exp. in budget dev. & mgmt., personnel admin., curriculum dev. & review, and excellent communication skills.
- **Biology/Chemistry Instructor,** 100%, academic year assign., competitive salary. Requires Master's in Biological Sciences or Chemistry and 2 yrs. teaching experience.
- **Business Management Instructor,** 100%, academic year assign., competitive salary. Requires Master's in business or related area.
- **Computer Science Instructor,** 100%, academic year assign., competitive salary. Requires Master's in Computer Science, Information Systems, or related **OR** Bachelor's plus 3 yrs. relevant work exp.
- **Human Services Instructor,** 100%, academic year assign., competitive salary. Requires Master's in social work, counseling, or related, 5 yrs. agency based clinical exp., and exp. teaching.
- **Mathematics Instructor,** 100%, academic year assign., competitive salary. Requires Master's, 30 term credits post baccalaureate, graduate level mathematics, and teaching experience.

Application Process: Please call (503) 399-5009/TDD for application and job announcement. Refer to the individual job announcement for instructions and required application materials. Application materials should be sent to:

Chemeketa Community College
Personnel Department
P. O. Box 14007
Salem, Oregon 97309

Electronic inquiries (**personnel@chemeketa.edu**) will be accepted; however, to apply, submit original application documents by 4:30 p. m., **APRIL 7, 2000,** or postmarked by midnight of that date.

Chemeketa is an equal opportunity institution, values diversity in its workforce, and is committed to affirmative action. We encourage minorities, women and persons with disabilities to apply.

ALLAN HANCOCK COLLEGE

A public California community college located in Santa Barbara County, halfway between Los Angeles and San Francisco on California's beautiful Central Coast, is seeking applicants for the following:

TENURE TRACK FACULTY

Business Instructor
English Instructor
Emergency Medical Services Instructor / Coordinator
Mathematics, Engineering & Science Achievement (MESA) Coordinator
Multimedia Instructor
Nursing Instructor
Reading Instructor / Coordinator

ADMINISTRATION

Dean, Academic Affairs *for: Language Arts; Fine Arts; Health, Physical Education and Athletics*
Director, Institutional Grants

Applications desired by April 7, 2000. For a district application and qualification profile, please contact:

Allan Hancock College
Human Resources, Bldg. U
800 South College Drive
Santa Maria, CA 93454-6399
www.hancock.cc.ca.us
(805) 922-6966, ext. 3722 • FAX (805) 922-9196

Suffolk

COUNTY COMMUNITY COLLEGE

DEAN OF STUDENT SERVICES

Suffolk County Community College, New York State's largest multi-campus community college, invites applications for the Dean of Student Services at its Western Campus. The Western Campus, located in Brentwood, has 6,500 students and 100 full-time faculty. The campus seeks an energetic professional with strong leadership, management, interpersonal and mediation skills and a vision for student services that reflects the issues affecting community colleges.

The Dean provides overall leadership and coordination for the Campus Student Services, including: Admissions, Advising and Testing, Child Care, Counseling, Financial Aid, Health Services, Inter-Collegiate Athletics, Multi-Cultural Affairs, Registrar, Special Student Services, and Student Activities.

QUALIFICATIONS:
Minimum qualifications include a Master's degree in an appropriate discipline (doctorate preferred); theoretical background and practical experience in the field of student services; evidence of effective organizational and interpersonal skills; computer literacy; budgetary experience; and demonstrated commitment to the philosophy of the community college. Applicants are requested to submit a cover letter, resume and the names of three references to:

HUMAN RESOURCES
Suffolk County Community College
533 College Road, Selden, NY 11784

Please refer to the college website for position descriptions and qualifications:
http://www.sunysuffolk.edu

Review of applications will continue until position is filled.

Suffolk County Community College is an affirmative action, equal opportunity employer and encourages minorities, females, and persons with disabilities to apply.

Cazenovia College

BIOLOGY
ASSISTANT PROFESSOR (TENURE TRACK)

Cazenovia College, an independent two- and four-year coeducational college, seeks qualified candidates for a full-time, tenure-track appointment in Biology. Current teaching responsibilities include introductory courses in General Biology, Environmental Science, Genetics, and interdisciplinary courses such as Scientific and Technological Literacy, but the College welcomes applications from qualified biologists with other interests. In addition to teaching, the position requires student advising, science curriculum development, and other activities in support of the mission of the College.

Qualifications: Ph.D. in Biology is preferred; a minimum of previous relevant undergraduate teaching experience is required.

Faculty members at Cazenovia College participate in the governance and planning structures of the College.

Rank and salary will be commensurate with experience. Candidates should submit a detailed letter of application that addresses the qualifications, current curriculum vita, and the names, telephone numbers, and e-mail addresses of three references, and a statement of teaching philosophy. Applications must be received by March 31st. Appointment begins August 24, 2000. Send application to:

Biology Search
Human Resources Office
10 Seminary St.
Cazenovia College
Cazenovia, NY 13035

Cazenovia College is located in the scenic Central New York village of Cazenovia, 20 miles southeast of Syracuse. For further information, visit our website at **www.cazcollege.edu.**

AA/EOE

ASSISTANT PROFESSORS

MATH & LITERACY EDUCATION

HUNTER COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

SCHOOL OF EDUCATION

Tenure-track positions effective September 2000. All candidates must have a commitment to work in multi-cultural and urban educational settings. Teaching experience is required. To be considered candidates must demonstrate the potential for scholarly involvement as evidenced by publications and/or research within the specialty in the profession of education. Salary commensurate with experience and qualifications. ***Salary Range $32,703 to $57,049.***

SPECIALTY IN MATH EDUCATION (K-12)

QUALIFICATIONS: Earned Ph.D or Ed.D. with concentration in Mathematics Education. Strong background in mathematics with a Masters in Mathematics. Certification as a high-school math teacher; University teaching and research skills; Significant teaching experience in urban elementary and/or secondary public schools; Supervisory experience; Expertise in technology as a tool in the development of math skills.

RESPONSIBILITIES: Teach graduate and undergraduate elementary and secondary math education courses; Teach undergraduate courses in math within the School of Arts and Sciences; supervise students in the field; engage in research and scholarly writing; serve on department, division, college and university committees.

SPECIALTY IN LITERACY EDUCATION (K-6)

QUALIFICATIONS: Earned a Ph.D. or Ed.D. in literacy education; certification as an elementary teacher, extensive knowledge of theories of literacy, assessment development of skills, enrichment, diagnostic activities and literacy across the curriculum; expertise in using technology as a tool in literacy; significant teaching experience in urban elementary schools; supervisory experience, university teaching and research skills.

RESPONSIBILITIES: Teach graduate and undergraduate courses in literacy and a related field; supervise students in the field; engage in research and scholarly writing; serve on department, division, college and university committees.

Send letter of application **indicating position of interest,** curriculum vitae, and three (3) letters of reference to **Dr. Alene L. Smith, Chairperson, Department of Curriculum and Teaching** as soon as possible. Review will continue until a candidate has been selected.
HUNTER COLLEGE OF THE CITY UNIVERSITY OF NEW YORK, 695 PARK AVENUE, NEW YORK, NY 10021

HUNTER
CITY UNIVERSITY OF NEW YORK

Equal Opportunity/affirmative action employer. Women and minorities are encouraged to apply.

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Dallas County Community College District is an accredited, public two-year college district in the Dallas County, Texas. Founded in 1965, the District has an enrollment of approximately 50,000 credit and 45,000 non-credit students per long semesters and employ over 2,000 full-time faculty and staff members. The District is seeking innovative individuals to work in a stimulating environment with an ethnically diverse student population to provide leadership and exceptional educational development.

The mission of the DCCCD if to equip students for successful living and responsible citizenship in a rapidly-changing local, national and world community. We do this by providing accessible, accredited, affordable, cost-effective, quality educational opportunities for development of intellectual skills, job skills, personal growth and/or transfer to a baccalaureate program. In fulfilling our purpose, we further cultural, economic and workforce development in the communities we serve.

The District recently instituted The Visiting Faculty and Administrator Scholar Program, a two year program that will enable recruiting of more women and minority faculty and administrators. The program, the first of its kind in a community college district, employs 21 scholars per year. New faculty and administrators will be mentored by senior faculty and administrators while the district will provide professional development opportunities for the scholars. Currently, the DCCCD invites individuals to submit their application information for consideration in our Visiting Faculty and Administrator Program.

Dr. William Wenrich, Chancellor of DCCCD pointed out a number of areas where the district has been a leader in Hispanic faculty, staff and student recruitment, in addition to board representation.

- The first community college district in Texas to create a majority Hispanic trustee district in its single-member districts.
- Eighty-two percent of DCCCD professional support staff are women. Twenty-five percent are African-American. Sixteen percent are Hispanic.
- The DCCCD is number one among North Texas public colleges and universities in both number and percentage of Hispanic faculty.
- The DCCCD is number two in number and percent of Hispanic administrators.
- Fifty-six percent of DCCCD credit students enrollment is female.
- The DCCCD is number one in both number and percentage of Hispanic enrollment in North Texas.

The District defines an applicant as an individual who responds with a completed application form to a posted DCCCD Job vacancy and meets the minimum requirements of the position as defined in the generic job description. However, resumes/applications for the Visiting Faculty and Administrator Program are being accepted for consideration. Submit information to:

Dallas County Community College District
District Human Resources
701 Elm Street
Dallas, Texas 75202
Attn: Visiting Scholar Program

To discuss further information contact:
Paul Forte
Assistant District Director, Recruitment
214-860-2158

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER
Visit our website at:
http://www.dcccd.edu.

FOOTHILL

Foothill College

Dean, Language Arts

Responsible to the Vice President of Technology and Instruction, the Dean of Language Arts provides leadership for the Language Arts Division. Departments under this division are: English, English as a Second Language, and Foreign Languages including but not limited to Chinese, Japanese, Korean, French, Spanish, and German.

Minimum qualifications are: Master's degree from an accredited institution in a discipline within or related to the division, or the equivalent and one year of administrative experience, formal training, or leadership in an area related to the division.

To obtain a detailed job announcement, visit our website at:
wwwfh.fhda.edu/district/hr/employment.html or contact
Employment Services
(650) 949-6217 or employment@fhda.edu
AA/EOE

HOUSTON COMMUNITY
COLLEGE SYSTEM

Dean of Academic Development

The Dean will be responsible for providing primary administrative leadership and supervision for the academic area at the college level of the Houston Community College System (this includes providing leadership in the area of grant writing). This leadership includes a major liaison function with public schools, colleges, universities, and appropriate business and community groups in forging partnerships to enhance academic opportunities for students. The Dean will work closely with the college President, other deans, and the Vice Chancellor of Educational Development. Performs all other relevant duties as assigned. Position reports to the college President and is located at our Southeast College.

Cover letter must outline how potential candidate meets each of the essential job requirements. Current Vitae must accompany application package. Masters degree from an accredited institution in a relevant field is required. Doctorate degree preferred. (Photocopy of college transcript showing degree conferred must accompany the application.) Official transcript is required at time of employment.

Requirements: Minimum of three (3) years management experience in programs related to higher education with increasing levels of responsibility. Three (3) years of full-time OR 2 semesters of adjunct/part-time teaching = 1 semester of full time teaching experience in higher education required. Community College experience preferred. Demonstrated excellence in verbal, written, and interpersonal skills. Experience and knowledge of the Learning College. Current knowledge of trends, issues and concepts in higher education (includes the evaluation of academic programs). Knowledgable in the application of instructional technology. Two (2) years experience in budget management. Experience with accepted strategies for the performance appraisal of faculty and staff. Experience in working with a diverse student body and staff.

Please refer to JVN #0061 when making an inquiry or applying for this position. An HCCS employment application is required for consideration. To request an application, call **(713) 718-8565** or visit or web site at **www.hccs.cc.tx.us** Application deadline is 4/28/00. Start date is negotiable. Video conferencing will be used to interview out of town applicants.

Houston Community College System, HR Dept.
320 Jackson Hill, Suite 220, Houston, TX 77007

HCCS is an Equal Opportunity Employer

Columbia University
Lamont-Doherty Earth Observatory

ASSISTANT DIRECTOR *of* LDEO *and* DIRECTOR OF ADMINISTRATION

Columbia University, recognized throughout the world for excellence in academic programs, healthcare and research, seeks an Assistant Director and Director of Administration for the Lamont-Doherty Earth Observatory which for 50 years has been a premier research institution studying geological and earth systems with research funding, principally from federal grants and contracts, that exceeds $50 million annually. The Assistant Director of LDEO and Director of Administration will report to and work closely with the Director of LDEO and will also work with the renowned scientists of LDEO, and with external partners to ensure financial success and support for increased opportunities for new and existing research programs.

The Assistant Director of LDEO and Director of Administration will be responsible for a broad suite of administrative management services designed to support the research activities of the Observatory's 150 scientists. The position includes responsibility for all fiscal, operational, and administrative business policies for the Observatory. Additionally the position has responsibility for all activities related to: physical plant development, maintenance and improvement of buildings and grounds; all campus services such as housing, cafeteria, security, communications, etc.; central administrative functional areas including Accounting, Purchasing, Contracts and Grants Management, Administrative Computing and Human Resources; oversight of Research Administrators; representing LDEO and advocating for LDEO at the University and with governmental agencies. The Assistant Director of LDEO and Director of Administration will also be expected to participate in special projects and to assist with the administrative operations of fundraising and external affairs groups at LDEO.

This is an outstanding opportunity for a smart, energetic, creative, self directed and highly motivated academic/research leader with outstanding interpersonal, communication and political skills to play an integral role in the growth of one of the most exciting research organizations of the 21st century. The successful candidate will have an MBA with a minimum of five years in academic administration, research administration or a closely related field (or a BS/BA with eight to ten years of equivalent work experience), knowledge and experience with contract and grant administration or fund accounting, and demonstrated success in administrative management of a complex and highly political operation. Experience with the development and implementation of technology plans and with continuous quality improvement or TQM are desirable.

All applications, nominations, and inquiries should be directed to: Lyn Brennan,Vice President and Director, ISAACSON MILLER, 334 Boylston St, Boston, Massachusetts, 02116; ph: 617-262-6500; f: 617-262-6509, Email: lbrennan@imsearch.com.

Women and minorities are strongly encouraged to apply.
Colombia University is an affirmative action
equal opportunity employer.

Northeastern University is a national research university that is student-centered, practice-oriented and urban. Northeastern's vision is to be the undisputed leader in creating the nation's most comprehensive and dynamic model of practice-oriented education. Currently, it is comprised of 12,460 full-time undergraduate students and 4,580 graduate students and 6,967 part-time students. Northeastern University is seeking dynamic, innovative individuals to fill two key leadership positions.

Director of University Planning and Research

The Director of University Planning and Research will provide leadership for a sophisticated analytical planning effort that supports university-wide academic and financial operations and budgeting and includes all major campus constituencies. The Director serves as a member of the President's leadership group and provides leadership in shaping a policy process, based on research, that guides the University to develop policy and propose solutions to address issues facing the University. Responsibilities include leading or participating as a key member of a number of campus planning committees; crafting strategic assessment instruments that inform the University's future planning; overseeing institutional research and supervising the activities of the professional staff.

Qualifications: Significant administrative experience with or in a research university or its equivalent; exceptional understanding of strategic planning complex financial and budgeting planning matters; ability to conceptualize broad institutional goals; ability to systematically analyze complex issues and data; deep understanding of organizational dynamics; Ph.D. preferred, advanced degree required.

Applicants should submit a letter of interest, resume and names and telephone numbers of three references to Patricia Meservey, Special Assistant to the President, Northeastern University, 360 Huntington Avenue CH 110, Boston, MA 02115. Email: p.meservey@nunet.neu.edu; Fax: (617) 373-5015. Applicants may also contact Margot Lansing, Lansing & Associates, LLC. Telephone (781) 237-1754; Email: lansing@mediaone.net.

Director of University Relations

The Director serves as a member of the President's leadership group, and is responsible for developing and executing a Brand Strategy that will advance Northeastern's mission and ultimately serve to strengthen and unify the Northeastern brand. We are seeking an entrepreneurial leader to establish a marketing strategy, incorporating all the disciplines of marketing and communications (public relations, publications, advertising, direct marketing, website development with specific emphasis on the internet and other new media). Will lead and motivate a diverse team of over 30 communications professionals.

Qualifications: Must possess strong marketing and communications expertise, minimum of 12 years' progressively responsible experience and provide evidence of substantial contributions to the development and implementation of a variety of marketing and communication strategies for complex organizations. Baccalaureate degree required, graduate degree preferred. Strong management skills, exceptional ability to establish effective relationships, adept at managing change, and the ability to direct multiple projects are essential.

Applicants should submit a letter of interest, resume and names and telephone numbers of three references to Jim Ward, The Ward Group, 8 Cedar Street, Woburn, MA 01801. E-mail: info@wardgrp.com; Fax: (781) 938-4100. Salary and benefits are highly competitive and commensurate with qualifications. Women and minorities are strongly encouraged to apply.

Northeastern
UNIVERSITY

Northeastern University is an equal opportunity/affirmative action, Title IX employer.

THE COLLEGE OF
WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-2363

Theatre
One-year visiting

Asst./Assoc. Director of Admissions/Coordinator of Multicultural Admissions

The positions are posted
jointly with the
Five Colleges of Ohio Consortium.
For complete descriptions, go to
www.wooster.edu;
scroll down and select the Jump to
Employment Opportunities
or call or e-mail Linda Farmer
330-263-2133--lfarmer@acs.wooster.edu

AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

ASSOCIATE COUNSEL

Three years or more experience preferred. The position, in department of two lawyers, involves advising attorneys, faculty members, and administrators on higher education issues and litigation, appellate brief writing, and in-house legal and other support work for the Association. Preferred background includes experience in one or more of the following: higher education, non-profit organizations, intellectual property, affirmative action, or civil liberties. Salary from $50K, depending on experience. Excellent benefits. Apply to: **AAUP Legal Search, 1012 14th Street, NW, Suite 500, Washington, DC 20005.** No phone calls. EOE/AA. Application deadline 4/14. Preferred start date 6/5.

NORTH PARK UNIVERSITY

RESIDENT DIRECTOR

Growing urban university of 2,200 students located on the north side of Chicago seeks a Resident Director for a female residence hall. This individual is responsible for developing and maintaining a healthy and positive community that addresses the academic, emotional, physical, psychological, social and spiritual facets of residents of this 222 student residence hall. Some duties include supervising and training 6 resident assistants and desk manager, directing overall administration of daily operation of the hall, and assuming some ancillary responsibilities. Bachelors degree required. North Park is owned by the Evangelical Covenant Church and we seek applicants with a personal commitment to our mission of Christian higher education. Send resume and cover letter to: **Human Resources, North Park University, 3225 W. Foster Ave. Chicago, IL 60625 or fax 773-279-7951.** EOE.

DIRECTOR OF FINANCIAL AID

New Jersey City University is a culturally-diverse, public, urban institution located in the greater New York metropolitan area, and is one of nine state colleges/universities in New Jersey. The University offers undergraduate, graduate, and continuing education programs to approximately 10,000 students.

Responsibilities: The Director of Financial Aid reports to the Associate Vice President for Enrollment Management and serves as the chief administrator of the University's student assistance programs. The Director manages all aspects of student financial aid, and is responsible for federal and state program compliance and reporting, customer services and information, and systems development. The Director will supervise a team of eight professional and four support staff. As a member of the enrollment management team, the Director is responsible for working with appropriate offices to facilitate effective recruitment and retention strategies that support the implementation of the university's enrollment plan.

Qualifications:

- A Master's degree in student personnel, higher education administration, business administration, or other related field
- A minimum of five years of progressively responsible experience in financial aid
- Demonstrated knowledge of student financial aid regulations and program administration
- A record of strong organizational and leadership skills, along with the vision to identify and integrate appropriate technology, and a commitment to customer service
- Experience in systems implementation
- Experience in working with a diverse student and staff population

Salary Range: $56,144 - $89,269

Employment Date: July 1, 2000

Candidates should submit a letter of application addressing their qualifications for the position and their philosophy of student financial aid, along with a current resume and the names, addresses, and telephone numbers of three (3) professional references to:

Mr. John Melendez
Assistant VP for Student Affairs
Chair, Search Committee — **Director of Financial Aid**
2039 Kennedy Blvd.
Jersey City, NJ 07305

Application Deadline: May 1, 2000.

An Affirmative Action, Equal Opportunity Employer, the University especially welcomes and encourages applications from women and minority candidates.

NEW JERSEY
CITY
UNIVERSITY

GALLAUDET G UNIVERSITY

AUDIOLOGY

Full-time, tenure track position available in Audiology beginning Aug., 2000. Applicants must have Ph.D. & expertise in 2 or more of: Diagnostic Audiology, Acoustic Phonetics, Psychoacoustics, Anatomy and Physiology of the Auditory and Balance Mechanisms, Electrophysiology. Duties to include teaching, research, and supervising student research. Salary and rank commensurate with experience. Submit letter of application, vita, transcripts, contact information for 3 references to: **Brandt Culpepper, Ph.D., Dept. of Audiology and Speech-Language Pathology, 800 Florida Ave NE, Washington, DC 20002. Phone (202) 651-5323, brandt.culpepper@gallaudet.edu**. EO/AA employer. Candidates w/hearing loss, disability, women, or members of a minority group encouraged to apply.

University of California, Santa Cruz

Merrill College Coordinator for Residential Education Latino, Chicano and African-American Programs

Selected candidate will supervise, select and train primary staff of 6-8 Resident Assistants; coordinate college-wide and residential programming; develop programs addressing Latino and African American students' needs, including the Chicano/Latino theme house; administers conduct. Master's & fingerprinting required. Bilingual in Spanish preferred. Twelve month, live-in, career position beginning 7/00. **Salary:** $35,300/yr. $340 rent for on-campus apartment required.

To apply: Call (831) 459-2011 or see http://www.ucsc.edu for copy of job announcement. **Refer to Job #00-02-56.** Application materials must be received by 4/1700 at the **UCSC Staff Human Resources Office, 102 Communications Bldg., Santa Cruz, CA 95064.** ***AA/ADA/EEOE***

ST. CLOUD STATE UNIVERSITY

A tradition of excellence and opportunity

DIRECTOR OF MARKETING AND COMMUNICATIONS

St. Cloud State University seeks applications for Director of Marketing and Communications to begin May 15, 2000. Salary commensurate with experience.

RESPONSIBILITIES: Under the supervision of the Vice President for University Advancement, the director has primary responsibilities for the integrated marketing functions for the university. The Director of Marketing and Communications will work in partnership with the enrollment management team to plan and implement marketing strategy, and manage media relations, internal/external publications, athletic media relations, graphic design, sports marketing, and photography. Director will interact with the SCSU and St. Cloud communities and must acquire an understanding of the character and mission of SCSU. The director must maintain a high level of competence and discreet judgment and confidentiality are expected at this level of responsibility.

REQUIRED QUALIFICATIONS: Minimum of bachelor's degree (marketing or communications preferred) and minimum of five (5) years experience in marketing with managerial responsibility; must possess strong written and oral communication skills. The successful candidate must have a demonstrated ability to work with persons from culturally diverse backgrounds.

PREFERRED QUALIFICATIONS: Non-academic marketing experience, experience with internal marketing programs in service related industries and electronic marketing techniques, consensus building skills, the ability to discern cultures and create change, evidence of internal and external marketing strategy responsibilities and accomplishments, ability to manage, hire, motivate, direct staff and manage budget, ability to develop and implement a brand marketing strategy and an integrated marketing philosophy and plan.

APPLY TO:

Bernie Omann, Search Committee Chair
Administrative Services Room 207
St. Cloud State University
720 4th Avenue South
St. Cloud, MN 56301-4498

Submit a letter of application, resume, and the names, addresses and telephone numbers of three references who can specifically comment on your ability, experience, and professional preparation. Review of applications will begin on March 31, 2000. Search will remain open until a suitable candidate is found.

SCSU is committed to excellence and actively supports cultural diversity.
To promote this endeavor, we invite individuals who contribute to such diversity to apply, including minorities, women, GLBT, persons with disabilities, and veterans.

De Anza College

Vice President

Workforce, Technology & Economic Development

This management position will provide vision, leadership and supervision of the college's workforce, technology and economic development programs. The successful candidate will promote the development of innovative instructional and support programs to meet the workforce, technology and economic development needs of a diverse student population and work collaboratively with all segments of the De Anza College community, and the community at large.

Minimum qualifications are: Master's degree in a discipline within or related to any of the above programs, or the equivalent and three years of administrative experience, formal training, internship or leadership in an area related to workforce and economic development with related technology experience.

For a detailed job announcement, visit our website at:
wwwfh.fhda.edu/district/hr/employment.html or contact
Employment Services
(650) 949-6217 or employment@fhda.edu
AA/EOE

Montgomery College

A Two Year Public Community College
Campuses at Takoma Park, Rockville and Germantown, Maryland

Announcement of Position Vacancy

Montgomery College
Rockville Campus

INSTRUCTIONAL DEAN
HUMANITIES AND SOCIAL SCIENCES

Montgomery College, a multi-campus community college committed to excellence in teaching and to student success, is seeking applications and nominations for the position of Instructional Dean, Humanities and Social Sciences for the Rockville Campus providing funding is available. The College, which is located in Maryland, just north of Washington, D.C., is located in the most populous, racially diverse and fastest growing county in the state of Maryland. The College is engaged in meeting the challenge of providing instructional programs to meet the diverse and changing educational, social, economic and cultural needs of its community. The Rockville Campus is the largest of the three campuses and draws approximately 18,000 students of varied ethnic backgrounds who are native speakers of many different language groups area local high schools, businesses and the international community.

The Instructional Dean reports to the Campus Provost and is part of the campus leadership team of deans and directors. This team is responsible to create, maintain, protect and be accountable for the best possible learning environment at the Rockville Campus by:

- Ensuring a student-centered focus in all activities
- Balancing college, campus and area perspectives
- Developing and managing resources
- Ensuring and advocating for quality of instruction and services
- Developing, supervising and evaluating faculty and staff in assigned areas
- Inspiring and encouraging innovation

This position provides leadership for faculty and staff in the areas of English Composition, Professional Writing, Literature, Reading, English as a Second Language, Foreign Languages, Political Science, History, Sociology, Anthropology, Criminal Justice and Philosophy.

QUALIFICATIONS: Candidates must have a Masters Degree, preferably in one of the disciplines supervised. A doctorate in one of the areas supervised is preferred. Progressively responsible managerial experience is required; experience in teaching and management in a community college environment is desirable. Candidates should be able to demonstrate abilities in these areas:

- Effective written, oral and interpersonal communication skills
- Leadership in curriculum development, program review, academic planning and budgeting
- Teaching and the supervision of faculty
- Advancing the appropriate use of technology in the classroom and laboratory instruction
- Developing opportunities for faculty professional growth and staff development
- Working with a culturally diverse community and student body
- Working collaboratively with other administrators, faculty and staff to advance the goals of the academic program
- Participating in community, business/industry, K-12 and other outreach activities

The salary range is $64,293-$99,902 per year, with a starting salary falling within the first half of the range. Montgomery College offers excellent fringe benefits. Applications for vacancy #1079 can be obtained by accessing our web site **(www.mc.cc.md.us/employment/)**, calling our 24-hour job line at (301) 279-5374, or by coming to the **Office of Human Resources, Montgomery College, 900 Hungerford Drive, Suite 130, Rockville, Maryland 20850.** Applications must be received by 5:00 p.m., April 7, 2000.

Montgomery College is an equal opportunity employer, committed to fostering a diverse academic community among its student body, faculty and staff.

DIRECTOR OF STUDENT ACTIVITIES
SEARCH REOPENED

Candidate will provide leadership for a comprehensive Student Activities program based on student personnel philosophy of student development. Reports to the campus Dean for Student Services and is responsible for developing and administering programs for new freshman and currently enrolled students.

Master's degree required; degree in Student Personnel Administration, Counseling, Student Development, Higher Education or a related field. Minimum of two years experience as a Director or Assistant Director of Student Activities in a college or university setting required. Experience with new student orientation program desired; additional experience in student services will be considered.

Strong managerial and supervisory skills with the capability to establish priorities and function as a leader; manage multiple budgets with excellent computer, communication and interpersonal skills; ability to relate to anethnically diverse college community.

Salary: commensurate with education and experience with excellent benefits. Starting Date: ASAP. Application Deadline: 4/14/00.

Applicants should reference position number (00-175) and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of three professional references (names, addresses, and telephone numbers) to:

Judy Chastonay
Department of Human Resources
Georgia Perimeter College
3251 Panthersville Road
Decatur, GA 30034 AA/EOE/ADA

Georgia Perimeter College.

For detailed information on each position, please visit our web site at www.gpc.peachnet.edu

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UNIVERSITY OF CINCINNATI
College of Arts and Sciences

Director of Women's Studies

The University of Cincinnati College of Arts and Sciences invites applications for the position of Director of Women's Studies. The Director of this well-established and nationally recognized program will be responsible for providing feminist intellectual leadership to ensure further development of the Center's curricular, research, and outreach programs.

The successful candidate for the directorship of Women's Studies must have a terminal degree in her/his field, substantial experience in teaching gender-related issues, and distinguished scholarly achievement in her/his discipline. Ideal candidate will demonstrate strengths in feminist research and publication, and in administrative skills, including interpersonal communication with sensitivity to diversity, curricular development, and community outreach.

This twelve-month appointment is effective 2000-2001. The duties of the Director of Women's Studies will include teaching one graduate course per quarter, advocacy in representing the program to internal and external constituencies, serving on Women's Studies committees, program development, grant-writing and fundraising. The Director will hold a tenured position in the Center for Women's Studies and will report to the Dean of Arts and Sciences. The position will include an administrative stipend and summer salary supplement.

The University of Cincinnati's Women's Studies Program offers an interdisciplinary certificate (minor), an MA in Women's Studies, and a JD/MA. In addition to the Director, the administrative staff includes two Associate Directors and an administrative assistant. Approximately 88 faculty members throughout the University are affiliated with the Women's Studies Program. A unique strength of the Center is the support it receives from the Friends of Women's Studies, a 350-member community organization. The Friends Endowment Fund of $500,000 provides for a visiting professorship and brings other distinguished scholars to campus.

Applicants should submit a letter of interest, curriculum vitae and the name of three references to **Professor Marcia Bellas, Chair of Search Committee, Center for Women's Studies, University of Cincinnati, Cincinnati, Ohio 45221-0164.** Files will be reviewed beginning April 1 and until the position is filled. For more information visit our web-site at **http://ucaswww.mcm.uc.edu/womens_studies/.**

The University of Cincinnati is an affirmative action/equal-opportunity employer. Women, minorities, disabled persons, and Vietnam Era and disabled veterans are encouraged to apply.

DIRECTOR

ACADEMIC ADVISING CENTER

The University of Michigan-Flint, a regional institution of 6500 students, invites nominations and applications for the position of Director of Academic Advising Center. The Director plans and administers the daily activities of the advising center, coordinates the maintenance of student advising records, implements new services and programs, and acts as a liaison with academic departments on advising activities and student services. This member of the leadership team is responsible for the administration of the academic advising center within an enrollment management environment.

QUALIFICATIONS: A Master's degree in Student Personnel, Counseling, or a related field, or equivalent combination of education and experience in an administrative and supervisory position. The successful candidate will have strong leadership and communication skills, the ability to establish and maintain strong working relationships, strong organizational and budget management skills, knowledge of academic advising practices, an understanding of enrollment management techniques, and knowledge of the use of information technology in delivering services.

A complete application packet includes UM-Flint application, resume, cover letter, salary history, and names, addresses, and phone numbers of 3 professional references. Please respond to **UM-Flint Human Resources, Attn AAC, 219 UCEN, Flint, MI 48502-1950.** The position will remain open until filled. If you have questions or concerns please **fax (810) 766-6702, e-mail tesmer@flint.umich.edu**, or call **Karen Arnould at (810) 762-3067.**

The University of Michigan-Flint is a Nondiscriminatory/Affirmative Action Employer.

Brown University

VICE-PRESIDENT OF ADMINISTRATION

Brown University invites applications and nominations for the position of Vice President of Administration. The position, which is available immediately, reports to the University Executive Vice President for Finance & Administration/CFO.

Responsibilities: The Vice President of Administration is a senior management position that directs a diverse organization that provides business and administrative support services that are fundamental to the operation of the University.

The Vice-President supervises a broad variety of business and administrative departments, including the Brown University Bookstore and Campus Shop, Graphic Services, Store Operations, Human Resources, Labor/Management Relations, Policy & Security Services and Facilities Management. These departments include over 500 employees and $100 million budget, as well as a $100 million budget dedicated to new construction. In cooperation with the University President, the Vice-President of Administration oversees the University's Affirmative Action/Equal Opportunity Employment Programs and staff.

The Vice-President of Administration serves on key committees for Brown University including the Executive Committee, and also chairs the University Benefits Review Committee, the Fire Alarm Task Force, Campus Police & Security Committee, and acts as an advisor to the Staff Advisory Committee and the Faculty Awards & Benefits Committee.

Qualifications: The successful candidate should possess a minimum of a Master's degree and a demonstrated record of leadership with a minimum of seven to ten years' recent administrative experience at a complex institution of higher education or comparable organization. Evidence of creative strategic thinking, demonstrated experience in personnel and financial management, ability to translate business strategy into operational action, and strong written and oral communication skills are also required, as well as a strong commitment to promotion institutional diversity are expected. A substantially equivalent combination of education and experience will be considered.

Nominations and applications should be sent to

Human Resources Department
PVA #A00990A
Brown University
Pox 1879
Providence RI 02912

Brown University is an Equal Opportunity, Affirmative Action employer

Visit our website at **www.brown.edu**

Texas A&M University-Corpus Christi
The Island University

Dean, College of Education

Texas A&M University-Corpus Christi invites applications and nominations for the position of Dean of the College of Education. The University is one of the fastest growing in the State of Texas with a fall 1999 enrollment of 6,600 students.

The College of Education, one of four colleges in the University, serves approximately 1500 undergraduate and graduate students. There are 46 tenure-track faculty presently serving the College of Education. Its primary purpose is to prepare students for a career in a selected area of professional education. The Dean of the College of Education reports directly to the Provost.

The College of Education is committed to a field-based professional development program. Partner Schools in the Coastal Bend region serve as sites for direct instructional delivery by University faculty as well as sites for application of theory and practice. An integral part of the College of Education is the Early Childhood Development Center, a dual language school for children from three years of age through third grade, located on campus and connected with the Corpus Christi Independent School District. The University has designated the Center and its related activities as a major area of emphasis.

Undergraduate programs include the Bachelor of Science in Interdisciplinary Studies degree and the Bachelor of Science Degree with majors in Kinesiology and Occupational Training and Development. In addition to these major fields of study, a teaching endorsement in Early Childhood Education is available. Students may also receive a military commission through the Military Science program.

The College also has ten fields of study leading to the Master of Science degree, fifteen certification areas, and seven professional certificates. A doctoral program in Educational Leadership is offered jointly by Texas A&M University-Corpus Christi and Texas A&M University-Kingsville.

The College seeks an educational leader who can strengthen programs at the undergraduate and graduate level, expand the research mission of the College, and serve the diverse populations of South Texas. The successful candidate must have an earned doctorate in education or a closely related field; public school experience; collegiate teaching experience; administrative experience as dean, associate/assistant dean, program director or department chair; a record of teaching, scholarship, and service justifying appointment as full professor in the College; and responsiveness to the trends and issues challenging the field of education at the national, state, and local levels.

The preferred candidate will have a strong publication record; experience in doctoral education; a commitment to shared governance with faculty, staff, and students; strong interpersonal communication skills; a commitment to excellence in education and innovative learning approaches; a record of collaboration with public schools and community organizations; significant leadership experience with accreditation; a record of supporting a variety of scholarship and research activities; success in securing external resources; and a commitment to professional development of faculty.

Review of applications will begin April 17 and will continue until the position is filled. A completed file consists of a letter of application addressing the qualifications listed above, a curriculum vitae, and names, addresses, titles, and telephone numbers of five professional references. Materials should be sent to:

Dr. Sandra S. Harper
Provost and Vice President for Academic Affairs
Corpus Christi Hall 273
Texas A&M University-Corpus Christi
6300 Ocean Drive
Corpus Christi, Texas 78412
(361) 825-2722
Email inquiries to sharper@falcon.tamucc.edu

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THE
OHIO
STATE
UNIVERSITY

Office of Minority Affairs

ASSISTANT VICE PROVOST AND DIRECTOR OF YOUNG SCHOLARS PROGRAM

Founded in 1970, the Office of Minority Affairs (OMA) is a long established vehicle of The Ohio State University with a specific mandate to recruit, retain, and ultimately graduate minority students. OMA also provides leadership opportunities for minority students and selective initiatives to include faculty, staff and community. OMA is currently accepting applications for the positions of Assistant Vice Provost and Director of the Young Scholars Program (YSP).

ASSISTANT VICE PROVOST (#11932)

DUTIES: perform broad range of complex duties to provide administrative support and assistance to the Vice Provost for Minority Affairs; supervise the Director of Undergraduate Recruitment & Scholarship Services and the Director of Retention & Academic Support Services; serve as liaison and contact person in Vice Provost's absence; initiate and manage broad range of student support activities and tasks; provide administrative oversite in assigned OMA units; maintenance of a comprehensive minority student experience through campus collaborations.

QUALIFICATIONS: master's degree or an equivalent combination of education and experience; considerable experience in minority student recruitment and academic support services; excellent verbal and written communication skills; experience with diverse cultural groups in higher education with a commitment to bilingual and bicultural student groups desired; working knowledge of university policies and procedures desired; computer literacy and Microsoft windows experience desired. Salary: $75,000-$85,000.

DIRECTOR - YOUNG SCHOLARS PROGRAM (#11933)

DUTIES: provide direction, guidance and establish goals and performance objectives for YSP and Upward Bound staff; recruit, hire, train and evaluate staff; develop and approve program policies and guidelines; monitor and evaluate the effectiveness of programs; assist in development of program curriculum and activities; prepare annual operating budget and approve expenditures; assist in identifying and writing grant proposals for potential funding from local, state and federal sources; represent the program at various local, state and national conferences and seminars.

QUALIFICATIONS: master's degree or an equivalent combination of education and experience; desired qualifications: considerable experience in program planning, direction and administration at the pre-collegiate level; experience in curriculum development; experience with budget planning and related fiscal activities; previous supervisory experience preferably of professional staff; experience working with low-income and other underrepresented students; knowledge of community. Salary: $65,000-$75,000.

The university offers a full comprehensive benefits package. To learn more about the university, visit our website at: www.ohio-state.edu.

APPLY

Review of candidates will begin April 10, 2000 and continue until position is filled. Send cover letter indicating appropriate position reference number and two (2) resumes to: **Employment Services, 250 Northwood/High Building, 2231 North High Street, Columbus, OH 43201.**

The Ohio State University is an Equal Opportunity, Affirmative Action Employer. Women, minorities, Vietnam-era veterans, disabled veterans and individuals with disabilities are encouraged to apply

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Brown University

DIRECTOR OF THE CENTER FOR THE STUDY OF RACE AND ETHNICITY IN AMERICA

Brown University invites nominations and applications for the position of Director of the Center for the Study of Race and Ethnicity in America (CSREA).

Candidates must (1) be scholars qualified for a tenured faculty appointment in one of Brown's academic departments in the humanities, the social sciences, or appropriate areas of the life sciences; (2) have broad academic interests and a demonstrated ability to work productively in an interdisciplinary multi-racial and multi-ethnic setting; and (3) have demonstrated teaching ability and a successful record of developing research projects and grant proposals.

The Director will be responsible for the academic leadership of the Center, for overseeing the Ethnic Studies Concentration, for coordinating and encouraging research and teaching in the area and for generating intellectual and financial resources for the Center. The Director's duties will also include teaching half-time.

Brown University is an EEO/AA employer. Minorities and women are encouraged to apply.

The Search Committee will begin reviewing applications upon receipt. Candidates should send a letter of application, a curriculum vitae and a list of five referees to the address below. Applications will continue to be considered until the position is filled or closed. For further information or to apply write to:

CSREA Search
Brown University
Box 1857
Providence, Rhode Island 02912

Brown University is an Equal Opportunity, Affirmative Action employer.

Visit our website at: **www.brown.edu**

ASSISTANT PROFESSORS
CURRICULUM & INSTRUCTION

FGCU, the newest university in the State University System, opened on August 25, 1997. Two positions available for Assistant Professors of Curriculum & Instruction. These positions require Earned Doctorate in curriculum, supervision or closely rel. field.

POSITION # 12600 - Teach courses in professional education studies, curriculum, elementary teaching methods, teacher education & other education areas as assigned; will provide service to schools and the university and will be a productive scholar.

POSITION #12601 - Teach courses in professional education studies, curriculum, general or content based-elementary teaching methods, teacher education & other education areas as assigned; will provide leadership in expeditionary learning for both faculty development & student cohorts; will provide service to schools & the university and will be a productive scholar.

SPECIAL POSITION NOTES: Please refer to our website at www.fgcu.edu or call our Jobline at 941-590-1111 for the specific respective position requirements. Appointments will be made at Assistant Professor faculty ranks; salary commensurate with the candidates' expc on a 9-month, renewable, multi-year contract basis. The anticipated start date for this position is August 2000.

TO APPLY: There is no formal application form. Submit two packages for the respective position you wish to be considered, each packet must include a letter of interest, curriculum vitae, and list of five references postmarked by the deadline date of **April 7, 2000** and mailed to FGCU, Position #, HR Dept., 10501 FGCU Blvd. S., Ft. Myers, FL 33965-6565. Official transcripts req'd of candidates invited for an interview. For further information, call 941-590-1111 or visit www.fgcu.edu. FGCU is an EO/EA/AAI.

FLORIDA
GULFCOAST
UNIVERSITY

ASSISTANT PROFESSOR
Positions in Spanish

Two tenure track positions in Spanish. Evidence of excellence in teaching language and literature; undergraduate & graduate level. Specialization in Latin American Literature. Secondary field in Romance Linguistics desirable. Ph.D. in hand by time of appointment. Strong commitment to scholarship, research and teaching expected. Other duties include advising, curriculum development, departmental and institutional service.
Salary range: $32,703-$57,049.

Minorities and women are encouraged to apply. For consideration, address letter of candidacy, completed CV and no fewer than three letters of reference by April 14, 2000 to: **Giuseppe Di Scipio, Chair, Romance Languages Department, Hunter College of CUNY, 695 Park Avenue, New York, NY 10021.**

HUNTER
CITY UNIVERSITY OF NEW YORK
An Equal Opportunity Affirmative Action/IRCA Americans with Disabilities Act Employer.

Peralta Community College District

Management Vacancies

Director of Community Relations
Application Deadline Date: April 4, 2000

Executive Assistant to the Chancellor for External Affairs
Application Deadline Date: April 10, 2000

Dean of Student Services
Application Deadline Date: Open Until Filled
(Review of applications will begin on March 28, 2000

Compensation: The salary and other terms and conditions of employment are negotiable based on qualifications.

Please visit out website at www.peralta.cc.ca.us for the full job description and application procedures or contact the PCCD Personnel Dept., (510) 466-7297, Oakland, CA.

AA/EOE

ESU
EAST STROUDSBURG UNIVERSITY

East Stroudsburg University of Pennsylvania

ASSISTANT PROFESSOR PSYCHOLOGY DEPARTMENT

East Stroudsburg University invites applications for a *full-time, tenure-track,* position at the Assistant Professor level beginning Fall 2000. Teaching responsibilities may include: General Psychology, Psychology of Adjustment, Theories of Personality, Abnormal Psychology, Developmental Psychology, Measurement and Evaluation, Introduction to Counseling, and Psychological Testing. There may be a possibility of teaching graduate-level courses. The successful candidate will initiate and maintain an active research program with undergraduates.

REQUIREMENTS: A Doctorate in the area of Clinical/Counseling Psychology, with a commitment to the scientist-practitioner model and undergraduate teaching experience is required. Final determination will be based upon successful interview, which may include teaching demonstration performance.

Materials must be received by May 15, 2000. Send a letter of application describing teaching and research interests, curriculum, vitae, graduate transcripts, evidence of teaching effectiveness, evidence of scholarship, and three letters of recommendation to: **Sussie Eshun, Ph.D., Chair, Psychology Department Search Committee, East Stroudsburg University, East Stroudsburg, PA 18301.**

ESU is an equal opportunity employer. Minorities and women are strongly encouraged to apply. Visit our homepage at www.esu.edu

---

Suffolk
COUNTY COMMUNITY COLLEGE

DEAN OF FACULTY

Suffolk County Community College, New York States' largest multi-campus institution, invites applications for the Dean of Faculty at its Western Campus. The Western Campus, located in Brentwood, has over 6,000 students and over 100 full-time faculty members.

The Dean of Faculty reports directly to the Executive Dean and is responsible for academic policy, implementation, procedure recommendations and proactive leadership. As the chief academic officer of the campus, the dean's primary responsibility is the management of classroom faculty and support staff and providing oversight for the integrity and direction of campus academic programs.

Candidates should possess a substantial record of incremental administrative experience in higher education; significant teaching experience; expertise in program development; familiarity with emerging technologies and academic applications; a record of encouraging faculty development and be well versed in program review and the accreditation process. In short, the successful candidate must be a strong academician and leader who possesses outstanding interpersonal skills.

Please refer to the college website for position description and qualifications:
http://www.sunysuffolk.edu

Review of applications will continue until position is filled.

Send a letter of application and a resume to:
EMPLOYEE RESOURCES
Suffolk County Community College
533 College Road, Selden, NY 11784

Suffolk County Community College is an affirmative action, equal opportunity employer and encourages minorities, females, and persons with disabilities to apply.

AUSTIN COMMUNITY COLLEGE

Austin Community College is a comprehensive community college whose mission centers around the values of quality, flexibility, accessibility and diversity. Building on long-standing commitments to excellence in education ACC is seeking faculty members who can contribute actively to the campus community's understanding of the importance of diversity.

Austin Community College invites applications for the following positions:

FULL-TIME INSTRUCTOR POSITIONS FALL 2000

OPEN UNTIL FILLED

- Computer Information Systems (010001)
- Spanish (010002)
- English (010003)
- Child Development (010008)
- Visual Communications Design (010010)
- English As A Second Language (010013)
- Nursing Associate Degree (020013)
- Visual Communication Design (010018)
- Developmental Reading (020012)
- Government (010004)
- History (010005)
- Mathematics (010006)
- Nursing (Vocational) (010007)
- Biology (010011)
- Chemistry (010012)
- Culinary Arts *New* (010014)
- Physics (02008)
- Drama (020014)

HALF-TIME INSTRUCTOR POSITIONS FALL 2000

- Pharmacy Technician (010015)
- Surgical Technology (020009)
- Sonography (010016)
- Photography (010017)
- Drama (020014)

Applicants should submit a letter of interest, resume/vitae or application, transcript(s), and list 2-3 reference resources in the letter (include name, title, address, contact phone number of references) to: ACC, Office of Human Resources, **5930 Middle Fiskville Rd., Austin, Texas 78752**. Applications are available on the ACC web site at: **www.austin.cc.tx.us/hr** or you may call **(512)223-7534/7573** to request an application. An Equal Opportunity/Affirmative Action Employer.

CALIFORNIA STATE UNIVERSITY CHICO

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Oversees student judicial program, functions as grievance coordinator, liaison to auxiliary businesses and student programs.

DIRECTOR OF FINANCIAL AID

Oversees distribution of $60 million for 9,000 recipients and supervising a staff of 26 in a financial aid program with a student centered philosophy.

http://www.csuchico.edu/pers/
(530) 898-6435

Looking for a back article of *Hispanic Outlook???*

"Hispanic Outlook in Higher Education" is archived in the ERIC database on an annual basis. These annual cumulations (26 issues) may be purchased (in microfiche or reproduced paper copy) from the:

ERIC Document Reproduction Service (EDRS)
7420 Fullerton Road, Suite 100
Springfield, VA 22153-2852
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FAX: 703-440-1408;
Internet: EDRS@inet.ed.gov

Student Activities Positions

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Division of Student Affairs
Virginia Commonwealth University

Activities Coordinator
Coordinator for Greek Affairs

Position Descriptions
*Visit our Website at www.students.vcu.edu/commons/ftpositions.html for a complete position description and instructions for the "one-page ad."

Qualifications
Required- Master's Degree in Higher Education Administration, College Student Personnel, Counseling or related field; Excellent oral and written communication skills—including presenting to groups and in a one-to-one setting; Must be willing to work a flexible schedule, which may include evening and weekend hours; Demonstrated organization skills
Preferred - Additional full-time/part-time/graduate assistantship experience in student life/activities;
Experience in a non-traditional, urban campus and demonstrated ability to work with a culturally diverse population in a higher education setting
Desired - Experience with PC-based computer applications including word-processing, database management and electronic communications

Additional Qualifications:
Coordinator for Greek Affairs (Position # FA172)- One year of full-time or two years of part-time experience advising Greek letter organizations (Fraternities, Sororities and their governing groups) in a College/University setting is required; Experience with and/or knowledge of NIC, NPC and NPHC structure and policies is preferred.

Activities Coordinator (Position # FA193)- Required -One year of full-time or two years of part-time experience working in a college union operation, college union/university programming and/or event management; experience in advising students and/or student organizations on program planning required; experience coordinating programs and events activities

Salary/Benefits
Salary for both positions begins at $26,000 for a contract professional faculty, non-tenure position with a twelve-month appointment. Excellent health and retirement benefits, tuition waiver and five weeks annual leave.

Application Procedure
Submit letter of application, resume, the names, addresses and telephone numbers of three current references and a one-page ad* that summarizes and highlights the skills and talent you would bring to either position by **Monday, May 1, 2000** to:

Felicia Keelen,
Associate Director for Student Activities
University Student Commons & Activities
Virginia Commonwealth University
907 Floyd Avenue, Box 842032
Richmond, VA 23284-2032
T: (804)828-6500, F: (804) 828-6182,
fkeelen@vcu.edu

VCU
Virginia Commonwealth University

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Be an Influential Force in

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HOUSTON COMMUNITY COLLEGE SYSTEM

Houston Community College System Anticipated Faculty Openings, Fall 2000

Houston Community College System (HCCS), a public, comprehensive community college, is the largest institution of higher education on the Gulf Coast of Southeast Texas. With an enrollment of 55,000 credit and non-credit students and 223 instructional programs, HCCS is organized into five regional colleges that serve a culturally, ethnically, and economically diverse student body. HCCS is a leader in workforce development and academic transfer programs, offering associate degrees, technical training, technical certificates, and continuing education opportunities.

Houston, the fourth largest city in the United States with a population of 1.8 million, is well known as a center for energy, medicine, international business, and technology. Houston is also a thriving cultural center, home to a world class symphony, opera, theater, ballet company, and sports teams.

We invite applicants for **anticipated** full time faculty openings in the following disciplines:

Academic Instructors

- Art
- Biology
- Chemistry
- Computer Science
- Dev. Math*
- Dev. English*
- Economics
- English
- English as a Second Language (ESL)
- Government
- Guided Studies
- History
- Math
- Music
- Physical Ed/Fitness
- Physics
- Sociology
- Spanish
- Speech

Technical Instructors

- Audio/Video Technology
- Business Technology*
- Computer Science Technology
- Criminal Justice/Law Enforcement
- Emergency Medical Technician (EMT)
- Technical Writing

* *Bilingual (English/Spanish) also needed in these fields.*

All applicants for academic areas must have a Master's degree with 18 graduate hours in the teaching field, as well as related teaching experience at the post-secondary level.

Candidates in the technical areas must have appropriate academic credentials (minimum of Associate's degree), as well as 36 months of related work experience.

Experience working with a diverse student population is desired. A commitment to the mission of community colleges and their students is required. HCCS offers competitive market salaries and excellent benefits.

An employment application and a copy of college transcript from an accredited institution are required for consideration. To request an application, call **(713) 718-8565** or fax request to **(713) 718-8641** or download an application from the HCCS website **(www.hccs.cc.tx.us)**. **Application deadline: April 20, 2000.**

Houston Community College System
320 Jackson Hill, HR Dept, Ste. 220, Houston, Texas 77007

HCCS is an Equal Opportunity Employer.

UNIVERSITY/RD–WESTERN CONNECTICUT STATE UNIVERSITY

ASSISTANT TO THE DIRECTOR OF HOUSING/ RESIDENT DIRECTOR

Possible Multiple Openings

W.C.S.U. is seeking an individual to serve as Resident Director beginning in the Fall 2000 Semester (anticipated starting date June 1, 2000). The ADH/RD position serves as a resource person within the residence hall who counsels, promotes hall programming, maintains hall environment conducive to learning and individual growth, makes referrals, advises, residence hall groups, monitors maintenance requests, recruits, trains, supervises, and evaluates Resident Assistants and Information Desk staffs, and supervises two or three building custodians. The ADH/RD promotes an atmosphere that is conducive to promoting academic, social, and personal growth of the resident student population. Additionally, the position requires that various delegated duties be assumed within the operation of the Housing Office. This is a full-time live-in position. **Education & Experience:** Two years of relevant housing experience equipping the applicant to relate effectively to resident college students and staff. Must have valid driver's license and a vehicle available for job-related duties and meetings. Bachelor's degree is required. Master's degree preferred. **Salary**-$32,722 annual with a comprehensive benefit package. Send letter of application, resume, names and phone numbers of three professional references to: **Maribeth Griffin, Associate Director of Housing, Newbury Hall, Western Connecticut State University, 181 White St., Danbury, CT 06810** by April 14, 2000. EEO/AA Employer. Women and minorities are encouraged to apply.

RMWC RANDOLPH-MACON WOMAN'S COLLEGE

Associate Vice President for Development and Director of the Campaign

RANDOLPH-MACON WOMAN'S COLLEGE
Lynchburg, Virginia

Randolph-Macon Woman's College invites applications and nominations for the position of Associate Vice President for Development and Director of the Campaign.

The Associate Vice President, working very closely with the Vice President for Development and College Relations and reporting to the President, will manage a newly launched $75 million capital campaign and direct the ongoing fund raising with an emphasis on organization, management, and solicitation. The campaign is envisioned as a comprehensive, nationwide effort to include leadership gifts, major gifts, annual giving, planned giving, and corporations and foundations. The Associate Vice President will manage a professional staff of 11.

The College seeks candidates who have a minimum of 10 years successful experience in fund raising and who can demonstrate thorough understanding of the systems and organizational structures needed to support a comprehensive program. Previous capital campaign experience at a major institution is preferred. A persuasive proponent of the small liberal arts college environment, the ideal candidate will possess the vision to see the connections among the various campaign components, strong leadership skills, and proven managerial abilities. A Bachelor's degree is required; advanced degrees are preferred.

Randolph-Macon Woman's College is a selective private liberal arts institution, founded in 1891 and situated on a 100-acre campus in the foothills of Virginia's Blue Ridge Mountains. The College has a diverse student population of 720 undergraduates who come from 47 states and 34 foreign countries, and it boasts a 9:1 student-to-faculty ratio. The market value of the College's endowment fund currently exceeds $140 million. Randolph-Macon Woman's College consistently ranks in the top 1% of all colleges and universities for alumnae participation in annual giving and is ranked in the top 10% of baccalaureate-granting institutions nationwide in the percentage of students who go on to earn a Ph.D. The College is historically related to the United Methodist Church.

Active screening of candidates will begin immediately and will continue until the position is filled. Nominations, applications, and letters of interest should be submitted to:

Associate Vice President for Development and Director of the Campaign
Randolph-Macon Woman's College
c/o Educational Management Network/Witt/Kieffer
98 Old South Road
Nantucket, Massachusetts 02554

Requests for a copy of the Position Specification and questions concerning this search may be directed to Nancy C. Whitcomb at 508-228-6700 or via e-mail at RMWC@emnemn.com

Randolph-Macon Woman's College is an equal opportunity employer.

Educational Management Network/Witt/Kieffer

Southeast
Missouri State University

RECREATION

ASSISTANT/ASSOCIATE PROFESSOR
TENURE-TRACK
BEGINS AUGUST 2000

REQUIRED: Earned doctorate in Recreation or related field, or ABD with imminent completion. PREFERRED: Successful university teaching in general recreation, scholarly record, and service activity. Review of applications begins April 15th, search closes May 15th. Send letter, vita, transcripts, and names/addresses of three references to **Dr. Edward Leoni, Search Committee, Health and Leisure, One University Plaza, Cape Girardeau, MO 63701.** Southeast Missouri State University is an equal opportunity, M-F, affirmative action employer. Women and minorities are strongly encouraged to apply.

MICHIGAN STATE UNIVERSITY

The College of Education announces a tenure system position to begin fall 2000.

Assistant Professor in Human Development. Contact Dr. Richard S. Prawat, 517-353-6417, rsprawat@msu.edu

Complete descriptions are available at http://ed-web3.educ.msu.edu/kiosk/.
Review of applications will begin April 15, 2000.

Minimum qualifications for all positions include an earned doctorate in an appropriate field and evidence of high quality scholarship commensurate with the position level.

Women and minorities are encouraged to apply. Persons with disabilities have the right to request and receive reasonable accommodation. MSU is an affirmative action/equal opportunity institution.

Associate Director Admissions

Barnard College, a women's liberal arts college affiliated with Columbia University, seeks an Associate Director of Admissions to join the senior staff. Reporting to the Dean of Admissions, the Associate Director will assume responsibility for admissions programs, with specific responsibility for the multicultural program. Organize and execute candidate evaluation and selection process; develop and oversee special admissions projects.

Requires a bachelor's degree from a liberal arts institution, 4-5 years' experience in college or university admissions; understanding of the values of a liberal arts education for women and the ability to articulate these effectively. Experience recruiting a diverse application pool is essential. Strong communication, time management, and organizational skills. Computer literacy and a driver's license are also necessary. Must be willing and able to travel for up to 3 weeks at a time.

Send letter with resume and salary requirements to **Employment Manager, Barnard College, 3009 Broadway, New York, NY 10027-6598. Fax: (212) 854-2454.**

Barnard is an equal opportunity employer and encourages applications from individuals of diverse racial, ethnic and cultural backgrounds.

BARNARD COLLEGE

CERRITOS COMMUNITY COLLEGE DISTRICT

Cerritos College, a single campus community college district located in Southeast Los Angeles County adjacent to north Orange County with an enrollment of approximately 21,000 students is accepting applications for the following full-time faculty positions:

MANAGEMENT POSITIONS

- Director of Child Development Center
- Director of Development
- Instructional Dean of Humanities/Social Sciences Division

FACULTY POSITIONS (TENURE TRACK)- EFFECTIVE FALL 2000

- Anthropology
- Art History
- Business Administrative Support Systems
- C.I.S. (Networking)
- C.I.S. (Programming/Applications) (2)
- Counselor
- Asst. Director of Forensics/Speech Communication
- English (2)
- Machine Tool Technology/Computer Numerical Control
- Multimedia Design/Graphic Design
- PE/Aquatics
- Reading (1 or more)
- Spanish (2)

Please Contact (562) 860-2451, ext. 2284
For applications, deadline & job announcement, or visit our web site: **www.cerritos.edu**
(EOE)

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¡PUNTO FINAL!

THE BIG RACE

Dr. Leo E. Chávez is chancellor of the Foothill-De Anza Community College District. Raised in El Paso, he received a B.A. from the University of Texas at El Paso, and an M.A. and a Ph.D. in history from the University of Michigan. He has been a teacher and administrator in California community colleges for more than 20 years.

Some 100 years ago, H. G. Wells wrote that history is a race between education and catastrophe. I live and work in Silicon Valley, a region we somewhat egotistically reference as representing the future of our rapidly emerging knowledge economy.

If indeed the computer and its most prominent offspring, the Internet, represent our destiny, then we as Hispanics are most definitely in a race between education and catastrophe. Two recent events in Silicon Valley have recently made that point distressingly relevant.

One was an article, "Great Wealth–and Poverty" (1/18/99) in our local paper, *The San Jose Mercury News*, reporting on a number of studies that outlined "where the global economy is taking us." The author, Douglas Mattern, pointed to a United Nations report, *The 1998 Human Development Report*, which reveals that the 225 richest people (yes, 225) on the globe have a combined wealth equal to the poorest 47 percent (yes, 47) of all humankind!

Worse, the world's three wealthiest people have assets greater than the combined gross domestic product of the 48 least developed countries on the planet (with a combined population of 10 million people).

The article points out that in the United States, home to 200 billionaires, nearly twenty percent of our children are growing up in poverty. This most democratic of societies, or so we claim, has the worst income disparity among industrial nations.

One percent of Americans own 40 percent of our nation's wealth. Despite this well-known disparity, a 1997 tax bill gave the richest one percent of Americans tax breaks averaging $11,000 per year, a sum approaching the yearly salaries of janitors, salespeople, and food servers.

Closer to home, Joint Venture Silicon Valley Network, a nationally recognized collaborative of government, education, and private-sector leaders, released *1999 Index of Silicon Valley*. The index, published for the past five years, gives us a good social and economic picture of Silicon Valley's health (for more information, visit www.jointventure.org). There are disturbing data regarding the participation of Silicon Valley Hispanics in this newly emerging economy.

Reflecting global trends, from 1991 to 1997 the lowest 20 percent of household incomes in the valley saw their real income decrease by 8 percent while the top 20 percent saw their income increase by 19 percent. The average income in the valley reached an astounding $49,000. The average salary in the fast-growing software industry reached $90,000. Clearly, we should not be concerned about the creation of such prosperity. The issue for us is the diminishing opportunities for some, Hispanics in particular, to participate in the new economy.

The causes are seen in the facts that less than one-third of all Silicon Valley high school students was enrolled in mathematics beyond Algebra I, the graduation rate for Latino students is a miserable 56 percent, and only 19 percent of our Latino students are completing the basic requirements to be eligible for admission to the state's universities.

Clearly, then, we are headed toward possible catastrophe, a catastrophe in which we continue to develop a technologically sophisticated society producing great wealth for those able to participate while some, particularly Latinos, continue to fall further and further behind in the race to enjoy the fruits of the new economy.

Our ultimate catastrophe would be a society in which Latinos are excluded from the benefits being produced. We would face the cruel irony of having a century-long struggle to overcome our legacy of supplying cheap, unskilled labor for an industrialized society collapse completely under the weight of these distressing statistics. Then we will be condemned to supplying cheap, unskilled labor for the new information economy.

We are on the brink of a great opportunity. Public demand for educational reform has never been higher, corporations are clamoring for sufficient numbers of high tech workers to fuel their impressive growth, and an important presidential election is on the horizon.

We need to exercise our collective influence on both major parties and their presidential candidates to commit to a major national initiative to address the deficiencies noted earlier.

In the early sixties, President John Kennedy established an ambitious goal of safely sending a man to the moon and back by the end of the decade. We should demand that our next president establish a similar goal with an equivalent commitment of resources to safely send Hispanic (and other underrepresented groups) into the equally alien environment of technical and scientific careers.

Specific national goals and timetables must be established, as they were in the race to the moon, and the resources needed to achieve those goals must be applied. Let us win this race against catastrophe as we won the space race.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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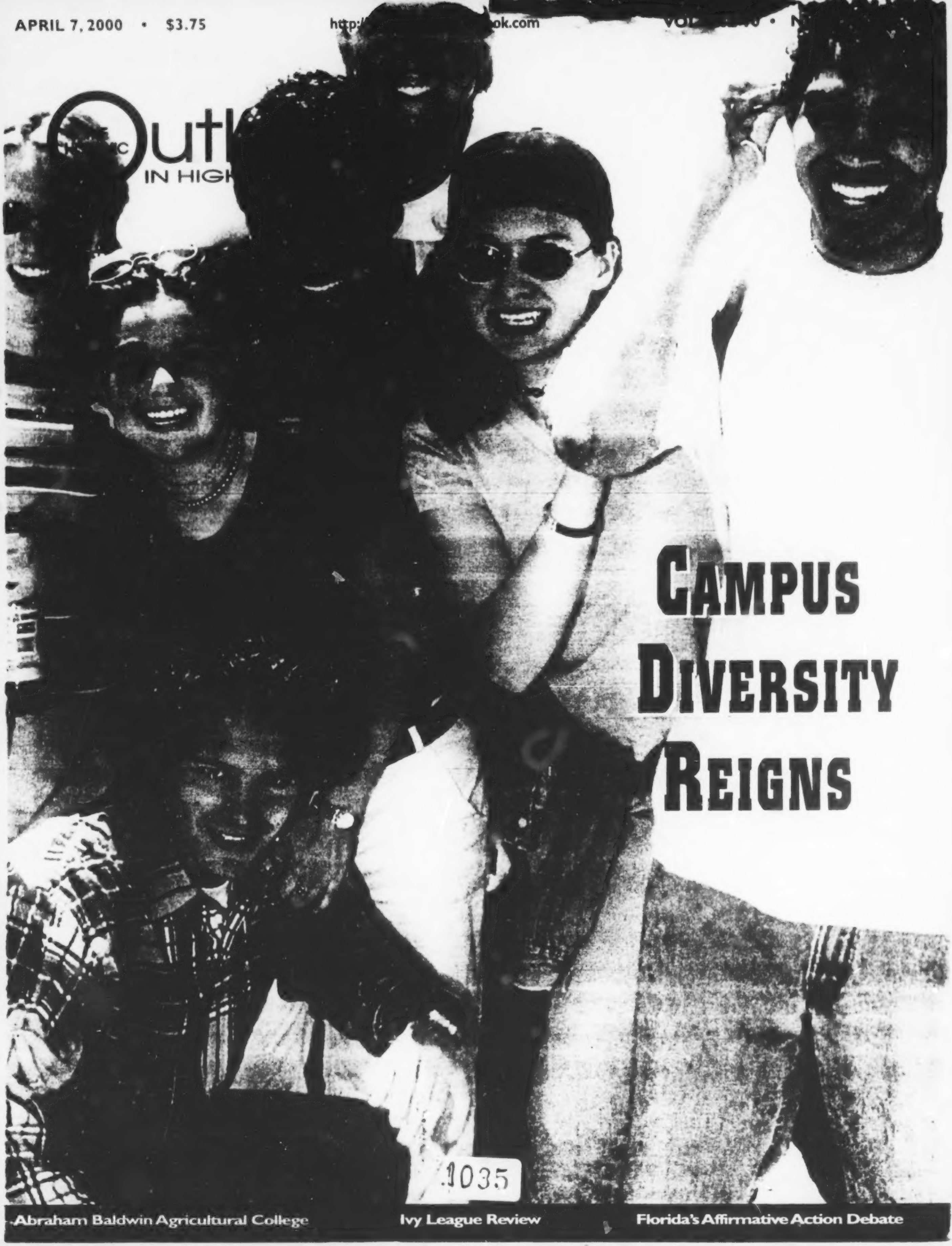

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Abraham Baldwin Agricultural College

Ivy League Review

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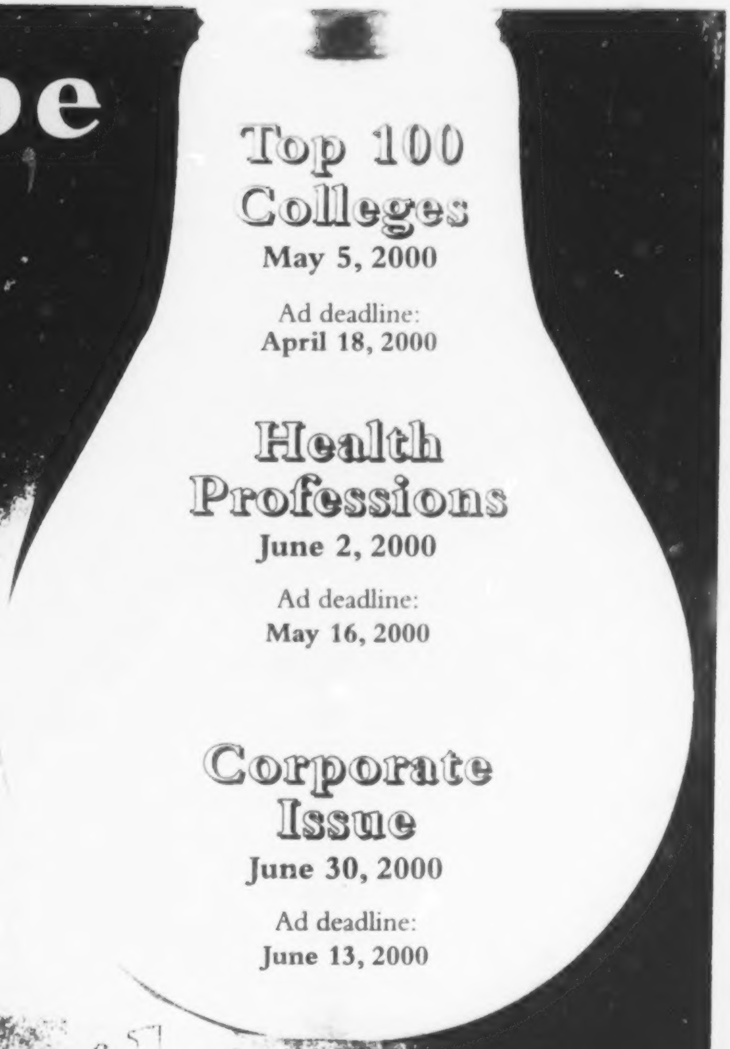

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PUBLISHER
José López-Isa

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CONTRIBUTORS: Inés Alicea, Maura Barrios, Roger Deitz, Allan Finn, Marilyn Gilroy, Carolyn Gonzales, Pat Hanson, Adalyn Hixson, Bob Isaacson, Gustavo A. Mellander, Eduardo Mendieta, Mari Carmen Sarracent, Jeff Simmons, Gary M. Stern

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**
The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652.
All correspondence should include author's full name, address, and phone number.

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A CAPITOL VIEW

Fostering Opportunities

BY GUSTAVO A. MELLANDER

During the 1930s, President Franklin Roosevelt expanded the influence and presence of the federal government. He created a veritable avalanche of what were derisively called "alphabet soup" agencies. WPA, SEC and WRA come to mind.

The government still is involved, still creating new programs. Many nowadays have snappy titles such as TRIO, FIPSE, and now GEARUP–for Gaining Early Awareness & Readiness for Undergraduate Programs.

Why Early College Awareness?

Today more than ever before, education is the fault line between those who will prosper in the new economy and those who will not. To prepare ourselves for the world of personal and professional choices in the 21st century, we must open the doors of college to all Americans and make two years of college as universal as high school is today.

Yet many students, especially minorities such as Hispanics, never receive a college education. Some don't because they lack the preparation for college, and others, because they lack the financial resources.

For decades, the college-going rate of lower-income students has lagged far behind the rates for students from higher income families. Much of the problem stems from the fact that many lower-income families do not know how to plan for a college education, often because they simply have never done it before.

Even supportive parents and families who want the best for their kids often don't know how to advise them. If we raised awareness among lower-income Hispanic students who are now in grade school, we would improve the odds that high school graduation for those students will be a step toward further education.

What to Do?

The message for students is clear: Planning for your future means setting high expectations in all the work that you do; working hard and earning the best grades you can; finding and connecting with mentors who will support your positive goals; planning to take the right courses–including algebra and geometry starting in the eighth and ninth grades–to keep your education options open; and learning about the many financial aid opportunities available to you.

But students cannot do it alone. Nor should the responsibility rest with parents alone, or with schools alone. Parents and families, schools, and many groups in the community can each play a role in providing our middle-grades students with support and help that will ultimately strengthen our workforce and our society.

The Dismal Reality

Of the 19 million adolescents ages 10 through 14 in the United States, approximately 20 percent live below the poverty line, and close to 30 percent are members of minority groups.

Moreover, of the 14.3 million enrolled in higher education institutions in 1995, 83 percent of high school graduates aged 18-24 from high-income families were enrolled in college the October following H.S. graduation; 56 percent from middle-income families; and only 34 percent from low-income families.

How Can We Improve These Statistics?

We can help Hispanics understand early on, while their children are in the middle grades, what will be required of them in order to go to college. Parents need to have accurate and clear information about college prep courses and programs for their children. Hispanics must know that many financial aid opportunities exist so that no one decides against going to college because of lack of finances.

Middle-grades educators at all levels can use their skills and expertise to reach students whose poverty and resulting lack of information and expectation, rather than their brain power or capability, too often prevent them from pursuing and reaching higher education goals.

All educators, because they have experienced college themselves, understand what it takes to be successful in college. Creating a program to explain what college is about can be as exciting in the planning as in the implementation.

Middle school students are surrounded by members of the larger community who can make a difference in their aspirations, education, and awareness. When young adolescents visit the campuses and programs of local colleges and universities, they see–early–what education beyond high school is really like.

Religious and other community organizations can help with mentoring programs and other support services. Businesses can join forces with families, schools, community organizations, state and local governments, and higher education institutions to help students become aware of the increased choices that a college education can provide.

Education Is Everybody's Business

We have an opportunity to help raise postsecondary expectations among younger Hispanics, regardless of their background, while their outlook is bright and choices for their future are still wide open.

For students, it is hard work, and it requires a plan. For parents and families, it requires support and involvement. For schools and colleges, it demands high expectations for all students and the spirit of collaboration.

For businesses, it takes commitment, through mentoring and communication with schools and colleges about what businesses expect in the workplace. For religious, community, and arts organizations, it takes being a place youngsters can turn to for information and encouragement.

We can all plan and partner with others to play a part in helping our nation's young Hispanics to understand the world of choices that awaits them.

Dr. Mellander is a professor at George Mason University.

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Action, Not Rhetoric, At CSU Cleveland State University

Strives to Be Top Choice for Hispanics

BY ADALYN HIXSON

Back in the '40s and '50s, the Ford Motor Company recruited workers from Puerto Rico to its plant in Lorain, just west of Cleveland. The plant has since closed down, but the workers and their families have remained. Today, Puerto Ricans are the largest segment of Cleveland's Hispanic population, which embraces about 20 Latin American countries of origin.

Cleveland's population is around a half million, and the Cleveland metro area about five times that, per the 1990 census. But Cleveland's county, Cuyahoga, has an estimated 1998 Hispanic population of just 38,000.

Yet by most accounts, Latino power is on the rise in Cleveland, the largest city in the state. The first Hispanic was elected to the Cleveland City Council in 1997, Nelson Cintron Jr. And last year, lawyer Jose Feliciano was elected president of the Cleveland Bar Association, another first.

A few years back, *The Bridge*, the minority affairs newsletter of Cleveland State University, reported proudly that in fall 1995, Hispanic enrollment at Cleveland State University had finally reached the percentage that Hispanics were of the Cuyahoga population–2.15 percent. But its efforts to attract Hispanics didn't stop there.

Cleveland State University is known for its enrollment of minorities, often ranking first in the state in several categories, competing well nationally against cities with far more diverse populations to draw on.

"The challenge is getting them to understand the opportunities open to them here."

DANNY VASQUEZ,

ASSISTANT DIRECTOR OF ADMISSIONS, CSU

Cleveland State is a commuter school. Four out of five students are from Cuyahoga County. Ninety-eight percent are from Ohio. A third of CSU's students are in graduate school or law school.

One in four of its students is a minority. Nineteen percent of the student population is African American. But Native Americans and Asians are significant there in achievements, if not in numbers. CSU often leads the state in graduating them, particularly in science and engineering.

A list of Hispanic Initiatives, distributed by OMACR, the Office of Minority Affairs and Community Relations, starts by saying that CSU "strives to become the university of choice for Hispanic students." A look at those initiatives confirms that this is not empty rhetoric. CSU strives to become the university of choice for Hispanic students. "We're serious about our urban mission, and we take our students seriously," said Dr. Njeri Nuru-Holm, vice president for the Office of Minority Affairs and Community Relations.

Admissions

Danny Vasquez, assistant director of admissions, and the person in charge of Hispanic recruitment, readily ticks off specific efforts. "New scholarships have been developed that target Hispanic students. A number of direct-mail campaigns are done throughout the year that are focused on Hispanic students.

"For more than 12 years, CSU has had a bilingual admissions counselor. This helps CSU to recruit those students who are more comfortable with speaking in Spanish than English, and it helps when visiting the different community agencies and events.

"CSU works with a Hispanic agency in the community called Esperanza, Inc. Esperanza aids students by providing a number of educational services to them while they're in high school, and by offering scholarships upon graduation from high school. CSU matches the scholarship given to the student if the student chooses to attend CSU.

"CSU is a member of ECHHO (Educators in College Helping Hispanics Onward), a statewide organization committed to helping Hispanic high school students obtaining post-high school education, whether it be a community college, four-year university, trade school, etc. The organization's main activity is a series of statewide college fairs, intended for Hispanic students." Vasquez says there are eight or nine of these fairs throughout Ohio every year, and Admissions always sends a representative.

The Admissions Office sponsors two annual on-campus recruitment events. One event is for Hispanic high schoolers, and the other is for Hispanic students at Cuyahoga Community College (Tri-C).

HISPANIC '99

Eneida Ruiz, coordinator of the National Student Exchange Program, poses proudly with two NSE students from Puerto Rico, Lilianie Millan and Noemi Nim.

The event for the high schoolers is designed to introduce CSU to sophomores and juniors, and to answer any questions that seniors might have about possibly choosing CSU as their college.

Listening to speakers, having opportunities to ask questions, and tours of the campus are some of the activities. But Vasquez doesn't count on these alone to attract potential students. Part of his job is staying in "very close contact" with Cleveland high schools that have a lot of Hispanic students. And that job is ongoing–not episodic.

Vasquez also speaks of recruiting transfer students. "The event for Hispanic students at Tri-C is co-sponsored with Tri-C's Hispanic Steering Council. Those students who have expressed any interest in the past in transferring to CSU are invited to campus to ask questions about programs, the transferring of credits, and financial aid, and to meet with CSU faculty and staff who can make their transition from the community college setting to CSU much easier."

Transfer to four-year institutions is a topic of great importance to Hispanic education advocates, who fear that too many Hispanic youth don't aim nearly as high as their talents would warrant. At least one large advocacy group urges young Hispanics to enroll in four-year institutions.

Vasquez himself has an undergraduate degree in business administration and is now working toward an MBA. Asked for his thoughts on being an Hispanic employee at CSU, he says, "CSU is a great institution, with a lot to offer students. Everyone here is supportive of increasing the numbers of Hispanics. It is fulfilling to see students here at CSU that I have met at various recruitment events. For the most part, the students enjoy our university. The challenge is getting them to understand the opportunities open to them here. Once they have the information, it's easier to talk with them about their potential."

Who's Getting Hired?

An August '99 report of CSU's Affirmative Action Office on faculty hires for academic year 1999-2000 reflects 62, including two department chairs.

Nineteen, or 31 percent, were minorities: seven Blacks (11 percent), five of them tenure-track and two visitors; six Asians (10 percent), four tenure-track and two visitors; five Hispanics (eight percent), three tenure-track, one visitor, one term; one Native American (two percent), a chair.

Of the 62, 37 were females. Tenure-tracks included 23 females and 14 males. One chair was female; one chair, male. Visitors: eleven females and seven males. Term: two females and three males.

Internal movements included in the counts above were: visitor to tenure-track–one Asian female; lecturer to tenure-track–one white female; lecturer to visitor–two white females; lecturer to term–one Hispanic male and one white male; professional staff to tenure-track–one white male.

"A lot of effort is placed on orientation of search committees, outreach to attract a diverse pool of qualified applicants, and monitoring the search process," said Maria Codinach, affirmative action director, who is a native of Cuba and CSU's highest-ranking Hispanic administrator.

Engaging la Comunidad

Late last month, CSU hosted its first Hispanic Community Forum. Held on a Saturday, from early morning to mid-afternoon, its theme was "Sending My Children to College: Is It a Dream or Is It Reality?"

Maritza Perez, recently hired multicultural programming coordinator for CSU's Office of Minority Affairs and Community Relations, called it "an excellent opportunity for parents and educators to partner in the promotion of postsecondary education for Hispanic youth." Perez also is involved in the Hispanic community outreach initiatives.

Leaders in the Hispanic community and its organizations were on hand to welcome and to network. Some were part of the day's "College Resource Exhibition"–available to talk with parents about college life and academia.

And along with presentations by CSU faculty, including Dr. Rose Quinones-Del Valle, the Cleveland Scholarship Program, Esperanza, Inc., and others, there were "Why Did I Go to College?" area students sharing their personal experiences of college life for the Hispanic student.

Earlier last month, CSU's Urban Child Research Center (UCRC), part of its Levin College of Urban Affairs, hosted a Spring 2000 Brown Bag Forum, "Hispanic Needs and Service Delivery: What We Can Tell Before Census 2000 (Social Trends as Seen from the Field)." Forum moderator was UCRC's assistant director, Dr. Martha de Acosta. The three panelists, all Hispanic, represented a Hispanic senior center, Hispanic family center, and Hispanic services at a center for families and children.

Research on the growth, development, and education of urban children and youth is the primary activity of UCRC and a lifelong interest of de Acosta's. A native Argentinean who has lived in the U.S. for some 25 years, she holds an M.Ed. from Penn State and a Ph.D in educational policy issues from the University of Wisconsin-Madison.

De Acosta calls Cleveland "a great city to do the kind of work I do because people work together."

Her research has looked at the development of resilience among the children of mothers in a local drug rehab program, kinship care in Cuyahoga County, and the emergent literacy of bilingual kindergartners. Local organizations seeking assessment and evaluation research at UCRC include Cleveland's public library, its housing authorities, the Hispanic Urban Minority Alcohol and Drug Abuse Outreach Program, and more.

Viva Latin America

Last September, during CSU's ninth annual Hispanic Awareness Week, keynoter Felix Matos-Rodriguez, Ph.D., a history professor at the Northeastern University in Boston, said, "I urge you to grab an agenda of equality and excellence, of inclusion, of participation and compassion, as we shape the world we live in today. It is one of the few ways to earn self respect." Speaker Richard Millet, a history professor at the University of Southern Illinois, told the audience he believes there is "absolute incomprehension between the U.S. and Latin America. We perceive totally different realities." Millet, an expert on Latin America, said that we don't even recognize its "geographic variance". "We see it as rural," he said, noting that "Mexico is a country of massive regional difference, which we totally overlook. And Brazil is an industrial giant!" And he asked the audience, "How much of this would you discover in the American media?"

Maritza L. Perez, new multicultural programming coordinator for CSU

CSU helps close that information gap with a certificate in Latin American studies that draws on faculty from six departments: urban affairs, anthropology, modern languages, political science, and history. Its director is Dr. Rodger Govea, associate professor in the political science department and holder of a Ph.D. from Syracuse University.

Promotional literature for the program underscores the relevance of Latin American studies, noting that more than 450 million people live in Latin America and the Caribbean; Brazil is larger than the continental U.S. and is the eighth largest economy in the world; the continuing migration of millions of Latinos to the U.S. is reshaping U.S. demography.

The program encourages foreign study in a Latin American country and requires that a student fulfill CSU's language requirement in Spanish or Portuguese. Annually, CSU offers Study Abroad programs in eleven countries, including Spain and Mexico.

Professor Jose Labrador, of the Modern Languages department and expert in 17th-century Spanish poetry, takes a group of minority students to Cifuentes, Spain.

Annually a team of students works with faculty member Dr. Peter Dunham in Belize on his pioneering Maya Mountain Archeological Project, which is funded in part by *National Geographic*. As a result of Durham's work in Belize, four Mayans are now pursuing undergraduate degrees at CSU.

Chair of the department of history in CSU's First College–which offers open admissions and a highly interactive, multidisciplinary liberal arts curriculum, and especially welcomes minorities, women, and older students–is Dr. Donald Ramos, Fulbright scholar and son of immigrant parents, who came to CSU in 1971, "fresh out of grad school, still working on my dissertation." Ramos' study of race and slavery in Brazil has been a lifelong pursuit. A frequent traveler to Brazil and Portugal to analyze primary documents, including Inquisition texts, he also publishes his findings in those countries. "This is my way of giving back," he says. "Lots of American scholars use the material in foreign countries but don't publish there." His recent publications include a book on Brazilian social history, Afro-Brazilian religions, and the Catholic Church.

CSU offers a Spanish major, including a special track–Peninsular and Latin American literature and culture. Offerings last spring included, along with the more typical grammar and history, a course called Hispanic Resources of Cleveland, taught by Professor C. Angel Zorita, whose Ph.D. is from the Universidad de Sevilla.

Business Spanish, first taught by Dr. Delia Galvan in 1996, draws students who are diverse in age, interests, majors, minors, and expecta-

Cleveland State University

tions. All, however, are required to engage in research and face-to-face communication with Cleveland's Hispanic business community, an interaction that both opens job opportunities to students and attracts employees and family members from the business sector to study at CSU. Galvan, who earned her doctorate at the University of Cincinnati, said, "It was a diverse class, and everybody profited from that diversity."

Last spring, CSU graduated the first class of its Diversity Management Program. Twelve students received a Master of Arts in Psychology, Diversity Professional Specialization; and six others, three of them Ph.Ds, were awarded continuing education certificates.

CSU's sixth annual Diversity Conference, held last September, drew more than 100 from colleges and universities across Ohio to examine "The Significance of Race in Higher Education." A focal point was a video, *Defining Race*, produced, directed, and written by Michael Rand, associate professor of communication at the college.

CSU's Students

Hispanic students numbered 347 in CSU's fall 1999 headcount–209 women and 138 men. And undoubtedly there are Latin Americans in its 642 non-resident aliens. Of the 347, 125 are in arts and sciences, 52 in business, 25 in education–all but two are female, 21 in engineering, 7 in First College, 15 in law, 6 in urban affairs, 78 in non-degree graduate and undergraduate programs, and 54 in University Studies–the entry point for all newly admitted undergraduates, who are given the transitional services and support needed "to form the foundation for success and build momentum for graduation."

CSU publishes a handsome 24-page booklet, *Students of Color and CSU*, which acquaints potential students with its multicultural philosophy and resources. An opening statement by Dr. Njeri Nuru, vice president, Minority Affairs and Human Relations, notes that more than 22 percent of CSU's students and 20 percent of its faculty are minority and cites current accomplishments of a dozen or so students, among them Manuel Mendoza, Melanie Guzman, and John Rivera-Resto.

A few pages later, student Lydia Santiago, now an alum, offers some advice. "The best way you can get anything out of college is to actually become involved in campus life and student organizations. The more you get involved, the more you'll want to be here, and the better you'll do in school." A member of Los Latinos Unidos while at CSU, she notes that all are welcome to join, and adds, "We stick together, explore new things together, and just try to help each other..."

The booklet names a few of the other 100 or so student organizations on campus–the Hispanic Network, Friends of India, NAACP, Arab Women's Association, Turkish Student Association, National Association of Black Accountants.

And it briefly describes some of CSU's programs targeting minorities: ACE, CLASS, TLC-Ohio Scholars, IPC, EPIC, PEP, HCOP, LINK, PTA, STARS, and more. Dr. Nuru writes that CSU's multicultural support programs, "some of which have gained national distinction," are designed to help high-achieving students maintain and excel, but also, for students with good potential–designed to meet them where they are and help them develop and achieve."

Many institutions make diversity a goal. Cleveland State University seems to make it happen.

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The Ivy League Review: Part One

The University of Chicago and Stanford University

BY MARI CARMEN SARRACENT

Acceptance to, graduation from, or an academic career at an Ivy League college embodies an almost tangible seal of prestige recognized within and outside academic circles. While the achievements of the schools therein by no means overshadow those of other reputable, established postsecondary institutions, the Ivies have a long-standing history in higher education.

In the next several months, *The Hispanic Outlook in Higher Education* will feature these prestigious schools and discuss how Hispanics are faring on their campuses.

What Is the Ivy League?

Eleven colleges and universities comprise the Ivy League–Harvard, Yale Cornell, Princeton, Columbia, Brown, University of Pennsylvania, Dartmouth, Stanford, MIT, and University of Chicago. Interestingly, while these institutions uphold the highest of academic standards in the country and perhaps the world, the origins of the Ivy League are rooted in athletics. The idea of an Ivy League was derived to form closer bonds with four large old universities in the East. In 1901, Harvard, Yale, Princeton, and Cornell competed against each other and were called the Intercollegiate Teams. In 1950, a sportscaster unofficially called them the Ivies (from Roman numeral IV), and in 1952, they were officially named the Ivy Group.

Latino Representation

As you will see, Latinos, both students and faculty, are not strangers at the Ivies. Evidence of Latino accomplishments and contributions at these institutions and of their professional successes is clear. However, it has been a long, arduous road. While Hispanic surnames and faces are peppered throughout the schools, there still is room for improvement in admissions, retention, and tenure.

University of Chicago

For more than a century, the University of Chicago has challenged existing traditions. According to the University, it has played a leading role in providing equal opportunity for women and minorities in higher education. Total undergraduate enrollment for 1998-99 was 3,777, of which Hispanics make up six percent. White students are the majority of the student body, at 61 percent, followed by 23 percent Asian American and four percent African American. The Class of 2003 now has slightly more women (52 percent) than men (48 percent).

The academic units of the University include the undergraduate college, four graduate divisions, and six graduate professional schools.

Like many other institutions of higher learning, the University of Chicago faces faculty attrition due to retirement, death, denial of tenure, or departure to another institution. At present, total faculty equals 2,861. While these positions are refilled in due time, it is important that Latinos are represented in that process.

Lingua Franca, an academic publication, annually reviews new full-time junior-level faculty appointments in four-year colleges and universities. Its report for 1998-99 shows that in 14 of 21 fields studied, the University of Chicago placed more of its Ph.D. graduates in such positions than did Columbia, Harvard, Princeton, Stanford, or Yale. News like this is promising for aspiring students and professors climbing the ranks. But there is still work to be done.

According to U of C's public affairs office, faculty identified as Hispanic numbers 47 or 1.6 percent. The percentage of Hispanics in tenure-track positions is more dismal at 1.1 percent.

Among U of C's distinguished faculty is Pastora San Juan Cafferty, professor in the School of Social Service Administration, who recently co-edited a book with David Engstrom entitled *Hispanics in the United States: An Agenda for the 21st Century*. The book examines the connection between the integration of Hispanics in American society and public policy.

Marta Tienda, chair of sociology, started her career at the University of Chicago as a faculty professor in 1987. In 1994, she was awarded the first Ralph Lewis Professorship in Sociology. Tienda has expertise in a variety of issues such as migration, employment, and poverty among Latinos, and has authored books on these topics. She has also studied the problems of minority groups forming small businesses in Chicago.

Tienda is a fellow of the American Academy of Arts and Sciences and received a Guggenheim Fellowship in 1993.

Stanford University

The class of 2002 at Stanford University encompasses students from many different backgrounds. According to the school's diversity data, "the undergraduate student body is among the most diverse at any institution nationally in terms of ethnicity, economic background, and geographic origin." The breakdown for the class of 2002 is eight percent African American; nine percent Mexican American; one percent Native American; 23 percent Asian American; and four percent international students.

Total student enrollment (Oct. 1998) was 14,084, of which Hispanic undergraduate enrollment totaled 727, followed by 532 African Americans, 82 Native Americans. Asian American students numbered 1,535. Total graduate enrollment was 7,553. Hispanic graduate enrollment accounted for 410 for the same year; Asian Americans totaled 974, followed by 262 African Americans, and 63 Native Americans.

According to University admissions data, 87 percent of students offered admission were in the top 10 percent of their high school class. Almost half were straight-A students, and 99.8 percent of the students earned a GPA of 3.0 and above. The highest representation in the admitted classes originates from California, followed by Texas, New York, Illinois, Oregon, Washington, and New Jersey.

Approximately half of Stanford's students are pursuing graduate degrees in its seven schools–Business, Earth Sciences, Education, Engineering, Humanities, Sciences, Law, and Medicine.

The most popular undergraduate majors are engineering, biology, economics, history, political science, English ,and psychology. Ninety-three percent of those enrolling as beginning students graduate within five years.

The University claims that it does not use any racial, religious, ethnic, geographic, or sex-related quotas in admissions.

Athletics Overview

Sports competition has not lost its fervor at Stanford University. In 1996-97, Stanford won an unprecedented six NCAA team championships–the most ever by one school in an academic year. NCAA team titles now total 84. For the past five years, Stanford has won the Sears Director's Cup, emblematic of the nation's top broad-based athletic program. There are 33 varsity sports (15 for men, 17 for women, and one coed), 19 club sports, and more than 9,000 students, faculty, and staff participating each year in intramural sports.

Faculty

The Stanford faculty numbers 1,595, including 12 Nobel Prize winners and 22 MacArthur Foundation recipients. Unfortunately, there still is a dearth of women and Hispanic faculty members.

According to a Stanford report, women make up 13 percent of tenured faculty; Latinas and Latinos are 2.4 percent; African Americans, 2.7 percent; and Asian Americans, 8.4 percent.

A tenured female professor who requested anonymity noted that there are so few Latinas on faculty. On the other hand, she added, "We have a very strong pipeline of graduate students. For example, in the history department, there are eight or nine Chicanas working in Chicana history. Five years from now, they will be highly trained historians."

But there is no guarantee that Stanford will hire these professionals. "It's hard to get a faculty position at Stanford. Our own hiring is very slow and few," the professor added.

Last February, Stanford's Law School dean met with the school's Faculty Appointments Committee to discuss this issue of diversity. Paul Brest, who was the dean until August 1999, says, "Increasing diversity at the law school has been an ongoing process for the 30 years that I have been at Stanford."

Currently, the Law School has one Latino tenured professor, and two tenured and two non-tenured African American professors.

Nevertheless, there are Latinos who are making a difference on campus.

Al Camarillo, who teaches graduate and undergraduate courses in modern U.S. history, is the first faculty member to receive three of Stanford's most distinguished awards: the Lloyd W. Dinkelspiel for outstanding service to undergraduate education and two Excellence in Teaching honors–the Walter J. Gores Award and Bing Fellowship. He is a past director of the Chicano Fellows program and the Stanford Center for Chicano Research. Currently, he is the director of an interdisciplinary Comparative Studies in Race and Ethnicity program. He was associate dean and director of undergraduate studies in the School of Humanities and Sciences in the early 1990s.

Camarillo joined Stanford's faculty in 1975, after earning his Ph.D. from the University of California-Los Angeles. He also has held faculty posts at Yale University and the University of California-Santa Barbara. Caramillo knows what it's like to be among the few, yet it didn't deter him from his goal of attaining a higher education: "There was no room for me or for the people from which I arose.... There was no history for me. I was excluded." When Caramillo enrolled at UCLA in the 1960s, he and his brother were two of only 44 Mexican Americans.

In his research, Camarillo examines the origins of the Chicano civil rights movement as well as family, labor, and immigration patterns in urbanized populations.

Other Hispanics, too, shine on the Stanford campus. Chris Gonzalez Clarke, assistant director of El Centro Chicano, a division of the dean of students office, is one of them. El Centro Chicano is among a legion of campus multicultural organizations. Founded in 1978, it is a vibrant student center that provides valuable resources to students, community members, and more than 20 student organizations. El Centro literature notes that its programs provide Stanford students with the opportunity to explore Chicano and Latino culture, history, and traditions. Last year marked El Centro's 20th anniversary.

Clarke oversees a staff of 20 undergraduate and graduate student part-time staff members who carry out the programs. Frances Morales is assistant dean and director of El Centro.

Clarke is a 1985 Stanford graduate. He says of the University, "Stanford is unique; it gives you room and encourages you to develop your talents."

One of Clarke's contributions to Stanford, via El Centro Chicano, is the establishment of a performing ensemble of mariachi music, Mariachi Cardenal de Stanford. He also helped write a proposal for a one-unit music class in which students could learn a mariachi band instrument. Some Stanford students came from high schools with established mariachi programs. In 1999, the group released its fifth-year-anniversary compact disc.

El Centro Chicano's activities cover a broad range. For example, it recently collaborated with Stanford's Lesbian, Gay and Bisexual Community Center, the Program in Feminist Studies, the Chicano/a Studies Program, and the Latino/a student organization Familia de Stanford in the realization of a for-credit mini-course–*Conocimiento* in Dialogue, offered through the Feminist Studies Program. Gloria Anzaldúa, a Chicana Tejana lesbian feminist poet and fiction writer, read from her repertoire and worked with students enrolled in this course, taught by Paula Moya, assistant professor of English.

While some Stanford Latino alumni find opportunity at the University, others leave The Farm (as the school is nicknamed) to make a name for themselves. Jaime Oaxaca, a Sloan Executive fellow, graduate of Stanford University's Graduate School of Business, was recently named chair of the United States Space Foundation. Oaxaca, who has more than 40 years of experience in the fields of engineering and business management, held Senate-confirmed appointments on the General Advisory Committee on Arms Control during the Reagan and Bush administrations.

Gerhard Casper, Stanford University president, noted the institution's commitment to diversity in his Equal Employment Opportunity statement, Reaffirmation of Policy: "We have made much progress, but there are still areas that require our attention. The distribution of women and minorities among the ranks of the professoriate, in senior administrative positions, and in the number of other professions is far from ideal.

"Continued dedication and attention by members of our community is called for, even though some of the phenomenon is attributable to low representation in availability pools. Stanford University will remain constant in its commitment to diversity and affirmative action. We see the need not only to retain the principle but also to continue our support for specific goals and objectives. Our educational purposes will be served best if we reflect the full range and the full capacity of this society."

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Florida against AFFIRMATIVE ACTION

BY ALLAN FINN

AS WE GO TO PRESS

The Florida Board of Regents voted 12 to 0 on February 17 to approve Governor Jeb Bush's anti-affirmative action plan. February 22, the state Cabinet approved "the education component" following "hours of sometimes impassioned debate," according to Reuters. The NAACP filed a challenge to the policy with the state Division of Administrative Hearings, and an administrative rule cannot go into effect while it is being challenged, reported the Associated Press, February 26.

On March 7, opposition to Governor Bush's One Florida Initiative gave shape to a protest march of thousands on the state's capitol. Among those participating in the mile-long march were the Rev. Jesse Jackson; NAACP (National Association for the Advancement of Colored People) President Kweisi Mfume; the Rev. Martin Luther King III, chair of the Southern Christian Leadership Conference; Hugh Price, president of the National Urban League; Patricia Ireland, president of NOW (the National Organization of Women); and members of the Congress and state legislators. It even attracted a large contingent of White women and union members who expressed the belief that the affirmative action issue touched their lives as well.

Bush defended his initiative by saying that it is the will of the majority of Floridians.

The NAACP said that 50,000 marchers gathered, while Tallahassee police place that number at somewhere closer to 11,000. By either estimate, it ranks as one of the largest organized civil rights protests that Florida has ever seen.

Adam W. Herbert , State University of Florida System chancellor

Governor Bush has since met foes of his One Florida Initiative. After the recent mile-march, the governor had a brief meeting with Senator Kendrick Meek, D-Miami, Representative Tony Hill, D-Jacksonville, Barbara DeVane-Gilberg of Florida NOW, Karen Woodall of the predominantly female National Association of Social Workers, and Lt. Faye Davis of Miami-Dade Fire Rescue. Subsequent to their exchange, Bush said he would continue to seek suggestions for improving his plan, but noted that he would not back down on taking race and gender criteria off the table on state contracting and university admissions.

Both sides in the affirmative action battle over Florida Governor Jeb Bush's **One Florida** plan reached an open dialogue as opponents of the proposal made their voices heard in three announced public hearings. The governor's plan calls for the abolishment of affirmative action as a factor in undergraduate admissions for the state's 10 public universities beginning next fall.

Bush issued his executive order for the plan in November and had hoped that the Florida Board of Regents would swiftly approve it. But in light of recent controversy, outspoken criticism from minority leaders, and a 25-hour sit-in (staged by Senator Kendrick Meek, D-Miami, and Congressman Tony Hill, D-Jacksonville) in the offices of Lt. Gov. Frank Brogan, Bush rescheduled the Board's January 21st meeting for Feb. 17. Before that meeting took place, 15 of the state's legislators held their own public hearings with the governor in Tampa, Miami, and Tallahassee.

With sit-ins, rallies, and large numbers of minority members in attendance at the hearings, the One Florida plan, while accepted as an inevitable by most, had been slowed down significantly, according to experts.

Kevin Mayeux, executive director of the Florida Student Association, expressed the organization's displeasure with the governor's introduction of the proposal without advance conversations with the FSA, the students of the university system, or other affected constituencies.

"My experience has shown me that when you communicate with others and try to involve them in your decision-making processes and you try to come to a consensus, people wind up buying into your product," said Mayeux. "Instead, some of the governor's press relations people did not think that was necessary at the time. Of course, I think he learned a valuable lesson from that."

Barbara Arnwin, executive director of the Lawyers Committee for Civil Right Under Law, called the plan "backwards," contending that it intends to eliminate affirmative action first and "then try to get the legislature to give us 20 million dollars to add college prep courses at these schools and to give teachers incentives to teach those courses."

"What's so bizarre is that you would normally do that first, making sure that people would have the opportunity to qualify because the courses would be available, and then you would set your new standards that people had to meet," said Arnwin. "Here they're doing it is totally backwards"

Mayeux claims that the governor has given the FSA his assurances, but hopes that Bush will enter it into some form of a policy statement.

"The other thing they're not talking about is that the governor has required more money from this legislature before and they haven't even passed that legislation," added Arnwin.

Larry Abele, provost and vice president of academic affairs for Florida State University, believes that while the university is in a good position because it has been building and preparing for such a law, he still carries reservations.

"As a human being, I'm not in support of it," said Abele. "As a provost of a university, I will implement the governor's directive and the law of the land."

Some of the debate centers on the Talented 20 part of the policy that ensures all Florida students who finish in the top 20 percent of their class a slot in one of the 10-school state universities. The students must also complete the state college-prep curriculum (which the state's poorest, low-achieving schools do not have) and take the SAT and ACT college placement tests.

The Talented 20 plan would add 600 more students to the state's four-year universities this year and 1,600 in the years following.

"The difficulty is that in Florida, there are 26 school districts in poor minority neighborhoods that don't offer any of these courses," said Arnwin. "So you can't get the 19 credits no matter what you do."

Larry Abele, Florida State University provost and vice president of academic affairs

Keith Goldschmidt, spokesman for the Board of Regents, argues that none of the institutions provide remediation courses because, he contends, that is strictly a function of community colleges.

"If there is an increase for remediation, it would be insignificant because of the Talented 20," said Goldschmidt.

Officials from Florida State and the University of Florida have already come out and said that they expect few Talented 20 admissions because standards have been set too high and they don't have the remedial programs that would be required by many of the new students.

Other schools in South Florida (the area with the state's largest minority population), such as Florida International University in Miami-Dade County and Florida Atlantic University in Boca Raton, have come forward stating that they would accommodate the added students. The two schools claim to have the remedial programs that others are missing, as well as the room and the willingness to heed the governor's initiative.

There is also the issue of disparities among schools where a student at a high-performing school could have a high grade-point average but not be in the top 20 percent, while a student at another school could have a lower GPA and be in its top 20 percent. Under the plan, the student with the lower GPA would be guaranteed a space in a four-year university, while the student with the 3.4 wouldn't.

"Our analysis indicated that nothing goes down to a 2.4 GPA," said Goldschmidt. "What that's ignoring, though, is right now our admissions policy is that anyone with a 3.0 or higher is eligible for admission. That person with a 3.4 would likely get into the state university system under the new admissions policy just as they do today."

Another issue is the effect of the Talented 20 plan on community colleges since many Talented 20 students attend those schools because their grades were not high enough to get into the universities. Now they would be able to attend four-year institutions.

"Those people who are in the 18 to 20th percentiles–the likelihood of them getting into the University of Florida is little, but that doesn't mean that they can't get in or won't get in," said Goldschmidt. "They may bring certain special types of talents."

"The way it is structured, it will have a devastating effect on the enrollment of African

American and Latino students in Florida," said Arnwin. "It also sets up a second-class educational system in Florida that is dependent upon partial resegregation."

Currently, the enrollment of minorities, according to the State University System's (SUS) figures, is 32 to 33 percent, with Hispanics comprising approximately 14 percent of that figure, representing nearly 94,000 students.

"By the University of Florida's own projections, these statistics will go down–especially at these flagship institutions," said Arnwin. "In the first couple of years of implementation, the numbers of African Americans and Latinos enrolling in higher education plummets."

Arnwin cites what has transpired in the first years of implementation of similar programs in California. She claims that for first-year students, Chicano numbers went from 14.3 percent in '96 to 11.4 in '97. In '98 the number went down to 7.6 percent and now stands at nine percent.

In Texas, the number of Latinos went from 9.5 percent in '95 to three percent in '99, according to Arnwin.

"The Board of Regents has already predicted a cascading effect [in which enrollment drops significantly and recovers only partially]," said Arnwin. "In those years of the drops, there are thousands of students who are not getting into these major prominent institutions."

"Instead, what happens is that these students end up at public institutions that are considered the schools of last resort," added Arnwin. "So you end up with a partial segregation. You find them at the least prestigious institutions. What you set up is clearly a lifelong segregation problem."

Arnwin also contends that Texas' rebound is due to the legislature's setting aside of 100 million dollars to implement its own plan and that compared to that figure, "Florida's proposed 20 million is clearly inadequate."

Currently, about one-third of Florida's student body is comprised of minority students. If the Talented 20 portion were implemented, according to Goldschmidt, the state might have an additional 250 to 400 students on top of the students who are ordinarily admitted (which is about 28,000 per year), 60 to 70 percent of which will be minority students.

"One of the things that any university can do within the system is develop strategies on building their students' classes," said Goldschmidt. "They can also identify inner-city schools or by geographic area or by economic condition or a variety of other things that identify students, and have those people enter their university system."

Some controversy has even arisen over Bush's suggestion of having received approval from the Clinton administration. While that approval has not come in, the U.S. Office of Civil Rights in the Department of Education did state that the plan was in line with goals of the state's partnership to open up minoritie access to the university system, although it expressed some reservations.

> ***"As a human being, I'm not in support of it. As a provost of a university, I will implement the governor's directive and the law of the land."***
>
> LARRY ABELE, PROVOST AND VICE PRESIDENT OF ACADEMIC AFFAIRS FOR FLORIDA STATE UNIVERSITY

In a letter to State University System Chancellor Adam W. Herbert, the Department stated, "...our preliminary assessment is that the Executive Order and the Equity in Education Plan can be reconciled with the Partnership Commitments' overall goal of expanding access for minority students to higher education. However, we do have some concerns as to the implementation of the Talented 20 program and the Profile Assessment Program. If the plan is adopted, we will need to work together to incorporate elements of the plan into the Partnership Commitments in a way that will continue to reinforce the spirit and goals of the commitments."

In part, Governor Bush's initiatives were meant to pre-empt the efforts of Ward Connerly to end affirmative action in Florida, according to Wade Henderson, executive director of the Leadership Conference on Civil Rights (LCCR).

"However, following the governor's announcement, Connerly indicated that he plans to continue promoting a ballot measure banning affirmative action in Florida's state programs," said Henderson.

In November, Floridians Representing Equity and Equality (FREE), a coalition of civil and human rights organizations, filed an alternative ballot initiative for a constitutional amendment supporting affirmative action. It also launched a petition drive to get more than 43,000 signatures of registered voters needed to begin the process of getting it on the November 2000 ballot.

Despite the large outcry, Goldschmidt believes, however, that there is a general consensus supporting the plan.

"The chancellor is in favor of it, the chairman of the board is in favor of it, [and] several of the regents have gone public in their support of it," said Goldschmidt. "We've had a couple of preliminary votes on things such as the wording of the proposed rule, but they [the board of regents] have not taken an official position on it yet."

"Nobody comes to this issue without passion," added Goldschmidt. "This strikes at the very heart of how one human being relates to another in America. There are those people who are passionate about it and want to make sure Florida does the right thing."

Within the rule itself is a statement that Goldschmidt believes clearly represents what the board of regents intends to do with the policy: "The Board affirms its commitment to increasing student diversity in each of the state's universities."

"I don't think there's anything ambiguous about the intentions of the board, and I don't see any mention of a good-old-boy network or returning back to the days when race was used to exclude minorities from the state university system," stressed Goldschmidt. "This has been an important tenet in the Florida State University system for several decades now. There is nobody within the system that intends to abandon the basic principle."

"All we're doing is changing how it's implemented by considering what's happened in the legal system, what's happened in the court of public opinion," added Goldschmidt.

The Honor Roll

Montclair State University

Planning for Growth, Embracing Diversity

BY ROGER DEITZ

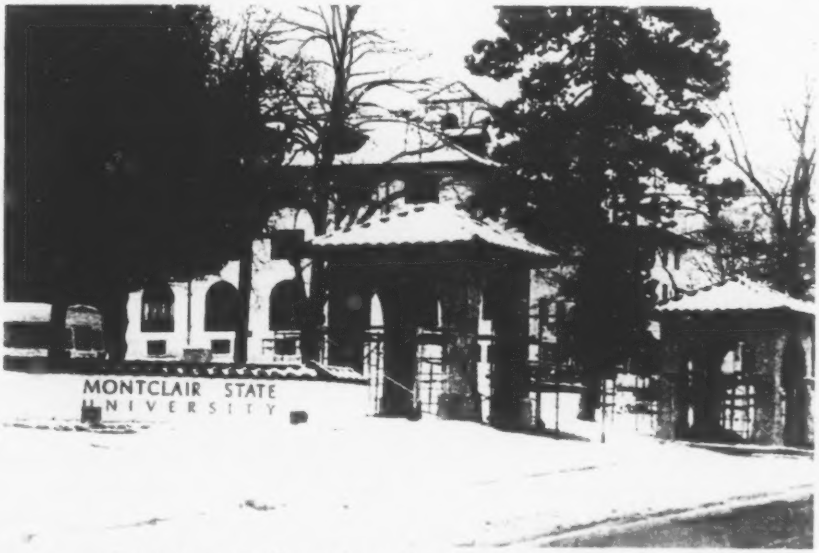
This past September, Montclair State University (MSU) inaugurated the first female president in its 91-year history, Dr. Susan A. Cole. The new president, a native of Brooklyn, observes that MSU is rich and vibrant because, "as society has changed and evolved around us, our students have changed, and they have changed and shaped this university at least as much as it has shaped them."

On the same day that Dr. Cole was inaugurated, the University dedicated its $18.7 million Science Hall, a 60,000 square-foot instructional complex for biology, molecular biology, and biochemistry. While many people made that building possible, none was more devoted to the University than Margaret McCormack Sokol, a member of Montclair's class of 1938.

Margaret McCormack Sokol donated $1.25 million to MSU to endow its first named professorship (the Margaret and Herman Sokol Chair in Chemistry) and, in addition, funded the Sokol Science Seminar Room in the new Science Hall. Margaret and Herman Sokol met at Montclair when both were students. It is the first endowed chair established by a graduate at a New Jersey public comprehensive university and is certainly a significant juncture for an institution that is evolving with stunning success.

"We are at a moment in time when we can take a great university and really make it shine in the 21st century," predicts Dr. Cole, who was president of Metropolitan State University in Minnesota from 1993 to 1998.

"The potential is here and the opportunities are here. I think the future of Montclair State University can be spectacular." There is a great deal of evidence to support Dr. Cole's position. This is a unique school with a remarkable record of growth and community service. Then there are other factors, such as location and aesthetics. The campus affords a magnificent view of Northern New Jersey and New York City from its location on the wooded and granite crest of New Jersey's Garret Mountain a part of the Appalachian range. Yet for all its rustic beauty, the institution is situated but fifteen minutes from Manhattan. Of course, scholarship is the focus when Dr. Cole says this university is a special place. "It is clear to me that there is a common interest at our university in the quality of our academic programs," she stresses. "There is a strong impetus to make sure that what we offer our students



Construction at the Normal Avenue Entrance, Montclair State University

Dr. Susan Cole, Montclair State University president

is absolutely first-rate. We can–we will–build on that, both in our undergraduate and graduate programs."

President Cole also sees diversity as a dynamic force for growth at Montclair State. "MSU has enormous potential for growth based on a strong ethos of access and diversity in our student body. We are ideally situated, geographically and academically, to attract a broad range of high-quality students from all backgrounds to further increase the diversity and accessibility of this University–to make it a truly welcoming institution for all of our students." Now, Montclair State University is situated on *The Hispanic Outlook* Honor Roll as well.

MSU is ranked fifth among the Top Regional Universities in the North by *U.S. News and World Report*. With more than 13,000 students, the University is New Jersey's largest comprehensive university and the second largest institution of higher learning in the Garden State, located on 220 suburban acres in northern New Jersey.

MSU offers 44 undergraduate majors, 31 graduate majors, and many interdisciplinary programs, minors, and concentrations. The New Jersey Commission of Higher Education recently approved Montclair State University's proposal to offer the Doctor of Education degree in pedagogy, the first doctoral program in the University's history. Montclair State is the only university in the country to offer a doctorate in pedagogy, aimed specifically at teachers who wish to stay in the classroom rather than move to administrative positions. The doctorate has two specialties: mathematics education and philosophy for children.

Composed of five colleges and schools, the educational mission of Montclair State is served by the College of Education and Human Services, the College of Humanities and Social Science, the College of Science and Mathematics, the School of Business, and the School of the Arts. The University's Global Education Center sponsors lectures and symposia featuring renowned international speakers as well as sponsoring international study by faculty and students. Nearly 40 percent of the faculty have received grants from the Center. International students are encouraged to travel to area schools and organizations to present talks and programs about their home countries. MSU's

Honor Roll Facts in Brief

INSTITUTION
Montclair State University

LOCATION
1 Normal Avenue
Upper Montclair, NJ 07043
(973) 655-4000

MONTCLAIR
STATE
UNIVERSITY

ESTABLISHED
1908

ENROLLMENT
13,285 (1,585 undergraduate students and 161 graduate students Hispanic)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

TUITION AND FEES
$2,980.80, approximate, per year, New Jersey residents

FACULTY
438 full-time (28 Hispanics)

SEVERAL DEGREE PROGRAMS
Biochemistry
Fine Arts
Human Ecology
Music Education
Technology Education

NOTABLE HISPANIC-SERVING ORGANIZATIONS
La Campana (Service of Student Government Association)
Latin American Student Organization
Spanish Club

INTERNET ADDRESS
www.montclair.edu

International Trade Counseling Center (ITCC) provides "one-stop shopping" for counseling and resources for companies that wish to conduct business internationally. Sponsored by the School of Business, the ITTC works in collaboration with federal and state commerce agencies as it maintains an important and useful database.

The New Jersey Network for Educational Renewal at Montclair State University is one of the nation's oldest and most respected school/university partnerships. The Network joins the University with 20 school districts, including Newark and Paterson, "in a common effort to improve student learning and enhance the qualities of democratic citizenship." The Network offers an extensive program of professional development and provides "exemplary settings" for the induction of new teachers into the profession. In addition, thousands of elementary and high school students come to the campus each year to participate in Gifted and Talented programs, the Preparatory Center for the Arts, and summer camps for athletes and cheerleaders.

The University offers 23 varsity sports for men and women, all competing at the NCAA Division III level. The baseball and softball teams have consistently played in post-season tournaments, including the Division III World Series. The wrestling, track, and swimming programs have produced numerous national titles.

English Professor Karen Rosenfield held her Composition 105 class outside on the grass.

Founded in 1908, Montclair State University was originally established as a Normal School in response to the growing demand for professionally trained teachers. The institution became Montclair State Teachers College in 1927, dedicated to the education of secondary school teachers through a four-year Bachelor of Arts degree program. Part-time, extension, and summer courses were added to meet the professional needs of teachers, and in 1932, Montclair was authorized to offer the master's degree. With a strong emphasis on the liberal arts and sciences, Montclair in 1937 became one of the first teachers colleges accredited by the Middle States Association of Colleges and Schools. Responding to rapid enrollment growth in the late forties and fifties with an expanded curriculum and faculty, the campus became Montclair State College in 1958 and a comprehensive, multi-purpose institution in 1966. Recognizing the strengths of its academic programs and faculty, as well as the commitment to excellence in instruction and research, the Board of Higher Education designated Montclair State a teaching university on April 27, 1994.

Last year, the University entered into various joint enterprises. In February of 1999, MSU and the University of Medicine and Dentistry of New Jersey agreed to start offering two joint-degree programs leading to doctoral degrees in biomedical sciences. MSU students can earn their Bachelor of Science or Master of Science degree at MSU and, if they meet the requirements, pursue a doctorate at UMDNJ-Graduate School of Biomedical Sciences. Very active internationally, MSU and the Universidad de Belgrano, one of Argentina's leading universities, signed a Memorandum of Understanding to develop several collaborative projects, including faculty and student exchange programs. New Jersey Governor Christine Whitman praised the agreement: "I cannot overemphasize the critical importance of imbuing New Jersey's education institutions with a global perspective."

There are 10,159 undergraduate and 3,126 graduate and professional students enrolled at Montclair State University. The first-year-student class is made up of approximately 40 percent minority students. Among the undergraduates, 1,585 are Hispanic, and within the graduate ranks, 161. The University graduated 1,707 undergraduates last year, with a sizable population of 182 Hispanics, for a percentage of 11.0 percent. Thirty-two Hispanic students graduated with degrees from the School of Education, the largest number; 12 were human ecology majors. An additional 76 Hispanics graduated with degrees in humanities and social sciences, and 23 received psychology degrees. Another 20 Hispanics graduated with degrees in science and mathematics (10 in biology), 19 graduated in the arts (10 in speech and theatre), and 35, in business (34 of those in business administration). MSU alumni number about 52,887. There are 172 female and 266 male full-time faculty members for a total of 438. Among the full-time faculty are 13 Hispanic females and 15 Hispanic males. The student:faculty ratio is noted as 15:1 with an average class size of 20. MSU distributed $41 million in financial aid this year, and the institution's financial aid office was cited as one of the most efficient in the country. Students have the option of a minor in Hispanic Community Affairs.

This past September, the 14th annual Student Leadership Symposium, "Latinos in the 21st Century: A Proactive Approach to Our History, Our Challenges, and Our Responsibilities," was held at Montclair State University. Organized by the Hispanic Association of Higher Education in New Jersey Coordinating Council, in conjunction with MSU students and administrators, the symposium addressed the issues and concerns of Hispanics in higher education. The aim was to "honor and review" the historic contributions and role of Hispanics in higher education. Session themes included "Politics: Powers of Democracy," "Finance: Stability and Growth," "Education: Growth and Participation," "Health: Awareness and Prevention," "Cultural Identity: Are We Schizophrenic," and "Communication." Also new this past December is the establishment of the Institute for Community Studies to "achieve better understanding of the forces that bring people together with a shared set of interests and responsibilities." It will serve as a resource for groups to strengthen community and will also place students in various positions in community groups–where they can benefit from "guided, non-classroom learning."

Pursuing Language, Culture, and History in Salamanca

Students and Faculty Enriched by Foreign Study

BY JEFF SIMMONS

Experience
EMORY

Main gate at Emory University

"We are not where we can be." These words appeared in Emory University's annual report for the last academic year. And they speak volumes, not just about a dilemma faced by many of its collegiate peers across the nation, but of an awareness of Emory's own shortcomings and its mission.

"One of the more important challenges confronting us is the question of how to deal with growing diversity, not only in our society in general but also on our campus," the report continued.

Over much of the last decade, this 11-thousand-student campus 15 minutes outside of Atlanta has made a considerable effort to meet the demands of an increasingly diverse student population.

It has boosted the ranks of minority faculty to earn national recognition. It has attracted students from some 90 foreign nations. This academic year, 125 undergraduate students have declared Spanish as their major. And Emory's Graduate School of Arts and Sciences has undertaken a strategic plan to recruit and retain minority students.

Another adjustment has been a shift to address the needs of students on campus and in society in general. Campus officials noted the nation's booming Hispanic population, and likewise the need to understand not just the Spanish language but its culture and history.

Currently, for instance, an estimated 55 percent of enrollments in higher education foreign language courses are for Spanish courses.

"It was very clear that Spanish was up and coming in the nation as a very visible presence," says Carlos J. Alonso, chair of Emory's Spanish department. "I think that the administration here has to be given credit because it really put a lot of resources into an area that normally would not be getting a great deal of interest."

In the last few years, Emory administration essentially put its money where its mouth was–it shifted some resources and worked closely with faculty to beef up its Spanish department and studies for both undergraduates and graduate students.

A look at the faculty ranks in the Spanish department points to the evidence of change: there were five professors in the early 1990s. That has more than doubled to 11. All have specialties, such as 20th-century Spanish literature, medieval Spanish literature, socio-linguistics, Baroque Spanish literature and women's studies, and Latin American poetry.

"This used to be a very, very small graduate program, and then the administration decided it wanted to expand it, and in four years they hired four more tenured professors," Alonso reflects. "We had the opportunity to create an almost new graduate program that would address some of the concerns and issues and deficiencies we had seen in our own graduate education." Weaknesses such as a lack of professional training, a curriculum that didn't reflect the needs of students, and a dearth of mentorship possibilities.

"It's been very decidedly a collective effort. We have all chipped in and contributed our time to it, because we've tried to better our graduate program while keeping our own research agenda going," he adds.

The invigorated graduate program has evolved dramatically. Twenty students–all with a command of Spanish language–are now enrolled, and in order to graduate, they must achieve a strong foundation in the literature of Spain and Spanish America, spending 10 weeks abroad, studying in Salamanca in Spain. The ancient city is home to one of Europe's most prestigious and oldest higher education sites, the University of Salamanca.

Roughly a half dozen students take part in the graduate program's excursion to Salamanca each summer. Emory picks up the tab for tuition, transportation, room, and board. The summer abroad program was launched in 1997.

"I was delighted," says Patrick Garlinger, who is in his fifth year in the graduate program. "I had spent some time in Salamanca as a junior and knew what the city had to offer. Graduate students often are left on their own to get a job or go on vacation. But this was perfect and allowed me to continue doing graduate work."

Administrative Building and Atlanta skyline

Carlos J. Alonso, chair of Emory's Spanish department

He adds that living in the historic city made education come alive.

"There really aren't that many archives here for Spanish work," he says. Being in Salamanca, he said, allowed him to do a research project on a 20th-century poet that otherwise would have been impossible.

During the summer, students take three courses, including one on paleography, which is the study of manuscripts and difficult to undertake in areas that lack extensive resources. They also attend an intensive workshop to enhance their proficiency in formal Spanish.

Additionally, students visit sites such as the Archivo Nacional, the Simancas-based national repository of Renaissance historical documents, and Seville's Archivo de Indias, which contains materials involving the conquest and settlement of the New World.

During the last part of the 10 weeks, they work with an Emory faculty member, turning a paper they have written for a course into a manuscript that could be submitted to a journal for consideration, says Alonso, senior editor of the *Latin American Literacy Review*.

Often this coursework becomes preliminary work for a dissertation. The classes are small–a recent Emory class was comprised of three Spaniards, a Puerto Rican woman, and two Americans–and students are able to get individual attention.

Emory's ties to Salamanca aren't limited to its graduate program. Each semester, about two dozen Emory undergraduate students take Spanish language and culture courses there. They initially live in private residences with Spanish speakers, but after one month can move into a university dorm or an apartment with another student.

Students take classes not only in the Spanish department but also in comparative literature, women's studies, and French, among others. Adjacent to the university, in the heart of the Barrio Antiguo, is the Emory Center, which offers space for lectures and orientation meetings, tutoring, and social events.

Meanwhile, Emory's program director in Salamanca arranges cultural excursions; field trips to Barcelona, Madrid, and Granada; and outings to concerts, plays, and movies.

Karen Stolley, Emory's director of graduate studies, says that the students undergo a transformation.

"They find an intellectual and a professional voice, and those two processes are key in what distinguishes this program," she says.

And it's not just the students, though, who are the students. Teachers

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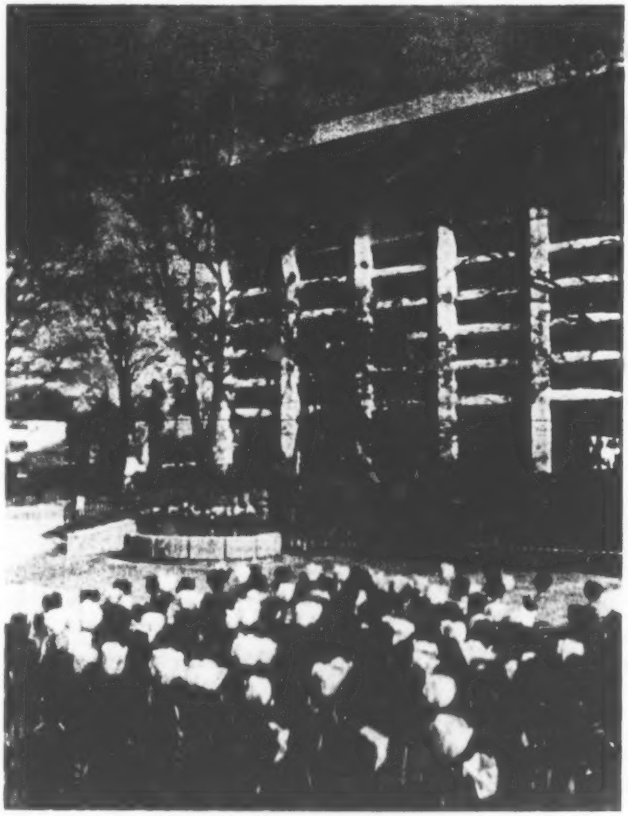
take part in a new program that transports them to Salamanca so they can improve their teaching methods.

"One of the most productive long-term ways of internationalizing the university in terms of curriculum and pedagogy is to put together a program to enable faculty to use Spanish for their teaching," says Stolley. "So we take a small group of faculty from other departments for an intensive immersion learning experience."


Administrative Building, Emory University

In 1998, seven members spent a month immersing themselves in Spanish language and culture in Salamanca. They underwent intensive language courses, attended cultural seminars, and shared research interests with University of Salamanca faculty.

"It's a very powerful experience for them to rethink their role as teachers. They think more about the students in ways they have not in years. The secondary benefit is that Emory is a big place and most research universities can be fragmented," Stolley says. "Faculty in different departments get a chance to interact."

Back on home shores, Emory's graduate program has expanded as well, to ensure that all students who leave the campus are ready to step easily into their professional shoes.

All students in Emory's Graduate School of Arts and Sciences, as part of the Teaching Assistant Training and Teaching Opportunity (TATTO) program, are required–after their first year, when they have adapted to the program and its time demands–to teach one course per semester. Usually, students handle one course section while under the supervision of a faculty member. They are not limited to teaching basic Spanish language courses but instead are prodded to branch out into other areas.

"We make sure they are exposed to a whole range of courses. They can teach anything from beginning language to advanced seminars for undergraduates," Stolley says. "We try to expose them to fairly broad kinds of courses so they develop expertise in language and culture and teaching as well."

Garlinger, who is expected to graduate this May, has been teaching a seminar on gender and sexuality in 20th-century Spanish narrative and film, coursework that he designed. Seven undergraduates enrolled in the course.

"I try to be a tough teacher," the 27-year-old native Californian says, "and really emphasize that my students read the text carefully. I always want them to understand that no matter what the emphasis is, they are reading a literary text that has its own properties.

"Not only do I want to educate them on homosexuality and gender but at the same time on how to read literature."

Alonso says that the classroom component trains the graduates for the workforce. "We give people the knowledge they need to participate effectively in the profession after they leave graduate school," he says.

Each year, the Spanish department sponsors an annual lecture series including principal figures in Hispanic criticism. It further recruits a series of visiting writers each spring, such as Basque writer Bernardo Atxaga and Cuban Puerto Rican writer Mayra Montero.

Most recently, faculty have attracted Mexican novelist Jorge Volpi to the campus. The writers teach literature and creative writing to undergraduate students.

"The courses they teach are very different than the usual undergraduate curriculum," Alonso says. "The creative writing courses give the students a chance to indulge in their own writing and have somebody who does that for a living look at the stuff they produce."

Though the program is a relatively small component at Emory, he says that it is drawing notice on campus. Graduate students have gone on to successful jobs, for the most part landing in prominent positions.

"The fact that they have all gotten jobs in excellent tenure-track positions in excellent universities is a validation of the program and of its requirements and opportunities," he says.

Still, members of the Spanish department are not resting on their laurels. Instead, they hope to expand even more. The Spanish department is slated to hire a faculty member to cover Portuguese and Brazilian studies.

Additionally, faculty members are considering whether to forge a similar institutional tie with Cuba to allow students and faculty to study there as well as in Salamanca.

"One of the possibilities we might contemplate in the future is to alternate between Salamanca and Havana for the graduate program," Alonso says, as he puts the finishing touches on an exploratory trip there for four faculty members and four students.

"We are going to have workshops with a number of cultural institutions there and establish links that may translate into a more permanent presence of our department there."

Publish, Perish, and Points in Between

A Primer for the Uninitiated

BY PAT HANSON, PH.D.

Students and professors alike know the drill: teaching, research, and service. Today, research translates as publication at private universities, state colleges, and even some community colleges. While neither the American Association for University Professors, nor faculty associations, nor unions have specific policies regarding the number and type of articles in print necessary to survive, "publish or perish" is a reality that every professional in academia must face.

> ***Up-and-coming faculty in today's competitive market must meet criteria far more rigorous than those of a decade ago.***

Issues

The dubious relationship between writing and teaching, in traditional academic thinking, holds that professors who do cutting-edge research, which by being selected for publication has been judged as "good," advance an academic discipline and therefore make better teachers.

Whether you've observed the teaching of "researcher types" first-hand or attempted to glean the essence of pedantic scientific literature, the relationship between publication quantity to teaching quality remains elusive at best.

In fact, publish or perish can apply even to the larger picture of institutions competing with one another for status, students, and, therefore, money. *Barron's Profiles of American Colleges* and *U.S. News and World Report's College Admissions Selector* both have rating scales that rank institutions against one another by using a ratio of publications per faculty members. A private company, ISI, maintains a comprehensive multidisciplinary bibliographic database on journals worldwide. It indexes more than 16,000 periodicals and covers both basic and applied research.

One 1995 study examined 1,318 schools around criteria related to the selectivity of its incoming student body and the scholarly productivity of its faculty, and found a strong correlation. Conspicuously missing from most discussions of this issue, however, have been data needed to ground any alternative views of quality. A new study, *National Survey of Student Engagement* (*NSSE*), is being piloted, with support from The Pew Charitable Trusts, to illuminate this dynamic (Baughman & Goldman, '99).

Higher Standards for Faculty Today

Up-and-coming faculty in today's competitive market must meet criteria far more rigorous than those of a decade ago. It is very likely that new professors will find themselves evaluated by senior faculty members whose own publication records could not keep them employed at the institution.

Leonard Cassuto, professor of English at Fordham University, in a recent *Chronicle of Higher Education* article, bemoaned what he calls "the murderous job market of the 1990s that prompts a common refrain among members of hiring committees: 'How could I ever have survived in this market?'" He finds that in order to be considered by some universities, there is pressure on doctoral students to publish their research even before they graduate. This contributes to the graying of graduate student bodies and the keeping of potentially good teachers in underpaid postdoctoral teaching assistantships while they work at publication (Cassuto, '98).

Indeed, scholarly studies on just this issue have proved, with some major individual exceptions, that over the years, the more tenured a professor gets, and the higher up the academic ladder many professors ascend, the fewer publications they produce. Much research has been conducted by discipline concerning the relationship between publication quantity, quality of teaching, and job security (Green, '98; Bloom & Klein, '95; Zivney & Bertin, '95; Bradigan & Mularski, '96).

New Methods of Disseminating Scholarly Information

The electronic information age is beginning to affect the way academics publish in some fields. Many schools are now struggling to develop criteria for rating faculty members' dissemination of scholarly information through newer, nontraditional methods–the World Wide Web, for example, or having "unpublished" monographs listed in electronic data bases.

In 1991, Paul Ginsparg, a researcher at Los Alamos National Laboratory, created a database of physics papers on his home computer. Its popularity has begun to change the way scholarly ideas in physics are shared. Twenty-five thousand articles annually are posted in an electronic archive where professors can revise their articles after receiving comments from colleagues who have read them online. Some of the papers are eventually peer reviewed and published in journals.

Peer review and publication of scholarly articles would be radically altered under a new plan being promoted by a small but influential group of academics. The American Association of Universities and The Association of Research Libraries co-sponsored a meeting of scholars, librarians, and provosts in 1997, with Pew Charitable Trust funding, to formulate a new way to meet the goals of identifying the best ideas and getting them out into the field.

In the current system, most scholars present their papers to a specific journal, which solicits reviews of that work from two or three experts in the area. These reviewers, usually anonymous to the authors and vice versa, decide whether an article is to be published in that journal. The new proposal would separate peer review from publishing.

Instead of sending an article to one journal for review, professors would send their work to a "certification panel" in their field, established by scholarly groups that similarly use experts to give each article a grade or stamp of approval. A professor could then have the choice of submitting the article for print publication or posting the article on a World Wide Web site and skipping print publication altogether. Universities would accept a certification panel's stamp of approval and not require that professors actually publish their work.

Some see this as a minor change, merely shifting from "publish or perish" to "certify or perish." Budget-conscious libraries are behind this plan as an alternative to high-priced journal subscriptions, which can cost as much as $15,000 apiece in science and technology (Wilson, 98).

It wasn't until the mid-'80s that the flagship journal of the Modern Language Association, *PMLA*, the most reputable journal for the English profession in the country, went from named to blind submissions in which reviewers and editors would run less risk of undue influence by big names in the field. This has allowed lesser-known and younger faculty a fairer chance of publication.

Reasons Why Academics Write ...and How They Should

There are many reasons why teachers in "the academy" write and why they expect the same of their graduate and undergraduate students. It is an opportunity to clarify and organize thinking, sharpen use of the English language, and demonstrate expertise to one's peers. A primary motivation is to give back to the profession, to make a contribution to the field.

Perhaps the most pressing reason professors write is to secure their careers with tenure and, once that is done, receive promotion.

Publication can translate to annual merit pay increases. However, new faculty should find someone they trust at their institution to warn them about what is acceptable and what is not–before they make a writing plan for themselves.

Publications that count in academia are most often interpreted with a capital 'P.' Generally your name (often as first author) must appear on articles in leading "refereed" journals that indicate you are making a "name for yourself" (and for the university for which you work). Carry that a step further, and it might mean "quantitative research in refereed journals," rather than the sometimes more difficult and time-consuming writing of qualitative research, or content analysis studies, or essays that are the mainstay of different professions. Some prestigious journals will not publish studies unless their results have proven statistical significance, disallowing the public access to serendipitous findings and new important questions that a particular study might have prompted.

Depending on the institution, the guidelines might differ. In some academic disciplines, "research" does not constitute presentations at professional meetings, nor do articles about innovative original teaching methodologies count for retention, promotion, or tenure. Book reviews or "op ed" pieces in newsletters, self-published material, and even edited anthologies might not be acceptable to some of the committees holding careers in their hands.

Some institutions might not even give credit to a professor for an article synthesizing information much needed by the general public, written in a language that the public can understand. Works in popular magazines with a circulation of millions might be frowned upon, in comparison to acceptance by small, erudite journals reaching the thousands more typical of academic journal circulation.

"It is ironic," says Andrew Jenkins, Health Education Programs at Central Washington University, "that in a field like health education, where the popular press promotes considerable misinformation, that when a reputable health educator gets printed in mass market media, they don't get the same credit as if they had just preached to the choir."

To get closer to the truth of the matter, publications are often used for gatekeeping. When a department wants a particular individual either in or out, depending on the desired outcome, a person's scholarly work can be valued or de-valued in the most critically crucial ways. Fortunately, most colleges and universities operate by committee and have a series of checks and balances so that tenure decisions do not fall solely on the personal opinion of one individual. However, even with full departmental support and sufficient or even excellent publications and citations, because of internal politicking that might have to do more with budgetary projections than either the individual or the publications, some unlucky academics might feel the sting of "perish" attributed to their writing.

Professor Maureen McDonough-Kolb, a writing instructor in New York University's HEOP program, which concentrates heavily on improving the skills of minority students to help them move up the academic ladder, says that "in general, the system works, but it is sad and dishonest when it does not."

Every three years, Phi Delta Kappa, an honorary society in education, publishes the results of publications research conducted by Kenneth Henson, long-time dean of the College of Education at Eastern Kentucky University.

Author of more than 200 articles and 20 books, Henson's suggestions on getting started, targeting an audience, style and substance, and the writer-editor relationship are invaluable. Good too is Anne Sigismund Huff's *Writing for Scholarly Publication*.

Dr. Larry Olsen, of Towson University in Maryland, author of 80 articles, 200 presentations, and author or co-author of some 35 textbooks, is a prolific writer in the health education field. Winner of the highest awards by three prestigious professional organizations in public health, he puts it like this: "One doesn't do what one does to see what awards will accrue. One simply always remains committed to excellence in whatever one does. In terms of 'impact,' the first article I published in the *Journal of School Health* probably would be questionable now. I wasn't nearly as good a writer then.

"My basic piece of advice is, if a person wants to become a *good* free-throw shooter, he or she practices shooting free-throws a little; if a person wants to become a *great* free-throw shooter, he or she practices shooting free-throws a lot and elicits the help of other great free-throw shooters. Most people, when they graduate from their master's or doctoral programs, are neophyte writers. The more they write and submit to refereed journals, the better they will become. I would suggest that they align with others who have published in the journals in which they wish to become published, and take the criticism that is offered as a learning experience, not a threat to their 'creation.'"

Writing for publication is important, whether for job security or for the loftier goals of making a difference in a specific discipline. All entry-level college professors hoping to continue need to get over the self-imposed and institutional obstacles to putting their words "out there."

If success in academia is your goal, carefully pick an area to specialize in, hopefully one that makes your heart sing. Meticulously review all of the publication possibilities for your work, find a mentor, take his/her advice…and then, as the Nike ad says, JUST DO IT!

Dr. Pat Hanson is presently an adjunct professor at California State University-Monterey Bay and Monterey Peninsula College.

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Resources

Henson, Kenneth T. *A Brief Guide for Writing for Professional Publication*. Bloomington, Indiana: Phi Delta Kappa Publications, Fastback, 1998. (812) 339-1156.

For beginners and those with initial success, this will help them select appropriate journals and shape manuscripts to those journals' needs. Includes circulation figures, refereed status, percent research articles, acceptance rates, average numbers of weeks required for a decision, length of time from acceptance to publication, etc.

Huff, Anne Sigismund. *Writing for Scholarly Publication, 1999*. Sage Publications, 2455 Teller Road, Thousand Oaks, CA 91320-2218. (805) 499-0721. info@sagepub.com. Paper, $24.95.

Provides scholars with both the philosophy and practical advice. Guidelines for choosing the topic, making an outline, title selection, and writing the study of introduction and conclusion are presented, along with the steps from submission to revision. Includes exercises.

PUBLICATION BASICS

First and Foremost: Find a Mentor.

Listening carefully to the wisdom of the more experienced pays off in saved time and energy and stress. And can make a big difference in your lifelong career.

Themed Issues

Nearly a third of journal issues have designated themes and solicit manuscripts in advance. Writing on a specific topic for a themed issue can reduce the competition by about two-thirds and double or triple a manuscript's potential for acceptance.

Acceptance Rates

These vary as widely as four percent to 90 percent. Most fields have some database about their journals, similar to Henson's in education. Discover the rate for the journals you are considering, and choose carefully, depending on your timeframe.

Research Format

Since the "research status" of a journal seems to count heavily in the reward system of many universities, find out which journals are rated most highly by people in your discipline at your institution. Adhere rigorously to the style recommended by each.

Multiple Submission from One Idea or Study

While many journals have strict guidelines as to submitting the same article to competing publications, freelance writers and academics get lots of mileage from one idea all the time. Twisting or reshaping an idea from a single piece of research to meet the different needs of several journals will increase your chance of getting the numbers needed for advancement.

Joint Authorship and First-Authorship

Tenured faculty with a publishing history and reputation often publish with less well-known faculty or graduate students as second authors. While some committees look askance at this practice, partnerships of this kind can move your writing career along steadily. Many don't recognize that the first author on articles written by a team can be rotated. A look in medical journals can be very revealing. Many articles dealing with similar topics are published by the same "team" with the "lead" author rotated.

Revisions/Resubmissions

Authors should always, or with very few exceptions, accept invitations to revise and resubmit articles.

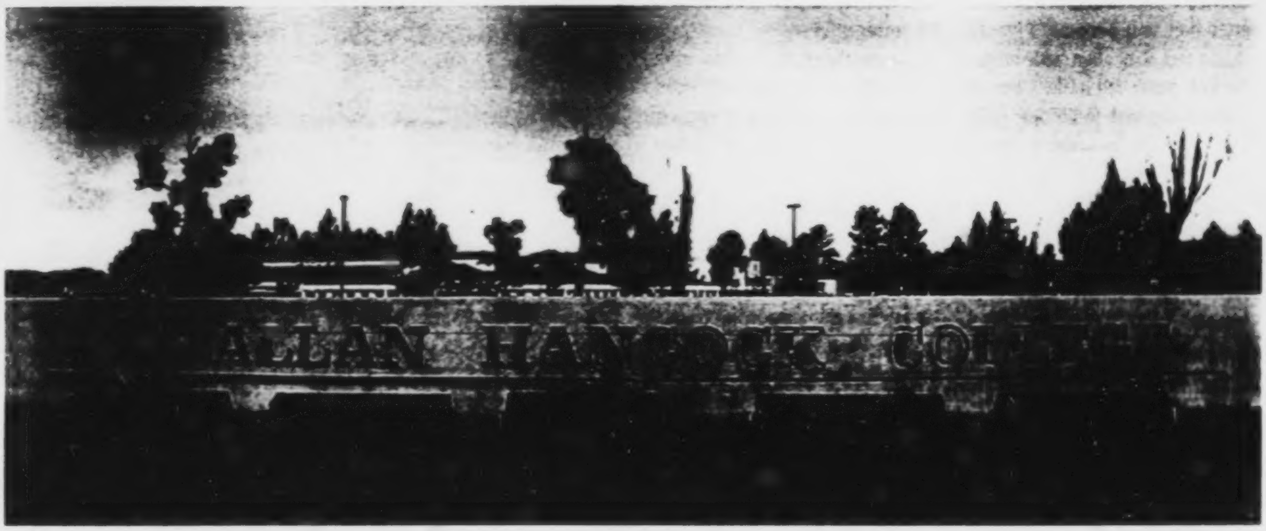
Professionalization

Choose a narrow sub-specialty. With help from your already established peers and a good mentor, narrow the focus of what you choose to write. Become a "maven," an expert in some definable area.

Anatomy of an Award-winning Grant

$2.1 Million to Allan Hancock for At-Risk Students

BY BOB ISAACSON



Allan Hancock College has been awarded a multimillion-dollar competitive grant aimed at improving the educational success and increasing the transfer rates of its students. The funding comes from the Department of Education's (DOE) Title V funding set aside for Hispanic Serving Institutions (HSIs). A California community college in northern Santa Barbara County, Allan Hancock was one of 39 recipients nationwide.

The $2.1 million award will bring approximately $417,500 to the college in the first year to improve the participation, retention, and success rates of its underprepared developmental students, especially Hispanics and those considered disadvantaged due to low income or other barriers. An equally important part of the huge grant is to create enhanced transfer opportunities for the same groups.

Historically, Hispanic students nationwide transfer to four-year universities at a lower rate than do other ethnic populations. Twenty-nine percent of Allan Hancock College students are now Hispanic, and that percentage is projected to grow in the coming years. The college's largest local feeder high school, for example, is now 70 percent Hispanic.

"This grant will enable us to enhance existing programs to serve more students," said Ann Foxworthy, Ph.D., Hancock superintendent/president. Foxworthy emphasized that although Hispanic and disadvantaged students are a focus of the grant, all students will eventually benefit from improvements to the college's facilities and its developmental and transfer programs. "This grant paves the way for additional equipment in our labs; it will fund an outreach counselor in the high schools, upgrade and expand our current University Transfer Center, help create new curriculum, and increase the effectiveness of our basic skills education courses."

With the strong emphasis on increasing the number of students who consider transfer as an option, one of the fundamental components of the plan is to implement strategies for students who need to build their basic skills in reading, writing, and math. According to one of the grant's primary authors, establishing a reading lab will be an important part of that effort. "The reading lab is really the jewel in the crown of a series of steps we will take to improve student success," said Language Arts Instructor Bob Isaacson.

With the help of a previous grant, the college expanded its reading courses from one to three levels, ranging from developmental to transfer classes.

Still, faculty across the campus have consistently identified reading issues, especially difficulties understanding textbooks in complex subject areas like chemistry and biology, as a major obstacle to the success of underprepared students. Faculty across the campus say that they spend their office hours teaching students how to read the textbook. The Title V grant will enable reading instructor Thomas Sadowski to create a coherent reading program centered around a computerized reading lab. Students in the reading program will be better able to address individual reading needs and discipline-specific reading issues with the aid of computer-assisted learning.

Technology will be a large focus of the grant. Over five years, four computerized classrooms will be established, including the new reading lab in year one. During the course of the grant, a computerized writing classroom will be developed to utilize Daedalus, an integrated writing environment, for use in developmental English classes. Students working with Daedalus can use computers to create drafts, edit each other's papers, and get rapid feedback from their instructor on their writing. Two more computerized classrooms will be developed to enable faculty teaching general education classes to use the Internet, new instructional software programs, and CDs to

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enhance students' educational experiences. In the last year of the grant, the College's existing open-access lab computers in the learning resources center will be greatly expanded to ensure student access to new technologies when they are not in the computerized classrooms.

Strategies to help students in basic skills classes include hiring a developmental education specialist. This individual will work to improve the coordination of the College's various developmental programs in math, English, and ESL; to offer training opportunities to faculty teaching basic skills; and to lead a developmental task force that will oversee the process. Better understanding of developmental educational theory and practice will help basic skills faculty increase the success and retention of the growing numbers of underprepared students entering the College each year.

This specialist will lead a task force of faculty and lab staff to ensure that all basic skill areas are coordinated, that mentor-faculty will be trained in innovative multicultural and remedial strategies, and that bilingual tutorial support will be available for students who require it.

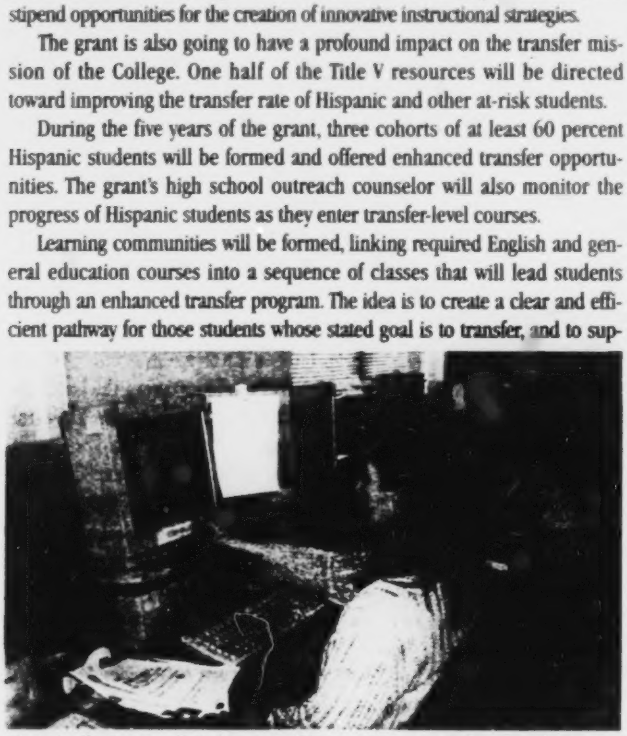
Selected basic skills faculty will be given the opportunity to attend in-depth training programs in developmental educational practice and theory at places such as the Kellogg Institute.

Already, faculty in math, English, and ESL have identified an impressive array of innovative projects, such as developing and piloting an ESL "sheltered" developmental composition course, providing an online tutorial service, creating a summer bridge program at the College's writing center for newly graduated high school students, and reorganizing traditional 16-week math classes into multi-semester and modularized course offerings. To facilitate the development of all of these activities, the grant will hire two developmental faculty members, one in math and one in English, and also offer current faculty release time and stipend opportunities for the creation of innovative instructional strategies.

The grant is also going to have a profound impact on the transfer mission of the College. One half of the Title V resources will be directed toward improving the transfer rate of Hispanic and other at-risk students.

During the five years of the grant, three cohorts of at least 60 percent Hispanic students will be formed and offered enhanced transfer opportunities. The grant's high school outreach counselor will also monitor the progress of Hispanic students as they enter transfer-level courses.

Learning communities will be formed, linking required English and general education courses into a sequence of classes that will lead students through an enhanced transfer program. The idea is to create a clear and efficient pathway for those students whose stated goal is to transfer, and to support them as much as possible through supplemental instruction, tutorial support, and innovative instructional strategies, including the use of educational technologies. Also, during the grant, a writing-across-the-curriculum support system will be put into place for the College's students in general education classes. Currently, the College's writing center is only able to assist students in developmental English classes. The overall goal of this effort will be to get students "University of California transfer ready" in two to three years.



Activity 2 director Bob Isaacson (right) says one of the "jewels in the crown" of the grant activities is to establish a reading lab. Isaacson is pictured here in the College's writing lab with student Yolanda Martinez.

Transfer counselor Christine Reed (left) will offer specialized personal development classes to clarify the transfer process for students. Also pictured are students Oscar Hernandez and Araceli Venegas.

Specialized personal development classes will be taught in the enhanced transfer program. These classes are being developed and piloted by counselor Christine Reed. One class will focus on success in college, introducing new students to college life and the many services provided by the college to students, such as the tutorial center and financial aid. The other will focus on how to transfer successfully to a four-year institution. In the first year of the grant, Title V funds will enable the University Transfer Center to be completely redesigned and expanded into a much more effective and commodious facility. At the University Transfer Center, students will be able to get one-on-one counseling, schedule group tours to nearby four-year institutions, have access to computer stations for Internet college searches, and obtain assistance with the paperwork involved in the college admissions process.

"With this funding, the College can be the source of change to improve the earning potential, career and life enrichment opportunities of all students, particularly our Hispanic and disadvantaged population," said Betty Inclan, Ph.D., the college's vice president, academic affairs.

Faculty member Steve Lewis, co-author of the 272-page grant proposal, agreed. "It's going to provide us the opportunity to greatly expand our capacity for meeting the needs of all students. Some can focus directly on completing the first two years of a bachelor's degree before transfer; others will start from the beginning, with our basic skills curriculum. Either way, the focus is on making them successful in education and, ultimately, in their careers."

The grant plan was developed by a core of faculty and staff, with input from dozens of additional faculty members. Said Inclan, "Our faculty are excited about the new teaching and learning strategies this grant will offer. We are good now, and with the grant, we'll be even better, and our students will benefit."

News releases and other AHC information can be accessed at www.hancock.cc.ca.us.

Bob Isaacson is an English instructor and Title V Activity 2 director at Allan Hancock.

Goodbye Peaches—Hello Possibilities

Georgia Junior College Earns Migrant Education Grant

BY GARY M. STERN

College
Assistance
Migrant
Program
at
ABAC

Abraham Baldwin
AGRICULTURAL COLLEGE
University System of Georgia TIFTON, GEORGIA

Imagine being a high school student who changes schools and residences three or four times in one school year. How could you master English, algebra, and world history, not to mention adjust socially, when facing so much disruption?

If you're a child of a seasonal migrant worker who moves from farm to farm and often state to state to earn a living, your education is constantly in flux. Fortunately, the federal government inaugurated the College Assistance Migrant Program (CAMP) in 1972 to offer support to the children of migrant workers.

Hispanics number 94 percent of all students who earn CAMP grants, said David De Soto, senior analyst at the Office of Migrant Education. CAMP grants provide children of migrant workers access to higher education that they might not otherwise have.

A CAMP grant gives a child of a migrant worker one year's college education–tuition, room and board, and books–and includes a $75 monthly stipend for one year. The grant also pays for a director and two counselors to oversee CAMP students. This year, CAMP programs are in place at 12 colleges nationwide.

"Previously, there were no efforts by the federal government to recruit migrant students," said Francisco Garcia, director of the Office of Migrant Education at the U.S. Department of Education in Washington, D.C. "The migrant population is mobile. Their education has been interrupted. It's a hard job to find them in that you have to go to labor camps. They can be in Texas one day and Washington State the next. There was a need to fill, and this grant filled that void," he said.

Until 1999, eleven CAMP programs were operating: four are in Texas at the University of Texas-Pan American, Texas A&M University, West Texas A&M University, and St. Edward's University in Austin; two are in California at California State University in Fresno and California State in Sacramento; two are in Idaho at Boise State University and the University of Idaho; and there's one each at Metropolitan State College in Denver, Pennsylvania State University, and Inter American University of Puerto Rico.

Abraham Baldwin Agricultural College, a junior college with 2,500 students, located in Tifton, Georgia, three hours south of Atlanta, was proud to be the latest and twelfth program to earn a five-year CAMP grant, awarded last year. Farms filled with Vidalia onions, peaches, peanuts, cotton, and tobacco surround Tifton, and rely on migrant workers to harvest their produce on a seasonal basis. Because the federal grant was authorized in June 1999 and the program was beginning in Fall 1999, it attracted only 14 students in its initial year. Recruiting efforts are being stepped up, and the College hopes to attract at least 40 students, if not the full complement of 50, next year.

"We're a small college and can offer students the personal attention that they might not receive at a larger school," said Yolanda Emery, director of CAMP at Baldwin.

CAMP fits perfectly into the overall goals at Baldwin, suggested Dr. Harold Lloyd, its president. "We have a mission of reaching out to underserved students. Hispanics in Georgia are underserved. They are also a growing population in Georgia," said Dr. Lloyd. The school views these students as budding entrepreneurs who will live the American dream and improve themselves through education.

Educating children of migrant workers is part of the "natural economic progression," said Dr. Lloyd, who holds a doctorate in economics and has been with Baldwin for 29 years, the last 10 as president. Most CAMP students receive a general academic education, rather than a vocational education in agriculture. Dr. Lloyd expected that 70 percent of them would earn four-year degrees while the other 30 percent would become small business owners and move on to other endeavors. He acknowledged that many students lacked essential academic skills and were taking advantage of the free tutoring offered at Baldwin.

Though Hispanics are only a small percentage of the students at Baldwin Agricultural College, most CAMP students are Hispanic. "Of the 14 students, 12 are of Mexican heritage, and two are Haitian," says Emery.

To earn a CAMP grant, students must document that they are citizens or have green cards, show federal tax forms to prove that one of their parents worked 75 days last year as a migrant worker, and graduate from high school with a 2.0 index. "Contrary to most scholarships, which look for the best students by their grades, we're looking for the ones who need the help," Emery said.

Many CAMP students major in something other than agriculture. Many students see how their parents have worked in the backbreaking fields, with minimal remuneration, and seek alternative careers. According to Emery, Baldwin's CAMP students are majoring in business, education, computers, and childcare. "They want to get out of the fields," she says succinctly. Garcia noted that migrant workers work long hours for little pay–that has not risen during the recent age of prosperity.

To help students prepare for its academic rigors, Baldwin provides special pre-college classes for all students. Students learn essential academic skills to succeed in college, such as note taking, study skills, and library research. In addition, CAMP students also take a VIP seminar through the Vision, Initiative and Persistence program. Counselors give students progress reports weekly. If students are not performing well academically, they receive special tutoring. Students are assigned a student buddy and work in pairs to motivate one another to do well. "While all students have high school diplomas, many have problems with their written English. Others need tutoring in math," Emery says. Special counseling is also offered to help students work out whatever problems arise. While most students live in the dorms, one student who was commuting one hour each way was having a problem making commitments. CAMP arranged counseling for him and also condensed all of his classes into two days, making the commute more manageable.

Since many of the Hispanic students hail from close-knit families, and this might be the first time they are living apart from the family, they often require counseling. "They need family support," Emery said. Each of the three CAMP counselors at Baldwin is bilingual, helping to relate to and understand the students' needs and culture. "They want love and attention," perhaps more so than other students, said Emery.

The CAMP grant covers only the first year of higher education. In their sophomore year, students are then faced with financing their second year in junior college. "We help them gain a scholarship and financial aid to continue through their second year," Emery said. Because their parents are migrant workers, Baldwin will also help them apply to another junior college for financial aid if their parent is forced to move out of state and to another school. Upon graduation, students earn a two-year Associate of Arts degree, enabling them to transfer to a four-year university or embark on their chosen career.

CAMP grants finance only the first year of education, but Francisco Garcia noted that the Department of Education expects the College to help the student secure loans for the second or remaining educational years. "It's the responsibility of the institution," he said. Migrant students are expected to apply for and gain grants from financial aid packages utilized by the College. "They become part of the system of aid," Garcia noted.

From left to right: Yolanda Emery, director of CAMP; Consuelo Cortés and Lucina Guerrero, students

Recruiting at Baldwin

With such a brief window for recruitment, and given that high schools were already closed, how did Baldwin manage to find the 14 students who eventually were accepted?

Rocio Cardenas, hired as CAMP's special recruiter and counselor, worked with four migrant education agencies–Southern Pine, Live Oak, Two Rivers, and Piedmont–that provided her with the home phone numbers of children of migrant workers who had recently graduated from high school.

Cardenas visited students personally to determine whether they wanted to attend college and apply for the grant. She helped them fill out the appropriate financial aid forms and tax forms and had them submit an autobiography. Often, she had to convince the students' parents that attending college was a worthwhile endeavor.

"Many of the boys didn't want to attend because they were expected to help in the family income. And the parents were unsure about letting the girls attend school," said Cardenas. Cardenas had to play the role of psychologist, financial aid officer, and college advocate to convince them.

By early 2000, Cardenas has identified the high schools that have the largest Hispanic populations in Georgia. She is visiting each one, talking one-on-one to college advisors and guidance counselors and often speaking at college nights and assemblies. She is dedicated to attracting 50 children of migrant workers, the full complement that the grant offers.

CAMP students have special needs, suggested Garcia of the Office of Migrant Education. They have lacked the "continuity of education" that most students have who stayed in one school for high school. Moreover, Garcia said, one thorny problem for educators has been assuring that the high school credits that children of migrant workers have earned transfer from one school to the next if they move from Georgia to Texas.

Why is CAMP so important to the future of these children, the offspring of often maligned and underpaid migrant workers? "When students talk among themselves, I hear them discussing picking peaches. None of them wants to pick peaches in the future," Cardenas said. CAMP has been so successful that many children of migrant workers have become doctors, attorneys, and teachers, Garcia noted. "The grant takes them out of the cycle of poverty and allows them economic and educational opportunities," he said. CAMP grants fill a need "because these students haven't had opportunity in the past. Having moved around so much in high school, their grades suffer. Without CAMP, these students would not have had a chance to go to college," Emery noted. CAMP grants might as well be called HOPE.

It Takes Nurturing, Continuous Dialogue, and Programmatic Intervention

UMichigan-Ann Arbor Team Evaluates 11 Diversity Projects

BY
INÉS ALICEA

"It takes a lot more than admitting students.... It takes nurturing, continuous dialogues, and programmatic interventions."

PROFESSOR MICHAEL T. NETTLES

Eleven colleges awarded grants to address racial and ethnic tolerance issues on campus found that fostering diversity is complex and requires a great deal of work, said one of the University of Michigan at Ann Arbor researchers asked to evaluate the schools' efforts.

"Colleges and universities recognize that diversity is a desirable goal and an integral component of offering a higher quality education, but they are finding that diversity comes with a price," said Cynthia Hudgins, a senior research associate in the University's School of Social Work and director of the Global Program on Youth. "It needs to be nurtured in order to be successful."

Hudgins and education Professor Michael T. Nettles produced a report of their evaluation entitled "Models of Diversity: Pursuing Tolerance in Colleges and Universities." Their report examines race, ethnicity, and gender issues on the 11 college campuses and the projects those institutions adopted to encourage knowledge about and understanding and acceptance of other cultures.

"Most institutions learned the hard way that the academic environment itself was insufficient to mitigate the problems of intolerance and prejudice that plague the rest of society," the researchers wrote in their report.

Colleges that participated in the study were chosen from among 260 applicants by Philip Morris Companies, which offered the colleges up to $100,000 each to introduce programs designed to foster racial harmony on campus.

"Multinational companies like Philip Morris have long recognized that diversity serves an economic interest," the researchers wrote. "Multinational corporations have a vested interest in an adaptable, mutually respectful workforce. Student participants who have been successful in altering their perspectives to effectively understand and accommodate another culture in these campus activities conceivably possess a higher potential to manage subsequent cultural transitions."

The colleges were Bethune Cookman College in Daytona Beach, Fla.; Colby College in Waterville, Maine; Columbia College of Columbia University in New York City; Davidson College in Davidson, N.C.; Duke University in Durham, N.C.; Haverford College in Haverford, Pa.; Long Island University in Brooklyn, N.Y.; Northern Illinois University in DeKalb, Ill.; Northern Michigan University in Marquette, Mich.; Occidental College in Los Angeles; and University of Wisconsin-Oshkosh.

Diane Eidman, manager of corporate contributions for Philip Morris in New York, said that the $1.2 million grant was "considered a very large initiative and a significant investment on our part."

"We were looking at the emerging issues in higher education, and we wanted to address the pressing needs," she said. "We were very happy with the results." The project, she said, "opened up a bigger debate."

Each of the institutions cited past racial, ethnic, or gender tolerance issues on campus ranging from racial slurs to conflicts and misunderstandings between students and campus police.

The range of on-campus issues faced by participants included:

- tensions among racial groups;
- anti-Semitic acts such as swastikas on walls;
- racist slurs in campus publications and at campus events;
- tense relationships between the campus community and the local community;
- minorities feeling that they are on exhibition and, further, are burdened by a responsibility to teach rather than learn;
- minority students' reports of references to affirmative action and of quota-related comments; and
- the presence of racially stratified organizations such as fraternities and sororities that appeared to perpetuate segregation and intolerance.

The report documents how each institution dealt with those issues. Each school used the grant differently to create programs and projects that addressed the issue of tolerance. And each of the Philip Morris projects tended to focus on race, particularly Black/white relations. Nettles and Hudgins found that some of the colleges failed to devote attention to class issues, women's issues, and gay, lesbian, and bisexual issues.

Even with the focus being primarily on race, the researchers said that the campuses sometimes struggled with how to define *tolerance* and how best to address the issue.

"One important aspect of it is to be sure that people within the academy and the supporters understand what tolerance means."

Nettles said. "Another difficulty was overcoming obstacles necessary to bring people together and in getting their attention. One of the obstacles that every campus faces is trying to broaden the level of interest to extend to those who actually need to be involved."

But the researchers said that the campuses each developed many worthwhile projects that drew involvement campus-wide and in some cases community-wide.

"In every case, these were excellent initiatives, but this is just the tip of the iceberg," Nettles said. "Much more work needs to be done to ensure that tolerance is made a part of the fabric of the institutions. Unless colleges and universities establish special interventions, communication barriers will persist."

Hudgins said that the researchers felt that it was important to have a thorough understanding of each college's history with tolerance issues to try to measure progress. Because racial/ethnic issues are so sensitive, the campuses sometimes discovered that progress could be painful.

The researchers said that sometimes when they went on site visits, there appeared to be a great deal of tension on a campus but that subsequent visits to the campus proved that the tension was necessary to launch important dialogues and overcome conflict.

"It is important to take note where an institution is beginning to evaluate progress," said Hudgins. "Sometimes progress is not neat and clean. Sometimes when you put everything out there, it is not comfortable."

Cynthia Hudgins, a senior research associate in the University of Michigan's School of Social Work and director of the Global Program on Youth

An example of some of the discomfort felt was best summed up by a Latina student at Columbia College. "I feel pushed into a corner, always defining, defending, and proving myself to classmates, professors, or employers," said Ana Lisa Raya. "Trying to understand who and why I am, while understanding Plato or Homer, is a lot to ask of myself."

Hudgins said, however, that she was heartened to see that the selected colleges were so eager to participate. "I could sense on the campuses that the people knew that this was something that needed to be attended to," said Hudgins. "I was happy to see how strongly each campus felt about this project."

"They wanted to make sure that minority students were getting attention and being heard," said Nettles.

The campus projects to address issues of tolerance varied as much as the issues they faced. Colby College, where minority students account for 69 of the 1,752 student body, produced a film called *Common Ground*, a story about how a fictional college, one like Colby, dealt with issues of race, class, and gender. The film-making process helped bring the campus and community together whereas before there had been little contact between the two.

At Northern Illinois, where 82 percent of the student body is white, the College of Business introduced a course called "Skill Development for Success in a Multicultural Environment."

Occidental College, one of the most ethnically diverse campuses in the study, with a population that is 45 percent persons of color, used

STUDENT COSTS AND FINANCIAL DATA FOR THE 11 INSTITUTIONS

Institution	Total Annual Cost[1]	Endowment	Annual Budget
Bethune-Cookman College	$10,590	$15,000,000	$30,000,000
Colby College	$24,730	$112,000,000	$55,700,000
Columbia College-Columbia University	$28,300	$1,882,795,000	$1,007,578,000
Davidson College	$21,537	$133,733,600	$34,140,738
Duke University	$26,768	$669,075,000	$557,934,000
Haverford College	$25,985	$130,198,000	$39,179,000
Long Island University	$14,867	$22,572,000	$206,317,000
Northern Illinois University	$8,241	$2,483,139	$224,680,300
Northern Michigan University	$8,432	$9,501,707	$90,150,313
Occidental College	$24,044	$153,407,334	$51,815,278
University of Wisconsin, Oshkosh	$5,000[2]	N/A	N/A

1- Total annual costs include tuition, room and board, and fees.
2- In-state costs

its grant to expand its year-long Peer Mentor program, which paired first-year students with academically outstanding older students.

Davidson College used part of its grant to add a part-time minority counselor to the staff of its counseling center, which significantly increased the numbers of minority students using the counseling services. The college also used some of the funds to support its Academic and Cultural Enrichment Series for minority students. These programs ranged from a get-acquainted dinner with minority faculty to a leadership retreat, forum for female minorities, and participation in the International Fair.

Nettles said the study sends the message that it takes a great deal of work to achieve and maintain diversity on a campus.

"It takes a lot more than admitting students to ensure diversity exists on a campus," said Nettles. "It takes nurturing, continuous dialogues, and programmatic interventions."

The researchers said that several factors helped make the projects a success at each of the college campuses. Strong marketing of the project at the campus and at times in the neighboring community helped generate a lot of interest and participation. Institutionalization of the projects through promises of continued funding after the grant ended also marked the more successful projects. Also, faculty participation was "a vital component of project success."

"In some senses, the projects were 'preaching to the choir' rather than attracting faculty oblivious to campus problems, or those who are reticent about adapting diversity materials to their classroom efforts," said the researchers.

The projects successfully raised the level of interest and dialogue over multicultural issues, but the challenge now is to sustain the programs after the Philip Morris grants expire, Hudgins said. While some of the campuses were able to secure funding to continue some or all of their projects, others were not so successful.

"Once the money wasn't there, these campuses were struggling," Hudgins said. "Finding the resources to maintain their projects continues to be a challenge."

And it seems that the campuses are really on their own in securing funding for tolerance initiatives. Some of the companies, including Philip Morris, are funding other types of projects.

Eidman said that Philip Morris has since changed the focus of its corporate giving, now funding projects that have to do with preventing domestic violence, providing hunger relief, and supporting the arts.

"The big emphasis now is in helping people in crisis," said Eidman. "We redefine our priorities over time. The funding shifts with our interests internally and the needs externally. Our decision was purely internal and reflected our interest in other areas rather than a disinterest in education."

Hudgins said that Philip Morris was not the only corporate donor to shift away from funding diversity programs, but she could not explain the change, and neither could Eidman.

"Foundations are constantly making programmatic changes," said Hudgins.

But the researchers said that it was vital that the colleges find ways to sustain their tolerance projects to continue the success they generated with them.

"It appears likely that unless colleges and universities establish special interventions such as tolerance projects, communication barriers will persist," they wrote in their report. "Each of the 11 projects has emphasized the importance of strong communication and demonstrated that good communication cannot be assumed, even at small colleges. The challenge to sustain the dialogue beyond the grant period will test this resolve."

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Ms. Deb Burris
Executive Assistant to the VPR/Graduate Dean
The Graduate College
120 McFall Center
Bowling Green, Ohio 43403

University of New Mexico Lobo Pitches Perfect Game

Program strikes balance of academics and athletics

BY CAROLYN GONZALES

The Division I UNM Lobos baseball team takes to the diamond this year in the newly formed Mountain West Conference. Head Coach Rich Alday believes that UNM's program is "just as good as any program in the country" and that the Mountain West will eventually be as good as the Western Athletic Conference, where UNM previously competed.

Alday, UNM's head coach for 11 seasons, is a Tucson, Ariz., native who attended Emporia State University in Kansas on a baseball scholarship as the Hornets' catcher. He still possesses the catcher's build, as well as the coach's demeanor. He is as proud of the players' classroom performance as their on-field prowess.

"Good players get it done in the classroom and on the field," says Alday, who works with the pitchers and catchers.

Mark Martinez, assistant Lobo coach for 12 years, is from Denver, Colo., and was also a scholarship player. He attended Mesa State in Grand Junction, Colo., and played shortstop. The hitting and infield coach, Martinez echoes Alday's remarks on the significance of academics to student athletes: "Everybody's dream is to be a professional ball player, but that's hard to achieve. They must have something to fall back on. We have a policy that the kids don't practice if their grades are down. Our goal is to have a team GPA of over 3.0."

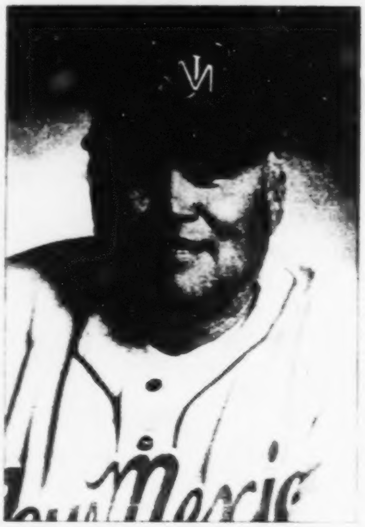
Adds Alday, "We graduate between 80 and 85 percent of our players in the program."

Travis Young was a Lobo second baseman from 1994-97 and is now with the San Francisco Giants AA Shreveport and AAA Fresno farm teams. He was recruited out of the UNM program one semester short of graduating with a Bachelor of Science in biology. "I still plan to graduate eventually. My previous goal was to go on to med school. We'll see when I graduate," says Young.

Young credits Alday and Martinez with his major league opportunity. "They helped me get noticed. The work ethic they instill in players paid off. I'm getting used to playing every day and developing a level of consistency. What I learned from Alday and Martinez helped me with more than just baseball: it helped me become a man."

Pitcher Jeff Perez is a transfer student from Pima Community College in Tucson, Ariz. A junior majoring in business, Perez is as excited about getting into UNM's Anderson Schools of Management (ASM) as he is that his fastball has been clocked in the low 90s.

"UNM made it possible for me. All my credits transferred from Pima. ASM is one of the best business schools in the country," says Perez, who adds that he will probably take the extra math courses necessary to complete a minor in math and that he tutors another player in statistics.



"Good players get it done in the classroom and on the field," says head coach Rich Alday, who works with the pitchers and catchers.

"This is the only chance I'll get to play college ball. I left home and a girlfriend to be here, so I'm not going to waste time. I'm on a baseball scholarship, and I don't want to disappoint my coaches, but I especially don't want to disappoint my parents. Sure, I'd like to play major league ball, but I have to graduate because everyone has to have something to fall back on," says Perez, who adds that the players miss about 20 days of school during the season, making it important for student athletes to stay on top of their coursework.

Perez is a good ambassador for new recruits. "They gave me three guys to show around. I don't have a bad thing to say about the program–weight lifting, fall running, study halls. They make the transition easy," he says.

Perez frequently sees his family in the stands since the UNM team travels to Arizona regularly to play against Grand Canyon (whom they swept in a three-game season opener), University of Arizona in Tucson, and Arizona State in Phoenix.

Perez attended bilingual schools through high school in Tucson and says, "Spanish is as important as English."

"As a business major, I know that if you don't know Spanish, it narrows what you can do, especially in the Southwest."

"Baseball players need to speak Spanish. Miguel [Montiel] and I joke around in Spanish, and no one else understands. With Cuban, Central and South American players on most major league teams, it's important to know the language. It opens the doors to conversation and meeting new people," he says.

Perez offers advice for young players: "Finish what you start. Don't be a quitter. Someone will always be faster, stronger, more experienced. Keep your eyes open, and take on what's best for you. Learn as much as possible. Be a sponge and soak it all up. The more you can learn, the more you can teach."

Miguel Montiel, from Nogales, Ariz., is a senior majoring in speech and hearing science. He plans to graduate in December and go on for a master's in speech and language pathology either in Arizona, New Mexico, or California, depending upon acceptance.

"My degree program requires knowledge of a second language. Knowing Spanish made it easier for me from the beginning," he says.

Montiel plays the field–left, center, and right–and at the age of 22, he's already achieved a childhood dream. "I always wanted to play college ball. I grew up watching the University of Arizona teams play. That was before the Arizona

Pictured left to right: Miguel Montiel, Scott Candelaria, and Jeff Perez

Diamondbacks were around."

Montiel has struggled as a player. His .400 batting average in high school dropped to .290 his freshman year; now it's at about .300, and currently he's playing second string. At UNM, on the field and in the classroom, he's learned some important lessons.

"The coaches emphasize how life skills can be applied to baseball. It's true, and I've taken it to heart. I'll be happy to graduate. I've learned that we all need to know how far we can take something. I've worked as hard as I can in baseball, and if this is it, I'm okay with it," he says.

But he adds, "If a major league baseball offer came up, I'd take it."

Like Perez, Montiel has had family in the stands on road trips. "They go every time we play in Tucson or Phoenix, but they've been to Las Vegas and San Diego, and they even planned a trip to Hawaii to watch us play," he says.

Montiel must be paying attention to his coaches' advice. "I tell younger players to keep going to school because you never know when your baseball career is over. The most important things I ever heard were 'follow your dreams' and 'finish school,'" he says. He adds, "If I were to live my life over, I wouldn't change anything. Be happy with what you've achieved."

Shortstop Scott "Candy" Candelaria graduated from Albuquerque's La Cueva High School. A junior, Candelaria says, "I'm leaning toward accounting, and so I will be transferring from the College of Arts and Sciences to ASM in the fall."

In addition to playing shortstop, Candelaria also backs up as first baseman. He's a starter and would "love to play pro ball. I can, at 21, if I have a good enough year." Candelaria says that they had a scout day. "Fifteen to 20 guys came out to watch us hit and scrimmage. They'll watch us in games, too."

He says that Alday and Martinez emphasize school, always referring to the players as "student athletes." They're inflexible about school. "It always comes first," he says. Candelaria also credits the coaches with teaching him what he knows: "Power–and knowledge about the game."

Candelaria plans to graduate in May 2001, depending upon the class schedules that he's able to arrange with ASM. "If I don't play pro ball, after I graduate, I'll probably do an internship as an accountant."

Unlike some of his teammates, Candelaria lives at home. And likes it. "I live with my parents and my sister. I have home cooking, warm meals, a warm bed, and people who understand the baseball schedule."

An off-field team member credited by coaches and players alike for the success rate of Lobo baseball's student athletes is Danny Trujillo, athletic administrator. Alday says that Trujillo is "second to none" in keeping tabs on players, organizing study halls, tutoring, and making an overall positive impact on the program.

"We have an excellent group of new baseball recruits this year. They will do well academically," says Trujillo.

His job is to meet with new recruits, help them through admissions, assist with eligibility paperwork, and help them get registered for classes. He tracks the players academically and arranges for tutoring or other assistance, as necessary.

"I also do one-on-one advisement, and what I like about baseball is that it isn't high-maintenance. I used to handle athletes on other teams, but I have additional administrative duties that made it necessary that I drop the other sports. Since the baseball students are good and responsible, I can assist them while handling other administrative tasks," says Trujillo.

"I work with the baseball players because I didn't want to lose contact with the students. In all my administrative work, it's important to have a student's perspective, and the baseball players are a quality group," he says.

Players know that they need to adjust field position when facing certain batters. They begin to recognize the hitter who consistently hits to left or the long ball hitter who aims for the center field wall. Players and coaches also know to adjust to accommodate the language and cultural differences that they face in potential teammates and opponents. Last year, they got a little education in Japanese language, culture, and baseball. The Lobos hosted a team from Ryutsu Keizai University, and each player hosted a Japanese player. "They got a chance to see how they play, their form of discipline, and their culture," says Martinez, who adds that they split the two game series.

Alday and company have a season to rival major league baseball, if taking homework into consideration. They play 58 games, the NCAA Division I maximum. The coaches are always planning ahead, not just to the next game or series but also to the next season.

"We have signed two players from Albuquerque's Rio Grande High School. They are Joe Salas, a senior, and Anthony Lovato, currently attending Lamar Junior College. Our priority is to recruit the best players from New Mexico, and go from there," says Alday.

Alday, Martinez, and the rest of the Lobo baseball team also offer camps to children in New Mexico. During winter break, they host hitting camps, and every summer and fall, they hold camps and clinics to help youngsters develop their skills with the assistance of the Lobos.

Mark Martinez, assistant Lobo coach

Alday has experience with baseball at another level. He has Olympic credentials as assistant bench coach for the USA baseball team, gold medal winners in Seoul, South Korea, in 1988, and as auxiliary assistant coach for the team that won the bronze in Atlanta in 1996.

The Lobo baseball program teaches the players to scout ahead on the field and in life. With that, they already have a gold medal.

Carolyn Gonzales is a senior public affairs representative at the University of New Mexico. She served for two years as president of Albuquerque's Lobo Little League and remains on the board of directors. She is co-chair of the Manzano High School baseball boosters and does freelance writing.

Creating Coalitions—Not Competition—Among Minorities

Blacks and Hispanics Join at National Conference

BY MARILYN GILROY

The dream of uniting the two largest minority groups–Blacks and Hispanics–as a means of achieving educational, economic, and political progress, has been discussed for the last decade. But at least once each year, that dream becomes a reality when the National Association of African American Studies (NAAAS) and the National Association of Hispanic and Latino Studies (NAHLS) join forces at their national conference.

This year's conference in Houston, Texas, attracted 800 presenters, up from last year's 500, with attendance soaring to more than 3,000, creating an overflow situation for conference organizers, who worked to find space at nearby hotels. But that's the kind of problem that Dr. Lemuel Berry, Jr., founder and executive director of both organizations, is glad to handle.

"Our major success is that we see now that everyone thinks this is a great idea," said Berry, dean of the Claudill College of Humanities at Morehead State University in Kentucky.

In 1992, Berry and his colleagues were not exactly sure what would happen when they formed NAHLS as a parallel organization to the already existing African American studies group. The idea was conceived when Berry was contacted by Department of Education officials in Washington who were interested in providing grant monies to multicultural organizations. The impetus for the grants came from President Clinton, who had just taken office and had announced that one of the priorities of his administration would be to promote diversity and achieve progress for people of color. Berry had previously been involved in the creation of NAAAS and realized the need to have a similar organization serving Hispanics and Latinos, and so, the NAHLS was born.

NAHLS

NATIONAL ASSOCIATION OF HISPANIC AND LATINO STUDIES

The NAAAS/NAHLS joint conference, now in its fifth year, draws representatives from large and small colleges in the U.S. and throughout the world. They have come to hear presentations on the latest scholarly research in the entire gamut of academic disciplines and to discuss sociological and political issues.

This year's conference has been extended to include the National Association of Native American Studies and the National Association of Asian Studies. And although each group maintains a separate identity and governing board, they have agreed that coming together for a national conference is in everyone's best interest.

"There must be a place where people of color can come together to present research and discuss educational and social issues," said Berry.

One of the advantages of having all the groups together, says Berry, is that participants can go to one workshop where they might hear the African American point of view on an issue and then in the next hour or next day, go to a workshop where they hear the Hispanic perspective on the same issue. They often come away with a new understanding of common struggles.

For example, last year's conference featured separate presentations on health care for Hispanics and African Americans. Research shows that more than one-half of African Americans and Hispanics under the age of 65 are uninsured, revealing that both segments of the population must continue to press for reform. There were also concurrent sessions analyzing media content and ownership issues affecting minorities and a wide range of discussions on minority literature, culture, and disparities in educational achievement.

"These groups face many of the same problems, and they have the same goals and aspirations," said Berry. "Everyone benefits when we get together to address issues

The boards of NAAAS and NAHLS have agreed to hold an additional meeting in a Spanish-speaking country every other year, with the first one scheduled for Cancun, Mexico, in 2001.

"I was astonished to walk into a national meeting where 90 percent of the presenters and attendees were Black or Hispanic," said Lopez-Bernstein.

which are of great importance to the minority community and society at large."

The logic of Berry's statement is irrefutable. After all, both groups share a deep concern about the high rate of dropouts in high school, lower scores on SATs, and lower persistence rates in college. If progress is to be made on these fronts, then it is this generation of teachers, scholars, and administrators that can build the bridge to create new understanding and alliances among the Latinos and Blacks.

That kind of thinking is exactly what attracted Dr. Esther Lopez-Bernstein to become a board member of NAHLS. Lopez-Bernstein, an assistant professor of counseling and psychological services at the State University of New York at Oswego, attended her first NAHLS conference four years ago.

"I was astonished to walk into a national meeting where 90 percent of the presenters and attendees were Black or Hispanic," said Lopez-Bernstein. "It was a racial reversal of the composition we usually see at conferences. All of these academic and scholarly people were minorities, and it was very exciting to be there."

Impressed and gratified by the conference, Lopez-Bernstein sought out Dr. Lemuel Berry to thank him for his efforts in organizing such a worthwhile and significant event. In turn, Berry asked her to observe a few board meetings and to consider becoming a member. It was an offer she could not refuse. It was also one that was tailor-made to her background.

"At SUNY-Oswego, my specialty is counseling on multicultural issues," said Bernstein. "I am aware of the need to build coalitions of people who have not been at the center of our culture. They must be included and become part of that central framework."

Lopez-Bernstein says that her idea of inclusiveness is not limited to issues of race and ethnicity; rather, she also considers gender and religion to be parts of the equation.

"Of course, all of these groups have differences that we must honor and respect," she said, "but our strength lies in working together."

It is for this reason that Lopez-Bernstein characterizes Lemuel Berry as being "very astute" in recognizing the need to bring the various minority groups together.

Now that the joint conference enjoys solid support, it has expanded its activities to include active mentoring of young people. Members are encouraged to bring college students from their institutions with them.

Last year, Lopez-Bernstein brought two students–one a minority, the other a white female.

"For the white student," said Lopez-Bernstein, "it was the first time she experienced the feeling of being in the minority at a public gathering. It had a significant impact on her."

This year, Lopez-Bernstein brought two students from Syracuse University, where she is a visiting professor–one a Japanese student, the other from the Dominican Republic.

Conference organizers also made an effort to reach out to high schools in the Houston area and offered to underwrite expenses involved in transporting local students to the conference.

"These students get a terrific boost just from being in a room filled with scholars and academicians who share their ethnic and racial identity," she said.

Lopez-Bernstein's role on the national board of NAHLS includes serving on the publications subcommittee. Knowing the importance of communications, the group is trying to expand and improve publications in both print and electronic formats. Currently, NAHLS publishes an English/Spanish newsletter twice a year.

"I got involved with the newsletter because I wanted to do the Spanish translation," said Lopez-Bernstein. "But as you can guess, I ended up as an editor."

She says that the group hopes to download the newsletter onto its Web site. The subcommittee is also on the verge of publishing the first edition of the *Journal of Intercultural Discipline*, a project that has been in the planning stages for several years.

"It took a while to get an issue together because we had to find someone who could edit the six articles on various academic subjects such as geography, literature, and psychology," explained Lopez-Bernstein.

The group also struggled to find financial support for the journal, but all of these hurdles have been overcome, and the inaugural issue is due out shortly. In addition, the publications committee is trying to find a new logo for NAHLS, which is complicated because of the diversity within the association.

"We don't want to misrepresent any culture," said Lopez-Bernstein. "This makes the process of coming up with an acceptable design a lit-

Dr. Lemuel Berry, Jr., founder and executive director of NAAAS and NAHLS

This year's conference in Houston attracted 800 presenters, up from last year's 500, with attendance soaring to more than 3,000.

tle more difficult than usual."

While the NAHLS is expanding its outreach and communication efforts, the organization's main focal point is still the annual national conference. The conference reach is increasingly global, with representatives coming from Spain, Mexico, Peru, Guatemala, Ecuador, Chile, China, Japan, Canada, and Africa.

The boards of NAAAS and NAHLS have agreed to hold an additional meeting in a Spanish-speaking country every other year, with the first one scheduled for Cancun, Mexico, in 2001.

Berry, Lopez-Bernstein, and others contend that this conference is unique because there is no other place where scholars can hear sessions like the one on ethnic poverty and social vulnerability among minorities with both African American and Hispanic presenters. Or a multicultural panel examining equity and access in engineering, mathematics, and technology.

And although participants walk away with a wealth of knowledge and appreciation for various points of view on myriad issues, there is another dimension that is equally fulfilling to Berry and conference organizers.

"The networking and sharing are tremendous," said Berry.

Adds Lopez-Bernstein, "Sometimes it is difficult to connect all of these people who seem so different, but coming together like this helps all of us find our voice. The only way to build an equitable society is to include everyone."

THE NATIONAL ASSOCIATION OF HISPANIC AND LATINO STUDIES

Purposes:

1. To promote acquaintanceship and group effort among those interested in Hispanics and Latinos;
2. To further the cause of research in Hispanic and Latino Studies;
3. To stimulate greater public interest in and better informed public opinion regarding Hispanics and Latinos;
4. To serve as a forum for the expression of research and artistic endeavors in the celebration of the lives and works of Hispanics and Latinos;
5. To serve as a resource for scholars in the field who desire information and support for research related to the Hispanic and Latino experience;
6. To maintain archives, which will be made available to all members of the community who are desirous of using available resources; and
7. To support and host a national convention each year which will provide students and scholars with an opportunity to present research in an open forum.

Individuals or institutions interested in joining NAHLS should contact

Dr. Lemuel Berry, Jr.
Morehead State University
Rader Hall - Room 211
Morehead, KY 40351

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People-Places-Publications-Conferences

PEOPLE & PLACES

Poet and Cleric Lecture at Texas-San Antonio

San Antonio poet Alicia Zavala Galván and Monseñor Aureliano Tapia Méndez spoke at the lecture "Sor Juana Inés de la Cruz: Fénix de la Poesía Española" (The Phoenix of Spanish Poetry) at the University of Texas-San Antonio.

Sor Juana Inés de la Cruz was a Mexican nun, poet, and feminist. She spoke out against the hierarchy of the Catholic Church in Mexico, and her work was published mostly in Spain.

Garza Coordinates Minority Recruitment at Allentown

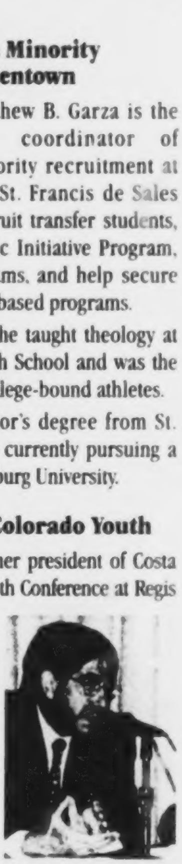
Matthew B. Garza is the new coordinator of minority recruitment at Allentown College of St. Francis de Sales (Pa.). He will also recruit transfer students, coordinate the Hispanic Initiative Program, direct outreach programs, and help secure funding for community-based programs.

Prior to Allentown, he taught theology at Bethlehem Catholic High School and was the scouting director for college-bound athletes.

Garza has a bachelor's degree from St. Francis de Sales and is currently pursuing a master's at East Stroudsburg University.

Arias Works with Colorado Youth

Dr. Oscar Arias, former president of Costa Rica, led a PeaceJam Youth Conference at Regis University (Colo.) in February. The conference, "Guns, Violence, and the International Arms Trade," gave Colorado youth a unique opportunity to meet and learn from a Nobel Peace Laureate.



The event focused on nonviolence and Arias' efforts to attain peace in Costa Rica and internationally. Arias, who was essential to the peace process in Central America throughout the past two decades, has been able to influence world policy on the weapons trade.

PeaceJammers–young people–have succeeded in creating teen centers, diversity programs, AIDS prevention projects, conflict resolution workshops, aid for the homeless, violence prevention programs, and meals for senior citizens.

MOTTEP Honors Media

The National Minority Organ Tissue Transplant Education Program (MOTTEP) presented Key of Life awards at its Gift of Life winter gala, held in Maryland. Vice President Al Gore was the honorary chair for the inaugural gala, which featured a "Salute to the Media." MOTTEP honored 15 broadcast and print media organizations for providing positive coverage of organ and tissue donation.

Clive Callender, chair of the Howard University Hospital Department of Surgery (District of Columbia), founded MOTTEP through partnerships with the DOW Chemical Company, the National Institutes of Health, and the National Kidney Foundation of the National Capital Area in 1993.

Alonso Editor of *PMLA*

Carlos J. Alonso, professor of Spanish at Emory University, will become the new editor of *Publication of The Modern Language Association (PMLA)*, a journal published six times a year.

Born in San Juan, Puerto Rico, Alonso received a bachelor's degree from Cornell and a doctorate from Yale. He has published many articles on Latin American literature and culture. He is the author of *Modernity and Autochthony: The Spanish American Regional Novel*, *The Burden of Modernity: The Rhetoric of Cultural Discourse in Spanish America*, and is the editor of *Julio Cortázar: New Readings*. He has served on the editorial boards of several journals, among them *PMLA*, *Latin American Literary Review*, *Hispania*, and *Comparative Literature*.

Photo © Anne E. Lubell

Alonso begins his three-year term in July.

Multi-Ethnic Theatre for Youth People at Cal State-Northridge

The Mark Taper Forum's Performing for Los Angeles Youth Program (P.L.A.Y.)–high energy, multi-ethnic theatre for young people–gave a free presentation of its production, *The Highest Heaven*, at California State University-Northridge.

Written by José Cruz González and directed by Diane Rodriguez, *The Highest Heaven* is the story of a young boy, one of thousands forced to return to Mexico during America's Depression. Separated from his mother and alone, he follows the path of a monarch butterfly in a haunting search for his past and future.

P.L.A.Y. annually tours schools and community venues throughout the greater Los Angeles area.

Perez Seeks to Engender Student Success at Fullerton

Dr. Ricardo E. Perez is the new dean of counseling and student development at Fullerton College (Calif.). Perez oversees counseling, career life and planning, articulation, matriculation, and transfer, seeking to "engender student success."

"Mr. Perez's broad experience in several areas of education, including Extended Opportunity Programs and Services, outreach, information services, grants, and school relations will certainly benefit the college and our students," stated Dr. Michael J. Viera, college president.

Perez has a bachelor's degree from the University of California-Los Angeles (UCLA), a master's from California State University-Dominguez Hills, and a doctorate from UCLA.

Proficiency in English Takes Time, Study Finds

UCSB

Acquisition of English skills by English learners is no quick and easy process. It takes from three to seven years, according to a study prepared for the University of California Linguistic Minority Research Institute at the University of California-Santa Barbara.

And policies such as California's Proposition 227 that assume acquisition is possible in as little time as one year are "wildly unrealistic," the study says.

"How Long Does It Take English Learners to Attain Proficiency," by Stanford University researchers Kenji Hakuta, Yuko Goto Butler, and Daria Witt, studied students in two San Francisco-area school districts and interpreted data gathered in Canada by other investigators.

Levy to Be New Rice Provost

RICE

Eugene H. Levy, a University of Arizona physicist who finds excitement in research, teaching, and "the ability to make things happen," will be Rice University's (Texas) next provost, beginning July 1.

Levy's excellence in teaching and service has won recognition. He is most proud of being the inaugural recipient, in 1999, of the Hispanic Arizona Alumni Association Award "for contributions to Hispanic student education." In 1996, he received a Martin Luther King Jr. Distinguished Leadership Award from the University of Arizona King Center "for support of civil rights and social change."

Levy has an A.B. from Rutgers University (N.J.) and a doctorate from the University of Chicago.

Hispanic Summer Program Celebrates 10th Year

AETH

The Hispanic Summer Program celebrated its 10th anniversary by honoring the person and the work of Dr. Justo L. González at Princeton Theological Seminary (N.J.).

González is a recognized minister of the gospel, educator, author, administrator, friend, husband, and father. His pioneer work as an advocate and leader in ecumenical efforts, especially in promoting and facilitating joint efforts among Hispanic Christians from various traditions, has resulted in the Asociación para la Educación Teológica Hispana, The Hispanic Theological Initiative, and the Hispanic Summer Program.

The event was an opportunity for reflection and celebration of the strides and accomplishments made by Hispanics in theological education.

Accreditation Reaffirmed for Saddleback and Irvine Valley College

IRVINE VALLEY COLLEGE
SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
& Saddleback College

Dr. Cedric Sampson, chancellor of the South Orange County Community College District (Calif.), announced that accreditation was fully reaffirmed for Saddleback College in Mission Viejo and Irvine Valley College in Irvine by the Accrediting Commission for Community and Junior Colleges.

Both colleges were completely removed from warning status, he said. Colleges are accredited every six years on stringent academic standards to ensure high academic quality. Saddleback and Irvine College are among the top 10 percent of California's 107 community colleges in transfer rates to four-year colleges and universities.

Teson Presents Papers at University Conferences

Photo ©Tim Trumble/ASU Photo

Fernando Teson, professor of law at Arizona State University (ASU), was the inaugural speaker at the "Colloquium on Humanitarian Intervention" at the University of California-Irvine, presenting his paper, "Humanitarian Intervention: When Not to Intervene." Teson also appeared at "A Conference on Humanitarian Intervention," University of Denver School of Law; the ASU Community Development Program; and at The Annual Meeting of the American Society of International Law, Washington, D.C.

A career diplomat for the Argentina Foreign Ministry and second secretary at the Argentina Embassy in Brussels, and teacher of international law, international human rights, jurisprudence, and comparative law, he is a frequent contributor to major international law journals and author of *Humanitarian Intervention: An Inquiry into Law and Morality*.

Teson earned his master's degree from the Universite Libre de Bruxelles, Belgium, and his Doctor of Juridical Science from the Northwestern University School of Law.

Black and Latino Musicians Compete at Michigan

The University of Michigan hosted the 3rd annual Sphinx Competition Finals Concert, showcasing the top young Black and Latino string players in the country. Competitors vied for prize money totaling $80,000, full scholarships to prestigious music camps and academies across the country, and opportunities to appear as soloist with the National Symphony Orchestra, the Detroit Symphony, and the Ann Arbor Symphony.

The Sphinx Competition is produced by the nonprofit Concert Competitions and Musical Development Inc. to promote the development of young African American and Latino string players.

Rodriguez Speaks at Delaware

Judge Joseph H. Rodriguez spoke recently at the University of Delaware about "The Federal Bench...A Personal Perspective." Rodriguez is senior judge of the U.S. District Court in Camden, N.J.

Rodriguez was president of the N.J. State Bar Association and is a member of the American Bar Association (ABA), where he has served in the house of delegates and as chair of its National Conference of Federal Trial Judges. His many awards include the 1992 Man of the Year from the National Hispanic Bar Association, the 1999 Medal of Honor from the N.J. State Bar Association, and the 1999 William J. Brennan Jr. award from the Association of Federal Bar of New Jersey.

Latino Radio Program at East Tennessee State

ETSU

East Tennessee State University's (ETSU's) National Public Radio station, WETS-FM (89.5), is airing a five-minute Hispanic/Latino interview show Sundays at 6:55 p.m.

Enterate, which means "what's happening" or "to inform yourself," addresses the interests and concerns of Spanish-speaking people in Northeast Tennessee. Broadcast entirely in Spanish, *Enterate* is hosted by

Doris Ortiz, a member of the Tri-Cities Latin American Club.

The program is the result of efforts by the departments of foreign languages and communication through the Expanding Community Partnerships Program, which is funded by the third grant awarded to ETSU by the W.K. Kellogg Foundation of Battle Creek, Michigan.

Palo Alto Offers Free Hispanic Genealogy Course

Palo Alto College (Texas) has been conducting a free course in Hispanic Genealogy this semester.

Classes present varied topics, a demonstration of Internet genealogy sources, and individual consultations with the instructor to develop personal research plans. The course uses a hands-on approach and emphasizes basic records and sources.

Class instructor Larry Kirkpatrick is an adjunct faculty librarian at Palo Alto College, and a genealogist for more than 20 years. His expertise is in Hispanic and Native American genealogy.

Santos Wins Art of Peace Award

The St. Mary's University (Texas) President's Peace Commission presented the second annual Art of Peace Award to John Phillip Santos, Latino writer, prize-winning poet, and writer/producer of more than 40 television documentaries for CBS-TV and PBS. The award recognizes artists whose work promotes peace and social progress.

Santos, a native of San Antonio, is the first Mexican American Rhodes Scholar, and he is the winner, among other awards, of the Academy of Poets' Prize at Notre Dame and the Oxford Prize for fiction. His articles on Latino culture have appeared in the *New York Times*, *Los Angeles Times*, and *San Antonio Express-News*. *Places Left Unfinished at the Time of Creation*, a memoir by Santos, was nominated for a 1999 National Book Award.

Camacho New CEO of HTVN

Hispanic Television Network (HTVN) Inc. named Marco Camacho its chief executive officer.

Camacho had been vice president and general manager of Telemundo Station Group of Houston, which, under his leadership, dramatically increased revenue and pioneered the use of English closed-captioning in Spanish-language television.

He recently was named one of the top ten general managers in the country by *TV Business Confidential*.

HTVN has more than 40 affiliates and 16 owned television stations broadcasting to more than 20 million homes.

Santiago Canyon College Becomes Fully Accredited

The Western Association of Schools and Colleges' Accrediting Commission for Community and Junior Colleges granted a maximum six-year accreditation for Santiago Canyon College in California. The state's newest community college, it is one of two institutions within the Rancho Santiago Community College District and serves the communities of Orange, Villa Park, and Anaheim Hills.

For students, college accreditation provides access to financial aid and allows them to transfer general education units to four-year colleges and universities. Previously, all courses and programs were recognized through the accreditation of Santa Ana College.

Gonzalez President of National Catholic Social Justice Lobby

Maria Gonzalez, director of the Center for Academic Achievement at Our Lady of the Lake University (OLLU) in Texas, was appointed president of NETWORK, a national Catholic Social Justice Lobby, for a two-year term.

Founded in 1971 by Catholic sisters, NETWORK is a 10,000-member organization of men and women religious and lay persons interested in furthering social justice. Its mission is to educate, lobby, and organize to influence the formation of federal legislation that promotes economic and social justice.

As director of the OLLU center, Gonzalez oversees programs that provide academic enrichment opportunities for college students, including tutorials, workshops, and student disability services.

Mendoza Reports on Life in Havana

In the early 1960s, more than 200,000 Cubans chose to flee their homeland when Fidel Castro began the process of nationalizing privately owned land. Among them was 18-year-old Tony Mendoza. The Mendoza family left behind its property and considerable holdings, bringing with them only $50 in cash and the jewelry that Tony's mother was wearing.

After 36 years, Mendoza felt a need to return to the home he had left behind and document firsthand the situation of the people of the island. His new book, *Cuba–Going Back*, does not glamorize but provides direct and honest reportage of life in Cuba.

Mendoza is one of America's most award-winning Cuban photographers. A professor in Ohio State University's art department, he has degrees from both Yale and Harvard.

California-Santa Barbara Professor Studies Isla Vistans

A study of the quality of life of Latino immigrants in the Isla Vista community neighboring the University of California-Santa Barbara (UCSB) reports that sub-par housing, education, and improving English language skills are among the most pressing concerns of such residents.

The report by UCSB sociology professor Denise Segura also identified job development, employment of bilingual police officers, and youth recreational opportunities as areas in need of improvement.

Parents and teachers should set high expectations for achievement for Latino kids, said Segura. She suggested better communication between the schools and the parents. The nearby community needs to "become familiar with educational programs and employment opportunities at UCSB," she said.

Scholars Share Insights on Rodó at Texas-Austin

Distinguished scholars from Uruguay, Mexico, Spain, and the United States shared insights on *Ariel*, an essay by Uruguayan writer José Enrique Rodó, and the phenomenon of arielismo, during a conference at the University of Texas-Austin.

Framed as the farewell speech of a distinguished older professor counseling the future leaders of Latin America, the essay, written in 1900, achieved instant success and was widely read throughout Latin America and, to some degree, in Spain.

Rodó denounced the excessive admiration of previous generations of Latin Americans for the U.S., claiming that as heirs of the Greco-Roman past, Latin Americans already possessed qualities visible in their art and literature that made them spiritually superior to the commercial and materialist Anglo-Saxons.

Long Island-Brooklyn Hosts Caribbean Authors

The Long Island University-Brooklyn (N.Y.) English Department's "Voices of the Rainbow" poetry and fiction reading series featured three authors of Caribbean heritage.

Dominican-born author Junot Diaz is the author of *Drown*, a well-received collection of short stories drawn from his experiences growing up in a poor Latino community, and the 1997 novel *Negocios*.

Puerto Rican writer Evangeline Blanco has published short stories and poetry in literary journals. Her acclaimed first novel *Caribe* won the 21st annual literature prize at the University of California-Irvine.

Jamaican-born writer Colin Channer explores the tragedies and triumphs of an African American man in his debut novel *Waiting in Vain*.

Conference for TRIO Families Held at Mercer

Students and parents from TRIO programs received help in planning for college at a conference at Mercer County Community College (MCCC) in New Jersey. Celebrating and honoring 30 years of student services and opportunity, the event was sponsored by MCCC, Rider University, and the College of New Jersey.

TRIO programs offered at MCCC, such as Talent Search, Upward Bound, and Educational Opportunity Centers, help students prepare for and choose a college. They provide tutoring, personal counseling, career counseling, workplace and college visits, special instruction in reading, writing, math, and study skills, and finding financial aid.

More than 1,200 colleges, universities, and community agencies host approximately 2,000 TRIO programs serving 780,000 young people and adults. Sixteen percent of TRIO students are Hispanic.

NEH Initiative to Provide More Cultural Programs

The National Endowment for the Humanities (NEH) has launched a new initiative, Extending the Reach, designed to increase the quantity and quality of cultural programs in underserved regions of the United States and at underserved institutions of higher education.

The targeted regions are 14 states and Puerto Rico. The targeted institutions of higher education are historically Black, Hispanic-serving, and tribal colleges and universities.

Program descriptions, application guidelines, and contact information are now posted on NEH's Web site, http://www.neh.gov/grants/extending.html. NEH contacts for the new initiative are Karen Mittelman, (202) 606-8631, for state-territory inquiries; and Fred Winter, (202) 606-8287, for inquiries regarding historically Black, Hispanic-serving, and tribal colleges.

CSU-LA Hall of Fame Inducts Gonzalez

California State University-Los Angeles inducted men's soccer player Jesus Gonzalez, pictured here with Athletic Director Carol Dunn, into its Athletics Hall of Fame.

Gonzalez was a four-year letter winner in men's soccer with the Golden Eagles from 1991 to 1994. In 1992, he was named CCAA Player of the Year. Gonzalez earned two Golden Eagle Most Valuable Player awards during his tenure, is still listed in many career goals and points, and is second best in season goals and points. Gonzalez is the university's all-time leader with five hat tricks (scoring three goals in one game).

Communications Scholarships for San Antonio Women

The San Antonio, Texas, Professional Chapter of the Association for Women in Communications recently offered four college scholarships to women planning careers in communications.

Two Ajay Castro Scholarships for Re-entering Women were available to female undergraduate students accepted at or enrolled in a Bexar County university, college, or community college. Two Southwestern Bell Foundation Michelle Lima Professional Journalist Scholarships were offered to female U.S. citizens who are Bexar County residents, have graduated from a San Antonio-area high school, and are working toward a degree in journalism or communications at a college or university.

Winners are to receive their awards at the annual Women in Communications Headliner/Proliner Awards Program.

Loyola-New Orleans Holds Fr. Carter Lecture Series

In Louisiana, Loyola University-New Orleans' 5th annual Fr. Carter Lecture Series featured Edward James Olmos, award-winning actor, producer, director, and community activist.

Olmos' lecture, "Celebrating Culture," focused on issues of multiculturalism and diversity. He spoke of his own experiences as an artist and activist in the Latino community.

The lecture series honors Loyola's longest-tenured president, the Rev. James C. Carter, who served 20 years. The series seeks to feature speakers of national prominence whose humanity and character have enabled them to promote social justice in their lives and work.

UT-San Antonio Students Awarded MAES Scholarships

Three students from the University of Texas-San Antonio (UTSA) College of Engineering were awarded scholarships by the National Society of Mexican American Engineers and Scientists (MAES).

Junior mechanical engineering major Ricardo Ramirez, junior mathematics major Yesenia Rodriguez, and Jacqueline Roman, graduate student in biotechnology, received the scholarships during MAES' 25th Annual International Symposium, held in California.

Founded 25 years ago, MAES works through its 50 student and 30 professional chapters to increase the numbers of Mexican Americans and other Hispanics working in the sciences and other technical professions.

HO ranks at least three of UTSA's undergraduate programs in the sciences among the nation's top 20 in numbers of degrees earned by Hispanic students.

Villazon and Salgado Design Florida International University Icon

Florida International University president Modesto A. Maidique sent out a challenge to architecture students: Design an icon, a welcoming structure to sit on the edge of University Park. What came back pleased Maidique and the panel of renowned architects he assembled to review the projects.

Students had only one week to conceptualize and create their designs. Among the 500 entries submitted, nearly 200 of which were judged, one stood out as simple, elegant, durable, and, most importantly, kinetic. The design by seniors Roberto Villazon (l.), 23, and Jorge Salgado (r.), 22, consisted of three fragmented ellipses that contain full-grown palm trees. These panels sit in reflecting pools and can be illuminated with different colors.

CSU-LA's Gutierrez Wins "Giants in Science" Award

California State University-Los Angeles chemistry professor Carlos G. Gutierrez won The Quality Education for Minorities in Mathematics, Science, and Engineering (QEM/MSE) Network's "Year 2000 MSE Giants in Science Award."

Gutierrez is director of the university's National Institutes of Health (NIH) Minority Access to Research Careers and Minority Biomedical Research Support programs. In his 20-plus years at Cal State-L.A., he has had a significant impact on minority education, mentoring more than 180 students through NIH-funded programs or as a faculty participant in other projects such as the National Science Foundation-sponsored Research Improvement in Minority Institutions and Research Experiences for Undergraduate programs.

Texas-Austin Honored for Minority Doctoral Graduates

The Quality Education for Minorities (QEM) Network honored the University of Texas-Austin for the institution's important contribution to the number of doctoral degrees in the fields of mathematics, the physical sciences, and engineering earned by African Americans, Alaska Natives, American Indians, and Hispanics.

Pedro Reyes, associate dean of graduate studies and professor of educational administration, accepted for the university during a ceremony attended by representatives of 25 award-winning institutions.

The QEM Network issued its findings in a report, "Top Producers of Minority Doctoral Degree Recipients in Mathematics, Computer Science, the Physical Sciences, and Engineering."

Perez Promoted at Texas-San Antonio

Eyra Perez was promoted to associate director of the University of Texas-San Antonio (UTSA) Alliance for Education, which provides leadership in reform of the city's public schools.

Perez had been projects manager for the Alliance since 1997. Earlier she was associate director of the UTSA Prefreshman Engineering Program.

She was recognized as one of the "40 Under 40 Rising Stars" for 1998 by the *San Antonio Business Journal* and was selected for *Who's Who in American Teachers* in 1996, 1997, and 1998.

Perez has a bachelor's degree from Our Lady of the Lake University and a master's from UTSA.

Colón Serves as Postal Service Hispanic Program Specialist

Guillermina C. Colón, a native of Santiago, Dominican Republic, is helping Hispanic Americans and Dominicans enhance their visibility and organizational status in the United States Postal Service.

As the Hispanic Program Specialist for the United States Postal Service, N.Y. Metro Area, Colón helps Hispanic Postal Service employees who want to enter management. She develops and maintains contacts with Hispanic educational, civic, community, and service organizations to promote awareness of Postal Service employment opportunities and informs Hispanic businesses and vendors of contractor opportunities and procedures.

Colón is pursuing a degree in industrial psychology.

Houston Community College Newsmakers

In Texas, Houston Community College (HCC) Chancellor Ruth Burgos-Sasscer was named one of the outstanding college leaders of the 20th century by *Black Issues in Higher Education*. The magazine cited Burgos-Sasscer as a "change agent" who has provided lasting, innovative leadership in the last century. According to the publication, "Institutions that have made the most progress in terms of access, matriculation, and diversity in the 20th century owe much of their success to the leadership of bold chief executives who were unafraid to take risks and unyielding in their commitment to educational equity."

Stephen J. Gonzalez, 52, longtime Houston-area advertising and communications executive, is the new executive director of marketing and public information for the HCC System. He graduated from Louisiana State University in 1969.

Miami-Dade Hosts Latino Arts and Culture Conference

Miami-Dade Community College (Fla.) will host the National Association of Latino Arts and Culture's (NALAC's) Year 2000 International Conference in September.

The conference will "offer learning opportunities for students and networking opportunities for emerging grass-roots organizations." More than 600 attendees are expected. The theme of the event is "One People, Many Cultures/Un Pueblo, Muchas Culturas."

NALAC is a nonprofit organization dedicated to helping and advocating on behalf of community-based Latino arts and cultural organizations. Founded 10 years ago, today NALAC serves more than 300 arts groups from predominantly Cuban, Mexican American, Puerto Rican, Dominican, Central, and South American communities throughout the U.S.

Cross-Border Growth Discussed at Jefferson Law School Conference

The conference "Cross-Border Urban Integration in the 21st Century: The San Diego-Tijuana Model" brought together experts from the U.S. and Mexico to examine the impact of cross-border growth and development. The event, organized by the Center for Global Legal Studies at Thomas Jefferson School of Law (Calif.), combined faculty research, coursework, and speaker programs to examine the legal implications of the globalization of the world economy and the gradual erosion of national sovereignty in areas as diverse as business, the environment, criminal justice, and human rights.

Law school Dean Kenneth J. Vandevelde said it is difficult to overstate the significance of San Diego's border relationship with Mexico. "The many jobs created by San Diego's booming export industry is a major reason that unemployment in San Diego is currently the lowest that it has been in 40 years."

National Council of La Raza Hosts Capital Awards

The National Council of La Raza (NCLR), the nation's largest constituency-based Hispanic organization, honored two members of Congress and a civil servant for their support of the Hispanic community at its 11th annual Capital Awards. Sen. Charles Schumer (D-N.Y.), Rep. Lincoln Diaz-Balart (R-Fla.), and the Hon. John Sampier were recognized for their work on issues affecting the Latino community.

"While Lincoln Diaz-Balart is well known for his advocacy on behalf of the Cuban community, fewer know that he has been a staunch advocate for Central American and other refugees. Diaz-Balart is not afraid to stand up against some in his party for the good of the community," said Raul Yzaguirre, NCLR president.

The choir group Coral Cantigas and Latin jazz band Tolú performed at the event.

National University Rates High on Report

The California Commission on Teacher Credentialing released a report that says National University prepares and recommends more individuals for single subject, multiple subject, and special education teaching credentials than does any other single California institution of higher education.

National University believes that unprecedented growth in student numbers coupled with decreasing requirements for class size translates to a very desirable job market for the education professional. Educators need to pursue ongoing professional development in order to keep pace with changing technology and the social and cultural environments in which they teach.

Gaviria Receives University of New Mexico Medal

César Gaviria, secretary general of the Organization of American States (OAS) and former president of Colombia, received the University of New Mexico Medal in February.

Photo © Carolyn Gonzalez, UNM Public Affairs

Gaviria opened democratic channels for reform, including the draft and passage of a new constitution, strengthening human rights and judicial reform, and a peace agreement with four major rebel groups. His administration challenged narcotics trafficking and successfully dismantled the Medellin Cartel. He inaugurated free trade agreements with Mexico and Venezuela.

Gaviria revitalized OAS by emphasizing cross-national collaboration among parallel institutions, such as universities, rather than government-to-government linkages.

Texas-San Antonio Offers Students Research Opportunities

A UT-San Antonio program offers eligible Alamo Community College District students a chance to participate in ongoing research projects while earning a $2,000 stipend. The Louis Stokes Alliance for Minority Participation Summer Bridge Program, funded by the National Science Foundation, targets math, science, and technology students from underrepresented groups and underserved communities. In addition to the stipend, program benefits include faculty mentoring, tuition, and more.

PUBLICATIONS

Adult Learning and Development: Multicultural Stories

Lisa Baumgartner and Sharan B. Merriam, eds.

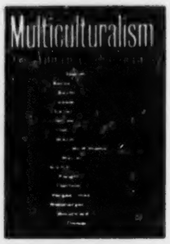
Learning
And
Development

Recognizing the role of both sociocultural and psychological factors in shaping people's lives, the editors have compiled an anthology of culturally diverse stories and poems that illustrate six themes of adult development: identity; the importance of work; intimacy; the family life cycle; physical development, health, and aging; and learning in adulthood.

2000. 312 pgs. ISBN 1-57524-097-1. $28.50 paper. Krieger. (800) 724-0025.

Multiculturalism and American Democracy

Arthur M. Melzer, Jerry Weinberger, and M. Richard Zinman, eds.

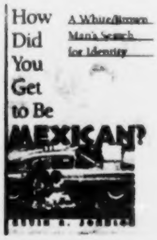


Multiculturalism–is it the face of 21st-century America or merely a passing fad? Contributors to this volume address its pros and cons and explore its relationship with liberal democracy. Offering viewpoints from the perspectives of political theory, history, philosophy, and fiction, they help to explain what the multiculturalism controversy is about and clarify the concerns it should raise for thoughtful citizens.

1998. 237 pgs. ISBN 0-7006-0882-6. $17.95 paper. University Press of Kansas. (785) 864-4155.

How Did You Get to Be Mexican?: A White/Brown Man's Search for Identity

by Kevin R. Johnson


How Did You Get to Be MEXICAN?
A White/Brown Man's Search for Identity

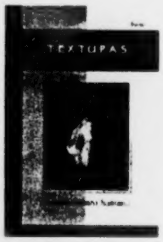
This account of racial identity takes a close look at the question "Who is a Latino?" and determines where persons of mixed Latino-Anglo heritage fit into the racial dynamics of the United States. Kevin Johnson uses his experiences as a mixed Latino-Anglo to examine issues of diversity, assimilation, race relations, and affirmative action in contemporary America. (Note: See the June 18, 1999, issue of *HO* for a review of this book by Sylvia R. Lazos Vargas.)

1999. 245 pgs. ISBN 1-56639-651-4. $19.95 paper. Temple University Press. (800) 447-1656.

Texturas

(Spanish)

by Gastón Alvaro Santana

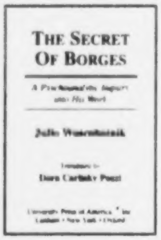


Myth and legend get together towards unruly metrics and philobatic versification in this daring collection of poems of vibrant voice. Dr. Gastón Alvaro Santana is a professor, writer, and counselor in education in Florida.

1997. 100 pgs. ISBN 1-58018-015-9. $11.50 paper. VERSAL Editorial Group. (978) 470-1972.

The Secret of Borges: A Psychoanalytic Inquiry into His Work

by Julio Woscoboinik



This book captures both Argentinean author Jorge Luis Borges' original creative talent and the psychological processes involved in all literary creation. Julio Woscoboinik shows Borges utilizing childhood memories, erudition, nocturnal dreams; he shows us how he transmutes his quasi-hallucinatory fantasies and phobias into literary matter that receives a definitive aesthetic form from another labor, labor of style. Translated by Dora Carlisky Pozzi.

1998. 229 pgs. ISBN 0-7618-1239-3. $32.50 paper. University Press of America. (800) 462-6420.

Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring

by Angela Valenzuela

subtractive

The author argues that schools subtract resources from youth in two major ways: by dismissing their definition of education, and through assimilationist policies and practices that minimize their culture and language.

1999. 328 pgs. ISBN 0-7914-4322-1. $18.95 paper. SUNY Press. (800) 666-2211.

The Pond (La Charca)

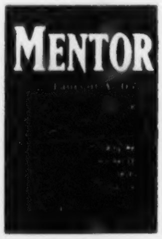
by Manuel Zeno-Gandía

Before the turn of the century, while the rich in Madrid, Paris, and Rome capped their sumptuous dinners with sips of Puerto Rico's exquisite black café, the anemic men, women, and children who harvested the precious crop lived in squalid huts and rarely saw a scrap of meat. Brutalized by grinding poverty, theirs was the harsh world of *La Charca*, published in 1894, and widely acknowledged as the first major novel to emerge from Puerto Rico. Translated by Kal Wagenheim.

1999. 216 pgs. ISBN 1-55876-092-X. $16.95 paper. Markus Wiener. (732) 225-2727.

Mentor: Guiding the Journey of Adult Learners

by Laurent A. Daloz



Revised and updated from the award-winning classic, *Effective Teaching and Mentoring*, this second edition is a practical, engaging exploration of mentoring and its power to transform learning. Filled with vignettes, it shows how anyone who teaches can become a successful mentor to students.

1999. 273 pgs. ISBN 0-7879-4072-0. $24.95 paper. Jossey-Bass. (888) 378-2537.

Managing Technological Change: Strategies for College and University Leaders

by A.W. (Tony) Bates

technological change
A.W. (Tony) Bates

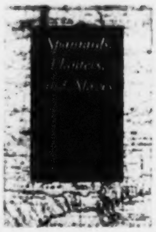
Implementing new technology at a college or university requires more than simply buying new computers and establishing a Web site. The successful use of technology for teaching and learning also demands major changes in teaching and organizational culture. This book provides practical, systematic strategies for creating the new, technologically competitive academic organization.

2000. 235 pgs. ISBN 0-7879-4681-8. $34.95 cloth. Jossey-Bass. (888) 378-2537.

Spaniards, Planters, and Slaves: The Spanish Regulation of Slavery in Louisiana, 1763-1803

by Gilbert C. Din

Gilbert Din takes a provocative look at the institution of slavery and its function as a part



of Louisiana culture during the years of Spanish rule. He challenges the idea that conditions under the Spaniards differed little from the years of French rule and examines how local culture merged with colonial government and residual laws to create a slave system unlike any other in the Deep South.

1999. 376 pgs. ISBN 0-89096-904-3. $49.95 cloth. Texas A&M University Press. (800) 826-8911.

José, Can You See?: Latinos On and Off Broadway

by Alberto Sandoval-Sánchez

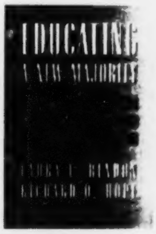
José Can You See?

This book offers a fresh perspective on how Latinos/as represent themselves in their own, relatively unknown, theatrical productions. Suggesting that Latino plays pose a response to popular culture's stereotypes, the author discusses the ways in which Latino theater both confronts the dangers of assimilation and validates Latino relations, cultures, and identities.

1999. 275 pgs. ISBN 0-299-16204-4. $22.95 paper. University of Wisconsin Press. (800) 621-2736.

Educating a New Majority: Transforming America's Educational System for Diversity

by Laura I. Rendón, Richard O. Hope, and Associates

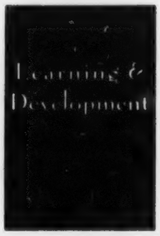


Providing a comprehensive assessment of how well our educational system–from kindergarten through college –serves disadvantaged minority students, this book offers a wealth of ideas for strengthening the entire educational pipeline.

1996. 490 pgs. ISBN 0-7879-0130-X. $38.95 cloth. Jossey-Bass. (888) 378-2537.

Learning and Development: Making Connections to Enhance Teaching

by Sharon L. Silverman and Martha E. Casazza

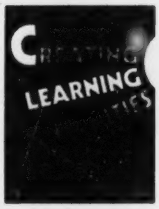


This publication is designed to help faculty, student affairs professionals, and other educators understand how students learn, and what they can do to foster student achievement.

2000. 302 pgs. ISBN 0-7879-4463-7. $32.95 cloth. Jossey-Bass. (888) 378-2537.

Creating Learning Communities: A Practical Guide to Winning Support, Organizing for Change, and Implementing Programs

by Nancy S. Shapiro and Jodi H. Levine



Learning communities–a curricular instructional innovation that integrates different facets of the undergraduate experience to enhance and enrich learning–have become the most promising new strategy for promoting student success and satisfaction in college. This guide shows how to staff, manage, and integrate this rewarding new program area into different campuses.

1999. 220 pgs. ISBN 0-7879-4462-9. $29.95 paper. Jossey-Bass. (888) 378-2537.

Many publications featured in this section are available through amazon.com.

CONFERENCES

Latino College Expo 2000

April 8

The 10th annual undergraduate college fair for meeting representatives from more than 150 public and private institutions and for learning about the college admissions process and about scholarship competition. Admission is free. Time is 1:00 p.m. to 3:00 p.m. At Pace University, One Pace Plaza, Manhattan, New York City.

Contact: (212) 346-1323; Web site, LatinoCollegeExpo.org.

AACC 80th Annual Convention

April 8-11

The American Association of Community Colleges presents its annual convention, this year on the theme "A World of Possibilities," and an academic marketplace at the Hilton Washington in Washington, D.C.

Contact: Web site, www.aacc.nche.edu.

Teaching, Learning, and Technology Conference

April 12-15

Florida Community College-Jacksonville, among others, is sponsoring "Teaching, Learning, and Technology: Challenges for Creating Sustainable Change in the New Millennium." At the Radisson Riverwalk Hotel, Jacksonville, Fla.

Contact: Jack Chambers, (904) 632-3231, or Jeana Davis, (904) 632-3088.

The Latino Book Summit

April 15-16

This book summit celebrates books, careers, culture, education, health, and more. In San Diego, California.

Contact: (323) 255-9206.

UCEA 85th Annual Conference

April 16-18

University Continuing Education Association presents its 85th annual conference, "Riding the Waves: Strategies for the New Futures of Higher Education," dealing with trends in markets and futures, in leadership and management, and in learning and instructional technologies. Includes a special seminar on Continuing Education Trends in Latin America and Puerto Rico (in Spanish). In San Diego, California.

Contact: UCEA, (202) 659-3130; e-mail, postmaster@nucea.edu; Web site, www.nucea.edu.

3rd Annual Conference on Diversity in Teaching and Learning in American Higher Education

April 19-22

"Text and Context: The Structures of Learning" includes among the keynoters José Cuellar, chair, La Raza Studies, California State University-San Francisco. At The Westin St. Francis Hotel in San Francisco.

Contact: (408) 864-8309/8993; Web site, www.TeachLearn.fhda.edu.

American Educational Research Association Annual Meeting

April 24-28

The A.E.R.A. annual meeting's theme is "Creating Knowledge in the 21st Century: Insights from Multiple Perspectives." In New Orleans.

Contact: A.E.R.A., (202) 223-9485; Web site, www.aera.net.

7th Annual IDRA Early Childhood Educators Institute™

April 25-27

This year's Intercultural Development Research Association La Semana del Niño institute is on the theme, "Educating the Next Generation." Speakers include Regina Benjamin; Gloria Rodriguez, founder of AVANCE; Bertha Perez, UTSA-Downtown; and Diane Gonzales Bertrand, internationally known author of children's literature. On two mornings, participants will visit schools that showcase innovative programs for diverse learners.

Contact: Carol Chavez at IDRA, (210) 444-1710; Web site, www.idra.org.

Illinois TESOL-BE 2000 Annual Convention

April 28-29

Illinois Teachers of English to Speakers of Other Languages/Bilingual Education presents its 26th annual convention, "Options and Opportunities." At Navy Pier in Chicago, Illinois.

Contact: e-mail, eminicz@harpercc.il.us or Cporter@irc-desplaines.org.

The College Board's Online Learning Conference

May 1-2

"Delivering Online Courses to Adult Students." At the Wyndham Ambassador West Hotel, Chicago.

Contact: (212)713-8002; e-mail, oals@collegeboard.org; Web site, www.collegeboard.org.

Nexus 2000 International Conference

May 5-7

Nexus 2000's theme for this year: "Building Healthy Relationships in Schools, Communities, and Organizations: Improving Society through Understanding of Emotional Intelligence." The goal is "for delegates to experience practical ways to foster healthy and productive relationships that they can implement with their own constituencies." In San Francisco, Calif., at the South San Francisco Conference Center.

Contact: Web site, www.nexuseq.com/register/.

National MultiCultural Institute 15th Annual National Conference

June 1-4

The 15th annual national conference theme is "Making Choices as a Diverse Society: Taking Responsibility for a Promising Future." At the Hyatt Regency Washington on Capitol Hill in Washington, D.C.

Contact: (202) 483-0700, ext. 227; e-mail, nmci@nmci.org; Web site, www.nmci.org.

NCORE 2000

June 1-5

13th Annual National Conference on Race & Ethnicity in American Higher Education. Sponsored by The Southwest Center for Human Relations Studies, Public and Community Services Division, College of Continuing Education, The University of Oklahoma. Among the keynoters is Edward James Olmos. In Santa Fe, N.M.

Contact: Web site, www.occe.ou.edu/NCORE.

AAHE Assessment Conference

June 14-18

The American Association for Higher Education's 15th annual conference on assessment asks, "Rising Expectations: Can Assessment Deliver?" In Charlotte, N.C.

Contact: (202) 293-6440; Web site, www.aahe.org.

Latin American Educational Foundation Golf Tournament

June 21

The Latin American Educational Foundation hosts its annual Golf Tournament. In Sedalla, Colorado.

Contact: (303) 446-0541.

Books in Spanish for Young Readers: Summer Workshops 2000

June 26-28, July 10-12, and July 31-August 2

Dr. Isabel Schon, director of the Center for the Study of Books in Spanish for Children and Adolescents at CSU-San Marcos, announces this year's three three-day summer workshops: "Books and Reading Strategies for English Language Learners in Grades K-8," "Current Issues: Books in Spanish for Young Readers," and "Literature in Spanish for Children and Adolescents/La Literature en Español Dirigida a los Lectores Infantiles y Juveniles" (the latter conducted in Spanish).

Contact: e-mail, ischon@mailhost1.csusm.edu.

Kiva's Mexico 2000 Education Tour

September 19-20, Guadalajara
September 22-23, Mexico City
September 25-26, Monterrey

Kiva Expeditions, Inc., is committed to building partnerships through key introductions among international exhibitors, Mexican schools representatives, and local business leaders. This year's tour, "Building Partnerships in Mexico," will focus on student recruitment through public fairs and school visits.

Contact: Annette Wright, (303) 770-3063; e-mail, kivaexpo@mindspring.com.

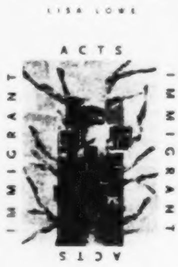
Book Review

By Eduardo Mendieta

***Immigrant Acts: On Asian American Cultural Politics*, by Lisa Lowe.** 252 pages + index. Durham, NC: Duke University Press, 1996. ISBN# 0-8223-1864-4. $ 17.95 paper.

Every group, as every individual, is unique. Each one emerged differently. Each went on to suffer a different fate. Such intrinsic differences are compounded when we factor in history. Thus, Puerto Ricans and Cubans, although Caribbeans, represent if not opposite at least very divergent experiences in the making of the 21st-century United States.

While both have been in contact and in conflict with the U.S. over the last 100 years, they have undergone processes of incorporation and marginalization at opposite sides of the spectrum. One was racialized cheap labor; the other, an alibi and warrant for U.S. anti-Communism and ideological war on all forms of socialism in the Americas. One group lags, while the other thrives. When looking at Hispanics, we can not overlook this differential and the differentiated modes of incorporation and assimilation, as well as disavowal and exclusion.



These differences are augmented further when we try to compare the Hispanic experience with the Asian American experience, the latter group perhaps the most like Hispanics within the horizon of U.S. immigrant history. As immigrants, we possess a sort of "double vision," to use DuBois' felicitous phrase. We know how to see differences internally–but also across immigrant groups and ethnic groups in general. We know how to look inward and see differences, and how to look outward and across and see difference. Our gaze sees through differences to particularity and differential markings, but also through demagoguery and posturing to specific moments in history.

While Lisa Lowe's book is not the point of entry for a cross-immigrant group and inter-ethnic minority comparative incursion, it is certainly one of the most sophisticated reflections I have read on the immigrant condition and "minority" status in the United States.

Scholars and academics teaching and researching issues pertaining to immigrants' relationship to the cultural imaginary of the U.S., as well as their relation to its political development, will find Lowe's text challenging and provocative. It is challenging because it deploys a theoretical apparatus that, although difficult at first, reaps its rewards in acuity and insight afterwards. It is provocative because it articulates criticism of certain verities of "identity politics" in an extremely convincing fashion.

The most interesting aspect of the work, however, is less what it dreams up than what it tears down. Thus, one of the most poignant parts of the book is the first chapter, which deals with immigration, racialization, and citizenship. This chapter challenges Asian Americans–and, by implication, Hispanics–to disabuse themselves of the notion that their narrative of assimilation and incorporation can and should only be told as a narrative of the attainment of citizenship, i.e., political incorporation. Lowe's point is very perceptive. Asian Americans were racialized in such fundamental ways and ways inimical to any possible project of political incorporation that their belated possibility of becoming citizens of the U.S. polity can be neither as a narrative of triumph nor of assimilation. Lowe's point is that such a narrative has yet to be told. To this extent, like Hispanics, Asian Americans have yet to develop a credible and readable narrative that tells their stories without being blithely and speciously assimilated. Political assimilation, metonymically represented in the act of naturalization, signals a betrayal of the very identity of the Asian American.

As Lowe writes "...a political system constituted by the historical exclusion and labor of racialized groups, the promise of inclusion through citizenship and rights cannot resolve the material inequalities of racialized exploitation." Only a cultural politics of contestation and sedition, of talking back and disavowing imputed identities, can possibly measure up to the incredible task of "resolving" or cauterizing the wounds of history. And this is why in this putatively post-structuralist Marxist text, we find five chapters sandwiched between two that expressly deal with "Marxist" themes, i.e., labor, rights, immigration, gendering of labor.

The five chapters that constitute the core of this work concern the politics of culture. They broach issues concerning multiculturalism and its manipulation by a culure that would like to neutralize all dissent by way of carnivalization and trivialization. They also concern the relationship between history and literature, and the importance of nonrealist, nonrepresentational writing in the project of the dismantling of narratives that allege to grant us "history" as it was, and narratives of a "subject" as it became mature. These chapters are exemplary displays of critical, cultural analysis, to be emulated and to be mined for their dexterity with multilayered texts.

Benjamin Barber captured eloquently what Lowe has actually accomplished when he wrote, "A canon is no use if it is not ours, and it becomes ours only when we reinvent it–an act impossible without active examination, criticism, and subversion. That is why teachers cannot teach the canon properly without provisionally subverting it." This is true of Lowe's work because in it she relentlessly refuses to let simplistic and glib identities be hoisted upon Asian American cultural agency. Yet, she also refuses to let the mainstream canon off the hook. Canon construction mediates culture, and it is meditated by culture. But culture is the site where the present articulates the past in order to fashion a tomorrow. This is why Lowe privileges culture over politics. And this is where caution is warranted–politics itself is a site of culture. There is a politics of culture, but also a culture of politics: citizenship is precisely the locus of their encounter.

We cannot surrender citizenship and citizenry to a racist and racializing imaginary (a society's image of what it is and can become), for whatever citizenship is granted is already the attainment not just of white women but also of generations of "suspect" agents who have struggled to transform the terms under which one is thought to be a credible political subject. Immigrant acts must be complemented by citizenship acts.

Eduardo Mendieta is professor of philosophy at the University of San Francisco, and associate director of the Center for Latino Studies in the Americas (CELASA).

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

AMERICAN UNIVERSITY

WASHINGTON, DC

THIRD ANNUAL HISPANIC LAW CONFERENCE AND STUDENT CAREER FAIR

SATURDAY, APRIL 15, 2000
AMERICAN UNIVERSITY
WASHINGTON COLLEGE OF LAW
8:30 AM TO 4:00 PM

AGENDA

8:30 Registration

9:00 Introductory Remarks Dean Claudio Grossman and HBA's of DC, MD and VA

9:20 Plenary session with Opening Speaker

9:45 Panel 1: The 2000 Elections and Their Impact on the Hispanic Community

11:15 Panel 2: The Hispanic Legal Professional

12:15 *2nd Annual Diversity Luncheon* - Keynote Speaker: Armando Guzmán, National Correspondent and Anchorperson for UNIVISION

2:00 Student Career Fair

For more information, contact Monica Rodriguez at 202-274-4002 or <mrodriguez@wcl.american.edu>

Co-Sponsored by the Hispanic Bar Associations of the District of Columbia, Maryland, and Virginia and American University, Washington College of Law

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UNIVERSITY OF HOUSTON

The University: The University of Houston, located on 567 acres near downtown Houston, is a comprehensive public urban teaching and research university with 14 colleges and a student population of more than 32,000. The University of Houston has a culturally diverse student body of which more than 47% are minority students (African-American, Asian, Hispanic, and Native American) and 7% are international students representing 100 countries.

ACTIVITIES ADVISOR (000580)

Responsibilities: Provides advising and guidance to one or two of the following units advised by the Department of Campus Activities: Activities Funding Board, Council of Ethnic Organizations, Frontier Fiesta Association, Houston Collegiate Panhellenic Association, Interfraternity Council, Metropolitan Volunteer Program, National Pan-Hellenic Council, Organizations' Board, Student Program Board, and Students' Association. Advisement includes working with these groups regarding the development, planning, implementation and evaluation of programs, including: budget development, recruitment, goal setting and marketing. Facilitates leadership development retreats for these groups. Negotiates the preparation of contracts for campus wide programs. Assists with the coordination of departmental leadership development activities for student organizations. Provides support for registered student organizations.

Requirements: Bachelor's degree required or equivalent experience with a strong preference for applicants with a Master's degree in student development, counseling or related discipline. Prefer student-centered philosophy, ability to work with a diverse student population, and at least six months of directly job-related experience. Applicants with experience advising program boards, student television stations and planning large events are encouraged to apply.

Preliminary interviews to be held at ACPA conference. To ensure full consideration for the position, a UH application, resume, and names, addresses and telephone numbers of three professional references should be received by April 14, 2000. Submit application materials to:

Human Resources Department
University of Houston
Houston, Texas 77204-5883

UH application for employment are available at www.uh.edu/admin/hr.

The University of Houston is an equal opportunity, affirmative action employer. Women, minorities, veterans and persons with disabilities are encouraged to apply. This is a security sensitive position. A criminal history record investigation will be conducted.

CALIFORNIA STATE UNIVERSITY BAKERSFIELD

Located 110 miles north of Los Angeles in the southern San Joaquin Valley, Bakersfield offers all the amenities of modern city life without the disadvantages. New housing is the best in the state for value and availability; excellent lifestyle for families; stress-free driving; convenient airport. The School of Education at CSUB, a Hispanic Serving Institution, is WASC, NCATE and CCTC accredited. We seek to create an inclusive, progressive, and democratic teaching and learning environment. Faculty with a sincere commitment to public education and improving educational opportunities for diverse learners are invited to apply for tenure-track positions. Summer employment available.

QUALIFICATIONS: All positions require a doctorate or ABD status appropriate to the position; substantial K-12 teaching experience with diverse learners; well-articulated research and publications agenda; evidence of service to and collaboration with public schools; collegiality. Preferred: A strong knowledge base in multicultural education and/or second language acquisition and experience with technology-mediated instruction.

POSITIONS

ELEMENTARY: GENERALIST (ASSISTANT/ASSOCIATE)

Two positions. Teach credential courses in elementary program and supervise student teachers. Elementary teaching experience required; university teaching experience preferred.

SECONDARY: GENERALIST (ASSISTANT/ASSOCIATE)

Teach credential courses in secondary program and supervise student teachers. Have expertise in a secondary discipline, i.e., Science, English, and Secondary teaching experience. Desirable: grant writing, assessment, distance learning experience.

SECONDARY: COORDINATOR OF FIELD EXPERIENCES, (RANK OPEN)

Teach credential courses in field-based secondary program. Technology skills essential. Need a single subject specialty. Desirable: distance learning, willingness to travel.

SPECIAL EDUCATION: MILD/MODERATE/SEVERE (ASSISTANT/ASSOCIATE)

Teach courses in mild/moderate/severe disabilities, with special focus on clinical training of students in special education assessment, and academic as well as behavioral interventions. Knowledge and clinical experience implementing effective and innovative transition curriculum innovations. Supervise field-based practica; mentor MA level candidate's research. Teach occasionally at second regional campus. University level teaching and supervision experience; minimum of two years of public school or community agency teaching and/or clinical experience serving students with mild to moderate disabilities, preferably in cross-cultural settings.

SALARY: Commensurate with education and experience. Excellent benefits.

BEGINNING DATE: September, 2000.

APPLICATION: Positions open until filled. Send letter of application, vita, placement file, transcripts of undergraduate/graduate courses, and three letters of recommendation to:

Dr. Sheryl L. Santos, Dean,
School of Education
California State University, Bakersfield,
9001 Stockdale Highway
Bakersfield, CA 93311-1099

CSUB fosters and appreciates ethnic and cultural diversity among its faculty and students and is committed to increasing the diversity of its faculty to reflect the diversity of the campus community. Applications from women, ethnic minorities, veterans, and individuals with disabilities are welcome.

Washtenaw Community College

Position Openings

A comprehensive two-year college dedicated to student, community and staff success is presently seeking individuals for the positions listed below. The College is located in the city of Ann Arbor, MI, a community of over 100,000.

Student Development and Activities Director: Master's degree preferably in student affairs, higher education administration, counseling, recreation or related fields, two years experience in human development programs/activities with increasing levels of responsibility. Initial salary range is $44,000-$48,400.

Director of Admissions: Master's degree in relevant area, three years experience including a minimum of one year supervisory experience; some student services experience required. Initial salary range is $52,000-$57,200.

Manager of Media Services: Bachelors degree that includes coursework in a related discipline, three to five years supervisory experience, three years experience with media production or learning technologies services and systems. Competitive salary. Application deadline is May 12, 2000.

CIS/CPS Instructor/C++ Programming Specialty: Bachelor's degree in Computer Information Systems, Management Information Systems, Computer Science or related field, teaching experience is required, two years preferred, three years industry experience with emphasis on programming. Initial annual range for 1999-2000 is $40,160-$55,670 (faculty salaries for 2000-2001 TBD).

Internet Professional Instructor (Technical): Bachelor's degree in technology-related field, OR equivalent work experience and/or education and training, two years internet work experience including at least one year developing websites on both PC and Macintosh platforms. Applicants with strong skills in blending advanced design and technical concepts are also encouraged to apply. Initial annual range for 1999-2000 is $40,160 - $45,980 (faculty salaries for 2000-2001 TBD).

Networking and Electricity/Electronics Instructor: Bachelor's degree in related field, two years commercial and/or military experience in computer/communications networking hardware maintenance. Initial annual range for 1999-2000 is $40,160-$45,980 (faculty salaries for 2000-2001 TBD).

Anticipated appointment for the instructor positions is Fall 2000 semester. Positions open until filled unless otherwise noted.

Interested persons should send official completed WCC application form with credentials (all college transcripts-student copies acceptable and candidates statement of the number of clock hours taught in front of students for current and/or past teaching appointments) to **Washtenaw Community College, Office of Human Resource Management, First Floor Business Education Building, Room 120, 4800 E. Huron River Dr., PO Box D-1, Ann Arbor, MI 48106.** (734) 973-3497. Job Hotline (734) 973-3510. For job postings and application materials see our website at:

http://www.wccnet.org/jobs

An AA/EEO/ADA employer.

DEAN
COLLEGE OF ARTS AND SCIENCE
VANDERBILT UNIVERSITY

Applications and nominations are invited for the position of Dean of the College of Arts and Science at Vanderbilt University. The College, with approximately 3,500 students, is the largest of the University's ten schools and enjoys a long history of academic excellence and financial stability.

We seek an accomplished scholar with outstanding abilities in leadership and administration who is capable of fostering research and teaching of the highest quality. The candidate must qualify for appointment to the rank of Professor with tenure in a department of the College of Arts and Science.

The Search Committee will begin reviewing applications immediately and continue until the position is filled. We strongly encourage nominations of, and applications by, minority and female candidates. Letters of nomination or application should be sent to:

Professor Timothy P. McNamara, Chair
Arts and Science Dean Search Committee
301 Wilson Hall
Vanderbilt University
111 21st Avenue South
Nashville, TN 37240
Fax: (615) 322-4017

Informal inquiries may be sent by e-mail to:
AnS.Dean.Search@vanderbilt.edu.

Vanderbilt University is an Affirmative Action and Equal Opportunity Employer.

The **Department of Management** in the **College of Commerce** announces three tenure track Assistant Professor positions and three non-tenure track Lecturer positions. Salary is competitive and commensurate with qualifications. Positions to be filled effective the fall of 2000; subject to funding availability. Desired qualifications for all positions include strong commitment to excellent teaching and, for tenure track positions, demonstrated research potential, and the capability to collaborate with faculty in several disciplines.

OPERATIONS MANAGEMENT
(1 Tenure Track, 1 Non-Tenure Track)

Ph.D. in Operations Management strongly preferred; ABD considered. Demonstrated empirical research interest in quality service or technology management is a plus.

LEADERSHIP/CHANGE MANAGEMENT
(1 Tenure Track, 1 Non-Tenure Track)

Ph.D. in management-related discipline strongly preferred; ABD considered. Research interest in creativity and creative problem-solving strategies desired.

ENTREPRENEURSHIP/STRATEGIC MANAGEMENT
(1 Tenure Track, 1 Non-Tenure Track)

Ph.D. in Entrepreneurship or Strategic Management strongly preferred; ABD considered. Candidates with hands-on management experience are encouraged to apply. Teaching responsibilities include growth strategies, new venture management, corporate venturing, and field studies.

The positions will remain open until acceptable candidates are found. The Personnel Committee will begin reviewing applications on *March 15, 2000*. Vitae should be sent to: Dr. Gerhard Plaschka, Chairman, Department of Management, One E. Jackson Blvd., Chicago, IL 60604-2287 or e-mail gplasch1@condor.depaul.edu

DePaul University is committed to diversity and equality in education and employment.

www.depaul.edu ~hr

DEPAUL UNIVERSITY

DEAN, BUSINESS DIVISION

Reporting to the Vice President for Educational Affairs, the dean is responsible for the organization and administration of an academic division that includes business administration and transfer and career programs in accounting, administrative office systems, business management, computer information systems, food service management and real estate.

QUALIFICATIONS: Requires a Master's degree in any of the disciplines included in the division (accounting, business, business education, computer information systems, etc.) as well as post-secondary teaching and/or administrative experience, and knowledge of the role of computers in the business curriculum.

APPLICANTS must submit completed application form, resume, letter of interest, (3) letters of reference, and official degree transcripts by April 20, 2000 for full consideration.

CONTACT Human Resources at 847-543-2065; TDD # 847-223-5615. Fax # 847-223-0824. **COLLEGE OF LAKE COUNTY, 19351 W. Washington St., Grayslake, IL 60030-1198.**

EOE/AA/M/F/D/V

Visit our website at http://www.clc.cc.il.us/

ASSISTANT PROFESSOR

Iona College
Department of Education

Iona College is seeking candidates for a tenure track position at the rank of assistant professor in the Department of Education. The position begins September 1, 2000.

Responsibilities may include teaching graduate and undergraduate courses in day and evening formats on two campuses, supervising student teachers, and providing academic advisement.

Qualifications are an earned doctorate in curriculum and instruction with an elementary education specialization, elementary school teaching experience, and a record of scholarship and publication.

Applications will be accepted until the position is filled. Interested applicants should send a CV, a letter of application including a personal statement of one's philosophy of learning, teaching, and literacy development, and three letters of reference to:

Dr. Lucy Murphy, O.P.
Education Department

IONA

715 North Avenue, New Rochelle, New York 10801

Iona College, dedicated to personal teaching in the tradition of the Christian Brothers and American Catholic higher education, is an equal opportunity employer.

PASSAIC
COUNTY
COMMUNITY
COLLEGE

FULL-TIME FACULTY

Tenure-Track Positions

We are inviting applications for full-time faculty positions to begin teaching in the Fall 2000 semester, at both our Paterson campus and Wanaque Academic Center.

BUSINESS

Required: Experience with technology which includes Web-page design, the development of on-line courses, and extensive use of technology in the classroom; experience in developing courses in electronic commerce; M.B.A. degree.

ESL

Required: Native fluency in American English; ESL college teaching experience; a Master's degree in TESOL or Applied Linguistics.

MATHEMATICS

Teaching assignments will include both college-level and developmental courses. Required: A Master's degree in Mathematics or Mathematics Education. Preferred: College-level teaching experience in developmental Mathematics in an urban setting.

EXERCISE SCIENCE

Required: Experience with curriculum development of degree and certificate programs in Fitness and Wellness; college-level teaching experience; the ability to teach lifetime and fitness and wellness concepts; a Master's degree in an appropriate discipline.

READING

Required: A Master's degree in Reading or related field; at least three years teaching developmental Reading. Preferred: Experience with curriculum development and assessment; community college teaching experience. Additional experience in any of the following areas preferred: computer-aided instruction, interactive video, and internet course delivery.

Initial rank is negotiable, based upon experience and education, for all faculty positions.

ASSOCIATE REGISTRAR

We are seeking a full-time administrator to assist with student registration and the maintenance of academic records. The Associate Registrar will also maintain grade reports, review graduation requirements, produce academic transcripts, and assist with the supervision of staff. A Bachelor's degree is required (Master's degree preferred) along with relevant work experience in higher education. Working knowledge of the Colleague computer system is desirable.

DIRECTOR OF INSTITUTIONAL RESEARCH AND ASSESSMENT

We are seeking a full-time administrator with successful experience in collecting, analyzing, and reporting data to support institutional effectiveness and assessment activities. The Director must possess excellent communication and interpersonal skills along with proven abilities in quantitative and qualitative analysis. He or she must also be skilled in database and information technology management. The Director will collaborate with academic deans, faculty, and administrative leaders to develop, implement, and evaluate performance indicators and student learning outcomes. A Master's degree in Social Science or related field with applied research emphasis required; doctorate preferred, with at least four years experience in higher education research.

ASSISTANT DIRECTOR OF E.O.F.

This full-time administrative position is responsible for the development, implementation, and assessment of the research component of the EOF program. In addition, the Assistant Director will supervise counseling activities and the operation of the pre-freshman program. A Master's degree in an appropriate discipline required, along with work experience in counseling supervision, research, and report writing. Spanish speaking skills are preferred.

Visit our website at pccc.cc.nj.us for information about the College. Apply immediately with a resume and cover letter to mailvestro@pccc.cc.nj.us or mail to:

Michael Silvestro
Passaic County Community College
One College Boulevard, Paterson, NJ 07505

PCCC is an Affirmative Action/Equal Opportunity Employer and Hispanic Serving Institution

INSTRUCTIONAL TECHNOLOGY

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

is an innovative, residential, liberal arts and sciences college with a student body of 6,000 and a recognized record of academic excellence. Stockton is one of nine senior public Colleges which provide a vast array of baccalaureate and master level degrees. The College is located on a 1600-acre campus in southern New Jersey, 15 miles from the Atlantic Ocean, 1 hour from Philadelphia, and 2 1/2 hours from New York City. The College has a mission to meet needs for master's-level graduate education in southern New Jersey and currently provides programs in physical therapy, nursing, business studies, and instructional technology. Stockton is home to the Atlantic County Educational Technology Training Center. Plans call for the establishment of additional programs in the near future.

The Master of Arts in Instructional Technology (MAIT) program is designed for those interested in integrating technology to improve learning in both educational and corporate settings using electronic classrooms, computer labs and multimedia production facilities. The program has basic core courses in learning theories and instructional technologies followed by two tracks-one for optimizing technologies in primary and secondary schools, and the other for corporate environments with employee training needs. The Academic Computing facilities contain 26 computer laboratories and electronic classrooms with an ongoing technology improvement plan and a 10:1 student/computer ratio.

INSTRUCTIONAL TECHNOLOGY: tenure track, Assistant Professor, September 2000. Stockton seeks a full-time faculty member for the graduate program in Instructional Technology, in its third year. Candidates must have a doctorate in instructional technology or related field with significant experience in design and training in corporate or non-profit environment emphasizing instructional design and the use of technology as well as experience in on-line teaching. Demonstrated ability to seek support from and work with local businesses, and an understanding of corporate training are highly desired. Possible courses are Instructional Design, Project Management, Adult Learning and Performance Technologies. Teaching load is six courses per year. Responsibilities will involve providing program development including the demonstrated ability to integrate corporate technology into the graduate instructional curricula, to communicate effectively and to achieve strong interpersonal working relationships with students, administrators, faculty, and computer services.

Salary will depend on qualifications, experience and increases in the appropriately established compensation plan.

Screening will continue until the position is filled. Send letter of application, resume, and three letters of recommendation to **Dr. Mary-Beth Krogh-Jespersen, Office of Academic Affairs, AA51, The Richard Stockton College of New Jersey, PO Box 195, Pomona, NJ 08240-0195**. For information on the program, see **http://www.stockton.edu/mait/**. Stockton is an AA/EOE. Women and minorities are encouraged to apply.

Provost/Executive Vice President for Academic Affairs and Vice President for Economic Development

Stony Brook–with international stature as a major research university–consists of a College of Arts and Sciences; a College of Engineering and Applied Sciences; a Marine Sciences Research Center; the W. Averell Harriman School of Management and Policy; the School of Professional Development; a Graduate School; a comprehensive Health Sciences Center, which includes the Schools of Medicine, Dental Medicine, Health Technology and Management, Nursing, and Social Welfare; and a 540-bed University Hospital and a 350-bed Long Island State Veterans Home. With 70 academic departments, Stony Brook enrolled 19,128 full- and part-time students in the Fall 1999 semester (12,692 undergraduates and 6,436 graduate and professional students). There are approximately 1,750 full- and part-time faculty and about 11,700 University employees.

Provost/Executive Vice President for Academic Affairs

The Provost and Executive Vice President for Academic Affairs, reporting directly to the President, is the chief academic officer of the University. The Provost is responsible for academic planning, budgeting and administration, educational policy, program development, and instructional quality, as well as professional development opportunities for faculty and academic administrators. The Provost serves as a non-voting member of the Stony Brook Foundation Board of Trustees and a member of the President's Cabinet.

Vice President for Economic Development

The Vice President, reporting directly to the President, will provide linkages that further Stony Brook's mission to enhance its partnership in the economic development of Long Island and New York State. This position will increase opportunities for faculty interaction with businesses on research and product development, which is central to the development of new technologies and the revitalization of the local economy. These efforts will result in the creation of jobs, increased profits for industry, and increased tax revenues for State and local governments. Enhancing the University's link with the business community will promote both the economic development goals of the region and the academic goals of the University, and will assist the University in its commitment to educate and train the professional workforce of the 21st century. The Vice President for Economic Development will be the officer in charge of activities connected to economic development in the State of New York.

Requirements for Both Positions

- An earned doctorate, distinguished academic accomplishments, and at least ten years of successful administrative and management experience in a major institution of higher learning.
- Outstanding leadership, financial, and human resource management abilities to communicate the University's priorities effectively.
- Demonstrated knowledge of and commitment to teaching, learning, research, and the role each plays in the University community.
- Strong team-building skills and the ability to work effectively with diverse populations from all segments of the University and outside communities.
- Ability to help formulate and articulate the vision and goals of the University.
- Demonstrated commitment to Affirmative Action and to a diverse educational environment.

Compensation will be competitive and commensurate with experience and accomplishments.

Send letter of interest, résumé, and three references to:

Ms. Lynn Johnson
Associate Director, Human Resource Svcs.
Administration Building, Room 390
University at Stony Brook
Stony Brook, New York 11794-0751

STONY BROOK
STATE UNIVERSITY OF NEW YORK

The University at Stony Brook is an equal opportunity/affirmative action employer and welcomes nominations of and applications from women and members of underrepresented groups

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SARAH LAWRENCE COLLEGE

Sarah Lawrence College seeks an established **filmmaker/teacher** to lead our filmmaking program. Opportunity to design both the filmmaking curriculum and facilities in the planned visual arts building. Tenure track position. Contract terms negotiable, depending upon the interests and needs of the candidate. The Sarah Lawrence College approach to education is described in our Web site, www.slc.edu. Review of applications will begin on April 1, 2000 and will continue until the position is filled. Candidates should send a current c.v. and 3 letters of recommendation to **Barbara Hickey, Coordinator of Faculty Support, Sarah Lawrence College, Bronxville, NY 10708.** Sarah Lawrence College has a strong commitment to the principle of diversity. In that spirit, we especially welcome applications from under-represented groups.

USF University of South Florida

The University of South Florida is currently recruiting for various faculty and/or staff positions. For more information about the University's vacant positions, please visit our Web site at http://usfweb.usf.edu/usfpers/vacancy.html; or call our Job Line for staff positions at (813) 974-2879.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave. • Tampa, FL 33620

Johns Hopkins University

Krieger School of Arts and Sciences
Assistant Dean of Academic Advising

Johns Hopkins University seeks a professional for the position of Assistant Dean of Academic Advising. Johns Hopkins University is a selective research university located in Baltimore, Maryland. The Krieger School of Arts and Sciences and the Whiting School of Engineering serve approximately 3,700 undergraduates on the Homewood campus. The University also offers graduate programs at the Master's and Doctoral level, as well as medical degrees through the renowned Johns Hopkins Medical School.

The Position: Reporting to the Associate Dean for Academic Affairs, the Assistant Dean will direct, supervise, and lead the Department of Academic Advising in counseling and advising students on the academic program and academic requirements, helping them to meet degree requirements, and assisting them with applications for graduate admissions. The Department of Academic Advising is responsible for advising undergraduate students regarding pre-professional programs of law and medicine, coordinating the study abroad program, and providing support to students with learning disabilities. Services also include fellowship/grant advising. The Assistant Dean will be responsible for identifying and implementing innovative models and programs based on national trends for the department, defining policies, supporting faculty advisors, and developing and maintaining collaborative working relationships with faculty advisors and the academic departments. The person in this position will utilize technology to effectively provide advising services and information to students, track and analyze academic trends, and partner with other student services offices in meeting the comprehensive needs of Johns Hopkins undergraduates.

Qualifications: The successful candidate will possess a Master's degree (a Ph.D. is preferred) with proven ability to lead and manage a complex academic advising program. A clear vision for academic advising as an integral part of the academic mission of a competitive, selective institution, a sense of national trends and models in academic advising, and a high level of comfort with information technology and its application to the advising processes are important factors in the selection of the new Assistant Dean. The person in this position will also demonstrate an understanding of a service-orientated environment, possess strong supervisory and leadership skills, and have experience in successfully evaluating and developing academic advising programs.

Application and Nomination: Review of applications will begin on April 7, 2000 and will continue until the position is filled. Nominations of individuals for this position may be made to The Spelman & Johnson Group as indicated below. Applications for this position should include a resume and cover letter and should be sent to:

The Spelman & Johnson Group
Johns Hopkins University-Assistant Dean of Academic Advising (M)
Ellen Heffernan, Managing Vice President
38 Mulberry Street, Box 304, Leeds, MA 01053
Phone: 413-584-7089; E-mail: mail@spelmanandjohnson.com
Applications may be received on-line at: www.spelmanandjohnson.com

Visit Johns Hopkins University's website at:
www.jhu.edu
Equal Opportunity/Affirmative Action Employer

THE SPELMAN & JOHNSON GROUP

DUKE UNIVERSITY

DUKE UNIVERSITY COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

invites applicants for a Clinical Social Worker position. This is a full-time, 12-month position available August 1, 2000. CAPS has an integrated multidisciplinary staff of clinical social workers, psychologists, and psychiatrists who work together to provide 12,000 students a comprehensive range of clinical and developmental services. Duke University is located in Durham, North Carolina. Duties: Provision of individual, couples, and group counseling and psychotherapy services for students who seek assistance at CAPS; special interest and expertise in providing mental health services to Asian or Latino(a) student population. Qualifications: Demonstrated excellence in clinical skills; MSW from accredited school of social work; eligibility for licensure at the North Carolina Licensed Clinical Social Worker level. Salary is competitive and benefits are excellent. Visit our website at **www.CAPS.stuaff.duke.edu**

Application Process: Submit letter outlining relevant experience and interest, curriculum vitae, and three references who may be contacted to **Libby Webb, MSW, LCSW, Chair, Search Committee, Counseling and Psychological Services, Box 90955, Duke University, Durham, NC 27708-0955.** Deadline is May 1, 2000. Application review will begin immediately.

Women and people of color are encouraged to apply.
Duke University is an equal opportunity employer.

UCSD

DIRECTOR

Academic Enrichment Programs (AEP)

UCSD's Academic Enrichment Programs (AEP) were established to motivate and prepare undergraduate (UG) students for Ph.D./M.D. study through comprehensive enrichment experiences, particularly research mentorships with faculty. AEP serves all undergraduates, but maintains priority focus on underrepresented students, promoting their full participation in scholarship and research. UCSD projects program growth through additional funding acquisition and development of new components. Current Academic Enrichment Programs include: *Faculty Mentor Program, Summer Research Program, California Alliance for Minority Participation in the Sciences, Health Professions Program, and McNair Program.* AEP also coordinates three major undergraduate research conferences annually.

The Director is responsible for ongoing program development, increasing growth and effectiveness, overall supervision, coordination, planning, monitoring, and outcome(s) reporting. Major responsibilities include research and new/continuing grant preparation and acquisition.

Requires an earned doctorate in a standard academic field. Additional requirements include demonstrated experience in:

1. Teaching at the college level;
2. Conducting research;
3. Providing effective academic support to UG students, particularly low income, first generation or ethnically underrepresented;
4. Identifying and acquiring external funding, including primary authorship of funded proposals;
5. Managing budgets and conducting fiscal planning;
6. Evaluating program design, effectiveness, and outcome(s);
7. Providing collaborative, team-oriented program leadership.

Full job description available upon request at: mfrazier@ucsd.edu Salary commensurate with experience and qualifications. To apply, reference Job#: 118349-XHO and submit: (1) Letter of Application, (2) Vita/resume, (3) Names/contact information of six professional references to: UCSD, Human Resources, 10280 TPC/S Ste 265-A, 9500 Gilman Dr., LaJolla, CA 92093. E-mail: resume@ucsd.edu EOE/AA

FLORIDA GULF COAST UNIVERSITY

Assistant Resident Director, Pos. #20121, Deadline: **4/24/00. Assists** w/on-site mgmt of Univ. Housing, Facilities Mgmt, student discipline, prgm & student life. **Req'd:** BA/BS & 2 yrs of residence life or student svcs expc.

Director, Office of International Programs, Pos. #11259, Deadline: **6/30/00.** Establishes international policy statement & develops 5-yr plan based on int'l policy statement, in line w/goals & objectives of the Univ. **Req'd:** MA/MS & 5yrs exp in multi-faceted univ. programs.

TO APPLY: There is no formal application form. Submit two packages, each of which must include a letter of interest, curriculum vitae, and a list of 5 references postmarked by the deadline date to FGCU, Position #, HR Dept., 10501 FGCU Blvd. S., Ft. Myers, FL 33965-6565. For further information, please call the 24-hour job line at 941-590-1111 or visit our web site at http://www.fgcu.edu. *Under Florida's Public Record Law, applications submitted are available for public review upon request. Women and minorities are encouraged to apply. FGCU is an EO/EA/AAI.*

Princeton University

DIRECTOR OF STUDIES

Princeton University invites applications and nominations for the position of Director of Studies in one of the five residential colleges, which serve as the center of residential life for all Princeton freshmen and sophomores. The Director of Studies is responsible, under the Office of the Dean of the College, for the organization and oversight of academic advising and the implementation of academic regulations for the approximately 450 freshmen and sophomores who live in each college. The Director of Studies advises individual students on their academic programs and works closely with faculty advisers in monitoring students' course selections and academic progress. He or she is also responsible, under the Office of the Dean of Undergraduate Students, for minor infractions of the rules of conduct and for some personal counseling of the undergraduates who live at the college. The Director of Studies collaborates closely in every regard with the residential college Master, who has overall responsibility for the college.

Applicants should have had experience in teaching and academic advising in a college or university and should be familiar with a liberal arts curriculum. They must be sensitive to the needs and concerns of a diverse student population. Excellent written and verbal communication skills and strong managerial skills are essential. Although this is a full-time position, there may be opportunities for some limited teaching in the appropriate academic department. A Director of Studies is expected to hold the Ph.D. degree in a discipline taught at Princeton.

Send curriculum vitae and names of at least three references to: **Princeton University, Office of Human Resources, Clio Hall Req. 701-HHE Princeton University, Princeton, NJ 08544-5264.**

For full consideration, applications must be received by April 21, 2000. The position will be available on or about July 1, 2000.

Education

INSTRUCTOR, ENGLISH

(Search Reopened)

Full-time, tenure-track position to start in August 2000. Teach English courses in composition and literature. Courses in the English programs are taught both days and evenings. Additional responsibilities will include advising students and contributing to staff and curriculum development. Qualifications: Master's Degree in English, Composition, or a closely related field. Applicants must submit a completed application form, current resume, letter of interest, (3) letters of recommendation, and official degree transcripts by April 28, 2000. Contact Human Resources for detailed job posting and/or application form at 847-543-2065, Voice; 847-223-5615 (TDD); 847-223-0824 (fax); or via e-mail at personnel@clc.cc.il.us., **COLLEGE OF LAKE COUNTY, 19351 W. Washington St., Grayslake, IL 60030-1198**

EOE/AA/M/F/D/V

UMASS.

University of Massachusetts Dartmouth

DEAN
COLLEGE OF ARTS & SCIENCES

Nominations and applications are invited for the position of Dean of the College of Arts and Sciences. The University of Massachusetts Dartmouth is located in the Town of Dartmouth, approximately 60 miles south of Boston and 30 miles east of Providence, Rhode Island. It is a comprehensive university, located on a modern campus of 700 acres and serves 5,500 full-time commuter and resident students and 2,000 part-time students. The 300+ full-time, unionized faculty offer baccalaureate and master degrees in five colleges: Arts and Sciences, Business and Industry, Engineering, Nursing and the Visual and Performing Arts. The University of Massachusetts includes campuses in Amherst, Boston, Dartmouth, Lowell and Worcester. Further information is available at the UMass Dartmouth web site at **WWW.UMASSD.EDU**.

The Dean is the chief academic and administrative officer of the College and reports to the Vice Chancellor for Academic Affairs. The college is composed of thirteen departments: Biology, Chemistry & Biochemistry, Economics, Education, English, Foreign Literature and Languages, History, Mathematics, Medical Laboratory Science, Philosophy, Political Science, Psychology and Sociology/Anthropology. In addition, there are specialized centers. Masters degrees are offered in the departments of Biology, Chemistry, English and Psychology and the Master of Arts in Teaching. Additional graduate programs at the masters and doctoral level are being planned. The Dean is expected to promote quality and diversity in the faculty, staff and students of the college. The Dean, in consultation with the department chairpersons, provides leadership and direction in the selection and retention of faculty and staff; the development and implementation of curriculum, research, and scholarly activities of the faculty; and intellectual leadership; and plans, directs and coordinates the administrative, budgetary, and academic activities of the College. The Dean is a member of the Council of Academic Deans and responsibilities include the development of cooperative interactions with other units on campus and surrounding communities.

Candidates must have a Ph.D. or equivalent degree in one of the disciplines of the College from an accredited institution and a distinguished record of scholarly research and teaching appropriate for a faculty appointment within one of the departments of the College; successful experience in progressively responsible levels of university administration; a record of shared governance; and demonstrated commitment and success in furthering the principles of equal opportunity, affirmative action and cultural diversity. The preferred candidate will also have experience with graduate level education, knowledge of external funding opportunities for scholarly and/or creative activities, an understanding of higher education issues, fiscal management procedures, service as a department chairperson and exceptional interpersonal and communication skills.

Applicants should submit a letter of interest, not to exceed two pages, summarizing their accomplishments and philosophy relative to the above stated objectives and suitability for the position; a current vita; and the names, addresses and telephone numbers of four references. Applications, nominations, or requests for additional information should be sent to: **Dean, College of Arts & Sciences Search Committee, Office of Human Resources, University of Massachusetts Dartmouth, 285 Old Westport Road, North Dartmouth, MA 02747-2300.** The review of applications will begin April 10, 2000 and will continue until the position is filled.

The University of Massachusetts Dartmouth is an Affirmative Action, Equal Opportunity Employer Applications are encouraged from women, minorities and disabled individuals.

WAYNE STATE COLLEGE

Sports Medicine/Exercise Science

Requirements: Degree in Exercise Science, Athletic Training, or Sports Medicine. Masters degree required, Ph.D. required for tenure. Experience working in a sports medicine professional environment. Relevant certification desired; demonstrated desire for excellence in teaching.

Responsibilities: Help to develop a new Sports Medicine concentration and coordinate Sports Medicine practical experience. Teach classes Biomechanics, anatomy & physiology, sports medicine/rehabilitation classes, lifestyle assessment and motor learning. Information about Wayne State College can be found at:

http://www.wsc.edu/academic/hpls/index.html

Application: Submit a formal letter of application, vita (list of three references) and statement of teaching philosophy to:

Sport Management/Exercise Science Search
c/o Vice President for Academic Affairs
Wayne State College
1111 Main
Wayne, NE 68787

Information about the position can also be obtained by contacting **Dr. Steve Glass, FACSM (402-375-7301).**

Review of applications will begin immediately and continue until the position is filled.

Wayne State College is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

STOUT
UNIVERSITY OF WISCONSIN

Position Announcement

ORIENTATION AND EVENTS COORDINATOR

12 month academic staff position, state benefits. Requirements: Master's degree in College Student Personnel/Development or Higher Education Administration and minimum one year of graduate or undergraduate work with college student life/orientation programs, performing arts/lectures, and student programming boards; One year of graduate or undergraduate work in college student activities advising, and/or new student orientation required. This position is responsible for coordinating fall new student orientation events, supervising campus programming board, advising potential development of a performing arts series, coordinating contracts for performance, grant writing, development and delivery of campus programs. The position will supervise and advise student staff. The position focus may change mid-year. To apply, send letter of application, resume, and list of 3 current references to: **Mary McManus, Search Chairperson, 133 MSC/UW-Stout, 302 10th Avenue, Menomonie, Wisconsin 54751.** Screening begins at 4:30 pm on April 20, 2000. The University of Wisconsin-Stout is an EEO/AA employer institution, committed to diversity in its people and programs.

Bentley College invites applications for a tenure-track faculty position in the Information Design Programs at the undergraduate, post-baccalaureate certificate, and graduate levels. Faculty rank: Assistant or Associate Professor: beginning September 2000.

Associate/Assistant Professo

Information Design and Technical Communication Programs
Tenure-track Faculty Search, 2000

The successful applicant will become part of a unique curriculum platform that combines human factors, communication, technology, design, and information architecture. Building on a solid foundation in communication and human factors principles, our technical programs prepare graduates to increase the usability of their user-support, user interfaces, online and web-based information products.
Our technical courses explore the integration of information and technology while promoting the long-term goal of engineering knowledge-based technology products.

We seek an individual with expertise in information architecture, technology, and design for various applications on the Web (internet, intranet, and extranet). The successful applicant should have knowledge of and experience with HTML, DHTML, CSS, and site management software. A proven track record in applying human factors in analysis, production, and management of effective user interfaces, navigation systems, or site architecture is highly desired.

An appropriate terminal degree (Ph.D. preferred) in hand by starting date, publications or evidence of scholarly potential, consulting or industry experience, and a record of excellent college teaching are essential. Salary is commensurate with experience.

Before submitting your application, feel free to explore our programs on the web for more information:

Master of Science in Human Factors in Information Design
http://www.bentley.edu/graduate/mshfid/index.html

Undergraduate Business Communication Program
http://www.bentley.edu/staging/ugcat99/study/ug1015.htm#A18

Design Program
http://www.bentley.edu/admissions/dce/id/index.html

Technical Communication Program
http://www.bentley.edu/admissions/dce/techcomm/index.html

Please send your letter of application and updated resume to **Dr. Terry Skelton, Chair of the Personnel Committee, Information Design Programs, Bentley College, Waltham, MA 02452-4705.**
For best consideration, apply by 4/30/00. Applications will be considered until the position is filled. Bentley College is an equal opportunity employer building strength through diversity. We welcome applications from underrepresented groups.

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BENTLEY COLLEGE

Bentley College is an equal opportunity employer building strength through diversity.

Director of Communications

The Director of Communications is responsible for developing and carrying out an overall communications plan for the University that includes internal communications with members of the faculty, staff and students, and external communications through print, broadcast and electronic media. Responsibilities include presenting the University to its many publics; responding to public inquiries; overseeing an office that serves as the University's principal point of contact with the press; publishing the Princeton Weekly βulletin (PWβ), Princeton's Parents News and other University publications; providing editorial direction for the University's home page and other postings on the Web; offering a variety of design and editorial services to other University offices; coordinating with communications staff in the Athletics, Development, Princeton Plasma Physics Laboratory and several academic departments; and overseeing the Orange Key guide service. With other members of the Communications staff, the director identifies and develops story ideas on behalf of the University; initiates contact with and responds to questions from the national, regional and local media; communicates with members of the campus community through the PWβ, the home page, and other media; advises and assists other members of the campus community in media relations; and seeks to develop broad public understanding and support of the University and its mission. The Director of Communications reports to the Vice President for Public Affairs.

Candidates should possess strong communications and editorial skills and 10+ years of successful experience working with the news media. Position requires creative and effective use of technology, and evidence of effective management and leadership skills, initiative, creativity, resourcefulness and sound judgment, especially under challenging circumstances and deadline pressures. Knowledge of Princeton and/or higher education environment is highly desirable. The position is available beginning May 1. For full consideration, nominations and applications should be sent by April 20, 2000 to **Robert K. Durkee, Vice President for Public Affairs, Princeton University, 221 Nassau Hall, Princeton, NJ 08544.**

Managing Editor, Office of Communications

The Managing Editor will serve primarily as editor of the University's weekly newspaper, the Princeton Weekly βulletin (PWβ), by developing and editing news and feature stories intended for distribution via news release, PWβ and the Web. Individual is responsible for developing news and feature stories describing the work of faculty, students and staff; overseeing production of a weekly events calendar, job postings and other information of interest to campus and surrounding communities; assigning stories and photos to staff members and freelancers; writing and editing stories; supervising design and electronic layout; overseeing printing and distribution of 30 issues per year, both in print and online; selecting and preparing timely stories and illustrations for the main Princeton Web page and reviewing and recommending revisions to the Web pages produced by other University departments; helping with coverage of events; coordinating communications activities with news and public relations officers of other Princeton offices and institutions; keeping current with campus trends and events by maintaining contacts with faculty, administrators and students; supervising a staff writer and the calendar editor; and engaging others inside and outside the office in developing and preparing stories.

The position requires 7+ years of successful journalistic experience. Candidates must possess strong writing skills and demonstrated editorial, administrative and interpersonal effectiveness. High levels of creativity, organizational ability and tact are essential. A bachelor's degree is necessary; an advanced degree is desirable. Candidates must have broad interest in academic and educational issues, and be familiar with word-processing, photo-processing and page-layout software, as well as with the World Wide Web.

For full consideration, please submit resume and writing samples by April 20, 2000 to: **Princeton University, Office of Human Resources, Clio Hall Req. 607-HHE, Princeton, NJ 08544.**

Princeton University

Princeton University is an equal-opportunity, affirmative action employer.

AMERICAN UNIVERSITY
WASHINGTON, DC

WASHINGTON COLLEGE OF LAW LEGAL WRITING POSITIONS

American University's Washington College of Law seeks applications for full-time Legal Writing Positions for the upcoming academic year 2000-2001. These positions will report to the Director of Legal, Rhetoric and Writing. Details on requirements are below.

(1) Required qualifications and experience include: J.D. degree or equivalent; demonstrated excellence in legal research and writing skills; strong teamwork, interpersonal and oral and written communication skills; administrative skills and/or experience.

(2) Additional qualifications and experience include: experience in teaching legal research and writing and/or lawyering skills; legal practice and/or judicial clerkship experience and/or law-related work experience; teaching or training experience and/or qualifications; familiarity with recent scholarship in the legal research and writing/lawyering skills fields; background and/or qualifications in any of Rhetoric, Composition, English Studies, Education, Curriculum Design, ESL, Writing Across the Curriculum; familiarity with computer- or web-based instructional technology; demonstrated potential for scholarship; experience in working in a multidisciplinary team environment.

(3) Core responsibilities and duties include: Teach legal research and writing in the two-credit, two-semester first-year Legal Methods Program to approximately 45 students per semester and carry out associated administrative tasks; conduct student conferences; design instructional and assessment material; assess and provide detailed, constructive feedback on student research and writing; work with the Director of Legal, Rhetoric and Writing, library faculty, other instructors, adjunct faculty, and student teaching and research assistants and others in developing and delivering a high quality, coordinated first-year Legal Methods program; undertake selected administrative tasks delegated by the Director of Legal Writing and Rhetoric; under the direction of the Director of Legal, Rhetoric and Writing, develop training materials and deliver training to Legal Methods program personnel;

American University and the Washington College of Law are committed to a diverse faculty, staff and student body and encourage the applications of women and minorities. *The American University is an EEO/AA employer.* Appointments will be for the 2000-2001 academic year.

All inquiries should be by mail. Applicants should submit a cover letter and resume to:

American University
Washington College of Law
Office or the Dean, Suite 366
4801 Massachusetts Avenue, N.W.
Washington, D.C. 20016

ASSOCIATE PROVOST

SUNY College at Geneseo

The Associate Provost for Budget Analysis and Planning will be responsible for developing information, analyses, and strategies to assist the College in decisions about program development, resource allocation, technology, and all aspects of academic planning.

Qualifications: Doctorate or appropriate terminal degree in a discipline within the College; Credentials that would qualify for a tenured Associate or Full Professorship in one of the departments/schools of the College; Significant budget experience; Experience with the use of technology to support planning, budgeting and academic decision making; Excellent interpersonal skills; Record of progressively responsible administrative and/or leadership experience in higher education; Ability to establish effective working relationships with all academic and administrative units; Experience in teaching with technology preferred; Grant-writing experience preferred.

Send: cover letter, current vitae, and names, addresses and phone numbers of 4 persons who can be contacted for reference to: **Barbara Dixon, Provost; Attn: Associate Provost Search Committee, 205 Erwin Hall, 1 College Circle, SUNY Geneseo, Geneseo, New York 14454.**

Review of applications will begin immediately and continue until the position is filled. For additional information call (716) 245-5531.

Geneseo is an AA/EO Employer and is especially interested in increasing diversity in its faculty, staff, student,s and administration. Women and minorities are strongly encouraged to apply.

NATIONAL SCIENCE FOUNDATION

DIVISION OF EARTH SCIENCES

PROGRAM DIRECTOR FOR GEOPHYSICS

PROGRAM DIRECTOR FOR GEOLOGY AND PALEONTOLOGY

The National Science Foundation's Division of Earth Sciences is seeking qualified candidates for the following positions:

- Geophysicist (Program Director for the Geophysics Program), AD-1313-4: to be filled on a 1-year Intergovernmental Personnel Act (IPA) assignment basis. Vacancy announcement number EX00-44 IPA.
- Geologist (Program Director for the Geology and Paleontology Program), AD-1350-4: to be filled on a permanent basis. Vacancy announcement number EX00-42A, closing 5/12/00.

Applicants interested in the IPA assignment (Geophysicist position) must be permanent employees of eligible organizations for at least 90 days prior to entering into a mobility assignment agreement with NSF and the individual's institution. Salary and appropriate fringe benefits continue through the home institution.

Applicants for the Geophysicist position must have a Ph.D. or equivalent experience in geophysics or a closely related earth sciences field while applicants for the Geologist position must have a Ph.D. or equivalent experience in geology or in a closely related earth sciences field. In addition, both vacancies require at least six years of successful research, research administration and/or managerial experience beyond the Ph.D. pertinent to the position. A broad general knowledge of earth sciences research, familiarity with the U.S. scientific community and experience in an academic setting are also desirable for both vacancies.

The Geophysics Program supports laboratory, field, theoretical, and computational studies related to composition, structure, and processes of the earth's interior. Topics include studies in seismicity and seismic wave propagation, the nature and occurrence of earthquakes, the earth's magnetic, gravity, and electrical fields, and its internal temperature distribution. Supported research also includes geophysical studies of active deformation, including GPS-based geodesy, and fundamental laboratory studies of properties and behavior of earth materials in support of geophysical observation and theory. The selected candidate will manage the seismology component of the Geophysics Program.

The Geology and Paleontology Program supports studies of surficial and environmental earth system processes. Topics represented in the program include paleontology, paleoecology, stratigraphy, geomorphology, glacial geology, sedimentology, soil genesis, sedimentary petrology, diagenesis, organic and inorganic geochemistry.

Applicants interested in the permanent Geologist position (vacancy announcement EX00-42A) or Geophysicist position (vacancy announcement EX00-44 IPA) should request a copy of the particular announcement from **Ms. Myra Loyd, on (703) 306-1185, extension 3027. Interested applicants should submit a letter of recommendation and curriculum vitae to the National Science Foundation, Division of Human Resource Management, Attn: Ms. Myra Loyd, Room 315, 4201 Wilson Blvd., Arlington, VA 22230. Applications for the Geologist position (announcement EX00-42A) must be received in HRM by May 12, 2000.**

For technical information on the Geologist position call, Dr. Herman Zimmerman, Division Director, Earth Sciences (703) 306-1550. For technical information on the Geophysicist position, call Dr. Jim Whitcomb, Acting Deputy Division Director, Earth Sciences (703) 306-1550, or Ms. Robin Reichlin, Program Director, Geophysics, (703) 306-1556. Hearing-impaired individuals should call TDD (703) 306-0189.

NSF IS AN EQUAL OPPORTUNITY EMPLOYER COMMITTED TO EMPLOYING A HIGHLY QUALIFIED STAFF THAT REFLECTS THE DIVERSITY OF OUR NATION.

Human Resources

ASSISTANT DIRECTOR, HUMAN RESOURCES

Reporting to the Director of Human Resources, the Assistant Director provides first level supervision to HR staff; promotes efforts to enhance and support workforce diversity; handles grievances and complaints; and oversees recruitment, recognition programs and reclassification processes.

QUALIFICATIONS: Requires a Bachelor's degree, experience in the management of human resources, and experience in handling grievances and complaints. Desirable qualifications include a Master's degree, a generalist background in HR, supervisory experience in HR, experience in labor relations and/or compensation/benefits.

APPLICANTS must submit completed application form, resume, letter of interest, (3) letters of reference, and official degree transcripts by May 1, 2000 for full consideration.

CONTACT Human Resources at 847-543-2065; TDD # 847-223-5615. FAX # 847-223-0824. **COLLEGE OF LAKE COUNTY, 19351 W. Washington St., Grayslake, IL 60030-1198**

EOE/AA/M/F/D/V

Visit our website at http://www.clc.cc.il.us/

Plattsburgh
State University of New York

CHAIRPERSON FOR THE DEPARTMENT OF HOTEL, RESTAURANT, AND TOURISM MANAGEMENT

Reporting to the Dean of the School of Business and Economics, the successful candidate will be responsible for a growing HRT Department with 170 majors. Future plans for the department include a new hospitality center with a restaurant, classrooms, labs, and office facilities. The chair is expected to teach and advise students.

QUALIFICATIONS:

- Earned Doctorate in hospitality management or related discipline with meaningful and significant industry experience
- Excellent communication skills-written and verbal
- Academic excellence in teaching and scholarly activity
- Demonstrated record of leadership in an academic setting and/or industry
- Demonstrated commitment to equal opportunity, cultural diversity, and global education

RESPONSIBILITIES:

- Provide leadership in curriculum design and development and student advising
- Provide leadership and support for faculty development
- Provide leadership for student recruitment and retention within the program, school, and institution
- Work cooperatively with Sodexho-Marriott, College Auxiliary Services, and area businesses on program development and services
- Teaching and advising

Applications from women and minority candidates are especially welcomed. Plattsburgh State University is an affirmative action, equal opportunity employer.

SALARY: Commensurate with credentials and experience. The position will begin no later than September 1, 2000. Review of applications will begin immediately and continue until the position is filled.

APPLICATIONS: Send vita with the letter of application, including a personal statement of educational philosophy and three (3) reference letters to: **Office of Human Resources, Search Committee for the Chair of Hotel, Restaurant, and Tourism Management (Ref. PJ #2407-808)**, Plattsburgh State University, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax (518)-564-5060.

NOMINATIONS: Please forward by mail your nominations for this position with the nominee's name, address and phone number to: Office of Human Resources, Search Committee for the Chair of Hotel, Restaurant, and Tourism Management (Ref. PJ #2407-808), Plattsburgh State University, 101 Broad Street, Plattsburgh, NY 12901.

The Institute for Religious and Spiritual Life at Connecticut College Senior Fellow

CONNECTICUT COLLEGE is a private, highly selective, residential College with a strong commitment to the liberal arts tradition. As such, it invites applications and nominations for a new position sharing leadership and helping to develop the Institute for Religious and Spiritual Life.

The College seeks a Senior Fellow to work with the College's religious leaders, faculty, students and staff to continue the recent transformation in the College's chaplaincy. The Institute for Religious and Spiritual Life seeks to meet the religious needs of an increasingly diverse College community and to integrate the religious and spiritual life of the community more fully into the educational mission and programs of the College. Several years of experience in an academic environment or the equivalent are a plus. Candidates should demonstrate an ongoing commitment to engaging moral, ethical, spiritual, and religious issues. Leadership skills in the areas of program development and planning, community service, and fund-raising are preferred. The interpersonal skills of the Senior Fellow will be critical. A graduate degree in a related field is highly desirable but not required. Anyone with a deep intellectual and personal engagement in religion, spirituality and public life is eligible to apply.

Although many of the specific activities of the position will be shaped by the Senior Fellow, he or she will be responsible for efforts to reach out to students, faculty, staff, and the local community. In addition, the Senior Fellow will be responsible for assisting the work of interfaith groups, counseling and advising students, staff, and faculty, and contributing to the intellectual and spiritual life of the campus in ways that will enhance our efforts to integrate the life of the mind, body, and spirit.

Review of applications is ongoing. Nominations for this position are encouraged. Candidates should submit the following to the Chair of the Search Committee, Human Resources, Connecticut College, 270 Mohegan Avenue, New London, CT 06320; a letter of interest in the position, a resume, three letters of recommendation and a concise vision of what the interactions of the intellectual, religious, and spiritual life should be on a liberal arts campus.

Connecticut College

The College is an Affirmative Action/Equal Opportunity Employer and is engaged in further diversifying its faculty and staff.

Northeastern
UNIVERSITY

Bouvé College of Health Sciences
Department of Cardiopulmonary Sciences

Announcement of Faculty Position

ASSISTANT/ASSOCIATE PROFESSOR OF CARDIOPULMONARY SCIENCES

This position is a nine-month, tenure-track appointment either as an Assistant or Associate Professor of Cardiopulmonary Sciences depending upon qualifications and experience.

The Department of Cardiopulmonary Sciences, one of ten academic departments and units in Bouvé College of Health Sciences, offers undergraduate programs in exercise physiology, and respiratory therapy; and graduate programs in clinical exercise physiology and perfusion technology. The Bouvé College is one of six colleges at Northeastern University, a large urban university located in close proximity to the Longwood Medical area's teaching hospitals and medical schools.

Responsibilities of this position include teaching courses in undergraduate and graduate exercise physiology, cardiopulmonary physiology, and exercise testing. Additional responsibilities include academic advising for undergraduate and graduate students in clinical exercise physiology; supervision of graduate students completing Master's theses in Clinical Exercise Physiology; and coordination of the undergraduate curriculum in exercise physiology. It is expected the person in this position will engage in research and scholarly activities as well as university and professional service to be considered for tenure.

Qualifications for this position require an earned doctorate in exercise physiology or related area. Experience in cardiopulmonary rehabilitation and college teaching experience required. A proven track record of acquiring grants and scholarly publications is desirable for the Associate Professor rank. Experience in non-invasive cardiology is desirable. Certifications as an ACSM Exercise Program Director or Exercise Specialist, and ACLS instructor are preferable.

Salary: Salary is commensurate with experience and qualifications. Review Process: The review process will begin on April 3, 2000. Starting Date: September 2000.

Application Procedure: Submit letter of application, curriculum vitae, and three references (names, addresses, and phone numbers) to: William J. Gillespie, Ed.D. Chair, Department of Cardiopulmonary Sciences, 100 Dockser Hall, Northeastern University, Boston, MA 02115. E-mail: Gillespie@neu.edu. Northeastern University is an equal opportunity-affirmative action employer.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

OPEN RECRUITMENT

Beginning Fall 2000 through Spring 2002

To assist California State University, Sacramento (CSUS) in achieving its hiring goals, the University has adopted a philosophy of open recruitment for full-time faculty. Qualified individuals are encouraged to apply for any campus department or program, as areas of appointment have not been determined.

California State University, Sacramento, the Capital University, is in the heart of Northern California, one of the most beautiful, diverse and rapidly growing areas in the country. Serving 24,000 students in small classes, the 300-acre campus is located just three miles from the State Capitol. The campus is sheltered by more than 3,000 trees and is situated along the American River parkway that offers miles of trails and recreational access to the city's two rivers, Folsom Lake and the historic Sacramento riverfront. Growth in the region has brought in significant opportunities for faculty research and engagement with civic and business organizations. The University houses more than 30 research and community service centers and offers instruction at the BA and MA levels in over 100 fields of study.

The normal minimum qualifications for full-time appointment include:

1. An appropriate terminal degree from an accredited university.
2. Evidence of success or of strong potential for success as a university level teacher
3. Evidence of success or of strong potential for success as a scholar or performing or creative artist.
4. Clear potential for success as a contributor to the university's overall mission as a multicultural and comprehensive university.

For the 2000-01 academic year, appointments will begin on August 21, 2000 for the Fall 2000 semester, and January 24, 2001 for the Spring 2001 semester. Appointment dates for the 2001-2002 academic year are August 20, 2001 for the Fall 2001 semester, and January 23, 2002 for the Spring 2002 semester. There is no deadline for applying, but candidates are encouraged to submit resumes as soon as possible in order to receive full consideration. Resumes, inquiries, or nominations should be addressed to:

David L. Wagner, Dean
Faculty and Staff Affairs, Box R
CALIFORNIA STATE UNIVERSITY, SACRAMENTO
6000 J Street
Sacramento, California 95819-6032

For additional information about the campus, visit our website at **http://www.csus.edu/**

California State University, Sacramento is an Affirmative Action/Equal Opportunity employer, and has a strong institutional commitment to the principle of diversity in all areas. In that spirit, we are particularly interested in receiving applications from a broad spectrum of qualified people who would assist the University in meeting its Strategic Plan goal of pluralism: "To develop a campus community whose diversity enriches the lives of all and whose members develop a strong sense of personal and community identity as well as mutual respect." CSUS hires only those individuals who are lawfully authorized to accept employment in the United States.

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, California State University, Sacramento has made crime reporting statistics available on-line at **www.csus.edu/police/SRTKRPT.html**. Print copies are available in the library, and by request from the Office of Public Safety and the Office of the Vice President for Student Affairs.

CENTRAL FLORIDA COMMUNITY COLLEGE

ANTICIPATED FULL TIME FACULTY POSITIONS

Central Florida Community College is seeking qualified candidates for the following anticipated full time Faculty positions for the Fall 2000 Semester. (Masters degree with 18 graduate credits in the discipline required)

- Anatomy & Physiology
- Biology
- Composition Skills I (Writing)
- Composition Skills II (Literature)
- Culinary
- Ecology
- English as a Second Language
- Social Sciences
- Food Service Manager
- Health Information Management
- Humanities
- Mathematics
- Librarian Access Services
- Nursing (ADN)
- Occupational Therapy Assistant

Prospective candidates should submit a CFCC application package for each position for which you are applying. Official Transcripts are required for all positions. Mail applications to:

Central Florida Community College
Human Resources Office
P.O. Box 1388
Ocala, Florida 34478-1388

Applications of women and minorities are encouraged.
CFCC is an EE/AA employer, which affirms the values and goals of diversity.
Internet address: ***http://www.cfcc.cc.fl.us***
Phone: *(352) 873-5819*

FULL TIME POSITIONS, HIGHER EDUCATION

These positions will remain open until filled, however, the interview process will commence on the respective closing dates

DIRECTOR OF PUBLIC RELATIONS

(Higher Education Officer)

The Public Relations Director is Borough of Manhattan Community College's primary contact with local and national media. He or she will have superior ability to identify, write, and place news stories of interest about BMCC, its programs, personnel and mission. The Public Relations Director will also write stories of interest for the College's internal news publication, and prepare copy for other college publications as required. The ideal candidate will have proven writing and media relations skills and be able to clearly communicate ideas and develop strategies for marketing the college. Responsibilities of the position include: generating news releases and placing stories to local and national media, communicating the college's mission to the general public, writing speeches, writing and editing the alumni newsletter and other college publications. Bachelor's degree and eight (8) years minimum experience in public relations, marketing, or journalism. Master's preferred. Director level experience in an academic setting is preferred. Salary: $52,898/A - $81,924/A. Vac.#816. Please send three (3)writing samples along with resumes and cover letters. Closing date: 4/21/00.

ASSISTANT TO DIRECTOR OF INSTRUCTIONAL TECHNOLOGY

(Higher Education ASSISTANT)

Assist Director in overall operation and management of College instructional computer facilities, interact with instructional staff to provide technical and user support. Bachelor's degree in computer science or related field and two (2) years of related experience installing and troubleshooting/repairing workstations and local area networks. Proficiency with Windows 95/98/NT, NT Server, MS Office Suite, TCP/IP, and Netscape Communicator. Variable hours required. Salary: $32,703/A - $57,049/A. Vac.#826. Closing date: 4/21/00.

REFER TO THE ABOVE BMCC VACANCY # AND SEND TWO (2) RESUMES ALONG WITH TWO (2) COVER LETTERS TO:

BMCC

Mr. G. Scott Anderson
Director of Human Resources
Borough of Manhattan, Community College/CUNY
199 Chambers Street, New York, NY 10007

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/AMERICAN DISABILITY ACT EMPLOYER
IRCA VERIFICATION REQUIRED - NO PHONE CALLS, PLEASE

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

Faculty Positions Available
September 2000

Stockton College, located 12 miles west of Atlantic City, is surrounded by 1600 acres of southeastern New Jersey Pinelands. It is a four-year undergraduate institution and has received national recognition for its distinctive academic programs and interdisciplinary approach to learning. Stockton's diverse faculty and student body combine a spirit of innovation with a sense of tradition for academic excellence.

Candidates for Associate Professor ($45,555-$52,391) must hold a terminal degree and have considerable experience. Candidates for Assistant Professor ($37,477-$43,100) must hold a terminal degree. Candidates for Instructor ($30,831, $35,454) must hold a Master's degree and have an ABD status and be in the latter stages of their dissertation. Salaries may be higher depending on qualifications, experience and increases in the appropriately established compensation plan.

Teaching load is 12 credit hours per semester (4 credit courses, 2 credit labs). Additional duties as expected under collective bargaining agreement, including an expectation of ongoing scholarly activity. All faculty are expected to teach general studies courses.

ARTS AND HUMANITIES

COMMUNICATION STUDIES, Asst. Prof., Tenure Track. Teach courses in introduction to communication organizational and interpersonal communication, advertising, media studies and writing for the media. Ph.D. required with college-level teaching and professional experience in media industries preferred. Send letter of application, with CV, Statement of teaching philosophy and three letters of recommendation to Dr. Kenneth Dollarhide, Dean of Arts and Humanities.

THEATRE ARTS (Design/Tech), Asst. Prof., Tenure Track. Successful candidate will have experience in two areas of design (scenic/lighting/costume). Teach courses in design, theatre crafts, and courses in General Studies curriculum. Ability to teach theatre history and/or stage management desirable. Responsible for designing and/or supervising student and guest design for theatre and dance productions. MFA or Ph.D. in theatrical design and production required with college-level experience in teaching and production preferred. Teaching load is five four-hour courses per year, with production work as equivalent to sixth course. Screening begins April 1, 2000, and will continue until position is filled. Send letter of application with teaching philosophy, C.V., ten (10) slides or photo copies of current work, and three letters of reference to Dr. Kenneth Dollarhide, Dean, Arts and Humanities.

PROFESSIONAL STUDIES

MANAGEMENT/MANAGEMENT INFORMATION SYSTEMS, Asst./Assoc. Prof. of Business Studies, Tenure Track. Teach MIS, budgeting, small business and entrepreneurship courses at the undergraduate and graduate levels. Ph.D. required.

MANAGEMENT, Inst./Asst./Assoc. Prof. of Business Studies (half-time). Teach undergraduate introductory and advanced courses in management including international management, information technologies for business management skills, and organizational behavior. Knowledge of and skill in experiential learning methodologies preferred. Masters plus required.

For positions in Professional Studies, send letter of application (indicating position applied for), resume and three letters of reference to **Dr. Dee Henderson, Dean of Professional Studies.**

SCREENING BEGINS: April 14, 2000 (unless otherwise indicated), and will continue until positions are filled.

Apply to appropriate dean at **The Richard Stockton College of New Jersey, AA51, PO Box 195, Pomona, NJ 08240.**

Stockton is an AA/EOE. Women and Minorities are encouraged to apply.

Tufts University
Tenure Track Faculty

The Department of Urban and Environmental Policy (M.A. program) is seeking a junior- or senior-level specialist in social policy, tenure-track appointment, starting Fall 2000 or later. Areas of teaching and research interest may include: social welfare, poverty, race, gender, citizen advocacy. Additional background and ability to teach courses in Research Methods/Quantitative Analysis and/or Introductory Economics desirable. Qualifications: PhD or equivalent in Social or Public Policy, Sociology, Urban Studies, or other relevant fields. Evidence of teaching, research and publication ability required. Send CV, letter describing scholarly and teaching interests, and three letters of recommendation to: Search Committee, Department of Urban and Environmental Policy, 97 Talbot Avenue, Tufts University, Medford, MA 02155. Review of applications is ongoing and continues until the position is filled.

Tufts University is an Affirmative Action/Equal Opportunity employer. We are committed to increasing the diversity of our faculty. Members of underrepresented groups are strongly encouraged to apply.

Stanford University
Dean of Admission and Financial Aid

The search for Stanford's new Dean of Admission and Financial Aid is underway. We continue to invite nominations and accept applications for the position and will do so through mid April. The Dean is responsible for the recruitment, selection, and enrollment of approximately 1,600 freshmen and 150 transfer students each year from a pool of more than 17,500 applicants, as well as the management and delivery of need-based undergraduate and graduate financial aid and externally funded graduate fellowships. Reporting to the Vice Provost for Student Affairs, the Dean will be expected to educate prospective applicants, their parents and high school administrators about Stanford's curricular and extracurricular opportunities, admissions criteria and financing a college education, as well as develop/implement strategic plans and assess issues related to financial support.

This opportunity requires a record of exemplary senior-level leadership, considerable understanding of a highly selective admissions environment and familiarity with financial aid policies and processes. Excellent oral and written communication, organization, and management skills and the ability to lead a strong staff, function effectively in a highly complex organization, and establish rapport with students, parents, alumni and the press are essential. A Bachelor's degree or equivalent is required.

Interested candidates should send a letter of application, resume and names of 3 references with contact information to: Dean of Admission and Financial Aid Search Committee, Office of the Vice Provost for Student Affairs, Tresidder Memorial Union, 459 Lagunita Drive, Suite 6, Stanford, CA 94309. Deadline for receipt of applications is April 17, 2000. Anticipated start date is September 5, 2000. Stanford University has a strong institutional commitment to the principle of diversity. Applications from women, ethnic minorities, veterans and disabled individuals are encouraged. AA/EOE.

Stanford University

POLK COMMUNITY COLLEGE

EMPLOYMENT OPPORTUNITY
DIRECTOR OF FACILITIES

Highly responsible administrative and managerial position reporting to the Vice President for Administrative and Business Services. The position is responsible for the planning, budgeting and administration of all facilities-related operations, including maintenance operations, facility renovation, construction, energy management, and safety and security programs.

Requirements include: Graduation from a regionally accredited college with a Bachelors degree in Engineering or related field and six years of experience in facility management or related area. Salary range starts at $48,635.76 per year with excellent benefits.

For expanded information and application materials, visit our web site at **www.polk.cc.fl.us** Applications are also available from the **Human Resources Office, 999 Ave. H, NE, Winter Haven, FL 33881-4299, (863) 297-1070; email: humanresources@mail.polk.cc.fl.us** Application review will begin Monday, April 17, 2000, although applications will be accepted until finalists are identified. EA/EOE/Drug-Free Workplace.

UCSD

BE PART OF A LEADING-EDGE DEVELOPMENT TEAM

The University of California, San Diego is one of the country's premier research universities, and is home to the only National Cancer Institute-designated clinical cancer program in the San Diego region. Our Cancer Center is currently enjoying rapid growth, fueled by increased research and a new building initiative. Along with a competitive compensation package, we offer an environment that combines unsurpassed opportunities for professional growth with exceptional cultural and recreational attractions. Discover for yourself why UCSD's setting in La Jolla above the blue waters of the Pacific is among the most beautiful and stimulating imaginable.

Associate Director of Development, UCSD Cancer Center Foundation

Responsibilities: Identifies, cultivates and stewards pledges of $100K and above, or single outright gifts of $20K and above. Develops and implements strategies for encouraging support from grateful patients. Promotes planned gift commitments. Assists with communications and PR on behalf of the Cancer Center. **Requirements:** Proven success as major gifts fund-raiser. Familiarity with planned gift arrangements. Experience writing proposals. Strong written and oral communication skills. Strong organizational, managerial, and leadership skills. Experience with computerized databases, and word processing software programs. Experience in an academic research or related environment. Health Sciences background preferred.

To apply, please submit cover letter and resume and reference Job #: 020809-XHO, and forward to: UCSD Human Resources, 0967, La Jolla, CA 92093-0967; or E-mail to: resume@ucsd.edu or visit: http://joblink.ucsd.edu/bulletin EOE/AA

CENTRAL MICHIGAN
UNIVERSITY

FOUNDING DIRECTOR, CENTER FOR ACADEMIC EXCELLENCE

Central Michigan University is a comprehensive state university with over 800 faculty serving an on-campus enrollment of approximately 18,000 students. The university's eight colleges offer more than 150 major areas of study at the undergraduate and graduate levels. The main campus is situated on an 854-acre site in Mount Pleasant, a city of 25,000 residents located in the heart of the lower peninsula of Michigan. The institution is nationally recognized for offering one of the most extensive extended learning programs in North America. The off-campus programs serve an additional 12,000 students at 70 sites and utilize an additional 1,200 adjunct faculty.

GENERAL DESCRIPTION: The recently conceived innovative Center for Academic Excellence is to be housed in a new $50.0 million high technology library. It will serve an integral role in helping the university to realize its vision as a preeminent comprehensive institution recognized for its high standards and commitment to the teacher/scholar model with a primary focus on learning outcomes. The modern Center will serve as a catalyst for enhancing academic excellence by providing expertise and support to faculty in scholarship and teaching.

DUTIES/RESPONSIBILITIES: The Director of CMU's inaugural Center for Academic Excellence will report to the Vice Provost for Academic Affairs and chair a standing committee of the Academic Senate. Initial responsibilities will focus on guiding the Center's inaugural establishment; communicating its presence and purpose widely throughout the university; establishing the initial template for Center policies/procedures governing the design and delivery of services and programs; and designing and implementing initiatives to address goals for the Center established by the university. These include enhancing faculty awareness of effective pedagogies; stimulating discussions on student learning goals and actual outcomes; developing strategies for determining the extent to which learning goals are met; assisting faculty in pursuing scholarly and creative endeavors; providing confidential consultation to faculty requesting assistance; providing new faculty with information about teaching and networking; and providing similar support to graduate assistants and part-time/temporary faculty.

QUALIFICATIONS: It is expected that the director will hold an earned doctorate; have a record of excellence in college/university teaching/research/scholarship; be conversant with the literature on teaching/learning, effective pedagogies and instructional technologies; be able to communicate clearly with faculty and others; have successful experience in pedagogical and curricular innovation; exhibit outstanding interpersonal and organizational skills, as well as ability to work with diverse faculty, disciplines and cultures; and either hold or have held academic tenure and rank at the associate professor or above.

REVIEW OF APPLICATIONS will begin on April 14 and will continue until the position is filled. The anticipated starting date will be July 1, 2000. Candidates should send a letter of application; resume; statement of their educational and administrative philosophy regarding faculty development; and the names, addresses and phone numbers of three to five references. Inquiries, nominations and applications should be forwarded to: **Office of the Provost, Director's Search, Warriner Hall 112, Central Michigan University, Mt. Pleasant, MI 48859, Tel (517) 774-3932, Fax (517) 774-2042.**

Central Michigan University, an AA/EO institution, is strongly and actively committed to increasing diversity in its community. URL's include: http://www.cmich.edu; http://www.provost.cmich.edu; http://www.cmich.edu/AAEO.HTML

OSWEGO
STATE UNIVERSITY OF NEW YORK
OSWEGO, NEW YORK 13126

COUNSELOR

Counselor position (12 month) at Counseling Services Center, State University of New York at Oswego, available August 15, 2000. **Responsibilities include:** Individual, couples and group counseling, multicultural counseling and outreach to students of color, psycho-educational workshops, crisis intervention, consultation with other student affairs units, training and supervision of graduate assistants, interns, and practicum students. A minimum of a master's degree in counseling, counseling/clinical psychology, social work or related field is required. Previous position in a college or university counseling center is desirable. The ideal candidate is someone who relates well to diverse populations, has multicultural counseling experience and excellent clinical programming skills. Experience working with issues of sexual abuse, eating disorders, ACOAs, and substance abuse is desirable. Send letter, resume, official transcripts, and three letters of recommendation to: **Ms. Ann Fitzsimmons, Office of Human Resources, 410 Culkin Hall, SUNY Oswego, Oswego, NY 13126.** Review of applications will begin April 17, 2000 and will continue until the position is filled.

SUNY Oswego is an Affirmative Action Employer.

DEPAUW
UNIVERSITY

GEOLOGY AND GEOGRAPHY

The Department of Geology and Geography at DePauw University invites applications for a one-year term position in Geology and Geography at the rank of Assistant Professor (Instructor for ABD) beginning August 15, 2000. We desire a person who is broadly trained in the geosciences with the ability to teach introductory courses for undergraduate non-science majors. The successful applicant will teach Physical Geography, Oceanography, a seminar for first-year students on Global Environmental Problems, and a Winter Term course/project of their choice. Applicants should send a letter describing their teaching experience and pedagogy, vita, transcripts of all academic work, and three letters of recommendation to **Dr. Frederick M. Soster, Chair, Department of Geology and Geography, DePauw University, Greencastle, IN 46135.** DePauw University is an affirmative action, equal opportunity employer. Women and minorities are especially encouraged to apply.

DARTON
COLLEGE
A two-year unit of the University System of Georgia

INSTITUTIONAL RESEARCH & PLANNING OFFICER

Darton College is seeking a self-directed individual to coordinate the institutional research operations. The Officer will be responsible for such areas as outcomes, annual reports, University System reports, IPEDS, community needs assessments, and related duties as assigned.

Candidates must have a Bachelor's degree and, preferably, experience in institutional or related research. Ability to design effective research instruments and prepare coherent outcomes reports is expected. Candidates must be computer proficient (e.g. SPSS, SAS, SQL, Access, presentation software).

The salary will be commensurate with experience, plus a generous benefits package. For full details and an application form, please contact the **Personnel Office, 2400 Gillionville road, Albany, Georgia 31707.** Screening for the position will begin May 2, 2000, with applications accepted until the position is filled.

FULL TIME FACULTY POSITIONS INSTRUCTOR OR ASSISTANT PROFESSOR

ELECTRONIC RESOURCES LIBRARIAN

Coordinate the Library's electronic resources, including library's website, e-subscriptions, CUNY+ and Internet stations. Assist in development of virtual library. Liaison with campus information technology departments and CUNY Computer Center. Participate in teaching the use of electronic resources and reference. Knowledge of web design, network, servers and supervisory skills highly desirable. MLS required for Instructor and 2nd Master's for Assistant Professor rank. Minimum 2 years library experience. Evening or Saturday schedule may be required. Vac.#804-2. Deadline 5/15/00

Nursing

Classroom and clinical teaching of Medical-Surgical Nursing. Master's degree in Nursing/clinical specialization, fifteen (15) related credits beyond Master's degree, and five (5) years appropriate teaching experience and/or professional experience and New York State RN License required for Assistant Professor; Master's degree in Nursing/clinical specialization, New York State RN License and teaching experience and/or professional experience for Instructor. Experience with instructional technology a plus. Evening/Saturday teaching may be required. Vac.#774-2. Deadline 5/1/00

Psychology

Teach a range of courses in following areas of Psychology: Introduction, Developmental, Social, Child, Personality, Abnormal, Gender Studies. Experience with innovative pedagogy, instructional technology and curriculum development desirable. Three years teaching experience at the college level required. Master's degree required for Instructor. Doctorate for Assistant Professor. ABD or Ph.D preferred. Evening or Saturday schedule may be required. Vac.#779-2. Deadline 4/25/00

Business Management (2)

Teach courses in Business Organization and Administration, Marketing, Finance and Business Methods. Experience in teaching and business required. Interest in grantsmanship and program development a plus. Ph.D. required for Assistant Professor; MA required for Instructor. Evening or Saturday schedule may be required. Vac.#821. Deadline 4/25/00

English (3 positions)

Teach developmental writing, composition and literature. Experience teaching writing and literature to non-traditional urban college students preferred. Knowledge of composition/rhetoric, computer-based instruction desirable. Future departmental administrative duties may be required. Doctorate required for Assistant Professor; Master's degree for Instructor. Evening or Saturday schedule may be required. Vac.#822. Deadline 4/25/00

Mathematics

Teach Mathematics courses from developmental math through differential equations. Demonstrated interest in productive scholarship, grantsmanship, and service to the College and Department. College-level teaching experience required. Experience in one or more of the following preferred: graphing calculators, functions plotters or computer algebra systems, computer based learning, software development and/or innovative pedagogy. Doctorate in Mathematics or Mathematics Education required for Assistant Professor, Master's degree required for Instructor. Evening or Saturday schedule may be required. Vac.#824. Deadline 5/1/00

Political Science

To teach and develop introductory courses in Political Science. Experience with innovative pedagogy, instructional technology and curriculum development desirable. Three years teaching experience at the college level required. ABD or Ph.D preferred. Master's degree required for Instructor. Doctorate for Assistant Professor. Evening or Saturday schedule may be required. Vac.#820. Deadline 5/1/00

SPEECH, COMMUNICATIONS & THEATRE ARTS (3) Positions

Teach Fundamentals of Speech, and Technical Theatre/Business Theatre electives. Student-centered, multicultural orientation; at least two years' teaching experience in a diverse urban university environment; professional theatre experience in business and/or technical areas preferred. Ph.D. in Speech, Communication or Theatre required for Assistant Professor; Master's degree in Speech, Communication or Theatre for Instructor. Evening/Saturday teaching may be required. Vac.#817. Deadline 5/1/00

Teach Fundamentals of Speech, and Fundamentals of Speech for non-native speakers. Student-centered, multicultural orientation; at least two years' teaching experience in a diverse urban university environment preferred; Ph.D. in Speech, Communication or Linguistics required for Assistant Professor; Master's degree in Speech, Communication and TESOL for Instructor. Evening/Saturday teaching may be required. Vac.#818. 5/1/00

Teach Fundamentals of Speech, and speech electives such as Interpersonal Communication, Voice and Diction, and Introduction to Mass Media. Student-centered, multicultural orientation; at least two years' teaching experience in a diverse urban university environment preferred; Ph.D. in Speech, Communication or Theatre required for Assistant Professor; Master's degree in Speech, Communication or Theatre for Instructor. Evening/Saturday teaching may be required. Vac.#819. Deadline 5/1/00

COLLEGE LABORATORY TECHNICIAN POSITIONS

Nursing (Techniques/ Media Laboratory)

Responsible for complete functioning of laboratory; prepares the lab for classroom instruction/independent student practice; maintains records of student independent practice; assists nursing faculty in demonstrations of basic nursing skills; conducts tutorials; orders and makes available equipment, media, other instructional materials; supervises College-Work Study students; maintains records for payroll. High School Diploma and four (4) years related nursing experience or Associates degree and two years clinical experience or bachelors degree in nursing required. Bachelor's degree, RN, and clinical experience preferred. Experience in instructional technology or willingness to learn essential. Evening or Saturday schedule may be required. Vac.#823. Deadline 4/25/00

Computer Information Systems

Maintain and supervise multiple networked (NT, Novell) student PC labs; supervise and train college assistants and work study students; assist faculty, staff and students as needed. High School diploma and four years related experience or A.A.S. degree in information technology and two (2) years related experience required. Bachelor's degree in computer science or related field preferred. MCSE or Novell certification a plus. Evening and weekend hours may be required. Vac.#827. Deadline 4/25/00

SALARY:	Instructor:	$29,997/A - $48,284/A
	Assistant Professor:	$32,703/A - $57,049/A
	College Lab Technician:	$25,346/A - $39,829/A

REFER TO A SPECIFIC BMCC VACANCY # ABOVE AND SEND TWO (2) RESUMES ALONG WITH TWO (2) COVER LETTERS TO:

BMCC

Mr. G. Scott Anderson
Director of Human Resources
Borough of Manhattan Community College/CUNY
199 Chambers Street, New York, NY 10007

AN EQUAL OPPORTUNITY//AFFIRMATIVE ACTION/AMERICAN DISABILITY ACT EMPLOYER
IRCA VERIFICATION REQUIRED - NO PHONE CALLS, PLEASE

WAUBONSEE COMMUNITY COLLEGE

INSTRUCTORS FALL 2000 Full-Time Tenure Track

Waubonsee Community College is seeking candidates for full-time, tenure track faculty appointments beginning August 23, 2000 in the following areas. Unless otherwise noted, all positions require a Master's degree in a related field and two years teaching experience and/or applied business or field experience in addition to other qualifications listed. Experience at the community college or university level is desirable for all positions.

- **ACCOUNTING**
- **BUSINESS ADMINISTRATION**
- **ELECTRONICS** - Bachelor's degree or Associate's degree with comparable experience
- **INFORMATION SYSTEMS/NETWORK ADMINISTRATION** - Bachelor's degree
- **SPEECH**

ADMINISTRATION

CHIEF INFORMATION OFFICER - This position is responsible for all administrative and academic computing services and will have primary responsibility for leadership and management of the computing resources for the institution. Bachelor's degree in related field with equivalent training and experience required; Master's Degree in MIS or related field preferred. Five years progressively responsible experience required, preferably in an academic environment. Knowledge of client server technology, Ethernet networking, multiple computer environments, internet functions and telecommunications as well as knowledge of current and emerging technologies necessary. Salary: $70,000 to $80,000 plus generous fringe benefit package including full family medical coverage provided at no cost to the employee.

Applications will be accepted until the positions are filled. First review of applications will begin April 21, 2000. Letter of interest, resume and completed college application form must be complete and on file in the Office of Human Resources to receive consideration. Call, write or visit our website to request an application packet.

Waubonsee Community College is a fully accredited community college with a headcount enrollment of 10,000. The college is located 40 miles west of Chicago in one of the fastest growing collar counties on a beautiful 243-acre campus with state-of-the-art facilities and technologies. Waubonsee provides outstanding service to its students and district residents through demonstration of its core values — quality, service, value, innovation and accessibility.

(630) 466-7900, Ext. 2914
Office of Human Resources
WAUBONSEE COMMUNITY COLLEGE
Rte. 47 at Harter Road
Sugar Grove, IL
60554

eoe

www.wcc.cc.il.us

WESLEYAN
UNIVERSITY

ASSISTANT DIRECTOR

Wesleyan University, a highly selective liberal arts institution in Middletown, CT, is currently accepting applications for Assistant Director of the Career Resource Center. The Assistant Director will be responsible for providing comprehensive career counseling services to students individually and in groups. Specific responsibilities include counseling students on job search strategies, utilizing career assessment instruments to enhance career planning, designing and presenting student workshops, and increasing employer representation. Minimum qualifications include a Bachelor's degree, Master's degree in counseling preferred, effective communication skills, an appreciation and understanding of diversity, and organizational skills. Wesleyan University offers a highly competitive benefit package including professional development opportunities.

Interested candidates should submit a resume, cover letter, and three professional references to:

Wesleyan University
Re: Assistant Director
212 College Street
Middletown, CT 06459

EOE/AA

ASSISTANT PROFESSOR, NURSING

ANTICIPATED TWO (2) OPENINGS FOR FALL 2000 TENURE TRACK POSITIONS

Duties: Teach undergraduate courses in Maternal Child Nursing, Community Health Nursing and other related courses in the baccalaureate program for RNs. Conduct classroom and clinical instruction. In addition to teaching and research/scholarship, the successful candidate will be required to advise students, assist with curriculum development, participate in departmental and college committees, and all other faculty functions, including grant writing.

Qualifications: An appropriate master's degree, licensure as a registered nurse, and appropriate specialized experience required. The successful candidate will have a commitment to research/scholarship and teaching, and previous teaching and curriculum development experience. *Master's degree in Adult Health or doctorate in Nursing preferred.*

Salary: $32,703 - $57,049, commensurate with salary history, qualifications and experience.

Closing Date: Open until filled. Interviews will commence on June 3, 2000. Send letter of application, curriculum vitae, and the names, addresses and telephone numbers of three (3) references to:

CODE: NURSING
Ms. Kimberly Smith
York College - Room 2H05
94-20 Guy R. Brewer Blvd.
Jamaica, NY 11451
Fax: 718-262-2717

Visit our website http:/www.york.cuny.edu/~hrnr for more details, or visit Cuny http:/www.edu/abtcuny/cunyjobs

An Equal Opportunity/Affirmative Action/IRCA/Americans With Disabilities Act Employer

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Peter S. and Carolyn A. Lynch School of Education

The Boston College Peter S. and Carolyn A. Lynch School of Education prepares undergraduate and graduate students to serve diverse populations in education, administration, psychology and human services. The faculty is committed to research and professional preparation that bridges theory and practice. Applications are especially encouraged from persons who would enhance the ethnic, linguistic and cultural diversity of the Lynch School of Education. Applicants should possess an earned doctorate and scholarly experience in public schools. Experience teaching at the college level is desirable.

School Administration

The Educational Administration Program announces a non-tenure track opening for an experienced School Administrator to coordinate a doctoral program for practicing administrators. The person will assume teaching, field supervision, dissertation supervision, and advising responsibilities as a member of the Educational Administration Program. Applicants should have experience as a local school administrator, a successful record of addressing the needs of diverse learners, and extensive knowledge of current scholarship in the field. Preferably, applicants will have experience in superintendency. This position has a three-year renewable contract. **Send applications to the attention of Dr. Irwin Blumer, Search Committee Chair.**

Educational Research and Assessment

We are seeking applicants for a tenure track or tenured professorship in Educational Research and Assessment with emphasis on their relation to educational policy. The successful candidate will teach in the Educational Research, Measurement, and Evaluation (ERME) Department and be associated with the internationally acclaimed Center for the Study of Testing, Evaluation, and Educational Policy (CSTEEP).

Candidates for this professorship in educational research and assessment should be nationally recognized scholars with distinguished publication records, developed interests in educational policy analysis, and proven track records of raising external financial support for research. Candidates should have broad knowledge of statistical methodology and psychometrics as they apply to problems in educational research and assessment. Teaching ability as well as research expertise will be highly valued. **Send applications to the attention of Dr. Albert Beaton, Search Committee Chair.**

Please send a letter of interest, curriculum vitae, 3 letters of recommendation, and 2 samples of their written work to Lynch School: of Education, Boston College, Campion Hall, Chestnut Hill, MA 02467.

Boston College is an Affirmative Action/Equal Opportunity Employer.

BOSTON COLLEGE
A Jesuit, Catholic University

MINORITY AFFAIRS/CULTURAL DIVERSITY COORDINATOR
COLLEGE OF AGRICULTURAL AND ENVIRONMENTAL SCIENCES

UNIVERSITY OF GEORGIA

Applications are being accepted for the newly created position of Minority Affairs/Cultural Diversity Coordinator. The Coordinator will plan, organize and direct programs and initiatives that enable the College to fulfill its goal to become an institution that values diversity, pluralism and multi-culturalism at all levels. The Coordinator will report to the CAES Dean/Senior Associate Dean. Doctorate or Masters degree with five years of experience in a field related to student services administration, counseling and/or higher education is required. Applications received by May 1, 2000 are assured consideration. Expected starting date is July 1, 2000. Details, application requirements and contact information can be found at: **http://www.uga.edu/caes/news/jobs.html**

EEO/AA Institution. Women and minorities are encouraged to apply.

CONCORD ACADEMY

166 Main Street, Concord, Massachusetts 01742
(978) 369-6080 • Fax (978) 369-3452

CONCORD ACADEMY OPENINGS 2000-2001

FRENCH-permanent position. Looking for an experienced teacher capable of heading the department.

HISTORY-one-year sabbatical replacement. Looking for a teacher capable of teaching all levels of high school history, including the U.S. History core.

ENGLISH-possible permanent position. Looking for an experienced teacher capable of teaching both core (frosh and soph.) courses and junior/senior electives.

Please send or fax a letter describing your qualifications and interest in the position to Sandy Stott, Dean of Faculty at the above address.

Founded in 1922 with a rigorous college preparatory curriculum and tradition in the arts, Concord Academy is a coeducational independent boarding and day school of 325 students in grades nine through twelve. Students come from public and private schools in 22 states and 16 foreign countries. Concord Academy is an equal opportunity employer.

Roger Williams University

www.rwu.edu

Roger Williams University is seeking a qualified individual to fill the full time position of Vice President for Student Affairs. The Vice President reports directly to the President and serves on the President's cabinet. The University seeks a person with a proven record of vision and creativity in implementing learning through the co-curriculum in a comprehensive, integrated model, within and across departments. The Vice President oversees the departments of Student Life including Judicial Affairs, Career Services, Counseling, Health, Orientation, Multicultural Affairs, Athletics, Campus Ministry and Student Activities.

VICE PRESIDENT FOR STUDENT AFFAIRS

The successful candidate will use a style of collaboration and teamwork, implement a philosophy of student development, demonstrate experience in overseeing diversity initiatives, and bring a commitment to partnering with academic affairs to achieve the educational mission of the University. An earned Doctorate from an accredited University with an appropriate level of experience is required.

Send cover letter, resume and a list of three professional references to: ***Office of Human Resources, Ref. #017 Vice President for Student Affairs, Roger Williams University, One Old Ferry Road, Bristol, RI 02809.***

Visit our website at **www.rwu.edu** for further information about the University.

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to racial, cultural and ethnic diversity. We encourage men and women of all races and ethnic backgrounds to apply.

ADMISSIONS COUNSELOR/ASSISTANT DIRECTOR OF ADMISSIONS

BLOOMSBURG UNIVERSITY OF PENNSYLVANIA

Minimum Qualifications: Bachelors Degree required, Masters Degree preferred. Demonstrated experience and familiarity with admissions and recruitment strategies in a collegiate setting, especially working with diverse populations. Competency in managing multiple projects and deadlines required. Ability to plan and implement recruitment programs and travel schedule targeting minority students. Experience in establishing connections with multicultural, civic, and community organizations. Bilingual (English-Spanish/Latino) language skills strongly preferred. Candidate must have demonstrated ability to conduct presentation to groups of various sizes in a public setting. Experience in working with clerical staff and student employees in a professional office setting is desirable. Strong organization and communication skills are necessary. Demonstrated ability to work with diverse populations preferred. Finalist(s) for this position must communicate well and successfully complete an interview. Favorable recommendation by the Committee following the interview.

Twelve-month position available: July 1, 2000. Competitive salary with excellent benefit package.

A complete application will consist of letter of application, resume, and three references with name, address and telephone number for each. Application deadline: April 28, 2000. Direct all information to **Jill Whitenight, Bloomsburg University, Office of Admissions, 400 East Second Street, Bloomsburg, PA 17815-1301. AA/EEO**

ASSOCIATE DEAN, USER SERVICES

Northeastern University Libraries

Northeastern University Libraries invites applications from and nominations of individuals with vision, energy, initiative, and leadership ability to articulate, plan, administer, and promote programs for user services and constituency relations, and to assess service outcomes. The successful candidate will demonstrate an understanding of information fluency, scholarly communication issues, and curricular processes in higher education, and their ongoing transformation by emerging technologies, resource sharing, and web delivery. S/he will be experienced in effectively shaping, implementing, and assessing innovative, comprehensive library programs and services.

Responsibilities: Vision, leadership, administration, planning, and evaluation of User Services, including reference, information literacy/instruction, access/delivery services, ILL, media services, and distance services. Oversee liaison programs to academic and other departments and to student groups. Develop external community relations programs and services. Library administrative team member. Analyze issues. Formulate, articulate, and assess policies, goals, and actions. Participate in strategic and budgetary programmatic planning, funds development, and grant proposals development. Participate in University committees and represent the Library regionally and nationally. User Services has 48 FTE career staff plus part-time and student staff.

Setting: Northeastern is an urban, student-focused, Carnegie Research II institution, dedicated to a cooperative education learning model. Visit the Library's website at *http://www.neu.edu/library/*.

Qualifications: ALA-accredited MLS degree. At least 5 years of substantial, progressively responsible, service-oriented, managerial experience, preferably in user services. Excellent leadership, communication, interpersonal, analytical, quantitative, planning, and organizational skills. Able to set priorities and effectively collaborate and work with individuals and groups at all levels. Familiarity with matrix-oriented services, coordinative roles, and project management. Understanding of teaching, research, and assessment methodologies. Knowledge of trends in higher education, learning and service assessment, and information technology that affect print, media, and electronic information service delivery. Demonstrable creativity and energy. Commitment to staff development and to achieving and working with a diverse staff and user community. Commitment to strong programs for information literacy/instruction, academic liaison, other outreach activities, and web-based service initiatives.

Salary: Competitive, commensurate with qualifications and experience; excellent benefits package.

Review of applications will begin **April 20** and continue until the position is filled. Please send letter of application, resume, and the names of three references to: Alan Benenfeld, Dean, Northeastern University Libraries, 320 Snell Library, 360 Huntington Avenue, Boston, MA 02115.

Northeastern University is an affirmative action, equal opportunity employer, and especially welcomes applications from minorities, women, and persons with disabilities.

HISTORY OPENINGS

Union College announces two one-year visiting assistant professor positions in:

Latin American History

Ability to teach one half of a United States history survey is desirable, but not necessary. PhD preferred; teaching experience required.

Early Modern British History

A tenure-track search for this position will probably occur next fall. Ability to teach both halves of a European history survey is necessary. PhD preferred; teaching experience required.

Union College offers an exceptional benefits package including: medical, dental, and vision insurance, life and disability coverage, a generous retirement plan and tuition remission.

Please send a letter of application, cv, and letters of reference to:

Robert V. Wells, Department of History
Union College, 807 Union Street
Schenectady, NY 12308

Review of applications will begin May 1, continue until the position is filled and only finalists will be notified. Additional information about Union can be found at www.union.edu.

Union College is committed to a program of affirmative action and equal opportunity employment. Women and minorities are strongly encouraged to apply.

BEST COPY AVAILABLE

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CONCORD ACADEMY

Concord, MA

DIRECTOR OF ADMISSIONS

Founded in 1922 with a rigorous college preparatory curriculum and tradition in the arts, Concord Academy is a coeducational independent boarding and day school of 325 students in grades nine through twelve. Students come from public and private schools in 19 states and 13 foreign countries.

Concord Academy seeks, as a Director of Admissions, an experienced educational manager and leader who can organize and articulate a school-wide marketing and enrollment management effort directed at attracting and retaining able students who will be challenged by a rigorous academic curriculum and benefit from a diverse and respectful school community.

The position requires someone who is articulate and engaging, with a sense of humor, and managerial, marketing, and technical competency. Candidates must embrace the school's commitment to diversity and have demonstrable success in working effectively with a variety of peoples and cultures. We especially encourage candidates from diverse backgrounds.

A full job description will be mailed or faxed to all candidates who express interest or submit a resume and cover letter to:

Sue Sauer
Concord Academy
166 Main Street
Concord, MA 02134
Fax: (978) 369-3452

For more information about Concord Academy, please visit our website at www.concordacademy.org

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DeAnza College

Dean, Academic Services

Under the direction of the Vice President of Instruction, this management position is responsible for providing strong leadership and vision in the planning, direction, administration and evaluation of the Office of Instruction s program review processes. The successful candidate will recommend and administer program review policies and procedures; respond to and implement state mandates in program review; provide the administrative oversight for the College s staff and organizational development, diversity initiatives, and tenure review processes; and serve as the College s accreditation liaison officer.

Minimum qualifications are: Master s degree or the equivalent plus one year of successful administrative and/or leadership experience in education.

For a detailed job announcement, visit our website at:
wwwfh.fhda.edu/district/hr/employment.html or contact
Employment Services
(650) 949-6217 or employment@fhda.edu
AA/EOE

Temple University School of Dentistry

ASSOCIATE PROFESSOR/ PROFESSOR

The Department of Periodontology, Temple University School of Dentistry, invites applicants for two full-time, tenure-track, Presidential appointments in periodontology at the rank of Associate Professor/Professor, available February 15, 2000. Applicants must possess a dental degree, postgraduate training in periodontology, and an established record of scholarship in periodontology as evidenced by peer-reviewed publications and/or research grant support. Postdoctoral and/or postdoctoral academic teaching experience in periodontology at a course director level is preferred. Preference will be given to applicants with advanced academic degrees (M.S., Ph.D.), documented research experience in periodontal regeneration, private clinical practice, expertise in conduct and analysis of human clinical trials/epidemiologic surveys, and experience with preclinical research models. Licensure or eligibility for licensure in the Commonwealth of Pennsylvania is required.

Primary responsibilities will include clinical and didactic teaching, conduct of research in a field pertinent to periodontology, and development of online, computer learning modules in periodontology with the School of Dentistry's Department of Dental Informatics. Applicants are expected to significantly contribute to the department's research program in the Laboratory for Applied Periodontal & Craniofacial Regeneration (Dr. Ulf ME Wikesjo, Director). Applicants should submit a cover letter, curriculum vitae, and names and addresses of at least three references to: **Ulf ME Wikesjo, D.D.S., Ph.D. Chair, Periodontology Search Committee, Department of Periodontology, Temple University School of Dentistry, 3223 North Broad Street, Philadelphia, PA 19140.**

Temple University is an equal opportunity/affirmative action employer. Minorities and women are encouraged to apply.

MARICOPA
COMMUNITY
COLLEGES

VICE CHANCELLOR OF ACADEMIC AFFAIRS & STUDENT DEVELOPMENT

POSTING #99000333
SALARY: COMPETITIVE
MARICOPA COMMUNITY COLLEGES DISTRICT OFFICE

Maricopa Community College District invites applications for the position of Vice Chancellor for Academic Affairs and Student Development, a leadership position interacting with public representatives, state and national organizations, students, faculty, and business leaders.

The Vice Chancellor for Academic Affairs and Student Development serves as the District's chief academic affairs and student development officer, and is responsible for the overall development and coordination of educational and student support services. He/she has overall responsibility in the following areas: faculty development, instructional improvement/innovation, student services, curriculum management and systems, university and college relations, facilities development, international education, workforce and economic development, public school relations, institutional research, and external funding development/management. The Vice Chancellor for Academic Affairs and Student Development is a member of the executive leadership team and is expected to demonstrate strategic planning and problem solving skills.

DESIRED QUALIFICATIONS: A master's degree from an accredited institution; a doctorate degree is preferred. Extensive experience in curriculum development and assessment, and/or administration of a student development program with experience in the areas of curriculum, non-traditional education, instructional technology, student services, and technology.

CLOSING DATE: 4/21/00

Applications are REQUIRED, Maricopa Community Colleges District Office, Employee Services, 2411 W. 14th Street, Tempe, AZ 85281, hotline (480) 731-8444, Web site: www.dist.maricopa.edu/hrweb, AA/EEO

Computer

Information Technology Associate Director

Instructional Technology & Digital Media Center
Open Until Filled
But No Later Than 4/30/00
$62,500 - $112,500 Year

The University of California at Davis seeks applicants for the position of Associate Director, Instructional Technology & Digital Media Center, to develop and implement an organizational structure and manage the operational and technical aspects of the new unit. Responsibilities include managing projects and services that provide assistance to faculty; managing departmental technical staff in the work of integrating technology with instruction and in support of instructional technology and digital media initiatives. Ten years' experience, related master's degree, or equivalent combination of experience and education in an academic setting are desirable.

To apply, please send letter and detailed resume to: Allison Mitchell, Infomation Technology, One Shields Avenue, UC Davis, Davis, CA 95616. For additional information on the Division of Information Technology, the responsibilities and qualifications of the position, and information on how to apply, visit our Web site at: **http://it.ucdavis.edu/employ.html**

EOE

UCDAVIS

New School University, located in Greenwich Village, New York, has seven academic divisions and 7,000 degree students. The University seeks to fill the following openings in **STUDENT AFFAIRS.** All are full-time administrative positions.

Assistant to the Vice President — Search #20035

Provides administrative and project support to the Vice President. Includes office management, calendar and meeting coordination, production of publications, statistical reporting, and special project research. Communication, organizational, public relations skills a must. Word processing & spreadsheet skills necessary. Ability to handle issues in confidential manner. 3-5 years experience in higher education preferred. Bachelor's degree required. **Start date - May 1.**

Financial Analyst — Search # 20036

Oversees budget planning & reporting for departments reporting to the Vice President including, Housing, Student Health Services, Student Life, International Student Services, Career Services, Higher Education Opportunity Program. 2 years relevant experience. Ability to work with deadlines. Bachelor's degree required. **Start date - July 1.**

Coordinator, University Student Life — Search #20037

Responsible for developing programs and activities designed to enhance the quality of life for students. Includes student handbook production, new student orientation, student organizations, recreation, student leadership. 3-5 years experience in area with strong personal relations skills. Ability to work independently. Master's degree in Student Personnel preferred. Some evening & weekend hours. **Start date - May 1.**

Sr. Counselor, Opportunity Program — Search #20038

Responsible for counseling students individually & in groups. Coordinates programmatic components including tutoring, counseling, & the prefreshmen summer program. Assist Director in preparation of proposals, renewal applications, & interim reports to the State Education Department. Excellent communication & organizational skills. Bachelor's degree required. Master's degree in Counseling or Psychology preferred. **Start date - immediate.**

Counselor, Opportunity Program — Search #20039

Responsible for counseling students individually & in groups. Assists with other components of the Program. Experience working with disadvantaged populations & sensitivity to needs of college students. Bachelor's degree in Psychology or related field required. Master's degree preferred. **Start date - immediate.**

Residence Hall Director

Anticipated Opening — Search #20040

Responsible for developing residence life program for 200-300 residents. Participates in facility management, on-duty rotation, staff selection & training. Supervises 4-8 resident advisors. University houses over 700 students in owned and leased facilities. 1-3 years residence hall experience beyond resident assistant level. Master's degree in Student Personnel preferred. Will interview at ACPA conference in Washington. **Anticipated start date - July 1.**

Send resume and cover letter (indicate Search #) to: Vice President for Student Affairs, New School University, 66 West 12th Street, 8th floor, New York, NY 10011 or e-mail resume to: NSUjobs@newschool.edu Please make sure to write: Search # in the subject line to ensure proper distribution of your resume. The New School is strongly committed to an educational environment in which curriculum and every other aspect of university life reflects the multi-cultural city and the international world in which we live.

New School University

Matrícula universitaria
1978: $1,600
1998: $7,900

Una Lección para Ganar

Imagínese que les pudiese enseñar a sus ahorros a ganar y a la vez protegerse contra la inflación. Ahora sí podrá con los nuevos **Bonos I** que ofrece el Departamento del Tesoro de los Estados Unidos.

Para más información llame al 1-800-487-2663, o escriba a *I Bond, Spanish Investor's Guide*, Savings Bond Operations Office, Parkersburg, WV 26106-1328.

Bonos I

1-800-487-2663
www.savingsbonds.gov
Un servicio público de esta publicación

EDUCATION

LIBRARY DIRECTOR

THE GWINNETT UNIVERSITY SYSTEM CENTER
UNIVERSITY SYSTEM OF GEORGIA-LAWRENCEVILLE

Reporting to the CEO and Dean of Faculty, the Director is responsible for managing a dynamic consortium library, providing vision and leadership in furthering the integration of information technology with traditional library services to support the Center's evolving profile as the high tech center of the University System. Full position description at http://www.gpc.peachnet.edu/gusclib/employment.html.

Salary: commensurate with education and experience with excellent benefits. Starting Date: 7/1/00. Application Deadline: 4/28/00.

Applicants should reference position number (01-31) and send the following as a single packet: (1) letter of interest, (2) resume, and (3) list of five professional references (names, addresses/email, and telephone numbers) to:

Judy Chastonay
Department of Human Resources
c/o Georgia Perimeter College
3251 Panthersville Road
Decatur, GA 30034.
AA/EOE/ADA

For detailed information on each position, please visit our web site at www.gpc.peachnet.edu

GA IS AN OPEN RECORDS STATE

Computer Science

New Jersey City University is a culturally diverse, public, urban institution located in the greater New York metropolitan area and is one of nine state colleges/universities in New Jersey. The University offers undergraduate and graduate programs in the liberal arts and professional studies to over 10,000 students, an extensive cooperative education program, and an expanding continuing education program. Faculty number almost 250.

Position: Computer Science Faculty member at the Assistant Professor (Ph.D.) or Instructor (ABD) level.

Responsibilities: To teach a variety of Undergraduate computer courses including: Introductory Programming in C++, Data Structures, Discrete Structures, Computer Organization, Operating Systems, Compiler Design, Computer Graphics, Software Engineering, Visual Programming, Database Design, Algorithms, Artificial Intelligence and Expert Systems. Background and interest in modern networking desirable.

Applicants should send a letter of application, resume, and the names, addresses and phone numbers of three (3) references to:

Ansley W. LaMar, Ph.D.
Dean, College of Arts and Sciences
New Jersey City University
2039 Kennedy Boulevard
Jersey City, NJ 07305

Search will remain open until the vacancy is filled.

NEW JERSEY
CITY
UNIVERSITY

An affirmative action, equal opportunity employer, the University especially welcomes and encourages applications from women and minority candidates.

HERSHEY PROFESSOR OF BUDDHIST STUDIES

HARVARD DIVINITY SCHOOL invites nominations and applications for the newly endowed Hershey Chair of Buddhist Studies. The first permanent incumbent of this chair will be a specialist with appropriate linguistic competence in at least one area of the Buddhist tradition and able to guide students in the exploration of its classical texts, historical developments, and social contexts. This scholar should also be knowledgeable about the thought, practice, and values of contemporary Buddhism both in Asia and the West and should be able to take a broad approach to the tradition as a whole in his or her teaching and advising.

The Hershey Professor of Buddhist Studies will be located in the Faculty of Divinity, which assumes responsibility for students in Master of Theological Studies, Master of Divinity, and Doctor of Theology programs. This professor will be expected to participate in the wider network of Buddhist Studies scholars at Harvard University, especially in the Committee on the Study of Religion in the Faculty of Arts and Sciences, which has both graduate and undergraduate students engaged in Buddhist Studies within the context of comparative religious studies. This professor should also be able to envision how his or her work contributes to the Divinity School's programs, including its ministerial program, and be familiar with forms of analysis that address race, gender, and social location.

Harvard Divinity School is an equal-opportunity, affirmative-action employer and encourages applications from and nominations of women and/or ethnic minority candidates.

Letters of applications or nomination, accompanied by a complete curriculum vitae, should be sent to **Professor Diana L. Eck, Chair, Hershey Chair Search Committee, c/o Pamela Massey, Faculty Search Coordinator, Harvard Divinity School, 45 Francis Avenue, Cambridge, MA 02138 or <pamela_massey@harvard.edu>.**

THE DEADLINE FOR APPLICATIONS AND NOMINATIONS IS MAY 1, 2000.

MARICOPA
COMMUNITY
COLLEGES

VICE CHANCELLOR OF HUMAN RESOURCES

POSTING #99000332
SALARY: COMPETITIVE
MARICOPA COMMUNITY COLLEGES DISTRICT OFFICE

Maricopa Community College District invites applications for the position of Vice Chancellor for Human Resources, a leadership position interacting with community leaders, board members, executive officers, and management and support leaders.

The Vice Chancellor for Human Resources serves as the District's chief human resources officer, and has overall institutional responsibility for the management of a comprehensive human resource program covering employment, affirmative action, compensation and benefits, payroll, and training and employee development. In addition to the human resources responsibilities, the Vice Chancellor for Human Resources also provides leadership for the following: public relations, legal services, and resource development.

The Vice Chancellor for Human Resources is a member of the executive leadership team and is expected to demonstrate strategic planning and problem solving abilities. A strong commitment to providing service to the colleges and the community is essential, as is the promotion of communication and collaboration.

DESIRED QUALIFICATIONS: Demonstration of a commitment to workforce diversity through proven results in recruitment, selection and development endeavors. Experience in labor relations and negotiation techniques. Experience analyzing and resolving complex human relations issues and concerns. A master's degree in Human Resources, Business Administration or a closely related field and/or extensive administrative experience directing the human resources operation of a major institution, preferably in an educational environment.

CLOSING DATE: 4/21/00

Applications are REQUIRED, Maricopa Community Colleges District Office, Employee Services, 2411 W. 14th Street, Tempe, AZ 85281, hotline (480) 731-8444, Web site: www.dist.maricopa.edu/hrweb, AA/EEO

ASSISTANT CONTROLLER

Under the direction of the Controller, individual will be responsible for preparing quarterly financial statements, journal entries made to the general ledger, monthly closings including trial balances and budget status reports, as well as assisting in the budget process, college-wide audit process and the cash management of the college. Bachelor's Degree in Accounting required. CPA and/or MBA preferred.

JUDICIAL COORDINATOR/RESIDENCE DIRECTOR

Coordinate judicial operations for the department including training, judicial database management, judicial board hearing coordination, student advisement, and educational programming. Manage a residence hall housing 160 undergraduates. Facilitate community development including programming, counseling, policy enforcement, and operations management. Develop and co-advise service learning theme floor. Supervise 4 Resident Assistants, hall council and security desk. Requirements: Master's degree and minimum one year of full-time experience in residence life required. Must have previous experience working with database management and College judicial operations. Commitment to student development, customer service and excellence. Desire to be a part of a dynamic and developing team. Competitive salary and benefits. This is a twelve month, full-time position. One bedroom apartment and meals included when classes are in session. Starting date is July 1, 2000.

ASSISTANT RESIDENCE DIRECTOR

Under the direction of the Residence Director, this person will manage a residence hall of 78 students. Responsibilities include assisting in programming development, counseling, policy enforcement, supervision of two Resident Assistants and a security desk staff, professional staff duty rotation, and operations management. Requirements: Bachelor's degree and experience in residence life. Must be enrolled in a graduate program in a College or University in the Boston area (does not have to be Emerson). This is a ten month, part-time position. Remuneration includes a one-bedroom apartment, meals when classes are in session, and stipend. Start date: August 1, 2000.

Applications will be accepted until positions are filled. Send cover letter, resume, and names, addresses, and phone numbers of three references to: **Human Resources, Emerson College, 100 Beacon Street, Boston, MA 02116.** Will also be collecting resumes at ACPA. AA/EOE.

EMERSON college

UTB
TSC

PROVOST/VICE PRESIDENT FOR ACADEMIC AFFAIRS

The University of Texas at Brownsville and Texas Southmost College invites applications and nominations for the position of Provost/Vice President for Academic Affairs. Established in 1991, the University of Texas at Brownsville is the newest of 16 component institutions operated by The University of Texas System. Following a community-wide vision, the university formed a unique partnership with Texas Southmost College, a comprehensive community college. This community university incorporates the best features of a university to provide students with a seamless education. UTB/TSC offers certificate programs, associate's, bachelor's, master's, and doctoral degree partnerships and a wide range of lifelong learning opportunities. The community university is located on the grounds of historic Ft. Brown, and serves more than 9,000 students drawn from the communities of Brownsville, Matamoros and the surrounding areas. The institution is located in one of the fastest growing regions of the state and enrollment is expected to reach 20,000 in the next ten years. The University of Texas at Brownsville and Texas Southmost College is located in the lush, semitropical city of Brownsville, at the southernmost tip of Texas. Swimming, beach combing, sport fishing, and a world class birding center, are among the attractions that make Brownsville an outdoor person's paradise. Just 20 minutes from our beautiful South Padre Island beach and the Golf of Mexico, and one block from our sister city of Matamoros, Mexico.

The Provost/VPAA is the chief academic officer of the university and is responsible to the President. The Provost/VPAA serves as a member of the institution's leadership team and advises on academic issues across a broad instructional vision. The Provost provides direct supervision for and management of the strategic planning, operations, evaluation, and implementation of curriculum academic programs, including accreditation. Academic duties also include the planning, preparing, and administration of the academic budget. The Provost/VPAA provides instructional leadership for academic quality and accountability through deans, department heads, and faculty.

Required Qualifications: An earned doctorate from an accredited college or university, successful university and/or community college teaching experience, the ability to communicate effectively, a minimum of five years administrative experience, and a proven record of scholarship and leadership in promoting educational innovation and improvement.

Candidates should submit an application, a letter of interest, résumé, copy of transcripts and a list of five references with name, address, and telephone number. Applications will be reviewed upon receipt and continue until the position is filled. Mail applications or nominations to:

Human Resources
The University of Texas at Brownsville and Texas Southmost College
80 Fort Brown / Brownsville, Texas 78520
1-800-544-8208 / (956) 544-8205 / Fax (956) 982-0175
For more information, visit our web site at: http://unix.utb.edu/employment/index.html

UTB/TSC does not discriminate on the basis of sex, race, color, religion, national origin, handicap, age or veteran status. Women and minorities are encouraged to apply.

New Mexico Highlands University

DEAN SCHOOL OF BUSINESS

New Mexico Highlands University invites applications for the position of the Dean of the School of Business. Responsibilities: The Dean reports to the Provost and Vice President for Academic Affairs, and provides visionary leadership and effective academic administrative management of the School. The Dean interacts with faculty and other administrators (both on campus and at NMHU off-campus centers) to promote the needs of the School at the University, in New Mexico and the Southwest Region. The School of Business offers undergraduate programs in Accounting, Finance Management, Management Information Systems and Marketing. A Masters in Business. Administration (MBA) is offered with concentration areas of; Electronic Commerce, Government and Not-for-Profit Management, International Business, Management Information Systems as well as General Management. The University is accredited by the North Central Association and through its School of Business is nationally accredited by the Association of Collegiate Business School and Programs. Qualifications: Significant academic and administrative experience, an earned doctorate in Business, Accounting, Management or related field preferred, as well as credentials appropriate for a tenure appointment at the rank of professor. The candidate should provide evidence of significant business accomplishments and linkage confronting domestic and global markets (preferably Mexico, Central and South America), and provide examples of commitment to fostering a technology-enhanced collaborative learning environment, capable of expanding alliances with the private and public sectors. Applicants must have a record of effective working relationships with faculty, students, community leaders and administrators in a culturally diverse campus and community. The search committee will begin to review applications on May 19, 2000 and the position will remain open until filled. The position has a preferred starting date of January 2001. Salary is competitive and commensurate with qualifications and experience. Applicants must submit a letter of interest, curriculum vitae, and the names, addresses and phone numbers of three references to **Office of Academic Affairs; Dean, School of Business Search; New Mexico Highlands University; Box 9000; Las Vegas; New Mexico 87701.** For a complete job description see http://www.nmhu.edu/admin/jobs. International applicants must bin legal status to work in the United States. For disabled access or services, call (505)454-3473.

NMHU is an affirmative action equal opportunity employer.
Women and minorities are encouraged to apply.

FOOTHILL

Foothill College

Dean

Physical Sciences, Mathematics & Engineering

This management position provides leadership for the Physical Sciences, Mathematics, and Engineering Division, which consists of Astronomy, Aviation, Chemistry, Engineering, Geology, Mathematics, Meteorology, Oceanography, and Physics with responsibility for the administration of personnel policies and practices; assignments for and evaluation of full- and part-time faculty; enrollment management; hiring, developing, directing and evaluating classified staff; budget development, implementation and management; curriculum development and course scheduling activities.

To obtain a detailed job announcement, visit our website at: wwwfh.fhda.edu/district/hr/employment.html or contact *Employment Services*
(650) 949-6217 or employment@fhda.edu

COMMUNITY
COLLEGES
OF SPOKANE

2000-2001 Faculty Positions

Computing/Office Technology Instructor, Spokane Falls Community College. Teach several classes such as office procedures, grammar and punctuation, business correspondence, records management, office management, business spreadsheets, business database or business graphics. Teach in a computer laboratory setting a variety of courses such as keyboarding, formatting, word processing, information processing and machine transcription using current Windows software. Master's degree in Business, Information Systems, Education or related field and two years teaching experience. MOUS Certification desirable. Closes April 19, 2000.

MCSE/CISCO Instructor, Spokane Community College. Teach network engineering courses that lead to CISCO and MCSE certification. Teaching duties include some NetWare-related topics as well as WEB server topics. An associate degree in a related field. CCNA and MCSE certification required. Must meet requirements for state vocational certification. Bachelor's degree desired. Closes May 8, 2000.

Network Engineer Instructor, Spokane Community College. Full-time, tenure track. Teach network engineering courses that include all MCSE and CNE certification subject areas. May also teach application software, introductory WEB courses, and CISCO certification courses. Bachelor's degree in a computer-related field or four years industry experience. MCSE or CNE certification or currently pursuing completion of certification and teaching experience. Applicant must meet the requirements for state vocational certification. Master's degree in computer-related field desired. Closes May 8, 2000.

Reading and Writing. Instructor, Spokane Falls Community College. Full-time, tenure track. Teach reading and student skills, developmental and transfer-level English composition courses; take part in portfolio reading. Must be able to work in a team-teaching environment in a lab setting as well as in paired and linked classes. Must be willing to teach some evenings. Master's degree in Education or English with an emphasis in reading and writing. Graduated coursework in reading required. Two years full-time successful experience teaching reading and study skills, one of which must be with adult learners in a college. Team-teaching experience in both lab and classroom settings. Demonstrated success with non-traditional and high-risk students desirable. Closes April 20, 2000.

Social Services Instructor, Spokane Falls Community College. Teach and develop courses in the Social Services Paraprofessional program. Set up and coordinate student practicum worksites and advise students. May teach evenings or weekends. M.S.W degree or Master's in Counseling Education, Psychology or Sociology and one year of social services teaching experience; agency work experience in individual and group therapy counseling. Closes May 5, 2000.

Web Instructor, Spokane Community College. Teach Web-related courses that would include HTML, Java Script, ActiveX, Visual Basic, and Desktop publishing. Experience with Flash, Sound Forge, PhotoShop, and other Web graphics and presentation products. Bachelor's degree in a computer-related field from an accredited institution or four (4) years industry experience. Applicant must meet the requirements for state vocational certification. Recent teaching or training experience. Master's degree in computer-related field desired. Closes May 8, 2000.

Faculty positions are full-time, tenure track, $37,132. For position details, qualification requirements, and official application, contact **Human Resources Office, Community Colleges of Spokane, 2000 N. Greene Street, Spokane, WA 99217-5499** at (509) 533-7429, TDD (509) 533-7466 or access our Website at **http://ccs.spokane.cc.wa.us.**

AA/EOE

AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

DIRECTOR OF RESIDENCE LIFE

Agnes Scott College seeks qualified, experienced candidates for the position of Director of Residence Life. Agnes Scott College is a highly selective, independent national liberal arts college for women located in metropolitan Atlanta. In offering the world for women, Agnes Scott's curriculum encourages students to become fluent across disciplines, across continents and across centuries. Founded in 1889 by Presbyterians, Agnes Scott College is a diverse and growing residential community of scholars with one of the largest endowments per student of any college in the country.

The Director of Residence Life will manage a comprehensive residential program for approximately 700 residents in six residence halls and an apartment complex. Primary responsibilities include training and supervising student staff, advising the residence hall association, coordinating housing assignments, managing the crisis response team, assisting with the judicial process and planning family weekends. The Director of Residence Life will create and implement programmatic initiatives which are integral components of the residential experience.

Qualifications: A master's degree in higher education or a related field is required. The successful candidate will have three to five years of progressive experience in residence life or student services, strong managerial and leadership skills, and demonstrated commitment to a liberal arts education.

Agnes Scott College offers competitive salaries and a comprehensive benefits package. Application process: send a letter of application, résumé, and the names of three professional references to the **Office of Human Resources, 141 E. College Avenue, Atlanta/Decatur, Georgia 30030.**

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age, or disability in its employment.

Agnes Scott College has a strong commitment to diversity and urges
members of underrepresented groups to apply.
An Equal Opportunity Employer.

WWW.AGNESSCOTT.EDU

CAL STATE
FULLERTON

ASST./ASSOC. PROF.
ED. LEADERSHIP

California State University, Fullerton begin Fall 2000. Requires ability to work in diverse setting, experience as school admin., middle school experience, and curriculum design experience, and ability to teach research methods. For full announcement call: **(714) 278-7673, ladler@fullerton.edu.** Review of applications begins April 15, 2000. AA/EOE/ADA/Title IX

FREDERICK COMMUNITY COLLEGE

DEVELOPMENTAL READING FACULTY, F/T, 10 mos beg Aug 2000, Hiring salary up to $40,664, commensurate with qual & exp; excl benefits. **REQUIRED:** Bachelors & Masters in fields of reading, English or education; coursework in reading & 2+ yrs exp (or P/T equiv) teaching reading at secondary/college lvl; exp working with students with special learning needs. Prefer: exp teaching developmental writing, English comp, or ESL; exp with curriculum planning & development; specific training in developmental ed. **DEADLINE:** Best consideration given to applications received by April 28, 2000. Send cover letter addressing qualifications, current vita, application form, supplemental questions & unofficial transcripts to **Human Resources, Frederick Community College, 7932 Opossumtown Pike, Frederick, MD 21702.** Call 301-846-2622 for application & supplemental questions or visit our web site at www.fcc.cc.md.us EOE

DEVELOPMENT COORDINATOR
SEARCH REOPENED

This position is responsible for supporting the activities of the Development Office. The individual is responsible for the annual giving programs. Duties will include conducting prospect and donor research, managing constituent management database information, managing the scholarship program and working on development of special events.

Bachelor's degree from an accredited college or university is required; Master's degree is preferred. Excellent oral and written communication skills; excellent organizational skills, attention to detail; ability to establish and maintain effective working relationships with college personnel, students and Foundation Trustees. Knowledge of database software programs. Must be willing to build a program and be an outstanding team player.

Two years experience working with an annual giving program within higher education or related field. Experience with various types of fundraising activities, including special events.

Salary: $29,002 (commensurate with education and experience) with excellent benefits. Starting Date: ASAP. Application Deadline: 4/28/00.

Applicants should reference position number (00-180) and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of college/graduate transcript(s), and (4) list of three professional references (names, addresses/email, and telephone numbers) to:

Judy Chastonay
Department of Human Resources
Georgia Perimeter College
3251 Panthersville Road
Decatur, GA 30034
AA/EOE/ADA

Georgia
Perimeter
College.

For detailed information on each position, please visit our web site at www.gpc.peachnet.edu

GA IS AN OPEN RECORDS STATE

OKALOOSA-WALTON COMMUNITY COLLEGE
NICEVILLE, FLORIDA

FACULTY POSITIONS

Okaloosa-Walton Community College, centrally located in Florida's beautiful northwest coast, is accepting applications for the faculty positions listed below. OWCC serves 16,000 students annually at six full-time campuses and centers. As part of Florida's system of 28 public community colleges, OWCC's service district stretches from the emerald waters of the Gulf of Mexico to the Alabama state line. OWCC boasts a $20 million fine and performing arts center, a top-ranked academic program and a nationally competitive intercollegiate sports program for women and men. The area's mild climate, low median home price, excellent public school system, and growing population base make the region an excellent choice for families and professionals. For more information regarding the area, visit the OWCC Internet site at **https//www.owcc.cc.fl.us.**

HISTORY INSTRUCTOR **(Position #F-SOC005).** Minimum of a Master's degree in history, or other master's degree with at least 18 graduate semester hours in history required; 18 graduate semester credits in political science strongly preferred.

CHEMISTRY INSTRUCTOR **(Position #F-PHY004).** Minimum of a Master's degree in chemistry or other Master's degree with at least 18 graduate semester hours in chemistry required; 18 graduate semester hours in physics strongly preferred.

FINE AND PERFORMING ARTS INSTRUCTOR **(Position #F-HUM005).** Minimum of a Master's degree in fine arts, art education, studio art, art, theater, or interdisciplinary humanities, with at least 18 graduate semester hours in theater/humanities theater or other Master's degree with at least 18 graduate semester hours in fine arts, performing arts, theater, or interdisciplinary humanities required.

COMPUTER SCIENCE/COMPUTER ENGINEERING TECHNOLOGY INSTRUCTOR **(Position #F-MAN003).** Bachelor's degree in computer science, computer technology, or computer electronics, and minimum of one year in-field work experience required; Master's degree in computer science or other Master's degree with 18 graduate semester hours in computer science strongly preferred; computer network engineering certification strongly preferred.

Earned doctorate and one to three years teaching experience at the community college or university level preferred for all positions. A letter is required outlining how your education, experience and educational philosophy qualify you for the position. All degrees must be from an accredited institution.

These full-time 9-month positions may be eligible for continuing contract status, and are contingent upon board approval and funding. Applications and transcripts (copies are acceptable) must be received by April 21, 2000, to be considered in the first review. Positions are open until filled. Starting date is August 14, 2000. Entry salary range for the History, Chemistry, and Fine and Performing Arts positions is $35,932.00 - $41,411.00, based on level of degree and experience. Entry salary range for the Computer Science/Computer Engineering Technology position is $32,668.00-$41,411.00.Salaries may be enhanced by supplemental teaching. An OWCC application is required and may be obtained from the **Personnel Office, 100 College Blvd., Niceville, FL 32578 (Tel. #850/729-5365).** If you are disabled and need accommodations in order to participate in the application/selection process, please notify the Personnel Office before the specified closeout date. All qualified persons will be considered on an equal basis. Florida law will not allow the college to guarantee confidentiality of names of applicants. Any applicant grievance should be addressed to the Personnel Director. OWCC is an EA/EO Institution and a Drug Free Workplace. **(Telecommunications Device for the Deaf #800/955-8770).**

VICE PRESIDENT
OF EXTERNAL AFFAIRS

CALIFORNIA
STATE UNIVERSITY
SAN MARCOS

CSU San Marcos is a ten-year-old state-supported university dedicated to providing access to a quality education for its students. Located 30 miles north of San Diego, the University serves nearly 6, 000 students, and is projected to reach 25,000 students at full build-out. CSU San Marcos grants degrees in 19 undergraduate majors, 10 graduate programs, and 15 teacher credential programs.

The Position:

Reporting to the President and serving as a member of the President's Cabinet, the Vice President supports the President in achieving the vision and goals of the campus. The Vice President builds and strengthens partnerships between CSU San Marcos and its multiple constituencies through fundraising, corporate, and community initiatives. As Chief Advancement Officer, the Vice President serves as the campus liaison between the CSU system office and the San Marcos campus in planning, implementing, and assessing the reporting units of Alumni Affairs, Communications, and Development. The Vice President is responsible for leading campus-based efforts to meet the aggressive fundraising goals of the CSU system as determined by the CSU Board of Trustees and Chancellor, and articulated by the President. The Vice President serves on the CSU San Marcos Foundation Board of Directors as well as appropriate corporate/community boards. The Vice President is responsible for leading the start-up activities of the athletics programs (six teams under NAIA) until such time as the program is ready to have permanent leadership. Finally, the Vice President will work collaboratively with other senior management to ensure that the unit's development and communications strategies reflect the campus vision and mission, and that these strategies are effectively implemented across university units.

Qualifications:

The successful candidate may emerge from the educational, non-profit, or corporate sectors. The ideal candidate will bring:

- appreciation and commitment to higher education and the mission of a public, comprehensive university;
- strong private sector experience and extensive business contacts;
- academic strength sufficient to maintain respect within the academy;
- a history of developing innovative, entrepreneurial approaches to problem-solving and opportunities;
- proven success in planning and implementing fundraising efforts;
- successful leadership in diverse environments;
- demonstrated capacity to deal confidentially with sensitive situations and information;
- utilization of technology in the implementation of strategies;
- team building skills;
- graduate degree required, or extensive, proven related academic/business experience.

Application:

CSU San Marcos is an equal opportunity employer. Women and minorities are especially encouraged to apply. Review of applications will begin May 15 and continue until the position is filled. Applications should include:

- a cover letter summarizing qualifications;
- a brief statement of your philosophy of development in the context of higher education;
- a detailed resume or curriculum vitae;
- name, postal and email address, and phone number for 3-5 references.

Submit applications and nominations to:

Chair, VP External Affairs Search Committee, Room CRA5213, CSU San Marcos, San Marcos, CA. 92096-0001. (Tel: 760-750-4049, **cbonomo@csusm.edu.**) More information on CSU San Marcos can be found on our web site:

http://ww2.csusm.edu.

CCBC
The Community College
of Baltimore County

The Community College of Baltimore County, a learning-centered, single college, multi-campus institution with three ethnically diverse campuses and five extension centers in suburban Baltimore County, Maryland invites you to join its LearningFirst team for the 2000-2001 academic year. Our LearningFirst environment is a place where learners are engaged, students, faculty and staff partnerships are formed; and students take responsibility for learning. As the largest community college in the state of Maryland, CCBC is the number one provider of undergraduate education and workforce training in the Baltimore metropolitan area. CCBC serves approximately 30,000 credit and 32,000 non-credit students annually awarding Associates in Arts, Associate in Science and Associates in Applied Science Degrees.

CATONSVILLE CAMPUS

F/T NURSING FACULTY **(CP00/033)** (10) month Psychiatric, Pediatric and Medical-Surgical Nursing Faculties. **Required:** Master's Degree in Nursing with 3-5 years recent (in-patient) experience. Previous teaching experience (classroom/clinical) is preferred.

BIOLOGY PROFESSOR **(CP00/039)** (10) month faculty position in Biotechnology. Teaches genetics, biotechnology lecture and laboratory courses, serves as Biotechnology Program Administrator and Principal Investigator on an existing National Science Foundation grant. **Required:** MS degree or Ph.D. in Genetics, Molecular Biology, or related field. Molecular Biology research experience/teaching to a diversified student population. Interest in working with high schools, community colleges and universities to promote articulated programming in biotechnology. Industry and/or management experience desirable.

COMPUTER INFORMATION SYSTEMS ASSISTANT PROFESSOR **(CP00/044)** (2) PT Object-Oriented and/or Windows and/or Oracle Programming Instructors for the IT Department. Positions are not adjunct teaching positions. Teach four courses yearly, assist the college in development of (Object Oriented Programming), Windows and/or Oracle curriculum. **Requires:** AA Degree in Computer Information Systems, Information Technology, or related discipline. BA degree preferred. Minimum two (2) years experience in Object-Oriented Programming such as C++, Visual Basic, Java or JavaScript, Windows Applications and/or Oracle Programming.

MORTUARY SCIENCE FACULTY **(CP00/037)** (10) month faculty positions. **Requires:** Master's Degree pref. Graduate of Institution Accredited by American Board of Funeral Service Education. Experience teaching preferably at a community college, Licensed embalmer, holder of a Funeral Director's license.

ENGLISH **(2 Positions) (CP00/040)** (10) month full-time temporary faculty positions **Required:** Master's degree in English or related field. Two (2) years teaching at college level preferred. Ability to teach developmental courses to diverse population.

MATHEMATICS **(CP00/041)** **Required:** Master's Degree in mathematics or related field. Experience teaching at community college level. Teach all levels of math. Experience teaching developmental mathematics, available to teach day and evening classes.

READING **(CP00/042)** **Required:** Master's Degree in reading or related field. Two (2) years teaching at college level preferred. Ability to teach developmental classes to a diverse population.

ESSEX CAMPUS

Full-time 10 month faculty positions

ENGLISH **(EP00/057)** **Required:** college teaching experience and a Master's degree in English or a related field. Prefer Master's degree in Composition and Rhetoric; a Master's degree in a related field with equivalent, documented specialization in Composition and Rhetoric; and a Ph.D. and/or training and experience in ESOL.

ENGLISH **(EP00/058)** Same professional/academic requirements as EP00/057. In addition to teaching, candidate may have responsibilities coordinating the writing program that includes the campus-wide writing center.

SPEECH AND THEATRE **(EP/00047)** Teach theatre courses, work on student productions, and teach some fundamentals of speech courses. Applicants should be a generalist in theatre; directing ability preferred. Experience in theatre design, technical production, and advising students is an asset. **Required:** Master's degree in theatre; MFA preferred. Demonstrated experience in teaching and production.

INTERNET & MULTIMEDIA TECHNOLOGY PROGRAM **(EP00/059)** **Required:** Master's Degree in Computer Science, Multimedia Technology, or Related Field; or Bachelor's Degree in Computer Science with Master's Degree in related field in progress; strong written and verbal communication skills; and a demonstrated ability to present concepts in an effective manner.

MATHEMATICS & COMPUTER SCIENCE **(EP00/060)** **Required:** Master's Degree in Mathematics or Computer Science with Bachelor's Degree in Mathematics; strong written and verbal communication skills; experience with the use of technology in teaching mathematics; and a demonstrated ability to present mathematical concepts in a lucid and effective manner.

EARLY CHILDHOOD EDUCATION **(EP00/061)** Teach a diversity of education courses with an emphasis on early childhood education. **Required:** Master's degree in Education with background in child growth and development and preschool education; three years classroom teaching experience and/or training of adult learners or its equivalence.

COMPUTER INFORMATION SYSTEMS **(EP00/0062)** Faculty member sought to teach computer information courses in a learning college environment. **Required:** Bachelor's Degree and teaching experience at the college level in Computer Information Systems. Preferred: Master's Degree and minimum two years experience in programming languages such as COBOL, Visual Basic, C++, Systems Design, and Microsoft Office.

ALLIED HEALTH AND HUMAN PERFORMANCE **(EP00/063)**
The Division of Allied Health and Human Performance is seeking an individual to develop and instruct outdoor education programs and adventure related sports. In addition, the ability to instruct in aquatics or team sports is required. **Required:** Master's degree or equivalent in Physical Education, Recreation or related area and experience teaching adult populations.

MEDICAL SURGICAL FACULTY **(EP00/064)** A Medical-Surgical faculty member is responsible for teaching theory and clinical components of the course. **Required:** Master's degree in nursing with a major in medical-surgical nursing with recent clinical experience and/or teaching experience within the last three years. Preferred: Classroom teaching experience.

EVENING AND WEEKEND NURSING **(EP00/065)** Teach theory and clinical components of Fundamentals of Nursing and Medical-Surgical nursing. Working with the nursing program director to implement the fundamentals nursing course in the fall semester 2000 and the medical-surgical nursing course in the spring 2001 for the evening and weekend program. **Required:** Master's Degree in nursing with a major in medical-surgical nursing. Previous teaching experience both theory and clinical. Clinical experience within the last three years are required. Applicants selected for interview must present a teaching demonstration.

MASSAGE THERAPY PROGRAM DIRECTOR **(EP00/066)** Responsible for the development of the curriculum, assisting in the recruitment of the first class, and teaching the program. **Required:** Bachelor's Degree in a related field. National Certification in Massage and Maryland licensure Therapist and previous teaching experience in both clinical and theory are required.

COORDINATOR/INSTRUCTOR MEDICAL ASSISTING **(EP99/228)** Instruct and coordinate the development, implementation and evaluation of medical assisting courses. **Required:** A.A. degree in Medical Assisting, Nursing or equivalent in related health care field pref. Adult education experience with knowledge of medical office procedures and appropriate computer applications. Excellent oral, written communication and organizational skills.

DUNDALK CAMPUS

DIRECTOR OF CO-CURRICULAR ACTIVITIES **(DP00/067)** Responsible for development and management of student life program including activities for day/evening students, works collaboratively with faculty/staff to design and coordinate comprehensive leadership institute for students and freshmen year experience program. Effective student orientation and support of student success program. **Required:** Master's degree in education, counseling or related field. Five (5) years directly related FT experience with student life. Successful training and development in student life exp. Demonstrated exp. with and commitment to cultural diversity programming. Evening and weekend work required.

DIRECTOR OF FINANCIAL AID **(DP00/068)** Oversees the administration of financial aid services for the campus (scholarships, loans and student work programs), and is responsible for student centered financial aid office. Evening and weekend work and local travel required. **Required:** Bachelor's degree; three years directly related, progressively responsible administrative experience in Financial Aid in higher education. Knowledge of financial aid databases, financial aid needs analysis procedures, appropriate state/federal regulations and compliance. Preferred Requirements: Master's Degree. Experience in designing financial aid modules for student information systems.

DEAN, LEARNING SUPPORT SYSTEMS **(EP00/025) and (DP00/026) (2 Positions)** Coordinates or directs broad areas of the campus learning support: Institutional effectiveness and assessment, campus strategic and operational planning, budget development and oversight, professional development, external grants and reporting responsibilities. Coordinates operational administration of academic support and institutional support staff and programs. Work with Academic Division Deans to assure efficient delivery of services and policy and procedure development. Provides leadership for student retention at the campus and college level. **Requirements**: Masters degree, Ph.D. preferred, in education, administration, student personnel and/or an academic discipline. Five (5) years or more of progressively responsible experience at department head, director level or above.

SALARY: Category VI $58,910 - $87,781. (salary beyond the 1st quartile only applies to internal applicants currently compensated above $66,128.)

MATHEMATICS FACULTY POSITION **(DP00/069)** Full-time mathematics faculty member to teach variety of courses ranging from Development to Calculus. **Required:** Master's degree in Mathematics or related field. Some teaching experience. Prefer Two (2) years F/T teaching experience.

FACULTY/PROGRAM DIRECTOR **(DP00/070)** Bachelor's degree in electrical engineering or electronics engineering technology or closely related field. At least three (3) years directly related industrial experience. Preferred: Master's degree in electrical engineering or closely related field and nine (9) years directly related industrial experience, two of which were in supervisory capacity. Approved apprenticeship program. Experience in industrial application of micro-processors, automated systems and programmable controllers.

Interested candidates should submit cover letter and resume indicating position number, education preparation and professional experience and references to **The Community College of Baltimore County, Human Resources, 800 S. Rolling Rd. Baltimore, MD 21228.** Please visit our Web Site at **www.ccbc.cc.md.us/ccbc/hr/hr.htm.** Deadline date: April 28, 2000.

THE LOS ANGELES COMMUNITY COLLEGE DISTRICT
invites applications and nominations for the following position:

• DIRECTOR, AFFIRMATIVE ACTION PROGRAMS & SERVICES

FILING DEADLINE: APRIL 28, 2000.

The Los Angeles Community College District is seeking a Director of Affirmative Action Programs and Services to serve at the District Office. Interested individuals who possess the required training and experience are invited to submit applications.

REQUIREMENTS: Candidates for the position must, at a minimum, possess: a Master's or other advanced degree from an accredited college or university (possession of a degree in Public Administration, Personnel Administration, Law, or a closely related field is highly desirable); at least one year of professional experience reasonably related to the position; and demonstrated ability to communicate and work effectively with people of diverse cultures and language groups, and sensitivity to individuals who come from varied academic, socio-economic, cultural and ethnic backgrounds, including those who have disabilities.

SALARY: The salary range in effect for the position is $67,652 to $83,811 annually. Initial salary placement will be commensurate with the candidate's previous salary within the available salary range. Benefits include 15.5 paid holidays, 20 days paid vacation annually, paid illness leave, a choice of medical plans, dental and vision care coverage and a $40,000 group life insurance policy.

FILING AN APPLICATION: A detailed brochure is available. To apply, send (1) A letter of application, preferably five pages or less, which provides examples from background and experience showing how your knowledge and expertise apply to this position; (2) A current resume of professional experience, educational background and other pertinent information; (3) A list of four references with business and home telephone numbers. Materials should be received not later than 4:30 p.m. on Friday, April 28, 2000, but applications may continue to be accepted until the position is filled. Cleared candidates will be sent additional application materials. If selected, additional documentation such as official transcripts will be required. Send to: **Human Resources Division, Los Angeles Community College District, 770 Wilshire Blvd., Los Angeles, CA 90017. For additional information, contact Human Resources at (213) 891-2252; Fax (213) 891-2411. Our website is www.laccd.edu.**

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George Mason University

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FENWICK LIBRARY (FAIRFAX)
Science Reference/Liaison Librarian
PRINCE WILLIAM CAMPUS LIBRARY
Reference and Instruction Librarian for Distance Learning and Outreach Services.

QUALIFICATIONS:	All positions require an ALA-accredited MLS degree; advanced graduate degree in relevant subject area highly desirable. Other specific requirements for each of the positions are available by visiting "Employment Opportunities" on the GMU Libraries' Website: **https//library.gmu.edu/**
APPOINTMENT/BENEFITS:	12-month administrative faculty appointment. SALARY commensurate with qualifications and experience; $34,000 minimum. Excellent benefits: health plan options and paid life insurance; several retirement plans, including TIAA-CREF; 24 vacation days and 11 paid holidays; tuition waiver for self.
THE UNIVERSITY:	George Mason University is a doctoral-level, state-supported institution in Northern Virginia with campuses at Arlington, Fairfax, and Prince William counties, with an enrollment of more than 24,000 students and 1,300 faculty. The University Libraries is an active participant in VIVA-the Virtual Library of Virginia Project, the Washington Research Library Consortium, the Association of Southeastern Research Libraries, and is an associate member of the Center for Research Libraries. For more information about the University and its libraries visit: **https//www.gmu.edu/**
APPLICATIONS:	Send letter of application, resume and names, addresses (including e-mail), and phone numbers of three current references to: **Chair, <Position Title> Search Committee** **Library Administration, MSN 2FL** **George Mason University** **Fairfax, VA 22030-4444**

Review of applications will begin May 1, 2000. AA/EEO

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WESTERN CAMPUS (BRENTWOOD)

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Computer Technology-Professional Assistant (2 positions)
Counselor-Special Needs
Foreign Language (2 positions)
Mathematics
Photographic Imaging
Physical Education
Physical Education-Professional Assistant
Psychology
Reading-Professional Assistant
Veterinary Science Technology

All positions listed (except professional assistant) require a minimum of a master's degree in their respective disciplines. Review of applications will continue until positions are filled. Please refer to the college website for a full description of the requirements for each position: **httpwww.sunysuffolk.edu**

Send a letter of application and a resume to:

Human Resources
Suffolk County Community College, 533 College Road, Selden, NY 11784

Suffolk County Community College is an affirmative action, equal opportunity employer and encouraged minorities, females, and persons with disabilities to apply.

George Mason University

SECONDARY EDUCATION PROGRAM COORDINATOR
(TENURE-LINE, RANK OPEN)

The Graduate School of Education is looking for a creative and dynamic scholar to lead our Secondary Education program, which prepares beginning teachers for middle schools, junior high schools, and high schools. Responsibilities include program development; teaching and advising in graduate level pre-service, advanced Master's, and doctoral programs; participation in field-based initiatives; and conducting and disseminating research. An infrastructure of support personnel enables program coordinators to focus on regular faculty duties and program leadership. Earned doctorate required. Experience with diverse populations, commitment to an interdisciplinary approach, recent work in public school settings, teaching experience in grades 6-12, university teaching experience, and an established or very promising research funding/publication record desirable.

Applicants should send a letter of interest highlighting their qualifications, a current vita, and the names, addresses, and telephone numbers of three persons who can serve as references upon request. Inquiries and application materials should be addressed to:

Dr. Donna Sterling
Graduate School of Education
George Mason University
MSN 2F1
4400 University Drive
Fairfax, VA 22030-4444

Additional information is available at **http://gse.gmu.edu.** Review of applications will begin on May 1, 2000, and will continue until the positions are filled.

George Mason University is an equal opportunity, affirmative action employer committed to meeting the needs of its increasingly diverse student body through appropriate personnel selection practices and procedures.

HOBART AND WILLIAM SMITH COLLEGES

ASSOCIATE/ASSISTANT DEAN OF STUDENTS AND DIRECTOR OF THE OFFICE OF INTERCULTURAL AFFAIRS

Hobart and William Smith Colleges invite applications for the position of Associate or Assistant Dean of Students and Director of the Office of Intercultural Affairs. At the Colleges we understand the terms multiculturalism, diversity, and pluralism to embrace individuals of diverse social and economic groups, sexual orientation, religion, and national origin. The Office of Intercultural Affairs has the dual responsibility of providing academic, social and counseling support to individuals and groups and providing leadership in honoring the Colleges' commitment to fostering, supporting, and respecting diversity. The position reports to the Deans of the Colleges and is part of a strong academic/student affairs division.

SPECIFIC RESPONSIBILITIES WILL INCLUDE:

- developing and implementing programs that support multicultural and majority students
- supporting the Colleges' recruitment and retention efforts
- assisting in the continuing development of a diversity-sensitive curriculum
- providing counseling and guidance to students
- advising student cultural organizations and developing student leadership
- administering the Office of Intercultural Affairs
- supervising the Director of the Colleges' Opportunity Programs
- representing the Colleges' efforts and programs regionally and nationally

QUALIFICATIONS: A strong record of leadership in issues related to diversity and a demonstrated ability to work with others to formulate and implement programs. Three to five years of full-time experience in higher education working with diverse populations in a student-affairs related area is preferred, and an advanced disciplinary or professional degree is required.

OTHER INFORMATION: This is a full-time, 12-month administrative position with full benefits.

APPLICATION: Candidates should submit a letter of application describing their qualifications and match to the position, a resume/curriculum vita, and the names, addresses, and telephone numbers of three to five professional references. Nominations are also welcomed. Review of completed applications will begin April 24 and continue until an appointment is made. This advertisement will be posted at ACPA. Please send materials to:

Search/Intercultural Affairs
Clarence E. Butler
Dean of Hobart College
Hobart and William Smith Colleges
Geneva, NY 14456

EOE/M/F/D/V

Hobart College for men and William Smith College for women are coordinate, liberal arts colleges with a combined enrollment of 1,700 students. The two colleges have a single president, one central administration, one faculty and one Board of Trustees. The Colleges preserve individuality through separate deans and their staffs, admissions offices and student governments. The 145 faculty are dedicated to interdisciplinary teaching and research, international education and how difference (e.g. gender, race culture) informs what we share in common as human beings.

BALL STATE
UNIVERSITY.

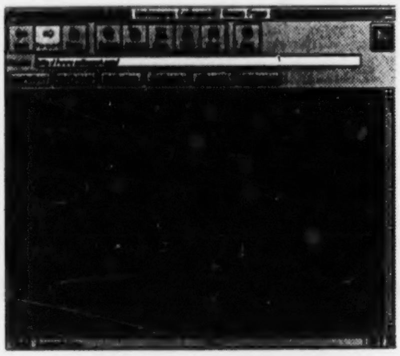
ASSISTANT PROFESSOR
DEPARTMENT OF ARCHITECTURE
BALL STATE UNIVERSITY
MUNCIE, INDIANA

Tenure-track position in architectural design and technology available August 18, 2000. Primary responsibility: teaching in design studio and in one or more areas such as architectural professional practice and technology. Minimum qualification: master of architecture or master's degree in a related field. Preferred qualifications: professional registration in architecture; record of excellence in professional practice, teaching, and/or scholarship. Send letter of application; curriculum vitae; three letters of reference; official transcript of highest degree earned; samples of professional and/or student work; and evidence of teaching, practice, and research to:

Chair, Search Committee #3
Department of Architecture
Ball State University
Muncie, IN 47306
(Tel: 765.285.1900; Fax: 765.285.1765)

Review of applications will begin April 14, 2000, and will continue until the position is filled. (www.bsu.edu)

Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.



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COLUMBIA

Faculty

Columbia College Chicago seeks to fill a tenure track position in the Science/Mathematics department to begin September 1. The department which offers a broad science and mathematics curriculum fosters the integration of science and mathematics with other disciplines, especially visual, performing and media arts.

Responsibilities include teaching mathematics 12 credit hours each semester to arts, media and communications majors. Preference will be given to applicants with teaching interests in broad, multidisciplinary areas and strong computer skills. Math educators with experience in the visual arts are encouraged to apply. A Ph.D. in mathematics is preferred.

Columbia College is a diverse, open admissions, urban institution of 8,800 undergraduate and graduate students emphasizing arts and communications in a liberal education setting. We offer a competitive salary and excellent benefits package. Minority and Women applicants are especially encouraged to apply. Submit CV and letter including teaching philosophy. Application review will begin immediately and continue until position is filled.

Sci. & Math. Faculty Search
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605

A CALL FOR PAPERS FOR THE SIXTH CONFERENCE OF
RECOVERING THE U. S. HISPANIC LITERARY HERITAGE

Recovering the U.S. Hispanic Literary Heritage

DECEMBER 1-2, 2000

University of Houston (Main Campus)
University Center Underground
Houston, Texas

Recovering the Past, Charting the Future: Archives, Canons, and Questions of Identity

MARKING the tenth anniversary of the Recovering the U. S. Hispanic Literary Heritage Project, this year's conference will focus specifically on the future of the Recovery Project. A sense of the future is not complete without an earnest reflection on the gains and obstacles of the last decade. While the conference will continue to foreground the results of recent, Recovery-related research, it will also provide ample space for measuring the effect of the Recovery Project on history and criticism in graduate education. Of particular interest in this year's conference are questions of pedagogy, classroom methodology, and how to translate the past into terms and concepts that students can understand today. Please join us in embarking upon the next ten years of the Recovery Project.

PAPERS OR PANELS ARE INVITED on any of the following themes:

- Analytical Studies of Recovered Authors and/or Texts
- Critical and Theoretical Approaches to Recovered Texts
- Preparation of Critical Editions
- Curriculum Development
- Folklore/Oral Histories
- Historiography
- Language and Linguistics
- Preservation and Access
- Library and Information Science

Presenters will be asked to provide a publication-ready paper in hard copy and word processor diskette prior to the conference. Selected papers will be published in the fifth volume of conference proceedings.

Submit a 150-word abstract and curriculum vitae by AUGUST 15, 2000 to

Recovering the U.S. Hispanic Literary Heritage
University of Houston, 4800 Calhoun
E. Cullen Performance Hall, Room 254
Houston, TX 77204-2172

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Owens Community College is a public, state-assisted, two-year institution of higher education. On its two campuses in the Toledo-area and Findlay, Ohio, Owens Community College serves nearly 16,600 students with over **100 career-oriented** degrees and majors in Agriculture, Business, Public Service, Health, Industrial and Engineering Technologies, as well as the first two years of a bachelor's degree. In addition, Owens Community College offers a variety of specialized credit and non-credit programs through the Center for Development and Training.

We currently are seeking applicants for the following positions on our Toledo-area Campus.

Position	**Deadline**
Assistant Chair, Communications/Humanities	4-28-00
Assistant Chair, Nursing	4-28-00
Chair, Criminal Justice and Fire Science	4-28-00
Chair, Developmental Education	4-28-00
Chair, Social & Behavioral Sciences	4-28-00

For more information, call the Owens Job Line at 419/661-7211 or view our website at owens.cc.oh.us. To request application materials, please contact: Human Resources, Owens Community College, P.O. Box 10,000, Toledo, OH 43699-1947, 419/661-7292. Please specify position.

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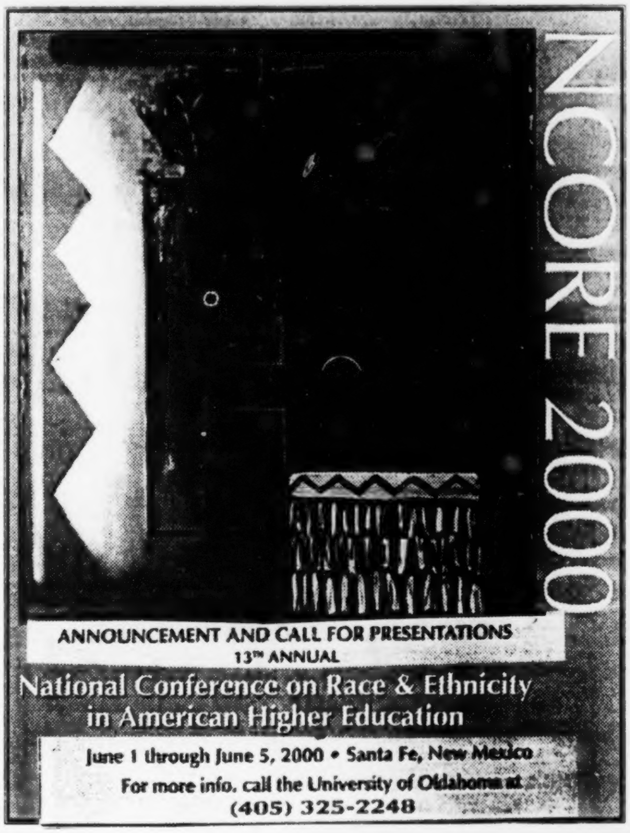

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June 2nd: * Health Professions Issue
Ad deadline May 16th
June 30th: Corporate Issue
Ad deadline June 13th
August 11th: The Arts Issue
Ad deadline July 25th
September 22nd: Volume 10 Editorial Index
Ad deadline September 5th

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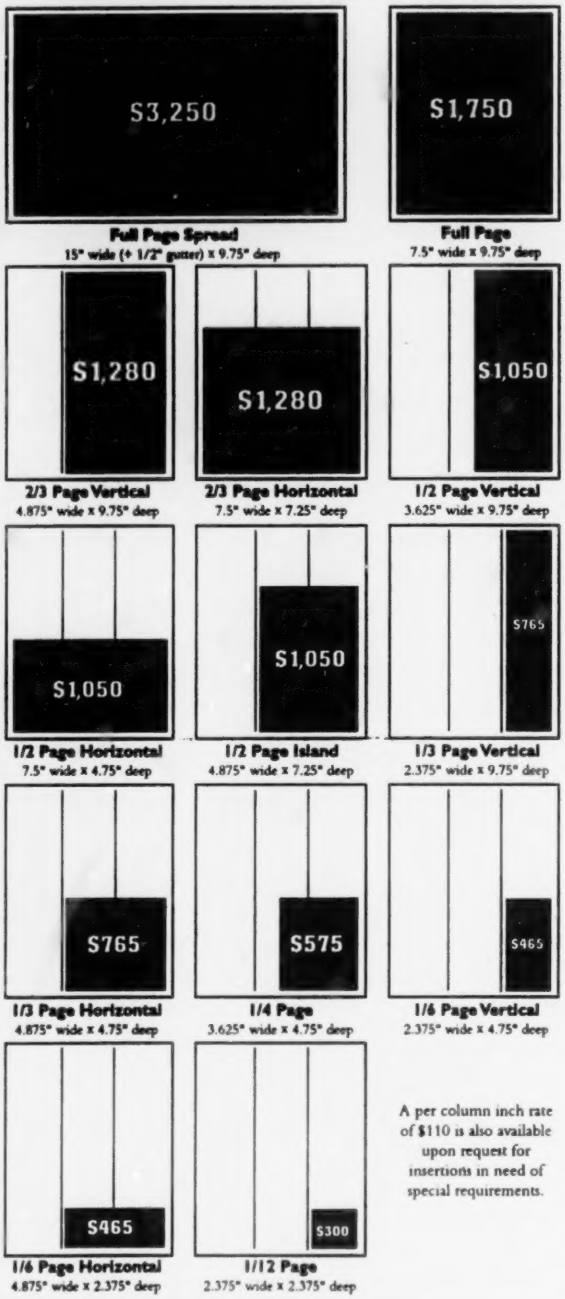

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Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. **No cancellations or changes will be accepted after closing dates.** Refer to schedule for deadlines.

CLOSING DATES

Issue Date	*Closing Date*	
September 24	Sept. 7	*** Back to School Issue**
October 8	Sept. 21	
October 22	Oct. 5	*** Hispanic Heritage Month**
November 5	Oct. 19	**Law School Issue**
November 19	Nov. 2	*** Publisher's Picks Issue**
December 3	Nov. 16	
December 17	Nov. 30	*** Sports Issue**
January 7	Dec. 14	
January 28	Jan. 11	*** Financing a College Education**
February 11	Jan. 25	
February 25	Feb. 8	*** Women in Higher Education**
March 10	Feb. 22	**Council of Independent Colleges**
March 24	March 7	*** Community College Issue**
April 7	March 21	
April 21	April 4	**Graduate School Issue**
May 5	April 18	***Top 100 Colleges for Hispanics**
May 19	May 2	
June 2	May 16	*** Health Professions Issue**
June 16	May 30	
June 30	June 13	**Corporate Issue**
July 14	June 27	
July 28	July 11	
August 11	July 25	**The Arts Issue**
August 25	Aug. 8	
September 8	Aug. 22	
September 22	Sept. 5	**Volume 10 Editorial Index**

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¡PUNTO FINAL!

LOST IN AMERICA: HISTORY AND THE NEW LATINO MOVEMENT

Maura Barrios is assistant director of Latin American and Caribbean Studies at the University of South Florida in Tampa.

Does being Latino/a and American create a conflict of values? I am certain that it does.

Apart from the language barrier or the Anglo-Latin, Protestant-Catholic, material-spiritual dichotomies, core values seem to be at odds. Is our "moral universe" (to borrow a term from Dr. Louis A. Perez, Jr.) really different? How do we, as Latinos/as, make our moral journey?

I responded to this conflict of values in different ways at different stages of my life. Mostly, I submitted to those powerful authorities who required forgetting and changing for acceptance as an equal/human. But my grandparents lived nearby and often reminded me: "We are the children of Martí! He is the father of our country! And he spoke to us, here in Tampa, about social justice and racial harmony and anti-imperialism." What a conflict.

But Martí and Zapata and Bólivar were not present in our textbooks or on television. As our grandparents aged, it became easier to forget.

As we grew, our world expanded beyond the protective barrio. To be "American" required individual strength, independence, mobility, and a focus on success. We exchanged la familia's unconditional love for those lonely pursuits. We dove head first into Americanolán. We ironed our hair or fried it to a "reddish-blonde." We forgot our first language, even acquired a southern drawl as needed. We learned to hate our skin, our color, our hair or lips or hips that did not fit the prevalent image of beauty a la Americana.

Lost in America, a few of us went to the university to study history, to find ourselves, to recover from our individual and collective amnesia. We reclaimed the history of the ancestors in a complicated process, not unlike archaeologists seeking lost civilizations. Sometimes, we discovered that our passion for social justice or equality continued–perhaps la lucha was genetically imprinted on our minds and souls. Born-again Latinos, you might say.

We organized Latino forums to discuss our journeys, these conflicts in our daily lives. We found common ground across nationalities and generations and gender. For some, the experience of finding voice, asserting identity, becoming visible, taking action, speaking out for change could be uncomfortable. We debated, we argued–and still do.

Beyond the struggle for acceptance, for visibility, for voice, we wanted to be able to contribute our knowledge, our complex realities, our values, our creative spirit, our "moral universe" to our community, our university, our nation. We politely waited for the invitation, but it never came.

Should we be concerned that our students not suffer that same amnesia? Will they, too, learn to forget? Will the knowing unbalance their negotiated identities, their comfort zone? Will we lose the lucha-spirit to the pursuit of happiness, as defined in the '90s by accumulation of wealth? Have our students learned to hate history, and why? Certainly we could encourage a relevant curriculum that would include their/our history, the voices from the ancient past and the dynamic present.

As the promoter-recruiter-advisor for the Latin American and Caribbean Studies Office at my university, I am happy to report that the students who do find their way to this program are positively transformed by a learning experience that includes them in the history. They are a marvel to witness.

But I also lament that most Latino children won't have this opportunity to find themselves worthy, as they continue to drop out of school, their knowledge limited to the high school curriculum and the media.

More importantly, they and we need to learn of the complexities of the Latino experience, not the stereotypes. We've been pressured to unite for political purposes, understandably. But we should not camouflage our differences. The history of Mexicans in the Southwest before and after 1848 is quite different from that of the Cuban political exile who arrived in the '60s, and from that of the Central Americans who crossed borders fleeing the death squads in their home countries, and from that of the Puerto Rican-Americans with their U.S. citizenship who migrated to the Northeast in the 1940s.

We need to learn about all of those histories to understand ourselves more completely. In Florida, we face Governor Bush's "One Florida" Initiative to replace affirmative action. Reporters speak to politicians from Miami and conclude that ALL Hispanics in Florida support the governor's plan. We ask (and the reporters don't), Do Miami politicians and recent immigrants understand historical discrimination? Do they reflect the majority opinion of Latinos in our state? Even more complicated: Can immigrants who came after the civil rights movement legitimately claim the right to equal opportunity via affirmative action? Or has affirmative action been viewed as a prize legitimately claimed by African Americans?

These are complicated issues, complicated by differences of race and class. Taboo subjects. And if we raise these questions, we might be accused of promoting disunity among "Hispanics"!

We have varying histories, don't we?

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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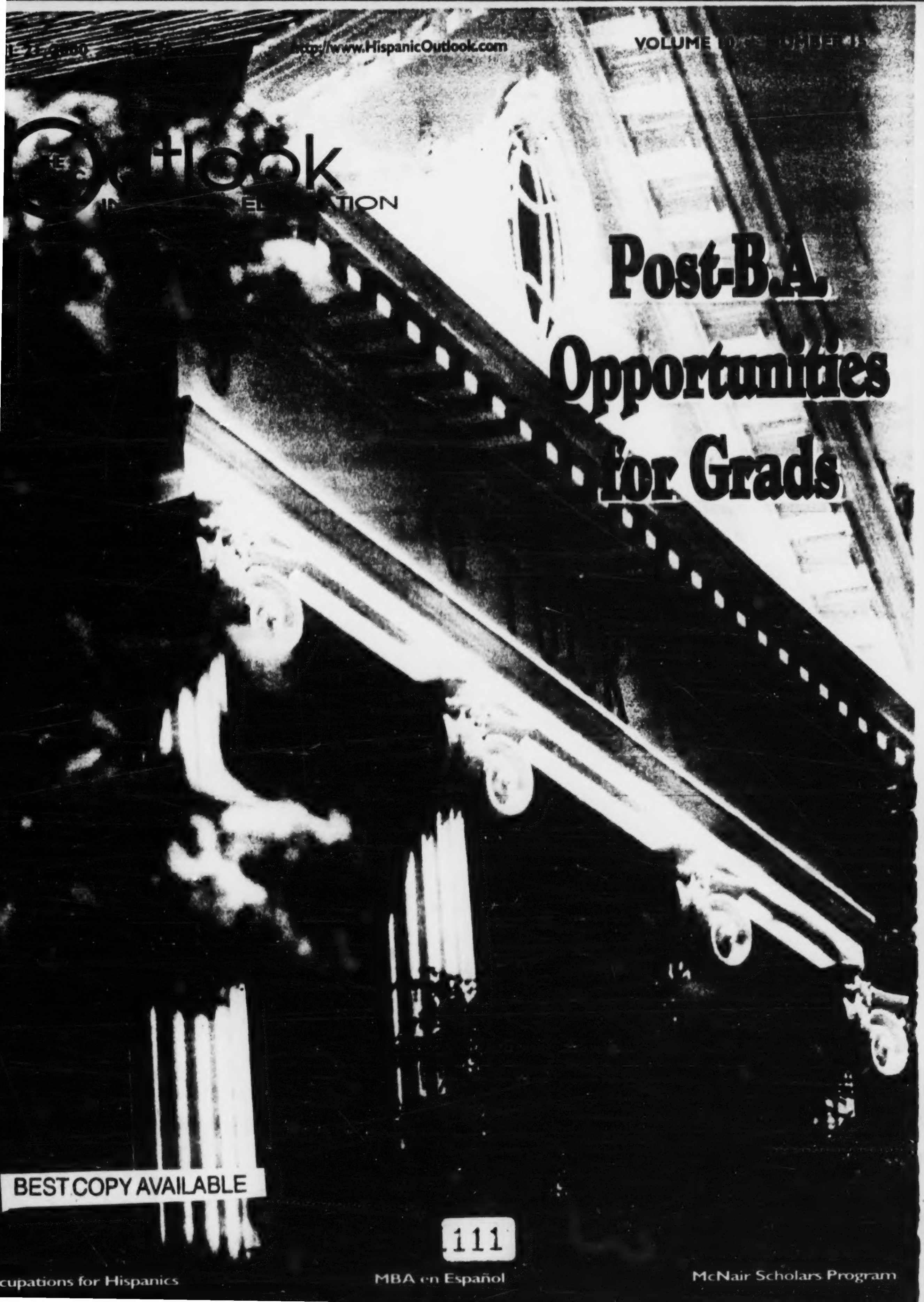

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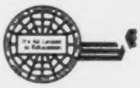

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Nature's Defense, Magic in Cyberspace **back cover**

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CONTRIBUTORS: Mika Susana Akikuni, Inés Alicea, Roger Deitz, Amalia Duarte, Marilyn Gilroy, Fr. Alberto Huerta, Diana Kardia, Gustavo A. Mellander, Mark Saad Saka, Mari Carmen Sarracent, Shari Saunders, Gary M. Stern, Casey Young

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**

The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652.

All correspondence should include author's full name, address, and phone number.

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From time to time, *The Hispanic Outlook in Higher Education* will publish articles dealing with controversial issues. The views expressed herein are those of the authors and/or those interviewed and may not reflect the official policy of the magazine. The *Hispanic Outlook in Higher Education* neither agrees nor disagrees with those ideas expressed, and no endorsement of those views should be inferred unless specifically identified as officially endorsed by Hispanic Outlook in Higher Education.

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A CAPITOL VIEW

Teaching the Teachers

BY GUSTAVO A. MELLANDER

Hispanics have long chosen education as one of their major fields of study. More and more enter teaching every year. And given the avalanche of jobs, which will cascade throughout the country over the next decade, more will be entering the nation's teaching ranks. Will they be prepared?

For their part, many Hispanics will pursue graduate studies to prepare for teaching careers. Sounds good. Graduation from college, some graduate school education, and the opportunity for a variety of jobs that many dared not dream of for over twenty years.

Colleges of Education

But not all is well in Paradise. Many have criticized teachers and teacher education as well. Historically, colleges of education have been disregarded and marginalized at many universities. In short, they were not considered as academic as the other university units.

Some universities would love to get rid of them. But they don't know how to do so politically and thus just ignore their colleges of education, underfund them, etc. Some who do seem interested are so only because colleges of education generate a significant amount of income. They are cash cows.

The American Council on Education, based here in Washington, D.C., decided to take on the teacher education issue. Its *Presidents' Task Force Report on Teacher Education* is pointed, well-written, and full of useful data. It urges college and university presidents "to move the education of teachers to the center of their professional and institutional agendas." That would be a revolutionary step forward.

But the ACE report makes some questionable assumptions as well. For instance, it states that the single most important element in a child's success in learning is the quality of the teacher. It has overlooked children's first "teachers"–their parents. Can even the best teacher in the world overcome that which shaped them before they came to school, that which still influences them hour after hour?

The report states that "Only if the quality of teachers entering the profession improves will we effectively adapt to a new economy that depends far more than ever on knowledge, its acquisition, analysis, synthesis, communication, and application." Much of that is true, but the emphasis on the word "only" concerns me. What of society's role in how children learn? What of the working conditions of teachers once they graduate?

Nevertheless, the report is a good one, albeit too long and repetitious. It can be read in its unending entirety by accessing ACE's Web site at www.acenet.edu.

A Few Facts

Over the past twenty years, education has been studied ad nauseum. What are some of the conclusions?

Teachers are important. They must be properly trained, properly paid, and properly supported as professionals.

As to their education, clearly they must have a firm command of the subject matter, receive sound professional preparation, and demonstrate high overall achievement.

Twenty years ago, critics charged that too little attention was paid to subject matter acquisition in teacher preparation programs. There was reason for that criticism. Some schools of education had set up phantom universities. They offered special, some say watered down, courses for education majors, such as "English for Teachers," "Mathematics for Teachers," etc. There was also a practice of offering too many theory and methodology courses, to the detriment of content courses.

But much of that has already been addressed. Teacher education has reformed itself nationwide. Many colleges now require students to complete a baccalaureate in their discipline, say mathematics, before they can learn the craft of teaching via a Master's program.

There is a craft to be learned, one that can become an art, with the passage of time. Therefore, appropriate pedagogical methods, curriculum design, adolescent development, student cognition and learning, and classroom management, to name few, are all useful and indeed necessary skills that teachers need to possess.

These reforms were long overdue, but they have now been completed in most states.

Overview

The nation's schools will need 2.5 million new teachers over the next 10 years. After decades of not enough jobs for graduating teachers, the tidal wave ahead will be monumental. New teachers will be needed to replace retiring teachers, to meet projected enrollment increases in certain areas, to reduce class sizes, and to replace the tens of thousands of teachers who leave their jobs each year in search of more attractive and more rewarding career opportunities.

A decade isn't that long to plan and to absorb such an enormous change. The public mood is such that it wi'l insist that these new teachers learn and perform at much higher levels than current ones.

A Proposal

How can America really reform K-12 education? One university scholar has suggested a simple enough solution. Expensive and a bit radical, his idea is, but nonetheless, food for thought.

First, pay teachers as well as we pay college professors; provide them the same work load and respect them as well as we respect college teachers.

What he has hit upon is what most of us will agree to: K-12 teachers are horribly underpaid, overworked, and underrespected. Is it any wonder that thousands leave teaching every year? And that many who remain are burned out while still in their thirties?

He contends the problem is not so much in the education that teachers receive during their college years but with the gruesome reality they face when they go to work.

Expensive suggestion? Yes, but what's the alternative? Another generation of frustrated teachers, disillusioned former teachers, and kids who never meet their fullest potential?

Dr. Mellander is a professor at George Mason University.

Nation's Oldest MBA Program Looking for Hispanics

BY
INÉS ALICEA

1900
TUCK
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1900-2000

The Tuck school also sponsors the Minority Business Executive Program (MBEP), now in its 20th year.

Photo © Jon Gilbert Fox

Michael Aragon said he was a little apprehensive initially about moving to the tiny hamlet of Hanover, New Hampshire, to pursue a master's degree in business administration at the Amos Tuck School of Business at Dartmouth. He knew that the Latino population was small. He knew that going to an Ivy League school meant the population would be fairly homogeneous compared to his native Albuquerque.

"It's a great school," said Aragon, 26 and a graduate of the University of New Mexico. "What sold me were the people here. I saw no barrier to Latino students at all. There aren't a lot of Latino students at Tuck, but Tuck is making an effort."

Aragon said that Tuck's efforts to make him feel welcome are numerous. He noticed that there was no Latino students organization, and he went to the administration for permission to start one. Not only did he get permission; he also got funding for his project. The University helped his wife find a job and provided both him and his wife with mentors on campus. Students are also assigned alumni as mentors.

"I want to be a role model for others," said Aragon, who expects to pursue a career in investment banking once he graduates from Tuck. "I want to show people that you can come from Albuquerque and still make it on Wall Street."

Aragon is one of 13 Latino students at the business school–which has the oldest MBA program in the country. There are 370 students enrolled in the program. While Latinos comprised only 3.7 percent of the 188 students who enrolled for their first year of the MBA program, minorities overall comprised 16 percent, with Asian Americans having the largest representation. The number of Latinos enrolled has grown from four in 1996 to seven in 2000.

But more work needs to be done in the faculty ranks. From 1995-98, the Hispanic faculty was three percent. Currently, there is no Latino faculty.

Marcus Motroni, a 26-year-old in his second year of the MBA program at Tuck, who earned his bachelor's degree in engineering at Dartmouth, said Tuck emphasizes the need to be culturally aware. When students first arrive at the MBA program, they undergo a seminar on diversity. Later they work in five-person teams to develop cross-cultural presentations.

Tuck's Dean Paul Danos

"It's a good start," said Motroni. "But more needs to be done."

He understands that the University walks a fine line when it comes to diversity issues because too much emphasis on diversity could result in a backlash.

"People could start to say, 'Why is this being shoved down our throats?'" Motroni said. The sessions, he said, "at least start people thinking, and that's what's important."

Tuck's dean, Paul Danos, agrees that more could be done, particularly in boosting the numbers of minorities in the MBA program.

"We have to work really hard to recruit," said Danos. "Most everyone is from somewhere else. We provide a deep immersion in a business environment. Everyone knows everyone. Everyone lives here. That's appealing to some people but not to everyone. Tuck students live so close to each other, so they are good at human interaction. Businesses want people who are sensitive and work well with teams."

Tuck recently joined the Consortium for Graduate Study in Management, based in St. Louis. The Consortium is a group of universities that work together to boost minority enrollments in business schools. He said he hopes that the consortium membership will lead to increased numbers of minorities applying for and enrolling at the business school. Tuck also sponsors a summer program for minority high school students to get them interested in pursuing business degrees.

Speaking of different cultures, Danos said, "You can't be sensitive to people you lead unless you have been exposed. We try to give our students that exposure."

Danos said that he hopes to expand the number of minorities at the school, particularly since the school will grow from enrolling 180 students yearly to 240 students over the next few years, with the addition of a new facility for the Tuck Business School.

Founded in 1900, Tuck was the first graduate school of management in the world and is the only top U.S. business school that offers the MBA degree exclusively, said its brochure. The school prefers to attract students with a variety of undergraduate degrees rather than business undergraduate degrees, said school representative Colleen Stockard. The average student at Tuck has five years of work experience. Students average 27 years of age. Married students represent about one quarter of the student population. The student:faculty ratio is 10:1.

The tuition is nearly $25,000 yearly at the school. The median total compensation to Tuck's graduates, however, which includes base salary plus other hard dollars received in the form of relocation allowance, signing and performance bonuses, commissions etc., has been $120,000.

The school emphasizes a global perspective. More than one-third of all course content is international. About 19 percent of the student population is international. In addition, in May 1997, Tuck formed a global alliance with Oxford

Student Michael Aragon, sees "no barrier" to Latinos at Tuck.

University's Templeton College (UK) and the HEC School of Management (France) to pursue innovative high technology collaboration. The alliance is an opportunity for students, faculty members, and alumni of each school to come together to share ideas, knowledge, and expertise. The school also offers exchanges with those partner schools and other schools and is extending its exchanges to ones in Africa as well, said Danos.

During the first year of study, all students take a set of fourteen required courses. Students in their first term also participate in a consulting project. In these projects, student teams work with local businesses on predefined problems, presenting solutions to the clients at term's end. Another project students participate in is the TYCOON business simulation game. Devised and implemented by a Tuck graduate, TYCOON is a computerized simulation in which teams of students compete with other teams to successfully launch a project. In their second year, students select courses according to their interests and career aspirations. They choose from more than 50 elective courses.

Tuck features three centers that focus on business from different perspectives. The Center for Asia and the Emerging Economies conducts research and education on the economic, social, and political factors that affect business in these increasingly important markets. The Center for Corporate Governance conducts research and offers teaching programs aimed at understanding how international differences in contract laws, capital markets, and ownership structures affect the design of an efficient governance system for the modern corporation. And the John H. Foster Center for Private Equity examines the private equity capital markets and the entrepreneurial ventures they fund and support.

To apply for admission to the school, prospective students must submit a personal application form, essay questions, official transcripts from every college or university attended, at least two letters of recommendation, scores from the GMAT taken within five years, and a nonrefundable application fee of $100. Admissions are conducted in a rolling decision process, so applicants are urged to complete applications as early as possible.

The MBA program is not the only program at Tuck that embraces minorities. The school offers a variety of executive programs that are in the vanguard in offerings to strengthen minority business leaders.

The Tuck school also sponsors the Minority Business Executive Program (MBEP). In its 20th year, the program provides minority companies with the same top quality business training available to Fortune 500 corporations. To date, more than 1,500 minority executives have graduated from the program and its counterpart, the Advanced Minority Business Executive Program. A new program for minority suppliers–Strategies for Minority Business Growth–will debut soon. Business owners start with the basic program and are encouraged to return to the two subsequent programs after a couple of years of incarnating what they learned previously.

Gloria Castillo, president of the Monarch Marketing Group Inc. in Chicago, has attended all of the minority business executive programs at Tuck, is vice president of the school's alumni association for the business executive programs, and is ready to take her business to the next stage. When she took over the business from her mother, it had three employees. Today, she has 21.

"It's an opportunity to step away from your business and think about business in general for a week," said Castillo. "When you make a mistake in your business, it hits your pocketbook. Could I have grown my business without [Tuck's programs]? I probably could have. You *could* build a house without a blueprint, but why would you?"

Castillo said that the Tuck executive programs not only help her feel more comfortable with the daily operations of a business, but they also provide her with mentors and advisors she would not have had access to on her own.

"When you are in a small business, you don't always have advisors or people to turn to," Castillo said.

Paula Graves, MBEP director, said that about 17 percent of the alumni in the minority business executive programs have been Latino and that that figure is "too small," but Graves also said that

Alum Gloria Castillo, president of Monarch Marketing Group Inc.

Paula Graves, MBEP director

Placement Results
Tuck Class of 1998
Total Compensation

Salaries by Industry*	**%**	**Median**	**Range**
Manufacturing Sector			
Auto/Transportation	2%	100,000	-
Consumer Products	5%	84,000	73,000 - 107,000
Printing/Publishing	2%	103,000	-
Technology/Telecommunications	11%	96,625	70,000 - 134,150
Other Manufacturing	3%	93,500	83,500 - 167,000
Service Sector			
Consulting	40%	130,000	60,000 - 202,000
Entertainment/Leisure	3%	92,000	75,000 - 100,000
Financial Services (Total)	33%	124,250	65,000 - 360,000
Investment Banking/Brokerage	20%	125,000	99,100 - 175,000
Investment Management	10%	110,000	75,000 - 360,000
Private Equity	3%	110,350	65,000 - 174,368
Real State	3%	95,000	80,000 - 115,000
Other Miscellaneous Services	1%		
TOTALS	100%	120,000	60,000 - 360,000
Salaries by Location*			
Boston	31%	122,500	75,000 - 197,500
Other New England	5%	95,000	84,000 - 150,000
New York City	20%	125,000	75,000 - 360,000
Middle Atlantic	4%	102,000	83,300 - 180,900
Washington, D.C.	2%	109,500	60,000 - 132,000
Midwest/Chicago	7%	97,750	75,000 - 125,000
Southeast	3%	120,000	100,000 - 159,900
Southwest	8%	116,000	65,000 - 157,000
Bay Area/San Francisco	4%	128,500	84,000 - 137,500
Los Angeles	3%	101,000	75,000 - 125,000
Other West Coast	4%	97,000	70,000 - 134,150
Central/South America	3%	141,000	97,500 - 202,000
Europe	4%	111,600	73,000 - 174,368
Far East	2%	128,000	-
TOTALS	100%	120,000	60,000 - 360,000

* Results as of July 17, 1998, based on 184 returned surveys.
Salary figures represent total guaranteed compensation (base + bonus).

she expects the percentage to grow because Latino business owners are the fastest growing segment of the business community.

Graves said that when the MBEP program started two decades ago, she did not know if it would survive. There weren't many minority business owners.

"Today people recognize that minority businesses are a viable segment of the business community," Graves said.

"I'm very proud to have been involved with this project because we have made a difference," said Graves. "We have helped the business owners to grow their businesses, and that has had a trickle-down effect on their communities."

For more information, contact: Ms. Sally O. Jaeger, director of Admissions, The Amos Tuck School, 100 Tuck Hall, Dartmouth College, Hanover, New Hampshire 03755. The telephone number is (603) 646-3162.

The Ivy League Review: Part Two

MIT, Yale, and Brown Universities

BY MARI CARMEN SARRACENT

Diversity is a goal and a challenge that colleges and universities nationwide have been endeavoring to champion since the days of *Brown vs. Board of Education* and the inception of affirmative action. At the Ivy League, the world-renowned group of 11 higher education institutions in the United States, achieving diversity–of gender or race, or both–has been and still is a work in progress. Yes, more people of color are represented on their campuses–in the classroom and in the faculty ranks. Ethnic studies, women's studies, Latin American studies, African American studies, and Chicano studies, for example, have been elevated to departments in many schools. More Latinos are applying, being accepted, and graduating. But how many more? It's all good news. However, progress unfortunately is outweighed by undeniable, irrefutable inequalities and disparities that have moved many universities to acknowledge and take action in an attempt to level the playing field.

Where faculty is concerned, according to a survey by the Association of University Professors' Committee on the Status of Women in the Academic Profession, in 1998, women accounted for only 13.8 percent of full professors at doctorate-granting institutions. And while salaries of female professors have increased since 1975 by 3.3 percentage points, the salary gap between male and female professors is still wide. Female professors make an average of 12.5 percent less than do men.

In Part II of the Ivy League Review, *HO* looks at the Massachusetts Institute of Technology, Yale, and Brown Universities.

MIT, Massachusetts Institute of Technology, which covers 154 acres, has been on the Cambridge side of the Charles River since 1916. It was founded in 1861 to aid "the development and practical application of science in connection with arts, agriculture, manufactures, and commerce." MIT has accomplished this and much more through its five schools: Architecture and Planning; Science; Engineering; Humanities and Social Science; and Sloan School of Management. According to school data, MIT routinely leads all U.S. universities in patents granted, with more than 100 a year, and signs about 70 license agreements with private companies each year. Achievements of the faculty and graduates have included the first chemical synthesis of penicillin and vitamin A, modern technologies for artificial limbs, and biotechnology, such as genetically modified products.

Student enrollment (undergraduate and graduate) totals close to 10,000, of which students of color number 2,600 undergraduate and 591 graduate. Women are 41 percent of the undergraduate population and 26 percent of graduate students.

Faculty data are as follows: professors of all ranks equal 923 (total teaching staff is 1,300)–141 women and 122 people of color. The ethnic breakdown is 78 Asian Americans, 25 African Americans, 18 Hispanic Americans, and one Native American.

In a landmark admission in early 1999, MIT released a report validating female professors' beliefs that discrimination has caused women faculty at its School of Science to receive less in the way of salary, office space, awards, resources, etc.

As of 1999, there has never been a woman department head, associate head, or center director in the School of Science.

Taking a pro-active approach, a committee was developed to examine this issue. While it might take years before women are better represented, change is under way. The School of Science is slated to increase the number of tenured female faculty by 40 percent. Lotte Bailyn, MIT's faculty chair, stated, "By making it explicit, by making people aware, people can't still deny it exists."

President Charles M. Vest noted in a special edition of *The MIT Faculty Newsletter* (March 1999), "Our remarkably diverse student body must be matched by an equally diverse faculty. Through our institutional commitment and policies, we must redouble our efforts to make this a reality."

The report stated, "It also seems imperative, now that we better understand the unexpected forms that discrimination can take and better understand how to address them by a collaboration of faculty and administrators, that we should take steps to make greater progress in addressing the serious underrepresentation of minority faculty at MIT. Few issues are as important for a university as the inclusion of women and minorities at the faculty level. To remain at the top academically, we must seek out and nurture the best talent available, and half of that is female, much of it in underrepresented minorities. . . ."

Yale University

New Haven, Connecticut, is home to Yale University, a private, independent institution founded in 1701. Yale has 10 professional schools (Architecture, Art, Divinity, Drama, Forestry and Environmental Studies, Law, Management, Medicine, Music, and Nursing), an undergraduate program, and its Graduate School of Arts and Sciences. According to a statistical summary of Yale's student body, 81 percent of its students are from out of state; nine percent are international students. Fifty-three percent of its 1999 first-year-student class came from public high schools; 47 percent, from independent, parochial, and other schools.

As of Fall 1999, total university enrollment was 11,017. Interestingly, male and female enrollment is nearly fifty-fifty. However, in enrollment by ethnicity, white students tip the scale–73 percent of all students were grouped as white & other. Asians came in second at 14 percent; Blacks followed with seven percent, and Latinos trailed behind at six percent; Native American students, one percent.

One effort to reverse these numbers is the Parlier Ivy League Leadership Project, which recruits top Chicano high school students in the central California/Fresno area and "encourages and exposes [them] to Ivy League schools and curriculum," stated Martin Mares, PILLP director.

Over the years, more than 90 percent of PILLP high school seniors have enrolled at Ivy League schools. PILLP started in 1991 and evolved from a field trip to an organization that offers a mentor program, internship opportunities, and Saturday leadership seminars.

Carlos Paz is a PILLP benefactor who eventually matriculated at Yale. In an article published in *Yale Daily News*, Paz is quoted as saying, "I really had no idea about what Ivy League schools are like, but the program instilled a sense of possibility."

Hispanic representation among its faculty also is minimal. In light of this dearth, Yale, like many other institutions, has conducted studies to quantify the problem. According to Yale's NEASC Self-Study, "Yale's faculties have changed very little over the last decade. The Faculty of Arts and Sciences (FAS) has grown slightly (about six percent, all in non-ladder and research faculty)...but the most striking growth (more than 50 percent) has taken place in the School of Medicine (the largest increase in the research faculty)."

Yale employs more than 2,800 full-time-equivalent (FTE) members, who are either ladder faculty (instructors, assistant, associate, and full professors), non-ladder, or research faculty.

Self-Study Reveals

Upon evaluation of the study, Yale concluded that while it "has devoted considerable energy over two decades to increase the diversity of its faculties," it has done so with "inconsistent success."

"University-wide, the percentage of women in the tenured faculty is 15.3 percent; the percentage of members of minority groups is 7.7 percent." Although these percentages cover a small portion of the total, these numbers "represent increases over the last decade from 8.5 percent and 6.2 percent, respectively."

Where term faculty is concerned, the increase is even a little more pronounced for minority groups–15.4 percent, compared to 8.5 percent 10 years ago. According to the survey, "the number of Asian faculty has increased most significantly."

In 1982/83 at the Faculty of Arts and Sciences, there were four tenured Hispanic men, no tenured women; four term Hispanic men, and one term Latina. Ten years later, single-digit totals still exist at some schools. Discouraging, yes, but the numbers are rising, and more women are entering the picture. In FAS, "tenured minorities rose from 7.1 percent to nine percent. Nontenured women dropped slightly from 32 percent to 30.5 percent, but minority faculty increased from 9.8 percent to 15 percent."

The explanation: "Given the relatively large pools of women available for term and tenured positions in most disciplines, these small increases are a matter of concern. Although the pools are generally much smaller for members of minority groups, students, faculty, and administrators share a commitment to diversity that will require an even more concerted effort to recruit and retain both women and members of minority groups."

Multiculturalism Honored

Yale recognizes the growing Latino communities on campus as well as the contributions of Latinos nationally. On April 6, five-time Grammy-winner Tito Puente was honored by the Chubb Fellowship of Yale University with a symposium and concert to celebrate his contribution to Latin music.

The Chubb Fellowship, established in 1936 by Hendon Chubb (Yale 1895), was developed to encourage and assist Yale students interested in the operations of government and public service. Tito Puente now joins the likes of Supreme Court Justice Harry Blackmun, New Jersey Governor Christine Todd Whitman, and author Toni Morrison.

Brown University

Brown University recently decided to revisit its original 1986 study on issues of pluralism and diversity. A committee led by Augustus A. White III, a Brown fellow emeritus, visited the university early this year.

White stated in an interview with *George Street Journal* prior to conducting the current study, "It was clear that Brown could go beyond the diverse population it had achieved and explore ways to maximize the education experience for everyone ....President Gee felt that this visiting committee approach, which has the advantage of not occurring in the face of any crisis or threat or negotiation or incident, could be developed exactly as the University develops other parts of its mission...."

The committee spoke with faculty, administration, and students. The committee included academicians and others. "We wanted to have a committee reflect the various concerns and interests in terms of race, ethnicity, and gender, and we didn't want everyone to be a social scientist or to come from one university."

Will this be just another report? Or will it effect change? According to White, "one of the goals and beliefs of that original committee was that diversity used to be something that institutions supported where it could. The recommendation said that Brown is institutionalizing this concept. Diversity is not an offshoot." So Brown University is poised to listen and learn and act on furthering diversity at its institution.

Total enrollment as of October 1998 was 7,782 (includes some non-degree seeking students). Hispanic undergraduate students numbered 331 and 53 graduates. Women accounted for more than half of the undergraduate student body, while men in graduate programs surpassed women by a small margin (873/706).

Brown ushered in the new year with the appointment of Janina Montero as its vice president for campus life and student services. She was formerly dean of student life at Princeton. In this position, she will be responsible for the Department of Athletics and Physical Education, Office of Student Life, Office of Residential Life, Food Services, Chaplains Office, Third World Center, and Sarah Doyle Women's Center.

High Growth Potential for MBA Taught en Español

Draws Students to Texas A&M International

BY MIKA SUSANA AKIKUNI

TEXAS A&M INTERNATIONAL UNIVERSITY

Texas A&M International University campus

This is an era in which professionals who can juggle more than one language can enjoy increased success in the international business arena. And in helping students arrive at that level, Texas A&M International University, with its MBA program taught in Spanish, is in the lead.

The MBA in Spanish option was first offered there in the late 1970s to give Spanish-speaking students lacking English proficiency a chance to receive lectures in a familiar language, said Dr. Antonio Rodríguez, associate professor of finance, chair of the Department of Economics and Finance, and MBA in Spanish coordinator.

Students who attended the early classes were mostly professionals from the neighboring Mexican city of Nuevo Laredo, he said. Over the years, however, the classes have grown to include a diverse mix of students from other Latin American countries and from Europe, as well as native English speakers who want to experience a business class taught in Spanish, Rodríguez said.

Dr. John Kohl, dean of the College of Business Administration, said that the MBA in Spanish is one of the College's programs with the highest potential for growth.

"More than 30 percent of the 120 students currently pursuing a general MBA are in the MBA in Spanish. Our strategic location as well as the top-notch faculty members and comprehensive program attract the most ambitious and promising students to the College and A&M International," Dr. Kohl said, adding that a total of nine bilingual faculty members with doctoral degrees currently teach in the program.

Interest in these classes has also been expressed by students who live in relatively distant cities on both sides of the U.S.-Mexico border, Kohl said, adding that currently the program includes students who commute from Monterrey, Nuevo León, Mexico, and Eagle Pass, Texas.

Because of the geographic diversity of locations from which students can commute and because most students attend the program on a part-time basis, the College must take extra care when scheduling the once-a-week classes so that professionals will have ample time to get off work and drive to their classes, Kohl added.

The MBA in Spanish is a unique choice that offers opportunities to a greater audience, Rodríguez noted.

"This is a visionary program in that its purpose is to offer students who are still familiarizing themselves with the English language an opportunity to start receiving an MBA instruction in a language that is already familiar to them," said Rodríguez, "For many of these students, this is perhaps the only way they could enter an MBA program in the United States."

The MBA in Spanish follows the same curriculum as the standard MBA, with tests administered in English and readings assigned in English. Admission requirements are the same for all MBA students, except that students in the MBA in Spanish do not have to submit a Test of English as a Foreign Language (TOEFL) score, Rodríguez said.

Since textbooks and materials used in class are in English, the MBA in Spanish classes also provide students with a smooth transition into the standard MBA classes, he said, adding that students must pass the TOEFL test before continuing with the standard MBA.

He emphasized that the MBA in Spanish choice is one of seven graduate programs in the College of Business Administration aimed at international communities. Other programs include the standard MBA, MBA with a major in international banking, MBA in international trade, master of public accountancy, master of science in information systems, and a master of science in international logistics.

MBA in Spanish students also have the opportunity to enrich their knowledge of the world in an environment where international students from a diversity of backgrounds pursue similar goals, Kohl said.

The college's graduate programs include students representing Mexico, Peru, Venezuela, Colombia, Argentina, Albania, Bangladesh, China, Cyprus, Ethiopia, France, Ghana, India, Indonesia, Japan, Kenya, Korea, Morocco, Russia, Rwanda, Cambodia, Nepal, Taiwan ,and United Arab Emirates, he said.

"Interestingly, many of these students have held high-level government or corporate positions in their home countries, and this provides for a rich educational experience for all students pursuing a future in the multitude of business fields," Kohl said.

Not surprisingly, MBA in Spanish faculty members at the University also mirror the diversity of the student population, and they include Dr. Oscar Flores, assistant professor of information systems, from Mexico; Dr. Eduardo Rivera, visiting professor of information systems, Mexico; Dr. Yolanda Ruíz-Vargas, visiting assistant professor of finance, Puerto Rico; Dr. Rolando Sánchez, visiting assistant professor of sciences, Mexico; Dr. Antonio Rodríguez, associate professor of finance, Mexico; Dr. Michael Patrick, professor of economics, United States; Dr. Pedro Hurtado, associate professor of management, Peru; Roberto Ballí, adjunct instructor of marketing, U.S.; and Dr. David Roberts, assistant professor of accounting, U.S.

Israel Merla, a student from Monterrey, Nuevo León, Mexico, said that the MBA in Spanish choice allowed him the opportunity to earn a graduate education in the United States while paying in-state tuition.

Texas A&M International MBA in Spanish students joined by other business students and some faculty members

Mexican students pay in-state tuition at A&M International as part of the Programa de Asistencia Estudiantil (Student Assistance Program). This program is designed by the Texas Higher Education Coordinating Board for the purpose of encouraging students from Mexico with limited financial resources to enroll in institutions located on the Texas-Mexican border. In short, the program allows students to pay tuition equal to the resident rate.

"I was very happy to know that A&M International offered this choice," Merla said. "I've researched other universities before coming to this one, but it would have been virtually impossible for me to enter those other programs because I was not prepared to take classes in the standard MBA right away."

Merla, who plans to return to Mexico upon graduation, said he is grateful to A&M International for opening the doors to his graduate education.

"An MBA degree from a United States institution will give me a competitive edge over others in my country and will position me well for an attractive position," Merla said.

The increasing trade between the United States and Latin American countries is another reason why more institutions should consider offering choices like the one at A&M International, Merla said.

"I have noticed that American companies often look for employees who are familiar with Latin American countries including Mexico. This is another reason for having a choice like the MBA in Spanish," Merla said.

Mónica Brussolo, a student from Ciudad Victoria, Tamaulipas, Mexico, said that the MBA in Spanish makes the change in language and instruction style less drastic for students who come from Spanish-speaking countries.

"Pursuing an MBA in the United States for me would have been impossible without this MBA in Spanish choice offered at A&M International," she explained.

Brussolo, who recently transferred to the MBA in English, said that she does not see a difference in subject content between the MBA in Spanish and English.

"The level of difficulty of the topics discussed in class is the same. However, what the MBA in Spanish does is give a newcomer like me a period of adaptation so that I can familiarize myself with the types of classroom activities that are required in the United States, such as presentations, homework, and research papers," she said.

Brussolo said that the MBA in Spanish program has the potential to help students realize greater working relationships and opportunities between North American Free Trade Agreement (NAFTA) countries.

"With economic integration plans like NAFTA, programs like the MBA in Spanish have to be strengthened everywhere. NAFTA means exchange not only of money and resources between countries, but also of personnel. Choices like these can open new opportunities for Spanish-speaking people who are interested in working on international trade in the United States."

Brussolo said that A&M International has provided her with the opportunity to study not only in the United States but throughout the world through participation in its Study Abroad Program. This summer, she will visit universities in the Netherlands and Germany that have agreements with A&M International.

"This is my first trip to Europe, and it will give me the chance to get to know the technology that exists there, commerce opportunities, and culture," she said. "This is an important opportunity for students."

Like most students, graduates who have successfully completed the MBA in Spanish program say that they often must triumph over personal challenges to secure their much-cherished dreams of a graduate degree.

María Guadalupe Treviño earned her MBA degree in 1999 and now works in Nuevo Laredo as both a university instructor and manager of a factory producing electronic equipment for the oil industry. She pursued her MBA degree even when her responsibilities as a mother of four children kept her extremely busy.

Texas A&M International MBA in Spanish faculty members and students

"The most difficult challenge I faced was studying while taking care of my fourth child, who was born seven weeks before I started my MBA in Spanish program," Treviño said.

> ***"Many of these students have held high-level government or corporate positions in their home countries, and this provides for a rich educational experience for all students...."***
>
> DR. JOHN KOHL, DEAN, COLLEGE OF BUSINESS

Treviño said that her decision to choose the MBA in Spanish program was fueled in part by the realization that she and her instructors would share Spanish as a common language.

Treviño said that she feels she has new strengths developed through her Spanish MBA experience, such as the ability to plan, start, and administer a business.

Like Treviño, Adrián Valadéz, a 1995 graduate and an account operations manager for Electronic Data Systems in Nuevo Laredo, said that he remembers the days when he would get off work, cross the international bridge uniting Laredo and Nuevo Laredo, and drive to class.

Like Treviño, he had to keep a close balance between his studies and responsibilities as a father of two.

"The MBA in Spanish program allowed me to concentrate on learning the assigned material without having to worry about the language barrier," Valadéz said. "The program gave me a different perspective about administration. In the past, I have performed administrative tasks at work without really understanding why things were done a certain way. Now I know why, thanks to the knowledge I acquired through the program."

Students said that study under the MBA in Spanish program has opened both doors of opportunities and minds and that they plan to continue pursuing career interests that build on their solid educational foundation.

"I would like to grow within my current company and keep on expanding my knowledge," Valadéz said.

Brussolo, on the other hand, said she is now considering working in the U.S. before returning to her native country.

"At first, I had planned to return to my country right away, but this is changing. While I would still like to go back home, I am now thinking of taking advantage of my practical training period after graduation to work in the United States," Brussolo said. "After a while of being in this program and living in this country, you start seeing new opportunities. I don't know how to explain this, but you start seeing new horizons."

For further information, please contact the Office of Public Affairs and Information Services at (956) 326-2180 or Rodríguez at 326-2517.

The Honor Roll

New York University

Outstanding Energy, Vitality, and Resources

BY ROGER DEITZ

When NYU President L. Jay Oliva speaks of his university and the students who attend, he does so with a passion and perspective gained over a long association with NYU and its namesake city. To Oliva, and to so many fortunate NYU students who have access to the finest libraries, museums, galleries, performance venues, and the like, New York City and the University are so complementary that they sometimes seem like one and the same. Dr. Oliva reflects, "I grew up in New York, and I have been at this university for nearly 40 years. It is simply wonderful to know how many talented young people want to come to this city and to this university to study. The three-way match offered by NYU, this city, and the potential of these fine young men and women holds incalculable promise."

Washington Square Park at the core of NYU's campus

"For more than 150 years since its founding," he says, "NYU has been home to talented scholars, artists, writers, and others who have been drawn from all over the world to study, teach, perform, and create. We have achieved an international distinction in a wide range of areas." He mentions areas as diverse as health, law, and the performing arts. President Oliva notes the University is currently undergoing a period of growth–the most active physical development since the institution's founding in 1831, with "new international centers of study, classrooms, research institutes, laboratories, computer centers, sports centers, student housing, and dining facilities."

The fact is, New York University is one of the largest private universities in the U.S., and it has the largest population of international students of any U.S. college or university. Situated in New York City's historic Greenwich Village, NYU has some 13 colleges and schools that conduct cutting-edge research and provide education in the arts and sciences, law, medicine, dentistry, business, nursing, education, the cinematic and performing arts, social work, public service and administration, and more.

Greenwich Village has always been a vibrant, trend-setting New York neighborhood, with its musicians, poets, and social activists. The location seems to influence the personality of the institution, and vice versa. The Village is in the heart, some say the soul, of New York City. It has also been greatly enriched by the dynamic waves of immigration and the international flavor of the residents, coffee-

Dr. L. Jay Oliva, New York University president

Honor Roll Facts in Brief

INSTITUTION
New York University

LOCATION
Office of Undergraduate Admissions
22 Washington Square North
New York, NY 10011-9191
(212) 998-4500

ESTABLISHED
1831

ENROLLMENT
17,000 undergraduates (approximately 10 percent Hispanic); 19,000 graduate and professional

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

TUITION AND FEES
$23,456 and $8,676 respectively

FACULTY
1,600 full-time

SEVERAL DEGREE PROGRAMS
Biochemistry
Dramatic Literature, Theatre History, and the Cinema
Metropolitan Studies
Peace and Global Policy Studies
Women's Studies

NOTABLE HISPANIC-SERVING ORGANIZATIONS
International Students and Scholars
King Juan Carlos I of Spain Center

INTERNET ADDRESS
www.nyu.edu

houses, and shops that have been the mainstay of the area throughout most of the history of the University.

Because of NYU students' interest in studying abroad, the University has invested in a strong network of foreign programs (of NYU's own model) designed to insure that students get credit for their work and that their semester abroad actually advances their academic endeavors. The University has its own buildings and strong connections to the local universities in Florence, Madrid, Paris, Prague, and, this coming year, London and Dublin. In the next couple of years, the school will be looking to establish centers in Asia and South America. NYU at present also has more "international houses" (buildings dedicated to a particular region and culture) than does any other U.S. college or university. They include the King Juan Carlos I of Spain Center. The Center serves as an anchor for events and study of the Spanish-speaking world. The University's emphasis on global scholarship and international education is not a trendy move but an original NYU idea assimilated into its very fiber from its earliest days. From the beginning, NYU wittingly modeled itself after the great urban institutions of Europe, such as Charles University and the University of Paris.

When NYU looked for a peer group of sister institutions with which to associate, it sought partnerships with urban universities around the globe. This led to the establishment of the League of World Universities, which NYU chairs. Dr. Oliva is one of the principal architects of NYU's international strategy and is chair of the League of World Universities.

"To a remarkable degree," he observes, "the same issues confront universities throughout the world, whether they be in the U.S., Latin America, Africa, or elsewhere. That has been one of the most compelling lessons of our previous 'summit' meetings." Last year, the president joined rectors and presidents from 31 countries for a League Conference. They gathered to hear from foundation heads, corporate leaders, and higher education administrators on the issues of fundraising, tuition, and continuing education programs. Oliva remarks. "Finding sources of revenue to continue excellence in teaching and in research is a world-wide problem for university administrators." He adds, "As we met in the past on other issues–technology, our links to primary and secondary education, and relations with our home cities–the challenge of revenues emerged again and again."

New York University students in the library

When NYU was founded in 1831 by a group of eminent private citizens, it was a significant turning point in the way that higher education served the public. In the early 19th century, a major emphasis was the study of Greek and Latin, with very little attention paid to modern or contemporary subjects. The founders of NYU intended to rectify that oversight by enlarging its scope to meet the needs of those aspiring to careers in business, industry, science, and the arts, as well as in law, medicine, and the ministry.

The first president of NYU's governing council was Albert Gallatin, former advisor to Thomas Jefferson and secretary of the treasury in Jefferson's cabinet. Gallatin and his cofounders said that the new university was to be a "national university" that would provide a "rational and practical education for all." The result of the founders' vision is a university recognized both nationally and internationally as a leader in scholarship. Of the more than 3,000 colleges and universities in America, only 27 private institutions are members of the distinguished Association of American Universities. NYU is one of the 27. Students attend from all 50 states and from 120 foreign countries. NYU's thirteen schools, colleges, and divisions are located at five major centers in Manhattan. In addition to its main campus surrounding picturesque Washington Square Park in Greenwich Village, the University operates branch campus programs in Westchester County at Manhattanville College and in Rockland County at Dominican College. Certain of its research facilities, notably the Institute of Environmental Medicine, are located in Sterling Forest, near Tuxedo, N.Y. Each University division is small to moderate in size, with its own traditions, programs and faculty.

NYU has its own buildings and strong connections to the local universities in Florence, Madrid, Paris, Prague, and, this coming year, London and Dublin.

There are approximately 17,000 undergraduate and 19,000 graduate and professional students enrolled at NYU. More than 2,500 courses lead to 25 different degrees. The student body is 45 percent people of color. The undergraduate population is approximately 10 percent Hispanic. There are about 1,600 full-time faculty, exclusive of the medical school.

The University has an intensely intellectual learning climate that is nurtured by world-famous scholars and prominent researchers. Among them are many distinguished educators and investigators who have received Nobel, Crafoord, and Pulitzer Prizes; MacArthur, Guggenheim, and Fulbright Fellowships; and Oscar and Emmy Awards. Because NYU professors teach courses in the undergraduate and graduate divisions, students at all levels benefit from their knowledge and experience. With a 12:1 student:faculty ratio and an average class size of 30, undergraduates get to know their professors, often working with them on individual projects, theatrical performances, even archeological digs.

Current annual tuition and fees are $23,456 and $8,676 respectively. Since 1991, applications for first-year-student admissions have nearly tripled–from 10,000 to nearly 30,000 for the class entering in September 1999. The acceptance rate has fallen from 65 percent in 1991 to 31 percent for that class. Average entering-class SAT scores (adjusted) have risen about 100 points (unadjusted, the average score went from the high 1100s to more than 1320). This year, there are some 120 National Merit scholars among the first-year students; that's up from 85 last year.

NYU's "tradition of excellence" owes much to its location. The energy, vitality, and resources of New York serve as an extension of the campus and classrooms. The seamless synergy between the University and the City makes it possible for students to balance, for example, research at a world-renowned museum, volunteer work at a community center, and an internship on Wall Street. For NYU students, the world is not an abstraction that looms somewhere after graduation but a reality that awaits them at the doorstep each day.

The McNair Legacy

"Before you can make a dream come true, you must first have one."

BY MARILYN GILROY

Each year, thousands of undergraduate college students are inspired by these words from Dr. Ronald E. McNair, whose legacy has been preserved through the McNair Postbaccalaureate Achievement Program, also known as the McNair Scholars Program. McNair, the second African American to fly in space, was one of seven astronauts killed on January 28, 1986, when the Challenger space shuttle exploded in mid-air and crashed into the ocean. (See sidebar.)

The program was started in 1989 by the U.S. Department of Education and named after McNair as a means of acknowledging his scholarship and achievements. It is part of the federal TRIO Program, which includes Upward Bound, Talent Search, Student Support Services, and Educational Opportunity Centers. The McNair Scholars Program offers students exposure to the techniques used in major research programs by allowing them to conduct research under the guidance of graduate mentors from the disciplines in which they hope to pursue graduate study. The student scholars present their findings at a local colloquium or national conference.

The underlying assumption of the program is that there are exceptional individuals from low-income backgrounds who might make excellent university professors but have never pursued this option because they lack the funds, confidence, or academic preparation. The McNair Scholars Program supports institutions in their efforts to identify these students and offer a pathway to graduate school.

In order to qualify for the program, students must be engaged in full-time study and fit the following criteria:

- a first-generation college student (neither parent has received a bachelor's degree) with a low-income level, as established by the U.S. Department of Education
- U.S. citizen or permanent resident
- a member of a group that is underrepresented in graduate education, which includes African Americans, Hispanics, Native Americans, and Alaska Natives
- a 2.8 GPA
- Indication of a serious desire to pursue graduate study leading to a Ph.D.

McNair students with Nobelist Dr. Mario Molino

McNair scholars participate in an eight- to 10-week internship under the direction of a faculty mentor. They also receive a stipend of up to $2,800.

More than 100 colleges and universities participate in the program and receive substantial grants that pay for the stipends and other support activities related to McNair Scholars. For example, Indiana University-Bloomington uses its $800,000 grant to tap 30 McNair scholars each year. Support services can include access to sophisticated computer labs, special academic advisement, and course selection and assistance with graduate school application, including Graduate Record Exam (GRE) training and preparation.

To join the McNair Scholars Program, colleges must apply to the federal government and, once accepted, adhere to standards for administering the grant monies.

Mary Gonzalez, who directs the McNair Program at Texas A&M-Kingsville (TAMUK), did the groundwork in 1995 to get her institution involved in the program. In addition to completing the application, Gonzalez lobbied to secure administrative support and to find faculty mentors for students. But her work paid off, and she now directs the Texas A&M-Kingsville Program, which has been considered a model for others. During last year's funding cycle, TAMUK was the only institution to be granted funding for five years (1999-2004) based on its high standards of program management.

Even though she has primary responsibility for administering the program, Gonzalez enjoys working closely with the McNair scholars. Her relationship with them starts in the recruiting phase.

"I work with them usually at the junior level," said Gonzalez. " I recruit across campus to find individuals with a sincere interest in performing undergraduate research. I interview each one of them personally."

Once students are enrolled, Gonzalez watches their progress, and when they are ready to present their research at conferences, she takes on the role of "coach."

"They're nervous about presenting their work," said Gonzalez, "but I make them practice over and over again as if I am their drill sergeant," she said. "By the time they get to the conference, they are polished and confident."

Gonzalez says that the conference presentations are a critical part of the McNair Program because students often have to measure up to the protocols and scholarly standards required to present at national research meetings or con-

The following Colleges and Universities participate in the McNair Scholars Program:

ALABAMA
Talladega College
University of Alabama at Birmingham/Tuscaloosa

ARIZONA
Embry-Riddle Aeronautical University
University of Arizona at Tucson

ARKANSAS
University of Arkansas at Little Rock
University of Arkansas at Pine Bluff

CALIFORNIA
California State Polytechnic University
CSU-Fresno
CSU-Long Beach
CSU-Los Angeles
CSU-San Bernardino
Claremont Graduate School
San Diego State University
San Jose State University
UC-Berkeley
UC-Davis
UC-Irvine
UC-San Diego
University of Southern California

COLORADO
Colorado State University
University of Colorado at Boulder
University of Colorado at Denver
University of Northern Colorado

CONNECTICUT
Wesleyan University

DELAWARE
University of Delaware

DISTRICT OF COLUMBIA
Howard University

FLORIDA
Florida A &M University
University of Florida
University of South Florida

GEORGIA
Georgia Southern University
Georgia State University
Morehouse University

HAWAII
Chaminade University of Honolulu

ILLINOIS
Chicago State University
DePaul University
Knox College
University of Chicago
University of Illinois at Chicago
University of Illinois at Urbana-Champaign

INDIANA
Indiana State University
Indiana University at Bloomington
Purdue University at Calumet
University of Notre Dame

IOWA
Iowa State University
University of Northern Iowa

KANSAS
Kansas State University
University of Kansas
Wichita State University

LOUISIANA
Louisiana State University
University of Southwestern Louisiana
Xavier University of Louisiana

MARYLAND
Bowie State University
Coppin State College
University of Maryland at Baltimore County
University of Maryland at College Park

MASSACHUSETTS
Brandeis University
Salem State College
University of Massachusetts at Boston

MICHIGAN
Central Michigan University
Grand Valley State University
Michigan State University
Siena Heights College
Western Michigan University

MINNESOTA
College of St. Scholastica
University of Minnesota

MISSISSIPPI
Jackson State University
University of Mississippi
University of Southern Mississippi

MISSOURI
Central Missouri State University
Saint Louis University
Truman State University
University of Missouri at Columbia

MONTANA
University of Montana at Missoula

NEBRASKA
University of Nebraska at Lincoln

NEVADA
University of Nevada at Las Vegas

NEW HAMPSHIRE
University of New Hampshire

NEW JERSEY
New Jersey Institute of Technology
Rutgers University

NEW MEXICO
New Mexico State University
University of New Mexico at Albuquerque

NEW YORK
Clarkson University
CUNY Graduate School
CUNY - Hunter College
CUNY - John Jay College
CUNY - Lehman College
CUNY - York College
Mercy College
SUNY at Albany
SUNY at Binghamton
SUNY at Brockport
SUNY at Buffalo
SUNY at Fredonia
Syracuse University
University of Rochester

NORTH CAROLINA
Elizabeth City State University
North Carolina A&T State University
University of North Carolina at Charlotte

NORTH DAKOTA
North Dakota State University
University of North Dakota

OHIO
Kent State University
Oberlin College
University of Akron

OKLAHOMA
Cameron University
East Central University
University of Central Oklahoma
University of Oklahoma

PENNSYLVANIA
Penn State University
Temple University
University of Pennsylvania

PUERTO RICO
Inter-American University of Puerto Rico at San German
Pontifical Catholic University of Puerto Rico
University of Puerto Rico at Ponce
University of Puerto Rico at Rio Piedras

SOUTH CAROLINA
University of South Carolina

TENNESSEE
East Tennessee State University
Tennessee State University
University of Tennessee at Knoxville
University of Tennessee at Memphis

TEXAS
Abilene Christian University
Lamar University
Our Lady of the Lake University
Texas A&M University at Kingsville
Texas Christian University
Texas Southern University
Texas Tech University
Texas Woman's University
University of North Texas
University of Texas at Arlington
University of Texas at El Paso
University of the Incarnate Word
West Texas A&M University

VIRGINIA
Hampton University
Virginia Polytechnic Institute and State University

WASHINGTON
Central Washington University
Eastern Washington University
University of Washington
Washington State University

WEST VIRGINIA
Concord College
West Virginia University

WISCONSIN
Beloit College
Marquette University
University of Wisconsin at Eau Claire
University of Wisconsin at Madison
University of Wisconsin at Milwaukee
University of Wisconsin at River Falls
University of Wisconsin at Superior
University of Wisconsin at Whitewater

WYOMING
University of Wyoming

ferences that are discipline specific. Some of them might even have their work published in abstract or full-text format.

Watching the McNair scholars advance through the program and reach their goals is the ultimate satisfaction for Gonzalez. She fondly recalls one of the participants, Michael Hernandez, who started his education at Del Mar Community College and has just entered the Ph.D. program at the University of Texas at Galveston.

"Michael is one of the jewels of the program," said Gonzalez. "He had a difficult time because his mother died of cancer when he was very young. He floated around a lot, but he finally landed in the McNair Program under the guidance of faculty member Dr. John Perez."

Perez, a biology professor, has taken the lead in introducing Hispanic students to the techniques of science and has received a mentoring award from the Society for Advancement of Chicanos and Native Americans in Science. Recently, Perez was nominated and chosen as "Mentor of the Year" by the national McNair Scholars Program.

This year he has been working with Arturo Castilleja, a chemical engineering major who worked on a climate control system for the University's serpentarium that simulated the natural environment of snakes. Using real-time climate conditions downloaded continuously from the Internet enabled Castilleja to simulate each individual snake's habitat so that they could reproduce in captivity. Castilleja presented his research last fall at the national annual Mid-America Association of Educational Opportunity Program Personnel conference in Wisconsin.

Other McNair scholars include Daniel Gonzalez, a junior biology major whose research was titled "Molecular Characterization of an Open Rectifier Potassium-Channel Gene in Drosophila melanogaster," and Yvonne Puente, a senior chemical engineering major who is developing a computer-operated data station and using it to study gaseous pyrolyis reactions.

"I'm very gratified that there are female McNair scholars," said Mary Gonzalez. "They are not defined as 'underrepresented' by the U.S. government, but I don't necessarily agree with that." However, Gonzalez remains a staunch proponent and avid spokesperson for the program. She has been recruited by officials in Washington, D.C., to train those who direct McNair Programs at campuses across the country. It is obvious that she is proud to be a part of continuing the legacy of Ronald McNair.

"I make sure that our students get an early orientation to Dr. McNair and understand fully who he was and what he achieved," said Gonzalez.

"I once invited Cheryl McNair [his widow] to meet 75 program scholars who were presenting at a local conference in Texas. It was a very moving experience–for them and for her."

Gloria Chapa, former McNair scholar, now in graduate school at Texas A&M-Kingsville

Dr. Ronald E. McNair: A Profile

Ronald Ervin McNair, the second African American to fly in space, was born in 1950 in Lake City, South Carolina. The son of an auto mechanic, he overcome poverty and prejudice and graduated as the valedictorian of his high school class in 1967. McNair persevered in his education and completed his bachelor's degree, magna cum laude, from North Carolina State University. Five years later, he earned a Ph.D. in physics from the Massachusetts Institute of Technology.

McNair was nationally recognized for his work in the field of laser physics, receiving many honorary degrees and a score of fellowships and commendations. His achievements were not limited to academia. He was a sixth-degree black belt in karate and was an accomplished saxophonist. McNair and his wife, Cheryl Moore, had two children.

In 1978, McNair was one of 35 individuals selected for the NASA space program from a pool of 10,000 applicants. His life ended tragically on January 28, 1986, when the Challenger space shuttle exploded and crashed into the Atlantic Ocean, taking the life of six other crewmembers.

Courtesy: mcnair@ucdavis.edu

Mary Gonzalez (far right), director of TAMUK's McNair Scholars program, with student scholars who presented research at the MAEOPP conference in Wisconsin

Inclusive Classrooms:

Part One of a Two Part Series

BY SHARI SAUNDERS
AND DIANA KARDIA

Choosing Course Content/Increasing Awareness of Problematic Content

For faculty who wish to make their classrooms more inclusive, there are many, many superb resources available–in journals (both print and online) and books and at conferences and Web sites. When we came across "Creating Inclusive College Classrooms" on the Web, we knew that we had to arrange to reprint it so as to make it available to readers of *The Hispanic Outlook*. It is among the most thoughtful, constructive, concrete, and practical materials of its kind that we have seen.

Below is the first half (Choosing Course Content, Increasing Awareness of Problematic Assumptions). Our next issue, May 5, 2000, will include the second half (Planning Considerations; Getting to Know the Students; Decisions, Comments, and Behaviors During the Teaching Process).

Wishing to acknowledge fully the scholarship that has gone into "Creating Inclusive College Classrooms," *HO* spoke with co-author Shari Saunders, currently coordinator of the Transforming Communities Project at the University of Michigan.

The Center for Research on Learning and Teaching was established "by the faculty of the University of Michigan in 1962 to support and advance learning and teaching at the University." Its purpose is to provide "a broad range of instruction-related services, including consultations, roundtables, workshops, and retreats; classroom assessment strategies and support; orientations for new faculty and graduate student instructors (GSIs); publications; and grants competitions." The CRLT has a staff of 16 and serves all 19 schools and colleges at the university.

Saunders joined CRLT as its first coordinator of multicultural teaching and learning services in 1995. A primary activity during that first year was a series of focus groups with students from various racial/ethnic backgrounds. "This project, designed to document multicultural teaching and learning issues from an undergraduate student perspective," Saunders told *HO*, "provided the foundation for this piece.....I wrote the original version as a chapter for CRLT's new *Handbook on Departmental GSI Development* based on a decision by the staff that this *Handbook* needed to provide direct attention to diversity in the classroom." The intent of the work was "to represent current student experiences in the classroom, to address multiple kinds of diversity (including race/ethnicity, gender, and sexual orientation), and to provide concrete guidance to the multiple dimensions of effective multicultural teaching, including classroom climate, pedagogical strategies, and curricular reform."

Diana Kardia, currently director of CRLT, joined the Center's staff in 1996 and worked with Shari to update the "chapter" for a 1997 revision of the *Handbook*. "This revision involved a reorganization of the content…and the addition of new information and examples." (The revised document is the one published here.)

Inclusive classrooms are classrooms in which instructors and students work together to create and sustain an environment in which everyone feels safe, supported, and encouraged to express her or his views and concerns. In these classrooms, the content is explicitly viewed from the multiple perspectives and varied experiences of a range of groups. Content is presented in a manner that reduces all students' experiences of marginalization and, wherever possible, helps students understand that individuals' experiences, values, and perspectives influence how they construct knowledge in any field or discipline. Instructors in inclusive classrooms use a variety of teaching methods in order to facilitate the academic achievement of all students. Inclusive classrooms are places in which thoughtfulness, mutual respect, and academic excellence are valued and promoted. When graduate student instructors (GSIs) are successful in creating inclusive classrooms, this makes great strides towards realizing the University of Michigan's commitment to teaching and to diversity and excellence in practice.

In an inclusive classroom, instructors attempt to be responsive to students on both an individual and a cultural level. Broadly speaking, the inclusiveness of a classroom will depend upon the kinds of interactions that occur between and among you and the students in the classroom. These interactions are influenced by:

- the course content;
- your prior assumptions and awareness of potential multicultural issues in classroom situations;
- your planning of class sessions, including the ways students are grouped for learning;
- your knowledge about the diverse backgrounds of your students; and
- your decisions, comments, and behaviors during the process of teaching.

Each of these five aspects of teaching is addressed in this section. This information will assist you to teach in more inclusive ways. Much of the information in this section was drawn from focus group interviews conducted by CRLT in 1995-96 with female and male students from a variety of racial, ethnic, and religious backgrounds and departments or units. In these interviews, students identified multicultural issues related to classroom climate, course content and materials, and teaching methods. They also made recommendations about how classrooms could be made more inclusive. The examples used to illustrate particular issues in the sections that follow were taken from comments made by students during the focus group interviews and from the experiences of CRLT staff.

CHOOSING COURSE CONTENT

Some GSIs have a great deal of control over the content of a course, especially the content of their section, while others do not. It is helpful for students to know the extent to which you, as a GSI, have control. If students criticize or make suggestions about course content, texts, material, etc., over which you do not have control, you should convey their comments to the faculty member in charge of the course and encourage them to do the same.

When you have some control over the content (including books, coursepacks, and other materials), the following two questions and their related suggestions should be considered:

Whose voices, perspectives, and scholarship are being represented?

- Include multiple perspectives on each topic of the course rather than focusing solely on a single perspective. For example, if the topic is "The Great Depression in the USA," the content should not focus solely on the experiences of European Americans. Americans of African and Asian descent, American Indians, Mexicans, etc. had experiences and views that should be acknowledged. It would also be important to include the experiences and views of people with different socioeconomic statuses in this example.
- Include, as much as possible, materials written or created by people of different backgrounds and/or perspectives. If all the authors or creators of materials in a course are male (or female), white (or another group), liberal (or conservative), etc., instructors will be sending a message about the voices that are valued and will be devaluing the scholarship of others who have written or created materials on the topic. (This guideline should be altered appropriately in courses where the focus of the course is to better understand a particular perspective or worldview. Even these courses, however, should be attentive to the range of possible voices on a given topic.) On a related note, it is important to include works authored by members of the group that the class is discussing. For example, if the course deals with topics related to Muslims or Islam and the syllabus does not include materials written by Muslim authors, the message sent to students may be that you devalue the contributions of and scholarship produced by Muslims.

Diana Kardia (left) and Shari Saunders (right)

How are the perspectives and experiences of various groups being represented?

- Include materials (readings, videotapes, etc.) that address underrepresented groups' experiences in ways that do not trivialize or marginalize these groups' experiences. Books that include a section on some aspect of diversity at the end of the text or books that highlight women, people of color, people with disabilities, gay men, lesbians, etc., in boxes and not in the body of the text can be seen as examples of the marginalization of these topics, groups, and group members' contributions. When it is important to use such books for other reasons, instructors have a responsibility to make students aware of the texts' limitations at the beginning of the course and to facilitate students' ability to read critically with these issues in mind.
- Be aware of and responsive to the portrayal of certain groups in course content. For example, if an Asian country's policies are being used to contrast American policies, the policy of the Asian country should not always be used as a negative example (e.g., social policies in China) or always used as a positive example (e.g., business in Japan). You need to address the role of culture in foreign policies and not present policies as either wholly good or bad. Such treatment ignores the complexity of other cultures' policies or practices.
- Avoid dichotomizing issues of race into black and white. It is essential to recognize and acknowledge that there are other groups for whom racial issues are relevant (Arab Americans, Asians Americans, Latinos/as, Native Americans, etc.). Whenever possible, perspectives on racial issues from other groups should be included in course materials. If you have difficulty finding such materials, you should bring other perspectives into course lectures and discussions.

INCREASING AWARENESS OF PROBLEMATIC ASSUMPTIONS

An important early step in developing competencies to address multicultural issues in the classroom is to raise your awareness of issues that are multicultural and how they might manifest themselves in classrooms. In this process, it is useful to give consideration to assumptions that you may hold about the learning behaviors and capacities of your students. You may also hold assumptions that are tied to students' social identity characteristics (gender, race, ethnicity, disability, language, sexual orientation, etc.). These assumptions may manifest themselves in your interactions with students. You may need assistance in order to become aware of your assumptions. You should consider getting to know your students to be an ongoing process related to developing a positive classroom climate that promotes excellence.

Below are examples of assumptions, how they might be dealt with, and how you might learn more about your students through the process of addressing these types of assumptions.

Assumptions About Students' Learning Behaviors and Capacities

Assumption: Students will seek help when they are struggling with a class. For a number of reasons, students do not always feel comfortable asking for help. In order to address this issue, you can request meetings with students as problems arise or make office hour meetings part of the course requirement (e.g., each student will meet with you after receiving his or her grade on the first assignment). The latter is an ideal method because it allows you the opportunity to meet one-on-one with every student. It also removes the stigma attached to going to office hours.

Assumption: Students from certain groups are not intellectual, are irresponsible, are satisfied with below-average grades, lack ability, have high ability in particular subject areas, etc.

It is essential that instructors have high expectations for all students. For example, if a student earns a grade of C or lower, you should inform the student of the need for a meeting to discuss his or her performance. If students are absent, you should show concern about their absence when they return by asking if things are all right with them. If there are repeated absences, you should request a meeting with the student to discuss the situation. It is important for you to make initial contact with students; however, at some point, students need to take the initiative.

Assumption: Students from certain backgrounds (e.g., students from urban or rural areas, students who speak with an accent, students from specific racial or ethnic groups) are poor writers.

While the degree of writing preparation varies across the public school system in the U.S., students' regional background or group memberships do not serve as accurate predictors of the degree of preparation they received. Furthermore, you need to be sensitive to cultural differences in writing styles, recognizing that many standards apply to the evaluation of good writing. If a specific type of writing is expected for a given class, it may be useful to assign a short, ungraded assignment early in the term to identify students who may need additional assistance in meeting that particular writing standard.

Assumption: Poor writing suggests limited intellectual ability.

It is misleading to equate students' writing skills with their intellectual ability. Students have varying degrees of experience with "academic" writing. You have a responsibility to be explicit about what is expected and share with students examples of good writing done by other students. You should also alert students early on of their need to improve their writing and should suggest resources to them (e.g., English Composition Board's Writing Workshops).

Assumption: Older students or students with physical disabilities are slower learners and require more attention from the instructor.

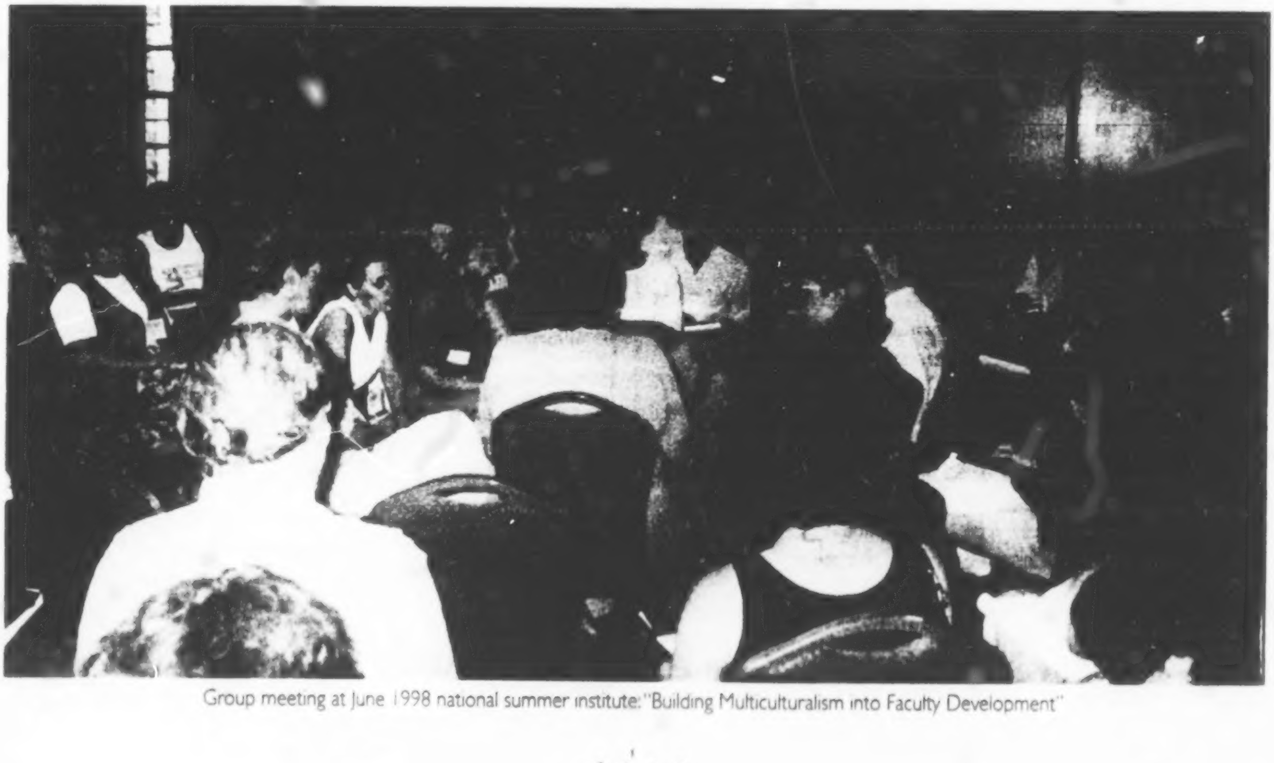
While there are many cultural assumptions about links between age or physical ability and one's intellectual capacity, these characteristics are not typically linked. Most classes do include some students who require extra attention from the instructor, but such students cannot be readily identifiable by physical characteristics.

Assumptions About Students' Social Identity Characteristics

Assumption: Students whose cultural affiliation is tied to non-English- speaking groups are not native English speakers or are bilingual.

If you feel that it is important to know whether students speak or understand other languages, you should ask this question of all students, not just those to whom you think the question applies. If there are concerns about students' academic writing skills, it would be best to meet with the students during office hours to discuss their work. One of the questions you could ask as part of your data-gathering protocol is "What were the languages spoken in the environment in which you were raised?" Following this question with appropriate probes would give you an opportunity to find out whether students are native speakers of English and, if not, how recently they became fluent. It is important to identify the source of students' difficulty with writing (or speaking), because identification of the factors that contribute to the problem will influence the actions taken to address the problem.

Assumption: Students who are affiliated with a particular group (gender, race, ethnic, etc.) are experts on issues related to that group and feel comfortable being seen as information sources to the rest of the class and the instructor who are not members of that group. AND/OR European



Group meeting at June 1998 national summer institute: "Building Multiculturalism into Faculty Development"

1133

American students do not have opinions about issues of race or ethnicity and members of other groups do have opinions about these issues.

One way to effectively deal with this set of assumptions is to pose questions about particular groups to the entire class rather than presuming that members of a certain group are the only ones who can reply. For example, questions could be phrased so that students would be able to share experiences of their friends or comments that they've heard as well as their own experiences. It would be best to let the class know that if any individual has experiences or information that she or he thinks would be beneficial to the class, she or he should inform you about such experiences or information. If you would like to hear from a particular student on a specific issue that relates to group membership, you should speak with the student privately instead of calling on the student when the issue arises in class. In this way, you can find out the students' ability to comment on the issue and willingness to do so publicly. This would avoid putting the student in an awkward position, particularly if the student lacks knowledge about questions related to his or her group.

Assumption: All students from a particular group share the same view on an issue, and their perspective will necessarily be different from the majority of the class who are not from that group.

You can regularly encourage all students to express different perspectives on issues, and you should not express surprise when people from the same "group" share opposing views or have a view consistent with the majority of the class. It is important to understand, however, that some students who are part of a "group" will feel hesitant to share views publicly that differ from the "anticipated group position" for fear of being admonished by members of their "group" or isolated from the "group" (e.g., an African American student expressing an anti-affirmative action view).

Assumption: In their reading, students will relate only to characters that resemble them.

This would most frequently occur in courses in which students read literature. Instructors should be careful not to treat with suspicion comments that suggest affiliation with a character that does not resemble the student in terms of race, ethnicity, gender, etc. For example, if a Caucasian student claims to feel her or his experiences resonate with an African American character, you should not dismiss her or his response, but probe for further explication about why she or he feels the connection.

Assumption: Students from certain groups are more likely to: be argumentative or conflictual during class discussions OR not participate in class discussions OR bring a more radical agenda to class discussions.

Participation levels vary across all students, with some students more comfortable in listening roles and others more comfortable taking the lead in class discussions. While these discussion styles may be influenced by students' past experiences, families of origin, and cultural reference points, a priori assumptions about student participation may hinder class discussion. It is important that you encourage participation among all students while also respecting the differences among students that will emerge. More equitable discussions can often be created by prefacing the discussion with a writing exercise that provides all students with the opportunity to clarify their thoughts on the discussion topic. It is also useful to remember that students' participation levels evolve over the course of a term as they become more comfortable with the course, their classmates, and the instructor.

George Mason University

Multilingual/Multicultural Education
(tenure-line, rank open)

Nationally recognized teacher preparation program seeks a faculty member who can translate the ESL research base into effective teaching practices that reflect current trends and innovations in the field. Responsibilities include conducting and disseminating school-based research and teaching courses in three areas: ESL teaching methods, curriculum development, and reading and writing, especially in the content areas. Earned doctorate and at least three years of public school teaching required. Experience working with special needs and non-literate learners and promising research funding/publication record desirable. Strong evidence of interactions with U.S. public school teachers and students preferred, including classroom teaching, curriculum development, program development, and teacher training in ESL. Applicants must be bilingual or multilingual in Spanish and/or Asian languages.

Applicants should send a letter of interest highlighting their qualifications, a current vita, and the names, addresses, and telephone numbers of three persons who can serve as references upon request. Inquiries and application materials should be addressed to:

Dr. Lorraine Valdez Pierce
Graduate School of Education
George Mason University
MSN 2F1
4400 University Drive
Fairfax, VA 22030-4444

Additional information is available at **http://gse.gmu.edu**. Review of applications will begin on May 1, 2000, and will continue until the position is filled.

George Mason University is an equal opportunity, affirmative action employer committed to meeting the needs of its increasingly diverse student body through appropriate personnel selection practices and procedures.

CALIFORNIA STATE
UNIVERSITY,
MONTEREY BAY

Announcement of Vacancy
Director of ProSeminar

The Director of ProSeminar is a 12-month tenure track faculty position at the Assistant or Associate Professor level, responsible for providing overall leadership, development, and management of first-year Pro Seminar students. ProSeminar focuses on orientation, oral communication, collaboration, cultural awareness, understanding self as a learner, writing skills, and learning plan development, required of all first year lower division students.

Minimum Qualifications:
Doctorate or other terminal degree from an accredited university; a minimum of five (5) years experience teaching in a post-secondary college or university that serves a culturally diverse student population and in programs for first-year students; some experience in the areas of faculty development, scholarship of teaching, program coordination, or retention of lower division students.

Salary:
Commensurate with background and experience.

Priority Filing Date:
May 5, 2000 (open until filled). For a complete job description and application information see http://www.csumb.edu/general/fac-recruit or contact: Recruitment/Academic Personnel, CSU Monterey Bay, 100 Campus Center, Seaside, CA 93955-8001, Tel: 831/582-3569, Fax: 831/582-3811, E-mail: faculty_recruitment@monterey.edu.

AA/EEO/ADA EMPLOYER

YEAR 2000 U.S. CENSUS

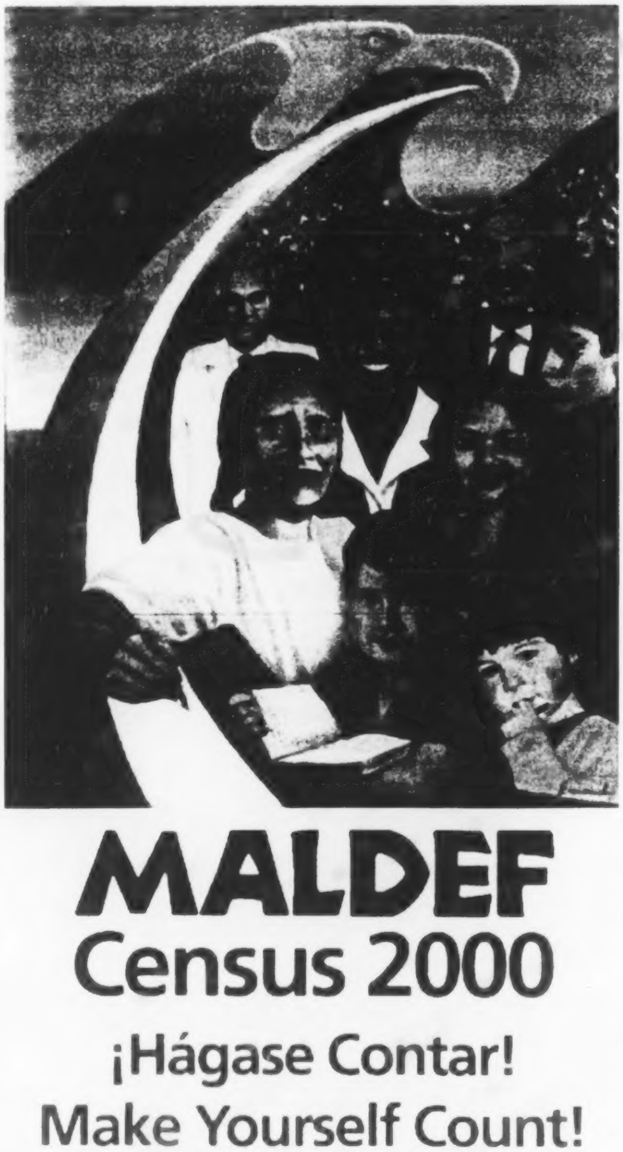
Will It Be Right?

BY GARY M. STERN

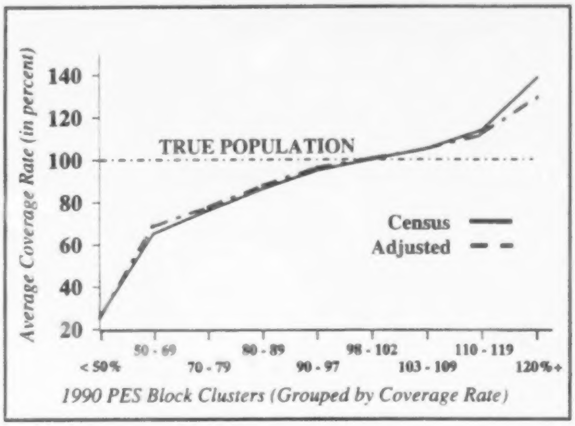
Accurate Count the No.1 Civil Rights Issue, Says MALDEF

The 1990 U.S. Census failed to count about one million Hispanics, according to most experts. Though 20 million Hispanics *were* counted, Hispanics were eight times more likely to be undercounted than were whites, noted Marisa J. Demeo, regional counsel for the Mexican American Legal Defense and Education Fund. Since about $180 billion in federal programs from Head Start, Title I, and day care to building highways are influenced by census data, the ramifications are severe. In fact, Hispanic undercounting was felt most heavily in large urban states such as California, Texas, New York, Illinois, and New Jersey that have the largest Hispanic populations. One question that looms over the year 2000 U.S. Census, which begins this month, is: Can the U.S. Census ensure that the undercounting of one million Hispanics doesn't reoccur?

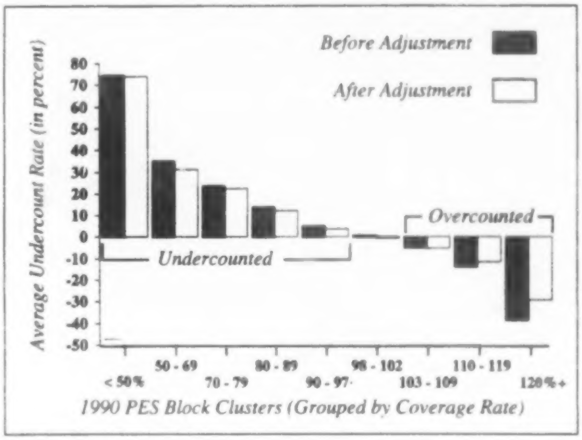
Experts declare that the undercount in 1990 was larger than it was in 1980. In fact, "there's more resistance to the census" than ever before, noted Jonathan Entin, a professor of law and political science at the Case Western Reserve University School of Law and member of the Population Association of America. "Because it is harder to get people to cooperate, the cost of conducting the census rises," he said. "At both ends of the sociological scale, you have people who don't want to be counted," added Dr. David Murray, director of research at the Statistical Assessment Service, a nonprofit organization, and member of the U.S. Census Monitoring Board appointed by Congress. Certain upper-class people are fearful that completing forms will trigger an I.R.S. audit while poorer people might be "evading the law, engaging in illegal activities, or violating zoning rules," said Dr. Murray. The U.S. Census will cost $6.2 billion to tabulate the approximately 275 million Americans in 2000, almost double the $3.2 billion cost of the 1990 census. Conducting the census requires hiring 860,000 temporary workers, part-time jobs without insurance benefits that can be hard to fill in an economy with the lowest unemployment rate in history.


MALDEF
Census 2000
¡Hágase Contar!
Make Yourself Count!

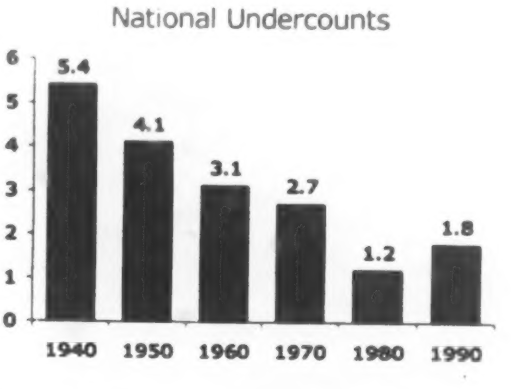
The Census Bureau determined that there was an undercount by referring to its "registration system of the record of birth, deaths, immigration, and emigration," said Dr. Margo Anderson, professor of history at the University of Wisconsin-Milwaukee and author of two books on the census, including ***Who Counts? The Politics of Census in Contemporary America***, co-authored with Stephen Feinberg. "You have to compare the census data to something else," she noted, in order to determine that an undercount occurred. In the 1990 Census, she noted, non-Black undercounting was at 1.7 percent, Asian at 3.1 percent, African American at 4.8 percent, American Indian at 5.0 percent, and Hispanic at 5.2 percent. The undercounting of Hispanics is considered 3.5 per-



**Average Coverage Rate
Before and After Adjustment
5,170 1990 PES Block Clusters**



**Average Undercount Rate
Before and After Adjustment
5,170 1990 PES Block Clusters**



The Bureau determined the 1990 count fell short by roughly 4.7 million people (less than two percent of the total population).

cent, which subtracts the white undercounting from the Hispanic percentage. Hispanics are undercounted in greater numbers, said Dr. Anderson, because of "language difficulties, large immigrant population, and because Hispanics are often part of big families in urban areas with high-rise buildings, and live in subdivided buildings." She also noted that nearly half of the undercounting revolves around children, who are either ignored, not living in permanent households, or left off data by parents.

"Language barriers and complex living conditions made more difficult by a fear of participating because of how the data might be used" serve as the primary reasons for the difficulty in counting Hispanics, explained Demeo. In addition, the only interaction many Latino immigrants have with the federal government is with the Immigration and Naturalization Service (INS), which is often hostile or conflictual. But the U.S. Census Bureau is entrusted with counting anyone living in the United States, whether documented or undocumented. Demeo noted that there isn't even a place on the census form that asks if someone is here legally or illegally, though one form does ask if the person is a citizen.

What most Hispanics and other minorities fail to realize is that by law, the information gathered by the U.S. Census must remain confidential. Any U.S. Census employee who was found to divulge census information could be found guilty of committing a federal crime. Entin noted that "census information can not be given to anyone in federal, state, or local government."

The U.S. Census Bureau works closely with the U.S. Postal Service and with local municipalities to include the addresses of every living American. It then sends questionnaires to people to be filled out and returned. The Census Bureau predicts that 61 percent of all households will return the initial questionnaire sent to them. If the questionnaire is not returned within a set time period, a second questionnaire is sent. If the second questionnaire is not returned, the Census Bureau then sends out an "enumerator" to the housing unit to interview people face-to-face. "In cities like San Antonio, Los Angeles, or Miami, they will be sending Spanish-speaking staff who live in the local neighborhoods," Entin said.

In addition to hiring more Spanish-speaking staff, the Census Bureau hired global ad agency Young & Rubicam to conduct a $102 million campaign urging people to participate in the census, and is marketing the census like Pepsi-Cola or Coca-Cola sells its diet drinks. Young & Rubicam's ads will be blitzed on Spanish-language broadcasts and on Spanish radio, telling people how important it is to complete questionnaires and how the information is kept confidential. In addition, a series of public service advertisements is addressed to newer immigrants that includes ads on Spanish TV, training videos in Spanish, brochures, and posters. Six regional directors will determine where these ads and videos are distributed to reach the widest Spanish-speaking audience.

"The Census Bureau will do everything it did in 1990, send forms to every single house, enumerators to every single place they have an address for from the U.S. Post Office and state and local governments. Once all that is said and done, they will still have missed people," noted Demeo. The Mexican American Legal Defense and Educational Fund and other Hispanic organizations lobbied for sampling as the only way to accurately count Hispanics.

Sampling enables the U.S. Census to take a statistical extrapolation in certain designated communities of 300,000 households. According to Demeo, the Bureau returns enumerators to households to interview people again, and if they discover that six people were living in a household rather than the four that were reported, they extrapolate the correct number and multiply that by a statistical percentage of the 300,000 households. The National Academy of Scientists in 1990 recommended using sampling to ensure accuracy. The U.S. Census Monitoring Board appointed by a Republican majority Congress in its executive summary stated unequivocally that "statistical adjustment, heralded as a kind of statistical remedy, will fail in its main charge: to prevent traditionally undercounted communities from receiving less than their fair share of representation and funding."

Dr. Murray, a member of Congress' U.S. Census Monitoring Board, contends that sampling "provides one kind of accuracy but at a certain expense. It fails to tell us exactly where people live and how they live. All it does is provide an estimate of how many people were missed. Can we adjust the population? Absolutely. Can you adjust the local count to satisfy the second criteria of where people live? You can't." He asserted that sampling enables the Bureau, by analogy, to count the number of jellybeans but not to tell you where the jellybeans are located. What would Dr. Murray suggest that the U.S. Census do to count minorities accurately if sampling has its drawbacks? "I'd prefer to see it gear up and do the tough work of having enumerators do a better job of doing the census all along. The jeopardy is greater when you use sampling rather than missing by enumeration. You don't have the same accountability when you yield to a centralized computer to correct an imbalance." He'd prefer local officials play a greater role in helping instill trust in minority populations to fill out forms and be counted.

CUANDO LE LLEGUE ESTE SOBRE, ABRALO.
ES PARA USTED.
AUNQUE LA DIRECCION NO ESTE CORRECTA.
United States Census 2000
SI LO TIRA, ESTARA TIRANDO LA OPORTUNIDAD DE RECIBIR SU FORMULARIO DEL CENSO EN ESPAÑOL.
Vea la parte de atrás de la carta, siga las instrucciones y solicite el formulario en español.
Esta es la única oportunidad que tiene de recibir el formulario en español: aprovéchela.
Recuerde que las cifras del censo se usan para ayudar a distribuir los fondos federales en todo el país.
Aunque la dirección no está correcta, debe usarla para recibir el formulario del censo en su propio idioma.
United States Census 2000
ES NUESTRO FUTURO. HAGASE CONTAR.

The Congressional Monitoring Board based its views on sampling on the 1990 U.S. Census, noted Dr. Anderson. "The sampling for the 2000 census will be twice as large a sampling and therefore will be more accurate. Moreover, sampling has become an accepted strategy to reduce undercounting in Canada and Australia," she said. As a member of the non-partisan National Academy of Science Panel on the census, she recommended sampling as the main method to reduce undercounting. By taking a sampling of 300,000 households and extrapolating data, the U.S. Census will reduce undercounting, she said.

One major stumbling block to counting Hispanics accurately involves the resistance of the U.S. Census to creating bilingual census forms. Currently, forms are written in English with one or two lines that direct Spanish-speaking people to check a box to have forms mailed to them in Spanish. "Most people whose primary language is Spanish won't read this letter," said Demeo and won't get to the one or two lines written in Spanish. People who speak English who have lived in the same residence over many years are the ones who return these forms in large numbers, she adds. Hispanic organizations recommended that a translated questionnaire be sent in Spanish to neighborhoods with large Hispanic populations, but that suggestion was deemed too costly or not employing an efficient use of resources.

The increasing number of multiracial and multicultural people in the U.S. is also raising questions about people's ability to fill out census forms. Some people will be confused when asked their ethnic group because they are of such mixed heritage. Even golfing star Tiger Woods, who hails from mixed heritage, might be befuddled about which box to complete, said Dr. Murray.

Most experts agree that the 2000 U.S. Census will document that Hispanics have risen from 22 million in 1990 to about 32 million in 2000. Hispanics will likely surpass African Americans as the second largest group in the United States, after whites.

Will undercounting in the 2000 Census be reduced? That depends on who is voted president, predicts Dr. Anderson. If a Democrat is elected, the odds are strong that Clinton's policies will continue and sampling will be permitted. If a Republican is elected, sampling will be disallowed. Further, if more than 61 percent of people return their questionnaires, as is expected, the cost of conducting the census will be reduced.

The census is one of the most important issues for Hispanics in the coming decade. "We consider the census the No.1 civil rights issue, because so many issues in terms of civil rights are determined by having accurate information of who we are and where we are," Demeo said. Voting rights and discrimination cases are influenced by data. "If you have inaccurate data, you have a harder time," she said.

HO

New Perspectives, New Opportunities through *ACE Fellowships*

BY
INÉS ALICEA

Dr. Estela R. Lopez had given some thought to being an administrator in higher education, but she really enjoyed teaching at the Inter American University of Puerto Rico, and she figured that she would teach for a long time. Her university, however, had other plans for her, and before she knew it, she was thrust into a program that changed her life.

More than 200 have become college and university presidents; more than 400, provosts, vice presidents, and vice chancellors; more than 600, deans.

Lopez, who has been provost and vice president for academic affairs at Northeastern Illinois University in Chicago since 1997, was encouraged to apply for and was accepted to the American Council on Education (ACE) Fellowship Program, a prestigious program that for the past 35 years has strengthened colleges and universities by providing comprehensive leadership development for senior faculty and administrators.

ACE Fellows participate in a year-long experience designed to provide them with skills in the leadership and management of change. More than 1,000 institutions have sponsored and hosted these leaders. For Lopez, and perhaps for others, the program can require some sacrifice. Lopez left her husband behind in Puerto Rico for part of the fellowship year and headed to New York with her young daughter.

"We were borrowing clothes from everyone because we didn't have any winter clothing," she laughed. "We were so cold."

Mestas, deputy chair for NEH prior to becoming chancellor, said that the experience with the ACE Fellowship Program "turned my career around."

Established in 1965, the program has since granted more than 1,280 fellows–senior faculty members and administrators–the knowledge, skills, and perspectives they need to assume significant leadership roles in higher education.

Overall participation of people of color is 21 percent. Since 1993, each year more than 30 percent have been people of color. Participation has been split evenly between women and men. Thus far, fifty-seven fellows have been Hispanic. Due to special recruitment efforts in the past six years, Latinos in each class have ranged from six to 15 percent.

Lopez, an ACE Fellow in 1985-86, spent her first semester in the administration offices of the Inter American University of Puerto Rico, where she had taught Spanish literature, and her second semester in the provost's office at Hofstra University in Long Island, New York.

"It was wonderful," she said. "I really enjoyed the program and benefited from it. I had been interested in administration, and the program showed me that it was something that I could do. I am a strong supporter of the program."

Lopez returned to Inter American after her fellowship year and quickly moved up, eventually to associate vice president for academic affairs and ultimately to vice president for academic affairs and planning.

Her relationship with ACE did not end with the fellowship year. She has advised others on how to prepare their applications for the program, served on the selection committee for the program, and been a mentor to current Fellows. She won a Senior Fellowship from the organization prior to taking on her current post at Northeastern Illinois University. And Lopez developed a similar fellowship program for her campus in Puerto Rico to give others at her university similar opportunities to move into administration.

"The program exposes you to the issues and gives you a perspective on the complexities of the issues you would face as an administrator," Lopez said.

Participants undertake projects during their fellowship year. These projects are designed to benefit the host institution but also serve to broaden the participants' perspective.

The program brochure from ACE says that the schools and the fellows both get the following:

- Leadership development experience designed around an issue of strategic importance to the nominating institution;
- A mentor relationship. Fellows are mentored by a team of experienced administrators–usually the president and vice president–and participate in projects and decision-making meetings;
- Renewed commitment to the advancement of teaching and learning;
- New perspectives on planning, budgeting, and financial management;
- Deepened understanding of higher education and the critical issues facing institutions;
- Increased institutional visibility;
- Improved access to resources and information via the networks formed by Fellows working on critical issues;
- Observing how other colleges and universities address challenges and solve problems; and
- Participation in national networks of leaders and institutions.

Viola E. Florez, dean, College of Education, University of New Mexico

Dr. Viola E. Florez, dean of the College of Education at the University of New Mexico in Albuquerque, N.M., said that the contacts she made as a fellow in 1993-1994 were invaluable. Participants have access to a national higher education leadership network called the Council of Fellows, the program's alumni organization. Council members serve as alumni mentors to the newly designated Fellows, helping them throughout the course of their fellowship.

Of the 1,200+ alumni, more than 200 have become college and university presidents; more than 400 have become provosts, vice presidents, and vice chancellors; and more than 600 have become deans.

"To this day, I can still pick up a phone, e-mail or write a letter and be in touch with one of my colleagues," Florez said.

Florez was a department chair at Texas A & M when she was accepted into the ACE program. She spent one semester of her fellowship year in the chancellor's office at her university and a second semester at Arizona State University in Tempe, Ariz.

"This program helped me focus my direction," Florez said. "It's an excellent program for both professional and personal goals. It's a good time to reflect, study, and look at leadership. It helps you do some self-assessment."

Florez said that another important part of the program was the perspective it offers to participants. She said that as a department chair, her focus was narrow.

"This program lets you look at higher education as a whole by looking at higher education issues across the country," Florez said.

Dr. Juan E. Mestas, chancellor and professor of foreign languages at the University of Michigan-Flint and an ACE Fellow in 1989-90 at the University of Pennsylvania, agreed.

"If I had to pick just one among the many important things I learned as an ACE Fellow, I'd say it was to understand the whole panorama of higher education in its many manifestations and from multiple perspectives," Mestas said. "That expansion of my view would not have been possible without the ACE Fellows Program."

Mestas, who was deputy chair for the National Endowment for the Humanities in Washington, D.C., prior to becoming chancellor, said that the experience with the ACE

Dr. Estela Lopez, provost for academic affairs at Northeastern Illinois University

Fellowship Program "turned my career around." One year after returning to the institution he had come from to participate in the ACE Fellowship Program, California State University-Long Beach, he was hired as vice provost, dean of students, and associate professor of foreign languages at Portland State University. And later, he moved to NEH to join his mentor while in the ACE program, Sheldon Hackney, former president of the University of Pennsylvania, who had been appointed chair of the endowment.

"The ACE Fellowship had opened a world of possibilities for me," said Mestas, who, as part of his ACE fellowship year, served as part of the research and editorial staff of *Policy Perspectives*, an influential periodical produced by the University of Pennsylvania's Institute for Research on Higher Education. As part of his project for the ACE fellowship, he was asked by the president to study the relationship between the university and the surrounding community, focusing on volunteerism.

"One of my recommendations to President Hackney was to establish a Center for Community Partnerships," Mestas said. "To my surprise, he loved the idea and suggested that the university buy a building for that purpose. I believe the center is still in place, doing good work."

The Fellows learn about higher education issues affecting the country through dialogues with national leaders, case studies, simulations, problem-solving workshops, role playing, lectures, and small group discussions.

Fellows are also urged to attend national meetings, particularly the ACE annual meeting, which brings together hundreds of college and university presidents. There, Fellows participate in broad discussions of policy related to the many changes taking place in education at all levels.

To qualify for the program, candidates must have a demonstrated record of leadership and achievement in institution-wide contexts. Evidence of leadership might include success in an administrative post such as vice president or dean, department chair or director of admissions or student affairs, or skillful chairing as a senior faculty member of a major committee or the faculty senate. Fellows are expected to return to their sponsor institutions for at least one year after the fellowship. Candidates must be nominated by the institution's president or a senior officer, who agrees to pay the candidate's salary and benefits during the fellowship year.

Any ACE member institution can nominate up to two candidates per year. Fellows select one of three options: a year-long off-campus placement at another institution, a semester-long off-campus placement at another institution, or periodic visits to another institution.

ACE is the umbrella association for the nation's colleges and universities. Its membership includes about 1,600 accredited degree-granting institutions from all sectors of higher education and nearly 200 national and regional higher education associations and organizations.

For more information, contact: ACE Fellows Program,American Council on Education, One Dupont Circle NW, Washington, D.C. 20036-1193; (202) 939-9412; fellow@ace.nche.edu; http://www.ACENET.edu.

ACE FELLOWS PROGRAM TYPICAL SCHEDULE

Summer 1999: Nomination and application forms sent to presidents and chief academic officers of all ACE member institutions

Nov. 1, 1999: Applications due

January 2000: Finalists invited to interviews

Late January/Early February 2000: Finalists interviewed in Washington

Early March 2000: About 35 Fellows selected and notified.

June 2000: Council of Fellows Weekend, including Washington meeting for new ACE Fellows

August 2000: Opening Seminar

January 2000: Mid-year seminar

February 2001: ACE Annual meeting

June 2001: Closing seminar

Career Outlooks for Hispanics

Based on Statistical Projections

BY
CASEY YOUNG

> ***Of the top 25 projected occupations with fast growth, high pay, and low unemployment that have the largest numerical growth, 18 require advanced degrees.***

Hispanics are poised to make a significant difference in the makeup of the U.S. workforce in the next few decades. According to Census Bureau projections, the Hispanic population should reach close to 17 percent of the total U.S. population by the year 2020. Because they are younger as a group than their white compatriots, their impact will be felt first in the entry-level positions of the new service economy, provided that they understand the importance of education in this economic shift.

Employment data over the last five years are available from the Bureau of Labor Statistics by several breakdowns, including a breakout of Hispanic occupations in the labor force. Bear in mind that these broad categories include many occupations and many levels. Service occupations, for example, include ushers, lobby attendants, and ticket-takers (minimum-wage occupations projected to grow faster than average), and also computer systems analysts (highly paid computer specialists who have the fastest-growing job projections).

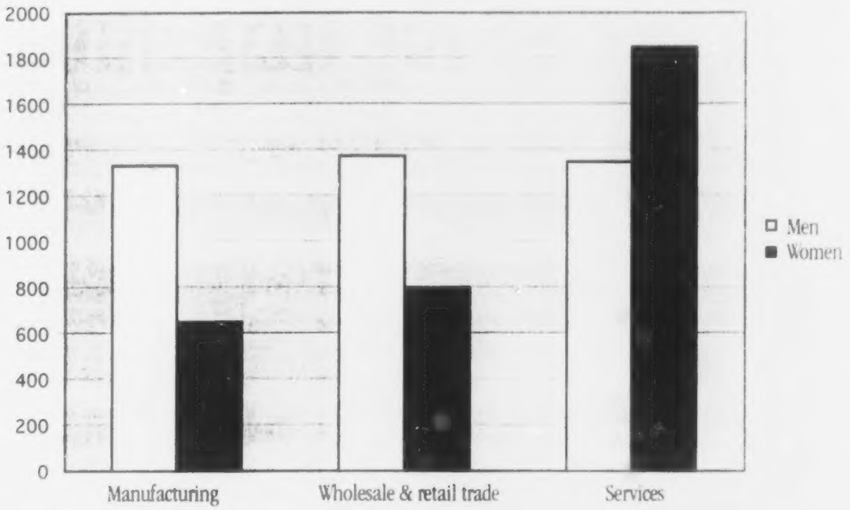
The Bureau of Labor Statistics does not break down projections by race for any category. According to the law, all jobs are open to all people who have the required skills. To break down the future would be to discriminate. However, it's clear that the people who have a bachelor's degree along with a good command of the English language (both written and verbal) will enjoy a higher standard of living over the next few decades.

The Past

The following information is based on Bureau of Labor Statistics data available via the Internet. (Figures are based on statistical reports obtained from the Bureau.) The article looks at broad categories of occupations held by Hispanics over the last five years and breaks down the most frequently held categories by sex. These data are contrasted with the occupations and pay structures held by the white and African American communities.

In 1994, the three broad categories of industries for Hispanics 20 years and older in the United States were services (32 percent), manufacturing (20 percent), and wholesale and retail trade (22 percent). Within wholesale and retail trade, 80 percent of the occupations were in retail, with occupations in eating and drinking establishments making up over a third of that total. Again, retail includes everyone from those in entry-level positions to managers in retail establishments to commissioned salespersons. Over half the services positions were in professional and related services, such as the health industry and legal profession. Educational services make up a

Figure 1: 1994 Hispanic Main Industries by Gender



third of that category. (See Sidebar One for a further breakdown of professional and related services.)

The Bureau of Labor Statistics shows that men predominate in manufacturing (67 percent) and trade (63 percent) and women predominate in services (57 percent). (See Figure 1.) Within services, men were predominant in business, auto, and repair services (about 36 percent of all men in services), personal services outside of private households (about 13.5 percent), and educational occupations (about 14 percent), while women overwhelmingly were in professional services, with about 21 percent of all women in services in education, about 17.5 percent in health services outside of hospitals, and 10 percent in social services. Women also work in business, auto, and repair services (about 11 percent), and personal services outside of private households (about 12 percent of all women in services).

The Present

For Hispanics, these breakdowns remained fairly constant from 1994 to 1999. In 1999, the percentage of Hispanics working in service occupations was at 31 percent, in manufacturing at 16 percent, and in trade at 21 percent. (See Figure 2.) Construction had taken a swing up, and manufacturing had gone down as a percentage of the work force. Breakdowns between male and female representation remained about the same.

Looking at the data from another point of view, the nation as a whole in 1998 was continuing towards an economy more heavily invested in services. (See Figure 3.) This chart displays a combined total of 37 percent for the professional and services categories. Agriculture is barely represented, while sales are a respectable 12 percent of the total. Production, which includes manufacturing, is represented at 26 percent.

A note about Hispanics in agriculture–many of the agricultural jobs are given to people from other countries, notably Mexico. There is a high turnover rate in these jobs. People who have demonstrated management skills in another arena, not those picking strawberries working their way up the ladder, usually hold the management jobs in agriculture. As the need for agricultural jobs goes down, it is possible that fewer people will come in from other countries to do these jobs.

1999 data as a whole show that Hispanics average the least amount of weekly wages when compared to whites and African Americans. (See Figure 4.) Some of that can be traced to the occupations of Hispanics as a whole. For example, a report in the July 12, 1999, *Newsweek* edition noted that "15 percent of Hispanics work as managers; 31 percent of non-Hispanics do." Especially in the academic job market, a study done for *Sociological Perspectives* suggests that "while women and African Americans are slightly underrepresented among hires, Latino/as and Asians are more seriously underrepresented."

The Future

It is clear from the projections that follow that there are certain categories of occupations that will enjoy good employment rates in the next ten to twenty years. It is important to remember that not all occupations within these categories will enjoy the best employment and wages. Most of these employment opportunities are in the services sector. Of the top 25 projected occupations with fast growth, high pay, and low unemployment that have the largest numerical growth, 18 require advanced degrees. (See Sidebar Two.)

In a report entitled "Tomorrow's Jobs," the Bureau of Labor Statistics provides its outlook for the years from 1996 to 2006. Salient portions of the report follow.

- More Employment Opportunities

The labor force will grow more slowly (about 11 percent) than it did 1976-86, but employment will increase by 14 percent. 94 percent of this increase will be wage and salary workers, but self-employed workers will increase to 11.6 million in 2006. Employment growth of Hispanics, Asians, and other races will be faster than for African Americans and white non-Hispanics. Since the growth of Hispanics in the labor force will be gradual, based mainly on immigration, white non-Hispanics will still outnumber the other races in the workforce in 2006. This will probably change as time goes on and the new generation of U.S.-born Hispanics enters the workforce.

The number of women in the workforce will increase from 46 to 47 percent, which is the same gradual growth we've been seeing over the past decade. Traditional "men's jobs," such as manufacturing, construction, and agriculture, will decline because of the shift to a service-producing economy.

- Older Work Force

The work force will become older. According to *Newsweek*, the median age of Hispanics is between 25 and 30, with African Americans' median age a little over 30 and whites' median age in the mid-30's. Based on the Bureau of Labor Statistics' projections and these population projections, it is apparent why the white non-Hispanics will still dominate the workforce, at least until some point after 2006.

Many management jobs, as well as jobs that count experience as an important factor, will still be dominated by white non-Hispanics.

- Services Will Dominate

Employment in service-producing industries will increase faster than average, with growth near 30 percent. Occupation categories that stand out are service and retail trade businesses, health services, educational services, and computer and data processing services. As the population ages, the health care industry will see significant growth. Computer services will continually be required as new technology emerges. Given the predominance of Hispanic youth in the U.S. population as a whole, and the dominance of youth in the computer industry, Hispanics should be poised to enter this industry in great numbers. However, white youths have an advantage. According to *Newsweek*, "22 percent of Hispanics have Internet access at work or at home; 43 percent of whites have Internet access."

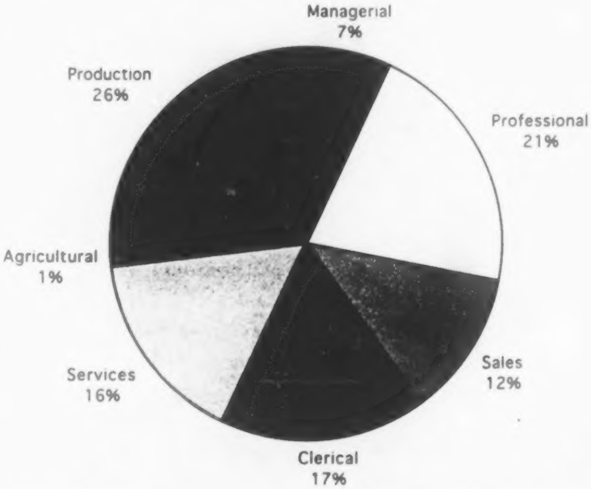
Projected employment growth in the construction and agriculture industries will be offset by a decline in manufacturing and mining jobs. Manufacturing will account for 13 percent of total wage and salary worker employment in 2006, compared to 15 percent in 1996. Based on the statistical analysis of the five years noted above, the Hispanic community is already feeling the decline in the manufacturing sector.

- Higher Education a Must for Good Pay

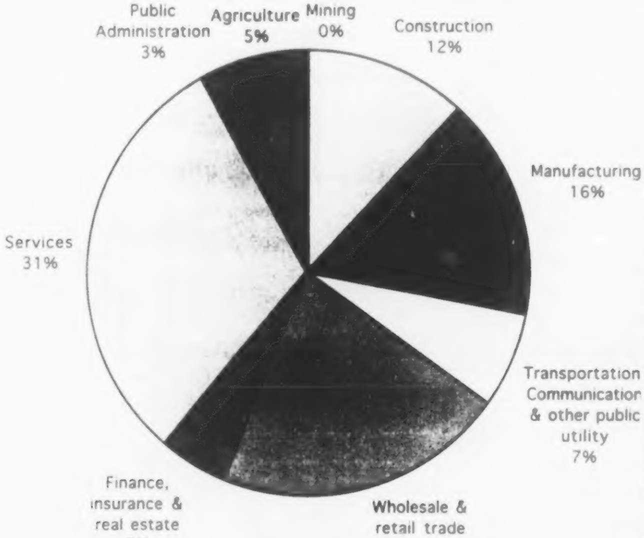
Education is essential in getting a high-paying job. Many occupations–for example, registered nurses, blue-collar worker supervisors, electrical and electronic technicians/technologists, automotive mechanics, and carpenters–do not require a bachelor's degree yet offer higher than average earnings. Some of these jobs require an associate's degree, but many require long-term on-the-job training.

Most of the education and training categories projected to have the fastest growth require at least a bachelor's degree (secondary school teachers, special education teachers, college and university faculty). All occupations within the education and training category that do not require a college degree are projected to grow slower than average.

Figure 3: 1998 Occupation Breakdown of All Ethnic Groups



1999 Hispanic Occupation Breakdown



Labor force groups with lower than average educational attainment in 1996, including Hispanics and African Americans, will continue to have difficulty obtaining a share of the high-paying jobs unless they raise their educational attainment. Although high-paying jobs will be available without college training, most jobs that pay above-average wages will require a college degree.

What This Means

So what does this mean to the Hispanic community? According to Howard Fullerton, senior demographic statistician at the Bureau of Labor Statistics, there will be plenty of jobs for everyone. "If you want a job, you must be willing to work. If you want a good job, you'd better get some education," he said. He noted that 40 percent of the jobs will require a month or less of on-the-job training, but most of these jobs will not be the high-paying jobs. Most jobs that pay well will go to those with a bachelor's degree or higher. (See Figure 5.)

He also mentioned that math and writing skills would be highly sought. Being able to speak, read, and write English will be important for Hispanics wishing to work outside a Spanish-speaking enclave, such as Little Cuba in Miami. While there are all types of linguistic enclaves in the United States, they are by their nature self-limiting in employment.

Currently, the Hispanic occupations are clustered too heavily in manufacturing and construction industries to be positioned for the emerging service economy. This is particularly true of Hispanic men. Based on Bureau of Labor Statistics figures, employment will grow 14 percent in the next six years. Contrast this with the projected Hispanic population of 13.5 percent of the United States total population in the same time frame. If these two trends continue, there will be plenty of opportunity for the U.S. to absorb the Hispanic population growth within its employment structure, as well as self-employed occupations.

There is, however, a condition. As noted above, most of the high-paying jobs in the coming years will be in the services sector, requiring advanced degrees. According to a 1997 U.S. Census report by Jennifer Day that is available on the Internet, "The proportion of the Hispanic

Figure 4: 1999 Median Weekly Earnings

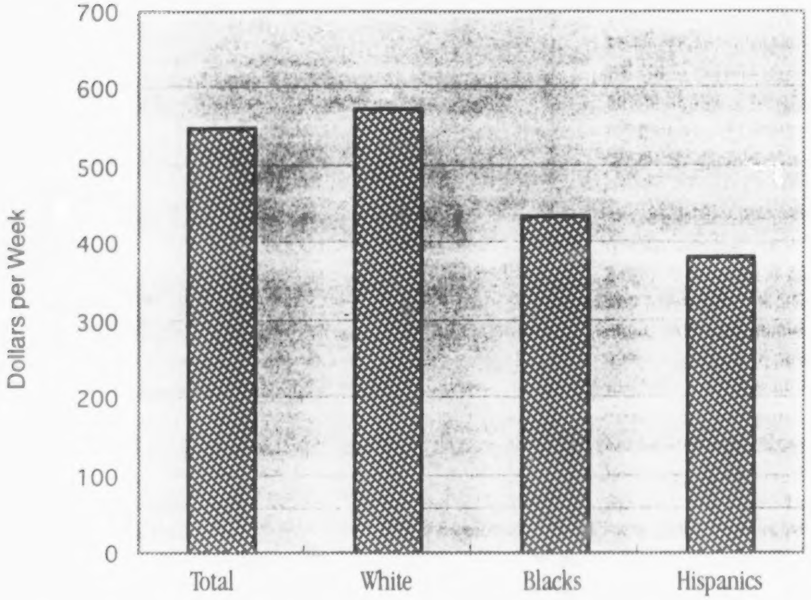


Figure 5: 1997 Unemployment and earnings for year-round, full-time workers age 25 and over, by educational attainment for 1997

Education Level	Median Income	Unemployment Level
Professional Degree	$72,700	1.3
Doctorate	$62,400	1.4
Master's Degree	$50,000	1.6
Bachelor's Degree	$40,100	1.9
Associate's Degree	$31,700	2.5
Some college, no degree	$30,400	3.2
High School Graduate	$26,000	4.0
Less than a High School Diploma	$19,700	7.1

Source: Bureau of Labor Statistics Internet News, *"Education Pays"*

population ages 25 and over with some college training increased from 51 percent in 1987 to 55 percent in 1997...and those with a bachelor's degree increased about two points (from 8 percent to 10 percent)." There will need to be a dramatic increase in the number of Hispanics in college in order to take advantage of the 60 percent of the occupations that will require advanced degrees.

Services include:

- Service in private households
- Miscellaneous services, including:
  - Business, auto, and repair services
- Personal services outside of private households
- Professional and related services, including:
  - Hospitals
  - Health services excluding hospitals
  - Education services
  - Social Services
- Other professional services
  - Forestry and fisheries

According to the *Occupational Outlook* manual for 1999-2000, the following occupations have fast growth, high pay, and low unemployment, and will show the largest numerical growth, projected 1996-2006. They will account for 27 percent of all job growth. They are listed in descending order of opportunity.

- Systems analysts
- General managers and top executives
- Registered nurses
- Teachers, secondary school
- Clerical supervisors and managers
- Database administrators and computer support specialists
- Maintenance repairers, general utility
- Teachers, special education
- Computer engineers
- Social workers
- Food service and lodging managers
- College and university faculty
- Engineering, mathematical, and public relations managers
- Licensed practical nurses
- Financial managers
- Marketing, financial, and public relations managers
- Computer programmers
- Instructors and coaches
- Lawyers
- Physicians
- Electrical and electronics engineers
- Corrections officers
- Securities and financial services sales workers
- Physical therapists
- Artists and commercial artists

Who's Producing the Most Minority Ph.D.s?

UC-Berkeley in the Lead

BY
AMALIA DUARTE

Only three other schools, Howard University, Texas A&M, and the University of Puerto Rico-Rio Piedras, did better than UC-Berkeley at producing minority doctorates in the physical sciences.

During the 1990s, just a handful of graduate degree programs in mathematics, the physical sciences, and engineering accounted for nearly half the doctorates awarded to minorities in these disciplines, according to a recently released report from the Quality Education for Minorities (QEM) Network.

From 1990-97, there were 27 institutions in the United States and Puerto Rico that stood head and shoulders above the others in terms of producing minority Ph.D.s in these areas of study. Each of these schools awarded more than 20 doctorates to minorities in mathematics, the physical sciences, and engineering during this time period.

And these schools aren't succeeding just at the graduate level. QEM researchers found quite a bit of overlap when they compared these 27 institutions to schools in a 1997 study that were ranked as leaders in granting undergraduate degrees in the same areas of study. Cornell University, Texas A&M University, the University of Maryland-College Park, the University of Michigan at Ann Arbor, and the University of Puerto Rico-Rio Piedras campus all are among institutions that achieved success at both the undergraduate and graduate levels.

It's All Linked to Education
Valuing Differences
Good Citizenship
Career Options
Economic Well-being
Quality of Life
Leadership
Advancement
Love of Learning

It's a particularly interesting finding because the two studies looked at different sets of schools. The doctorate study surveyed all 320 Ph.D. programs in these fields, while the 1997 study focused on institutions in 17 states, where minorities constitute at least 25 percent of high school graduates, plus Puerto Rico. "We found there was significant overlap on the two lists," said QEM President Dr. Shirley McBay. "And we aren't sure about the reason for this. It may be that the students who receive their undergraduate degrees go on to get their Ph.D. at the school or that strategies at the graduate level are mirrored for undergraduates. It really requires further exploration."

Another finding that requires more study is that Hispanics outpaced African Americans in earning Ph.D.s in mathematics, the physical sciences, and engineering during this time frame. Of the 1,129 doctoral degrees awarded to minorities, Hispanics received 660, or 58.5 percent; African Americans earned 410 Ph.D.s, or 36.3 percent; and American Indians were granted 59, or 5.2 percent. (The study excluded Asian Americans.) Engineering was the most popular field, followed by the physical sciences and mathematics.

Again, QEM officials are not quite sure what conclusion(s) to draw. Just who is included in the Hispanic group? Does it include a high number of Latin Americans who came to the United States to earn a Ph.D.?

QEM is sure about one thing: these schools serve as role models to other institutions. QEM honored these 27 universities in February during the Ninth Annual National Conference of QEM's Mathematics, Science and Engineering (MSE) Network. The theme of the gathering was "Preparing Ph.D.s for Success in the 21st Century." The conference emphasized programs and strategies for preparing and supporting minority students through the successful completion of doctoral study in mathematics, the physical sciences, and engineering. At the conference, representatives from 25 of the 27 institutions named in the study as top Ph.D. producers came to be honored. "We like to highlight the positive and give recognition and support to those institutions that are making a difference," said Dr. McBay.

QEM is a nonprofit organization dedicated to improving education for minorities. Established in 1991, the MSE Network is comprised of minority and non-minority institutions and organizations that advise and help guide QEM's efforts in this critical area. (QEM specifically focuses on addressing the needs of African Americans, Alaska Natives, American Indians, Mexican Americans, and Puerto Ricans throughout all levels of the educational pipeline.)

The recent report highlighted some of the factors that made these 27 institutions consistently able to graduate minority Ph.D.s in areas where they are sorely underrepresented. The schools are a diverse group, drawing from areas where there are large minority populations to parts of the country where few minorities live. But overall, four key factors seemed to provide the foundation for success at these schools: recruitment, financial aid, retention, and faculty advising. "When you look at these four areas together," said Dr. J. Arthur Jones, senior associate at QEM, "it produces a climate that tells the student, 'You are welcome here.'"

Many of the schools on the list employed faculty with reputations for advising minority students. "These faculty are major contributors to the institutions' output of minority MPSE doctoral degree recipients," states the report.

A number of these institutions also make a concerted effort to recruit at schools with large minority populations, including Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), and tribal colleges. "They made a special effort to visit these schools and talk with students," said Dr. Jones. "And they did special things through financial aid and fellowships, such as graduate teaching assistantships and graduate research assistantships, including positions that were reserved for minorities."

The 27 institutions, listed in alphabetical order, are as follows:

City University of New York Graduate Center
Cornell University*
Georgia Institute of Technology
Howard University*
Massachusetts Institute of Technology*
North Carolina State University*
Northwestern University
Purdue University
Stanford University
Texas A&M University*
The Pennsylvania State University Park
University of Arizona*
University of California-Berkeley*
University of California-Davis*
University of California-Los Angeles*
University of California-San Diego*
University of Colorado at Boulder
University of Florida
University of Illinois at Urbana-Champaign
University of Maryland-College Park*
University of Miami
University of Michigan-Ann Arbor*
University of Pennsylvania
University of Puerto Rico-Piedras Campus*
University of Texas at Austin*
University of Wisconsin-Madison
Virginia Polytechnic Institute and State University

**Institutions that are leaders in both the production of minority MPSE doctoral degree recipients and of minority undergraduates who successfully pursue MPSE doctoral degrees*

Many of the schools on the list employed faculty with reputations for advising minority students.

These leading Ph.D. producers go the extra mile for minorities, creating special offices that target minorities for recruitment and make sure they stay on track after enrollment. For example, the University of Florida, which ranked #8 in the QEM study, established the Office of Graduate Minority Programs (OGMP) in 1984. The office was created to increase the number of minority graduate students and to provide those students with academic programs and services to assist and support the successful pursuit of graduate education. The office handles everything from recruiting and campus visitations for prospective students to tutoring and open houses. Additionally, the office pushes for accountability by monitoring the numbers of minority students enrolled in graduate programs. A number of the University's colleges also support special recruitment programs. And the University collaborates informally with four HBCUs and two HSIs through the Florida/Georgia Louis Stokes Alliance for Minority Participation in Mathematics, Science and Engineering. Acting as role models and mentors are numerous minority faculty, including 38 in the MPSE departments.

On the West Coast, despite passage of a referendum eliminating affirmative action in California's public universities, a total of four UC schools–UC-Berkeley, UC-Davis, UC-LA and UC-San Diego–made the list. In fact, topping the list was the University of California-Berkeley, at which 89 minority students earned their Ph.D.s. The school was the site of the most Ph.D.s earned in mathematics–14–and highest number for engineering with 50 (tying with the Georgia Institute of Technology). And perhaps most impressive, in the physical sciences, 25 doctorates were awarded at UC-Berkeley to non-Asian minorities. Only three other schools, Howard University, Texas A&M, and the University of Puerto Rico-Rio Piedras, did better at producing minority doctorates in the physical sciences.

Stanford was another standout. Stanford has an "aggressive diversity program for graduate student recruitment," states the QEM report. A special diversity orientation sponsored by the School of Engineering, seminars that focus on diversity issues, four ethnic centers on campus, minority student organizations, and summer programs for minorities are just a few of the noteworthy elements at Stanford that are cited in the QEM report. There are undergraduate bridge programs with HBCUs and HSIs, and the university has 10 minority faculty members in its

Leading Producers of Doctoral Degrees Awarded to Minorities in MPSE Fields, by Race/Ethnicity, 1990-1997

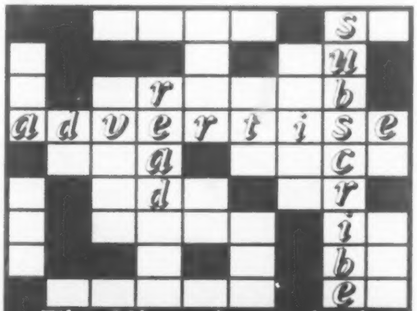
Rank	Institution	Total MPSE	African Americans	American Indians	Hispanics
1	University of California-Berkeley	89	29	6	54
2	Texas A&M University	81	22	5	54
3	Georgia Institute of Technology	72	43	3	26
4	Massachusetts Institute of Technology	60	22	0	38
5	Stanford University	59	18	4	37
6	University of Texas at Austin	59	9	4	46
7	University of Michigan-Ann Arbor	55	21	3	31
8	University of Florida	49	18	1	30
9	Howard University	47	46	0	1
10	University of Illinois at Urbana-Champaign	43	13	2	28
11	Purdue University	39	17	4	18
12	University of California-Los Angeles	39	6	3	30
13	Cornell University	37	13	1	23
14	University of Puerto Rico-Piedras Campus	35	0	0	35
15	City University of New York Graduate Center	34	16	0	18
16	North Carolina State University	33	15	4	14
17	University of Colorado at Boulder	33	8	4	21
18	University of Arizona	31	5	6	20
19	University of California-Davis	30	7	3	20
20	University of Wisconsin-Madison	29	10	3	16
21	University of Pennsylvania	27	14	0	13
22	University of California-San Diego	27	9	1	17
23	Northwestern University	26	11	0	15
24	University of Maryland-College Park	26	19	0	7
25	The Pennsylvania State University Park	24	8	1	15
26	University of Miami	24	1	0	23
27	Virginia Polytechnic Institute and State University	21	10	1	10
	Total	**1,129**	**410**	**59**	**660**

Source: National Science Foundation's WebCASPAR database at http://caspar.nsf.gov/webcaspar

MPSE departments. At the same time, informal dinners and lunches with faculty, staff, alumni and even industry representatives enhance the experience for minorities. "Stanford is a great example of how universities can create an infrastructure of support for minority students from the special financial aid opportunities to the student centers," said Dr. Jones.

Taken as a whole, these institutions of higher education offer a lesson to other colleges and universities on how to succeed in areas where minorities are scarcest in the academy. But even the success of these schools barely makes a dent compared to the overwhelming numbers of Ph.D.s conferred on whites. "It's definitely a case of, 'Is the glass half empty or half full?'" agreed Dr. McBay. "But we chose to focus on the positive and give these institutions recognition and encouragement to do even better."

Amalia Duarte is a public relations manager at Lucent Technologies.



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Tel: 201.587.8800 ext. 102 or 106
Fax: 201.587.9105
E-mail: Outlook@sprintmail.com

People-Places-Publications-Conferences

PEOPLE & PLACES

Franco Discusses Nature of Memory and Communication at Texas-Austin

Jean Franco, author of more than five books and dozens of articles on Spanish and Latin American culture and literature, discussed "Memory and Memoirs in the Post-Dictatorship Literature of the Southern Cone" at the University of Texas (UT)-Austin. Franco was a keynote speaker at the 10th Hispanic and Luso-Brazilian Literatures and Romance Linguistics Conference, sponsored by the UT-Austin department of Spanish and Portuguese. Noted sociolinguist Roger W. Anderson delivered a keynote address on "Thematic Streams in Conversation" as applied to the Creole language of Papiamentu, which is spoken on islands off the coast of Venezuela and incorporates elements of Portuguese, Spanish, and Dutch.

Franco, professor emerita at Columbia University, was the first professor of Latin American literature in England and taught at the University of Essex and the University of London.

HACU Names Executive Director of Member Services

Mariana Peralta Sharp, a former executive at the national Avance Inc. Family Support and Education Program, was named executive director of member services for the Hispanic Association of Colleges and Universities (HACU).

Sharp now oversees services to member institutions, including collaborative programs and national and international conferences for HACU, the nation's leading Hispanic higher education association, which represents more than 230 colleges and universities with high Hispanic student enrollment rates in the U.S., Puerto Rico, and abroad.

Sharp, who has a bachelor's degree from the University of Miami and a certificate of graduate studies from UC-Davis, is pursuing both a law degree and master's at St. Mary's University in San Antonio.

Alligator Press Links up with Spanish Literary Agency

Alligator Press (Texas) has announced a relationship with A.C.E.R. Literary Agency, Madrid, Spain. A.C.E.R. is the second largest agency for Spanish language rights and has been in business for 40 years.

Alligator Press is committed to publishing quality titles in world literature, expanding its vision beyond the boundaries of language, geography, and culture. An independent publisher of quality trade books, the company is dedicated to the production, distribution, and promotion of mainstream literature. Its primary goal is to encourage exchange between the English and Spanish literary worlds.

New Mexico Researchers Work on Endeavor's Antenna Mast

Two researchers from the University of New Mexico (UNM)are helping the Space Shuttle Endeavor to generate the most accurate and extensive topographical map of the earth.

UNM civil engineering professor Arup Maji and graduate student Lorena Sanchez helped create composite rods, which were manufactured at the Air Force Research Laboratory (AFRL) by a team of UNM and AFRL personnel. The five-eighths-inch diameter rods, made with carbon fiber and epoxy matrix, constitute a 197-foot antenna mast, the longest rigid structure ever to be deployed in space.

"I am pleased that I was able to contribute to the Endeavour's mission of generating intensive maps of the earth," said Sanchez. "The rods created for the mast are an alternative to other materials used in the past."

Yale Hosts Rebellious Lawyering Conference

Yale Law School (Conn.) held an event exploring "Innovative Advocacy for a New Millennium," the 6th annual Rebellious Lawyering Conference. Practitioners, law students, community activists, and advocates from around the country discussed innovative and progressive approaches to law and social change. Panels explored asylum law, environmental justice, the death penalty, and welfare reform–examining nontraditional methods of legal and quasi-legal representation, including grassroots organizing and alternative approaches to impact litigation, direct services, and criminal defense.

Gerald P. Lopez, professor of law at the UCLA School of Law, and author of *Rebellious Lawyering: One Chicano's Vision of Progressive Law Practice*, gave the opening address.

Purdue-Calumet Holds Discussion en Español on Belli

Jorge Paredes, professor of Latin American literature at Monash University in Melbourne, Australia, discussed in Spanish the works of Central American writer Gioconda Belli, at Purdue University-Calumet.

Belli, a renowned author of this century, has written novels and poems in Spanish that have been translated into English, German, Italian, and many other languages.

SMU's Perkins School Teaches Latino Missionology

Perkins School of Theology at Southern Methodist University (Texas) reinstated its Mexico Immersion Experience program to help familiarize pastors with the cultural values of congregations that have growing Hispanic memberships.

"The challenge for pastors with members from Mexico, South America, and the Caribbean is to understand and appreciate the theological experiences of their cultures and to meet their needs while helping them integrate into the congregation and the community," said the Rev. Teresa Santillana, mission associate for Latino missiology at Perkins School of Theology.

Through the program, students live and study for up to a semester at a seminary in Monterrey or Mexico City, where they are immersed in the language, customs, and culture.

Huerta and Martinez Visit Western Oregon

Western Oregon University's multicultural student union recently sponsored the annual Women of Color Conference, in celebration of Women's History Month. The theme was "Women's Voices in the 21st Century."

Renowned civil rights activist Dolores Huerta, co-founder of the United Farm Workers of America, was a keynote speaker. Together with César Chávez, Huerta founded the Robert F. Kennedy Medical Plan, the Juan De La Cruz Farm Worker Pension Fund, and the Farm Workers Credit Union, the first organizations of their kind for farm workers. Huerta is vice president of the Coalition for Labor Union Women and of the California AFL-CIO, and on the board of the Fund for the Feminist Majority, which advocates political rights and equal rights for women.

Demetria Martinez, a novelist, poet, columnist, activist, and teacher known as a champion of free speech and religion, was another keynoter.

Texas-San Antonio Honors "Women Who Inspire"

The University of Texas-San Antonio looked back at women who have struggled, prevailed, and inspired others during Women's History Week in March. Organizers chose the theme "Women Who Inspire Us: Imagina El Futuro."

Adriana Ayala and Gabriela Gonzalez discussed their research on the history of women in South Texas; Ricardo Romo discussed "Mentoring Women"; during "La Lucha: The Struggle," Minnie Bruce Pratt intertwined poetry and feminist theory to expose racism, sexism, and homophobia; Alicia Galvan translated text by Sor Juana Ines de la Cruz; Shirley Mock discussed "Black Seminole Women in Texas and Mexico"; Juanita Diaz-Cotto discussed "Women's Prison Writings in the U.S."; and the film *The Status of Latina Women* looked at the differences between the U.S. Latina and her Latin American and American counterparts.

Washington State Hosts Semana de la Raza

Photo © Noah Berger

Award-winning author Carlos Muñoz Jr. delivered the keynote address during Washington State University's (WSU's) annual Semana de la Raza. An ethnic studies faculty member at the UC-Berkeley, Muñoz spoke about this year's Semana theme, "Celebrating Our Past, Embracing the Future."

After more than 30 years of teaching in higher education, Muñoz has gained international prominence as a political scientist, historian, essayist, and public intellectual. Since the 1960s, he has been a central figure in the struggle for human rights in the U.S. and abroad.

Other activities included the presentation of *Zapatista*, a film portraying the struggles of indigenous people across the world over the last millennium, with a discussion by WSU faculty member José Alamillio; "Pachanga Dos Mil," a taco bar and potluck; the production of a mural, assisted by artist Alfredo Arreguin; a performance by CHUMSA, a theatrical group from California; and "Down Under," the 21st annual Gabriel Cárdenas banquet.

William Paterson Symposium on Black and Latino Athletes

The impact of African American and Latino athletes on 20th-century American sport was the theme of a national symposium, "The Coloring of American Sport: Black and Latino Athletes Change the Nature and Meaning of Competition During the Twentieth Century," held at William Paterson University (N.J.).

The event, which drew together distinguished scholars of American sport with pioneering former athletes who pierced the color barrier, was telecast to a national audience of colleges, universities, and high schools via uplink satellite.

Among the athletes and scholars were Jose "Chegui" Torres, world light heavyweight champion from 1965 to 1967; Clemson Smith-Muniz, Spanish language broadcaster; Adrian Burgos, Jr., an authority on Latino baseball players in the Negro leagues; and Samuel Regalado, author of ***Viva Baseball: Latin Major Leaguers and Their Special Hunger***.

Nellie Mae Grants to Benefit Latino Education Programs

The Nellie Mae Foundation, Braintree, Mass., granted $1,144,500 to 12 New England-based nonprofit grassroots programs that promote educational access and quality for Latinos and other minorities.

"These programs are essential for underserved students since they offer an opportunity for students to enrich their educational opportunities and prepare for college," said Nellie Mae Foundation President and CEO Dr. Blenda Wilson.

Many of the New England students supported by the foundation face economic and social adversity, which interferes with their ability to pursue higher education and benefit from the resulting economic gains.

In the News at Long Island-Brooklyn

Dominican American author Loida Maritza Pérez and Puerto Rican poet Willie Perdomo read from their works at Long Island University (LIU)-Brooklyn in New York. Pérez's novel ***Geographies of Home*** is the story of a family that moves to Brooklyn from the Dominican Republic. Perdomo, author of ***Where a Nickel Costs a Dime***, has been featured on PBS poetry specials.

In connection with LIU's annual Honors Conference, three artists of Dominican heritage showcased their art at the Brooklyn Campus' Salena Gallery. The exhibition "Boundaries and Frontiers" featured the work of Scherezade Garcia-Vazquez, Iliana Emilia, and Delsa Camacho, all graduates of the Parsons School of Design.

Vargas Joins San Diego State's Advancement Team

Nora E. Vargas was named legislative relations specialist for San Diego State University's (SDSU's) division of university advancement, in California.

Vargas now directs legislative activities for the vice president of university advancement in coordination with California State University and SDSU key administrators. She helps identify the University's local, state, and federal education agenda, and is its liaison with local, state, and federal officials. She also is the point of contact for the SDSU Ambassadors of Higher Education.

Vargas has a bachelor's degree from the University of San Francisco and is pursuing her master's at SDSU.

Coro Cantico Nuevo Performs at Calvin

The 110-voice New York City choir Coro Cantico Nuevo joined forces with the Calvin College Campus Choir on Calvin's West Michigan campus grounds. The concert brought the music of Nicaragua, Jamaica, Puerto Rico, Mexico, Dominican Republic, Paraguay, Argentina, Venezuela, France, Spain, Austria, and Switzerland to the Calvin College Chapel. The Calvin Institute for Christian Worship, under the leadership of its director, John Witvliet, arranged the visit.

Bethune-Cookman Chorale Performs in Washington

The Bethune-Cookman College (Fla.) Concert Chorale sang as guests at a National Prayer Breakfast in Washington, D.C. The 75-student concert chorale, directed by music professor Dr. Rebecca W. Steele, was invited to perform at the 48th annual National Prayer Breakfast by U.S. Sen. Connie Mack.

President Bill Clinton, Vice President Al Gore, many members of Congress, several U.S. Supreme Court justices, and hundreds of international representatives were among the 4,000 attending the breakfast at the Washington Hilton.

Bethune-Cookman, with a diverse student population of more than 2,500, was on the *HO* "Hot Picks" list of best colleges for Hispanic students.

Paredes Papers to UT-Austin's Benson Collection

The papers of internationally known scholar and humanist Américo Paredes (1915-1999) are now part of the Nettie Lee Benson Latin American Collection, the General Libraries, at the University of Texas (UT)-Austin.

"Don Américo," as he was affectionately known, received his doctorate in English in 1956 from UT-Austin, where he spent his scholarly life. He taught and inspired students, and he developed special programs and centers on folklore of the U.S. Southwest and Mexico and for the study of Mexican American culture.

Paredes' most enduring works stem from his folklore studies. His collections of tales and corridos–the folk songs and ballads of the Texas-Mexican border–allowed him to challenge anthropological literature that had examined Mexican culture in Texas from an outsider's view only.

PhD Project Gains Sponsors

THE PhD PROJECT

Joining several of America's leading companies and foundations, Bristol Myers-Squibb, Chase Manhattan Bank, and Pfizer, Inc. each became sponsors of The PhD Project–a unique initiative to diversify corporate and academic America.

The PhD Project was created to address the severe underrepresentation of people of color in America's business schools, and ultimately in the larger corporate community. It is going about this task by increasing African Americans', Hispanic Americans', and Native Americans' presence on business school faculty. By diversifying faculty, The PhD Project encourages more people of color to pursue business degrees, and better prepares all business students for today's multicultural work environment.

Landeros Joins Allan Hancock

Martin Landeros, a new full-time mathematics instructor at Allan Hancock College in California, hopes to see an increase in its Hispanic students and their continuance at four-year universities.

Landeros grew up in Mexico City and moved to California when he was 25. He learned English at Modesto Junior College before earning his bachelor's degree in mathematics at California State University-Stanislaus and his master's at the University of California-Santa Cruz.

Before joining the Allan Hancock College faculty, Landeros taught at Santa Rosa Junior College and at Ohlone, Merced, Hartnell, and Cabrillo colleges.

NYC Deputy Mayor Segarra Joins CUNY Foundation

Former New York City deputy mayor for education and human services Ninfa Segarra became vice president for inter-campus collaboration of the City University of New York (CUNY) Research Foundation.

Chair of the Board Herman Badillo said, "Deputy Mayor Segarra brings to CUNY more than twenty years of government, community, and education experience in senior level positions. Her talents and abilities will be very helpful to moving the CUNY reform agenda forward."

Segarra, an attorney, was a NYC deputy mayor for more than six years, providing policy development, oversight, and program implementation for mayoral agencies and related titles. She has a bachelor's degree from New York University and a juris doctor from New York Law School.

In the News at Texas A&M-Kingsville

Texas A&M University-Kingsville's bilingual education department sponsored the 26th Annual Spring Bilingual Conference in March. Dr. Joel Gomez, associate professor of educational leadership and director of the Institute for Education Policy Studies at George Washington University, gave a keynote speech, "Two Languages, Two Cultures, One Society: The Past and the Future." He is on the board of the National Association for Bilingual Education.

Texas A&M University-Kingsville Ronald E. McNair Scholars presented their undergraduate research projects at the Second Annual Texas McNair Research Conference at the University of Texas-Arlington. McNair academic coordinator Joe H. Valenzuela and students Laurie Lomas, Debra Carpentier, David Perez, Daniel Gonzalez, Juan Vasquez, and Yvonne Puente attended the event. (See related story on Page 18.)

New Mexico State Students Win National Recognition

The New Mexico State University (NMSU) student chapter of the Hispanic Business Student Association (HBSA) was named Chapter of the Year at the 10th Annual Hispanic Business Leadership Conference in Austin, Texas. The NMSU chapter, with approximately 90 members, ranked above chapters from 40 other schools at the conference, which was sponsored by the National Hispanic Business Association (NHBA).

The purpose of the HBSA is to enhance the personal and professional skills of its members. The organization helps students develop an appreciation for a multicultural heritage and prepares them for the future through networking, job opportunities, social events, and community service.

NMSU finance and marketing major Imelda Villalobos was named NHBA Representative of the Year.

In the News at Miami-Dade

Eduardo J. Padrón, president of Miami-Dade Community College (M-DCC) in Florida, was named one of the "20th-Century Presidents Who Have Influenced the Higher Education Landscape" by *Black Issues in Higher Education* magazine. In the "One Hundred Years of Change" issue, Padrón was recognized because "he has paved a pathway for the realities of achieving diversity in all of its complexities." Padrón said he felt honored and humbled by the recognition. "M-DCC was founded on the principle of access to education for all. I have merely been an instrument of the strong forces for equality in our schools and opportunity in our country."

M-DCC won four awards for institutional advancement at the Florida Association of Community Colleges' annual convention. The school's public affairs division was recognized for "outstanding publications, media presentations, and public relations programs." Staff members Pasita Andino, Lee Kline, Irene Munoz, and Betty Semet worked on the winning entries.

St. Thomas Signs Agreement with Colombian University

St. Thomas University (Fla.) President Rev. Monsignor Franklyn M. Casale (pictured r.) signed an agreement with Dr. Jesus Ferro Bayona (l.), president of Universidad del Norte, located in Barranquilla, Colombia, calling for collaboration on research projects and participation in teaching exchange programs.

Under the agreement, students from Universidad del Norte will attend classes in intensive English at St. Thomas, and will serve an internship with a local Hispanic-owned business.

The multicultural makeup of the student body at St. Thomas University–more than 2,100 students–offers learners/scholars a community rich in diversity.

Chicano Activist Speaks at University of New Mexico

José Angel Gutiérrez, Chicano activist and founder of La Raza Unida Party, the Mexican American Youth Organization, and other Mexican American community organizations, recently spoke at the University of New Mexico. His talk, "From Assimilation to Irredentism: Chicano Politics in the 21st Century," was sponsored by the Center for Regional Studies, Chicana/o Studies, and the Southwest Hispanic Institute.

Gutiérrez signed his latest book, *The Making of a Chicano Militant: Lessons from Cristal* (University of Wisconsin Press, 1998).

An associate professor in political science at the University of Texas (UT)-Arlington, Gutiérrez is a practicing attorney with the Legal Center of José Angel Gutiérrez. He has a doctorate from UT-Austin and a juris doctor from the University of Houston.

Cal Poly Engineers Win National Title

CAL POLY Four members of the California Polytechnic State University chapter of the Society of Hispanic Professional Engineers won a national Academic Olympiad at the society's National Technical Career Conference in Washington, D.C.

Team members Manuel Alvarez, Patrick Cabral, José Castro, and Jesus Rodriguez went head-to-head with five other regional championship teams, fielding questions ranging from society trivia to computer science, math, physics, chemistry, electrical engineering, and other engineering disciplines. The win marks the first time Cal Poly's group has bested the nation in the *Jeopardy*-style contest.

Jimenez to Attend Democratic National Convention

Western Illinois University (WIU) senior law enforcement and justice administration major and budding politician Margarita Jimenez was named to the Illinois Delegation slated to attend the Democratic National Convention in Los Angeles, Calif., this summer.

A lifelong Democrat and an Al Gore supporter, Jimenez is vice president of the WIU Student Government Association–the first woman and the first person of Latin American descent to hold the position. "I became interested in politics at the age of eight as I watched the debates between President George Bush and Massachusetts Governor Michael Dukakis," said Jimenez.

Now 21 years old, Jimenez plans to graduate from Western Illinois, go to law school, work for a district attorney's office, and then run for political office.

North Carolina-Chapel Hill Holds "Cuba and African Americans" Conference

The University of North Carolina-Chapel Hill's (UNC-CH's) Institute of African-American Research sponsored a conference, "Cuba and African Americans: A Comparative Perspective."

Three visiting scholars, including Dr Olga E. Fernandez, a Cuban scholar in African American studies at the Center for Studies on the Americas in Havana, analyzed Black

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American issues and history, and compared both with the challenges that Cubans have faced. The title of her talk was "Black Americans: An Ethnic Dilemma in U.S. Mainstream Journalism."

Ruth Reitan, doctoral candidate at the University of Miami's School of International Studies, and Lisa Brock, associate professor of African history and diaspora studies at the School of the Art Institute of Chicago, also spoke.

New Mexico State Poet Makes Cuban Connection

Kathleene West, a New Mexico State University (NMSU) English professor, has been collecting poems by contemporary Cuban writers and plans to publish a selection of them in NMSU's national literary magazine, *Puerto del Sol*. West is the magazine's poetry editor.

In July and December 1999, West traveled to Cuba under the auspices of the Cuban Scholars Program to meet Cuban poets–some of them well known, some "up-and-coming"–and collect their poetry.

Virtually everyone in Cuba is a poet, says West. But, "not all poets are equally approved by the government."

West is the author of several books of poetry. A new book, *The Summer of Subcomandante*, is about to be released in the United States. Another, *Las Turistas de la Revolucion*, is to be released in Cuba.

Scranton to Participate in National Diversity Project

THE UNIVERSITY OF SCRANTON A JESUIT UNIVERSITY

The University of Scranton (Penn.) is one of 40 colleges and universities selected to participate in a national project to address diversity issues in higher education.

The initiative, "Boundaries and Borderlands III: The Search for Recognition and Community in America," is sponsored by the Association of American Colleges and Universities. It is designed to help colleges and universities develop new programs to increase students' capacities for democratic citizenship and tolerance.

The project includes a 10-day summer institute that will enable participants to study the impact of diversity on student learning, examine curricular models being developed at other institutions nationwide, and develop skills in fostering inter-group dialogue.

The University of Scranton's Strategic Plan for 2000-2005, "A Community of Scholars, A Culture of Excellence," emphasizes diversity and globalization as one of its 10 themes.

Art Institute of Boston Hosts Ortiz Monasterio

The Art Institute of Boston at Lesley College

Mexican photographer Pablo Ortiz Monasterio recently participated in the Art Institute of Boston at Lesley College's (Mass.) duPont Visiting Artist Lecture Series.

Ortiz Monasterio has spent much time documenting the lives of indigenous peoples, producing an acclaimed series on the Huaves, the Huichols, and the Tarahumaras. For 15 years, he worked on an extensive photographic study of life in Mexico City, "The Last City." This highly prized work illustrates the coexistence of the symbolic and the real in everyday Mexican life.

Ortiz Monasterio often interacts with those he photographs. In his project with the Huichols, not only did he enter their world through pictures, but he also initiated the construction of an intricate swinging bridge, a vital link in this mountainous area, that enabled Huichol children to attend school.

De La Rosa Wins Scholarship at Oakland Fund Raiser

Bonefacio De La Rosa (pictured at r.) received a $5,000 scholarship at Oakland University's (Mich.) eighth annual Keeper of the Dream fundraising banquet. Eight students were awarded scholarships for their efforts in making a positive impact to improve interracial understanding within the university community. OU's president, Dr. Gary Russi, is pictured with De La Rosa.

A junior political science major, De La Rosa believes communication is the key to eliminating bigotry. He has served as a student liaison to the board of trustees, a diversity ambassador, a residence hall assistant, a speaker on Martin Luther King, Jr., Day, and a peer mentor. He is a big part of the Big Brothers Program in Pontiac, Mich.; co-chaired the Hispanic Coalition, a social organization; helped found the Los Unidos Political Action Committee; and worked on local and state political campaigns.

Texas Woman's Team Signs Agreements with Laredo Community College

TEXAS WOMAN'S UNIVERSITY

Several representatives from Texas Woman's University (TWU) met with Laredo Community College (LCC) officials and students to sign articulation agreements in education and nursing. Dr. Ramón Dovalina, LCC president, and Dr. Juan Maldonado, vice president for instructional services, met with TWU representatives Dr. Wilkes Berry, interim vice president for academic affairs; Dr. Carolyn Gunning, dean of the College of Nursing; David Peat, associate dean of the College of Education and Human Ecology; Dr. June Azua, department of reading and bilingual education faculty member; and Dr. Rudy Rodriguez, special assistant to the president for community relations and diversity.

Azua also talked with LCC students about scholarship opportunities in bilingual and ESL education.

In the News at University of South Florida

USF

•The University of South Florida (USF) is a co-recipient of a W.K. Kellogg Foundation Engaging Latino Community for Education grant, to help Latinos enter and complete college.

•USF and the Ministry of Education and Culture of Spain collaborated to create a Spanish language center at USF.

•A USF spring semester course in geology and marine science, The Geology of Cuba, featured a seven-day field excursion to western Cuba.

•USF continues to connect with Mexico. The Universidad Veracruzana and USF plan to offer a joint master's degree in instructional technology. The Universidad de Mayab in Mérida hosted three visiting USF professors. USF's Downtown Center will house the office of the Secretariat of the Gulf States Accord.

•Professors Paul Dosal and Susan Greenbaum helped facilitate the centennial celebration of two historic Cuban clubs of Tampa, La Unión Martí-Maceo and El Círculo Cubano.

- The Tampa Bay Latin American Medical Society and the Krewe of Sant'Yago Education Foundation each pledged $100,000 endowments to the USF Latino Scholarship program.

Latinas Pursue Nontraditional Careers, Finds Saint Mary's Study

Manuela Hernandez, a senior psychology major at Saint Mary's College (Ind.), conducted a study of college majors pursued by Latinas.

Initially, Hernandez assumed most Latina college students would be preparing to enter the workforce as teachers and nurses–"traditional" women's fields. "That hypothesis was based on the Hispanic 'machismo' culture," said Hernandez, "which puts men at the top of the hierarchical chain, and reports that Latinas are more likely than Caucasian females to endorse traditional roles." However, she said, "My study exposed a completely different reality."

After sampling 72 Latinas from both Saint Mary's College and the University of Notre Dame, Hernandez found that 57 percent of those Latinas were pursuing "nontraditional" majors such as business, finance, and science; thirty-five percent "neutral" majors such as psychology and communications; and only eight percent careers such as nursing or education.

Bersia and Gutierrez Win Journalism Awards

SHF John C. Bersia and Sonia Gutierrez recently were honored by the Scripps Howard Foundation with National Journalism Awards, presented at the National Press Club in Washington, D.C.

Bersia, of *The Orlando Sentinal* in Florida, received $2,500 and the Walker Stone Award trophy for "Fleeced in Florida," a series of editorials advocating regulatory reform of cash-advance businesses. Linda Valdez of The *Arizona Republic* was a finalist for the award.

Gutierrez, of the Carlos Rosario International Career Center in Washington, D.C., received $2,500, the Charles E. Scripps Award trophy, and a $5,000 donation from the Scripps Howard Foundation to the literacy group of her choice. Gutierrez won for her work with adult immigrant students. The *Naples Daily News* of Florida won the same award.

University of Houston Professor Receives Fellowship in Literature

University of Houston (Texas) professor of Spanish Julián Olivares received a senior fellowship from the National Endowment for the Humanities. He was the only scholar in Hispanic literature to receive that honor in 1999.

Olivares was awarded a $30,000 fellowship for his research into secular and sacred poetry written by women of the Spanish Renaissance and Baroque periods (the 16th and 17th centuries). His research will be developed into a book, which will be the third of a series on women's literary production.

"The study of women's literature has had a tremendous influence on the manner in which one reads all literature," said Olivares.

PUBLICATIONS

Puerto Rico: The Four-Storeyed Country

by José Luis González

Afro-Antilleans and Mestizos constitute the first "storey," or tier, of the "Puerto Rican house" of the title story, landowners the second, urban professionals the third, and the managerial class the fourth. The author argues that a national culture must be seen and defined as something rising "from below" rather than imposed by a white minority "from above," and that Puerto Ricans must acknowledge that their culture is primarily Caribbean rather than North American or Hispanic. Translated by Gerald Guinness.

1993. 135 pgs, ISBN 1-55876-072-5. $16.95 paper. Markus Wiener. (732) 225-2727.

The South and Bene: Two Novellas

by Adelaida García Morales

Here are two poignant and haunting first-person narratives, each delving into the consciousness of a young girl in the context of post-civil war Spain. In *The South*, the narrator struggles to come to terms with the tragic death of her father. In *Bene*, which revolves around the family maid, suggestions of diabolic possession and incest create an eerie atmosphere in which the line between fantasy and reality is blurred. Translated by Thomas G. Deveny.

1999. 121 pgs. ISBN 0-8032-7080-1. $12.00 paper. Bison Books. (800) 755-1105.

Wilderness Manhunt: The Spanish Search for La Salle

by Robert S. Weddle

In this account of the Spanish search for the French colony on the Texas coast (1685-89), the narrative documents the Spaniards' six land expeditions and five sea voyages that sought the French settlement from points as widely scattered as San Augustine, Florida, and El Parral, Chihuahua. It examines the schemes of Spanish expatriate Peñalosa, whose treason augmented Spanish determination to find La Salle's settlement.

1999. 291 pgs. ISBN 0-89096-910-8. $16.95 paper. Texas A&M University Press. (800) 826-8911.

Education and Identity

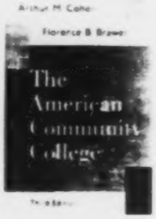
by Arthur W. Chickering and Linda Reisser

This book offers a framework for human development that includes seven "vectors"–such as developing competence, managing emotions, moving through autonomy toward interdependence, and others–critical to the needs of every college student.

1993. 542 pgs. ISBN 1-55542-591-7. $39.95 cloth. Jossey-Bass. (888) 378-2537.

The American Community College

by Arthur M. Cohen and Florence B. Brawer

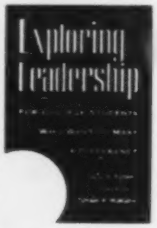


This book provides a comprehensive analysis of the most recent findings and up-to-date information on the American community college. The authors describe in detail how community colleges fit into the American educational system, the services they provide, and the effects they have on their students and the community.

1996. 511 pgs. ISBN 0-7879-0189-X. $42.00 cloth. Jossey-Bass. (888) 378-2537.

Exploring Leadership: For College Students Who Want to Make a Difference

by Susan R. Komives, Nance Lucas, and Timothy R. McMahon



This book provides a unique view of leadership as a participatory process, and helps students and young adults to develop their own potential for leadership in organizations, groups, and communities of an increasingly diverse and complex world.

1998. 347 pgs. ISBN 0-7879-0929-7. $16.95 paper. Jossey-Bass. (888) 378-2537.

The Mexican American Orquesta: Music, Culture, and the Dialectic of Conflict

by Manuel Peña

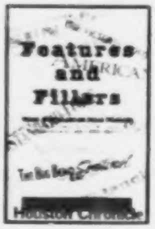
Mexican American Orquesta

Relying on both the Mexican orquesta and the American dance band for repertorial and stylistic cues, the Mexican American orquesta forges a synthesis of the two. Manuel Peña traces the evolution of the orquesta in the Southwest from its beginnings in the 19th century through its pinnacle in the 1970s and its decline since the 1980s.

1999. 364 pgs. ISBN 0-292-76587-8. $19.95 paper. University of Texas Press. (800) 252-3206.

Features and Fillers: Texas Journalists on Texas Folklore

Jim Harris, ed.

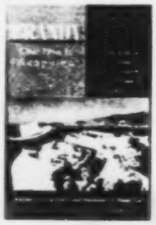


Full-time and part-time journalists have worked many years for large and small newspapers, ranging from far West Texas to deep East Texas, from the Panhandle to the Valley. Their subjects are the traditions, customs, and practices of the people in communities as diverse as the state is wide. Jim Harris has discovered that many people want to read about their folklore, passed down through the years by word of mouth and other means.

1999. 234 pgs. ISBN 1-57441-074-1. $29.95 cloth. University of North Texas Press. (800) 826-8911.

Brandy, Our Man in Acapulco: The Life and Times of Colonel Frank M. Brandstetter

by Rodney P. Carlisle and Dominic J. Monetta



A man of action and a patriot, Frank Brandstetter foiled a mass breakout plot by German POWs in England during World War II, led a small party on a dangerous mission behind German lines to deliver a surrender demand, parachuted into battle on D-Day, and confronted an angry Cuban mob intent on destroying the Havana Hilton. In the business world, he turned a few undeveloped casitas in Acapulco into Las Brisas, the top resort in the world in 1972.

1999. 377 pgs. ISBN 1-57441-069-5. $29.95 cloth. University of North Texas Press. (800) 826-8911.

Cuba's Island of Dreams: Voices from the Isle of Pines and Youth

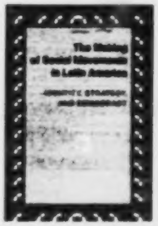
by Jane McManus

As a resident of Cuba, Jane McManus enjoyed extraordinary access to Cuban archives and to both published and unpublished historical materials. She had access to government officials as well as family narratives and personal diaries. Drawing upon resources unavailable to most scholars outside Cuba, McManus has written an evocative history that captures the dreams of this island's history and the identity of its people.

2000. 208 pgs. ISBN 0-8130-1741-6. $24.95 cloth. University Press of Florida. (800) 226-3822.

The Making of Social Movements in Latin America: Identity, Strategy, and Democracy

Arturo Escobar and Sonia E. Alvarez, eds.



Latin American social movements have brought about a profound transformation in the nature and practice of protest and collective action. This book surveys the full spectrum of movements in Latin America today–from peasant and squatter movements to women's and gay movements, as well as environmental and civic movements –examining how this diverse mosaic of emergent social actors has prompted social scientists to rethink the dynamics of Latin American and social and political change.

1992. 383 pgs. ISBN 0-8133-1207-8. $35.00 paper. Westview Press. (800) 386-5656.

Contra Terror in Nicaragua: Report of a Fact-finding Mission, September 1984-January 1985

by Reed Brody

Reed Brody, former assistant attorney general of the state of New York, presents a telling

CONTRA TERROR IN NICARAGUA

indictment of the U.S. policy of attempting to destabilize Nicaragua through a campaign of terror directed at its people. The testimony of the victims of contra attacks exposes the *policy* of torture, murder, rape, kidnapping, and random violence employed by the people President Ronald Reagan described as "the moral equals of our founding fathers."

1985. 206 pgs. ISBN 0-89608-312-8. $8.50 paper. South End Press. (800) 533-8478.

Colonial Dilemma: Critical Perspectives on Contemporary Puerto Rico

Edwin Meléndez and Edgardo Meléndez, eds.

Colonial Dilemma

Colonialism and citizenship defined Puerto Rican history in the 20th century. The island's economy has been an appendage of the U.S. economy, and Puerto Rican politics has revolved around whether the island should be independent, a state of the Union, or continue as a Commonwealth. Meanwhile, mass migration has led to the formation of a community in the United States that represents two-fifths of the Puerto Rican people. This volume is a modest contribution to a better understanding of contemporary Puerto Rico.

1993. 255 pgs. ISBN 0-89608-441-8. $16.00 paper. South End Press. (800) 533-8478.

The Obsidian Ranfla

by Anthony R. Vigil

THE OBSIDIAN RANFLA

This collection of poems by Mexican American author Anthony R. Vigil comes complete with a "hitting the code-switches" glossary. "Hitting the switches" in ranfla means activating its hydraulic system, and bouncing with the ride. "Hitting the code-switches" permits you, if inexperienced with the language and culture, to "dimensionalize" your ride down the boulevard of Chicano time.

1998. 75 pgs. ISBN 1-880834-43-X. $12.00 paper. Cleveland State University Poetry Center. (888) 278-6473.

Many publications featured in this section are available through amazon.com.

CONFERENCES

American Educational Research Association Annual Meeting

April 24-28

The A.E.R.A. annual meeting's theme is "Creating Knowledge in the 21st Century: Insights from Multiple Perspectives." In New Orleans.

Contact: A.E.R.A., (202) 223-9485; Web site, www.aera.net.

7th Annual IDRA Early Childhood Educators Institute™

April 25-27

This year's Intercultural Development Research Association La Semana del Niño institute is on the theme, "Educating the Next Generation." Speakers include Regina Benjamin; Gloria Rodriguez, founder of AVANCE; Bertha Perez, UTSA-Downtown; and Diane Gonzales Bertrand, internationally known author of children's literature. On two mornings, participants will visit schools that showcase innovative programs for diverse learners.

Contact: Carol Chavez at IDRA, (210) 444-1710; Web site, www.idra.org.

Illinois TESOL-BE 2000 Annual Convention

April 28-29

Illinois Teachers of English to Speakers of Other Languages/Bilingual Education presents its 26th annual convention, "Options and Opportunities." At Navy Pier in Chicago, Ill.

Contact: e-mail, eminicz@harpercc.il.us or Cporter@irc-desplaines.org.

The College Board's Online Learning Conference

May 1-2

"Delivering Online Courses to Adult Students." At the Wyndham Ambassador West Hotel, Chicago.

Contact: (212)713-8002; e-mail, oals@collegeboard.org; Web site, www.collegeboard.org.

Nexus 2000 International Conference

May 5-7

Nexus 2000's theme for this year: "Building Healthy Relationships in Schools, Communities, and Organizations: Improving Society through Understanding of Emotional Intelligence." The goal is "for delegates to experience practical ways to foster healthy and productive relationships that they can implement with their own constituencies." In San Francisco, Calif., at the South San Francisco Conference Center.

Contact: Web site, www.nexuseq.com/register/.

National MultiCultural Institute 15th Annual National Conference

June 1-4

The 15th annual national conference theme is "Making Choices as a Diverse Society: Taking Responsibility for a Promising Future." At the Hyatt Regency Washington on Capitol Hill in Washington, D.C.

Contact: (202) 483-0700, ext. 227; e-mail, nmci@nmci.org; Web site, www.nmci.org.

NCORE 2000

June 1-5

13th Annual National Conference on Race & Ethnicity in American Higher Education. Sponsored by The Southwest Center for Human Relations Studies, Public and Community Services Division, College of Continuing Education, The University of Oklahoma. Among the keynoters is Edward James Olmos. In Santa Fe, N.M.

Contact: Web site, www.occe.ou.edu/NCORE.

Association of Educational Publishers Conference 2000

June 7-9

"Trends & Transitions: A Meeting of the Minds" promises to "help you understand the issues our industry faces, discover new ideas to let you work more efficiently and productively, and network with major industry professionals." At the Capital Hilton in Washington, D.C.

Contact: (856) 256-4610; e-mail, mailbox@edpress.org; Web site, www.edpress.org.

AAHE Assessment Conference

June 14-18

The American Association for Higher Education's 15th annual conference on assessment asks, "Rising Expectations: Can Assessment Deliver?" In Charlotte, N.C.

Contact: (202) 293-6440; Web site, www.aahe.org.

Prentice Hall Faculty Development Symposium

June 15-16

"Student Achievement: Helping All Students Maximize Learning Options." At the Oxford Hotel in Denver.

Contact: Barbara Rosenberg, (201) 236-7952; e-mail, barbara_rosenberg@prenhall.com.

Latin American Educational Foundation Golf Tournament

June 21

The Latin American Educational Foundation hosts its annual Golf Tournament. In Sedalla, Colo.

Contact: (303) 446-0541.

University of Hawaii Curriculum Workshop

June 21-30

The Center for International Business Education and Research at the University of Hawaii-Manoa presents "The Development of Intercultural Coursework at Colleges and Universities. At U of H-M in Honolulu.

Contact: Jayna Reynon, (808) 956-3256; e-mail, jayna@cba.hawaii.edu.

American Association of University Administrators Annual Assembly

June 22-25

"A Discussion of Major Issues in Higher Education." At George Washington University Inn, Washington, D.C.

Contact: (972) 248-3957; e-mail, info@allianceedu.org.

NAWE—Women Leaders Institute

June 24-28

"Institute for Emerging Women Leaders in Higher Education." At University of Maryland Inn and Conference Center in College Park, Md.

Contact: (202) 659-9330; Web site, www.nawe.org.

Books in Spanish for Young Readers: Summer Workshops 2000

June 26-28, July 10-12, and July 31-August 2

Dr. Isabel Schon, director of the Center for the Study of Books in Spanish for Children and Adolescents at CSU-San Marcos, announces this year's three three-day summer workshops: "Books and Reading Strategies for English Language Learners in Grades K-8," "Current Issues: Books in Spanish for Young Readers," and "Literature in Spanish for Children and Adolescents/La Literature en Español Dirigida a los Lectores Infantiles y Juveniles" (the latter conducted in Spanish).

Contact: e-mail, ischon@mailhost1.csusm.edu.

Kiva's Mexico 2000 Education Tour

September 19-20, Guadalajara
September 22-23, Mexico City
September 25-26, Monterrey

Kiva Expeditions, Inc., is committed to building partnerships through key introductions among international exhibitors, Mexican schools representatives, and local business leaders. This year's tour, "Building Partnerships in Mexico," will focus on student recruitment through public fairs and school visits.

Contact: Annette Wright, (303) 770-3063; e-mail, kivaexpo@mindspring.com.

HACU 14th Annual Conference

November 4-7

This year's theme: "Championing Hispanic Success in Higher Education." At the Albuquerque Convention Center, Albuquerque, N.M.

Contact: Web site, www.hacu.org.

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California State University, Dominguez Hills is an urban, comprehensive public university serving the extended South Bay area of the Los Angeles Basin. The campus has a highly pluralistic, primarily working adult student body comprised of approximately 12,000 graduate and undergraduate students. We invite applications for several administrative positions. Appointments and starting dates for these positions are subject to the availability of funds.

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Under the direction of the Vice President for Academic Affairs, the Associate Vice President for Academic Planning and Resource Management is primarily responsible for budget planning, allocation and monitoring for units within the Division of Academic Affairs. **QUALIFICATIONS:** An earned doctorate from an accredited institution. Five or more years experience in higher education which must include service as an administrator and in a full-time academic appointment. Must have substantial evidence of research and scholarly activity. Strong leadership and interpersonal skills. **SALARY:** Commensurate with qualifications and experience. **STARTING DATE:** July 1, 2000 **CHAIR OF SEARCH COMMITTEE:** Dr. Billie Blair

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The Associate Vice President for Faculty Affairs reports directly to the Vice President for Academic Affairs and is primarily responsible for the development, implementation, administration and direction of operations of the faculty governance process and the administration of faculty personnel policies and procedures, and collective bargaining matters. **QUALIFICATIONS:** An earned doctorate from an accredited institution. Five or more years experience in higher education which must include service as an administrator and in a full-time faculty appointment. Must have substantial evidence of research and scholarly activity. Strong leadership and interpersonal skills. **SALARY:** Commensurate with qualifications and experience. **STARTING DATE:** July 1, 2000 **CHAIR OF SEARCH COMMITTEE:** Dr. Margaret Gordon

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The Assistant Vice President for Undergraduate Studies reports directly to the Vice President for Academic Affairs and works in consultation with the Instructional Deans and is primarily responsible for the overall development, implementation, administration and direction of operations of undergraduate and educational equity programs of the University and serves as the Ombudsperson. The Assistant Vice President acts as liaison between the Academic Affairs division and the Student Affairs division. **QUALIFICATIONS:** An earned doctorate from the accredited institution. Five or more years experience in higher education which must include service as an administrator and in a full-time faculty appointment. Must have substantial evidence of research and scholarly activity. Strong leadership and interpersonal skills. Demonstrated commitment to a collegial process in curriculum and policy development. **SALARY:** Commensurate with qualifications and experience. **STARTING DATE:** July 1, 2000 **CHAIR OF SEARCH COMMITTEE:** Ms. Sandra Parham

APPLICATION PROCESS: Send a letter of application, current curriculum vita or resume, and three letters of recommendation to the appropriate contact person or committee. Review of applications will begin on April 24, 2000 and will continue until the positions are filled.

All candidates must furnish proof of eligibility to work in the U.S. upon appointment.

(Specified chairperson of Search committee)
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Book Review

By Mark Saad Saka, Ph.D.

***From out of the Shadows: Mexican Women in Twentieth-Century America*, by Vicki L. Ruiz.** 272 pages. Oxford University Press, 1998. ISBN 0-19-513-099-5. $15.95 paper.

Vicki L. Ruiz has produced the first full study of the Mexican woman's experience in twentieth-century America, one that synthesizes and integrates that experience within the broader context of Mexican history, immigration, conflict, assimilation, and resistance. Ruiz successfully demonstrates the creative and innovative role that Mexicanas have played in the shaping of their lives and their communities. Enhanced by personal stories and interviews, and woven into a highly readable narrative, *From out of the Shadows* lives up to its title, bringing Mexican women's experience to light. During this past summer, I used this book for my Mexican American history seminar and found that students enjoyed its accessibility and comprehensive approach to the Mexican American experience. Needless to say, the women in the class found the centering of gender analysis to the overall Mexican American experience a breath of fresh air.

Three major themes run throughout Ruiz's book: first, that through mutual assistance and collective action, Mexican women in the United States exerted tremendous control over their lives, homes, work, and neighborhoods; second, that there is no one experience, as Mexican women have experienced generational differences, class and regional variations, conflict and accommodation between immigrants and native born, etc; and third, that Mexican women in the United States have assimilated to American norms and yet have retained distinctive cultural values and patterns through a "picking and choosing" process that has enabled Mexicanas to truly live as both Mexican and Americans.

The one chapter of the book that raised the most discussion and debate in my class is entitled "The Flapper and the Chaperone" and involves the conflicts that many young Mexican women had with their parents over the role of la dueña, the traditional chaperone who accompanied single Mexican women whenever they left their homes. Chaperones represented a traditional instrument of social control by a conservative family oligarchy. During the 1920s, the emergence of American mass consumer culture, the opportunities for greater social space offered by a sprawling urban environment, and the nervousness felt by many immigrant parents over the "temptations" that their newly found homeland offered to their children, and particularly their daughters, constantly clashed. Young Mexican women who sought to exert greater freedom and autonomy over their own lives had to grapple with such openly defiant actions as to "bob or not to bob" their hair, or to wear "revealing" swimsuits, short skirts, makeup, or bloomers. Sprinkled throughout this section are numerous personal interviews and narratives by women who recall such actions as wearing "modern" clothes underneath their parentally approved attire and then switching clothing once they had escaped the watchful eye of Mom and Dad. Ruiz offers three alternatives that young women faced: open rebellion (even to the point of living with their boyfriends), sneaking out of the house whenever their parents were asleep, or early marriage. Intertwined in all of this is the ever present figure of the chaperone, that instrument of family social control that openly countered young Mexicanas attempts to expand their own space. Although chaperonage largely died out in the aftermath of the Second World War, many of the young women in my class still found that it hit close to home.

Ruiz also focuses on the class differences that shaped Mexican women's experiences. The sections in the book that deal with the Mexicana working-class experience testify to the collective struggle and mutual assistance that working peoples throughout history have employed to protect and empower their lives. The book demonstrates how mutual aid societies, labor militancy, picket line activism, community agitation, and political radicalism allowed working-class Mexicanas to exert tremendous control over their lives and destinies. Fiery orators and organizers such as Sara Estela Ramírez, Emma Tenayuca, and Josefina Fierro de Bright, as well as other examples, create historical models for young Mexican American women to incorporate into an otherwise male-dominated pantheon of Mexican heroes.

Ruiz provides an excellent summary of the role that Chicanas played in the social upheavals of the 1960s, often referred to by its patriarchical nomenclature as the Chicano movement. Chicanas articulated and challenged not only their position in American society as an oppressed ethnic group but also the male-dominated nature of that movement. Rejecting both Hispanic machismo and the middle-class, white-dominated women's movement, Chicanas relied on the solderada imagery of Mexico's revolutionary past, played prominent roles in La Raza Unida's political mobilization, protested the Vietnam War, led student demonstrations, successfully opposed the forced sterilization of poor women who more often than not represented women of color, and created a tremendous amount of public space for literary, academic, political, and cultural expression. Ruiz's incorporation of gender into the history of the Chicano movement adds a more comprehensive perspective of that movement and creates the possibility of describing the civil rights struggle as the Chicana movement.

From out of Shadows is a much needed addition to Mexican American and Hispanic historical studies. It is both a highly readable narrative and easily accessible to undergraduate students. It provides the first major synthesis of the Mexican American woman's experience in the United States and attests to the strength and resiliency that Mexicanas have displayed over the course of the twentieth century, a century of challenge and change and a century whose struggles and achievements will continue to shape women's lives.

Dr. Saka is a Mexican specialist whose areas of interest include peasant social movements and agrarian unrest in the Mexican countryside. An American of Arab ancestry, he has taught at Sul Ross State University, Alpine, Texas, since 1995.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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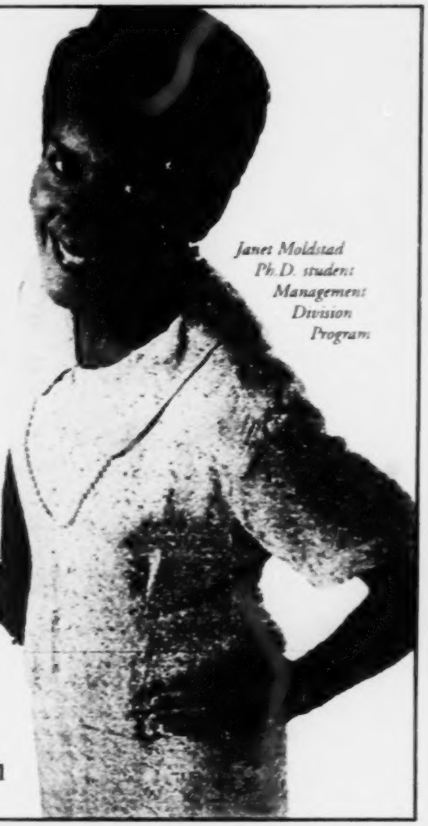

Janet Moldstad
Ph.D. student
Management
Division
Program

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Nova Southeastern University admits students of any race, color, and national or ethnic origin.
Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number: 404-679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees. 12-001/99 jft

UIS
UNIVERSITY of ILLINOIS at SPRINGFIELD

UNIVERSITY OF ILLINOIS AT SPRINGFIELD

Admissions Counselor

The University of Illinois at Springfield is seeking an Admissions Counselor who is an enthusiastic, self-directed person with good organizational, planning, leadership, and communications skills. The position requires traveling for extended periods, meeting with people of diverse backgrounds, providing academic advising, and minority student recruitment and activities. Candidates are required to be bilingual (Spanish) and possess a bachelor's degree. Preferred qualifications include: counseling and interviewing skills, experience in higher education or admissions counseling, demonstrated experience in working with diverse and/or multicultural individuals and groups, and familiarity with the University of Illinois at Springfield. Salary is competitive and commensurate with education and experience. To learn more about the university go to **http://www.uis.edu.**

Send resume, letter of application and a list of three professional references with current phone numbers and addresses. Application letter should reflect the qualities listed above and describe any personal or professional accomplishments that illustrate similar abilities. Submit application materials to: **Search Chairperson, F-20, University of Illinois at Springfield, P.O. Box 19243, Springfield, IL 62794-9243.** Review of applications will begin immediately. Applications will be accepted until the position is filled.

The University of Illinois at Springfield is an affirmative action/equal opportunity employer. Women, minorities, and persons with disabilities are encouraged to apply.

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For further information contact:

Professor Steven Schinke,
Chair Doctoral Program

Berenecea J. Eanes,
Associate Director, Doctoral Program

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www.colorado.edu/admissions
www.colorado.edu/cu-diversity

Miami University
OXFORD, OHIO

Miami University's Office of Residence Life and New Student Programs invites applicants and nominations for entry-level and mid-management openings.

FIRST YEAR ADVISER

The First Year Adviser is a live-in professional who is responsible for 175-350 first year students who reside in a theme learning community. This full-time professional serves as both the hall director and the academic adviser to all first year students living in the residence hall. The First Year Adviser is charged with shaping the environment and experiences of first year students by providing services and programs that foster academic success, promote the multi-faceted development of first year students, and encourage responsible involvement in campus life. In addition, the First Year Adviser will: supervise, train, and evaluate 6-12 undergraduate student staff and 1 graduate assistant (only applicable in halls with 200 residents or more); oversee the development of the hall community through programmatic means and one-on-one contact; integrate knowledge about students and their development into daily interactions and activities; implement theme learning community programs; serve as an advocate for human issues; advise the hall council; serve as an adjudicating officer for discipline adjudication procedures; and actively participate in Office and University committees.

A fully furnished apartment, full board plan (when in operation), full-time benefit package, local phone, cable TV, computer with ethernet connection, housekeeping services, and a starting salary of $20,200 for a 42-week position beginning on Friday, July 21, 2000. Opportunities for summer employment are available. Candidates with a master's degree in College Student Personnel or related field are encouraged to apply. Post-baccalaureate experience in residence hall supervision, academic advising, living/learning environments, or counseling desired.

COORDINATOR OF ADVISORY RECRUITMENT, TRAINING, AND DEVELOPMENT

The Coordinator of Advisory Recruitment, Training, and Development is responsible for implementing a comprehensive competency-based recruitment, training, and evaluation process for full-time (both central and entry level) and graduate staff members. The Coordinator supervises graduate assistants; coordinates the RA training course, including course curriculum and registration; train and evaluate course instructors; and oversee the recruitment, training, and supervision of the ACUHO-I intern. The Coordinator is a member of the Office of Residence Life and New Student Programs central staff and reports directly to the Associate Director of Upper Class Programs.

The Coordinator position is a 12-month, live-on appointment beginning July 1, 2000 with a competitive salary, fully furnished apartment, 12-month meal plan, local phone, cable TV, ethernet connection, full-time benefit package, housekeeping services, and professional development opportunities. Master's degree in Student Personnel, Human Resources, or related field; two-years (post-masters experience) required; demonstrated skills/experience in training, curriculum design, program development, recruitment, and supervision. Successful candidates will have a strong commitment to student development and to the educational purposes of work in student affairs; excellent organizational and interpersonal skills; and a demonstrated ability to work and communicate effectively with a wide range of constituents.

APPLICATION PROCESS

To apply, candidates should send a letter of intent, resume, and the names and telephone numbers of three professional references to:

Kenneth Wigton
Coordinator of Advisory Recruitment, Training, and Development
227 Warfield Hall
Oxford, Ohio 45056
Phone: 513.529.6038
Fax: 513.529.1846
E-mail: wigtonkw@muohio.edu

The Office of Residence Life and New Student Programs is committed to continuing and expanding the diversity of our staff. Women, persons of color, persons with disabilities, and individuals from various academic backgrounds are encouraged to apply. Miami University is an Equal Employment Opportunity and Affirmative Action institution.

For more information regarding Miami University and the Oxford community, please visit:

Miami University: **www.muohio.edu**
Oxford sites: **www.oxfordchamber.org**
and **www.oxfordpress.com**

EDISON
COMMUNITY COLLEGE

A STUDENT-CENTERED LEARNING COLLEGE

Located on Florida's Gulf Coast, Edison Community College seeks applicants for the below-listed full-time faculty positions, with a starting date of August 17, 2000.

QUALIFICATIONS. In addition to that stated by each position, the following qualifications also apply. Required: A degree from a regionally-accredited institution of higher education. A demonstrated proficiency in oral/written communication in English. **PREFERRED:** Demonstrated college-level teaching experience. Salary range from $32,467 (associate's degree) - $39,850 (doctorate w/10 yr F-T teaching exp).

- **ACCOUNTING (RECRUITMENT #PC-9L).** Master's degree in Accounting or master's w/18 grad hrs in Accounting required. To teach on the Charlotte County Campus. Position will also include coordination, planning and student-centered advising. Exp in FL tax law preferred.
- **BUILDING CONSTRUCTION TECHNOLOGY (RECRUITMENT #WP-7L).** Associate's degree in Engineering or Building Construction Technology or related field and substantial related work experience in the construction industry required; a master's degree with experience in SW Florida's construction industry and demonstrated knowledge of current technology and construction trends preferred. (Position pending award of state funding).
- **COMPUTER INFORMATION TECHNOLOGY (RECRUITMENT #WP-8L).** Master's degree in Computer Science or related technology field or master's w/18 grad hrs in Computer Science or related technology field required. Experience in Internet technology preferred. Must have demonstrated knowledge of diverse computer applications and familiarity with programming. (Position pending award of state funding).
- **CRIMINAL JUSTICE TECHNOLOGY (RECRUITMENT #WP-9L).** Master's degree in Criminal Justice or master's degree w/18 graduate hrs in Criminal Justice. Teaching activities will include the new crime scene technology program. May be required to teach on more than one campus. Criminal Justice field experience, including law enforcement and crime scene investigation, preferred. (Position pending award of state funding).
- **ECONOMICS (RECRUITMENT #HC-2L).** Master's in Economics or master's w/18 grad hrs in Economics required. PhD preferred w/strength in both macro- and microeconomics. Distance learning exp a plus.
- **ENGLISH COMPOSITION/READING (RECRUITMENT #HC-3L).** Master's in English or Reading or master's w/18 grad hrs in English, Reading or Reading Education required. May be required to teach on more than one campus. PhD preferred.
- **ETHICS/PHILOSOPHY (RECRUITMENT #HC-1L).** Master's in Philosophy/Logic/Ethics or master's w/18 grad hrs in Philosophy/Logic/Ethics required. PhD preferred w/strength in logic and ethics. May be required to teach on more than one campus. Distance learning exp a plus.
- **INTERNET SERVICES TECHNOLOGY (RECRUITMENT #WP-10L.)** Master's degree in Computer Science or related technology field or master's w/18 grad hrs in Computer Science or related technology field required. Must have demonstrated knowledge of diverse Internet programming methods. Advanced knowledge of web development, e-commerce setup and Internet/Intranet technology preferred. (Position pending award of state funding).
- **MATHEMATICS (RECRUITMENT #HS-2L).** Master's in Mathematics, Statistics or Math Education or master's w/18 grad hrs in Mathematics or Statistics required. May be required to teach on more than one campus. Demonstrated ability and willingness to effectively teach undergraduate level mathematics from Algebra through calculus including Introductory Statistics
- **MATHEMATICS (RECRUITMENT #HS-3L).** Master's in Mathematics or Math Education or master's with w/18 grad hrs in Mathematics required. Demonstrated ability and willingness to effectively teach undergraduate-level mathematics from Algebra through Calculus.

Please apply by May 15, 2000, with a cover letter, resume and appropriate transcript(s) to:

Mrs. Jackie Parrill, Director of Human Resources
Edison Community College
Human Resources Office
P. O. Box 60210
Ft Myers FL 33906-6210

Job line 8:30-4:30 M-F: 1/800-749-2322, #1, ask for extension 1120; or 941/489-9120.
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ASSISTANT VICE PRESIDENT FOR DIVERSITY

HEALTH SCIENCES CENTER
THE UNIVERSITY OF UTAH SENIOR VICE PRESIDENT'S OFFICE

The University is seeking an experienced academician to fill a new key position of Assistant Vice President for Health Sciences Diversity. This individual must possess the necessary academic and experiential qualifications for faculty appointment in one of the Health Sciences Center School/Colleges (Medicine, Nursing, Pharmacy, and Health). The Assistant Vice President has primary responsibility for providing leadership in promoting and enhancing racial, ethnic, cultural and gender diversity in the University of Utah Health Sciences Center. Demonstrated experience in working with ethnic and minority communities is highly desirable. The University is located in Salt Lake City, a moderate sized, safe urban center, with excellent recreational and cultural opportunities. Interested individuals should send a letter, personal statement and curriculum vitae to: **Linda Amos, R.N., Ed.D., Associate Vice President for Health Sciences, Chair, Assistant Vice President for Health Sciences Search Committee, 5th Floor Moran, 50 North Medical Drive, Salt Lake City, Utah 84132.** The University of Utah is an EEO/AA employer. We are committed to enhancing diversity and encourage applications by women and members of minority groups.

THE UNIVERSITY OF UTAH

EDUCATION

Temple University

COLLEGE OF EDUCATION

Temple University is a senior, comprehensive, public research university located in Philadelphia. The current student enrollment is approximately 29,000. The College of Education seeks to fill a tenure-track faculty position effective September 1, 2000. Salaries will be commensurate with qualifications and experience.

Mathematics Education

The Department of Curriculum, Instruction and Technology (CITE) invites applications for a Mathematics Education tenure-track position with the rank of Assistant or Associate Professor, effective September 2000. The position requires a Ph.D. or Ed.D. with a concentration in mathematics education and graduate-level courses in mathematics beyond an earned undergraduate major in mathematics. Preference will be given to candidates with teaching experience in the K-12 classroom. The position will include teaching content and pedagogy courses to undergraduate and graduate students, as well as advising students at all levels. Candidates should have a commitment to teacher preparation and field-based research.

Applicants interested in the above positions should send a letter of application including a current vitae containing the names, addresses and phone numbers of at least three references. Materials should be sent to: **Search Committee, c/o Dr. Trevor E. Sewell, Dean, College of Education, Temple University, Philadelphia, PA 19122.**

Applicants will be reviewed beginning immediately and continue until the position is filled. Temple University is an equal opportunity/affirmative action employer. Women and ethnic minorities are especially encouraged to apply.

Visit our employment Web site at **http://careers.temple.edu**

George Mason University

Dean
Graduate School of Education

George Mason University (**www.gmu.edu**) seeks an education visionary and a change facilitator who is challenged by the critical issues in education. A public institution of more than 24,000 students, George Mason has been one of the nation's fastest growing universities over the past 15 years. The university is located in Northern Virginia in the suburbs of Washington, D.C., with campuses in Arlington and Prince William Counties.

The university offers over 100 bachelor's, Master's, professional, and doctoral programs in the Graduate School of Education, College of Arts and Sciences, College of Nursing and Health Sciences, School of Management, School of Information Technology and Engineering, School of Computational Sciences, School of Public Policy, Institute for Conflict Analysis and Resolution, and the Institute of the Arts.

The Graduate School of Education is a dynamic professional school dedicated to leadership in the preparation of education professionals, educational research, and instructional applications of technology. The school offers an entrepreneurial mix of on-campus and outreach programs serving 2,000 Master's students, 300 doctoral students, and several hundred undergraduates in its affiliated programs in Health, Fitness and Recreation Resources. Over two-thirds of its 75 full-time faculty and 10 administrative faculty members are new to George Mason since 1993, with numerous additional opportunities for faculty renewal expected during the next 5 years.

The dean oversees curriculum, budget, and personnel matters, and allocates and invests resources to further the School's growth and prominence in the education profession, the educational research community, and the region. The Dean also has responsibility for fund raising and for building and sustaining strong relationships within the university and with external partners in schools, the business community, and national associations.

Leading candidates will have a strong record of scholarly achievement and be committed to support scholarly research, creative teaching, and diversity among faculty, staff, and students. These candidates also will have strong planning and decision-making experiences as well as excellent communication and interpersonal skills. A doctorate in Education or an allied field is required. Salary and benefits are highly competitive.

Credentials will be accepted until the position is filled. The position can be available July 1, 2000, although a later start date is possible. Nominations and applications, including a curriculum vita and letter explaining relevant experience, and names and contact information for five professional references, should be directed in total confidence to:

Chair, GSE Dean Search Committee
Office of the Provost (3A2)
George Mason University
Fairfax, VA 22030-4444

AA/EEO

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We are committed to building strength through the unique perspectives and experiences of our employees. The following is a sample of available positions in which your unique perspective and experiences would be a welcome addition to our world-class university:

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- Employment Information Line: 765.496.JOBS or 800.213.9202
- Employment Internet site: www.purdue.edu/jobs

The Greater Lafayette area has a growing economy, a highly rated quality of life, excellent public schools, low cost of living, and the diversity of a large university community. Lafayette is also an All America City Award winner.

Purdue University is an equal access/equal opportunity/affirmative action employer, fully committed to achieving a diverse workforce.

DEPAUW
UNIVERSITY

SPANISH

INSTRUCTOR OR ASSISTANT PROFESSOR OF SPANISH

This is a one-year term position for 2000-2001 with the possibility for renewal for a second year based on satisfactory performance and continued need for the current level of staffing in the department. DePauw University is a liberal arts college with an unusually large number of students participating in international curricular opportunities. Ph.D. or ABD, and native or near-native fluency required. Area of scholarly specialization open. Commitment to effective teaching in a selective liberal arts college curriculum essential. AA/EOE. Women and minority candidates are especially encouraged to apply. Send letter, CV, and arrange for 3 letters of reference to be sent to: **Dr. James S. Rambo, Department of Modern Languages, DePauw University, Greencastle, IN 46135.** Review of applications will begin on April 15 and continue until the position is filled.

USF University of South Florida

The University of South Florida is currently recruiting for various faculty and/or staff positions. For more information about the University's vacant positions, please visit our Web site at **http://usfweb.usf.edu/usfpers/vacancy.html**; or call our Job Line for staff positions at (813) 974-2879.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

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THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

HOSPITALITY MANAGEMENT

DIRECTOR OF HOSPITALITY MANAGEMENT
(Faculty Position)

The Richard Stockton College of New Jersey is located 12 miles west of Atlantic City, and is surrounded by 1600 acres of southeastern New Jersey Pinelands. It is also within 20 miles of Atlantic City and near 120 miles of resort coastline. It is a four-year undergraduate institution and has received national recognition for its distinctive academic programs and interdisciplinary approach to learning. Stockton's diverse faculty and student body combine a spirit of innovation with a sense of tradition for academic excellence.

Position Available: Tenure-track faculty position beginning September 1, 2000.

Duties: Provide leadership in the development and administration of a new track in Hospitality Management within the Business Studies Program. The Business Program has a strong curriculum in all the major concentrations with 22 full-time faculty members. Guide curricular development; network and develop industrial partnerships with the community; coordinate recruitment and hiring of faculty; be an excellent teacher and teach at least one hospitality related course per semester; conduct scholarship/research in hospitality management; work effectively with a professional advisory board.

Requirements: A noted leader in the hospitality management field and an excellent teacher with significant administrative experience. Other qualifications include an earned doctorate in hospitality management or related field, evidence of scholarly productivity, potential to establish partnerships with industry in providing support for the program with resources necessary for program excellence. Candidates for Professor and Associate Professor must hold a terminal degree and be outstanding in the field with considerable experience. Salary commensurate with qualifications and experience.

Screening Begins: May 12, 2000, and will continue until position is filled.

To apply, send letter of application, resume and three letters of reference to:

Dr. Dee Henderson
Dean of Professional Studies
The Richard Stockton College of NJ
AA51, P.O. Box 195
Pomona, NJ 08240

Visit our website - www.stockton.edu.

Stockton is an AA/EOE.
Women and Minorities are encouraged to apply.

International Student Advisor

The Office of International Student Services and Programs at Plattsburgh State University of New York is seeking applicants for the position of International Student Advisor. This is a full-time, twelve-month position.

Responsibilities include: Provide academic, immigration and cultural advisement to matriculating international students, facilitate the admissions process for international students from inquiry to enrollment, evaluate foreign and domestic academic credentials, database management, assist in organizing orientation programs and workshops, coordinate host family and friendship family programs, monitor compliance of INS student visas and all government regulations.

Qualifications: Bachelor's degree required, Master's degree preferred. Minimum of three years working directly in international education or student services related field and strong written, verbal and computer skills are required. Ability to communicate fluently in a foreign language(s) preferred. Experience working with people of diverse cultural, racial, ethnic and socioeconomic backgrounds and an ability to work in a fast-paced, multitasking environment is expected. The successful candidate will be an individual with excellent interpersonal and team building skills who can work with a variety of constituencies and who promotes the value of international education.

Salary: $32,000-$38,000 dependent upon qualifications and experience, with excellent benefits.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Review of applications begins immediately and continues until position is filled. Please submit cover letter, resume and three letters of reference to: **Chair, Search Committee (PJ# 2413-808)**, c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, **Plattsburgh, NY 12901-2681. Fax:** (518) 564-3060

Plattsburgh
STATE UNIVERSITY OF NEW YORK

SR. VICE PRESIDENT
INSTITUTIONAL ADVANCEMENT

Syracuse University invites applications and nominations for the position of Senior Vice President for Institutional Advancement. The Senior Vice President, who reports to the Chancellor, has broad responsibility for all aspects of institutional advancement and external relations, including the offices of Development, University Communications, Alumni Relations, Special Events, and Program Development, and institutional advancement operations in New York City and Washington, DC.

Letters of nomination and applications should be submitted in confidence to: Eleanor Ware, Vice President for Human Services and Government Relations, 300 Tolley Administration Building, Syracuse, NY 13244. Syracuse University is an Equal Opportunity/Affirmative Action Employer committed to excellence through diversity.

FACULTY OPENINGS

Full-Time, Tenure-Track

Serving more than 34,000 students, College of DuPage is America's largest single-campus community college. Based in west suburban Glen Ellyn and featuring 90 neighborhood learning sites, C.O.D.'s "life-long learning" curriculum comprises 88 diverse areas of study. If you are both dedicated and qualified, you are invited to become part of our success story.

The following full-time, tenure-track vacancies are for the 2000-2001 academic year:

BIOLOGY INSTRUCTOR

Teach general biology classroom and laboratory courses, and organizational and management oversight, course development and expansion of an extensive field science program in the biological sciences.

BUSINESS/ MANAGEMENT/ MARKETING INSTRUCTOR

Teach introduction to business, marketing and management courses as well as program advisory responsibilities in either the Transportation or Facilities Management program.

PHYSICS INSTRUCTOR

Teach general, engineering and introductory classroom and laboratory physics.

QUALIFICATIONS: A Master's Degree in the field or a related field is generally required with previous teaching experience.

Teaching assignments may include days, evenings and weekends. Start date: September, 2000. Starting salaries normally range from $31,600 to $46,300 but are dependent on education and experience. These are academic year assignments with additional opportunities to earn significant additional income through overload and summer remuneration. College of DuPage also offers a generous benefits plan.

To maximize your opportunity to be chosen for a position, please return your application packet as quickly as possible. Call, write or e-mail for an application packet.

Office of Human Resources
COLLEGE OF DuPAGE
Attn: Faculty Recruiting
425 22nd Street
Glen Ellyn, IL 60137
630-942-2800, Ext. 6330
cdhumres@cdnet.cod.edu

equal opportunity employer
Minorities are encouraged to apply.

College of DuPage

Director, Office of Career Services

The Director of the Office of Career Services is responsible for the overall leadership and management of the Office of Career Services (OCS). Develop and implement career planning and placement services to meet the needs of all Bentley students (undergraduate day and evening, graduate, executive education) and alumni. Provide direction, management and evaluation for the following existing programs: Campus Recruiting, Internships, Job Journal, Alumni Career Services, Education Programs and Workshops, Campus Counseling, Placement Research, Career Resources Center, and Alumni Network.

Corporate Relations: Establish and expand contact with employees. Selects appropriate employers with which to partner. Establish high level of visibility for Bentley College students and alumni. Increase Bentley's visibility throughout Massachusetts and across New England and New York. Maintain close contact with other Bentley managers with corporate relations' responsibility, such as CEPE and Advancement Services.

Through subordinate managers and staff, assures that excellent service is provided to students through the OCS office, as well as being responsive to multiple constituencies including Bentley faculty, staff and corporate contacts.

The Director will have knowledge of available technology for the OCS department, using the latest technology to meet goals. Keep abreast of the latest trends in employment, career counseling, technology and corporate relations as it applies to OCS.

Develop and manage OCS department budget. Ensure that budget is appropriately monitored. Direct various personnel actions within OCS including hiring, merit increase recommendation, promotions and transfers. Identify in-service training and staff development needs.

Requirements: A Master's degree is required and may be in the fields of Business, Human Resources Management, Education with a concentration in career development or other related field, plus a minimum of 8-10 years' directly related experience, with demonstrated effective management skills. Must possess the interpersonal skills required to build successful working relationships throughout the College. Must have solid presentation skills, and excellent verbal and written communication skills as well as listening skills.

For best consideration, applications should be received by April 21, 2000.

Please file an application online at www.bentley.edu or send an updated resume to: **Dr. Barbara Addison Reid, Bentley College, Waltham, MA 02452-4705.** Applications will be considered until the position is filled. We welcome applications from underrepresented groups.

BENTLEY COLLEGE

Bentley College is an equal opportunity employer building strength through diversity

Vice President for Administration and Finance

New Jersey City University is a culturally diverse, public, urban institution located in the greater New York metropolitan area, and is one of nine state colleges/universities in New Jersey. The University offers undergraduate and graduate programs in the liberal arts and professional studies to approximately 10,000 students. The University has an extensive cooperative education program, as well as an expanding continuing education program.

The University invites applications for the position of **Vice President for Administration and Finance**. Reporting directly to the President as Chief Financial Officer, the Vice President is accountable for the administrative and financial operations of the institution. Areas of responsibility include financial services, business and auxiliary services, human resources, physical plant and administrative computing. Other responsibilities include risk management and construction planning and oversight.

The successful candidate will have significant experience in financial systems and operations in a higher education setting, and should have a minimum of five years successful leadership. Effective interpersonal and communication skills are essential. The successful candidate must demonstrate the ability to analyze and present complex issues to a diverse group of professionals.

A Master's Degree is required, and an appropriate terminal degree is preferred. The University intends to fill the position on July 1, 2000. Compensation will be competitive and commensurate with experience and qualifications. Interested individuals should send a letter of interest, a current resume, and the names and telephone numbers of references to:

Office of the President
New Jersey City University
2039 Kennedy Boulevard
Jersey City, NJ 07305

NEW JERSEY
CITY
UNIVERSITY

All materials must be received by the close of business on May 9, 2000.
An Affirmative Action, Equal Opportunity Employer

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

Greek Language and Literature

Tenure track, September 2000. Assistant Professor ($37,477-$43,100). Salary may be higher depending upon qualifications, experience and increases in the appropriately established compensation plan. Teach courses in modern, Biblical and classical Greek language and literatures. Teach courses in History of Hellenism (ancient, byzantine, modern). All faculty are expected to teach general studies courses. Teaching load is six four-hour courses per year. Ph.D. required with college-level teaching experience preferred. Specialization in modern Greek language and literatures with strong background in classical Greek and Greek history. Screening begins May 1, 2000 and will continue until position is filled. Send letter of application, with CV, statement of teaching philosophy and three letters of recommendation to:

Dr. Kenneth Dollarhide
Dean of Arts and Humanities
The Richard Stockton College of New Jersey
AA51, PO Box 195
Pomona, NJ 08240

Stockton is an AA/EOE.
Women and minorities are encouraged to apply.

EMORY

VICE PRESIDENT FOR CAMPUS LIFE EMORY UNIVERSITY

Atlanta, Georgia

Emory University seeks a dynamic and energetic leader to serve as Vice President for Campus Life. The Vice President will lead the University's Campus Life Division which encompasses a wide spectrum of departments related to student affairs in a university with a full resident program for undergraduate and graduate students. With 300 full-time, 100 part-time, and 600 student employees, the division has an operating budget of approximately $40 million. Reporting directly to the President, the Vice President will participate in institutional decision-making, providing particular insight on issues affecting students. The new Vice President will work closely with the Provost, Deans, and faculty to create a living and learning environment that will more closely link the academic, co-curricular, and extra-curricular aspects of a student's life at Emory in order to shape the next generation of leaders in the liberal arts and in the professions.

Founded in 1836, Emory is a major research university with a leading undergraduate college, a distinguished graduate school, and strong professional schools. Its 6,100 undergraduate and 5,200 graduate and professional students are served by a committed faculty of 2,500 in its nine academic divisions: Emory College, Oxford College, Graduate School of Arts and Sciences, School of Medicine, Nell Hodgson Woodruff School of Nursing, Rollins School of Public Health, Candler School of Theology, School of Law, and Roberto C. Goizueta Business School.

The ideal candidate will be a visionary and accomplished leader with a demonstrated ability to lead a large, complex campus life division that will be fully integrated with the academic community. Additionally, the successful candidate will possess the following: a graduate degree (earned doctorate preferred); demonstrated commitment to student development which links intellectual life with all other dimensions of student life; creative and effective management skills; exceptional communication and interpersonal skills; and experience in creating a community among students, staff, and faculty that embraces diversity in its broadest contexts.

Nominations, candidacies, and requests for further information should be directed to the University's consultant.

Paula Carabelli
Educational Management Network/a division of Witt/Kieffer
1920 Main Street, Suite 310
Irvine, CA 92614
949/851-5070
e-mail: paulac@wittkieffer.com

Applications should include a letter of interest; a current curriculum vitae; and the names, positions, and phone numbers of five references who will be contacted only with candidate's approval. Screening will begin immediately and will continue until an appointment is made. All communications will be treated confidentially.

EEO/AA Employer

Educational Management Network/Witt/Kieffer

FULL TIME POSITION

This position will remain open until filled, however, the interview process will commence on the respective closing date.

ASSISTANT TO DIRECTOR OF PUBLICATIONS

(Assistant to HEO)

The Assistant Designer will provide professional support in all areas of College Information and Publications work. Job duties and responsibilities will include the following: design publication for the college, provide professional production assistance in the publication of printed materials, proofread written information materials, provide administrative management of publication projects from inception through final stage, maintain production liaison with vendors and print houses, coordinate and manage production schedules with the college, other duties as defined. The Assistant to Director of Publications will report to the Director of Publications. Bachelor's Degree required with two (2) years related experience. Advanced computer skills using Macintosh OS, Microsoft Office, Internet, Adobe Illustrator, PhotoShop, and HTML preferred. Excellent communication skills and telephone techniques. Salary: $26,312/A - $48,284/A. Closing Date: 5/8/00.

REFER TO THE BMCC VACANCY #825 AND SEND TWO (2) RESUMES ALONG WITH TWO(2)COVER LETTERS TO:

BMCC

Mr. G. Scott Anderson
Director of Human Resources
Borough of Manhattan Community College/CUNY
199 Chambers Street, New York, NY 10007

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION
AMERICAN DISABILITY ACT EMPLOYER
IRCA VERIFICATION REQUIRED - NO PHONE CALLS PLEASE

Fashion Institute of Technology

FULL TIME TENURE TRACK FACULTY POSITIONS FALL 2000

Rank and salary will be commensurate with experience.

LIBERAL ARTS

English and Speech Department. A generalist in English to teach writing and literature classes, Ph.D. preferred. Teaching experience required.

Foreign Languages Department seeks a specialist in Spanish. Sixty appropriate graduate credits in Spanish including Master's of ABD required; Ph.D. preferred and 5 years experience teaching Spanish at a college level.

Science and Mathematics Department seeks an educator with experience in teaching non-traditional mathematics courses, such as Geometry in Art and Design as well as traditional business-related courses, such as Statistics. Master's plus 30 appropriate graduate credits and college level teaching experience.

Adjunct opportunities in the following areas. English and Speech; Speech and Business Writing; Foreign Languages; French, Italian, German, Spanish, Japanese; Health and Physical Ed.; Tai Chi, Fencing, Slimnastics/Weight Training, Stress Management; History of Art: ancient to Renaissance Survey; Political Science; Western Europe, Latin America, Comparative Politics; Science and Math; Statistics, Finite Math, Biology, General Science; Social Sciences; Sociology, Psychology, Economics, Philosophy, Anthropology. Applicants must have 60 appropriate graduate credits including Master's degree or ABD required; doctorate and college level teaching experience preferred.

Send letter of application indicating **full-time or part-time and department of interest,** current resume and names and phone numbers of 3 professional recommendations to: **Dr. J. Sullivan, Acting Dean for Liberal Arts.**

FIT is a comprehensive college accredited by the Middle States Association of Colleges and Schools (MSA), the National Association of Schools of Art and Design (NASAD), and the Foundation for Interior Design Education Research (FIDER). Enrollment is 5,750 full-time and 6,000 part-time students. There are 1,500 full-time and part-time faculty and staff.

Fashion Institute of Technology

A State University of New York (SUNY) College of Art and Design, Business and Technology

ART & DESIGN

Interior Design Department. Professional and/or academic background to teach Design Studio and be literate in Computer Graphics, with expertise in at least three of the following areas: Lighting; Presentation Techniques; 2D/3D Drafting; Post-WWII History, Building Technology (Codes, Const., Systems); Historic Preservation. Bachelor's degree in Interior Design or Architecture and NCIDQ certification desirable. Letters of application, current resume and 3 professional recommendations to: F. R. **Memoli, R.A., IDEC, Chairperson, Interior Design Department.**

Illustration Department. Knowledge of computer/software programs such as Photoshop, Illustrator, Fractal Painter and a minimum of 10 years industry experience required. Letters of application, current resume, 3 professional recommendations and samples of current work and/or slides, 20 max. to: **S. Catalano, Illustration Department Search Committee.**

Computer Graphics Department. Expertise in the application of current technologies in Computer Animation and Interactive Media with an emphasis on all aspects of Internet publishing. Bachelor's degree preferred, previous college-level teaching experience and substantial professional experience in Interactive Media; proficiency with major content-creation software packages; ability to teach interactive Production classes, Programming Concepts and Interface Design. Letter of application, current resume, 3 professional recommendations and samples of professional work and student work, if available to: **T. Blum, Coordinator, Computer Graphics.**

Menswear Design Department. Bachelor's degree and a minimum of 6 years experience as a professional designer in the domestic and global industry in the following areas: Tailoring, Patternmaking, Products Development, Sewing. Knowledge of CAD. Basic knowledge of graphics and curriculum analysis. Letter of Application, current resume and 3 professional recommendations to: **M.D. Blackman, Assoc. Chairperson.**

Fashion Design Department, Apparel area. Bachelor's degree required at time of Tenure. A minimum of 6 years experience as a professional designer in the domestic and global industry in the following areas: Tailoring, Evening Wear, Sportswear, Children's Wear, Activewear, Computer and Knitwear. Technical skills in draping, patternmaking and sewing required. Knowledge of CAD.

Adjunct opportunities for individuals with industry experience in Draping, Patternmaking, Sewing, Knitwear, Activewear, Leather Sewing and Design, Couture Sewing and Design, Outerwear/performance Apparel, Bridal, Lingerie, Foundations, Tailoring Techniques, Women's Plus Size and Computer Aided Design.

Send letter of application indicating full-time or part-time, current resume and 3 professional recommendations to: **C. Adelson, Chairperson, Fashion Design Department.**

Advertising Design Department. Minimum requirements: Bachelor's degree and 10 years of industry experience; 5 years in a Senior Level position. Computer graphics experience required. Master's degree and 5 years college-level teaching experience preferred. Submit a letter of application, current resume, three letters of recommendation, statement of teaching philosophy and non-returnable printed examples of professional work to: **S. Cotler-Block, Chairperson, Advertising Design.**

Packaging Design Department. Minimum requirements: Bachelor's degree and a minimum of six years demonstrated expertise as a packaging design professional working with major consumer brands. Packaging design teaching experience preferred. Submit a letter of application, current resume, three letters of recommendation, statement of teaching philosophy, 15 slides of own work, 15 slides of student work and a self-addressed envelope for return of materials to: **M.R. Klimchuk, Packaging Design Program Search committee, Advertising Design.**

BUSINESS AND TECHNOLOGY

Fashion Merchandising Management Department. A Bachelor's degree is required/Master's degree preferred and 10 years executive experience. Candidates for the positions should have qualifications in at least one of the areas listed below:

E-Commerce: A professional background with a minimum of 3 years in e-commerce with emphasis on merchandising and/or buying for the Internet via catalog, retail store, or web site.

Product Data Management: A professional background with a minimum of 3 years as a product developer, product manager or merchandiser for soft goods with at least 2 years hands-on experience with Product Data Management (PDM) and Micrografx Designer.

Store Operations Management: A professional background with a minimum of 7-10 years as a store manager or operations manager for a department or chain store. Submit resume and cover letter to: **R. Seckin, Chairperson, Fashion Merchandising Management Department.**

Advertising and Marketing Communications Department has 2 openings for full-time tenure track positions. Master's degree required. The Department seeks student oriented individuals with college level teaching preferred. Candidates should demonstrate a history of innovative, a global and multicultural perspective and an interest in interdisciplinary projects. A minimum of 7 years of executive experience in the marketing communications industries (advertising, public relations, media management, sales promotion, direct marketing.) Letter of application and current resume to: **R. Elins, Chairperson, Advertising Marketing Communications Department.**

International Trade and Marketing Department. Bachelor's degree required, Master's preferred and 10 years of executive experience. Candidates must have excellent computer skills including PowerPoint presentations; Web Master experience and Web site creation preferred. Exposure to e-marketing and e-procurement helpful. College and/or graduate-level teaching experience strongly preferred. Candidates should have expertise in the following areas: Import/export procedures, including international product costing; Global marketing, research, and distribution chain management; Global sourcing and supply chain management; Cross-cultural negotiations throughout the less developed and developing nations. Letter of application and current resume to: **B. M. Malamut, Chairperson, International Trade and Marketing.**

Send applications to the attention of the appropriate department at F.I.T., **Seventh Avenue at 27th Street, New York City 10001-5992.** Screening of applications will begin immediately and will continue until the positions are filled. For more information about F.I.T. visit our web site at **fitnyc.edu**

If you have a desire to work at an institution that is world renowned for its innovative degree programs AND if you believe you are a force who can guide a diverse student body in new learning technologies for the 21st Century, then we want to hear from YOU!

The Fashion Institute of Technology is a Equal Opportunity/Affirmative Action Employer and is strongly and actively commited to diversity within the community.

Seattle University

SCHOOL OF EDUCATION

Description of University: Seattle University, a Jesuit institution founded in 1891, is the largest independent university in the Northwest. The School of Education has programs in educational leadership (doctoral program), educational administration, student development administration, teacher education, adult education, student development administration, teacher education, adult education, counseling, school psychology, curriculum and instruction, and teaching English to speakers of other languages (TESOL).

ASSISTANT/ASSOCIATE PROFESSOR IN SPECIAL EDUCATION

Tenure track. STARTING DATE: September 2000. **RESPONSIBILITIES:** Teaching and advising in the Division of Teaching and Learning, which includes graduate special education courses in Curriculum and Instruction, as well as, special education segments of the Master's in Teaching pre-service certification program; field experience supervision, scholarly activity; program development and coordination. **QUALIFICATIONS:** Doctorate in special education; demonstrated abilities in and commitment to teaching and service; experience in program development at the graduate level; familiarity with current practices in special education and models of delivery of graduate special education; demonstrated successful experience teaching at the graduate level; ability to work effectively with colleagues, both in higher education and at the P-12 level; understands and is committed to the Jesuit mission. **SALARY:** Commensurate with rank and experience. Additional stipend for summer term.

APPLICATION DEADLINE/PROCESS:
Applications for these positions postmarked by May 8, 2000, will receive full consideration. Applications will continue to be accepted until the position is filled.

Send letter of application, vita, and names, addresses, and telephone numbers (work and home) of three current references to **Katherine Schlick Noe, Chair of Special Education Search Committee, School of Education, Seattle University, 900 Broadway, Seattle, Washington 98122-4340. Phone: (206) 296-5768; Fax (206) 296-2053; e-mail: kschlnoe@seattleu.edu.**

Seattle University is an equal opportunity, affirmative action employer. The School of Education actively solicits applications from women and candidates from under-represented groups in order to promote the diversity of its approaches to education and research

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TALLAHASSEE
COMMUNITY
COLLEGE

FACULTY POSITIONS

Tallahassee Community College announces openings for the following continuing instructional positions for the 2000-2001 academic year. **Salary range for a two semester faculty contract is $33,637 to $46,643 (for 99-00 academic year).**

COLLEGE PREP MATHEMATICS INSTRUCTOR

(vacancies FCPCPM03 & FCPCPM06)

Requires a minimum of a Bachelor's Degree in Mathematics education (Master's Degree desirable) and experience teaching pre-collegiate mathematics skills. Successful teaching experience is required.

COLLEGE PREP READING INSTRUCTOR

(vacancy FCPCPR02)

Requires a minimum of a Bachelor's Degree in Reading and Language Arts (Master's Degree desirable) and experience teaching reading techniques and study skills. Successful teaching experience is required.

ENGLISH INSTRUCTOR

(vacancies FCCENG02 & FCCENG11)

Requires a minimum of a Master's Degree in English, English Education, Rhetoric, Reading and Language Arts, or a related area. Successful teaching experience is required.

COMPUTER PROGRAMMING INSTRUCTOR

(vacancy FCACPG03)

Requires a Master's Degree major in Computer Science, Management Information Systems, Information Systems, or equivalent area. Successful teaching experience is required; experience teaching computer programming and computer networking is highly desired.

BUSINESS INSTRUCTOR

(vacancy FCABUS07)

Requires a Master's Degree in Business Administration with a concentration in management, marketing or related area. Successful teaching experience in business is required.

HEALTH EDUCATION INSTRUCTOR

(vacancy FCMHEA01)

Requires a Master's Degree in Health Education or Public Health. Successful teaching experience is required.

STUDIO ART INSTRUCTOR

(vacancy FCCART01)

Requires a Master's Degree in Art, Painting, Drawing, or related area. Successful teaching experience is required.

STATISTICS INSTRUCTOR

(vacancy FCMMAT24)

Requires a Master's Degree in Statistics, or related area. Successful teaching experience is required.

ADMINISTRATOR POSITION

DIRECTOR OF SCIENCE & MATHEMATICS DIVISION

(vacancy EXMDIR01)

Responsible for administering the instructional programs in science & mathematics, to include biology, physics, earth science, mathematics and related areas. Requires a minimum of a Master's Degree in a field of Mathematics or Science, and administrative experience at the Department Chair level or above. The position reports to the Vice President for Educational Services and provides academic leadership for 38 full time faculty and over 100 adjunct faculty. **Salary range $56,830-$73,580, commensurate with qualifications and experience.**

A completed Tallahassee Community College (instructional or administrator application, as appropriate) with supporting documents is required. Résumés are supplemental to the application. Official or unofficial transcripts and letters of reference should be forwarded as outlined on the last page of the TCC application. **Applications must be received no later than Monday, May 22, 2000, or postmarked no later than May 19, 2000.**

If reasonable ADA accommodations are needed for the applicant/selection process, please notify Human Resources by May 16, 2000, TDD (850) 921-0042 or FL Relay (800) 955-8771. Obtain mandatory TCC employment application and submit to: **Human Resources, Administration Building, Tallahassee Community College, 444 Appleyard Drive, Tallahassee, Florida 32304-2895, (850) 922-8104 (www.tallahassee.cc.fl.us)**

Equal Opportunity/Affirmative Action Employer

ROCKHURST UNIVERSITY

EDUCATION
ASSISTANT PROFESSOR OF EDUCATION

Tenure track faculty position to teach undergraduate and graduate courses in elementary or secondary methods, supervise field experiences, participate in development of new masters degree programs in education. Earned doctorate in education or related field is required by August 2000. Candidates should have teaching experience in K-12 schools. Review of applications begins May 8, 2000. Please send letter of interest, curriculum vitae, and the names, addresses, and phone numbers of three references to: **Director of Human Resources, Rockhurst University, 1100 Rockhurst Road, Kansas City, MO 64110.** *EOE.*

METROPOLITAN STATE UNIVERSITY

Founding Positions in a New Program in Urban Teacher Education

Two or more tenure-track positions effective fall 2000, to work as a team with faculty in license-related disciplines and community scholars, to develop a teacher education program with innovative and creative approaches to both undergraduate and post-baccalaureate licensure, as well as professional development for practicing P-12 teachers. Candidates are sought for the following specialty areas: urban education, early childhood, secondary mathematics, and secondary literacy education, including English Language Learning. Application review begins May 15. Full descriptions of positions and requirements are available at www.metrostate.edu, or via e-mail to deb_karamasz@metrostate.edu or call **Deb Kramasz at (651) 772-7830, TTY users (651) 772-7687.** Applications may be e-mailed to: **deb_karamasz@metrostate.edu or mailed to Deb Kramasz, College of Arts and Sciences, Metropolitan State University, 700 E. Seventh Street, St Paul, MN 55106-5000.**

AA/EEO

EDUCATION

Counseling Positions

Harper College Student Development seeks two full-time faculty tenure track counseling positions:

Academic Advisor/ Counselor

Main duties are academic advising and counseling.

Career Counselor

Main duties are career counseling and advising undecided students.

For both positions, expertise and experience preferred in college counseling, teaching, diversity education and programming, and leadership development. Experience with high risk, multi generational and commuter populations also important. Masters Degree required in College Student Personnel, Counseling or related field. This is a nine month faculty position with overload work available during summer and winter breaks.

Harper College is a community college in the northwest suburbs of Chicago with an enrollment of over 20,000. Interviews will begin in early May. For consideration of either of these positions, send resume and references to:

Harper College
Attn: Employment Specialist-sdc
1200 W. Algonquin Rd.
Palatine, IL 60067
http://www.harper.cc.il.us
e-mail: jobs@harper.cc.il.us

EOE

Affirmative Action

Manager-AA/EEO

The University of Medicine and Dentistry of New Jersey seeks a Manager to operate the Camden/Stratford campuses' AA/EEO Office. Plans, directs, and coordinates affirmative action program activities. Develops and monitors statistical aspects and effectiveness of program.

Visit our website at:
http://www.umdnj.edu/hrweb/

BA (MS prefd) Bus. Admin, Bus. Math, Statistics, or a related field , plus 3 yrs related exp. May substitute add'l related exp. for the education reqmt on a year-for-year basis. Send resume to: **Human Resources Dept., UMDNJ-SOM, 40 E. Laurel Road, Stratford, NJ 08084.** UMDNJ is an Affirmative Action/Equal Opportunity Employer, M/F/D/V, and a member of the University Health System of New Jersey. Regrettably we can only respond to candidates chosen for an interview.

UMD
NEW JERSEY

Equal Opportunity Fund Counselors

New Jersey City University invites applications for two (2) positions of EOF Counselors for the Opportunity Scholarship Program (OSP).

Responsibilities: Under the daily supervision of the Associate Director for the OSP, the EOF Counselors advise non-declared majors; provide academic, personal and career counseling; assist students in making adequate progress toward degree requirements; assist students to complete the financial aid process; prepare reports and maintain accurate student records. Additional responsibilities may include teaching orientation to college courses, creating retention programs and mentoring peer counselors.

Qualifications: Applicants must possess a Master's Degree or be in a Master's Degree program by the beginning of their employment. Applicants should also have excellent organizational, interpersonal and writing skills, & a minimum of one year experience counseling students. Previous experience working with EOF/EOP students is desirable, but not necessary.

Anticipated Starting Date is Monday, June 19, 2000.

To apply, please submit a letter of application, resume and references by Friday, April 28, 2000, to:

Dr. Ansley W. LaMar, Dean
College of Arts and Sciences
New Jersey City University
2039 Kennedy Boulevard
Hepburn Hall—Room 306
Jersey City, New Jersey 07305-1597

NEW JERSEY
CITY
UNIVERSITY

New Jersey City University is an Equal Opportunity Employer

WILLIAM PATERSON UNIVERSITY

The William Paterson University of New Jersey is a comprehensive public institution of higher learning that is committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Boasting a highly distinguished and diverse faculty, nationally renowned academic programs, and state-of-the-art information and communications technology, the University maintains a low student-faculty ratio (12:1) and small class size (21) for its 29 undergraduate and 17 graduate degree programs. The University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

Manager Custodial Services and Logistical Support

Manages custodial, logistical and special event support personnel and operations, planning, scheduling and directing work of custodial and cleaning operations and services program. Provides leadership in the management of custodial and cleaning operations and services. Develops, communicates and implements service and performance standards, work routines, schedules and procedures. Performs and organizes inspections, develops and administers department budget and controls, administers department personnel activities, records, materials and services acquisitions, quality assurance and coordinates services with other University departments.

A minimum of three years progressively responsible successful experience in the management of custodial operations in a large complex environment, preferably in a higher education setting. Must have knowledge and skills necessary to develop short and long term cleaning programs. Demonstrated strengths in technical knowledge, methods, application and operation of equipment and materials in custodial and cleaning operations. Strong leadership, supervisory, team building, planning, assessment, human relations, budgeting and organizing skills. Understanding of and appreciation for the current trends in management, the nature of the academic community, a multi-cultural environment and shared governance. Knowledge of and familiarity with sanitation and staffing standards and practices, applicable codes, and information management applications. Strong commitment to customer service, employee development and quality improvements essential. Must possess strong interpersonal and communication skills, with proven ability to work collaboratively with diverse groups and individuals.

Bachelors degree in a related field required. Applicants who do not possess the required degree may be considered if extensive documentation is presented confirming related training and experience, in addition to an employment record demonstrative of the skills, talents and knowledge necessary to fulfill the responsibilities of the position.

Salary is commensurate with experience. *Please forward letter of application, resume and salary history to:* ***Mr. Lou Poandl, Director of Physical Plant Operation, Drawer HO, William Paterson University, 300 Pompton Road, Wayne, NJ 07474.*** *Additional information about the University can be found at* ***http://www.wpunj.edu.*** *The review of applications will begin immediately upon receipt and continue until position is filled.*

WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY
An Equal Opportunity Institution Committed to Diversity

PRESIDENT

SAVANNAH TECHNICAL INSTITUTE*

The Presidential Search Committee is seeking a dynamic Chief Executive with a substantial record of achievement as a leader in education and economic development. Savannah Technical Institute is a progressive institution located in Savannah, and one of the fastest growing MSA's in Georgia. The Board of Directors is committed to and is vigorously pursuing the goal of building a world-class institution, as well as being an active partner in strategic workforce and economic development.

QUALIFICATIONS

The ideal candidate will possess a strong drive to move the institution ahead in an innovative manner. Applicants must have a minimum of a master's degree from an accredited institution in business, management, educational leadership or a closely related field. An earned doctorate is desirable. The candidate must have five years of senior administrative experience, and must have demonstrated experience in re-building an organization. Must possess excellent written and verbal communication skills. Non-traditional candidates will be considered.

RESPONSIBILITIES

The President of Savannah Technical Institute is the Chief Executive Officer of the Institute and is responsible to the Commissioner of the Georgia Department of Technical and Adult Education and the local Board of Directors and carry out policies and initiatives to successfully achieve its goals. The President will be expected to build an institution considered best of its class by its peers. The President is responsible for directing the Institute's leadership of regional workforce development through economic development projects, strategic planning, forming and directing a management team, fiscal control, new facilities construction, instructional programming and the marketing and advancement of Savannah Tech.

SALARY

Salary and benefits are highly competitive, commensurate with experience.

APPLICATION REQUIREMENTS

For information regarding the position and a complete application package, contact: **Dorothy Trombecky, Presidential Search Committee for Savannah Tech, c/o Savannah Economic Development Authority, P. O. Box 128, Savannah, GA 31402-0128; 912-447-8450/Fax 912-447-8455; e-mail dtrombecky@seda.org, or visit web site at www.dtae.org.**

Deadline for applications is May 31, 2000.

*Name will change to Savannah Technical College from Institute in July 2000.

Connecticut
Community
Colleges

Education That Works for a Lifetime

PRESIDENTIAL SEARCH

MIDDLESEX COMMUNITY COLLEGE
MIDDLETOWN, CONNECTICUT

The Board of Trustees of the Connecticut Community College System invites nominations and applications for the Chief Executive Officer position at Middlesex Community College, one of twelve colleges within the state system of two-year, comprehensive community colleges.

Founded in 1966, Middlesex serves approximately 2500 full-time and part-time learners in credit programs at its campus in Middletown, Connecticut. Middlesex also plays a strong role in the region's economic and community development through partnerships with area businesses, industries, educational institutions, and community organizations. To advance Middlesex's position as a valued resource for the communities it serves, the Board of Trustees is most interested in candidates who will lead the college, working within a system, through strategic planning and progressive programming including learning technologies, advancing economic and community development, enhancing resources through development and marketing.

Closing date is June 1, 2000.

Position announcements may be obtained from, and letters of application addressed to:

Mary Anne Cox, Assistant To The Chancellor
Board of Trustees, Connecticut Community Colleges,
61 Woodland Street, Hartford, CT 06105.

The Connecticut Community Colleges are equal opportunity, affirmative action employers, m/f.

WILLIAM PATERSON UNIVERSITY

The William Paterson University of New Jersey is a comprehensive public institution of higher learning that is committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Boasting a highly distinguished and diverse faculty, nationally renowned academic programs, and state-of-the-art information and communications technology, the University maintains a low student-faculty ratio (12:1) and small class size (21) for its 29 undergraduate and 17 graduate degree programs. The University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

Department of Sociology

The Department of Sociology invites applications for a full-time position at the Assistant Professor level, beginning September 1, 2000. We strongly prefer someone with a Ph.D. (ABD near completion accepted) in sociology, criminology, or criminal justice only. Applicants must demonstrate strong teaching abilities. Generalist in criminal justice preferred; teaching capabilities in sociological theory and research methods a definite plus. Responsibilities include teaching four courses per semester, advising, limited committee service, and scholarship. Candidates are expected to teach traditional as well as evening, Saturday, and accelerated courses at off-campus University Centers and possibly on-campus.

The Department of Sociology is proud to be headquarters for the Eastern Sociological Society. We also pride ourselves on our selection by the American Sociological Association as a MOST (Minority Opportunities through School Transformation) site, with funding from the Ford Foundation. We are one of fifteen such sites in the United States and the only one in the northeast quadrant.

*Letters of application, accompanied by a curriculum vita, three letters of references, and writing samples should be addressed to the **Prof. Charley Flint, Department of Sociology, Drawer HO, William Paterson University, 300 Pompton Road, Wayne, NJ 07470**. Additional information about the University can be found at **http://www.wpunj.edu**. The review of applications will begin immediately upon receipt and continue until each position is filled.*

WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY
An Equal Opportunity Institution Committed to Diversity

DIRECTOR

Enterprise Application Services

Located on an attractive campus in the heart of Boston, Northeastern is a national research university that is student-centered, practice-oriented and urban. Northeastern's vision is to be the undisputed leader in creating the nation's most comprehensive and dynamic model of practice-oriented education. We are seeking an individual with outstanding planning, organizational, collaborative and communication skills to fill a key leadership position in Information Services.

Northeastern University is an Equal Opportunity, Affirmative Action, Title IX Employer. Minorities and women are strongly encouraged to apply.

Reporting to the Vice President of Information Services you will build on our ubiquitous network (NUnet) and broad based application investments. The Director's scope will span all university functions and include direct ownership of administrative systems, University data management, e-mail, calendaring, and productivity tools as well as workflow applications and the University's unified directory. Responsibilities will also include the integration of academic and research applications, library systems, and telecommunications initiatives provided by peer executives to create a single access, tightly integrated application environment available both on campus and across the Web.

Requirements:

- Bachelor's degree in technical discipline required (Master's degree preferred)
- Extensive experience in higher education information systems
- Experience in functional higher education administration and administrative support
- Architectural level understanding of a wide range of technologies and the ability to manage and deliver diverse, complex, large-scale programs and projects
- Demonstrated success in customer relationship, expectation, and delivery management
- Effective management and development of technical staff and use of intermediate management in a teaming, supportive, and sustainable environment

Please send your resume to Denise Siciliano, Northeastern University, 190 Renaissance Park, Boston, MA 02115 or fax to: Denise Siciliano, 617-373-2847 or e-mail to: d.siciliano@neu.edu

Northeastern
UNIVERSITY

OCEAN
COUNTY COLLEGE

Director of Financial Aid

Ocean County College. Responsible for all aid programs and compliance w/federal and state laws. Bachelor's degree required, Master's preferred. 5 years' exp in student financial aid administration or related field required. Superior knowledge and understanding of state and federal laws, rules, regulations, and activities of agencies governing student loans, grants, and other forms of student financial aid required. Current working knowledge of electronic financial aid systems including hardware and software required. Experience w/customer relations and effective office systems and management required. Demonstrated knowledge of the importance financial aid plays in recruitment and retention. Hiring range $41,624 to $54,624, appointee must have 7 yrs relevant experience plus 4 yrs qualified military service for maximum salary placement. Excellent benefits. Send appl/resume:

Ocean County College
Human Resources
PO Box 2001
Toms River, NJ, 08754
by 4/28/00
Fax (732) 255-0444
www.ocean.cc.nj.us

AA/EOE.

THE COLLEGE OF
WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-2363

Faculty Positions

Art

visiting appointment
for Spring Semester, 2001

Political Science

3-yr visiting leave replacement
starting August, 2000

Administrative Staff Position

Counselor/Assistant Director of Admissions

The positions are posted
jointly with the
Five Colleges of Ohio Consortium.
For complete descriptions, go to
www.wooster.edu;
scroll down and select the Jump to
Employment Opportunities
or call or e-mail Linda Farmer
330-263-2133--lfarmer@acs.wooster.edu

DaytonaBeach
COMMUNITY COLLEGE

Daytona Beach Community College is a public, multi-campus, comprehensive community college which serves approximately 10,000 full-time equivalent and 33,000 headcount students. It is home to the Southeast Museum of Photography . . .

CHAIR - Department of Nursing

Master's degree or higher in nursing with at least 7-10 years teaching exp., pref. at associate degree level. Demonstrated exp. in curriculum development/program planning. 5+ years demonstrated successful administrative exp. at program mgr. and/or dept. chair level. Possess license to practice as a registered nurse in the State of Florida. Full-time, twelve-month, tenure track faculty position responsible for dept. administration/supervision which includes following programs: Associate Degree Nursing, Practical Nursing, Practical Nursing Bridge Program, Patient Care Assistant, Nursing Assistant and Paramedic to R.N. Bridge Program. Must be able to instruct at least one class or clinical session/academic year. Position is open until filled; application review will begin May 15, 2000.

NURSING SKILLS LAB COORDINATOR

Master's degree in Nursing, 2+ yrs. exp. in med-surg nursing at staff level, Florida R.N. req'd. Knowledge of NA/LPN/RN psychomotor skills req'd. Skill in general nursing procedures req'd in typical in/out-patient settings; good P.R./communications skills; must be able to provide remedial/clinical instruction for A.D.N., Practical and Nursing Asst. students. Conduct student skill performance evaluations, coordinate campus lab use. Order supplies and schedule all written/manual skills. Full-time, tenure-track, 12-month faculty position with release time. Must be able to instruct at least one class or clinical session/academic year. Position is open until filled; application review will begin May 15, 2000.

ACCOUNTING FACULTY-DAY, EVENING

Master's degree with 18 graduate hours in accounting, teaching experience in accounting courses required. CPA preferred. Teach fifteen (15) credit hours each Fall and Spring term. Teaching responsibilities include courses in Financial and Managerial Accounting, Computerized Accounting and Bookkeeping, Tax and Finance in the Associate of Arts and Associate of Science degree programs. The successful candidate is expected to maintain an active professional portfolio that reflects effective and innovative teaching, professional development activities and service to the Department and College. The candidate must be open to cooperative/active learning strategies, student portfolio assessment and the use of technology to enhance learning. Position is open until filled; application review will begin May 1, 2000.

DBCC also anticipates the following faculty positions for Fall 2000, pending budget approval:

Political Science/Geography
History
Art History
English
Computer Science
Computer Programming
Internet/Web Services
Computer Networking
Fire Science
Interior Design
Marketing Management

All positions require a Master's degree with a minimum of 18 hours in specified field. Competitive salary commensurate with education and experience. Comprehensive benefits package with optional retirement program.

Interested candidates should forward a letter of intent, current vitae, completed DBCC application, transcripts and names, addresses and telephone numbers of at least three (3) professional references to:

HUMAN RESOURCES DEPARTMENT
1200 W. INTERNATIONAL
SPEEDWAY BOULEVARD
DAYTONA BEACH, FL 32114
FAX: 904-254-4482
E-MAIL: jobs@dbcc.cc.fl.us
WEB: http://www.dbcc.cc.fl.us
EQUAL OPPORTUNITY / ADA EMPLOYER
WOMEN AND MINORITIES STRONGLY ENCOURAGED TO APPLY

Broward Community College
Opening doors to a brighter future

ENGLISH INSTRUCTOR, NORTH CAMPUS TWO POSITIONS: #150, #165

Master's degree with eighteen graduate semester hours in field. Experience teaching college prep English, college composition and Introductory Literature courses or Professional and Technical Writing. Experience in multi-media applications and/or computer assisted instruction. **Salary:** Based on credentials. **Closing date:** 5/5/00.

Official app's w/position title/# & copies of diploma & licenses must be rec'd by 3:00 P.M. on or before closing dates, at **BCC, HR Dept., 225 E. Las Olas Blvd., Ft. Lauderdale, FL, 33301 or call (954)761-7450** for an official application.

EA/EO Instruction.

The
UNIVERSITY
of VERMONT

University of Vermont Extension

EXTENSION ASSOCIATE DIRECTOR

Primary responsibility is statewide leadership of outreach educational programs of University of Vermont Extension. **Qualifications:** Ph.D. or equivalent: experience with Extension programming; excellent communication skills; experience with: program development and evaluation, personnel issues, and grants and contracts. To request a detailed position description E-mail: **verng@sover.net**

Review of applications will continue until a suitable candidate is found. Please submit a cover letter, C.V. and three letters of reference to: **Dr. Vern Grubinger, Chair, Associate Director Search, UVM, 601 Main St., Burlington, VT 05401-3439.**

UVM is an equal opportunity employer.

LIBRARY SYSTEMS OFFICER

Northeastern University Libraries

Northeastern University Libraries invites applications and nominations of individuals with vision, leadership ability and a collaborative spirit for the position of **Library Systems Officer**. The successful candidate will have the opportunity to lead the Libraries in the implementation of a next-generation library management system, and to plan and advance innovative technology-based services.

Responsibilities: Provide leadership for the administration, planning, and assessment of the Libraries' information technology services and programs, including the integrated library system (NULIS), desktop applications, hardware, software and telecommunications. In collaboration and coordination with campus-wide network services, manage network services for the Libraries. Administer the Systems Department responsible for the installation, operation and maintenance of the integrated library system. Analyze issues, and participate in policy and budget formulation and operational decisions regarding the Library's use of information systems and technologies. Lead the technical development of the Library's web site. Negotiate contractual and license agreements and ensure compliance. Analyze and evaluate systems performance and functionality. Participate in collaborative systems and IT efforts within the University and library consortia and other organizations.

Setting: Northeastern is an urban, student-focused, Carnegie Research II institution, dedicated to a cooperative education learning model. Visit the Library's website at *http://www.lib.neu.edu/*.

Qualifications: Bachelors' degree required; ALA-accredited Master's degree in library science preferred; advanced certificates or degree in computer/information science desirable. At least 5 years demonstrated successful experience in the management of integrated library systems and electronic information resources in academic libraries. Demonstrated knowledge of networked learning environments, and web-based and Internet resources and tools. Knowledge of trends and issues in academic libraries, higher education, scholarly communication and emerging technologies. Experience with networked desktop computing hardware and software applications, servers, and UNIX and NT operating systems. Ability to clearly and effectively communicate technical information orally and through written documentation to individuals with varying expertise and understanding. Ability to work internally and externally with a wide variety of individuals at all levels. Strong service orientation and a commitment to staff development. Demonstrated commitment and sensitivity to diversity in the workplace. Excellent planning, analytical, communication, supervisory, project management and organizational skills.

Salary: Competitive, commensurate with qualifications and experience. Excellent benefits.

Review of applications begins **May 22** and continues until the position is filled. Please send letter of application, resume, and the names of three references to: Carol Chamberlain, Associate Dean, Northeastern University Libraries, 320 Snell Library, 360 Huntington Avenue, Boston, MA 02115

Northeastern University is an affirmative action, equal opportunity employer, and especially welcomes applications from minorities, women, and persons with disabilities.

ROWAN
UNIVERSITY

CONTROLLER

The Controller performs complex financial analyses, participates in the development of strategies for ST/LT financing, debt mgmt, and capital budgeting and project review. Supervises accounting functions, accounts payable, payroll, investments and cash management, cashiering, and other financial systems functions.

Candidates must have a master's in finance, accounting, business administration, or related field; a CPA is preferred. Five years progressively responsible experience in financial mgmt, including supervisory experiences, preferably in higher education is required. For additional information regarding the job and its requirements see www.rowan.edu/hr.

Send a narrative letter indicating how your experience and background relate specifically to the listed position qualifications (those in the ad as well as website), a complete curriculum vitae; and the name, current title, address, and telephone number of three (3) professional references. Closing date: 5/26/00. Respond to:

Kathryn Gover
Director of Human Resources
Rowan University
201 Mullica Hill Road
Glassboro, NJ 08028

EOE

University of
Massachusetts
UMASS Amherst

VICE CHANCELLOR FOR RESEARCH

The University of Massachusetts Amherst seeks a dynamic, visionary leader with a record of professional experience and accomplishment to lead the University's research faculty and programs into the 21st century. Amherst, the flagship campus of the five-campus University of Massachusetts system and home to 1,200 faculty, 19,000 undergraduate and 6,000 graduate students, is poised to enhance its stature as a leading public research university. UMass Amherst is a Carnegie Research I, land-grant institution with external support in excess of $75 million annually for research and scholarship.

As the chief research officer of the campus, the Vice Chancellor for Research advances the research mission of the University and represents the institution's research interests to federal and state governments, to industry, and to other national and international constituencies. The Vice Chancellor oversees all policies and procedures relating to research, technology transfer, and economic development, and works closely with the faculty to encourage and support research and scholarly activities. The Vice Chancellor for Research reports to the Senior Vice Chancellor for Academic Affairs and Provost, and works with the Provost and others to develop strategic directions and financial strategies that promote the full academic mission of the University.

The Vice Chancellor for Research has administrative responsibility for the offices of Research Affairs; Grant and Contract Administration; Technology Transfer; Science and Technology Advancement; Economic Development; and Animal Care; and for the University Press. Please see http://www.umass.edu/research for further information.

Qualifications for the position include:

- A distinguished record of research and scholarship appropriate for appointment as a tenured full professor in an academic department of the University;
- A strong and well-articulated research vision and a thorough understanding of the mission of a major land-grant research and teaching institution;
- A strong and enthusiastic commitment to the campus's strategic priorities, which include teaching and learning, advancing research and graduate education, promoting economic development, and embracing diversity and pluralism;
- The demonstrated ability to work effectively with faculty members, students, staff, administrators, and public and private funding agencies;
- Full understanding of the contributions and requirements of scholars from all fields;
- Familiarity with university patents and licensing.

The appointment will be effective on or about January 1, 2001. To ensure full consideration, nominations and applications, including vitae, research vision statement, and the names and addresses of three references, should be received by June 1, 2000. Acceptance of nominations and applications will begin immediately and continue until the position is filled. Please send nominations and applications to: **Vice Chancellor for Research Search Committee, Office of the Senior Vice Chancellor and Provost, 362 Whitmore Administration Building, University of Massachusetts, Amherst, MA 01003.**

The University of Massachusetts is an Affirmative Action/Equal Opportunity Employer. Women and members of minority groups are encouraged to apply.

Buffalo State
State University of New York

ASSISTANT PROFESSOR

The Department of Sociology invites applications for a tenure-track position at the assistant professor level. This full-time teaching assignment begins September 5, 2000. The normal teaching load is three sections per semester. The successful candidate will teach power, class and inequality, contemporary sociological theory, and one of the following courses: Sociology of Family, Juvenile Delinquency, or Sociology of Sex Roles. Candidates with experience in applied research will be given preference. Besides evidence of excellent teaching in the areas listed above, the department requires a commitment to scholarship and college/community service. All sociology Ph.D. requirements must be completed at the time of application. Salary is competitive.

Send a letter of application, curriculum vitae, three current letters of reference, and writing samples by April 30, 2000 to:

Dr. Virginia E. Grabiner, Chair
Department of Sociology
Buffalo State College
1300 Elmwood Ave.
Buffalo, NY 14222

For more about the college and department, connect to the college home page at: http://www.buffalostate.edu/.

Buffalo State College, part of the State University of New York system (SUNY), is an affirmative action/equal opportunity employer with a strong commitment to diversity among its faculty and staff. Applications from women and minority scholars are strongly encouraged, as are applications from Vietnam-era veterans and scholars with disabilities.

Pennsylvania College of Technology

PENNSTATE

Pennsylvania College of Technology, an affiliate of The Pennsylvania State University, is located in Williamsport, a family-oriented community in north central PA. Penn College is Pennsylvania's premier technical college with a national reputation for the quality and diversity of its advanced and emerging technology programs and currently offers 65 program areas leading to associate degrees and 26 baccalaureate degree areas. Applications are being accepted for the following faculty position to begin August 21, 2000.

Faculty, Fitness & Lifetime Sports Physical Fitness Specialty

The faculty will instruct and evaluate students in Fitness and Lifetime sports courses and the Physical Fitness Specialist program. Major emphasis is on individualized fitness courses i.e., weight training, aerobic and personal fitness, and selected Physical Fitness Specialist courses. Minimum qualifications include a Master's degree in Health, Physical Education, or Exercise Science; certification in First Aid and CPR; and college-level teaching experience. An earned Doctoral degree, teaching experience in individual sports and fitness programs, and certification as a First Aid and CPR instructor are desired. Finalists will be required to present a sample lesson.

Penn College offers a competitive salary and benefits package including excellent educational benefits for employees and dependents at Penn College and Penn State. Submit a letter of interest, resume, and names, addresses, and telephone numbers of three professional references to: **Human Resources (279), Pennsylvania College of Technology, One College Avenue, Williamsport, PA 17701.** Position will remain open until a suitable candidate is identified. A detailed job announcement may be obtained from our Position Openings page on the Internet at http://www.pct.edu/humareso/stafjobs.shtml or by calling (570) 327-4770. Penn College is committed to affirmative action, equal opportunity, and the diversity of its workforce.

ASSISTANT DIRECTOR

OFFICE OF PROGRAM REVIEW AND ASSESSMENT

SUNY Empire State College, Saratoga Springs, NY seeks a full-time Assistant Director of the Office of Program Review and Assessment. The Office provides centralized services for individual students seeking credit for learning acquired outside the classroom. SUNY ESC, a national leader in non-traditional education, provides individualized instruction, assessment of experiential learning for college credit, and distance learning using educational technology to support its mission of access to quality academic programs.

Responsibilities: Application and interpretation of academic policy and management of the office. Review, evaluation, documentation and approval of assessed prior learning and degree programs; institutional research related to prior learning assessment, degree programs, academic quality and outcomes assessment; use and maintenance of a central database of approved degree programs; and assistance in the development and maintenance of college-wide generic evaluations. Some evening hours may be required.

Required: master 's degree, knowledge of the policies and procedures of prior learning assessment, experience with quantitative research and statistical software, supervisory experience, ability to work in a distributed environment, excellent verbal and written skills. **Preferred:** doctorate and project management experience.

Review of applications begins 5/11/00 until position is filled. Letter of interest, resume and names of three references to: **Carolyn Jarmon, SUNY ESC, 1 Union Avenue, Saratoga Springs, NY 12866.** Women and minorities are strongly urged to apply. **AA/EOE.**

Visit ESC @ www.esc.edu

Empire State College

State University of New York

Principal Publications Coordinator

Ideal candidate will supervise/coordinate production of university publications; promote graphic identity program/system for print and web projects; direct, evaluate and create policy for the Publications Office's electronic publishing/website program; analyze/evaluate programs goals/objectives; write/edit selected university publications; and oversee administrative staff.

Req a BA/BS in a related field; exp in a publication environment; knowledge of publication production and current developments in the graphic art and electronic publishing fields; and exp in website development. Excellent communication, writing/editing, organizational, and supervisory skills essential. Strong computer skills also necessary. Marketing exp preferred.

Salary: $42,700-$53,400/yr. To apply, reference Job #: 020975-HE, to: UCSD Human Resources, 0967, La Jolla, CA 92093-0967; or E-mail to: resume@ucsd.edu or visit: http://joblink.ucsd.edu/bulletin EOE/AA.

University of California
San Diego

WILLIAM PATERSON UNIVERSITY

The William Paterson University of New Jersey is a comprehensive public institution of higher learning that is committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Boasting a highly distinguished and diverse faculty, nationally renowned academic programs, and state-of-the-art information and communications technology, the University maintains a low student-faculty ratio (12:1) and small class size (21) for its 29 undergraduate and 17 graduate degree programs. The University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

Director of Payroll and Benefits

Reporting to the Associate Vice President, Human Resources, the Director will lead and manage a professional staff of nine and oversee the planning and administration of payroll/benefits programs affecting more than 1800 employees. Key goals for the new Director will include building the capacity for responsive direct service delivery to employees; consolidating benefit plans and compensation policies across work groups; and continue moving the University in the direction of a total compensation approach to administering payroll/benefits programs.

The successful candidate will bring deep technical expertise to the role, coupled with a passion for excellent service. The Director possess outstanding communication skills and track record of balancing short-term pressures with long-term goals. Experience with the transformation of a payroll and benefits organization is preferred and SCT experience is desirable in a higher education environment. At least five years experience at a managerial level in a combined payroll/benefits environment and a Bachelor's degree required; advance degree preferred.

Salary Range: $65, 000 - $75, 000. A comprehensive benefits package is included, plus free tuition for dependent children after one year of employment.

Appointment date for this position is June 1, 2000.

Please forward resume to ***Rafael Valentin, Associate Vice President, Human Resources, Drawer HO, William Paterson University, P.O. Box 913, Wayne, NJ 07474.*** *Additional information about the University can be found at http://www.wpunj.edu. The review of applications will begin immediately upon receipt and continue until position is filled.*

WILLIAM PATERSON UNIVERSITY

WAYNE, NEW JERSEY

An Equal Opportunity Institution Committed to Diversity

WILLIAM PATERSON UNIVERSITY

A comprehensive public university, William Paterson University comprises an intellectually engaged and diverse faculty, state-of-the-art information and communications technology, and cultural resources of national renown. Committed to student success, academic excellence, diversity, and community outreach, the University offers 29 undergraduate and 17 graduate degree programs in five colleges. William Paterson University maintains a low student/faculty ratio (12:1) and small class size (21). The University is situated on a suburban campus in Wayne, New Jersey, twenty miles west of New York City.

Department Of Residence Life
Resident Director (3 positions)

The Resident Director is a full-time, twelve-month, live-in professional position in the Department of Residence Life. Based on a commitment to student development theory, the Resident Director supervises a staff of 6-12 undergraduate Resident Assistants along with student office assistants, and administers the physical and personal aspects of a residence hall area housing approximately 200-500 students. The Resident Director serves on various student life committees, and coordinates a comprehensive educational programming effort in his/her hall area. Reports directly to the Area Coordinator, and works with that person in the execution of his/her job responsibilities. The Resident Director is expected to be available three to four evenings a week.

Bachelor's degree and one (1) year's experience above the undergraduate level in residence hall administration in a college or university setting required. Master's degree in Student Personnel/Counseling or related area strongly preferred and experience in residence hall administration in a college or university setting one year above the undergraduate level.

The successful candidate should possess supervisory skills; knowledge of facilities management; experience as a hearing officer; strong interpersonal, organizational, and oral/written communication skills.

Starting Salary: $27,415.00

Area Coordinator (1 position)

The Area Coordinator is a full-time, twelve-month, live-in professional position in the Department of Residence Life. Based on a commitment to student development theory, the Area Coordinator supervises a staff of 2 - 3 Resident Directors, and 21-24 undergraduate Resident Assistants, along with at least 1 full-time secretary and student assistants, and administers the physical and personal aspects of a residence hall area housing approximately 825-1100 students. The Area Coordinator serves on various student life committees, acts as appeals hearing officer, and coordinates a comprehensive educational programming effort in his/her hall area.

Master's degree in Student Personnel/Counseling or related area required or equivalent life experience and two (2) years professional experience in residence hall administration in a college or university setting.

The successful candidate should possess supervisory skills; knowledge of facilities management; experience as a hearing officer; strong interpersonal, organizational and oral/written communication skills.

Starting Salary: $28,587.55

Positions include a comprehensive benefits package. Please forward letter of application, resume, and list of three references to: ***Maximina Rivera-Burrowes, Associate Director, Department of Residence Life, Drawer HO, William Paterson University, 300 Pompton Road, Wayne, NJ 07470.*** *Additional information about the University can be found at* ***http://www.wpunj.edu.*** *The review of applications will begin immediately upon receipt and continue until each position is filled.*

WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY
An Equal Opportunity Institution Committed to Diversity

How Easy Can It Get?
Outlook
E-Mail us your ads at:
Outlook@sprintmail.com
and visit our Website at http://www.HispanicOutlook.com

MASSACHUSETTS MARITIME ACADEMY
Anticipated Faculty Openings, 2000-01

The Academy is a small undergraduate institution located on Cape Cod, and is a member unit of the Massachusetts State College system. The Academy educates, trains, and develops young people for maritime and marine-related careers at sea and ashore. The majority of its students are members of its Regiment of Cadets, and reside on campus. Current degree offerings include Bachelor of Science programs in Facilities & Environmental Engineering, Marine Engineering, Marine Safety & Environmental Protection, and Marine Transportation. A fifth program, International Maritime Business, has just been approved and will be available to this fall's incoming class.

Except where noted, positions listed below are available at the rank of either Instructor or Assistant Professor. An earned doctorate in the appropriate field from a regionally accredited institution is required for initial appointment at the rank of Assistant Professor. Appointments at the Instructor rank require a minimum of an earned master's degree in the appropriate field-ABD preferred. A requirement for all positions is a background suggestive of sympathy with, and understanding of, the Academy's unique mission and nature.

All positions are for the nine-month academic year, and are subject to Board of Trustees approval and state funding.

DEPARTMENT OF BASIC SCIENCES

One tenure-track position, to teach Mathematics and Computer Science.

DEPARTMENT OF HUMANITIES

One tenure-track position, to teach English and Spanish.

DEPARTMENT OF MARINE TRANSPORTATION

Three (3) Assistant Professors (non-tenure-track one-year appointments, renewable for no more than one additional year). Must have at least two years of teaching experience at a maritime academy, unlimited tonnage master's license, and all STCW certifications. Earned master's degree in business, management, or a marine-related field required (near completion considered).

DEPARTMENT OF SOCIAL SCIENCES

One tenure-track position, to teach primarily in the Academy's newly approved International Maritime Business program. Teaching assignments to include economics, management, finance, and specialized maritime-business courses. Maritime industry background and previous college-level teaching experience highly desirable.

DISTINGUISHED PROFESSOR OF INTERNATIONAL MARITIME BUSINESS

(Position redefined and search re-opened)
The Academy is seeking an International Maritime Business scholar to occupy the first endowed chair in the Academy's 108-year history, and to provide academic leadership for this unique and innovative program. This position may be filled at the rank of Assistant, Associate, or full Professor, and may be either tenure-track or a visiting appointing. An earned doctorate in international business, international transportation/logistics, or a related field from a regionally accredited institution, plus a background in the maritime industry OR a record of research in maritime business issues is required for an initial appointment at the rank of Assistant Professor. Appointment at a higher rank will require, in addition, significant college teaching experience in a closely related field.

REPLY TO: Director of Human Resources, Massachusetts Maritime Academy, 101 Academy Drive, Buzzards Bay, MA 02532. Include detailed resume and the names, addresses, and telephone numbers of three references. Open until filled. You may also reply via email to **sgibbs@mma.mass.edu** For more information about Mass Maritime, visit our web site at **www.mma.mass.edu**

For the Distinguished Professor of International Maritime Business, if you wish to reply via email send to the Academic Dean at **cwilliams@mma.mass.edu** AA/EOE. NO CALLS.

BUNKER HILL COMMUNITY COLLEGE

Bunker Hill Community College is a multi-campus urban community college. One campus is located in the historic Charlestown neighborhood of Boston. A second campus is located in Chelsea, immediately adjacent to Boston. The College also offers classes at off site locations including a small satellite center in Cambridge. Bunker Hill Community College serves almost 6,000 students annually and incorporates multi-cultural perspectives which mirror the diversity of Boston, the region and the world. Students of color account for nearly 50% of all enrolled. More than half of the student body is female. There are approximately 175 international students who represent more than 70 different countries.

Faculty positions:

RESPONSIBILITIES:

New faculty are expected to have certain characteristics beyond the minimum qualifications listed. These characteristics include a student focus with an ability to relate to a diverse student population; demonstrated interest in continuous improvement of curriculum; commitment to teaching and learning; evidence of quality instruction with the potential of being an excellent teacher; enjoyment in a participatory and collegial environment; enhancement of the diversity of the college either through experience, attitude or background; ability to use technology; desire to continue their professional development in their field of study; ability and/or willingness to incorporate writing in their courses; grant writing or grant management experience.

English as a Second Language (ESL) (2 positions)

Master's degree in TESOL or ESL from an accredited institution is required; Doctorate preferred. Experience and ability to teach academic and college level English as a Second Language courses and related subjects is required. Ability to advise students is essential. Experience teaching at the college level for at least one year, particularly at a community college, is a plus.
Job Code: BI47/FY00

Behavioral Science

Master's degree in Cultural Anthropology, Sociology or closely related field in the Social Sciences from an accredited institution is required; Doctorate preferred. Ability to teach sociology and cultural anthropology courses including Cultural Anthropology and Principles of Sociology and which may include Urban Sociology, Criminology, Juvenile Delinquency, Social Problems, the Family, and related subjects. Ability to advise students is essential. Experience teaching at the college level for at least one year, particularly at a community college, is a plus. **Job Code: BI48/FY00**

Computer Science

Master's degree in Computer Science or a closely related field from an accredited institution is required. Doctorate preferred; Ability to teach object-oriented programming, UNIX and Linux courses. Ability to advise students is essential. Experience teaching at the college level for at least one year, particularly at a community college, is a plus. **Job Code: BI49/FY00**

Network Technology

Master's degree in Computer Science or a closely related field from an accredited institution is required. Candidates should have a three to five year track record working in the technology field and be able to teach such areas as Data Communications, Network Operating Systems, Novell, Windows NT, and Computing Hardware as required. Experience teaching at the college level and ability to advise students is a plus. **Job Code: BI50/FY00**

SALARY RANGE: $34,139.00 - $42,986.00
COMMENSURATE WITH EXPERIENCE AND CREDENTIALS

CLOSING DATE: MAY 5, 2000
ANTICIPATED EFFECTIVE DATE: SEPTEMBER 5, 2000

To apply in confidence, interested candidates should send a resume and cover letter addressing each of the qualifications to: Bunker Hill Community College, Molly D. Ambrose, Director of Human Resources and Labor Relations, Job Code: _______, 250 New Rutherford Avenue, Boston, MA 02129. Bunker Hill Community College is an Affirmative Action/Equal Opportunity Employer. Women, people of color, individuals with disabilities and others are strongly encouraged to apply.

Dean of Developmental Learning and Academic Support

General Statement of Duties:

BHCC seeks an experienced educator who can take a new approach to development education and academic support services with a focus on strengthening the relationship between the two. It is expected that the selected candidate will develop models of educational delivery that will help students of diverse cultures and educational backgrounds be successful. The individual must be willing to work long hours but with the thrill of creating a new way of helping students learn.

RESPONSIBILITIES:

The Dean's responsibilities include providing innovative leadership to the division and the college in the area of developmental education and academic support, supervising the Library, Center for Self-Directed Learning, Multi-Assistance Center, and Success Program and 23 staff; developing and implementing academic policies and strategic plans; developing and managing the division budget; encouraging professional and curricular development.

QUALIFICATIONS:

- Master's degree in Developmental Education or closely related field required. Doctorate preferred
- Teaching and administrative experience in a secondary or higher education setting, preferably a community college, demonstrating outstanding accomplishments
- Experience with information technology particularly as it relates to developmental education
- Competent leadership, administrative, computer and policy implementation skills

PROVEN ABILITY TO:

- Develop innovative solutions to chronic barriers affecting student ability to do college-level work
- Work with and lead faculty and staff in new ways of providing developmental education and academic support
- Integrate technology, issues of diversity, global awareness and experiential learning into curricular models
- Encourage and foster a student-centered and learning-focused approach to teaching
- Encourage team approaches in the management of programs, and provide leadership in a strategic planning environment
- Work in an environment in which change is a highly valued cultural characteristic
- Work in a diverse environment utilizing differences of students, faculty and staff to enhance individual learning and that of the college community
- Work as a partner with the Vice-President in providing leadership, developmental education and academic support

SALARY RANGE: $65,000.00 - $70,000.00

Job Code: BI51/FY00

Review of applications will begin May 4, 2000 and continue until position is filled.

To apply in confidence, interested candidates should send a resume, cover letter addressing each of the qualifications and proven abilities to: Bunker Hill Community College, Molly D. Ambrose, Director of Human Resources and Labor Relations, Job Code: _______, 250 New Rutherford Avenue, Boston, MA 02129. Bunker Hill Community College is an Affirmative Action/Equal Opportunity Employer. Women, people of color, individuals with disabilities and others are strongly encouraged to apply.

BH
BUNKER HILL
COMMUNITY COLLEGE
Learning for the Real World

CITY
COLLEGE
OF SAN FRANCISCO

San Francisco Community College District

City College of San Francisco invites applications for the following full-time (tenure-track, long-term substitute, and/or categorically-funded), and part-time academic positions

Full-Time, Tenure-Track/Long-Term Substitute Faculty Positions

A-00032	Asst. Program Director Small Business Development Center	To be determined
B-00001	Coordinator/Instructor or Counselor - Disabled Students Programs and Services	09/01/00

Part-Time, Faculty Positions

C-98028	Anthropology Instructor (Behavioral Sciences Dept.)	05/01/00
C-98051	Architecture Instructor	12/01/00
C-99066	Asian American Studies Instructor	08/01/01
C-00029	Automotive/Body Repair/Refinishing Instructor	04/01/02
C-00030	Automotive Mechanics Instructo	04/01/02
C-98049	Biological Sciences Instructor	11/01/00
C-00013	Broadcast Electronic Media Arts Instructor	04/01/02
C-98060	Business Instructor - Credit Program (Accounting, Banking & Finance, Business Administration, Business English, Business Office Information Processing, Fashion Merchandising, Insurance, International Business, Legal Assisting, Marketing, Microcomputer Business Applications, Real Estate, Supervision and Management, Travel & Tourism)	01/04/01
A-98061	Business Instructor - Noncredit Program (Business English/Business Communication, Microcomputer Business Applications, Job Preparation, Keyboarding, Office Technology, Accounting/Bookkeeping)	01/04/01
C-99076	Chemistry Instructor	11/01/01
A-99053	Child Development and Family Studies Instructor (Noncredit Program)	05/01/01
C-99029	Child Development and Family Studies Instructor (Credit Program)	04/01/01
C-99048	College Success Instructor (Learning Assistance Dept. and Interdisciplinary Studies Dept.)	05/01/01
C-99081	Computer and Information Science Instructor	12/03/01
C-00024	Consumer Arts and Sciences Instructor (Credit Program)	04/01/02
A-00025	Consumer Arts and Sciences Instructor (Noncredit Program)	04/01/02
A-99044	Consumer Education Instructor	05/01/01
C-99046	Counselor - Mental Health (Student Health Services Dept.)	05/01/01
A-99079	Counselor - One-Stop Career Center	11/01/01
C-99090	Dental Assisting Instructor	01/02/02
C-00009	Dental Laboratory Technology Instructor	03/01/02
C-99098	Diagnostic Radiologic Technology Instructor	02/01/02
C-00003	Echocardiography Instructor (Health Care Technology Dept.)	02/01/02
C-00004	Emergency Medical Technician Instructor (Health Care Tech.Dept.)	02/01/02
C-98046	Engineering & Technology Instructor (Electronics, Computer Aided Drafting, Welding and Manufacturing, and Total Quality Management)	11/01/00
B-00002	Faculty Monitor (Instructional Computing Labs)	02/01/02
C-99049	Faculty Monitor (Learning Assistance Center)	05/01/01
C-00019	Foreign Language Instructor (Chinese-Cantonese, Chinese-Mandarin, and Pilipino)	04/01/02
C-99054	Foreign Language (French, German, Italian, Japanese, Russian, and Spanish) Instructor	06/01/01
B-99064	Graphic Communications Instructor	08/01/01
C-00005	Health Information Technology Instructor (Health Care Tech.Dept.)	02/01/02
C-00027	Health Science Instructor	04/01/02
C-99008	IDST 38 Shakespeare "For All Time" Instructor	02/01/01
C-99025	Nurse - Student Health (Student Health Services Dept.)	03/01/01
B-00010	Nursing Instructor - Licensed Vocational Nursing	02/01/02
A-99034	Older Adults (Aging and Society, Art, Computer Science, Exercise and Health, Language Arts, Music, Textile Arts) Instructor	03/01/01
C-00006	Pharmacy Technology Instructor (Health Care Tech. Dept.)	02/01/02
C-99070	Photography Instructor	11/01/01
C-99074	Photography Lab Monitor	11/01/01
C-99103	Physical Education and Dance Instructor	02/01/02
C-98029	Psychology Instructor (Behavioral Sciences Dept.)	05/01/00
C-99097	Radiation Oncology Technology Instructor	02/01/02
C-98030	Sociology Instructor (Behavioral Sciences Dept.)	05/01/00
A-00028	Trade Skills Instructor [Boiler Repair and Operation of Heating and Cooling Systems, Building Code, Carpentry Framing - Rough, Cement Masons, Construction/Woodworking, Custodial, Drafting/CAD, Electrical Code, Electricity, Exterior and Interior Finishes, Floor Coverings, Hardwood Floor Layers, Heat and Frost Insulations, Plumbing, Plumbing Code (N.P.C.), Refrigeration/Airconditioning, Tile Setting]	04/01/02
C-00008	Traditional Chinese Medicine/Herbology Instructor (Health Care Technology Department)	02/01/02
A-99039	Transitional Studies Instructor	05/01/01
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www.loyola.edu

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Office of the Provost
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Submit a 150-word abstract and curriculum vitae by **AUGUST 15, 2000** to

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E. Cullen Performance Hall, Room 254
Houston, TX 77204-2172

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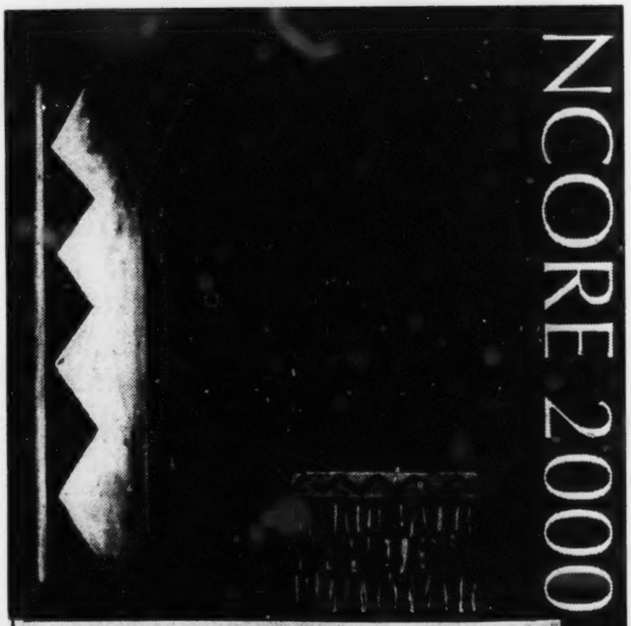

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¡PUNTO FINAL!

NATURE'S DEFENSE, MAGIC IN CYBERSPACE

Fr. Alberto Huerta, associate professor of modern and classical languages, has taught at the University of San Francisco since 1979.

Once, there were Avalon, Aztlán, Atlantis, and Shangri-La, realms born in the depths of the sea, whose watery substance distinguished them from the physical nature of land. The light in these domains was moist and misty, amorphous as a gray fog that suddenly pervades the land, depriving it of physical possession, making their geography impossible to ascertain.

The seductive rays that poured down upon Avalon, Aztlán, Atlantis, and Shangri-La cascaded iridescent, translucent with an unsurpassed clarity. When evening came to these regions, the light mutated, became heavy and ponderous, making it most difficult to see. One could feel this change upon the skin, eerie and sensuous. One could not hold it–it was liquid light, mist and fog.

Only at such times could one pass by ferry across a large body of water to these regions harboring their own secrets of nature, where magic ruled. Not the tricks of the magician, making things disappear, but the skilled art of the alchemist, the sorcerer and sorceress, witch and warlock, who change substances, take on animal forms, celebrate the shadows of the soul, with a proclivity toward the spirit's wild side.

In Avalon, Aztlán, Atlantis, and Shangri-La, nature was defined by the absence of a defined order. Idyllic, but not Eden, where the ignorance of sin determined its freedom. And not ersatz paradise–something that religion, politics, and science would claim at a much later date. Just different. In these magical spaces, freedom was not so much a state as a pursuit of liberation from the controls of matter and the material world.

Driven by this impulse, the strangers welcomed the experience of this realm that ignored inductive and deductive reasoning, mocked the metaphysical constructs of the philosopher, the moral codes of the world's principal religions, the laws and order of the state, and the statistical results of scientific experimentation. Here one could be anything. Various rites, some nocturnal, were held…and to religion, to the state, and to science, such a realm posed a horrifying threat.

Religion denounced these rites as pagan, as something not necessarily evil, but definitely sinister. In the West, the Christian Church could not tolerate such a potentially disordered world. It had to be saved. Thus rituals with characteristics of the supernatural were devised to supersede these superstitions.

Conversion under the banner of the cross and the sword became the way to conquer lands spiritually inclined toward nature and the natural state. Moslems did the same in the East, under the crescent moon and the sword. To eclipse the influence of Avalon, Aztlán, Atlantis, and Shangri-La, the state had to separate itself, as in England and Ireland, from its ties to the occult. It had to help the Church reduce these memories as mythical and legendary, never real.

Science, too, had a hand in this conspiracy. Concerned with the physical properties of nature, its hypotheses open to new discoveries, science could not allow elusive magic to explain change. Magic was seen as a menace to their craft and to their potential power over the minds of men and women. So, church, state, and science acted to reduce the realm of magic to ashes. Sorcerers and sorceresses, dabblers in divinations, spells, and love potions, were expelled, incarcerated, burned at the stake.

The Old World conflict did not end painlessly but carried over into the New World. The Massachusetts Puritan colony and Bishop Zumarraga of Mexico shared one and the same religious and political interest–to rid the New World of magic and superstition.

In the New World, too, the Indigenous Peoples–seen as pagans given to hybrid deities, superstitions, erotic and sensual relationships to satisfy pleasure, and reminding their conquerors of another time, when magic consorted with human nature–were massacred in the name of order and God. Religion, state, and science did not grasp that magic is a hydra with many heads. It cannot be totally destroyed, returns when least expected, mutates over time. Magic looks to reenter the earth by stealth.

Seemingly scientific, cyberspace is magic's latest mutation. It plays with the mind's infinite possibilities of communication and relationship. That the Zapatistas, in January 1994, humbled the Mexican state to the negotiating table, because of cyberspace magic, is no surprise. Through cyberspace, millions are breaking through language, belief, and cultural barriers–discovering a common nature, one immune from the authority of the contemporary pillars of society. The magic of Avalon, Aztlán, Atlantis, and Shangri-La has returned. Ironically, the magic of cyberspace has infiltrated our known structures and our systems of physical evidence for ordered reality. The chat room has replaced the confessional, the caucus room, and the laboratory. Intimacy has taken a new twist. Men and women are free again to follow their hearts across unlimited horizons and to express those feelings without shame. Cyberspace has become the realm where grayness reigns.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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CONTRIBUTORS: Humberto López Cruz, Roger Deitz, Amalia Duarte, Susan Greenbaum, Adalyn Hixson, Diana Kardia, Preston Lewis, Tim McKernan, Gustavo A. Mellander, Mari Carmen Sarracent, Shari Saunders, Jeff Simmons, Gary M. Stern

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**

The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
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All correspondence should include author's full name, address, and phone number.

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A CAPITOL VIEW

The Yearning to Learn English

BY GUSTAVO A. MELLANDER

The myth never ends. There are hundreds of thousands if not millions of people in the country who still believe that Hispanic immigrants don't want to learn English. That is patently false.

How to Learn English

Clearly, anyone who made the heart-wrenching decision to leave their native country have made a sincere commitment to be part of the fabric of their new country. They know full well that one of their important goals is to become proficient in English. They want to for themselves and most assuredly for their children.

Even among intelligent people of good will, the battle rages on. How can students with a native language other than English learn English and master course content?

It has spawned a relentless, divisive battle. A battle that is not bringing us any closer to a solution.

Many experienced educators believe that students who use English as a second language should be educated in their native language. There is much irrefutable research data to support their position. After all, the answer to "dos mas dos" can be taught in Spanish as well as in English. The trick is to get the content across in the language that the student is most familiar with. Then, at the same time, to build a bridge to English so that the student also learns "two plus two." Seems simple and logical enough.

But the critics oppose bilingual education. In part–and one must be honest–because many of the programs have failed. After years of bilingual education, some students have not learned English and haven't learned content either.

Reasons for Failures

Why the lack of success? There are many reasons, and they are all complex. Let me address but two of them.

First–is it really realistic to expect students to learn a foreign language? How well would most of us do if we were suddenly deposited in a rural area of China?

Last century, two immigrants came over, let's say from Germany. They were young adults and immediately went to work. They met and married. Although very anxious to fit in, to become Americans, they never fully learned English. Thus they spent their lives within the borders of their linguistic ghetto. Their friends, their church, their social activities were, by and large, circumscribed by those who spoke German.

Before their children went to school, they spoke some German and understood it very well. But they were quickly indoctrinated against using German, even in the playground. They went to "sink or swim" schools: learn English or else. Many an intelligent and otherwise qualified person was cast aside. Forced not to reach their potential because they did not learn English.

They became ashamed of their language and embarrassed that their parents did not speak English well. With a few notable exceptions, their English was faulty as well. It would only be their children, the grandchildren of the immigrants, who mastered English.

Of course, by that time, they no longer spoke or understood German very well. They loved their grandparents and thought their broken English was quaint. With the passage of time, they would bemoan the fact that they did not understand the language of their ancestors, much less their culture.

That's a classic example–replicated a million times. Many lessons can be drawn from those experiences. One of them is that it is unrealistic to expect immigrants to be proficient in English in their lifetime. If they are very lucky and privileged, their children will be proficient, but the odds are that it will be their grandchildren who navigate English comfortably.

Strangely enough, many of those whose family took three generations to learn English well are the ones who rail against bilingual education. I have yet to meet an outspoken critic of bilingual education who did not lament the fact they cannot speak the language of their grandparents or great grandparents.

So let's not shoot the whole concept of bilingual education just because it doesn't work in a few brief years.

Second Point

Secondly, it is not surprising that so many bilingual programs have failed. Many were poorly designed, and the vast majority of these programs were never properly funded. There was a dearth of qualified teachers and even less support for them. The surprise is not that so many programs failed; the surprise is that so many teachers and kids did so well.

Reaction

The concept of bilingual education is as popular in some quarters as a skunk at a lawn party. California, which is such a bellwether for the entire nation, was the first to act. It did so with a vengeance. On June 5, 1998, California overwhelmingly approved Proposition 227, an initiative that largely eliminated bilingual education in the state's public schools. It has encouraged other states. Pressure is building in Arizona for a similar citizen initiative that might be placed before the public in 2000. So the attacks will not end soon.

The whole issue is further complicated by what some have called the xenophobic "English only" movement. The idea that English should be the only language taught and spoken in the United States has become an election-year reality. Its proponents argue that the government could make an important statement–and save valuable resources–by mandating an official language. All that energy and money would have been better focused on securing funding for effective bilingual programs.

The Bottom Line

Bilingual professionals are the first to acknowledge that there are plenty of ways bilingual programs could be improved–by hiring qualified teachers and by funding the programs properly so students don't languish in special programs forever, among others. Finally let's not overpromise. It takes time to learn a foreign language.

Dr. Mellander is a professor at George Mason University.

from the Publisher's Desk

May 5, 2000

Dear Colleagues:

What a pleasure it is to see so many students and so many states represented on the **TOP 100** lists. And to report that degrees earned by Hispanics are up in every category over the previous year–bachelor's up 3.1 percent, master's up 5.4 percent, doctorates up 5.9 percent. In actual numbers–1,188, 517, and 50 additional graduates.

Every one of the 48,668 Hispanic **TOP 100** graduates is living proof that we can and do succeed in academe. Moreover, each is a potential mentor to dozens or even hundreds of potential scholars over a lifetime.

But this is no time for resting on our laurels. Coming years will bring large numbers of new immigrants, many lacking a family history of higher education or even high school, and not yet proficient in English. We can help these new arrivals, as well as others at risk of becoming a permanent underclass, to join in the success now being earned by many Hispanics throughout the U.S.

Education is the answer. Please continue to lend your minds, your hearts, and your hard work to making the U.S.A. the land of *oportunidad.* Here at the magazine, we will continue to bring you word of ideas and actions, public and private, that merit your attention and perhaps your collaboration.

To the **Top 100** colleges and universities, to the graduates, and to all who helped them get there, our warm congratulations.

¡Enhorabuena!

José López

José López-Isa
Publisher

BACHELOR'S DEGREES *awarded to Hispanics*

RANK	INSTITUTION NAME	Bachelor's	TOTAL	Males	Females
1	FLORIDA INTERNATIONAL UNIVERSITY, FL	3,937	2,004	803	1,201
2	THE UNIVERSITY OF TEXAS-PAN AMERICAN, TX	1,283	1,114	427	687
3	THE UNIVERSITY OF TEXAS AT EL PASO, TX	1,589	1,069	424	645
4	THE UNIVERSITY OF TEXAS AT AUSTIN, TX	7,648	1,060	507	553
5	THE UNIVERSITY OF TEXAS AT SAN ANTONIO, TX	2,222	889	402	487
6	SAN DIEGO STATE UNIVERSITY, CA	4,783	867	364	503
7	CALIFORNIA STATE UNIVERSITY-LOS ANGELES, CA	2,371	858	355	503
8	UNIVERSITY OF CALIFORNIA-LOS ANGELES, CA	5,750	808	340	468
9	CALIFORNIA STATE UNIVERSITY-FULLERTON, CA	4,312	735	256	479
10	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE, CA	3,783	714	276	438
11	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS, NM	2,733	711	272	439
12	UNIVERSITY OF ARIZONA, AZ	5,272	706	306	400
13	UNIVERSITY OF CALIFORNIA-BERKELEY, CA	5,389	674	302	372
14	TEXAS A&M UNIVERSITY, TX	7,325	667	326	341
15	CALIFORNIA STATE UNIVERSITY-FRESNO, CA	2,914	654	285	369
16	UNIVERSITY OF FLORIDA, FL	6,653	627	336	291
17	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS, NM	1,865	614	275	339
18	CALIFORNIA STATE UNIVERSITY-LONG BEACH, CA	3,885	608	251	357
19	ARIZONA STATE UNIVERSITY-MAIN CAMPUS, AZ	6,175	562	243	319
20	SOUTHWEST TEXAS STATE UNIVERSITY, TX	3,187	541	245	296
21	UNIVERSITY OF CALIFORNIA-SANTA BARBARA, CA	3,908	526	214	312
22	UNIVERSITY OF HOUSTON-UNIVERSITY PARK, TX	3,395	519	241	278
23	UNIVERSITY OF SOUTHERN CALIFORNIA, CA	3,675	507	252	255
24	UNIVERSITY OF CENTRAL FLORIDA, FL	5,334	499	220	279
25	CALIFORNIA STATE POLYTECHNIC UNIVERSITY-POMONA, CA	2,772	494	260	234
26	SAN JOSE STATE UNIVERSITY, CA	4,028	490	196	294
27	CUNY-LEHMAN COLLEGE, NY	1,156	478	108	370
28	UNIVERSITY OF MIAMI, FL	1,657	462	190	272
29	TEXAS A&M UNIVERSITY-KINGSVILLE, TX	669	450	236	214
30	CALIFORNIA STATE UNIVERSITY-DOMINGUEZ HILLS, CA	1,737	438	141	297
31	UNIVERSITY OF ILLINOIS AT CHICAGO, IL	2,964	437	179	258
32	SAN FRANCISCO STATE UNIVERSITY, CA	3,804	430	172	258
33	RUTGERS UNIVERSITY-NEW BRUNSWICK, NJ	5,286	418	171	247
34	UNIVERSITY OF CALIFORNIA-DAVIS, CA	4,310	409	175	234
35	UNIVERSITY OF SOUTH FLORIDA, FL	5,254	400	152	248
36	CALIFORNIA POLYTECHNIC STATE UNIV-SAN LUIS OBISPO, CA	3,158	395	217	178
37	CALIFORNIA STATE UNIVERSITY-SAN BERNARDINO, CA	1,963	386	136	250
38	CALIFORNIA STATE UNIVERSITY-SACRAMENTO, CA	3,735	385	206	179
39	UNIVERSITY OF CALIFORNIA-IRVINE, CA	3,005	381	141	240
40	BARRY UNIVERSITY, FL	1,263	371	105	266
41	FLORIDA STATE UNIVERSITY, FL	5,515	361	155	206
42	UNIVERSITY OF CALIFORNIA-SAN DIEGO, CA	3,221	353	168	185
43	CUNY-HUNTER COLLEGE, NY	1,655	343	73	270
44	CUNY-CITY COLLEGE, NY	1,254	338	119	219
45	CUNY-BERNARD M BARUCH COLLEGE, NY	1,883	324	124	200
46	TEXAS A&M INTERNATIONAL UNIVERSITY, TX	338	319	93	226
47	FLORIDA ATLANTIC UNIVERSITY-BOCA RATON, FL	2,912	318	124	194
48	TEXAS TECH UNIVERSITY, TX	3,292	311	162	149
49	CUNY-JOHN JAY COLLEGE CRIMINAL JUSTICE, NY	1,060	305	120	185
50	UNIVERSITY OF CALIFORNIA-RIVERSIDE, CA	1,693	302	118	184

Outlook HISPANIC TOP 100

Barry University

New Jersey City University

Colleges and universities in the TOP 100 for granting bachelor's degrees to Hispanics awarded a total of 279,384. Hispanics earned 38,444–13.7 percent. Of those earned by Hispanics, nearly 59 percent went to women.

Derived from '97-'98 data gathered by National Center for Educational Statistics, DOE.

Outlook HISPANIC TOP 100

BACHELOR'S DEGREES *awarded to Hispanics*

RANK	INSTITUTION NAME	Bachelor's	TOTAL	Males	Females
51	UNIVERSITY OF ILLINOIS AT URBANA, IL	6,088	297	147	150
52	UNIVERSITY OF CALIFORNIA-SANTA CRUZ, CA	2,210	292	96	196
53	TEXAS A&M UNIVERSITY-CORPUS CHRISTI, TX	749	290	99	191
54	ST MARYS UNIVERSITY, TX	468	274	106	168
55	UNIVERSITY OF WASHINGTON, WA	6,358	255	115	140
56	NEW YORK UNIVERSITY, NY	3,681	250	97	153
57	SAINT JOHN'S UNIVERSITY-NEW YORK, NY	2,319	250	110	140
58	THE UNIVERSITY OF TEXAS AT ARLINGTON, TX	2,779	244	110	134
59	NORTHERN ARIZONA UNIVERSITY, AZ	2,752	240	99	141
60	UNIVERSITY OF NORTH TEXAS, TX	3,241	235	104	131
61	CALIFORNIA STATE UNIVERSITY-HAYWARD, CA	2,251	229	83	146
62	NOVA SOUTHEASTERN UNIVERSITY, FL	1,023	226	51	175
63	OUR LADY OF THE LAKE UNIVERSITY-SAN ANTONIO, TX	412	226	45	181
64	CUNY-QUEENS COLLEGE, NY	2,061	221	57	164
65	UNIVERSITY OF MICHIGAN-ANN ARBOR, MI	5,264	220	119	101
66	UNIVERSITY OF HOUSTON-DOWNTOWN, TX	901	211	82	129
67	UNIVERSITY OF THE INCARNATE WORD, TX	457	211	60	151
68	METROPOLITAN STATE COLLEGE OF DENVER, CO	2,116	203	81	122
69	CALIFORNIA STATE UNIVERSITY-STANISLAUS, CA	1,050	201	59	142
70	LOYOLA MARYMOUNT UNIVERSITY, CA	897	201	77	124
71	CALIFORNIA STATE UNIVERSITY-BAKERSFIELD, CA	930	199	60	139
72	NEW MEXICO HIGHLANDS UNIVERSITY, NM	270	197	70	127
73	UNIVERSITY OF MARYLAND-COLLEGE PARK, MD	4,977	195	91	104
74	KEAN UNIVERSITY, NJ	1,533	195	75	120
75	CALIFORNIA STATE UNIVERSITY-CHICO, CA	2,453	194	97	97
76	UNIVERSITY OF COLORADO AT BOULDER, CO	3,900	194	86	108
77	MONTCLAIR STATE UNIVERSITY, NJ	1,585	189	77	112
78	DEPAUL UNIVERSITY, IL	1,829	185	60	125
79	NEW JERSEY CITY UNIVERSITY, NJ	916	180	56	124
80	SUL ROSS STATE UNIVERSITY, TX	343	180	64	116
81	COLORADO STATE UNIVERSITY, CO	3,620	178	74	104
82	MERCY COLLEGE-MAIN CAMPUS, NY	870	177	44	133
83	UNIVERSITY OF SAN DIEGO, CA	977	174	71	103
84	GEORGE MASON UNIVERSITY, VA	2,767	169	63	106
85	PARK COLLEGE, MO	1,905	165	79	86
86	NATIONAL UNIVERSITY, CA	1,135	164	74	90
87	BAYLOR UNIVERSITY, TX	2,211	160	71	89
88	FORDHAM UNIVERSITY, NY	1,131	159	50	109
89	STANFORD UNIVERSITY, CA	1,694	159	72	87
90	BOSTON UNIVERSITY, MA	3,439	158	67	91
91	SUNY AT STONY BROOK, NY	2,254	155	69	86
92	NORTHERN ILLINOIS UNIVERSITY, IL	3,208	153	69	84
93	NORTHEASTERN ILLINOIS UNIVERSITY, IL	973	152	50	102
94	RUTGERS UNIVERSITY-NEWARK, NJ	957	151	59	92
95	CUNY-BROOKLYN COLLEGE, NY	1,536	149	37	112
96	CUNY-YORK COLLEGE, NY	883	146	25	121
97	REGENTS COLLEGE-UNIVERSITY OF THE STATE OF NY, NY	2,648	143	105	38
98	PENNSYLVANIA STATE UNIVERSITY-MAIN CAMPUS, PA	8,023	141	72	69
99	SUNY AT ALBANY, NY	2,385	138	69	69
100	SAM HOUSTON STATE UNIVERSITY, TX	1,983	138	60	78

CUNY-City College

California claims 30 of the TOP 100, *with CSU and UC schools dominating the state. Texas 22, Illinois and New Jersey claim 5 each; Arizona, New Mexico, and Colorado, 3 schools each.*

MASTER'S DEGREES *awarded to Hispanics*

Outlook HISPANIC TOP 100

RANK	INSTITUTION NAME	Masters	TOTAL	Males	Females
1	FLORIDA INTERNATIONAL UNIVERSITY, FL	1,307	438	140	298
2	NOVA SOUTHEASTERN UNIVERSITY, FL	2,248	265	70	195
3	SAN DIEGO STATE UNIVERSITY, CA	2,182	244	85	159
4	NEW YORK UNIVERSITY, NY	4,966	221	72	149
5	THE UNIVERSITY OF TEXAS AT AUSTIN, TX	2,834	210	95	115
6	UNIVERSITY OF MIAMI, FL	1,221	207	114	93
7	CUNY-CITY COLLEGE, NY	808	201	59	142
8	WEBSTER UNIVERSITY, MO	3,667	186	107	79
9	NORTHERN ARIZONA UNIVERSITY, AZ	1,688	185	68	117
10	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS, NM	1,080	177	62	115
11	CALIFORNIA STATE UNIVERSITY-LOS ANGELES, CA	724	174	64	110
12	THE UNIVERSITY OF TEXAS AT EL PASO, TX	417	170	73	97
13	NATIONAL UNIVERSITY, CA	1,714	158	55	103
14	UNIVERSITY OF SOUTHERN CALIFORNIA, CA	2,776	157	62	95
15	THE UNIVERSITY OF TEXAS-PAN AMERICAN, TX	226	157	49	108
16	UNIVERSITY OF CALIFORNIA-LOS ANGELES, CA	2,029	154	70	84
17	TEXAS A&M UNIVERSITY-CORPUS CHRISTI, TX	409	133	34	99
18	CUNY-HUNTER COLLEGE, NY	1,036	132	19	113
19	BARRY UNIVERSITY, FL	676	131	33	98
20	ARIZONA STATE UNIVERSITY-MAIN CAMPUS, AZ	2,142	121	46	75
21	HARVARD UNIVERSITY, MA	2,770	120	67	53
22	UNIVERSITY OF FLORIDA, FL	1,865	115	59	56
23	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS, NM	639	112	42	70
24	OUR LADY OF THE LAKE UNIVERSITY-SAN ANTONIO, TX	376	112	39	73
25	TEXAS A&M UNIVERSITY-KINGSVILLE, TX	307	112	48	64
26	UNIVERSITY OF CALIFORNIA-BERKELEY, CA	1,680	109	60	49
27	UNIVERSITY OF SOUTH FLORIDA, FL	1,801	108	31	77
28	AZUSA PACIFIC UNIVERSITY, CA	977	106	44	62
29	STANFORD UNIVERSITY, CA	1,964	104	67	37
30	THE UNIVERSITY OF TEXAS AT SAN ANTONIO, TX	508	103	43	60
31	PEPPERDINE UNIVERSITY, CA	1,291	102	41	61
32	SAN JOSE STATE UNIVERSITY, CA	1,274	100	36	64
33	UNIVERSITY OF MICHIGAN-ANN ARBOR, MI	2,830	100	55	45
34	FORDHAM UNIVERSITY, NY	1,770	100	19	81
35	TEXAS A&M INTERNATIONAL UNIVERSITY, TX	160	99	36	63
36	COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK, NY	3,738	94	33	61
37	CALIFORNIA STATE UNIVERSITY-LONG BEACH, CA	940	91	37	54
38	UNIVERSITY OF ILLINOIS AT CHICAGO, IL	1,517	90	31	59
39	TEACHERS COLLEGE AT COLUMBIA UNIVERSITY, NY	1,299	89	22	67
40	UNIVERSITY OF HOUSTON-UNIVERSITY PARK, TX	1,322	83	32	51
41	UNIVERSITY OF ARIZONA, AZ	1,280	82	32	50
42	CUNY-LEHMAN COLLEGE, NY	373	81	15	66
43	SAN FRANCISCO STATE UNIVERSITY, CA	1,349	80	22	58
44	CALIFORNIA STATE UNIVERSITY-DOMINGUEZ HILLS, CA	812	79	24	55
45	SUL ROSS STATE UNIVERSITY, TX	243	78	31	47
46	CALIFORNIA STATE UNIVERSITY-FULLERTON, CA	801	77	22	55
47	SAINT THOMAS UNIVERSITY, FL	197	77	25	52
48	CALIFORNIA STATE UNIVERSITY-FRESNO, CA	549	73	21	52
49	ST MARY'S UNIVERSITY, TX	299	73	32	41
50	SOUTHWEST TEXAS STATE UNIVERSITY, TX	762	72	23	49

CUNY-Lehman College

New York University

Outlook HISPANIC TOP 100

Rutgers University

9,238 of the 134,810 master's degrees awarded by the* TOP 100 *went to Hispanics–representing 6.85 percent–roughly half that of the bachelor's list. 5,690 went to Hispanic women–61.5 percent. 20 states and the District of Columbia are represented–the geography a bit more diversified than for the bachelor's.

MASTER'S DEGREES awarded to Hispanics

RANK	INSTITUTION NAME	Masters	TOTAL	Males	Females
51	UNIVERSITY OF PHOENIX-PHOENIX CAMPUS, AZ	983	70	41	29
52	NATIONAL LOUIS UNIVERSITY, IL	1,842	69	23	46
53	LONG ISLAND UNIVERSITY-BROOKLYN CAMPUS, NY	586	68	19	49
54	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE, CA	713	67	28	39
55	SAINT JOHN'S UNIVERSITY-NEW YORK, NY	869	64	26	38
56	ADELPHI UNIVERSITY, NY	1,186	63	10	53
57	GEORGE MASON UNIVERSITY, VA	1,867	63	22	41
58	CALIFORNIA STATE UNIVERSITY-SACRAMENTO, CA	786	62	14	48
59	GEORGE WASHINGTON UNIVERSITY, DC	2,682	62	23	39
60	NORTHWESTERN UNIVERSITY, IL	2,407	61	38	23
61	JOHNS HOPKINS UNIVERSITY, MD	2,765	59	30	29
62	TEXAS A&M UNIVERSITY, TX	1,369	59	28	31
63	UNIVERSITY OF CENTRAL FLORIDA, FL	1,210	58	30	28
64	FLORIDA STATE UNIVERSITY, FL	1,530	58	20	38
65	CUNY-BROOKLYN COLLEGE, NY	803	58	10	48
66	UNIVERSITY OF WISCONSIN-MADISON, WI	1,884	58	27	31
67	CALIFORNIA STATE UNIVERSITY-SAN BERNARDINO, CA	558	57	16	41
68	AMERICAN UNIVERSITY, DC	1,357	56	23	33
69	UNIVERSITY OF WASHINGTON, WA	1,998	56	27	29
70	CUNY-QUEENS COLLEGE, NY	828	55	11	44
71	UNIVERSITY OF CONNECTICUT, CT	1,315	54	21	33
72	SOUTHERN METHODIST UNIVERSITY, TX	786	52	26	26
73	OHIO STATE UNIVERSITY-MAIN CAMPUS, OH	2,345	50	29	21
74	CALIFORNIA STATE UNIVERSITY-HAYWARD, CA	914	49	20	29
75	TULANE UNIVERSITY OF LOUISIANA, LA	1,000	49	27	22
76	RUTGERS UNIVERSITY-NEW BRUNSWICK, NJ	1,364	49	12	37
77	UNIVERSITY OF THE INCARNATE WORD, TX	149	49	18	31
78	UNIVERSITY OF ILLINOIS AT URBANA, IL	2,411	48	21	27
79	UNIVERSITY OF PENNSYLVANIA, PA	2,308	48	32	16
80	UNIVERSITY OF CALIFORNIA-SANTA BARBARA, CA	450	47	12	35
81	BOSTON UNIVERSITY, MA	3,076	47	17	30
82	MASSACHUSETTS INSTITUTE OF TECHNOLOGY, MA	1,509	47	41	6
83	CENTRAL MICHIGAN UNIVERSITY, MI	2,369	47	27	20
84	NEW MEXICO HIGHLANDS UNIVERSITY, NM	126	47	17	30
85	UNIVERSITY OF LAVERNE, CA	677	46	19	27
86	FLORIDA ATLANTIC UNIVERSITY-BOCA RATON, FL	784	46	23	23
87	UNIVERSITY OF COLORADO AT DENVER, CO	1,424	45	20	25
88	UNIVERSITY OF COLORADO AT BOULDER, CO	1,115	45	18	27
89	LOYOLA UNIVERSITY OF CHICAGO, IL	1,291	45	19	26
90	LOYOLA MARYMOUNT UNIVERSITY, CA	329	44	13	31
91	UNIVERSITY OF DENVER, CO	1,278	44	16	28
92	GEORGETOWN UNIVERSITY, DC	1,291	43	25	18
93	LESLEY COLLEGE, MA	2,145	43	10	33
94	TEMPLE UNIVERSITY, PA	1,538	43	19	24
95	CARIBBEAN CENTER FOR ADV STUDIES-MIAMI INST PSYCH, FL	77	42	8	34
96	CUNY-BERNARD M BARUCH COLLEGE, NY	763	42	17	25
97	GOLDEN GATE UNIVERSITY-SAN FRANCISCO, CA	1,041	41	23	18
98	UNIVERSITY OF MASSACHUSETTS-AMHERST, MA	1,023	41	16	25
99	NEW JERSEY INSTITUTE OF TECHNOLOGY, NJ	779	40	31	9
100	THE UNIVERSITY OF TEXAS AT ARLINGTON, TX	1,107	40	19	21

DOCTORAL DEGREES *awarded to Hispanics*

Outlook HISPANIC TOP 100

RANK	INSTITUTION NAME	Doctor's	TOTAL	Males	Females
1	THE UNIVERSITY OF TEXAS AT AUSTIN, TX	836	48	19	29
2	UNIVERSITY OF CALIFORNIA-BERKELEY, CA	756	35	18	17
3	UNIVERSITY OF CALIFORNIA-LOS ANGELES, CA	607	31	11	20
4	ARIZONA STATE UNIVERSITY-MAIN CAMPUS, AZ	287	26	11	15
5	UNIVERSITY OF MIAMI, FL	136	24	17	7
6	UNIVERSITY OF SOUTHERN CALIFORNIA, CA	515	23	14	9
7	HARVARD UNIVERSITY, MA	803	23	10	13
8	TEXAS A&M UNIVERSITY, TX	525	22	12	10
9	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS, NM	199	20	11	9
10	UNIVERSITY OF MICHIGAN-ANN ARBOR, MI	690	19	8	11
11	UNIVERSITY OF ARIZONA, AZ	411	18	10	8
12	UNIVERSITY OF CALIFORNIA-SANTA BARBARA, CA	264	18	8	10
13	NOVA SOUTHEASTERN UNIVERSITY, FL	540	18	9	9
14	STANFORD UNIVERSITY, CA	606	18	13	5
15	UNIVERSITY OF CALIFORNIA-DAVIS, CA	337	17	8	9
16	UNIVERSITY OF WISCONSIN-MADISON, WI	757	17	8	9
17	NEW YORK UNIVERSITY, NY	446	16	6	10
18	UNIVERSITY OF HOUSTON-UNIVERSITY PARK, TX	205	16	7	9
19	CARIBBEAN CENTER FOR ADV STUDIES-MIAMI INST PSYCH, FL	34	14	6	8
20	UNIVERSITY OF ILLINOIS AT URBANA, IL	706	14	10	4
21	CUNY-GRADUATE SCHOOL AND UNIVERSITY CENTER, NY	333	14	8	6
22	TEXAS A&M UNIVERSITY-KINGSVILLE, TX	21	14	3	11
23	FLORIDA INTERNATIONAL UNIVERSITY, FL	73	13	6	7
24	UNIVERSITY OF FLORIDA, FL	456	13	8	5
25	TEACHERS COLLEGE AT COLUMBIA UNIVERSITY, NY	231	13	6	7
26	UNIVERSITY OF CALIFORNIA-IRVINE, CA	197	12	7	5
27	PENNSYLVANIA STATE UNIVERSITY-MAIN CAMPUS, PA	571	12	10	2
28	UNIVERSITY OF WASHINGTON, WA	479	12	6	6
29	FLORIDA STATE UNIVERSITY, FL	305	11	4	7
30	UNIVERSITY OF SOUTH FLORIDA, FL	155	11	3	8
31	NORTHWESTERN UNIVERSITY, IL	377	11	4	7
32	OHIO STATE UNIVERSITY-MAIN CAMPUS, OH	636	11	5	6
33	UNIVERSITY OF CALIFORNIA-SAN DIEGO, CA	310	10	7	3
34	UNIVERSITY OF CHICAGO, IL	368	10	6	4
35	CALIFORNIA SCHOOL OF PROFESSIONAL PSYCH-LA, CA	90	9	1	8
36	UNIVERSITY OF CALIFORNIA-RIVERSIDE, CA	123	9	6	3
37	SAN DIEGO STATE UNIVERSITY, CA	68	9	1	8
38	GEORGIA INSTITUTE OF TECHNOLOGY-MAIN CAMPUS, GA	263	9	8	1
39	MCCORMICK THEOLOGICAL SEMINARY, IL	59	9	8	1
40	UNIVERSITY OF MASSACHUSETTS-AMHERST, MA	299	9	3	6
41	RUTGERS UNIVERSITY-NEW BRUNSWICK, NJ	402	9	5	4
42	COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK, NY	469	9	6	3
43	SOUTHEASTERN BAPTIST THEOLOGICAL SEMINARY, NC	11	9	9	0
44	THE UNION INSTITUTE, OH	262	9	5	4
45	UNIVERSITY OF COLORADO AT BOULDER, CO	309	8	4	4
46	BOSTON UNIVERSITY, MA	307	8	4	4
47	WESTERN SEMINARY, OR	14	8	8	0
48	TEMPLE UNIVERSITY, PA	285	8	3	5
49	WASHINGTON STATE UNIVERSITY, WA	170	8	2	6
50	YALE UNIVERSITY, CT	365	7	4	3

University of Texas at El Paso

Cornell University

Outlook HISPANIC TOP 100

***The* TOP 100 *List of universities granting doctorates to Hispanics is the most diversified of the three, including 28 states and the District of Columbia. Of 28,077 doctoral degrees represented here, 986 went to Hispanics–3.5 percent, roughly one-half the percentage shown for master's. Hispanic men are ahead of women, earning 51 percent. California has a very clear lead with 20 of its schools among the* TOP 100.**

DOCTORAL DEGREES awarded to Hispanics

RANK	INSTITUTION NAME	Doctors	TOTAL	Males	Females
51	UNIVERSITY OF ILLINOIS AT CHICAGO, IL	222	7	6	1
52	INDIANA UNIVERSITY-BLOOMINGTON, IN	361	7	4	3
53	MASSACHUSETTS INSTITUTE OF TECHNOLOGY, MA	520	7	6	1
54	MICHIGAN STATE UNIVERSITY, MI	451	7	4	3
55	UNIVERSITY OF MINNESOTA-TWIN CITIES, MN	729	7	2	5
56	CORNELL UNIVERSITY-ENDOWED COLLEGES, NY	300	7	4	3
57	SUNY AT BUFFALO, NY	295	7	3	4
58	SUNY AT STONY BROOK, NY	265	7	3	4
59	INDIANA UNIVERSITY OF PENNSYLVANIA, PA	76	7	5	2
60	UNIVERSITY OF LAVERNE, CA	56	6	1	5
61	UNIVERSITY OF GEORGIA, GA	369	6	2	4
62	UNIVERSITY OF MARYLAND-COLLEGE PARK, MD	474	6	4	2
63	PRINCETON UNIVERSITY, NJ	263	6	5	1
64	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS, NM	95	6	1	5
65	DUKE UNIVERSITY, NC	238	6	4	2
66	TEXAS TECH UNIVERSITY, TX	163	6	3	3
67	UNIVERSITY OF CALIFORNIA-SAN FRANCISCO, CA	91	5	4	1
68	UNIVERSITY OF CALIFORNIA-SANTA CRUZ, CA	90	5	4	1
69	UNIVERSITY OF DENVER, CO	97	5	1	4
70	UNIVERSITY OF CONNECTICUT, CT	253	5	3	2
71	NORTHERN ILLINOIS UNIVERSITY, IL	117	5	3	2
72	UNIVERSITY OF NOTRE DAME, IN	118	5	4	1
73	KANSAS STATE UNIVERSITY, KS	162	5	2	3
74	FORDHAM UNIVERSITY, NY	129	5	3	2
75	UNIVERSITY OF CINCINNATI-MAIN CAMPUS, OH	274	5	1	4
76	THE UNIVERSITY OF TEXAS AT EL PASO, TX	15	5	3	2
77	PURDUE UNIVERSITY-MAIN CAMPUS, IN	496	5	3	2
78	NORTHERN ARIZONA UNIVERSITY, AZ	57	4	3	1
79	UNIVERSITY OF PHOENIX-PHOENIX CAMPUS, AZ	4	4	2	2
80	CALIFORNIA SCHOOL OF PROFESSIONAL PSYCH-SAN DIEGO, CA	72	4	1	3
81	CALIFORNIA SCHOOL OF PROFESSIONAL PSYCH-ALAMEDA, CA	95	4	1	3
82	CLAREMONT GRADUATE UNIVERSITY, CA	103	4	1	3
83	PEPPERDINE UNIVERSITY, CA	54	4	1	3
84	UNIVERSITY OF KENTUCKY, KY	232	4	2	2
85	LOUISIANA STATE UNIV & AG & MECH & HEBERT LAW CTR, LA	258	4	2	2
86	TULANE UNIVERSITY OF LOUISIANA, LA	128	4	2	2
87	WAYNE STATE UNIVERSITY, MI	208	4	2	2
88	UNIVERSITY OF MISSOURI-ST LOUIS, MI	34	4	1	3
89	CREIGHTON UNIVERSITY, NE	118	4	0	4
90	UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL, NC	382	4	2	2
91	UNIVERSITY OF PENNSYLVANIA, PA	436	4	3	1
92	UNIVERSITY OF PITTSBURGH-MAIN CAMPUS, PA	380	4	2	2
93	BROWN UNIVERSITY, RI	174	4	2	2
94	UNIVERSITY OF ALABAMA AT BIRMINGHAM, AL	142	3	1	2
95	CALIFORNIA INSTITUTE OF TECHNOLOGY, CA	195	3	2	1
96	UNIVERSITY OF SAN FRANCISCO, CA	47	3	0	3
97	UNIVERSITY OF COLORADO HEALTH SCIENCES CENTER, CO	61	3	2	1
98	COLORADO STATE UNIVERSITY, CO	214	3	2	1
99	CATHOLIC UNIVERSITY OF AMERICA, DC	103	3	2	1
100	GEORGE WASHINGTON UNIVERSITY, DC	193	3	3	0

A look at the Top 100: *Students and Faculty*

By Mari Carmen Sarracent

By and large, in 90 out of 100 schools, females outnumber males. Florida International University leads the **Top 100** *list awarding the most bachelor's degrees to Hispanics in the 1997-98 school year. Out of 3,937–2,004 went to Hispanics, and women earned more than half of them.*

A quick perusal reveals that the universities that made the list also reside in states where there are large concentrations of Latinos–Florida, Texas, California, New York, and Illinois.

While the trend has been that female students are either keeping up with, catching up with, or surpassing males, in some universities the gap is remarkable. Women baccalaureates exceed men, in many cases more than double, at New Jersey City University, George Mason University, Texas A&M International, The University of Texas-Pan American, The University of Texas at El Paso, and CUNY-Lehman College.

Florida International University also topped the list of colleges awarding the most master's degrees to Hispanics. And again, women fared exceedingly well. A total of 1,307 master's degrees were awarded in 1997-98. Hispanic recipients represented 33.5 percent or 438, of which Hispanic women constituted 68 percent or 298. Nova Southeastern University, also in Florida, San Diego State University, and New York University also reported notable figures. Percentage-wise, Hispanic master's degree recipients still are relatively minute in number compared to the total; however, the number of Hispanic women earning these degrees is worth remarking on. For example, at New York University, which ranked No. 4,

BACHELOR'S DEGREES AWARDED TO HISPANICS

by Academic Program

AGRICULTURE

		Hispanic	Male	Female
1	TEXAS A&M UNIVERSITY	57	32	25
2	UNIVERSITY OF FLORIDA	52	21	31
3	CAL POLY ST UNIV-SAN LUIS OBISPO	46	33	13
4	NEW MEXICO ST UNIVERSITY-MAIN CAMPUS	29	22	7
5	UNIVERSITY OF CALIFORNIA-DAVIS	27	13	14
6	UNIVERSITY OF ARIZONA	23	17	6
7	TEXAS A&M UNIVERSITY-KINGSVILLE	20	15	5
8	CALIFORNIA STATE POLY UNIVERSITY-POMONA	19	7	12
9	CORNELL UNIV-NY STATE STATUTORY COLLEGES	18	9	9
10	SOUTHWEST TEXAS STATE UNIVERSITY	15	8	7

ARCHITECTURE

		Hispanic	Male	Female
1	CALIFORNIA STATE POLY UNIVERSITY-POMONA	31	25	6
2	CAL POLY STATE UNIV-SAN LUIS OBISPO	25	14	11
3	TEXAS A&M UNIVERSITY	24	18	6
4	UNIVERSITY OF SOUTHERN CALIFORNIA	23	15	8
5	UNIVERSITY OF MIAMI	22	19	3
6	FLORIDA INTERNATIONAL UNIVERSITY	19	12	7
7	UNIVERSITY OF FLORIDA	16	11	5
8	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	16	12	4
9	CORNELL UNIVERSITY-ENDOWED COLLEGES	16	9	7
10	CUNY-CITY COLLEGE	16	9	7

AREA STUDIES

		Hispanic	Male	Female
1	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	56	19	37
2	UNIVERSITY OF CALIFORNIA-BERKELEY	45	16	29
3	UNIVERSITY OF CALIFORNIA-LOS ANGELES	31	10	21
4	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	27	15	12
5	JEWISH THEOLOGICAL SEMINARY OF AMERICA	24	8	16
6	THE UNIVERSITY OF TEXAS AT AUSTIN	22	7	15
7	UNIVERSITY OF WASHINGTON	20	11	9
8	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	18	12	6
9	UNIVERSITY OF CALIFORNIA-SANTA CRUZ	16	4	12
10	RUTGERS UNIVERSITY-NEW BRUNSWICK	16	4	12

BIOLOGICAL SCIENCES

		Hispanic	Male	Female
1	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	89	43	46
2	THE UNIVERSITY OF TEXAS AT AUSTIN	74	34	40
3	UNIVERSITY OF CALIFORNIA-SAN DIEGO	73	39	34
4	UNIVERSITY OF ARIZONA	70	34	36
5	FLORIDA INTERNATIONAL UNIVERSITY	68	27	41
6	UNIVERSITY OF CALIFORNIA-DAVIS	63	30	33
7	UNIVERSITY OF CALIFORNIA-LOS ANGELES	63	32	31
8	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	63	32	31
9	UNIVERSITY OF CALIFORNIA-IRVINE	59	29	30
10	THE UNIVERSITY OF TEXAS AT EL PASO	46	30	16

Florida International University

Hispanics represented only four percent of the almost 5,000 master's recipients. However, of the 221 Hispanics who earned their master's, 149 women or 67 percent received a graduate degree compared to 72 men.

Interestingly, five Ivy League schools also are among the ***Top 100*** *for master's degrees awarded to Hispanics–Harvard University, Stanford University, Columbia University, University of Pennsylvania, and Massachusetts Institute of Technology. Again the numbers are tiny in comparison to the overall picture, but Latinos are in there and accounted for. At No. 21, Harvard University granted 120 master's (four percent) to Hispanics out of a total 2,770. Stanford, at No. 29, awarded 104 (five percent) to Hispanics out of 1,964. Columbia University stood at No. 36, awarding 3,378 master's, 94 (two percent) to Hispanics. The University of Pennsylvania awarded an estimated two percent of its master's to Hispanics; MIT awarded three percent of its graduate degrees to Hispanic students.*

The Ivy League did better in the doctoral category–in the following order: Harvard, Stanford, Columbia, University of Chicago, Yale, MIT, Cornell, Princeton, the University of Pennsylvania, and Brown. The University of Texas at Austin ranked No.1, graduating 836 doctors, 48 of them Hispanic. UTA was followed by two University of California campuses, which awarded 35 and 31 Hispanic doctorates respectively. Arizona State University, the University of Miami, the University of Southern California, and Harvard are close, graduating 26, 24, and 23.

By Discipline

The top disciplines in which Hispanics earned a baccalaureate degree are the following: business and marketing, social sciences, education, psychology, protective services, communications, health sciences, and engineering/engineering.

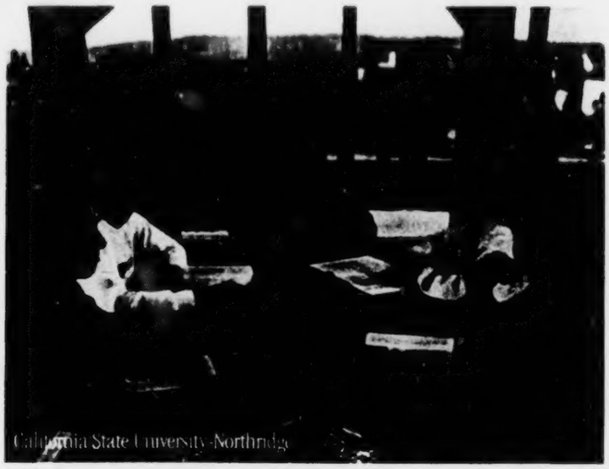
More than 500 Hispanics earned a B.A. in business and marketing at Florida International University, where more than half of the recipients were women. UCLA was the No. 1 school for 313 of its social science Hispanic graduates. Psychology was the runner-up as the leading academic discipline at six California universities as well as institutions in Florida, New York, and Texas. Protective services followed with 133 Hispanic grad-

BACHELOR'S DEGREES AWARDED TO HISPANICS

by Academic Program

BUSINESS AND MARKETING

		Hispanic	Male	Female
1	FLORIDA INTERNATIONAL UNIVERSITY	511	235	276
2	THE UNIVERSITY OF TEXAS AT EL PASO	242	112	130
3	CUNY-BERNARD M BARUCH COLLEGE	230	87	143
4	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	192	96	96
5	THE UNIVERSITY OF TEXAS-PAN AMERICAN	191	88	103
6	SAN DIEGO STATE UNIVERSITY	159	81	78
7	CAL STATE POLY UNIVERSITY-POMONA	149	86	63
8	UNIVERSITY OF HOUSTON-UNIVERSITY PARK	147	69	78
9	CALIFORNIA STATE UNIVERSITY-FULLERTON	146	78	68
10	UNIVERSITY OF SOUTHERN CALIFORNIA	125	80	45



California State University-Northridge

COMMUNICATIONS

		Hispanic	Male	Female
1	THE UNIVERSITY OF TEXAS AT AUSTIN	108	42	66
2	CALIFORNIA STATE UNIVERSITY-FULLERTON	86	28	58
3	FLORIDA INTERNATIONAL UNIVERSITY	75	23	52
4	ARIZONA STATE UNIVERSITY-MAIN CAMPUS	53	15	38
5	UNIVERSITY OF FLORIDA	51	22	29
6	THE UNIVERSITY OF TEXAS AT EL PASO	48	16	32
7	UNIVERSITY OF SOUTHERN CALIFORNIA	40	19	21
8	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	38	21	17
9	RUTGERS UNIVERSITY-NEW BRUNSWICK	38	11	27
10	UNIVERSITY OF MIAMI	37	4	33

COMPUTER SCIENCE

		Hispanic	Male	Female
1	FLORIDA INTERNATIONAL UNIVERSITY	86	46	40
2	CUNY-LEHMAN COLLEGE	54	22	32
3	CUNY-BERNARD M BARUCH COLLEGE	41	18	23
4	DEVRY INSTITUTE OF TECHNOLOGY-POMONA	20	15	5
5	DEVRY INSTITUTE OF TECHNOLOGY	20	9	11
6	NEW MEXICO ST UNIVERSITY-MAIN CAMPUS	18	13	5
7	THE UNIVERSITY OF TEXAS AT AUSTIN	16	14	2
8	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	15	9	6
9	METROPOLITAN STATE COLLEGE OF DENVER	15	11	4
10	FORDHAM UNIVERSITY	15	9	6

EDUCATION

		Hispanic	Male	Female
1	FLORIDA INTERNATIONAL UNIVERSITY	266	59	207
2	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	174	31	143
3	UNIVERSITY OF ARIZONA	137	32	105
4	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	126	24	102
5	NOVA SOUTHEASTERN UNIVERSITY	124	10	114

uates at CUNY-John Jay Criminal Justice (more women than men, 72:61).

Other areas of study in which Hispanics are reported to be concentrating are computer science, visual and performing arts, biological science, foreign language, English literature, mathematics, and public administration.

Faculty

In reviewing the colleges that graduate the most Hispanics, we'd be remiss not to examine faculty diversity at these institutions. Needless to say, gender and racial diversity is equally significant where faculty is concerned.

According to data from the National Center for Education Statistics, based on the number of Hispanic administrators and faculty in the ***Top100*** *four-year colleges enrolling the most Hispanics, the University of Miami reports the most Hispanic managers, 331, of whom 246 are women. The University of Texas at El Paso comes in second with 99 Hispanic managers, then Florida International University with 70. Similar to the student data, location has a great impact on the extent of campus diversity.*

The institutions with the greatest Hispanic faculty percentages are The University of Texas at Brownsville (41.4 percent), the University of Texas-Pan American (31.6 percent) and UTEP (22 percent), Texas A&M International University (24.5 percent), and New Mexico Highlands University (29.6 percent). Those with the greatest numbers are U of Miami with 287, UCLA with 210, U of New Mexico, main campus with 197, and UT-El Paso with 169.

Overall, Hispanic male faculty outpace their female counterparts, although at a little more than 10 percent of the 100 schools reviewed, the gap between Hispanic men and women is narrowing. Given that the ***Top 100*** *schools graduate such a significant number of Hispanics, one would hope that the faculty ranks at these institutions also would be representative of its students. At most of these institutions, the faculty totals are in the thousands, and Hispanic faculty percentages, except in the colleges highlighted, do not exceed 20 percent. Needless to say, there is room for improvement.*

BACHELOR'S DEGREES AWARDED TO HISPANICS

by Academic Program

		Hispanic	Male	Female
6	NEW MEXICO ST UNIVERSITY-MAIN CAMPUS	98	26	72
7	CUNY-CITY COLLEGE	93	9	84
8	CALIFORNIA STATE UNIVERSITY-FULLERTON	91	18	73
9	ARIZONA STATE UNIVERSITY-MAIN CAMPUS	78	17	61
10	NORTHERN ARIZONA UNIVERSITY	73	15	58

ENGINEERING/ENGINEERING TECH

		Hispanic	Male	Female
1	TEXAS A&M UNIVERSITY	127	91	36
2	FLORIDA INTERNATIONAL UNIVERSITY	124	110	14
3	THE UNIVERSITY OF TEXAS AT AUSTIN	112	87	25
4	CAL POLY STATE UNIV-SAN LUIS OBISPO	103	78	25
5	TEXAS A&M UNIVERSITY-KINGSVILLE	99	78	21
6	CAL STATE POLY UNIVERSITY-POMONA	95	76	19
7	NEW MEXICO ST UNIVERSITY-MAIN CAMPUS	88	69	19
8	UNIVERSITY OF FLORIDA	79	65	14
9	THE UNIVERSITY OF TEXAS AT EL PASO	75	54	21
10	ITT TECHNICAL INSTITUTE	54	51	3

ENGLISH/LITERATURE

		Hispanic	Male	Female
1	UNIVERSITY OF CALIFORNIA-LOS ANGELES	64	17	47
2	THE UNIVERSITY OF TEXAS AT AUSTIN	62	24	38
3	UNIVERSITY OF CALIFORNIA-BERKELEY	61	24	37
4	CALIFORNIA STATE UNIVERSITY-LONG BEACH	52	19	33
5	THE UNIVERSITY OF TEXAS-PAN AMERICAN	48	14	34
6	FLORIDA INTERNATIONAL UNIVERSITY	41	16	25
7	THE UNIVERSITY OF TEXAS AT EL PASO	41	18	23
8	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	37	14	23
9	SAN DIEGO STATE UNIVERSITY	37	11	26
10	CUNY-HUNTER COLLEGE	36	7	29

FOREIGN LANGUAGE

		Hispanic	Male	Female
1	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	54	13	41
2	THE UNIVERSITY OF TEXAS AT AUSTIN	52	16	36
3	THE UNIVERSITY OF TEXAS-PAN AMERICAN	47	11	36
4	SAN DIEGO STATE UNIVERSITY	36	14	22
5	ARIZONA STATE UNIVERSITY-MAIN CAMPUS	34	14	20
6	UNIVERSITY OF CALIFORNIA-LOS ANGELES	34	10	24
7	UNIVERSITY OF CALIFORNIA-IRVINE	33	10	23
8	RUTGERS UNIVERSITY-NEW BRUNSWICK	32	3	29
9	CALIFORNIA STATE UNIV-DOMINGUEZ HILLS	29	15	14
10	CALIFORNIA STATE UNIV-NORTHRIDGE	29	6	23

Texas A&M University

*This situation is mirrored nationwide. The National Center for Education Statistics October 1998 report–*New Entrants to the Full-Time Faculty of Higher Education Institutions*–offers insight into the condition of faculty in higher education. The statistical reports looked at full-time faculty who in the fall of 1992 were in the first seven years of their academic careers and compared this new cohort with full-time faculty who in the fall of 1992 had eight or more years of full-time college experience, a senior cohort.*

The report excludes part-time faculty members. "Senior faculty" depicts faculty employed full-time, having teaching, research, or administrative (at the level of program director, department chair, or dean) responsibilities. While the findings show quantitative improvement in terms of diversifying the traditionally white, male academe, it also presents possible insight into why minorities are not attaining tenured positions despite having proper credentials, why the path to the professorate is so lengthy, and why faculty appointments seem few when in fact there is a "dynamic academic marketplace" looking for hires?

The report concluded that while new hires in higher education have been viewed as static, there is "a very sizable infusion of new blood" that seems to be more diverse than in the past–for some groups more than others. The new entrants constituted 33.5 percent of the 514, 976 full-time faculty reviewed.

New entrants accounted for 41.4 percent of the faculties at the private research universities; at comprehensive universities, they accounted for 23.2 percent; at liberal arts colleges, 7.4 percent; and at public two-year colleges, 19.3 percent. The larger contingent of the new faculty is in the health sciences. Viewed by program area, new faculty are less likely to have "their academic homes in the traditional arts and sciences." Business, education, and engineering are other areas in which new faculty are focusing. Faculty appointment opportunities in the liberal arts are shrinking.

According to the study, the number of new-entry women was so sizable relative to the existing senior female faculty that they now represented: 74 percent of all women faculty in engineering; 45 percent in social sciences; 45 percent in the natural sciences; 42 percent of all women faculty in the fine arts; 40 percent in education; 38 percent in the humanities; and 36 percent of all women faculty in business.

BACHELOR'S DEGREES AWARDED TO HISPANICS

by Academic Program

HEALTH SCIENCES

		Hispanic	Male	Female
1	FLORIDA INTERNATIONAL UNIVERSITY	129	42	87
2	THE UNIVERSITY OF TEXAS AT EL PASO	91	23	68
3	THE UNIVERSITY OF TEXAS-PAN AMERICAN	87	22	65
4	CUNY-LEHMAN COLLEGE	80	5	75
5	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	75	18	57
6	UNIV OF TEXAS HEALTH SCIENCE-SAN ANTONIO	73	23	50
7	UNIVERSITY OF MIAMI	67	16	51
8	UNIVERSITY OF CENTRAL FLORIDA	61	14	47
9	THE UNIVERSITY OF TEXAS AT AUSTIN	57	13	44
10	CALIFORNIA STATE UNIVERSITY-FRESNO	55	13	42

University of New Mexico

HOME ECONOMICS

		Hispanic	Male	Female
1	UNIVERSITY OF ARIZONA	29	2	27
2	CALIFORNIA STATE UNIVERSITY-LONG BEACH	26	2	24
3	TEXAS TECH UNIVERSITY	25	5	20
4	FLORIDA STATE UNIVERSITY	23	3	20
5	NEW MEXICO STATE UNIV-MAIN CAMPUS	19	1	18
6	CORNELL UNIV-NY STATE STATUTORY COLLEGES	19	6	13
7	ARIZONA STATE UNIVERSITY-MAIN CAMPUS	17	2	15
8	THE UNIVERSITY OF TEXAS AT AUSTIN	17	2	15
9	MONTCLAIR STATE UNIVERSITY	15	3	12
10	COLORADO STATE UNIVERSITY	14	2	12

LIBERAL ARTS AND SCIENCES

		Hispanic	Male	Female
1	CALIFORNIA STATE UNIVERSITY-FRESNO	180	51	129
2	BARRY UNIVERSITY	162	66	96
3	REGENTS COLLEGE-UNIV OF THE STATE OF NY	122	94	28
4	SAN DIEGO STATE UNIVERSITY	118	27	91
5	CALIFORNIA STATE UNIV-DOMINGUEZ HILLS	113	17	96
6	COLUMBIA COLLEGE CHICAGO	101	54	47
7	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	99	16	83
8	CALIFORNIA STATE UNIV-SAN BERNARDINO	97	16	81
9	COLLEGE OF NEW ROCHELLE	74	6	68
10	CALIFORNIA STATE UNIVERSITY-STANISLAUS	64	8	56

MATHEMATICS

		Hispanic	Male	Female
1	TEXAS A&M UNIVERSITY	23	14	9
2	UNIVERSITY OF CALIFORNIA-LOS ANGELES	21	8	13
3	THE UNIVERSITY OF TEXAS AT AUSTIN	19	11	8
4	THE UNIVERSITY OF TEXAS-PAN AMERICAN	18	11	7
5	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	18	9	9

In terms of race, white, non-Hispanics still comprised the largest share of new faculty hires, although their proportion was less than it was among the senior cohort. Minorities now represented 16.9 percent of the new entrants compared to 11.7 percent of senior faculty. Asian and Pacific Island men achieved the largest gain. Hispanic new faculty represented 3.1 percent, an increase from 2.3 percent of the senior faculty.

Overall, female minority faculty, who accounted for 31.2 percent of all minority faculty in the senior cohort, have recently fared better because minority women comprised 38.4 percent of all new-entry-minority faculty.

Other Findings

Females constituted 41 percent of the new faculty, 28 percent of the senior cohort, and 33 percent of the full-time faculty overall.

Racial/ethnic minorities represented 17 percent of the new cohort, 12 percent of the senior cohort, and 13 percent of the full-time faculty overall.

New faculty, like senior faculty, earned their highest degree in their early thirties but did not assume their current position on average until six years later, compared to two to three years later for senior faculty.

Unlike in the 1950s when many faculty members were often hired without doctoral degrees, in subsequent years that trend ended.

New faculty were more likely than senior faculty to have had prior work experience (including outside of the academy) prior to assuming the position they held in the fall of 1992.

33 percent of the new cohort was in non-tenure-eligible positions compared to 16 percent of the senior faculty, and females among the new cohort faculty were more likely than males to hold such non-tenure-earning appointments.

The proportion of faculty who are tenurable (either tenured or tenure-track) is shrinking due to the large number of faculty who are part-time. A second trend is the contraction in the proportion of tenure-track positions as increasing numbers of faculty appointments are made in other categories, some short-term, others longer term, but all less closely coupled with the host institution and its future.

BACHELOR'S DEGREES AWARDED TO HISPANICS

by Academic Program

		Hispanic	Male	Female
6	TEXAS A&M INTERNATIONAL UNIVERSITY	13	2	11
7	SAN DIEGO STATE UNIVERSITY	12	5	7
8	NEW JERSEY CITY UNIVERSITY	12	4	8
9	UNIVERSITY OF HOUSTON-UNIVERSITY PARK	9	2	7
10	CUNY-YORK COLLEGE	8	3	5

MULTI/INTERDISCIPLINARY STUDIES

		Hispanic	Male	Female
1	THE UNIVERSITY OF TEXAS-PAN AMERICAN	302	42	260
2	THE UNIVERSITY OF TEXAS AT EL PASO	218	34	184
3	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	169	24	145
4	SOUTHWEST TEXAS STATE UNIVERSITY	93	27	66
5	UNIVERSITY OF CALIFORNIA-BERKELEY	92	37	55
6	UNIVERSITY OF CALIFORNIA-LOS ANGELES	86	29	57
7	TEXAS A&M UNIVERSITY	86	22	64
8	TEXAS A&M UNIVERSITY-KINGSVILLE	83	23	60
9	SUL ROSS STATE UNIVERSITY	80	7	73
10	UNIVERSITY OF MARYLAND-UNIV COLLEGE	66	33	33

PROTECTIVE SERVICES

		Hispanic	Male	Female
1	CUNY-JOHN JAY COLLEGE CRIMINAL JUSTICE	133	61	72
2	FLORIDA INTERNATIONAL UNIVERSITY	89	37	52
3	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	86	53	33
4	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	80	43	37
5	SAN DIEGO STATE UNIVERSITY	74	34	40
6	THE UNIVERSITY OF TEXAS-PAN AMERICAN	70	47	23
7	CALIFORNIA STATE UNIVERSITY-SACRAMENTO	60	35	25
8	THE UNIVERSITY OF TEXAS AT EL PASO	55	28	27
9	SOUTHWEST TEXAS STATE UNIVERSITY	54	36	18
10	CALIFORNIA STATE UNIVERSITY-LONG BEACH	47	27	20

PSYCHOLOGY

		Hispanic	Male	Female
1	FLORIDA INTERNATIONAL UNIVERSITY	202	44	158
2	SAN DIEGO STATE UNIVERSITY	106	28	78
3	CUNY-HUNTER COLLEGE	89	11	78
4	UNIVERSITY OF CALIFORNIA-LOS ANGELES	86	30	56
5	THE UNIVERSITY OF TEXAS AT AUSTIN	77	28	49

University
ERAL
RTS

		Hispanic	Male	Female
6	CALIFORNIA STATE UNIV-NORTHRIDGE	74	20	54
7	CUNY-LEHMAN COLLEGE	73	12	61
8	UNIVERSITY OF CALIFORNIA-DAVIS	71	18	53
9	CALIFORNIA STATE UNIVERSITY-LONG BEACH	67	13	54
10	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	67	17	50

Inchoate faculty members aspire to become tenured full-time professors. But as it has been the nature of academia, attaining the rank of full professor requires endurance as it is a long and lengthy process. According to the faculty survey, approximately 42.5 percent of the new entrants were at the assistant professor level, and 20.1 percent held the rank of instructor. Fifteen percent were already associate professor, or 11.9 percent were professor. However, the senior cohort held positions in the higher range of the traditional ladder ranks (assistant, associate, and full professor) – 69.5 percent of the new cohort held such appointments compared to 84.1 percent of the senior cohort.

The highest percentages in the ladder ranks went to the social sciences (79.1 percent) and natural science (76.2). Humanities faculty reflected more non-tenure track positions.

The new cohort was less likely to be tenured than the senior cohort. More significantly, stated the report, new entrants also were less likely to be in the tenure stream: 33.2 percent were not in tenure-eligible positions compared to 16.5 of the senior group. It doesn't get better when gender is factored in. Female faculty from both cohorts were more likely to be employed in non-tenure-track appointments than males. And even more startling, is the fact that the new generation of male faculty was more likely than the new female faculty to have been awarded tenure already (29.1 percent versus 16.5 percent respectively). Interestingly, new-generation faculty at two-year colleges coupled with those at research universities were much more likely to have obtained tenure than at other categories of institutions.

Unlike the senior cohort, new faculty tend to spend more time conducting research than teaching. Assistant professors, instructors, and lecturers spent a higher proportion of their time in the classroom than did full or associate professors.

BACHELOR'S DEGREES AWARDED TO HISPANICS

by Academic Program

PUBLIC ADMINISTRATION

		Hispanic	Male	Female
1	FLORIDA INTERNATIONAL UNIVERSITY	65	16	49
2	BORICUA COLLEGE	60	15	45
3	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	57	10	47
4	THE UNIVERSITY OF TEXAS-PAN AMERICAN	55	11	44
5	CUNY-JOHN JAY COLLEGE CRIMINAL JUSTICE	54	17	37
6	CALIFORNIA STATE UNIVERSITY-FULLERTON	52	5	47
7	CALIFORNIA STATE UNIVERSITY-FRESNO	45	11	34
8	SPRINGFIELD COLLEGE	38	12	26
9	SAN DIEGO STATE UNIVERSITY	34	8	26
10	AUDREY COHEN COLLEGE	34	8	26

Hunter College

SOCIAL SCIENCES

		Hispanic	Male	Female
1	UNIVERSITY OF CALIFORNIA-LOS ANGELES	313	146	167
2	UNIVERSITY OF CALIFORNIA-BERKELEY	198	103	95
3	FLORIDA INTERNATIONAL UNIVERSITY	173	74	99
4	THE UNIVERSITY OF TEXAS AT AUSTIN	162	95	67
5	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	144	49	95
6	SAN DIEGO STATE UNIVERSITY	107	60	47
7	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	103	38	65
8	CALIFORNIA STATE UNIVERSITY-FRESNO	96	64	32
9	CUNY-HUNTER COLLEGE	91	17	74
10	UNIVERSITY OF CALIFORNIA-SANTA CRUZ	89	33	56

VISUAL AND PERFORMING ARTS

		Hispanic	Male	Female
1	THE UNIVERSITY OF TEXAS AT AUSTIN	53	17	36
2	UNIVERSITY OF CALIFORNIA-LOS ANGELES	40	11	29
3	SCHOOL OF VISUAL ARTS	38	24	14
4	UNIVERSITY OF MIAMI	36	14	22
5	FLORIDA INTERNATIONAL UNIVERSITY	35	10	25
6	NEW SCHOOL FOR SOCIAL RESEARCH	34	12	22
7	UNIVERSITY OF NORTH TEXAS	34	21	13
8	CALIFORNIA STATE UNIVERSITY-LONG BEACH	32	11	21
9	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	32	16	16
10	SOUTHWEST TEXAS STATE UNIVERSITY	30	19	11

*In terms of job satisfaction, overall, new entrants were less satisfied, women more so than men. In both cohorts, women were **more displeased** with their salaries **than their** male colleagues. According to the study's section on teaching workload of full-time **postsecondary faculty, total** income earned for full-time instructional faculty and staff kept pace with inflation between the fall of 1987 and 1992, **during which time faculty** earned about $60,000 in 1992 dollars. When institutional type is considered, new-generation faculty reported lower satisfaction **across the board** – job security, advancement opportunities, keeping current in the field, and freedom for outside consulting.*

PUERTO RICO RANKINGS

BACHELOR'S DEGREES

1	UNIVERSITY OF PUERTO RICO-RIO PIEDRAS CAMPUS	1,949
2	INTER AMERICAN UNIVERSITY OF PUERTO RICO-METRO	870
3	UNIVERSIDAD DEL TURABO	610
4	INTER AMERICAN UNIVERSITY OF PUERTO RICO-SAN GERMAN	609
5	UNIVERSITY OF SACRED HEART	533
6	UNIVERSITY OF PUERTO RICO-HUMACAO UNIVERSITY COLL	492
7	UNIVERSITY OF PUERTO RICO-ARECIBO CAMPUS	485
8	UNIVERSIDAD METROPOLITANA	402
9	UNIVERSITY OF PUERTO RICO-CAYEY UNIVERSITY COLLEGE	401
10	UNIVERSITY OF PUERTO RICO-BAYAMON TECH UNIV COLL	391
11	INTER AMERICAN UNIVERSITY OF PUERTO RICO-ARECIBO	385
12	UNIVERSIDAD POLITECNICA DE PUERTO RICO	354
13	UNIVERSITY OF PUERTO RICO-MEDICAL SCIENCES CAMPUS	344
14	INTER AMERICAN UNIVERSITY OF PUERTO RICO-PONCE	333
15	BAYAMON CENTRAL UNIVERSITY	317
16	INTER AMERICAN UNIVERSITY OF PUERTO RICO-BAYAMON	295
17	INTER AMERICAN UNIVERSITY OF PUERTO RICO-AGUADILLA	264
18	COLEGIO UNIVERSITARIO DEL ESTE	247
19	UNIVERSITY OF PUERTO RICO-PONCE UNIVERSITY COLLEGE	221
20	UNIVERSITY OF PUERTO RICO-AGUADILLA REGIONAL COLL	168
21	INTER AMERICAN UNIVERSITY OF PUERTO RICO-GUAYAMA	146
22	COLUMBIA COLLEGE	144
23	AMERICAN UNIVERSITY OF PUERTO RICO	136
24	CARIBBEAN UNIVERSITY-BAYAMON	125
25	INTER AMERICAN UNIVERSITY OF PUERTO RICO-FAJARDO	
26	AMERICAN UNIVERSITY OF PUERTO RICO	96
27	INTER AMERICAN UNIVERSITY OF PUERTO RICO-BARRANQUITAS	88
28	UNIVERSIDAD ADVENTISTA DE LAS ANTILLAS	97
29	PONTIFICAL CATHOLIC UNIVERSITY OF PUERTO RICO-GUAYAMA	41
30	ELECTRONIC DATA PROCESSING COLLEGE OF PR INC	41
31	ATLANTIC COLLEGE	32
32	CARIBBEAN UNIVERSITY-CAROLINA	31
33	CONSERVATORY OF MUSIC OF PUERTO RICO	30
34	CARIBBEAN UNIVERSITY-PONCE	27
35	CARIBBEAN UNIVERSITY-VEGA BAJA	23
36	ESCUELA DE ARTES PLASTICAS DE PUERTO RICO	18
37	COLEGIO BIBLICO PENTECOSTAL DE PUERTO RICO	12

MASTER'S DEGREES

1	UNIVERSITY OF PHOENIX-PUERTO RICO CAMPUS	389
2	INTER AMERICAN UNIVERSITY OF PUERTO RICO-METRO	286
3	UNIVERSITY OF PUERTO RICO-RIO PIEDRAS CAMPUS	242
4	UNIVERSITY OF PUERTO RICO-MEDICAL SCIENCES CAMPUS	236
5	INTER AMERICAN UNIVERSITY OF PUERTO RICO-SAN GERMAN	183
6	UNIVERSIDAD DEL TURABO	153
7	UNIVERSIDAD METROPOLITANA	68
8	BAYAMON CENTRAL UNIVERSITY	58
9	UNIVERSIDAD POLITECNICA DE PUERTO RICO	56
10	UNIVERSITY OF SACRED HEART	39
11	CARIBBEAN CENTER FOR ADVANCED STUDIES	21
12	UNIVERSIDAD CENTRAL DEL CARIBE	10
13	ELECTRONIC DATA PROCESSING COLLEGE OF PR INC	6
14	CARIBBEAN UNIVERSITY-BAYAMON	4

DOCTORAL DEGREES

1	UNIVERSITY OF PUERTO RICO-RIO PIEDRAS CAMPUS	51
2	CARIBBEAN CENTER FOR ADVANCED STUDIES	37
3	INTER AMERICAN UNIVERSITY OF PUERTO RICO-METRO	6
4	UNIVERSITY OF PUERTO RICO-MEDICAL SCIENCES CAMPUS	6

Outlook TOP 100

Based on the number of Hispanic Administrators and faculty in the* TOP 100 *four-year colleges enrolling the most Hispanics, the University of Miami reports the most Hispanic managers, 331, of whom 246 are women. The University of Texas at El Paso comes in second with 99 Hispanic managers, then Florida International University with 70.

HISPANIC ADMINISTRATORS AND FACULTY IN TOP 100

RANK	INSTITUTION NAME	Managers	Hispanic managers	male
1	FLORIDA INTERNATIONAL UNIVERSITY	271	70	32
2	THE UNIVERSITY OF TEXAS-PAN AMERICAN	50	21	17
3	THE UNIVERSITY OF TEXAS AT EL PASO	249	99	44
4	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	53	7	6
5	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	159	39	24
6	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	56	6	4
7	SAN DIEGO STATE UNIVERSITY	118	7	7
8	THE UNIVERSITY OF TEXAS AT AUSTIN	560	36	21
9	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	105	24	16
10	CALIFORNIA STATE UNIVERSITY-LONG BEACH	92	5	0
11	CALIFORNIA STATE UNIVERSITY-FULLERTON	58	4	3
12	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	41	8	6
13	CALIFORNIA STATE UNIVERSITY-FRESNO	84	14	9
14	UNIVERSITY OF CALIFORNIA-LOS ANGELES	495	19	7
15	UNIVERSITY OF HOUSTON-UNIVERSITY PARK	40	2	2
16	UNIVERSITY OF ARIZONA	153	11	7
17	ARIZONA STATE UNIVERSITY-MAIN CAMPUS	227	18	9
18	SAN JOSE STATE UNIVERSITY	107	11	5
19	CALIFORNIA STATE POLYTECHNIC UNIVERSITY-POMONA	62	5	3
20	CUNY-HUNTER COLLEGE	91	11	8
21	TEXAS A&M UNIVERSITY	389	12	7
22	CUNY-LEHMAN COLLEGE	60	8	6
23	CUNY-CITY COLLEGE	96	8	4
24	CUNY-JOHN JAY COLLEGE CRIMINAL JUSTICE	85	7	4
25	UNIVERSITY OF FLORIDA	473	6	3
26	TEXAS A&M UNIVERSITY-KINGSVILLE	46	14	10
27	SOUTHWEST TEXAS STATE UNIVERSITY	154	14	12
28	SAN FRANCISCO STATE UNIVERSITY	50	4	4
29	UNIVERSITY OF CALIFORNIA-BERKELEY	358	20	11
30	UNIVERSITY OF ILLINOIS AT CHICAGO	695	44	19
31	CALIFORNIA STATE UNIVERSITY-SAN BERNARDINO	54	7	5
32	UNIVERSITY OF MIAMI	1057	331	85
33	CALIFORNIA STATE UNIVERSITY-SACRAMENTO	54	5	2
34	CALIFORNIA STATE UNIVERSITY-DOMINGUEZ HILLS	57	2	2
35	UNIVERSITY OF SOUTHERN CALIFORNIA	133	3	2
36	UNIVERSITY OF SOUTH FLORIDA	228	18	11
37	MERCY COLLEGE-MAIN CAMPUS	52	2	1
38	CUNY-BERNARD M BARUCH COLLEGE	77	2	1
39	CUNY-NEW YORK CITY TECHNICAL COLLEGE	66	8	6
40	UNIVERSITY OF CENTRAL FLORIDA	268	13	8
41	NEW YORK UNIVERSITY	485	19	11
42	RUTGERS UNIVERSITY-NEW BRUNSWICK	177	2	0
43	UNIVERSITY OF HOUSTON-DOWNTOWN	39	4	3
44	CALIFORNIA POLYTECHNIC STATE UNIV-SAN LUIS OBISPO	61	6	5
45	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	130	10	7
46	TEXAS A&M INTERNATIONAL UNIVERSITY	27	12	4
47	UNIVERSITY OF CALIFORNIA-DAVIS	261	7	2
48	TEXAS TECH UNIVERSITY	213	18	12
49	SAINT JOHN'S UNIVERSITY-NEW YORK	355	12	5
50	METROPOLITAN STATE COLLEGE OF DENVER	68	9	4

1198

4-YEAR COLLEGES ENROLLING THE MOST HISPANICS

female	Hispanic total	Hispanic Faculty males	females	Hispanic %	Total faculty	Total by race	Student/Faculty ratio
38	109	72	37	13.5%	858	806	34.9790
4	161	82	79	31.6	518	510	24.1332
55	169	106	63	22.0	795	767	19.0893
1	100	63	37	10.1	994	993	19.2757
15	90	55	35	12.5	730	719	23.9644
2	107	58	49	7.9	1,366	1,361	20.2438
0	134	74	60	8.4	1,586	1,586	19.2894
15	119	66	53	4.3	2,839	2,757	17.2092
8	197	105	92	8.9	2,307	2,223	10.3840
5	81	46	35	5.7	1,426	1,426	19.5014
1	61	36	25	4.7	1,290	1,285	19.3070
2	61	38	23	8.9	684	683	22.0278
5	94	60	34	9.0	1,041	1,041	17.3996
12	210	135	75	5.0	4,441	4,228	8.0068
0	54	32	22	4.7	1,212	1,160	26.0743
4	104	65	39	4.4	2,428	2,347	13.8950
9	116	70	46	6.1	1,959	1,901	22.5906
6	81	43	38	5.4	1,494	1,491	18.0033
2	50	36	14	5.4	935	934	18.4449
3	83	40	43	6.8	1,299	1,225	15.1570
5	83	58	25	4.3	2,013	1,931	20.5966
2	63	36	27	9.8	669	642	13.8759
4	66	39	27	7.1	1,019	929	11.8577
3	106	55	51	14.8	741	718	14.6208
3	103	68	35	3.0	3,500	3,447	11.9180
4	37	18	19	12.4	305	299	19.8361
2	45	22	23	6.0	791	756	26.1087
0	81	48	33	5.5	1,476	1,475	18.2805
9	101	69	32	3.3	3,276	3,039	9.2460
25	146	77	69	4.1	4,114	3,591	6.0576
2	48	24	24	7.2	666	665	19.9399
246	287	189	98	13.4	2,199	2,149	6.2078
3	76	42	34	6.1	1,249	1,249	18.7974
0	48	22	26	7.4	647	647	16.5440
1	138	82	56	3.7	3,897	3,777	7.2830
7	88	52	36	4.2	2,144	2,083	15.8750
1	9	7	2	5.9	153	153	53.7908
1	37	19	18	4.7	894	792	16.8579
2	46	33	13	5.2	893	886	12.4569
5	57	28	29	4.4	1,352	1,309	21.2167
8	143	72	71	2.7	5,509	5,346	6.6580
2	49	29	20	2.1	2,487	2,328	13.8400
1	20	9	11	5.1	404	395	20.2822
1	40	27	13	4.2	949	949	17.6344
3	68	44	24	5.1	1,507	1,338	12.5680
8	27	17	10	24.5	119	110	23.8824
5	148	92	56	4.7	3,490	3,117	7.0347
6	28	19	9	2.8	1,034	1,009	24.1992
7	17	8	9	1.8	1,088	969	17.0248
5	66	45	21	6.8	976	972	18.0912

In a study regarding new faculty in higher education, new entrants accounted for 41.4 percent of the faculties at the private research universities; at comprehensive universities, they accounted for 23.2 percent; at liberal arts colleges, 7.4 percent; and at public two-year colleges, 19.3 percent. The larger contingent of the new faculty is in the health sciences.

Outlook HISPANIC TOP 100

According to the study, 74 percent of all women faculty in engineering were new-entry; 45 percent in social sciences; 45 percent in the natural sciences; 42 percent of all women faculty in the fine arts; 40 percent in education; 38 percent in the humanities; and 36 percent of all women faculty in business.

HISPANIC ADMINISTRATORS AND FACULTY IN TOP 100

RANK	INSTITUTION NAME	Managers	Hispanic managers	male
51	CUNY-QUEENS COLLEGE	92	5	4
52	TEXAS A&M UNIVERSITY-CORPUS CHRISTI	35	8	4
53	ST MARY'S UNIVERSITY	64	12	5
54	THE UNIVERSITY OF TEXAS AT BROWNSVILLE	83	52	26
55	FLORIDA STATE UNIVERSITY	432	11	8
56	NORTHEASTERN ILLINOIS UNIVERSITY	113	14	4
57	BARRY UNIVERSITY	86	12	2
58	NOVA SOUTHEASTERN UNIVERSITY	174	4	1
59	UNIVERSITY OF CALIFORNIA-SAN DIEGO	285	16	9
60	UNIVERSITY OF CALIFORNIA-IRVINE	186	11	6
61	FLORIDA ATLANTIC UNIVERSITY-BOCA RATON	142	6	2
62	KEAN UNIVERSITY	91	8	4
63	NATIONAL UNIVERSITY	64	5	4
64	OUR LADY OF THE LAKE UNIVERSITY-SAN ANTONIO	26	4	3
65	NEW JERSEY CITY UNIVERSITY	69	9	6
66	NORTHERN ARIZONA UNIVERSITY	72	7	4
67	UNIVERSITY OF CALIFORNIA-RIVERSIDE	128	14	10
68	UNIVERSITY OF ILLINOIS AT URBANA	636	10	5
69	FORDHAM UNIVERSITY	336	23	10
70	UNIVERSITY OF NORTH TEXAS	115	1	1
71	CALIFORNIA STATE UNIVERSITY-HAYWARD	54	9	5
72	THE UNIVERSITY OF TEXAS AT ARLINGTON	207	6	1
73	MONTCLAIR STATE UNIVERSITY	104	6	4
74	UNIVERSITY OF THE INCARNATE WORD	18	3	3
75	UNIVERSITY OF CALIFORNIA-SANTA CRUZ	102	9	4
76	CUNY-BROOKLYN COLLEGE	66	1	1
77	DEPAUL UNIVERSITY	144	1	1
78	SUL ROSS STATE UNIVERSITY	41	9	6
79	UNIVERSITY OF COLORADO AT BOULDER	224	12	9
80	UNIVERSITY OF MICHIGAN-ANN ARBOR	821	11	4
81	FASHION INSTITUTE OF TECHNOLOGY	31	1	0
82	CALIFORNIA STATE UNIVERSITY-BAKERSFIELD	28	4	4
83	CALIFORNIA STATE UNIVERSITY-CHICO	47	1	1
84	NEW MEXICO HIGHLANDS UNIVERSITY	25	16	12
85	HARVARD UNIVERSITY	1532	11	3
86	CALIFORNIA STATE UNIVERSITY-STANISLAUS	17	1	0
87	UNIVERSITY OF NEVADA-LAS VEGAS	185	9	4
88	RUTGERS UNIVERSITY-NEWARK	41	3	2
89	UNIVERSITY OF WASHINGTON	640	10	3
90	UNIVERSITY OF MARYLAND-COLLEGE PARK	248	1	1
91	COLORADO STATE UNIVERSITY	312	11	3
92	LOYOLA MARYMOUNT UNIVERSITY	173	12	3
93	MONROE COLLEGE-MAIN CAMPUS	23	1	0
94	SUNY AT STONY BROOK	325	12	5
95	LONG ISLAND UNIVERSITY-BROOKLYN CAMPUS	39	2	1
96	BOSTON UNIVERSITY	478	4	2
97	UNIVERSITY OF PHOENIX-SOUTHERN CALIFORNIA CAMPUS	24	3	2
98	STANFORD UNIVERSITY	386	16	8
99	UNIVERSITY OF COLORADO AT DENVER	70	6	4
100	GEORGE MASON UNIVERSITY	280	3	1

4-YEAR COLLEGES ENROLLING THE MOST HISPANICS

female	Hispanic total	Hispanic Faculty males	Hispanic Faculty females	Hispanic %	Total faculty	Total by race	Student/Faculty ratio
1	54	31	23	4.5%	1,273	1,202	12.8680
4	55	33	22	12.8	445	431	13.5371
7	28	19	9	14.1	198	198	21.2273
26	170	100	70	41.4	414	411	6.3188
3	30	18	12	2.2	1,420	1,393	21.4092
10	27	16	11	6.4	461	423	22.1779
10	112	8	104	14.4	808	776	8.5384
3	56	29	27	4.6	1,233	1,220	12.7997
7	107	69	38	4.4	2,719	2,441	6.8617
5	86	60	26	4.9	1,883	1,763	9.4546
4	27	16	11	4.3	648	629	29.0478
4	32	20	12	8.5	894	375	12.9049
1	12	8	4	8.6	153	139	87.5621
1	34	18	16	14.7	236	232	15.5339
3	33	21	12	6.4	514	514	16.5428
3	40	18	22	3.8	1,056	1,051	18.5777
4	62	32	30	6.7	1,003	919	9.8684
5	68	47	21	2.6	2,977	2,643	12.7880
13	53	27	26	4.8	1,223	1,103	11.1758
0	26	16	10	2.7	991	954	25.2402
4	42	27	15	6.1	684	683	18.7939
5	23	14	9	2.6	914	890	21.1007
2	28	15	13	6.0	760	466	16.9092
0	31	18	13	12.7	244	244	13.5738
5	58	25	33	6.3	973	923	10.9332
0	40	15	25	4.4	936	912	15.9872
0	35	17	18	3.4	1,031	1,031	17.2687
3	13	9	4	7.9	165	164	19.9758
3	115	65	50	4.1	2,905	2,795	9.7105
7	87	47	40	2.5	3,624	3,450	10.2083
1	25	13	12	3.5	839	724	13.9404
0	35	20	15	11.2	313	313	18.2652
0	28	14	14	3.3	853	853	16.7022
4	42	30	12	29.6	142	142	17.9155
8	38	27	11	1.9	2,196	1,996	11.0783
1	17	9	8	7.0	242	242	25.6736
5	69	42	27	7.0	1,147	984	16.7820
1	13	7	6	2.4	562	531	16.5943
7	113	62	51	2.0	6,099	5,600	5.7988
0	49	34	15	1.7	3,069	2,822	10.6585
8	21	12	9	1.7	1,325	1,263	19.8981
9	34	18	16	5.4	629	629	10.9523
1	7	6	1	6.9	101	101	26.5762
7	28	18	10	1.7	1,674	1,638	10.6517
1	35	19	16	4.5	784	784	11.2423
2	56	34	22	1.9	3,057	2,910	9.6130
1	31	25	6	3.2	975	961	7.3887
8	40	28	12	2.8	1,514	1,435	10.8956
2	27	16	11	3.7	763	731	18.0498
2	32	13	19	2.5	1,341	1,292	17.7673

Outlook HISPANIC TOP 100

33 percent of the new-entry faculty was in non-tenure-eligible positions compared to 16 percent of the senior faculty, and females among the new cohort faculty were more likely than males to hold such non-tenure-earning appointments.

The Ivy League Review: Part Three

Princeton University, Columbia University and University of Pennsylvania

BY MARI CARMEN SARRACENT

A survey conducted by the Business Higher Education Forum (BHEF), a collaboration of the American Council on Education and the National Alliance of Business, cites diversity in higher education, which feeds the professional workforce, as vital to America's successful competition in the global economy. Most institutions of higher learning adopt this school of thought. Columbia, Princeton, and the University of Pennsylvania, which are featured in this article, are members of The Leadership Alliance, which is a consortium of leading teaching and research colleges and universities dedicated to encouraging more underrepresented students to pursue graduate studies in science, mathematics, engineering, and the technology professions.

Princeton University

Princeton University has one of the highest percentages of tenured faculty. Unfortunately, there are not as many women and people of color represented in the tenured rank. Seventy-six percent of the professorial faculty is tenured. Excluding visitors, 270 members of the faculty are women, and 140 are identified as members of minority groups. In the 1998-99 school year, there were 75 tenured women on the faculty.

Princeton's efforts to integrate diversity into its faculty, student body, curriculum, and mission are ongoing. In 1997, the university published "Race, Ethnicity, and Cross-Cultural Encounter: A Guide to Undergraduate Courses," which was developed as a result of the 1995-96 Task Force on Diversity, a group of faculty and students led by professor of religion Albert J. Raboteau. This taskforce led to a number of initiatives, one of which was the search for a senior scholar in Latino Studies, the result being Alejandro Portes, professor in the Department of Sociology, renowned specialist in immigration and ethnicity, social change in Latin America, and economic sociology.

The taskforce also spearheaded the development of a new course led by Miguel Centeno, professor of sociology, entitled The Sociology of Latinos in the U.S.

Last year, the Princeton Plasma Physics Laboratory (PPPL) received two Equal Employment Opportunity (EEO)/ Diversity awards from the U.S. Department of Energy. (PPPL is funded by DOE and managed by Princeton, and it is a collaborative national center for science and innovation leading to a fusion energy source.)

Pamela Lucas, PPPL diversity officer, accepted the Turquoise Award for Commitment in EEO/Diversity and the EEO/Diversity Best Practices Award on behalf of the laboratory. These diversity awards were established in 1998 by the Department of Energy to recognize organizations that have advanced the cause of diversity in the workplace and have been exemplary for other facilities and programs within the department.

Undergraduate enrollment in 1998-99 totaled 4,624. American minorities, as they are identified by Princeton, numbered 1,247, or 27 percent. The minority classification includes Latino, African American, Asian American, and Native American students. Approximate enrollment for the 1999-2000 academic year was comparable. Out of 1,694 applicants admitted in 1999, minority students represented 557, or 32 percent.

According to the "Report of the Undergraduate Admission Study Group," which examined the 1997-98 academic year to review the school's undergraduate admissions process, "taken as a whole, minority enrollment has improved slowly over the last two decades." The report indicated that minority students comprised 16.9 percent of the Class of 1982, 25.6 of the Class of 2001, and 26.6 percent of the Class of 2002.

Latinos, however, amount to seven percent of the student body, so it's not unusual to hear Latino students' criticisms about life on campus. In the Daily Princetonian, Vincente Cabeza de Baca, of the Class of 2002 explained that his transition to Princeton was not a smooth one. "The biggest shock to me was not the intellectual transition. The toughest thing is the social transition."

Jessica Marquez, '99, started the Organizacion Latinos Americana, for students of all Latin American backgrounds. She noted that she tries not to be pessimistic.

A student at Princeton, published a letter in the Progressive Review, which acknowledges the universities endeavors but at the same time underscores the problems that still exist: "Students of color on this campus have long demanded improvement in this aspect of life at Princeton. This does not simply mean more colored bodies...We want increased acceptance of our presence without people thinking we are less capable... Increasing diversification efforts at Princeton does not necessarily mean hiring lower quality faculty of color. Qualified scholars DO exist, and the University has the capacity to hire them, or at least do a better job of retaining those who are currently here...."

One of the benefits of attending Princeton University is the one-on-one attention its students receive. According to U.S. News Online, Princeton University has a low student/faculty ratio–five-to-one. It ranked third after California Institute of Technology and the University of Chicago, a sister Ivy League.

Princeton University is located in Princeton, New Jersey, in a town of approximately 30,000 residents.

Columbia University

Columbia University located in New York's upper west side boasts a seven/one student/faculty ratio. Founded in 1754 as King's College, it is the first in New York and the fifth oldest college in the nation. It is also listed as one of the most exclusive colleges as its acceptance rate is 14 percent, according to U.S. News Online.

In the 1996-97 academic year, Columbia University awarded 141 degrees to Hispanic females and 114 to Hispanic males. Breakdowns are as follows: 88 bachelor's, 106 master's, 38 first-professional, 5 advanced certificates, 9 M. Phil., and 9 doctorates. Where other groups experienced increases in the number of degrees awarded by race and gender, Hispanics showed a slight decline from the previous academic year.

Hispanic full-time faculty has made gains since 1985 – 39 in 1985 to 91 in 1997. When compared to the University total (women), the Hispanic percentage increased slightly from almost two percent to three percent. A small ascent but an increase all the same.

Regardless of the numbers, Columbia is recognized as an educational melting pot, and it is known for its cultural sensitivity. In March, the University sponsored a conference to examine the health of urban children. The event was sponsored by The Columbia Center for Children's Environmental Health. Among the roundtable representatives was Manuela Orjuela, M.D., assistant professor clinical public health (environmental health sciences) and clinical pediatrics (pediatric oncology) at Columbia.

Dr. Orjuela received her medical degree at Yale. Subsequently, she completed her training in Pediatrics at Columbia's Babies and Children's Hospital and her training in Pediatric Oncology at the Memorial Sloan Kettering Cancer Center. She also hold a degree in epidemiology from the Harvard School of Public Health and was a member of the Department of Medicine at the Boston Children's Hospital.

While the faculty appointment process is painstakingly slow (as are faculty searches at most universities), many talented candidates are hired. Columbia recently appointed Alan Medina, M.D., clinical psychiatrist, was appointed clinical instructor in psychiatry at the Columbia University College of Physicians and Surgeons. Dr. Medina is bilingual and bicultural (English/Spanish). His areas of interest include individual psychoanalytic psychotherapy, group therapy, and psychopharmacology

University of Pennsylvania

Universities located in the various hubs of diversity along the East Coast still face the issue of affirmative action. Recently, at the University of Pennsylvania, a forum took place entitled "Rethinking the Remedy: The Future of Affirmative Action in Higher Education and the Workplace." Richard Kahlenberg, senior fellow at the Century Foundation, and author of The Remedy: Class, Race and Affirmative Action, in his keynote address argues that class, not race, should be the basis for preferences in college admissions, employment, and contracting.

In a recent article in the Pennsylvania Current, a University of Pennsylvania publication, about the forum, Kalenberg is quoted as saying, "Class-based affirmative action produces more [racial] diversity than no affirmative action at all." His statement is based on the belief that the Supreme Court is expected to overturn the Bakke decision, which permits the use of race in admissions.

Thomas Sugrue, Class of 1940, professor of history and sociology, noted that there are benefits to class-based affirmative action, such as exposure to people (of color or not) of various economic means. "Most of my students do not know that the median family income in the United States is only slightly higher than Penn's tuition and fees for one year."

Once at the University, students and faculty strive to feel at home on campus. Lilvia Soto, assistant dean for advising and La Casa Latina's director, helped form the Latino Faculty and Staff Association five years ago. La Casa Latina, which opened its doors in 1998, is a central meeting place for both students and faculty of Hispanic origin. The Center received a diversity grant from the provost that helped launch a Latino website, La Telarana Latina, whose aim is to strengthen ties between the campus Latino community and the more than 3,000 Hispanic Penn alumni.

The University of Pennsylvania maintains close ties with its alumni. Through Penn's Association of Latino Alumni, Latino students have the opportunity to meet and interact with many distinguished Hispanic Penn grads from a variety of disciplines. For example, in February Bob Rivera, GFA '72 was featured with 24 other artists at The Painted Bride 30th Anniversary Exhibit opening. And in May Penn students will meet Gilbert F. Casellas, Esq., Law '77, a university trustee and member of ALA's Board of directors.

Enrollment data (Dec. 98) for undergraduate and graduate/professional totaled 21,729. According to university facts and figures about 36 percent of those students accepted for admission to the Class of 2003 are black, Hispanic, Asian or Native American. Women comprise 49.6 percent of all students currently enrolled. International students of Hispanic origin from Central/South America and the Caribbean represent 12.2 percent.

While the University of Pennsylvania is aware of the need for diversity among its student body and faculty and administration, it's going to take some time. In administration, women fill 25 percent of the top-ranking posts. This statistic is similar to that at other Ivy League schools.

The Honor Roll

Southwest Texas State University

LBJ's Alma Mater Boasts Nationally Recognized Programs

BY ROGER DEITZ

Southwest Texas students and alumni (SWTexans–pronounced Southwest Texans) are a proud group. Among the 100,000 who have received degrees in the years spanning the University's centennial of operation can be found the names President Lyndon Johnson, country singers George Strait and Tracy Byrd, nationally syndicated columnist Heloise, Emmy Award-winning actor Powers Boothe, and Emmy Award-winning director Thomas Carter. The list includes noted educator Tomás Rivera and Tejano music entertainer Emilio Navaira as well as Olympic high-jump champion Charles Austin and 1996 Olympic gold medal winner Deon Hemmings. The roster also contains Dallas TV news anchor Gloria Campos, Don Flores, publisher of the *El Paso Times*, and Marcellus Alexander, general manager of WJX-TV in Baltimore. According to University President Jerome H. Supple, there are many, many more "making a difference in the world of business, education, communication, performing arts, law and law enforcement, health care, the military, science, religion–any field you can name."

Southwest Texas State University

SWT holds the distinction of being the only Texas university to have graduated a U.S. president. LBJ, the 36th president, graduated from SWT in 1930 with a teacher's degree. Johnson taught public school in Cotulla and Houston, Texas, before embarking on a distinguished career as a public servant and statesman. He is known as "the education president," and many believe his concern for education and equal opportunity is directly related to the formative influence of his college days at SWT. Today, the school continues to set lofty goals in higher education and diversity.

President Supple continues, "One of our four university goals for the next five years is the promotion of ethnic, gender, and cultural diversity. Our university community is richer and more effective in educating its students when the environment in which we teach and work reflects the world around us. We're not promoting diversity because someone says we have to. We're not promoting it because it's the politically correct thing to do. We're promoting it because it's good for Southwest Texas and Texas, and because it's the right thing to do." And now the right thing to do is add Southwest Texas State University to the *HO* Honor Roll.

BEST COPY AVAILABLE

Dr. Jerome H. Supple, Southwest Texas State University president

Located in San Marcos, at the gateway to the Texas Hill Country, Southwest Texas State University enjoys a uniquely beautiful and advantageous setting among Texas universities. Within commuting distance of both Austin and San Antonio, the 427-acre main campus includes Spring Lake and the headwaters of the San Marcos River. The San Marcos Springs bubble up from the ground on campus to fill Spring Lake, then form the San Marcos River, which flows through the campus on its way to the Gulf of Mexico. The school is situated on the Balcones Fault, which separates the Texas Hill Country from the coastal plains. "Deep in the heart of Texas," the University is also easily accessed from Dallas/Fort Worth, Houston, and other areas of the state.

One of the most academically selective public universities in Texas, SWT is a member of the Texas State University System. The University offers undergraduate degrees in 108 fields, master's degrees in 78 fields, and doctorates in two. A 52-hour General Studies core curriculum at SWT is considered essential in a balanced liberal arts education. It gives undergraduates a common experience and a solid foundation in the arts and sciences. The Honors Program provides challenging and "participation intensive" studies wherein students take an active role in designing their courses and choosing their faculty. The institution enrolls 21,798 students, who are taught by 950 faculty members. The student to faculty ratio is 21:1, and the average class size is 37. Some 26 percent of the student body are ethnic minorities, and 55 percent are female; 72 percent of the overall enrollment is full-time students, and 14 percent is graduate students.

Honor Roll Facts in Brief

INSTITUTION
Southwest Texas State University

SWT
Southwest
Texas State
University

LOCATION
Office of Admission
San Marcos, Texas 78666-5709
(512) 245-2364

ESTABLISHED
1899

ENROLLMENT
21,798 (approximately 18 percent Hispanic)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

TUITION AND FEES
$2,838 (in-state residents)

FACULTY
950

SEVERAL DEGREE PROGRAMS
Aquatic Biology
Creative Writing
Geography
Materials Physics
Physical Therapy

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Association of Mexican American Students
Society of Mexican American Engineers and Scientists
Society of Writers of the Spanish Language

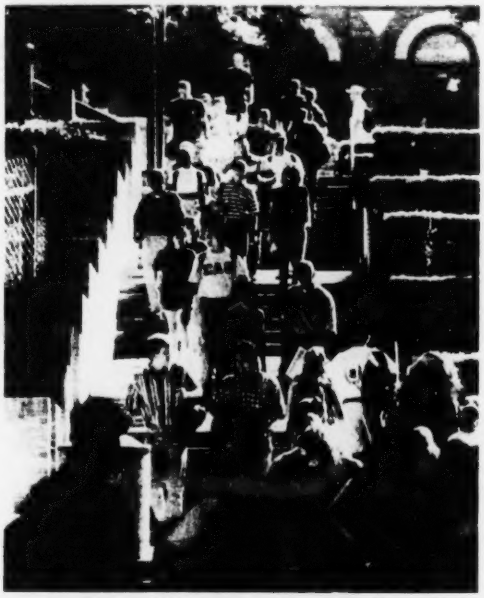
INTERNET ADDRESS
www.swt.edu

Student demographics include 97 percent Texas residents, 2 percent out-of-state, 1 percent international, 18 percent Hispanic, and 5 percent African American. According to the TOP 100 institutions for Hispanics based on degrees awarded, SWT is ranked number 20.

Of the 25 undergraduates nationwide to win $18,000 Rockefeller Brothers Fund Fellowships to apply toward graduate studies in education, three were from SWT, the only school to have all three of its applicants selected–and all three are Hispanic.

True to its Normal School roots, Southwest is the top teacher certification university in Texas. SWT was named No. 25 in the nation in *Money* magazine's "best buys" among public universities for in-state students in 1997-1998, the only Texas school named. Annual tuition and fees is approximately $2,838 for Texas residents. Southwest Texas was also named one of the "hot spots" to go to school in *Newsweek's* 1998 Kaplan College issue. Others included Columbia, Bryn Mawr, Emory, Wellesley, Washington and Lee, Stanford, and Texas A&M.

A capital campaign launched in October 1996 and aimed for the centennial year of 1999 raised 72 million dollars by the end of 1999. Recorded in 1997 as the largest private gift in SWT history, $12.5 was pledged from the Roy and Joann Mitte Foundation of Austin–this already providing the first of 125 four-year scholarships, $5,050 each, to top-quality students. Also, five $1 million chairs in creative writing, entrepreneurial studies, managed health care, cancer research, and semiconductor development were endowed by the Mitte Foundation to bring the finest quality faculty in these fields to campus. Ranked the No. 1 undergraduate geography program in the country by the Association of American Geographers, the first endowed chair of the Centennial Campaign is the Jesse H. Jones Chair in Geography, with a $1 million gift from the Houston Endowment. The first Ph.D. program in geography was launched in the fall of 1996. In addition to geography, the institution also boasts nationally recognized programs in creative writing, jazz, marketing and advertising, long-term health care, physical therapy, speech therapy, polymer chemistry, aquatic biology, materials physics, and education.



Last term, as the institution reflected on its first 100 years, President Supple observed, "As we create a university in which all of the potentially competing forces are in balance, the result is a vibrant, exciting learning environment where all participants–students, faculty, and staff–can contribute and benefit and grow. The result also is the model comprehensive university." Authorized as the Southwest Texas Normal School in 1899, SWT is one of the several Texas universities created to train public school teachers for the State of Texas. The institution was founded on the site of a "chautauquan," in which folks from far and wide in the 1880s gathered for days and weeks of "intellectual inquiry, spiritual inspiration, and a sense of community." In 1903, the school opened its doors to 303 students taught by 17 faculty. As a testament to an honored tradition of progressiveness and inclusiveness at SWT, 10 of the original instructors were women.

SWT first became a college in 1919, thereafter awarding baccalaureate degrees. The first master's degrees were awarded in 1937. There have been a number of name changes for the institution over the years, but it became a university in 1969 when it officially took the name Southwest Texas State University. The original "Old Main" building has become one of nearly 170 buildings on a campus that has grown from 11 acres to its present 427 acres. In 1901, it was the Texas Legislature that appropriated $55,000 for the Main Building, and 97 years later, just in time for the Centennial, SWT dedicated its new LBJ Student Center, which cost $24 million and becomes, with the Alkek Library, the new center of the campus. The Lyndon Baines Johnson Student Center offers a variety of activities and services. Housed in the 220,000 square-foot facility are a wide range of offices and services, including meeting rooms, recreational facilities, and a snack bar, bakery, and even a Starbucks Coffee shop.

The Center for Multicultural & Gender Studies offers an 18-hour interdisciplinary minor in U.S. Ethnic Studies and an 18-hour interdisciplinary minor in Women's Studies. The Center co-sponsors several student-organized events that address race, class, gender, and/or ethnicity, such as the "Images of Women Conference" and a weekly brown-bag lecture series entitled "Herstory." In addition to the eight specialization areas of the International Studies Program, the University offers study-abroad programs, including scholarship opportunities and also intern possibilities with 22 universities in Europe, Latin America, and Asia. Multicultural Student Affairs offers services to current and prospective students. The staff provides culturally sensitive consultation on academic, personal, social, financial, and career issues. MSA, in collaboration with other student affairs service providers, offers programs throughout the school year that heighten cultural awareness and develop leadership skills to promote diversity initiatives on campus. MSA also assists in the recruitment and retention of first-generation students through coordinated efforts with the Office of Admission, academic departments, and local and state civic organizations. How appropriate that the MSA is located in the LBJ Student Center. After all, it was LBJ who championed civil rights legislation in the 1960s. The university notes that there are at least 16 Hispanic organizations on campus. The list includes the Association of Mexican American Students, Bilingual Education Students Organization, Friends of Laredo, Grupo Folklorico de SWT, the Hispanic Business Student Association, and Image de Southwest Texas State. Also on the list are Lambda Delta Epsilon, Lambda Omega Alpha, League of United Latin American Citizens, Society of Mexican American Engineers and Scientists, Minority Criminal Justice Association, Movimiento Estudiantil Chicano de Aztlan, Sigma Lamda Beta, Sigma Lambda Gamma, and the Society of Writers of the Spanish Language.

Up and Coming Scholars Program Offers Chance for College

Angelo State University Reaches out

BY
PRESTON LEWIS

> ***The program is a joint effort by Angelo State University and the San Angelo Independent School District (SAISD).***

Ever since he could remember, José Trejo wanted to go to college and become a doctor. When he was in the eighth grade in San Angelo, Texas, he got the chance.

All José had to do was keep up his grades and he was guaranteed an academic scholarship to Angelo State University.

Now a senior at San Angelo's Central High School, José is looking forward to next fall when the Up and Coming Scholars Program will help him fulfill his lifelong dream.

The program is a joint effort by Angelo State University and the San Angelo Independent School District (SAISD) to identify promising junior high students from low-income families and to offer them a chance to go to college. José was one of 60 Class of 2000 members selected in junior high for the Up and Coming Scholars Program.

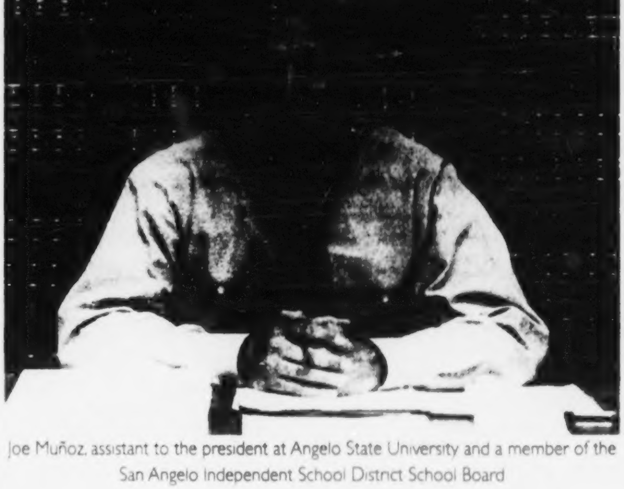
To help them stay on track toward college, ASU and SAISD officials provide a range of services that can include mentoring, counseling, academic assistance, and, in some cases, the emotional support to help ensure that the program's participants acquire a high school diploma. In addition, program participants are issued Angelo State University ID cards, which allows them to use the University's Porter Henderson Library, the computer labs, and other academic facilities as well as to attend ASU sporting events for free.

ANGELO STATE UNIVERSITY

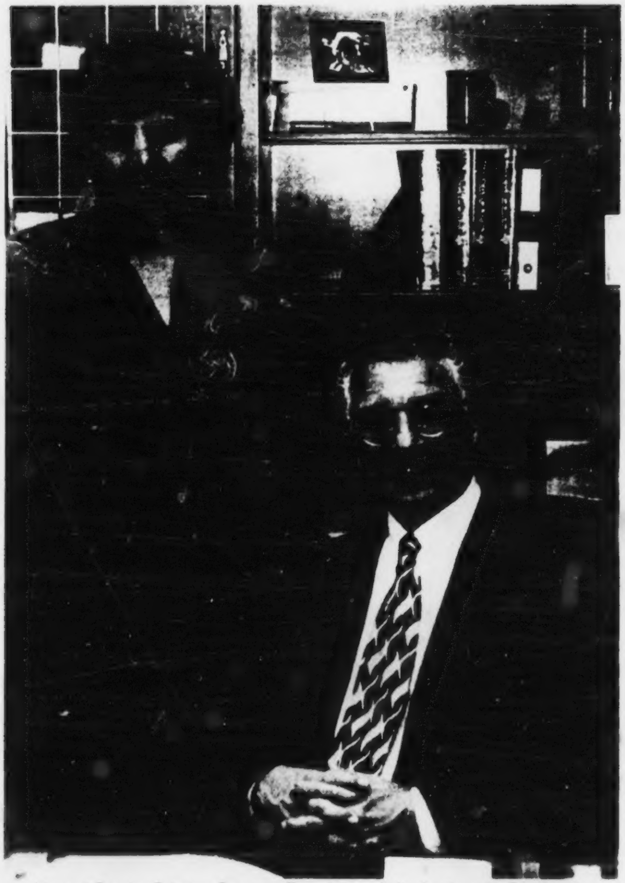
"The idea," says Joe Muñoz, assistant to the ASU president as well as a member of the SAISD School Board, "is to acclimate them to the university campus before they leave high school so they are more comfortable with college life when they enroll as freshmen."

In all, it is a well-conceived program that selects academically promising students from economically disadvantaged families in the San Angelo school system. After eliminating the financial impediment that most of those students and their families would face in paying for college, the program provides special attention to help the students plan, prepare for, and pursue a college degree. Further, the program reinforces the long-term value of a college education in families that might not be able to see beyond the next paycheck.

The program was initiated in 1994 and funded through ASU's Robert G. and Nona K. Carr Scholarship Foundation, which covers tuition and all fees for the Up and Coming Scholars who enroll at ASU. San Angelo philanthropist Mrs. Eva Camuñez Tucker provided a $150,000 endowment to help cover



Joe Muñoz, assistant to the president at Angelo State University and a member of the San Angelo Independent School District School Board



Up and Coming Scholars Program Coordinator Anita Aguilar with San Angelo Independent School District Superintendent Dr. Joe E. Gonzales

the costs of the special summer programs for the program participants. Additionally, the program receives support from Wells-Fargo Bank, Hirschfeld Steel, Shannon Hospital, and Golden Corral Restaurant, all of San Angelo.

Twenty-six of the 60 students who began the program that inaugural year, while still in the eighth grade, enrolled at ASU. Of those, nine continued the program into their second year. Twenty-eight of the 60 in the second class enrolled as ASU freshmen in the fall of 1999. A handful of the students in the first two classes received scholarships to other universities.

"It is a solution," says ASU President E. James Hindman of the program, "but it is not a perfect solution. By living at home and maintaining their scholarships, the Up and Coming Scholars can get a college education practically free, but sometimes even that isn't enough to keep them in the program."

A study of the program by E'Lisa Smetana, records coordinator for the Carr Foundation, showed that after the first five years of the program, 79 of the 300 students had dropped. Of the program dropouts, 71 percent were academic casualties.

Although they are listed as academic casualties, the reasons may well be more complicated and include economic as well as family factors.

Muñoz said, "We have kids whose parents don't encourage them to go to college because they need the money to support the family more than they need their sons and daughters to go to college."

Some students, Muñoz said, have had to give up the chance at a college education to shear sheep around the San Angelo area, which is the center of the Texas wool and mohair industry.

In addition to the economic challenges, Jamie Highsmith, head counselor and coordinator of the program at Central High School, said the problems associated with one-parent families can be major hurdles for the students to overcome.

"Many of the students are from single-parent homes," said Highsmith. "That presents some challenges by itself, and then most of their parents have not had any college experience, so as far as how to direct or guide their children, this is new ground for the parents."

That is where Highsmith and her fellow SAISD counselors come in, monitoring the students' performance, making sure that they are keeping up with their courses, checking that they are maintaining their grades, and making sure that they can afford even some of the basic costs just to apply to college."I don't normally ask a student, 'Can you find a way to pay for the SAT or the college application fee?'" Highsmith said, "but with these kids, you can't take anything for granted. The fees are $22 for the ACT and $23.50 for SAT-I, and some students may need help paying. You can't really take anything for granted in dealing with them."

Consequently, the counseling is broader for the Up and Coming Scholars than for the typical student. Highsmith said the counselors might work with students on interpersonal skills or on building the confidence necessary to go to college. The hardest year is probably their sophomore year when they move up to the high school and encounter geometry. If they can survive geometry as sophomores and then algebra II and chemistry as juniors, she said, they generally secure their scholarships for certain.

"They are a very conscientious group," she said, "but being Up and Coming Scholars has made worriers of them. They are concerned, very concerned, about their academics and the requirements of the program. It is a great honor but also a great responsibility to be picked, and they have a lot of pressure from us at school and from their parents at home not to lose that scholarship."

Though the program does create some pressures to maintain grades, it removes the worry of parents having to pay for their children's tuition. Young Trejo's father and namesake, José Trejo, immigrated to the U.S. 25 years ago from Mexico and has worked in construction for the last 16 years in San Angelo.

"Happiness is all I can feel," the father said about the program. "He has had a dream to be a doctor, and happiness is how we feel at home, knowing he has a scholarship. You can imagine how parents would feel like this."

The program is coordinated through SAISD by Anita Aguilar, who was a counselor at Edison Junior High School when the program began.

Dr. E. James Hindman, Angelo State University President

"Parents are completely, totally elated when their children are selected for the program," Aguilar said, "because they are so much more aware than their children of the importance of education. Many of the parents were lucky to have a high school diploma, much less any college, so they understand the value."

Sixty participants are selected each year from San Angelo's four junior high schools. Twelve are picked from each junior high as well as 12 at-large participants. Additionally, 12 alternates are selected to take the places of those who might drop out. The only criterion for consideration is that the students come from SAISD families in the bottom economic quartile as defined by federal guidelines. In other words, the students are eligible for free or reduced-cost meals.

The program accepts students of all races, but since it was started, an average of 45 percent of the participants have been Hispanics, with the percentages varying by year from 39 to 54 percent.

"Selection is based on an assessment model that all counselors fill out, so there is no discrimination," Aguilar said. "After the forms are completed, they are forwarded to the program advisor, who ranks them and makes the selections."

The students are rated in five areas worth 10 points each: 1) performance on the 7th-grade Texas Assessment of Academic Skills test; 2) total attendance in 7th grade and first semester of 8th grade; 3) class rank; 4) grade average; and 5) personal factors, including leadership qualities and school deportment. The students are ranked by their cumulative score, and the top scorers are named Up and Coming Scholars. Once they are selected, Aguilar monitors the students' progress.

"I actually follow through with youngsters from the ninth grade on," Aguilar said. "I call teachers, counselors, principals to do whatever follow-up is necessary to try to help them succeed and stay in the program. Their responses are great because everyone from Superintendent [Dr. Joe E.] Gonzales on down wants the program to succeed. Dr. Gonzales has made it clear that this is a priority and that he is behind it 100 percent."

Even with the full support of SAISD administration and faculty, it still comes down to the students and the work they produce.

"At times," Aguilar said, "it is a little frustrating to see a student in the ninth grade not be in the program by the 12th grade, but as far as I am concerned, it is the best program I have ever been involved in."

Once in the program, students must maintain a grade of 70 or better in each course of the college preparatory curriculum.

"I don't want the program to label the youngsters as economically disadvantaged because these students have to work for their scholarships," Aguilar said. "They may have been accepted for the program because they were from economically disadvantaged homes, but they maintain their scholarships by their own hard work."

> ***"I don't want the program to label the youngsters as economically disadvantaged because these students have to work for their scholarships."***
>
> ANITA AGUILAR

In addition to providing scholarships, the program offers another advantage that can be important to the students and their parents.

Up and Coming Scholars Roxanne Candela, left, and Elisa Contreras at the Porter Henderson Library on the Angelo State University campus

"Many are first-generation college students, and many times their parents are not ready for them to leave, particularly if they are going to a college far away," Aguilar said. "Going to a local university helps the parents not only financially but also emotionally."

The proximity to home for Elisa Contreras and Roxanne Candela, both freshmen at ASU, made the transition to college easier. Both were in the second class of junior high students selected for the Up and Coming Scholars Program, and now both have completed their first semester of college. When they were admitted to the program in the eighth grade, they didn't fully understand the implications, nor did their parents, who had emigrated from Mexico.

"It really surprised my parents, like 'What is this?'" said Contreras, a Spanish major who wants to teach English as a Second Language. "We moved to the United States when I was nine years old, so it was a big deal for me to be accepted in the program because I didn't even know English just a few years before. If it hadn't been for the scholarship, I wouldn't be going to ASU."

Like Contreras, Candela had parents who had come to the United States from Mexico.

"My parents were very excited that I could go to college. They couldn't believe that all I had to do to keep my scholarship was to keep my grades up," said Candela, a freshman nursing major.

Proud though her parents were and despite the emotional support they provided, they couldn't always offer the academic support Candela needed.

"My parents couldn't help much, so I was basically on my own," she said. "I would always go

Preston Lewis, director of news and information at Angelo State University, has been involved in academic media relations and university development for two decades. He is the award-winning author of many articles and twenty novels and is the immediate past president of Western Writers of America.

to tutorials at seven in the morning."

In addition to the special tutoring help, Candela found that the special Up and Coming Scholars Program activities held on the ASU campus eased some of her fears as a college freshman.

"When I came in the fall, I knew where all the buildings were and where my classes were," she said. "I felt more comfortable starting college."

To help foster the transition to college, SAISD and ASU each May conduct a special commencement program for the Up and Coming Scholars prior to their high school graduation. During the ceremony, all graduating Up and Coming Scholars are recognized, and then SAISD Superinten-dent Gonzales symbolically passes the torch for their education to ASU President Hindman.

Besides the commencement ceremony, ASU sponsors a banquet each spring recognizing the new class of Up and Coming Scholars. The University also hosts summer activities ranging from pool parties to hamburger cookouts to develop confidence and camaraderie among the students.

Whenever possible, parents are encouraged to participate.

"Over the course of the program," said Hindman, "we have learned that just providing the scholarships is not enough to prevent attrition. By fine-tuning the program each year and identifying more ways for the school district to assist both students and parents, we hope we can overcome more of the factors that are preventing many from going on to college."

As for young José Trejo, who desires to be a doctor, his participation in the Up and Coming Scholars Program has already made him a role model for at least one younger student, his sister Veronica. She, too, is an Up and Coming Scholar. A sophomore at Central High School, she plans to major in psychology when she graduates.

"These are fine students," Hindman said. "Sometimes all they need is a chance at a college education. We are glad to be able to provide that chance. Even when they don't enroll at ASU but accept scholarships to other universities, as some have, we still are proud for the part we played in nurturing their potential."

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- Experience with, and appreciation for the role of technology in graduate education
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FACING THE DIGITAL DIVIDE

Two Nonprofits Encouraging Hispanic Internet Use

Heaven

Helping Educate, Activate, Volunteer & Empower via the Net

&

mouse

Making Opportunities for Upgrading Schools & Education

BY GARY M. STERN

Has a week gone by that you haven't read an article about the increasing clout of the Internet, the rising value of dot.com companies, and the booming sales by Amazon and Ebay?

The Internet is here to stay, but increasingly educators are concerned that Latina/o and African-American students are falling behind in the computer revolution. In fact, technocrats created the term "digital divide" to describe the growing gap between increased computer use by middle-class and affluent people compared to the lack of computer ownership by minorities. A 1998 study revealed that 73 percent of white families own computers compared to 32 percent of minority families. The message is clear: computers are increasing the gap between the haves and have-nots.

But two New York City nonprofit organizations started by idealistic professionals are trying to bridge this gap and increase computer use by Hispanic and African American public school students. Both organizations have idiosyncratic names that are not easily forgotten–Mouse and Heaven. Mouse is the acronym for Making Opportunities for Upgrading School and Education. Heaven stands for Helping Educate, Activate, Volunteer and Empower via the Net. Financed by New York's new media businesses and other corporations, both rely heavily on volunteers to work closely with public schools and establish techno-community centers to attract students after school. These innovative organizations are developing a blueprint for encouraging Hispanic and African American computer and Internet use **before** that digital gap widens.

Launched in 1997 as a nonprofit dedicated to providing volunteer staffpower and technical support for New York City schools, Mouse aims to bridge that digital divide, noted Sarah Holloway, its acting director. She attributes this digital gap to computer companies ignoring the needs of minority youth and instead focusing on affluent whites as their target market. "There hasn't been that much content that is appealing to minorities. They'll get excited if it's connected to their life," she said.

Heaven was started in 1997 by leaders from America Online (AOL) and New Line Cinema, who recognized the "gap between the haves and have-nots as one of the defining issues of our era," noted Wendy Dubit, director of Heaven, who had been founding editor of ***Wine Enthusiast*** and started nonprofit Farm Hands/City Hands. "We started an educational program with the most cutting-edge Web and search tools, including multimedia publishing, and using those tools to empower academics and workforce development," she said. Heaven provides inner-city students with technology training and tools needed to succeed in their schools, communities, and careers.

Holloway was a computer consultant who volunteered to solve computer snafus at East Side Community High School, a reorganized high school that was part of the Manhattan superintendent's district. East Side had computers but no one to take care of them. After responding to several calls to fix broken computers, Holloway joined forces with Andrew Rasiej, a former nightclub owner turned philanthropist, to inaugurate Mouse. "We wanted to rally this community, lend the expertise of Web designers and network architects to schools," Holloway said. Mouse functions like a corporate help desk (and beyond that) to schools by maintaining computers and training teachers.

More than 1,200 Mouse volunteers help wire schools, build networks, and design strategic plans for schools. Mouse has been working with New York's Board of Education to obtain grant money to train teachers to become system administrators and to use computers as a classroom tool. One of Mouse's major achievements was obtaining a $1.1 million grant from the U.S. Department of Education to inaugurate the New Heights Community and Technology Center in Washington Heights, which opened in January 2000. Alta Vista, the website, donated 50 computers, which Holloway described as "state of the art with Pentium chips and 8 gig hard drives."

Washington Heights in upper Manhattan has an 87 percent Hispanic population and is the poorest congressional district in New York City, with such minimal technical facilities that it even lacks a Kinko's. The Tech Center will be located in

Ali Santana and Mustapha Abdul Rahiim accepting their Angels scholarships

the Armory Building, which will continue as a major track and field center. Since students already frequent the Armory for athletic purposes, it should become a natural hub. "Technologically," Holloway asserted, "it will give local people access that they haven't had otherwise. They won't have to travel anywhere." The center will be open six days a week from 10 a.m. to 9 p.m. and is slotted to serve 5,000 people, including many students who will come to do their homework or gain Internet access. Bilingual staff will be hired to address its Hispanic audience. The center works in conjunction with teachers in District 6, serving as an after-school center, but will also address the computer needs of the elderly. The three-year grant pays for the computer staff to work with clients.

Mouse is also involved in a special school-based technology program working with 24 New York City high schools, including mostly minority George Washington High School, also located in Washington Heights; Martin Luther King High School; and Taft High School, in the Bronx. "We build infrastructure, help the schools buy computers, provide technical support, set up their server, and help them set up e-mail accounts," Holloway stated. What's also critical is establishing a technical squad that can troubleshoot and fix any machines that break down or have problems, and training teachers to work with computers in the classroom or as an after-class tool.

Heaven focuses its attention on some of the Board of Education's 70 alternative high schools, which appeal to students who have had problems in traditional high schools. "The heart and soul of our program is the Angels education program," said the effervescent Dubit. The Angels program trains students from alternative high schools in a 54-hour accredited after-school or summer program. Students are selected based on their interest and enthusiasm for technology, not their academic grades. Students use multimedia tools, develop their own websites, and learn Internet marketing and publishing. They also publish their own web pages, which often focus on the subjects they are most passionate about, such as police brutality, gang violence, and racism. As cyberjournalists, Heaven students have interviewed Steven Case, the CEO of AOL, and Commerce Secretary William Daley.

Since one of Heaven's main goals is preparing a student for a technical career, it arranges paid internships for students after school or summer. Last year, 15 students interned at companies like Star Media (the largest Internet site in Latin America), Jupiter Communication, *New York Times* Online, and Flatiron Partners. Students are paid $7 to $12 an hour and, according to Dubit, "learn marketable skills from leaders in the industry." At another alternative high school, Brooklyn International, Heaven has sponsored a co-teaching model. Students from 46 different international countries are trained to use the computer with their teachers. "Teachers are trained how to infuse technology more efficiently into their curriculum," Dubit said.

One of the biggest obstacles to reaching minority students in high schools is the teachers. Trained in traditional classroom teaching, many teachers are reluctant to relinquish control or do not know how to weave computers into teaching. Mouse established the "Aligning Classrooms and Technology" conference, which attracts 300 high school teachers, to teach them necessary skills. "Once teachers are introduced to ways to use technology, i.e. the Internet and software programs, they 'get it,'" noted Holloway.

Heaven founder Wendy Dubit and actor/activist Malik Yoba look on as Miles Solay accepts an Angels scholarship

Mouse technician at a recent project

Volunteers are essential to realizing each organization's goals. Since the Board of Education is overwhelmed by the task of integrating computers into schools and fixing computer problems, Mouse's 1,200 volunteers address these problems. An investment bank such as Goldman Sachs usually has one tech support specialist for every 30 employees while a 3,000-student high school often has one specialist to handle tech support. "Schools can learn from corporations," said Mouse's acting director.

What does it take to reach Hispanic students and encourage them to join the technical revolution? The first step is providing students with access to computers, which usually takes place in their high school. But since most poor students don't own computers, community centers are playing an increasingly important role to reach students after they leave school. "Content is key," Holloway asserted. Internet developers need to create sites that appeal to minority youth, who have been an afterthought. The students who gain computer access have been excited and enthused. "Internet use opens up their world," beyond their parochial neighborhoods, said Holloway. Students at Martin Luther King High School are sending e-mails to students in Europe and learning about archaeological digs in Israel. They've developed a website for their own school. "It enables students to broaden their world," said Mouse's acting director.

Working with technology can transform an inner-city youth's life. Kevin Brown was a shy, withdrawn New York City high school student when he became involved with Heaven. Assigned to interview Malik Yoba, one of the stars of *New York Undercover*, at a press conference, Brown asked Yoba how he was trying to keep minority students from being killed by the police and whether even he, a star, could make a difference. Yoba replied, "When you ask me a question, please look me in the eye" and then explained how Yoba has made a difference by meeting with the police commissioner. Startled and transformed, Brown has become more outgoing and expressive since that encounter. Influenced by his Heaven experience, he is aiming to become a multimedia entrepreneur.

Star Media interns "gain hands-on experience of the Internet world, in technology, sales, corporate communications, and client services," said Sonia Ramos, a human resources specialist at Star Media in New York. Star Media has also presented Mouse with stock worth more than $1 million in equity while another company, Digital Media, donated 1,000 shares to Heaven.

Dubit sees Heaven's Angel training and internship as a model that could work in any public school system, not just New York's. "Our plans are to build the right tool kit that includes how to run a program, what the curriculum is, and how we weave local community and industry. We believe it's important to reach students and families, not just in schools but also in community centers." Holloway envisioned that Mouse would continue to expand its program, work with New York's high schools, and seek out more corporate partners.

Mouse technician at work

Mouse technicians at work

These educational efforts and this computer awareness are paying off. A study by Forrester Research revealed that Hispanic computer users increased from 36 to 44 percent in 1999 while African American use rose from 23 to 40 percent. AT&T announced in December 1999 that it was launching a $1 million grant to "help bridge the digital divide" in cities such as New York, Los Angeles, Boston, and Chicago, earmarked for teacher training, community use, and high school students.

Why are these programs reaching minority youth? Dubit replied that learning how to use the Internet "empowers a student's life. They no longer feel helpless. They get to see results from day one, express their greatest concerns about community, figure out how to be part of solution, and gain technological skills."

Mouse can be reached at www.mouseny.org, and Heaven, at www.heavens.org.

Minority Pool Drying up in UC System

Acceptance Rates Down, Down, Down

BY AMALIA DUARTE

Schools in the University of California system are usually among the most successful in the nation at graduating Hispanics. In fact, last year, all eight UC schools made *The Hispanic Outlook*'s **Top 100** list for granting bachelor's degrees to Hispanics. And two of the system's most competitive campuses, the University of California at Los Angeles (UCLA) and the University of California at Berkeley, ranked #6 and #12 respectively. This is undoubtedly an impressive achievement.

PEOPLES DAY
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UCLA affirmative action march

But today, some question whether the UC schools can sustain this record of success in the years to come. The problem is that Latino acceptance rates in the UC system have been plummeting following a UC Board of Regents vote in 1995 to eliminate racial and ethnic preferences in admissions. California voters followed the Regents' lead and passed Proposition 209, which eliminated racial, gender, and ethnic preferences throughout the state's public institutions. Advocates of Prop. 209 and the Regents' anti-affirmative action measure argued that neither would have a deleterious impact on minority enrollments. But the opposite has proven true. A recent study by the Tomás Rivera Policy Institute has found that Latino representation on UC campuses is slipping and that African American enrollments are declining even more rapidly.

The chilling effect is heightened at UCLA, Berkeley, and the University of California at San Diego, which are the most selective UC schools. The study found that thousands of African American and Latino students have been rejected from UC's top schools during the past two academic school years who would have gained admission in the past. The class of 1998 was the first admitted under the new policies, and it saw minority enrollments nose-dive. According to Tomás Rivera researchers, "had the 1997 acceptance rates for Latinos and African Americans held constant in 1998 and 1999, 5,382 additional Latinos and African Americans would have been admitted to UC-Berkeley, UC-San Diego, and UCLA."

In its study, the Institute focused on representation versus raw enrollment figures. They did so, in part, to counter recent publicity from UC that trumpeted modest gains in Latino acceptances. Looking beneath enrollment figures, a different story emerges.

The representation of both Latinos and African Americans in the UC system is fast declining. From 1997 to 1999, UC's total first-year student enrollment grew about 10 percent, from 23,663 to 26,095. Yet, the number of Latino first-year students during that time grew by just 3 percent–from 3,131 to 3,231. And even more troubling, the number of African American first-year students dropped 17 percent, from 917 to 757.

The result is that the percentage of Latinos and African Americans on UC's campuses decreased. Latinos made up 13.2 percent of first-year UC students in 1997. By 1999, Latinos were 12.5 percent of first-year students. And, again, African Americans have fared even worse. African Americans comprised only 2.9 percent of first-year UC students in 1999, compared to 3.9 percent in 1997. "The University of California has been putting out so much positive publicity about the high number of applicants. It's as though Proposition 209 and the anti-affirmative action of the Regents had no effect," said Harry Pachon, President of the Tomás Rivera Policy Institute in Claremont, Calif. "In fact, it's been quite the opposite. It is misleading to look at raw numbers of African American and Latino students without looking at acceptance rates. I've heard that at one campus, they didn't have enough students to create a Black student union."

The most highly competitive UC campuses are becoming increasingly white and Asian, the study concluded. And this will accelerate, as students graduate who were admitted under affirmative action policies in 1997 and before.

University-wide Unduplicated Admissions 1997 & 1999

Rate	Freshmen Applications		Number Admitted		Acceptances	
	1997	1999	1997	1999	1997	1999
Black	2,141	2,275	1,558	1,454	72.8%	63.9%
Asian	12,367	13,804	10,519	11,655	85.1%	84.4%
Latino	6,933	7,736	5,740	5,880	82.8%	76.0%
White	20,870	22,159	17,077	18,331	81.8%	82.7%
Unspecified	1,738	3,917	1,472	3,290	84.7%	84.0%

Even now, the changing demographics are striking. In 1997, Latinos made up about 15 percent of first-year students enrolled at Berkeley. They comprised only 10 percent of the first-year class in the fall of 1999. For African American students, the situation is once again even bleaker. At Berkeley, they fell from eight percent of first-year students in the fall of 1997 to just four percent of first-year students in the fall of 1999. Combining UCLA, Berkeley, and UC-San Diego, Latino admissions dropped by 30 percent, from 4,166 students to 2,875. The number of African Americans admitted to these three schools plunged by 44 percent, from 1,406 to 784 students.

Meanwhile, more and more Latinos and African Americans are graduating from high school in California and vying for slots in the UC system. Officials at both Berkeley and UCLA were deluged by huge numbers of applications from underrepresented minorities. (In the UC system, Asians are not considered an underrepresented minority.) "We had the biggest number of applications ever from Latino students, with 3,382 applicants," said Richard Black, Berkeley's acting assistant vice chancellor for admissions and enrollment. "And the number of African Americans was just five students short of our 1998 level. Taken together, this was the largest number of applications ever from underrepresented minority students."

But it isn't likely that these huge numbers translated into record numbers of acceptance letters for Latinos or African Americans. The odds of a Latino or an African American getting into the most selective UC schools are getting slimmer and slimmer. For example, in 1997, the acceptance rate for African Americans applying to Berkeley stood at 49.6 percent, and for Latinos, it was 45.4 percent. In 1999, at Berkeley, the acceptance rate had fallen to 28.3 percent for African Americans and to 27.9 percent for Latinos. At UCLA, the Latino acceptance rate was down to 25.2 percent in 1999, down from 40.8 percent in 1997. For African Americans, the acceptance rate at UCLA had declined from 38.4 percent in 1997 to 24 percent in 1999. University officials acknowledge the accuracy of the Tomás Rivera Study. "This study is accurate," said Black. "There's no question that admittance of underrepresented students at Berkeley has declined."

But efforts are under way to maintain diversity in the UC system. A new state law gives the top four percent of California high school graduates a spot in the UC system. And UC officials have undertaken serious outreach efforts and a variety of other programs. Berkeley, for example, even runs an SAT preparation program to give disadvantaged students a boost. And they've accelerated changes in their admissions process to look at more than just grade point averages and SAT scores. "We are looking at students within the context of the opportunities that were available to them," said Black. "If a student was a breadwinner in their family, for example, that's taken into account. Or if a student took the only AP course available at their high school, that gets more weight than a student at another school who took only one AP class where lots were offered. It shows they challenged themselves academically as much as they could."

But some contend that these efforts don't go far enough. UC admittance figures for the fall of 2000 were not available at press time, but UCLA's Director of Admissions Rae Lee Siporin acknowledged that there were not significant improvements for Latinos

Total UC Freshmen Enrollment by Ethnicity

	Number Enrolled		Representation	
	1997	1999	1997	1999
Black	917	757	3.9%	2.9%
Asian	6,909	7,718	29.2%	29.8%
Latino	3,131	3,231	13.2%	12.5%
White	9,451	9,699	39.9%	37.5%
Unspecified	774	1,489	3.3%	5.8%
Total	23,682	25,864	100.0%	100.0%

Latino Freshmen UC Applications and Admissions 1997 & 1999

	Freshmen Applications		Number Admitted		Acceptance Rate		Percent Change
	1997	1999	1997	1999	1998	1999	
Berkeley	2,742	2,621	1,246	732	45.4%	27.9%	38.5%
Davis	1,800	2,080	1,576	1,295	87.6%	62.3%	28.9%
Irvine	2,086	2,751	1,387	1,502	66.5%	54.6%	17.9%
Los Angeles	3,619	4,071	1,476	1,024	40.8%	25.2%	37.5%
Riverside	1,685	2,757	1,389	2,252	82.4%	81.7%	1.0%
San Diego	2,467	3,345	1,444	1,119	58.5%	33.5%	42.7%
Santa Barbara	2,845	3,351	2,219	1,749	78.0%	52.2%	33.1%
Santa Cruz	1,627	1,853	1,325	1,361	81.4%	73.4%	9.8%

Latino Freshmen UC Enrollment 1997 & 1999

	Total Enrolled		Hispanics Enrolled		Percent Hispanic	
	1997	1999	1997	1999	1998	1999
Berkeley	3,215	3,254	469	324	14.6%	10.0%
Davis	3,417	3,661	361	356	10.6%	9.7%
Irvine	2,693	3,529	273	416	10.1%	11.8%
Los Angeles	3,571	3,808	565	485	15.8%	12.7%
Riverside	2,086	2,863	381	565	18.3%	19.7%
San Diego	3,162	3,141	337	286	10.7%	9.1%
Santa Barbara	3,556	3,526	504	500	14.2%	14.2%
Santa Cruz	1,963	2,313	241	299	12.3%	12.9%
Combined UC	23,683	26,095	3,131	3,231	13.2%	12.4%

compared to the year before. "There will be a small increase. But we are not as well balanced as I think it would be good for us to be," said Siporin. "It's really frustrating. We've had the rug pulled out from under us. I've spent the past 21 years trying to get minority students to apply here. Now, they are applying, and we can't admit them. And the shame of it is–there's really nothing we can do."

And there's been an ironic twist. Latino and African American students who are best prepared academically are now losing out to Latinos and African Americans who are less academically qualified, said Siporin. These students are gaining acceptance because they come from lower-income families or are first-generation college students. "With affirmative action, you could go after the best Latino and African American candidates. Period. Now, schools have to look at other factors in trying to create diversity on campus," said Siporin. "So, minority students who are second-generation college, for example, get penalized. We are, in fact, losing the very best prepared Latino and African American candidates."

The net effect is that some Latinos are being forced to attend less selective schools, such as UC-Riverside, UC-Santa Cruz, and UC-Irvine, which have experienced increasing Latino enrollments. Others who might have made the cut to a four-year college previously are now being pushed down to attending a community college. The ripple effect down the road could be devastating. "In 20 years, there will be more Latinos in the labor force in California than whites. What does this mean for the state's future, when you forego higher education for an entire segment of the population?" said Pachon. "We are seeing a tremendous loss of potential in the Latino community."

Amalia Duarte is a public relations manager at Lucent Technologies.

The Superbly Encompassing "Arte Público"

Publications AND Mission Earn Great Press

BY ADALYN HIXSON

Arte Público Press

Trade Catalog
Spring 2000

Books of fiction, non-fiction, poetry, drama, literary criticism and art by the leading figures in U.S. Hispanic literature.

The Cougar Flingers, the Cattle Rustlers, and the Wall Crawlers are just three of the scores of campus organizations to be found at the University of Houston. Hispanic students might wish to join some of the dozen or more Latino groups, among them La Raza, MEChA, MASO, La Comunidad, Latina Coalition, Círculo de Arquitectura, or the Society of Hispanic Physicists. They might like to work with Editor Ed De la Garza on the campus paper, the *Daily Cougar*. And, for a quiet evening, perhaps sit down with a good book. A book published on campus by the renowned Arte Público Press.

A couple of years ago, Jeannie Kever of the *Houston Chronicle* wrote a story about Arte Público, "Small press, grande influence." The Arte Público that had insisted for nearly 20 years that attention be paid to the writings of Hispanic Americans was about to get some well-deserved attention of its own, some additional attention, having already been lauded hither and yon.

"Discovering and nurturing Hispanic writers–knowing how to market their works, from advertising on Spanish-language radio to selling in Hispanic neighborhood supermarkets–is a cornerstone of the way Arte Público has grown since its founding," wrote Kever. And the chief discoverer, the chief nurturer, and the driving force of Arte Público is its founder and director, Dr. Nicolas Kanellos, a tenured full professor at the University of Houston who earned his Ph.D. at the University of Texas.

Born to a Greek father and Hispanic mother, Kanellos grew up "Puerto Rican in New York, dismissively lumped together with all other Hispanics as 'Spanish,' finding nothing in his school books that resembled his life at home," wrote Kever.

Kanellos became active in the Chicano movement in the '60s. Then a teacher of Hispanic literature at Indiana University-Northwest, he was acquainted with the leading Chicano writers, and acquainted too with the obstacles they faced in trying to get published. In the early '70s, Kanellos founded the *Revista Chicana-Riqueña*, which became *The Americas Review*, a quarterly magazine of Latino literature, art, and thought that won praise and recognition from the *New York Times*, *Small Press Review*, and other respected publications.

Fueled by the magazine's success, in 1979, Kanellos launched Arte Público Press. The following year, the University of Houston offered him a tenure-track position, and invited him to bring Arte Público along.

The timing was fortuitous. Responding to the sometimes tumultuous social activism of the period, colleges and universities had been launching programs, majors, and even departments offering Chicano studies, women's studies, African American studies. And there was not yet enough in print for these programs to draw on. Arte Público was there with quality fiction and nonfiction to satisfy the emerging market for scholarly works and fiction by and about Mexican Americans, Puerto Ricans, Cuban Americans, and others, just as its Piñata Books imprint, launched in 1994, now serves a rising market for bilingual books for children and young adults that accurately reflect themes, characters, and customs unique to U.S. Hispanic culture.

The Hispanic Outlook recently contacted Dr. Kanellos and asked him about Arte Público Press, past, present, and future. He was engaging, candid, and justifiably proud of APP and its related projects, one of which is Recovering the U.S. Hispanic Literary Heritage.

The Recovery Project

Started in 1992, the Recovery Project represents the first nationally coordinated attempt to recover, index, and publish lost Latino writings that date from the American colonial period through 1960. The "Colonial period" of interest to the Recovery Project, by the way, is not Jamestown and Plymouth Rock, as those residing in the putative "original colonies" on the East Coast were taught in earlier years, but, advises Kanellos, "the settlement of what became the U.S. South and Southwest from the late 16th century to the early 19th century–which pre-dates Jamestown and Plymouth by at least 80 years."

HO asked Dr. Kanellos what kicked off the literary heritage project.

"With help from the Rockefeller Foundation, I brought together the leading scholars in Hispanic literary history, historians and librarians and archivists, to plan out the Project," he said. "We had a two-day conference

Dr. Nicolas Kanellos, founder and publisher

at the National Humanities Center in Triangle Park, North Carolina, and agreed upon goals and certain methodologies. Then I wrote a proposal that the Rockefeller Foundation committed to funding for ten years."

He explained that the ten years, of which there is one left, have been the first phase of the Project. "Now we go on to make the Project into a program and research center/archives that will exist in perpetuity."

What remains to be done is "preserving all the hundreds of thousands of works and documents, works we have found, and making them accessible to students, scholars, professors, textbook writers, and curriculum planners–as well as the general public–through a variety of media." These media are to include electronic, print, video, and audio, and perhaps others as yet unknown.

HO asked what are some of the areas most in need of more work. Kanellos replied, "Year-long fellowships for scholars to do research in the area. Creation of an archival and research center in this field. Digitizing hundreds of thousands of pages for delivery over the Internet. Continued archival research to find the material we know is missing. For instance, we estimate that some 2,500 Hispanic newspapers were published from 1808 to 1960. We can bibliographically document some 1,700 of them. But we only have found and preserved some 900 of those 1,700. Where are the rest?"

Author Graciela Limon

And how will the next phase of Recovery be funded? "To help with that phase," advised Kanellos, "the Rockefeller once again has dedicated some $400,000 to help us stabilize, perhaps through building a $2 million endowment through fundraising from other sources. In part, we hope the daily operations will be funded by the endowment we hope to start. But we shall continue to ask foundations, corporations, and agencies to help out. To date, foundations that have helped are Rockefeller, Mellon, Meadows, Ford, AT&T, and Belo, as well as the National Endowment for the Humanities."

Dr. Kanellos is a Fellow of the National Endowment, and of the Ford, Lilly, and Gulbenkian Foundations. In 1994, President Clinton appointed him to and the U.S. Senate confirmed him to a six-year term on the National Council for the Humanities. In 1996, he was appointed to the Brown Foundation Inc. Chair in Spanish.

His 1994 four-volume *Handbook of Hispanic Culture of the United States*, co-edited with Claudio Esteva Fabrega, was cited by *Library Journal* as "the most important general reference publication on the Hispanic population of the United States to date." The *Journal* also called it "essential for academic and public libraries."

Recovery Scholars

Recovery's Year 2000 grants-in-aid went to: John Michael Rivera, UT-Austin; Jose Torres-Padilla, University of Puerto Rico-Cayey; Ben Olguin, UT-San Antonio; Jose Nieto Phillips, New Mexico State University; Isabel Holgado, Barcelona, Spain; Ana Suarez, Centro de Investigación y Desarrollo de la Cultura Cubana; and Manuel Tellechea, N.Y.

Aimed at scholars "at different stages of their careers and advanced graduate students," the grants offer stipends of up to $3,000 for investigative work that identifies, locates, and recovers any of a wide variety of literary genres, from the conventional prose and poetry to letters, diaries, testimonials, periodicals, written expressions of oral tradition, folklore, and popular culture. Bibliographic compilations are also welcome, as is study of recovered primary sources for potential publication, and work with relevant archival materials in private or public collections. The proposal deadline for 2001 is October 1st of this year, with information available by phone at (713) 743-3128, by fax (713) 743-3142, by e-mail artrec@jetson.uh.edu, or at the website www.arte.uh.edu.

Three volumes, each about 300 pages, and published in 1993, 1996, and 1998, are presently in print under the project title, *Recovering the U.S. Hispanic Literary Heritage*.

Eight "forthcoming" Recovery books include one of poetry, short stories, a memoir, women's tales from the New Mexico WPA, and letters.

Published via Recovery last year was Ireneo Paz's biography of Joaquin Murrieta, first published in 1904. This edition, in Spanish, includes an introduction by renowned literary critic Luis Leal that offers "the first definitive history of the Murrieta legend in its various incarnations."

APP Authors and Competitors

Mainstream authors published by Arte Público Press include Rolando Hinojosa, "dean" of Mexican American literature; Luis Valdez, award-winning playwright and filmmaker; playwright Miguel Pinero; best-selling authors Victor Villaseñor, Nicholasa Mohr, Sandra Cisneros, and Ana Suarez, poet Pat Mora, and educator Tomás Rivera.

Author Virgil Suarez

HO asked Kanellos if APP is a financial asset for the University. "All of the revenues and grants obtained by APP and Recovery," he said, "go back into their operation, not into the University coffers. However, the Ph.D. program in Spanish has been built around Recovery and APP, and some 10 to 12 research assistants per year are employed by Recovery, which in this way underwrites their graduate studies in Hispanic literature in the Spanish department–and English, history, and education departments at times, depending on the RAs."

Author Pat Mora

Asked who are the APP competitors, Kanello said, "We do not really have competitors. Not in the total breadth and scope of what we are doing. However, there is a somewhat smaller sister press, Bilingual Press, at Arizona State University. And we often cooperate to share resources, etc."

"Where much competition has grown," he continued, "and it is of our own making, is in commercial publishing, since APP launched all or most of the major writers who now are publishing with commercial houses in New York. What these commercial houses have done is, mainly, contract works and authors for the specific market that APP opened up–the college Latino literature and culture market–rather than their front list for elite or mass audiences."

Of the commercial competition, Kanellos said, "We're more than holding our own, and we have pioneered new areas that the commercial presses will follow at one point: bilingual Hispanic children's literature, young adult books for and about Latinos, and serious non-fiction on important public issues by Latinos, so that our intellectuals can take part in national discourse."

Turning Points

Given his background in social activism, *HO* asked Dr. Kanellos if there had been a "turning point" for Hispanics in both the city of Houston and at the University of Houston.

"Like most public institutions in Hispanic areas," he replied, "both the city of Houston and the University were subject to demonstrations and civil rights activities by Hispanics during the 1970s and even the 1980s. And there still exist considerable barriers to recruitment of Hispanic faculty and professionals in both venues, although the University has an equal enrollment of Hispanic, African American, Asian/Asian American, and Anglo-American students."

"At present," he continued, "while there is a welcoming policy for Latino students at the University, the institution has not yet assimilated into its particular mission the geographic and demographic imperatives of becoming a national and international educational institution for bilingualism and biculturalism. It has not integrated its urban/minority mission with its hemispheric potential. The leadership of the institution is almost completely white, and one wonders how and when the perspectives of Latinos and other minorities will help the University realize its great potential."

Last year, noted *HO*, Arte Público Press celebrated its 20th year, and asked, "What do you see happening in the next 20 years?"

"Arte Público Press hopes to become the major provider of cultural information on all aspects of Hispanic life," said its founder, "and is currently re-envisioning itself in the world of electronic media, for online delivery of texts and information."

Given the Kanellos track record, who can doubt it will happen? And when he's not writing, promoting, or reading a book, he probably flings a mean cougar.

The "Viejo" Turns 30

California's First Chicana/Chicano Studies Department Comes of Age

BY TIM MCKERNAN

San Diego State University

The year 1970 marked a time of change in America. The idealism that had characterized the decade before had long since evaporated. The era of flower power was over; the summer of love had given way to a winter of discontent. An unpopular war raged in Vietnam, the assassinations of Martin Luther King, Jr., and Robert F. Kennedy were fresh in the minds of many, and urban areas throughout the nation simmered with the racial tensions that had erupted in places like Detroit and a Los Angeles suburb called Watts.

The importance of cultural awareness, an outgrowth of the civil rights movement, was a rising tide on college campuses throughout the United States. In 1970, a group of dedicated activists at what was then San Diego State College struggled against long odds–and at times even against each other–to create the first academic department in California dedicated to the study of the culture of Mexicans in America.

From the very beginning, what to actually call the department was a controversial subject. Some preferred "Mexican-American Studies" while others sought to incorporate the word "Chicano," a term dating back to the end of the 19th century.

"There was a great influx of Mexican labor in the southwestern United States at that time," said Jose "Pepe" Villarino, one of the department's founding fathers. "They were illiterate, uneducated, and very poor. The affluent Mexicans who had established themselves in the big cities did not want to be associated with these people and referred to them (disparagingly) as 'Chicanos'. It used to be a very negative word among middle-class Mexicans, but many people now glorify it as part of a proud heritage distinct from the white majority. Even today, 'Mexican-American' is a very charged term."

Developed and approved by university administration as Mexican-American Studies, this department in 1998 formally changed its name to Chicana/Chicano Studies. "It might be insignificant to some, but it is an important distinction," Villarino said. "It is symbolic of the Mexican experience in America."

Getting Started

Although the Mexican-American Youth Association–the organization that would become Movimiento Estudiantil Chicano de Aztlan (MEChA)–had been organized on the San Diego State campus in 1967, the

San Diego State University

seeds for the department were sown in the spring of 1968, when Villarino brought eight busloads of students to a conference at Montezuma Hall. Brawley, an agricultural community some 150 miles east of San Diego, was home to many Mexican immigrants.

El Plan de Santa Barbara, written in 1969 by Chicano activists, served as both blueprint and bible for organizers on campuses throughout California.

"The faculty at Brawley was working hard to get our students to consider life after high school–actually just getting them through high school," Villarino recalled. "One of our biggest challenges was convincing those kids that there was a higher education experience that could be meaningful to them. It's hard for young people now to understand how pervasive the racism was then. You just didn't see many Mexican students on college campuses and, of course, fewer Mexican faculty."

Soon after the conference, SDSU Spanish and Portuguese Professor Gustavo Segade called Villarino about the possibility of teaching at the university, and together the two men recruited faculty for the fledgling department. Buttressed by El Plan de Santa Barbara, written in 1969 by Chicano activists, that served as both blueprint and bible for organizers on campuses throughout California, the pair also received the steadfast support of many in the university's administration, including President Malcolm A. Love.

"President Love was a very sensitive man," Villarino remembers. "There was a lot of opposition from some administrators and some faculty to creating the department, but he never wavered. We were very encouraged that he thought having a Mexican studies department was so important to the campus and to the community."

The effort needed all the support it could get. The early days were fraught with contentious battles on campus and even within the fledgling department itself. In his book *San Diego State University: A History in Word and Image*, SDSU history Professor Ray Starr wrote that the department's origins were far more tumultuous than those of other ethnic studies programs that surfaced about the same time.

The Chicano students believed the student newspaper, *The Daily Aztec*, was unfair in its reporting of them and, in what Starr characterized as "the most destructive event of the era," laid siege to the Administration building.

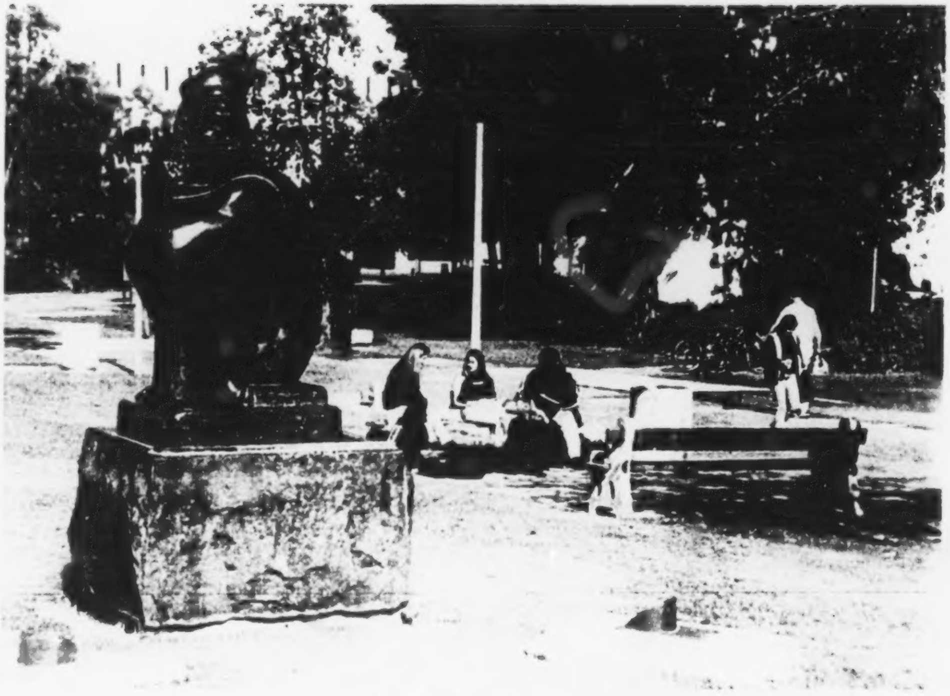
The Aztec, on the day after the May 3, 1972, event, reported MEChA students became incensed at the treatment they received at an Associated Students Council meeting. Fights broke out, windows and the glass doors of the building were smashed, a bookcase was set on fire, "and there were droplets of blood in the foyer entrance." Copies of *The Aztec* were burned in trashcans at several locations throughout campus.

"The situation got so bad that the state Superior Court enjoined one MEChA student from being disruptive on campus," Starr wrote. "Perhaps Associated Students Vice President [B.J.] Nystrom explained the conflicts: 'There weren't a lot of minorities at State, and then all of the sudden there were. They wanted to be heard, and no one was listening.'"

In the days following the event, Alurista, the renowned poet and Mexican-American Studies faculty member, authored an editorial published in *The Aztec*. The riot, he wrote, was "a direct result of SDSU's negligence to consider the needs and aspirations of the Chicano people." Alurista's editorial included a list of demands on the university that included "a definite policy-making relationship between the student body of SDSU and its administration."

The Bitter Divide

That demand cut to the heart of a contentious battle being waged within the department itself. A faction of faculty and students with a Marxist philosophy–those who wanted that "definite policy-making relationship" that they perceived as part of the self-determination precept put forth in El Plan–struggled against members of the Mexican-American community to control the direction of the young department. The Marxist faction dismissed the Chicanos as reactionary; the Chicanos felt the Marxist approach smacked of a betrayal of the culture that the department was created to perpetuate.


San Diego State University

Richard Griswold del Castillo, who joined the department in 1974 and today serves as its chair, said the bitter divisions weakened both sides.

"MEChA students actually had a leadership role in the department administration," he remembered. "They helped make policy, develop curriculum, even helped to hire and fire faculty. All that really accomplished was to invite more scrutiny and criticism from the administration. A lot of faculty quit or were fired."

A new department chair, Robert Cerros, was recruited to help bring the two sides together. Cerros was not exactly welcomed with open arms.

"He was perceived as an interloper by the students at first," Griswold del Castillo said. "He wanted high-level academics on the faculty, and he thought the political infighting was a colossal waste of time. He was very unpopular for awhile. He had his office door kicked in, his tires slashed. He had to live in a motel during his stay here.

"He was a little unorthodox–he'd call me at midnight and want me to meet him at a pool hall to discuss department business," Griswold del Castillo added. "But he was an effective leader. When he left SDSU, he left behind a department that was first-rate academically."

The early days were fraught with contentious battles on campus and even within the fledgling department itself.

Beyond the University

Underneath that academic foundation runs a current of service to the Chicano communities throughout San Diego. Griswold del Castillo said that the department's students and graduates are encouraged to be active in the causes that move them.

"I can't think of any Chicano organization here that doesn't have some of our people in it–the Chicano Federation, Barrio Youth Station, Centro Familiar, Centro de Salud, Centro Cultural de la Raza–and the list keeps getting longer. We are very aggressive in getting our students involved in tutoring and outreach activities to get the message to young Chicanos that higher education is here for them if they work hard and prepare for it."

Where 30 years ago, as Villarino pointed out, Chicano students were seldom seen on college campuses, their presence at San Diego State has become clearly evident. MEChA remains an active voice in campus politics, and, in fact, Chicano representation on the Associated Students government has risen to unprecedented heights. In 1998, Celinda Vaszquez became the first Chicana elected student body president of the second-largest university on the west coast.

If the pride, dedication, and resilience that has characterized the department for more than 30 years could be distilled into a single episode, it might be one involving the murals painted by Chicano students years ago on the walls of the university's student center. Recently, as the question of whether to paint over the murals worked its way through student government committees, MEChA students hatched a plan to save them.

"MEChA brought in Aztec dancers and a Catholic priest to bless the murals," Griswold del Castillo said. "Then they went to the student government and said, 'You can't paint over these now. They are sacred.' It was really a very ingenious way to preserve a piece of the department's history."

Like those murals, the Department of Chicana and Chicano Studies is a valuable part of the soul of San Diego State University.

Inclusive Classrooms:

Part Two of a Two-Part Series

BY SHARI SAUNDERS
AND DIANA KARDIA

Planning Considerations, Getting to Know the Students, and Decisions, Comments, & Behaviors During the Teaching Process

PLANNING CONSIDERATIONS

There are a number of multicultural issues that should be taken into account during the planning process for any class. You need to become comfortable with your lack of knowledge about certain groups and seek ways to inform yourself (e.g., through experiences, readings, and/or conversations with faculty, peers, and students who are knowledgeable about the particular groups). Below you will find examples of the sorts of issues that might be considered in order to increase your awareness of multicultural issues during the planning process.

Accommodations

Students may have religious holidays and practices that require accommodations at certain times during the academic calendar year. Students with disabilities may also require special accommodations. To be sensitive to the religious needs of students, it is important to read the "Religious Holidays and the Academic Calendar" handout provided each year by the Provost's Office so that you are aware of the holidays that occur during the semester you are teaching. Contact Services for Students with Disabilities...for information on ways that you can accommodate the needs of those students. At the beginning of the semester, ask your students to let you know if their attendance, their participation in class, or their ability to complete an assignment on time will be affected by their observance of religious holidays or practices, or because of a disability. Give advance consideration to requests for reasonable and fair accommodations. Some instructors ask for this information on data sheets that students complete on the first day of class.

Attendance

Students who are different in a highly visible way (women who wear Islamic clothing, African Americans or Asian Americans in a predominantly white class, students who use wheelchairs, etc.) can be penalized because of their visibility. In particular, absences of such students may be noticed more easily. For this reason, it is important to record all students' attendance at every class session (whether or not you use the information) rather than collecting a mental record of absences of highly visible students that may inadvertently and unfairly affect how you evaluate them.

Grading

When you use different criteria to evaluate the performance of students from certain groups, this can create tensions in the class because students tend to share their grades. Furthermore, if these criteria are applied based on assumptions you have made rather than on accurate information regarding the students, some students may be unfairly penalized. For example, having higher expectations for Asian American students in Asian language classes than for other students may unfairly penalize Asian American students who have never had any experience with the Asian language they are learning. With this in mind, you should ask all students about their prior experiences with the course content and should inform students of the criteria by which their performance will be assessed along with the rationale for differential evaluations if such a practice will be used.

Cultural Reference Points

Instructors who use examples drawn only from their own experience may fail to reach all students in the class. Given that examples are designed to clarify key points, you should collect examples from a variety of cultural reference points. For example, in 1995/1996, ***Friends*** was a sitcom that received high ratings. However, this show was less popular among many African American people than shows like ***Living Single*** and ***Martin***. Similarly, when using sports examples, it is important for instructors to include sports in which women participate (e.g., track & field, figure skating, gymnastics, tennis, softball) as well as those in which male participants predominate (e.g., hockey, football, baseball). Asking about students' familiarity with an example before discussing it or asking students to produce examples of their own can also offset this concern. You can also explain examples fully in order to reach a diverse classroom.

Instructional Strategies

Students bring an array of learning styles to a class. If you rely on a small repertoire of instructional strategies, you may provide effective instruction for only a small subset of your class. You should become aware of your preferred instructional strategies. For example, are sessions with small groups of students doing problem sets always conducted by asking questions? Are whole-group discussions preferred and the only method used? Once you have a sense of your strategy preferences, you should consider alternative techniques that will help your students learn more effectively. If you typically give mini-lectures to students, you might consider using visual materials (e.g., charts, diagrams, video), demonstrations, hands-on activities, cooperative group work, etc.

Controversial Topics

Class sessions that address controversial topics may result in any of the following unintended outcomes: (a) altercations between individual students or groups of students, (b) silence from students who feel intimidated or fear conflict, (c) the assertion and perpetuation of false stereotypes or problematic assumptions, or (d) the expression of offensive speech. There are no easy answers for dealing with these situations when they occur. It is best to work toward the prevention of these occurrences by investing time in the planning process. When working with a particular controversial topic, anticipate possible responses and how you might deal with differing yet passionate views on that topic. You should plan strategies that provide structure for these discussions and that foster students' ability to express their own ideas well while also increasing their ability to listen to and learn from others. In the interest of free speech, students should be encouraged to honestly share their views during discussions. Be prepared, however, to correct stereotypes and challenge students' assumptions when comments are shared. It can be a difficult task to reconcile the tension between challenging offensive speech and not suppressing free speech. You should also consider your own response to emotion in the classroom and use this awareness to inform the planning process.

Diana Kardia (left) and Shari Saunders (right)

Establishing agreed-upon ground rules early in the class can be an important aspect of productive class discussions. If ground rules are established early, students will need to be reminded periodically of the rules throughout the semester, especially if their behavior suggests that they are ignoring them. If such rules were not established at the beginning of the semester, it is necessary to establish them when a problem becomes apparent.

It is also helpful, at the beginning of the semester, to focus on group processes. Activities and assignments during the first weeks of the course should include opportunities for instructors to get to know each student and for students to get to know one another. Establishing rules for classroom dialogues, building a trusting and open environment, modeling appropriate behavior during dialogues, and giving students the opportunity to practice these behaviors with topics that are not explosive or fearful are important for positive dialogue experiences. If you and your students engage in these behaviors early on, when problems arise, you will be able to address the problem by discussing the rules and appropriate behaviors.

Grouping Students for Learning

There are a variety of reasons for using cooperative groups (to facilitate student learning, to improve interpersonal relationships among students, to foster responsibility for students' own learning and the learning of others, etc.). You might create in-class and/or out-of-class groups (lab groups, homework groups, problem-solving groups, study groups, etc.). Because group composition can have a significant impact on group functioning, you should use a variety of methods to create groups. Such methods include: assigning students to groups (e.g., make heterogeneous groups across certain characteristics such as gender, race, and/or level of achievement in a particular discipline, or by where students live), randomly assigning students (e.g., ask students to draw a piece of paper with a group number from a bag), or allowing students to form their own groups. This latter method should be used sparingly, if possible, as it can consciously or unconsciously be used to create or reinforce social group differences within the class.

In addition to group formation issues, pay attention to the length of time students remain in the same group, particularly if the group is not working together well. It is essential that you address process issues when students work in groups, and some class time should be allocated in the planning of the course to discuss group process issues throughout the semester. It is often helpful for each person in a group to have a specific role (e.g., observer, encourager, summarizer), and everyone should have an opportunity to participate in every role during the semester. You should help students determine a way to provide feedback to one another about group process and dynamics and a way to keep you aware of within-group functioning. Feedback is particularly important for identifying social identity characteristics that might be a source of problems in groups and for figuring out how to address problems satisfactorily. The following guidelines may be useful for addressing group process.

- When groups are used, make sure that the same individuals do not always put themselves in the position of leadership. Assigning students to roles (e.g., recorder/note taker, reporter, moderator) or asking students to rotate roles should reduce the occurrence of this problem.
- Be ready to challenge assumptions that groups will either be aided or hindered by having certain kinds of students in their group (e.g., men in math or science classes feeling they have to help the women along; white students working on a project on "rap music" who are eager to have an African American student as part of their group). One way to reduce the likelihood of such assumptions manifesting themselves in group work would be to spend some time informing the class that each individual brings a different combination of strengths and weaknesses into the group work context and that students should not make assumptions about what these might be prior to any interaction with an individual. Group exercises that identify the specific resources that each group member brings can be useful in the early stages of group formation. It is also important to inform students of your availability to discuss group process problems that the groups themselves have been unable to successfully address.
- You may need to make an extra effort to reduce the chances that a student who is different from the majority of the class will feel isolated (an African American student in a predominantly white class; a male in a predominantly female class; an openly gay, lesbian, or bisexual student in a class composed predominantly of heterosexuals, etc.). For example, if students are shunning a classmate during small group activities because their classmate is gay and they are homophobic, you (irrespective of your personal perspective on homosexuality) have a responsibility to intervene on behalf of the excluded student. Even when guidelines have been established for participation and responsibilities within groups, problems may arise. It is essential to act quickly when they do. You could begin by review-

Group meeting

ing the guidelines for group work. An initial change (if students are forming their own groups) would be to assign individuals to groups and make sure each individual within the group has a role. Another option would be to put students in pairs. It is more difficult to exclude an individual when there are only two participants. If all else fails, it would be important to set up a meeting with the excluded student, and together you could generate a variety of actions that could be taken to improve the classroom climate. This would be a show of support to the student. While it is important to solicit student input, you cannot expect the student to have the time or experience to solve the problem. If efforts are made to improve the situation and little change occurs, you might speak with a consultant from CRLT.

GETTING TO KNOW THE STUDENTS

Part of good teaching involves spending some time focusing on building relationships with your students. It is important to some students that you demonstrate caring and genuine concern about them. You may have more positive experiences with students if you invest some time and energy into becoming informed and more aware of issues affecting students of various backgrounds.

One way to get to know your students better early in the semester is to have students write a brief autobiography; it can be as short as two pages. The autobiography can be framed in ways that are relevant to the course content. For example, if you are responsible for math or science courses, you can ask students to share their early experiences (formal and informal) with math and science. They could also be asked to reflect on what their previous experiences with math or science suggest about how they learn best. From this brief paper, you would receive some valuable information about students' attitudes about the content and some of their instructional needs. This kind of assignment could help you to explore, early on, some of the assumptions you might hold about your students and their experiences. It may also help students feel that real interest is being taken in them.

Throughout the term, you can make use of office hours, written assignments, and class discussion to further develop your knowledge about and connections to students. Specific suggestions have already been made in previous sections of this chapter.

DECISIONS, COMMENTS, & BEHAVIORS DURING THE TEACHING PROCESS

If you are responsible for teaching sections of a course, it is essential to understand that even when you have limited input into course content, you have much control over how that content gets taught. Teaching is a complex activity in which there are multiple levels of interaction among students and between GSIs and students. Students all bring very different backgrounds, knowledge, and learning styles to a particular course. There are multiple interpretations of content constructed by individual students during the learning process. Also, some students construct different images of their instructors, which are counter to how you might see yourself. Because of the complexity and unpredictability of teaching, you should carefully plan your course sessions and always be prepared for the unexpected to occur. The following points address many of the issues that may arise during the teaching process.

Working with Course Content

Examine course content for inaccurate information and the absence of relevant perspectives. Prepare for each class session by reading upcoming assignments in order to identify omissions, misleading interpretations, and intentional or inadvertent expressions of personal opinion by the author. You may then alert students to problems with the text and encourage students to read critically themselves. For example, a section on employment discrimination in an economics text states that blatant racial or gender discrimination is vanishing today. Since this is a statement about which there is current disagreement, students might be prompted to consider and discuss their own degree of agreement with this statement.

Be careful about the comments made during class lectures, discussions, recitation sessions, etc. Be aware of the fact that comments that are not fully explained may inadvertently invoke stereotypes or promote inaccurate conclusions. Similarly, skewed examples of religious, historical, or other events have the potential to lead students to believe that inaccuracies are truths.

Student Critiques of Course Content

Create a classroom climate that encourages and expects questions about and critiques of course content. Such a climate will help to create a norm of critical thinking that will facilitate the learning process for all students. As students share their critiques with the class, other students will benefit by being exposed to different interpretations, perspectives, and concerns regarding course material. This climate can also provide an opportunity for students to add to the course content by correcting inaccuracies or misrepresentations related to the history or experience of their own groups.

Make decisions about when to devote unanticipated time to class discussions to deal with issues raised by students that pertain to content or process. These issues, which may deal with the history or culture of a group with which you are unfamiliar, are an equally important part of the course content. It is best to be honest about your lack of knowledge, acknowledge the students' point, and make efforts to secure information about the students' point to share with the class in a future session. It is also important to emphasize that everyone can be a teacher and that instructors and students can learn from one another. You can also ask students to send you e-mail messages, chat with you during office hours, or drop notes in your mailbox as concerns about course content arise. You should make every effort to address these issues or explain to students why they will not be addressed.

Be open to students' reactions to course material, even when you feel uncomfortable with the manner in which they are expressed. Be prepared for students to publicly challenge inaccurate information about particular groups that appears in class readings, films, etc. Students may react strongly upon hearing what they perceive to be inaccurate and negative information about their group. You may find yourself teaching courses that have the reputation (from the students' perspective) of being full of inaccurate or misleading content. Students can often feel unduly burdened when they are in a position as teacher rather than learner. Students may resent having to "pick up the slack" in classes where instructors and their peers lack knowledge about the group with which the particular students are affiliated. When students are of the opinion that the information being given in the course is biased against their group, they may feel that they are also missing valuable learning opportunities. Creating a positive learning experience for these students can be challenging. In this situation, it is most important to be open to the perspectives these students share. Giving serious consideration to students' views that are in the "minority" will encourage students to respond honestly about issues while also encouraging students to think more broadly about issues. This does not, however, mean that you have to agree with the students' views or feel that the students' views are above critique.

Give serious consideration to students' requests for alternative materials when materials currently used inaccurately represent aspects of students' social identity groups or cultures. Changes should be made when justified. If you receive criticisms about materials, you should make clear to students that the criticism can be accompanied by specific recommendations of alternative materials.

Responding to Student Identities

Invite all students to contribute to class discussion, even if you assume that the discussion is more relevant to some students than others. Students (irrespective of background) do not like being forced to serve as the spokesperson for their group. Students also do not appreciate being expected to know everything about issues relating to their group or the assumption that all students from their group feel the same way about an issue.

Be sensitive to the experiences of visibly underrepresented students in your class. Students with identities that are underrepresented and visible or known may face certain challenges that unfairly compromise their learning environment. For example, students may not be allowed to do assignments on certain topics because of the instructor's assumption about the students' biases. In one course, women wearing Islamic head scarves were readily identified as Muslim and not allowed to write a paper on Islam; it was more difficult to readily identify students as Christian from their appearance, so they were not prevented from writing papers on Christianity. Students from underrepresented groups may also feel a self-imposed pressure always to portray themselves in a good light so they do not reinforce stereotypes about their group. Whereas "majority students" can slack off from time to time when working within groups, occasionally show up late to class, or be absent without peers attributing their behavior to membership in a particular group, students from underrepresented groups often sense that their behavior is interpreted as a reflection on their group. Although there may be little you can do to relieve this self-imposed pressure on the part of some students, you can be thoughtful about your interactions with these students and make an effort not to publicly discuss students' performance or behavior.

Inequities in the Classroom

Be aware of gender dynamics in classroom discussions. Even when women are in the majority, men may sometimes consciously or unconsciously dominate class discussions or interrupt women. Monitor the occurrence of this behavior, and encourage women to speak up at the same time they discourage men from dominating the discussion.

Be careful not to respond to comments in ways that students might interpret as dismissals. You should give sufficient attention to (a) students' comments that differ from the majority of students' views or your own views, (b) students' views that are based on experiential knowledge, and (c) women's views in predominately male classes or traditionally male fields. Be aware of differential feedback given to students who differ on some aspect of their social identity (gender, ethnicity, disability, sexual orientation, etc.). For example, you should attend to whether you speak down to women or "brush off" their questions, yet give men responses that are informative and detailed.

Conflict in the Classroom

Respond to classroom conflict in a manner that helps students become aware of the "learning moment" this conflict provides. Heated discussions need to be facilitated in a manner that does not result in hostility among class members and a sustained sense of bad feeling in the room. You can avoid these outcomes by encouraging students to tie their feelings and conflicts to the course material and by looking for underlying meanings and principles that might get buried in the process of class conflict. Students appreciate tensions between groups in the class being recognized and effectively addressed.

Recognize student fears and concerns about conflict. Students enter a class with different levels of experience and comfort with conflict. It is important to normalize the experience of conflict in the classroom, particularly in classes that focus on controversial topics. This can be accomplished through explicit discussion of student experiences with conflict and the use of structured discussion exercises.

Maintain the role of facilitator. One of the challenges of teaching is maintaining the role of instructor under a variety of conditions. For example, you can get caught up in expressing your own perspective in heated discussions or can become overly silent in discussions that go beyond your own knowledge base or experience. While these responses are understandable, such role abdication can create chaos in the classroom or force students to fill in the abdicated facilitator role. In order to avoid this outcome, you should examine your typical responses to conflict. It can also be useful to find ways that you may admit your limits with respect to content areas while maintaining responsibility for the group process.

Shari Saunders is currently coordinator of the Transforming Communities Project, and Diana Kardia, currently director of the Center for Research on Learning and Teaching at the University of Michigan at Ann Arbor. Visit the CRLT/Multicultural Teaching and Learning Services website at www.umich.edu/~crltmich/about.html.

School Voucher Debate Heating Up

Raw Emotions and Complex Issues

BY
JEFF SIMMONS

Supporters say that vouchers will force public schools to shape up to remain competitive.

Four years ago, the Archdiocese of New York offered up a challenge to public school educators in New York City. He suggested that the 1,000 least successful students in the public school system be allowed to transfer to Catholic schools.

His words–offered as an olive branch to help remedy the system's overcrowding ills–provoked fiery debate.

Education advocates abruptly criticized the Archdiocese for triggering talk about school vouchers. Supporters, including New York City Mayor Rudolph Giuliani, seized the occasion to lobby for a program that would grant parents the option of removing children from public schools to send them to private ones with the support–and possible funding of the private sector.

Schools Chancellor Rudy Crew, who has since left office, in part because of his outspoken resistance to vouchers, defended the city's one-million-student public system and refused to cooperate. As he described it, such a program could send the message that the public schools had failed.

Whether he liked it or not, such a program came into existence, albeit in a different form to avoid any taxing litigation. The mayor backpedaled from his publicly funded plan, and private donors coughed up $12 million to fund the new School Choice Scholarships program.

The program granted $1,400 vouchers annually for four years to children in low-income households.

The school system refused to provide records–but watched as thousands of parents applied to remove their kids from classrooms in failing schools. Two thousand of them have since enrolled in private and Catholic schools in the greater New York City area, and nearly all have been minority.

"The first year, the group was 47 percent Latino and 44 percent African American," says Kristin Kearns Jordan, the former executive director who is now starting a charter school in The Bronx. "Currently, low-income Latino and African American students are not being well-served in the city's low-performing schools."

Ninfa Segarra, member, NYC Board of Education

The program has continued to disperse vouchers in similar ethnic proportions, granting them to students who were eligible for free lunch and live in New York City. In its second year, the program targeted the city's 14 worst-performing community school districts and granted vouchers to students in kindergarten through fifth grade.

Said Jordan, "I think people are really looking for options for these kids, and the schools that the parents are using their scholarships towards are demonstrated to work." The program, she said, is thriving. "It is alive, and it's well."

So are efforts to push vouchers–chiefly targeted at minority communities–across the nation. Candidate Bob Dole lobbied for them in the last presidential race. The issue remains a top campaign issue this season. Governor George W. Bush suggested withdrawing money from struggling schools to use it on vouchers.

In New York State, First Lady Hillary Rodham Clinton has sparred with her competitor for a New York Senate seat, Republican Mayor Giuliani, over their potential effects. Said Clinton, "Vouchers to me are a flag of surrender."

The search for an interim city schools chancellor thrust the name of a pro-voucher academic to the fore. And although previous state efforts to enact a voucher program have failed, some legislators privately say that they might submit a bill again in the coming session and are monitoring court battles to determine whether the time is ripe for New York.

"I think it's a question of fairness and equity," says New York City Board of Education Member Ninfa Segarra, a former deputy mayor, "and fairness and equity mean that you give children every opportunity to have a free and appropriate education.

"I think a voucher program is going to eventually win the day in New York City and throughout the country because I don't see enough of an effort being made to provide other avenues, such as school choice within pubic schools and changes in the teachers' contract to make them more accountable."

But there is considerable movement on the horizon. Ohio's contentious voucher fight has escalated to a Federal District Court. In December, Federal Judge Solomon Oliver Jr. concluded that Cleveland's four-year-old taxpayer-financed voucher program violated the Constitution's separation of church and state. In that three-year-old program, most of the students left public schools for parochial ones.

The governor hastily vowed to appeal, and the program, which distributes $2,500 in state money toward tuition, continues until the Sixth Circuit Court of Appeals issues a ruling. Experts suspect that this case could eventually–and soon–wind up before the United States Supreme Court.

Professor Joseph P. Viteritti, author of *Choosing Equality*

Meanwhile, the Wisconsin Supreme Court upheld a similar program in Milwaukee, and the U.S. Supreme Court declined to take on the case. In Maine and Vermont, courts have found the programs might exclude parochial schools. And in Florida, where a Pensacola program had been expanding statewide, in March a judge found the program unconstitutional, saying that taxpayer-financed vouchers for private school programs violated the law. It struck a blow to pro-voucher advocates.

As the legal battles progress, the debate is also being waged on the front lines: in the classrooms and in the impoverished neighborhoods where parents say vouchers have become increasingly palatable. Their popularity among minority families has rapidly grown.

"States need to understand that they are all programs geared one way or another towards kids that are not being well served in the public schools," said Joseph P. Viteritti, author of *Choosing Equality* (Brookings Institute). "What I've been arguing is that people on the left and liberals are going to have to come to appreciate this and have to deal with the issue more responsibly."

"This has become a minority issue, and the data show that if you look at Blacks and Hispanics, this is where it's going: vouchers," Viteritti said. "People in the suburbs are not very receptive to the idea. They feel it's taking money away from the public schools to put in private schools.

"But there is strong support for this among Black and Hispanic parents, and the reasons are straightforward: these are parents whose children get stuck in the failing schools, and they are not attending suburban schools. These kids are attending inner-city schools and very often low-performing schools. What these parents are looking for are options."

The voucher movement has its critics…and its defenders. Supporters say that vouchers will force public schools to shape up to remain competitive. They hold that low-income students would have wider educational opportunity for greater achievement. Religious conservatives maintain that they could send kids to schools reflecting their values.

Critics, though, stress that there are questions about the use of public funds for religious education, that the private schools might not be appropriately regulated, and that there might not be adequate transportation. They also say that voucher programs can siphon off the best and brightest students to private schools, and that access is skewed toward involved parents.

Unions have furiously opposed vouchers. The National Education Association President Bob Chase, commenting on Bush's plan, said, "The public doesn't want vouchers."

The NEA reports that evaluations of voucher students' achievement show no or only small improvements when compared with public school students. It cites "official studies" that conclude that vouchers did not improve overall student achievement.

The 30th annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools found that 88 percent of parents would prefer to spend their tax dollars on smaller classes. NEA's recommendations: investing in public schools to lower class size, improving teacher training and instituting programs targeted at improving reading skills.

"Children and taxpayers would be much better served by proven education reforms that serve all children," said Chase, whose organization joined the Ohio Education Association to fight Cleveland's program in court.

Still, the first study of Cleveland's program–by Harvard's John F. Kennedy School of Government–found that two-thirds of the parents who use the vouchers were "very satisfied" and that testing showed that students had made significant strides.

"I think the evidence is very mixed at this point. If you are looking for performance data in terms of student achievement, [those] data [are] very controversial right now, depending on whose reports you look at," Viteritti said. "The more encouraging ones say the kids who participate in these programs are doing better academically. The more discouraging ones say that they're not doing any better but they're not doing any worse."

Carol Gresser, an adjunct professor at St. John's University and the director of Columbia University Teachers' College's Institute for School Board Leadership, said that publicly funded vouchers are illegal in New York State. Instead of vouchers, she says that a public school choice program will benefit students.

"I think what vouchers simply do is provide exit visas for some kids to leave the public school system, but they leave hundreds of thousands of kids behind. You are not really solving the problems of public education."

"I am sure you will find some in the minority community who think vouchers will be the magic bullet–but not all people in the minority community. What they realize is that what we have to do to improve the neighborhood schools is to let all parents have the option to send their children to any school in their district."

For every critic, there appears to be a defender who contends that vouchers will help inner-city children.

In a recent speech at a Manhattan luncheon, Baltimore Mayor Kurt Schmoke decried the access that wealthier parents have to better schools while low-income parents don't have similar options.

Carol Gresser, adjunct professor at St. John's University and director of Columbia University Teacher's College's Institute for School Board Leadership

"Some say that school choice, especially vouchers, will weaken public education," said Schmoke, whose watch has seen the creation of a Baltimore school choice program, the New Schools Initiative. "My response is that choice can only strengthen public education by introducing competition and accountability into the mix."

He went on: "A properly structured voucher program is no more a violation of the principle of separation of church and state than is the GI Bill. This program allowed military veterans to use government dollars to attend any university of their choice, public or private, religious or secular."

Education advocates say that parents in minority communities are more apt to favor vouchers. New York's Toussaint Institute Fund surveyed 747 parents and found that of the 633 who answered a question about vouchers, 533 said that they would like to see a voucher program adopted in the United States; 545 said they believe vouchers would empower the economically deprived.

The programs often accept students who reflect the demographics of the region, which is why New York City's School Choice Scholarships have been granted to higher percentages of Latinos and African Americans, and Cleveland's have largely gone to African American students.

Segarra, who is Latina, said that she is often confronted by parents who want more opportunities for their children. "When you explain to a parent that they can have a certain amount of dollars to walk down to a school nearby, normally a school with a religious orientation, a Catholic School or one run by the Protestant Church, they want it."

She added, "I think that parents are the first ones on line to access vouchers. The people who don't want vouchers are people who have a vested interest in the school system and the current bureaucracy."

Added Viteritti, "When you ask parents what they like about schools, the information that comes back is very consistent. They talk about high academic standards, high expectations for their kids, the safety of the school, a sense of community. They talk about, if it's a religious schools, that they like the religious values in the school."

Experts say that the U.S. Supreme Court, if it takes on the Cleveland case, will chart the course: leading either to a flourish of new voucher programs or to choice programs that are privately financed. Currently, Cleveland has distributed some 4,000 vouchers.

The minority community did not sit back when last year's judicial setback was delivered. In fact, it was its public outcry that spoke volumes to Viteritti. Parents took to the streets and held candlelight vigils–a massive show of support that eventually swayed a judge to keep the program afloat until the legal battle is over.

"It became a symbol and really dramatized how choice has become a 'poor issue,' because you saw all of these minority parents marching, which was a throwback to the old civil rights days. It wasn't the Christian Coalition. It wasn't the conservative free-market proponents. It was poor people."

"This case, if it reaches the [U.S.] Supreme Court, will be a landmark case." **HO**

People-Places-Publications-Conferences

PEOPLE & PLACES

Smithsonian Celebrates African, Caribbean, and Latin Drums

"Ritmos de Identidad: Fernando Ortiz's Legacy and the Howard Family Collection of Percussion Instruments," an exhibition organized by the Smithsonian Center for Latino Initiatives in Washington, D.C., focuses on percussion instruments in Afro-Caribbean music. The display opened in February in the Smithsonian's Arts and Industries Building and continues through Aug.1.

Percussion–a key element in the tropical sounds of mambo, merengue, samba, Latin jazz, and salsa–has played an important role in defining Latin sound. Showcasing approximately 150 percussion instruments made in Africa, Cuba, New York, Puerto Rico, and other locations, the exhibit explores the historical development of percussion in Afro-Caribbean music. Several rare items from the 700-piece Howard Family Collection are included.

Poet Agosín Speaks at Rutgers

Award-winning Latina poet Marjorie Agosín spoke of growing up Jewish in predominantly Catholic Chile in a lecture presented by the Allen and Joan Bildner Center for the Study of Jewish Life at Rutgers University (N.J.)

Her lecture explored her childhood in an extended Jewish family in a mostly Catholic nation. It addressed such issues as anti-Semitism and being an outsider, which, along with politics and violations of human rights, have informed her work as a poet.

These experiences are among the themes of her most recent book, *The Alphabet in My Hands*, published last year by Rutgers University Press.

A professor of Spanish at Wellesley College, Agosín recently was honored with a United Nations Leadership Award for Human Rights.

Multicultural Conference and Seminar Calendar for Marketers

Multicultural Marketing Resources, Inc. (N.Y.), has compiled and published a comprehensive calendar of more than 85 seminars and conferences taking place in the year 2000 of interest to marketing professionals who target Hispanics, African Americans, Asian Americans, women, the gay and lesbian market, and other cultural groups. The calendar, which will be updated throughout the year as events are scheduled, includes banquets, galas, fundraisers, and expositions sponsored by multicultural organizations.

The calendar is free to professionals in the marketing and public relations industry. Call (212) 242-3351; e-mail, MMRNews@aol.com; or fax your business card to (212) 691-5969.

Saginaw Graduate Receives Fellowship

Scott Rodriguez, Saginaw Valley State University (Calif.) graduate student, was chosen out of 70 applicants to receive a fully paid fellowship with the Michigan Political Leadership Program (MPLP) at Michigan State University. Rodriguez and 20 other MPLP Fellows will meet for 10 weeks during a 10-month period to discuss state policy issues with prominent political, business, media, university, and community leaders.

Rodriguez is a constituent liaison in the district office of U.S. Congressman James Barcia. At Saginaw Valley State, he is pursuing a master's degree in organizational leadership and administration.

Texas-Austin Symposium on Fragile Democracies

Scholars, government officials, and human rights activists examined the forces affecting democracy in Latin America at a University of Texas-Austin symposium.

The conference, "Challenges to Fragile Democracies in the Americas: Legitimacy and Accountability," looked closely at how the instruments of government survived periods of authoritarianism and are handling current challenges to determine what it takes to regain true democratic legitimacy. Recent events illustrate that the judiciary, the legislature, and the executive branches each play different parts in this process. How each branch responds plays a critical role in the reestablishment of the public trust that is at the heart of any democratic system.

Carolina-Chapel Hill Holds Seminar on Media and Latinos

The School of Journalism and Mass Communication at the University of North Carolina-Chapel Hill held a seminar, "Covering the Latino Community."

The program included sessions about Latino population growth; the Census; political influence and concerns; Latinos as consumers; and how to consider Latinos in writing every story rather than relegating them to a beat.

Félix Gutiérrez, senior vice president and executive director of The Freedom Forum Pacific Coast Center, gave a keynote address. Gutiérrez has worked for more than 30 years toward improving coverage and employment of Latinos in the news media.

Other speakers included Gilbert Bailon, vice president and editor of *The Dallas Morning News*; Don Flores, executive vice president and editor of the *El Paso Times*; Frank del Olmo, associate editor of the *Los Angeles Times*; and Maggie Rivas-Rodriguez (pictured), assistant professor of journalism at the University of Texas-Austin.

1230

Queens College Exhibits Photos of Spanish Catholic Ceremonies

Photographic images of Spanish Catholic ceremonies by photojournalist Tino Martínez were on display at the Queens College Art Center (N.Y.). The exhibition, "Tino Martínez, Ex-votos: Photographs from Galicia," was curated by Jerald R. Green.

Martínez specializes in documenting the numerous romerías (processions) that occur annually under the regional government of his native Galicia in the northwestern corner of Spain. His images of these processions, some solemn, some celebratory, have been exhibited throughout Spain and in Europe.

"Martyrs of El Salvador" Lectures at Saint Mary's

Recent lectures at Saint Mary's College (Ind.) related stories of extraordinary people who have sacrificed their lives for their faith.

"The Martyrs of El Salvador," a three-day series of pre-Lenten lectures delivered by Marie Dennis, director of the Maryknoll Office for Global Concerns in Washington, D.C., aimed to inspire greater awareness and appreciation of Catholic Social Teaching and the steadfast devotion of so many to its principles.

Dennis coordinates Maryknoll's participation in United Nations activities and travels often to Latin America.

Latino Health Forum at Charles R. Drew University

Dr. Elena V. Rios, president of the National Hispanic Medical Association and director of Hispanic-Serving Health Professions Schools (HSHPS), Inc., was a guest speaker at a Latino health forum held at the Charles R. Drew University of Medicine and Science (Calif.).

Rios discussed an agenda to strengthen the education and increase the numbers of high-quality Hispanic health care providers, thus to serve and improve the health status of Hispanics.

The University is a charter member of HSHPS, a nonprofit organization established in 1996 in response to the President's Executive Order 12900, "Educational Excellence for Hispanic Americans."

Latinas Unite at Southwest Texas State

Aiming to bridge both a gender and cultural gap by fostering communication among students, professionals, and the community, Southwest Texas State University (SWT) Latina students designed and hosted the 5th Annual Images of Women Conference. Speakers discussed the political, economic, and cultural needs of Latinas across the United States.

Musician Tish Hinojosa and feminist author and educator Dr. Maria Herrera-Sobek (pictured) were keynote speakers. Other presenters included Dr. Kate Pierce, Dr. Ana Juarez, Stella Silva, and Dr. Leticia Garza-Falcon.

(See related story, Page 26.)

Continental and Houston School District Encourage Bicultural Reading

Continental Airlines awarded "pilot wings" to thousands of Houston Independent School District (HISD) second graders, encouraging them to reach their individual lofty goals. The children received the wings as an incentive to participate in the airline's Vuela con Libros/Fly with Books bicultural reading program in 1999-2000.

"With Continental Airlines' help, HISD's bilingual reading initiative has been greatly enhanced at each of our participating schools," said Jaime de la Isla, assistant superintendent, HISD. "Vuela con Libros/Fly with Books gives children a chance to learn another language through an appreciation of Hispanic culture, regardless of what their native tongue may be."

During a visit to Holden Elementary School, Continental pilot Diego Camiro spoke to the children about the importance of reading.

Rivera Director of Northern Essex Business Center

Mayte Rivera was named director of Northern Essex Community College's Lawrence Business Assistance Center in Massachusetts.

The center, which officially opened its doors in February, was funded by a $400,000 grant from the U.S. Department of Housing and Urban Development's Hispanic-Serving Institutions Assisting Communities Program.

"I believe passionately that education and financial assistance programs are key to removing the challenges and barriers that Hispanic business owners face," said Rivera.

A native of Puerto Rico who came to this country in 1984, Rivera has a paralegal certificate from Middlesex Community College and a bachelor's degree from New Hampshire College.

Former Argentinean President at Texas-Austin

Carlos Menem, the president of Argentina from 1989-1999, lectured at the University of Texas (UT)-Austin in March. His talk, "La Argentina en la década del 90 y los desafíos del nuevo milenio" ("Argentina in the Decade of the 1990s and the Challenges of the New Millennium"), given in Spanish, was sponsored by the Argentine Studies Center at the UT-Austin Institute of Latin American Studies (ILAS).

"Even Menem's detractors confess that his presidency transformed Argentina in many positive ways," said Dr. Nicolas Shumway, director of ILAS. "Previously a country of state-run industries and a protected economy, Argentina under Menem enthusiastically embraced liberal economic policies. As a result, foreign investment grew, partly as a result of privatizing state enterprises, but largely because Menem's policies made the country so much more attractive to foreign capital."

Large NIH Grant to New Mexico State

The National Institutes of Health (NIH) has awarded a four-year, $5.77 million grant to New Mexico State University (NMSU) to support research in the molecular life sciences. It is the largest NIH grant ever awarded to NMSU.

The grant, awarded through the NIH SCORE program, Support for Continuous Research Excellence, will support eight research projects and two pilot projects by faculty members from several NMSU departments.

SCORE grants are for "biomedical and behavioral research at institutions with significant underrepresented minority student enrollment." About 48 percent of NMSU's undergraduate students are Hispanic, Native American, or African American.

Central Connecticut Students Go Abroad

Central Connecticut State University will be conducting a two-week educational program exploring European cultures and ancient sites, May 20 to June 4. The first week will be spent in and around Lisbon, Portugal, and in Madrid, Toledo, Seville, and Granada. Tourists will visit Alhambra, an African Moorish palace above the narrow streets of medieval Christian Granada.

The second week will be spent in Pisa, Milan, Venice, Florence, and Rome. Michelangelo said that the doors of the Baptistery in Florence "were worthy to form the gates of paradise." Napoleon called St. Mark's square in Venice "the finest drawing room in Europe."

Caregiving Roundtable at Cal State -L.A.

Assistant Secretary of Aging Jeanette C. Takamura (pictured l.), U.S. Department of Health and Human Services, led a roundtable at California State University-Los Angeles' Roybal Institute for Applied Gerontology. The meeting, "America's Families Care: Voices from the Communities," addressed family care-giving and long-term care issues, with a focus on ethnic communities and diversity.

Photo by Stan Carstensen, Cal State L.A.

Jorge Lambrinos (r.), director of the Roybal Institute, attended along with Cal State L.A. administrators, family care-givers, and representatives of agencies providing services for older adults, faith-based organizations, health care businesses (nursing homes and companies that provide home care equipment), and labor unions.

Texas A&M-Kingsville Engineering Students at National Conference

Ingrid Ascencio, a senior mechanical engineering student from Texas A&M University-Kingsville, came home from a meeting in Washington, D.C., with a $2,000 cash prize for her award-winning paper while classmate Cecilia Cortez, also a senior mechanical engineering major, accepted the Chapter Development Award.

Ascencio (pictured r.) and Cortez (l.) attended the national meeting of the Society of Hispanic Professional Engineers. Cortez is president and Ascencio is vice president of the Texas A&M-Kingsville chapter.

Ascencio's paper, "The Changes in Mechanical Properties of the Rat Femor with Alcohol Effects," is based on her interest in biomedical engineering.

Cortez said that the group sponsors visits to campus by industrial leaders and conducts programs for high school and middle school students emphasizing the importance of science and engineering.

Matos Rodríguez in New Post at Hunter College

Dr. Félix V. Matos Rodríguez, an educator and historian with interests in public policy, has become the director of The Center for Puerto Rican Studies at Hunter College (N.Y.).

In planning to have "Centro" focus more on policy issues, including K-12 school reform, welfare legislation, and migration, Matos Rodríguez envisions its staff of researchers regularly providing data and analysis to New York City officials on issues affecting the Puerto Rican and greater Latino communities.

"I would also like to expand Centro's public policy work outside the city, help prepare more Latinos for social-research careers, and train leaders of community organizations to gather their own data to support their advocacy," he said.

Matos Rodriguez graduated cum laude from Yale and earned two master's degrees and a doctorate at Columbia University.

Western Oregon Holding Program in Mexico City

Western Oregon Univ. (WOU) and the Universidad Iberoamericana will conduct a Summer Intensive Spanish Program June 19 through Aug. 3 in Mexico City. The program offers an urban experience as students live and study in the largest city in the world. Participants live with a Mexican family throughout the program to help gain insight into one sector of the Mexican culture and society. Travel on the city's public transportation system to and from campus and on excursions provides further insight and facilitates travel know-how.

WOU students must be willing to take intensive language courses during the term. They will be able to earn 14 academic credits.

Southern Methodist Hosts García Rodero Exhibition

The Meadows Museum at Southern Methodist University (Texas) presents "Cristina García Rodero: Photographic Eye of Spain," through May 28. Curated by María Teresa García-Pedroche, associate curator of the Meadows Museum, the exhibition features 93 photographs from García Rodero's series, "España Oculta, Public Celebrations in Spain, 1974-1989," "Testigos," from Georgia in the former Soviet Union, and recent documentary work from post-war Bosnia.

One of Spain's most prominent photographers, García Rodero (pictured) has spent nearly 30 years documenting its traditional religious festivals and rituals. Born in Puertollano, Ciudad Real (La Mancha, high up on the meseta, the tableland south of Toledo), García Rodero has done extensive research on the various rites, which combine elements of Christianity with such pagan aspects as fertility and rainfall.

Latina Organization Holds Anniversary Banquet

LPC/λπχ Latinas Promoviendo Comunidad/Lambda Pi Chi Sorority, Inc., a community service-based organization dedicated to the socioeconomic, political, and educational development of women and all people of color, recently held its 12th Anniversary Banquet. The event was held in conjunction with the sorority's annual conference.

Sorority founders created the organization in 1988 at Cornell University (N.Y.) to consolidate their strength as responsible women devoted to the community. Based on three ideals, La Comunidad, La Cultura Latina, and La Hermandad, the group eventually expanded to include top universities and colleges throughout the Eastern U.S. and now has more than 200 members.

Martinez Named VP at Texas-Brownsville/Texas Southmost

Rosemary R. Martinez is the new vice president for business affairs at the University of Texas-Brownsville/Texas Southmost College (UTB/TSC).

"Rosemary brings valuable private and public sector experience to this work, coupled with an energetic commitment to refining processes and improving efficiency," said Dr. Juliet V. García, University president.

Martinez joined the University in 1997 as budget director and controller. Since 1999, she has been interim assistant vice president for business affairs. An active member of the community, she is a member of the Brownsville Citizens Advisory Committee.

Martinez earned a bachelor's degree from Pan American University, graduating summa cum laude. She is a CPA and is currently pursuing a master's at UTB/TSC.

In the News at Texas A&M-Corpus Christi

Texas A&M University-Corpus Christi introduced a special display of the papers, photographs, and works of three local Mexican American women professionals and community leaders. The Bell Library display honored the history of Dr. Clotilde P. Garcia, Jovita Gonzalez, and Dora Cervera Mirabal. Rosie Mirabal Garza, daughter of Dora Cervera Mirabal and friend of the other two honorees, spoke about the lives of the three honorees at the reception.

The Texas A&M University-Corpus Christi Weil Gallery recently held the exhibit "Alberto Mijangos: Paintings." Prior to the opening, Alberto Mijangos worked on a huge, multi-paneled wall mural for the exhibition. Several large mixed-media paintings on canvas and a series of smaller paintings on wood panels also were on display. Mijangos, who was born in Mexico City and has lived in San Antonio since the 1960s, has exhibited throughout Latin America and the United States.

Texas-San Antonio Associate Dean Chosen for Fellowship Program

Bertha Pérez, University of Texas-San Antonio associate dean for the Downtown campus, was selected for the National Hispana Leadership Institute Year 2000 Fellowship Program.

One of only 20 women chosen nationwide, she will participate in a four-week program that includes a week each at Harvard University, Washington, D.C., and San Francisco. The program prepares women who have demonstrated leadership at the local level for positions of national influence and public policy impact.

The National Hispana Leadership Institute was founded in 1988 with a mission to create positive global change through personal integrity and ethical leadership.

Sandoval Wins Hayward Award for Excellence in Education

Antelope Valley College Professor Patricia Sandoval was given California's Hayward Award for Excellence in Education at a meeting of the board of governors of the California Community Colleges in Sacramento.

Nominees were judged on five criteria: commitment to serving students; commitment to the college, including helping students succeed; participation in professional and/or student activities; commitment to education, including currency in the faculty member's discipline; and serving in statewide or national activities.

Sandoval is a member of the California Association of Bilingual Educators, Association of Mexican American Educators, and California Association of Hispanic Psychologists.

Miami-Dade and HACER Create Scholarship Fund

Miami-Dade Community College (M-DCC) in Florida received $20,000 to create an endowed scholarship fund for Hispanic students. Local McDonald's restaurant franchises–through the Ronald McDonald House Charities/Hispanic American Commitment to Educational Resources (RMHC/HACER) Scholarship Program–donated $10,000 to the college, which the M-DCC Foundation, Inc., matched.

Two scholarships per academic term, of approximately $1,000 each, will be made from this fund.

The HACER Scholarship Program is an initiative of the McDonald's Hispanic Operators Association, a national organization of McDonald's franchise owners of Hispanic descent. Local members Roselina Rodriguez and Alex Rodriguez presented the award to the college in a recent ceremony.

California Schools Strive for Diversity in Graduate Education

The University of California, California State University, and many of California's independent colleges and universities teamed together, for the 10th consecutive year, to host the California Forum for Diversity in Graduate Education.

More than 1,000 students of color as well as others who bring diversity to higher education gathered at Stanford University to attend workshops given by faculty and administrators on the key aspects of how to select, apply to, receive financing for, and succeed in graduate school.

Undergraduates and master's-level students from dozens of California colleges and universities were selected to attend because of their potential for success in doctoral programs. In addition to attending workshops, students had the opportunity to visit with more than 100 graduate school recruiters from throughout the country.

California State-Fullerton Holds Sociology Day

"Sociological Perspectives on Mexican Americans in Southern California" was the theme of Sociology Day at California State University-Fullerton–from "Chicanos in the Media" to "Building Healthy Cities."

Guest speakers included the following: Eli Reyna, senior human relations specialist with the Orange County Human Relations Commission; Dr. Vilma Ortiz, professor of sociology at the University of California-Los Angeles; Moctesuma Esparza, filmmaker, producer, and entertainment industry executive; Dr. America Bracho, executive director of Latino Health Access, Santa Ana, Calif.; and Augustin Gurza, *Los Angeles Times* columnist.

New Jersey City Council on Hispanic Affairs Holds Fundraiser

The Council on Hispanic Affairs (CHA) of New Jersey City University (NJCU) held its annual scholarship fund benefit dinner. Event organizer Hugo Morales is NJCU assistant director of publications and CHA chair.

Professor Ben Jones (pictured), a faculty member in the NJCU art department since 1967, was honored for his contributions as an educator, mentor, and artist to the university community and to Latino communities around the globe.

Jones is an internationally acclaimed painter, sculptor, printmaker, and mixed-media artist. Fluent in Spanish, he has traveled extensively, conducting research in West Africa, Brazil, Cuba, the Caribbean, France, Spain, the Soviet Union, Canada, and the United States. He is a graduate of William Paterson University (then William Paterson College) and has master's degrees from New York University and the Pratt Institute.

Texas A&M-Kingsville Biology Students Attend Symposium

Texas A&M University-Kingsville biology students presented their research at the first National Institutes of Health/Research Infrastructure in Minority Institutions Symposium in Atlanta, Ga. Student participants included Maria Estela Martinez, Maria Susana Ramirez, Elda E. Sanchez, Gloria R. Chapa, Celia Garcia-Prieto, Roel Valadez, Jr., Rosemary Ramirez, Gennie Schuller-Chavez, Wendy McCoy, Ahmad Galal-ElDeen, Ronika Williams, and Morgan R. McKeller.

The mentors accompanying the students were Dr. Maribel Gonzalez-Garcia, assistant chemistry professor, Dr. Rafael Perez-Ballestero, chemical technical coordinator, and Dr. John C. Pérez, biology professor.

Minority Medical Students Attend National Meeting

Twenty-nine of the nation's most gifted minority medical students presented findings of their biomedical research projects during the annual symposium of The Fellowship Program in Academic Medicine for Minority Students. The meeting is the largest gathering of minority medical students in the United States.

The fellowship program seeks to increase the number of African Americans, Mexican Americans, mainland Puerto Ricans, and American Indians in biomedical research and academic medicine. It is funded by the Bristol-Myers Squibb Foundation and administered by National Medical Fellowships, a not-for-profit organization.

Each fellow–third- and fourth-year minority medical students from across the U.S.–worked on a project from eight to 12 weeks, in collaboration with a leading biomedical researcher who served as a mentor.

New Mexico Library Hosts Transborder Conference

The University of New Mexico general library hosted the X. Transborder Library Forum, or "X FORO," the 10th annual conference at which librarians from the United States, Mexico, and Canada convene to exchange information about the provision of library services in those regions.

"Beyond Our Borders: Interconnections" explored how librarians can transcend personal, cultural, economic, and geopolitical borders with a shared sense of purpose.

John Wirth, Gildred professor of Latin American studies at Stanford University and president of the North American Institute in Santa Fe, was a keynoter. Noted Acoma Pueblo poet and essayist Simon Ortiz was a speaker.

April Celebrated as Diversity Month at Western Oregon

Western Oregon University celebrated its first organized Diversity Month in April. Ito Vidaña (pictured), a member of the Associated Students of Western Oregon University, was the diversity program coordinator.

"Voices," an assembly of students, faculty, staff, and community, provided an opportunity for open dialogue on diversity. A Day of Silence and Two Days of Action, sponsored by the Gay and Proud Club, were special days geared toward raising awareness of the homosexual community. The Multicultural Student Union sponsored salsa dancing and lessons, and Bernadette Balagastas presented a one-woman show, "Faces of America." International Night featured demonstrations by and representation from most of the university's international student cultures.

Miami-Dade Holds Fundraiser for García Fusté Fund

The Miami-Dade Community College (M-DCC) Foundation, Inc., presented this year's annual fundraising luncheon for the Tomás García Fusté Hispanic Scholarship Fund, in Florida.

Tomás García Fusté, a popular Spanish-language television and radio commentator and Cuban exile leader, has worked for more than 11 years with the M-DCC Foundation, Inc., helping raise thousands of dollars for scholarships that, to date, have helped about 73 Hispanic students.

"My parents did not have the means to send me to college," said García Fusté. "That's what makes these fundraising efforts so meaningful. It is important for me to give other Hispanics the opportunities I never had."

U.S. International Holds Annual Friendship Festival

United States International University (USIU) in California recently held its 11th annual International Friendship Festival.

The celebration, "Color Your World," was organized and presented largely by USIU's multicultural, multinational student body. (Students from more than 90 countries attend USIU.) Many international student clubs sponsored booths highlighting food and crafts from their home countries. Live entertainment included music and dance performances and a multicultural student style show.

Bloomfield College Holds Benefit for New Library

A recent benefit for the new library at Bloomfield College in New Jersey, Books and Bytes, featured live and silent auctions, dinner and dessert buffets, and live entertainment.

Bloomfield College, founded in 1868, is an independent college historically related to the Presbyterian Church of the U.S.A. The student body is from suburban and inner-city neighborhoods, and from more than 70 countries. Many students are the first in their families to attend college, and many are single parents. One-third of those receiving financial aid come from families whose annual income is less than $12,000.

Computer Class Taught in Spanish at Pierce

Pierce College's (Wash.) continuing education department is offering a four-session course on basic computer usage taught in Spanish. The course covers computer terminology, mouse use, basic word processing, and spreadsheet programs in the Windows 95/98 family. Gus Gomez, a computer instructor for Pierce College at Puyallup, heads the class.

PUBLICATIONS

Knight without Armor: Carlos Eduardo Castañeda, 1896-1958

by Félix D. Almaráz, Jr.

Rising from humble origins in South Texas, Carlos Eduardo Castañeda overcame financial barriers and ethnic discrimination in his quest to become a professor and achieved successes unmatched by any American historian of Hispanic descent. This is a definitive biography of this substantial yet virtually unknown historian of the 20th century.

1999. 456 pgs. ISBN 0-89096-890-X. $39.95 cloth. Texas A&M University Press. (800) 826-8911.

The San Sabá Mission: Spanish Pivot in Texas

by Robert S. Weddle

In 18th-century Texas, under Spanish occupation, Franciscan missionaries sought to convert natives to Christianity and make them productive Spanish citizens. A change occurred with the San Sabá Mission disaster and the ensuing military campaign to punish the Indians responsible. This book examines the tragedy as well as its effects on the area's development as a whole.

1999. 320 pgs. ISBN 0-89096-911-6. $16.95 paper. Texas A&M University Press. (800) 826-8911.

Texas Almanac 2000-2001

Mary G. Ramos and Robert Plocheck, eds.

The special millennium edition of the *Texas Almanac* is the definitive resource for Texas information–its history, its culture, and its future. It includes stories on the Texas Rangers, and on the influence of oil on Texas' culture, people, and economy. This one-stop, comprehensive reference book for all things Texan was published by *The Dallas Morning News*.

1999. 672 pgs. ISBN 0-914511-28-9. $12.95 paper. Texas A&M University Press. (800) 826-8911.

Mutual Impressions: Writers from the Americas Reading One Another

Ilan Stavans, ed.

It is commonly assumed that the United States and Latin America, culturally so different, move artistically to very different rhythms. Also common is the assumption that the literary figures on each side of the global North/South divide have had very little interest in the work of their counterparts. Professor of Spanish Ilan Stavans–whose emergence as a leading spokesperson for Latinos has sparked debate among Latino scholars–shows how solid the bridges between writers and across borders have been, and how crucial they are likely to become.

1999. 326 pgs. ISBN 0-8223-2423-7. $17.95 paper. Duke University Press. (888) 651-0122.

An Account of the Antiquities of the Indians: A New Edition, with an Introductory Study, Notes, and Appendixes by José Juan Arrom

by Fray Ramón Pané

With Columbus on his second voyage to the New World in 1494 was a young friar named Ramón Pané, whose assignment was to live among the "Indians" whom Columbus had "discovered" on the island of Hispaniola and to learn their language and write a record of their lives and beliefs. Now available for the first time in English as an independent text in its own right, it comes with the latest anthropological research on these early people.

1999. 72 pgs. ISBN 0-8223-2347-8. $12.95 paper. Duke University Press. (888) 651-0122.

Vecindarios excéntricos

(Spanish)

by Rosario Ferré

Puerto Rican author Rosario Ferré, in a fictitious biography, presents contrasting narratives of family life–both working-class and upper-class–throughout 20th-century Puerto Rico. The stories address the effects of both early Puerto Rican politics and America's liberal influences on the island.

1999. 452 pgs. ISBN 0-375-70370-5. $14.00 paper. Vintage Español. (800) 323-9872.

The Immigrant World of Ybor City: Italians and Their Latin Neighbors in Tampa, 1885-1985

by Gary R. Mormino and George E. Pozzetta

IMMIGRANT WORLD

This reprint makes available once again the wonderful story of the vibrant community of Italians, Spaniards, and Cubans that grew up around the cigar industry in Tampa, Fla., at the dawn of the 20th century. The extent to which immigrant groups cooperated in Ybor City was remarkable, in large part the effect of immigrant workers' strong sense of class consciousness and solidarity.

1998. 384 pgs. ISBN 0-8130-1630-4. $17.95 paper. University Press of Florida. (800) 226-3822.

Corn in Clay: Maize Paleoethnobotany in Pre-Columbian Art

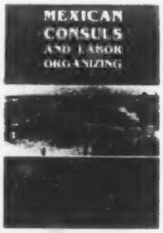
by Mary W. Eubanks

Combining botany, archeology, and art history, this book provides a novel approach to the study of contact between ancient American cultures. Mary Eubanks integrates evidence from replicas of maize on ancient pottery vessels–from the Oaxaca region of Mexico and the northern coast of Peru–with other biological, archaeological, and geographic evidence to establish a considerable degree of contact between Mesoamerica and the Andean region in pre-Columbian times.

1999. 240 pgs. ISBN 0-8130-1669-X. $49.95 cloth. University Press of Florida. (800) 226-3822.

Mexican Consuls and Labor Organizing: Imperial Politics in the American Southwest

by Gilbert G. González



In an explanation of 20th-century Chicano history, Gilbert González refers to the determined interventions of the Mexican government. He offers evidence that Mexico aimed at nothing less than developing a loyal and politically dependent emigrant community among Mexican Americans, which would serve and replicate Mexico's political and economic subordination to the United States.

1999. 301 pgs. ISBN 0-292-72824-7. $19.95 paper. University of Texas Press. (800) 252-3206.

Notable Men and Women of Spanish Texas

by Donald E. Chipman and Harriett Denise Joseph

Notable Men and Women of Spanish Texas
Donald E. Chipman and Harriett Denise Joseph

The colonial era in Texas (1528-1821) continues to emerge from the shadowy past with every archaeological and historical discovery. The authors now reveal the real human beings behind the legendary figures who discovered, explored, and settled Spanish Texas.

1999. 376 pgs. ISBN 0-292-71218-9. $17.95 paper. University of Texas Press. (800) 252-3206.

Women in Mexico: A Past Unveiled

by Julia Tuñon Pablos

Women in Mexico

This work examines the role of Mexican women, addressing the interplay between myth and history and the gap between theory and practice. The author discusses the identity transformation by which indigenous women come to see themselves as Mexicanas, and analyzes such issues as women's economic dislocation in the labor force, education, and self-image. Translated by Alan Hynds.

1999. 160 pgs. ISBN 0-292-78161-X. $9.95 paper. University of Texas Press. (800) 252-3206.

Star Gods of the Maya: Astronomy in Art, Folklore, and Calendars

by Susan Milbrath

STAR GODS MAYA

Observations of the sun, moon, planets, and stars played a central role in ancient Maya life ways, as they do today among Maya who maintain the traditional ways. This book reconstructs ancient Maya astronomy and cosmology through the astronomical information encoded in Pre-Columbian Maya art and confirmed by the current practices of living Maya peoples.

2000. 382 pgs. ISBN 0-292-75226-1. $24.95 paper. University of Texas Press. (800) 252-3206.

A Dream Compels Us: Voices of Salvadoran Women

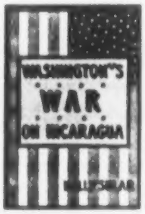
New Americas Press, eds.

Salvadoran women, in their own words, explain the process of profound social transformation that occurred in El Salvador from 1980 to 1988. The pieces depict the development of a broad revolutionary movement and women's participation in it throughout the decade.

1989. 248 pgs. ISBN 0-89608-368-3. $11.00 paper. South End Press. (800) 533-8478.

Washington's War on Nicaragua

by Holly Sklar



This is a stunning account of U.S. policy from the Sandinista revolution through the Iran-contra scandal and beyond. Holly Sklar shows how the White House sabotaged peace negotiations and sustained the deadly contra war despite public opposition, with secret U.S. special forces and an auxiliary arm of dictators, drug smugglers, and death squad godfathers, and illuminates an alternative policy rooted in law and democracy.

1988. 472 pgs. ISBN 0-89608-295-4. $15.00 paper. South End Press. (800) 533-8478.

Many publications featured in this section are available through amazon.com.

CONFERENCES

NISOD2000

May 28-31

The 22nd annual International Conference on Teaching and Leadership Excellence, presented by the National Institute for Staff and Organizational Development (NISOD) and the Community College Leadership Program (CCLP) at The University of Texas at Austin. Features internationally renowned speakers with reputations for the best thinking in the fields of teaching and leading, plus more than 200 breakout sessions. In Austin, at the Austin Convention Center.

Contact: John Roueche and Suanne Roueche, (512) 471-7545.

National MultiCultural Institute 15th Annual National Conference

June 1-4

The 15th annual national conference theme is "Making Choices as a Diverse Society: Taking Responsibility for a Promising Future." At the Hyatt Regency Washington on Capitol Hill in Washington, D.C.

Contact: (202) 483-0700, ext. 227; e-mail, nmci@nmci.org; website, www.nmci.org.

NCORE 2000

June 1-5

13th Annual National Conference on Race & Ethnicity in American Higher Education. Sponsored by The Southwest Center for Human Relations Studies, Public and Community Services Division, College of Continuing Education, The University of Oklahoma. Among the keynoters is Edward James Olmos. In Santa Fe, N.M.

Contact: website, www.occe.ou.edu/NCORE.

Association of Educational Publishers Conference 2000

June 7-9

"Trends & Transitions: A Meeting of the Minds" promises to "help you understand the issues our industry faces, discover new ideas to let you work more efficiently and productively, and network with major industry professionals." At the Capital Hilton in Washington, D.C.

Contact: (856) 256-4610; e-mail, mailbox@edpress.org; website, www.edpress.org.

AAHE Assessment Conference

June 14-18

The American Association for Higher Education's 15th annual conference on assessment asks, "Rising Expectations: Can Assessment Deliver?" In Charlotte, N.C.

Contact: (202) 293-6440; website, www.aahe.org.

Prentice Hall Faculty Development Symposium

June 15-16

"Student Achievement: Helping All Students Maximize Learning Options." At the Oxford Hotel in Denver.

Contact: Barbara Rosenberg, (201) 236-7952; e-mail, barbara_rosenberg@prenhall.com.

Latin American Educational Foundation Golf Tournament

June 21

The Latin American Educational Foundation hosts its annual Golf Tournament. In Sedalla, Colo.

Contact: (303) 446-0541.

University of Hawaii Curriculum Workshop

June 21-30

The Center for International Business Education and Research at the University of Hawaii-Manoa presents "The Development of Intercultural Coursework at Colleges and Universities. At U of H-M in Honolulu.

Contact: Jayna Reynon, (808) 956-3256; e-mail, jayna@cba.hawaii.edu.

American Association of University Administrators Annual Assembly

June 22-25

"A Discussion of Major Issues in Higher Education." At George Washington University Inn, Washington, D.C.

Contact: (972) 248-3957; e-mail, info@allianceedu.org.

NAWE—Women Leaders Institute

June 24-28

"Institute for Emerging Women Leaders in Higher Education." At University of Maryland Inn and Conference Center in College Park, Md.

Contact: (202) 659-9330; website, www.nawe.org.

National Council of La Raza 2000 Annual Conference

July 1-5

NCLR's annual conference provides a forum for information exchange and experience-sharing on current issues important to the Hispanic community, and training and professional development in programs related to nonprofit management and advocacy; provides multiple, diverse networking opportunities; and more. In San Diego, Calif.

Contact: (800) 311-NCLR; website, www.nclr.org.

"Teaching about Latin America: Focus on the Caribbean."

July 10-14

International Studies Summer Institute presented by the Yale University Center for International and Area Studies.

Contact: (203) 432-3410; e-mail, pier.resource@quickmail.yale.edu; website, www.yale.edu/pieris.

"Understanding Global Issues: Women, Health, and Development"

July 10-20

International Studies Summer Institute presented by the Yale University Center for International and Area Studies.

Contact: (203) 432-3410; e-mail, pier.resource@quickmail.yale.edu; website, www.yale.edu/pieris.

2000 Summer Institute for Intercultural Communication

July 12-14, 17-21, 24-28

Now in its 24th year, The Intercultural Communication Institute is again offering a range of workshops and seminars designed to meet the needs of professionals in the areas of intercultural and multicultural education, training, business, counseling, and consulting.

Contact: (503) 297-4622; e-mail ici@intercultural.org; website, www.intercultural.org.

20th International Conference on Critical Thinking and Educational Reform

July 22-25

For its 20th International Conference, Sonoma State University presents "Teaching Students to Think Deeply Within and Across the Disciplines." At SSU in Rohnert Park, Calif.

Contact: (800) 833-3645 or (707) 878-9100; e-mail ccct@criticalthinking.org; website, www.criticalthinking.org.

Kiva's Mexico 2000 Education Tour

September 19-20, Guadalajara
September 22-23, Mexico City
September 25-26, Monterrey

Kiva Expeditions, Inc., is committed to building partnerships through key introductions among international exhibitors, Mexican schools representatives, and local business leaders. This year's tour, "Building Partnerships in Mexico," will focus on student recruitment through public fairs and school visits.

Contact: Annette Wright, (303) 770-3063; e-mail, kivaexpo@mindspring.com.

Hispanic Women's Corporation 15th Annual Conference

October 5-6

The 15th Annual Hispanic Women's Conference, presented by the Hispanic Women's Corporation. At the Phoenix Civic Plaza in Phoenix, Ariz.

Contact: (888) 388-4HWC or (602) 954-7995; e-mail, hwc@inetmail.att.net.

AAC&U's 3rd Bi-Annual Diversity and Learning Conference

October 26-29

"Diversity and Learning: Identity, Community, and Intellectual Development" is designed both for working teams of faculty and administrators and for individuals interested in improving classroom teaching, changing their curriculum, fostering systemic change in their institutions, and investing more in local and global communities. At the Westin William Penn Hotel in Pittsburgh, Pa.

Contact: (202) 387-3760; e-mail, meetings@aacu.nw.dc.us; website, www.aacu-edu.org/Meetings/divlearn00.html.

HACU 14th Annual Conference

November 4-7

This year's theme: "Championing Hispanic Success in Higher Education." At the Albuquerque Convention Center, Albuquerque, N.M.

Contact: website, www.hacu.org.

Position Announcements
The Unit for Teacher Education
CONCORD COLLEGE

Position:
(1) An assistant professor of education (generalist)-the position is full-time, tenure track position to begin with the fall 2000 semester

Location:
The Unit for Teacher Education (Education Department) is located at Concord College, Athens, in southern West Virginia. Concord College is a baccalaureate liberal arts institution with a strong commitment to programs of excellence in teacher education business, preprofessional programs in the arts and sciences, and public service. The Education Department has nine full-time faculty members who serve approximately 500 candidates pursuing options in early childhood special education, elementary education, special education, and various content specializations in secondary education. The Unit is accredited by NCATE, approved by the West Virginia Department of Education, and holds membership in AACTE

Position Descriptions:
We are seeking a faculty member with an enthusiasm for teaching. We desire someone with intellectual vitality, high personal energy, effective human relations, good communication skills, and a demonstrated record of working effectively and efficiently in the P-12 schools. S/He should also value collaboration and be willing to work across traditional program boundaries. This person is expected to advise preservice teacher candidates, maintain scholarly productivity, and participate in the governance and activities of the Unit, Division, and College. S/He should also be able to incorporate technology into their teaching methods. Specific to this position

(1) The generalists should be qualified to teach some K-6 method classes
(2) And have expertise in professional education core courses, and supervision

Responsibilities:
- Advise preservice teacher candidates
- Collaborate with P-12 schools
- Participate in the governance and activities of the Unit, Division, and College
- Teach core professional education courses, methods courses, and/or supervise student teachers

Required Qualifications:
- Earned doctorate preferred. However a masters is acceptable if the applicant is enrolled in an appropriate doctoral program, a doctorate is required for tenure
- At least 3 years of successful classroom teaching experience in a P-12 setting

Preferred Qualifications:
- Expertise in educational technology
- Expertise in special education

Salary:
Between $30,000 and $40,000 depending upon experience and qualifications

Application Process:
The Unit for Teacher Education is anxious to increase the diversity of our faculty, therefore, we welcome and solicit applications from members of minority groups and people with disabilities. Review of application materials will begin immediately and continue until the position is filled. Application materials should include a cover letter which explains professional education, experience, and suitability for the position, a full curriculum vita, the names, addresses (including titles and institutions) and telephone numbers of three references who may be contacted and three letters of recommendation. A sample of written work by the applicant should accompany the application. This could be a paper written for a graduate class or a publication

Application materials should be sent to
Ms. Deborah Stutler, Director of Human Resources, Concord College, PO Box 1000, Athens, WV 24712-1000.

Book Review

By Humberto López Cruz, Ph.D.

Xicoténcatl: An Anonymous Historical Novel About The Events Leading Up to the Conquest of The Aztec Empire. **Tr. Guillermo I. Castillo-Feliú.** *viii* + 156 pages. Austin: U of Texas P, 1999. ISBN: 0-292-71214-6. $13.95 paper.

One hundred seventy-three years after its first publication in Philadelphia, the anonymous novel *Xicoténcatl* entered the English-speaking world with the translation offered by Guillermo Castillo-Feliú. The aura of mystery surrounding the novel's authorship has divided scholars throughout the years. For a few, including Pedro Henríquez Ureña, the author is Mexican. For the great majority, among them the Mexican Luis Leal, the author is Cuban priest Felix Varela. This critic, along with Rodolfo Cortina, published a Spanish edition of *Jicoténcal* (Houston: Arte Público, 1995) clearly stating that the author was Varela. However, a couple of years before Castillo-Feliú's translation came to light, another scholar, Cuban Alejandro González Acosta, published in the Aztec capital *El enigma de Jicoténcal* (México: Seminario de Cultura Novohispana, 1997) granting the authorship to José María Heredia, also Cuban. However, the controversies about the author's still-doubtful identity should not distract the reader from the real value of *Xicoténcatl*.

Xicoténcatl

The plot is set in the historical period of the Conquest of México, more specifically, the Aztec Empire, by the Spaniards. Young Xicoténcatl's fate has already been decided by history; nonetheless, the reader has the opportunity to listen to the voice of the *defeated*, epithet used by Miguel León Portilla in *Visión de los vencidos* (México: Universidad Nacional Autónoma de México, 1989), his recompilation of texts translated from the *nahuatl*, and first published in 1959, which offers history a discursive possibility other than the conquerors'. In *Xicoténcatl*, the Spaniards are shown as despicable and cruel individuals while the Indians, here called Americans, are the symbol of nobility and freedom.

The time period in which the novel was first published in Philadelphia is very significant. Spain's Constitution of 1812, Cortes of Cádiz, has been overruled by an absolutist monarchy; thus the interests of the American colonies in having a presence within the Spanish empire vanish without a trace of hope. Armed movements against the colonizers seem to be the only way to gain independence, and México, among other nations in Central and South America, is already engaged in a venture that eventually will lead to its independence. *Xicoténcatl*, as a novel, shows that through armed struggle, the Americans–any native of the American continent–can reject the presence of the conquerors; as a result, time is not a problem since the events that took place in the early 1500s are now repeating themselves during the first quarter of the 19th century. Colonialist societies are not an issue from the past; the end of the 20th century has witnessed the return of Macao to China from Portugal, marking the end of a colonizer's enclave in the Asian continent. The legacy of Xicoténcatl may very well be applied to a much more contemporary world.

Castillo-Feliú understands the importance of this historical novel within a crucial period of Spanish-American history. The author's intentions are clearly respected in the translation, and the figure of Xicoténcatl sharply contrasts the portrait of Hernán Cortés. The classic encounter of civilization vs. *barbarie* denotes the majesty of the noble savage who risks everything, including his life, to prevent the cruelty of the foreigners from ruling his land. The death of the protagonist appears as the maximum sacrifice compared to the amorality shown by Cortés, who is projected as a vicious individual pursuing only his selfish interests.

The role of the women in this novel is also significant; two female characters clearly emerge within the text. Inevitably the reader will compare Teutila, wife of Xicoténcatl, and La Malinche–also known as Doña Marina–Cortés' concubine. Although Teutila is always portrayed as a symbol of honesty and fidelity, ~~La~~ Malinche's reaction after the birth of her first illegitimate son shows a mixed reaction in her, developing a feeling for her own people hardly seen before. La Malinche is a character who evolves from the opportunistic slave trying to manipulate Cortés to her own benefit to the woman who realizes that the mestizo son she has just borne to the conqueror encapsulates the fusion of two races. The clash between the two cultures is best seen through the various faces projected by La Malinche.

The brief introduction preceding the novel and offered by Castillo-Feliú alerts the reader to important aspects of *Xicoténcatl*, the enigma surrounding its publication and authorship, and his role as a translator, a role which presented several complications. The translator is very conscientious about the reality of the job and realizes that anyone in the same position faces the "impossible dilemma" of a perfect translation. In Castillo-Feliú's case, the dilemma may be more acute since the possibility of consulting with *Xicoténcatl*'s author is nonexistent, due not only to the anonymity but to the date of publication. The chronological disparity between author and translator leaves the resolution of any doubts arising during the translation process to the discretion of the latter. Fortunately, Castillo-Feliú does a remarkable job with a novel that describes a crucial chapter of America's history. It is extraordinary that Xicoténcatl, as a novel, can so awaken a reader's curiosity about a great civilization. It is, in addition, a tribute to the nobility of the native Americans in their quest for freedom.

Dr López, assistant professor of Spanish at the University of Central Florida, Orlando, specializes in Caribbean and Central American literatures, as well as Hispanic literature in the U.S. In addition to his teaching, he is director of the Foreign Language Media Center, and in 1998 was elected editor of SELA, South Eastern Latin Americanist. *He is coeditor of a book on the narrative of Reinaldo Arenas (University of Salamanca, Spain).*

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

PENNSTATE

1855

WHY PENN STATE IS ONE OF THE BEST UNIVERSITIES FOR HISPANIC STUDENTS?

- Diverse University System
- Opportunities for Leadership
- Opportunities for Networking
- Opportunities for Cultural Expression
- Seven Hispanic Student Organizations
- Celebration of Hispanic Heritage Month
- Strong Precollege Programs
- Strong Academic Programs
- Strong Support System

Penn State is committed to affirmative action, equal opportunity, and the diversity of its workforce.

A University That Welcomes You

UNIVERSITY OF UNT NORTH TEXAS

UNO The University of North Texas in Denton is one of the nation's top 100 colleges for Latinos. UNT offers more bachelor's degree and graduate programs than any university in the Dallas-Fort Worth area.

DOS UNT offers the quality of a private university t an affordable cost due to state assistance. Grants, scholarships, campus jobs and paid internships are available.

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DEAN OF STUDENTS

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The Dean will provide leadership through development of programs designed to foster a sense of campus community among students and staff. This is a full-time, 12-month position within the Division of Student Affairs. Will oversee Student Activities, International Student Services, Career Services and Commuter and Transfer Affairs. Will also have primary responsibility for the judicial system.

The successful candidate will be a team player with extensive knowledge of student development theory and will demonstrate evidence of strong leadership, management, organizational, interpersonal and motivational skills. Position requires Master's degree and a minimum of 5 years experience in Student Affairs.

We offer a salary commensurate with experience and excellent benefits. Please send resume to: **Director of Human Resources, Manhattanville College, 2900 Purchase Street, Purchase, NY 10577. Fax: (914) 323-5322. E-mail: banfieldj@mville.edu**

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MANHATTANVILLE
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California State University Monterey Bay

Coordinator of Introduction to Service Learning Instruction, Service Learning Institute

One-year Temporary Lecturer, 2000-2001 academic year (Job #MB00-CSL05)

California State University Monterey Bay (CSUMB) is a comprehensive public university committed to serving the diverse people of California, especially the working class, historically under-served, and low-income populations. The university values an educational environment of cultural and linguistic diversity and gender equity; ethical reflection and practice; effective and experimental use of technologies as resources to people and catalysts for learning; and the integration of cross-disciplinary models enabling students, faculty and staff to engage in innovative instruction and coordinated service learning. The curriculum is organized around student learning outcomes. It is global in perspective and of sufficient breadth and depth to meet local, regional, and statewide needs specifically those of both isolated rural communities and inner-city populations. The campus is located on Monterey Bay, 100 miles south of San Francisco.

Under the general supervision of the Director of Service Learning, the Coordinator of Introduction to Service Learning Instruction is responsible for teaching the entry-level required course each semester, leading weekly faculty development sessions, and monitoring assessment of student learning outcomes and evaluation of course objectives. Applicants should have experience with the integration of service learning and multicultural education.

Minimum Qualifications: an earned M.A. or equivalent in a related discipline.

Priority Filing Date: May 15, 2000 for priority review. Position open until filled.
For a complete job description and application information see PERLINK http://www.csumb.edu/general/fac-recruit or contact: Recruitment/Academic Personnel, CSU Monterey Bay, 100 Campus Center, Seaside, CA 93955-8001, Tel: 831/582-3569, Fax: 831/582-3811, E-mail: faculty_recruitment@monterey.edu.

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PRESIDENT

THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT SAN ANTONIO

Nominations and applications are invited for the position of President of The University of Texas Health Science Center at San Antonio.

The President of The University of Texas Health Science Center at San Antonio is responsible for the operation of the School of Medicine, the Graduate School of Biomedical Sciences, the School of Allied Health Sciences, the Dental School, and the School of Nursing. In addition, the university offers cooperative programs in public health with U. T. Health Science Center-Houston and in pharmacy with U. T. Austin. The U. T. Health Science Center -San Antonio is in the process of establishing a Regional Academic Health Center in South Texas, a Campus Extension in Laredo, and the Children's Cancer Research Center-San Antonio. The U. T. Health Science Center–San Antonio was established to serve South Texas.

The following fiscal year 1999 statistics indicate the scope of Health Science Center programs:

- Student Enrollment ---- 2,717
- Full-Time Faculty ---- 1,032
- Total Employees ---- 4,570
- Total Expenditures ---- $330,000,000
- Total Research Budget ---- $79,375,920
- Total Outpatient Clinic Visits ---- 823,044
- Total Dental Patient Visits ---- 98,077

Qualifications for the position include, but are not limited to:

- Impressive achievement in the administration of academic health resources
- A demonstrated ability to articulate the role and needs of a publicly supported, comprehensive health science center in South Texas to all of its public and private constituencies
- A proven commitment to excellence in health education, patient care, hospital management and research in a managed care environment and a recognized ability to exercise the sensitivity and leadership skills necessary to work with the various constituencies essential to the achievement of excellence.

Nominations and applications should be received no later than July 21, 2000. After that date, the Advisory Committee may request and consider credentials from candidates nominated by other responsible sources. Nominations and applications should be forwarded to:

Charles B. Mullins, M.D.
Executive Vice Chancellor for Health Affairs
and
Chairman, Advisory Committee for the
Selection of a President
The University of Texas System
601 Colorado Street
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NATIONAL-LOUIS UNIVERSITY
DEAN OF THE NATIONAL COLLEGE OF EDUCATION
Chicago, Illinois

The National College of Education of National-Louis University is pleased to announce its search for the Dean and solicits nominations and expressions of interest. The University is supported in this search by Educational Management Network/Witt/Kieffer.

Founded in 1886 in the Chicago area to prepare teachers to teach young children and to introduce kindergartens nationally, National College of Education has grown into one of the largest teacher education programs in the nation. National-Louis has campuses in Evanston, Wheaton, Wheeling, Elgin and Chicago, and sites in Florida, Georgia, Missouri, Virginia, Wisconsin, the District of Columbia and Heidelberg, Germany. At the National College of Education, in which 40 percent of the University's 13,000 students are enrolled, the Dean will set the strategic direction for the College, guide program development at the baccalaureate, masters and doctoral levels, manage the College and its resources, including its 184 faculty members, coordinating its programs with others in the University; and ensure that the programs meet the accreditation standards of relevant bodies, especially NCATE. The Dean will have an important role in the development and extension of collaborations with local schools, demonstration programs (an on-campus Demonstration School, pre-K-8 and a Best Practice High School in downtown Chicago), research activities, and innovative degree programs to educate teachers and administrators. In particular, strengthened use of technology to improve teaching and learning will be important as will exploration of distance learning opportunities. The Dean has an exciting opportunity to work with an energetic faculty to develop the talents of educational professionals and expand the educational opportunities of all students, particularly those from urban areas.

The new dean will be responsible for working with the faculty to articulate and implement the vision of the National College of Education. As a senior member of the University administration, the Dean will report to the Provost and Senior Vice President for Academic Affairs and will participate in University-wide governance. The Dean will represent the College to internal constituencies, including the Board of Trustees, and to external audiences.

The successful candidate for Dean will be a strong, self-assured, entrepreneurial and creative leader prepared to develop imaginative approaches to educating teachers and administrators to enhance the quality of learning. Appreciation for teaching, research and scholarship is critical. Demonstration of strong management skills, commitment to faculty development and respect for diversity will be essential, as will superb communication skills. The candidate will possess an earned doctorate and a record of scholarly achievement, as well as experience in resource development.

Credential review for this position is underway and will continue until the position is filled. A comprehensive position specification describing the University and National College of Education is available from Educational Management Network/a division of Witt/Kieffer, which is supporting National-Louis University in this search. Inquiries regarding this position can be forwarded via e-mail to national-louis@emnemn.com or by phone to Mary Elizabeth Taylor at (212) 686-2676. Please submit nominations and applications to: National-Louis University, c/o Educational Management Network/Witt/Kieffer, 3 Park Avenue, New York, NY 10016. The University is an Equal Opportunity/Affirmative Action Employer.

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Anticipated appointment is for the Fall 2000 semester. Initial annual salary range for 1999-2000 is $40,160-$55,670 (faculty salaries for 2000-2001 TBD) dependent upon education and work experience with numerous fringe benefits. Applications will be accepted until the position is filled.

Interested persons should send official completed WCC application form with credentials (all college transcripts-student copies acceptable and candidates statement of the number of clock hours taught in front of students for current and/or past teaching appointments) to **Washtenaw Community College, Office of Human Resource Management, First Floor Business Education Building, Room 120, 4800 E. Huron River Dr. PO Box D-1, Ann Arbor, MI 48106. (734) 973-3497. Job Hotline (734) 973-3510.** For job postings and application materials see our web site at **http://www.wccnet.org/jobs** AA/EEO/ADA employer.

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Two Tenure Track Positions-Fall 2000

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2. Generalist to teach a variety of literature and freshman writing courses, at least 9 credit hours per semester will be in introductory, general education courses. PhD or MFA required, experience teaching composition required, writing experience and/or ethnic literature preferred.

Send cover letter specifying position, a current vita, undergraduate and graduate transcripts, and three letters of recommendation by May 26, 2000 to: **Dr. James Scrimgeour, English Dept., Western Connecticut State University, 181 White St., Danbury, CT 06810.**

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- Attend relevant faculty/staff meetings.
- Participate in professional development activities.

BMCC

Selected candidates must have a master's degree and must have completed all course work in doctoral programs at accredited institutions. Candidates who possess doctorate degrees but have limited college-level teaching experience are also encouraged to apply.

For further information, contact:

Dr. Sadie Bragg, Vice President of Academic Affairs,
Borough of Manhattan Community College,
199 Chambers Street, S720, New York, NY 10007, 212.346.8820.

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DEPARTMENT OF COMMUNICATION
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POSITION: Assistant Professor, Communication Systems and Information Technologies, Tenure Track

STARTING DATE: Spring or Fall Semester 2001

RESPONSIBILITIES: This position has 60% teaching and 40% research responsibilities in communication systems and information technologies. One undergraduate course also will appeal to students majoring in business management as well as to communication students. The focus of this course could include strategic uses of databases, communication networks, electronic information resources management, social/behavioral aspects of using information technologies, computer networking and applications, or impact of information systems on organizations. The other undergraduate course may focus on introduction to communication systems and technologies, computer-mediated communication, human-computer interaction, knowledge and information management, electronic commerce, new technologies and organizations, computer supported work or learning, virtual environments, or related social issues.

Tenure track faculty are expected to advise and mentor undergraduate and graduate students and to participate in service and outreach activities of the University, College and Department.

The successful candidate is expected to develop a leading research program in communication systems and information technologies that relates to the needs of the College of Agriculture and Life Sciences and leads to significant publications in scholarly journals. A focus on business and communication (nonprofit or commercial) would be valued.

QUALIFICATIONS: Applicants should possess a Ph.D. in communication or related social science field. Exceptional ABD candidates also will be considered. Evidence of teaching potential and commitment must be provided.

SALARY: Salary is very competitive, commensurate with experience and background. Attractive fringe benefits package.

APPLICATIONS: Send letter of application addressing position qualification and goals, vita, official academic transcripts and names, addresses, and contact information of three references to:

Geri Gay, Associate Professor
Department of Communication
303 Kennedy Hall
Cornell University, Ithaca, NY 14853-4203

CLOSING DATE: October 1, 2000 or until position is filled.

Cornell University is an equal opportunity affirmative action employer. Women and minorities are encouraged to apply.

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Interested candidates should send two copies of a letter of application and two copies of a resume with the names and telephone numbers of three references to: **Douglas C. Terp, Director of Personnel Services, Colby College, 5500 Mayflower Hill, Waterville, ME 04901-8855.** A review of applications will begin immediately and will continue until the position is filled.

Colby is an Equal Opportunity/Affirmative Action employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged.

For more information about the College, please visit the Colby web site: www.colby.edu

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THE DEPARTMENT OF RURAL SOCIOLOGY

University of Missouri-Columbia seeks qualified applicants for the position of Resident Instruction Assistant Professor. The term of this appointment will be nine months, renewable on an annual basis. The successful applicant will teach introductory rural sociology and undergraduate courses, 6 courses (4 preps) /year, in the department. Applicants should be knowledgeable and experienced in the use of electronic technology in teaching. Applicants will submit a teaching portfolio demonstrating their level of experience in teaching and showing evidence of quality of teaching, along with a letter of application indicating their interests in this position and reasons for applying. Applicants should possess a PhD in rural sociology or sociology, and undergraduate teaching experience is desirable. Applications (including transcripts and names and contact information of at least three references) should be sent to: **Search Committee Chair, Department of Rural Sociology, 101 Sociology Building, University of Missouri, Columbia, MO 65211-1100. Questions may be directed to Dr. Jere Gilles at 573/882-3791 (or 573/882-6357) or gillesj@missouri.edu.** Review of applications will begin on May 10, 2000 and continue until the position is filled. Minorities and women are encouraged to apply.

EEO/AA/ADA employer

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Visit our Web site at **www.mdcc.edu** or call our Job Information Line at **305-237-2050** for further details on these positions, application instructions, and an M-DCC Employment Application. Copies of transcript(s) MUST accompany the application for positions requiring a degree. All foreign degrees must be submitted with an official translation and evaluation. Only completed application packages will be considered. EA/EO Employer. For special accommodations, call the FL Relay Service TDD 1-800-955-8771. M-DCC hires individuals authorized for employment under the IRCA guidelines.

Nyack College

Language. Nyack College seeks qualified candidates to fill a full-time, tenure-track position at the assistant or associate professor level in Language starting **Fall semester 2000**. Ph.D. in Spanish or French is desirable with a record of successful college teaching preferred. Candidates must: evidence a mature Christian faith which is a springboard for their academic pursuits, be competent teachers and well-trained scholars knowledgeable in their field, contribute to the diversity of talents, insights and perspectives needed within a Christian academic community and be people of good character and virtue, who are willing to invest themselves in the development of their students. **Salary** commensurate with qualifications and experience. **Responsibilities** include chairing the department offering a B.A. degree, teach four courses per term or equivalent, committees assignments, advising students, and scholarly research or other professional activities. Nyack College was founded in 1882 is a fully accredited Christian liberal arts college rooted in the Historic Christian faith, serving Christian students in their spiritual, intellectual, and professional development located 20 miles from New York City in the Hudson Valley.

Inquiries, credentials, and supporting materials should be sent to **Dr. Ronald Ruegsegger, V.P. and Dean of the College, Nyack College, 1 South Blvd. Nyack, NY 10960.**

Likely candidates will be sent an application for completion and return. All materials will remain confidential.

Women and members of minority groups are encouraged to apply.

Evaluation of applications will begin immediately and continue until the position is filled.

Forest Advisor
Forest Management and Ecology

Humboldt-Del Norte Counties, California

Career-track academic position beginning in the CE Assistant Advisor series ($36,900-$41,200) commensurate with applicants qualifications and salary history. Master's degree in forestry, forest management, forest ecology or related discipline required. Additional practical experience in some aspect of forest management, research or education is desirable. Must have the ability to work independently to conduct applied research and extension programs. Must have knowledge of educational methods and skills in public speaking, technical writing, and computers. The ability to work with a wide diversity of clientele is essential. For the complete Position Vacancy Announcement and UC Application Form, contact Sydni Gillette at: **DANR: North Coast and Mountain Region, University of California Cooperative Extension, One Shields Avenue, Davis, CA 95616-8575, Phone (Message) 530/754-8587; Fax: 530/754-8540; email: skgillette@ucdavis.edu. Refer to ANCM-00-04. Closing date May 8, 2000.** AA/EO Employer.

Dean
College of Science and Mathematics

Montclair State University is a comprehensive public university offering a rich array of programs to approximately 13,500 undergraduate students and post-baccalaureate students. Founded in 1908, the University is organized into three colleges and three schools: College of Education & Human Services, College of Humanities & Social Sciences, College of Science & Mathematics, School of the Arts, School of Business, and the Graduate School. Characterized by a faculty of 450 teacher-scholars, Montclair State offers 10 undergraduate degrees in more than 70 major areas of study and seven degrees at the master's and doctoral level in 36 areas of study. The University is located 14 miles west of New York City on a beautiful 200-acre suburban New Jersey campus.

With a faculty of 78 scholar/teachers and more than 1,500 students, the College of Science and Mathematics provides a rich variety of programs leading to the bachelor of science, master of science and doctor of education degrees. The College is organized into five departments. These are: Biology and Molecular Biology, Chemistry and Biochemistry, Computer Science, Earth and Environmental Studies, and Mathematical Sciences. The College is home to a number of other programs including the New Jersey School of Conservation, the Health Careers Program, the Center for Equity and Teaching Enhancement in the Reform of Mathematics and Science, and the Math/Science Consultation Service. Programs within the College provide a sound foundation for careers in industry, government, the health professions and teaching, as well as for post-baccalaureate studies in graduate or professional schools, including several unique articulation programs with the University of Medicine and Dentistry of New Jersey.

The dean, who is appointed by the president and reports to the provost/vice president for Academic Affairs, serves as the chief academic and administrative officer of the College. The dean will be regarded as an intellectual leader not only within the College, but across the campus and within the community as well. She/he will have the vision to identify and pursue new opportunities for the College and the intellectual strength to direct its growth and development within the framework of shared academic governance. The dean will be responsible for the administrative and fiscal management of the College, with special attention to the recruiting and development of faculty. She/he will be responsible for effectively representing the College to the campus, alumni and external communities, and provide leadership in the pursuit of the external resources required to augment State appropriations. The dean will be a key member of the University's senior leadership and will be imaginative in finding ways to advance the goals and objectives of both the College and the University, and fostering collaborations across the campus.

Qualifications: Each candidate should possess an earned doctorate and a record of distinguished academic achievement appropriate for appointment at the rank of full professor in a department of the College. In addition, she/he should possess:

- a thorough understanding of current issues and future directions in the sciences and mathematics
- a commitment to excellence in teaching/learning, scholarship and research, and the application of knowledge
- a record of successful administration in higher education and a broad understanding of the trends in higher education
- a demonstrated record in the acquisition of external resources from government agencies, foundations, the corporate sector and/or private donors
- experience with instruction utilizing information technology and electronic access to information
- the ability to foster a collegial, collaborative work environment
- a commitment to maintaining and extending student and faculty diversity
- familiarity with a collective bargaining environment
- strong interpersonal communication and listening skills

Salary Range: Salary dependent upon qualifications

Starting Date: Open

Apply By: Review of applications for the dean of Science and Mathematics will begin immediately and continue until the position is filled.

Send Letter and Resume (include V-#) **to:** Dr. Dorothy Deremer, Chair, Search Committee, Montclair State University, Box C316—V-#085/HO, Upper Montclair, NJ 07043.

An Equal Opportunity/Affirmative Action Institution
www.montclair.edu

MONTCLAIR
STATE
UNIVERSITY

BRETHREN COLLEGES ABROAD

605 E. College Avenue
North Manchester, IN 46962

Brethren Colleges Abroad (BCA) is a consortium of seven U.S. institutions of higher education that operates study abroad programs at eleven university centers overseas. Students from participating U.S. institutions of higher education and international partner universities are exchanged annually. BCA is experiencing growth in programs and participants and is looking for individuals interested in the exciting challenges of a dynamic organization in transition.

BCA is seeking candidates for four positions. Two are based abroad (Spain and Mexico) and two are located at the BCA headquarters in North Manchester, Indiana. Application information follows the four position descriptions.

DIRECTOR; BCA SPAIN

RESPONSIBILITIES

The Director of BCA Spain will have primary responsibility for the oversight of the academic, residential life, and logistical aspects of the BCA Study Center in Barcelona and new initiatives in Spain. BCA is looking for someone who can strategically plan for and manage growth in Barcelona while maintaining and improving the existing high quality program. We are also seeking a candidate who can initiate new program activities such as January and summer intensives as well as faculty seminars, and possibly exploring new sites in Spain for a second BCA Study Center. The Director will supervise a team of staff to manage academic and student life activities and the logistical aspects of a study abroad program from homestays to excursions and field trips. There is also an academic director who is responsible for the advising of students and relations with the University of Barcelona.

QUALIFICATIONS

Applicants should possess substantial academic administrative experience, including strong supervisory skills, an understanding of higher education in the U.S. and Spain, and the issues and concerns of US undergraduates.

An M.A and teaching experience at a U.S. undergraduate institution is required. A Ph.D would be an advantage. Also required is fluency in Spanish and English and experience in Spain. Experience managing a study abroad or similar program is a must including familiarity and knowledge of program budgeting. The ability to work collaboratively is very important.

DIRECTOR; BCA STUDY CENTER, XALAPA, MEXICO

RESPONSIBILITIES:

Administration of all on-site aspects of the BCA Study Center in Xalapa, Mexico. Duties will include: coordinate and facilitate all communication between BCA headquarters, the partner university, affiliated staff, faculty, and administration on-site, and program participants; provide information on programs costs, course descriptions, housing, excursions, and security to BCA office; coordinate housing placements for program participants; prepare program budgets and oversee payments and receipts for program-related expenses; organize program orientations and excursions, and provide counseling and medical referrals to students.

QUALIFICATIONS:

M.A./M.S. required; Ph.D. preferred. Candidates must be fluent in Spanish and English, have experience living and working in Mexico and be familiar with higher education in the U.S. and Mexico and issues and concerns of US undergraduates.

PROGRAM OFFICER; BCA HEADQUARTERS; UNITED STATES

RESPONSIBILITIES AND QUALIFICATIONS:

The person holding this international education position will assume responsibility for daily activities of program and services administration for six BCA overseas study centers as well as other specialized programs which may include faculty development or shorter-term student sessions. The program officer will implement strategic plans in the areas of program management, student enrollment and registration, program marketing, and will oversee the delivery of quality service to on-site staff, faculty, administrators, and students. The program officer serves as a crucial liaison between overseas BCA staff, member institutions, study abroad administrators, faculty, parents, and prospective students. The successful applicant should be an experienced self-starter, able to work effectively with a team, well organized, and able to prioritize competing deadlines. Some travel will be required. International experience required. B.A./B.S. required; post-graduate degree preferred. Must have strong writing skills in English and fluency in at least one of the following languages: French, Spanish, German, Chinese or Japanese. Familiarity with US regulations regarding foreign students a plus.

CONTROLLER; BCA HEADQUARTERS; UNITED STATES

RESPONSIBILITIES AND QUALIFICATIONS:

Reporting to the President, the Controller directs all of the organization's accounting operations; develops and maintains planning and budgeting functions; analyzes and interprets fiscal trends; and prepares financial management reports and procedures as well as supervising the data processing functions. The Controller supports the financial management and fiscal control of BCA and integrates budgeting functions into the organizational strategic plan.

Ideally, the successful candidate for this position will have a Bachelor's degree in accounting, preferably a Master's degree in accounting or business. Candidates should have knowledge of international finance and non-profit organizations. A CPA or CMA would be advantageous. At least five years of experience managing the finances of an international non-profit organization with offices abroad is desirable. Some travel will be required.

APPLICATION INFORMATION: BCA offers competitive salaries and benefits. Qualified applicants should submit a letter of introduction, resume, and the names and contact information of three current references to: **Office Manager, Brethren Colleges Abroad, 605 E. College Avenue, North Manchester, IN 46962; fax 219-982-7755.** Please reference the position for which you are applying. For questions, email **mail@bcanet.org**, visit **www.bcanet.org**, or visit BCA (booth #1240) at the NAFSA conference. Deadline for applications is June 1, 2000 and deadline for starting position is July 30, 2000.

BCA is an Affirmative Action, Equal Opportunity Employer.
Women and minorities are especially encouraged to apply.

Northeastern University, nationally recognized for its cooperative education program, is a private, non-sectarian university located in the heart of historic Boston. It is a vital part of the city's thriving educational and cultural life, is dedicated to excellence in research and scholarship, and highly committed to individual and community needs. Northeastern is dedicated to fostering gender equity, cultural and ethnic diversity among its faculty, staff and is proud of its diverse student/resident population.

Residence Director

Directly responsible for student development functions and effective administration of housing for 250 to 500+ students. Develop and maintain an environment conducive to social and intellectual growth, and the academic success of the resident student. Responsibilities include ongoing student development activities, behavior/crisis management, judicial administration, building management and operations, staff supervision, and residential life administrative functions. Must have Master's degree in College Student Personnel/Development or related field of study. Supervisory experience, conflict resolution and mediation skills, and excellent decision making skills. Live-in experience as a Residence Assistant or Graduate Assistant in a University setting strongly preferred. Immediate opening and openings beginning August 14, 2000.

Assistant Residence Director

Assist in the development and maintenance of a community environment conducive to the personal growth and academic success of resident students. Assist with the operational and administrative functions by managing: facilities issues, programming and events records, staff supervision, student behavior and disciplinary meetings, theme and interest housing development, policy enforcement, crisis intervention, staff meetings, occupancy updates, hall openings and closings, and intercession management. Provide on-campus duty coverage; assist in staff recruitment and selection processes. Must have a Bachelor's degree and a minimum of two years live-in experience as a Resident Assistant, Graduate Assistant, or residence hall-based student government leader in a university setting. Prior leadership experience, effective administration, organizational and communication skills required.* This position is available as of August 21, 2000.

Candidates must have demonstrated understanding of diverse academic, socioeconomic, cultural, and ethnic backgrounds. Send resume to M.L. Langlie, Director of Residential Life, 6 Speare Hall, 360 Huntington Avenue, Boston, MA 02115.

Northeastern University is an equal opportunity/affirmative action, Title IX employer.

Northeastern
UNIVERSITY

UNIVERSITY OF
RHODE ISLAND

Director of Affirmative Action, Equal Opportunity and Diversity

The University of Rhode Island invites applications for the position of Director of Affirmative Action, Equal Opportunity and Diversity. The University is a public land grant, sea grant and urban grant institution serving over 13,000 students on four campuses with a faculty and staff complement of 2,600. Reporting to the President, the director will serve as an educator, leader and spokesperson on campus and in the community regarding issues of affirmative action, equal opportunity and diversity; and develops, implements, supervises and monitors affirmative action/equal opportunity employment programs in compliance with government regulations, Board of Governors' policies and the University's goals to enhance diversity within its community. The director will be responsible for monitoring and handling discrimination and harassment complaints and will provide training and counseling on equity and affirmative action matters.

Qualifications: Master's or equivalent advanced degree required as are: at least three years' experience managing AA/EEO and/or diversity programs, preferably in higher education; experience working with culturally diverse populations and a demonstrated commitment to the principles of affirmative action; demonstrated experience in counseling and conflict resolution techniques; experience as an educator or trainer in diversity and affirmative action issues; and excellent interpersonal and communication skills. Visit **www.uri.edu/human_resources** for a complete position description and **www.uri.edu/affirmative_action** for more information concerning the University's affirmative action, equal opportunity and diversity programs.

Submit a letter of interest and resume with the names and telephone numbers of three references no later than May 19, 2000 to: **Search Chairs (Log # 171019HO), University of Rhode Island, P.O. Box G, Kingston, RI 02881.**

The University of Rhode Island is an AA/EEO employer and is strongly committed to achieving excellence through the increased diversity of its faculty, staff and students. Persons from underrepresented groups are encouraged to apply.

Vice President for College Advancement
College of Staten Island/CUNY

The College of Staten Island of The City University of New York seeks candidates for the position of Vice President for College Advancement, to start by July 1, 2000. The Vice President, who reports directly to the President, has responsibility for the Office of College Advancement which includes the following areas: development and marketing, alumni relations, governmental and press relations and public information. He/she is responsible for implementing advancement strategies in these areas. Overall responsibilities include: planning and managing a comprehensive institutional advancement program that includes major giving, proposal writing, annual fund drives, and donor recognition programs; planning and coordinating the College's marketing and imaging campaign; developing, implementing, and administering a comprehensive internal and external communications program, including governmental and press relations. The Vice President for College Advancement is *ex officio* the Executive Director of the College of Staten Island Foundation.

Qualifications: baccalaureate degree, advanced degree(s) strongly preferred and a minimum of eight years related experience (higher education experience desirable); evidence of a successful record in external relations and fund raising, including the attraction of major gifts; excellent communications and interpersonal skills; and the ability to interact effectively with all College constituencies and the larger community.

Salary: competitive.

Review of applications will begin immediately and continue until the position is filled. **Send a letter of application, resumé, and the names, addresses, and telephone numbers of three references to:**

VP John Hudacs, Chair
Search Committee for College Advancement, room 1A-309
College of Staten Island/CUNY
2800 Victory Blvd.
Staten Island, NY 10314.
EEO/AA/ADA employer

UCSD DEVELOPMENT

Associate Director of Development
International Relations & Pacific Studies

Under the direction of the Dean, IR/PS and reporting to the Ex. Director of Development, General Campus, will formulate and implement its fund-raising program. Salary is commensurate with experience.

Review of resumes will begin immediately and continue until position is filled. Apply by referencing Job # 21108 to: UCSD Human Resources, La Jolla, CA 92093-0967; or E-mail to: resume@ucsd.edu. For details, please visit our website at: http://joblink.ucsd.edu EOE/AA

University of California
San Diego

Anticipated Openings Subject to Financial Ability

ASSISTANT VICE PRESIDENT *for* ACADEMIC AFFAIRS

Duties: Reporting directly to the Provost/Vice President for Academic Affairs with primary responsibility for institutional research, academic program review, program evaluation and accreditation; provide data analysis pertinent to curriculum development and academic issues; oversee and coordinate academic support programs (advisement, testing, tutoring, etc.); administer and oversee campus involvement with CUNY and externally-funded outreach activities; serve as liaison to CUNY central administration regarding specific academic initiatives and programs; and other duties as assigned by the Provost/Vice President.

Qualifications: Earned doctorate in one of the disciplines of the College; at least five years of experience in academic administration at the level of director, dean or above. Demonstrated experience with institutional research and data management pertinent to academic decision-making; excellent communication and writing skills. ***CODE: AVPAA***

Salary: Commensurate with experience and qualifications

For this position please highlight experiences and accomplishments in cover letter. Nominations of qualified candidates are also encouraged.

ASSOCIATE DEAN *for* ACADEMIC AFFAIRS

Duties: Reporting directly to the Provost/Vice President for Academic Affairs, with primary responsibility for administration of resources pertaining to instructional programs and faculty development. The Associate Dean will be expected to manage instructional budgets for all sessions; administer summer sessions; supervise preparation of the College catalogue and related publications; work with the Division of Student Development and Enrollment Management on registration, student recruitment and retention; work with Department Chairs and Registrar to develop master schedule of classes for Fall, Spring and Summer terms; serve as liaison for academic program administration and articulation with the CUNY central administration and other colleges; participate in curriculum development activities and serve as Academic Affairs representative to the College Curriculum Committee; and assume other responsibilities as assigned by the Provost/Vice President for Academic Affairs.

Qualifications: Terminal degree in one of the disciplines of the College; experience as faculty member and three years as an academic administrator at the level of department chair or above in a senior college or university. Experience and skills in computer applications relevant to administration, record-keeping and database management ***CODE: ADAA***

Salary: Commensurate with experience and qualifications.

To Apply: Both positions will remain open until filled. Review of applications will begin 4/27/00 Please indicate code and send two (2) copies of your application (cover letter, resume, and the names, addresses & telephone numbers of three (3) references to:

YORK COLLEGE
The City University of New York
Office of Faculty & Staff Relations - Room 2H05
94-20 Guy R. Brewer Boulevard
Jamaica, NY 11451
Fax: 718-262-2717

Visit our website http//www.york.cuny.edu/~hrer for more details, or visit Cuny http//www.edu/abtcuny/cunyjobs

An Equal Opportunity/Affirmative Action/IRCA/Americans With Disabilities Act Employer

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AP
AUSTIN PEAY
STATE UNIVERSITY

The University: Austin Peay enrolls 5,300 students on its main campus in Clarksville, Tennessee and 2,200 at a center on the Fort Campbell Military Installation. Clarksville is a growing city of 100,000 approximately 45 minutes northwest of Nashville. As a comprehensive liberal arts university, Austin Peay has a variety of programs at the associate's, bachelor's, and graduate levels in the arts and sciences and a number of professional programs. Both Clarksville and Austin Peay have experienced considerable growth over the past decade and the university is an educational, cultural and artistic center for the community.

Director of Intramural Recreation and Wellness Promotion Programs

Full-time, 12 month position. **Qualifications:** Master's degree in Health, Physical Education and Recreation, Recreational Administration or a related field with a minimum of three years experience in the field or related area in a higher education setting is required.

Director of Counseling

Full-time, 12 month position. **Qualifications:** Doctorate in Counseling, Educational Psychology or related field; or Master's degree in the same areas with five years higher education counseling center experience required. Licensed or eligible for licensure in Tennessee, and three years professional experience, cross cultural counseling, and/or higher education counseling center experience required.

Application Procedure: Submit a letter of interest; resume; names, addresses and telephone numbers of three references; and college transcript showing highest degree to **Human Resources, P.O. Box 4507, Clarksville, TN 37044.** For a detailed description contact **Human Resources at (931) 221-7177, Fax (931) 221-6345.** Review of applications will begin May 12, 2000, and continue until filled for above positions. A background check will be required for the successful applicant. See the APSU Home Page at **http://www.apsu.edu/hrhomepage** for other employment opportunities and information on employee benefits.

APSU is an AA/EOE

Northeastern University is a private, Carnegie Research II University located in Boston. Comprised of seven colleges and nine graduate and professional schools, the University provides a broad range of professional and liberal arts degree programs and is a leader in cooperative education. With a full-time undergraduate population of 12,460 and a graduate population of 4,580, Northeastern is an urban university attracting students from 50 states and 120 countries.

The University is preparing for its next capital campaign and is seeking highly motivated development professionals for the following two positions:

Director of Corporate Relations

Northeastern University seeks qualified candidates for Director of Corporate Relations to build and promote corporate and corporate foundation support across the University. Minimum of 7 years' experience in university based corporate development, with proven solicitation success at the $100,000 and higher levels. Must be skilled in working with faculty, administrators and research centers of excellence. Effective in designing and marketing corporate relationships with higher education. Strong writing and speaking skills; ability to develop cold prospects for targeted initiatives. Bachelor's degree required, advanced degree preferred. A best fit for the collaborative, energetic, and goal-oriented professional.

Associate Director of Foundations Relations

Northeastern University seeks qualified candidate to focus on the local and regional foundations of New England, for support of institutional and academic programs across the full range of disciplines at the University. Bachelor's degree required, advanced degree preferred. Minimum of 3-5 years of professional development experience, preferably with corporations and foundations in higher education, knowledge of the foundation market, and the ability to translate ideas into articulate proposals. Skilled in working with faculty and administrators; strong writing and speaking skills; ability to manage a portfolio of prospects independently, while collaborating with a goal-oriented group.

Please fax resume indicating position of interest to: Lois L. Lindauer Searches (617) 262-1106 or email to: Rroy@LLLSearches.com.

Northeastern University is an equal opportunity/affirmative action, Title IX employer.

Northeastern
UNIVERSITY

Education

College of Lake County is a progressive community college located in northern Illinois, approximately 45 miles north of Chicago, with student enrollment of 15,000. Dedicated to excellence in teaching, the college supports and encourages the development of multicultural perspectives, the celebration of diversity, the recognition of different learning styles and a "high-tech/high-touch" approach to education. The following full-time tenure track faculty positions are available for Fall 2000:

FACULTY POSITIONS

Full-Time, Tenure Track

DANCE INSTRUCTOR: Master's Degree in dance or a closely related field; the ability and willingness to teach dance from the historical and theoretical perspective as well as studio courses in ballet, modern, jazz, choreography, and tap; ability and willingness to direct students in performing arts events.

PHYSICS INSTRUCTOR: Master's Degree in Physics (Search Re-opened)

For full consideration, applicants must submit a completed application form, current resume, letter of interest, three (3) letters of recommendation and official transcripts of all degrees by May 26, 2000. For application form, job posting, and/or specific required qualifications, please contact **Human Resources at 847-543-2065; TDD# 847-223-5615, or by e-mail to personnel@clc.cc.il.us**

COLLEGE OF LAKE COUNTY
Attn: Human Resources
19351 W. Washington Street
Grayslake, IL 60030-1198
EOE AA M/F/D/V
Our website is www.clc.cc.il.us/

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

DIRECTOR OF MEDIA SERVICES and DISTANCE LEARNING

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY is an innovative, residential, liberal arts and sciences college with a student body of 6,000 and a recognized record of academic excellence. Stockton, one of nine senior public Colleges in New Jersey, is located on a 1600-acre campus in southern New Jersey, 15 miles from the Atlantic Ocean, one hour from Philadelphia, and 2-1/2 hours from New York City. Baccalaureate degrees are awarded in 27 academic programs and Masters' degrees in six graduate programs. The College has a mission to meet the needs for master's-level graduate education in southern New Jersey and currently provides programs in physical therapy, occupational therapy, nursing, business studies, holocaust and genocide and instructional technology. Plans call for the establishment of additional programs in the near future. Full-time faculty number 206; 62 percent are tenured; 95 percent of the faculty hold terminal degrees. The College emphasizes the primacy of teaching while expecting its faculty to be active scholars in their fields.

DIRECTOR OF MEDIA SERVICES AND DISTANCE EDUCATION. Richard Stockton College invites applications and nominations for the newly created position of Director of Media Services and Distance Education. As manager of the Center for Instructional Media and Technology, the Director plays a leadership role in the College's efforts to enhance its instructional support system encompassing both traditional media and emerging technologies. The Center for Instructional Media and Technology is housed in a recently renovated 13,000 square foot space in the College's library. The Center's production facilities include an access channel, media distribution system, satellite downlink, production and post production studios, ITV classroom and specialized facilities campus wide. The Center also develops media collections for most academic disciplines and provides a full range of instructional materials.

RESPONSIBILITIES:
The Director reports to the Vice President for Academic Affairs and manages the planning, budgeting, personnel evaluation and supervision for the Center and its full time staff of 12. In this capacity the successful candidate will work with faculty to promote the use of instructional technology; assist with the development of web-based courses; collaborate with Computer and Telecommunications Services, the Institute for the Study of College Teaching, and Lifelong Learning; develop a strategic plan for distance education; and coordinate all distance education activity on campus.

MINIMUM QUALIFICATIONS:

- A Master's degree (doctorate preferred) in instructional technology or related field with at least three years of closely related experience is required.
- Demonstrated technical expertise in areas related to the delivery of distributed educational services.
- Excellent understanding of instructional design and distributed learning technology as well as the educational market place for distributed learning.
- Have a proven track record of successfully engaging and supporting faculty and community partners in curricula planning, implementation and assessment.
- Sensitivity to faculty and student concerns in distributed learning experiences.
- Evidence of effective leadership, administrative skills, grant and budget management.
- Entrepreneurial spirit and excellent communication and interpersonal skills with all constituencies including faculty, students, technical and support staff and administrators.
- Teaching experience is preferred.

The position is available July 1, 2000. Salary is competitive and based on qualifications and experience. Screening begins May 9, 2000, and will continue until the position is filled. Applications must include a curriculum vita, a letter of interest, which addresses the responsibilities and qualifications, and three names and contact information for references addressed to **Dr. David L. Carr, Vice President for Academic Affairs, Office of Academic Affairs, The Richard Stockton College of New Jersey, AA51, PO Box 195, Pomona, NJ 08240-0195.** The Richard Stockton College of New Jersey is an AA/EO. Women and minorities are encouraged to apply.

Anticipated Opening/Subject to Financial Ability

CHAIRPERSON, DEPARTMENT OF PEDAGOGICAL STUDIES, ASSOCIATE PROFESSOR OR PROFESSOR

(Tenure Track)

Effective Fall 2000 - Department subject to approval by CUNY Board of Trustees

DUTIES: **Teach undergraduate courses, public and private schools outreach, grant writing; and collaboration with college and university personnel, government agencies, foundations, and the NYC Board of Education. Education programs currently offered at York College are Elementary Education (PreK-6), Bilingual Education (PreK-6), Health Education (K-12), Physical Education (K-12), and Secondary Education (7-12) in Biology, Chemistry, Geology, Mathematics and Spanish. As the senior faculty member in this new department, the successful candidate will also serve as department chairperson for approximately three years, after which the role of chairperson will be subject to election procedures in accordance with CUNY Bylaws. Reporting to the Provost and Vice President for Academic Affairs, the chairperson will provide leadership for the new department, have responsibility for selecting and developing faculty and staff, budgeting and planning, and will work closely with Liberal Arts colleagues to strengthen the Teacher Education Program, and ensure compliance with State requirements teacher certification, including eventual professional program accreditation.**

QUALIFICATIONS: Doctorate in appropriate discipline: proven academic leadership and administrative capabilities: distinguished record of teaching, scholarship, and service to qualify for appointment to Associate Professor or Professor; strong communications skills; expertise in one or more of the following areas: Curriculum, Elementary Education, Early Childhood Education, Secondary Education, Instructional Technology, Literacy, Bilingual Education, Education Administration; commitment to the integration of instructional technology in the curriculum; record of support for cultural and ethnic diversity within the College community; and the ability to work productively with all constituencies. Preferred candidate will also demonstrate a comprehensive knowledge of regulatory, certification, and accreditation requirements and a thorough understanding of national, state and urban educational issues. ***CODE: CHPS***

SALARY: Associate Professor: $42.616 - $71.818
Professor: $52.898 - $86.619
(Commensurate with qualifications and experience)

COORDINATOR OF THE PHYSICIAN ASSISTANT PROGRAM

(Associate Professor, Tenure Track)

DUTIES: **To direct a newly developed Physician Assistant Program with professional vision and academic leadership. Successful candidate will be responsible for program administration and development, securing professional accreditation, coordination of programmatic arrangements with affiliate hospitals, teaching undergraduate courses, selecting and developing faculty and staff, conducting research, student advisement, curriculum development, grant writing and participating in departmental and college committees and activities.**

QUALIFICATIONS: Master's degree in one of the relevant fields, appropriate specialized experience and professional licensure, registration or certification to meet qualifications to practice in the Physician Assistant field in New York State; a record of quality scholarship, college-level teaching and service in the field are required; Ph.D., Ed.D., or Sc.D. preferred. Must be able to work and communicate effectively with students, faculty, external organizations and a diverse community; and demonstrate experience with program development; grantsmanship; teaching effectiveness, and the ability to publish in peer review journals. ***CODE: PA***

SALARY: $42.616 - $71.818, commensurate with qualifications and salary history.

For this position, please list a concise description of research interests and teaching experience in cover letter.

TO APPLY: All searches will remain open until filled. Review of applications will begin 5/11/00. Please indicate code and send two (2) copies of your application (cover letter, resume, and the names, addresses, & phone numbers of three (3) references to:

YORK COLLEGE
The City University of New York
Office of Faculty & Staff Relations - Room 2H05
94-20 Guy R. Brewer Boulevard , Jamaica, NY 11451
Fax: 718-262-2717

Visit our website http://www.york.cuny.edu/~hmr for more details, or visit Cuny http://www.edu/abtcuny/cunyjobs

An Equal Opportunity/Affirmative Action/IRCA/Americans With Disabilities Act Employer

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Well known for its reputation for excellence and as the largest Catholic university in the United States, **DePaul University** has been educating Chicago for over 100 years. The School of Accountancy and MIS announces two full-time, tenure track positions in Management Information Systems (MIS).

Primary specialization in Management Information Systems from a business-related program is sought. Teaching responsibilities include undergraduate and Master's degree courses in MIS. The positions require excellence in teaching, research leading to refereed publications, and service to the university and professional community. Interest in e-commerce or enterprise resource planning systems is desirable. Ph.D. or ABD in Management Information Systems from an AACSB accredited institution. College-level teaching experience as instructor or teaching assistant is highly desired. Professional or consulting experience in the information systems field is desirable. Applicants must be able to communicate effectively, work in teams, understand the technical and managerial aspects of the IS field, and have the knowledge and skills necessary to publish in leading IS journals. *Starting Date: Flexible.*

Assistant/Associate/Full Professor, depending on qualifications and experience. **DePaul University** offers competitive salaries and best-in-class benefits. For consideration, please apply in writing to: **Dr. John Ahern, DePaul University, School of Accountancy, 1E. Jackson Blvd.-Suite 6000, Chicago, IL 60604-2287.** DePaul University is committed to diversity and equality in education and employment.

DEPAUL
UNIVERSITY

www.depaul.edu

DIRECTOR OF MINORITY ADVISING AND INTERNATIONAL STUDENT SERVICES

Darton College, a multi-purpose two-year college within the University System of Georgia, is seeking an experienced professional to provide both academic and personal advising for minority and international students. The Director is responsible for assisting in the recruitment of international students, serving as advisor to minority and international clubs and organizations, and planning and implementing seminars and special programs, as well as other assistance for minority, international, and special populations students. The Director will be required to submit a detailed yearly report to the Board of Regents of the University System of Georgia.

The successful candidate will possess strong organizational skills, excellent interpersonal and communications skills, and a commitment to student success. The candidate will have the ability to develop and supervise activities and follow through on complex, diverse student situations. The Director will teach sections of the student orientation course and prepare and present seminars for students in and out of class, including special programs during Black History Month.

Qualifications include a minimum of a Master's Degree, preferably in guidance and counseling or a closely related field. Experience working with minority and special populations is desirable, and computer experience is preferred. The position is a 12-month, faculty level position, non-tenure track. Salary is dependent upon credentials, with a generous benefits package. Screening will begin on June 1, 2000 and continue until position is filled. Applicants should send a letter addressing all of the required qualifications, a resume, unofficial transcripts, and the names and telephone numbers of five references to the **Personnel Department, Darton College, 2400 Gillionville Road, Albany, GA 31707. AA/EOI.**

METROPOLITAN STATE UNIVERSITY

Director of Advising

Metropolitan State University, St. Paul/MPLS., MN seeks applications for a full-time, twelve-month probationary position of Director of Advising for the College of Management. Applications will be accepted through May 15, 2000 for appointment beginning July, 2000. For complete position description of responsibilities, qualifications and application process, go to **www.metrostate.edu or call Kim Carlson (612) 341-7639, TTY users (651) 772-7687.**

AA/EEO

ROWAN
UNIVERSITY

EDUCATIONAL OPPORTUNITY FUND

ASSISTANT DIRECTOR

CAMDEN CAMPUS (BILINGUAL)

Responsibilities include counseling, advising and other academic and personal support to EOF students at Rowan's Camden Campus. Contributes to the EOF summer program, student organizations and clubs, statewide EOF activities. Experience in grant writing and administration an asset. MA in counseling, education or a closely related area and at least two years of relevant experience. Applicants must be fully bilingual in English and Spanish. START: 7/1/2000. SALARY: low $40's. Send resume and credentials by May 19 to: **Eric Clark, Dean, Rowan University, Camden Campus, 200 N. Broadway, Camden, NJ 08102.**

Washtenaw Community College

Psychology Instructor

A comprehensive two-year college dedicated to student, community and staff success, is presently seeking a qualified individual to work as a Psychology Instructor. This individual is responsible for teaching first and second year college-level courses in Psychology; primarily assignment would be to teach Child Psychology, Adolescent Psychology and Life Span Growth and Development.

The successful candidate must possess a Masters degree in Psychology, with substantial coursework in child psychology and human growth and development, and have a record of teaching excellence at the college level.

Anticipated date of appointment for this position is for the 2000 Fall semester. The initial annual salary range for 1999-2000 is $40,160-$45,980 (faculty salaries for 2000-2001 TBD) dependent upon education and work experience; base load of 32 weeks/160 days/450 contact hours per academic year with numerous fringe benefits.

Interested persons should send official completed WCC application form with credentials (transcripts, record of teaching experience, letter of interest, CV, two letters of recommendation, copies of first day course hand outs, and copies of student evaluations) to:

Washtenaw Community College
Office of Human Resource Management
First Floor Business Education Building
Room 120
4800 E. Huron River Dr.
PO Box D-1
Ann Arbor, MI 48106
(734) 973-3497. Job Hotline (734) 973-3510

For job postings and application materials see our website at:
http://www.wccnet.org/jobs

AA/EEO/ADA employer.

NIAGARA UNIVERSITY

COLLEGE OF BUSINESS

ANNOUNCES TENURE-TRACK OPENINGS FOR FALL 2000

Niagara University is located on the northern limits of the city of Niagara Falls, NY. The campus overlooks the Niagara River gorge just 4 miles north of the famous falls. Niagara University is one of three Vincentian Catholic universities in the United States. Niagara University has a total student enrollment of 3000.

The Department of Commerce in the College of Business at Niagara University has TENURE-TRACK OPENINGS for senior assistant/associate professors in the strategic management, operations management and human resource management/labor relations areas. The College of Business Administration offers undergraduate majors in accounting and commerce with concentrations in management, human resource management, transportation/logistics, marketing, economics, and international business in addition to an MBA.

The candidates should have substantial research records, particularly publications in refereed journals. Responsibilities include teaching graduate and undergraduate courses in one or more of the following areas: strategic management, operations management, quality management, human resource management, labor relations and/or management principles.

REQUIREMENTS: The candidates must have an earned Ph.D. and a commitment to excellence in teaching, research and service. We offer a competitive salary and benefits and a collegial participative atmosphere.

Niagara University is committed to providing its students with a strong foundation in ethical business decision making. In addition, the business curriculum incorporates an international dimension in most classes.

Interested persons should forward a curriculum vitae and letter of intent to **Dr. Roland Kidwell, Chair, Search Committee, College of Business Administration, Niagara University, New York 14109.** Inquiries may be made via E-mail to **rek@niagara.edu.** Applications will be accepted until the positions are filled. For more information visit our Home Page at **http://www.niagara.edu.**

Niagara University is an equal opportunity/affirmative action employer
Women and minorities are encouraged to apply

The successful candidate need not be Catholic, but must be prepared to support Niagara's Catholic and Vincentian mission.

Dean—University Extension

University of California, Davis

The University of California, Davis, invites applications and nominations for the position of Dean—University Extension. This position reports to the Vice Provost—University Outreach and International Programs and is responsible for the administrative, fiscal, and strategic functions of UC Davis' Extension programs. The Dean—University Extension participates in the development of campuswide policy through membership on the Council of Deans and Vice Chancellors and the Council of Deans.

UC Davis Extension is a self-supporting continuing and professional education enterprise that offers more than 3,500 courses ranging from professional seminars to online education. It averages more than 80,000 enrollments annually and has gross revenues in excess of $22 million. University Extension's programs include significant offerings in agriculture, environmental sciences, business management, information technology, K-12 education, human services, law for international attorneys, and English as a Second Language. Within California, the service area focuses on the Sacramento region but also includes the central valley and mountain counties from Stockton in the south to the Oregon border in the north; agriculture and human services programs are offered throughout the state.

UC Davis seeks candidates who will be able to provide vision, dynamic entrepreneurial leadership, and professional management for University Extension. Candidates should possess demonstrated managerial experience and the ability to work collaboratively and effectively with the entire University community, the general public, and public sector, private sector, and nonprofit entities. A terminal degree and administrative experience in a university setting are highly desirable. We welcome candidates from a variety of backgrounds, including individuals with credentials appropriate for a tenured faculty position within the University of California. UC Davis has a strong institutional commitment to the achievement of diversity among its faculty, staff, and students; we seek an individual who shares that commitment.

Salary will be commensurate with experience and qualifications. The starting date will be January 3, 2001, or as negotiated.

Applications and nominations should be received by June 1, 2000, to ensure full consideration. The position will remain open until filled. Nominations and applications should be addressed to:

Vice Provost William Lacy
Office of the Provost
University of California, Davis
One Shields Avenue
Davis, CA 95616

UC**DAVIS**

The University of California, Davis, is an equal opportunity employer committed to excellence through diversity.

NCTEACH

North Carolina Teachers of Excellence for All Children

STILL ACCEPTING APPLICATIONS!

Invites Professionals With a College Degree, Desiring To Teach in Secondary and Middle Schools in North Carolina, To Participate in a Rigorous, High Quality Lateral Entry Teacher Licensure Program

We are looking for applicants who wish to teach: secondary math or science; middle grades math, science, language arts, or social studies; K-12 special education; or K-12 foreign language (Spanish, French, or ESL)

Program Components: Full-time, intensive six week Summer Institute beginning mid-June; Weekly seminars and mentor support during the first year of teaching; PRAXIS Examination assistance; Mentoring and coaching during the second year of teaching.

Qualifications: Minimum of a bachelor's degree from an accredited institution with a major appropriate to the proposed area of teacher licensure. Recommended undergraduate grade point average of at least a 3.0 on a 4.0 scale in the major, and a 2.5 on a 4.0 scale cumulative GPA. Recommended combined GRE General Test (math and verbal) score of at least 1000 (or equivalent score of 40 on the Miller Analogies Test). Commitment to students, their families, their communities, and the profession. At least 3-5 years successful work experience. Effective written and oral communication skills. Agree to participate in all program activities. No criminal record.

Program Costs: Tuition and fees for 12 to 18 graduate semester hours earned during the first year of the program; textbooks and supplies - approximately $600; application fee varies. Participants will receive a $500 stipend after successful completion of the Summer Institute and hiring by school district.

NC TEACH will be offered at six host sites beginning June 2000.

Upon successful completion of the NC TEACH Program, licensure testing requirements, and any additional academic work required by the host site on the basis of the initial transcript review for the particular licensure area, program participants will be recommended for a clear initial teaching license.

For Applications and More Information, Access our Web Site
http://ncteach.ga.unc.edu or call 919-962-4562
or
Write to NC TEACH
University of North Carolina General Administration
Post Office Box 2718
Chapel Hill, NC 27515-2718

NC TEACH is committed to equality of educational opportunity and encourages diversity in its applicant pool.

Upward Bound Counselor

ACADEMIC FOUNDATIONS CENTER

Reporting to the Co-Director, Center for Pre-College Education & Community Outreach, responsible for providing academic preparation for low-income & potential first-generation college students on the Newark Campus of Rutgers University. Duties include student recruitment, testing & evaluation, developing academic plans, monitoring student progress, training in college social issues, & academic advising. The Upward Bound Program consists of an academic-year weekend program & a six-week summer session.

Requires a bachelor's degree in psychology, social work, or education, plus a minimum of 2 years counseling experience, preferably at the college or university level. Requires a working knowledge of counseling theories & applications, as well as experience teaching or counseling similar populations of students. Excellent communication, organizational, interpersonal & computer skills required. Bilingual in Spanish preferred.

Salary range $34,908-$46,216 plus excellent benefits package, including tuition remission. Submit resumes to: **Department of Personnel**

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS
NEWARK
249 UNIVERSITY AVENUE, RM 202
NEWARK, NJ 07102

Rutgers University is an Affirmative Action/Equal Opportunity Employer

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PACIFIC
LUTHERAN
UNIVERSITY

ASSOCIATE DIRECTOR FOR MULTICULTURAL AFFAIRS

Pacific Lutheran University is seeking a highly qualified person to provide support for the diverse university student population and to initiate programs which enrich campus diversity. The Associate Director is assigned to the Student Involvement and Leadership Department as a key leader in furthering diversity issues across campus; directs activities and assists multicultural student groups in developing educational, cultural, social and recreational programs. BA degree required, with a strong preference for master's degree. Two years experience leading and directing multicultural student affairs. Excellent written and verbal communication skills. Ability to work effectively within a culturally diverse community. Proven project management and event planning skills. Working knowledge of MS Office/Word and email systems. Excellent benefit programs, salary DOE. Position is FT, 10-12 months/yr. See website for complete details. Submit cover letter, resume and university application, including two letters of references and salary expectations to:

Human Resource Services
PLU
Tacoma, WA 98447

Application materials received by 5/22/00 will be given first priority. Ph.253-535-7185.

Http://www.plu.edu/~humr/open.html

EOE/AA

St. Thomas University

The Archdiocesan Catholic University of Florida

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Vice President for Student Services

A private, comprehensive Catholic University, we have an ethnically and internationally diverse student population of more than 2,200. Over 80 full-time faculty teach in 24 undergraduate majors, 9 graduate programs and the Law School. The main campus is situated on 140 wooded acres and is just north of Miami. Outreach centers serve Southwest Miami-Dade County and adjoining Broward County.

We invite applications and nominations for the position of Vice President for Student Services (VPSS). The successful candidate will serve as chief administrator for the Student Services division of the University which includes: Admissions, Athletics, Campus Security, Career Planning & Placement, Dining Services, Financial Aid, Health Services and Counseling, Residential Life, Student Activities, and the Extension Centers in Broward and Southwest Dade. The VPSS reports directly to the President and serves as a member of the President's Senior Staff.

RESPONSIBILITIES:

- To nurture our value-oriented environment which fosters a sense of community and commitment to the institutional mission and the Catholic nature of the University, which complements our academic programs and encourages the holistic development of students
- To direct enrollment management efforts of the University which accomplish long and short term enrollment and diversity goals
- To assess and develop strategies and plans to meet the present and future needs of traditional students and adult learners through integrative technology
- To design and implement extra and cocurricular activities that support the holistic development of students, with particular emphasis on their intellectual development
- To develop programs that prepare students for living and working in a pluralistic society with a sense of moral responsibility and a readiness to contribute to society with compassion and faith
- To develop a cohesive and effective team within the Student Services division and encourage the continued professional growth of the members of the team
- To provide leadership for a cooperative environment with all other divisions of the University to effect quality student service
- To develop and monitor effective annual budgets for the Student Services division

QUALIFICATIONS: Commitment to the values espoused by Catholic institutions of higher education. Master's Degree (Doctorate preferred) in appropriate area required. Minimum of 5 years progressively responsible and successful experience in admissions and student services required, preferably in a diverse university environment. Extensive knowledge of the principles and practices of student development for traditional students and adult learners. Ability to use technology successfully. Ability to develop and administer complex budgets.

The University welcomes men and women of all ages, races, nationalities and religious beliefs, and offers a competitive salary commensurate with experience plus an attractive benefits program.

APPLICATION PROCESS: Applicants should submit a resume, a two-page statement addressing qualifications for the position, and the names, addresses and telephone numbers of 5 professional references. Please include email addresses and fax numbers if available. Persons wishing to nominate a candidate can submit the candidate's name and resume. Review of applications will begin **May 19, 2000** and continue until the position is filled. The preferred start date is August 1, 2000. Submit application materials to: **Chair, Search Committee for Vice President for Student Services, St. Thomas University, 16400 NW 32 Ave., Miami, FL 33054. Email: VPSSsearch@stu.edu. Fax: (305) 628-6510.**

St. Thomas University is an equal opportunity employer,
committed to hiring a diverse work team.

DIRECTOR OF DISTANCE LEARNING

Albuquerque Technical Vocational Institute, New Mexico's most comprehensive community college, is hiring a manager to provide leadership for the development and application of distance learning systems and services which expand access to quality and innovative education and training opportunities for under-served learners. Salary range is $36,786 to $45,960.

Requirements include a bachelor's degree and seven years' related experience, including supervisory experience; effective communication skills; proficiency with a variety of software applications; and the ability to compose speeches and articles for publication.

To apply, each applicant must submit an employment application referencing Job #A9911-08R1, résumé and letter stating how applicant meets job requirements to TVI Human Resources, 525 Buena Vista SE, Alb., NM 87106; phone 505-224-4600, fax 505-224-4611. Additional information and applications are available through TVI Human Resources or at www.tvi.cc.nm.us/hr. Deadline for applications is May 15. Albuquerque TVI is an equal opportunity employer.

TVI

PORTLAND STATE UNIVERSITY

VICE PROVOST FOR CURRICULUM AND UNDERGRADUATE STUDIES

We are seeking to fill a new senior administrative position reporting directly to the Provost/Vice President for Academic Affairs. The successful candidate will:

- Provide visionary leadership for the general education programs (University Studies and University Honors);
- Facilitate collaboration among deans, other academic officers and university committees related to all aspects of the undergraduate curriculum;
- Develop and enhance curricular collaboration and relations with high schools and community colleges.

The successful candidate for this position must demonstrate:

- A vision of undergraduate education for a diverse student body, and knowledge of disciplinary and pedagogical challenges;
- Experience in management and leadership of a significant academic program;
- Expertise in curricular development, assessment and program review;
- Commitment to work with and across a variety of liberal arts and sciences and professional programs;
- Understanding of the various models of undergraduate education and the relationship of general education to departmental/disciplinary baccalaureate education;
- Active participation in both local and national discussions of undergraduate/general education;
- Strong communication, problem-solving, and interpersonal skills;
- Track record of effective team initiation and facilitation; and
- Ability to meet tenure criteria at Portland State University.

Applicants should submit a letter of inquiry, curriculum vitae, one or two page statement of their vision of undergraduate education, and four names of references. The full position description may be found at **http://www.hrc.oaa.edu.** Review of applications will begin May 5, 2000 and will continue until the position is filled. Applications and letters of nomination should be sent to:

C. Thomas Pfingsten, Library Director
Chair, Vice Provost for Curriculum and
Undergraduate Studies
Portland State University
PO Box 1151
Portland, OR 97207-1151

Portland State University is a nationally acclaimed leader in community-based learning and is located along the tree-lined South Park Blocks of downtown Portland. The University offers undergraduate, masters, and doctoral degrees through its two colleges (Liberal Arts and Sciences, and Urban and Public Affairs, and five professional schools (Business Administration, Engineering and Applied Science, Fine and Performing Arts, Graduate School of Education, and Graduate School of Social Work). The School of Extended Studies is a major provider of continuing adult education in Oregon. Visit our Web site at **http://www.extended.pdx.edu** to learn more about the University.

An EO/AA institution.

Education

William Rainey Harper College is a comprehensive community college located in Chicago's northwest suburbs - 15 minutes from O'Hare airport and 30 miles from downtown Chicago. The College enrolls over 20,000 students of all ages annually. The College supports and encourages the development of multicultural perspectives, the celebration of diversity, the recognition of different learning styles, and excellence in teaching.

William Rainey Harper College

This full time administrative position is available in the 2000-2001 academic year.
A July 1, 2000 start date is preferred but may be negotiated.

Dean of Applied Technology, Math & Physical Science

In this administrative position, you will be responsible for providing leadership in the administration of career and transfer programs in the following current areas: Architectural Technology, Astronomy, Automation Technology, Building Codes Enforcement, Chemistry, Computer Science, Electronics Technology, Engineering, Fire Science Technology, Geology, Manufacturing Technology, Mathematics, Mechanical Engineering Technology, Physical Science, Physics, Quality Assurance Technology, and HVAC Technology.

The successful candidate will be able to demonstrate that they meet the following:

- **An understanding and appreciation of programs focusing on practical trades and applied technology along with significant experience with adult learners.**
- **An entrepreneurial approach along with a results-oriented focus.**
- **Strong human relations skills.**
- **Ability to provide dynamic leadership in the identification, development and implementation of new programming opportunities in applied technology areas.**
- **Ability to work collaboratively with business and industry leaders.**
- **An advanced degree in one of the above disciplines and demonstrated success in teaching and supervisory responsibilities providing leadership and effecting change.**
- **Previous work experience in an applied technical area preferred and should include administrative experience.**

To be considered for the above position, applicants must submit a resume, copies of credentials (including graduate transcripts), a statement outlining the contributions you can make to the College, and three (3) letters of recommendation to:

William Rainey Harper College - Employment Specialist
1200 W. Algonquin Rd., Palatine, IL 60067

Applications will be reviewed beginning **April 24, 2000** and will continue to be accepted until the position is filled. The salary and benefits for this position are very competitive. The College seeks candidates who have had multicultural experience and who can demonstrate a commitment to diversity and multiculturalism.

Harper College is an Equal Opportunity, Affirmative Action Employer which encouragesapplications from women, minority group members, and persons with disabilities.

Search Extended
Bowling Green State University
Office of Residence Life

Associate Director of Residence Life for Greek Affairs

The Associate Director of Residence Life is responsible for the overall administration of the fraternity and sorority communities at Bowling Green State University. These responsibilities include the selection, training and evaluation of administrative, classified and student staff who work in the small group living units, council advising, leadership development, chapter consultation, policy development and implementation, and the coordination of all programs and services for students who reside in the small group living units.

Minimum qualifications include a Master's degree in College Student Personnel or a related field and three years full-time experience in Greek Affairs or a related field. Must have excellent communication skills and the ability to work with diverse groups and individuals. Supervisory experience of graduate staff or entry-level professionals is necessary.

Salary range is $35,295 to $45,198, and is commensurate with experience. Position is available beginning July 1, 2000.

Review of applications will begin on May 15, 2000, and will continue until the position is filled. Please send a cover letter, resume, and the names, addresses and phone numbers of three professional references to:

Office of Human Resources (Search S-115)
100 College Park
Bowling Green State University
Bowling Green, Ohio 43403

Questions about the position can be sent via E-mail to:

dbeatty@bgnet.bgsu.edu
jtjacks@bgnet.bgsu.edu
ohr@bgnet.bgsu.edu

Bowling Green State University is an EEO/AA employer and educator.

DIRECTOR & ASSOCIATE DIRECTOR TEACHER PREPARATION PROGRAM

The Faculty of Arts and Sciences at the Camden Campus of Rutgers University seeks two individuals to develop, administer and implement the new Teacher Preparation Program. The Teacher Preparation Program will be firmly grounded in the liberal arts and sciences and will offer significant practical experiences for its students. Responsibilities include curriculum development, teaching, assuring compliance with state regulations pertaining to teacher training and certification, hiring and supervising staff, and developing working relationships with local and regional school districts.

Both positions require a Master's Degree in the social sciences, humanities or the natural or physical sciences and at least 3 years of teaching experience. Must have strong interpersonal, organizational and communications skills, as well as knowledge of state educational bureaucracy, curriculum design and the ability to use technology in educational settings and build strong relationships with area school district personnel. Experience in training teachers in one or more fields and experience linking K-12 and university education preferred. Administrative experience required for and Ph.D. preferred for the Director, while experience in administration and student supervision are desirable for the Associate Director.

We offer a competitive salary and a comprehensive benefit package. Please send resumes, by **May 30, 2000**, to **Nancy G. Rosoff, Assistant Dean, Faculty of Arts and Sciences, Rutgers, the State University of New Jersey, 311 North Fifth Street, Camden, NJ 08102-1405**. Rutgers University is an Equal Opportunity/Affirmative Action Employer, and strongly encourages applications from women and members of minority groups.

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

THE UNIVERSITY OF WISCONSIN
OSHKOSH™

CHANCELLOR

The University of Wisconsin System (UWS) invites applications and nominations for the position of Chancellor of the University of Wisconsin-Oshkosh. UW-Oshkosh is one of 11 comprehensive universities in a public higher education system that also includes two doctoral institutions, a system of freshman-sophomore transfer colleges, and a statewide Extension. The Chancellor of each UWS institution reports to the President of the UW System and provides institutional leadership within Wisconsin's tradition of shared governance with faculty, academic staff, and students.

The University of Wisconsin-Oshkosh was founded in 1871 and provides educational services to the scenic Fox River Valley region of central northeast Wisconsin. UW Oshkosh is located in the middle of a thriving economic and cultural corridor that stretches from Green Bay to Milwaukee. The Fox Valley consists of several growing communities with a combined population in excess of 250,000. Located on a 135-acre riverfront campus, the University has 37 major buildings with a series of major capital projects and renewals presently scheduled to take place during the period 2000-2003.

The enrollment of 10,700 students includes 1,600 graduate students, the largest graduate program among the eleven comprehensive universities in the University of Wisconsin System. The University offers 51 academic undergraduate programs in four colleges and 15 master's degree programs. It is a member of NCAA Division III and offers 22 programs in women and men's sports. The university was re-accredited by North Central Association of Schools and Colleges in 1997.

The University has a series of well-established programs to provide educational opportunities for both younger and older adults pursuing either full- or part-time study. The University's academic community includes approximately 1,190 employees, with 355 in the faculty ranks, 415 in the Academic Staff, and 420 among the state's classified personnel. With an operational budget of $100 million, and an exceptionally strong and innovative Faculty Development Board, the University is also supported by a Foundation with $7 million in reserved and endowed funds.

UW-Oshkosh seeks a chancellor with the capacity to lead an energetic institution within a large and dynamic public higher education system.

Applicants or nominees should have the following professional and personal characteristics: a record of academic accomplishment and relevant background at the university level, or comparable accomplishments in other fields; personal integrity, intellectual curiosity, compassion, resilience and energy; a commitment to advance the university's educational mission, to provide leadership to the faculty in its roles, and to link the curriculum to the needs of the people of Wisconsin.

Candidates should also display the talent to build broad support for the institution at all levels and to advance the university through effective fundraising; the ability to lead the institution and all its constituencies in strategic planning; a commitment to maintain and enhance the quality of student life and student services; a commitment to enhancing diversity and to equal opportunity, affirmative action, and non-discrimination; a collaborative and open leadership style; and the ability to represent the institution effectively with its many constituencies, both internally and externally.

The position is available September 1, 2000. Application materials should include a letter of application addressing the attributes noted above, a curriculum vita, and the names, addresses, emails, and telephone numbers of at least five references which include faculty, student and community leaders. Submission of material as an MS Word attachment is strongly encouraged.

Evaluation of applications will begin on May 26 and will continue until the final candidate pool is established in early July. In accordance with Wisconsin's open records law, requests for confidentiality by nominees and applicants will be honored, except that names and titles of the finalists must be disclosed, if so requested.

Requests for information and written nominations and applications should be directed to:

Dr. Dale Feinauer,
Chair, Search and Screen Committee,
Polk 40, University of Wisconsin-Oshkosh,
800 Algoma Boulevard, Oshkosh, WI 54901
email: search@uwosh.edu.

The Committee is being assisted by Drs. Chuck Bunting and Jean Dowdall, A.T.Kearney Executive Search; questions also may be directed to them at (703) 739-4630; or email: charles.bunting@atkearney.com and jean.dowdall@atkearney.com ; 333 John Carlyle Street, Alexandria VA 22314.

The University of Wisconsin is an Affirmative Action/Equal Opportunity employer and actively seeks and encourages applications from women, minorities, and persons with disabilities. It is our policy to provide reasonable accommodations to qualified individuals with disabilities who are employees or applicants for employment.

DIRECTOR, INTERNATIONAL AFFAIRS PROGRAM

The New School, the founding division of New School University, seeks an experienced academic administrator to lead a new graduate program in International Affairs (pending state approval). The New School, which enrolls 10,000 students each semester in Baccalaureate, Masters, and adult education programs, is also home to the World Policy Institute, a research and education policy center that seeks innovative solutions to critical problems facing the United States and the world. The Institute publishes *World Policy Journal*, a leading quarterly devoted to international affairs, and conducts an extensive program of lectures and other policy forums. Twenty-five senior fellows ensure the Institute a distinctive voice in national and international affairs.

As the first international affairs program developed in the post-Cold War era, the curriculum will emphasize such issues as humanitarian and human rights; management in both the business and non-profit sectors; the impact of media on international affairs; and the changing role of emerging nations. The Director, who reports to the Dean of The New School and works with the Director of the World Policy Institute, will be responsible for refining the curriculum, recruiting faculty and staff, establishing international contacts, assisting in planning a promotional campaign strategy, and engaging in fundraising activities.

Applicants should have an earned doctorate in an appropriate discipline such as International Relations, Comparative Politics, Political Science, International Studies or a related discipline, or equivalent advanced professional experience in the field. A minimum of 5 years experience at the senior level is required, including administrative and teaching experience, preferably in a non-traditional university setting, as well as demonstrated experience in international activities. Excellent writing and interpersonal communications skills are required.

Letters of application or nominations along with current curriculum vitae and names of at least three references should be sent to: Elissa Tenny, Acting Dean, The New School, 66 West 12th Street, New York, NY 10011.

The New School is strongly committed to an educational environment in which the curriculum and every other aspect of university life reflect the multicultural city and the international world in which we live.

New School University

Career Preparation & Employer Recruitment Coordinator
Career & Placement Center

Plattsburgh State University is seeking a dynamic, energetic, personable individual who can assist the Career & Placement Center with its expanding role in the areas of internships, placement, general career services, experiential education, and employee relations.

Qualifications: Bachelor's degree in business or human development-oriented field required, Master's degree preferred; minimum of one year of relevant experience in career counseling, job placement and/or experiential learning is required. Candidate should be comfortable working with business from within an academic environment. A prior record of team building and leadership skills in directing collaborative projects is expected. The successful candidate's experiences should reflect excellent communicative skills, knowledge of internet job search, spread sheet (Excel/Microsoft Access), Window 98 environment, and interest inventories.

Responsibilities: Forge new relationships, particularly within business; assist students and graduates with finding a career direction within a wide spectrum of employment opportunities.

Applications from women and minority candidates are especially welcome. Plattsburgh State University is an affirmative action, equal opportunity employer.

Salary: $30-35,000; dependent upon experience and qualifications; excellent benefits.

Review of applications begins immediately and continues until position is filled. Please send or fax cover letter, resume, and three letters of reference to: **Chair, Search Committee (PJ#2420-808)**, c/o Human Resources, Plattsburgh State University, 101 Broad Street, **Plattsburgh, NY 12901-2681. Fax # (518)-564-5060.**

Plattsburgh
STATE UNIVERSITY OF NEW YORK

PRESIDENT HUNTER COLLEGE

The City University of New York

The Board of Trustees of The City University of New York and the Hunter College Presidential Search Committee, chaired by Benno C. Schmidt, Jr., invite nominations and applications for the position of President of Hunter College.

Founded in 1870, Hunter is one of the oldest and most diverse public colleges in the country. It is a comprehensive teaching, research and service institution recognized for national leadership in the liberal arts and sciences, teacher education, health sciences, nursing and social work. The College, occupying five sites in Manhattan, offers 70 undergraduate, 75 graduate, and 10 joint BA-MA programs.

Among the 20 colleges that make up the City University system, Hunter has the largest enrollment, with more than 20,000 students, 22 percent of whom are graduate students. The student body reflects the cultural and ethnic pluralism of New York City and includes representatives from more than 140 countries. Many students are the first in their families to attend college.

Hunter's faculty includes 584 full-time and 665 part-time professors. In addition to teaching and scholarly research – Hunter has six research centers – the faculty is actively engaged in community service. Hunter's appropriated budget in 1999-2000 was $86 million, and external funding for sponsored programs was $25 million. Hunter's endowment exceeds $40 million.

The President serves as the chief academic and administrative officer of the College, under the direction of the Chancellor, according to policy set by the Board of Trustees. Preferred qualifications for the position include:

- A demonstrated commitment to urban public higher education in undergraduate and graduate programs in a multi-cultural, multi-ethnic city.
- Experience in the senior level management of an institution of higher education or institution of comparable scope and purpose.
- An earned doctorate or professional equivalent, university-level teaching experience, and a substantive record of scholarly achievement or professional distinction.
- A leadership style that emphasizes openness, consultation, and respect for the processes of shared governance.
- A commitment to enhance the quality of student life and strengthen the delivery of services to a multi-cultural student body.
- The ability to communicate with, and represent the institution to, various local and national constituencies, including alumni, the business community, and legislative and other governmental bodies.
- Experience in attracting external funding and handling the complexities of city, state, federal and private support.
- A record of support for technological innovations.

The position is available on or before February 1, 2001. Salary and benefits are competitive. Submission of applications and nominations prior to July 1, 2000 is strongly encouraged. Applications should include a letter explaining relevant experience and a curriculum vitae.

We are being assisted in this search by Korn/Ferry International. Inquiries, requests for additional information, nominations and applications may be directed in total confidence to:

John Kuhnle, Managing Director
Korn/Ferry International
900 19th Street, N.W., Suite 800
Washington, D.C. 20006
Fax: 202-822-8127
Email: martha.eisenberg@kornferry.com

The City University of New York, an Equal Opportunity/Affirmative Action Employer with a strong commitment to racial, cultural and ethnic diversity, actively seeks and encourages nominations and applications from men and women of all races and ethnic backgrounds.

USC UNIVERSITY OF SOUTHERN CALIFORNIA

Director, USC Neighborhood Academic Initiative

The University of Southern California is seeking an outstanding educator/administrator to manage a unique pre-collegiate academic support and preparation program. The individual will directly or indirectly supervise all staff assigned to unit to include hiring, training, performance assessment and professional development; work collaboratively within and outside of university with other education professionals, administrators, institutions, students and parents; oversee administration, research, program development, strategic planning, community relations; conduct monitoring and quality assurance reviews of program components to ensure compliance with established program model. Will also serve as principal investigator on research grants; ensure short-term and long-range planning is designed to service multiple constituencies: pre-collegiate students, parents, partner public schools, local community and the university and its many constituencies; seek funds for program operations from private and public sources. Minimum requirements include a PhD or EdD degree and seven years experience. Must possess program supervision and managerial experience in similar program within an academic setting; superior oral and written communication skills, including skills in public speaking; strong public relations skills; working knowledge of PCs, MS Office, Windows 95, NT and Excel. The ideal candidate will have proven experience in working with multiple and competing constituencies; be a visionary in area of alternative education models; know how to bring order and structure to solve complex problems; not be intimidated by challenging work. Frequent evenings, weekends and meetings off campus.

USC is enjoying increasing recognition as a leading institution of higher education, reflected in the increasing quality of our incoming students. Recently TIME magazine named USC College of the Year 2000. The University offers an outstanding benefits package.

Applications and nominations for the position should be sent to: USC, Employee Recruitment Services, 3535 S. Figueroa St., Los Angeles, CA 90089-1260 Req# 06751. Apply on line www.usc.edu/go/jobs AA/EOE

UIC

UNIVERSITY OF ILLINOIS AT CHICAGO

Urban Health Program

TITLE: Director of Public Relations and Marketing

The University of Illinois at Chicago (UIC) is the largest institution of higher education in the Chicago area, one of the top 70 research universities in the United States, and an increasingly significant center for education, research, and public service. UIC is an urban, land grant, research institution whose population reflects the diversity of its setting. It serves a resident, as well as a large commuter population of students. Over a quarter of its undergraduates are over the age of 22. Many students are among the first generation in their family to attend college. To realize its mission, UIC seeks to involve itself in the educational, cultural, community, and economic life of Metropolitan Chicago. This goal has made the University particularly aware of the need to ensure that the many voices that comprise this larger community are heard and heeded within the University's own population.

In 1978, UIC created the Urban Health Program (UHP) to recruit, retain, and graduate students from minority groups underrepresented in the health professions. The program also aims to provide assistance in improving health services delivery to ambulatory care facilities in underserved urban areas. The ultimate goal is to train a cadre of minority health professionals and doctoral and masters degree students dedicated to improving the quality of health care where improved health services are most needed. For more information about UHP, please visit our website at **http://www.uic.edu/depts/uhealth.**

The Director of Public Relations and Marketing reports to the Associate Provost and Executive Director, Urban Health Program, Office of the Provost and Vice Chancellor for Academic Affairs. The Director initiates and develops collaborative relationships to enhance the Urban Health Program efforts toward the recruitment and retention of students from historically underrepresented groups in the health professions. The successful candidate works closely with the Associate Provost and Executive Director, designated Urban Health Program college directors, UIC campus partners, and community organizations and agencies in developing and implementing successful public outreach and marketing programs to increase the visibility, presence and name recognition of the Urban Health Program. The Director maintains close liaison with the UIC Offices to develop a coordinated and strategic approach to marketing. These include: African American Academic Network, Latin American Recruitment and Educational Services, Native American Support Program, President's Award Program, President's Leadership Program, TRIO, Public Affairs, Admissions and Records, Financial Aid, Academic Center for Excellence (Counseling Services) and Medical Center Marketing.

QUALIFICATIONS

Applicants must possess a Master's degree and a minimum of five years of broad experience in public relations and marketing, journalism or other related field in higher education. Excellent writing, editing, organizational and interpersonal skills are essential. Experience with web authoring tools, web-based collaboration environments and presentation software is important.

APPLICATION INFORMATION

Interested candidates should send a letter of interest, a curriculum vitae and three letters of reference with telephone numbers and email addresses to:

Chair, UHP Committee
Director of Public Relations and Marketing
University of Illinois at Chicago
840 South Wood Street (M/C 967)
Chicago, Illinois 60612-7313

Review of applications will begin immediately and continue until the position is filled.

The University of Illinois at Chicago is an Equal Opportunity, Affirmative Action Employer.

WESTERN CONNECTICUT STATE UNIVERSITY

FALL 2000 FACULTY OPENINGS

www.wcsu.edu

WCSU is located in Danbury, a city in Fairfield County, 50 miles north of New York City. The University is located on two campuses and serves 5,500 undergraduate and graduate students. Western is one of the four comprehensive universities that comprise the Connecticut State System. WCSU is divided into the School of Arts & Sciences, the School of Professional Studies, and the Ancell School of Business.

WCSU invites applications for the faculty positions listed below.

Rank: Positions will be filled at the rank of Assistant Professor unless stated otherwise. The appointment salary will be dependent on the final candidate's qualifications
Application Material: Interested candidates should submit a cover letter specifying the position you are applying for, a current vita, undergraduate and graduate transcripts, and three letters of recommendation.
Send Application Material to the individual identified in the position listing to the following address: **Western Connecticut State University, 181 White St., Danbury, CT 06810.**
Application Deadline for all the positions is June 2, 2000

FINANCE

Tenure Track Position

The Finance program at WCSU emphasizes financial markets and works closely with firms in the surrounding community. Teaching assignments may include undergraduate and graduate finance courses. WCSU is a technology-oriented university providing its faculty with the latest technology for academic use and research; teaching ability and research are the cornerstones of our programs. PhD in finance or equivalent or expectation of PhD in near future. Academic rank dependent on candidate's qualifications. **Send material to: Dr. Bruce Collins - collinsb@wcsu.ctstateu.edu**

MANAGEMENT

Operations Management Position - Tenure Track Position

The Management seeks a candidate to teach operations management at both the undergraduate and graduate levels; additional teaching assignments may include total quality management, supply management, and others as needed by the department. The successful candidate will place primary emphasis on teaching; scholarly activity and service to the university are expected. Qualifications include an appropriate terminal degree in a field related to Operations Management; ABDs near completion will be considered. Other graduate degrees coupled with professional experience that is relevant, significant in duration and level of responsibility, and current at time of hire will be considered. Demonstrated teaching, business or operations management experience desirable. Ongoing research and publication capability expected. **Send material to: Dr. Ellen Durnin, Chairperson - durnine@wcsu.ctstateu.edu**

MANAGEMENT INFORMATION SYSTEMS

Tenure Track Position

Department seeks candidates who have teaching and research interests in at least one of the following: Database Management, Information Security, Networks, Web design, Systems Analysis and Design, Business computing platforms, Simulations or Business applications of microcomputers. The successful candidate will be an outstanding teacher and willing to share new ideas in applied research in MIS. Candidate will hold a Ph.D. or DBA in the appropriate field. IS industrial and/or consulting experience is desirable. Evidence of excellence in teaching and scholarly activity is highly desirable and required for advance ranks. Academic rank dependent on candidate's qualifications. **Send material to Richard Montague, Chairperson MIS Department - montague@wcsu.ctstateu.edu**

MATHEMATICS

Tenure Track Positions

The Department of Mathematics & Computer Science is accepting applications for two tenure-track positions:

- The first position is open to all fields of specialization, with preference given to candidates with interest and background in discrete mathematics, history of mathematics, geometry, or statistics
- General Education Faculty Position - To support the University's general education component, which includes courses through Calculus II. The position will also include responsibilities in placement testing (currently done on Accuplacer). Preference will be given to candidates with general education teaching experience and experience in placement testing.

Duties for both positions include teaching, departmental service, and appropriate creative activity. The Department encourages candidates interested in participating in the MAA's project NEXT to apply. A doctoral degree in mathematical science is required for either position. **Send material to Dr. Ronald Kutz, Search Committee Chair.**

MUSIC

The Department of Music & Music Education is seeking candidates for two positions. The department enrolls 175 students in BA, BM, BS, and MS programs taught by 10 full-time faculty and 20 part-time instructors.

- **Instructor of Music - One Year Temporary appointment** - teaching assignments will include music theory and applied music, preferably horn or saxophone. M.M. in music theory and college teaching experience is required. Other teaching assignments may include music history and/or class piano courses. Send material to Dr. Lawrence Huntley, Department Chairperson. No tapes please. Screening of applicants will begin immediately.
- **Music Theory - Tenure Track** (written theory, aural skills, and sightsinging) - Teaching assignments may include advanced undergraduate and graduate theory and applied teaching, preferably piano . PhD in theory preferred, ABD considered. Candidates with computer assisted instruction, MIDI, and notation software preferred. Send material to Dr. Kevin Jay Isaacs, Theory/Piano Search Committee Chair. No tapes please. Screening of applicants will begin immediately.

Western is an Affirmative Action/Equal Opportunity Educator/Employer.
Women and minorities are encouraged to apply.

UB

University at Buffalo
State University of New York

TENURE-TRACK FACULTY MOLECULAR RECOGNITION

Under new leadership, the Department of Biochemistry at the State University of New York at Buffalo is embarking on a major expansion designed to add 6 new faculty within the next 3 years. Our goal in this initial phase is recruitment of highly qualified and motivated scientists having research interests in modern biochemical and/or genetic approaches to signal transduction, gene regulation, mutagenesis and repair, or the enzymology of these processes. Well-qualified individuals at all ranks are urged to apply, as hires at both the junior and senior faculty levels are anticipated this year.

The Department has substantial strengths in protein biochemistry and gene regulation, as well as significant interactions with other programs campus-wide via Centers for Advanced Molecular Biology and Immunology, Toxicology Research, and Microbial Pathogenesis. Major initiatives are underway within the School of Medicine aimed at adding to existing strengths in Structural Biology, Functional Genomics, and Proteomics, supported in part by a major infrastructure award from the Howard Hughes Medical Institute. Applicants employing these technologies in their research programs will have full access to these facilities.

Successful candidates at the Assistant Professor level will have a Ph.D. or M.D. degree and at least two years postdoctoral experience, and will be expected to establish independent research programs within the highly collaborative environment existing in the School of Medicine. Candidates for appointment at senior levels will have nationally recognized and funded research programs. Ample space and highly competitive set-up/salary packages are available. To participate in this exciting phase of our department's growth, submit a curriculum vitae, concise description of research plans and background, and the names of three individuals qualified to act as references to: **Dr. Kenneth Blumenthal, Chair-Designate, Department of Biochemistry, Faculty Search, School of Medicine, State University of New York at Buffalo, Buffalo, NY 14214.** The State University of New York is an Equal Opportunity/Affirmative Action Employer.

ASSISTANT PROFESSOR OF SPECIAL EDUCATION

Learning Disabilities/Early Childhood

The Department of Special Education is seeking an assistant professor with expertise in learning disabilities/early childhood. This is a tenure track position in a graduate program. Candidate must be able to demonstrate a commitment to scholarship in their discipline. Responsibilities include field supervision and site coordination, advising and teaching in both early childhood special education, and learning disabilities. Qualifications include: Earned doctorate in special education, experience in early childhood special education, urban school populations including Grades K-2, and culturally diverse learners. Bilingual Spanish-English a plus.
SALARY: $32,703 - $57,049.00

ASSISTANT OR ASSOCIATE PROFESSOR OF SPECIAL EDUCATION

Deaf-Blindness

The Department of Special Education is seeking ~~an~~ assistant ~~or~~ associate professor of blind/vision, or deaf and hard of hearing or severe disabilities including deaf-blindness. This is a tenure track position in a graduate program. Candidate must be able to demonstrate a commitment to scholarship in their discipline. Responsibilities include advising, field supervision, and teaching in the major area and core-cross categorical courses. Qualifications include: earned doctorate in the above mentioned areas and experience with diverse school age populations. Candidates with expertise in vision should evidence experience in teaching and service delivery, braille, nemeth, knowledge of orientation and mobility, and technology. ASL proficiency is desirable for candidates with expertise in the deaf and hard of hearing. All candidates for associate professor should evidence college teaching, a research or publication record, and grant writing skills.

SALARY RANGE: ASSISTANT PROFESSOR $32,703.00 - $57,049.00
ASSOCIATE PROFESSOR $42,616.00 - $68,174.00

For each of the above positions, submit Letter of Interest, Curricula Vitae & a List of Three References (Name, Address, Telephone #s) to: **Dr. Marsha H. Lupi, Chair, Department of Special Education, Hunter College of CUNY, 695 Park Avenue, West 913, New York, NY 10021.**

HUNTER
CITY UNIVERSITY OF NEW YORK
Equal Opportunity/affirmative action employer. Women and minorities are encouraged to apply.

UIC

UNIVERSITY OF ILLINOIS AT CHICAGO
Urban Health Program

TITLE: Director of Student Programs and Assessment

The University of Illinois at Chicago (UIC) is the largest institution of higher education in the Chicago area, one of the top 70 research universities in the United States, and an increasingly significant center for education, research, and public service. UIC is an urban, land grant, research institution whose population reflects the diversity of its setting. It serves a resident, as well as a large commuter population of students. Over a quarter of its undergraduates are over the age of 22. Many students are among the first generation in their family to attend college. To realize its mission, UIC seeks to involve itself in the educational, cultural, community, and economic life of Metropolitan Chicago. This goal has made the University particularly aware of the need to ensure that the many voices that comprise this larger community are heard and heeded within the University's own population.

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The Director of Student Programs and Assessment reports to the Associate Provost and Executive Director of the Urban Health Program, Office of the Provost and Vice Chancellor for Academic Affairs. The incumbent provides assistance and advice on all phases of administrative management, program operations and the formulation and implementation of policies and procedures for UHP. The Director oversees and directs collaborative student recruitment and retention initiatives for six health sciences colleges (dentistry, health and human development sciences, medicine, nursing, pharmacy and public health) the Graduate College and the College of Education with regard to community, college, and University affiliated events, educational programs, and student support services. The successful candidate is expected to provide leadership for the development and management of the UHP Resource Center, which includes the collection of student enrollment, retention, graduation and alumni data. The Director works closely with the UHP Management Team, Community Advisory Council, UIC campus partners, and Offices of Alumni Affairs to carry out the function of UHP program development and assessment. This person also interfaces with UHP counterparts at the college of medicine's regional sites.

QUALIFICATIONS

Applicants must possess a Master's degree (Ph.D. Preferred) or terminal professional degree in relevant field. Candidates with a minimum of five years experience in the management of a major administrative program with diverse populations at the university level will be considered. The ideal candidate will have extensive programming, financial planning, and program evaluation and assessment experience; familiarity with statistical analysis and quantitative data. Must have excellent verbal writing, and interpersonal skills.

APPLICATION INFORMATION

Interested candidates should send a letter of interest, a curriculum vitae and three letters of reference with telephone numbers and email addresses to:

Chair, UHP Committee
Director of Student Programs and Assessment
University of Illinois at Chicago
840 South Wood Street (M/C 967)
Chicago, Illinois 60612-7313

Review of applications will begin immediately and continue until the position is filled.

The University of Illinois at Chicago is an Equal Opportunity, Affirmative Action Employer.

VE RI TAS

Director of Career Services

HARVARD LAW SCHOOL
Cambridge, Massachusetts

Harvard Law School invites nominations for and expressions of interest in the position of Director of Career Services.

Established in 1817, Harvard is the oldest existing law school in the United States. Harvard Law School provides comprehensive and enlightened training to prepare its graduates for law practice, public service at the local, state, federal and international levels, and for law teaching and legal scholarship. Through its faculty, students and graduates, Harvard Law School seeks to make substantial contributions toward solving complex social and international problems.

Reporting to the Dean of the Law School, the Director is responsible for the direction and oversight of a complex career services operation serving a JD population of over 1600 and an LLM population of 150. The Director will supervise a full-time staff of five in the delivery of an effective career-counseling program; manage the fall recruitment program which will involve 800 participating employers; participate in a collaborative LLM recruitment program with five peer schools; operate the advising program for students applying for judicial clerkships and fellowships; and develop an innovative educational program related to career exploration.

The successful candidate will have experience in legal placement, counseling and/or recruiting in higher education or the private sector. The Director will have a proven record of leadership and managerial accomplishments along with a demonstrated capacity for effective collaboration and communication with students, faculty, employers, and administrators. This individual must possess superior presentation, written communication, and organizational skills. In addition, the ideal candidate will have experience in team building, project management, and information technology with knowledge of the national, private sector employment markets. A Bachelor's degree is required, with at least seven years prior experience in legal placement and counseling or hiring and recruitment, or a Juris Doctor degree combined with at least four years of such practice, preferably with formal responsibility for attorney development and relevant administrative and supervisory experience.

Review of credentials begins immediately and will continue until the position is filled. Letters of nomination or application, including a resume, may be submitted in confidence, to:

Howard T. Jessamy
EDUCATIONAL MANAGEMENT NETWORK/WITT/KIEFFER
4550 Montgomery Ave., Ste. 615 N • Bethesda, MD 20814

Educational Management Network/a division of Witt/Kieffer is supporting Harvard Law School with this search. Requests for a copy of the Position Specification or questions may be directed to Howard Jessamy or Ann Yates via e-mail at HLS@emnemn.com Additional information about Harvard Law School is available at the School's web site: www.law.harvard.edu

Educational Management Network/Witt/Kieffer

ALBRIGHT COLLEGE

DIRECTOR OF MAJOR AND PLANNED GIFTS
(SEARCH REOPENED)

Reporting to the Director of Development, this person provides leadership in the process of cultivating, soliciting, and stewarding annual gifts of $1,000 to $5,000 and campaign gifts of $25,000 to $100,000. The Director will manage between 120-150 prospects: assist with planning and implementation of recognition events such as luncheons and dinners; and coordinate stewardship of endowed scholarships, awards and other named programs of the College. Bachelor's degree with a minimum of five years of experience in gift solicitation, prospect development, and/or campaign development or strong background in sales and marketing required. Letter of application and a resume should be sent to: **Office of Human Resources, Albright College, P.O. Box 15234, Reading, PA 19612-5234.** Albright College is an AA/EEO/ADA employer and is actively committed to diversity within its community.

American Council on Education

ACE

Executive Director, Business-Higher Education Forum

The Business-Higher Education Forum, a partnership of the American Council on Education and the National Alliance of Business invites expressions of interest in, and nominations for, the position of Executive Director.

The Forum is located at the offices of the American Council on Education at One Dupont Circle in Washington, DC.

The Executive Director will be expected to:

- identify, plan, and manage the development of major programs that comprise the Forum's agenda and serve as the chief staff spokesperson;
- establish Forum meeting agendas and priorities;
- recommend strategies for implementing the general program directions and priorities and following through on their execution;
- plan fundraising strategies and solicit grants and contributions;
- act as the Forum's primary representative to a wide range of national and international organizations;
- play a central role in identifying and recruiting potential Forum members and sustaining the active involvement and engagement of each Forum member;
- assume overall responsibility for the operations, quality, staffing and budgeting of the Forum;
- ensure that the business and higher education sectors are actively engaged in the development of issues and the agenda

The ideal candidate will have meaningful experience in, and tangible understanding of, the academic and the corporate communities and the issues that are of similar interest. The Executive Director should have superb oral and written communication and collaborative skills that will facilitate meaningful dialogue among corporate CEOs and university presidents and chancellors. This person should be creative and strategic in considering the future products and activities of the Forum.

The Executive Director must be a person with strong self-confidence and professional accomplishments that will be respected by the member representatives. Ideally, one will have had previous experience in a leadership position in either the corporate or academic environment.

The American Council on Education is an EOE/AA/V/Disabled employer.

All correspondence should be directed in confidence to the American Council on Education's executive recruitment consultant:

Jerry H. Baker
Baker, Parker & Associates, Inc.
Five Concourse Parkway - Suite 2440
Atlanta, GA 30328
770-804-1996
jbaker@bpasearch.com

ORANGE COAST COLLEGE

Instructor, Art

This full-time, contract (tenure track) position will teach art classes including Illustration, Painting, Drawing and a variety of other Studio Art courses as well as Art History. Requires Master's degree in Fine Arts, Art or Art History or Bachelor's degree with Master's in Humanities or equivalent education and experience. This position pays $30,129 to $51,370 annually plus excellent benefits. Contact the District personnel office for application packet. Refer to Job #10-O-01, application deadline 5/10/00.

Coast Community Colleges
1370 Adams Avenue
Costa Mesa, CA 92626
(714) 438-4715
www.cccd.edu

INSTITUTE FOR URBAN AND MINORITY EDUCATION

DIRECTOR

Teachers College, Columbia University is the largest and most comprehensive graduate and professional school of education in the U.S., offering graduate degree programs in more than 60 areas of study across education, psychology, and health. Its mission has historically been and remains rooted in extending access to underrepresented populations. For the past 25 years, the Institute for Urban and Minority Education (IUME) has served urban schools and been the centerpiece of the College's efforts in research, dissemination, and staff development focusing on urban and minority education.

Responsibilities: Develop and carry out a program of research, consultation, and technical assistance; organize a program to enable masters, doctoral, and post-doctoral students to conduct research and demonstrate strategies for improving urban education; and, design professional development and other public outreach programs. Focus on research to narrow the achievement gap between poor, immigrant, children of color, and other students in urban schools. Responsible for organizing, collecting, and disseminating the multidisciplinary work in urban education conducted by Teachers College faculty.

Qualifications: Earned doctorate, with extensive experience in urban education. Consideration given to candidates with either a research and/or practice background. Evidence of research and professional productivity in the area of urban education, especially as it relates to children of color.

Rank: Director. Professorial appointment at the rank of associate or full professor, if appropriate. Review of applications will begin May 1, and continue until the search is completed.

Send: CV, letter of intent, including a statement of research and teaching interests and three letters of reference, to: Dr. Erwin Flaxman, Teachers College, 525 West 120th Street, Box 75, New York, NY 10027.

TEACHERS COLLEGE *as an institution has long been committed to a policy of equal opportunity in employment.*

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
525 West 120th St., New York, NY 10027 http://www.tc.columbia.edu/

EDITOR (PT)

The New School, founding division of New School University, seeks a part-time Editor for World Policy Journal, a quarterly publication of the World Policy Institute. Duties: provide direction to magazine; seek out contributors and assign pieces; supervise staff; oversee production and promotion; fundraising. Requirements: Ph.D (preferred); ten years editorial experience in international affairs; computer proficiency. No benefits. Please send resume and cover letter to: Mamzelle Adolphine, The New School, World Policy Institute, 65 Fifth Avenue, Suite 413, New York, NY 10003 or e-mail resume to: NSUjobs@newschool.edu Be sure to write: Editor Search in the subject line to ensure proper distribution of resume. AA/EOE.

New School University

METROPOLITAN STATE UNIVERSITY

COMMUNITY/SOCIAL PSYCHOLOGY

Metropolitan State University, St. Paul/Mpls., MN, invites applications for a full-time tenure-track faculty position in Community/Social Psychology to teach undergraduate courses in the Psychology Department. A Ph.D. in Community or Social Psychology, minimum of two years' demonstrated teaching excellence in a faculty position, commitment to serving a culturally diverse student population and to linking theoretical and practical learning required. Review of applications begins May 22. Position is open until filled for appointment beginning August 21, 2000. For complete information, write to: **Psychology Faculty Search Committee, Metropolitan State University, 730 Hennepin Avenue, Minneapolis, MN 55403-1897 or call (612) 373-2753, TTY users, (651) 772-7687 or e-mail to michael.goggin@metrostate.edu.** AA/EEO.

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The George Washington University
WASHINGTON DC

Executive Director of Planned Giving Programs

The George Washington University seeks an experienced development professional to lead its Planned Giving activities. Reporting to the Associate Vice-President for Professional Development, the successful candidate will have strong communication skills, seven years experience in planned giving, proven management and strategic planning skills, an understanding of market segmentation and marketing, and an enthusiasm for front-line major gift fund raising. You will work independently, managing portfolio of prospects and donors while directing the planned gift marketing program and supporting the major gift activity of the University-wide development staff.

To be considered an applicant, it is necessary to have a Bachelor's degree in Business Administration, related field, or an equivalent combination of training and experience is required. An advanced degree is preferred. Knowledge of estate and tax laws as they pertain to planned giving is necessary. Salary commensurate with experience. **Requisition Number R7998.**

The George Washington University offers an outstanding compensation and benefits package that includes generous tuition benefits for employees, spouses, and their dependent children. For consideration please forward your resume with cover letter that states your salary requirements and lists the position requisition number to: **Charles J. Curti, GWU Human Resource Services, 2033 K Street, NW, Suite 220, Washington, D.C. 20052, E-mail ccurti@gwu.edu, Fax 202-994-9609, TDD 202-994-9643**

Please see The George Washington University Human Resources Services web page at **www.gwu.edu/employ.html** and if possible, include a completed application and applicant data form.

The George Washington University is an Equal Opportunity Employer.

¡PUNTO FINAL!

THE UNSPOKEN DIVIDE AMONG HISPANICS

Susan Greenbaum, Ph.D., an associate professor of anthropology at the University of South Florida-Tampa, recently wrote a book on Tampa's Afro-Cuban community.

In many cultures, it is impolite to talk about race. The topic begs uncomfortable questions. But ignoring racial issues does not make them disappear. Silence gets in the way of resolution.

"Hispanic" is often used as a racial category, a census shorthand broadly designed to identify Latin American immigrants and their descendants.

But such immigrants might also be white, Black, American Indian, or even Asian; many have more than one ancestry. And "race" is itself a meaningless concept, a biological fallacy. DNA evidence reveals no race-specific genes and few genetic differences. Skin colors merely reflect adaptations to variable sunlight. Variation is continuous, not abrupt; one cannot draw clear lines between groups.

Race consciousness, however, is real, arising out of social contexts in which color defines access. Its long history is not confined to the U.S. Throughout Spain and Latin America, the color of conquerors and of the conquered coded power and created hierarchies based on degrees of European, African, and Amerindian ancestry. In the U.S., these racial messages often have been accentuated and further distorted in a system that puts white English-speakers at the top.

A precarious Hispanic unity challenges this assignment, but often fractures internally along similar lines. Tales of prosperous Cubans in Florida invite contrasts with depictions of poverty among Puerto Ricans in New York or Mexicans in Texas. Media stereotypes and differential treatment by the INS underscore differences. Within nationalities, those who are darker confront added barriers to acceptance, not only by the host society, but among their own compatriots.

The popular image of Cuban Americans is that they are white. The demographic history of Cuba is somewhat evenly divided between Africa and Spain, with a large degree of admixture and broad range of appearance. The exile population in the U.S. is disproportionately white, but racial diversity exists nonetheless in Miami, New York, Tampa. Relations between black and white Cubans–or the lack thereof–illustrate the painful contradictions of race in Hispanic ethnicity.

Cubans arrived in Tampa in the 1880s. They formed an immigrant enclave whose descendants are still a large part of the population. Cigar workers, black and white, sought exile in Florida while they mobilized the revolt against Spanish rule in Cuba. The war for independence forged unusual solidarity between black and white Cubans, reinforced by the egalitarian vision of Jose Martí and the legendary courage of black soldiers such as General Antonio Maceo. The war's end in 1898 coincided with the rise of Jim Crow in Florida, a juncture that adversely affected Cuban solidarity in Tampa. In 1900, black and white Cubans split into two organizations–El Círculo Cubano (white) and La Union Martí-Maceo (black). That division remains.

This divide illustrates the dynamics of racism, both within Hispanic communities and in relations with the host society. Separation of Cubans by color was justified by the severe pressures of racism in the U.S., though some argued that it shamed Martí's legacy. There are few written or testimonial records about the split; it was torn from memory and rarely discussed.

For the next 100 years, the two organizations defined socially separate communities, helping mainly themselves and not each other. Many white Cubans prospered over time; most Afro-Cubans did not. In the '60s, Afro-Cubans joined African Americans in civil rights marches and sit-ins. Urban Renewal demolished the Afro-Cuban social hall, but left the white Cuban hall intact.

Over decades, disparities in treatment and access widened the divide. The death of the elderly revolutionists, the demise of the cigar industry, Urban Renewal's destruction–all eroded the shared historical ties. Yet, both organizations have survived, now nearly five generations later.

This centennial year of the split in 1900 has brought an unusual joint celebration (funded by the Florida Humanities Council)–with programs held at both clubs and opportunities to examine common and separate histories. Departing somewhat radically from conventions of silence, Tampa's black and white Cubans are exploring the roots and consequences of their racial separation. These small steps might disclose valuable lessons for other "Hispanic" communities, where unspoken divisions make common purposes more difficult to mobilize.

For more information, see www.cas.usf.edu/anthropology/Marti-Maceo.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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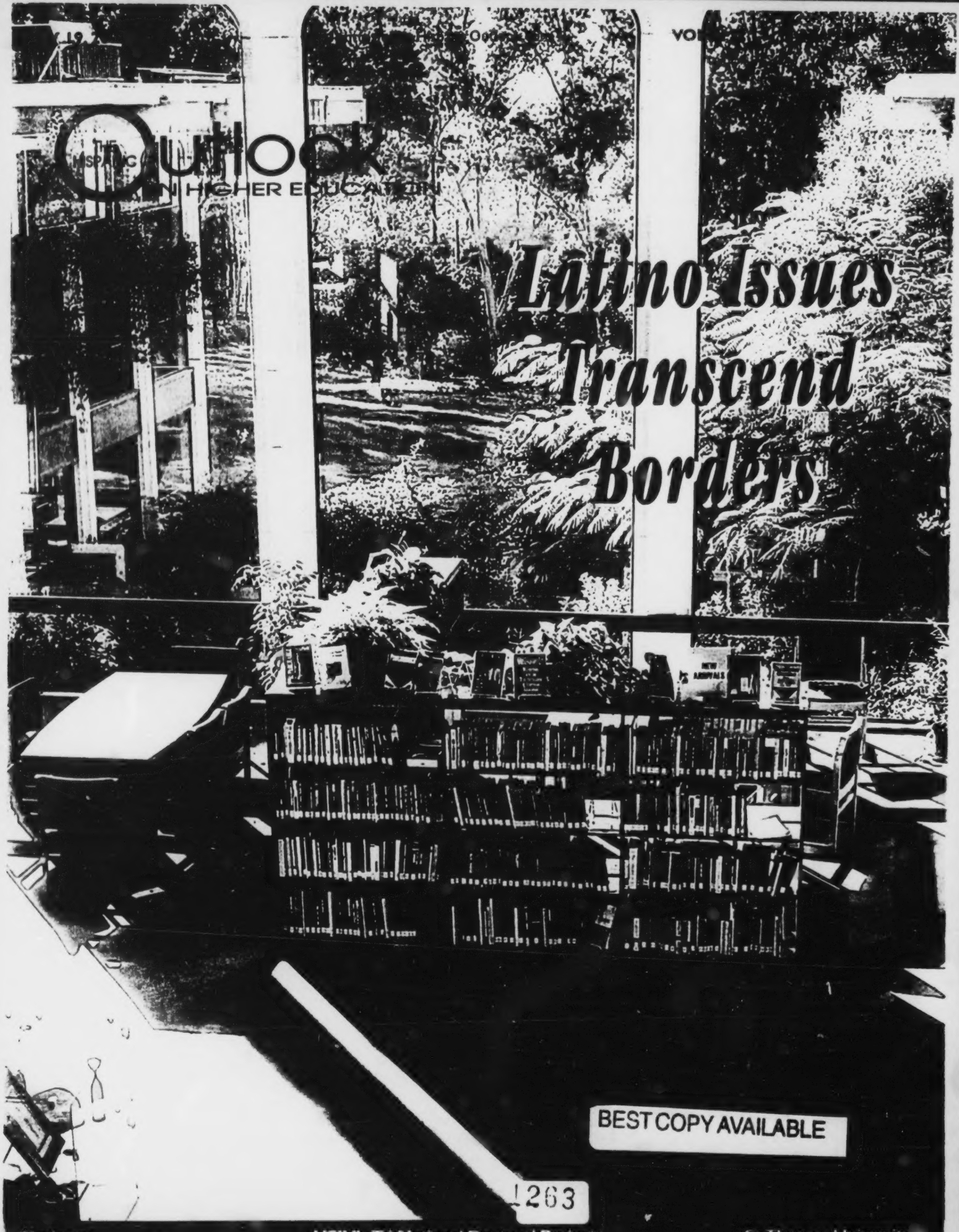

Latino Issues Transcend Borders

Yupi.com

USIU's Tri-National Doctoral Project

St. Thomas University

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DEAN OF THE SCHOOL OF HUMAN ECOLOGY

The University of Wisconsin-Madison invites nominations and applications for the position of dean of the School of Human Ecology.

The dean of the School of Human Ecology is the chief academic and executive officer of the school, with responsibility for strategic planning, personnel, curriculum, academic affairs, research, budget, fund raising, community and alumni relations, and physical facilities. The free-standing School of Human Ecology has a strong interdisciplinary tradition both among the academic units in the school and through collaborative programs with other campus units. Its interdisciplinary resident and extension programs and its strong outreach are consistent with its Land Grant history and the campus-wide vision of future scholarship directions. The dean serves on the intercollege councils for the Arts Institute and the graduate program in Continuing and Vocational Education, the Cooperative Extension Deans Council, the Agriculture and Natural Resources Consortium, and as an Assistant Academic Program Director in the Wisconsin Agriculture Experiment Station.

The School of Human Ecology currently offers undergraduate and graduate programs in a range of fields offered by its five academic units: consumer science; human development and family studies; environment, textiles and design; interdisciplinary studies; and family and consumer communication. The school has established auxiliary operations and resource and support centers, which facilitate scholars, practitioners, designers, students, and members of the community in their research and academic interests: the University Preschool Laboratory; the Gallery of Design; the Center for Excellence in Family Studies; the Helen Louise Allen Textile Collection; and the Center for Retailing Studies. The school has approximately 900 undergraduate and graduate students, 120 faculty and staff, and a budget of $5.4 million. Information about the school can be accessed at: **http://sohe.wisc.edu/index.htm.**

Major qualifications for this position include: a proven record of administrative skills and successful leadership in higher education; academic accomplishments as a scholar and teacher that meet the standards for a tenured appointment as full professor at the University of Wisconsin-Madison; strong communication and fund raising skills; the capacity to relate effectively to the university administration, faculty, staff, students, and other university units; a commitment to maintain and improve the quality of undergraduate and graduate instruction, research, outreach, extension, and public service; and a demonstrated commitment to diversity. The successful candidate will be expected to represent the college through interactions with external groups such as alumni, industry, and other communities.

Applications and nominations must be received by 30 June 2000 to ensure consideration. Later applications and nominations may also be considered. The committee particularly encourages applications and nominations of women and persons of underrepresented groups. Applicants should include a current curriculum vitae and cover letter that addresses how their strengths match the qualifications for the position, and what they see as challenges and opportunities of the position, as well as the names and addresses of five references. Candidates will be informed before references are contacted. Please note that under Wisconsin statutes the names of nominees and applicants who explicitly request confidentiality will not be made public. However, the university is required to release the names of the finalists who will be interviewed by the chancellor. Submit applications and nominations to:

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American Council on Education

ACE

SEVENTEENTH ANNUAL STATUS REPORT

From the American Council on Education's Office of Minorities in Higher Education
Produced with a generous grant from The G.E. Fund

The Seventeenth Annual Status Report on Minorities in Higher Education, authored by Deborah J. Wilds, former Interim Director of the Office of Minorities in Higher Education, presents the latest available data on the progress of American Indians, African Americans, Hispanics, and Asian Americans in postsecondary education. This annual study is widely recognized as the major national source of information on trends and issues related to minorities in higher education.

This year's special focus entitled "Research on the Benefits of Racial and Ethnic Diversity" examines the impact of racial and ethnic diversity within higher education, on business, and on the economy. Empirical evidence is mounting that supports the strongly held belief that diversity advances the mission of colleges and universities. This year's special focus discusses the growing body of research that demonstrates that racial and ethnic diversity is of benefit to individuals, colleges and universities, the economy, and society. This section also emphasizes the importance of institutional context and climate in optimizing the benefits of racial and ethnic diversity in colleges and universities. The co-authors of the special focus section are Kenji Hakuta, Professor, School of Education, Stanford University and Jeffrey Milem, Assistant Professor, College of Education, University of Maryland.

The report includes the most recent data on:

High School Completion Rates; College Participation and Educational Attainment Rates; Enrollments and Degree Completions at Hispanic-Serving Colleges and Universities and Historically Black Colleges and Universities; College Enrollments by Race/Ethnicity; Degrees Conferred by Race/Ethnicity; Degrees Conferred by Field of Study College Graduation Rates; Employment in Higher Education

Order your copy of the Seventeenth Annual Status Report by calling (301) 604-9073. The Cost of the report in $24.95, plus $3.50 shipping and handling.
Minorities In Higher Education

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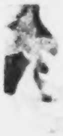

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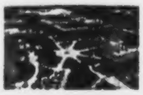

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CONTRIBUTORS: Inés Alicea, Jean F. Andrews, Roger Deitz, Alan Finn, Marilyn Gilroy, Anita J. Gomes, Eirini Gouleta, Betse Humphrey, Donald L. Jordan, Gustavo A. Mellander, Mari Carmen Sarracent, Susan Smith, Gary Stern, John Wegner

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**

The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652

All correspondence should include author's full name, address, and phone number.

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From time to time, *The Hispanic Outlook in Higher Education* will publish articles dealing with controversial issues. The views expressed herein are those of the authors and/or those interviewed and may not reflect the official policy of the magazine. The *Hispanic Outlook in Higher Education* neither agrees nor disagrees with those ideas expressed, and no endorsement of those views should be inferred unless specifically identified as officially endorsed by Hispanic Outlook in Higher Education.

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A CAPITOL VIEW

Working Our Way through College

BY GUSTAVO A. MELLANDER

Yesterday's Legends

American higher education folklore is laden with stories of youngsters, usually country farm boys, arriving at a college without money but eager to acquire an education.

Luckily they were able to find employment right on the campus and indeed work their way through college *à la Horatio Alger*. It is not all fiction. Many a youngster worked in the cafeteria or on the college grounds. Some university buildings were actually built with student labor, as were the early buildings of Inter American University.

One powerful United States senator is quick to point out that he arrived at his college without any resources at all. He went to see the president and said that he wanted to study but did not have any money. He was hired as a janitor and retained that position during his baccalaureate years. Senator Robert Byrd doesn't believe it hurt him at all.

Many others were able to work their way through college, whether it be in the nation's large cities or in its rural college towns. There was a certain élan to working oneself through college.

More important, it was possible. Many of those fellows, and most were males, went on to enormous worldly successes. But those intrepid students were always in the minority. Until the 1950s, colleges were for the well-to-do or the very bright who received scholarships.

The New Reality

There has been a change in the past ten years. Faculty members were the first to notice it. More and more students were working full-time while attending college full-time. Grades suffered. Pressures built not only on the students but on the faculty as well. It soon became apparent that some students were taking an inordinate amount of time to graduate. Many never did.

People wondered what it all meant. A few student affairs types began to collect anecdotal data. Recently the American Council on Education conducted an in-depth study on working and going to college.

Many will be surprised to discover that their major finding was that white or minority, rich or poor, male or female–most students attend college part-time and work long hours while they are enrolled. That jeopardizes their chances of completing a degree. The key and operative word is "most." Most students attend college part-time and work long hours.

Money Matters

Colleges have indeed changed. The ACE study is entitled *Money Matters: the Impact of Race/Ethnicity and Gender on how Students Pay for College*. It is revealing and posits the need for us to re-think what it means to go to college in this historic year.

Further, the report identifies background characteristics that influence how students finance their education and the impact of students' choices–such as whether to borrow or work full- or part-time–on their academic success. These are critical decisions, and one's lifetime professional trajectory is fashioned by how one can answer those questions.

"Students' choices influence both the price of students' education and how they pay the price," according to report author Jacqueline King, ACE's director of federal policy analysis. For example, "students reduce the immediate price of attending college by choosing lower-priced community colleges, attending part-time, and working."

However, data show that regardless of income profile, most students are not exhibiting the behaviors that contribute to student persistence and academic success–enrolling full-time and devoting most of their time to studying. Instead, most students of all races and ethnic groups attend college part-time and work full- or part-time.

Among the Findings

Whites: More than half of white college students are female; more than half are 23 or younger (28 percent are age 30 or older); 44 percent attend community colleges, and 50 percent attend four-year institutions; 33 percent work full-time to meet their college expenses (47 percent work part-time); and 26 percent take out student loans each year.

Hispanics: 54 percent of Hispanic students are women; 59 percent are 23 or younger; 60 percent attend community colleges; almost 40 percent work full-time (43 percent work part-time); and 21 percent take out loans.

African Americans: Two-thirds of African-American students are women; half are age 24 or older; 50 percent attend community colleges, and 40 percent attend private or public four-year colleges or universities; 40 percent work full-time (41 percent work part-time); and one-third borrow in a given year.

Asian Americans: The Asian American student population is split evenly between men and women; almost two-thirds are 23 years old or younger; 58 percent attend four-year institutions; only 17 percent work full-time (48 percent work part-time); and one-quarter take out student loans.

Native Americans: Three out of five students are female; 41 percent are age 30 or older; three out of five attend community colleges; 20 percent work full-time; and 24 percent borrow in a given year.

Gender: Female students are more likely than male students to be older, have dependents, and have low income. They are less likely to work full-time and take out student loans.

Male undergraduates are more likely to be independent and to come from middle- and upper-income families.

Times have changed. Going to college is very different for most people than it was even 25 years ago. These developing trends will probably continue.

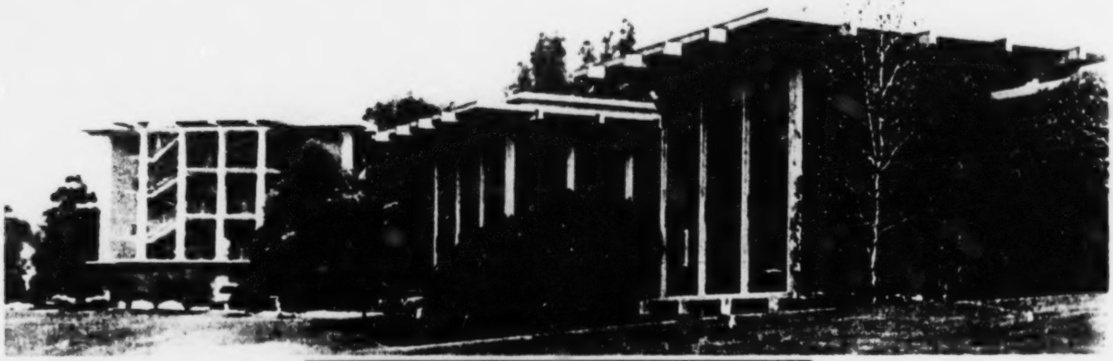
Copies of the report are available for $15 from ACE at (301) 604-9073, fax (301) 604-0158.

Dr. Mellander is a professor at George Mason University.

"NAFTA DBA" Takes Shape along Southwest Border

Developed by Academics in Mexico, Canada, and the U.S.

BY ANITA J. GOMES



USiU

UNITED STATES INTERNATIONAL UNIVERSITY

What do you get when you bring together faculty and administrators from universities in Canada, Mexico, and the United States and ask them to develop a doctoral program to meet the needs of Mexican business faculty in northern Baja California?

Some might call it a NAFTA DBA.

Others might call it simply an innovative solution to a series of challenges. As a result of some creative problem-solving, a Mexican national initiative has had very positive impacts on faculty at several institutions in three countries.

Among the initiatives set forth by Mexican President Ernesto Zedillo early in his presidency was the goal of increasing the number of doctoral-qualified faculty at Mexican colleges and universities. The Mexican Ministry of Education, Consejo Nacional de Ciencia y Tecnologia (CONACYT), and the Asociación Nacional de Universidades e Instituciones de Educación Superior (ANUIES) took leadership roles in assuring that mechanisms were in place to provide support to institutions wishing to undertake this challenge.

In the same vein, under the leadership of Rector Enrique Carrillo and Vice President Fernando Leon Garcia, Baja California's CETYS University established an institutional goal of raising the percentage of its full-time faculty with the doctoral degree.

Carrillo and Leon made a commitment to respond to both the national initiative and their own institutional goal in a proactive manner and focused their initial efforts on the doctorate of business administration (DBA) and doctorate of engineering (D.Eng.). Because of a previously existing cooperative relationship with San Diego-based United States International University, Leon and Carrillo contacted USIU early on in their planning to discuss opportunities for collaboration. USIU is a private, independent university that is well known locally for its high quality doctoral programs in business, psychology, and education, among other degree offerings.

USIU President Garry Hays and Mink Stavenga, dean of USIU's College of Business Administration, were receptive to the opportunity right from the start. "Collaboration between CETYS and USIU has been occurring for a number of years, since the signing of an agreement to cooperate in 1997," said Hays. "The doctoral program is one very successful aspect of a broader cooperative relationship between the two institutions."

"We were certain that USIU's expertise in doctoral education, coupled with the commitment demonstrated by CETYS to making this project work, would assure the success of this program," Stavenga added.

A series of early conversations led to the development of a consortium of North American institutions, headed by CETYS, with the aim of offering a tri-national doctoral program in business for faculty along the westernmost part of the U.S.-Mexico border. In addition to USIU, other participating institutions include Arizona State University, San Diego State University, and Concordia University of Montreal. A similar consortial relationship was formed between ASU, the University of Toronto, University of Victoria, and University of Arizona to offer the D.Eng. to CETYS engineering faculty.

"While the DBA will be awarded by CETYS, one of the major benefits of this program is that our faculty have access to and input from professors at a number of different institutions as they progress through their coursework," stated Fernando Leon, CETYS vice president and a driving force behind the effort to develop the collaborative DBA program.

He notes, also, that "Efforts such as these essentially constitute part of the wave of the future in terms of international collaboration, doctoral programs, and responsiveness to context, all within a reasonable framework of academic quality."

Dr. Mink Stavenga (l.), dean of USIU's College of Business Administration, and Dr. Garry Hays (r.), USIU president, are enthusiastic about the prospects for continued cross-border collaboration with their CETYS colleagues.

An initial start-up grant of $12,500 from the American Council on Education (ACE) and ANUIES, which is ACE's Mexican counterpart, provided the seed money to facilitate initial planning and implementation of the program. Stavenga and Leon serve as the institutional representatives for the ACE-ANUIES grant and as lead administrators of the joint doctoral program.

"We definitely view this collaboration as a steppingstone in the development of alternative models for doctoral education as well as a test bed for future multinational educational partnerships," offered Stavenga.

"USIU has, to some extent, served a cross-border constituency with its business programs for some time," stated Stavenga. "Working with CETYS on this 'NAFTA DBA' has been one very successful aspect or our general efforts to enhance USIU's bi-national presence."

Not coincidentally, in addition to its main campus in San Diego, USIU also has campuses in Mexico City and Nairobi, Kenya, and has long been committed to multicultural-multinational education.

The ACE-ANUIES grant, which was one of only five approved for 1998-1999, provided funds to establish and implement the appropriate curriculum, policies, and standards of quality typical of programs of this nature. A unique aspect of the project is that the degree program is being offered through a combination of face-to-face, online, and other distance learning technologies, such as video conferencing.

As part of the grant, USIU and CETYS held initial meetings to bring together representatives of participating consortium members. One such meeting was held in San Diego, and another took place at ASU in Tempe, Arizona.

To date, 16 students, most of them current business faculty at CETYS campuses in Mexicali, Tijuana, or Ensenada, are enrolled in the collaborative DBA program. They are moving through the required coursework as a cohort group, and are approximately halfway through the program.

CETYS is supporting its faculty participants in a variety of ways. The University is paying 100 percent of their tuition and fees and is providing course release time to assure that faculty members have sufficient time to devote to their doctoral work.

Since the DBA program was designed for CETYS professors, the curriculum includes a course on pedagogy and another on information technology in higher education. "These courses are aimed at refreshing and polishing their knowledge and practice of teaching methods, as well as the different state-of-the art tools that can be used to enhance learning," noted CETYS Vice President Leon.

Scott Venezia, a professor of business at CETYS' Ensenada campus, notes a number of benefits of his participation in the program. "One of the most important aspects of the program is that we are immediately able to apply what we are learning to our work. We are gaining the tools to reexamine and redesign our classes, refine our teaching methods, and enhance our curriculum."

Students may choose to pursue concentrations in strategic management or international business. USIU is the lead consortium institution for the strategic management emphasis. With its global reputation in this discipline, it was a natural fit. Igor Ansoff, who is known worldwide as the father of strategic management, is the founder of the USIU program, and graduate students from throughout the world have been attracted to the university to study under Ansoff and his colleagues.

"USIU's involvement has been crucial to this effort in particular because of its expertise and established tradition in strategic management," stated Leon. Concordia University of Montreal has the leadership role in the international business concentration. Leon noted that "Pivotal to the success of the international business emphasis has been the support provided by my counterpart at Concordia, Jack Lightstone, vice rector for academic affairs, as well Jerry Toberlin, associate dean of commerce, and Terri Lituchy, professor of international business."

Many of the courses are offered on-site in Mexicali and Tijuana, mak-

USIU Professor of Business M. Krishnamoorthy "learned a great deal" from the experience of teaching Global Information Management to CETYS faculty in the DBA program.

ing them extremely convenient for program participants. Faculty members from USIU or other consortium members travel to the course location for on-site instruction. However, in an effort to provide as broad a perspective as possible to program participants, courses also have been offered on-site at consortium institutions.

Students took two intensive courses at Concordia University and United States International University in the summers of 1998 and 1999, respectively. "Having the CETYS students on the USIU campus was a particularly positive experience," commented USIU's Stavenga. "The faculty who taught the courses in entrepreneurship and research methods noted that the students were extremely engaged and committed to getting the most out of this unique multicultural experience."

The third intensive summer course is planned for summer 2000 in Amsterdam in the Netherlands, with the aim of assuring that the cohort also gains a European Union perspective.

CETYS faculty members were selected to participate in the DBA program through a competitive selection process. The 30 faculty applicants were evaluated based upon their level of academic preparation, English proficiency, and a personal interview. All program coursework is in English, mandating a substantial level of fluency for success in the program. Additionally, participants were required to commit to remaining on the CETYS faculty for at least two years following the completion of the DBA.

Of the 16 current students in the collaborative DBA program, 13 are CETYS faculty. The other three are business people in the Calexico-Mexicali community who are pursuing the doctoral degree for personal reasons or professional advancement outside of higher education. One such student is Ernesto Duarte, whose employer–a Mexicali *maquiladora*–is paying his tuition and fees.

A number of program participants have ties–direct or indirect–to border-area *maquiladoras*. In addition to their teaching responsibilities at CETYS, several serve as consultants or administrators with the manufacturing plants. With this in mind, the DBA program was designed to provide an opportunity to produce practical, usable research.

As the 16-student cohort group approaches its final classes in the summer of 2000, the dissertation process will soon be under way. While there is a significant level of emphasis on honing academic research skills, the dissertation process will focus on applied research.

"It has been a great pleasure to observe the professional development of the faculty participants," stated USIU's Stavenga. "Their research and teaching skills have improved markedly during the course of their doctoral work, and many of them have experienced the added benefit of a truly multicultural learning environment."

Student Scott Venezia agrees. "The strong focus on research has broadened our horizons and has made us tap into issues that are relevant for our university's environment. Bi-national collaborations have evolved since the program started, and we are now joining hands with professors in both the U.S. and Canada to research areas of mutual interest and benefit."

USIU and CETYS administrators agree that the program has been an overwhelmingly positive experience. CETYS coordinator of business programs Carlos Rodriguez notes two benefits of particular note: "First, there is the direct benefit of keeping our outstanding professors on faculty while they pursue the doctoral degree. Our students have better educational experiences because the faculty is gaining knowledge and skills as they progress through the DBA program. Also, we benefit from the post-DBA commitment of at least two years to which each participant has agreed."

USIU faculty and administrators visit CETYS' Mexicali campus.

Rodriguez, who also holds a DBA from USIU, earned prior to the commencement of this collaborative degree program, continued, "The cross-cultural nature of this particular doctoral program is, perhaps, unsurpassed. Our professors will be at least one step ahead of most others in their ability to teach and learn in a multicultural environment."

University presidents shake hands following the signing of the cooperative agreement between USIU and CETYS University in 1997. (Left to right) Dr. Mink Stavenga, dean of the College of Business Administration at USIU; Dr. Garry Hays, USIU president; Dr. Enrique Carrillo Barrios Gomez, president of CETYS; Dr. Fernando Leon, vice president for academic affairs at CETYS.

USIU Professor M. Krishnamoorthy, who taught global information management to CETYS faculty last year, noted, "I thoroughly enjoyed teaching this elite group and in the process learned a great deal. That is the beauty of education: The more you give, the more you learn."

Launching and sustaining this tri-national DBA program has not been without its challenges, however, notes USIU's Stavenga. "Professors teaching in the program have pointed out that there is a considerable range of academic preparation and of English proficiency among the students." This, despite the requirement that participants hold the master's degree and have a TOEFL score of at least 550.

A start-up grant of $12,500 from the American Council on Education (ACE) and ANUIES, which is ACE's Mexican counterpart, provided the seed money for initial planning and implementation.

"Additionally," Stavenga commented, "the distance between the campuses has provided some challenges to recruiting faculty to teach the courses." Technology has helped in some instances, but most of the courses have consisted of faculty from USIU and other consortium institutions going to Mexicali, which is approximately two hours, by car, from San Diego, to teach. Many of the classes have been scheduled for weekends to accommodate the professors' needs and the students' teaching schedules at CETYS. Additionally, CETYS has borne meal and lodging expenses incurred by faculty.

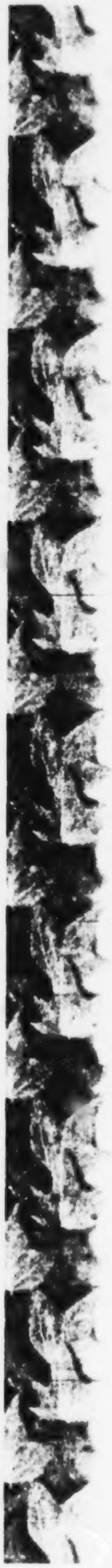
Stavenga concurs, however, that the benefits have far outweighed any difficulties that might have been experienced. "Our faculty members who have taught in the program are unanimous in their praise of the experience. They've commented that they are proud to be contributing to the development of fellow academics and are, themselves, benefiting from the cross-cultural nature of the teaching-learning environment."

The first group of graduates is expected to complete the program in 2001, at which time CETYS has committed to sponsoring a second group of business faculty to start their doctoral work. In the meantime, CETYS has already begun work on the development of a similar consortial agreement to present a doctorate of education (Ed.D.) program for their education faculty. This program will be launched in the fall of this year, with consortium members including USIU, the University of Arizona, Concordia University of Montreal, and Universidad de Murcia from Spain. Additionally, while there are no immediate plans for the development of a doctoral program in this discipline, there also has been considerable cooperation between psychology faculty at USIU and CETYS over the past few years.

"The possibilities for the continued development of the USIU-CETYS relationship are virtually unlimited," remarks USIU's President Hays. "From our perspective, the importance of cross-border relationships between and among academics cannot be underestimated. In Southern California and Northern Baja California, our futures are inexorably linked in so many ways that institutional cooperation and collaboration makes perfect sense for all involved."

For more information about the USIU-CETYS consortial DBA program, contact Dr. Mink Stavenga, dean of USIU's College of Business Administration, at mstaveng@usiu.edu or by telephone at (858) 635-4695.

Anita J. Gomes, executive assistant to the president and director of public relations at United States International University, was active in the development of its inter-institutional relationships with universities in Mexico.



The Ivy League Review: Part Four

Harvard, Cornell Universities and Dartmouth College

BY MARI CARMEN SARRACENT

Many of the Ivy League schools, long recognized for their standard-setting intellectual contributions to society–developing the very fabric that makes up the United States–date back to the founding of this country. Hispanics are finally finding a place there.

It is an honor to discuss Hispanic admissions, affirmative action, unprecedented events and Latino accomplishments at these traditionally white-dominant universities. It reveals that people of color are gradually making inroads, and not just as token representatives. That they are considered equally qualified by their accomplishments and future potential as leaders in this country, not just as individuals of Hispanic heritage but as Americans.

This article appraises three academic giants in the Northeast–Cornell University, Dartmouth College, and Harvard University. All three ranked high in *U.S. News'* Best College Rankings. Harvard was number two after California Institute of Technology. While they were not in the top tier for graduating Hispanics, the Ivy League schools were among the distinguished institutions included in the Top 100 list for the number degrees awarded to Latino students.

Harvard University

Assessed as one of the most selective schools in the United States, Harvard, as are Cornell and Dartmouth, also is one of the oldest. It was founded in 1636. Total undergraduate enrollment (full-time) is 6,692, of which Hispanics represent eight percent. Asian-American students are the largest minority group enrolled, standing at 17 percent; whites, 59 percent. The four-year graduation rate is 86 percent, and the average six-year graduation rate is 97 percent.

Data on degrees conferred by student ethnicity for the 1998-99 academic year reveal that Hispanics totaled 375 or six percent. Whites numbered 2,814 or 42 percent. These data include degrees awarded in all Harvard schools, including Graduate School of Arts and Sciences (GSAS), Business, Dental, Education, Law, and Medical.

GSAS is recognized for its commitment to having a diverse student body. The W.E.B. Du Bois Graduate Society (named for the first Black student to receive a doctorate from Harvard) was founded "to minimize the frustration and isolation commonly associated with graduate school." The society sponsors activities such as orientation meetings, student-faculty panels as well as social events.

Harvard also publishes *Smooth Transitions and the Minority Student Newsletter* that help keep students of color in touch with university resources.

This fall, Harvard's fairly new Interfaculty Committee will host a major conference dedicated to promoting the scholarly study of the Latino population in the United States–*Latinos in the 21st Century: Setting the Research Agenda*. The committee, composed of members of the faculty of Arts and Sciences and five of the professional schools, forms part of the David Rockefeller Center for Latin American Studies. Professor of Education Marcelo Suarez-Orozco is the committee's chair.

One of the issues atop this group's list is the recruitment of senior faculty in Latino studies and the subsequent development of a Latino Studies academic department. One student quoted in the *Harvard University Gazette* commented on this issue, "I can't write a dissertation in a year. Junior faculty are great for classes, but if you can't be sure someone is staying, the whole next generation of Latino scholarship is likely to suffer."

Faculty data for the fall of 1996 indicated that in the Faculty of Arts & Sciences senior faculty supercedes those in junior positions: 419 professors, 79 associate professors and 113 assistant professors. To foster diversity among the teaching ranks, in 1995 the Faculty Development and Diversity program was conceived and was followed by other support programs such as the Minority Faculty Development Program and Women in Academic Medicine.

Four years later, the issue of diversity representation still is on the table. Late in 1999, the Office of the Assistant to the President and the Workforce Initiatives Unit within the Office of Human Resources sponsored a conference to explore diversity of university staff.

Winthrop Professor of history Stephan Thernstrom, who is a strong proponent of meritocracy, commented that there is a tension between diversity and recruitment based solely on merit. Others argued that those making a decision based on merit alone tend to choose people like themselves, which can often inhibit, rather than foster, diversity. President Neil L. Rudenstine opened the conference asking "Why does diversity matter?" At the conclusion of the conference, he stated, "It's an effort that's well thought-out, extremely professional, and that has resources behind it to make it work. We're at the beginning."

Cornell University

An ongoing wave pushing efforts to increase diversity on campus and in lecture halls also is undulating at Cornell University, Ithaca, New York. Hispanic undergraduates represent six percent of the 13,442 full-time undergraduate population. And unfortunately, students in the '90s and in the new millennium have not been able to escape like-experiences, such as race-related discrimination and violence, faced by students of color in the '60s.

Consequently, last year the faculty senate was charged with addressing the campus climate at Cornell and voted in February 1999 to approve a resolution on campus climate and to reformulate the Committee on Minority Education. Cornell President Hunter Rawlings issued a public statement in which he noted".... There is no place for racist attitudes in a university that espouses the enlightened use of reason to pursue humanistic understanding and scientific truth....It is important to remember the principles [Dr. Martin Luther King] held and he set. His dream of racial justice is one that we should all help this university and this country to realize by our words and our actions....Cornell stands for reasoned thought, sustained and informed discussion, constructive engagement, and freedom of responsibility. Let's leave that legacy for the next generation."

Many initiatives and programs with diversity in mind have been forthcoming. The Latino Studies Program is one. Pedro Caban, a visiting professor of government and the program's director, notes that to evolve, the program will need support from the administration, faculty, and students. Caban stated, "At Cornell, we have the resources, the location and the context to start building an integrated and intellectually challenging Latino studies curriculum that will expand educational opportunities–not just for Latino students but for all students."

Philip Lewis, dean of the College of Arts and Sciences, and Biddy Martin, senior associate dean of the college, issued a statement regarding Caban's appointment: "...under Caban's leadership...it will be possible to overcome the conflicts among participants in the program.... And to establish plans for the program's future."

Most recently The Latino Studies Program announced the winners of its first undergraduate Latino Studies Research Grant Program. Each winner received $500. Caban, the Program director, stated, "The grant program will strengthen the LSP's academic mission by expanding the opportunities for students to undertake Latino-related research."

The award recipients are: Nadia Huancahuari, Spanish literature and biology major: "Depictions of Female Interpretations of the U.S. Experience"; Michelle C. Perales, city and regional planning major: "Communities Organized for Public Service and Mexican-American Community Empowerment"; Cassandra Ramirez, urban and regional studies major: "Colonias in South Texas"; and Alvin Antonio Velazquez, government major: "Puerto Rican Migration to Chicago and Gentrification."

The National Science Foundation also lauded Hispanic students recently. NSF's Graduate Research Fellowships were awarded to 14 Cornell students. Martha L. DelCampo, one of the undergraduate winners, is majoring in civil engineering. Each winner received a $16,200 stipend per year for full-time graduate study.

Dartmouth College

Its comparatively small undergraduate population of 4,023 (four percent Hispanics) has no bearing on Dartmouth's efforts to increase diversity at this elitist, educational enclave in Hanover, New Hampshire.

In October 1999, Dartmouth's Psi Chapter of La Unidad Latina, Lambda Upsilon La Lambda Fraternity Incorporated, hosted the 1st Annual Noche Dorada, a cultural event for the entire campus. Sociologist and professor Felix Padilla, who has conducted scholarly work on Latino culture and has authored numerous books, was invited to speak. A mariachi band, and The Welfare Poets, a poetry collective that began at Cornell in 1993, were also invited to perform. The gala was held in observance of National Hispanic Heritage Month and was free of charge to students, faculty, administrators, and the Upper Valley community. Donations were accepted for a scholarship created by the fraternity to serve members of the Upper Valley community as part of its community outreach program.

In a survey of 1999-2000 examining instructional faculty and class size, the number of minority faculty was 61. Fifty were designated as full-time; 11, part-time. Total number of instructional faculty was 658. These data excluded instructional faculty in pre-clinical and clinical medicine, administrative officers, undergraduate, or graduate students who assist in the instruction of courses, faculty on leave without pay, and replacement faculty for faculty on sabbatical leave.

As of October 1999 the number of degree-seeking undergraduates is 3,998–Hispanics account for 203, Blacks 214, Native American 85; Asian, 392.

Dartmouth's renowned Tuck Business School prides itself as being a global school, as it is the educational home to students from diverse backgrounds. As part of its MBA program, students are required to work in teams, which will undoubtedly pair them with students who are different from themselves. Dean Paul Danos notes, "There is a tremendous opportunity for Tuck to be the business school in the United States that is a model for how you deal with diversity and inclusion....You can have a community of 500 people. And if 500 people can't get together and deal productively with issues of diversity and inclusion, there is no hope for this nation. The nation has 250 million people, and they all have ways to escape. Tuck has 500 people with nowhere to go. There is really is no separation between class and life out of class."

The following quote encapsulates the challenge faced by all the institutions covered in this four-part series and their response.

"Given the histories of exclusion, we have to do everything we can to counterbalance that history."

In forthcoming issues, The Hispanic Outlook *will continue to look at how Hispanics, students and faculty are faring at these elite institutions, as well as the challenges, misconceptions, issues and politics involved.*

Prospects Poor for Immigrant Children

"Prepare...or let it destroy us."

BY
GARY M. STERN

"If we want more minorities to go to college, we'll have to expand financial assistance to them."

GEORGE VERNEZ,
RAND CORPORATION

A recent demographic study, "Projected Social Context for Education of Children: 1990-2015," written by George Vernez and Richard Krop of the Rand Corporation, suggests that the number of poor students in American schools will rise by five percent in 2015 over the 1990 census, and the number of Latino students whose parents are without high school diplomas will rise by nearly two million. Both projections present myriad ramifications for educators in the next decade. Thus far, the report has drawn little attention.

L. Scott Miller, director of the Task Force on Minority High Achievement at The College Board, a New York-based nonprofit education association, commissioned the Rand Corporation, a Santa Monica, California-based think tank on domestic policy, to write a study on the demographics of the student population by 2015. Knowing the composition of the class of students, its ethnic background, and the educational background of parents in the next decade and a half could help shape education policy. The results of this study, released in January, illuminate what kind of teachers should be hired and lead to a fuller understanding of what schools should be addressing to improve academic achievement. But unlike the Hudson Institute's influential "Workforce 2000" study, which projected Hispanics as the fastest growing minority group in the U.S. and generated publicity galore, this Rand study has gone virtually unnoticed.

The
College
Board

Major findings of this study include the following:

The number of low-income youngsters in American education will rise from 17.7 million in 1990 to 18.6 million in 2015, an increase of five percent.

The number of Latino and African-American parents with little formal education will rise from 60 to 78 percent of the 7.8 million parents. Indeed, Latino parents without formal education will rise from 2.8 to 4.7 million by 2015. Nearly half of the children in this particular segment will hail from Latino immigrant families.

At the same time, 22 million American parents will have college degrees by 2015, up from 16 million in 2000. More than 2 million Hispanic parents in 2015 will have college degrees, nearly triple the 700,000 parents with college degrees in 2000, and African-American parents with degrees will rise to 1.7 million in 2015 from one million.

How was this study conducted? George Vernez, director of the Center for Research on Immigrant Policy at the Rand Corporation, said that he and Krop started their research by reviewing 1990 census information. "We developed a model that traced students through the education process and projected that into the future," he said. Using the 1990 Census, they extrapolated birth, death, and immigration rates to determine ethnic and class populations. "My main interest was to know and understand whether the gap between ethnic groups would increase or decrease in the future, given current trends, to determine the education achievement gap, and whether the shift in the composition of population might alter the educational attainment of the labor force," Vernez said.

Based on their demographic projections, Vernez asserts that the education gap between whites and Asians versus Latinos and African Americans is increasing. A higher percentage of whites and Asians will graduate from college, and a lower percentage of Latinos and African Americans. The implication, he said, is "if you want to educate African-Americans and Latinos, you will have to do more."

One of the key determinants influencing the educational achievement of students is the education level attained by their parents. Since more Latinos will be entering schools from parents without a high school or college diploma, more money will have to be spent on Latino students' education to compensate for the parent's lack of educational achievement.

Miller is concerned. "Even if students show up in kindergarten speaking English, their parents won't have strong proficiencies in English. One of the first implications is that we need more early childhood programs for disadvantaged students," Miller said. Indeed, he can envision a host of educational improvements that could be employed to address this educational gap. He'd like to see English immersion in kindergarten classes, hiring larger numbers of bilingual teachers, and special training for teachers to make them more culturally attuned to Latino students. Most of these Latino students will be concentrated in urban areas in New York, California, Texas, Illinois, Florida, New Jersey, and Pennsylvania, and efforts must be focused in these states.

"The major finding of the report is the large increase in the population of Latinos who immigrated here and whose parents have little education," said Professor Eugene Cota-Robles, co-chair of the Task Force on Minority High Achievement and a professor emeritus of biology at the University of California at Santa Cruz. "These students are falling behind at a very early stage. Many of them were born in the U.S., but their parents are poorly educated and can't help them," notes Cota-Robles. He'd like to see an intensified Head Start program that offers these students the education resources that their parents can't provide.

Richard Krop

The Rand Corporation study shows that Mexican Americans will require more education assistance than any other Latino groups since fewer Mexican Americans are college graduates compared to other Hispanic groups, says Miller. If Mexican Americans are removed from census statistics, nearly 80 percent of Latinos graduated from high school in 1990, he noted. Yet Vernez noted American education is doing a superlative job with almost all groups but immigrants. Based on the 1990 census, excluding immigrants, 90 percent of whites, 87 percent of African Americans and 80 percent of Hispanics graduated from high school. The implication is clear: we need to do much more to strengthen the education of immigrant students entering our schools.

Despite the five percent increase in poorer students, there is also considerable good news about minority students entering American schools in the next 15 years. "We have an emerging middle class of Latino and African American students," Miller noted. Nearly half of the Black students entering education have parents who have attained college degrees, and 40 percent of Latinos hail from parents with college degrees. "The implications are that a higher percentage than before of these students will not be coming to school from extremely disadvantaged circumstances," he said. Since we'll have two million Latino and two million Black parents who have been college educated, "if we choose to invest more in their needs, the chances are greater that they will succeed."

The Rand study shows that white and Asian students are increasingly stemming from higher socioeconomic groups and are therefore more likely to succeed in education.

Yet the increase in Latino students demands that more Latino teachers should be hired, says Cota-Robles. He'd like to see the equivalent of a G.I. bill through which college students receive stipends to teach in public schools for five years or have part of their tuition costs paid. Only three percent of the faculty of the University of California at Santa Cruz were Hispanic, and it will require "high achievement" to augment that number in the future. "We need to have Hispanic students who are as competitive as other students," he said.

"We either have to prepare our nation for the rising tide of Hispanic students about to enter our school or let it destroy us," says Gloria Rodriguez, president and CEO of AVANCE Family Support and Education, a San Antonio-based nonprofit organization that helps Hispanic parents educate their children. Based on the report, Rodriguez would like to see a new program launched to encourage bilingual teachers in communities with large numbers of Hispanic children. At a recent conference that she attended, a speaker noted that if educators could reduce the Hispanic dropout rate in high schools, more than $18 billion would be added to the American economy.

Bottom-line, Miller says the Rand study demonstrates that "there is much to be gained from doing much more for each segment of the disadvantaged minority population. We now have an opportunity to invest in students across socioeconomic classes. We can expect a real return of higher level of achievement."

L. Scott Miller, the director of the Task Force on Minority High Achievement at The College Board

"We have a critical mass of emerging middle-class African American and Latino students. If we invest more in them, and invest more in disadvantaged students, we have a real opportunity to make progress," he said.

After writing the demographic study, Vernez is willing to make some education recommendations. "If we want more minorities to go to college, we'll have to expand financial assistance to them. If we are interested in increasing educational achievement among Latinos and African Americans, we will have to find way to develop programs."

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Postdoc Appointments for Hispanics Dwindling

Education Leaders Comment

BY **ALAN FINN**

As an ever-increasing number of Hispanics attain their Ph.D.s, those going on to postdoctoral research are coming up alarmingly scarce, believes Dr. James H. Wyche, Ph.D., executive director of the Leadership Alliance.

In 1995, according to National Center for Education Statistics figures, Hispanics accounted for 3.4 percent of the country's Ph.D.s (whites, 85 percent). And a United Negro College Fund poll indicated that only 1,200 of 40,000 postdoctoral appointments–roughly three percent–were occupied by members of traditionally underrepresented groups, including Hispanics as well as African Americans. Wyche believes that the number should be closer to 2,000 to 2,500.

"What it shows is that with all of the government support to the National Institutes of Health (NIH) and awards to postdocs, few of the Ph.D.s are going on to the postdocs," said Wyche, who is also an associate provost and professor of medical science at Brown University. "It's a problem of national concern that we need to do something about."

In 1971, through government authorization from Congress, the NIH was mandated to begin programs that would address underrepresentation of minorities in science. Programs were created–such as MARC (Minority Access to Research Careers) and MBRS (Minority Biomedical Research Support)–that would serve as forerunners of others to come, not only in federal agencies but in various other foundations and private agencies.

"What I'm really calling for is the same kind of concern and targeted program to address the next generation," said Wyche. "Okay, so fine, we get them up into and through the Ph.D. ranks–that's only part of our job. The other part of our job is to provide them additional professional experiences to make them more marketable, not only in academe but also in the public and private sectors as they go after employment opportunities."

Wyche concedes that applying for postdoctorate opportunities is, of course, open to all minorities, but he finds that fact to be irrelevant. For Wyche, action must be taken. As long as academic institutions fail to put the issue on the table in a manner that inspires change, he sees the federal government having no choice but to intercede.

Experts cite various reasons for the postdoc figures, with economics topping the list. Cases abound in which minorities coming from economically depressed backgrounds feel a financial pressure to assume an immediate loan payback mode in order to accelerate their access into the economic mainstream. "We have problems recruiting young people at the postbaccalaureate into Ph.D. programs because they also have loans and might not know of scholarships and fellowships that can allow them to go to graduate schools without having anything coming out of their pocket (particularly in biomedical sciences)," said Wyche. "So I think part of the problem is lack of knowledge of what opportunities exist."

Professor James E. Wyche, exective director, Leadership Alliance

Another factor lies in the fact that there is currently neither a national program nor a network aimed at reaching out to minority members to help them understand their greater marketability after an additional two to three years spent beyond their Ph.D.s as postdocs.

"I have an African American female at my own institution who should be very highly marketable, but we're having some problems getting her a postdoc because of the lack of network, and I'm working hard myself to help her," said Wyche. "And this is at an Ivy League school. You could imagine that if a student is somewhere else–maybe not of the same so-called elite status of an Ivy–the difficulty of simply getting a Ph.D. and then not having an extended network." In published articles, Wyche has asserted that a lack of mentoring for Ph.D.s results in fewer promotions into academia's professorial ranks. In response, a special committee within the Leadership Alliance has been appointed to address the issue of dwindling minority postdocs.

The Leadership Alliance, says Wyche, is looking to increase postdoctoral appointments not only for students within the sciences, but for all of the disciplines–including humanities and social sciences, where pursuing postdocs has been generally viewed as not part of the "overall training experience."

Dr. Eloy Rodriguez, an environmental science professor at Cornell University, believes that the NIH as well as the National Science Foundation (NSF) should share some of the responsibility for the low numbers. Rodriguez contends that majority investigators with NIH and NSF support are reluctant to provide opportunities for minorities. "They have never had to think about or have never thought about having minorities in their labs. It certainly never crosses their minds, although they certainly have no problem offering opportunities for international students. They used to go to Japan, but that fishing well has dried up."

He claims that the situation has worsened in recent years because there has been no leadership in the NIH (the No. 1 institute providing postdoc money) pushing for the hiring of U.S.

underrepresented minorities as postdocs.

Twelve leadership positions became available during the reign of former President Harold Varmus. "In the last five years, they have hired no minority institute directors," said Rodriguez. "For NIH, if you do not have that leadership coming out of there, it has an impact. We're trying to recover, and it will probably take another five years.

"The Ph.D. students are obviously seeing what's happening, and they are either reluctant to pursue a postdoc, or are going into the private sector, or they're just discouraged," added Rodriguez. "You have to have some kind of carrot-and-stick-approach. I think it's been mostly just a stick approach."

He addressed the decrease in research funding, including to minority investigators, at a time when the NIH has enjoyed a 30 percent increase in its funding for basic research. Both institutions reaped large financial awards from the federal government for research in the past year, with the NIH receiving 20 billion dollars and the NSF getting about 7 billion, respectively.

"There has been no real advocacy from the leadership that can make things happen," said Rodriguez.

Of the 15 Ph.D. students who graduated under Rodriguez, about half were minorities, and half of those still went on to postdocs with the professor's help and mentoring. "Having minority faculty performing basic research who are not getting RO1 grants (the grants funding such research) means you have minority faculty who as researchers can't even hire minority postdocs because they're not being funded," the Cornell professor said.

He believes that the lack of mentoring has played a role in producing the current low figures.

"[The NIH] is one place where I could point the finger, but I could just as well point it at NSF," added Rodriguez. "When you don't have advocacy, a true understanding of the problem, this is what you're seeing."

Don Robuski, public affairs director of the NIH, issued a statement on behalf of his institute, but declined to comment on many of the criticisms levied against it.

"First of all, we are constantly working to improve the participation of minorities in the postdoctoral programs," said Robuski. "Number two–we don't have any way, because of federal regulations, to track the ethnic origin of participants in the postdoc program. Providing that information is optional, and most Ph.D.s do not."

Carter Kimsey, program manager for postdoctoral fellowships in biology for the NSF, runs the minority postdoctoral fellowship program sponsored jointly with the special sciences director since 1990.

"We're not getting as many applications today as we used to, but we are funding on the order of forty to fifty percent of the applications that we get," said Kimsey. "We feel like we're one of the people that are trying to do something about it."

These programs for minority postdocs, however, are not NSF-wide, but include only the directorate for biological sciences and the directorate for behavioral and social sciences.

Others, such as the directorate for geo sciences, math, and physical sciences, engineering, education, and human resources do not have programs for minority postdocs.

"I think that because of the general atmosphere for affirmative action, people don't know that we still exist," said Kimsey. "They assume that we've been gotten rid of because so many affirmative action programs have been disestablished. Even though it's on our web page and we make no secret of it, it's interesting that applications have fallen by fifty percent or so."

Margaret Miller, president of AAHE

Wyche believes there is a potential to do better, starting at his own Brown University. About five years ago, Brown began a program that Wyche helped create out of the president's office in which a special fund was set up to competitively attract minority Ph.D.s to the campus through a presidential revolving fund. Four to six slots are available each year to be awarded on a competitive basis. Currently, there is a program to bring in recently mentored Ph.D.s. That program is taking as many as 10 a year now into the institution for a one- to-two-year period as a visiting scientist.

In over 3,400 colleges and universities, only about 125 to 150 are regarded as Research One institutions.

"These institutions train a significant portion of the Ph.D.s and have a significant portion of the postdocs," said Wyche. "Really a focal point for concern here [is]...one hundred fifty Research One institutions. Those are the ones I'm sort of focusing my concern and attention on, and [I'm] asking all of us, including my institution, to step up the effort to not only recognize and identify but create conditions and programs that will address the concern to make these individuals more competitive and more marketable."

Margaret Miller, president of the American Association for Higher Education (a 30-year-old independent organization that promotes the kinds of changes that colleges and universities have to make) believes that in the final analysis, it's up to colleges and universities to ensure the success of minorities in these disciplines. She feels these efforts should begin at the undergraduate and graduate levels.

"We need to work with junior high schools and high schools to make sure students come to college with the skills and knowledge they need to succeed in the hard sciences," said Miller. "And to make sure that while they're in school, that the pedagogical approaches we take are designed to promote the success of all students, not just students who have a particular way of approaching learning."

Miller views the promotion of the agenda of minorities to being a chicken-and-egg-issue as going hand-in-hand with this approach.

"We need leadership of color in order to push this issue, but the leadership of color will come to the degree that we prepare them for it," said Miller.

"This is a responsibility we all share. All of us need to be working on the development of leadership and academic excellence among students of color," added Miller. "It's a matter of equity and a larger social need."

The Honor Roll

Purdue University

Record-Breaking Enrollment of International Students

BY ROGER DEITZ

Purdue University has some exciting news to share. For the first time in its history, Purdue has enrolled more international students than has any other public research institution in the country, and it is now ranked fifth among all colleges and universities in the U.S. for that distinction, according to figures for last September. The international group is comprised of 4,133 students from 127 countries enrolled at the West Lafayette campus in Indiana last fall, reports Michael Brzezinski, director of International Students and Scholars. Purdue's international enrollment passed those of the University of Texas at Austin and Ohio State University, two public schools in the lead last year.

Purdue University President Steven C. Beering a decade ago made "internationalization of the University" one of his administration's goals. Commenting on the good news, he suggested that as more international students look to Purdue for undergraduate and graduate education, the University and its U.S. students benefit. President Beering reasons, "A quality education in our global society must include an international component. Because of the presence of many cultures on campus, Purdue students will graduate with an appreciation for as well as an understanding of the world in which they will live and work. Nothing less should be expected from a truly great university."

Brzezinski adds that undergraduate international enrollment has grown more than 200 percent during the decade. He says that most of this growth has occurred during the last five years as Purdue initiated changes that streamlined the admissions and transfer process. These steps include the use of electronic mail, online admissions applications, and a prospective student database. The University notes that the changes have decreased the time between application and admission from several weeks to a couple of days.

Purdue University Fountain

Purdue has also been actively recruiting international students. Staff from International Students and Scholars and the Office of Admissions have met with students and high school guidance counselors in Asia, Canada, Europe, Latin America, and the Middle East. The recruitment is said to be part of a "campus-wide internationalization plan." Michael Stohl, dean of international programs, continues, "We have a responsibility to help our students gain a wide variety of experiences. When students from other countries come to Purdue, they bring their experiences and culture here where stu-

Steven C. Beering, Purdue University president

Honor Roll Facts in Brief

INSTITUTION
Purdue University

LOCATION
Director of Admissions
1080 Schleman Hall
West Lafayette, IN 47907-1080
(765) 494-1776

ENROLLMENT
62,732 total, all campuses (2,344 Hispanic)
37,762 at West Lafayette (787 Hispanic)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

TUITION AND FEES
$3,724 (in-state residents)

FACULTY
3,703 full-time

SEVERAL DEGREE PROGRAMS
Agricultural and Biological Engineering
International Agronomy
Organizational Communication
Political Science
Special Education

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Los Hermanos Hispanos
International Student Council
Office of International Students and Scholars

INTERNET ADDRESS
www.purdue.edu

dents from the United States can learn about life in other parts of the world." Stohl says, "The experiences gained from interacting with peoples from different cultures is invaluable. The in-class and out-of-class contact enables students and staff alike to think globally and understand the variety of approaches to knowledge that may exist."

There are 1,817 international students enrolled in undergraduate programs, while 2,316 are enrolled in graduate and professional programs. Brzezinski stresses that both numbers are Purdue records. The admission standards have remained high, and students are well prepared to learn in an English-speaking classroom, notes Brzezinski, who points out that international students tend to stay in college and complete their degrees. Of the undergraduate international students who started at Purdue in 1997, 95 percent were still on campus a year later. Among the international students who started undergraduate programs in 1993, 74.5 percent had completed their degrees within five years, a higher percentage than that of domestic students.

During its 128-year history, Purdue has grown from 39 students and six instructors to an enrollment of 62,732 on five campuses and 11 Schools of Technology locations, with faculty of more than 3,600. More than 37,762 students are enrolled on the West Lafayette Campus. System-wide, there are 2,344 Hispanic students, 3,088 African American, 1,732 Asian American, and 311 Native American students. This includes those enrolled at West Lafayette, School of Technology Statewide System, West Lafayette Extension, Calumet, Indiana-Purdue Fort Wayne, and North Central campuses.

West Lafayette is the central campus, located across the Wabash River from Lafayette. That campus alone serves 787 Hispanic students, 1,285

African American, 1,275 Asian American, and 178 Native American students.

Purdue University has been coeducational since its second year of operation. Today 43 percent of students on the West Lafayette Campus are women. Most undergraduates at the institution are from Indiana.

The mission of the University is not limited to undergraduate and graduate education. Last year, more than 120,000 people of all ages and backgrounds enrolled in 1,000 continuing education programs. Through the Cooperative Extension Service and the Office of Agricultural Research Programs, Purdue touches the lives of thousands of citizens of the state. The University's sponsored research program exceeds $137 million a year.

Purdue's reputation rests on the achievements of the more than 400,000 awarded degrees between 1874 and the present. Alumni include astronauts, Nobel Prize winners, U.S. and state senators and representatives, U.S. secretaries of agriculture, literary figures, journalists, and college and corporate presidents. Twenty-one of its alumni have been selected for space flight. That includes the first man to set foot on the moon, Neil A. Armstrong, and the last to leave it, Eugene A. Cernan. Purdue is equally proud of other graduates who are "the people who hold society together," such as teachers, business leaders, engineers, managers, agriculturalists, scientists, technologists, pharmacists, and veterinarians.

Overview of West Lafayette Campus

Purdue owes its origin to President Lincoln's signing of the Morrill Act on July 2, 1862. By way of Morrill, the federal government offered to turn over public lands to any state that would use the proceeds from their sale to maintain a college to teach agriculture and the "mechanic arts." In 1865, the Indiana General Assembly voted to participate in this plan and took steps to establish such an institution. On May 6, 1869, the General Assembly decided to locate the institution near Lafayette and accepted $150,000 from John Purdue, $50,000 from Tippecanoe County, and 100 acres of land from local residents. The legislators established the institute and named it Purdue University. Classes began on September 16, 1874. On October 26, 1891, the Purdue football team was for the first time called "Boiler Makers," by a Crawfordsville reporter who wrote about Purdue's 44-0 trouncing of the Wabash team. Soon, Lafayette newspapers picked up the name. In the early days of Purdue football, the team had been known as "haymakers," "rail-splitters," "sluggers," and "cornfield sailors."

Over the University's distinguished history, less than one-half the cost of campus buildings has been furnished by the state of Indiana. Other funds come from bond issues, gifts, earnings, and federal government grants. For example, all residence halls are financed by loans, eventually repaid by applying a portion of the residents' room-and-board costs to the debt. The West Lafayette Campus has 145 principal buildings situated on some 1,579 acres, including a 245,000 square-foot mall. University-wide, 17,528 acres are taken up by campuses, research facilities, and agricultural use. The Black Cultural Center was completed in the summer of 1999, providing a place for students, faculty, staff, and community members to study and learn about African American culture and heritage. The Center and programs are open to all. The BCC includes a library of more than 6,000 volumes relating to the African-American experience as well as a computer lab. A Center-sponsored Cultural Arts Series features prominent scholars, performing artists, and Purdue alumni speakers who have made extensive contributions to human rights, business, education, and the arts.

Also new at Purdue University is the Book of Great Teachers, a permanent wall display in the west foyer of the Purdue Memorial Union, dedicated in April 1999. The book bears the names of an inaugural group of 225 faculty members, past and present, who have devoted their lives to excellence in teaching and scholarship. Those in the Book of Great Teachers were chosen by their students, alumni, and faculty and have been designated Purdue's finest educators. The nomination process for inclusion in the Book will be repeated every five years and is slated to resume in January 2002. President Beering, who became the ninth president of Purdue University in 1983, says that in all his years as its president, few experiences moved him as much as the April dedication.

President Beering recalls, "Many current and retired faculty members whose names are included attended the dedication ceremony, and the images of that gathering of great minds will be with me forever. I watched a retired professor search for his name with an alumnus who had been his student. I saw a little girl trace the name of her grandfather." Then too, there is the Beering Scholarship that recognizes excellence in students, just as the Book of Great Teachers celebrates excellence in their mentors. The Beering Scholarship is designed to help recruit some of America's very best students to Purdue by offering a fully paid education from the first year through the doctoral degree, as long as the student maintains the standard of excellence. More than 60 outstanding students, including eight first-year students this year, have attended Purdue under this program since it began in 1986. Dr. Beering earned B.S. and M.D. degrees at the University of Pittsburgh and served as dean and medical center director at Indiana University School of Medicine from 1969 to 1983 before moving to his post at Purdue. "These two groups of people–outstanding students and top faculty–are Purdue's greatest assets," says the president. "They set the high standard that keeps our University in the top echelon of higher education."

Lamar Professors Offer ESL and Math CD-ROMs For Deaf and Hearing Students

BY JEAN F. ANDREWS AND
DONALD L. JORDAN

Through two U.S. Department of Education grants, we developed multimedia CD-ROMs for Mexican American deaf children to help them learn reading skills as well as learn about Mexican American culture with folktales and animal stories (Andrews & Jordan, 1998). We also developed multimedia CD-ROMs that focused on solving math word problems over six math grades of difficulty using multicultural names, stories, and themes. While our project aimed specifically at users of ASL (American Sign Language), we translated our materials into Spanish for children and adults learning English as a second language.

Multimedia Advantages

Multimedia offers a promising tool for teaching languages. Stories can be written in two or more languages, and each can be accessed by the click of a button on a page. Multimedia is especially useful for children who rely on sign language. Dictionaries of sign-language video movies can be built right into the stories. Multimedia pages offer "hot buttons" that access three languages.

Multimedia also lets you explore information at your own pace while combining printed text, narration, words, sounds, music, graphics, photos, movies, and animation on one computer page. Pages can be linked together sequentially or can branch off into new pages called hypermedia

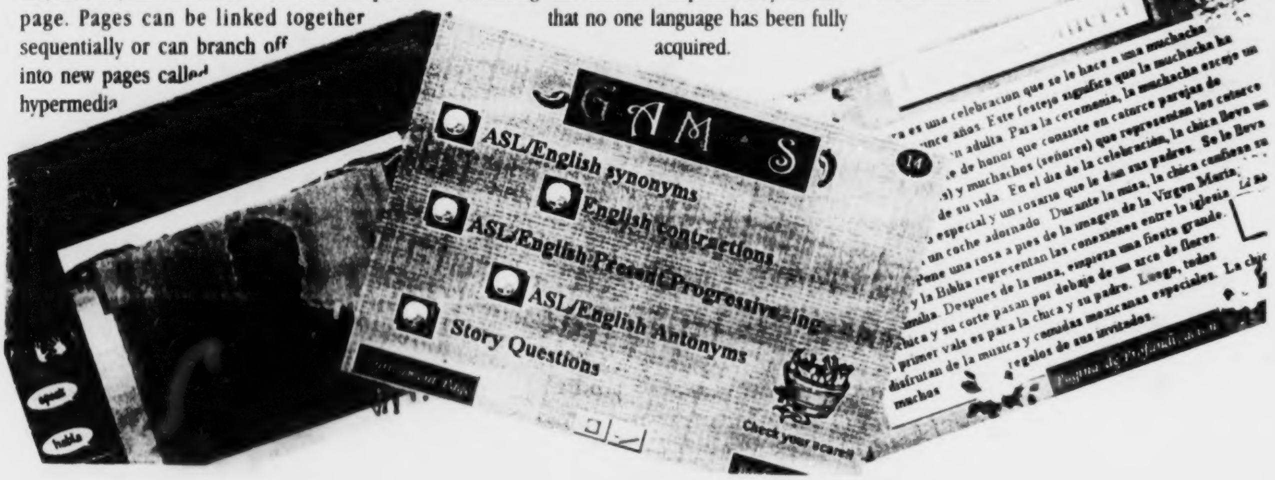
Deaf Mexican American Children

We targeted Mexican American deaf children because Hispanics are the fastest growing minority group in the deaf school-age population in the U.S., particularly in Texas, where we work. There are more than 7,000 deaf children from Spanish-speaking homes in the U.S. (Schildroth & Hotto, 1996). Because of cultural and linguistic differences, these children often find it difficult to learn language and other school subjects (Gerner de Garcia, 1993). Many score two to three years below their white deaf peers on standardized measures of reading, language, and mathematics (Allen, 1995). Cultural influences can be Spanish, Mexican, Puerto Rican, Dominican Republican, Cuban, Latin or South American in origin. Children might know different languages: some spoken and written English, American Sign Language (ASL), gestures, and home signs. They might also use Spanish simultaneous communication (spoken Spanish and sign), and some English simultaneous communication (spoken English and sign), or a mixture of these. If families recently emigrated from Mexico or South America, children might use an indigenous sign language. Such a trilingual environment (Spanish, English, sign language) can be confusing–and further complicated by the fact that no one language has been fully acquired.

Hispanic deaf youths also must navigate through three cultures–Hispanic, American, and deaf. While they eat ethnic foods, celebrate the religious and historical holidays, this cultural information has little meaning to them because family members cannot explain these events in sign language. Many grow up not fully understanding their home culture in deep and meaningful ways.

Most profoundly and severely deaf Hispanic youths pick up ASL rapidly when entering school. ASL, used by more than 2 million deaf Americans, is a visual-gestural language that has a grammatical form that differs from English (Vernon & Andrews, 1990). ASL becomes the first language for many of these Hispanic youths because it is the first that is fully accessible to them. The grammar and lexicon of ASL is visually accessible and available through peer and deaf adult interactions. Thus, we translated our stories into ASL for Hispanic deaf youths.

Since we wanted our stories to be accessible to children with a wide range of hearing losses, we included written and spoken texts in Spanish and English. Hispanic hard-of-hearing children might benefit from hearing and reading the Spanish words and sentences.



es una celebracion que se le hace a una muchacha
años. Este festejo significa que la muchacha ha
adulta. Para la ceremonia, la muchacha escoje un
de honor que consiste en catorce parejas de
y muchachos (señores) que representan los catorce
de su vida. En el dia de la celebración, la chica lleva un
especial y un rosario que le dan sus padres. Se le lleva
un coche adornado. Durante la misa, la chica confiesa su
Pone una rosa a pies de la imagen de la Virgen Maria. La
y la Biblia representan las conexiones entre la iglesia
Despues de la misa, empieza una fiesta grande.
y su corte pasan por debajo de un arco de flores.
primer vals es para la chica y su padre. Luego, todos
disfrutan de la musica y comidas mexicanas especiales. La
muchos regalos de sus invitados.

Learning ESL

One result of immigration is the population increase from Spanish-speaking countries, with averages quoted of up to 250,000 a year. Many of these children enter school speaking Spanish (Nicolau & Valdivieso, 1992). It has been recommended that children be allowed to further develop their first language of Spanish and learn English as a second language through dual-language or bilingual maintenance programs (Baker, 1996). Our stories could be used in these kinds of educational programs.

Learning ASL

With global markets opening in South and Central America, Mexico, and the Caribbean, more adults are seeking Spanish instruction. It is also widely taken in high school and college because of the close proximity of countries such as Mexico and South and Central America to which students can go to practice ASL as second language. ASL is used by two million deaf adults in Canada, and in the U.S., ASL has been designated as a foreign language by many states, and there are more than 2,000 ASL programs nationwide (Kemp, 1998). Students in Texas may take ASL for foreign language credit in high school and college. People learn ASL for different reasons, as in working with the deaf children as teacher, aide, counselor, or interpreter. Parents might want to learn ASL too.

Product Descriptions

Our Mexican American series is made up of five CD-ROMS, each featuring a Mexican American story. Each page has buttons that the reader uses to access English and Spanish (voice and print) and ASL translations, and "hot words" that give ASL translations of key vocabulary.

Our "Meet the Math Wiz" series is made up of five CD-ROMS that offer more than 130 math word problems across six math grade levels of difficulty. Chris Kurz, a math teacher who is deaf, is the math wizard and welcomes readers to his castle. He describes a four-point plan for solving math word problems using ASL. He has a glossary of math terms with definitions for teachers. The math wizard leads the reader into eight demonstration problems per CD where he gives them an ASL translation of the problem, an animation hint, and an explanation of how to solve the problem, in ASL. Math words are also "hot linked" to an ASL sign and explanation. For example, math terms such as "how many left," "all together," and "in all," often pose problems for readers. With the click of a button, deaf children can access an ASL sign definition of these terms in the context of the story problem. Readers can also access English and Spanish voice and print. Each CD-ROM has an additional twenty to twenty-five practice word problems in English and Spanish print only. All word problems feature multicultural themes and names.

Evaluation

We have started to collect data using our multimedia CD-ROM stories with young deaf readers. Story-retelling data were collected on twenty-five deaf elementary age children. Statistical analyses showed that the print-only form was the least conducive to story comprehension, while a multimedia format with print, pictures, and sign language was more conducive to story comprehension than print only and print with sign language. Stories presented by print with pictures were also more conducive to story comprehension than print alone or print alone with sign language. These results show support in the use of multimedia technology in classrooms for students who are deaf (Gentry, 1999). We have further plans to experiment with our math word problem CD-ROMS in Texas, Louisiana, and Kansas with deaf children and ESL hearing children.

Technology

Technology is not a quick fix to nagging problems of literacy with multicultural, deaf, and deaf-multicultural populations. Nothing replaces the long, one-to-one talks with an interested and caring teacher, sincere mentoring, and other unique, meaningful ways that teachers forge special relationships with their students. What technology does offer, though, is a tool to make innovative and imaginative materials to reinforce skills and provide for a measure of independence for the learner. The tools go with the teachers; they don't replace them in the classroom.

Creating new materials for non-English students is a wise and worthwhile investment. All children deserve an education for their own self-fulfillment. Children from Hispanic backgrounds will be an invaluable resource for our country's economy. But we must educate them to the maximum potential so that when they enter the workforce, they can participate fully in all the benefits our society can offer them. By providing teaching tools such as CD-ROM stories, which highlight their home culture and language in a positive way, we can provide them with important early literacy tools.

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MEXICAN-AMERICAN STORIES

"The Parrot That Could Speak Two Languages: (El loro que sabia hablar dos idiomas)," 3rd grade level

A short, amusing story about a bilingual parrot that speaks English and Spanish. Reading skills: vocabulary, finger spelling, and reading comprehension games. ESL and English grammar games (possessives, pronouns, and possessive pronouns). Cultural enrichment: Mexican Sign Language (family names).

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English
ASL
El Loro Qu... ...diomas

US Department of Education G#H180G30036

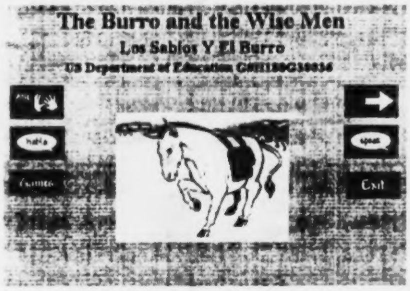
"The Ram in the Chili Patch (El chivo que semetio al campo de chiles)," 3rd grade level

About a little boy who asked for help to get a stubborn ram out of his chili patch. Reading skills: vocabulary, finger spelling, ASL and English synonyms, antonyms, contractions, third person progressive tense form, and story questions in a game format. Cultural enrichment pages: Mexican foods (chili peppers and other Mexican dishes) and Mexican traditions (the baptism, Quinceañera, the wedding).

The Ram In The Chili Patch
El Chivo Que Semetio Al Campo De Chiles
The Ram in the Chili Patch
speak
El Chivo que semetio al campo de chiles

"The Burro and the Wise Men (Los sabios y el burro)," 3rd grade level

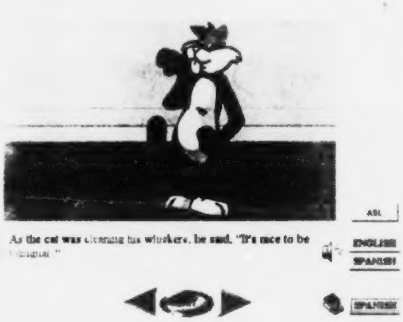
A short, amusing story about a wise burro that could tell the weather by instinct. He was smarter than wise weather analysts with their modern instruments. Reading skills: vocabulary, finger spelling, ASL/English present and past progressive tense forms, past tense (regular and irregular), personal pronouns in a game format. Enrichment page: all about climates in Mexico and hurricanes.



The Burro and the Wise Men
Los Sablos Y El Burro
US Department of Education G#H180G30036
habla
speak
Games
Exit

"The Bilingual Cat (El gato bilingüe), 3rd grade level

A "bilingual" cat who knows dog language (barking) and cat language (meowing) tricks a mouse into leaving its mouse hole. Reading skills: comprehension (story questions) and grammar games (ASL/English plurals–regular and irregular, past tense–regular and irregular, and third person singular tense). Cultural enrichment pages: all about wild animal cats found in Mexico (the puma, the ocelot, the mountain lion, and the cougar).

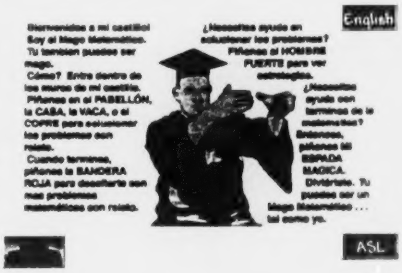


As the cat was cleaning his whiskers, he said, "It's nice to be bilingual."

MEET THE MATH WIZ

Chris Kurz, a math teacher at the Kansas School for the Deaf, is our ASL story signer. "Meet the Math Wiz" is made up of five levels of math word problems with eight demonstration problems featuring colorful graphics, text (English and Spanish), voice (English and Spanish), animation hints, and ASL explanations, with 20 more practice problems in English and Spanish text. All word problems are written below the third grade reading level.

Math categories: charts, measurement, shapes, counting, place values, number sentences, fractions, time, money, addition, subtraction, probability, percentages, and distributive property.



Jean F. Andrews, Ph.D., is a professor in the Department of Communication Disorders and Deaf Education in the College of Fine Arts and Communication at Lamar University, where she teaches courses in deaf education and conducts applied research.

Donald L. Jordan is the chair and a professor in the Department of Management Information Systems in the College of Business at Lamar University. He teaches courses and conducts applied research.

Drs. Andrews and Jordan co-directed the Hispanic Literacy Grant (G#H180G50016) and Math Literacy Technology Grant (G#H180T70051).

Preserving the Past, Embracing the Future

Programs and Projects at St. Thomas University

The Archdiocesan Catholic University of Florida

BY
SUSAN SMITH

Last November, more than 50 members of the Cuban Association of University Women attended a luncheon on the campus of St. Thomas University (STU) in Miami, Fla. They had come to hear well-known Cuban-born filmmaker Alex Anton speak about a subject close to their hearts. Anton is producing and directing a documentary about the history of the Cuban presence in the United States, which he has traced back to the founding of this nation. Entitled *Cubans in America –Past, Present and Future*, it will be South Florida's answer to *The Irish in America*. The documentary is part of a Cuban Oral History Project being sponsored by the University. Based entirely on oral histories of Cuban immigrants, videotaped in the University's media center, this first segment of the documentary will premiere in the fall during Hispanic Heritage month. Ramiro Ortiz, president of SunTrust Bank Miami and a major sponsor of Anton's previous documentaries, arranged for the partnership between Anton and STU.

STU traces its roots to the Universidad de Santo Tomas de Villanueva, founded in 1946 in Havana, Cuba, by American Augustinian Friars. When the Castro government expelled the Augustinians from Cuba in 1961, several of the American Augustinians came to Miami, where they founded Biscayne College. Biscayne College became STU in 1984 with the formation of a graduate school and the St. Thomas University School of Law. Aware of this strong connection to Cuba, Ortiz considered STU a natural home for the Cuban Oral History Project.

Anton has received wide acclaim for a previous documentary, *Adios Patria: The Cuban Exodus*, about the most recent Cuban exodus and shown on PBS throughout the United States and overseas. Willy Chirino narrated the Spanish version, and Andy Garcia, the English.

The Cuban Oral History Project will capture the larger story of a community that has had a significant impact on all levels–cultural, economic, political, and artistic–not

> ***Hispanic students represented 24 percent of the graduating class last year, and the retention rate for first-year Hispanics was 82 percent.***

St. Thomas University Vice President for University Advancement Beverly S. Bachrach, current president Cuban Association of University Women Georgina Montoulieu, past president Cuban Association of University Women Hilda Garcerán, St. Thomas University President Rev. Msgr. Franklyn M. Casale, and Alex Anton, filmmaker.

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only in Florida but on a national level. The permanent collection of videotapes will be housed at STU and made available to academicians, students, and writers for research on campus and on the Internet.

Members of the Cuban Association of University Women were excited at the prospect of being included in the Project. Most of the members attending the luncheon had carried out their studies in Cuba and eventually became leaders in business and academia after adjusting to their new lives in the United States.

Dr. Hilda Garcerán, president of the Association, congratulated both Anton and the University for the combined endeavor, calling it "a unique method of preserving the events of the past 40 years for coming generations."

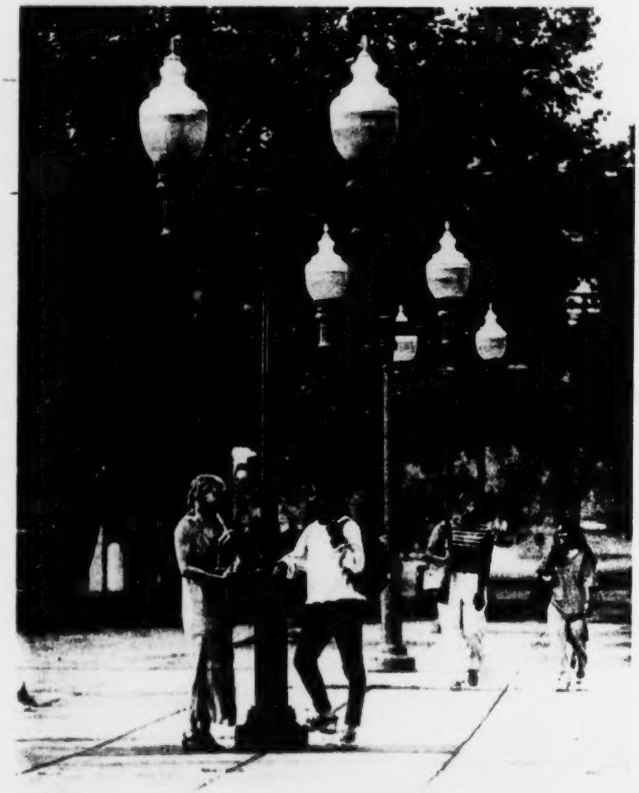
The University maintains close ties with South Florida's Hispanic American community. Not only does the University trace its roots to the Havana university, but more than half of its undergraduate population today is Hispanic.

Given their experience in Cuba, the University's founders, and specifically its first president, who was vice rector of Villanueva, were intimately familiar with teaching students from different backgrounds.

That commitment to student diversity continues strongly today. St. Thomas looks not only to Miami-Dade County but also to Latin America, the Caribbean, and beyond. Part of its mission is to provide each student with the opportunity to be part of a true international community, not just to earn a degree but to interact with others and to grow academically, socially, experientially, and morally.

The University is located on a 140-acre pineland, an oasis of tranquility in the middle of urban north Miami-Dade County, not far from Broward County and the city of Ft. Lauderdale. It has a southwest Miami campus and has recently started offering degree courses at a new Broward County location. Courses for MBA and MSM degree programs are offered at on-site locations, at local police departments, hospitals, and airports throughout the two counties. STU offers 23 undergraduate- and nine graduate-degree programs, in addition to the degree of Juris Doctor from the School of Law.

Miami's Hispanic American community is represented in all areas of the University. More than 30 percent of STU's board of trustees and more than 40 percent of its staff are Hispanic American. Of 72 full-time faculty members, 20 are Hispanic.



St. Thomas University campus and students

The University has dramatically increased its visibility, both in South Florida and nationally, within the past year. It received the first annual award for outstanding member-institution of HACU, the Hispanic Association of Colleges and Universities. For the past two years, *Hispanic Business Magazine* has named the law school one of the top ten law schools in the country for Hispanics. The STU School of Law has one of the most culturally diverse student bodies in the country. Hispanic students represented 24 percent of the graduating class last year, and the retention rate for first-year Hispanics was 82 percent.

STU is also a designated HSI, Hispanic-Serving Institution, was one of only three institutions in Florida to receive a Title V grant in 1999, and was the only private university in the state to do so. Over five years, the more than $2 million grant will train faculty to add interactive teaching and learning strategies to current teaching practices and to reach an increasing number of nontraditional students off campus by distance learning. By 2004, five fully networked classroom/labs and 17 media-equipped classrooms will be operating on the main campus in north Miami-Dade and on the southwest Miami campus.

"For a long time we have been putting in place a state-of-the-art infrastructure for technology," said STU's president Rev. Msgr. Franklyn M. Casale. "This grant completes this process and puts us at a new stage of development in course teaching and delivery."

Monsignor Casale, now in year six of his STU presidency, feels very much at home in Miami. A native of Newark and a graduate of Seton Hall University, he was a parish priest, vicar general, and chancellor of the Archdiocese of Newark. An immediate hit with the South Florida community, Monsignor Casale revels in Miami's diversity. He is determined to speak Spanish fluently and attends Spanish class every Saturday morning.

Student Diversity

The Cuban accent is not the only Spanish accent on the STU campuses today. STU has students from Colombia, Guatemala, Chile, Peru, El Salvador, Argentina, Mexico, Nicaragua, Venezuela, and Paraguay and from the Spanish-speaking islands of the Caribbean. Some left their countries some years before and have grown up in Miami. Others came directly to STU from overseas. In addition to these accents is the distinctive lisp of the Spanish spoken on the central plains of Spain's Castilla la Vieja.

Since the early 1980s, STU has operated a Study Abroad program at the Real Colegio Universitario de Maria Cristina in San Lorenzo de El Escorial, a town memorialized in the writings of Ernest Hemingway. Classes are held in the beautiful 16th-century monastery and palace of Felipe II.

Since 1990, STU has offered Spanish students the 2+2 program. They obtain a Bachelor in Business Administration degree by studying two years in El Escorial, including intensive English classes, and then two years of business classes in Miami. Now STU also offers this 2+2 program to graduates of high schools. Today there is a tremendous need for truly bilingual professionals in the employment market. They must be able to write and conduct business in flawless Spanish. Applicants to the program must be native Spanish-speakers or have the equivalent of four years of high school Spanish. During their first two years in El Escorial, students complete the first two years of their undergraduate degree. Classes, including the required courses in literature, history, philosophy, and mathematics, are taught in Spanish and English, by both American and Spanish professors. Students whose native language is not Spanish take intensive Spanish classes. Hispanic American students take advanced Spanish grammar and writing classes.

After two years in Spain, students return to STU in Miami to finish their degree with a choice of major. If they wish to finish their degree elsewhere in the U.S., credits earned at STU in Spain are transferable.

Degree programs and individual classes at STU are geared to the Hispanic American student and the University's Miami location. STU offers graduate and undergraduate degrees in international business, aimed at preparing employees for the local international business community with close ties to both Latin America and Spain. Courses in multicultural counseling and minority relations are specifically written for all students who work in the Miami area in jobs that require their learning to interact with clients from Hispanic and other cultures.

Since it began three years ago, STU has sponsored the Hispanic Film Festival. Dr. Susan Angulo, assistant vice president of academic affairs at St. Thomas, is a board member of the Festival, which brings a growing number of Latin American and Spanish film producers to Miami each year.

The University's Art Atrium Gallery frequently exhibits the work of Hispanic artists and is currently showing the work of Miami artist Xavier Cortada, whose colorful oil paintings depict social and political issues such as racism, poverty, human rights, AIDS, and Cuba. Hispanic Heritage Month celebrations last year included an evening of Spanish Zarzuela by the Hispanic American Lyric Theatre, a lecture series on Hispanic themes, and a panel discussion on "Three Generations of Hispanic Women: Multiple Fictions." There was also an exhibit of students' creative writing in Spanish. These activities are organized by the Association for Latin American Students, one of the two Hispanic student groups on campus The Hispanic American Law Society organizes events at which students meet with local Hispanic lawyers.

> ***The University is seeking an additional $1.5 million to produce the documentary, fund the videotaping, and establish the archives.***

In another agreement, students from Universidad EAFITT in Medellin, Colombia, attend an intensive English program for one month and then participate in a four-month internship in a Hispanic-owned business in Miami. STU also has a reciprocal agreement with the Universidad Viña del Mar in Chile for student and faculty exchanges.

Community Support

St. Thomas University's success with the local Hispanic community extends to fundraising. Many Hispanic American philanthropists support the University generously. Joseph and Carmen Unanue of New Jersey, José A. Ortega, Sr., of Saxón Goya of Miami, and Francisco Unanue of Goya de Puerto Rico have donated funds for the Institute for Workforce Enhancement. The Institute trains the mid-level employees of local businesses, such as Saxon Goya of Miami, to move into management positions. This upward momentum in job mobility is intended to create openings for entry-level applicants and provide employment to applicants who were previously welfare recipients.

Carlos Saladrigas, CEO of ADP/Total Source, formerly known as the Vincam Group, Inc., a leading company in the temporary staffing industry, is the principal funder of the Cuban Oral History Project. Saladrigas was featured in a recent *New York Times* article on Hispanic philanthropy. STU, with Alex Anton, has raised more than $400,000 for the project, mostly from the Cuban American business community in South Florida. The University is seeking an additional $1.5 million to produce the documentary, fund the videotaping. and establish the archives in the University's media center.

Rafael Sanchez, founder of Miami's Grand Prix, and Gus Robayna, a Miami business leader, both members of STU's board of trustees, have made sizeable contributions to the University. SunTrust Bank Miami, under its president Ramiro Ortiz, has endowed a scholarship fund for STU students. In addition, foundations such as the William Randolph Hearst Foundation and organizations such as the Cuban Association of University Women have donated scholarships specifically for minority students.

The face of STU's main campus will change dramatically within the next few years. Fundraising is well under way for three new building projects. Construction is about to start on an impressive new entrance to the University, featuring a tower, visible from a nearby expressway and flanked by stately palms and flowering tropical blooms, a divided boulevard to lead visitors and students through the pineland to the center of campus.

The second project is a replica of the chapel on the campus of STU's precursor in Havana. The chapel will be built in the center of campus and include an annex to house the Cuban Oral History Project. The third project is the International Sports Management Resource Institute, including a state-of-the-art gymnasium, to provide support for the University's nationally acclaimed sports administration degree programs.

While the refurbishing of campus will enhance the University's profile in the South Florida area, the Cuban Oral History Project and the national distribution of *Cubans in America–Past, Present and Future* are expected to lead to greater national recognition for STU.

"I am thrilled by the possibilities…," said Monsignor Casale. "Not only in the year 2000 but also far into the new century, St. Thomas will fine-tune its degree programs in light of an ever-changing marketplace and the needs of our students."

Susan Smith is associate director of the Office of University Advancement at St. Thomas University, where her responsibilities include public relations, coordination of grants and grant writing, and alumni publications. Her cum laude B.S. in journalism and English is from the University of Miami, Coral Gables.

Yupi.com Helps Hispanics Play Internet Catch-Up

BY MARILYN GILROY

The "yupinauta family." That's how those who manage and market the company refer to users of Yupi.com, one of the world's largest Spanish-language networks of Internet sites.

This "family" shows no signs of slowing its growth as Yupi moves to secure its technological foothold among the eight million Hispanics households in the United States and expands to the 350 million Spanish-speakers in the global market. But while the rising numbers of potential customers is good news, the bad news is the current statistics that show minorities to be far less active on the Internet than whites. Only one out of seven Hispanics in the U.S. has Internet access as opposed to one out of four in the general population.

It seems only natural that someone would tap into this huge underserved market as well as help close what has been termed "the digital divide" among ethnic groups.

That someone is Carlos Cardona, who in 1996 at the age of 22 founded Yupi.com because he recognized the need to provide a Spanish-language search engine and directory that linked content from around the world on the Internet. Cardona came to realize that creating a fast and easy product to encourage Internet use among Hispanics was needed after he noticed that his father was not accessing the World Wide Web and all its advantages.

Oscar Coën, President and CEO of Yupi.com

After developing Yupi, Cardona spent the first few months forging relationships with various Spanish-language sites. He rapidly positioned Yupi to be linked with a variety of Web content providers. Today those links are found in more than 80,000 sites, with 5,000 of those sites featuring Yupi.com as their search engine of choice. Yupi also became the first search engine that enabled users to conduct a search on a country-by-country basis.

In 1997, Yupi.com reached a turning point and became a full-fledged portal site, offering a wide range of content, products, and services. By 1998, Oscar Coen was appointed president and CEO of Yupi.com (See sidebar.) and continued to aggressively expand and capitalize the Yupi phenomenon. Last May, Yupi acquired Ciudad Futura, which made it the largest Spanish-language Internet network in the world. It now has more than 250 content collaborators and, according to I/Pro Nielsen ratings, attracts 7.4 million visits per month.

Visitors to the site find at least 12 different "channels" that focus on entertainment, news, education, tourism, and health. There

THE YUPI.COM CHANNELS

YUPI.COM SERVICES

YUPI.COM ADVERTISER BENEFITS

"BEYOND THE BANNER" OPPORTUNITIES AT YUPI.COM

YUPI.COM NETWORK MONTHLY TRAFFIC

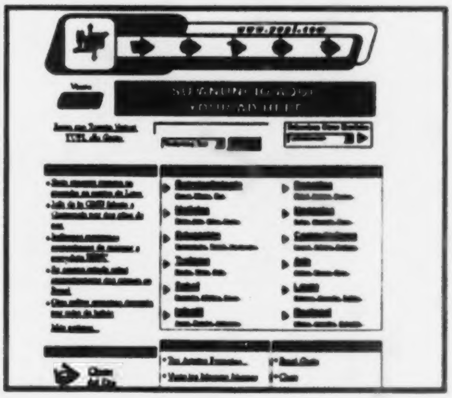
THE YUPI.COM NETWORK

THE SPANISH-SPEAKING WORLD

ACERCA DE YUPI.COM

For English turn page

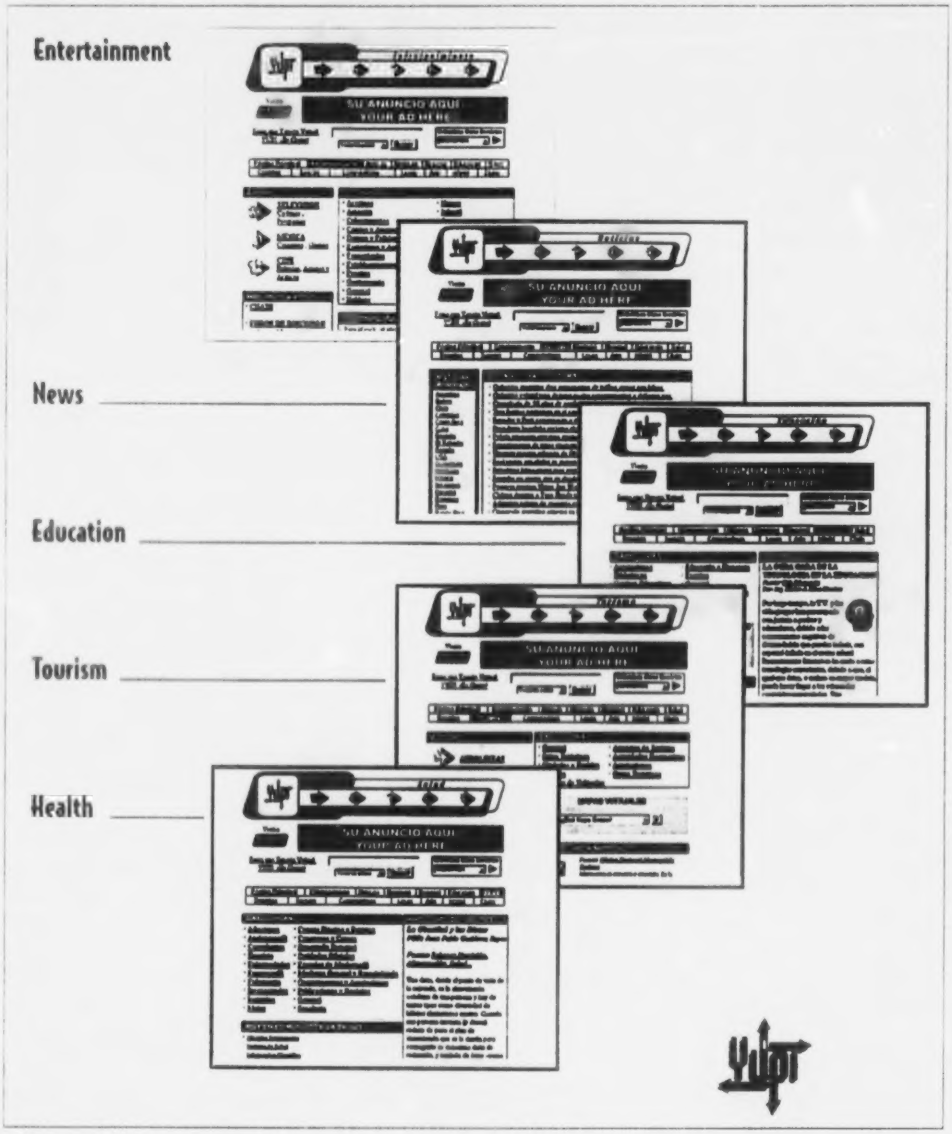
Yupi.com fue fundada en 1996 respondiendo a la necesidad de proporcionar un sitio de alta calidad en el mundo del Internet en español. Yupi.com fue diseñada con el usuario en mente, por ejemplo, en los países donde se encuentra su audiencia existen importantes limitaciones del ancho de banda. Por eso, Yupi.com le ofrece al usuario una manera extremadamente rápida y fácil de navegar la red. Yupi.com creó su propio buscador y estableció relaciones con sitios en español a través de toda latinoamérica. Al poco tiempo, Yupi.com realizó la transición de buscador a directorio en español. En marzo de 1998, Yupi.com se transformó en un sitio portal, y comenzó a ofrecer una gran variedad de contenido y servicios, todos completamente gratis y 100% en español.



Yupi.com continúa en su búsqueda de proveerle a los usuarios de habla hispana la manera más fácil de aprovechar la información que la red ofrece. El Internet es un medio fascinante y cambiante, donde los usuarios que hablan español se sienten seguros de que Yupi.com les traerá lo mejor que el Internet puede ofrecer, de manera rápida, fácil y totalmente en español.

Sin ningún apoyo de publicidad, Yupi.com se ha convertido en uno de los sitios líderes en el mercado de Internet en español. Sus usuarios continúan recomendando Yupi.com a sus amigos, tal vez el más grande orgullo y validación que Yupi.com puede recibir de su audiencia.

are also Yupi chat rooms and the popular MiCasa Yupi, which offers free and easy guides to creating homepages. Some users create multiple homepages: one for resume and career purposes and one for personal needs and hobbies. They also customize their information needs by tailoring a page to display the content that interests them. All of these services are accessible through Yupi's homepage, which is updated constantly throughout the day.



Just who are the users of Yupi.com? According to Christopher Daniels, vice president of entertainment for Yupi.com, the site attracts visitors who range from "kids to those in their 70s."

Daniels says that like other individuals on the Internet, Hispanics are using technology to meet a variety of needs. The U.S. Commerce Department recently issued a study showing that among Internet users, 60 percent search for information and entertainment, 46 percent check news, 36 percent take courses, 29 percent do job-related tasks, and 25 percent shop or pay bills on line.

Yupi users fall into those general categories, but according to Daniels, there are some differences based on age. "Our demographics show that our older users are primarily accessing the site for information while our younger users typically log-on for entertainment purposes," he said.

For this reason, Yupi.com offers unique access to entertainment vehicles, especially in the area of popular music. Because of its partnership with SONY, one of the largest entertainment conglomerates in the world, Yupi.com is able to offer exclusive interviews with artists and often accompanies them with streaming video.

The two companies made news last August when Sony Corporation of America bought a minority stake in Yupi.com, which gave Yupi the opportunity to distribute SONY music and videos. When the sale was announced, Oscar Coen noted, "More than 70 percent of the top artists from Latin America record on the SONY label. We believe this will solidify our position as the entertainment hub of Latin America."

That strategy seems to be working. Last November, Yupi offered users a chance to download a remixed version of "Soy como un Niño" by Chayanne right before it was released to radio stations. Users could also view a personalized streaming video greeting from Chayanne and register to win an autographed hat from the singer. At Christmas time, Yupi offered a download of Alejandro Fernandez's recording of "Blanca Navidad" which also included a 30 second video clip of the artists performing the song.

"Our partnerships with media conglomerates such as Sony and News Corporation enable us to offer extraordinary access to entertainment and information for our users," said Daniels.

Yupi's entertainment offerings are a reflection of the international base of its users. Through its Claqueta.com link, Yupi recently presented a tribute to Jose Luis Ruiz, founder of the Huelva Ibero-American Film Festival. The site offered users extensive daily coverage of the film festival as well as exclusive reports and images.

Despite links to Spanish language sites, Yupi must contend with the fact that 90 percent of the Internet's content is in English. For this reason, Yupi offers a translation service, Traductor Yupi, which can translate the information contained in an entire website (or any part of it) instantly into Spanish.

www.yupi.com

YUPIFACTS

Through its portal site (www.yupi.com), Yupi.com provides users with fast and easy access to a broad range of free products and services, such as, its proprietary search engine, 12 navigational channels organized by topic (e.g. news, sports, entertainment, health, etc.), email, chats, forums, greeting cards, and homepage creation and hosting. Yupi.com's proprietary search technology does not use web crawlers or spiders – all of its content is manually categorized. It is the easiest way for Spanish-speaking Internet users to take advantage of all that the World Wide Web has to offer.

Founded: May 1996

Officers: Oscar Coên, President and CEO
Carlos Cardona, Founder and CTO

Company: Yupi.com is a privately held company and is one of the largest network of sites in the Spanish-language Internet category

Investors: IFX Corp., Interprise Technology Partners
Sony Corporation of America and two of its entertainment divisions, Sony Music Entertainment & Sony Pictures Entertainment

Headquarters: 830 Lincoln Road, Miami Beach, Florida 33139
tel: (305) 604-0366; fax: (305) 604-8843

Yupi.com currently has offices in Argentina, Colombia, Mexico and Spain; the company plans to open additional offices in other countries in the near future

URL: www.yupi.com

HISTORY AND HIGHLIGHTS:

May 1996: - Yupi.com founded by Carlos Cardona, creator of the first Spanish-language search engine and directory featuring content from around the world on the Internet

2Q 1996: - Yupi.com began forging relationships with various Spanish-language sites; Yupi.com links are found in over 70,000 sites
- Yupi.com was the first search engine that enabled a user to conduct a search on a country-by-country basis

March 1997: - Yupi.com is transitioned into a full-fledged portal site, offering Spanish-speaking Internet users the widest array of free products and services on the Internet

May 1998: - Oscar Coên is appointed President and CEO of Yupi.com

March 1999: - Yupi.com acquires Ciudad Futura, the first online community and entertainment site targeting Spanish-speaking Internet users; the sites feature content that is continuously updated by collaborators from around the world

May 1999: - Yupi.com receives $13 million from two venture capital sources, further demonstrating the company's ability to inspire investor confidence in its vision and foresight for the future

June 1999: - Yupi.com announces strategic agreement with SSDNet, the largest independent provider of Internet services in Argentina

July 1999: - Yupi.com launches its first advertising campaign

Aug 1999: - Yupi.com announces equity stake by Sony Corporation of America, together with two of its entertainment divisions, Sony Music Entertainment and Sony Pictures Entertainment
- Yupi.com selects E-Lingo™ for Internet-based real-time language translation services

Oct 1999: - Yupi.com and AltaVista Company announce alliance to complement Yupi.com's proprietary search capabilities
- Yupi.com acquires Bogota.com, one of the most important portal sites in Colombia
- Yupi.com and Network Solutions announce an agreement allowing Yupi.com to begin promoting Network Solutions' Web address registration services on site

Founded in 1995, Ciudad Futura (www.ciudadfutura.com), **the first Spanish-language online community** was **acquired** by Yupi.com in **March 1999**. It derives **over 80%** of its traffic from **Latin America** and the **United States**. Services **include free** channels **focusing** on music, **movies, culture**, games, **love, horoscopes**, women, **sports, leisure**, humor, **personality** tests, fitness **and cuisine**. Ciudad **Futura's content** is **constantly** updated by **collaborators** from around **the world**. The site also **offers free** products and **services such as Yupi.com's** proprietary **search engine**, free email, **homepages**, chats, **forums**, greeting cards **and the** Ciudad Futura **"Friendship"** Club.

Translations in French, German, Italian, and Portuguese are also available.

"We are dedicating to finding ways to make the Internet easier to use for yupinautas," said Daniels. "Our service to the Spanish-speaking population is unparalleled."

As Yupi develops an international consumer base, its content must also meet the needs of global users. Yupi has taken important strategic steps to gain the alliances needed to serve its diverse and geographically scattered community. It entered into an agreement with Network Solutions to allow Spanish-speaking users to register Web addresses in their native language. Through its partnership with Patagon.com, the leading financial site for Latin America, Yupi offers stock market and investment information. The market information is presented on a real-time basis and even allows for online trading in some Latin American countries.

In late 1999, Yupi and ALESTRA, the Mexican telecommunications company, announced that Yupi would be the content provider for ALESTRA's portal site, giving it key access to the Internet market in Mexico. All of these moves are part of Yupi's plans to capture the huge market of Hispanic net users, which is predicted to climb to more than 40 million by the close of the year 2000, according to a report by International Data Corporation.

Like many Internet companies, Yupi's rapid growth has required a significant infusion of capital. Its list of investors is impressive, including not only the previously mentioned Sony Corporation and News Corporation but also Seligman, Comcast Interactive Equity, and Banc of America Equity. As of this writing, Yupi.com has raised more than $110 million in private equity.

The growth in Yupi's market penetration of the Spanish-speaking community has created opportunities for advertisers who want to use additional tools in their promotional campaigns. Last year, Proctor & Gamble and Yupi teamed up in a joint mailing of 4.5 million editions of *Avanzando*, a magazine that raised awareness of Yupi and featured coupons for P&G products.

Yupi also joined with *Hispanic Magazine* to publish and distribute a 90-page bilingual guide introducing individuals and families to the World Wide Web. More than 50,000 copies of the guide were circulated in print, and it has been made available to schools and libraries. It can also be downloaded through Yupi's website.

As an employer, Yupi.com is expanding along with its services. At last count, says Daniels, there were 250 employees, but, he added, "that number probably grew during the course of this interview."

Yupi is headquartered in Miami but maintains offices in Los Angeles, Spain, Mexico, Colombia, and Argentina. And although Yupi has its share of young, technologically gifted workers, it also has employees in their 60s and 70s.

Officials at Yupi said that the company continues to grow "every single day." Its opening in Argentina last November was just part of an expansion plan that includes the country's urban centers as well as a growing audience in the interior provinces. Yupi uses local development teams that work to create innovative products for each country's market and manage e-commerce activities. For example, Yupi acquired LaCosa.com, the leading Spanish-language humor site on the net, just weeks after launching operations in Argentina. The three-year-old site was dubbed "The Argentinean newspaper of general information" because it conveys news from around the world using all kinds of humor, from jokes to parodies.

Although Yupi has been extremely effective in overcoming language and cultural barriers to the Internet, there is still one remaining obstacle to increasing the base of Spanish-language users–the cost for new subscribers remains very high. A study of Internet usage by the Booz Allen & Hamilton consultants reported that the average fee for 40 hours per month using the predominate Internet service provider in Spain exceeds $85, far more than is paid in the United States. However, as competition between phone, cable, and satellite companies spreads to Europe and other continents, experts hope those costs will decline quickly.

Here in the U.S., Prodigy, one of the pioneer online services, has launched an Internet access promotion aimed specifically at Hispanics. The terms included access to services in English and Spanish, one free month of unlimited usage, and a charge of $19.95 per month for 12 months.

This battle to be the leading Internet provider for Hispanics can only be good news. With more and more jobs requiring computer literacy and with the new economy based on technology, it is crucial that minorities "catch up" and not be bystanders in the digital age. Companies like Yupi are providing the keys to access that will make the difference.

As Yupi's Christopher Daniels said, "Hispanics will find their Internet journey becomes easier and faster. We are constantly asking 'What are our users searching for?' and doing our best to enhance their experience on the

Meet the CEO of Yupi.com

As CEO of Yupi.com, Oscar Coen is considered one of the Internet industry's brightest visionaries and hardest working Web executives. Upon joining Yupi.com in May of 1998, Coen immediately began an aggressive partnering and site-acquisition program that has helped this Internet address to become what trade publications have called "the largest and most visited Spanish-language site in the world today."

Prior to joining Yupi.com, Coen worked as an investment banker with Preferred Capital Markets, an institutional investment banking and securities firm specializing in technology and biotechnology companies. There he was an investor and an advisor to several Internet and e-commerce start-up companies. He was part of First Meridian Corporation, a merchant-banking boutique focusing on business development and financing of medium-sized companies in Latin American. Prior to that, Coen worked for a California consulting firm providing macroeconomic perspectives and analysis for financial markets to institutional portfolio managers. He began his career in international private banking in Miami.

Coen earned his undergraduate degree in economics in INTEC in the Dominican Republic as well as an MBA in international finance and an MBA in public accounting from St. John's University in New York.

He is married and resides in Miami Beach with his wife and three-year-old son.

VICE PROVOST FOR RESEARCH
THE UNIVERSITY OF NEW MEXICO

The University of New Mexico invites nominations and expressions of interest for the position of Vice Provost for Research. Under limited supervision and reporting to the Provost, the Vice Provost directs the operation of research services and provides leadership in developing and fostering research and scholarship in the University.

UNM, a Carnegie Research I university, is the largest and most comprehensive of the state's institutions of higher education. Founded in 1889, the University serves a diverse student population of nearly 31,000 on five campuses (approximately 24,250 at its Albuquerque main campus). UNM is well poised to participate in the further development of the Rio Grande Research Corridor, in collaboration with the nearby national and federal laboratories and other research organizations in the region. The University operates on a budget of nearly $1 billion of which $219 million is attributed to research and sponsored projects. UNM is the fastest growing university in federal research funding, based on 1990-98 research and development expenditures, as reported by the National Science Foundation.

Minimum qualifications for this position include a record of accomplishment that would merit appointment at the rank of tenured full professor in an academic department at the University of New Mexico and five or more years of years experience directly related to the duties and responsibilities specified for the position. For a complete listing of the position description including qualifications, duties, responsibilities, and application procedure you may access the posting on our home page at **http://www.unm.edu/~oeounm/facpost.htm.** You may also request a copy of the announcement from **Dr. Nancy Middlebrook, Search Coordinator, Scholes Hall Room 235, University of New Mexico, Albuquerque, NM 87131, (505)277-5064, ndm@unm.edu.**

The University of New Mexico is an Equal Opportunity/ Affirmative Action Employer/Educator

For information about UNM see **http://www.unm.edu**

EXECUTIVE DIRECTOR OF THE FOUNDATION

Manatee Community College (MCC), located on the West Coast of Florida, is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate in arts and associate in science degrees. MCC is governed by the Florida Legislature and by the MCC District Board of Trustees.

MCC seeks an Executive Director of the Foundation who reports directly to the President of the College. He/she serves as the chief executive officer of the MCC Foundation, Inc., a not-for-profit corporation established under Florida Statute that serves as a direct support organization for Manatee Community College. A self-elected board of directors governs the Foundation.

Duties include: Working with administration to identify unmet institutional needs; maintaining active participation in community organizations; identifying, cultivating and soliciting contributions from the private, public, corporate and foundation sectors; promoting a planned giving program; developing advocacy relationships at the State and local levels as well as organizing and managing Foundation activities.

The successful candidate will have strong management and organizational skills, experience negotiating contracts and ensuring regulatory compliance. Additional qualification include: Master's degree in related area or a Bachelor's degree and equivalent experience; a minimum of 3 years of progressive responsibility in a comprehensive development office (experience in planned or major giving is preferred); excellent communication skills, effective leadership, presentation, interpersonal and time management skills; CFRE is desired.

To apply, please submit letter of application, resume and copy of unofficial transcripts. Review of candidates will begin 6/7/00. Position will remain open until filled.

(Name of Position)
Office of Human Resources
MANATEE COMMUNITY COLLEGE
P.O. Box 1849, Bradenton, FL 34206

EOE/AA/ADA

When the Path Chosen Is Physics

A NEBHE Scholar at Brown University

BY
INÉS ALICEA

MIT and the University of Texas at Austin have produced the most Latino physicists– 12 each between 1973 and 1996.

"I liked that in physics, a simple idea can explain a lot of phenomena and make some sense of the world."

CARLOS VICENTE, STUDENT OF PHYSICS

He comes from a long line of Ph.D.s, and yet he is almost an anomaly in his chosen field.

Carlos Vicente is one of only a handful of Latinos pursuing a doctorate in physics. To put his pursuit in some kind of perspective, it is important to talk a little about numbers. But the number of U.S. Latinos earning doctorates in physics is difficult to get. Some organizations keep statistics that group all Latinos, both foreign students and U.S. students, and others try to narrow it down to U.S.-born Hispanics pursuing a degree, but then the question arises as to whether students at universities in Puerto Rico should be included in their counts.

The numbers are confusing, but for this article, numbers from the American Institute of Physics in College Park, Md., should provide the perspective needed. The organization tracks U.S.-born Hispanics getting degrees from 184 physics Ph.D.-granting institutions. In the 1996-1997 school year, of the 1,365 Ph.D.s granted, only 16 went to U.S. Latinos, according to Patrick Mulvey, technical research associate at the institute.

"I'm sure I bring something different," said Vicente, speaking of both Brown University, where is he pursuing his degree, and the field of physics.

While Vicente is not the only Latino pursuing a doctorate in physics, the 28-year-old native of Puerto Rico represents a small cadre of Latinos pursuing Ph.D.s.

Only 950 of the 27,741 doctoral degrees granted to U.S. citizens in 1996 went to Latinos, according to the American Council on Education in Washington, D.C. And Vicente represents an even smaller group pursuing a doctorate in the sciences. Only 2.4 percent of the 3,446 doctorates granted to U.S. citizens in the physical sciences went to Latinos. MIT and the University of Texas at Austin have produced the most Latino physicists–12 each between 1973 and 1996.

Vicente said that the driving force in his decision to pursue his degree in physics was simply his love for the science.

"I like figuring things out," he said. "Physics can be used to model a wide variety of phenomena. That's why I found it attractive."

Vicente's mentor and Ph.D. advisor, Humphrey Maris, a professor of physics for the past 34 years, worries that an article on his protégé could do a "disservice" to the

Latino community because Vicente's accomplishments might seem like an impossible task and might discourage others from pursuing a similar path. Maris worries about the impact of portraying Vicente's efforts as a "strange or challenging thing to do."

"Carlos has done well here," Maris said. "He's a very practical guy. He likes to do experiments. He's enthusiastic and interested in what he is doing. One of the things that I would like to do for him is to give him the confidence, give him the feeling that he can do things."

Vicente, who admits that studying science can be extremely challenging, does not see what he is doing as "strange" but puts a positive spin on his chosen path and is humble about his accomplishments. He said he knew that other Latinos had taken a similar path and that the task could be accomplished. It's a message he shares, encouraging potential scholars to pursue the sciences and not be daunted.

"He will be a distinguished researcher and educator," said JoAnn Moody, vice president of the New England Board of Higher Education (NEBHE) and director of the NEBHE Doctoral and Dissertation Scholars Program. "He's got so much intellect, energy, charm, and is dedicated to science and hard work, that the sky's the limit. All of my students are special. They have had enormous barriers. It bespeaks of the tremendous willpower, resilience, and intelligence they possess."

He was initially recruited through NEBHE's Dissertation Scholars Program, which funds a Ph.D. candidate's first year.

Vicente was born in Santurce, Puerto Rico, and earned his bachelor's degree in physics from the University of Puerto Rico in 1993. He then transferred to Brown University, in Providence, Rhode Island, to pursue his Ph.D.

He was initially recruited to the program through the New England Board of Higher Education's Dissertation Scholars Program, which funds a Ph.D. candidate's first year. He worked as a teaching assistant in 1994, his first year at Brown, but has been concentrating on his research since and hopes to complete his degree within the next two years.

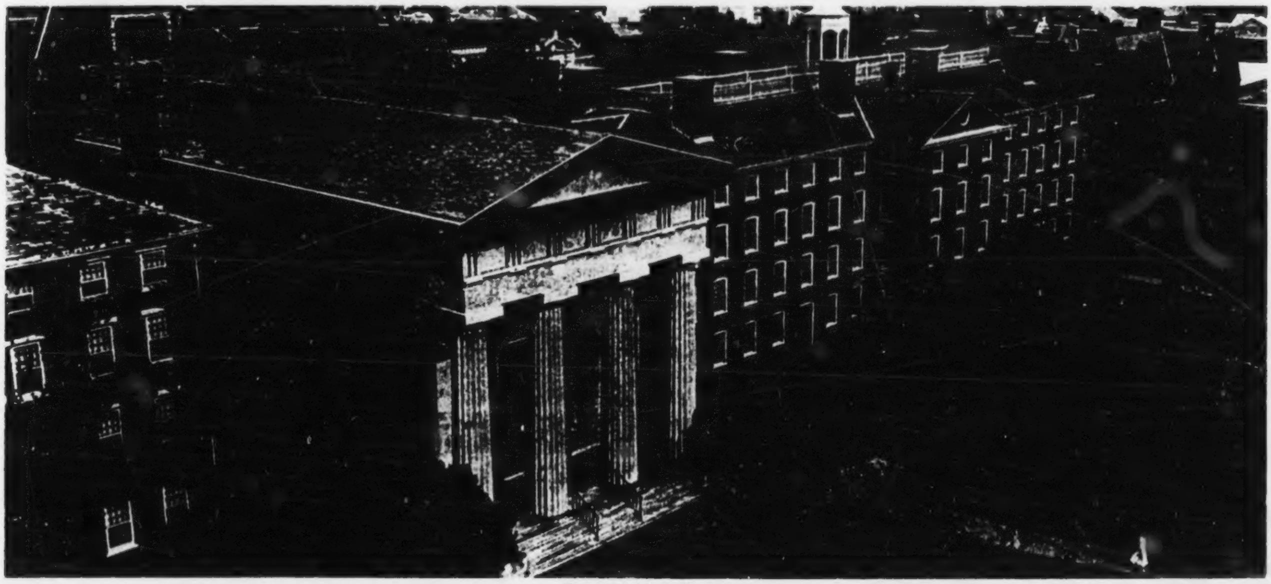
Vicente said that he enjoyed math and science in elementary school and in high school, but he first became interested in physics in elementary school when a teacher lectured him about the differences between a gas, a liquid, and a solid–that the molecules move freely in a gas, less freely in a liquid, and little in a solid.

"I thought that that was really neat," Vicente said. "I liked that in physics, a simple idea can explain a lot of phenomena and make some sense of the world. That was the thing that got my attention."

The field has kept his attention. His research at Brown involves trying to cool hydrogen at a certain temperature to produce liquid hydrogen. Maris said that Vicente's research is part of a $140,000 project on levitation that NASA asked the University to carry out to determine how certain experiments done on earth might eventually be carried out in space. Maris and Vicente appear to make a good team. "I very much enjoy Carlos and his sense of humor," said Maris.

Vicente noted that he had a great math teacher in high school who helped direct him toward a career in physics.

"I like math a lot too, but I knew it wasn't science, and I knew it was a tool for science," he said. "I also liked philosophy. Physics can maybe answer some of the old questions that philosophers ponder,



Brown University

like is the universe infinite and is it expanding. Physics has hope of answering that. When I went to college, I knew I wanted to study physics."

Vicente said that Ph.D.s are just a family tradition. His father has a Ph.D. in biology, as does his uncle. His mother is pursuing a Ph.D. His grandfather has an honorary Ph.D. in botany.

He chose Brown, he said, because he liked Providence, he liked the work the physics department was doing, and he wanted to be relatively close to his native Puerto Rico, where he hopes to return someday to teach.

Vicente said that he initially had difficulty adjusting to the "pace and focus" at Brown and that he also encountered some faculty members and fellow students who were less than enthusiastic about his arrival on campus.

"They didn't take me seriously," he said. "They didn't think I was going to stick around. There was definitely an anti-affirmative action backlash. It wasn't absolutely terrible, but it was there. It was annoying."

Maris said that a common challenge that minorities confront on campuses is learning the difference between improper treatment and general difficulties of life in academia. Vicente said that he feels he has been able to make the progress that he has because he has the goal to teach and conduct research at a university and because he is more balanced in his approach to study. He likes to work hard but also have fun. He is often found Latin dancing on weekends. And he relaxes by playing the guitar.

"Physics is difficult for everybody," he said. "I'm a lot more together than some students here. Some people have had meltdowns. I started kind of slow, but I'm still here. I'm not goofing off, but I see myself as more of a human being than a physics-producing machine."

Vicente said that some of the barriers he encountered as he launched his doctoral pursuit were self-imposed.

Because of the anti-affirmative action backlash he was sensing, he said, he proceeded with caution, refusing to ask questions of anyone.

"In the beginning, there was a little pressure," he said. "Sometimes you think you have to prove things that, in reality, you don't have to prove. I felt like I have to conquer this field and bring it back to Puerto Rico. I would say I can stick it out on my own. I don't need anybody." He didn't want anyone to think that because he was from Puerto Rico, he was not well grounded in science.

Brown's qualifying exam changed his attitude. He took it three times before he passed, he said, and the failed attempts made him realize that he needed to overcome his concerns and inferiority complex to succeed. "I think I've matured a bit," said Vicente. "You have to make yourself a little vulnerable to start interacting with the other students. Now I am part of a community. Everybody shares with one another."

For more information on the New England Board of Higher Education's Doctoral Scholars Program Science, Engineering, and Math, e-mail www.nebhe.org or write to the Board at 45 Temple Place, Boston, Massachusetts 02111-1305.

Number of Physics PhD's Granted to US Blacks and Hispanics
1977 - 1996

(Source: NRC Summary Report(s))

Year	Black	Hisp
1977	10	14
1978	8	6
1979	8	14
1980	4	10
1981	6	8
1982	10	9
1983	9	5
1984	11	13
1985	4	13
1986	8	14
1987	6	12
1988	12	12
1989	5	16
1990	5	14
1991	9	18
1992	7	19
1993	8	27
1994	11	30
1995	9	30
1996	15	30

PhD departments accounting for nearly half of all Hispanics US citizens earning PhDs in physics from 1973-1996.

	Hispanic Physicists Number
MIT	12
University of Texas - Austin	12
University of California - Berkeley	11
UCLA	10
University of Illinois - Urbana	10
University of Maryland - College Park	10
Penn State University	9
Stanford University	9
Texas A&M University	8
University of Florida	8
SUNY - Stony Brook	7
University of Wisconsin - Madison	7
University of Massachusetts - Amherst	7
University of Arizona	6
Florida State University	6
Harvard University	6
New York University	6
Cornell University	6
University of California - San Diego	6
University of Michigan - Ann Arbor	6
Total number of hispanic physicists from all PhD-granting departments	349

Source: NSF

Central Pennsylvania University Explores Caribbean Connection

BY BETSE HUMPHREY

Latina Standout Thrives at Susquehanna

Located in the town of Selinsgrove in central Pennsylvania, Susquehanna University is about a three-hour drive from New York, Philadelphia, and Washington, D.C. The approximately 1,600 full-time undergraduates hail from 27 states and 15 countries. A key university goal is to increase minority student enrollment to at least 10 percent by the year 2004. It's now about eight percent.

In 1995, Dr. Leona Martin, associate professor of Spanish, noted an emerging Latino population in the Central Susquehanna Valley and began an outreach effort to bring the new residents together with the local Anglo population. One result was the first Latino Symposium, "Identity, Diversity, and Integration: Pennsylvania's Caribbean Connections," held that year. It has since become one of the most popular cultural celebrations, for both the campus and the surrounding communities, and is held every spring.

The Latino Symposium continues, attracting ever greater numbers of high school students and local residents. The theme of this year's event, held in March, was "Changing Tides: Nuevos Horizontes." Martin and Dr. Wanda Cordero Ponce, assistant professor of Spanish, coordinated efforts to organize the event, which drew close to 300 participants. About fifty members of the student group HOLA, Hispanic Organization for Latino Awareness, and of the Spanish classes helped with the symposium.

Students from area high schools attended morning and afternoon workshops and panel presentations and enjoyed an afternoon of music and dance performances by Raices, a folkloric dance group from Reading, Pa., and Fuego Latino, the Susquehanna University student Latino dance troupe.

In the evening of the Symposium, a dance is held with a live orchestra. Open to the public, the dance draws a large turnout from the local Hispanic population.

"It's an attempt to build bridges between the different constituencies," says Martin, "and provide a strengthening of ties on campus between Latino and Anglo students."

From what she says, it appears the symposium draws the University community together as well as reinforcing its links with the local community.

Fuego Latino Directors:
Elba Mendez (l.) and Christina Guadalupe (r.)

"Wanda and I would like to think that the increase in minority enrollment is in part due to special events such as the Symposium," says Martin. "We take a collaborative approach, which means we work with regional teachers."

Susquehanna offers other cultural initiatives as well, and in some, students take on leadership roles. One such student is Alma DeRojas, of Dallas, Pa. DeRojas holds a University Assistantship, one of Susquehanna's most prestigious academic scholarships. The $10,500 awards include a professional work experience with a member of the University faculty or administrative staff. DeRojas spends about ten hours a week on the Latino Community Initiatives project under the guidance of her mentor, Dr. Martin.

DeRojas, a Spanish and English major, works on the Oral History Project, a collection of interviews that tries to determine the origins of the Latino community in central Pennsylvania.

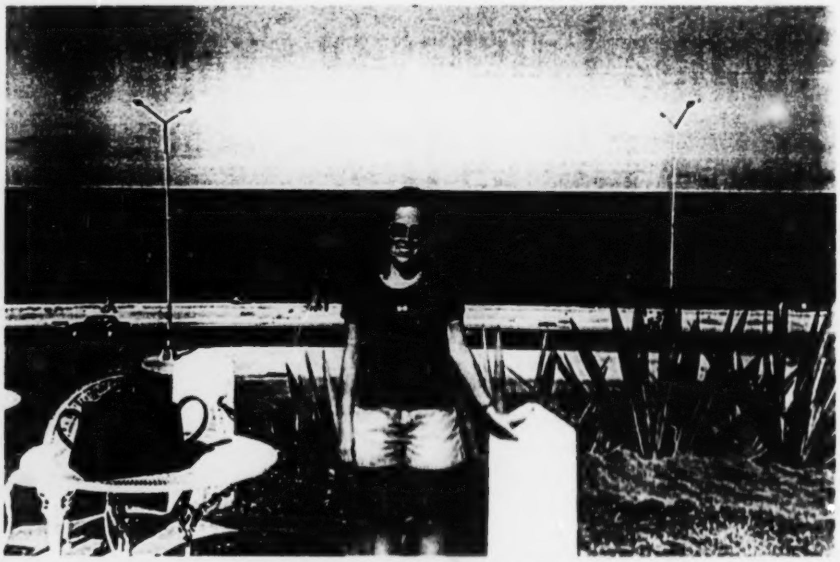
"Not only has the project increased my knowledge of the vibrant Latino culture in general," says DeRojas, "but it has also increased my awareness of my own Cuban roots." The job entails working with the modern languages department, which, to DeRojas, "is a wonderful experience for my future career."

The project has three phases: oral histories of local Latinos, conducted by high school students; oral histories of and by Susquehanna students of Hispanic heritage; and oral histories of local Latinos, conducted by Susquehanna students. The Oral History Project, funded in part by a grant from the Aid Association for Lutherans, was the focus of last year's Latino Symposium.

"When I arrived as a[n entering student], the high school students had already conducted their interviews. My main responsibility with this phase was the indexing of their interviews, which inspired me to conduct oral histories of my own family," said DeRojas.

Along with two Susquehanna students of Puerto Rican and Honduran backgrounds, DeRojas worked with Dr. Martin on the Hispanic Heritage program. In addition, three other Susquehanna University students of Hispanic heritage–Jonathan Burgos, Sarah Battistini, and Christina Guadalupe–have enrolled with DeRojas in a special oral history course and, with her technical help, have recreated their family histories.

"Each of us interviewed our families, and the results of our discoveries are available on the Oral History website," says DeRojas. The website is operated by the modern languages department. "I decided to include an essay that I wrote after my first trip to Cuba that is based on the interviews I conducted of my grandparents."



Alma DeRojas, at The Malecón in Havana Cuba

Last September, DeRojas began the third phase of the project, collecting an oral history of a Mexican woman in the nearby city of Sunbury. The information gathered will help to determine the origins of the Latino population in the area, and to heighten the community's awareness of this population, which is small but growing rapidly.

"As for now, the project is on hold, but we hope to continue our oral histories in the future," says DeRojas. Martin and Cordero Ponce are the main coordinators.

Cuban Initiative

DeRojas, an honors program student, is also part of Susquehanna University's new Cuban initiative. The daughter of Cuban immigrants, she has traced the history of her family's life in Cuba and, encouraged by professors in the Department of Modern Languages, continues exploring her own roots there.

"My father was born in Cuba in 1954 and left at the age of six after the Bay of Pigs Invasion in 1961," says DeRojas. "My first trip to Cuba was part of a summer study program sponsored by the Center for Cross Cultural Study. I took a three-week class at the University of Havana on the history and culture of Cuba. During that time, I found several houses that belonged to my family and met some cousins of my grandfather. I am the first in my family who has been to Cuba since 1961, so this trip was very emotional."

Based on the trip and other family documents, DeRojas wrote "Varadero," a travel essay, which she submitted to the directors of the first-ever U.S.-Cuba Writers Conference held in Havana in January. DeRojas was selected as one of 35 participants and one of only three undergraduate students from a large pool of applicants. Another 10 were graduate students; the rest were professors and published authors.

"Alma's selection for this unprecedented cultural and intellectual exchange with Cuban counterparts is a tribute to her talent as a writer, her love of Cuba, and the benefits she has gained from her studies at Susquehanna," says Dr. Robert Mowry, associate professor of Spanish and associate director of the honors program at Susquehanna University.

"I went ten days before the conference began to spend time with cousins in Havana and Varadero, the beach where my grandparents used to spend their summers," says DeRojas. "The conference itself lasted ten days and was a wonderful experience. I met many Cuban writers and learned a great deal about Cuban literature; I also had the opportunity to develop my own writing style in the travel writing workshop led by Tom Miller."

"One of the other professors was Cristina Garcia, a famous Cuban-American fiction writer. We stayed at a hotel in Vedado, a section of Havana. Once again I found more places of importance to my family and also met a cousin of my great-grandfather's. Overall, it was a wonderful experience, and I look forward to my return."

At Susquehanna, DeRojas is also an active member of the University Choir, Opera Workshop, and HOLA. She recently traveled with the choir on its annual spring tour. And that's not all.

"I take voice lessons and tutor Spanish," says DeRojas. "I am a member of Alpha Lambda Delta and Sigma Tau Delta, the English honor society. I am also a Presidential Fellow and University Scholar.

"After graduation, I would like to attend graduate school, possibly pursue a master's in Latin American literature," says DeRojas. "My next goal is to publish a book that combines my experiences in Cuba with the stories that my grandparents have told me about their life in Cuba."

Next Steps

DeRojas is also helping Dr. Cordero-Ponce prepare for a "Topic" course that she will be teaching this fall. Cordero-Ponce will travel to Cuba this summer to gather information for the course, which is taught in Spanish and centers on the culture, language, literature, and history of a specific country.

In conjunction with the course, the University will offer a study experience in Cuba in January, 2001. Ten to 12 students are expected to participate in what Martin calls a "brief study abroad program." Led by Cordero-Ponce, students will travel to Cuba and participate in courses at the University of Havana. They will live in student residences near the University and take part in cultural activities in Havana as well as excursions to other areas around the island. The trip will be for course credit. It is hoped that students take the Cuba course taught by Cordero-Ponce before they go, but the trip will not be limited to those who do.

An emphasis on cultural diversity gives students at Susquehanna University the opportunity to learn about people, languages, and cultures that might be quite foreign to them. With committed students and involved faculty members, the campus community celebrates a variety of heritages, enriching the college experience for all.

People-Places-Publications-Conferences

PEOPLE & PLACES

Mt. San Antonio Soccer Coach Receives Award

Mt. San Antonio College (Calif.) men's head soccer Coach Rolando Uribe received the Latin American Soccer Coaches Association award during a soccer convention held in Baltimore, Md.

Uribe, after two seasons of coaching at Mt. SAC, was honored for his outreach program of youth soccer camps for the Latino community in Southern California. He is active with youth soccer and is a regional coach with the Olympic Development Program.

As a player, Uribe scored 60 goals in four seasons at CSU-San Bernardino and was named a first-team NCAA All-American in 1994. He also played with the Anaheim Splash, a professional indoor soccer team.

Schenectady's Minority Faculty Program

Schenectady County Community College (SCCC) in New York has launched an innovative program aimed at increasing diversity among faculty members.

The college designed its Minority Internship Program to recruit doctoral candidates from a local State University of New York (SUNY) institution to fulfill two-year internships at SCCC. The interns gain valuable teaching experience and participate in the daily college activities required of all faculty members.

José Melendez, a doctoral candidate in curriculum and instruction at SUNY-Albany, is one participant. A native of Puerto Rico, Melendez (pictured here with SCCC student Gladys Lopez) has been a lecturer at SUNY-Albany and a middle school and college instructor in Puerto Rico.

Texas-Pan American Receives Microsoft Grant

The University of Texas-Pan American (UTPA) is one of 11 African American and Hispanic universities across the United States to be awarded a grant by Microsoft Corp., the latest in Microsoft's long-standing efforts to increase technology access for students of color.

The grants of $440,000 in cash and more than $1 million in software will provide more than 150,000 students with benefits such as enhanced information technology curricula, distance learning opportunities, and improved Internet access.

UTPA will receive a $40,000 stipend and software that will support and enhance the university's computer science program. In addition to benefiting students, the grant will increase opportunities for the surrounding community, said Dr. Miguel A. Nevárez, president of UTPA.

University of Miami Honors Leaders for Commitment to Cuban Culture

The University of Miami (Fla.) honored three prominent community leaders for their contributions to the development of Cuban culture in South Florida. The ceremony took place during a reception showcasing selected artworks from the Cuban Museum of the Americas Collection, which was donated to the university last year.

Luis J. Botifol (pictured), Ofelia Tabares, and Mignon Medrano, who helped secure the donation to the university's Lowe Art Museum, received a plaque commemorating their dedication and support of Cuban art and culture.

The donation complements the university's role as a major academic center for studies about Cuba and its people.

Leaders Discuss Underrepresentation of Hispanics in Higher Education

Hispanic Americans, the fastest-growing segment of the U.S. population, have more than quadrupled their enrollment in higher education over the last two decades, but remain greatly underrepresented therein. The chronic disparity will require a range of interventions, from high school curricula to financial aid, according to a new analysis of data prepared for the President's Advisory Commission on Educational Excellence for Hispanic Americans.

Guillermo Linares, Juliet Garcia, and Sarita Brown, key leaders of the President's Advisory Commission, discussed the situation during a special media briefing at the National Press Club in Washington, D.C. Commission officials also discussed the impact of rolling back affirmative action policies, and the economic implications of losing Hispanic talent in the educational pipeline and, in turn, the nation's workforce.

Archuleta Director of Santa Ana College Program

Irma Archuleta was named director of the Santa Ana College (Calif.) Extended Opportunity Program and Services (EOPS) office.

EOPS is a state-funded effort to provide special services to qualifying full-time community college students. Based on financial and educational criteria, students receive specialized career and academic counseling, tutoring, financial aid and grant assistance, and special workshops and activities.

Archuleta comes to Santa Ana after 18 years at CSU-Long Beach. She has been active with the League of United Latin American Citizens (LULAC), Raza Advocates for

California Higher Education, California State Latina Network, South Coast Consortium of Colleges and Universities, and the Hispanic United Way of Orange County.

Claremont Graduate University Honors Cepeda

Joe Cepeda, illustrator of children's books such as *Gracias, the Thanksgiving Turkey*, *What a Truly Cool World*, and *Nappy Hair*, was given a Recognition of Merit Award from Claremont Graduate University's (Calif.) George G. Stone Center for Children's Books. The award honors an author or illustrator for a single title or a body of work. Any genre of children's or young adult literature from any period or country is eligible for consideration.

One of Cepeda's outstanding characteristics as an illustrator is his ability to jump from subject to subject, culture to culture, with ease. "I enjoy people so much that to me their smiles, their choices about what to wear and do, come before the color of their skin," Cepeda says. "I don't stereotype the character. I go back to my experience as a person."

Fulbright Scholars Meet at Manchester Community College

Manchester Community College (Conn.) recently hosted its 11th annual Fulbright Scholars panel discussion.

The scholars talked about the economic, cultural, and sociopolitical influences of the U.S. and Mexico. Guest speakers included Ignacio Medina Nuñez (pictured) and Juan Rene Segura Ricano.

Medina Nuñez is a visiting Fulbright Scholar at Georgia State University and a professor of Spanish and Latin American studies at the University of Guadalajara, Mexico. Segura Ricano is a visiting Fulbright Scholar at the University of Pittsburgh and an assistant professor in the School of Law at the University of Guanajuato, Mexico.

Argentinean Peace Activist Speaks at University of New Mexico

Adolfo Pérez Esquivel, who received the Nobel Peace Prize in 1980 for his non-violent efforts to bring peace and justice to all people in Latin America, was the third of three Nobel Peace laureates to speak in the University of New Mexico's 21st-Century Speakers Series. His talk was titled "Human Rights and Justice for All/Jubilee 2000."

Pérez Esquivel is a long-time protester of human rights abuses. In 1972, escalating violence in Argentina moved him to begin publishing a periodical, *Paz y Justicia*. In 1974, he became secretary-general of the group Servicio de Paz y Justicia en América Latina. As civil strife increased in Argentina, he formed two human rights organizations. In 1977, the Argentine government imprisoned him for 14 months for denouncing the government's vicious campaign of repression.

Pérez Esquivel has a master's degree from the National School of Fine Arts in Buenos Aires.

Drew Study Finds Variance in Practice Habits of Physicians

A study conducted by Charles R. Drew University (Calif.) medical students and faculty shows that minority school-trained physicians are more likely to serve low-income populations than are their counterparts from majority schools. A study abstract appeared in the January 2000 issue of *American Journal of Investigative Medicine*.

Compelling data had previously suggested that minority physicians would be more likely to do so than their non-minority colleagues. But no research to date had established the practice habits of minority physicians trained at minority versus majority medical institutions.

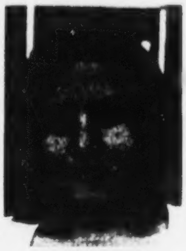
The University, an Historically Black University, is now also a charter member of Hispanic-Serving Health Professions Schools (HSHPS). The mission-driven Drew student body and faculty are committed to changing the face and health status of disadvantaged and medically underserved communities.

Long Beach Hosts FOODMEX 2000 Conference

The Long Beach City College (Calif.) Center for International Trade Development (CITD) held its Inaugural FOODMEX 2000 Conference. The Center was created in 1997 to provide free import/export technical assistance, in-depth training in international trade, valuable trade resources/research, and foreign trade promotion to Orange and Los Angeles County companies interested in expanding into international markets or streamlining import processes.

The Long Beach City College CITD was designated a California-Mexico Trade Assistance Center by Governor Gray Davis. As such, the CITD has received additional funding to support companies that wish to expand trade and commerce with Mexico.

Advanced Placement Program Benefiting Texas-Pan American



Carmen Rincón and her brother, Hugo, two of 11,500 students at the University of Texas-Pan American (UTPA), represent a growing trend of students nationwide who are getting a head-start on college before graduating from high school.

Both are University Scholars and both took Advanced Placement (AP) classes in high school, enabling them to earn college credits.

Thanks to AP tests, concurrent enrollment, and the UTPA University Scholars program, Carmen and Hugo will receive their college degrees earlier than the customary four or five years. The Scholars Program, started in 1998, allows qualifying entering students the opportunity to receive a four-year tuition and fees Distinguished Achievement Scholarship, and designation as a University Scholar.

Pew Charitable Trusts Support Comprehensive Study

THE PEW CHARITABLE TRUSTS

The Pew Charitable Trusts, the Hispanic National Alliance of Evangelical Ministries, and the Mexican American Cultural Center announced a three-year national project that will include the largest and most comprehensive study ever conducted on the impact of religion on politics and civic engagement in the Latino community.

Hispanic Churches in American Public Life is one part of The Pew Trusts' larger national project to study the growing and changing role that religion plays in American public life.

The Hispanic Churches project, initiated by a $1.3 million grant from Pew, will examine the impact of Latino Catholic, mainline Protestant, Pentecostal, and new religious communities on civic engagement, politics, education, business, social programs, and community activism.

Ruiz Presents Américo Paredes Lecture at Texas-Austin

Vicki Ruiz, professor of history and chair of the department of Chicana and Chicano studies at Arizona State University, presented the 14th Annual Américo Paredes Distinguished Lecture, "Comadres, Cowgirls, Curanderas: Spanish/Mexican Women and Their Border Journeys, 1540-1900," at The University of Texas at Austin.

Ruiz's research interests include Chicano history, U.S. women's history, gender and the U.S.-Mexico border, oral narratives, immigration history, labor studies, and western history. Her extensive publications include the books *Cannery Women, Cannery Lives: Mexican Women, Unionization, and the California Food-Processing Industry, 1930-1950* (University of New Mexico Press, 1987) and *From out of the Shadows: Mexican Women in Twentieth-Century America* (Oxford University Press, 1998). [Ed. note: See our May 5, 2000, issue for a review of *From out of the Shadows* by Mark Saad Saka, Sul Ross State University.] Ruiz holds a bachelor's degree from Florida State University and a master's and doctorate from Stanford.

Romo and Rosales Featured at Texas-San Antonio Book-Signing

The University of Texas-San Antonio hosted a book-signing for two faculty authors, Harriett Romo and Rodolfo Rosales.

Romo's book, ***Reaching Out: Best Practices for Educating Mexican-Origin Children and Youth***, examines the difficulties that Mexican-origin students encounter. Describing why some schools fall short and others improve student outcomes, ***Reaching Out*** is designed to offer insightful suggestions to teachers trying to meet the needs of any multicultural classroom.

The Illusion of Inclusion: The Untold Political Story of San Antonio is Rosales' analysis of middle-class Chicano activism in the early postwar era, drawn from interviews with key participants as well as archival sources. The book offers new knowledge of the recent political history of San Antonio.

New Spanish Major at Salem State Approved

The Massachusetts Board of Higher Education approved a major in Spanish leading to a Bachelor of Arts degree at Salem State College, beginning in Fall 2000.

Qualified students may enroll in one of three concentrations within the major: teacher preparation, professional concentration (for those planning careers in business, law, health services, and technical professions), and a liberal arts-based literature and culture concentration. Unlike the three Spanish majors currently offered within the Massachusetts public college system, the new major will offer courses in the art of translation and interpretation. It will be the only major to prepare students for the Spanish government's internationally recognized diploma in Spanish proficiency (Diploma de Español como Lengua Extranjera).

Cal State-L.A. Students Participate in *Aguila Real*

The California State University-Los Angeles Teatro Universitario en Español presented *Aguila Real* by contemporary Mexican playwright Hugo Argüelles, at the Japan America Theatre. The play is the story of Isabel de Moctezuma (Tecuixpo), a major figure of the Mexican conquest.

Mexican actress Angelica Aragon played Isabel de Moctezuma. Aragon has had international success in the Mexican soaps *Mirada de Mujer* and *Canaveral de Pasiones*. Roberto D'Amico, actor and director of international fame, co-directed the production and played the part of Hernan Cortes. Alejandra Flores, actress and director, co-directed the play with D'Amico. Gema Sandoval, artistic director of Danza Floricanto/USA and award-winning choreographer, created the dances in the play. Cal State-L.A. Teatro Universitario en Español participated in both the dance and the choral numbers.

Cal Poly Library Photos Chronicle Latino Laborers

Hundreds of black-and-white photographs depicting the struggles and triumphs of the mostly Latino farm laborers in California's Santa Maria Valley in the late 1960s were donated to California Polytechnic State University-San Luis Obispo's Kennedy Library. Approximately 60 are included in San Luis Obispo County's first Latino history archive.

The collection and narrative is titled "A Decade of Farm Labor Organizing in the Santa Maria Valley."

United Farm Workers (UFW) organizer Manuel Echavarria, who, over the course of a decade, captured the working conditions that led many Santa Maria Valley farm workers to support or join the UFW, took the photographs. The pictures vividly portray "an ongoing struggle for human dignity and social justice," said Echavarria.

Rutgers Conference on Hispanic, Portuguese Language Studies

A lecture series on "The Future and Its Past: Hispanic and Luso-Brazilian Studies at the Millennium" culminated in a two-day conference at Rutgers University (N.J.) sponsored by the department of Spanish and Portuguese and the Latin American studies program.

The conference featured an undergraduate workshop, "Race, Culture, and Survival in the Greater Caribbean: A Lesson for Us All," and lectures by scholars in Spanish and Portuguese studies addressing the linguistic, aesthetic, and disciplinary boundaries in Spanish and Portuguese language studies in the new millennium.

Santa Monica Administrator Named ACE Fellow

John Gonzalez, Santa Monica College (Calif.) dean of matriculation and special programs, was named a 2000-2001 American Council on Education (ACE) Fellow.

The prestigious honor was given to only 34 college and university faculty and administrators nationwide.

As an ACE Fellow, Gonzalez will work on a special project at Santa Monica College and at another community college or university and will attend ACE seminars on higher education and study issues confronting higher education.

Gonzalez started working at Santa Monica as a counselor in 1988. He has been coordinator of the Latino Center and has held several administrative posts. He has a bachelor's degree and doctorate from UCLA and a master's from Mount St. Mary's College.

Rolón Granted Tenure at Gettysburg College

Alicia Rolón was granted tenure by the Gettysburg College (Penn.) board of trustees based on her teaching, research, and governance. Her tenure and promotion to associate professor will become effective Sept. 1.

A member of the Spanish faculty, Rolón earned a bachelor's degree at the Instituto Superior del Profesorado in Argentina, a master's at Temple University, and a doctorate at the University of Colorado. Rolón has taught courses on Spanish language and literature and on contemporary Latin American culture. She is currently a member of the College's Latin American Studies Committee and serves as advisor to the Honor Commission.

Northern Essex Receives $25,000 Grant from UPS

The UPS Foundation, charitable arm of United Parcel Service, has granted $25,000 to Northern Essex Community College in Massachusetts to greatly expand its new Fast Track Program for Latinos who wish to earn certificates or degrees.

Fast Track was created last year to help Latino students who need remedial work before enrolling in classes at the college. It is an eight-week intensive skills development program for those who are communicating effectively in verbal English but need additional skills in reading and writing. Training is provided in vocabulary, reading comprehension, and writing/grammar.

Ruiz-Hurte Succeeds at Western Nevada Community College-Carson City

Dr. Aurora Ruiz-Hurte, hired as director of the ABE/ESL program at Western Nevada Community College (WNCC)-Carson City in December, has brought new energy and spirit to its adult programs.

Ruiz-Hurte wrote a grant for child care that was promptly approved by the State Department of Education. She also wrote two more grants to coordinate the Comprehensive Adult Student Assessment System and the English Language Learning and Instruction system.

"We want to refer students to higher education and give them the skills to get a better job, or a GED–whatever the next level is," said Ruiz-Hurte.

Ruiz-Hurte has a bachelor's degree from Kean College, a master's from Florida International University, and a doctorate from the University of the Dominican Republic, in cooperation with the state of Florida and the University of Puerto Rico.

Rios Speaks at Phoenix College

An "Arizona son" and acclaimed writer and teacher, Alberto Rios discussed "The Old Language of the New Century" at Phoenix College as part of the Maricopa Community College District Honors Forum Lecture Series.

Rios is a regents' professor at Arizona State University, where he has taught for 18 years. His work has appeared in more than 150 major national and international literary anthologies and in hundreds of individual publications spanning five genres: poetry, fiction, non-fiction, drama, and musical libretto. He serves on editorial boards of several literary magazines.

Rios has a bachelor's degree and a master's from the University of Arizona.

Cal State-L.A. Acquires Castaño Painting

The Luckman Fine Arts Complex, on the campus of California State University-Los Angeles, recently acquired a new painting by renowned Mexican artist Reyna Castaño. "Por un Lenguaje Universal," a mural-scale, three-panel painting, was created specifically for the foyer of the Luckman Theatre.

Clifford D. Harper, executive director of the Complex, said, "The Luckman is indebted to Ms. Castaño for her significant gift. It is of particular value to us not just for its aesthetic grandeur, but also as a symbol of cultural diversity, for which the Luckman stands."

Castaño has participated in more than 30 group exhibitions since 1989, including shows in Washington, D.C., Italy, Israel, Spain, England, Russia, Greece, Kenya, Croatia, Cuba, Canada, Mexico, and many other locations.

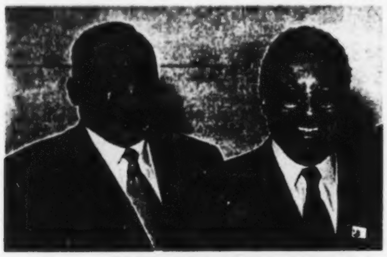
Shippensburg Students Participate in Netscape Project

A Shippensburg University (Penn.) computer science class, taught by Dr. Carol Wellington, has been gaining experience with cutting-edge technology by contributing to the latest software from Netscape Communications Corp. Richard H. Pizzarro, principal software development engineer at Netscape and a 1988 Shippensburg University graduate, arranged the project. "Without being thrust into it, they can see what a large-scale engineering project is like," said Pizzarro, who is the son of a Puerto Rican immigrant.

The opportunity arose through the emergence of the Open Source method of software engineering. In March 1998, Netscape publicly released the source code for its Communicator software through Mozilla.org, allowing independent developers to contribute additions and modifications to the original source code. By allowing a diverse group to contribute to development, Netscape is ensuring that the software will have wide appeal.

New Jersey City Hosts Statewide Diversity Forum

New Jersey City University hosted "Holding Higher Education Accountable: Diversity in Real Life," a statewide conference and forum for New Jersey's higher education community. The program was presented by NJCU, the New Jersey Region of the National Conference for Community and Justice, and the New Jersey Commission on Higher Education. It was co-sponsored by Bloomfield, Burlington County, and Saint Peter's Colleges, Fairleigh Dickinson and Rutgers Universities, the Association of American Colleges and Universities, and the New Jersey Department of Education.



Pictured here (l. to r.) are Alfred J. Cade, chair of the New Jersey Commission on Higher Education, and Dr. Carlos Hernandez, president of New Jersey City University.

"Deconstructing the Oreo" at Purdue-Calumet

"Deconstructing the Oreo: Latina Identity in White America," a performance dealing with Latina identity and assimilation into white culture, was presented in March at Purdue-Calumet University in Indiana. Adrienne Viramontes, a graduate student in Purdue-Calumet's Department of Communication and Creative Arts performed.

Smithsonian Board for Latino Initiatives Holds First Meeting

Smithsonian Institution secretary Lawrence M. Small, speaking at the first meeting of the 24-member Smithsonian National Board for Latino Initiatives, committed to taking the Smithsonian to regions of the country with large concentrations of Latinos and to increasing the representation of Latinos at the institution.

Composed of prominent Latinos in business, entertainment, media, and academia, the board is the first to address Latino issues across the entire spectrum of the Smithsonian. With 16 museums and galleries, several major centers for scientific research, and extensive historical archives, the Smithsonian is the largest such organization in the world.

Alamo Community College District News

Alamo Community College District (ACCD) Executive Vice Chancellor Dr. Ernest A. Martinez signed an agreement with Dr. Richard Jarvis, chancellor of the U.S. Open University, which will lead to the offering of postsecondary and graduate-level programs on the Internet in San Antonio and throughout South Texas. The University is affiliated with Britain's Open University, which has offered higher education on the Internet for a number of years. ACCD schools will provide the first two years of Internet courses and the U.S. Open University will provide the complementary upper-division programs leading to bachelor's and master's degrees in several areas.

The Central/South Texas ENLACE Partnership, consisting of the ACCD and four other members, was awarded a $100,000 planning grant from the W.K. Kellogg Foundation to improve higher education opportunities for Hispanic youth. The grants represent phase one of the foundation's $28.7 million ENLACE (Engaging Latino Communities for Education) initiative.

Trejo and Family Cook for Orange Coast College

In California, there is an amazing woman cooking and baking for Orange Coast College (OCC) students and faculty.

Dolores Trejo (pictured center), 60, the mother of eight children, 27 grandchildren, and eight great-grandchildren, began as a foodservice worker at Golden West College in 1982, joined OCC's staff in 1984, and now is the head cook. Trejo, daughter Doreen Garcia (r.), and daughter-in-law Theresa Trejo (l.) combine their talents to bring a family atmosphere to OCC's student center cafeteria, which serves students, college employees, and youngsters from OCC's Children's Center.

She undergoes dialysis treatments three times a week and works with a shunt implanted in her right arm. But that doesn't stop her from arriving at the college at 6 a.m. each morning. "This is what God wants me to do," said Dolores. "I try my best because that's the way I am."

Concordia University South Center Offers Bilingual Education

Concordia University Wisconsin has opened an adult education center on Milwaukee's south side to provide opportunities to Hispanic residents. Although all classes are taught in English, the staff is bilingual.

Concordia University South Center is the first school of its kind in Wisconsin to offer bachelor's degrees. At present, mostly business courses are offered. As enrollment and classroom demand increase, the Center will provide accelerated degree programs in management and communication, criminal justice administration, liberal arts, and health care administration, as well as medical assistant certification.

Concordia also offers English as a Second Language courses at the university level, available to both students and non-students. Many local organizations provide literacy-based ESL classes, but Concordia offers proficiency-based courses in reading, writing, and conversation, allowing residents to achieve greater language fluency.

Cisneros Receives Media Award

Photo © Sylvia Polakov

The International Advertising Association/Florida Chapter presented its first-ever Latin America Media Achievement Award to Gustavo A. Cisneros.

Citing Cisneros' leadership, well-recognized business expertise, dedication, and philanthropy, an association spokesperson said that Latin America as a region has gained recognition and respect as an important aspect of the world market. The Cisneros Group of Companies, an organization with substantial operations in Latin America, Europe, and the United States, has annual revenues exceeding $3.5 billion.

Cisneros is on the board of directors of many of the world's most prestigious educational institutions. Among them: Rockefeller, Georgetown, Harvard, and Johns Hopkins Universities, and the Wharton School.

Sanchez Featured in San Francisco Millennium Series

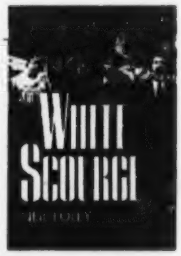
Author Thomas Sanchez recently concluded the University of San Francisco (Calif.) Gleeson Library Associates (GLA) millennium series at its spring meeting with a discussion of his new novel, *Day of the Bees* (published by Alfred A. Knopf). Joining Sanchez in conversation was GLA Fellow Fr. Alberto Huerta, University of San Francisco associate professor of modern and classical languages. The event was titled "Eros, Destiny, and Danger in the New Millennium."

Sanchez's first novel, *Rabbit Boss* (1973), a generational work of the Washo Tribe of Northern California, was cited as one of last century's pivotal fiction works by the *San Francisco Chronicle*.

PUBLICATIONS

The White Scourge: Mexicans, Blacks, and Poor Whites in Texas Cotton Culture

By Neil Foley



The rigid boundaries of black-white relations fail to account for groups, like Mexicans, located somewhere in the "ethnoracial" borderlands between whiteness and blackness. Neil Foley examines race relations in central Texas, exploring how Mexicans, Blacks, and poor whites negotiated and manipulated the racial space in this borderlands province between the South, the West, and Mexico.

1999. 341 pgs. ISBN 0-520-20724-6. $17.95 paper. University of California Press. (800) 822-6657.

Pirate Novels: Fictions of Nation Building in Spanish America

By Nina Gerassi-Navarro

The author examines an overlooked genre to reveal how history and fiction blend to address important issues of nation building in 19th-century Spanish America. In the figure of the pirate, bold and heroic to some, cruel and criminal to others, she finds an almost ideal character that came to embody the spirit of emerging nationhood and its attendant violence.

1999. 262 pgs. ISBN 0-8223-2393-1. $17.95 paper. Duke University Press. (888) 651-0122.

The Farming of Bones

By Edwidge Danticat

EDWIDGE DANTICAT
The Farming of Bones

In the Dominican Republic in 1937, Amabelle, a young Haitian woman orphaned at the age of eight, is a faithful servant to the young wife of an army colonel. She longs to become the wife of Sebastien, an itinerant sugarcane cutter, and to return with him to Haiti. Instead, nationalist madness erupts, and terror engulfs them.

1999. 320 pgs. ISBN 0-14-028049-9. $12.95 paper. Penguin Books. (800) 788-6262.

To Defend Our Water with the Blood of Our Veins: The Struggle for Resources in Colonial Puebla

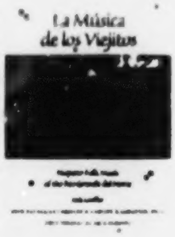
By Sonya Lipsett-Rivera

What happened when native peoples and Spanish landowners in 18th-century Mexico competed for increasingly scarce water? In a book that studies the interplay between the environment and colonial institutions, the author examines the exercise of power by elites in colonial Puebla and how it brought ruin on Indian communities by denying them access to the water they needed to survive.

1999. 224 pgs. ISBN 0-8263-2034-1. $49.95 cloth. University of New Mexico Press. (800) 249-7737.

La Música de los Viejitos: Hispano Folk Music of the Río Grande del Norte

By Jack Loeffler, with Katherine Loeffler and Enrique R. Lamadrid



A blend of religious and secular music from 16th-century Spain, Mexican-influenced folk tunes, and melodies indigenous to the life of the region, the music covered here includes romances, "trovos," "cuandos" and "decimas," "inditas," corridos, canciones, ceremonial and religious music, and dance music. Each song appears in both Spanish and English. A companion set of compact discs is also available. Photography by Jack Parsons.

1999. 223 pgs. ISBN 0-8263-1884-3. $19.95 paper. (3-CD set. ISBN 0-8263-2167-4. $45.00.) University of New Mexico Press. (800) 249-7737.

Democracy in Mexico: Peasant Rebellion and Political Reform

By Dan La Botz

This book attempts to put the Chiapas Rebellion in the larger context of Mexican history and society. The focus is on Mexico's struggle for democracy–not only free and fair elections, but human rights, civil rights, and the rights of workers as well.

1995. 274 pgs. ISBN 0-89608-507-4. $17.00 paper. South End Press. (800) 533-8478.

Hear My Testimony: María Teresa Tula, Human Rights Activist of El Salvador

Lynn Stephen, ed. and trans.

HEAR MY TESTIMONY

There are thousands of women in El Salvador with little formal education, no political experience, and extraordinarily difficult lives who have participated in a wide range of struggles. This book documents the life of one such woman, María Teresa Tula, a working-class housewife who became an internationally known human rights organizer.

1994. 240 pgs. ISBN 0-89608-484-1. $14.00 paper. South End Press. (800) 533-8478.

The Political Calypso: True Opposition in Trinidad and Tobago, 1962-1987

By Louis Regis

Calypso, a traditional form of music in the Caribbean, began in Trinidad and Tobago as a subtle protest against British rule. Louis Regis examines the evolution of the political calypso from 1962 to 1987, the period of Trinidad/Tobago's independence from Britain, and presents the text of lyrics from this popular folk-urban musical form.

1998. 320 pgs. ISBN 0-8130-1580-4. $49.95 cloth. University Press of Florida. (800) 226-3822.

Curriculum, Culture, and Art Education: Comparative Perspectives

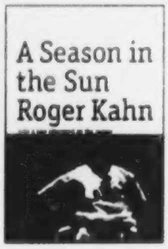
Kerry Freedman and Fernando Hernández, eds.

Consisting of international case studies of art education by scholars in different countries, this book analyzes the translation of cultural knowledge through curriculum policy and practice. Each chapter focuses on historical and cultural influences on educational ideas that have crossed national borders and been transformed in the process.

1998. 225 pgs. ISBN 0-7914-3774-4. $18.95 paper. SUNY Press. (800) 666-2211.

A Season in the Sun

By Roger Kahn



In 1976, Roger Kahn spent an entire baseball season, from spring training through the World Series, with players of every stripe and competence. The result is this book, in which Kahn reports on a small college team's successes and hopes, a young New England ball club, a failing major league franchise, and a group of heroes on the national stage.

2000. 191 pgs. ISBN 0-8032-7793-8. $12.95 paper. Bison Books. (800) 755-1105.

Baseball and Other Matters in 1941

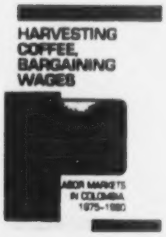
By Robert W. Creamer

Robert Creamer said he would bridle whenever he saw current movies about the 1930s and 1940s that stress snap-brimmed fedoras and shiny old automobiles, as if those summed up the period. Creamer wrote this book to explain to his children and their contemporaries what 1941 felt like to him. "It is not a comprehensive account," writes Creamer. "It is merely an attempt to tell them how I felt, to talk a little baseball, to explain some heroes, and to puncture a few myths, although myths are puncture-proof and never die."

2000. 330 pgs. ISBN 0-8032-6406-2. $17.95 paper. Bison Books. (800) 755-1105.

Harvesting Coffee, Bargaining Wages: Rural Labor Markets in Colombia, 1975-1990

By Sutti Ortiz


HARVESTING COFFEE, BARGAINING WAGES
LABOR MARKETS IN COLOMBIA 1975-1990

Offering an insightful scrutiny of rural market behavior and a convincing explanation of why farmers fail sometimes to manage their laborers in ways predicted by market models, this book shows how power imbalances and social conditions can impair the ability of laborers to attain a fair market contract during lax labor market periods.

1999. 265 pgs. ISBN 0-472-11018-7. $49.50 cloth. University of Michigan Press. (734) 764-4392.

The Identity of Liberation in Latin American Thought: Latin American Historicism and the Phenomenology of Leopoldo Zea

By Mario Sáenz

This is a book about a period of world history in which Latin American philosophers reflected and developed many of the most important philosophical ideas of the century. Those reflections and developments pertained to socioeconomic class analysis, and philosophies of cultural identity.

1999. 372 pgs. ISBN 0-7391-0019-X. $55.00 cloth. Lexington Books. (800) 462-6420.

Power, Patronage, and Political Violence: State Building on a Brazilian Frontier, 1822-1889

By Judy Bieber

Judy Bieber explores the relationship between state centralization and municipal politics in Minas Gerais, Brazil, during the Imperial Period, 1822-89. She charts the 19th-century origins of "coronelismo," a form of machine politics that linked rural power and patronage at the municipal level to state and federal politics. Her research provides a key to explaining Brazil's ability to maintain territorial and political cohesion within the framework of a constitutional monarchy instead of fragmenting violently, as did many Spanish republics.

1999. 253 pgs. ISBN 0-8032-1297-6. $45.00 cloth. University of Nebraska Press. (800) 755-1105.

Many publications featured in this section are available through amazon.com.

VIDEOS

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
P.O. Box 2053
Princeton, NJ 08543-2053
(800) 257-5126

The Spanish-American War: A Conflict in Progress

A Conflict in Progress

This program examines the conduct of the war, from Theodore Roosevelt's Roughriders to the defeatist attitude of Spanish commander Admiral Cerveras, to Cuban General Gomez and his decision to side with the Americans.

(52 min., color) Item #FFH 8335

Augusto Roa Bastos' Life and Literature: The Gate of Dreams

Augusto Roa Bastos is considered one of the greatest writers in the Spanish language. Providing insights into both the writer's personal life and the history and culture of Paraguay, this powerful narrative unweaves the complex forces that shaped Roa Bastos' life and literature.

(Spanish with English subtitles, 88 min., color) Item #FFH 10017

Picasso and His Time

This beautifully photographed program follows the development of this protean genius through the pink and blue periods, surrealism, cubism, sculpture, and ceramics–a unique artist who excelled in all styles and all media and remained, regardless of where he was, Spanish to the core.

(34 min., color) Item #FFH 4096

La Muerte de Pancho Villa

La Muerte de Pancho Villa

Covering many of the events of the Mexican Revolution, this program focuses on Pancho Villa–on his career, his political objectives, the reasons for his successes, the loyalty he inspired, and on those whose power he threatened, and at whose hands he died.

(Spanish, 60 min., color) Item #FFH 2307

CONFERENCES

NISOD2000

May 28-31

The 22nd annual International Conference on Teaching and Leadership Excellence, presented by the National Institute for Staff and Organizational Development (NISOD) and the Community College Leadership Program (CCLP) at The University of Texas at Austin. Features internationally renowned speakers with reputations for the best thinking in the fields of teaching and leading, plus more than 200 breakout sessions. In Austin, at the Austin Convention Center.

Contact: John Roueche and Suanne Roueche, (512) 471-7545.

National MultiCultural Institute 15th Annual National Conference

June 1-4

The 15th annual national conference theme is "Making Choices as a Diverse Society: Taking Responsibility for a Promising Future." At the Hyatt Regency Washington on Capitol Hill in Washington, D.C.

Contact: (202) 483-0700, ext. 227; e-mail, nmci@nmci.org; website, www.nmci.org.

National Conference for College Women Student Leaders

June 1-3

The Mission of the National Conference for College Women Student Leaders is to affirm women as today's campus leaders; expand their command of critical issues, using the resources of the nation's capital; and inspire them to realize their potential as tomorrow's global citizens and leaders. Theme: "Women Leading: Today and Tomorrow." Sponsored by NAWE, Advancing Women in Higher Education. In Washington, D.C.

Contact: (202) 659-9330; website, www.nawe.org/conferences/nccwsl.html.

NCORE 2000

June 1-5

13th Annual National Conference on Race & Ethnicity in American Higher Education. Sponsored by The Southwest Center for Human Relations Studies, Public and Community Services Division, College of Continuing Education, The University of Oklahoma. Among the keynoters is Edward James Olmos. In Santa Fe, N.M.

Contact: website, www.occe.ou.edu/ NCORE.

Association of Educational Publishers Conference 2000

June 7-9

"Trends & Transitions: A Meeting of the Minds" promises to "help you understand the issues our industry faces, discover new ideas to let you work more efficiently and productively, and network with major industry professionals." At the Capital Hilton in Washington, D.C.

Contact: (856) 256-4610; e-mail, mailbox@edpress.org; website, www.edpress.org.

AAHE Assessment Conference

June 14-18

The American Association for Higher Education's 15th annual conference on assessment asks, "Rising Expectations: Can Assessment Deliver?" In Charlotte, N.C.

Contact: (202) 293-6440; website, www.aahe.org.

Prentice Hall Faculty Development Symposium

June 15-16

"Student Achievement: Helping All Students Maximize Learning Options." At the Oxford Hotel in Denver.

Contact: Barbara Rosenberg, (201) 236-7952; e-mail, barbara_rosenberg@prenhall.com.

Latin American Educational Foundation Golf Tournament

June 21

The Latin American Educational Foundation hosts its annual Golf Tournament. In Sedalla, Colo.

Contact: (303) 446-0541.

University of Hawaii Curriculum Workshop

June 21-30

The Center for International Business Education and Research at the University of Hawaii-Manoa presents "The Development of Intercultural Coursework at Colleges and Universities." At U of H-M in Honolulu.

Contact: Jayna Reynon, (808) 956-3256; e-mail, jayna@cba.hawaii.edu.

American Association of University Administrators Annual Assembly

June 22-25

"A Discussion of Major Issues in Higher Education." At George Washington University Inn, Washington, D.C.

Contact: (972) 248-3957; e-mail, info@allianceedu.org.

NAWE—Women Leaders Institute

June 24-28

"Institute for Emerging Women Leaders in Higher Education." At University of Maryland Inn and Conference Center in College Park, Md.

Contact: (202) 659-9330; website, www.nawe.org.

Books in Spanish for Young Readers: Summer Workshops 2000

June 26-28, July 10-12, and July 31-August 2

Dr. Isabel Schon, director of the Center for the Study of Books in Spanish for Children and Adolescents at CSU-San Marcos, announces three three-day summer workshops: "Books and Reading Strategies for English Language Learners in Grades K-8," "Current Issues: Books in Spanish for Young Readers," and "Literature in Spanish for Children and Adolescents/La Literature en Español Dirigida a los Lectores Infantiles y Juveniles" (the latter conducted in Spanish).

Contact: e-mail, ischon@mailhost1.csusm.edu.

National Council of La Raza 2000 Annual Conference

July 1-5

NCLR's annual conference provides a forum for information exchange and experience-sharing on current issues important to the Hispanic community, and training and professional development in programs related to nonprofit management and advocacy; provides multiple, diverse networking opportunities; and more. In San Diego, Calif.

Contact: (800) 311-NCLR; website, www.nclr.org.

"Teaching about Latin America: Focus on the Caribbean."

July 10-14

International Studies Summer Institute presented by the Yale University Center for International and Area Studies.

Contact: (203) 432-3410; e-mail, pier.resource@quickmail.yale.edu; website, www.yale.edu/pieris.

"Understanding Global Issues: Women, Health, and Development"

July 10-20

International Studies Summer Institute presented by the Yale University Center for International and Area Studies.

Contact: (203) 432-3410; e-mail, pier.resource@quickmail.yale.edu; website, www.yale.edu/pieris.

2000 Summer Institute for Intercultural Communication

July 12-14, 17-21, 24-28

Now in its 24th year, The Intercultural Communication Institute is again offering a range of workshops and seminars designed to meet the needs of professionals in the areas of intercultural and multicultural education, training, business, counseling, and consulting.

Contact: (503) 297-4622; e-mail ici@intercultural.org; website, www.intercultural.org.

20th International Conference on Critical Thinking and Educational Reform

July 22-25

For its 20th International Conference, Sonoma State University presents "Teaching Students to Think Deeply Within and Across the Disciplines." At SSU in Rohnert Park, Calif.

Contact: (800) 833-3645 or (707) 878-9100; e-mail ccct@criticalthinking.org; website, www.criticalthinking.org.

Kiva's Mexico 2000 Education Tour

September 19-20, Guadalajara
September 22-23, Mexico City
September 25-26, Monterrey

Kiva Expeditions, Inc., is committed to building partnerships through key introductions among international exhibitors, Mexican schools representatives, and local business leaders. This year's tour, "Building Partnerships in Mexico," will focus on student recruitment through public fairs and school visits.

Contact: Annette Wright, (303) 770-3063; e-mail, kivaexpo@mindspring.com.

Hispanic Women's Corporation 15th Annual Conference

October 5-6

The 15th Annual Hispanic Women's Conference, presented by the Hispanic Women's Corporation. At the Phoenix Civic Plaza in Phoenix, Ariz.

Contact: (888) 388-4HWC or (602) 954-7995; e-mail, hwc@inetmail.att.net.

AAC&U's 3rd Bi-Annual Diversity and Learning Conference

October 26-29

"Diversity and Learning: Identity, Community, and Intellectual Development" is designed both for working teams of faculty and administrators and for individuals interested in improving classroom teaching, changing their curriculum, fostering systemic change in their institutions, and investing more in local and global communities. At the Westin William Penn Hotel in Pittsburgh, Pa.

Contact: (202) 387-3760; e-mail, meetings@aacu.nw.dc.us; website, www.aacu-edu.org/Meetings/divlearn00.html.

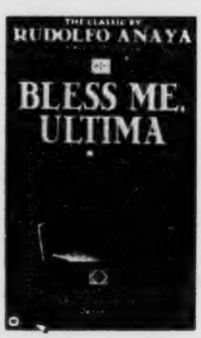
Book Review

By John Wegner

***Bless Me, Ultima,* by Rudolfo Anaya.** 262 pages. New York: Warner Books, 1994. ISBN 0-446-60025-3. $5.99 soft cover.

Rudolfo Anaya's most famous novel, *Bless Me, Ultima* (1972), is a classic in American literature. A novel that teaches well in both high school and college, it tells of Antonio Marez, a six-year-old Chicano boy living in New Mexico, and of the tumultuous year when Ultima, a woman old and wise, moves in with his family. The plot is exciting, and Anaya's magical realism and eloquent prose make the novel very readable.

The novel traces Ultima's influence on Antonio as she teaches him about his heritage and how to overcome the conflicts around him. In addition to seeing two men killed, Antonio sees Ultima accused of witchcraft and witnesses her amazing power in the face of evil. Her magical cures with herbs and potions challenge beliefs instilled in him by his parents.



As a young man, Antonio is torn by his parents' conflicting dreams for him. His mother, the daughter of a farmer, believes that the blood of her ancestors will prevail and that Antonio will become a priest of los pasturas. The father hopes his son will choose life on the llano and become a vaquero, as the father was before marriage. This conflict between his mother's people of the moon and his father's people of the sun establishes one of the essential themes of Anaya's work, and Antonio's coming of age transcends cultural designations. His fear of school, his struggle to fit in with his classmates, even his first communion and questions about God's presence in the world establish Anaya's novel as one about growing up.

However, *Bless Me, Ultima* is fundamentally a novel that privileges Chicano heritage, culture, and art. Ultima is a curandera whose presence helps Antonio establish his own dream for himself. She arrives with an owl who acts as Antonio's protector. This owl, overt symbol of Ultima's magic, is her "spirit."

"It had come with Ultima, and as men brought evil to our hills, the owl had hovered over us, protecting us. It had guided [Antonio] home from Lupito's death, it had blinded Tenerio the night he came to hurt Ultima, the owl had driven away the howling animals the night we cured my uncle, and it had been there when the misery of the Téllez family was removed." Antonio's connection to Ultima is strong. She delivered him, but more important is her ability to open Antonio's eyes to his cultural heritage.

Anaya's novel begins with Antonio's first-person reminiscence that "Ultima came to stay with us the summer I was almost seven. When she came the beauty of the llano unfolded before my eyes, and the gurgling of the waters of the river sang to the hum of the turning earth…She took my hand, and the silent, magic powers she possessed made beauty from the raw, sun-baked llano, the green river valley, and the blue bowl which was the white sun's home." Ultima's magic counters the dogma of the Catholic Church. Antonio's discovery of the pagan past of his people provides a mythic legacy as important as the Catholicism of his mother, and Ultima's presence opens his eyes to the world around him. The lessons she teaches Antonio allow him to realize that his parents will not decide his future. Instead, he understands that he will "have to build [his] own dream out of those things that were so much a part of [his] childhood."

Anaya's novel is a joy to teach because the students almost always enjoy reading it. Deceptively simple, students will easily recognize Antonio's struggle to grow up. Further examination of the novel, though, reveals a complexity worthy of in-depth analysis. Students will need help understanding the novel's magic realist tendencies, and many students will need a quick lesson in Chicano cultural symbols. La Virgen de Guadalupe, the Black Eagle, Aztlán, the story of La Llorona, and even la huelga (the Delano Farm Worker Strike beginning in 1965) are important figures within the symbolism of the novel. The racial conflict between Chicanos and Anglos in town is a subtle but fertile area of discussion. Antonio's brothers have been drafted in the war, and his father believes "*that the town steals our freedom*." The power structure of the town is not overtly oppressive, but Anaya includes enough images that allow the reader to see that the conflict between an unjust government and the Chicanos from across the river is real.

Award-winning novelist Rudolfo Anaya is Professor Emeritus of English at the University of New Mexico and the Grandfather of Chicano literature. Along with the other books in his New Mexico Trilogy (*Heart of Aztlán* and *Tortuga*), *Ultima* explores the Chicanos' sense of mixed heritage and cultural exile from their ancestors' land. In each of the Trilogy novels, the life and growth of Anaya's characters seem directly related to re-connecting with their Chicano heritage, an often painful journey, physically and psychologically. *Alburquerque* [sic] (1992), winner of the PEN Center West Award for Fiction, explores how language and its appropriation contribute to the people's sense of self. *Zia Summe* (1995), *Rio Grande Fall* (1996), and *Shaman Winter* (1999) weave magic realism with the conventional murder mystery. *The Farilitos of Christmas* (1995) and *Maya's Children* (1996) are children's books, seamless and colorfully illustrated re-tellings of age old Chicano myths.

Anaya's ability to create and re-create stories that cross cultural boundaries makes him an author of universal importance and appeal.

John Wegner teaches in the English department at Angelo State University, San Angelo, Texas.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

BEST COPY AVAILABLE

KINGSBOROUGH
COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK

Kingsborough is a comprehensive two-year community college of The City University of New York. Its beautiful 71-acre campus is located in Manhattan Beach – 25 minutes from Manhattan. The College is seeking qualified candidates for the following anticipated position vacancies for Fall 2000 or Spring 2001-subject to financial ability:

ART

Assistant Professor in the Department of Art in the area of Ceramics – to teach undergraduate courses in functional and sculptural ceramics. Studio management skills and knowledge of both high and low firing ranges essential. (Tenure Track Position) (Fall 2000/Spring 2001) (PVN#FY-571)
Qualifications: Master of Fine Arts with professional work and exhibition record in reputable galleries required. Prior college-level teaching experience is also required.

BEHAVIORAL SCIENCES AND HUMAN SERVICES

Assistant Professor in Department of Behavioral Sciences and Human Services in the area of Sociology – to teach full range of undergraduate courses in Sociology. (Tenure Track Position) (Fall 2000/Spring 2001) (PVN#FY-572)
Qualifications: Doctorate required, prior college-level teaching experience and evidence of scholarly activity.

Assistant Professor in Department of Behavioral Sciences and Human Services in Early Childhood Education – to teach full range of Early Childhood Education undergraduate courses. (Tenure Track Position) (Fall 2000/Spring 2001) (PVN#FY-573)
Qualifications: Doctorate in Early Childhood, Elementary Education or Special Education required; supervisory experience in an Early Childhood setting; experience working with pre-school aged children. Evidence of scholarly activity.

BUSINESS

Assistant Professor in Business Administration and Computer Applications in the Department of Business – to teach undergraduate courses in Business Administration, Computer Applications and various other business courses. (Tenure Track Position) (Fall 2000/Spring 2001) (PVN#FY-574)
Qualifications: Doctorate in appropriate area required; prior teaching experience on the college level; knowledge of Windows and Office 97; evidence of scholarly activity.

COMMUNICATIONS AND PERFORMING ARTS

Assistant Professor in Communication/Speech in the Department of Communications and Performing Arts – to teach undergraduate courses in Public Speaking, Intra/Interpersonal, Group Discussion, Business Communication, and Listening and Oral Interpretation. (Tenure Track Position) (Fall 2000/Spring 2001) (PVN#FY-575)
Qualifications: Doctorate in Speech Communication or related area; college level teaching experience in Communication and /or Speech, preferably in an urban environment; evidence of scholarly activity.

ENGLISH

Assistant Professor in the Department of English – to teach undergraduate courses in the Department of English. (Tenure Track) (Fall 2000/Spring 2001) (PVN#FY-576)
Qualifications: An earned doctorate in English plus formal training in composition and rhetoric required; experience in urban college- level teaching; evidence of scholarly activity.

HEALTH, PHYSICAL EDUCATION AND RECREATION (Three Positions)

Assistant Professor – to teach undergraduate courses in Recreation, Health and Physical Education courses as needed. (Tenure Track Position) (Fall 2000/Spring 2001) (PVN#FY-577)
Qualifications: Doctorate in Health, Physical Education or Recreation and Sports Management required, certification to teach aquatics desirable; prior college-level teaching experience; evidence of scholarly activity.

Assistant/Associate Professor in the Department of Health, Physical Education and Recreation, Director of Exercise Science/Personal Training Degree Program. – Supervision of the Exercise Science/Personal Training Program, student recruitment and advisement, teaching Exercise Science major courses, review and revision of existing syllabi, supervising equipment acquisition arrangement, recruitment and supervision of fieldwork sites for student interns. (Tenure Track Position) (Fall 2000/Spring 2001) (PVN#FY-579)
Qualifications: Doctorate in Exercise Science/Physiology, A.C.S.M. Certification, Fitness Center experience.

Lecturer in the Department of Health, Physical Education and Recreation to serve as Athletic Director and Coach of Men's Basketball Team. – Teaching responsibilities for Health and Physical Education courses; additional responsibilities as Athletic director include scheduling intercollegiate athletic contests and the arrangement of the following: contracts, officials, transportation, public relations, league and conference meetings, eligibility, budget, equipment, facilities and all other related activities as well as coaching of the Men's Basketball team. (Search Reopened) (Fall 2000) (PVN#FY-578)

MATHEMATICS AND COMPUTER SCIENCE

Instructor/Assistant Professor – to teach a full range of undergraduate courses in Mathematics and Computer Science. (Assistant Professor is a Tenure Track Position)
(Fall 2000/Spring 2001) (PVN#FY-580)
Qualifications: Doctorate in Mathematics or Computer Science required for Assistant Professor. For Instructor, significant progress toward completion of required coursework and examinations for Ph.D.; prior college level teaching experience; evidence of scholarly activity. Preference will be given to candidates with expertise in Computer Science, especially C++, Assembler, Discrete structures, and data structures.

NURSING

Instructor/Assistant Professor in the Department of Nursing – to teach undergraduate courses in all areas of Nursing. (Assistant Professor is a Tenure Track Position) (Search Reopened) (Fall 2000/Spring 2001) (PVN#FY-581)
Qualifications: Master's Degree in Nursing, plus NYS RN license required; Doctorate or equivalent required for professorial rank. Prior teaching experience in an academic setting preferred; recent clinical experience required. Knowledge of and commitment to Associate Degree Nursing Education and curriculum development. Evidence of scholarly activity.

TOURISM AND HOSPITALITY

Lecturer/Instructor/Assistant Professor – to teach undergraduate courses in all areas of Tourism, primarily in Food Service and Hospitality industry. (Assistant Professor is a Tenure Track Position) (Fall 2000/Spring 2001) (PVN#FY-582)
Qualifications: Bachelor's Degree required for Lecturer; Master's Degree for Instructor; MBA Degree in a related area preferred; Doctorate or equivalent required for Assistant Professor. Extensive professional experience in at least two of the following industry components: travel and tourism, hospitality, food service, transportation. Hospitality experience preferred. College - level teaching experience desirable. Demonstrated experience in relevant computer software and Internet applications desirable. Evidence of scholarly activity.

Responsibilities for Assistant Professor and Instructor positions require student advisement, committee participation and scholarly or creative works. For lecturer positions, student advisement and committee participation are required; scholarly or creative works are preferred.

SALARY: Commensurate with qualifications and experience.

Please send resume (refer to PVN#) by June 6, 2000 to:
Dr. Fred B. Malamet, Interim V.P. & Dean of Faculty (A-218)
Kingsborough Community College, 2001 Oriental Boulevard, Brooklyn, New York 11235
An EO/AA/IRCA/ADA/EMPLOYER

Position Announcement
FOUNDING DEAN
School of Science and Mathematics
California State University, Bakersfield

Description: Due to an academic reorganization, California State University, Bakersfield (CSUB) is initiating a search for the Founding Dean of the School of Science and Mathematics. We seek an academic leader with vision and energy who will work collaboratively to build a distinguished School of Science and Mathematics. Science and Mathematics offers baccalaureate and masters degrees in disciplines of biological and physical sciences, and mathematics, and in professional programs of computer science, environmental resource management, and nursing. Our new baccalaureate degree programs in engineering will be housed in this school. Science and Mathematics also participates in a diversified baccalaureate degree in Liberal Studies for students interested in elementary school teaching. In addition, Science and Mathematics is establishing baccalaureate degree programs at the University's off-campus center in Antelope Valley.

CSUB enrolled its first students in 1970 and is one of the 23 campuses in the California State University (CSU) system. In Fall, 1999, CSUB enrolled 6,000 students or 5,250 full-time equivalent students (FTES). In Fall, 1999, Science and Mathematics enrolled over 1,000 students and had 60 full-time faculty members. For additional information, please refer to the CSUB Home Page at **http://www.csuoak.edu/.**

The service region for CSUB is larger than West Virginia and includes the Southern San Joaquin Valley, the eastern Southern Sierra Nevada, and the western Mojave Desert. Bakersfield, the largest city in the region, has a population of 231,000, and the service region exceeds 700,000. Bakersfield offers all the amenities of modern city life and a relaxed life style for families. Los Angeles and the Pacific Ocean beaches are only two hours away. New housing is the best in the State for value and availability. New light industries and service businesses have expanded on the traditional economic base of oil and agriculture.

Responsibilities: The Founding Dean for the School of Science and Mathematics (S&M) is expected to provide leadership within the context of the CSU system and CSUB's service region. He/she is responsible for ensuring teaching excellence, research and scholarship, and community service within the School; recruiting, hiring, and evaluating all S&M faculty; and academic planning, budgeting, and personnel management for the School. The Dean is expected to work collaboratively with faculty and other academic administrators in all curricular matters and in the development of strong, innovative, academic programs. He/she will have major responsibilities in acquiring grants and contracts and engaging community leaders to establish partnerships that will enhance the School's programs. The Dean reports to the Provost and represents the School within the University and to external professional constituencies; local, state, and national agencies; and the regional community.

Qualifications:

1. An earned doctorate and a record of teaching excellence and scholarly achievement and other qualifications sufficient to merit appointment as a Professor in one of the disciplines in the School of and Science and Mathematics;
2. Appropriate academic administrative experience leading to the level and range of responsibilities described above;
3. Demonstrated success in the acquisition of external funding and the development of community partnerships;
4. Effective engagement of faculty, students, staff, other university administrators, and members of the greater community; and
5. Commitment to the ethnically and culturally diverse population served by the University.

Applications and Nominations: Review of applications will begin immediately and will be accepted until this position is filled. Completed applications must include the following:

1. Letter of application addressing the responsibilities and qualifications described above;
2. Current vita; and
3. Names, addresses, telephone numbers, and e-mail addresses for at least four (4) references.

Nominations and applications should be sent to:

Chair, Search Committee
Dean for the School of Science and Mathematics
c/o Office of the Provost
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1099

Salary and benefits are competitive and commensurate with experience and qualifications. Appointment is expected to begin as soon as possible.

CSUB fosters and appreciates ethnic and cultural diversity among its faculty, students, and administrative staff. Applications from women, ethnic minorities, veterans, and individuals with disabilities are welcome.

Capella
UNIVERSITY

SCHOOL OF PSYCHOLOGY

ADJUNCT FACULTY

Capella University's School of Psychology is hiring adjunct faculty in the following areas of specialization: Addiction Psychology, Clinical Psychology; Educational Psychology; Family Psychology, Health Psychology, Organizational Psychology, and Sport Psychology.

Context: Capella University is a regionally accredited institution of higher education which offers undergraduate and graduate degree programs, certificates, and continuing education to adult learners who seek to integrate advanced study with their professional lives.

Responsibilities: Adjunct faculty are part-time faculty who serve as independent contractors. Adjunct faculty teach graduate courses in the core and specialty curriculum, mentor graduate students in their specialty area, and serve as residency faculty at academic sessions. They serve on School and program committees and share full voting privileges in academic matters. With members of the full-time core faculty, adjunct faculty are responsible for assuring the student's educational experiences are consistent with the prevailing national standards for the education of professional psychologists.

Qualifications: 1) Earned doctorate. 2) Interest in and commitment to teaching in an online environment. 3) Proficient in the use of Internet tools. 4) Have prior graduate teaching experience.
Salary: Commensurate with experience and qualifications.
Starting Date: April 1, 2000
Deadline: Review of applications will continue until positions are filled.
Application Procedures: Send letter of application, vita, three letters of recommendation and transcripts to:

Janet Korpi
Human Resources
Capella University
330 2nd Avenue South; Suite 550
Minneapolis, MN 55401
Phone:(612) 252-4290 Fax: (612) 337-5396
E-mail: jkorpi@capella.edu
http://www.capellauniversity.edu

Instructor of Latin American History

The Department of History, Saint Michael's College, needs a full-time instructor to teach the Latin American history survey and upper-level seminars on modern Latin American for the 2000-2001 academic year. Compensation will be appropriate to qualifications. To be considered, candidates should be at least ABDs in Latin American history.

SAINT MICHAEL'S COLLEGE

To apply, send a cover letter, a current c.v., and two letters of reference to: **Douglas Slaybaugh, Chair-Department of History, c/o Office of Human Resources, Saint Michael's College, Colchester, VT 05439. Telephone (802) 654-2465. E-mail dslaybaugh@smcvt.edu.** The deadline is May 30, 2000. AA/EOE.

MVLA
HIGH SCHOOL DISTRICT

Mountain View-Los Altos Union
High School District
1299 Bryant Avenue
Mountain View, CA 94040

ASSISTANT PRINCIPAL
MOUNTAIN VIEW HIGH SCHOOL

SALARY: $83,072-$93,898-220 DAYS (1999-2000 Salary Schedule)
CLOSING DATE: May 26, 2000
CONTACT: Steve Hope, Assoc. Superintendent - Personnel & Technology
Telephone: (650) 940-4675 Fax: (650) 961-1346
E-Mail: steve.hope@mvla.net

SPEECH/ LANGUAGE SPECIALIST

The A. Harry Moore School is a specialized academic and therapeutic school for the disabled which is affiliated with New Jersey City University. We offer all the advantages of working in a public school with the additional work satisfaction of being connected to a large, urban state university, tuition reimbursement, competitive salaries and benefits, school hours and holidays, plus a dynamic team of special educators.

The A. Harry Moore School is located in Jersey City, New Jersey directly across from the New Jersey City University. The school is convenient by train, bus or auto from the local metropolitan area.

DUTIES: Makes assessments, analyses and classifications of students' communication competencies and characteristics. Plans, prepares and delivers treatment programs for children with speech and language deficiencies. Serves as a resource person in the area of speech and language development and disorders to classroom teachers, parents, administrators and the child study team; and participates in the planning of educational programs for children with communication disabilities.

REQUIRED: A Master's Degree in Speech-Language Pathology from an accredited institution;
New Jersey Speech-Language Specialist certification or licensure

STARTING DATE:
September 1, 2000.

Applications must be received by May 30, 2000.

APPLICATION: Candidates must submit a letter of application, resume, official transcripts, certification, work experience, and names, addresses and telephone numbers of at least 3 professional references to:

Mr. Dennis Paporello, Principal
A. Harry Moore School
2078 Kennedy Blvd.
Jersey City, NJ 07305
Ph: 201-200-3138

NEW JERSEY CITY UNIVERSITY

New Jersey City University is an equal opportunity, affirmative action employer who encourages diversity among its employees.

KEAN UNIVERSITY
Union, New Jersey
Founded in 1855

Kean University, a comprehensive metropolitan university, is committed to excellence and access and to developing, maintaining and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community to serve a richly diversified student population of 12,000.

ASSISTANT DIRECTOR
Office of Admissions

Responsibilities: Include but are not limited to, recruitment of student applicants through the practice of territory management, follow-up of recruitment activities within the scope of territory management; review and evaluation of applications and supporting credentials; coordination of extensive follow-up program with applicants, community colleges and high school counselors; organization of campus tours and workshops; preparation of accurate statistical reports with conclusions and recommendations for admissions-related matters.

Requirements: Baccalaureate and 2 years admissions experience. Ability to interpret, apply and analyze established admissions, policies and procedures essential. Preference given to candidates with excellent communication and interpersonal skills and ability to interact effectively with prospective student, parents and associated University personnel.

Salary & Benefits: Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included.

Application: Candidacy review begins immediately and continues until appointment is made. Send letter of interest; up-to-date resume; names, addresses, telephone numbers of three references. Official transcripts and three current letters of recommendation required before appointment. Apply to Director: Audley Bridges, Office of Admissions, Kean University, 1000 Morris Avenue, Union, NJ 07083.

Where Tradition and Technology Meet

KEAN

New York University

TECHNICAL SUPPORT SPECIALIST

Leonard N. Stern School of Business

NYU's Leonard N. Stern School of Business has an opportunity for a Technical Support Specialist who will manage the Office of Career Development's database system, develop new applications, liaise with outside vendors, train staff, and conduct workshops for MBA students. Requirements: Bachelor's degree; 3 years relevant experience; knowledge of Access, dBase III+, UNIX, Perl, HTML, SQL and PowerPoint; excellent interpersonal, communication, analytical, and organizational skills.

We offer excellent opportunities along with an outstanding benefits package which includes: free NYU tuition for self, spouse, and children where eligible; generous vacation, health, dental, and retirement plans. Please send resume, cover letter, and salary history/requirements to: **New York University, Leonard N. Stern School of Business, Tisch Hall, 40 West Fourth Street, Suite 624, New York, NY 10012-1118, Attention: Human Resources.**

NYU is an Equal Opportunity/Affirmative Action Employer.

ACCT

DIRECTOR OF BOARD SERVICES

ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES
Washington, DC

The Association of Community College Trustees (ACCT) invites applications for the senior level position of Director of Board Services. This individual will join the other members of the association staff in providing education, service, and advocacy efforts on behalf of member boards of trustees of community, junior and technical colleges.

The Director is responsible for the design, delivery and evaluation of the CEO Search Service, Interim CEO Service, and Board Leadership Retreat Service. He/she supervises the Associate for Board Services and the association's search, reference and retreat consultants.

THE SUCCESSFUL CANDIDATE WILL:

- have a commitment to the values and principles of the community college mission, the lay governance of higher education, and diversity.
- exhibit the interest, enthusiasm, and creativity necessary to meet the challenges posed by the changing social, educational, political, economic and technological environment.
- have successful experience in the facilitation of group goal setting and achievement.
- demonstrate successful experience in management and supervision.

Citing experience or knowledge in the following areas can enhance candidate applications:

- Leadership experience with a community college
- Membership on a not-for-profit board
- Experience with executive search processes
- Use of information technology
- Designing education experiences or programs
- Association management

Individuals wishing to pursue this unique position should send a letter describing their interest, experience and qualifications to **Ray Taylor, President, ACCT, 1740 N Street, NW, Washington, DC 20036; Fax 202-223-1297 or email rtaylor@acct.org**. No phone calls, please.

Nominations and applications will be accepted until the position is filled. However, since the Search Committee will begin reviewing applications June 15, 2000 (date has been extended), submissions are encouraged prior to that time. All inquiries, nominations and applications will be held in strictest confidence. Applications and nominations of individuals who would increase the richness of the association's diversity are welcome.

CALIFORNIA STATE UNIVERSITY BAKERSFIELD

READING/LITERACY

Elementary and/or Secondary Education (three positions). Rank Open (tenure track), beginning September 5, 2000. Salary commensurate with experience and qualifications. Teach reading/literacy courses for preservice, master's level, and reading specialist credential students. Supervise elementary or secondary student teachers in cross-cultural settings. Earned doctorate or ABD status in reading/literacy. At least three years of successful full-time teaching experience in grades 1-6 or 7-12. Strong commitment to literacy and preparing students for bilingual/multicultural and/or ethnolinguistic settings. Ability to write grants and incorporate computers in the literacy classroom is desirable. Positions open until filled. Send letter of application, vita, placement file or transcripts of graduate courses, and three letters of recommendation to: **Dr. Sheryl L. Santos, Dean, School of Education, California State University, Bakersfield, 9001 Stockdale Highway, Bakersfield, CA 93311-1099. AA/EOE.**

1785

The University of Georgia

SPANISH/BUSINESS

Full-time, renewable position in Spanish language and Business Spanish to begin July 1, 2000. Joint appointment, Franklin College of Arts and Sciences and the Terry Business School. Responsibilities: upper-division Spanish language and Business Spanish courses; training and supervising graduate students or instructors to assist in teaching Business Spanish; developing business programs in foreign languages. Salary: $43,000 (twelve months). Preferred qualifications: Ph.D. in Spanish language, literature or culture; formal education and/or experience in business; evidence of successful teaching; native or near-native ability in Spanish. Minorities and women especially encouraged to apply. Applications received before June 1, 2000 will receive full consideration. Send letter of application, CV, placement file (or transcripts and 3 letters of recommendation):

Noel Fallows, Acting Head
Department of Romance Languages
University of Georgia
Athens, GA 30602-1815

nfallows@arches.uga.edu
Web site http//www.rom.uga.edu/

AA/EOE

Assistant Professor- Educational Technology (search reopened)

Plattsburgh State University of New York invites applications for a tenure-track Assistant Professor position (Educational Technology) in the Center for Educational Studies and Services. Plattsburgh State University is a comprehensive, coeducational institution that is located in an area noted for its recreational facilities. Plattsburgh is within an hours drive from Montreal, Quebec, Burlington, VT and Lake Placid, NY with easy access to Boston, Albany and New York City.

Qualifications: Doctorate in appropriate field, and substantive experience in designing and implementing developmentally appropriate K-12 interdisciplinary curricula that include the innovative integration of telecommunications and other multimedia technologies. Expertise in the educational uses of multimedia/hypermedia, authoring languages, and presentation software will also be an asset. Doctoral dissertation near completion considered. **Additional qualifications include:** evidence of successful experience teaching in a public school setting (3 years preferred); commitment to and a record of teaching excellence (college teaching experience preferred); evidence of scholarship and/or professional activity; evidence of ability to work collaboratively and effectively with college faculty, staff and students, and with community members and school personnel; evidence of commitment to cultural diversity and ability to prepare individuals to function in a culturally and ethnically diverse society.

Responsibilities: teaching undergraduate and graduate educational technology courses that integrate with the elementary, secondary, and special education curriculum and practicum courses; serve as a consultant to Center faculty with respect to integrating educational technology into their curricula and to assist them in utilizing state-of-the-art technological resources and developing a fully networked electronic classroom available within the Center; advising students; departmental and/or college and community service; working with or mentoring part-time faculty; committee work, scholarly activity; public school collaboration in rural and urban areas; availability for teaching at off-campus location and via telecommunications; interest in and ability to contribute to program development, assessment, and/or accreditation.

Salary: competitive and commensurate with experience.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University is an affirmative action, equal opportunity employer.

Review of applications will continue until position is filled. Please send letter of application, curriculum vitae, official transcripts, and three current letters of reference to **Chair, Search Committee (PJ # 2425-808)**, c/o Human Resources Office, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. **Fax # (518) 564-5060.**

Plattsburgh

STATE UNIVERSITY OF NEW YORK

Fifth Annual National Conference • Regional and National Award Winner

People of Color in Predominantly White Institutions

October 27-28, 2000 • University of Nebraska–Lincoln

CALL FOR PROPOSALS

Deadline: June 15, 2000

Notice of acceptance will be made by July 15, 2000.

This interdisciplinary conference critically examines a wide range of issues facing people of color in predominantly white institutions. Proposals are invited for presentations on such topics as:

- Different perspectives on majority rules
- Race, sports and society
- Issues of recruitment and retention
- Spirituality in higher education
- Multiracial students and where do they fit
- Equity, ethnicity and gender

Direct Inquiries to:
Academic Conferences and
Professional Programs
Division of Continuing Studies
University of Nebraska–Lincoln
156 NCCE
Lincoln, NE 68583-9600
Phone: (402) 472-2844
Fax (402) 472-9688
E-mail: acpp1@unl.edu
Visit our website at:
dcs.unl.edu/acpp/people00

Nebraska

UNIVERSITY OF NEBRASKA - LINCOLN

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FULL TIME POSITIONS

These positions will remain open until filled, however, the interview process will commence on May 8, 2000.

INSTITUTE FOR BUSINESS TRENDS ANALYSIS

Market Research Associate

The Associate Director reports to the Director of the Institute for Business Trends Analysis and assists the Director in the everyday management of the Institute's affairs: Identifies workforce development study topics, conducts the research and writes reports. Conducts business-related market research that helps the college and the Institute shape its programmatic and development activities. Identifies focus group discussion topics and participants. Helps moderate the discussion and writes reports. Designs and manages market research strategies and projects, including the design of questionnaires, that advance the Institute and its publications. Writes proposals that secure funding for the college and Institute. Collects, verifies and prepares data for publication. Prepares reports for management, both written and oral, on marketing and other Institute related activities. Supervises the work of the research assistant. Perform other duties as required. Bachelor's degree and related master's degree. Five years of related experience. Strong writing skills. **SALARY: $55,000/A - $60,000/A.** ***Vac.#G352.***

Market Research Assistant

The Research Assistant for the Institute for Business Trends Analysis reports to the Institute's Director and supports its focus group and labor market intelligence data collection and analysis activities: Develops and maintains contact with the Institute's data providers. Drafts minutes of focus group discussions. Participates in the design and management of market research strategies and projects, including the design of questionnaires. Collects, verifies and prepares data for publication. Generates reports for management. Completes writing assignments for publication as required. Manage and provide staffing support with responsibilities including clerical and data input duties. Perform other duties as required. Bachelor's degree and five years experience. Knowledge of word processing, spreadsheet and database software. Demonstrable facility with quantitative data. **SALARY: $30,000/A - $35,000/A.** ***Vac.#G353.***

REFER TO THE ABOVE BMCC VACANCY # AND SEND TWO (2) RESUMES ALONG WITH TWO (2) COVER LETTERS TO:

Mr. G. Scott Anderson
Director of Human Resources
Borough of Manhattan Community College/CUNY
199 Chambers Street, New York, NY 10007

BMCC

AN EQUAL OPPORTUNITY//AFFIRMATIVE ACTION/AMERICAN DISABILITY ACT EMPLOYER. IRCA VERIFICATION REQUIRED - NO PHONE CALLS, PLEASE

EASTERN NEW MEXICO UNIVERSITY-ROSWELL

EMPLOYMENT OPPORTUNITY

POSITION:	Dean of Instruction
LOCATION:	Roswell, New Mexico
SALARY:	low $70,000's
CLOSING DATE:	Open Until Filled
DATE AVAILABLE:	August 1, 2000

SUMMARY: The Dean of Instruction is responsible for the overall administration, development, and maintenance of all college instructional and instructional support programs. Additionally, has direct supervision over five division chairs, Director of the LRC, Director of Learning Technologies, Director of Customized Training and a secretary. The Dean of Instruction reports directly to the Provost (CEO) and is a member of the Provost's Cabinet.

MINIMUM QUALIFICATIONS: Must possess an earned doctorate in higher education administration or related degree and five years' related experience to include upper-level management in a community college environment.

DESIRABLE QUALIFICATIONS: Strong computer applications skills; excellent written and oral communication skills; familiarity with current practice in institutional effectiveness; working with a culturally diverse community and student body; working collaboratively with other administrators, faculty and staff to advance the goals of the instructional program; and experience in working with accrediting bodies.

WORKING CONDITIONS: Work is performed in a smoke free facility. Occasional travel is required.

TO APPLY: Submit application, letter of interest, resume, complete transcripts, and the names, addresses and phone numbers of three professional references to: **Human Resources Office, ENMU-Roswell, P.O. Box 6000, Roswell, New Mexico 88202-6000.** Complete packets MUST be in the Human Resources Office to be considered for this position.

APPLICANTS ARE RESPONSIBLE FOR SUBMITTING COMPLETE PACKET

ENMU-Roswell is an AA/EOE/ADA Employer

Roger Williams University

www.rwu.edu

COORDINATOR OF RESIDENCE EDUCATION

The University invites applicants for the full-time, twelve-month Coordinator of Residence Education position.

The Coordinator will assume overall responsibility for a specific University housing area; supervise residence assistants; serve as a primary judicial hearing officer for the University's Judicial Office; and assist with summer conferences.

Qualifications: Bachelor's degree required, Master's degree preferred. Minimum one year of student affairs experience required, previous supervision of student housing is preferred.

Salary range is $21,500-$24,500. Competitive benefits package including a furnished apartment and meal plan.

A review of applications is underway and will continue until the position is filled.

Send cover letter, resume and a list of three professional references to: ***Office of Human Resources, Ref. #HO024 Coordinator of Residence Education, Admissions Roger Williams University, One Old Ferry Road, Bristol, RI 02809.***

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

HEAD, CATALOG DEPARTMENT

Northeastern University Libraries

Northeastern University Libraries invites applications and nominations of individuals with vision, enthusiasm and leadership ability for the position of **Head, Catalog Department**. The successful candidate will have the opportunity to lead the Libraries in the planning, development, and assessment of innovative programs for the organization, description, control of and access to information resources, and to collaborate in the transformation of technical services.

Responsibilities: Administer the Catalog Department, including the cataloging, classification and content analysis of resources, database maintenance of Library catalog systems and physical processing and preparation of materials. Actively support and demonstrate commitment and sensitivity to diversity in the workplace. Ensure quality control and data integrity of the online public access catalog and Library holdings, and their linkages to networked and related systems. Establish cataloging policy and practices within the context of national and international standards, and in collaboration and consultation with other departments and libraries. Develop proposals for, negotiate, implement, and assess contract services. Assess the application of national and international cataloging, metadata and data definition standards. Research, test and evaluate information systems, and the effects of various search engines and retrieval techniques on the utilization of library management systems, virtual catalogs and other databases. Participate in consortial and other professional activities associated with information retrieval and data description and access.

Setting: Northeastern, is an urban, student-focused, Carnegie Research II institution, dedicated to a cooperative education learning model. Visit the Library's website at http://www.lib.neu.edu/.

Qualifications: ALA-accredited MLS degree required; additional advanced degree desirable. At least 5 years demonstrated successful experience in the management and supervision of cataloging and database maintenance activities in academic or research libraries. Demonstrated knowledge of national and international standards relating to the organization of knowledge, cataloging, classification, description and access, and emerging standards for digital resources. Demonstrated knowledge and experience with cooperative programs, consortia initiatives and operational workflow analyses. Knowledge of trends and issues in academic libraries, higher education, scholarly communication and emerging technologies. Ability to work with a wide variety of individuals at all levels. Strong service orientation. Commitment to staff development. Demonstrated commitment and sensitivity to diversity in the workplace. Excellent planning, analytical, communication, supervisory, project management and organizational skills.

Salary: Competitive, commensurate with qualifications and experience. Excellent benefits.

Review of applications will begin June 23 and continue until the position is filled. Please send letter of application, resume, and the names of three references to: Carol Chamberlain, Associate Dean, Northeastern University Libraries, 320 Snell Library, 360 Huntington Avenue, Boston, MA 02115.

Northeastern University is an affirmative action, equal opportunity employer, and especially welcomes applications from minorities, women, and persons with disabilities.

KEAN UNIVERSITY

Union, New Jersey

Founded in 1855

Kean University, a comprehensive metropolitan university, is committed to excellence and access and to developing, maintaining and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community to serve a richly diversified student population of 12,000.

ASSOCIATE DIRECTOR

Senior Women's Athletic Administrator

Kean University , an NCAA Division III member institution and member of the New Jersey Athletic Conference, invites applications for a full time, 12 month Associate Director of Athletics position reporting directly to the Director of Athletics.

Responsibilities: Supervision of a comprehensive intercollegiate women's athletic program; serve as compliance coordinator for all men's and women's athletic programs; maintain and monitor the institution's compliance with NCAA, NJAC and Kean University rules and regulations; assist the director in the administration and governance of the entire athletic program.

Qualifications: Bachelors degree required, Master's Degree preferred, a minimum of five years experience in athletics administration. Successful college coaching experience, recruiting experience, knowledge of NCAA rules and regulations and experience with NCAA compliance.

Salary & Benefits: Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included.

Application: Please forward a letter of application, resume and three letters of reference to: Glen Hedden, Director of Athletics, Kean University, 1000 Morris Avenue, Union, NJ 07083. Application review begins immediately until position is filled. Priority consideration is given to applications received prior to June 9, 2000. Anticipated start date August 1, 2000.

Where Tradition and Technology Meet

Kean University is an EEO/AA institution

KEAN UNIVERSITY

Advertise with

The Hispanic Outlook in Higher Education

and stay informed!

www.HispanicOutlook.com

USF University of South Florida

The University of South Florida is currently recruiting for various faculty and/or staff positions. For more information about the University's vacant positions, please visit our Web site at http://usfweb.usf.edu/usfpers/vacancy.html; or call our Job Line for staff positions at (813) 974-2879.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave. • Tampa, FL 33620

EASTERN NEW MEXICO UNIVERSITY-ROSWELL
EMPLOYMENT OPPORTUNITY

POSITION: Dean of Information Services
LOCATION: Eastern New Mexico University-Roswell
SALARY: Competitive ($60,000+)
CLOSING DATE: Open Until Filled
DATE AVAILABLE: July 1, 2000

Provide assigned management and consultant services in the area of instructional data processing, network management, information technology, and provide direction to the continuing education (non-credit) data processing functions.

RESPONSIBILITIES AND AUTHORITY OF JOB: Provide direct administration and supervision of Microcomputer Applications Specialist, Department of Information Technology for the entire institution. Prepare accurately, promptly, and completely forms required by administration.

QUALIFICATIONS: Be able to perform the administrative and supervisory duties demanded by the position. Possess knowledge of, and agreement with, comprehensive community college philosophy. Relate and interact in an effective, positive manner with students, faculty, administration personnel, support personnel, and general public. Good communication skills. Have the ability to organize, develop, implement, and supervise learning activities. Initiative, ability, and motivation for continued self-improvement and to remain current in job assignments and technology. Ability to work with confidential information and maintain confidentiality of same. Ability to perform short and long-range planning for information technology. Understanding of hardware and software applications sufficient to effectively manage information technology systems. Sufficient knowledge to design, develop, implement, and manage a wide area network. Be able to develop detailed specifications on information technology requirements and submit to vendors.

EDUCATION: Advanced training in data processing required. Network training equivalent to Certified Netware Engineer. Bachelor's degree or equivalent experience.

EXPERIENCE: Minimum of three (3) years (6,000 hours) vocational data processing and network administration, or an equivalent combination of education and experience.

TO APPLY: Submit 1) Letter of interest; 2) Resume; 3) Names and phone numbers of three professional references; 4) Transcripts (unofficial for application purposes) to: **Human Resources Office ENMU-Roswell, P. O. Box 6000, Roswell, NM 88202-6000.** Complete packets must be submitted to the Human Resources Office in order to be considered for the position. For a complete job announcement please call the Human Resources Office at (505) 624-7412.

Applicants must have a strong commitment to working on a campus that values cultural diversity. Applications from minorities and women are highly encouraged.

ENMU-Roswell is an EEO/AA/ADA Employer.

Coordinator of Multicultural Teaching and Learning Services

The Center for Research on Learning and Teaching (CRLT) at the University of Michigan is seeking a Coordinator of Multicultural Teaching and Learning Services who will design, develop, and oversee the implementation of programs that enhance University teaching so it is more responsive to and enriched by the diverse values, perspectives, and styles of our pluralistic student population. This person will assist faculty and graduate student instructors (GSIs) to create an effective learning environment that is open, positive, and stimulating for all students and will help to articulate a vision of how the University could better foster multicultural teaching and learning, across all disciplines.

Candidates should have a Ph.D. and a successful record of work on multiculturalism; experience with faculty/instructional development and program administration in a university setting; strong oral and written communication skills; and the ability to work effectively with faculty, GSIs, and academic administrators and staff. College teaching experience is required.

For more information, see
<http://www.umich.edu/~crltmich/> or
call 734-674-6797.

The University of Michigan is an equal opportunity/affirmative action employer.

Iona College, New Rochelle, NY

FACULTY POSITION

Full-Time

DEPARTMENT OF SPEECH COMMUNICATION STUDIES

Iona College, dedicated to personal teaching in the tradition of the Christian Brothers and American Catholic higher education and an equal opportunity employer, is seeking applicants for a full-time faculty position in the Department of Speech Communication Studies.

The appointment will be at the rank of Assistant Professor. Teaching experience and a PhD in Speech Communications or a related field are required.

Responsibilities include teaching the basic college core course and upper-level communication courses. The successful candidate will also advise students, engage in department and college service, and continue professional development.

Applicants should submit a letter of application, which includes a statement of their teaching philosophy, their curriculum vitae and three letters of reference by May 30, 2000 to:

Judythe Isserlis, PhD
Chair, Department of Speech Communications Studies

IONA

715 North Avenue, New Rochelle, NY 10801

ASSISTANT HEAD, ACCESS SERVICES
Northeastern University Libraries

Northeastern University Libraries invites applications from and nominations of individuals with enthusiasm, energy, creativity, and leadership skills to participate in the operational management and continuous improvement of access services in an environment undergoing rapid transformation. The successful candidate will be experienced in planning, implementing, managing, and evaluating services, knowledgeable of current trends in the provision of information in an academic environment, familiar with the technology needs of access services, and have strong supervisory skills.

Responsibilities: Manage and participate in the daily operations of circulation, billing, reserve services, stack maintenance, interlibrary loan, photocopying, security, and building operations. Hire, train, supervise, schedule and evaluate staff (11FTE career and 40 FTE casual, including evening and weekend staff). Set and promote standards of service excellence. Recommend and implement policies and procedures, and assure operations compliance. Oversee billing and the collection of library fines. Monitor photocopy service and equipment maintenance. Participate in strategic planning and in the development of short and long term goals for Access Services. Plan and implement digital and self-service initiatives. Oversee provision and marketing of services using the Libraries' web pages. Coordinate the collection of operational statistics and participate in its analysis. May participate in collection development, reference, and/or bibliographic instruction. Occasional weekend and evening duties may be required.

Setting: Northeastern, is an urban, student-focused, Carnegie Research II institution, dedicated to a cooperative education learning model. Visit the Library's website at *http://www.lib.neu.edu/*

Qualifications: ALA-accredited MLS degree. At least two years experience including effective supervision, budgetary responsibility, and project planning and management in access services or related activities, preferably in an academic library. Ability to thrive in a rapidly changing environment. Excellent organizational, analytical, planning, interpersonal, and oral and written communications skills. Attentive to detail. Service-oriented, energetic, innovative, self-motivated, and resourceful. Must have experience in, or a demonstrated commitment to achieving and working with a diverse staff and student population. Ability to perform related physical activities, such as lifting books and pushing fully-loaded book trucks. Able to work occasional weekend or evening hours. Knowledge of library management systems and networks, OCLC, HTML, and Web publication.

Salary: Competitive, commensurate with qualifications and experience. Excellent benefits.

Review of applications will begin **June 23, 2000,** and continue until the position is filled. Please send letter of application, resume, and the names of three references to: Lesley A. Milner, Head, Access Services, Northeastern University Libraries, 150 Snell Library, 360 Huntington Ave., Boston, MA 02115

Northeastern University is an affirmative action, equal opportunity employer, and especially welcomes applications from minorities, women, and persons with disabilities.

ROOSEVELT UNIVERSITY

College of Education

Associate Dean

The College of Education at Roosevelt University invites applicants for the position of Associate Dean for the Albert A. Robin Campus in Schaumburg, Illinois. Roosevelt is a metropolitan University with campuses in Chicago and Schaumburg; the College offers certification and degrees in six program areas, a doctorate in Educational Administration and Supervision, and a number of special academic projects. The College has a dynamic faculty committed to teaching and committed to developing programs that meet the needs of graduates who will work in diverse and multicultural settings.

The position offers an excellent opportunity for a creative individual to implement new and innovative professional preparation programs in the College and to identify ways of better serving students and other constituencies. The Associate Dean will support the Dean in the management and operation of the college, including: strategic planning, development of department action plans; annual budget development; graduation clearance; and faculty searches, new faculty orientation and non-tenure faculty evaluation. The position is responsible for developing and implementing all grants, related on-campus and off-campus programs, and fundraising efforts.

Applications of individuals with vision, high energy, and a commitment to the development of collaborative relationships with community colleges,, corporate and K-12 school district personnel is solicited. Desired experience includes: successful administrative work at the departmental or comparable college unit level; experience in developing partnerships that extend services to targeted education sectors, proven achievement in grant writing/research, teaching, and service; the ability to promote productive relationships with outside constituencies; familiarity with university advancement and development; and using technology to implement programs.

Candidates for the position must also meet the requirements for appointment at the rank of Associate Professor in one of the program areas within the college, including an earned doctorate and a record of scholarship and teaching in the field of education. Background in Elementary Education and/or Early Childhood Education is preferred but not essential. A letter of application; a curriculum vitae; and the names, addresses, e-mail addresses, and telephone numbers of five references should be sent to:

Teryl Ann Rosch, Ph.D
Chair of the Search Committee
Roosevelt University
College of Education
430 S. Michigan Avenue
Chicago, IL 60605-1394
trosch@roosevelt.edu
AA/EOE

Roosevelt University is an equal opportunity, affirmative action institution. Qualified minority candidates are especially encouraged to apply

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RECRUITMENT SPECIALIST

U.S. MERCHANT MARINE ACADEMY

The Academy offers a four year, residential Baccalaureate degree program to prepare selected young men and women for service in the United States Merchant Marine and United States Naval Reserve. The Recruitment Specialist will be involved in nationwide recruitment, selection, retention with particular emphasis on women and minority candidates and financial aid. Applicants should have a relevant bachelor's or advanced degree. Required is professional experience in college level admissions programs, excellent communication skills; ability to initiate and organize recruitment presentations; demonstrated knowledge of admissions counseling, current enrollment and retention issues and trends and knowledge of financial aid programs. The United States Government is a affirmative action and equal opportunity employer. Competitive service position in the Federal government. U.S. citizenship required. Send letter of interest and resume Immediately, to: **Academy Personnel Office, U.S. Merchant Marine Academy, Kings Point, NY 11024.** M/F/H/V

LEADING THE WAY
GAINESVILLE COLLEGE

EDUCATION TEACHING POSITION

Search reopened for a tenure track
teaching position in Education
at Gainesville College,
a two-year college of the
University System of Georgia. See
www.gc.peachnet.edu
for a complete description
and application procedures.

ASSISTANT PROFESSOR
OPERATIONS MANAGEMENT

UNIVERSITY OF NORTH TEXAS COLLEGE OF BUSINESS ADMINISTRATION, DEPARTMENT OF MANAGEMENT, AVAILABLE FALL 2000.

This tenure track faculty position requires a teaching interest and basic research emphasis in operations management or related field such as operations research or logistics.

Send application with curriculum vitae to **Dr. Richard White, Chair Faculty Search Committee, Department of Management, College of Business Administration, University of North Texas, PO Box 305429, Denton, TX 76203-5429. Fax: 940-565-4394.**

The University of North Texas is an Equal Opportunity Employer. Women and minorities are encouraged to apply.

KEAN UNIVERSITY

Union, New Jersey
Founded in 1855

Kean University, a comprehensive metropolitan university, is committed to excellence and access and to developing, maintaining and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community to serve a richly diversified student population of 12,000.

ASSISTANT PROFESSOR

Department of English

The Kean University Department of English is seeking a Full-Time, tenure-track faculty member. Anticipated appointment date September 1, 2000.

Responsibilities: To teach and help develop innovative curriculum in freshman writing; help develop and implement new placement instrument and methods for the curriculum.

Requirements: Candidates must have a doctorate in writing, rhetoric, or a related field; experienced and demonstrably effective teacher of writing: active scholar and member of professional organizations.

Salary & Benefits: Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included.

Application: Applications will be accepted until position is filled. Priority consideration given to applications received prior to June 16, 2000. Applicants should forward resumes to: Dr. Robert Cirasa, Department of English, Kean University, 1000 Morris Avenue, Union, NJ 07083.

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KEAN
UNIVERSITY

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Brown University

FACILITIES INVENTORY MANAGER

Facilities Management: Brown University's Department of Facilities Management is seeking a Facilities Inventory Manager who will be responsible for University-wide space planning, analysis, and reporting, consisting of space utilization studies, architectural programming, planning and design; short and long term studies for campus development. The qualified candidate will also be responsible for working within the physical constraints imposed by land ownership, zoning, historical preservation, and shortage of physical and financial resources. Qualifications include a Bachelor's degree in Planning or Architecture, or related discipline and a minimum of 2 years' experience in campus or community planning and/or design. Knowledge of statistical analysis, computers, and computer-aided drafting. Excellent written and oral communications skills.

To apply for this position, please send your resume with cover letter to: Brown University, Human Resources Department, Box 1879, Job#01019-A, Providence, RI 02912

Brown University offers competitive pay and an excellent benefits package including health/dental insurances, generous retirement plan, superb recreational facilities, stimulating intellectual activities, and much more.
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Visit our website at: **www.brown.edu**

BOWDOIN COLLEGE

PRESIDENT

Bowdoin College, a private, highly selective, liberal arts college, seeks nominations and applications for the position of President. The new President will succeed Robert Edwards, who will retire on June 30, 2001, after 11 years of distinguished leadership.

Founded in 1794, Bowdoin College is situated in Brunswick, Maine, a town of approximately 22,000 on the Maine coast, 25 miles from Portland and 120 miles from Boston. Bowdoin's outstanding student body of 1,550 comes from 48 states and 32 countries and works closely with more than 150 distinguished full-time faculty. The endowment is approximately $470 million.

In recent years, the College has rebuilt the campus to include new and renovated science, math, coastal studies, and arts facilities as well as student residences and social space; completed a five-year comprehensive campaign that raised more than $136 million; expanded the number of outstanding faculty and continued to recruit strong students; established a plan and financial support for technology; and implemented a new residential life system without Greek societies.

The ideal candidate will be a proven, outstanding leader who can articulate a compelling vision that focuses on academic excellence and the value of education afforded by a residential, highly selective liberal arts college; effectively fundraise; develop a strong sense of community and be actively involved in the life of the College; exhibit a strong commitment to diversity; and nurture a creative, intellectually stimulating environment for students, faculty and staff.

Members of the search committee will begin reviewing applications immediately and continue until the position is filled. For best consideration, please send materials no later than September 15, 2000. Nominations, inquiries and expressions of interest should be forwarded, in confidence, to:

Shelly Weiss Storbeck, Managing Director
A.T. Kearney Executive Search
333 John Carlyle Street
Alexandria, VA 22314
(703)739-4613 (phone)
(703)518-1782 (fax)
shelly.storbeck@atkearney.com

Bowdoin College is an affirmative action/equal opportunity employer.

For more information about Bowdoin College, please visit our Web site:

www.bowdoin.edu

ANNOUNCEMENT AND CALL FOR PRESENTATIONS

13TH ANNUAL

National Conference on Race & Ethnicity in American Higher Education

June 1 through June 5, 2000 • Santa Fe, New Mexico

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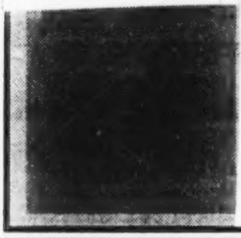

SUMMER INSTITUTE FOR WOMEN IN HIGHER EDUCATION ADMINISTRATION

June 25 through July 21, 2000

For more information contact: Betsy Metzger/HERS, Mid-America/University of Denver/Park Hill Campus, 7150 Montview Blvd./Denver, CO 80220/FAX: (303)871-6897/e-mail: bmetzger@du.edu

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UNIVERSITY OF WISCONSIN-MADISON

DIVERSITY EDUCATION SPECIALIST POSITIONS AVAILABLE

Assist in developing and implementing diversity curriculum, in providing outreach and customized leadership training opportunities for all students, including students of color, LGBT students, and international students.

Degree & Qualifications: Bachelor's degree required; Master's degree in Student Development/Leadership, Higher Education, Psychology, Counseling, or related field preferred. Demonstrated experience in working with a variety of cultures required.

To Apply: Please send a letter of interest, resume, and three work-related references to **Yvonne Fangmeyer, Student Organization Office, 239 Red Gym, 716 Langdon St., Madison, WI 53706.**

APPLICATIONS MUST BE RECEIVED BY JUNE 5, 2000.

A complete job description and further qualifications can be found at **http://soo.studentorg.wisc.edu** **More info: (608) 265-2407**

Note: Unless confidentiality is requested in writing, information regarding the applicants must be released upon request. Finalists cannot be guaranteed confidentiality. The University of Wisconsin-Madison is an equal opportunity employer.

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FULL-TIME FACULTY POSITION

DESKTOP PUBLISHING AND COMPUTER GRAPHICS

MCCC Unit Position to begin Fall 2000. Instruct courses in Desktop Publishing & Computer Graphics, advise students, maintain office hours & participate in college service. Master's Degree preferred. Bachelor's degree & prior teaching experience required. College-level teaching experience preferred. Demonstrated: willingness to learn & teach new software in the computer graphics field, strong interpersonal skills, experience on Mac and in working with or teaching QuarkXPress, Freehand, Adobe Illustrator, Photoshop & web design and/or Multi-Media, evidence of excellent teaching, willingness to make a positive contribution to the college community, and flexibility/adaptability. Salary $27,871.00-40,460.00 annually with complete fringe benefits. Post #265. Deadline: 6/2/2000.

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

To apply please send resume and cover letter indicating Post # to **the Associate Dean for Human Resources, Northern Essex Community College, 100 Elliott Street, Haverhill, MA 01830.**

UW

UNIVERSITY OF WASHINGTON

VICE PRESIDENT FOR MINORITY AFFAIRS

The University of Washington invites nominations and applications for the position of Vice President for Minority Affairs. The appointment will be effective approximately January 1, 2001, or as soon thereafter as possible.

Founded in 1861, the University of Washington has been the nation's leading public university in federal funding for research since 1969, with total external awards exceeding $600 million annually. It is also the preeminent teaching institution in the Pacific Northwest, enrolling an academically selective student body of almost 40,000 undergraduate and graduate students in 16 schools/colleges. Seattle is at the center of a dynamic information industry with special ties to the Pacific Rim. Additional information about the University of Washington can be found at **http://www.washington.edu.**

Established in 1968, the Office of Minority Affairs is invested with the responsibility for ensuring diversity at the undergraduate level through its programs of K-12 outreach and recruitment, student counseling, instructional assistance, graduate and professional school preparation, and the activities and programs of its ethnic cultural center. The Office of Minority Affairs is the parent organization for the University's Educational Opportunity Program, which serves approximately 2,500 students.

The vice president administers all aspects of the office, which has a state-funded, biennial budget of approximately $6.1 million, annual private donations and grants of approximately $2.3 million, and the equivalent of 80 full-time employees. The vice president reports directly to the president and is his primary adviser on matters affecting the well-being of students served by the office. The vice president also represents the activities, goals, accomplishments, and needs of the office to a variety of internal and external publics, and is expected to provide strong leadership for university outreach efforts and in its relationships with minority communities.

While the chosen candidate will possess a minimum of a master's degree, an earned doctorate is preferred. Optimally, the candidate will have faculty experience and qualify for a faculty position in one of the programs within the University. He or she will have a proven record of understanding, respect, and appreciation for the ethnically and culturally diverse populations of the Northwest. Strong oral and written communication skills, as well as substantial successful experience in administering academic and student service programs for minority and disadvantaged students, are essential, as is a successful history of close working relationships with faculty and academic leaders. Strong scholarship fund-raising and development experience and skill are very important.

Although the vice president is primarily involved with undergraduate diversity, he or she will work with others in providing leadership for diversity and minority programs affecting all aspects of the University's work. To that end, the vice president will convene regularly a council composed of diversity officers from the University. A collegial, consultative approach is essential.

Salary is negotiable.

To assure full consideration, applications and nominations should be sent by August 15, 2000, to:

Search Advisory Committee on the Vice President for Minority Affairs
Dean Emeritus Hubert G. Locke, Chair
301 Gerberding Hall, Box 351230
University of Washington
Seattle, WA 98195-1230

The University of Washington is building a culturally diverse faculty and staff and strongly encourages applications from female and minority candidates. The University is an Equal Opportunity/Affirmative Action employer.

EDUCATION

DEAN, INSTITUTIONAL PLANNING AND RESEARCH

#644

PASADENA CITY COLLEGE is seeking an accomplished Institutional planning and research leader with enthusiasm for the concept of a learning-focused institution to serve as its next DEAN, INSTITUTIONAL PLANNING AND RESEARCH.

Requirements include master's or doctorate degree in institutional planning and research, or related field, and five years of increasingly responsible experience in the design and implementation of research and planning activities in a higher-education setting. Applicants must demonstrate understanding, sensitivity and commitment to the needs of the diverse ethnic, cultural, socioeconomic, and disability background of the College population.

This is a 12-month, 100% management contract position. Salary and other terms of employment will be negotiated and will be competitive with those of similar districts in California. The current benefit package includes fully paid medical, dental, and vision for employees and their dependents, and life insurance for the employee.

District application and supporting documents must be received in the Human Resources office by 4:30 p.m. on June 12, 2000, to be considered for the first screening.

To request the REQUIRED application, please call 626.585.7257. Refer to Job #644, or visit our Web site at www.paccd.cc.ca.us. The job announcement and District application may be accessed from the Web site.

PCC 75 ANNIVERSARY

The District encourages applications from women, minorities, and persons with disabilities.

Pasadena City College
1570 E. Colorado Blvd.
Pasadena, CA 91106
(626) 585-7257

UNIVERSITY OF HOUSTON
DIVISION OF RESEARCH
DIRECTOR, OFFICE OF GRANTS AND CONTRACTS

The University of Houston is seeking an innovative and experienced director to fill this key administrative position. The Director of the Office of Grants and Contracts will report directly to the Vice Chancellor/Vice President for Research and Intellectual Property Management and will play a major role in expanding the level of extramural support for research at the University of Houston. The Director will manage a professional staff responsible for processing all proposals and awards for outside funding in support of research and scholarly activities and will act as liaison between faculty, university offices and sponsoring agencies on research-related issues. Responsibilities include the review of federal statutes and regulatory documents to determine steps for institutional compliance and to monitor developments with federal, state and private agencies and foundations. The University of Houston is embarking on an institutional-wide compliance training program and the new Director will be key in developing and implementing the grants and contracts component.

The successful candidate will hold a Bachelor's degree; a Masters of Business Administration or equivalent is preferred. A minimum of five years of relevant, executive level experience is required with proven administrative, organizational and analytical skills. In addition, the new Director will have expert knowledge of federal rules and regulations pertaining to grants and contracts. It is preferred that candidates have some legal experience with the ability to negotiate with others. Experience in data analysis and electronic research administration is desired. Requires the ability to integrate grants and contracts functions with other branches of administration.

The University of Houston offers a full range of undergraduate, graduate and professional programs to more than 32,000 students from across the United States and around the world including some 6,500 graduate and professional students, and more than 900 ranked faculty. Located on an attractive 525-acre campus near downtown Houston, the University serves students through 14 colleges and schools. The University of Houston is the doctoral degree-granting and largest university of the University of Houston System that includes three other universities.

Applicants should submit a UH Application form, letter of interest, a current resume, and three references to **University of Houston Human Resources Dept, Director, Grants & Contracts (PN#000585), Houston, Texas 77204-5883.** Application reviews will begin immediately and continue until the position is filled. UH applications for employment are available at www.uh.edu/admin/hr. This is a Security Sensitive Position. A criminal history record investigation will be conducted. The University of Houston is an Equal Opportunity/Affirmative Action institution. Minorities, women, veterans and persons with disabilities are encouraged to apply.

Early Childhood Educator

New Jersey City University is a culturally diverse, public, urban institution located in the greater New York Metropolitan area, and is one of nine state colleges/ universities in New Jersey. The University offers undergraduate and graduate programs in three colleges: Arts and Sciences, Education, and Professional Studies to over 8,000 students, an extensive cooperative education program, and an expanding continuing education program. Faculty number almost 250.

The College of Education at New Jersey City University invites applications and nominations for the tenure-track faculty position at the Assistant Professor (Ph.D. or Ed.D.) or Instructor (ABD) level in Early Childhood Education.

REQUIREMENTS: Classroom teaching experience in early childhood essential; public school teaching a plus; overall understanding of child development, early childhood curriculum development, and assessment a must; NJ Teaching Certification a plus; experience in teaching in urban settings a plus; evidence of scholarly potential.

RESPONSIBILITIES: To teach a variety of undergraduate and graduate early childhood courses, supervise student teachers, advise students, serve as an advocate for early childhood, and serve on department, college and university committees.

This position is expected to begin with the Fall semester. Application deadline: June 14, 2000. Applicants should send a letter of interest, resume, and the names, telephone numbers and e-mail addresses of three (3) references to:

Dr. Yiping Wan, Dean
College of Education
New Jersey City University
2039 Kennedy Boulevard
Jersey City, NJ 07305

An affirmative action, equal opportunity employer the University especially welcomes and encourages applications from women and minority candidates

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DIVISION OF EARTH SCIENCES

NATIONAL SCIENCE FOUNDATION

ARLINGTON, VA 22230

NSF's Division of Earth Sciences seeks qualified candidates for 2 leadership positions:

Head, Special Projects Section (EP 00-12). This section coordinates the Division's multidisciplinary, educational, instrumentation and facilities infrastructure needs of the earth sciences.

Head, Research Grants Section (EP 00-13). This section coordinates the Division's core disciplinary programs (e.g., geology & paleontology, petrology & geochemistry, and hydrologic sciences and tectonics.)

Appointment to these Senior Executive Service positions may be on a career or a 2- to 3-year limited term basis, with an ES-1 ($115,811) to ES-3 ($126,825) salary range. Alternatively, the incumbent may be assigned under Intergovernmental Personnel Act provisions. Applicants must have a Ph.D. or professional experience in at least one of the major subdisciplinary fields of the Earth Sciences, substantial research administrative experience, and demonstrated leadership ability.

The announcements, including position requirements and application procedures, are located on NSF's Homepage at **www.nsf.gov/home/chart/work.htm.** Applicants may also obtain a copy of the announcements by contacting the Executive Personnel and Development Branch on (703) 306-0755 (hearing impaired individuals may call TDD (703) 306-0189). Applications must be received by August 15, 2000.

NSF is an Equal Opportunity Employer.

DIRECTOR OF PUBLIC RELATIONS

Reporting to the Executive Vice President for Business and Financial Affairs, you will be responsible for the development and implementation of a strategic plan to enhance the public relations, communications and marketing initiatives of the college. You will need a Bachelor's degree in Communications, Journalism, Public Relations or a related field, along with 5 years senior-level public relations work experience. You should also possess highly developed written/ verbal communication and organizational skills, as well as a working knowledge of marketing, layout/ design, printing operations and photography.

STARTING DATE: ASAP
APPLICATION DEADLINE: 6/9/00

For this position, **Georgia Perimeter College** offers a salary commensurate with education and experience along with excellent **benefits. When applying please reference Job #00-192 and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of college transcript(s), and (4) list of three professional references (names, e-mail addresses, telephone numbers) to:**

Judy Chastonay
Human Resources Department
3251 Panthersville Rd.
Decatur, GA 30034

www.gpc.peachnet.edu

AA/EOE/ADA

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LASSEN COMMUNITY COLLEGE

IN SUSANVILLE, CALIFORNIA IS SEEKING QUALIFIED APPLICANTS FOR THE FOLLOWING.

THESE POSITIONS CLOSE FRIDAY, JUNE 2ND, 2000 AT 4:30 PM:

HUMANITIES/PHILOSOPHY INSTRUCTOR - The appointee will hold a 10-month (177 day) Full-Time (Tenure Track) faculty position. Salary range is $34,226 to $45,239 per year.

MINIMUM QUALIFICATIONS: As a minimum qualification, must have both A and B

A. For Humanities:
   A1. Master's degree in Humanities; OR
   B1. The equivalent of A1 (documentation or equivalency must be attached to your application); OR
   C1. A valid California Community College teaching credential in the subject area of Humanities (credentials are no longer issued)
B. For Philosophy:
   A2. Master's degree in Philosophy; OR
   B2. Bachelor's degree in Philosophy and Master's degree in Humanities or Religious Studies; OR
   C2. The equivalent of A2 or B2 (documentation or equivalency must be attached to your application); OR
   D2. A valid California Community College teaching credential in the subject area of Philosophy (credentials are no longer issued)

WORKABILITY III COORDINATOR (ONE YEAR LEAVE REPLACEMENT) - Full-Time 11-month (Non-Tenure Track) faculty position. Salary range is $37,649 to $49,763 per year.

MINIMUM QUALIFICATIONS: As a minimum qualification, must have A, B,C, D or E of the following minimum standards for education and experience

A. Master's degree in rehabilitation counseling from an accredited institution; OR
B. Master's degree in special education AND twenty-four (24) units in upper division graduate level course work in counseling, guidance, student personnel, psychology, or social work; OR
C. Master's degree in counseling guidance, student personnel, psychology, career development or social welfare AND either twelve (12) units in upper division or graduate level course work specifically in counseling or rehabilitation of individuals with disabilities or two (2) years of full-time experience in one ore more of the following:
   (1) counseling or guidance for students with disabilities; or
   (2) counseling and/or guidance in industry, government, public agencies, military or private social welfare organizations in which the responsibilities of the position were predominantly for persons with disability or the equivalent; OR
D. A valid California Community College Credential authorizing service as a Counselor (Disabled Services); OR
E. The equivalent of A, B, C or D (documentation of equivalency must be attached to your application)

Please call or write for specific degrees required or any additional information: **Lassen Community College, Office of Human Resources, P.O. Box 3000, 478-200 Highway 139, Susanville, CA 96130, (530) 257-6181, Ext. 8985.**

EEO/Title IX Employer

AMERICAN UNIVERSITY

WASHINGTON, DC

ASSISTANT DIRECTOR OF ADMISSIONS

American University's Office of Admissions is seeking candidates for two Assistant Director positions: one for freshman recruitment and one for transfer recruitment. Experience in planning and implementing all recruitment activities in a defined U.S. recruitment region, evaluating freshman and transfer applications, and conducting presentations and interviews are required. Strong communication skills essential. Implementation of recruitment initiatives involves some fall and spring travel. B.A./B.S. required plus minimum of two years' direct admissions experience.

Candidates should view the university's outstanding benefits package on our web site at www.hr.american.edu. To apply, complete an application in person or send your resume, cover letter and application or letters of nominations with resume and cover letter to: **American University, Office of Human Resources, 4400 Massachusetts Ave., NW, Washington, DC 20016-8054. Applicants may also call (202) 885-2591 for an application or download an application from our web site. Fax: (202) 885-2558.**

American University is an Equal Opportunity/Affirmative Action Employer. The university is committed to a diverse faculty, staff and student body. Women and minority candidates are encouraged to apply.

UCSF

Assistant Dean for Curricular Affairs
School of Dentistry, University of California, San Francisco

The School is seeking qualified candidates for the full time position of Assistant Dean for Curricular Affairs. This new position was created to direct the refinement, implementation, and management of new curricular directions defined by the faculty, which include: integrating basic, clinical and behavioral science teaching, active learning, application of basic science principles to clinical instruction, and the transition of department-based to school-based curriculum direction and management.

The incumbent will be responsible for working with the faculty to oversee completion of a curricular planning process initiated by the faculty, implement the new curriculum, and oversee, coordinate, and manage future improvements and maintenance of the curriculum. In addition, the incumbent will be responsible for directing assessment of the curriculum and implementing faculty development activities regarding teaching and assessment of student performance.

Applicants should have training and/or substantial experience in education, experience in directing health science curricular affairs, preferably including dental education, and a doctoral-level degree. Salary and appointment for this position will be commensurate with the qualifications of the successful applicant. The position will remain open until it is filled. UCSF is an affirmative action/equal opportunity employer. The University undertakes affirmative action to assure equal employment opportunity for underutilized minorities and women, for persons with disabilities, and for Vietnam-era veterans and special disabled veterans.

Applications and nominations should be sent to:

Dr. Troy Daniels
Office of the Dean
School of Dentistry
University of California, San Francisco
513 Parnassus Avenue, Room S-630
San Francisco, CA 94143-0430

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¡PUNTO FINAL!

COUNSELING MENTALLY-ILL HISPANIC IMMIGRANTS (MIHI)

Ms. Eirini Gouleta, doctoral candidate at the Graduate School of Education and Human Development, George Washington University, has advised and counseled Hispanic mentally-ill clients of all ages and Hispanic youth and college students and helped train college students to be effective cross-cultural counselors. She earned bachelor's and master's degrees in education in her native Greece and a counseling and development master's in education from George Mason University.

Half of the immigrants to the U.S. are from Latin America. They share many common cultural characteristics, but the belief that they are alike is a stereotypic and misleading misconception.

Newly arrived Hispanics acculturate, assimilate, and adjust to the American way of life. In that effort, they often experience strong feelings of anxiety, stress, insecurity, disappointment, fear, depression, guilt, doubt, frustration, avoidant behavior, and confusion. These internal states, combined with external demands, often lead to psychological stress reactions and psychosomatic symptoms.

Immigration frustrations of the mentally ill are maximized due to their restricted efficacy in adjusting. Feelings such as guilt and despair are often dominant: "I am a very bad and evil person...," a Mexican schizophrenic client told me. "I have all these bad thoughts and images because I am not good."

Other feelings are despair and shame. An Argentinean client diagnosed with manic depression confessed that no one in his familial, social, or professional environments knew of his illness. "I cannot be a burden or a shame to my family." Their not knowing sometimes "makes things worse," but he must "continue pretending that everything is OK."

Often MIHI do not seek services until they have a serious breakdown and need hospitalization. A Venezuelan client, who holds a graduate degree, told me, after his first suicide attempt and hospitalization, "I have been having psychotic symptoms for two years now....This is why I had that car accident....This is the reason I stopped seeing my friends and broke up with my girlfriend....I tried so hard to hide my illness, but I failed. For anything in the world, I did not want to hurt my parents who sent me here to study, sacrificing so much...."

The Hispanic family with an ill member often experiences extreme frustration. The problem's complex effects create confusion and unpredictable family dynamics. The whole family undergoes a crisis.

Does American society support those who suffer a mental illness? Some express concern about the presence of mentally-ill immigrants in the U.S.

The mother of a Peruvian client told me in a very strong voice, "I came to the states very young, and I worked very hard all of my life. People can say that I worked to feed and raise my children. However, I believe that with my work, I have also contributed in my own, small way to the prosperity of this country. Latinos are not new in this country. We have been here for generations. We have contributed to this country as much as the other immigrants who came here five hundred years ago from Europe and now name themselves Americans."

The counselor of MIHI needs case management knowledge and skills, the ability to assess, link, and monitor services needed by client or family, and to function as an advocate, promoting client dignity and well-being. Volunteer counselors are needed for those MIHI lacking health insurance and ability to pay.

More education by the media is needed for Hispanics–about mental illness, services available, rights, and prospects. Support, guidance, and counseling on mental health issues are needed for Hispanic school and college students. Advocacy is needed for the MIHI. More research is needed on MIHI, the numbers affected, the frequency and variation of their illnesses and disorders, and new therapeutic approaches.

An effective intervener must be skilled, educated, and prepared. Immigration difficulties; cultural maladjustment; different cultural beliefs about mental illness; different family dynamics; financial, social, educational, and linguistic barriers; and different communication styles and body language complicate their work.

Counselors who have multicultural training, are open-minded and aware of personal biases, and are able to display empathy, concern, respect, and cultural sensitivity maximize their success with mentally-ill immigrants.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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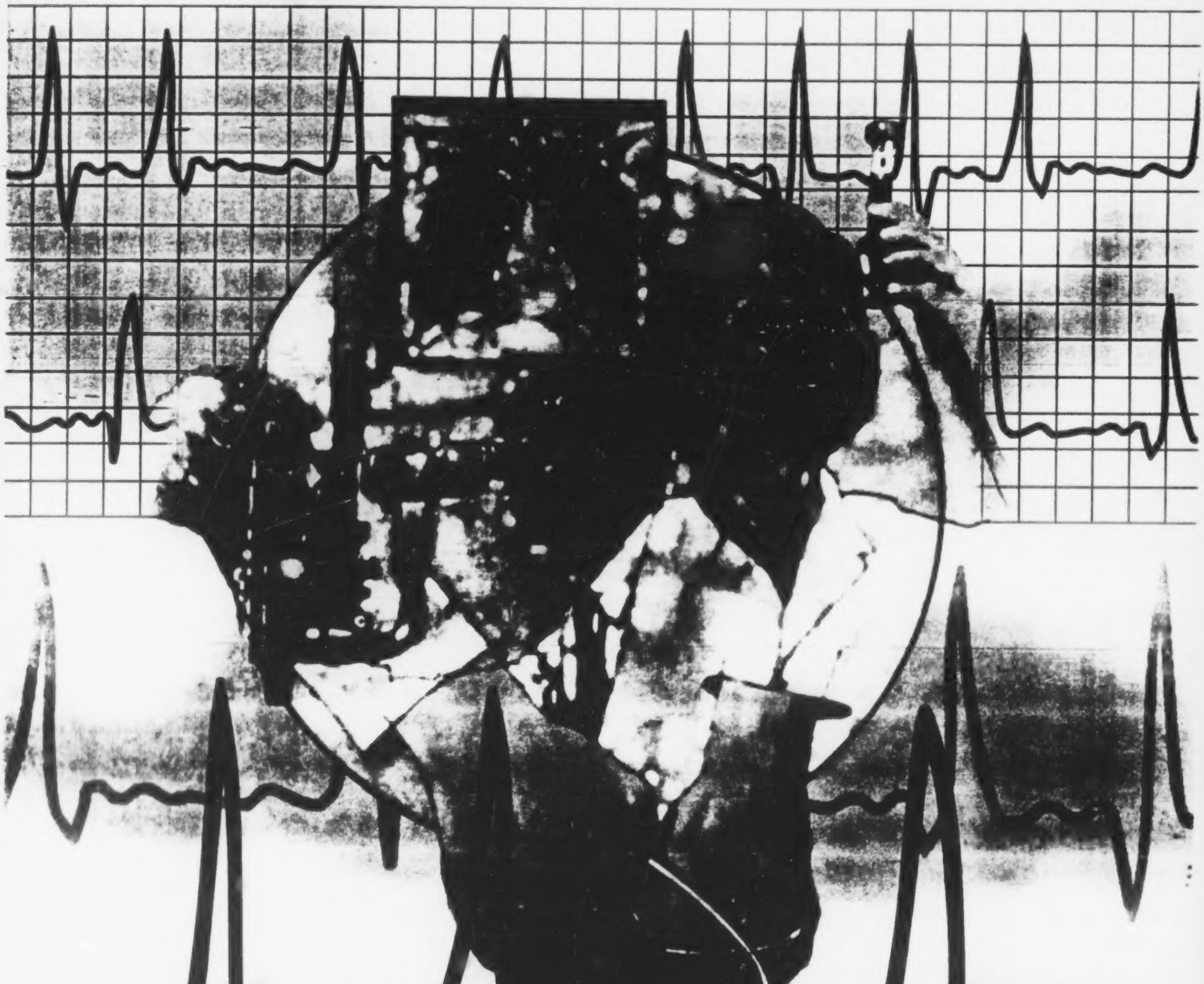

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CONTRIBUTORS: Inés Pinto Alicea, Ed Brennen, Andrea Comer, Roger Deitz, Heather Feldman, Mayra M. Lopez-Cepero, Rosita Lopez Marcano, Gustavo A. Mellander, Ramon L. Sandin, Mari Carmen Sarracent, Jeff Simmons, Gary Stern, Suzanne Zack

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**
The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652
All correspondence should include author's full name, address, and phone number.

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A CAPITOL VIEW

Dangerous Health Behavior and Attitudes

BY GUSTAVO A. MELLANDER

Hispanic males, for all their bravado and braggadocio, are quite private and indeed shy about their personal sexuality. Hollywood publicity about Latin lovers aside, Hispanic males don't discuss their health problems, particularly if they are connected to their sexuality. They don't talk to their wives or lovers and, as bad, not even with their doctors.

That timidity can no longer be condoned. Many Hispanics are contracting AIDS and other sexually transmitted diseases as teenagers or in their twenties. They contract the disease through sexual contact or, if they are intravenous drug users, by sharing needles with infected persons. Heavy alcohol abuse is often part of the mix as well.

There was a time when drug abuse was considered to be an urban ill. But recent studies show that the most rural sections of the country have become lucrative markets for drug pushers. In short, there is nowhere to hide, not the manicured suburbs, not the most isolated rural location.

Education is the key to saving many college and high school Hispanic students who are at risk.

Homosexuals

If heterosexual Hispanics are reluctant to discuss their sexuality, Hispanic gays remain more closeted than other homosexuals. Many continue to deny their sexuality, and the down side of that is that they then don't seek the health assistance that could save their lives.

Although AIDS is not a gay disease–most African victims are heterosexuals–it has devastated the gay community. AIDS is an epidemic among Hispanic gays. Washington health officials have released a study that indicates that for the first time since AIDS was discovered, in 1998 AIDS was diagnosed among more Black and Hispanic gay men than among white gays.

Since the AIDS epidemic began among gays, white gay men have made up the largest subgroup. But through the years, the percentages have steadily risen for Black and Hispanic gay men as those for white gay men decreased. For example, in the decade from 1989 to 1998, the percentage of AIDS cases among Black and Hispanic gay men rose to 51 percent from 30, and for white gay men, it dropped from 69 percent to 48.

Stigma about Homosexuality

The Center for Disease Control and Prevention officials said that the new figures were the strongest evidence yet of the magnitude of the epidemic among Black and Hispanic gay men, and they said that the shift had resulted from several factors. One was that while white gay men organized to educate themselves about the use of condoms and other prevention measures, minorities largely ignored the issue of infection with H.I.V., the AIDS virus.

The stigma about homosexuality seems to be playing a major role in the spread of infection, and the stigma might be even greater among Blacks and Hispanics than it is among whites, according to Dr. Helene Gayle, who heads the H.I.V. program at CDC.

Also, a CDC survey of 8,780 men found that many Black and Hispanic gay men who said they became infected with H.I.V. from sex with other men did not identify themselves as homosexual or bisexual. Of those surveyed, 24 percent of Black and 15 percent of Hispanic men who said they had had sex with men identified themselves as being heterosexual compared with six percent among a similar group of white men.

By not considering themselves at high risk for AIDS, Black and Hispanic gay men might not seek or receive the H.I.V. prevention and treatment services they need and might unintentionally put their male and female sex partners and children at risk. Gay and bisexual Black and Hispanic men become infected at an earlier age than do white gay men.

The findings underscore the need for intensifying prevention efforts among Blacks and Hispanics, particularly those who might be poor and lack access to health care.

Harvard AIDS Institute

At a recent press conference, Dr. Rafael Campo of Beth Israel Deaconness Hospital in Boston, Mass., said, "Today's shocking data are merely a harbinger of worse news to come."

Dr. Campo said that when the Harvard AIDS Institute invited prominent Hispanic sports, entertainment, and health leaders and elected officials to a summit meeting on AIDS, "quite sadly," only one came.

"It was quite astonishing to see the silence in action when we were trying to develop initiatives in the face of these incredibly shocking statistics," Dr. Campo said.

"Some of the congressmen we invited represent districts that have among the highest AIDS rates in the nation, and none of them came."

The Future

Since powerful new drug treatments became available in 1996, the number of AIDS cases and deaths has declined among all gay men. But declines have not been as steep among Black and Hispanic gay and bisexual men when compared with white gay and bisexual men. This suggests possible differences in access to care and mindsets about seeking help.

Dr. Mellander is a professor at George Mason University.

Hispanics and the Health Professions

BY MARI CARMEN SARRACENT

It used to be that the only health careers to which individuals could aspire were physician, nurse, or pharmacist. This is no longer the case. For Hispanics, entering one of these fields was and continues to be a personally challenging (financially and academically) experience, and a sign of having "arrived." While over the years the number of Hispanic physicians has increased, recently there has been a decline in the number of applicants to medical school (see article on page 11). Still, the number of Hispanics granted first professional degrees is up.

According to the U.S. Department of Education, in the 1995-96 school year, 702 Hispanics earned a medical degree compared to 648 in 1994-95. Marked increases were also reflected in optometry, osteopathic medicine, pharmacy, podiatry, veterinary medicine, and chiropractic medicine.

Outside of the traditional health careers mentioned above, in the last decade, the health professions category has grown to include a multitude of specialized technology-related and health administrative positions, all of which are reflected in the choice of majors available at colleges and universities. According to the *Occupational Outlook Handbook 2000-01 Edition*, which features data from the U.S. Department of Labor, Bureau of Labor Statistics, health services is one of the largest industries in the country, with about 11.3 million jobs, including the self-employed. About 14 percent of all wage and salary jobs created between 1998 and 2008 will be in health services.

> ***In the 1997-98 academic year, 1,096 Hispanics received a bachelor's in nursing; 32 schools awarded ten or more degrees.***

The health services industry includes hospitals, nursing and personal care facilities, medical and dental laboratories, health and allied services (kidney dialysis centers, outpatient facilities), physician clinics, home health care services, dentist offices, and offices of other health practitioners, such as chiropractors, optometrists, podiatrists, physical therapists, speech language pathologists, and dietitians.

According to the *Outlook Handbook*, health services firms hire individuals in what is referred to as professional specialty and service occupations in about equal numbers. "Together, these two occupational groups cover nearly three out of five jobs in the health services industry. The next largest share of jobs is in administrative support occupations, followed by technicians and related support occupations. Executive, administrative, and managerial occupations account for only six percent of employment." The professional specialty category includes occupations such as physicians, registered nurses, social workers, and therapists. Technicians and related support occupations refer to positions such as health information technicians, dental hygienists, and the like.

Universities and colleges, aware of the demand, have expanded their curricula to meet the need for more health professionals. According to the U.S. Department of Education, the health category is broken down into the following fields of study: communication disorders sciences and services, community health liaison, dentistry, dental services, epidemiology, health services administration, health and medical assistants, health and medical diagnostic and treatment services, medical laboratory technologies, predentistry studies, pre-med, pre-pharmacy, pre-veterinary, medical basic sciences, mental health services, nursing, optometry, pharmacy, rehabilitation/therapeutic services, and veterinary medicine.

Overall, 1995-96, schools conferred 84,036 bachelor's degrees in the health professions and related sciences area. Master's degrees totaled 33,398, and doctorates numbered 2,119. Nursing degrees exceeded all other fields—44,544 followed by rehabilitation/therapeutic services (8,069); pharmacy (6,288); communication disorders sciences and services (6,120); health professions and related sciences, other (4,384); health services administration (which includes medical records administration and technology/technician) (4,247); occupational therapy (3,217); and physical therapy (3,225).

According to the U.S. Department of Education statistics indicating the TOP 100 schools conferring bachelor's degrees to Hispanics, nursing still topped the list. In the 1997-98 academic year, 1,096 Hispanics received a bachelor's in nursing; 32 schools awarded ten or more degrees. Florida International University awarded 61 nursing degrees, 45 of them to Latinas. Three Texas universities (University of Texas at El Paso, University of Texas Health Science-San Antonio, University of Texas-Pan American) held the next three positions.

Also from the Top 100 schools, rehabilitation/therapeutic services was the next most popular major, resulting in 289 B.A. degrees. FIU ranked No. 1 with 34 graduates in this area. Health services administration garnered 217 Hispanic graduates; medical laboratory technologies, 120; and health and medical assistance, 105. In the medical laboratory technologies field of study, no school exceeded 10 graduates.

In terms of first-professional degrees, the field of medicine still is by far the area with the heaviest concentration of Hispanics compared to other areas. However, other fields are recruiting growing numbers of Latinos as well. In 1997-98, Hispanics who received a medical degree numbered 766, followed by dentistry 138, chiropractic medicine 112, pharmacy 74, veterinary medicine 62, optometry 57 and podiatry 30.

TOP COLLEGES IN GRANTING B.A. DEGREES IN HEALTH FIELDS TO HISPANICS

NURSING

Rank	Institution Name	Hispanic	male	female
1	FLORIDA INTERNATIONAL UNIVERSITY	61	16	45
2	THE UNIVERSITY OF TEXAS AT EL PASO	58	17	41
3	THE UNIV OF TEXAS HEALTH SCIENCE-SAN ANTONIO	42	7	35
4	THE UNIV OF TEXAS-PAN AMERICAN	35	12	23
5	BARRY UNIVERSITY	34	4	30
6	CUNY-LEHMAN COLLEGE	32	2	30
7	UNIVERSITY OF MIAMI	30	3	27
8	UNIVERSITY OF THE INCARNATE WORD	30	7	23
9	SAN JOSE STATE UNIVERSITY	26	1	25
10	UNIV OF NEW MEXICO-MAIN CAMPUS	25	2	23
11	CALIFORNIA STATE UNIVERSITY-DOMINGUEZ HILLS	23	2	21
12	TEXAS WOMAN'S UNIVERSITY	23	3	20
13	NEW MEXICO STATE UNIV-MAIN CAMPUS	22	2	20
14	CALIFORNIA STATE UNIV-LOS ANGELES	20	3	17
15	TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER	20	1	19
16	LOMA LINDA UNIVERSITY	19	4	15
17	TEXAS A&M UNIVERSITY-CORPUS CHRISTI	16	3	13
18	THE UNIVERSITY OF TEXAS AT AUSTIN	16	2	14
19	UNIVERSITY OF SAN FRANCISCO	16	1	15
20	LONG ISLAND UNIV-BROOKLYN CAMPUS	15	1	14
21	UNIVERSITY OF SOUTHERN CALIFORNIA	15	2	13
22	CALIFORNIA STATE UNIVERSITY-FRESNO	13	2	11
23	THE UNIVERSITY OF TEXAS AT ARLINGTON	13	2	11
24	UNIVERSITY OF ILLINOIS AT CHICAGO	13	3	10
25	CALIFORNIA STATE UNIV-SACRAMENTO	11	1	10
26	NEW YORK UNIVERSITY	11	0	11
27	THE UNIV OF TEXAS MEDICAL BRANCH-GALVESTON	11	1	10
28	ARIZONA STATE UNIV-MAIN CAMPUS	10	0	10
29	COLLEGE OF MOUNT SAINT VINCENT	10	0	10
30	SAINT XAVIER UNIVERSITY	10	1	9
31	UNIVERSITY OF NORTHERN COLORADO	10	1	9
32	UNIVERSITY OF PHOENIX-SOUTHERN CALIFORNIA CAMPUS	10	0	10
33	BAYLOR UNIVERSITY	9	2	7
34	CALIFORNIA STATE UNIV-BAKERSFIELD	9	1	8
35	CALIFORNIA STATE UNIV-HAYWARD	9	1	8
36	RUSH UNIVERSITY	9	0	9
37	UNIVERSITY OF CENTRAL FLORIDA	9	2	7
38	WEST TEXAS A&M UNIVERSITY	9	4	5
39	CALIFORNIA STATE UNIV-LONG BEACH	8	2	6
40	COLLEGE OF NEW ROCHELLE	8	1	7
41	INDIANA UNIV-PURDUE UNIV-INDIANAPOLIS	8	0	8
42	MOLLOY COLLEGE	8	2	6
43	OREGON HEALTH SCIENCES UNIVERSITY	8	1	7
44	REGIS UNIVERSITY	8	1	7
45	SAN DIEGO STATE UNIVERSITY	8	1	7
46	SYRACUSE UNIVERSITY	8	1	7
47	UNIVERSITY OF ARIZONA	8	2	6
48	AZUSA PACIFIC UNIVERSITY	7	0	7
49	CALIFORNIA STATE UNIV-FULLERTON	7	0	7
50	CREIGHTON UNIVERSITY	7	3	4

HEALTH SERVICES

Rank	Institution Name	Hispanic	male	female
1	FLORIDA INTERNATIONAL UNIVERSITY	31	9	22
2	UNIVERSITY OF CENTRAL FLORIDA	24	9	15
3	CUNY-LEHMAN COLLEGE	23	2	21
4	SOUTHWEST TEXAS STATE UNIVERSITY	16	5	11
5	SAINT JOHN'S UNIVERSITY-NEW YORK	14	6	8
6	SOUTHERN ILLINOIS UNIV-CARBONDALE	10	7	3
7	NATIONAL LOUIS UNIVERSITY	9	1	8
8	UNIVERSITY OF LAVERNE	8	3	5
9	FLORIDA ATLANTIC UNIV-BOCA RATON	6	0	6
10	PARK COLLEGE	5	4	1

TOP COLLEGES IN GRANTING B.A. DEGREES IN HEALTH FIELDS TO HISPANICS

HEALTH AND MEDICAL ASSISTANCE

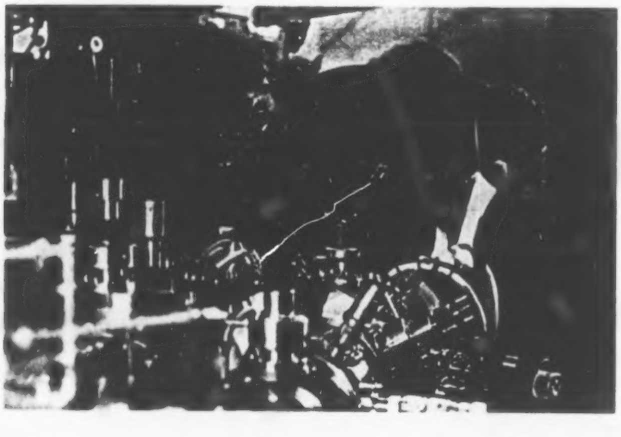
Rank	Institution Name	Hispanic	male	female
1	UNIVERSITY OF SOUTHERN CALIFORNIA	15	7	8
2	THE UNIV OF TEXAS HEALTH SCIENCE-SAN ANTONIO	13	9	4
3	THE UNIV OF TEXAS MEDICAL BRANCH-GALVESTON	12	2	10
4	CHARLES R. DREW UNIV OF MEDICINE AND SCIENCE	7	4	3
5	MIDWESTERN UNIVERSITY	6	4	2
6	ALLEGHENY UNIV OF THE HEALTH SCIENCES	5	1	4
7	CUNY-CITY COLLEGE	5	2	3
8	NOVA SOUTHEASTERN UNIVERSITY	5	1	4
9	UNIVERSITY OF WASHINGTON	5	2	3
10	MIDWESTERN UNIVERSITY	3	2	1

MEDICAL LABORATORY TECHNOLOGY

Rank	Institution Name	Hispanic	male	female
1	THE UNIV OF TEXAS-PAN AMERICAN	7	3	4
2	THE UNIVERSITY OF TEXAS AT EL PASO	6	0	6
3	THE UNIV OF TEXAS HEALTH SCIENCE-SAN ANTONIO	6	2	4
4	SOUTHWEST TEXAS STATE UNIVERSITY	5	1	4
5	THE UNIV OF TEXAS MEDICAL BRANCH-GALVESTON	5	0	5
6	CUNY-COLLEGE OF STATEN ISLAND	4	2	2
7	CUNY-HUNTER COLLEGE	4	1	3
8	MICHIGAN STATE UNIVERSITY	4	1	3
9	UNIVERSITY OF CENTRAL FLORIDA	4	1	3
10	FLORIDA INTERNATIONAL UNIVERSITY	3	2	1

REHABILITATION/THERAPEUTIC SERVICES

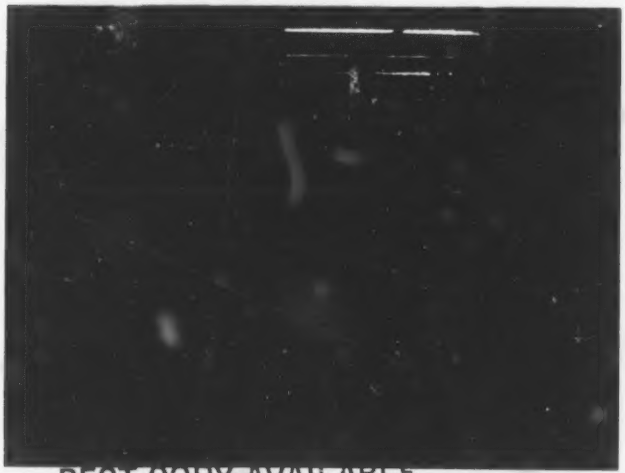
Rank	Institution Name	Hispanic	male	female
1	FLORIDA INTERNATIONAL UNIVERSITY	34	15	19
2	THE UNIV OF TEXAS MEDICAL BRANCH-GALVESTON	24	8	16
3	THE UNIV OF TEXAS-PAN AMERICAN	23	5	18
4	SAN JOSE STATE UNIVERSITY	12	3	9
5	UNIV OF NEW MEXICO-MAIN CAMPUS	12	3	9
6	TEXAS WOMAN'S UNIVERSITY	10	1	9
7	NEW YORK UNIVERSITY	7	2	5
8	THE UNIV OF TEXAS HEALTH SCIENCE-SAN ANTONIO	7	4	3
9	UNIVERSITY OF FLORIDA	7	2	5
10	UNIVERSITY OF ILLINOIS AT CHICAGO	7	2	5



TOP COLLEGES IN GRANTING FIRST-PROFESSIONAL DEGREES TO HISPANICS

MEDICINE (MD)

Rank	Institution Name	Hispanic	male	female
1	THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER	41	25	16
2	THE UNIVERSITY OF TEXAS MEDICAL BRANCH-GALVESTON	39	17	22
3	UNIVERSITY OF ILLINOIS AT CHICAGO	36	20	16
4	UNIVERSITY OF MEDICINE AND DENTISTRY OF NEW JERSEY	32	21	11
5	UNIVERSITY OF CALIFORNIA-LOS ANGELES	27	19	8
6	THE UNIV OF TEXAS HEALTH SCIENCE-SAN ANTONIO	22	12	10
7	THE UNIV OF TEXAS SOUTHWEST MED CTR-DALLAS	22	18	4
8	UNIVERSITY OF SOUTHERN CALIFORNIA	18	14	4
9	TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER	17	11	6
10	UNIVERSITY OF COLORADO HEALTH SCIENCES CENTER	17	11	6
11	UNIVERSITY OF CALIFORNIA-IRVINE	16	8	8
12	UNIVERSITY OF MIAMI	16	8	8
13	UNIV OF NEW MEXICO-MAIN CAMPUS	15	4	11
14	UNIVERSITY OF CALIFORNIA-SAN DIEGO	14	11	3
15	UNIVERSITY OF WISCONSIN-MADISON	14	7	7
16	ALLEGHENY UNIV OF THE HEALTH SCIENCES	12	6	6
17	SUNY-HEALTH SCIENCE CENTER AT BROOKLYN	12	8	4
18	TUFTS UNIVERSITY	12	6	6
19	HARVARD UNIVERSITY	11	10	1
20	HOWARD UNIVERSITY	11	8	3
21	UNIVERSITY OF ARIZONA	11	5	6
22	TEMPLE UNIVERSITY	10	9	1
23	UNIVERSITY OF CALIFORNIA-DAVIS	10	5	5
24	UNIVERSITY OF CALIFORNIA-SAN FRANCISCO	10	5	5
25	UNIVERSITY OF MICHIGAN-ANN ARBOR	10	8	2



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DENTISTRY

Rank	Institution Name	Hispanic	male	female
1	NEW YORK UNIVERSITY	16	7	9
2	THE UNIV OF TEXAS HEALTH SCIENCE-SAN ANTONIO	9	3	6
3	UNIV OF CALIFORNIA-SAN FRANCISCO	8	2	6
4	BOSTON UNIVERSITY	7	5	2
5	TUFTS UNIVERSITY	6	3	3
6	UNIVERSITY OF FLORIDA	6	3	3
7	UNIVERSITY OF MARYLAND-BALTIMORE	6	4	2
8	MARQUETTE UNIVERSITY	5	2	3
9	TEMPLE UNIVERSITY	5	1	4
10	THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER	5	3	2

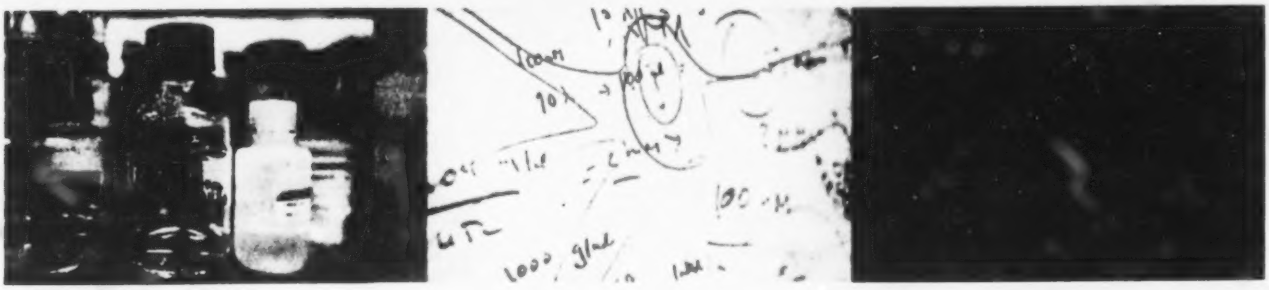
OPTOMETRY

Rank	Institution Name	Hispanic	male	female
1	NOVA SOUTHEASTERN UNIVERSITY	11	6	5
2	UNIV OF HOUSTON-UNIVERSITY PARK	11	5	6
3	NEW ENGLAND COLLEGE OF OPTOMETRY	6	2	4
4	PENNSYLVANIA COLLEGE OF OPTOMETRY	6	1	5
5	UNIVERSITY OF CALIFORNIA-BERKELEY	6	4	2
6	SO. CALIFORNIA COLLEGE OF OPTOMETRY	5	2	3
7	SUNY-COLLEGE OF OPTOMETRY	3	1	2
8	ILLINOIS COLLEGE OF OPTOMETRY	2	1	1
9	OHIO STATE UNIVERSITY-MAIN CAMPUS	2	1	1
10	INDIANA UNIVERSITY-BLOOMINGTON	1	0	1

VETERINARY MEDICINE

Rank	Institution Name	Hispanic	male	female
1	COLORADO STATE UNIVERSITY	8	3	5
2	TEXAS A&M UNIVERSITY	6	1	5
3	UNIVERSITY OF CALIFORNIA-DAVIS	6	3	3
4	UNIVERSITY OF FLORIDA	6	4	2
5	CORNELL UNIVERSITY-NY STATE STATUTORY COLLEGES	4	1	3
6	IOWA STATE UNIVERSITY	4	2	2
7	OHIO STATE UNIVERSITY-MAIN CAMPUS	4	2	2
8	TUSKEGEE UNIVERSITY	4	3	1
9	AUBURN UNIVERSITY-MAIN CAMPUS	2	1	1
10	PURDUE UNIVERSITY-MAIN CAMPUS	2	1	1

TOP COLLEGES IN GRANTING FIRST-PROFESSIONAL DEGREES TO HISPANICS



CHIROPRACTIC

Rank	Institution Name	Hispanic	male	female
1	LIFE UNIVERSITY	27	16	11
2	LOS ANGELES COLLEGE OF CHIROPRACTIC	17	9	8
3	LIFE CHIROPRACTIC COLLEGE-WEST	12	10	2
4	TEXAS CHIROPRACTIC COLLEGE	12	8	4
5	PALMER COLLEGE OF CHIROPRACTIC-WEST	9	9	0
6	PARKER COLLEGE OF CHIROPRACTIC	8	6	2
7	CLEVELAND CHIROPRACTIC COLLEGE OF LOS ANGELES	7	6	1
8	NEW YORK CHIROPRACTIC COLLEGE	7	4	3
9	PALMER COLLEGE OF CHIROPRACTIC	4	2	2
10	CLEVELAND CHIROPRACTIC COLLEGE	2	1	1

PODIATRY

Rank	Institution Name	Hispanic	male	female
1	BARRY UNIVERSITY	12	6	6
2	NEW YORK COLLEGE OF PODIATRIC MEDICINE	6	2	4
3	CALIFORNIA COLLEGE OF PODIATRIC MEDICINE	3	2	1
4	DR WILLIAM SCHOLL COLLEGE OF PODIATRIC	3	2	1
5	TEMPLE UNIVERSITY	3	2	1
6	OHIO COLLEGE OF PODIATRIC MEDICINE	2	2	0
7	UNIVERSITY OF OSTEOPATHIC MEDICINE AND HEALTH SCIENCE	1	1	0

PHARMACY

Rank	Institution Name	Hispanic	male	female
1	NOVA SOUTHEASTERN UNIVERSITY	16	4	12
2	UNIVERSITY OF THE PACIFIC	8	4	4
3	UNIVERSITY OF CALIFORNIA-SAN FRANCISCO	6	1	5
4	UNIVERSITY OF FLORIDA	5	1	4
5	MIDWESTERN UNIVERSITY	4	3	1
6	THE UNIVERSITY OF TEXAS AT AUSTIN	4	2	2
7	UNIVERSITY OF SOUTHERN CALIFORNIA	4	0	4
8	DRAKE UNIVERSITY	3	0	3
9	THE UNIV OF TEXAS HEALTH SCIENCE-SAN ANTONIO	3	2	1
10	UNIVERSITY OF ARIZONA	3	0	3

Health services is one of the largest industries in the country, with about 11.3 million jobs, including the self-employed. About 14 percent of all wage and salary jobs created between 1998 and 2008 will be in health services.

Looking Beyond the MCAT and GPA

Admissions Committees Targeted for Training

BY ED BRENNEN

Across the board, the number of applications to medical schools was on the decline over the latter half of the 1990s. According to a 1999 *Journal of the American Medical Association* study, applications peaked in 1996, when 46,968 people applied for about 16,200 openings at the 125 medical schools accredited by the AMA. By 1998, applications had dropped by 12 percent, down to 41,004.

This drop was even more substantial among what the AMA classifies as underrepresented minority applicants–Mexican Americans, Puerto Ricans, Blacks, and American Indians. From 1996 to 1998, their figures had dropped by 12.8 percent.

When the study was released, observers noted that the overall decline could have been merely cyclical. Applications tend to decline during prosperous times, when students have many more options for high-paying careers. And with the growth of managed care, an unpopular trend from a doctor's perspective, some students simply might have turned their backs on the medical profession all together.

But Dr. Barbara Barzansky, the principal researcher of the study and director of medical schools services for the medical association, was particularly concerned with the drop in minority applicants. The reason for her concern was that the decline came during a time of aggressive recruiting on the part of medical schools. She wondered what the long-term effects of that decline would be.

"Students who are from minority groups are more likely to serve minority groups," Barzansky said in a Sept. 2, 1999 *New York Times* article. "In addition, there is a feeling [that] a diverse student body is considered a good learning experience for everybody."

Even more of a worry was the fact that while the number of minority applications dropped, so too did their acceptance rate. In 1997, the Association of American Medical Colleges released a report showing that the number of underrepresented minorities accepted to medical schools had dropped that year by 6.8 percent from 1996, down from 1,703 to 1,547. The primary culprit in this decline, according to the report, was the assault on affirmative action in higher education.

In 1995, the University of California's board of regents voted to end racial preferences in admissions to its medical schools. In 1996, California voters went on to pass Proposition 209, a sweeping anti-affirmative action measure. Then, in 1996, the Federal 5th U.S. Circuit Court of Appeals, in its *Hopwood* decision, ruled that race could no longer be used in admissions to higher education institutions (including medical schools) within its jurisdiction, which includes California, Texas, Louisiana, and Mississippi.

"We fear that medical school admissions committees are being bullied into strict reliance on only quantitative criteria like grade point averages and test scores," said AAMC President Dr. Jordan J. Cohen in a December 1997 article in *Focus* magazine. "Test scores are important for measuring an applicant's knowledge, but we know that an individual's character and ability to communicate are also critical."

"This is an ominous sign for the medical community and our nation, which badly needs a physician workforce that is both diverse and reflective of our society as a whole," Cohen added. "We find it particularly alarming that a large percentage of underrepresented minorities are not just avoiding the medical schools in California, Texas, Mississippi, and Louisiana, but choosing not to pursue careers in medicine at all."

To help stem this tide, the AAMC offers the Expanded Minority Admissions Exercise (EMAE). Developed during the mid-'90s, the EMAE is a workshop designed to train medical school admissions committees to see the potential for success among students whose standardized test scores and grade point averages might be lower than average. The EMAE is a revised version of the AAMC's two-decades-old Simulated Minority Admissions Exercise, which also studied the use of noncognitive variables for the assessment of minority students applying to medical school.

"The EMAE workshop focuses on non-cognitive factors that are believed to predict minority students' success. They are:

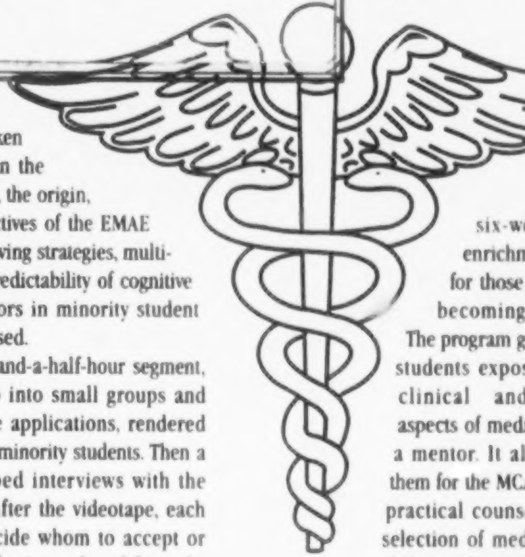
- Leadership
- Realistic self-appraisal
- Determination and motivation
- Family and community support
- Social interest
- Maturity and coping capability, and
- Communication skills"

In the June 1996 edition of *Academic Medicine*, Dr. Timothy Ready, a senior staff associate in the DCMP, co-authored a piece with the late Dr. Herbert Nickens, then vice president of the DCMP, in which they explained why it was important to consider noncognitive variables when evaluating minority candidates.

"Although useful in predicting academic performance in medical school, there is no evidence that GPAs and [Medical College Admissions Test] scores predict who will be a good physician–one who will help patients avoid preventable illnesses and accurately diagnose and effectively and empathically treat those illnesses when they occur," they wrote. "Personal attributes such as integrity, leadership, emotional maturity, realistic self-appraisal, determination, and social interest are important in this regard. The AAMC's new Expanded Minority Admissions Exercise is designed to help identify these personal characteristics among minority applicants, lest they go unrecognized by predominantly white admission committees."

Since its inception, more than 800 faculty and administrators have participated in the EMAE, which is presented at medical schools, regional and national meetings of health professions educators, and even undergraduate colleges. According to the EMAE website (www.aamc.org/meded/minority/emae), the workshop covers interview techniques and culturally sensitive questions, preparing participants to review minority case studies that illustrate the noncognitive factors.

Each workshop, which generally includes 20-25 participants, is broken into three segments. In the first one-hour segment, the origin, background, and objectives of the EMAE are presented. Interviewing strategies, multiculturalism, and the predictability of cognitive and noncognitive factors in minority student success also are discussed.



In the second one-and-a-half-hour segment, participants break up into small groups and review actual real-life applications, rendered anonymous, of several minority students. Then a sequence of videotaped interviews with the applicants is shown. After the videotape, each small group must decide whom to accept or reject based on what they've gathered from the students' applications and interviews.

In the third and final one-hour segment of the workshop, each group reports its selections to the rest of the participants. After a general discussion on the acceptance and rejection decisions, the EMAE facilitator summarizes the outcomes of the real applicants upon whom the presented case studies are based.

The EMAE is just one way that the AAMC addresses minority admissions to medical school. In 1991, the AAMC started a program called "3,000 by 2000" to increase medical school enrollment of underrepresented minorities to 3,000 by the turn of the millennium. After seeing some initial gains at the beginning of the decade, enrollment began to drop, however.

"We are basically at a point of enrollment where we would have been if the 3,000 by 2000 project had never been implemented," Dr. David Carlisle of the University of California, Los Angeles, said in a 1998 article in the *Pediatric News*. "I am very concerned about where enrollment will be in the next several years."

Another way that the AAMC addresses the enrollment of underrepresented minority students is through the Robert Wood Johnson Minority Medical Education Program (MMEP). Begun in 1994, the MMEP is a six-week summer enrichment program for those interested in becoming physicians. The program gives potential students exposure to both clinical and research aspects of medicine through a mentor. It also prepares them for the MCAT, and offers practical counseling on the selection of medical schools and the application process as well as counseling regarding the cost of medical school.

Originally a four-year program, in 1998 the Robert Wood Johnson Foundation board of directors reauthorized the program, providing each of the current sites with five years' worth of additional funding at $300,000 per year. The

"The impact of *Hopwood* decision and Proposition 209 on 1997 medical school minority applicants"

For minorities applying to medical schools in California, Texas, Louisiana and Mississippi:

1996	1,270 applicants	389 accepted	311 enrolled
1997	1,051 applicants	285 accepted	229 enrolled

For minorities applying to medical schools outside of California, Texas, Louisiana and Mississippi:

1996	2,487 applicants	1,314 accepted	1,271 enrolled
1997	2,303 applicants	1,262 accepted	1,216 enrolled

(**Source:** Association of American Medical Colleges)

program was also approved for expansion to 12 MMEP sites.

Outside of the AAMC, the issue of minority recruitment to medical schools is on the front burner. In March, a medical school minority recruitment fair was held at the University of Massachusetts Medical School in Worcester, Mass. There, recruiters representing medical and health professional schools from throughout the Northeast spoke of the importance of the same noncognitive variables taught in the EMAE.

"We look at the overall student," Dr. Adam Aponte, associate director of minority affairs of the Mount Sinai School of Medicine in New York City, told the *Worcester Telegram*. "The best thing you can always do for yourself is to excel academically, but don't be discouraged if you don't get straight A's."

"There's not any one thing that will get you into medical school," he continued. "We want to see a well-rounded student. Sometimes we get an applicant with a 4.0 GPA and a 13 or 14 on the MCAT, and we don't even interview them. Why? Because they don't have anything else. We're looking for diversity in our class. And there has to be an inherent commitment on your part, a real desire to be a physician."

While the debate over affirmative action and the medical schools' competition to attract the highest caliber of minority student can sometimes dominate the discussion, the bottom line still remains the patients. After all, they are the ones who are going to rely on the properly trained doctor.

In a 1996 interview with the *San Francisco Chronicle*, Dr. Miriam Komaromey of San Francisco General Hospital discussed the need to cultivate minority physicians. "Doctors, in general, do not tend to locate in areas where there is a high percentage of minorities," said Komaromy. "It is not exaggerating to say that affirmative action in medical education has been the lifeline keeping minority communities supplied with health care. When they pulled the plug on affirmative action [in California], they pulled the plug on health care for poor and minorities in the state."

Indeed, following the California Board of Regents' vote to end racial preferences in admissions to its medical schools in 1995, the number of applicants, accepted students, and enrolled students took a nosedive. In 1994, there were 1,592 minority applicants to California medical schools, with 262 accepted and 185 enrolled. By 1997, only 1,216 minority students applied, with 186 accepted and 119 enrolled.

But even outside of California, medical school officials voiced a need for a more diverse workforce. Dr. Rubens J. Pamies, associate dean of students at the Case Western Reserve University School of Medicine, summed up the issue in a 1999 interview with *Crain's Cleveland Business* magazine. "There's a lot of very strong evidence that minority doctors are far more likely to set up practice in underserved areas," Pamies said. "That's critical with the population becoming more diverse."

"Minority applicants to California medical schools" (Latinos, African Americans, American Indians)

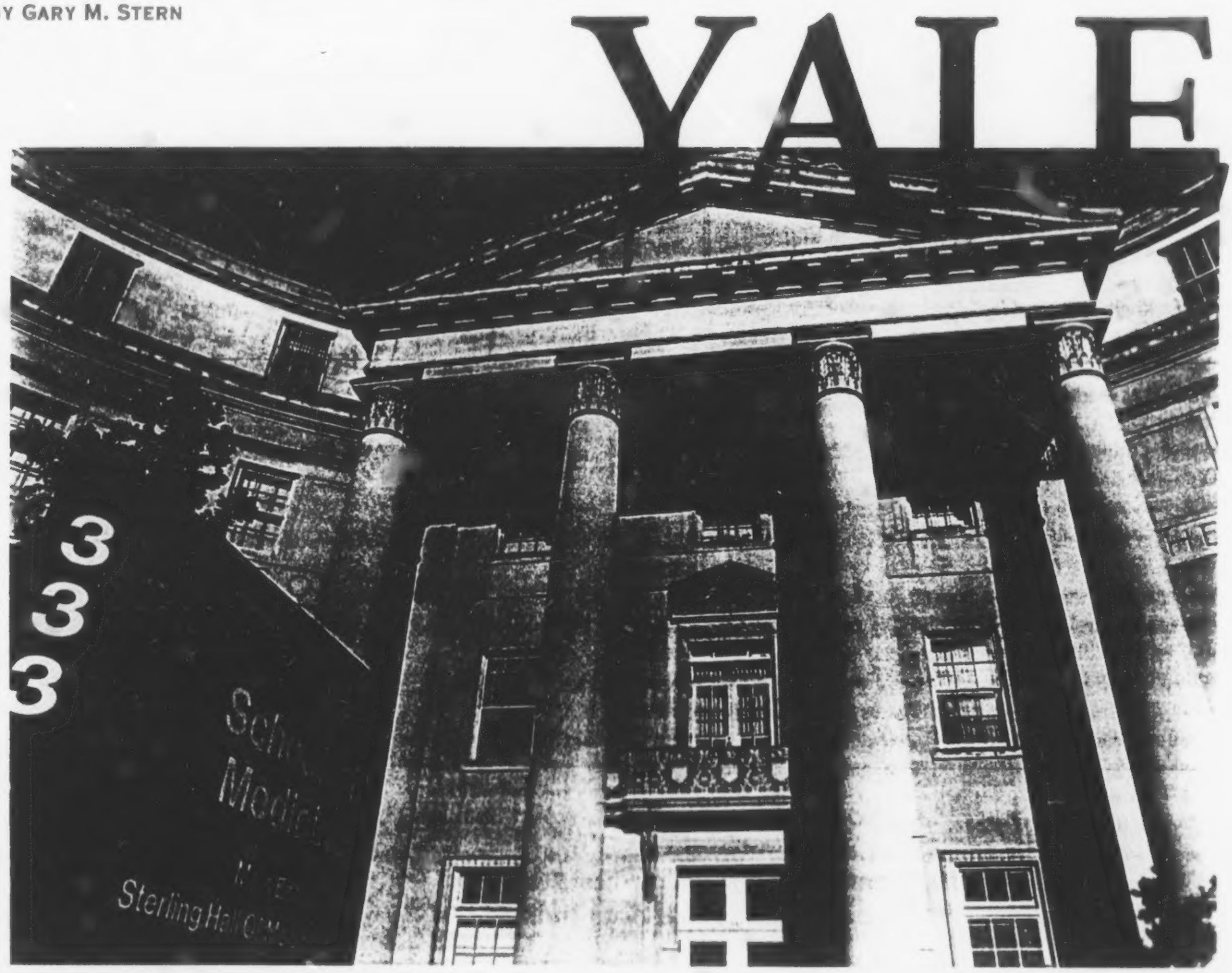
Year	# of Applicants	Accepted	Enrolled
1990	970	208	152
1991	1,181	234	167
1992	1,325	247	187
1993	1,389	262	193
1994	1,592	262	185
1995	1,641	231	174
1996	1,487	206	140
1997	1,216	186	119
1998	1,223	184	132

(**Source:** Association of American Medical Colleges)

Training Doctors to Treat Culturally Diverse Patients

Two-Year Program at Yale Med School

BY GARY M. STERN



How can doctors improve their skills with patients who might speak a different language and hail from a foreign culture? Or best serve patients with a wide range of attitudes toward health, medicine, and drugs?

In the past, doctors were left to improve their patient care skills on their own. But Yale Medical School, as well as several other nationwide leaders, has instituted a Cultural Diversity Program for the first two years of medical school that trains doctors to be sensitive to culturally diverse patients.

"The objectives of the program are to provide students with the knowledge, skills, and attitude to help them deal with cultural factors that impact on medical science," said Liza Cariaga-Lo, director of the Office of Multicultural Affairs at the Yale School of Medicine in New Haven, Connecticut. She describes the major cultural factor as language differences, particularly patients who have limited English-speaking skills. But cultural differences can also involve varying attitudes toward health, such as a patient who believes in home remedies or alternative medicine, or patients whose religious beliefs affect their views on medicine. Other issues that emerge involve the patients' family structure and how that affects their attitude toward health, their lifestyle, and other psychosocial issues.

Yale Medical School developed its program in 1997, working closely with the Association of American Medical Colleges (AAMC), a Washington, D.C., nonprofit organization representing 125 medical colleges in the United States. Dr. Vanessa Gamble, former director of the University of Wisconsin Center on Culture and Medicine and now senior vice president of Community and Minority Affairs at AAMC, and the late Herbert Nickens of

AAMC were instrumental in encouraging medical schools to train doctors to be sensitive to changing populations.

In fact, AAMC has spearheaded efforts to make the diversity class part of the curricula of all medical schools and a requisite for accreditation. By January 2000, public hearings had been held, and the AAMC had approved it. The AMA was deliberating on approval at press time. If approved, the Liaison Committee on Medical Education (LCME), which accredits medical schools, would make cultural diversity programs a requirement for all medical schools. "If it's approved, it indicates that the accrediting body identifies cultural competence as an essential component in medical education," said Dr. Deborah Danoff, assistant vice president in Medical Education at AAMC.

"More and more medical schools are including cultural diversity, either as a separate activity, as part of their curriculum, or integrated into their training," explained Lily May Johnson, staff associate at the Association of American Medical Colleges. "Medical schools are focusing on preparing physicians to handle a diverse workforce. We want to see our physicians relate to people of different cultures," said Johnson, a native of Trinidad. "Before a doctor can start prescribing medicine, he or she must accept a patient and be aware of their cultural differences," Johnson noted. Dr. Danoff added, "The more a physician knows about himself [or herself] and about the population a doctor is serving, the more effective a physician will be."

At Yale Medical School, the cultural diversity program is a required course and an integral part of the curriculum. Cariaga-Lo, who graduated from Harvard with a doctorate in psychology, describes the course as "a series of case studies dealing with diverse population groups." Learning takes place in groups of 10-15 medical students overseen by one clinical teacher.

It's appropriate that this class occurs at Yale Medical School, whose students are quite diverse themselves. Of the 100 medical students in each class, half are minority, including about 25 percent Asian, 15 percent African American, and 10 percent Hispanic. New Haven, where the Medical School is located, is also quite ethnically diverse, consisting of 40 percent African American, 15 percent Hispanic, and 55 percent Anglo, noted Cariaga-Lo. Second-year Yale medical student Diana Bojorquez noted that having day-to-day interactions with such a diverse student body enables her to understand other cultures and will be reflected in better relationships with her future patients. Cariaga-Lo describes Yale's curriculum as "community-based as well as research-intensive." For example, its Urban Health program focuses on health problems prevalent in urban environments, such as lead poisoning and asthma.

In the Cultural Diversity program, doctors are shown, for example, how to handle a 55-year-old Spanish-speaking man who enters a hospital to be treated for diabetes, accompanied by his daughter, who speaks English. One key issue involves communication with the patient's daughter. Doctors are taught to consider the accuracy of the daughter's translation of her father's account. Since the daughter might be emotionally distraught over her father's illness, doctors are trained to calm her down to ensure that the communication is accurate. How does limited English fluency impact the way a doctor gathers information? What if a patient is not compliant with a doctor's prescriptive advice? Doctors are trained to be patient and to uncover the patient's motivation. "They are trained to deal with potential issues that might affect this patient and his treatment, not only the medical issues of diabetes," said Cariaga-Lo.

Doctors are also instructed how to handle a Spanish patient who uses *curanderismo*, a type of healing. Some patients will refuse to tell a doctor

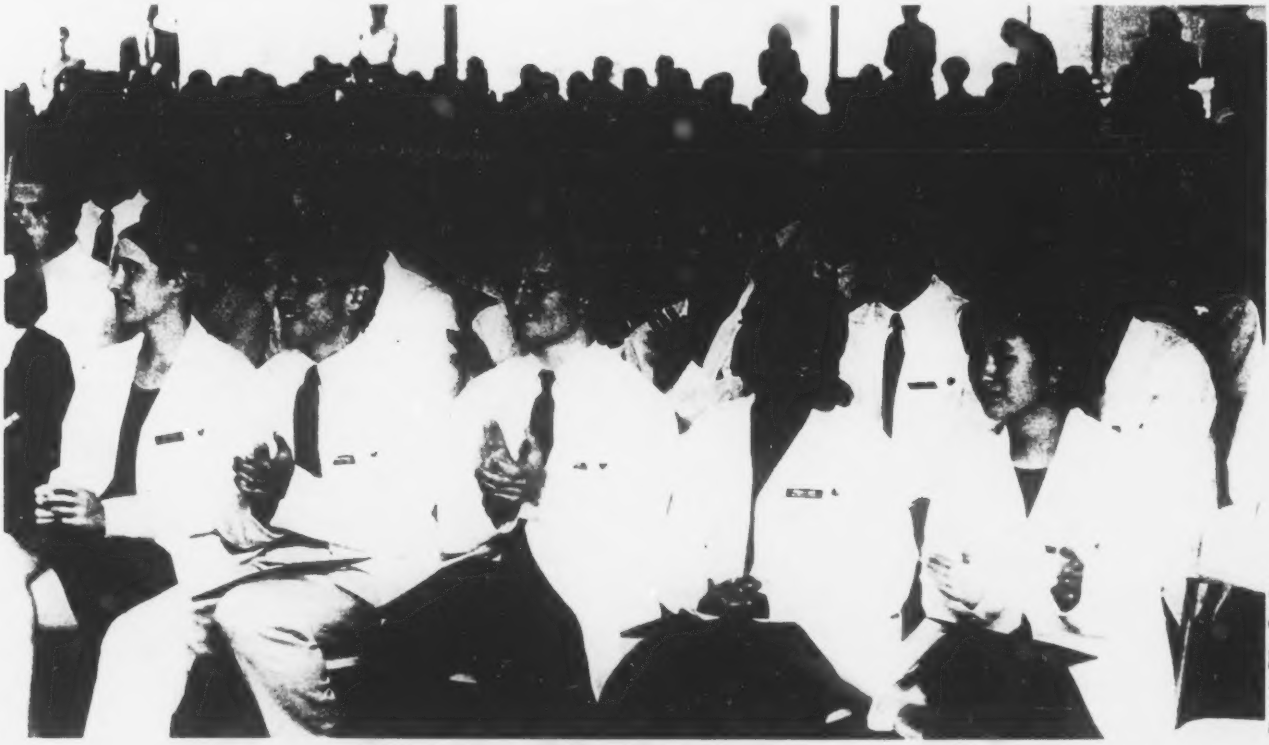


Photo by Peter Casolino

Members of the Yale Class of 2002 at the White Coat Ceremony

1333

about using *curanderismo* and will ignore traditional medicine. The more the doctor can establish trust with the patient, the more the doctor will be fully informed of the patient's medical and prescriptive habits. Another lesson taught in the class is that *curanderismo* itself is not necessarily harmful and should not necessarily be discouraged. Doctors are trained to uncover and elicit as much information as possible without being judgmental. "The class aims to make them more sensitive, more aware, more competent in effectively communicating with a diverse student body," Cariaga-Lo said.

Medical students at Yale University

Not only are language differences discussed in the class, but so are divergent attitudes toward health. If the patient believes in herbal medicine rather than traditional antibiotics, doctors are trained to deal with patients whose belief system differs from the doctor's or mainstream medicine's. What is the medical attitude that is most effective with patients who believe in alternative medicine? What biases and stereotypes do medical students bring to the patient that might need to be reevaluated? Once doctors understand their biases, how can they overcome them to deal with the patient most effectively? "The class teaches the doctor to honor the cultural context of the patient. Practitioners should be able to gather appropriate information. Doctors are taught to get to the heart of the issue and not just deal in narrow, inappropriate medical terms," Cariaga-Lo noted.

The cultural diversity class concentrates on improving a doctor's "communication, getting the patient's history and story, and not trying to pigeonhole the patient in purely medical language," explained Mary-Ann Etiebet, a second-year medical student at Yale Medical School and a native of Nigeria. She recalled one case study involving a Vietnamese patient who did not speak English and who was accompanied by his daughter who speaks English. But he was embarrassed to tell the doctor what was ailing him in front of his daughter and disguised what was really troubling him. "We learned not to use a family member as an interpreter but to always select a professional interpreter," said Etiebet. The class taught her to be sensitive to a patient's non-verbal cues and that "doctor-patient confidentiality shouldn't be compromised."

"If you don't understand your own cultural biases, you're unaware of how stereotypes affect your behavior. The class helps doctors understand how everyone has a set of values, beliefs, and cultural attitudes, and that doctors are a part of this culture," said Cariago-Lo. She added that health problems take place within someone's culture, not in a vacuum.

If a patient is a Jehovah's Witness who refuses a blood transfusion or raises questions about medical treatment, doctors learn how to handle this patient in a sensitive way. "In this case," said Cariago-Lo, "there are legal issues that the doctor must be aware of." A doctor cannot force a patient to receive a blood transfusion without the patient's permission. But the class trains doctors to deal with the ethical issue surrounding this patient. How can a doctor deal with the patient empathetically and communicate effectively with the patient? If the patient refuses medical treatment, how can the doctor continue to support that patient and still provide the best medical care?

In fact, the class enables doctors to be more effective with all patients, not just minority patients. Increasingly, many Anglos are involved in alternative medicine, so doctors who understand it will be more effective. Doctors who practice in urban centers such as New York, Miami, Los Angeles, and Chicago will benefit from this cultural diversity program, but even smaller cities are undergoing population shifts. "This class will help me no matter where I end up as a doctor. In every little town in this country, even in the Midwest, doctors deal with immigrants," said Etiebet, the second-year student.

Ultimately, what effect will this "Cultural Diversity" program have on medical students who take it? The class taught Etiebet to be sensitive to all patients and never to presume anything based on the patient's nationality or ethnic background. "Listening to a patient's concerns is primary," said the second-year student. "Cultural diversity programs," said Dr. Danoff, "will improve a doctor's training, make them better able to meet the needs of the population they serve and better equipped to deal with their medical team." Diversity classes "get at the heart of doctor-patient encounters," said Cariaga-Lo. "This class helps develop doctors who understand and can focus on the needs of patients, regardless of where the patient is from," she concluded.

The Honor Roll

University of Texas Health Science Center at San Antonio

Expanding Services to and for South Texas

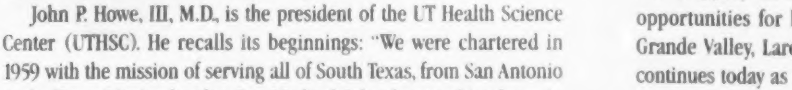
BY ROGER DEITZ

With respect to serving the geographic region of South Texas, and therefore the sizable Hispanic population of this area, the University of Texas Health Science Center at San Antonio has a very special mission. Not only is the institution charged with delivering health care services, but also with training students in a wide range of specialties and educational programs.

John P. Howe, III, M.D., is the president of the UT Health Science Center (UTHSC). He recalls its beginnings: "We were chartered in 1959 with the mission of serving all of South Texas, from San Antonio to the Texas-Mexico border. Our Medical School opened its doors in 1968, and the Dental, Nursing, Graduate and Allied Health Schools opened in the ensuing years. Our commitment to quality education and training for the people of our region has never wavered." That unwavering commitment has now earned UTHSC's induction onto *The Hispanic Outlook* Honor Roll.

"Thanks to significant appropriations from the Texas Legislature in the 1990s," he adds, "we have been able to create exciting new opportunities for health professional education in the Lower Rio Grande Valley, Laredo, Del Rio, and other areas. That commitment continues today as we develop a Regional Academic Health Center to be located in the Rio Grande Valley." Providing health education affects the physical well-being of the community. And the various certificate and degree programs at UTHSC provide direct access to lifetime professions and coveted jobs. Training professionals to provide health care and do research is also of utmost importance in raising the standard of living for a community's population. Then there is the pride that the diverse community has for such an institution. When people see familiar faces among the staff, they are reminded that the institution truly belongs to them, serves them.

"This city, this region, and this state have the talent, the infrastructure, and the commitment to be among the nation's preeminent research centers," says President Howe. "The Health Science Center and its programs help young people to become doctors, nurses, dentists, scientists, and allied health professionals. These talented individuals will treat patients and conduct research, and in doing so unravel the mysteries of illnesses affecting our own region–including diabetes, cancer,



University of Texas Health Science Center at San Antonio

John P. Howe, III, M.D., president of the University of Texas Health Science Center at San Antonio

Honor Roll Facts in Brief

INSTITUTION
University of Texas Health Science Center at San Antonio

LOCATION
Office of Student Services
7703 Floyd Curl Drive
San Antonio, TX 78229-3900
(210) 567-2628

ESTABLISHED
1959, doors opened in 1968

ENROLLMENT
2,556 (489 Hispanic)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate
Specialty Certificates

TUITION AND FEES
Varies greatly among the Health Science Center's schools. (i.e. Master of Science in Clinical Laboratory Science, $2,500 (resident); Doctor of Dental Surgery (DDS), $34,000 (resident))

FACULTY
1,003 full-time (82 Hispanic); 297 part-time (40 Hispanic)

SEVERAL DEGREE PROGRAMS
Biochemistry
Dentistry
Medicine
Molecular Medicine
Nursing

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Office of Special Programs
Texas Association of Mexican American Medical Students
Hispanic Dental Student Association
Mexican American Physicians Association

INTERNET ADDRESS
www.uthscsa.edu

heart disease, tuberculosis, and even aging."

The Health Science Center at San Antonio holds the official designation as a U.S. Department of Education Hispanic-Serving Institution (HSI). Hispanic-Serving Institutions are accredited and degree-granting public or private nonprofit institutions of higher education with 25 percent or more total undergraduate Hispanic full-time-equivalent student enrollment. Two of the five schools at the Health Science Center have exceeded the 25 percent criteria designated for HSIs–the School of Allied Health Sciences has 129 Hispanics or 27.7 percent, and the School of Nursing has 157 Hispanics or 26.4 percent of the class. Two other schools are more than halfway to reaching the 25 percent criteria.

Overall, Hispanics in both the graduate and undergraduate programs number 489, or 19.13 percent of the entire student body, which totals 2,556. The percentage of Hispanics in the total student enrollment has increased by more than three percent at the Health Science Center at San Antonio since 1995. Assuming that enrollment trends continue, overall Hispanic enrollment is projected to reach 25 percent by 2005. Forty of 71 Hispanics (56 percent) accepted the Health Science Center's invitation to join the 1999 entering class. This figure was higher than in 1998 or 1997. Seventy-six Hispanic students entered the Medical School in 1998 and 1999, an increase of 200 percent from the previous two years (1996 and 1997), when 38 entered the school. There are 1,003 full-time faculty, of whom 82 are Hispanic, and 297 part-time faculty, with 40 Hispanic members.

The Health Science Center occupies more than 100 acres of former pastureland in the center of the South Texas Medical Center in northwest San Antonio. The nearby Robert F. McDermott Clinical Science Building and Allied Health/Research Building are situated on another 30 acres. The Institute of Biotechnology and the nearly completed South Texas Centers for Biology in Medicine are located in the 1,200-acre Texas Research Park, a major biomedical research complex in western Bexar County. The Medical School and Bexar Hospital (now called University Hospital) were dedicated in 1968. The School of Nursing, Dental School, Graduate School of Biomedical Sciences, and School of Allied Health Sciences followed soon after. In 1972, the growing institution was renamed University of Texas Health Science Center at San Antonio.

The McDermott Building is home to the Research Imaging Center and the departments of ophthalmology and pharmacology. The adjacent Allied Health/Research Building houses the departments of occupational and physical therapy, clinical laboratory sciences, dental hygiene, physician assistant studies, and the Center for Biomolecular Structure Analysis.

The Health Science Center operates on an annual budget of $300 million, of which more than $128 million is sponsored annually in research and contract programs. As cancer research grows in prominence at this institution, there are plans to add an adult cancer research building and a new children's cancer research center, funded by a $200 million endowment, the largest ever in the history of cancer research. The institution is among the nation's leading schools in graduating primary care providers, and its Dental School has been consistently ranked No. 1 in the nation. The School of Nursing has been ranked among the best graduate schools in the country, and the respiratory care program in the School of Allied Health Sciences is nationally recognized. The Health Science Center is a major employer in San Antonio, with more than 4,600 employees. This also creates multiple business opportunities for local architecture, building, foodservice, and medical-supply industries.

A new Regional Academic Health Center (RAHC) is an outreach of the Medical School in San Antonio. It will provide an upgraded health care delivery system and a sophisticated training program for physicians to a great segment of the poor population in an underserved region of the State. The Texas Legislature authorized the board of regents of the UT System to establish a medical education and research program serving Cameron, Hidalgo, Starr, and Willacy Counties. The Legislature specified that, together with a community teaching hospital, the RAHC "may be used to provide undergraduate clinical education, graduate education, including residency training programs, or other levels of medical education." The regents assigned management of the RAHC programs to the UT Health Science Center at San Antonio, with the exception of public health initiatives, which will be the responsibility of the UT-Houston Health Science Center's School of Public Health.

Usually, starting a new medical school takes many years and many millions of dollars, and requires the presence of a large number of physicians, scientists, training programs, laboratories, classrooms, etc. Using the Medical School in San Antonio as a "launching pad" for medical school training at the RAHC allows the creation of specialty training programs and the training of medical students without waiting for all of the above conditions to be met. This way, the new Regional Center is not starting from scratch. The regional dean will report to the dean of the Medical School in San Antonio, and academic oversight will rest with the San Antonio Medical School. Each student clerkship and resident specialty training program will be under the educational direction of the applicable chair of the corresponding academic department (medicine, pediatrics, obstetrics and gynecology, etc.) in San Antonio. The arrangement is necessary to meet the standards of the accreditation for medical schools. There is a scheduled completion date of February 2001 for a Harlingen facility with a cost of about $25 million. Brownsville ($5 million) should be on about the same schedule, and Edinburg construction ($15 million) is about to begin, with discussions for a McAllen facility ($5 million) under way.

The Health Science Center has many more regional success stories–individual ones. Students from diverse backgrounds are found to excel at HSC, and there are ramifications for the community. Second-year medical student Manuel Ybarra grew up in Harlingen in the Rio Grande Valley and plans to return there some day. "My No. 1 choice, when I finish my medical residency and fellowships, is to practice in Harlingen or the area," he says. "I intend to make a difference." San Antonio's Cyndi Velasquez is a third-year medical student. "It's amazing to look around our class and see students from Yale and Harvard," she says. "I went to Incarnate Word here, and my parents came to every soccer game, while some of my classmates went to places like Stanford. But we're all in the same school now, so it doesn't matter."

Ybarra says he is "impressed with the Medical School's effort to increase the number of students from the South Texas/Border Region who return to practice there after graduation." Ybarra sees himself as part of the solution for that historically medically underserved area. Ybarra was one of 38 Hispanic students admitted to the Medical School in 1998 and one of 24 incoming students that year from the South Texas/Border Region. He is excited that the 1999 entry group grew to 42 Hispanics/22 South Texans, including a classmate, Luciano Vargas, from Carrizo Springs in Dimmitt County, east of Eagle Pass and north of Laredo. Twelve Hispanics entered the Medical School in 1997, the year after the *Hopwood* decision ended affirmative action for admission to the state's universities. Velasquez was one of them. She is a member of a class that has posted extremely high scores in gross anatomy and biochemistry. Dr. Sylvia Fernandez is director of special programs at the Health Science Center. She says, "The 1997 class was a watershed, but thanks to Dr. David Jones [chair of the Medical School Admissions Committee] and his unbelievable commitment to making a difference–to recruiting talented and qualified Hispanic applicants to our school–we have rebounded in a very short time." The Health Science Center is among the nation's leaders in training Hispanic physicians and has been committed to this goal for a quarter century. The good news is that the dip in enrollment caused by *Hopwood* has been overcome.

amsa® Develops Cultural Education Programs

Wake Forest First of Six to Launch Pilot Projects

BY
JEFF SIMMONS

Wake Forest University School of Medicine is situated in the center of a booming Hispanic community. There are now 30,000 Hispanics in the region, many of whom visit the institution for health care services. But Wake Forest faces a struggle common among institutions nationwide: the difficulty in understanding every community's needs.

"If you are not aware or you don't want to learn about the uniqueness of your community, then you miss a lot of opportunity to have connections to that community, and you probably will not meet the needs of that community," says Dr. Sonia Crandall, associate professor of family community medicine at Wake Forest.

Many institutions "certainly don't meet" and "would be insensitive to some," she says, adding that where that occurs, potential clients "won't be coming to your institutions."

Wake Forest began to address the concern by opening a Hispanic clinic. It is now going a step further, reaching out to students who might eventually staff that clinic, and to others across the nation. It is one of three schools that recently won grants to implement a diversity curriculum.

"Our communities are getting so diverse and have changed dramatically. We are constantly thinking about how we can serve the community better," Crandall says, adding that they are looking at both the present and the future.

That's the motivation behind two new programs designed by the American Medical Student Association. Last year, AMSA solicited requests from a number of medical institutions that want to pilot the programs to strengthen cultural education. AMSA announced grants in January.

"I think overall, doctors are ill-prepared to address patients' concerns, and look at them on an individual level, a community level, and address them in a sensitive and responsive way," says David Grande, AMSA president. "Doctors are caught in a bio-medical model where everything is looked at from a scientific standpoint, and they are not taking into consideration what kinds of concerns patients are looking to address."

The curriculum comes on the heels of a published report that found that physicians today care for increasingly diverse populations but that many institutions have not fully incorporated "cultural competency" training for students.

The Child and Adolescent Service System Program Technical Assistance Center at Georgetown University defines such competency as "acceptance and respect for difference, continuing self-assessment of staff and policies regarding culture, careful

David Grande, AMSA president

> ***"Underrepresented minorities have really been declining in numbers of admissions to medical schools, particularly over the last five years."***
>
> DAVID GRANDE, AMERICAN MEDICAL STUDENT ASSOCIATION PRESIDENT

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attention to the dynamics of difference, continuous expansion of cultural knowledge and resources, and a variety of adaptations to service models in order to better meet the needs of minority populations."

In 1995, according to statistics on AMSA's website, linguistic and cultural minority populations represented 26.4 percent of the U.S. population. By 2010, those populations will account for 32 percent of the population, and that number will climb to nearly 50 percent by mid-century.

But, say organizers, diversity within the physician workforce continues to lag behind the changing demographics.

"Medical schools overall have a responsibility to society at large, and AMSA felt over the years that medical education has not kept up with society's needs," says Grande, "such as what types of training doctors should have."

"Underrepresented minorities have really been declining in numbers of admissions to medical schools, particularly over the last five years," Grande says. "This is in the face of a growing minority population in the United States."

AMSA, which has 30,000 members, is striving to shape how future generations of doctors connect with the communities in which they work. But its largely white membership, its leaders admit, points to the difficulties in attracting minorities to the field of medicine: as few as five percent are Hispanic.

AMSA's Promoting, Reinforcing and Improving Medical Education (PRIME) diversity project established two curriculum programs in conjunction with the federal Bureau of Health Professions, Health Resources and Services, and Administration.

Each school will design its program to implement either the Community-Responsive Curriculum Project or the Culture and Diversity Curriculum Project in collaboration with AMSA's PRIME executive panel and advisory group.

A school, for instance, is expected to instruct about two dozen students a semester in the program and to have it up and running between July and September, giving each about six months to plan. Those undertaking the diversity curriculum, like Wake Forest, get $4,000 for the one-year project. Those taking part in the community-responsive curriculum get $12,000 for the two-year project.

Meredith Burke Lawler, PRIME project manager

According to AMSA's request for proposals, "The spirit of the PRIME project is to foster the values in medical students that lead them to serve others. PRIME seeks to provide knowledge, skills, and opportunities for students to develop their inherent desires to serve their community."

The community-responsive curriculum project focuses specifically on caring for underserved populations and promoting primary care as a viable career option. The premise is that too few health care providers exist in rural and inner-city venues, often because medical students aren't exposed to opportunities there.

The AMSA curriculum proposal states that medical students often feel ill equipped–that they don't have the skills and knowledge to thrive in those environments. And that once they understand the different areas, students might alter their career paths and "their day-to-day experiences in the community/hospitals during their clinical rotations."

"Medical education traditionally has been very focused on the technical and on sciences and has not paid very much attention to the actual needs of communities and...how to create social responsibility in a person and how to provide medical care to underserved communities," says Meredith Burke Lawler, PRIME's project manager.

Adds Grande, "We want to bring a new philosophy into medical education and incorporate these ideas of social responsibility, and try to make this a greater part of the focus. Patients are often looking for physicians who understand their needs and people who know their backgrounds and their own special circumstances."

The schools chosen to introduce the new curriculum are: Wright State University in Ohio, the University of Iowa, and the University of Kentucky.

Three other schools are taking part in the culture and diversity program, which equips students with the skills to be "culturally competent" health care providers. Employing interactive sessions, it will involve students with patients and persons from various cultures to either reinforce or contradict their academic knowledge.

AMSA leaders say that this will prevent students from stereotyping a particular culture. The curriculum examines culture and its relationship to world view, and where a student sees himself or herself in the world.

Using a series of cultures, the curriculum will explore visible diversity–the physical differences–and invisible diversity–such as gender identification, socioeconomic status, and sexual orientation.

Learning about the ways different cultures view medicine and health issues affects patient treatment. According to the course description, "Failure to examine patient actions in the context of their cultural model of health and disease not only serves to deteriorate the physician-patient relationship, but can also lead to misdiagnoses."

"Cultures view different aspects of health and illness in a variety of ways. For example, the cause of illness might be attributed to organ failure for one culture, spiritual imbalance for another, or presence of bad spirits in a third," it continues.

The curriculum will teach students how to negotiate cultural conflict and will train them how to address situations where patients view treatment differently.

"We have many elements in our curriculum that address those kinds of issues, but we did not have a cohesive piece of the curriculum that would be focused on the issues of culture and diversity," Crandall says.

At Wake Forest, students won't start from a blank slate. Many originate from diverse communities. However, only two percent of the 432 students are Hispanic, and 77 percent of the student body is white. Meanwhile, the Hispanic community in the surrounding Piedmont Triad area has boomed.

"There's so much diversity within a community, regardless of the ethnicity, that they can be from similar ethnic backgrounds yet have a very diverse perspective on health care," Crandall says. "What I am hoping we can do is create a conscious awareness that maybe we don't know everything and perhaps we can learn a lot from the people in our environment who might have a different perspective."

She adds, "I certainly don't know the health care beliefs of all individuals in our community, and so it's an opportunity for me to learn more about how they view health, how they view illness, and what they think are appropriate treatments, whether these be Western or complementary or alternative practices."

While schools don't have to start the program until their summer or fall semesters, Wake Forest got a head start and began the program by winter's end. Crandall has high expectations that even after the pilot period ends, the program will thrive.

"It's like other pieces of the curriculum–nutrition education, for instance. We are figuring out where to get them into the curriculum. There has not been a concentrated, recognized format, a concerted effort," she says. "But this is very attractive."

In addition to Wake Forest, schools that will pilot the program are the Medical University of South Carolina and the Kansas University Medical Center.

In both projects, students will work in small groups each week and frequently visit outside agencies to meet with community members and leaders. AMSA also is bringing together students to urge them to take an active role in becoming leaders in their communities as well.

Twenty students from across the nation were nominated by deans to take part in the Primary Care Leadership Training Program at Ohio State University in Columbus, Ohio. Another 20 will meet later this year.

The leadership program engages students in curricular reform and health policy issues, and it aims to show the role of a primary care doctor in the community. The one-week program prepares students to care for underserved populations.

"AMSA felt it was critically important to begin to address diversity and cultural competency in medical education," Grande says.

Adds Lawler, "Everything that happens in the PRIME project comes back to improving medical education, and one of the primary concerns of any PRIME initiative is helping to serve the medically underserved populations."

AMSA now plans to monitor the progress of the curriculum. Schools are obligated to submit periodic reports, and AMSA must in turn report to the HRSA. AMSA also will provide technical and counseling students, visit the campuses, and help to design student activities.

Medical schools in piecemeal fashion have addressed cultural issues, but there hasn't been a specific curriculum before. The hope, Lawler says, is that others will follow suit and, inevitably, that students will seek opportunities in underserved regions.

"But what we're doing differently is making it its own small entity, its own adjunct curriculum," Lawler says. "It's definitely trying to improve upon the number of hours spent on this topic."

"Really, in the grand scheme of things, it falls down on the list on levels of importance," says Grande. "Oftentimes, unfortunately, these are looked at more as supplemental information, as nothing that is critical or required for education."

UCSF

Assistant Dean for Curricular Affairs
School of Dentistry, University of California, San Francisco

The School is seeking qualified candidates for the full time position of Assistant Dean for Curricular Affairs. This new position was created to direct the refinement, implementation, and management of new curricular directions defined by the faculty, which include: integrating basic, clinical and behavioral science teaching, active learning, application of basic science principles to clinical instruction, and the transition of department-based to school-based curriculum direction and management.

The incumbent will be responsible for working with the faculty to oversee completion of a curricular planning process initiated by the faculty, implement the new curriculum, and oversee, coordinate, and manage future improvements and maintenance of the curriculum. In addition, the incumbent will be responsible for directing assessment of the curriculum and implementing faculty development activities regarding teaching and assessment of student performance.

Applicants should have training and/or substantial experience in education, experience in directing health science curricular affairs, preferably including dental education, and a doctoral-level degree. Salary and appointment for this position will be commensurate with the qualifications of the successful applicant. The position will remain open until it is filled. UCSF is an affirmative action/equal opportunity employer. The University undertakes affirmative action to assure equal employment opportunity for underutilized minorities and women, for persons with disabilities, and for Vietnam-era veterans and special disabled veterans.

Applications and nominations should be sent to:

Dr. Troy Daniels
Office of the Dean
School of Dentistry
University of California, San Francisco
513 Parnassus Avenue, Room S-630
San Francisco, CA 94143-0430

THE UNIVERSITY OF UTAH

ASSISTANT DEAN FOR DIVERSITY

The Graduate School at the University of Utah is seeking nominations and applications for the Assistant Dean for Diversity, a 12-month professional staff position reporting to the dean of the Graduate School. Candidates must have demonstrated writing ability and excellent interpersonal communication and problem solving skills. Experience with a diverse student population for recruiting and retention is preferred, and a master's degree in a related area is required. Primary responsibilities are recruitment and retention for groups historically underrepresented in graduate education, administration of undergraduate summer research opportunity programs, development of externally funded grant proposals for graduate education, and other related duties.

Founded in 1850, the University of Utah is the flagship institution in the Utah system of higher education. It is accredited by the Northwest Association of Schools and Colleges with a graduate enrollment of over 4900 students in 16 colleges. The University is located in Salt Lake City, a metropolitan area with a population of almost a million citizens in the greater Salt Lake Valley. The University of Utah is an affirmative action/equal opportunity employer and encourages applications from women and minorities and provides reasonable accommodation to known disabilities of applicants and employees. Nomination letters and letters from applicants with two copies of a curriculum vitae plus names, addresses, e-mail, phone and fax numbers for three referees should be sent to: **David S. Chapman, Dean of the Graduate School, 310 Park Building, University of Utah, 201 South President's Circle, Salt Lake City, UT 84112-9016; 801/581-7642.** This position will remain open until filled.

New Name and Expanded Mission for *COSSMHO*

Welcome to the National Alliance for Hispanic Health

BY INÉS PINTO ALICEA

The
National
Alliance
for
Hispanic
Health

Established 1973

A Latino organization that has been around since 1973 and is dedicated to providing technical assistance, outreach, research, advocacy, training programs, and policy analysis on how health care issues affect Latinos is undergoing many changes, including a change in its name.

The organization, affectionately known as COSSMHO by those who have been touched by its work, will now be called the National Alliance for Hispanic Health–the third name in its history but one that its officials expect to stick for a long time because it reflects the organization's present and future.

"We went through a deliberative process of asking ourselves who we are and who we should be," said Dr. Jane Delgado, president and CEO of the newly named alliance. "For more than a quarter century, our members have delivered front-line health and human services to over 10 million Hispanic consumers. Our new name reflects the full range of our membership and recognizes that health and human services must be integrated to serve the consumer."

Delgado said that nearly 70 percent of the organization's 1,500 members voted, and of the voters, 97 percent endorsed the name change for the nonprofit. The alliance membership includes community-based organizations, health care provider organizations, governments, national organizations, universities, individuals, and for-profit corporations.

"It is invigorating to myself and my staff that our members are active," said Delgado, adding that the growth in population of U.S. Latinos also prompted the need to change the name, refocus the mission somewhat, and strengthen some of the work of the alliance.

COSSMHO, the Coalition of Spanish Speaking Mental Health Organizations, was founded 27 years ago in Los Angeles. Two years later, and with a move of its headquarters to Washington, the organization again changed its name to the National Hispanic Conference on Health and Human Services, but still went by the acronym COSSMHO. Today, people are slowly adjusting to calling it The Alliance.

The nonprofit organization is now undertaking two major efforts–expanding its use of technology and strengthening its outreach to researchers at universities and other research organizations nationwide.

One such project is developing a database of service providers, clinics, and community organizations that serve Latinos with chronic illnesses or have been affected by domestic violence. Another involves a database of researchers and academicians who are Latino and/or are studying or are interested in studying Latino health issues so they can compete for National Institutes of Health grants and fellowships, said Falcon.

An Alliance brochure defines its challenge as follows: "to ensure that our nation's research agenda addresses the unique research issues posed by Hispanic communities, brings the priorities of Hispanic communities to the full attention of policymakers and health service providers, and brings together data and communications technologies in ways that serve members and our communities."

One related Alliance effort is to bring together several of the National Cancer Institute's Comprehensive Cancer Centers and other university-based research centers or schools of medicine or public health to work in unison with community-based organizations. The project has developed a unique, comprehensive database on the treatment experiences of Hispanic women with breast cancer or abnormal mammograms and will publish a series peer-reviewed journal articles based on this database. The project also has developed a resource kit on the early detection and treatment of breast and cervical cancer. Hispanic women tend to have a higher incidence of cervical cancer than do other groups of women, and Latinas' incidence of breast cancer is said to be lower than that of others. Mortality of Latinas with breast cancer, however, tends to be higher because often treatment is delayed to when options are fewer and, as a result, the chances for survival reduced.

Lourdes Baezconde-Garbanati, an assistant professor for research in preventive medicine at the University of Southern California, is the coordinator of the western regional coordinating center of this cancer program, known as the National Hispanic Leadership Initiative on Cancer–*Unidos Para La Salud*, one of six sites under the initiative. She has worked closely with the Alliance on projects for about 13 years.

"The name change may expand opportunities for them, and it may begin to develop new and different roles for them," said Baezconde-Garbanati. "Communities respond to them, and they respond to communities."

She said that the organization, whose strengths lie in forming coalitions, doing advocacy work, promoting and using research for policy purposes, and encouraging groups to constantly evaluate their work, has had some challenges in dealing with university bureaucracies when expanding its outreach to that segment.

"It is not enough to have Hispanic health professionals. Too often, the education they go through bleaches out their color."

JANE DELGADO, ALLIANCE PRESIDENT AND CEO

"They each have different systems, ways of doing work, and audiences," she said, adding that the Alliance is a vehicle for the distribution of research with policy relevance.

"This kind of data is often time-framed and therefore must be completed quickly. With policy research, if you don't catch the wave, it's gone. University survey research is not usually time-framed in the way policy research often is. University researchers tend to have more time to get the work done." Speaking of the Alliance and the university researchers, she said, "I think we've been able to work through the differences."

The Alliance has helped university researchers learn that they must be more diplomatic in community-based work by taking time to build relationships, she said.

"Researchers sometimes focus on the data collection aspects of their research in a community without always involving those communities from the beginning in the research process," she said, adding that the Alliance "has tried to encourage researchers to work with communities and vice versa on this effort."

% of People with Internet Access at Home or Work

"Hispanics are the second most wired group."

Asian Americans	66%
Hispanics	36%
Whites	34%
Blacks	23%

Source: Forrester Research, Digital Melting Pot, March 1999.

Baezconde-Garbanati said that the organization should have an even brighter future in its efforts to work more closely with researchers since its history has been to work with community-based organizations. Many corporate and foundation grants are being used more and more to community-based efforts, she said.

"The Alliance is in a prime position to contribute to that effort," Baezconde-Garbanati said.

Officials at the organization agree with her assessment.

"We are very focused on our role in communities and making sure that consumers get the services they need," said Adolph P. Falcon, the organization's vice president for science policy. Falcon added that their work is particularly critical since 45.1 percent of working Hispanics are uninsured in this country compared to nearly 23 percent of non-Hispanic whites and 34 percent of non-Hispanic Blacks.

Luis Mata, CEO and president of the Multicultural Area Health Education Center in Los Angeles, has worked with the Alliance and was a consultant to the organization for more than 10 years. In his work with the organization, he serves as a spokesperson for the March of Dimes and helped the organization develop a curriculum in Spanish on early prenatal care.

"What I love about [the Alliance] is that we are always partners in whatever we get involved in," Mata said. "It is a very fruitful relationship.

The Alliance was instrumental, he said, in helping his organization develop the infrastructure it needed to provide services and implement programs it wanted to carry out. His organization provides health education services focused on disease prevention in Los Angeles County. The organization also trains health professionals.

He would like the Alliance to take more steps to promote its work, and he feels that with sufficient financial support, it could capture a larger group of members. The limited funding also has affected the number of staff members available to its many projects, he added.

Mata said that his concerns about the organization's limited public relations efforts arise from a desire to see its great work receive more recognition. He praised the organization for including all segments of the Latino community

Top Ten Causes of Death: Hispanic Males

1. Diseases of heart
2. Malignant neoplasms
3. Accidents and adverse effects
4. Homicide and legal intervention
5. Cerebrovascular diseases
6. Diabetes mellitus
7. Chronic liver disease and cirrhosis
8. Human immunodeficiency virus infection
9. Pneumonia and influenza
10. Suicide

Top Ten Causes of Death: Hispanic Females

1. Diseases of heart
2. Malignant neoplasms
3. Cerebrovascular diseases
4. Diabetes mellitus
5. Accidents and adverse effects
6. Pneumonia and influenza
7. Chronic obstructive pulmonary diseases
8. Certain conditions originating in the perinatal period
9. Chronic liver disease and cirrhosis
10. Congenital anomalies

Source: *National Center for Health Statistics. National Vital Statistics Reports, Vol. 47, No. 19, June 30, 1999*

in its work and for giving community-based organizations in Washington a voice. Mata himself travels to Washington about three times a year to advocate on Latino health issues.

"When the [politicians] are hearing it from community folks from different states, they know we mean business," said Mata. "We have been very successful in moving an agenda. Other organizations tell us what to do rather than ask us what we would like to do." The Alliance, he said, "has been very open with us. They don't try to do it on their own. They bring us to meet with public officials at the national level."

The organization's staff of 35 works on a relatively shoestring budget of $4 million. About 40 percent of its operating budget comes from corporate and foundation grants, another three percent from membership dues, and the remainder from government grants, individual grants, consultation fees, and sale of publications.

Alliance advocacy activities are based on three pillars: representing all Hispanic groups, not accepting funds from tobacco or alcohol companies, and a commitment to community-based solutions. The organization says that its mission is to: inform and mobilize consumers, support health and human service providers in the delivery of quality care, improve the science base for accurate decision-making, promote appropriate use of technology, insure accountability, and advocate on behalf of Hispanics.

"It is not enough to have Hispanic health professionals," said Delgado. "Too often, the education they go through bleaches out their color."

The Alliance sponsors many programs and projects to carry out its mission. The following is a small sample.

- Operates the National Hispanic Prenatal Hotline linking callers to maternal and child health services (1-800-504-7081).
- Operates Proyecto ALFA (Aire Limpio para su Familia), a bilingual National Indoor Air Quality Hotline (1-800-SALUD-12). Part of this project also involved the development of publications about indoor pollutants. Also available to Hispanic consumers through this program is education on indoor air pollutants, referrals, and radon test kits.
- Operates the Hispanic Health Link, a Hispanic-focused national online network service bringing health information to thousands of agencies (www.hispanichealth.org).
- Published *SALUD! A Latina's Guide to Total Health–Body, Mind and Spirit*, a book that was also released in Spanish. More recently, the organization published *The State of Hispanic Girls*, a booklet that identifies factors and conditions that might lead Hispanic girls to engage in health-risk behaviors as well as those that might protect against such behaviors. The booklet provides messages that will encourage girls to make healthy life choices and the appropriate delivery system for these messages. The organization also offers a catalog of other publications for Hispanic consumers, health professionals, governments, and anyone interested in health issues.
- Provides training and technical assistance to health departments, governments, community-based organizations, health care providers, private organizations in a variety of areas, including how to meet the needs of culturally and linguistically diverse populations and how to strengthen organizational capacity when working with Latinos who are at high risk for sexually transmitted diseases.

"Our work is not just identifying and solving problems in our community," said Delgado. "We as Hispanics have a lot to share with others about the sense of community, family, and holistic approaches to health and well-being that shapes our culture." He said that the Alliance "is about celebrating how we live, our diversity, and the healthy choices we make–creating a new paradigm of health and well-being for the future and the nation. That is our commitment."

The Alliance advocates on behalf of Hispanics and ensures accountability of different entities nationwide in relation to Latino health. The organization studies whether the Environmental Protection Agency, the Department of Health and Human Services, the Department of Transportation, and their state and local counterparts carry out all programs with Hispanics in mind by ensuring that they have Hispanic action plans for all efforts.

"We are constantly getting the heartbeat of our community and bringing it back to Washington," said Delgado.

% of Population 18 and Older with Symptoms of Depression by Race/Ethnicity

" Depression is particularly pronounced among Hispanics."

	Men	Women
Total	26%	40%
Hispanics	36%	53%
Non-Hispanic Black	32%	47%
Non-Hispanic White	23%	37%

Source: The Commonwealth Fund. "U.S. Minority Health: A Chartbook." May 1999

Note: *Data are percent of population age 18 and older with moderate to severe depressive symptoms in past week by race and ethnicity, 1993*

Trinity's Inventive Hebe Guardiola-Diaz

Discovering Biochemistry in Everyday Life

BY
ANDREA COMER AND
SUZANNE ZACK

How can you understand mental illness without understanding the biochemistry of the nervous system?"

HEBE GUARDIOLA-DIAZ, PH.D.
TRINITY COLLEGE

AZT, or zidovudine, is regarded as one of the most effective weapons against AIDS. But for Hebe M. Guardiola-Diaz, an assistant professor of biology at Trinity College in Hartford, Conn., the anti-viral drug is equally valuable for its ability to illustrate biochemistry in a very compelling way.

"When we're talking about enzymatic activity, I show students the molecular structure of AZT and explain that by inhibiting enzymatic activity of AZT, one is able, at some level, to help AIDS patients," she explains. "Enzyme kinetics can be very cut-and-dry and very mathematical. Or, you can provide reasons why students should care about the understanding of molecular structure."

Guardiola-Diaz teaches biochemistry and neurobiology in the biology department and in the neuroscience program. A Trinity faculty member for a year, she already has earned a reputation as a passionate and challenging teacher. It is a passion that she believes everyone should embrace. "How can you not care about life?" she asks. "We've all had headaches. We've all had the fear of getting an incurable disease. We all care about genetic diseases, especially young people who are thinking about starting families. How can you understand mental illness without understanding the biochemistry of the nervous system?"

Rooted in science

A native of Puerto Rico, Guardiola-Diaz's interest in science and medicine is one that she shares with many other family members. She earned an undergraduate degree in chemistry from the University of Puerto Rico, then spent a summer doing research at the gerontology division of the Institut National de la Sante et de la Recherche Medicale (INSERM) in Paris. She earned her doctorate in biochemistry from the University of Michigan before doing a postdoctoral fellowship in the biochemistry of nuclear receptors at the Karolinska Institute, Sweden's leading institution for medical education and research. Before coming to Trinity, she served as an instructor in biology at the University of Michigan. In her research, she is currently examining a family of proteins that reside in the nucleus of cells in the nervous system and that, when activated, control gene expression. An article based on related research into how cold affects an organism's production of fat cells was recently published in the *Journal of Biological Chemistry*.

Says Professor of Psychology Priscilla Kehoe, who directs Trinity's neuroscience program, "Dr. Guardiola-Diaz is an excellent teacher with serious concern for her students' welfare and their advancement in scientific thinking. Her scholarly research adds another level of analysis to our diverse program. In the Neuroscience Methods course, her students have had the opportunity to examine cells of the nervous system called oligodendrocytes that cover certain neurons and are the very cells that, when missing, cause diseases such as multiple sclerosis. The students were able to learn to utilize techniques that allow the growth of these cells in order to study their maturation. For Trinity students, this is a unique opportunity to learn modern molecular neurobiological techniques as well as participate in cutting-edge research."

Last summer, Guardiola-Diaz and Professor of Chemistry David E. Henderson conducted an innovative phytoremediation project in which students created an experimental garden in a lead-contaminated vacant lot in Hartford. Their goal was to remove the toxins from the soil and reclaim the area for the neighborhood residents. Says Charles A. Dana Professor of Biology and Department Chair Craig W. Schneider, "Hebe's full of new ideas and a bundle of energy."

The six undergraduate students and their two professors announced in February that the special breed of Indian mustard they planted at the lot reduced lead from levels in excess of 1,000 parts per million (ppm) to fewer than 500 ppm. The allowable level for soil that is to be used for residential or agricultural purposes is 500 ppm.

"The garden was an important demonstration because it shows that a poor neighborhood with limited resources can tackle environmental problems," said Diaz. "The project appealed to our students, who are very interested in the environment and very interested in doing something to improve the quality of life in Hartford."

The student research was supported with funds that Trinity received under a grant from the W.K. Kellogg Foundation and was conducted in association with a New Jersey-based biotechnology company that provided seeds and expertise for the project as part of its effort to explore the possible commercialization of the process known as phytoremediation, or the use of plants to remove pollutants from the environment or to render them harmless.

Phytoremediation promises potentially huge environmental and financial rewards because the use of plants poses a simple, safe, and cost-effective approach to the remediation of soils and water. The federal Environmental Protection Agency (EPA) estimates that there are more than 30,000 sites requiring hazardous waste treatment services throughout the United States. Lead contamination represents a particularly difficult problem because there are no permanent, low-cost solutions for heavy metal contamination.

The idea for the research garden originated with Guardiola-Diaz and another Trinity professor, David E. Henderson, who were interested in creating summer projects for their students. Guardiola-Diaz and Henderson, a professor of chemistry, independently approached college administrators for ideas. Each professor was unaware of the other's effort until administrators got them together.

"It was just great timing," said Guardiola-Diaz, explaining that she got the idea for the project when she and a neighbor who works for the Connecticut Department of Environmental Protection met at a housewarming party and began to talk about ways in which they could collaborate and help the City of Hartford. Henderson, meanwhile, was looking for a project that would allow the chemistry department to use a newly acquired piece of equipment known as an inductively coupled plasma emissions spectrometer. The tool is used in trace metal analysis.

"Hebe said, 'Let's do this together.' And I said, 'OK, fine.' But I had no idea what this project was going to do to my schedule!" said Henderson.

A Trinity faculty member for a year, she already has earned a reputation as a passionate and challenging teacher.

The College agreed to finance the project, giving the professors $37,000 from its Kellogg Community Innovation Fund to hire students and purchase supplies. The fund was established in May 1998 when the Kellogg Foundation awarded Trinity a $5.1-million grant to support Trinity's strategic commitment to building academic-community connections that emphasize civic responsibility and educational innovation.

The lot selected for the garden project totals 1.2 acres and is adjacent to the House of Bread, a nonprofit that operates a soup kitchen and temporary housing for the homeless on Chestnut and Edwards streets in Hartford. It is also across the street from the city's Quirk Middle School and within a short distance of the gold-domed state capitol. The lot had formerly been the site of a paint store, accounting for the high levels of lead contamination in the soil. When the old paint store building was leveled several years ago, the debris was buried at the site, further contributing to the pollution problem.

The lot is owned by the City of Hartford, which had leased it to the Hartford-based Knox Foundation for use as a community garden. The foundation intended to create a community garden as it has done at 16 other locations in Hartford, but it was prohibited from going ahead with its plans once the pollution was discovered. Up until the discovery, neighborhood children had been allowed to play in the vacant lot.

Working with city and state officials, the two Trinity professors became involved, suggesting the site as the location for their remediation project. Guardiola-Diaz also involved EdenSpace, the biotechnology company based in Monmouth Junction, N.J., which provided seeds and valuable expertise for the research project. The company has tried its phytoremediation methods with some success in New Jersey, Ohio, Massachusetts, and near the Chernobyl nuclear reactor in the Ukraine.

The garden was planted in June after much difficult labor. Henderson and the students had to use 12-pound sledgehammers to break up old foundations and bricks so that a garden could be planted. The soil was so difficult to work with that the garden was limited in size to 60 feet by 8 feet. But once planted, the garden did well, and the first harvest was completed in mid-July.

A second planting was made and harvested in August. The harvested plants included the roots, since the students and professors weren't sure which part of the plants best absorbed the lead. After testing and analysis, the plants were burned, and the ash was disposed of as hazardous waste.

"We used an electron microscope to look at the cells of the plants to see what happened and to test the amount of lead they absorbed," Guardiola-Diaz said.

Now that the lot has been cleaned, the House of Bread will plant a vegetable garden on the lot this spring. Meanwhile, Trinity and its students are studying other contaminated lots in the city as they look for a new location to plant their next experimental garden.

"This has been a great way to get our students learning and involved in the community," Guardiola-Diaz said. "The students have made presentations, and they talk to neighbors who stop by the garden. It's been a really rich experience of being involved in the community, helping out our neighbors, and learning. To a large extent, that is what we were after."

Problem-based Learning

Guardiola-Diaz tries to make her students care about what they're learning by making science relevant to them. Employing "problem-based learning" in her classes, she presents students with problems that relate to real-life situations. In a recent class, students considered the case of an unemployed man who was admitted to the emergency room in a coma, with alcohol on his breath. Students were given the results of a blood sample analysis–including alcohol, blood glucose, lactate, and pH levels–and told that after hemodialysis was started, the man's blood alcohol level fell, he regained consciousness, and he was released from the hospital two days later. The students were challenged to explain, based on the clinical evidence, what had actually happened to the man.

Neuroscience major Julie A. Plagenhoef, '00, who is currently taking biochemistry with Guardiola-Diaz, says that her professor's approach is very effective.

"One of the things that's difficult to do in the hard sciences is to relate what you're learning to the outside world," Plagenhoef notes. "But Professor Guardiola-Diaz gives us practice problems that could happen in our own lives." Since her junior year, Plagenhoef has worked as a research assistant to Guardiola-Diaz. She believes the experience will help advance her plans to attend graduate school and earn a degree in public health.

Says Isaac Bohannon, '00, a biology major who's taken biochemistry with Guardiola-Diaz, "Professor Guardiola-Diaz wants students to think for themselves. In biochemistry lab, we designed our own experiments using the scientific literature and techniques we learned at the beginning of the semester. Doing experiments that way took longer than if we had all the steps outlined for us, but I got so much more out of it."

Guardiola-Diaz hopes that her students will come to share her enthusiasm for her subject. "Biochemistry is the study of the molecules that do the wonderful things that we define as life," says Guardiola-Diaz. "It's very intellectually satisfying and a lot of fun to engage my students as they make this discovery."

UNIVERSITY OF HOUSTON

DEPARTMENT CHAIR
MECHANICAL ENGINEERING

The Cullen College of Engineering of the University of Houston invites nominations and applications for the position of Chair, Department of Mechanical Engineering. The successful candidate should have an established national and international reputation in research, and a distinguished record of academic and professional leadership. ME has programs leading to bachelor, master, and doctoral degrees. The department is a highly ranked program with excellent faculty and research programs, and is actively building on these strengths through faculty searches. Detailed information about ME, with links to university programs, is available at **http://www.me.uh.edu.** The position is available beginning January 2001, with competitive salary and benefits. The Committee will accept and review applications until the position is filled. Send nominations and applications, including a current vita to: **Dr. John C. Wolfe, Chair of the ME Search Committee, Office of the Dean, Cullen College of Engineering, University of Houston, Houston, TX 77204-4814 (or e-mail to wolfe@uh.edu).** The University of Houston is an equal opportunity, affirmative action employer. Minorities, women, veterans, and persons with disabilities are encouraged to apply.

NC STATE UNIVERSITY

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Review begins immediately and will continue until June 16, 2000. Applications must include a statement of interest; resume; and names, addresses and phone numbers of four professional references. Nominations must include the current mailing address of the nominee.

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Tuning in to Community Rhythms

University of Minnesota Breaks New Ground

BY
ED BRENNEN

"It's part of course work–it's not a volunteer program–so what we really try to do is work with faculty and build it into their curriculum."

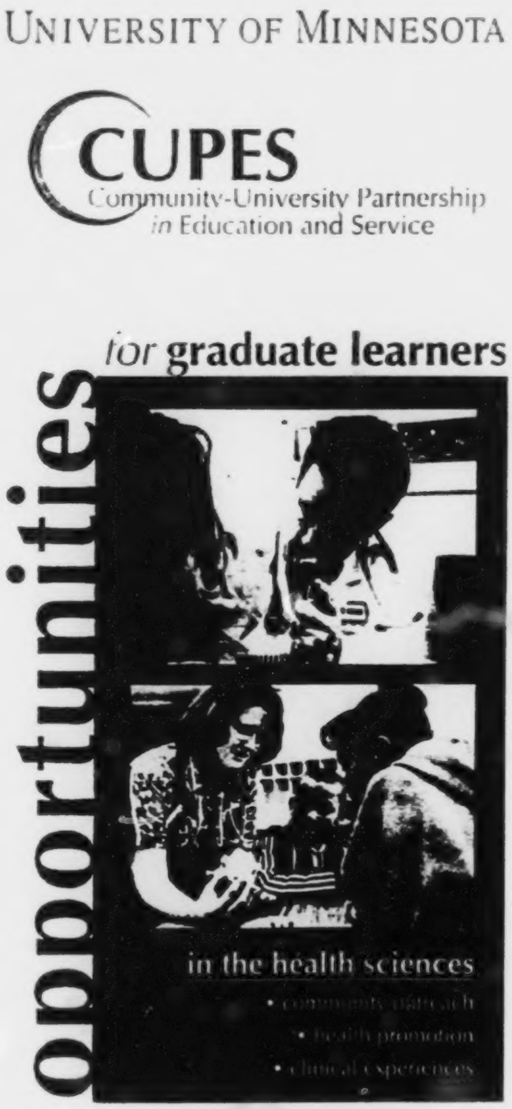
LINDA ERNST,
CUPES PROJECT
LEADER

For many medical students, part of the allure of becoming a doctor is being able to live the "E.R." lifestyle. It means rushing from one operating room to another, mending wounds and saving lives. But what they find once they graduate into the real world is quite different. Instead of working at a fast-paced hospital, most of them get their start in a much smaller, slower-paced community setting.

At the University of Minnesota, there is a pilot project that helps give advanced students in medicine, nursing, and other health professions a more realistic training ground. In the process, the project is also helping to improve the quality of health care in one of the most richly diverse neighborhoods in central Minneapolis.

The Community-University Partnership in Education and Service (CUPES) is a joint-program between the University of Minnesota's Academic Health Center and the Phillips neighborhood of Minneapolis. Launched in 1996, CUPES (pronounced "Coops") is one of six similar projects nationwide funded by the W.K. Kellogg Foundation.

"In the past, 75 percent of students have been educated in their clinical experience in hospitals, and yet when they got out into practice, 75 percent were not in hospital settings," says CUPES project leader Linda Ernst. "This is certainly an evolution that's happening in health care. We need to get students more into the commu-


UNIVERSITY OF MINNESOTA
CUPES
Community-University Partnership in Education and Service
opportunities
for graduate learners
in the health sciences
• community outreach
• health promotion
• clinical experiences

community-based health care

The pilot project helps give advanced students in medicine, nursing, and other health professions a more realistic training ground.

nity settings, since that's more in line with what many of them will need to know."

The challenge, however, is getting the results-oriented world of academia to mesh with the relationship-oriented community lifestyle. Angeles Juarez, CUPES board chair and Children's Hospital director of pediatric clinics, says this takes some doing.

"Health professionals don't always understand what it means to work with the community. It's hard for doctors to move from 'I know what's best for you' to 'I know what's best for me and I can pass on to you what I've learned in school and in my practice, but you are an expert on your family,'" Juarez says. "It's hard for many university-trained health professionals to respect the ways people's cultural experiences and beliefs shape their approaches to health issues.

"The university is results-oriented," he adds. "Community people need to be nurtured, engaged, and trained. Focusing on goals and outcomes while feeding into the rhythms of the community and building camaraderie–that's just starting to happen."

Ernst, who has been involved with the partnership for two years, says that CUPES–which last year included nearly 200 graduate students–is making its mark on the academic landscape.

"It's part of course work–it's not a volunteer program–so what we really try to do is work with faculty and build it into their curriculum," Ernst says. "It's really meant to change the way the Academic Health Center teaches in that students get more learning in the community setting, and that it be done in an interdisciplinary way."

"Both of those things are for the benefit of the patient," Ernst continues, "because if students are working together and learning together, that will benefit the patient in the end. And if they do it in a community setting, they will learn more about the people they will ultimately interact with."

There are three prongs to the CUPES program. The first is the Community-University Health Care Center, a community health clinic located in the heart of the Phillips neighborhood. There, CUPES graduate learners provide medical and nursing services, dental care, pharmaceutical care, mental health services, and health education to children and adults of the culturally diverse community.

The second is the Minneapolis Youth Diversion Program, where homeless or at-risk-for-being-homeless youth from the Phillips neighborhood receive health services and education.

Peggy Yap, a medical student working on her doctoral training in pharmacy, worked for the Youth Diversion Program's Project Offstreets. "My whole experience as a graduate learner was very gratifying," she says. "It was wonderful for me to see that I could use my health sciences training as a bridge to connect with these kids and help to serve some of our community's unmet health care needs."

The third prong is at Andersen Schools, two K-8 schools serving approximately 1,400 children of various backgrounds. Here, graduate and undergraduate learners lead health education and health promotion programs for children, parents, and staff of the schools. In the 1998-99 school year, CUPES brought 120 medical residents, nurse practitioners, and pharmacists to Andersen, providing much-needed education that had been missing until then.

"Even though schools are required by the state of Minnesota to provide health education, health education gets put on the back burner behind math and science and English and so on," Ernst says. "Therefore they had no health education in this school of 1,400 kids, and our students going into that school provided some form of health education for every one of those students. Now the school has something it never had."

And the parents of Andersen school children are grateful. "A lot of times, doctors come into our communities without knowing anything about us," says Elizabeth Buckhanon, a Philips resident and Andersen parent. "We're a very diverse community–we have Somalians, Hispanics, African Americans, Native Americans. When you don't know anything about a person's culture or where they've been, you make assumptions and presumptions that are wrong. You offend people. The result is that we walk out without getting the care we need or without learning how to keep our children healthy."

"CUPES opens the door to a better relationship," Buckhanon adds. "It brings graduate learners into our community to have a conversation with the people of Phillips. They learn that the branches and leaves grow from trunks and from roots. They start to see us whole."

Like many of the CUPES graduate learners, Eric Meininger was at Andersen a few days a week for an entire month. The physician-in-training worked in a team of students from differing health professions, leading class sessions on a variety of health care topics such as general hygiene, household poisons, and asthma. Meininger says that his time at Andersen was invaluable to his training as a doctor.

"My CUPES experience at Andersen opened my eyes to the wide range of cultural differences among people in city communities. It's made me a better doctor," he says. "We don't see a lot of families from Andersen School in the hospitals where we usually work. When we do see people, it's because they're sick. It doesn't feel like an equal relationship. Families don't share the issues that affect their health. Being at Andersen has brought us into the lives of the people we serve in a real way."

Sometimes being there in that real way can open the medical students' eyes, ears–and even noses–to concerns they never would have before considered. Ernst recalls one example.

"There was one pediatric resident who spent time at the Andersen Elementary School, and she said, 'You know, I've always talked with children about hormone changes and so on, but never, until I spent time talking to kids in a sixth to eighth grade classroom, did I realize that I also needed to talk to them about hygiene.' She said, 'The body odor that the young adolescents begin to deal with, that goes along with hormonal changes, is something that just never dawned on me that I should spend time thinking about.'"

To ensure a proper balance between the University's objectives and those of the community, the CUPES board membership is 51 percent community-based, and 49 percent University-based. And in keeping with the community-driven theme, CUPES also encourages members of the Andersen community to serve as "community faculty" for the University students, sharing experience and knowledge pertaining to health care issues.

"In evaluating the program," Ernst concludes, "what we see is that many of the students are learning much more about the larger context of people's lives."

"We certainly value the University professors, but we also value the community as a teacher," says Ernst. "We reimburse them financially, we identify them as community faculty, and we utilize them in going on campus and talking to classrooms. We ask them to help us in planning."

Taking "community faculty" a step further, the CUPES project also features a program that trains "promotoras," or peer parent health educators and community health advocates. "With promotoras, we are training lay people–parents–to bring health information to community people," says Ernst, who adds that one of the promotoras at Andersen School, a Latina woman, goes into homes and translates information, serving as a bridge between the health care system and that family.

"For example," says Ernst, "maybe that school is dealing with the lice issue. It's really great to have the school send home information that says, 'Here's what you need to do to get rid of lice from your child'; however, if that person doesn't speak English very well or doesn't know how to navigate the pharmacy system, or get the products, then there's a big issue of how to get lice out of the child's head. And this promotora, as a community health worker, could be the person to go to that home and help that family learn how to do it. It's not high-level skills in terms of health professionals, but at the same time, they can certainly help this family deal with something like lice."

When the W.K. Kellogg Foundation awarded its grant to the CUPES pilot project in 1996, it was only supposed to be a four-year project. But since CUPES has run under budget, it has been granted a two-year extension.

"So we're actually going to use the money over six years instead of four," says Ernst, who adds that the project is still evolving. For example, the promotora program might expand to include parents from surrounding schools.

"Eventually the goal would be also that the student-learners from the University could go with [the promotora] into the home so that you'd also have a professional support person with you," she says. "But it's also…that [the] community person is opening the door for the health care profession."

"In evaluating the program," Ernst concludes, "what we see is that many of the students are learning much more about the larger context of people's lives. One of the questions we keep asking [the students] as they leave the program is: "Do you see things that you learned here that will affect your practice?" And we typically see that the answer is: "Yes."

New Admissions Guidelines Boost Hispanic Enrollment

BY HEATHER FELDMAN

Mexican American Faculty Number 87 at UT-San Antonio Med School

University admissions procedures have changed for Texas public universities since 1997, when the *Hopwood vs. Texas* court decision was announced. The result was a ruling not to consider an individual applicant's ethnic or racial minority status during the admissions process.

Despite the demise of affirmative action for admission, the University of Texas Health Science Center at San Antonio has continued to experience an increase in Hispanic enrollment, surpassing its admissions numbers from before the *Hopwood* decision.

To ensure continuing access for as many prospective students as possible, the Health Science Center instituted comprehensive admissions guidelines for its Medical School. Since 1997, these new procedures have emphasized both academics and personal qualifications–a balanced combination designed to select students most likely to complete the rigorous academic program and go on to careers as physicians.

"*Hopwood* guided us to develop a more useful set of guidelines with which to evaluate medical school applicants," said David Jones, Ph.D., associate dean for Medical School admissions and professor in the Department of Anesthesiology. "The goal was to give greater emphasis to the personal qualifications of an applicant, in addition to academic qualifications."

Beyond evaluation of grade point average (GPA) and Medical College Admissions Test (MCAT) scores, the Health Science Center's guidelines include consideration of bilingual language ability, socioeconomic history, community service, communications skills, success in overcoming adverse conditions or experiences, future goals, knowledge of the profession of medicine, whether the applicant is from a medically underserved area, and whether the applicant has the desire to serve in a medically underserved region of the state following graduation.

"These guidelines have allowed a wider range of people to be considered who might not have been able to get into the interview process before," said Sylvia Fernandez, Ph.D., director of special programs in the Center's Office of Student Services. "It has opened a door and given more students a chance."

Osvaldo Villarreal, a first-year Medical School student at the Center, is one of many students who have been accepted under the new admissions process. A native of Laredo, Texas, Villarreal initially wanted to go into veterinary medicine. But after he did volunteer work for a pediatrician in his hometown, he began thinking of medical school instead.

"I liked the interaction with the children, and I have always been interested in science," said Villarreal. "Using science to help children is a perfect match."

Having grown up in a medically underserved region, Villarreal understands the need for additional physicians in the growing South Texas/Border Region. His personal experiences have made him even more determined to earn his medical degree and return home to Laredo to serve his community.

Providing health care and health care professionals for the residents of South Texas is one of the main goals of the Health Science Center's Medical School.

Ana Treviño, a native of Zapata, Texas, southeast of Laredo, knows firsthand about the shortage of physicians in her hometown. As a youngster, available health care consisted of one family practitioner and a small clinic. The hospital was 40 miles away in Laredo, and people from her community did not always make it there in time.

A second-year Medical School student, Treviño chose medicine after watching her mother, the only local pharmacist, provide services to the residents of their small community. At age 12, Treviño was sent to work for the town's family practitioner, and her interest in medicine grew. By the time she was in high school, her

Student checks out heart model during a biology seminar offered by the MED/Ed program.

career path was clear–medical school. Her mother went on to medical school as well and is now a primary care practitioner in Zapata. Treviño hopes to follow.

"It would be my goal to go back home," said Treviño. "I can identify with these people. I am one of them. I understand their fears when it comes to medicine, and I understand the types of health problems prevalent in the area."

The Health Science Center has been diligent in drawing students from South Texas through recruitment efforts and outreach programs designed to provide education on career opportunities in the health sciences. Mario Ramirez, M.D., vice president for South Texas/Border Initiatives at the Health Science Center and a native of the Rio Grande Valley, launched a program four years ago to encourage young people to consider health careers.

The program, called "Med/Ed," is based in McAllen, Texas, and is a combination of academic preparation, community service, and mentoring. High school students from 25 area high schools participate in summer classes in biology, physics, and chemistry; partake in study skills and essay-writing sessions; and are involved in on-site internships with physicians. The hope is that these students will become health care professionals and bring their skills and knowledge home to the Valley.

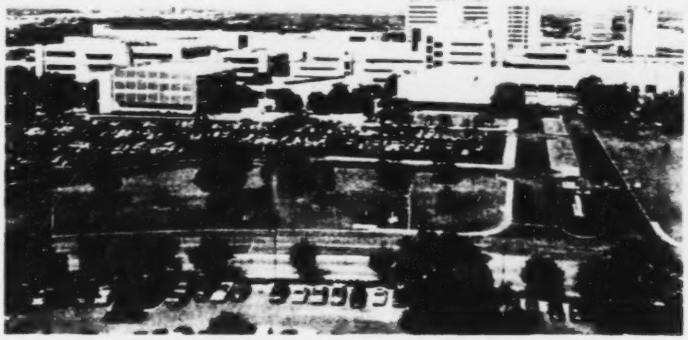
The Health Science Center also sponsors programs for high school and baccalaureate students through the federally funded Medical Hispanic Center of Excellence as a way of introducing biomedical career opportunities. An example is the Hispanic Center of Excellence's MCAT Preparatory Program, a series of classes offered in San Antonio and Edinburg, Texas, for students preparing to apply for medical school.

The Medical School's admission guidelines support these outreach efforts by underscoring the importance of the personal experiences and qualifications of applicants rather than focusing solely on academic standing and test scores.

"When you are considering applicants from medically underserved communities, those applicants also might come from an educationally or economically disadvantaged background," said Dr. Jones. "You have to consider the barriers students have overcome as important aspects of the application for medical school."

Jones said that these guidelines are not dependent on ethnicity. Rather, they value the individual applicant's achievements and academic preparation from the "whole person" perspective. This exhaustive process has the added benefit of allowing for the selection of Medical School classes that are even more demographically balanced than before the *Hopwood* decision.

The new guidelines have resulted in a rise in minority enrollment since 1997. The Health Science Center's Medical School recorded 42 entering Hispanic students in 1999, up from the 14 students entering in 1997. Hispanic enrollment at the Health Science Center is 19.6 percent and is projected to reach 25 percent by 2005.



University of Texas Health Science Center at San Antonio aerial view

The Medical School also is accepting more students from South Texas. In 1997, when GPA and MCAT scores still largely determined Medical School admissions decisions, 45 applicants from South Texas were interviewed, and seven were accepted. In 1999, with the new guidelines in place, 55 applicants from South Texas were interviewed, and 26 were accepted.

The Health Science Center is responsible for establishing and administering the Lower Rio Grande Valley Regional Academic Health Center (RAHC), to support increased clinical training of medical professionals in South Texas. The RAHC's location, along the border with Mexico in the Valley, will encourage students there to pursue health professions. The research division of the RAHC, co-located at the University of Texas-Pan American, will become an important site for the study of diseases prevalent in many people living along the border. Leonel Vela, M.D., M.P.H., is the recently appointed regional dean responsible for the RAHC.

The Health Science Center continues to be one of the nation's leaders in training Hispanic physicians and has graduated more Hispanic physicians than has any other medical school in the state. The University was officially designated by the U.S. Department of Education as an Hispanic-Serving Institution (HSI), recognizing the school's efforts in attracting Hispanic students. The institution also was awarded the Hispanic Center of Excellence designation for outreach activities.

Leading Hispanic researchers, physicians, and educators also have been drawn to the Health Science Center. The Medical School has 87 Mexican American faculty members, the largest concentration at a medical school in the nation.

"I think the University has done a good job of keeping the Medical School culturally diverse," said Trevino. "I never feel out of place."

Neither did Sophia Piña, Ph.D., a former Health Science Center graduate student. A San Antonio native, Dr. Piña's interest in science began in the sixth grade when she was learning about the reproductive system and genetics. After receiving her Bachelor of Science degree, she began working at the Health Science Center as a laboratory technician.

"While working as a technician, I realized I wanted to do more," said Dr. Piña. "I wanted to do the research."

Dr. Piña, a graduate of the institution's Ph.D. program in microbiology, had been working for a local biomedical company but returned to the Health Science Center to teach microbiology. She was recently appointed to full-time faculty status and will be instructing the next generation of scientists, including more Hispanics.

People-Places-Publications-Conferences

PEOPLE & PLACES

Texas-Austin Conference Held on Latinos and WWII

Dozens of nationally renowned scholars were featured during a two-day conference at the University of Texas-Austin about contributions of and issues concerning U.S. Latinos and Latinas during World War II.

Many aspects were discussed, including resultant advancements in civil rights. At roundtable discussions, men and women of that generation described their interpretations and recollections of the war and its impact on U.S. Latinos.

Maggie Rivas-Rodriguez (pictured), conference co-chair and assistant professor in the department of journalism, said that such luminaries as Rafael Chabrán, Rolando Hinojosa-Smith, Richard Griswold del Castillo, Jorge Rodriguez Beruff, Jose Limón, and Rita Sanchez proposed presentations.

In the News at Eastern New Mexico-Roswell

Yolanda Lopez, program instructor at Eastern New Mexico University (ENMU)-Roswell, participated in the National Board for Certification in Occupational Therapy's standard setting for the 2000 certification examinations. The workshop was held in Kentucky. Lopez, an OTA instructor at ENMU-Roswell since the fall of 1998, was one of 12 panelists selected nationwide.

Adrian Martinez, constituent services representative for U.S. Sen. Jeff Bingaman, helped organize a visit by a special delegation to Roswell's sister city, Cuauhtemoc, in Chihuahua, Mexico. ENMU-Roswell administrators want to establish a relationship with the Instituto Tecnológico to exchange faculty, students, programs, and ideas. The ENMU-Roswell Division of Health and the Roswell Public Health office worked to establish a linkage with the native Tarahumara Indians to provide medical services.

Award-Winning Author Addresses Saint Mary's Commencement

Helena Maria Viramontes, critically acclaimed author and professor of English at Cornell University, delivered the commencement address at Saint Mary's College in Indiana.

Viramontes, originally from East Los Angeles, has written extensively on the experiences of Mexican American migrant workers in this country. Her short stories and novels focus on the lives of these Chicano families through the eyes of mothers, wives, and daughters. She was the first Latina to receive the John Dos Passos Prize for Literature.

Purdue-Calumet Holds Study Program in Spain

Purdue University-Calumet's (Ind.) department of foreign languages and literatures has organized a study program in Spain June 3 to July 5, designed to increase cultural horizons using the language, culture, and civilization of Spain. Classes will be held at the Universidad de Extremadura in Caceres, 300 kilometers from Madrid and from Lisbon, Portugal. The area is rich in culture with architectural influences ranging from the Roman Empire to the Conquistadors.

"The best way to achieve fluency in another language is to use it in an authentic setting with the local people," said M. Luisa García-Verdugo, Purdue-Calumet assistant professor of Spanish and program director, a native of Spain.

Rio Bravo Association Meets at Texas A&M-Kingsville

The 11th annual conference of the Rio Bravo Association met at Texas A&M University-Kingsville. The theme was "Campo y Ciudad: Borderlands in Transition." Topics dealt with the Texas and Mexico borderlands.

Dr. Margarita Benítez (pictured) and Dr. Rodrigo A. Medellin were keynote speakers along with Dr. John Mason Hart.

Benítez, director of Institutional Develop-ment and Undergraduate Education Service at the Office of Postsecondary Education in the U.S. Department of Education, is a full professor of humanities at the University of Puerto Rico. Medellin, professor and researcher at the Institute of Ecology of the National Autonomous University of Mexico, is scientific advisor to the Director General of Wildlife in Mexico. Hart is a history professor at the University of Houston.

In the News at Citrus College

Dr. Michael Hurtado (pictured), dean of continuing education at Citrus College (Calif.), began a four-year term with the Los Angeles County Probation Commission, which is structured to bring expertise from the private sector to the oversight and evaluation of policies and operations of the LA County Probation Department. Hurtado taught sociology and psychology courses at Citrus for 28 years before being appointed dean of continuing education in 1998.

More than 250 Latino high school students attended Citrus' 11th annual Latino Youth Conference. Pueblo Corporation, a Hispanic-owned company with a state-of-the-art call center in El Monte, contributed $2,000 to the conference, and presented Citrus student Leticia Guerrero, a second-year child development major, with $300 from Pueblo's scholarship fund, La Beca del Pueblo.

Western Washington Class Travels to Tijuana

Western Washington University (WWU) offered a class on U.S./Mexico border relations, allowing students to earn credit and travel to Tijuana on a spring break service

project. Western students have been traveling to Mexico for alternative spring breaks for about five years, but not in conjunction with a class.

Approximately 40 students of various majors enrolled in the course, taught by WWU Fairhaven College Professor Larry Estrada (pictured) and anthropology Professor James Loucky. The course explored border dynamics involving politics, militarization, economics, immigration, culture, and migrant labor. Students worked for Esperanza, a nonprofit organization that enables low-income families in poor barrios to build simple brick housing; explored Casa Del Migrante, an environmental center; and studied at El Colegio de la Frontera.

NJPAC Features Chamber Music from the "South"

The New Jersey Performing Arts Center (NJPAC) presented the New Jersey Chamber Music Society featuring TRIÁNGULO–Paquito D'Rivera, Pablo Zinger, and Gustavo Tavares–with Peggy Schecter and Brenda Feliciano. This unique concert of chamber music by South American composers included works by Guastavino, Villa-Lobos, and Pixinguinha as well as the world premiere of a new composition by D'Rivera. The event was part of NJPAC's World Festival III: Visions of New Worlds–Spanish Routes and Rhythms.

In addition to performing and recording, Paquito D'Rivera is an NJPAC World Festival III artist-in-residence and artistic director for jazz programming at the New Jersey Chamber Music Society, the state's premier chamber music ensemble.

Distinguished Military Leader Visits Central Michigan

Retired Lt. Col. Consuelo Castillo Kickbusch, a 20-year U.S. Army veteran, discussed her leadership experience, success techniques, and motivational messages at Central Michigan University (CMU).

Kickbusch, the highest ranking woman officer in the Desert Storm war, appeared as part of the Phi Sigma Epsilon Speakers' Series. "Consuelo Kickbusch's story is a most interesting one," said Dean Davenport, a CMU alumnus and Phi Sigma Epsilon member. "Despite growing up in a ghetto and sharing a small, two-bedroom house with her eight brothers and sisters, she fulfilled her dream of gaining an education."

Kickbusch, who retired from the military in 1996, owns Educational Achievement Services, a consulting firm that trains and addresses corporate and business professionals.

Miami-Dade Alumnus Awarded Scholarship to Oxford Brookes

Karla Castellanos, a 1996 graduate of Miami-Dade Community College (M-DCC) in Florida, was awarded a Rotary International Foundation Ambassadorial Scholarship by District 6990, Rotary International. The one-year academic scholarship, for 2000-2001, will enable Castellanos to study for her master's degree in architecture and urban planning at Oxford Brookes University in England.

Born in New York, Castellanos grew up in San Pedro Sula, Honduras. She returned to the U.S. to study architecture at M-DCC and earned her bachelor's degree at the University of Miami. Currently, she is a graduate architect for the firm of Zyscovich, Inc., in Miami, and a teaching assistant in the architect program at M-DCC-North.

Brazilian Activist Silva Discusses Future of Amazon

Marina Silva, a senator of the Amazon state of Acre, joined an expert panel at the University of Texas-Austin to discuss the future of the Amazon rain forest.

Born near the borders of Bolivia and Peru, the renowned environmental activist co-founded the Rio Branco affiliate of the United Workers' Federation, fighting to improve conditions for traditional rain forest populations. In 1995, at age 36, Silva became one of the youngest senators in the history of Brazil and one of only six women among 81 senators.

At UT-Austin, Silva helped commemorate the 500-year anniversary of the discovery of Brazil. Her visit was co-sponsored by the University's Institute of Latin American Studies Student Association and the Brazil Center, demonstrating their dedication to bringing the vanguard of Latin American leadership to the Austin institution.

News from Sonoma State University

Sonoma State University (Calif.) student Miguel W. Hilario was awarded a Year 2000 Paul and Daisy Soros Fellowship for New Americans. Born in a canoe in the rain forest on the Ucayali River in 1970, Hilario is a member of the Shipibo-Conibo tribe in Peru's Amazon basin, where he grew up fishing for piranha and hunting monkeys and armadillos. The first of his tribe to leave the rain forest, Hilario studied in Lima before traveling to the U.S., where he attended Santa Rosa College and graduated from Sonoma State University in 1999. Hilario now will focus his studies on environmental issues, public policy, and Latin America.

University President Ruben Armiñana (pictured) and wine business director Armand Gilinsky accepted a $25,000 grant from the Wells Fargo Bank Foundation to develop a pilot for the Wine Business Student Internship Program.

Cal State-L.A. Chemistry Professor Receives Award

California State University (CSU)-Los Angeles professor Carlos G. Gutiérrez was one of four CSU faculty members to receive the $20,000 systemwide CSU Wang Family Excellence Award.

A professor in the department of chemistry and biochemistry, Gutiérrez directs Cal State-L.A.'s NIH (National Institutes of Health) Minority Access to Research Careers and Minority Biomedical Research Support programs. In his 20-plus years at Cal State-L.A., Gutiérrez has significantly influenced minority student education, mentoring more than 180 students through NIH-funded programs.

and participating in projects such as the National Science Foundation-sponsored Research Improvement in Minority Institutions and Research Experiences for Undergraduate programs.

Eastern Michigan Regents Approve Staff Appointments

The Eastern Michigan University (EMU) board of regents approved the appointments of Pete Alamar (photo top) and Jesus Hernandez to staff.

Alamar, the assistant head football coach, was the tight ends/linebackers/special teams coach at the University of Arizona and the head football coach at the Universidad Autonoma De Nuevo Leon in Monterrey, Mexico. He earned his bachelor's degree from California Lutheran University.

Hernandez, program coordinator for McKenny Union and Campus Life, was a student judicial affairs specialist and coordinator for student conduct/orientation at the University of New Mexico, and in charge of new student programs at Bowling Green State University. Hernandez has a bachelor's degree from EMU and a master's from Bowling Green State.

Long Island-Brooklyn Showcases Two Emerging Artists

The art department of Long Island University-Brooklyn (N.Y.) has been presenting the work of a pair of young artists, Joseph Omar Cordero (photo top) and Adriana Salcedo, at the campus' Salena Gallery. Cordero and Salcedo are the first two graduating seniors in the new Bachelor of Fine Arts degree initiated last year.

The talented students come from strong art backgrounds. Cordero, who won "Best in Show" in New York University's "Smallworks" exhibition last year, has mastered a variety of materials and techniques. In his Brooklyn exhibit, he expresses concepts through visual objects and arrangements. Salcedo has explored different areas of art, including printmaking, photography, and ceramics.

The exhibition ends June 6.

Gallegos in Diversity Forum at South Texas College of Law

SOUTH TEXAS

Texas Sen. Mario Gallegos, Jr., was a panelist at a South Texas College of Law Diversity Day Forum, co-sponsored by the American Bar Association and moderated by law Professor Neil C. McCabe. The topic was hate crimes.

Gallegos was elected to the Texas Senate in 1994, recently completing his third legislative session. Prior to that, he served two terms in the Texas House of Representatives. Among the many awards he's received are the Texas Municipal League's "Distinguished Legislative Service Award"; "Legislator of the Year," by the Mexican American Bar Association of Texas; and the Fiestas Patrias "Distinguished Hispanic of the Year Award."

Two New Mexico Students Receive Prestigious Fellowships

University of New Mexico (UNM) students Sarah E. Soliz (pictured) and Robert Ward received the highly coveted National Science Foundation Graduate Research Fellowship, which pays for three years of grad school and includes a living stipend.

Soliz, an anthropology major, plans to study narratives of kinship–stories that family members tell to and about each other–and will examine ways in which sisters talk to each other. Her dissertation research will be conducted in Mexico.

Ward, a physics major, will work on his doctorate in quantum information once he finishes his study at Oxford. He is a 2000 Marshall Scholar, the second UNM student to achieve the honor since 1977.

Fresno State Sponsors Town Meeting on Foreign Policy

The U.S. Department of State and California State University (CSU)-Fresno co-sponsored a Town Meeting on U.S. foreign policy.

The event, "U.S.-Mexico Bilateral Relations," was held to increase public awareness and understanding of current foreign policy issues. It encouraged public engagement in the policy process and provided opportunities for the exchange of views with officials who formulate and implement policy.

Participating CSU-Fresno faculty members included Luz Gonzalez (pictured), department of Chicano and Latin American Studies; Robert Perez, department of criminology; and James Cypher, department of economics.

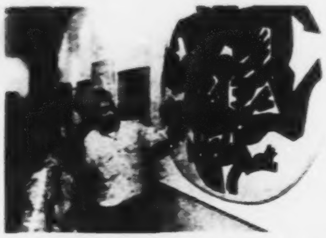
Hernandez Honored at Cal State-L.A. Awards Dinner

Antonia Hernandez, president and general counsel of the Mexican American Legal Defense and Educational Fund, received the Community Service Award at the 19th Annual Awards Dinner of the Pat Brown Institute of Public Affairs. Affiliated with California State Univ.-Los Angeles since 1987, the Edmund G. "Pat" Brown Institute of Public Affairs is a nonpartisan center for applied public policy focusing on community development and youth and family empowerment.

Hernandez directs all litigation and advocacy programs, manages a $6 million budget and an 83-person staff throughout MALDEF's program offices nationwide. Her prior posts over 18 years at MALDEF include regional counsel, employment program director, executive vice president, and deputy general counsel.

Jersey City Gallery Director Exhibits in Manhattan

The Nohra Haime Gallery in New York City recently presented "Lines and Lies," an exhibit of paintings by Hugo Xavier Bastidas, director of campus galleries at New Jersey City University. Bastidas' work explores the impact of industrialized societies on less developed



cultures, using irony and humor to juxtapose the natural or even primitive with images and ideas from modern life.

Known for the black and white photo-like effect of his paintings, Bastidas achieves his signature style by using a very dry brush and minimal amounts of black paint.

Born in Quito, Ecuador, Bastidas moved to the U.S. in 1960. He studied at Pratt Graphics Extension, the Brooklyn Museum School, and the Artists/Teachers Institute of Richard Stockton College of New Jersey (then Stockton State College). He holds a bachelor's degree from Rutgers University and a master's from Hunter College.

Ramapo Art Gallery Features Contemporary Artists

The Berrie Center at Ramapo College of New Jersey recently presented its first major exhibition, "(This is not the Place)," an ambitious group show outlining personal histories and tracing territories through the works of 12 diverse contemporary artists who negotiate ideas of "place" in the realm of painting, photography, video, and sculptural installation. Virgilio Garza, a Manhattan, N.Y.-based gallery administrator, and Sydney O. Jenkins, art gallery director at the Berrie Center, were co-curators.

The show featured works by Cuban "artist in exile" Luis Cruz Azaceta, known for his paintings of rafters adrift at sea; film artist Marco Brambilla, director of the film *Demolition Man*; former cloistered monk Ernesto Pujol, featured on the cover of the March issue of *ARTnews*; and Mexican artist Betsabeé Romero, who uses cars as a medium for exploring urban issues.

In the News at Fresno State

Joaquín Gutiérrez-Heras, one of Mexico's leading art-music composers since the 1960s, was in Fresno, Calif., as the guest of Orpheus, a community-based instrumental ensemble directed by CSU-Fresno music Professor Jack Fortner. A native of Tehuacán, Puebla, Mexico, Gutiérrez-Heras, 73, has written music for orchestra, chamber, and chorus, and numerous scores for film and theater. Orpheus performed "Postludio," the first of Gutiérrez-Heras' works for string orchestra.

Paul F. Chávez, son of the late United Farm Workers Union founder César Chávez, was the keynote speaker at the CSU-Fresno Peace Garden Committee's annual Garlanding Ceremony honoring his father's 73rd birthday.

Florida International Hosts Forum on Cuban Americans

A group of experts in the mental health field gathered at Florida International University to discuss how Cuban Americans have adapted to life in the U.S. and the challenges that new immigrants face as they enter the country. Topics of the symposium "The Psychology of Exile: The Cuban American Experience" included personality and identity, career, family and self, caring for the elderly, the Pedro Pan experience, Mariel detainees, and rafter children.

Jose Szapocznik, a pioneer in the psychological research and treatment of Cuban exiles in South Florida, was a keynote speaker. Jose Ignacio Lasaga-Travieso, founder of the second school of psychology in Latin America at the University of Villanueva in Cuba, was honored in a special ceremony.

Texas-Austin Celebrates Migrant Program

The University of Texas (UT)-Austin celebrated the successes of a migrant student program that provides innovative distance learning opportunities for migrant children.

The Continuing and Extended Education Migrant Student Graduation Enhancement Program celebration involved approximately 165 migrant students and their parents or teachers from 11 Texas school districts. Austin City council member Gus Garcia was the keynote speaker; UT-Austin Vice President Juan M. Sanchez (pictured) congratulated the students; and Tejano singer Mireya provided entertainment.

The mission of migrant student programs is to build on the students' strengths, eliminate barriers, and provide continuity of education for those who have so often been lost to the opportunities of the world. Texas has the second largest program in the nation and the largest interstate migrant student population in the country.

Cal Poly-Pomona Honors Gallegos

California assembly member Martin Gallegos received the Outstanding Public Leader Award, one of California State Polytechnic University-Pomona's University Awards of Excellence. Established this year, the award honors extraordinary service to the University and community by an outstanding public leader as well as an outstanding emeritus faculty, outstanding emeritus staff, and outstanding entrepreneur.

Gallegos, the first doctor of chiropractic ever elected to the California State Legislature, and his wife have twice hosted more than 500 middle school children at Cal Poly-Pomona for the "Believe in Your Dreams" conference, which introduces them to many professions. He was the first commencement speaker at International Polytechnic High School on the Cal Poly-Pomona campus and has lectured in a University political science class.

CSU-Fullerton Professor "Educator of the Year"

The Hispanic Bar Association of Orange County named Dr. Isaac Cardenas "Educator of the Year." Cardenas is chair and professor of Chicano studies at California State University-Fullerton.

"It is thanks to educators such as Dr. Cardenas that students are able to appreciate the importance of not only receiving an education, but putting it to use with social conscience," said Claudia Alvarez, president of the Hispanic Bar Association of Orange County, a Cal State-Fullerton alumna, and one of the professor's former students.

Cardenas is faculty sponsor of the annual Latino College Leadership Institute and a faculty coordinator for Proyecto VECINO. He is active in the TELACU Summer Upward Bound Program, and he has been very effective at linking the University with the Latino community.

New Mexico Celebrates Chávez's Birthday

Seven years after his death, César Chávez's courage and vision and sacrifices on behalf of human dignity and social justice for farmworkers continue to inspire people from all walks of life.

The University of New Mexico (UNM) celebrated his birthday with speakers, poets, dancers, and the musical groups Los Trinos, La Rondalla, Paul Pino, and Cuicani. The event was co-sponsored by the Recuerda a César Chávez Committee, the Albuquerque Museum, the National Hispanic Cultural Center, and UNM's Chicano studies program.

Prior to the celebration, videos and discussions about Chávez's life, the Grape Boycott, and the Chicano Movement were held, and Dolores Huerta, co-founder of the United Farmworkers Union, gave a lecture.

"The Trombone Man" Performs at New Jersey City

Torres' most recent international release is the CD *Descarga Afrocubana*. A respected composer, director, and arranger, Torres was part of the Cuban vanguard. His ten albums with the band Juan Pablo Torres and Algo Nuevo initiated a musical revolution in Cuba and established him as a leader of Cuban popular music.

Legendary Latin percussionist Candido also performed, as did members of the NJCU Samba School and many others.

Ethics and Literature at St. Mary's

St. Mary's University (Texas) made a competitive showing in the Sixth Intercollegiate Ethics Bowl in Washington, D.C., matching 26 teams from around the nation. Inspired by television's classic program *College Bowl*, the Ethics Bowl allows students to test their moral reasoning skills in situations involving difficult ethical issues. St. Mary's six-member team included Raquel Mata, Julie Perez, Ramona Rodriguez, Elizabeth Sifuentes, and Brian Beaman. Team member Mike Palmer suffered a broken leg just before the event and could not compete.

The New York Public Library placed the book ***Lessons of the Game***, by Diane Gonzalez Bertrand, on a list of recommended reading for teenagers. Gonzalez is a writer-in-residence in the department of English/Communication Arts at St. Mary's.

Texas-Pan Am Studies Cancer Prevention

At the University of Texas-Pan American (UTPA), a biochemistry professor and some of his undergraduate and graduate students are studying whether parsley can prevent some forms of cancer. Using a National Institutes of Health-funded grant through the Minority Biomedical Research Support program, Dr. Hassan Ahmad has been investigating the functions of "glutathione S-transferase," an enzyme that protects cells against various toxins, including some carcinogens.

Since 1994, at least 19 UTPA students have worked directly or indirectly with the professor. The first graduate student, Maria Tijerina, now a doctorate student at Oregon State University, initiated the parsley-related research. Current graduate student Eduardo Saldivar confirmed that parsley produces an enzyme that efficiently metabolizes some carcinogens.

St. John's Holds Summer Program in Argentina

St. John's University (N.Y.) has offered an exciting opportunity for students to improve Spanish while learning about the culture of South America's second largest country.

In June, students in St. John's study abroad program in Argentina will be spending three weeks in Buenos Aires and one in Corrientes. Classes will be held at the Instituto de Literatura Hispanoamericana of the University of Buenos Aires and at the Universidad de la Cuenca del Plata in Corrientes.

Dr. Alina Camacho-Gingerich, a tenured St. John's faculty member and the chair of the Committee on Latin American and Caribbean Studies, will be teaching two courses. Camacho-Gingerich is a leading scholar on Latin American literature and civilization.

Trinity Student Wins Goldwater Scholarship

Trinity College (Conn.) junior Duarte G. Machado was named a Goldwater Scholar, joining an elite group of 308 undergraduate students who will receive one- and two-year scholarships.

Machado, a 20-year-old neuroscience major who wants to become a doctor, received one of 206 scholarships for science majors. He is the only Trinity student and one of only four Connecticut natives to be named a 2000 Goldwater Scholar.

Machado is involved in brain research. His article "Projection of the Marginal Shell of the Anteroventral Cochlear Nucleus to Olivocochlear Neurons in the Cat" was published in the April 24 issue of the *Journal of Comparative Neurology*.

Gonzalez School of Education Dean at Indiana

Gerardo M. Gonzalez was named university dean of the Indiana Univ. School of Education in Bloomington.

After more than a decade of leadership posts in the College of Education at the University of Florida, Gonzalez said that his goal is to make Indiana University the number one graduate school of education in America. He also wants to increase the already substantive program of doctoral education and research, enhance the school's leadership in the use of technology, and add to the diversity of faculty and students.

Gonzalez has a bachelor's degree in psychology from the University of Florida and a doctorate in counselor education.

Mercer County Partners with Canada and Mexico

President Thomas D. Sepe of Mercer County Community College (N.J.) joined the presidents of five other colleges in the U.S., Canada, and Mexico via interactive television to announce a unique educational partnership between schools in the three countries. "Students will be able to travel, learn, and work in Canada or Mexico to gain cultural, intellectual, and business experience," said Sepe.

In addition to Mercer, participants in the new multinational consortium–called "Technology for Industry Through Mobility in Educational Sectors"–include Austin Community College in Texas; St. Clair College of Applied Arts and Technology in Windsor, Ontario; University College of the Caribou in British Columbia; Universidad Tecnologica de Coahuila in Saltillo, Mexico; and Universidad Tecnologica de Tula-Tepeij, Mexico.

United States International University Honors Reyes

Roberto Reyes, executive director of CRECE, the Baja California Competitive Center, is United States International Universi-ty's (USIU's) Alumni Association Volunteer of the Year.

Reyes was selected for his volunteerism with the USIU/Cal Western Alumni Association. A member of USIU's Alumni Board of Directors since 1999, he has contributed considerable volunteer time to promoting the university and its programs.

Born in Tijuana, Reyes has helped ensure that the alumni association reaches all USIU graduates in Tijuana, Mexicali, Rosarito, Ensenada, and beyond. Reyes has a master's degree from USIU and is close to receiving his doctorate, also at USIU.

Texas-Austin Conference Explores Astrophysical Issues

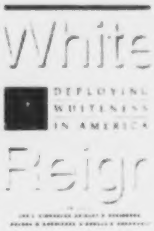
Professional astronomers, astrophysicists, and graduate students from several institutions in the greater Texas-Mexico region discussed astrophysical problems and presented research at a scholarly conference at the University of Texas (UT)-Austin.

Its department of astronomy hosted the Seventh Texas-Mexico Conference on Astrophysics. "These are neighborhood meetings, but they have an international flavor," said Dr. Greg Shields, the Jane and Roland Blumberg centennial professor in astronomy at UT-Austin and chair of the scientific organizing committee, which also includes Dr. Reggie Dufour of Rice University, Dr. Manuel Peimbert and Dr. Silvia Torres-Peimbert of National Autonomous University in Mexico; and Dr. Paul Shapiro and Dr. Craig Wheeler of the University of Texas.

PUBLICATIONS

White Reign: Deploying Whiteness in America

Joe L. Kincheloe, Shirley R. Steinberg, Nelson M. Rodriguez, and Ronald E. Chennault, eds.



What does it mean to be white in today's society? Is whiteness an ethnicity? This book examines whiteness as a cultural concept, which our society has created, and by exposing systems that teach us how we think about race. The essays explore the construction of white identity and the possibility of reshaping whiteness in a progressive, non-racist manner, presenting a culture of whiteness that can be employed by educators, parents, and citizens concerned with racial justice.

2000. 354 pgs. ISBN 0-312-22475-3. $17.95 paper. St. Martin's Griffin. (888) 330-8477.

Fictions of the Feminine in the Nineteenth-Century Spanish Press

By Lou Charnon-Deutsch

How was the female body perceived in the popular culture of late 19th-century Spain? Using images from popular magazines of the day, Lou Charnon-Deutsch finds that women were typically presented in ways that were reassuring to the emerging bourgeois culture. Charnon-Deutsch is professor of Hispanic languages at the State University of New York-Stony Brook.

2000. 307 pgs. ISBN 0-271-01913-1. $48.50 cloth. Penn State Press. (800) 326-9180.

What Are We Afraid of?: An Assessment of the "Communist Threat" in Central America

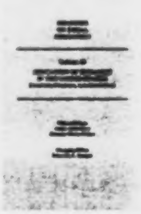
By John Lamperti

This study lays bare the myth of "Moscow-inspired" Central American revolutions and calls into question the red-baiting rhetoric behind military control of the region. *What Are We Afraid of?* gives a step-by-step analysis and employs down-to-earth language.

1988. 110 pgs. ISBN 0-89608-338-1. $8.00 paper. South End Press. (800) 533-8478.

Readings on Equal Education, Volume 16: Education of Hispanics in the United States (Politics, Policies, and Outcomes)

Abbas Tashakkori, Salvador Hector Ochoa, and Elizabeth A. Kemper, eds.



The editors plunge us into the disheartening state of Hispanic education today and what America has not done for its fastest growing minority in spite of innumerable legal challenges. Combined with the plight of Hispanic students is the scarcity of Hispanic teachers as well as inadequate access to higher education.

1999. 271 pgs. ISBN 0-404-10116-X. $72.50 cloth. AMS Press. (212) 777-4700.

Beyond the Prado: Museums and Identity in Democratic Spain

By Selma Reuben Holo

When Francisco Franco's long dictatorship of Spain ended with his death in 1975, the transitional government set out to create a democracy that celebrated rather than suppressed regional and ethnic diversity. Selma Reuben Holo argues that Spanish state and regional leaders consciously used the power of museums to foster democratic identity in the country's citizens.

1999. 222 pgs. ISBN 1-56098-925-4. $39.95 cloth. Smithsonian Institution Press. (800) 782-4612.

The Annual Review of Adult Learning and Literacy, Vol. 1

John Comings, Barbara Garner, Cristine Smith, eds.

The National Center for the Study of Adult Learning and Literacy co-established this publication to serve as the journal of record for the field of adult learning and literacy. Each year the authors whose work is published in this series will present and analyze the research literature and best practices concerning issues of importance to the field.

2000. 356 pgs. ISBN 0-7879-4741-5. $34.95 cloth. Jossey-Bass. (888) 378-2537.

Profession 1999

Phyllis Franklin and Carol Zuses, eds.

Profession 1999

Profession is a journal of opinion about and for the modern language profession. The editors select articles covering a range of topics of professional concern, trying to give voice to Modern Language Association members working in diverse subject areas and situations. How to ensure appropriate employment opportunities for new doctors, how teachers and scholars can best fulfill their traditional responsibilities, and how the university is changing are among the topics discussed.

1999. 281 pgs. ISBN 0-87352-835-2. $7.50 paper. Modern Language Association. (212) 614-6382.

A Concise History of Mexico

By Brian Hamnett

A Concise History of MEXICO

Mexico's fascinating complexities are difficult to approach. This illustrated history begins with a brief examination of contemporary issues. The book ranges from the Olmecs to the present day, and combines a chronological and thematic approach while highlighting long-term issues and controversies over interpretation.

1999. 336 pgs. ISBN 0-521-58120-6. $49.95 cloth. Cambridge University Press. (800) 872-7423.

The Great Arizona Orphan Abduction

By Linda Gordon

THE GREAT ARIZONA ORPHAN ABDUCTION

In 1904, New York nuns brought 40 Irish orphans to a remote Arizona mining camp to be placed with Catholic families. The families were Mexican, as was the majority of the local population. Soon the town's Anglos, furious at this "interracial" transgression, formed a vigilante squad that kidnapped the children and nearly lynched the nuns and the local priest. The Catholic Church sued to get its wards back, but all of the courts, including the U.S. Supreme Court, ruled in favor of the vigilantes.

1999. 416 pgs. ISBN 0-674-36041-9. $29.95 cloth. Harvard University Press. (800) 448-2242.

The Web Learning Fieldbook: Using the World Wide Web to Build Workplace Learning Environments

By Valorie Beer

Web
World Wide Web

Corporations are spending billions of dollars on Web-based training. But you can't just slap some material up on a Web page and expect your employees and students to learn anything. To use the Web intelligently and effectively as a teaching medium, you have to understand how to create a learning environment.

2000. 229 pgs. ISBN 0-7879-5023-8. $39.95 paper. Jossey-Bass/Pfeiffer. (888) 378-2537.

Sandinista Economics in Practice: An Insider's Critical Reflections

By Alejandro Martínez Cuenca

In this frank and engaging assessment of the Sandinista revolution, Alejandro Martínez Cuenca critically reviews the Sandinista strategy of transformation and economic recovery, laying bare errors in implementation, institutional feudalism, and ideological divisions within the government.

1992. 179 pgs. ISBN 0-89608-431-0. $12.00 paper. South End Press. (800) 533-8478.

Migrant Daughter: Coming of Age as a Mexican American Woman

By Frances Esquibel Tywoniak and Mario T. García

Migrant Daughter

This memoir, based on an oral history by Mario T. García, is the powerful and moving testimonio of a young Mexican American woman's struggle to rise out of poverty. It is the coming-of-age story of Frances Esquibel Tywoniak, one of the few Mexican Americans to attend the University of California during the 1950s. García is professor of history and Chicano studies at the University of California-Santa Barbara.

2000. 267 pgs. ISBN 0-520-21915-5. $17.95 paper. University of California Press. (800) 822-6657.

Talavera Poblana: Four Centuries of a Mexican Ceramic Tradition

Joseph R. Wolin, ed.

This illustrated bilingual study explores the development of Talavera Poblana tin-glazed earthenware, from 17th century to the present day. Published on the occasion of an exhibition presented at the Americas Society Art Gallery from Sept. 17 to Dec. 12, 1999. Forward by curator Margaret Connors McQuade.

2000. 112 pgs. ISBN 1-879128-19-5. $30.00 cloth. University of New Mexico Press. (800) 249-7737.

City of Sacrifice: The Aztec Empire and the Role of Violence in Civilization

By David Carrasco

CITY OF SACRIFICE
DAVID CARRASCO

The author chronicles the fascinating story of Tenochtitlan, the Aztec capital, investigating Aztec religious practices and demonstrating that religious violence was integral to urbanization; the city itself was a temple to the gods. That Mexico City, the largest city on earth, was built on the ruins on Tenochtitlan is a point he poignantly considers in his comparison of urban life from antiquity to modernity.

1999. 279 pgs. ISBN 0-8070-4642-6. $27.50 cloth. Beacon Press. (800) 225-3362.

Many publications featured in this section are available through amazon.com.

VIDEOS

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
PO Box 2053
Princeton, NJ 08543-2053
(800) 257-5126

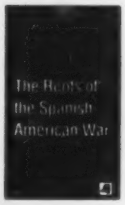
The Spanish Armada

The Spanish Armada

Outwitted, outmaneuvered, and thwarted by the weather, the Duke of Medina Sidonia's once-mighty Armada returned to Spain in defeat, signaling the end of Spanish naval supremacy. This program analyzes the political and military aspects of Philip II's attempted invasion of England through expert commentary, battle maps, and reenactments involving the personalities and the ships that made this conflict a watershed in European history.

(32 min., color) Item #FFH 9108

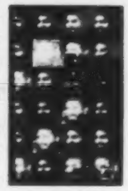
"Remember the Maine": The Roots of the Spanish-American War



"The U.S.S. Maine Blown up in Havana Harbor–268 Men Lost" shouted the headlines of the day. This program traces the roots of the Spanish-American War to Spain's quest to preserve its flagging empire, American imperialism, and the genuine desire on the part of Cubans to shake off the yoke of Spanish domination.

(50 min., color) Item #FFH 8334

Fidel Castro: Maximum Leader



All of the milestones that have shaped Castro's Cuba are documented here from his ousting of Batista to his policy of brinkmanship with the U.S., to his ruinous economic reforms in the face of decades of embargo and the loss of Russian rubles. But as times continue to change, Cuba is experiencing a thaw, with a revival of tourism and a renewed tolerance of the Catholic faith. Isolated and aging, will Castro finally lower the flag of his revolution?

(53 min., color) Item #FFH 10016

CONFERENCES

Association of Educational Publishers Conference 2000

June 7-9

"Trends & Transitions: A Meeting of the Minds" promises to "help you understand the issues our industry faces, discover new ideas to let you work more efficiently and productively, and network with major industry professionals." At the Capital Hilton in Washington, D.C.

Contact: (856) 256-4610; e-mail, mailbox@edpress.org; website, www.edpress.org.

AAHE Assessment Conference

June 14-18

The American Association for Higher Education's 15th annual conference on assessment asks, "Rising Expectations: Can Assessment Deliver?" In Charlotte, N.C.

Contact: (202) 293-6440; website, www.aahe.org.

Prentice Hall Faculty Development Symposium

June 15-16

"Student Achievement: Helping All Students Maximize Learning Options." At the Oxford Hotel in Denver.

Contact: Barbara Rosenberg, (201) 236-7952; e-mail, barbara_rosenberg@prenhall.com.

Latin American Educational Foundation Golf Tournament

June 21

The Latin American Educational Foundation hosts its annual Golf Tournament. In Sedalla, Colo.

Contact: (303) 446-0541.

University of Hawaii Curriculum Workshop

June 21-30

The Center for International Business Education and Research at the University of Hawaii-Manoa presents "The Development of Intercultural Coursework at Colleges and Universities. At U of H-M in Honolulu.

Contact: Jayna Reynon, (808) 956-3256; e-mail, jayna@cba.hawaii.edu.

American Association of University Administrators Annual Assembly

June 22-25

"A Discussion of Major Issues in Higher Education." At George Washington University Inn, Washington, D.C.

Contact: (972) 248-3957; e-mail, info@allianceedu.org.

NAWE—Women Leaders Institute

June 24-28

"Institute for Emerging Women Leaders in Higher Education." At University of Maryland Inn and Conference Center in College Park, Md.

Contact: (202) 659-9330; website, www.nawe.org.

Books in Spanish for Young Readers: Summer Workshops 2000

June 26-28, July 10-12, and July 31-August 2

Dr. Isabel Schon, director of the Center for the Study of Books in Spanish for Children and Adolescents at CSU-San Marcos, announces three three-day summer workshops: "Books and Reading Strategies for English Language Learners in Grades K-8," "Current Issues: Books in Spanish for Young Readers," and "Literature in Spanish for

Children and Adolescents/La Literature en Español Dirigida a los Lectores Infantiles y Juveniles" (the latter conducted in Spanish).

Contact: e-mail, ischon@mailhost1.csusm.edu.

National Council of La Raza 2000 Annual Conference

July 1-5

NCLR's annual conference provides a forum for information exchange and experience-sharing on current issues important to the Hispanic community, and training and professional development in programs related to nonprofit management and advocacy; provides multiple, diverse networking opportunities; and more. In San Diego, Calif.

Contact: (800) 311-NCLR; website, www.nclr.org.

"Teaching about Latin America: Focus on the Caribbean."

July 10-14

International Studies Summer Institute presented by the Yale University Center for International and Area Studies.

Contact: (203) 432-3410; e-mail, pier.resource@quickmail.yale.edu; website, www.yale.edu/pieris.

"Understanding Global Issues: Women, Health, and Development"

July 10-20

International Studies Summer Institute presented by the Yale University Center for International and Area Studies.

Contact: (203) 432-3410; e-mail, pier.resource@quickmail.yale.edu; website, www.yale.edu/pieris.

2000 Summer Institute for Intercultural Communication

July 12-14, 17-21, 24-28

Now in its 24th year, The Intercultural Communication Institute is again offering a range of workshops and seminars designed to meet the needs of professionals in the areas of intercultural and multicultural education, training, business, counseling, and consulting.

Contact: (503) 297-4622; e-mail ici@intercultural.org; website, www.intercultural.org.

20th International Conference on Critical Thinking and Educational Reform

July 22-25

For its 20th International Conference, Sonoma State University presents "Teaching Students to Think Deeply Within and Across the Disciplines." At SSU in Rohnert Park, Calif.

Contact: (800) 833-3645 or (707) 878-9100; e-mail ccct@criticalthinking.org; website, www.criticalthinking.org.

CSUSB International Congress

August 30-September 1

California State University at San Bernardino and others are sponsoring "Challenges to Education: Balancing Unity and Diversity in a Changing World." In Mexico City.

Contact: (909) 880-5977 ext. 210; e-mail dwalker@csusb.edu.

Kiva's Mexico 2000 Education Tour

September 19-20, Guadalajara
September 22-23, Mexico City
September 25-26, Monterrey

Kiva Expeditions, Inc., is committed to building partnerships through key introductions among international exhibitors, Mexican schools representatives, and local business leaders. This year's tour, "Building Partnerships in Mexico," will focus on student recruitment through public fairs and school visits.

Contact: Annette Wright, (303) 770-3063; e-mail, kivaexpo@mindspring.com.

International Society for Luso-Hispanic Humor Studies International Conference

September 28-30

At Delta Hotel, Montreal.

Contact: K.M. Sibbald, Department of Hispanic Studies, McGill University, (514) 398-6683; e-mail ksibbalk@leacock.lan.mcgill.ca.

Hispanic Women's Corporation 15th Annual Conference

October 5-6

The 15th Annual Hispanic Women's Conference, presented by the Hispanic Women's Corporation. At the Phoenix Civic Plaza in Phoenix, Ariz.

Contact: (888) 388-4HWC or (602) 954-7995; e-mail, hwc@inetmail.att.net.

AAC&U's 3rd Bi-Annual Diversity and Learning Conference

October 26-29

"Diversity and Learning: Identity, Community, and Intellectual Development" is designed both for working teams of faculty and administrators and for individuals interested in improving classroom teaching, changing their curriculum, fostering systemic change in their institutions, and investing more in local and global communities. At the Westin William Penn Hotel in Pittsburgh, Pa.

Contact: (202) 387-3760; e-mail, meetings@aacu.nw.dc.us; website, www.aacu-edu.org/Meetings/divlearn00.html.

HACU 14th Annual Conference

November 4-7

This year's theme: "Championing Hispanic Success in Higher Education." At the Albuquerque Convention Center, Albuquerque, N.M.

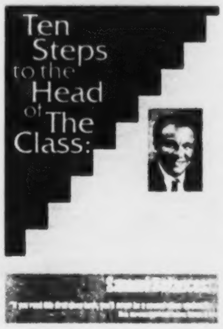
Contact: website, www.hacu.org.

Book Review

By Rosita Lopez Marcano

***Ten Steps to the Head of the Class: A Challenge to Students,* by Samuel Betances.** 176 pages, including bibliography. Chicago: New Century Forum (1-888-45-FORUM). ISBN 1-891438-02-6. $13.00 U.S., paper.

Few issues in education are of greater concern to policymakers, educators, and the general public than the plight of ethnic and racial minority students in the nation's urban schools. Many receive high-quality educations, achieve at admirable levels, and are well equipped for further education or entry-level employment. Some attend less than adequate schools and still do well. An alarming number, however, achieve at significantly lower levels than do their white counterparts and leave school–either through dropping out early, or at graduation lacking the skills and knowledge required by employers, colleges, and trade schools.



Ten Steps to the Head of the Class: A Challenge to Students highlights the skills and tools that students need to succeed in school. For the first time, a path to education is clearly marked. The book applauds the achievers, encourages those who are striving to reach the top, and provides clear information to those who are just starting out. It is most valuable, perhaps, to youth from working-class backgrounds whose parents lack college degrees and relevant resources.

Dr. Betances gives a fresh perspective on the habits that can help or hurt students in their quest for success in school. For example, "Procrastination and cramming—they are inseparable! These evil twins of academic mediocrity top the most wanted list of dangerous habits that kill students' chances. When you welcome the first into your life, the second inevitably follows. One keeps you in check while the other saps creative energy from the intellect. Putting things off leads to the abandoning of fresh opportunities."

The book as laid out can be used as a reference at any time or read through in a matter of hours. Every step or chapter has a section that offers brief vignettes from major works in education that can be easily brought to memory and shared with others. Dr. Betances is a firm believer that when you teach others, you instruct yourself. I particularly like the "Personal Commitment" page. It can be copied and posted as a reminder of where you are headed and who is involved in your successful journey.

Mentoring is an important part of the journey to success and helps keep us accountable to others. Dr. Betances writes about the dangers of "Going Solo." "Lasting Thoughts" provides quotations for reflection and inspiration. Dr. Betances provides an informative bibliography for those interested in expanding their journey.

In the past, young people without basic skills could expect to enter the workforce as low-paid workers. The U.S. no longer has large numbers of jobs for the unskilled. This book makes it very clear that bad habits as highlighted in Ten Steps, such as "Reckless Reading," "Fishing for Answers," and "Viewing Teachers as Adultists" can be devastating. If followed fervently, this book can improve test-taking skills and reduce text-taking anxiety.

Betances has made important discoveries about practices that are, at best, ineffective and, at worst, very harmful. A high school dropout, he later received a doctorate from Harvard. Highlights of this book are the experience, wisdom, and passion clearly heard throughout each section.

I learned deep lessons from this outstanding book. It addresses practices that benefit all students, including Black and Hispanic youngsters in inner-city schools. It would be an excellent resource in teacher education and development courses, curriculum courses, and college recruitment departments. So often, students are recruited without tools to successfully stay in school. I recommend it highly as a graduation gift to students of any age, at any level. It has been used by students in elementary grades and graduate programs. All counselors, teachers, school districts, and colleges should have a copy of this book to share with students of any age or grade level.

This book is also available in Spanish and on audio tape. Dr. Betances has concurrently written a book for teachers in need of guidance in the area of student achievement. The books can be ordered as a package, including tapes and books for students and teachers.

Dr. Marcano is a professor in the Department of Educational Administration and School Business Management, Department of Leadership and Educational Policy Studies, at Northern Illinois University (NIU) in DeKalb, Illinois. Formerly she coordinated programs for the Department of Equal Educational Opportunities and was also the director of Training for Reform Implementation in Chicago.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

KINGSBOROUGH
COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK

Kingsborough is a comprehensive two-year community college of The City University of New York. Its beautiful 71-acre campus is located in Manhattan Beach–25 minutes from Manhattan. The College is seeking qualified candidates for the following anticipated position vacancies–subject to financial ability:

COLLEGE LABORATORY TECHNICIANS
(Tenure Track Positions)

DEPARTMENT OF ART - As Slide Technician, will maintain individual slides, create initial records and update slide collection database; develop collection in coordination with Art History faculty and Chairperson by acquisition or photographic duplication; replace slides as needed; maintain slide labels and catalog system; supervise filing by student aides; maintain slide source materials, slide duplicating equipment and slide projectors for classroom use; assist in installation of exhibitions in gallery; book models for drawing and sculpture classes. Schedule may involve day, evening and/or weekend hours. (Fall 2000/Spring 2001) (PVN#SS-367)
Qualifications: H.S. diploma with 4 years, or Associate degree with 2 years, of appropriate work experience, or a Bachelor's Degree in an area appropriate to the duties to be performed.
ACADEMIC COMPUTING - Install and configure network hardware and software applications, Windows OS and desktop applications; configure and troubleshoot computer communications hardware; monitor network performance and maintain appropriate logs; configure and test software applications on lab computer workstations; assist as a technical resource in all aspects of systems, networks and communications; contact vendors to acquire and implement software upgrades and equipment maintenance; troubleshoot and perform ongoing maintenance of classroom hardware and software. (Fall 2000) (PVN#SS-366)
Qualifications: H.S. diploma with 4 years, or Associate Degree with 2 years, of appropriate work experience, or a Bachelor's Degree in an area appropriate to the duties to be performed. Knowledge of software should include Microsoft Office 97, FileMaker Pro, Microsoft Explorer, Netscape, Communicator, Microsoft Access, Windows 98/NT OS & NT NOS.

Please send resume (refer to PVN#) to:
Dr. Fred B. Malamet
Interim V.P. & Dean of Faculty (A-218)
Kingsborough Community College
2001 Oriental Boulevard
Brooklyn, New York 11235

ASSISTANT TO AFFIRMATIVE ACTION OFFICER
(ASSISTANT TO HIGHER EDUCATION OFFICER)

Under the direction of the Affirmative Action Officer, responsible for coordinating & monitoring College's Affirmative Action Program, including collecting and analyzing data and preparing statistical analyses required by Federal and State regulations, CUNY & the College; assisting with the preparation of annual reports; monitoring and reporting on the College's recruitment process, personnel actions; liaison with various administrative officers on campus regarding requests for affirmative action information; providing information and clarification to the College community regarding affirmative action policies and procedures; assisting in annually coordinating the Sexual Harassment Panel and Sexual Harassment Education Committee; other duties as assigned. For a more detailed job description, please visit the KCC Website at www.kbcc.cuny.edu/life/MP-496.htm.
Qualifications: Baccalaureate degree required. A minimum of two (2) years relevant experience, preferably in a higher education setting; excellent computer skills. (PVN#MP-496)

COORDINATOR OF INSTITUTIONAL PUBLICATIONS
(HIGHER EDUCATION ASSISTANT)

Reporting to the Executive Assistant to the President, responsible for the design and printing of College publications, including material for College web-site using desktop publishing system. Provide leadership and direction in conjunction with other administrators in the establishment, maintenance and monitoring of publication guidelines and protocols for the College. Supervise staff. Manage budget and bid process for College publications through the Business Manager's Office. For a detailed job description, please visit the KCC Website at www.kbcc.cuny.edu/life/MP-497.htm.
Qualifications: Baccalaureate Degree required, plus a minimum of four (4) years relevant experience, preferably in a higher education setting. Excellent Computer skills. (PVN#MP-497)

Please send resume (refer to PVN#) to:
Ms. Jan Baybusky
Director, Human Resources and Labor Relations
Kingsborough Community College
2001 Oriental Blvd.
Brooklyn, NY 11235

SALARY FOR ALL POSITIONS: Commensurate with qualifications and experience.

All responses must be received by June 6, 2000.

An EO/AA/IRCA/ADA/EMPLOYER

UNIVERSITY OF CONNECTICUT LIBRARIES

HEAD, COLLECTIONS SERVICES
(Search #00A387)

The University of Connecticut Libraries seek a forward-thinking, energetic individual to help lead the Libraries into an increasingly electronic future. Reporting to the Director of Library Services, the Head of Collections Services is responsible for the Libraries' collection development, acquisitions, cataloging, preservation, and stacks management programs, comprising 30 FTE staff and a collections budget of approximately $4.5 million. Area Heads exercise significant budgetary and managerial responsibilities and serve as leaders, mentors, and facilitators. The incumbent, together with the Director and 5 other Area Heads, form the Libraries' Leadership Council, the principal decision making body. Leadership Council has system-wide responsibility for strategic planning, personnel and resource allocation, organizational visioning, and the formulation of library-wide priorities, goals, policies and procedures. The complete job description is available at: **http://www.lib.uconn/edu/jobopps/**

SPECIFIC REQUIREMENTS:

An ALA accredited MLS degree in library or information science and 3 - 5 years of library managerial/supervisory experience; ability to lead and mentor staff and facilitate interpersonal relationships; working knowledge of library collection development and technical services; budget management and vendor relations skills; knowledge of integrated library information systems; ability to apply technology to a diverse range of library applications; familiarity with licensing concepts for electronic information resources; strong public service orientation; demonstrated facilitation, leadership and evaluation skills; and excellent written and oral communications skills.

DESIRABLE REQUIREMENTS:

A record of relevant professional publications and activities; experience in a team-based environment; and a second masters degree.

UNIVERSITY SETTING:

The University of Connecticut, established in 1881, is a Carnegie Research I University. It was recently cited as one of the top 20 public national universities and is engaged in Uconn 2000, an ambitious ten year $1 billion campus building project. The main campus, situated in Storrs on 3100 acres of woodlands and rolling hills, is located approximately 30 miles from Hartford, the state capital, and midway between Boston and New York City. There are approximately 21,750 students system-wide.

UNIVERSITY LIBRARIES:

As a member of the Association of Research Libraries, the Libraries are technologically advanced and recognized as an exciting center of intellectual life on campus. The Libraries are organized in team-based structures and are engaged in ongoing strategic programs. A dynamic organization, the Libraries offer creative, service-oriented individuals an exceptional opportunity for personal growth and learning.

COMPENSATION:

Anticipated hiring salary, high $60,000s to low $70,000s. University benefits include 22 paid vacation days/year, 12 paid State holidays, excellent health and retirement plans, and tuition waivers.

APPLICATION PROCEDURES:

Submit a letter of application addressing how previous experience and personal qualities meet the requirements for the position; a resume; and the names, addresses, and telephone numbers of three professional references to Deborah Stansbury Sunday, Administrative Librarian, University of Connecticut Libraries, Box U-1005A, 369 Fairfield Road, Storrs, CT 06269-1005. Screening will begin immediately and continue until the position is filled.

The University of Connecticut has a strong commitment to diversity. We actively encourage minorities and people with disabilities to apply.

NETWORK/SYSTEMS MANAGER

The Network/Systems Manager is responsible for implementing changes to, and maintaining the College's campus-wide 2500 port LAN, connections to the internet and other external network services, as well as maintaining the College's existing central servers, 6000 member user base and designing and implementing future systems. This person is responsible for implementing and enforcing LAN and system security procedures and solving LAN/server problems as they arise. A minimum of five years' experience in Network/Systems administration and a computer related undergraduate degree required.

TECHNOLOGY ANALYST

The Technology Analyst will coordinate all desktop computer hardware and software purchases for the campus including needs analysis, setting/application of standards, and bid research and will maintain databases of installed hardware, software, maintenance agreements and licenses. Also, the Technology Analyst will act as project manager for the implementation of a campus one-card ID system and conduct research in the development and publication of institutional policies, guidelines and procedures.

WEB COORDINATOR

The Web Coordinator will function as the Office of Information Technology Department's contact for any web-related concerns. Specific duties include: HTML coding, and Cold Fusion development, database driven site development, and graphic design refinements; preparing log analysis and feedback on current projects; providing support for the faculty, staff and students regarding personal and departmental web sites; training, developing, site design and coordination of the department web content providers in order to achieve a consistent, effective information link for Emerson's web site. Additional responsibilities include work on day-to-day basis with work-study students assessing progress on projects and distributing web-related workload evenly; meeting with department heads, web content providers, and designers for site development planning and strategy. Position requires a Bachelor's degree in related field, certification in multi-media and/or information systems, and three years' management and production experience.

Send cover letter and resume indicating specific position you are applying for to: **Office of Human Resources & Affirmative Action, Emerson College, 120 Boylston Street, Boston, MA 02116.** Emerson College is an Equal Opportunity/Affirmative Action Employer focused on workforce diversity. **Visit our web site at www.emerson.edu.**

EMERSON college

PRESIDENT
THE CITY COLLEGE
of The City University of New York

The Board of Trustees of the City University of New York and the City College Search Committee invite nominations and applications for the position of President at City College.

Founded in 1847 as the Free Academy to offer higher education to the children of the working class and immigrants, The City College of New York is one of the nation's most storied institutions of higher education, and has been a primary avenue of economic advancement for generations of New Yorkers.

The City College includes the College of Liberal Arts and Sciences, the Schools of Architecture, Engineering, Education, and the Sophie Davis School of Biomedical Education/CUNY Medical School. Long known as a great teaching institution, City College has also become internationally famous for the research activities of its faculty in such fields as molecular modeling, laser optics and environmental protection.

The City College has the largest undergraduate research program in the New York metropolitan area, giving students the chance to work side-by-side with eminent scientists and mentors. Occupying 35 acres in the St. Nicholas Heights section of Harlem, the College offers more than 150 undergraduate and graduate programs, and is the site of 12 CUNY-based Ph.D. programs.

Today's City College is a microcosm of New York City, with one of the most diverse student bodies of any college in America; over half of its 11,000 students were born abroad. Current students and recent graduates are carrying on the tradition of excellence. Thirty-eight percent of those earning Baccalaureates at the College go on to graduate school or professional degree programs, and the College ranks fourth in the nation in the number of its graduates who have earned the PhD.

City's faculty includes 500 full-time and 400 part-time professors. Its appropriated operational budget in 1999-2000 was $71 million, and last year the College's faculty received research grant support totaling $30 million. City College's endowment exceeds $36 million.

Preferred qualifications for the presidency include:

- Experience in senior-level leadership at an institution of higher education or institution of comparable scope, with proven strengths in strategic planning, budgeting and management.
- An ability to provide strong leadership in an environment of shared governance, in order to foster excellence in teaching, learning and scholarly/creative endeavor.
- An earned doctorate or professional equivalent, university-level teaching experience, and a substantial record of scholarly achievement and/or professional distinction.
- A demonstrated commitment to urban, public higher education - undergraduate and graduate - in a multi-cultural, multi-ethnic city.
- A commitment to enhance the quality of student life and strengthen the delivery of services to students.
- Significant experience in attracting external funding and the ability to handle the complexities of public funding.
- The ability to represent the institution to multiple local and national constituencies, including alumni, the business community, and legislative and other governmental bodies.

The President serves as the chief executive officer of the College under the direction of the Chancellor, according to policy set by the Board of Trustees. The position is available on or before February 1, 2001. Salary and benefits are competitive.

The review of applications will begin July 1, 2000 and submissions prior to that date are strongly encouraged. Applications and nominations should be sent to:

The Hon. Randy Mastro, Chairman
The City College Presidential Search Committee
The City University of New York
535 E. 80th Street, Room 105
New York, N.Y. 10021.

We are being assisted in this search by **Heidrick & Struggles.** Inquiries and requests for additional information may be directed in total confidence to William Bowen (phone: 312-496-1794, fax: 312-496-1046, email: wjb@h-s.com) or Charles Knapp (phone: 404-577-1245, fax: 404-577-4048, email: cknapp@h-s.com) at Heidrick & Struggles.

The City University of New York, an Equal Opportunity/Affirmative Action Employer with a strong commitment to racial, cultural and ethnic diversity, actively seeks and encourages nominations and applications from men and women of all races and ethnic backgrounds.

USF University of South Florida

The University of South Florida is currently recruiting for various faculty and/or staff positions. For more information about the University's vacant positions, please visit our Web site at http://usfweb.usf.edu/usfpers/vacancy.html; or call our Job Line for staff positions at (813) 974-2879.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave. • Tampa, FL 33620

Macomb Community College

INSTRUCTOR OF SPANISH

Macomb Community College is seeking a full time instructor of Spanish plus one of the following: Italian (preferred), French or German. A master's degree in Spanish plus 20 semester hours (15 of which are graduate hours) in Italian, French or German and relevant college teaching experience required. $35,087-$52,631 plus benefits. Only complete application packets will be considered. Deadline is June 9, 2000 for August 16, 2000 start date. Call 810-445-7885 for application and job description or visit our website at **www.macomb.cc.mi.us.** AA/EEO employer. MI Relay Center 1-800-649-3777.

PORTLAND STATE UNIVERSITY
THE DIVISION OF ADMINISTRATION OF JUSTICE

Mark Hatfield School of Government at Portland State University seeks an Assistant Professor, beginning Fall 2000. Candidates will teach undergraduate research methodology, policy/analysis, and police dynamics. Position includes university service and student advising.

History of collaboration with other academic units and prior work experience with criminal justice agencies is desirable.

A Ph.D. in Criminal Justice or directly related fields is desired but an ABD may be considered. J.D. degrees are not acceptable. Submit a letter of application, curriculum vitae, and three letters of reference to: **Chair, Search Committee, Administration of Justice, Portland State University, P.O. Box 751, Portland, OR 97207.** Review of applications begins May 15, 2000, continuing until the position is filled. P.S.U. is an Equal Opportunity/ Affirmative Action Employer.

REFERENCE/INSTRUCTION LIBRARIAN

Oakland UNIVERSITY

Oakland University (Rochester, Michigan) seeks applications for the position of Reference/Instruction Librarian. Duties include working closely with faculty and students by providing reference and instruction services, participating in collection development activities (engineering, science or math preferred), assisting in development of Web-based resources, fulfilling scholarship and service requirements for promotion and tenure. Academic year, excellent fringe benefits. Review of applications will begin on July 1, 2000, and continue until the position is filled.

Oakland is an affirmative action/equal opportunity employer and encourages applications from women and minorities.

For complete description, qualifications, and application process, see the library's web site (**http://www.kl.oakland.edu/refinstrlibn.htm**).

UNIVERSITY OF WISCONSIN MADISON

ASSISTANT DEAN

Letters & Science General Dean's Staff

PVL#: 37038. **Application Deadline:** June 15, 2000.
Anticipated Begin Date: August 14, 2000.

The General Dean's Staff (GDS) serves students, faculty, staff, and the larger university community by fairly and accurately administering, interpreting, and making appropriate exceptions to College policy; disseminating information about College policy and procedures; and assisting students to successfully complete their academic goals. GDS embraces the principles of a liberal arts education, upholds the integrity of the Letters and Science degree, treats individuals with respect and dignity, recognizes the importance of dialogue and critical thinking in the decision-making process, and takes a holistic approach toward student development and academic success. The successful candidate will share in the tasks of the GDS (65%) and will assume significant responsibility for overseeing and troubleshooting the computer-generated degree audit program (DARS) (35%). For a detailed description, please contact:

Betty Brattrud, Search & Screen Coordinator
College of Letters & Science
B12 Bascom Hall, 500 Lincoln Drive
Madison, WI 53706
608/262-4852
brattrud@facstaff.wisc.edu

The University of Wisconsin-Madison is an affirmative action, equal opportunity employer.

FERRIS STATE UNIVERSITY

Faculty
Assistant Professor
Developmental Reading

To teach undergrad courses in College Reading Methods, College Critical Reading, University Transition Seminar, and Career and Educational Planning; advise students; and serve on department, college, and university committees. Master's degree in reading required/Ph.D. in reading and experience in teaching at the college level preferred. Review of applications will begin 6/1/00, and continue until position is filled. Submit a resume, letter of application, names and phone numbers of three current references, and copies of college transcripts to:

JOB CODE HO-12765
Human Resource Development
Ferris State University
420 Oak Street
PRK 150
Big Rapids, MI 49307

For more information about Ferris State University please visit our web site at:

www.ferris.edu

-an equal employment/ affirmative action employer-

Brown University

DEPARTMENT OF FACILITIES MANAGEMENT

Brown University's Department of Facilities Management is seeking motivated, professional, innovative people. The Department oversees all capital construction, operations and maintenance, moves and events for the University. The Facilities comprise 236 buildings, 5.6 million square feet of space, 145 acres, and numerous building types including laboratories, athletic, dormitory, office, classrooms, and administrative offices.

PROJECT MANAGERS

Facilities Management: This position is responsible for the planning/coordination of all phases of project design and construction management for a variety of multidisciplinary projects. Qualifications: Bachelor's degree in Architecture or Engineering or related field with a minimum of 5 years of professional work experience with increasing responsibility in design, building renovation or construction management. A clear and thorough knowledge of engineering procedures and facilities management. Accomplished written and oral communications skills and a demonstrated ability to negotiate and work in a collaborative environment. **Job#A11111**

PLANNER/ESTIMATOR (2 POSITIONS)

Facilities Management: Provides both long and short term campus development studies, project feasibility studies, space programming, utilization analyze and facility condition inspections. Responsible for the development of all levels of construction and project cost estimates for proposed University building and landscape projects. Minimum 5 years of experience in facilities planning/architectural profession with proven ability to develop and maintain cost estimates. Experience in a university setting or a similarly large and diverse organization is preferred. Bachelor's degree in a field such as engineering, architecture, project/business management or the equivalent combination of education and experience is required. Proven expertise in design/programming of user-driven software application and database management, Microsoft Windows 95/Office 97 platform preferred. Knowledge of computer aided design (CAD) software a plus. Exceptional written, verbal and interpersonal communication skills and experience with diverse range and all levels of staff. Demonstrated commitment and responsiveness to internal customer needs. Proven ability to handle and resolve issues with insight and diplomacy. **Job#A1029/32**

DIRECTOR OF INFORMATIONAL TECHNOLOGY

Facilities Management: This position is responsible for leading all information technology efforts, including the enhancement of existing systems, development and implementation of new systems, with an overall goal of complete systems integration, reliability and streamlining of all operational functions. Requirements: Bachelor's degree in computer science with 5 years of progressively responsible management experience in programming, systems analysis and network administration. Overall knowledge with 3 years of experience in a NDS/NT network environment overseeing installation of workstations and new software required. Must be customer service orientated and be able to work with a diverse population. **Job#A01015**

To apply for these positions, please send resume with cover letter to: Brown University, Human Resources Department, Box 1879, Job#_________, Providence, RI 02912.

Brown University offers competitive pay and an excellent benefits package including health/dental insurance, generous retirement plan, superb recreational facilities, stimulating intellectual activities, and much more.

An Equal Opportunity/Affirmative Action Employer.

Visit our website at: **www.brown.edu**

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Proven winners in demand and free job placement assistance to graduates and industry. We provide all teaching materials, textbooks and experienced licensed i.e. pharmacists, physical therapists, etc. to teach these very popular courses. Other low-cost, short-term allied health classes are available. These certificate programs are currently being offered at universities and community colleges in many states.

Request References From Rae Bennett, College Coordinator
@ 1-800-441-8748
HEALTHCARE TRAINING FOR THE GLOBAL ECONOMY OF THE FUTURE

Washtenaw Community College

Human Resource Openings

A comprehensive two-year college dedicated to student, community and staff success is presently seeking individuals for the positions listed below. The College is located in the city of Ann Arbor, MI, a community of over 100,000.

Employment Manager/Recruiter: responsible for the management of the employment process for all full-time employees. This includes employee recruitment, selection, EEO compliance, new staff orientation and Employee Assistance Program coordination. Minimum Qualifications: Bachelor's degree in Human Resources, Business Management, or related field, equivalent of three years full-time work experience in employment, management, human resources, or recruiting preferably in an educational and unionized setting, and equivalent of one year supervisory experience. Initial salary range is $38,400 - $42,240.

Labor Relations Director: responsible for administration of the college's Labor Relations program and managing part-time employment. This includes: 1. Planning and coordination of college-wide compliance with the Americans with Disabilities Act of 1990 and Sections 503 and 504. 2. Management of part-time employment. 3. Investigation of and response to complaints of violation of college policies, including, but no limited to, employment discrimination complaints, EEO complaints, and ADA complaints. Minimum Qualifications: Masters degree in Human Resources, Labor Relations, or related field, and equivalent of six to seven years experience in human resources and labor relations, including experience in contract negotiations. Initial salary range is $52,000 - $57,200.

Applications will be accepted until the positions are filled.

Interested persons should send official completed WCC application form with credentials (all college transcripts-student copies acceptable) to **Washtenaw Community College, Office of Human Resource Management, First Floor Business Education Building, Room 120, 4800 E. Huron River Dr., PO Box D-1, Ann Arbor, MI 48106.** (734)973-3497. Job Hotline (734)973-3510. For job postings and application materials see our web site at: **http://www.wccnet.org/jobs**

An AA/EEO/ADA employer.

Brown University

PRESIDENT

The Presidential Selection Committee of the Brown University Corporation invites nominations and applications of qualified persons for the position of President.

The President serves as an officer of the Corporation and as the chief executive officer of the University. In these capacities he or she has the ultimate responsibility for overseeing the planning, organization and conduct of the affairs of the University. This includes the appointments to and retention on the faculty of the best scholars and teachers; the matriculation and graduation of the highest caliber undergraduate, graduate, and medical students; and the provision of services, facilities and programs to support and enhance the educational goals of the University.

Brown is a university-college with a proud tradition of providing quality education for undergraduate, graduate and medical students and of supporting faculty who are outstanding teachers and researchers. The University seeks a President who will provide strong leadership to the academic mission, the external activities and fundraising, and the administration of the University. The successful candidate should be a strong and articulate leader of proven executive ability, an educator who understands the role of a highly selective private university in an increasingly global and technological society, who can lead Brown to its fullest potential as a university college, and who has a strong commitment to the ideals of a liberal education and to promoting institutional diversity.

In order to receive full consideration, applications, which should include a curriculum vitae and a cover letter describing the candidate's interest in the position, and nominations must be received by June 30, 2000. However, the search will continue until a President is appointed.

Please send nominations and applications to:

Barbara R. Stevens
Vice President and Director
Isaacson Miller
1275 K Street NW Suite 1025
Washington DC 20005
www.imsearch.com

Brown University is an Equal Opportunity, Affirmative Action employer.

Visit our website at: **www.brown.edu**

FARMINGDALE

STATE UNIVERSITY OF NEW YORK

SUNY Farmingdale, Long Island's oldest public college, has the following full-time tenure-track positions for Fall 2000:

ASSISTANT PROFESSOR - *Dental Hygiene*

Teaches didactic, preclinical and clinical dental hygiene, counseling, academic advising, participation on departmental school and campus committees.

Doctorate required to be considered for continuing appointment. Must have licensure or eligibility for licensure in New York State, teaching experience in a dental hygiene program and 3 years of clinical practice. Must submit CV and names/addresses of five references by 6/23/2000.

ASSISTANT NURSING PROFESSORS *(2)*

Must have Master's in Nursing, New York State license or eligibility, college-level teaching experience in multiple areas of an integrated Nursing curriculum, including Medical-Surgical nursing. Ph.D. preferred. Doctorate required to be considered for continuing appointment. Must submit CV and names/addresses of 3 references by 6/23/2000.

DEPARTMENT OF CRIMINAL JUSTICE

Teaches criminal justice courses, academic advising, recruitment, scholarly activities and participation in departmental, school and campus committees, continuing education and professional organizations.

Ph.D. in Criminal Justice is required. College teaching experience, student advising skills and web-based computer experience preferred. Submit CV and names and addresses of 3 references by 6/23/2000.

We offer a salary based on educational background and years of experience. Send resumes and references to: **Dr. John Burkart, Dean, School of Health Sciences and Human Services, SUNY Farmingdale, Route 110, Farmingdale, NY, 11735. FAX: (631) 420-2269. AA/EOE.**

ACE

AMERICAN COUNCIL ON EDUCATION

Associate Director, ACE Fellows Program

The American Council on Education invites expressions of interest in and nominations for the position of Associate Director, ACE Fellows Program. The Associate Director will work in collaboration with the Director of the Fellows Program on all aspects of the Program.

The Associate Director will be expected to:

- Oversee and direct curriculum development for the three national seminars;
- participate as a faculty member in national seminars;
- prepare sessions: identify objectives, expected outcomes, readings, and activities;
- work with program director and director of development to identify new sources of funding for the Program;
- handle the overall marketing of the Program;
- arrange for alumni/ae professional development activities; and
- oversee logistics for all meetings.

The ideal candidate should have a terminal degree and at least five to seven years experience in the areas of leadership and program development, marketing, and teaching at the post-secondary level; campus experience preferably in an academic area; excellent interpersonal skills and superb communication skills, oral and written; an understanding of and experience in fundraising; ability to plan work, meet deadlines, and work as part of a team. Proficiency with word processing and other computer applications required. Proficiency with the Web and its application to teaching strongly recommended.

The American Council is conveniently located near the Dupont Circle Metro in downtown DC. We offer an excellent employer-paid benefits package. Please send resume and salary requirements to:

Associate Director Search
American Council on Education
One Dupont Circle, NW - Suite 250
Washington, DC

Associate Director of Human Resources

New Jersey City University invites applications for the position of Associate Director of Human Resources. The Associate Director is responsible for coordinating the University's Human Resources programs including, but not limited to, staffing, benefits administration, employee relations, training & development, human resource information systems and records administration.

Minimum qualifications for this position include a Bachelor's Degree and five (5) years experience in Human Resources, one of which must be in a supervisory capacity. Experience in Higher Education or the public sector is preferred. Knowledge of government regulations is required. An advanced degree and knowledge of PeopleSoft implementation is preferred.

Deadline for applications is June 26, 2000.

For consideration, please send a resume with salary requirements to:

Robert Plaskowsky
Director of Human Resources
New Jersey City University
2039 Kennedy Boulevard
Jersey City, NJ 07305

NEW JERSEY
CITY
UNIVERSITY

An affirmative action, equal opportunity employer, the University especially welcomes and encourages applications from women and minority candidates.

KEAN UNIVERSITY

Union New Jersey

Founded in 1855

Kean University, a comprehensive metropolitan university, is committed to excellence and access and to developing, maintaining and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community to serve a richly diversified student population of 12,000.

DIRECTOR OF ADMISSIONS AND AGENCY RECRUITMENT

Master of Social Work Program

Responsibilities: To plan and implement MSW Admissions and Agency Recruitment policy and procedures; make field visits to secure agency contracts; maintain databases of inquires on admissions, field and related information; make recommendations for update and revision of the MSW Program Guide, Admissions forms, and Agency recruitment forms and supervise their preparation; perform other related tasks as required.

Qualifications: Baccalaureate required, MSW degree from a CSWE accredited program plus two years post MSW social work experience preferred.

Salary & Benefits: A competitive salary and comprehensive benefits package are a part of the compensation package for this position.

Application: Resumes and letters of interest should be directed to: Dr. Conrad Graves, Department of Social Work, Kean University, 1000 Morris Avenue, Union, NJ 07083. Application review begins immediately until position is filled. Anticipated start date July 1, 2000.

Where tradition and technology Meet

KEAN

UIC

THE UNIVERSITY OF ILLINOIS AT CHICAGO

DIRECTOR OF CAMPUS RETAIL OPERATIONS

The University of Illinois is seeking a creative, dynamic manager to be the director of campus retail operations. The successful candidate must be committed to customer service, student learning, employee development, financial success, and facility improvement.

To support the university's academic mission and enrich campus life, Retail Operations provides merchandise, services, and amenities to UIC's 25,000 students, 12,000 faculty and staff, and the general public. The director is responsible for:

- a 73,000-square-foot traditional college bookstore (annual sales of $18+ million)
- medical, dental, and trade bookstores
- central stores (for departmental supplies)
- two computer stores
- four convenience stores
- five copy shops and numerous self-service copiers
- miscellaneous vending services and sales areas

All of these facilities are self-operated and self-supporting. In addition, the director is responsible for leased retail operation.

The successful candidate will possess these qualifications:

- a master's degree
- a minimum of 7 years of experience as a retail professional, five of them as director of a college or university bookstore
- experience in running a complex retail operation and creating new markets
- familiarity with the challenges facing retail in the college market
- strong interpersonal and communication skills

Remuneration is extremely competitive, as is the excellent benefit package, which includes a tuition waiver.

Candidates should send a resume detailing work and educational experience and a brief statement (two double-spaced pages maximum) of their philosophy for directing academic retail operations to:

Ms. Shaune Sissac
Search Coordinator
Campus Auxiliary Services Employment (MC 117)
750 South Halsted Street, Room 703
Chicago, Illinois 60607

Fur fullest consideration, apply by July 1, 2000.

Proud of its diverse population and commitment to multiculturalism, UIC is an affirmative action, equal-opportunity employer.

Visiting Instructor/ Visiting Assistant Professor

Department of History

St. John's University, one of the largest Catholic universities in the U.S., seeks applicants for a one-year teaching position as visiting instructor or visiting assistant professor in the field of Latin American history, with African-American or U.S. women's history as a secondary Field. Candidate may be asked to teach up to four courses per semester on the undergraduate and graduate levels, including both specialized courses and sections of the world history survey. Doctoral degree preferred; A.B.D.'s will be considered. Please send letter of application, c.v. and two letters of recommendation by June 15, 2000 to: Dr. Dolores L. Augustine, Chair, Department of History, St. John's University, 8000 Utopia Pkwy., Jamaica, NY 11439. Applications will be reviewed as they are received.

ST. JOHN'S
UNIVERSITY
FOUNDED 1870

St. John's is an equal opportunity employer and encourages applications from women and minorities.

Opportunities at Eugene Lang College, the undergraduate liberal arts division of New School University are as follows

Director of Admissions Position # 20075

Will provide leadership and oversee admissions operation. Will also oversee application processing of the Joffrey BFA program and work collaboratively with the Associate Dean to develop long and short-term recruitment and enrollment strategies. Ideal candidate will possess significant experience in college admissions. Knowledge of financial aid as well as a familiarity with emerging electronic forms of communication is important. Master's degree preferred.

Director of Academic Advising Position #20073

Supervise academic advising program. Define policies, develop innovative methods, work with faculty advisors. Utilize technology (i.e. Banner) to enhance advising services and information to students. The successful candidate will possess Master's degree in Counseling, Student Personnel, Higher Education Administration or related field. Customer service, strong supervisory and leadership skills. Experience in successfully evaluating and developing academic advising programs.

Excellent benefits including free tuition. Interested applicants should send resume (indicating desired position and salary history) by June 12th to: New School University, Human Resources Department, 66 West 12th Street, New York, NY 10011 or e-mail resume to NSUjobs@newschool.edu. Make sure to write Search # desired in subject line to ensure proper distribution of resume. AA/EOE.

New School University

HOFSTRA UNIVERSITY

HEMPSTEAD, NEW YORK 11549

PRESIDENT

The Hofstra University Board of Trustees invites applications and nominations for the position of President to succeed Dr. James M. Shuart, who has announced his retirement effective June 2001, after 25 years in office.

Hofstra's exceptionally attractive 240-acre campus is a nationally accredited museum and registered arboretum located just 25 miles east of New York City. The campus is home to Hofstra College of Liberal Arts and Sciences; the Schools of Law, Business, Communication, and Education and Allied Human Services; School for University Studies; Hofstra's New College for personalized, innovative liberal arts studies modeled after the original at Oxford University; and University College for Continuing Education. Hofstra's fully computerized libraries hold 1.6 million volumes. There are approximately 8,000 full-time undergraduate and 5,000 graduate and part-time students from 44 states and 64 countries and more than 1,100 faculty members. Hofstra shares its excellent facilities with the greater Long Island community and hosts a broad range of Division I athletic events in the indoor and outdoor sports complexes. The more than 500 cultural events sponsored each year include international festivals, concerts and scholarly conferences.

The University seeks a leader who will work with the Hofstra community to build effectively on the institution's strengths and to achieve a level of academic standards commensurate with its excellent facilities, fiscal management and community pride. The new President must be able to effectively articulate Hofstra's special attributes to both internal and external audiences. In order to maintain an environment that fosters student learning and a strong faculty community, the President must be able to lead and empower an effective administrative team. Hofstra's next President must demonstrate experience in fund raising, a thorough knowledge of technology and the sciences, and outstanding leadership in all areas, including community relations.

The search committee will begin to review candidates in June 2000 and will continue until an appointment is made. Nominations and expressions of interest, which will be treated in confidence, should be sent to:

Mr. Frank G. Zarb, Chair
Presidential Search Committee
101 Hofstra University
Hempstead, NY 11549-1010

The search committee is being assisted by Dr. Patricia T. van der Vorm of Academic Search in Washington, D.C. Inquiries may be directed to her at (202)263-7473 or ptv@academic-search.org. Please review the Web sites at www.hofstra.edu and www.academic-search.org for additional information.

Hofstra University is an Affirmative Action/Equal Opportunity Employer

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WESTERN CONNECTICUT STATE UNIVERSITY

Physical Education-full-time, one-year temporary position, Assistant Professor, August 2000-May 2001. Western Connecticut State University is located in Danbury, CT approximately 60 miles north of New York City. Responsibilities include assessment of physical fitness and teaching fitness/wellness courses to fulfill the core requirement; teaching exercise physiology to Health Science majors, and grad students; teaching activity classes such as tennis, badminton, volleyball, golf, etc. Master's degree in PE or Exercise Science required, PhD preferred. Send application materials, including 3 letters of recommendation addressing teaching background, by June 16, 2000 to: **Phyllis Cooper, PE Dept., WCSU, 181 White St., Danbury, CT 06810, cooperp@wcsu.ctstateu.edu, Fax 203-837-8525**
WCSU is an AA/EEO Educator/Employer

ILLINOIS CENTRAL COLLEGE FACULTY - NURSING (Tenure Track)

Illinois Central College is seeking a qualified individual to provide instruction in nursing. Master's degree in nursing, currently licensed as a registered professional nurse in Illinois, and two years experience in a clinical nursing practice required and community college teaching experience desirable. Submit a letter of application, current resume, copies of undergraduate and graduate transcripts and a list of at least three references to: **Human Resources, ILLINOIS CENTRAL COLLEGE, One College Drive, East Peoria, IL 61635-0001.** A professional application can be downloaded from http://www.icc.cc.il.us/hr/application; otherwise, an application packet will be mailed in response to inquiries. Initial screening of candidates will begin on **June 15, 2000,** and will continue until a successful candidate is selected. An Equal Opportunity/Affirmative Action Employer

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ASSISTANT TO THE VP OF STUDENT AFFAIRS

Responsibilities of the position include supervising staff, overseeing responsibilities and providing administrative support to the Vice President in a variety of areas. Minimum of three years educational administrative experience, preferably in student affairs.

Master's degree in higher education or student development required; doctorate preferred. Extensive knowledge of computer use in administrative areas with an emphasis on the BANNER student information system. Salary: commensurate with education and experience, includes benefits.

For your application to be considered, applicants should reference position number 00-197 and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of three professional references (names, addresses, e-mail addresses, and telephone numbers) to:

Judy Chastonay
Human Resources Dept.
3251 Panthersville Road
Decatur, GA 30034.

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APPLICATION DEADLINE:
June 23, 2000
www.gpc.peachnet.edu
AA/EOE/ADA

Georgia
Perimeter
College.

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GOVERNORS STATE UNIVERSITY

DIRECTOR OF FIELD EXPERIENCES

Governors State University (GSU) invites nominations and applications for the position of Director of Field Experiences in its College of Education. This tenure-track faculty position reports to the Chair of the Division of Education and will work closely with chairs and program coordinators associated with seven graduate and five undergraduate programs leading to certification. The successful candidate will develop and maintain strong positive relationships and with public and private schools and agencies which provide settings for preservice teachers, student teachers, and internships for other school personnel; serve as a liaison between the university, and school districts/agencies; develop, maintain and enforce consistent policies and procedures related to field experiences in collaboration with program area faculty and administration.

Qualifications: Earned doctorate in education or related field; teaching or administrative experience in P-12 settings; strong oral, written, and technology skills; demonstrated organizational skills; excellent interpersonal skills; experience as a university supervisor, cooperating teacher or teacher in higher education; familiarity with the process of preservice teacher education. The review of applications will begin immediately and continue until the position is filled. To apply, candidates should send a letter of interest, curriculum vitae, and name, address and phone information of three references to:

Dr. Eileen T. Borgia, Chair, Director of Field Experiences Search Committee, c/o Cynthia Stidwell, College of Education, Governors State University, University Park, IL 60466.

For more information about the university, please visit our website at: www.govst.edu

Governors
State
University

UNIVERSITY PARK, IL 60466-0975

AA/EOE

DIRECTOR

NUway Program, Information Services

Northeastern University is currently interviewing for a Director, NUway Program Office. Responsibilities will include directing the three major initiatives of the University's multi-year NUway program: Web student services applications; university-wide data warehouse and decision support capability; and enterprise-wide PeopleSoft implementation and integration. The Director will also be responsible for managing related business process re-engineering efforts central to successful PeopleSoft implementation. Our current implementation spans Student Administration, Human Resources, and Advancement.

Requirements:

- Minimum of a Bachelor's degree in a related field, preferably with continuing professional development activities and/or coursework
- Minimum 10-12 years' management and technical experience to include extensive program and project management at a senior level
- Demonstrated success implementing major projects via a matrixed management structure required
- Must have higher education functional and/or technical skills and experience
- Re-engineering experience, particularly in higher education, highly valued
- Strong interpersonal, team building, analytical and presentation skills required
- PeopleSoft, data warehousing and Web development skills highly desirable

If you are interested in applying for this position, please send your resume in confidence to: Denise Siciliano, Northeastern University, 190 Renaissance Park, Boston, MA 02115 or fax to: Denise Siciliano, 617-373-2847 or e-mail to: dsiciliano@neu.edu.

Northeastern University is an Equal Opportunity, Affirmative Action, Title IX Employer. Minorities and women are strongly encouraged to apply.

Northeastern
UNIVERSITY

VICE CHANCELLOR FOR STUDENT DEVELOPMENT AND ENROLLMENT MANAGEMENT

The City University of New York

The Vice Chancellor for Student Development and Enrollment Management advises the Chancellery on all matters regarding student services and student life. Reporting to the Executive Vice Chancellor, he/she serves as the advocate for student concerns to administrative and policy-making units throughout the University. He/she is also responsible for planning, development and implementation of all aspects of the recruitment/enrollment process. The Vice Chancellor will:

- ➤ Provide leadership and direction for the development, implementation, monitoring, and evaluation of comprehensive services to students, including admissions, financial aid, counseling, health care, and child care;
- ➤ Work with the Deans and Vice Presidents for Student Affairs at the campuses to assist in the development and improvement of student programs, including counseling and advisement, to ensure that policies, procedures, and programs are effectively implemented, and to increase student participation in campus life;
- ➤ Oversee the activities of the University Student Senate and work with the students to professionalize student government across the University and to develop the leadership skills of student representatives in ways that enable them to translate their experience into academic success and career opportunities;
- ➤ Work with guidance counselors, principals and superintendents of the schools to ensure effective and accurate communication of admissions policies, procedures, and information regarding CUNY programs and opportunities;
- ➤ Oversee all aspects of the undergraduate recruitment and admissions processes to ensure efficacy and consistency as the University moves toward a more structured relationship with the public schools;
- ➤ Work with the Admissions Directors at the colleges to formulate policy and provide institutional leadership for enrollment management and to coordinate the University's recruitment and retention efforts.

Candidates should have: an earned doctorate or equivalent in a relevant field; a record of significant leadership in higher education, including 10 - 15 years in progressively more responsible positions in University governance, especially as it relates to the student experience; an outstanding record of contributions to the profession; a demonstrated ability to work effectively with students who are culturally and ethnically diverse and with disabled students, as well as with faculty, staff and off-campus constituencies; excellent writing and speaking skills; and a demonstrated commitment to the mission and goals of The City University of New York and to public higher education.

Please forward applications including a letter expressing interest, a curriculum vitae and the names of five references to:

Ms. Dolly Martinez, Director
Office of Executive Search and Evaluation
The City University of New York
535 East 80th Street, Room 105
New York, NY 10021

Nominations should include a letter of nomination and, if possible, the nominee's curriculum vitae. Review of applications will begin immediately; submission of applications and nominations is strongly encouraged prior to June 30, 2000. The position is available on or before October 1, 2000.

The City University of New York is an EO/AA/IRCA/ADA Employer with a strong commitment to racial, cultural and ethnic diversity.

Dean of Community Life and Diversity

Newly created position available for a Dean of Community Life and Diversity who will have broad authority and responsibility for fostering and nurturing a campus ethos that invites, values, and affirms diversity and promotes a healthy quality of "life in community" in support of the strategic plan. The Dean will provide leadership in diversity education, in institutionalizing the college's diversity goals, and in maintaining and celebrating a campus culture where students, faculty, and staff demonstrate respect, integrity, and honesty in community relations.

For more information visit our web site at **http://www.stolaf.edu/services/hr**

Review of applications begins immediately and continues until the position is filled. Projected starting date August 2000. To apply submit cover letter, resume and references by fax (507) 646-3960, email **resume@stolaf.edu**, or U.S. mail to Employment Coordinator at:

ST. OLAF COLLEGE

St. Olaf College
1520 St. Olaf Avenue
Northfield, MN 55057 USA

St. Olaf College is an affirmative action/equal opportunity employer and actively seeks diversity in its students, faculty and staff.

AMERICAN UNIVERSITY
WASHINGTON, DC

American University, College of Arts and Sciences, Department of Sociology. Seeking a one-year, full-time visiting assistant professor for the Fall 2000-Spring 2001 academic year. Ph.D. in Sociology and evidence of scholarship required. Candidate should have concentrations in Gender/Family and Sociological Theory. Tentative courses to be taught include: *The Family; Major Social Theorists; American Society; Women in the Third World; and Women, Men and Social Chance* (Undergraduate); and *Sociology of Gender and Family* (graduate).

Consideration of applications will begin March 15 and continue until the position is filled. American University is an EEO/AA employer; women and minorities are encouraged to apply.

Send curriculum vitae, three letters of reference, and other relevant material to:

Visiting Faculty Search Committee
Department of Sociology
American University
4400 Massachusetts Avenue NW
Washington, DC 20016-8072 USA

ASSISTANT VICE PRESIDENT FOR STUDENT AFFAIRS AND DIRECTOR OF THE HEALTH CENTER

WESTERN MICHIGAN UNIVERSITY

Western Michigan University's Division of Student Affairs is looking to fill its Assistant Vice President for Student Affairs and Director of the Health Center position. **REQUIREMENTS:** Must possess a doctorate in Student Affairs, Higher Education Administration, Health Care Administration or a related field, or a combination of significant levels of expertise, experience, and education that is considered commensurate; experience in a college health environment; five years experience in upper level health care management preferred; demonstrated successful leadership and fiscal management experience within a health care environment; demonstrated skills and experience in implementing a student learning and personal development philosophy within a university health center; understanding the role and responsibility of college health in fostering student learning and personal development; demonstrated ability to work in a team environment within the Student Affairs Division; must have superior communication and interpersonal skills; and the ability to effectively supervise at least one other Student Affairs unit. For a more complete description of the job, visit our web-site at http://www.wmich.edu/hr/job.htm. WMU offers good salary plus generous benefits. To apply, submit resume, names, addresses and telephone numbers of five references and a description detailing your experience in implementing a student learning and personal development philosophy in a university health center. Review of applications begins June 16, 2000, with a position starting date of August 1, 2000. Salary is commensurate with education and experience. Fax or send credentials by June 16, 2000 to: **Employment Services #1305, Department of Human Resources, Western Michigan University, Kalamazoo, MI 49008. FAX # 616 387-3441.** WMU is an AA/EOE.

DIRECTOR OF GRANTS

Miami-Dade
COMMUNITY COLLEGE

ID # 0-03001 IAC Located at the College's newest campus, the Director of Grants reports to the Dean of Administrative and Student Support Services and serves as the Inter-American Campus' liaison to the District Grant Director, the District Assistant Comptroller assigned Fund 2 oversight responsibilities, the District Director of Institutional Research and the President of the M-DCC Foundation. This individual works with the Campus' management, faculty and staff,to determine annual and long-term funding objectives; identifies funding sources from public, private, state, national and international organizations; communicates funding opportunities and requirements to Campus personnel; writes and/or coordinates proposal preparation in compliance with College policy and procedures; and monitors College fiscal and in-kind matching commitments in proposal development. The Director assists the Campus management to assure all related funded grants and contracts for services comply with College policies and procedures; trains grant writing teams and project directors of funded proposals to comply with agency and College requirements; and facilitates grant re-funding initiatives, where appropriate. This individual establishes and/or maintains effective working relationships with federal, state and local funding agency representatives and compiles periodic reports documenting grants written and received. Additional responsibilities include supervising a part-time staff; and performing other duties as assigned. Requirements: Bachelor's degree and six (6) years of experience, or Master's degree and two (2) years of experience in grant writing or related activity. Must demonstrate outstanding communications, computing, organizational, interpersonal, and supervisory skills and be able to work effectively in a multiethnic/multicultural environment. Must be able to work under pressure. Previous experience within an educational setting is preferred. Salary: Based on credentials. Closing Date June 23, 2000.

Visit our Web site at **www.mdcc.edu** or call our Job Information Line at **305-237-2050** for further details on this position, application instructions and an M-DCC Employment Application. Copies of transcript(s) MUST accompany the application for positions requiring a degree. All foreign degrees must be submitted with an official translation and evaluation. Only completed application packages will be considered.

EA/EO Employer. For special accommodations, call the
FL Relay Service TDD **1-800-955-8771**
M-DCC hires individuals authorized for employment under the IRCA guidelines.

PROGRAM ASSOCIATE

Job #265

Northeast Regional Resource Center
Learning Innovations/WestEd

Full-time Program Associate to join NERRC's team of consultants. Technical assistance to State Departments of Education in eight northeastern states in special education policy, best practices, and federal requirements related to IDEA 1997. Position based in Stoneham, MA at Learning Innovations/WestEd.

Doctorate or Masters degree in special education or related field, expertise in urban special education, minority/diversity issues, experience at state or local level with large city schools. Extensive travel.

WestEd
Human Resources
730 Harrison Street
San Francisco, CA 94107
Fax: (415) 565-3012
E-Mail: Jobs@WestEd.org

WestEd

EOE/AA

www.wested.org

DIRECTOR OF DEVELOPMENT

Princeton-Blairstown Center

The Director of Development has primary responsibility for managing a comprehensive fundraising program to advance the mission of the Princeton-Blairstown Center. He or she will work closely with the Executive Director and the Center's Board to advance and secure approved fundraising objectives. The Director nurtures relationships with foundations, corporations, Princeton University alumni and staff, and friends of the Center to extend its mission to urban youth and its programs of outdoor-adventure experiential education.

A Bachelor's degree with five to seven years of varied development and fundraising experience, in addition to experience managing all processes related to annual appeals, major gifts, capital projects, and endowment development are strongly preferred. Excellent interpersonal and communication skills are required, along with the ability to supervise and motivate professional and volunteer fundraisers. Marketing and promotion experience, plus knowledge of MS Office tools, such as Word and Access, are preferred.

Princeton provides an exceptional benefits package. Interested candidates should submit a scannable resume on plain white paper with Standard 12 pt., Times New Roman or similar font and salary requirements to: Human Resources, Clio Hall/764WPT, Princeton University, Princeton, NJ 08544-5264. For more information on how to apply, please see our Web site at: http://www.princeton.edu/hr/emp/howtoapp.htm or call our Employment Opportunities Hotline at (609) 258-6130. NO FAXES, PLEASE. Women and minorities are encouraged to apply. An equal opportunity employer.

Princeton University

AMHERST COLLEGE

SENIOR ASSOCIATE DIRECTOR OF FOUNDATION AND CORPORATE RELATIONS

Amherst College, a private undergraduate liberal arts college for men and women, with 1650 students and 170 faculty, seeks an experienced professional with an exhibited ability to work closely with the Director of Foundation and Corporate Relations to oversee the daily activities of the Foundation and Corporate Relations Office. Located in western Massachusetts, Amherst participates with Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts in the Five College Consortium.

The successful candidate will develop proposals to obtain grants and write reports on foundation and corporate grants received by the College. The Senior Associate will also collaborate with the Director, faculty, administrators, and advancement colleagues to achieve institutional fundraising objectives.

Qualifications include: Bachelor's degree required, advanced degree preferred; 3-5 years experience in advancement, preferably in foundations and corporate relations within an academic or comparable non-profit organization; and excellent writing, communication and interpersonal skills, including writing for other individuals. Excellent planning, organizational, and management skills are required as well. The successful candidate must be committed to liberal arts education and understand and appreciate the dynamics of such institutions. must also be able to function independently, yet also enjoy collaborating with other administrators, faculty members, and foundation and corporate program officers.

Inquiries, nominations, and letters of application, which should include a current resume and the names and addresses of three professional resumes, should be sent to: **Office of Human Resources, 201 Converse Hall, Amherst College, PO Box 5000, Amherst, MA 01002-5000**. Applications will be accepted until the position is filled.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and disabled persons to apply.

CALIFORNIA STATE UNIVERSITY NORTHRIDGE

Special Asst. to President for Equity and Diversity

California State University, Northridge, one of the largest of the 23 campuses of The California State University system with approximately 28,000 students, is located twenty-five miles northwest of central Los Angeles. **The Special Assistant to the President for Equity and Diversity** reports to the President and coordinates the university's equity and diversity programs. Review begins June 15, 2000. Our Web site at http://www-hrs.csun.edu/employment offers complete information. AA/EOE

DIRECTOR, CENTER FOR CONTINUING AND PROFESSIONAL STUDIES

The Director plans and administers the Center's broad range of non-credit and certificate programs including pre-college and international study offerings. The successful candidate will provide entrepreneurial leadership and advice on the Center's goals and policies and play a key role in strategic planning, budget development and operations.

A Bachelor's degree is required; a graduate degree in an arts-related field is preferred. Applicants must have recognized standing within the field of continuing and/or professional education; administrative and marketing experience; financial acumen; and demonstrated leadership, advocacy and communication skills. Experience with pre-college and international study programs is desirable. Salary commensurate with qualifications. **Please submit CV and cover letter by June 22, 2000 to: Office of the Provost, Dept. CE**

ASSISTANT PROFESSOR OF ENGLISH AND HUMANITIES

The School of Liberal Arts and Sciences has *two* full-time tenure-track faculty openings:

COMPOSITION AND RHETORIC

Applicants should have a Ph.D. in composition and rhetoric; an A.B.D. will be considered. **Refer to: Chair, Composition and Rhetoric Search Committee, WTC.**

GENDER STUDIES

Candidates should have a Ph.D. in literature with a specialty in gender studies and course work in Western and non-Western classical/medieval literature; an A.B.D. will be considered. **Refer to: Chair, Gender Studies Search Committee, English and Humanities.**

Selected candidates for both faculty positions will teach electives in their areas of specialization as well as freshman composition and literature courses. Applicants must demonstrate strong teaching ability at the college level, a desire to develop unique teaching strategies and curricula for our creative student body, and evidence of scholarly potential. Familiarity with Writing Across the Curriculum and emerging technologies is a plus. **Please submit CV and cover letter by June 15, 2000 as indicated.**

Pratt Institute is an Equal Opportunity Employer (M/F).

Pratt

Pratt Institute
200 Willoughby Ave.
Brooklyn, NY 11205

INDIANA UNIVERSITY KOKOMO

DIRECTOR OF ADMISSIONS

The Kokomo campus of Indiana University seeks qualified candidates for the position Director of Admissions. Position responsibilities include the development and attainment of annual new student goals, visiting area high schools and businesses, counseling prospective students, reviewing applications, evaluating transcripts, and planning and implementing events and activities that promote the campus. **QUALIFICATIONS:** Bachelor's degree, Master's preferred, plus five or more years of progressively responsible higher education experience with 3 years work in an admissions office. Evaluation of candidates will begin June 19, 2000 and will continue until an appointment is made. To apply, applicants should send a thorough cover letter describing skills and summarizing success in achieving enrollment goals, a resume, and names, addresses, and telephone numbers of three references to: **Mr. Jerre Fercho, Director of Human Resources, Indiana University Kokomo, 2300 South Washington St., P.O. Box 9003, Kokomo, IN 46904-9003.** Additional information about this position can be accessed at http://www.iuk.edu

Indiana University Kokomo is an Equal Employment
Opportunity/Affirmative Action,
ADA Compliant Employer.

West Chester University, an Excellent Place to Work,

...is actively building a culturally diverse academic community which fosters an inclusive environment and seeks a broad spectrum of candidates including people of color for administrative, faculty and professional positions.

For further information including complete job descriptions, call our job hotline or visit our website.

Job Hotline:
610-436-3400

www.wcupa.edu

West Chester University
WCU
Expect Excellence
West Chester University

ST·OLAF COLLEGE

PRESIDENT

SAINT OLAF COLLEGE
Northfield, Minnesota

The Board of Regents of Saint Olaf College announces the search for a President to assume that office in the fall of 2000 or as soon as thereafter as possible. St. Olaf, a four-year college of the Evangelical Lutheran Church in America, provides an education committed to the liberal arts, rooted in the Christian gospel, and incorporating a global perspective. St. Olaf College strives to be an inclusive community, respecting those of differing backgrounds and beliefs. Through its curriculum, campus life, and off campus programs, it stimulates students' critical thinking and heightens their moral sensitivity; it encourages them to be seekers of truth, leading lives of unselfish service to others; and it challenges them to be responsible and knowledgeable citizens of the world.

We seek a leader who will continue to build the high quality and distinction of the college's liberal arts programs and the vitality of this educational community for 3,000 undergraduate students. The President shall be a member of an ELCA congregation.

We encourage both those who wish to nominate others and those who would like to make their interest known directly to address correspondence to:

Jerrol Tostrud, Chair
Presidential Search Committee
P.O. Box 908
Burnsville, Minnesota 55337

The Search Committee will respond to all nominations and inquiries, with the aim of having in hand by mid-July all materials needed (letter, curriculum vita, and list of five references) from those who are willing to explore this opportunity. Christine A. Young is assisting with this search: **cyng3520@cros.net**

St. Olaf College **(http://www.stolaf.edu)** *is an affirmative action/equal opportunity employer and actively seeks diversity in its students, faculty, and staff.*

Eastern New Mexico University-Roswell

POSITION:	**Department Chairperson for Aviation Programs**
LOCATION:	**Career and Technical Education**
SALARY:	**$40,839.00**
CLOSING DATE:	**Open Until Filled**
DATE AVAILABLE:	**July 3, 2000**

Characteristics, Duties and Responsibilities: Under the general supervision of the Associate Dean of Career and Technical Education, the department chairperson for aviation programs will be responsible for, but not limited to, the following duties: overall management of the aviation department; supervision of faculty and staff; conducting program review; supervising and participating in the repair and maintenance of shop equipment, tools and laboratory facilities; coordinating and scheduling classes; ensuring compliance with FAA, Part 147 curriculum regulations; and advertising and marketing the aviation program. Ability to organize, develop and implement competency-based learning activities. Planning and coordinating program development and expansion. Conduct advisory committee meetings, serve on college committees, supervise work-study students, coordinate co-op/internship program, develop and maintain aviation industry networks and partnerships, effectively communicate with FAA Principal Maintenance Inspector, and perform related duties as assigned by the Associate Dean, Dean of Instruction, and/or the Provost.

Minimum Qualifications: Bachelor's degree in aviation or related field; FAA Airframe and Powerplant Mechanic Certificate with three-years of successful experience in a combination of teaching and/or industry experience. Good communication skills. Initiative and ability to perform short and long-range planning for aviation maintenance technology. Relate and interact effectively with students, faculty, administration, aviation industry personnel, and the general public.

Desirable Characteristics: Inspection Authorization (IA). Designated Mechanic Examiner (DME) certifications, and FAA Part 147 or Part 65 teaching experience in a community college or university environment.

Working Conditions: Physical demands include reaching, handling objects with the use of arms and fingers, talking, hearing and seeing required. Must be able to alternate work positions between sitting, standing, walking, kneeling, crouching, stooping, balancing, and climbing on an as needed basis. Requires occasional lifting of up to 80 pounds and carrying objects of up to 50 pounds. Work is performed both inside and outside, in a smoke free environment.

To Apply: Submit letter of interest, resume, complete transcripts, and names, addresses and phone numbers of three professional references to: **Human Resources Office, ENMU-Roswell, P. O. Box 6000, Roswell, New Mexico 88202-6000.** Applications will be accepted until the position is filled; however, the search committee will begin reviewing applications on June 2, 2000.

Applicants are responsible for submitting complete packet

ENMU-Roswell is an EEO/AA/ADA Employer.

UNIVERSITY OF WISCONSIN MADISON

COORDINATOR, CHICANO/A STUDENT ACADEMIC SERVICES

PVL#36895. Application Deadline: June 30, 2000.
Anticipated Begin Date: October 30, 2000

The Chicano/a Student Academic Services Program's primary objectives are assisting incoming students with the transition to college, providing a welcoming experience at UW-Madison and advising and referral services for incoming, transfer and continuing Chicano/a students. In addition to collaborating with the Chicano/a Studies Program, multicultural academic programs and the UW-Admissions Office to attract and retain students of color, Chicano/a Student Academic Services also helps maintain ongoing communication with communities throughout Wisconsin and the Midwest as well as nationally. For a detailed description, contact:

Betty Brattrud, Search & Screen Coordinator
College of Letters & Science
B12 Bascom Hall, 500 Lincoln Drive
Madison, WI 53706
(608) 262-4852
Brattrud@facstaff.wisc.edu

The University of Wisconsin-Madison is an affirmative action, equal opportunity employer.

STANFORD UNIVERSITY

Writing and Critical Thinking Program
Andrea Abernethy Lunsford, Director

Associate Director Position

The Associate Director manages the academic and administrative activities of the WCT program office with the twin goals of establishing a collaborative University workspace and creating a compelling intellectual identity for the Program. Applications will be accepted until a qualified candidate is identified. Send letter of application and vita with names of references to **Kristen Dahlen Thomas, Program Administrator, Writing and Critical Thinking, Bld. 460, Rm. 223, Stanford CA, 94305-2087 (email: kthomas@stanford.edu).**

We welcome applications from all people including women, members of ethnic minorities, veterans, and individuals with disabilities. Competitive salary.

NORTHERN ESSEX COMMUNITY COLLEGE

FULL-TIME RECRUITMENT OFFICER/ADMISSIONS (MTA UNIT POSITION)

375 hours per week. Assist in the development and implementation of an annual recruitment plan. Work with staff to plan, coordinate and implement events related to the recruitment plan. Recruit prospective students at secondary schools, college nights, career fairs, business expos & community organizations. Coordinate follow-up with prospective students. Participate in staff training and provide training. May assist with the operation of the Office of Admission. Bachelor's degree in related field required with a proven record of success with admissions, culminating 2-4 yrs of recruiting related experience, sales and marketing experience a plus. Master's degree preferred. Must be an energetic team player with superb organizational, presentation, communication and time management skills required. Strong skills in database design, report generating, software integration utilizing Microsoft Office and knowledge of SCT Banner preferred. Spanish speaking skills are a plus. **SALARY: $27,871.00-$35,404.00** annually with complete fringe benefits. Post #272. **DEADLINE: 6/9/00. TO APPLY:** please send resume and cover letter indicating Post # to the Associate Dean for Human Resources, 100 Elliott Street, Haverhill, MA 01830.

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

WAUBONSEE COMMUNITY COLLEGE

EXECUTIVE DIRECTOR
Teaching/Learning Quality & Innovation

Waubonsee Community College is seeking candidates to provide leadership and direction for the Center for Teaching, Learning & Technology. Responsibilities include designing, creating, and implementing programs and systems to ensure innovative and quality teaching/learning processes throughout the college. Master's Degree in Curriculum Development, Instructional Design, Adult Learning or related field required; doctorate preferred. Five years related experience as a faculty or an administrator, preferably in a community college. Experience designing and implementing faculty development and instructional design models required.

Waubonsee Community College is a fully accredited community college with a headcount enrollment of 10,000. The college is located 40 miles west of Chicago in one of the fastest growing collar counties on a beautiful 243-acre campus with state-of-the-art facilities and technologies. Waubonsee provide outstanding service to its students and district residents through demonstration of its core values: Quality, service, value, innovation and accessibility.

Salary $60,000 to $70,000 with generous fringe benefit package including medical insurance for employee and dependents provided at no cost to the employee.

Review of applications will begin immediately and applications will be accepted until the position is filled. To maximize the opportunity for selection, letter of interest and resume should be faxed to the Office of Human Resources as quickly as possible.

Fax: 630-466-9106
hr@mail.wcc.cc.il.us
Office of Human Resources
WAUBONSEE COMMUNITY COLLEGE
Rte. 47 at Harter Road
Sugar Grove, IL
60554

"Celebrating Excellence"

www.wcc.cc.il.us

NORTHERN ARIZONA UNIVERSITY

ASSISTANT DEAN OF STUDENTS-#552483

The department of Student Life is seeking an Assistant Dean of Students to coordinate student leadership development activities, development of student volunteer initiatives/opportunities, as well as implement the University Childcare Voucher Program. The successful candidate will serve as a resource and referral source for students seeking various types of assistance and a generalist in the Office of Student Life with specific programmatic responsibilities.

MINIMUM QUALIFICATIONS:

A masters or doctoral degree in education, student personnel, or related field; AND three to five years of administrative experience in related field.

ANNUAL SALARY:

$37,000-$39,000 depending on experience.

APPLICATION DEADLINE:

June 9, 2000 at 4:30 p.m.

An NAU job application is required for all Classified Staff and Service Professional positions. Applications and a full job description can be requested by calling the **Human Resources Department, at (520) 523-2223** or accessed at www.nau.edu/hr. Mail to **Northern Arizona University, Human Resources Department, PO Box 4113, Flagstaff, AZ 86011-4113, or fax to: (520) 523-2220.**

NAU is an Equal Opportunity/Affirmative Action Institution.
Women, minorities, veterans, and individuals with disabilities are encouraged to apply.

Director of Financial Aid

BHCC seeks a committed and energetic financial aid professional who desires to work as a team member with the Dean of Students in a dynamic and changing environment. The Director of Financial Aid is responsible for all aspects of student financial aid programs offered by the College.

Responsibilities:
- Analyzing and projecting institutional and student financial need
- Preparing applications for funding under Title IV and MA state funded programs
- Developing annual student expense budgets and financial aid award packages
- Establishing loan repayment policies and procedures and ensuring appropriate loan counseling
- Continued implementation of the Datatel Financial Aid module
- Establishing and maintaining positive relationships within the college, and with federal, state and loan agencies, auditors, and banking and guarantee agencies
- Developing effective processes and procedures with the Student Payments Office
- Ensuring a strong and positive customer service philosophy which delivers services to students in an accurate and timely manner
- Recruiting, selecting, supervising and evaluating personnel in the Financial Aid Office

Qualifications:
- BA degree in Higher Education, Management or a related field required; Master's degree preferred
- Administrative experience in financial aid is required
- Experience with computerized student information systems is required

Proven ability to:
- Demonstrate exemplary management, supervisory and organizational skills
- Demonstrate excellent oral and written communication and interpersonal skills
- Demonstrate a record of implementing strong, positive customer service in financial aid
- Work with a diverse student population

SALARY RANGE: $55,000.00- $60,000.00

Review of applications will begin June 14, 2000 and continue until position is filled.

To apply in confidence, interested candidates should send a resume, cover letter, copy of transcripts and statement addressing each of the qualifications and proven abilities to: **Bunker Hill Community College, Molly B. Ambrose, Director, Human Resources and Labor Relations, Job Code: HOL39/FY00, 250 New Rutherford Avenue, Boston, MA 02129-2925.** Bunker Hill Community College is an Affirmative Action/Equal Opportunity Employer. Women, people of color, persons with disabilities and others are strongly encouraged to apply.

BUNKER HILL COMMUNITY COLLEGE

Oakland UNIVERSITY

ASSOCIATE DEAN

Oakland University (Rochester, Michigan) seeks applications and nominations for the position of Associate Dean of the University Library. The Associate Dean reports to the Dean of the Library and is responsible for assisting the Dean in the general administration of the Library and oversight of the $3.2M budget and 34 member staff. Major responsibilities include coordinating the day-to-day operations and services, overseeing personnel matters, assisting with budget development, and management, coordinating communication and outreach efforts, planning and managing special projects, and overseeing library technology infrastructure and online services. This is a tenure-track position at the associate or full-professor level. Salary is competitive and commensurate with qualifications and experience. Excellent fringe benefits program, 22 days vacation, TIAA-CREF and Fidelity retirement plans. Review of applications will begin on July 1, 2000, and continue until the position is filled.

Oakland is an affirmative action/equal opportunity employer and encourages applications from women and minorities.

For complete description, qualifications, and application process, see the library's web site **(http://www.kl.oakland.edu/AssociateDean.htm).**

FACULTY OPENINGS

WASHTENAW COMMUNITY COLLEGE

A comprehensive two-year college dedicated to student, community and staff success is presently seeking individuals for the positions listed below. The College is located in the city of Ann Arbor, MI, a community of over 100,000.

MACHINE TOOL TECHNOLOGY/NUMERICAL CONTROL TECHNOLOGY INSTRUCTOR

Associates degree in Machine Tool Technology, Numerical Control Technology or related field (The successful candidate will be required to achieve a Bachelors/Masters degree within five years), teaching experience at the college level, two years full time work experience related to Mechanical/Numerical Control/CMM technology.

PHYSICS INSTRUCTOR

Masters degree in Physics, Physics Education, Engineering or related area, teaching experience at the college level, experience of computers and computer programming.

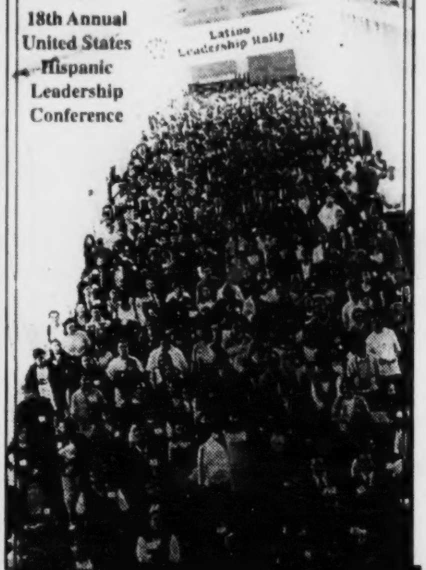
Anticipated appointment for these positions is Fall 2000 semester. Initial annual range for 1999-2000 is $40,160-$55,670 (faculty salaries for 2000-2001 TBD). Positions open until filled.

Interested persons should send official completed WCC application form with credentials (all college transcripts-student copies acceptable and candidates statement of the number of clock hours taught in front of students for current and/or past teaching appointments) to **Washtenaw Community College, Office of Human Resource Management, First Floor Business Education Building, Room 120, 4800 E. Huron River Dr. PO Box D-1, Ann Arbor, MI 48106. (734) 973-3497. Job Hotline (734) 973-3510.** For job postings and application materials see our web site at: **http://www.wccnet.org/jobs**

An AA/EEO/ADA employer.

"Latinos in the New Millennium:
Building on the Past to ProvidePromise for the Future"

18th Annual
United States
Hispanic
Leadership
Conference



September 28-October 1, 2000
Hyatt Regency
McCormick Place
Chicago, Illinois
For more information contact:
USHLI (312) 427-8683

BEST COPY AVAILABLE

UNIVERSITY OF
WISCONSIN
MADISON

Student Service Coordinator

**Dean of Students/
Multicultural Student Center
PVL # 37370**

UW-Madison invites qualified individuals to apply for a full time position as Student Service Coordinator (Assistant Director) of the Multicultural Student Center (MSC). This individual will provide the Multicultural Student Center (MSC) with planning, development and organization of programming to facilitate cross-cultural dialogue among students, faculty and staff. Coordinate allocation of Multicultural Council (MCC) programming funds. Serve as MCC advisor, supervise Program Assistant 2, MCC employees and student interns assigned to work at the MSC. Assist student organizations in planning, organizing and coordinating academic, cross-cultural and social programs/events that will contribute to the multicultural enrichment of the University community. Publicize cultural events by designing, maintaining and distributing a monthly campus/community calendar and developing and maintaining email list serve. Oversee operation and maintenance of MSC/SOO Computer Infolab. Supervise and train student computer lab employees. Assist Director and advisory board with implementation and enforcement of Center policies and procedures. Supervise/attend programs/meetings during evening and weekend hours when needed. Other duties as assigned.

Qualifications: B.A./B.S. degree required. Master's degree preferred. Minimum 2 years experience working with student organizations/leaders. Experience working with student of color populations. Professional experience in student services at a large university preferred. Strong interpersonal skills, experience in public speaking and clear experience of writing skills are required.

Minimum salary: $33,906

Deadline: June 23, 2000

Please send letter of application, resume and at least three references to:

**Candace McDowell, Director
UW-Madison Multicultural Student Center
2nd floor, Red Gym
716 Langdon Street
Madison, Wisconsin, 53706
MSC Website: www.wisc.edu/msc**

Note: Unless confidentiality is requested in writing, information regarding the applicants must be released upon request. Finalists cannot be guaranteed confidentiality.

The University of Wisconsin-Madison is an Equal Opportunity Employer.

GOVERNORS STATE UNIVERSITY

PROVOST/VICE PRESIDENT FOR ACADEMIC AFFAIRS

Governors State University seeks applications and nominations for the position of Provost/Vice President for Academic Affairs. We are seeking a Provost who will be a proponent and a steward of GSU's educational mission and philosophy and command the respect of the University community. The successful candidate will have a strong record of accomplishment as an innovative and successful educator/manager who can build and motivate teams and work collaboratively with all levels of the University.

Governors State University is located 35 miles south of Chicago and is the fastest growing university in Illinois. GSU is an upper-division university with courses leading to baccalaureate and master's degrees and serves over 9,000 students annually, most of whom are non-traditional, in the Colleges of Arts and Sciences, Business and Public Administration, Education and Health Professions and in the Center for Extended Learning and Communications Services. The primary mission of the University is teaching and providing its culturally and economically diverse, lifelong learners an affordable and accessible education.

Minimum Qualifications

- An earned doctorate;
- Record of teaching and scholarship consistent with a senior faculty rank with tenure;
- Experience in academic administration at or above the school/division level at a four year college or university;
- Demonstrated skill in budgetary and financial management;
- Record in supporting, developing and promoting academic programs including accreditation;
- Record of promoting diversity among staff and students;
- Record of excellence in communications and human relations skills.

Application and Nomination Procedure

The review of applications will begin immediately and continue until the position is filled. The preferred start date is September 1, 2000. To apply, interested candidates should send a letter of application addressing qualifications; a curriculum vita; and the names, addresses and telephone numbers of five professional references to:

**Gail Bradshaw, Search Coordinator
Provost/Vice President for Academic Affairs
President's Office – Governors State University
University Park, IL 60466**

If you would like more information about the University, please visit our web site at: www.govst.edu

Governors
State
University

UNIVERSITY PARK, IL 60466-0975

AA/EOE

GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

GCCCD, located in El Cajon, CA is accepting applications for the following Academic positions scheduled to be filled for Fall 2000:

Grossmont College	*Closes*
Obstetrical & Med-Surg Nursing Instructor	06/30/2000
Cuyamaca College	
Coordinator, CalWORKs	06/08/2000
CARE/EOPS Program Specialist	06/30/2000

District applications and copies of all college/university transcripts (official or unofficial) verifying degrees and/or course work will be required. For more information, please contact (619) 644-7678.

**GCCCD
Personnel & Equal Employment Opportunity
8800 Grossmont College Drive
El Cajon CA 92020-1799
Visit our web site at http://www.gcccd.net**

EEO/AA/Title IX Employer

Looking for a back article of
Hispanic Outlook???

"Hispanic Outlook in Higher Education" is archived in the ERIC database on an annual basis. These annual cumulations (26 issues) may be purchased (in microfiche or reproduced paper copy) from the:

**ERIC Document Reproduction Service (EDRS)
7420 Fullerton Road, Suite 100
Springfield, VA 22153-2852
TEL: 800-443-3742; 703-440-1400;
FAX: 703-440-1408;
Internet: EDRS@inet.ed.gov**

UW

UNIVERSITY OF WASHINGTON

DIRECTOR OF UNIVERSITY LIBRARIES

The University of Washington invites applications and nominations for the position of Director of University Libraries. The University of Washington Libraries, recognized as one of the nation's premier academic and research libraries, is an integral partner in the education, research, clinical care, and service mission of the University. It is a national leader in the development and application of innovative strategies and technologies to meet information and research needs.

The University of Washington Libraries consists of the Suzzallo and Allen Libraries, with collections primarily in the humanities and social sciences; the Odegaard Undergraduate Library; the Health Sciences Libraries; the East Asia Library; 15 specialized branch libraries; and libraries at the UW Bothell and Tacoma campuses. The collections include over 6 million cataloged volumes, several million items in microform and other formats, extensive special collections including the University's Archives, 55,000 currently received serial titles, and a large and growing number of electronic information resources. The Libraries ranks twelfth in the late Association of Research Libraries index and has nationally recognized programs in information literacy and assessment. The Libraries collaborates with Computing and Communications and the Office of Undergraduate Education to provide information technology services and resources to students and faculty, including the award-winning UWired program, and the ALA-accredited School of Library and Information Science. The Director will have a faculty appointment in the School appropriate to his or her academic credentials. The University Libraries is a member of the Association of Research Libraries, the Center for Research Libraries, the Washington Cooperative Library Project, and several library consortia. Further information on the Libraries can be found at http://www.lib.washington.edu.

Since 1969 the University of Washington has been the nation's leading public university in federal funding for research, and total external awards exceed $600 million annually. It is also the preeminent teaching institution in the Pacific Northwest, enrolling an academically selective student body of almost 40,000 undergraduate and graduate students in 16 schools/colleges. Seattle is at the center of a dynamic information industry with special ties to the Pacific Rim. Additional information about the University of Washington can be found at http://www. washington.edu.

The Director reports to the Provost and Vice President for Academic Affairs and is a key administrative leader equivalent to a dean. The Director serves on the Board of Deans and other University policy bodies. The University seeks energetic and visionary leadership committed to the highest levels of excellence in the provision of library services and information resources in support of teaching, learning, and research in an increasingly digital world. The Director must work creatively and cooperatively with the entire University community and the public to create strategic visions of the future roles of the Libraries.

Candidates should have at least 5 years experience at the senior administrative level in a major research library including at least 3 years of supervisory and administrative experience. Candidates must understand the academic environment and the issues facing higher education today; have significant experience with information technologies and networked information; and have strong leadership skills, including the ability to promote cooperation and collaborations on and off campus. They must be articulate and engaging advocates, have the entrepreneurial skills to gain external funding and support, and be experienced in managing budgets and other resources. The successful candidate will be able to recruit and develop a diverse and talented staff and will understand current trends and changes in scholarly communication. A record of research, publication, and/or professional contributions is required. A MLS degree from an accredited program is required; an additional advanced academic degree is desired.

Applications should include a resume and a letter of application addressing the position requirements. Names, addresses, and telephone numbers of at least four references should be provided. Applications and nominations received by June 16, 2000, will be given preferred consideration.

Please submit applications, nominations and inquiries to:

Search Advisory Committee on the Director of UW Libraries
Dean David C. Hodge, Chair
301 Gerberding Hall, Box 351230
University of Washington
Seattle, WA 98195-1230

The University of Washington is building a culturally diverse faculty and administration and encourages applications from female and minority candidates. The University of Washington is an Equal Opportunity/Affirmative Action employer.

Visiting Assistant Professor School Psychology

The Psychology Department at Plattsburgh State University of New York is seeking eligible candidates for a Visiting Assistant Professor position in School Psychology for the 2000-2001 academic year. This appointment is expected to begin on August 28, 2000. The Psychology Department offers baccalaureate degrees in Psychology and the MA and CAS degrees in School Psychology. The successful candidate will be committed to excellence in graduate training and supporting the learning and development of children, youth and families.

Responsibilities include: Teaching graduate courses in the School Psychology program, teaching undergraduate seminars in school psychology and supervising School Psychology Interns and Practicum students.

Qualifications: Earned doctorate (Ph.D., Psy.D. or Ed.D.) or ABD in school psychology from an accredited program, or a Master's degree in school psychology and substantial experience as a practicing School Psychologist are the requirements for this position. Expertise in consultation is desirable, however, applicants with expertise in any area of School Psychology will be given full consideration.

Salary: Dependent upon experience and qualifications, with excellent benefits.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Review of applications begins immediately and continues until the position is filled. Please submit letter of application, curriculum vitae, three letters of recommendation, graduate transcripts, reprints, a statement of teaching philosophy and evidence of teaching ability to: **Chair, Search Committee (PJ# 2430-808)**, c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax: (518) 564-5060.

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FREDERICK COMMUNITY COLLEGE

DataBase Administrator for PeopleSoft Systems

Frederick Community College is seeking an experienced DBA who will be responsible to the PeopleSoft Technical Team Lead for providing database administration for FCC's PeopleSoft applications. Responsibilities: Support installing, configuring, optimizing securing and tuning databases & servers at the core of College business applications. The college is live with PeopleSoft HR/Payroll & Financial applications. We are in the process of implementing student system modules. The database platform is Microsoft SQL Server 7.0 running in an NT environment. Position requires strong sense of ownership & commitment to customer service, technical excellence, & operational focus.

Qualifications: Bachelor's degree in Computer Science or related field, at least 2 yrs of exp performing DBA support on multiple, large, & complex relational databases, strong SQL skills utilizing various SQL tools (ISQL/w, Sql*Plus or equivalent.) Qualified candidates will possess, exc verbal & written communication skills; knowledge of business application software including PeopleSoft applications in the HRMS, Financials, &/or Student Administration areas. 2+ yrs PeopleTools exp; exp w/ researching & applying PeopleSoft patches, minor/major upgrade releases & working w/PeopleSoft's Customer Connection & Global Support Center.

Director of Network Services

Frederick Community College is seeking an experienced Director of Network Services who is responsible to the Chief Information Technology Officer for the leadership and management of the campus computing facilities and local and wide area networks. This individual will assist the Chief Information Technology Officer with long-range strategic technology planning and supervise network and web personnel.

Qualifications: Bachelor's degree in a computer-related field and three years work experience is required. MCSE or CNE certification is required. MCSE and CISCO certification is preferred. Some weekend and evening work is required. Extensive knowledge of local and wide area network administration. Experience in planning and migrating networks from Novell to NT. Strong supervisory and project management skills needed. Extensive knowledge of Microsoft NT/2000 and Novell network operating systems.

To apply for either position: Best consideration given to applications received by June 9, 2000. Annual salary $34,605-$62,283 dependant on qualifications. Excellent benefits. Send cover letter addressing qualifications, application form, supplemental questions & unofficial transcripts to **Human Resources, Frederick Community College, 7932 Opossumtown Pike, Frederick, MD 21702.** Call 301-846-2622 for application & supplemental questions or visit our web site at **www.fcc.cc.md.us**

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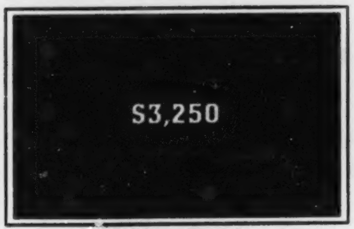

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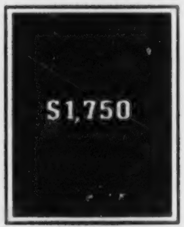

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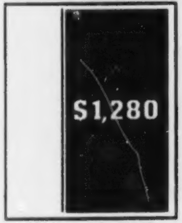

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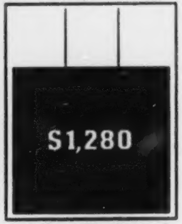

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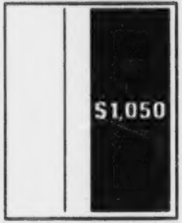

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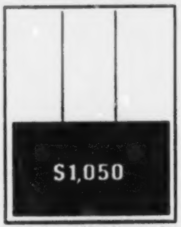

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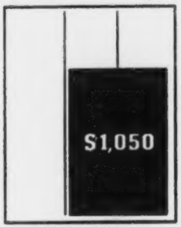

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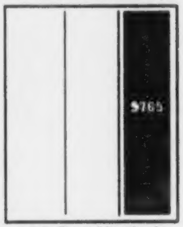

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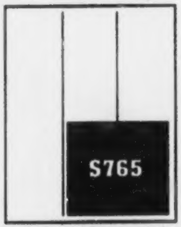

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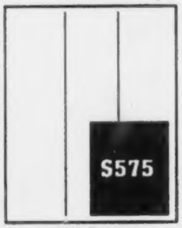

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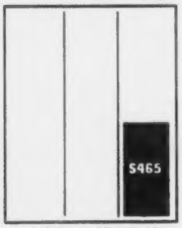

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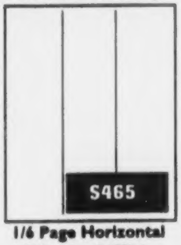

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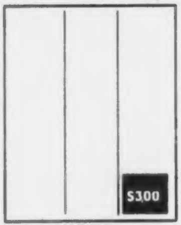

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October 8	Sept. 21	
October 22	Oct. 5	*** Hispanic Heritage Month**
November 5	Oct. 19	**Law School Issue**
November 19	Nov. 2	*** Publisher's Picks Issue**
December 3	Nov. 16	
December 17	Nov. 30	*** Sports Issue**
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January 28	Jan. 11	*** Financing a College Education**
February 11	Jan. 25	
February 25	Feb. 8	*** Women in Higher Education**
March 10	Feb. 22	**Council of Independent Colleges**
March 24	March 7	*** Community College Issue**
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April 21	April 4	**Graduate School Issue**
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May 19	May 2	
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June 30	June 13	**Corporate Issue**
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August 11	July 25	**The Arts Issue**
August 25	Aug. 8	
September 8	Aug. 22	
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AUBURN UNIVERSITY

COORDINATOR OF MULTICULTURAL PROGRAMS

The Office of Multicultural Affairs at Auburn University solicits qualified applicants for the position of Coordinator of Multicultural Programs. The coordinator reports directly to the Assistant Provost for Multicultural Affairs (APMA).

Specific duties include: Supports the APMA's efforts to recruit and retain critical mass of minority (ALANA) students, faculty, and staff; develops, plans, and implements year-round, campus-wide multicultural diversity programs including workshops and seminars; oversees the Minority Student Peer Mentoring Program; conducts yearly comprehensive assessment of OMA Multicultural Diversity Programs; assists other campus constituents in planning and implementing minority recruitment and retention programs; supervises some employees of the OMA; supports student, faculty, and staff multicultural diversity programming efforts; serves on various committees; performs other duties as assigned by the Assistant Provost for Multicultural Affairs.

Qualifications and Skills: A bachelor's degree, preferably in Intercultural/Cross-Cultural Communication, Counseling, Student Personnel, or Social Work AND at least, 6 years progressive experience in developing, planning, implementing, and assessing multicultural and diversity programs at a major university/college campus OR a master's degree and 4 years of experience. Candidates must also possess the following: strong programming and managerial skills, ability to develop and conduct effective campus wide diversity workshops and seminars at a major predominantly white university, strong expertise in developing advanced-calendar programming are required; strong interpersonal/written communication skills and ability to perform complex multiple programming tasks without supervision. Experience and interest in working with students, faculty and staff of diverse cultural backgrounds required. Knowledge of computer applications required.

Auburn University: To learn about the university please visit our website at **http://auburn.edu.**

Review Date: (No phone calls) Position is available immediately and review of applications will begin after June 22, 2000. Salary is very competitive. Finalists' current employers will be contacted for references before an offer is made. Applicants should send a letter of interest explaining how their qualifications and experience have prepared them for the duties of the position, a comprehensive resume, and the names, telephone numbers, and e-mail addresses of at least three professional references to:

Search Committee-Coordinator, Multicultural Affairs Programs
c/o Director, Employment Services
Human Resources, Langdon Hall
Auburn University, AL 36849

Auburn University is an affirmative action and equal opportunity employer.
Women and minorities are strongly encouraged to apply.

SFSU

San Francisco State University

SFSU, Kinesiology Dept., Positions Available, Fall 2000

1) **Graduate Teaching Assistants** in swimming, weight training, and aerobics.

2) **Full-Time:** 1 year appointment. Teach fitness program management, exercise prescription, and internships, and direct the faculty/staff fitness program. Doctorate or Masters Degree in this or related area; 2-3 years experience in fitness assessment program management in university or private setting preferred. Salary: Negotiable, dependent upon qualifications and experience.

3) **Part-time:** Teach courses in physiological basis of movement to majors who are planning to teach physical education in the schools. Master's degree in exercise science or related area, with specialization in exercise physiology required. Doctoral degree preferred. Salary determined by qualifications and experience.

Send cover letter, resume and three letters of reference to **Dr. Susan Higgins, Chair, Department of Kinesiology, San Francisco State University, 1600 Holloway Ave., San Francisco, CA 94132-4161.** Application deadline: 7/16/00. Positions to remain open until filled.

SFSU, a member of the CSU system, serves a diverse student body of 27,000 undergraduate and graduate students. The mission of the University is to promote scholarship, freedom, human diversity, excellence in instruction, and intellectual accomplishment. SFSU faculty are expected to be effective teachers and demonstrate professional achievement and growth through continued research, publications, and/or creative activities.

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¡PUNTO FINAL!

DIRECTING A CLINICAL LABORATORY

Both authors are with the University of South Florida College of Medicine in Tampa. Mayra M. Lopez-Cepero, Ph.D., is associate director, Transplantation Immunology Laboratory. Ramon L. Sandin, M.D., MS, is clinical pathologist, medical director, Clinical Microbiology & Virology Laboratories.

"What a wonderful surprise!" Dr. Sandin exclaimed to Dr. Lopez-Cepero. By way of the Clinical Microbiology Network (ClinMicroNet, for short)–a listserv comprised of Ph.D.- and M.D.-level directors of clinical microbiology and virology laboratories across the U.S. and abroad–he had just encountered another Hispanic microbiologist, Dr. Lopez-Cepero.

Unfortunately, this episode was as rare was it was joyful. Dr. Lopez-Cepero, too, can count on the fingers of one hand the Hispanics at her level across the entire U.S. with whom she can interact.

It is lonely at the top for Hispanics in positions of leadership as doctorate-level directors of clinical and diagnostic hospital laboratories. These include immunology, microbiology/virology, chemistry, genetics, molecular diagnostics, coagulation, toxicology, forensic sciences, and others. But there is NO reason why this should remain so, given the increasing numbers of Hispanic students enrolled in graduate and medical degree programs. But what does a disciplined science student need to do to achieve the degree, certification, and license required to perform in such a position? Where's the road map?

Let us summarize the steps required in order to become a laboratory director, using as prototypes the two laboratories directed by the authors. A **histocompatibility laboratory director** must have an earned doctoral degree (Ph.D.) in biological sciences, or be a doctor in medicine (M.D.) or osteopathy (D.O.) and licensed to practice medicine in the state in which the laboratory is located. Histocompatibility deals with the fields of solid organ and bone marrow transplantation. Subsequent to graduation, a Ph.D. must have four years of experience in immunology or cell biology, two of which must be devoted to formal training in human histocompatibility testing. The director then needs Board certification by the American Board of Histocompatibility and Immunogenetics (ABHI) or, if a physician, the American Board of Pathology or other Board deemed comparable by the Clinical Laboratory Improvement Act (CLIA) standards. The director must show competence in the activities in which the laboratory is engaged, as reflected by external measures such as participation in national or international workshops and publications in peer-reviewed journals. The director must also be available on-site commensurate to the work-load of the laboratory, provide supervision of the technical personnel, develop new procedures as needed, and be responsible for the proper performance, interpretation, and reporting of all laboratory procedures. The supervised laboratory must also be successful in its participation in an external proficiency testing program.

Clinical microbiology and virology laboratory director. Infectious causes of human disease–such as bacteria, fungi, viruses, mycobacteria, and parasites–are isolated and identified in these two laboratories. The laboratory director must have an earned doctoral degree (Ph.D.) in microbiology, or be an M.D. licensed to practice medicine in the state in which the laboratory is located. If a Ph.D., he/she should then complete an additional one- or two-year fellowship program in clinical microbiology, in order to become eligible to take certification boards. If an M.D., he/she should complete a residency program in pathology or internal medicine, followed by an additional fellowship year in clinical microbiology in a certified laboratory program. This should make him/her eligible to sit for Boards in Medical Microbiology.

This road map has been laid out for some time now, and it welcomes Hispanics eager to accept the challenge and to put their dedication and discipline to the task! My wife, Dr. Lopez-Cepero, and I are willing to communicate further via e-mail with any student interested in pursuing this course. Scores of non-Hispanics have accepted the challenge successfully and now enjoy the thrill and satisfaction that come with being able to contribute to the well-being of thousands of citizens by assuming positions of responsibility in medical laboratories all across America. IT IS DOABLE!

Hispanics enrolled in higher education programs in America are on the rise. We have got the talent required to enhance Hispanic representation at the highest levels of responsibility and influence within medicine and its many sub-fields in this country. We encourage interested candidates to follow the road map. The sky is the limit for Hispanics in these fields!

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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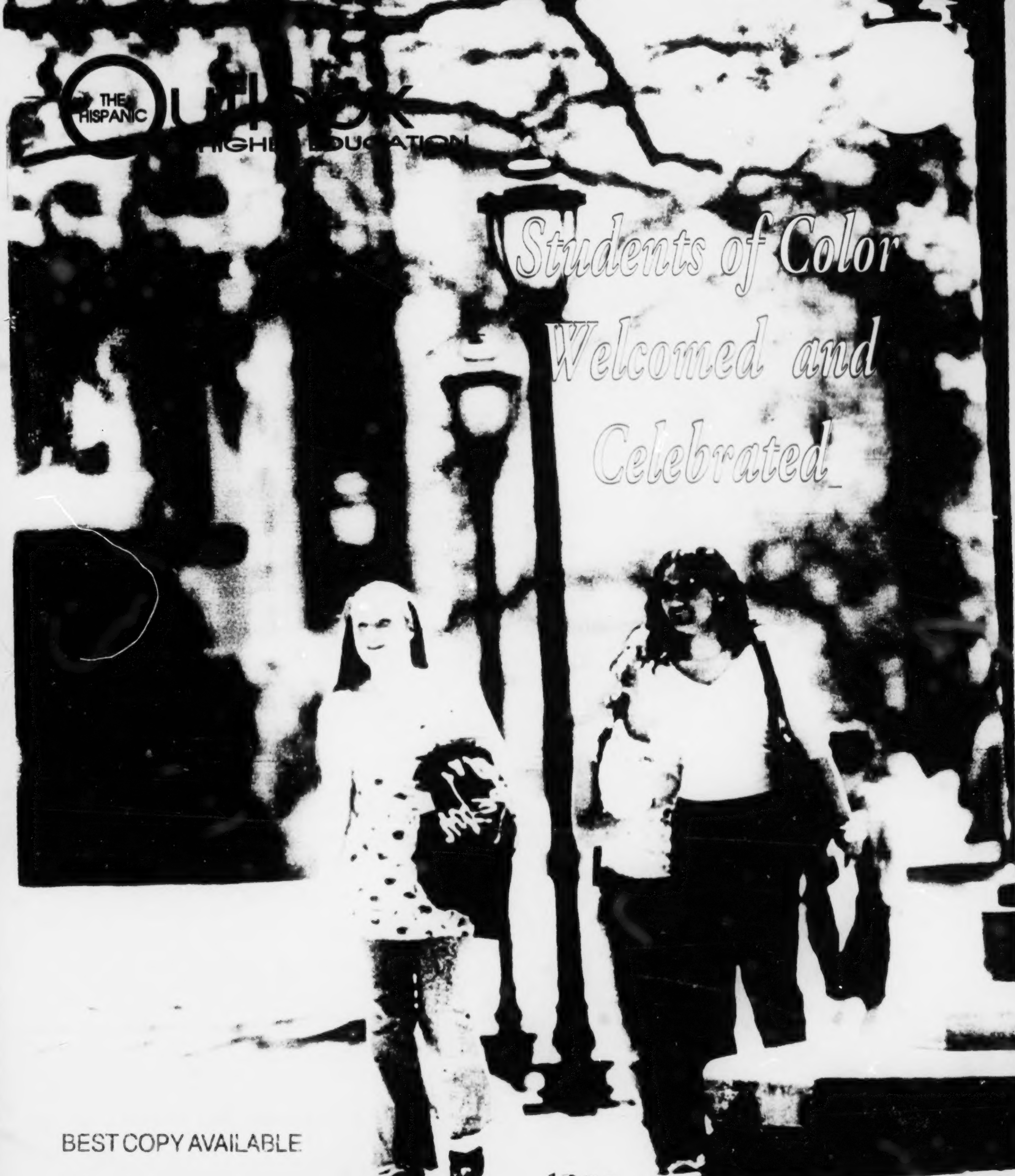

Students of Color Welcomed and Celebrated

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the INSTITUTE *for* *the* ADVANCED STUDY *of* RELIGION *at* YALE

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ELIGIBILITY

Candidates from varied disciplines are invited to apply, so long as their research interests involve religion as a key component or variable. Research must also relate to the theme of American Religion and the Family.

AWARDS

Senior residential scholars will be awarded up to $75,000 and junior residential scholars up to $55,000. All residential fellows will be entitled to a housing subsidy, travel expenses and a research account.

Non-residential dissertation and research fellows will be awarded a stipend of $17,000 and post-doctoral fellows will receive a stipend of $34,000.

APPLICATION PROCESS AND DEADLINES

Applicants should send a complete Institute application form, a letter of intent, a copy of their c.v., a brief description (3–5 pages) of their research topic and two letters of recommendation by individuals acquainted with the applicant's work. Applicants for the dissertation fellowship should also send a copy of their graduate school transcripts. The Institute application may be obtained by contacting the Institute by phone at 203.432.4040, by email at iasry@yale.edu or through our website at www.yale.edu/iasry.

The application deadline for residential and non-residential fellowships for the 2001–2002 academic year is October 20, 2000.

CALL FOR APPLICATIONS AND NOMINATIONS FOR FELLOWSHIPS: 2001–2002

THE INSTITUTE FOR THE ADVANCED STUDY OF RELIGION AT YALE

The Institute for the Advanced Study of Religion at Yale, established through a grant from The Pew Charitable Trusts, centers comprehensive interdisciplinary research around the broad themes of American Religion in a rapidly changing world and opens opportunities for scholars throughout the world to confront issues about the role religion has played nationally and internationally.

2001–2002 RESIDENTIAL FELLOWSHIPS

Three advanced scholars will be invited to Yale to pursue individual research and writing within an interconnected environment of seminars, symposia, lectures and scholarly presentations. Fellows will interact with Yale faculty fellows and a wide panoply of staff, students, academic centers and departments throughout Yale.

Fellows will be expected to be in residence from September through May, to attend all Institute functions and to produce significant scholarship individually or in conjunction with other fellows. Fellows will also be given the option of teaching an undergraduate or graduate course.

For the 2001-2002 academic year, the Institute's theme will be American Religion and the Family.

2001–2002 NON-RESIDENTIAL FELLOWSHIPS

The Institute will award between four and eight non-residential dissertation fellowships, research fellowships, and post-doctoral (or first book) fellowships.

Applicants for a post doctoral fellowship must have their doctorate before the application deadline of October 20, 2000. Candidates who expect to complete their doctorate after the application deadline but before the beginning of the fellowship year qualify for a research fellowship.

Non-residential fellows will be expected to complete their dissertation or first book during their tenure as fellows. They will also be expected to visit Yale twice during their fellowship year, first for the Fall Fellows seminar and again for a national conference during the spring term.

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Yale University P.O. Box 208298
New Haven Connecticut 06520-8298

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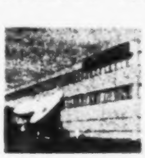
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CONTRIBUTORS: Inés Pinto Alicea, Elva Concha Allie, Joe Beck, Ed Brennen, Roger Deitz, Marilyn Gilroy, Adalyn Hixson, Elizabeth Coonrod Martinez, Gustavo A. Mellander, Steve Quakenbush, David Youmans

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**

The Hispanic Outlook in Higher Education
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A CAPITOL VIEW

Lectures Online Enter New Era

BY GUSTAVO A. MELLANDER

College professors on campus are trying to adjust to and take advantage of the sharing and storing opportunities that are possible thanks to the Internet. Many teach courses "online."

To support this mode of education, they have begun to post their syllabi, lectures, class notes, and other academic material on the Net. Their students are taught how to access all of that information and other class material, which is available at all hours of the day.

If technology can now make that possible for one professor and one class, why not establish a system that would collect lectures and other relevant material from thousands of teachers?

The dream of creating such a database led to the establishment last summer of lecturesonline.org by Dr. Joshua Kim from the University of West Virginia.

The Perfect Medium

Kim told *The Hispanic Outlook* that the Web is "the perfect medium for scholars, academics, and educators to share materials, ideas, and experiences."

The site provides the mechanism whereby a professor, regardless of place of residence, can preview, examine, and download academically focused digital work products, such as PowerPoint lectures, demonstrations, figures, charts, graphs, and HTML pages.

Lectures, reprints of articles, working papers, and conference papers have been listed in a variety of academic fields. They include business administration, computer science, education, engineering, the humanities, law, and life and physical sciences as well as a number of social sciences.

Lecturesonline.org has been characterized as the equivalent of an ongoing academic conference–one that encompasses all disciplines and one that can be accessed at any time.

A Clear Need

This totally nonprofit site is intended to provide a service to the academic community. The philosophy of lecturesonline.org is modeled after that of the traditional lending library–nonprofit and easily accessible.

If this experiment takes hold, lecturesonline.org could eventually become a giant searchable database of thousands of digitized academic lectures, educational pages, graphs, figures, charts, and research papers.

The goal of this site is to create a community of professionals who can freely share information and build knowledge together. This site materialized from Dr. Kim's efforts to research new lectures for the demography and sociology courses that he teaches at West Virginia University.

Dr. Kim's relatively new site (creation date 7/22/99) was designed to fill a gap in the academic world: the absence of a website that allows academics to easily find, distribute, and trade educational materials that they produce for teaching.

The Internet is a natural tool for this task as increasingly the material produced for teaching is digital, and therefore easily viewed and downloaded from the Web. Examples include PowerPoint and other presentation lectures made for teaching, subject-specific teaching websites done in HTML, and animations or online tutorials.

The main reason why this site did not exist heretofore might be a classic case of market realities. Since there was no profit to be made in sharing information, nobody had set up a mechanism to do so.

Dr. Kim's hope is that his site "will grow into a place where educators look first to find the basic information and materials they need to supplement their own teaching materials."

To Participate

Educators in all disciplines are invited to submit their own lectures, demonstrations, and course-based webpages while also utilizing materials submitted by other educators.

All materials on the site have been submitted by academics. None of the materials has been uploaded without the author's permission.

You would retain ownership of any material that you submit to lecturesonline.org–it would not be sold or utilized in any way. You can also remove your material at any time. Readers can submit lectures, Web-based education materials, and demonstrations by sending them as an attached document in an e-mail to jkim4@wvu.edu, or by letting him know the URL so he can post a link.

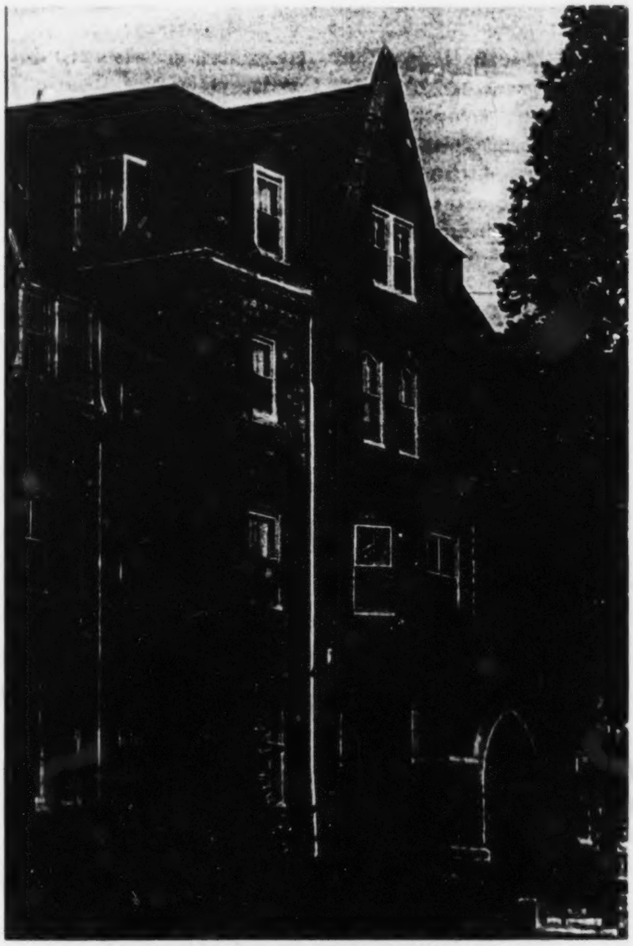
In the brief life of lecturesonline, the site has been well received by the academic community and the press. Favorable articles in msnbc.com and the *Scout Report* have generated interest in the site. Lecturesonline has also been placed on important educational indexes and online learning pages as a featured link. These include prominent listings in the Yahoo Higher Education page, the Wellspring, and Refdesk.com sites. The American Sociological Association also picked up lecturesonline.org in its September/October issue of *Footnotes*.

Dr. Mellander is a professor at George Mason University.

Minority Students "Exhausted but Inspired"

Tri-College Summer Institute Held at Haverford College

BY
INÉS PINTO ALICEA



Founders Hall, Harverford College's original building

"The truth is, I expected very little from this program," said Vanessa Askot, an 18-year-old Swarthmore political science major. "All of the diversity workshops I had ever participated in had proven to be complete wastes of time. Tri-Co sent me on a whirlwind tour of intense emotion. The range and intensity of emotions that I experienced within those seven days left me exhausted but inspired.

"Tri-Co truly changed me and the very foundation of my ideas and philosophies. My peers are extraordinary people. Their experience is vastly rich, and what they've gleaned from it, even richer. I continue to learn from them and to mold my identity and my personality using the lessons they've offered me."

Askot is commenting on an orientation program that three colleges near Philadelphia–Haverford, Swarthmore, and Bryn Mawr–present jointly every year to boost the confidence of incoming first-year minority students about the college experience and to improve their retention rate.

Sunni Green Tolbert, associate dean for Haverford, says that the program helps the students "figure out how college is organized, what to expect, and what resources they can access on campus." Tolbert is director of Haverford's multicultural affairs office and oversees the program for her school. "It helps the students get to know other people of color. They feel very energized and strengthened by meeting and bonding with other people of color."

The program, called the Tri-College Institute, or Tri-Co, for short, is offered to all incoming minority students, but is voluntary. Each year, 75 students from the three campuses participate, and each college takes a turn in sponsoring the week-long session. Tri-Co is held the week before the general orientation for all incoming first-year students.

"The students get a better understanding of how they will function in a college environment, and they learn how to deal effectively with the realities," said Tolbert. "We want to make sure they function well, feel included, and know the resources are there for them. We want to encourage them to take leadership on campus. It gives them a sense of confidence to get through the experience."

Karen Henry, assistant dean of Swarthmore College and the Tri-Co director on her campus, speaks about the program from personal experience as a student. She participated in Tri-Co in the 1980s and graduated from Swarthmore in 1987. The program then was geared toward exposing minority students to what college academics would be like in the coming years. It lasted six weeks. The focus today is on leadership development.

"I didn't have a clue as to what college was going to be like," said Henry. "You can't prepare students for the academic work in six weeks. Still, it was a great experience for me. I met my best friends there. I was excited to work with the program."

Programming for the Institute has evolved over the years, but generally it consists of seminars, group discussions, field trips, lectures, parties, and leadership workshops that focus on the social and non-academic aspects of college life for students of color. Issues addressed include the stereotyping of races and its effects on academic performance, being labeled "minority" for the first time, leadership training, and coalition building among ethnic groups. The program invites all students of color as well as students from other countries entering their first year at college.

"We look at a number of components of diversity, and we look at it so that it is informative and fun," said Tolbert, adding that the program is one of several designed to help minority students stay at Haverford. Tolbert said that 91 percent of the students of color graduate and graduate on time compared with 93 percent of the white population.

"We feel proud of our retention rate," Tolbert said.

Henry said the program has taken a turn toward leadership development because the students were being asked to take on the role of leaders on campus and the additional training proved helpful. "All of the students who have gone through the program think it's great," Henry said. "We found that these students are leaders on campus on the issue of race, and we wanted to give them the tools to encourage them to be leaders."

Zoila Airall, director for institutional diversity at Bryn Mawr College, said that many of the students are asked to think about their identity and that of others, an experience that is new for many. "We talk about those kinds of things–race, ethnicity, gender, religion, sexual orientation," Airall said. "We talk to them about meeting a diverse group of people. We try to give them an understanding of what they might encounter."

Airall said that the program also addresses more concrete issues, such as how to study in college, how to use the library, and where they can get needed resources. And the program covers issues that people deal with in daily life, such as handling confrontation. "We tell them that confrontation is not always a horrible thing," Airall said. "There are ways to confront people in a healthy way."

Sunni Green Tolbert, associate dean & director of multicultural affairs at Harverford College

Airall said that after the program is over, the students tell the coordinators the experience was good, but as the months pass by, their excitement over the experience grows even more. "They realize the value of it as the year goes on," said Airall.

Last summer, Tri-Co was held at Bryn Mawr, and this summer, the 204-acre Haverford College will sponsor it, at the end of August. Haverford is located 10 miles west of Philadelphia in Haverford, Pa. It is a private, coeducational liberal arts institution founded in 1833 by the Society of Friends, better known as the Quakers. Of the 1,100 full-time students, about 20 percent are students of color, according to the college. About 50 are Latino.

Swarthmore and Bryn Mawr are nearby. Bryn Mawr has about 1,200 undergraduates and 500 graduate students. About 25 percent are students of color. Swarthmore College has 1,300 students.

Tolbert said that the program involves faculty from the three campuses as well as older students of color from the campuses who serve as advisors. The student advisers are upper-class students who will serve as liaisons for the incoming students at each campus, and they undergo extensive training to learn to serve as facilitators. The training is held four days prior to the arrival of the participants, making the weeks prior to the beginning of the fall semester rigorous for all involved. "It's really exhausting," said Airall. "This sends an important message to the incoming students that they are coming to a new environment and all of these hands are reaching out to them, to help them," Tolbert said.

Airall said that an important component of Tri-Co is the networking that occurs during the week. Their particular numbers at any school are small, so it gives them an opportunity to form a larger network of support," Airall said. "It makes the numbers bigger. They begin to learn that they are not the only ones encountering difficulties."

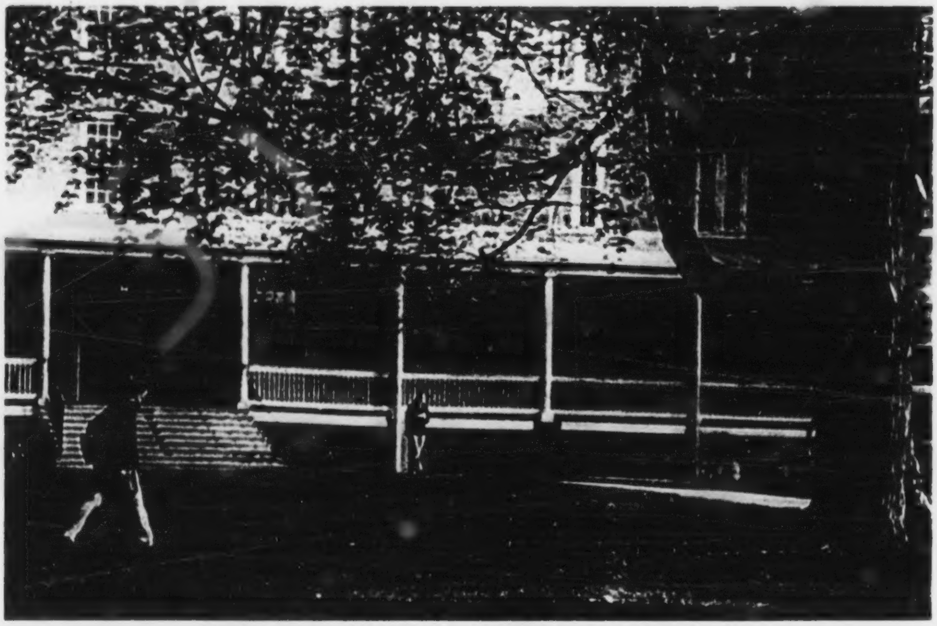
Alicia Muñoz, an 18-year-old first-year student from Los Angeles, participated in the Tri-Co program and really enjoyed the experience. Munoz said that she attended a public school in Los Angeles where 95 percent of the students were Mexican American like herself so she had always been part of a majority group.

"Tri-Co really exposed me to different ethnic groups and different economic statuses," Muñoz said. "It allowed me to voice my thoughts and opinions regarding class, gender, and race. Tri-Co was a wonderful experience. It allowed me to interact with other students of color who were in my own situation. It was also in a way a real eye-opener."

Muñoz said that her 18th birthday occurred during the Tri-Co program and she was a little depressed about being so far from her family during her birthday, but the officials from the program threw her a surprise birthday party and gave her a T-shirt.

"Entering college and adjusting to it is a difficult process," Muñoz said. "Being able to meet students of color who you can relate to before starting college really makes the transition easier, especially if you're coming from the other side of the country, like myself, and have no family nearby."

Muñoz said that through the program, she met two who became her closest friends on campus. Neither one is Latino. "Tri-Co helped me better understand who I am as a person and allowed me the opportunity to interact and learn from others who were not from my race or social class," Muñoz said. "I personally got a lot out of the experience."


Barclay Hall, one of the oldest residence halls at Haverford College

Representatives from the three campuses say that they constantly reevaluate the program and discuss its future–whether it should be opened to all students or expanded to assure all students of color participate. All agree, however, that the program is here to stay since the three campuses are striving for more diversity.

"The future of the program is bright and secure," said Tolbert. "There is a real need for students of color to engage in these types of work before getting to campus."

Strawbridge Observatory at Haverford College

Airall said that the week-long program costs the schools about $40,000 all together but that if there was a need to expand it to include more students or all students from the three campuses, there would likely be financial support. "It would be more expensive, but I think the colleges would find the money."

Airall said that the program continues to succeed because the representatives from the three schools cooperate. "The strength of this program is that we work well together. We don't agree on everything. Our debates last for hours on decisions that need to be made. But that ends up giving us an excellent product."

Another important key to their success is the support they get from the top of their institutions. Haverford's president, Thomas Tritton, expressed the school's interest in diversity. "Many aspects of the academic and social life at Haverford reflect the college's historical bond to the Society of Friends and its concern for diversity-related issues."

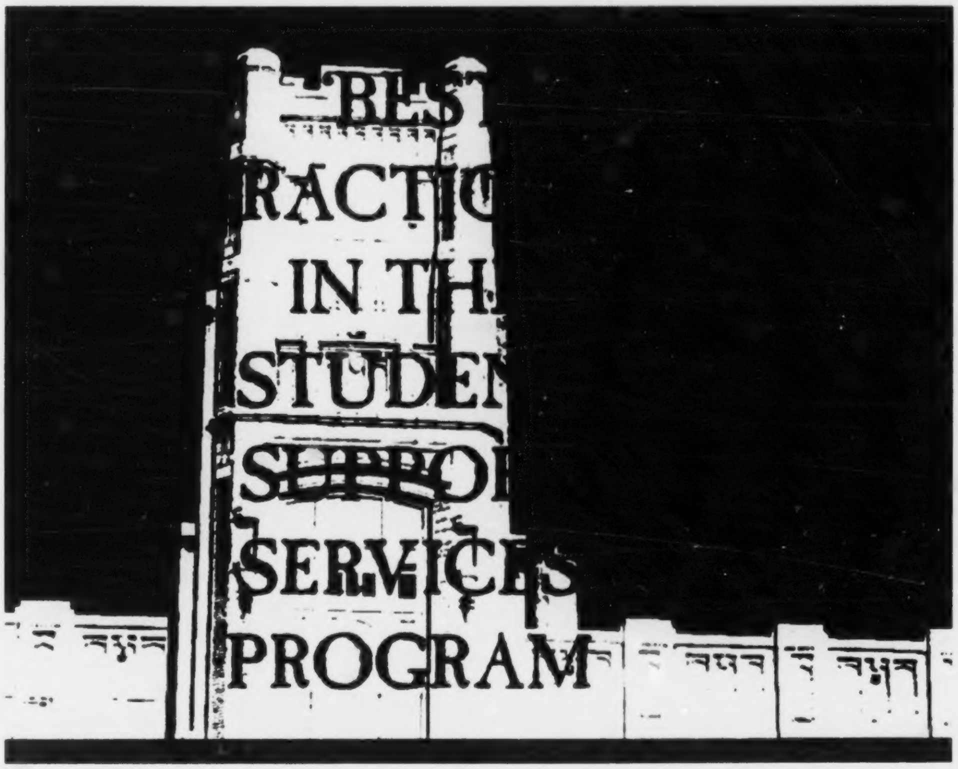
Swarthmore too is celebrating diversity. "We're graduating Latinos, and that is a great thing," said Anna Maria Cobo, assistant dean at Swarthmore and director of the school's Intercultural Center. She added that this year, Swarthmore graduates its largest-ever class of Latinos–57 students.

ACT Reports Graduation Rates at All-Time Low

Experts Fault Public Policy Shortfalls

BY
MARILYN GILROY

Muraskin's report also notes that these five exemplary programs were staffed by dedicated personnel with strong institutional attachments and that the project was perceived as having an important overall role on campus.



Last month, thousands of public and private two-year and four-year colleges held traditional commencement ceremonies to mark this annual rite of passage. Jubilant graduates and their families joined in celebration of the long road to graduation and the coveted college degree.

But for the most part, these graduates were anything but traditional; that is, very few earned an associate's degree in two years or a bachelor's degree in four years. In fact, for many college students, the road to a degree has gotten longer and now takes at least five years.

This finding and others regarding graduation and retention rates are part of recent and troubling news from American College Testing (ACT), Inc. The ACT report shows that the rate at which undergraduates complete their degrees continues to slide and has now reached an all-time low. The percentage of students who earn a bachelor's degree within five years has dropped to 51.6, half a percent below the figure reported last year.

At two-year schools, the percentage of students earning a degree within three years has decreased to 33.1 percent. Furthermore, of students who entered a community college with plans of earning a baccalaureate degree, only nine percent had earned a bachelor's degree five years later.

The statistics are even more discouraging when graduation rates are examined in terms of family income. Students from high-income families are graduating from college at a much higher rate (60 percent) than are students from lower-income families (42 percent).

The only good news in the report was that the latest first-year-student-to-sophomore dropout rate at four-year institutions is 25.9 per-

Percentage of Four-Year College Students Graduating Within 5 Years*

No. of Institutions		1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999
Public	450	48.5	48.0	48.2	47.9	46.6	46.7	46.3	45.6	46.1	44.6	44.2	42.9	**42.2**
Private	997	58.4	58.1	58.0	57.8	57.7	57.6	57.7	57.2	57.5	57.1	56.6	56.2	**55.8**
All	1,447	55.5	55.2	55.1	54.9	54.4	54.4	54.3	53.7	54.0	53.3	52.8	52.1	**51.6**

*Of entry. All-time low figures in bold type.

Percentage of Four-Year College Freshmen Not Returning for 2nd Year

No. of Institutions		1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999
Public	495	29.3	**29.6**	29.3	28.6	28.3	28.4	28.1	28.3	28.6	29.0	28.6	28.8	28.1
Private	1,125	24.3	23.8	23.6	23.8	23.8	23.8	24.0	24.8	25.2	**25.9**	**25.9**	25.3	24.9
All	1,620	25.8	25.5	25.3	25.2	25.1	25.2	25.2	25.9	26.2	**26.9**	26.7	26.4	25.9

Figures in bold type are all-time highs.

Percentage of Two-Year College Freshmen Not Returning for 2nd Year

No. of Institutions		1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999
Public	752	47.8	47.8	47.8	47.8	**47.9**	**47.9**	**47.9**	47.5	47.7	47.2	47.4	47.7	47.5
Private	141	28.9	29.2	28.9	29.4	28.4	27.6	27.6	28.4	29.9	31.1	**31.8**	31.5	31.0
All	893	43.9	43.9	43.9	44.1	44.0	44.0	44.0	43.9	44.4	44.3	44.6	**45.0**	44.9

Figures in bold type are all-time highs..

Public two-year institutions report that the percentage of students earning an associate's degree or diploma within three years has decreased to 33.1 percent, while private two-year colleges report the same percentage as the year before, 60.7. The rates are the two types of institution combine for a new record-low overall graduation rate of 37.5 percent.

Percentage of Two-Year College Students Graduating Within 3 Years*

No. of Institutions		1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999
Public	781	39.0	38.1	38.8	38.6	38.6	38.8	38.7	37.8	36.9	36.1	35.3	34.4	**33.1**
Private	149	66.7	66.2	66.3	66.4	64.2	66.0	65.2	64.1	63.4	63.3	62.7	**60.7**	**60.7**
All	930	44.3	43.5	43.9	43.9	43.5	43.8	43.6	42.6	41.7	40.8	39.9	38.8	**37.5**

*Of entry. Figures in bold type are all-time lows.

cent, one percent below the high mark recorded in 1996. At community colleges, the attrition rate for 1999 was 44.9 percent, slightly better than last year. ACT computes this rate by asking institutions to report "the percent of last freshman class who enrolled this fall."

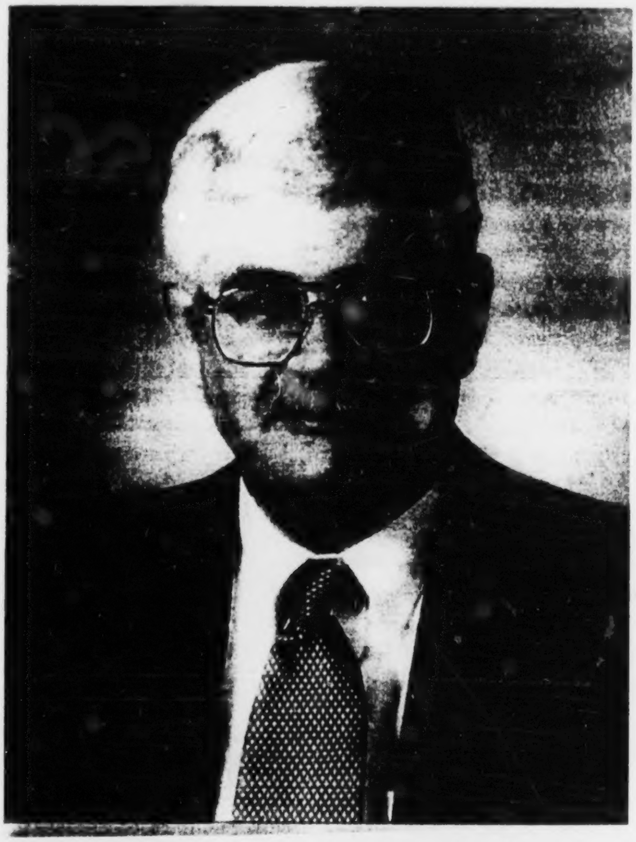
Community college leaders are quick to point out that statistics alone do not tell the story. A certain percentage of community college students begin their studies with the idea that they will transfer to a four-year school as soon as possible. Yet another component of the two-year college population enrolls in courses designed to teach skills such as the Internet, and then moves on to employment or other institutions.

Nevertheless, the ACT annual survey paints a clear picture that one Educational Testing Service (ETS) policy report described as a "leak in the higher education system." The ETS report stated, "As the system operates now, higher education dips deeply into the pool of high school graduates with a sieve. The majority leak through before graduating. And it is getting worse, not better."

Moreover, behind those statistics is a trend toward inequality in higher education. ACT, ETS, and the Council for Opportunity in Education all agree: whether or not those who enter college secure a degree is very closely related to socioeconomic status. In addition, findings show that females are more likely to complete college than are males, white students more likely than are Black or Hispanic students, and younger students more likely than are older.

What is causing the delays in degree attainment and the continuation of large numbers of student dropouts?

"For some time, studies have shown the three primary reasons for students' dropping out of college to be financial problems, inadequate academic preparation, and difficulty adapting to college life," said Wes Habley, director of the ACT Center for the Enhancement of Educational Practices.



"These students will not benefit from merit scholarships, tax credits, and college savings programs that are often proposed as the solutions to the higher education opportunity dilemma."

THOMAS G. MORTENSON

"Lately, universities and colleges have been addressing these problems more directly and increasing their efforts to support and retain students. We are probably seeing the impact of these efforts in the improved dropout rates of the last two years."

Several factors are likely influencing the continuing drop in graduation rates, Habley said. "With more high school graduates–now about 67 percent–going directly to college, you also have larger numbers of inadequately prepared college freshmen. These students have more academic gaps to fill before they can progress toward their degrees."

For example, a survey of Miami-Dade Community College students found that 60 percent had not expected to go to college when they were in the ninth grade. As a result, they satisfied their high school math requirements with courses such as "Consumer Math" rather than the traditional geometry and trigonometry recommended for those who are college bound.

Habley points out that other factors affecting the drop in graduation rates are the increases in part-time enrollments and initial enrollments at two-year colleges, and the current job-heavy market.

"Students in the first two categories are much less likely to finish a degree within five years than are their full-time and four-year-college counterparts," said Habley. "The economy plays its part by encouraging students to work longer hours and take fewer classes."

Thomas G. Mortenson, a higher education policy analyst and senior scholar at the Center for the Study of Opportunity in Higher Education, agrees with Habley and has published opinion pieces on the causes of the downward trends.

In a series of seminars and through the newsletter *Postsecondary Education OPPORTUNITY*, Mortenson presented findings on underrepresented groups in higher education, including low-income students and Hispanics, whose enrollment status has not improved or is actually deteriorating. Mortenson has identified ten barriers to higher education for these populations and found that only one barrier is financial. The other nine barriers are: academic preparation, geographic, institutional, social, cultural, genetic, information technology, disabilities, and parents.

"Dealing with any one issue isn't enough," said Mortenson. "Many well-meaning politicians think that money is the solution, but that is only part of the picture. What about academic preparation? We practically encourage failure because we give these students a $3,000 Pell Grant to take care of their financial aid but we do nothing to prepare them for the academic challenge of college."

"We don't design comprehensive public policy. We take one shot and walk away," he added.

Mortenson is especially concerned about students whose ethnic or cultural background has not included a strong tradition of understanding the value of higher education.

"Unless these students come from a community and a culture that values education and has a sense that it is important to get this generation ready for college, many of these first-generation college students might not succeed," he said.

The problem is particularly widespread in the Hispanic community, especially along southern border states such as Texas, California, and New Mexico, where 65 percent of the immigrants are Mexican Americans. Many of these immigrants come to the United States ready to work hard and believe that they will be rewarded for these efforts. However, in today's job market, it is those individuals with the best education and with technology skills who get the best-paying jobs.

Which brings Mortenson to the barrier of information technology often referred to as the "digital divide." Although some policy-makers have called the digital divide a myth, Mortenson says they are very wrong.

"The digital divide is huge and growing–it is growing along income, education, and racial/ethnic lines. The fact is that poorer, less-educated families do not have the technology access and skills that richer families do. As a group, Hispanics have been slower to learn and embrace technology."

And that has profound implications for their employment possibilities.

"Employers don't care where you are from or what your background is. They want to know–do you have the education, training, and skill necessary to contribute to the job? Are you familiar with the Internet? Can you facilitate E-commerce?"

Finding Solutions

So what can be done to increase college retention and graduation rates among the current crop of students?

With studies showing that a third of incoming first-year students are unprepared for college-level work, both two-year and four-year institutions are taking initiatives to deal with the problem. Some, like the City University of New York (CUNY) and the California State University system, have taken measures to exclude students who have failed one or more placement tests from their four-year colleges. Others have become even more vigilant about bringing students up to speed and helping them adjust to college life.

Dr. Lana Muraskin, senior scholar at the Center for the Study of Opportunity in Higher Education, has looked at models for helping unprepared students succeed in college. She examined programs throughout the country and issued a report entitled "Best Practices in Student Support Services (SSS)." SSS is one of the federally funded Special Programs for Disadvantaged Students collectively known as TRIO.

Muraskin looked for projects with statistically significant positive outcomes to see how they deliver services to students. Her study eventually identified five institutions, ranging from a small, rural community college to one of the largest state universities in the nation. The projects at these institutions made a positive difference in retention and success rates and had the following characteristics in common:

- **A beginning-student year experience that helps shape the initial experience of the students it serves.**

These programs included an advisement component that encouraged students to enroll in courses where they are likely to perform well and for which academic assistance is available. In general, staff made a point of meeting with students in the summer before the start of fall registration. After school starts, project participants are tracked by what is termed "intrusive advising," meaning advisors monitor students via progress reports from faculty and offer continued career planning activities.

- **Focus on academic support for developmental and popular first-year-student courses.**

The five successful projects offered courses in basic reading and math skills either in the summer before or during the first year. Two of the five institutions included classes in applied skills such as computer literacy and learning techniques. During the regular semester, study groups linked to specific courses and tutoring were also available.

- **Maximizing student contact.**

Delivering more service per student is one of the most important characteristics of these five projects. Each one features full-time staff and advisors available for students for considerably more time than is usually allotted. These staff members do not spend large amounts of time on institutional committees or other responsibilities; rather, their time is devoted to student contact and is spent in leading study groups, workshops, and extracurricular activities.

- **Targeting and motivating students to participate in student support services.**

Getting students to show up for support services and keeping them motivated is often a big factor in the success of these projects. Participation levels at the five institutions in this study were not an issue because at each site, the staff managed to create support services that became a central element in the students' educational life. How? By offering rewards for attending services, by making sure that they are scheduled at convenient times, and by intervening with faculty when students face crises that can negatively affect their performance. In fact, one of the projects ensures that a student who regularly attends tutoring will not fail the course for which he or she is being tutored.

Muraskin's report also notes that these five exemplary programs were staffed by dedicated personnel with strong institutional attachments and that the project was perceived as having an important overall role on campus.

Researchers and analysts hope that more colleges will adopt similar measures to help disadvantaged students stay in school and earn a degree.

However, Thomas Mortenson cautions that even the best college programs can't make up for poor public policy that has left so many students at risk in the struggle for educational attainment. He says that legislators have a "narrow view of their social responsibilities" and feels they have ignored the "ticking time bomb" that shows that by 2012, approximately 40 percent of high school graduates will be minorities, many of whom come from low-income families and have inadequate academic preparation for college.

"These students will not benefit from merit scholarships, tax credits, and college savings programs that are often proposed as the solutions to the higher education opportunity dilemma," said Mortenson. "They represent the growing numbers who cannot pass high school graduation tests. They will continue to be casualties of the system that serves the white and affluent segment very nicely but ignores those who are being left behind because of race and family income."

New President Olivarez Inspires by Example

Building Grand Rapids' "community's college"

BY JOE BECK

Grand Rapids
Community
College

Dr. Juan Olivarez, Ph.D., Grand Rapids Community College

Juan Olivarez is on an incredible journey. One fueled by compassion for people, a commitment to hard work, and an unshakable belief that without community, the individual in society is lost. His life exemplifies his values.

Growing up poor in Texas and in the steel mill town of Gary, Indiana, Dr. Olivarez learned early that a quality education often translates to a higher quality of life. In fact, he is living proof of his philosophy. He now holds the president's office at Grand Rapids Community College (GRCC). He credits his family with instilling in him a respect for education and community.

"I was very fortunate to have people around me in my family to encourage me," Olivarez remembers fondly. "My mother told me to stay off the streets and study hard. My father is a wise man who was always a source of inspiration," he noted. "When a young person is encouraged, and given the confidence they need to succeed, it makes all the difference."

Ever true to his values, Dr. Olivarez continues to offer the same encouragement and support he was offered as a student to GRCC students, faculty, staff, and members of the Grand Rapids community. His role as a college president enables him to give back what was given to him.

"Officially, as the CEO of the College, I report to a seven-member elected board. I see my job as a conductor of an orchestra. Our staff and community members are people who we engage in it. As the conductor, I am continually aware of what benefits the students. In this way, things are connected, and there is cohesiveness. It makes the orchestra sound good," he said.

His practice of giving back to young people, particularly in the Hispanic community, helped make the Latino Congress 2000, an event that celebrated and acknowledged the potential of young Latinos, a raging success. As a guest speaker for the day, Dr. Olivarez shared his expertise, wisdom, and advice with more than 1,300 high school students from many school districts in the west Michigan area. In fact, the event proved to be the largest single gathering of Latino young people in west Michigan history.

Lea M. Tobar, the Latino Youth Congress 2000 facilitator, summed up the day succinctly. "On this day, we showed the larger community how powerful Latinos are, and we displayed our cultures at their best," she said.

The vision of the Congress and the goals for the day coincide nicely with positive affirmations regarding Latino youth that Dr. Olivarez lives in his professional and personal life.

The vision: to recognize and celebrate Latino youth leadership and development for a better tomorrow. *The goals*: to empower and develop Latino youth leaders; to bring together high school and college students to come as leaders to create their future; to unite Latino youth in western Michigan to strengthen their sense of community; to bring together leaders of the community to create better crossroads of understanding and connection; to celebrate Latino self-pride and self-worth.

As a leader, Olivarez understands that the best role models teach by example. His time spent at the Congress, for example, served as an example of his commitment to young people. In Lea Tobar's letter thanking

Olivarez, she wrote: "Your gift of time to the students is another example of demonstrating how important you believe our youth are to our future. We look forward to seeing you next year."

Chances are, they **will** see Olivarez next year. His experience as a teacher stretches too far back to let him stop now. He started his career in 1971 as a teacher with the Grand Rapids Public Schools. He continued to work for the school district for twenty years, while spending two years with the Detroit Public Schools. It's a job that Olivarez loves.

"I started my career as a teacher, and I loved it. My success in education helped me to accomplish many things, like helping to continue to preserve our culture," he said.

Through these years of experience, Dr. Olivarez has held positions as a school psychologist, supervisor of special education, director of high incidence programs and services for special education, and executive director of research and development.

In 1991, he became dean of institutional research at Grand Rapids Community College and, in 1996, was promoted to CEO of the Community Learning Enterprise. Dr. Olivarez was appointed president of Grand Rapids Community College in February 1999.

Olivarez typically goes above and beyond what is required. It's in his nature. And many awards have come his way, among them 1999 Distinguished Community Trustee Award from Leadership Grand Rapids, the Executive Leadership Institute Award for potential community college presidents in 1998, and Master Presenter Recognition from the National Institute for Staff and Organizational Development.

Despite his intense schedule as CEO of a community college with an enrollment of more than 13,000 students, President Olivarez makes time to serve many state, local, and national educational and civic organizations. He is currently a board member with Delta Strategy Advisory, Kent County Workforce Development, Manufacturers Council Board, Grand Rapids Chamber of Commerce, Life Guidance Services Board, Student Advancement Foundation, Van Andel Public Museum Foundation, and Heart of West Michigan United Way, and he works too with the Woodrick Institute and the Hispanic Community Forum.

The very college where he is president represents diversity and opportunities that Olivarez welcomes. "The College is ethnically and racially representative of the community it serves," he notes. "The College is made up of approximately 13 percent minority population, which makes more than 70 percent a non-minority population. Our major focus is diversity, which makes the College experience vibrant and exciting," he concluded. In fact, contributing to the vitality of the community is part of the vision and mission of the college that Olivarez heads.

President Olivarez believes strongly that the community's ownership of the College is an important element of its future success. In the January 2000 issue of the College newsletter, he commented on the board of trustees' approval in November '99 of the new "Mission, Vision, Ends and Values," calling them "defining statements of who we are, what we do, how we will accomplish our mission and our shared sense of values." And in his comments, the facilitator and communicator in Olivarez comes to the surface. "These statements represent the work of many community members, students, and employees who participated in the Board's ongoing Strategic Conversations." He also conveys his vision of the role of the College.

"To meet the needs of the future, we must grow beyond being the "community college" to becoming "the **COMMUNITY'S COLLEGE**."

"Through the years," he wrote, "our open enrollment policy has greatly diversified the students we serve.... We remain committed to offering diverse opportunities and to 'creating winners' for any and all who choose to invest in their futures with our institution.

"[W]e must find new ways to create educational opportunities for even greater numbers of individuals, removing whatever barriers stand in the way of developing winners."

Olivarez's message also includes the promise of personal and institutional accountability, as did his inaugural address on October 20, 1999.

"The COMMUNITY'S COLLEGE must be held accountable for providing a workforce that is large enough and dynamic enough to meet and exceed economic demands. The COMMUNITY'S COLLEGE must take a leadership role in: retraining the existing workforce for new jobs; bridging the transition from grades K-12 into postsecondary education; and preparing retirees to re-enter the workforce in new roles."

The community, and all the parts that comprise it, must work together, according to Dr. Olivarez. "No single organization can ever do it all, but the COMMUNITY'S COLLEGE must act as a catalyst to connect all the pieces of the lifelong educational cycle. This will require moving side by side with new levels of collaboration and relationships," he states.

Dr. Olivarez's closing comments reflect the character and humanitarian values that continue to propel him on his fantastic journey.

"At the COMMUNITY'S COLLEGE, our shared values challenge us to focus on innovation, creativity, diversity, and collaboration. Our vision is focused on enriching the lives of people and contributing to the vitality of the community."

Texas School Answering the Call

Austin Community College Embraces Diversity

BY
ELVA CONCHA ALLIE, PH.D.

AUSTIN
COMMUNITY
COLLEGE

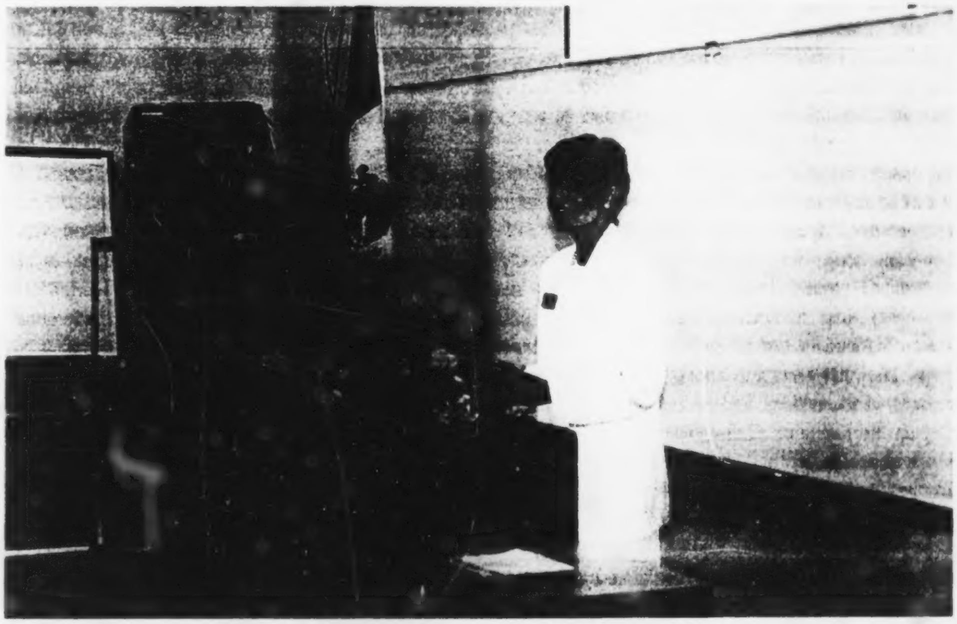
During academic 1997-98, Hispanics made up 59 percent of the 10,106 adults registered for ACC's adult education program.

A few months ago, I was at a lunch meeting with a group of Hispanic professionals and community leaders. Present were a college president, a college administrator, a public school administrator, two attorneys, a banker, and a city official. The purpose of the meeting was to identify possible solutions to increasing the graduation rate of Hispanics from secondary and postsecondary schools.

As we went around the table sharing our own educational experiences, our stories were remarkably similar. We had been poor as children, we struggled to adapt to the public school culture, some of us had to learn English, and all of us started our postsecondary education at a community college. Our reasons for attending community colleges were also very similar. The community colleges provided a quality education for the lowest cost, the open-door policy meant that students at different levels of readiness for college-level coursework had a chance to earn a postsecondary degree, the student population was more diverse, and college personnel and services were student-oriented. The community college experience gave us a chance to learn about other cultures, to acquire a better understanding of our culture while obtaining the knowledge and skills needed to move ahead in our education and careers.

Having said that, we still have a long road ahead of us in terms of educating our Hispanic population. Hispanics are greatly underrepresented in colleges and overrepresented in dropout rates from secondary schools–and in poverty. Increasing the number of Hispanics who graduate will benefit everyone because diversity is a social resource. The power of creativity rises with diversity and divergence.

Recently, Stephen Sorensen, Dominic Brewer, Stephen Carroll, and Eugene Bryton released a RAND report entitled "Increasing Hispanic Participation in Higher Education: A Desirable Public Investment." The report quoted the 1990 U.S. Census as having noted that 78 percent of native-born Hispanics ages 22-24 completed high school, compared to 91 and



Dr. Elva Allie, ACC executive vice president for instructional affairs

84 percent for whites and Blacks. According to the authors, only 12 percent of Hispanic 22-year-olds have earned a bachelor's degree. That is less than half the rate of whites. The report went on to state the obvious direct correlation between low high school graduation rates for Hispanics and low enrollment rates in higher education, which has a residual effect of even lower enrollment rates in professional or terminal degree programs.

Austin Community College (ACC) shares a common belief with other community colleges that diversity in their students, faculty, and staff is important for them to fulfill their primary mission, which is to provide a quality education. The College is currently attempting to increase diversity on its campuses in order to mirror the rest of the community.

Fifth graders from Oak Springs Elementary participating in "If I had a Hammer" at ACC's Eastview campus

In education, we frequently talk about the issue of readiness to learn to change attitudes and eventually change behavior. All of the variables have come together in creating this readiness to viewing diversity as an asset. ACC is taking several measures in addressing this important issue.

First, the board of trustees and top-level administrators have shown leadership and taken bold steps. They are committed to the mission of the college, which centers on the values of quality, flexibility, accessibility, and diversity. The board of trustees and the president continuously communicate the importance of recruiting minorities, and they address resistance to the frequently heard statement that "qualified minorities are difficult to find." Clearly, top management is having to be courageous, hire minorities, and work toward giving them the support they need to be successful. The results have been significant in that of the three executive vice presidents at ACC, two are Hispanic women. The overall percentage of administrators is 66 percent white, 17 percent Hispanic, 14 percent Black, and three percent Asian. In terms of the faculty with supervisory responsibilities, the College is 62 percent white, 25 percent Black, and 13 percent Hispanic.

The board of trustees also expresses its commitment to diversity through policy. The purchasing policy, for example, directs that "In all purchasing and contracting decisions, employees shall make diligent efforts to include Historically Underutilized Business (HUB) vendors and shall, where practicable, avoid practices that tend to exclude the participation of minority-owned and women-owned firms in all phases of its procurement processes, supporting their efforts to compete for college business."

Second, at the grassroots level, College personnel from student activities began a diversity initiative called "Campus Dialogue on Race and Diversity." While the entire college community was invited, the program organizers envisioned students as being the primary participants. The interest in this topic was far greater than anyone imagined, as evidenced by the participants, who included not only students but also members of the board of trustees, faculty, administrators, and professional personnel. What began as a student activity at the grassroots level is evolving into a very important college-wide initiative in using diversity to enrich the educational experience, promote personal growth, and strengthen the college community.

Third, Austin Community College is implementing a number of strategies to recruit Hispanic and other minority students. We have:

- established the Office of School and Community Outreach, which has outlined a plethora of activities and events to recruit students from diverse backgrounds. One example is the Latino Literary and Arts Festival held each fall. This past year, poet Arthur Sze, journalist Ruben Martínez, and film documentarian Hector Galan were keynote speakers during the two-week festival.
- appointed the Taskforce on Minority Recruitment and Retention to develop, implement, and evaluate a plan to improve the recruitment and retention of minority students.
- established academic links with secondary schools by initiating Early College Start programs that allow students to earn college credit prior to completing high school. Students from area public schools may take these college courses free of cost, which makes postsecondary coursework accessible to everyone. These academic links with secondary schools ensure a seamless transition from secondary to postsecondary institutions. Students who have earned some college credits prior to enrolling as a full-time student are more likely to continue their education.
- initiated articulation agreements with four-year institutions to facilitate the transferring of college credits. As community colleges make a deeper commitment to serve the needs of all of their students, articulation agreements are becoming more prevalent. Established between two institutions, the agreements identify which community college courses will transfer for credit to the other institution. For many students, the community college is just the beginning point for

their higher education. Articulation agreements help to ensure that it is not their stopping point.

- initiated participation in the Texas High-Tech Workforce Partnership, a consortium of higher education institutions working in collaboration with the private sector to address the training, education, and applied research needs of high-tech firms. The initial focus of the partnership includes colleges and firms from Waco to Laredo. Partnerships such as this one can potentially provide access to workforce education in high-tech for Hispanics and other minorities.
- encouraged young Hispanics and other minorities to participate in team building programs such as "If I Had a Hammer" to ensure that our college campuses are part of their comfort zone long before they reach college age.

Fourth, Austin Community College is increasing its ESL and Foreign Language programs. ACC is addressing the increased demand for ESL in several ways–through adult basic education, continuing education, and credit courses that prepare students for college-level work. During academic 1997-98, Hispanics made up 59 percent of the 10,106 adults registered for ACC's adult education program. Hispanic immigrants in the workforce have increased substantially, creating interest and a need on the part of many native English speakers to learn Spanish.

Fifth, Austin Community College has a strong commitment to workforce education and has strong partnerships with business and industry. Organizations throughout Austin are very aware that they cannot afford to overlook talent, whatever the color or creed. They agree that talent is talent and must be nurtured, rewarded, and cultivated. Consequently, business and industry are supporting ACC's diversity efforts. Our workforce education programs, such as the semiconductor manufacturing technology and nursing programs, have student populations that are very diverse and mirror the community.

While the commitment to diversity is clearly present, the College still has much to do before reaching its goals of having a community that is comfortable with diversity and looks like the population that it serves. The next steps involve:

- increasing diversity in the faculty ranks and College staff. This is expected to increase the comfort level of Hispanic and other minority students and play an important role in recruitment efforts.
- improving global literacy to ensure that students cultivate their curiosity and interest in other cultures and languages.
- focusing on team building, an important focus as a system becomes more and more diverse. When you have diversity, you also might have individuals working together who have fundamental differences in the way they view the world. The positive aspect is that you will come up with superior solutions to challenges because collective intelligence is far more powerful than one person making a decision. However, it also means that the college leadership needs to know the basics about conflict resolution.

Fifth grade student from Oak Springs Elementary participating in "If I Had a Hammer"

ACC will need to continue its bold leadership at every level of the institution. The College must continue to be flexible while remaining true to its mission, including open access to individuals wanting to acquire a postsecondary education.

Like other community colleges, Austin Community College must continue its efforts to offer a learning environment that welcomes Hispanics and ensures their success in reaching their educational goals.

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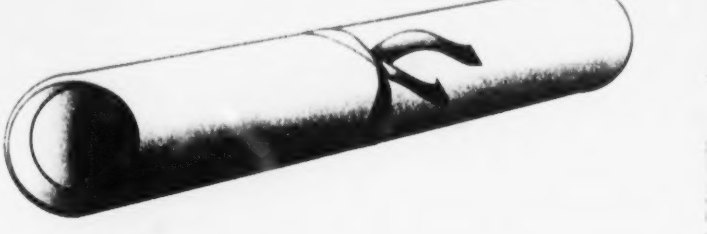
Dr. Elva Concha Allie, executive vice president for instructional affairs at Austin Community College since July 1999, received a B.S., Masters in Education, and Ph.D. at the University of North Texas. She completed postdoctoral work at Texas A&M University and participated in leadership programs sponsored by the National Community College Hispanic Council of the American Association of Colleges and Schools and the Wharton School, University of Pennsylvania.

The Honor Roll



Richard J. Daley College, City Colleges of Chicago

Hispanics Now the Majority

BY ROGER DEITZ

There have been great changes at Richard J. Daley College in recent years. Even alumni do double takes when they return to their alma mater for a reunion. First, there are small new touches. Today, hallways are decorated with large plants. Photographs, art reproductions, and historical maps decorate the walls. And there are more prominent alterations. The cafeteria is lavishly painted in bright colors, highlighting copies of major twentieth-century works of art. New laboratories and specialized classrooms have appeared. There is even talk among faculty and staff of tearing down the Pulaski Road fence, taking out a few tennis courts, and creating a landscaped urban campus.

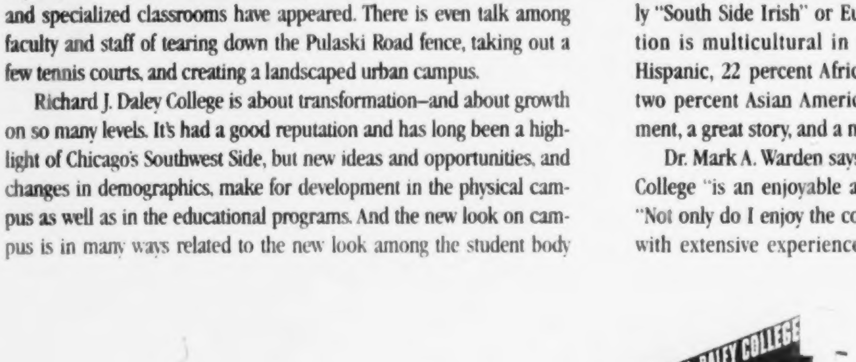
Richard J. Daley College is about transformation–and about growth on so many levels. It's had a good reputation and has long been a highlight of Chicago's Southwest Side, but new ideas and opportunities, and changes in demographics, make for development in the physical campus as well as in the educational programs. And the new look on campus is in many ways related to the new look among the student body for whom the school has instituted new projects and programs. The fact is that Richard J. Daley College has moved in recent years from being an institution of predominantly American-born students to a college serving a majority enrollment of Hispanic students. Most of them were born in Mexico and other Spanish-speaking countries.

The Southwest Side of Chicago is a focal point of cultural change, and Daley College has been adapting. Once the College was primarily "South Side Irish" or European in family origin. Now the institution is multicultural in nature. The enrollment–at 56 percent Hispanic, 22 percent African American, 19 percent Caucasian, and two percent Asian American–makes for a unique urban environment, a great story, and a most worthy Honor Roll inductee.

Dr. Mark A. Warden says that serving as interim president of Daley College "is an enjoyable and fascinating experience." He observes, "Not only do I enjoy the college community, but as a nearby resident with extensive experience with Hispanic language and culture, I appreciate the opportunity to serve the College at this important time in its history." Warden says that students at Daley College are "a portrait of Chicago."

"They range," he says, "from high school kids to mothers whose children are now in school, from employed adults upgrading their skills to senior citizens with a lively interest in education. Immigrants from Mexico and from Central and South America rub shoulders with newcomers from Lithuania and Poland–and with long-time residents whose families came to this country two or three generations ago."

Warden notes that he is excited



Richard J. Daley College

Mark A. Warden, Richard J. Daley College interim president

Honor Roll Facts in Brief

INSTITUTION
Richard J. Daley College

LOCATION
7500 S. Pulaski Road
Chicago, IL 60652
(773) 838-7500

ESTABLISHED
1960 (for Daley College, 1911 for City Colleges of Chicago)

ENROLLMENT
4,628 for-credit students (enrollment 56 percent Hispanic)

DEGREE OFFERINGS
Associate's

TUITION AND FEES
$1,369 (in district)

FACULTY
79 full-time

SEVERAL DEGREE PROGRAMS
Computer Information Systems
Horticulture
Manufacturing Technology
Nursing
Spanish Language

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Latin American Student Organization
Society of Hispanic Professional Engineers

INTERNET ADDRESS
www.ccc.edu/daley

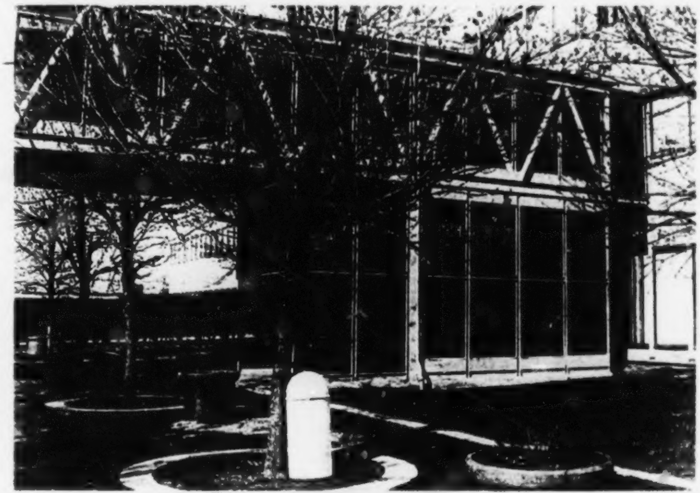
about the faculty at Daley College and impressed by the energy and enthusiasm they bring to the classroom. "We have been especially fortunate in adding to the faculty this year," says Warden. "One of our new hires is Dr. Ricardo Lorenz, a Venezuelan-born composer and musicologist with his doctorate from the University of Chicago. Dr. Lorenz has a splendid background as a composer–his works have been performed in Europe and South America as well as in the United States. Working with the Chicago Symphony Orchestra, the Mexican Fine Arts Museum, and the Hispanic community, he has developed a program that brings together the classical European tradition of music and the folk music of Mexico. It was through this program that we had a performance this year of the Chicago Symphony Orchestra Brass Quartet with Sones de Mexico, a traditional Mexican band." Also, he notes, "he is another bilingual addition to our staff and faculty."

Richard J. Daley College was founded as Bogan College, established as a Southwest Side branch of the City Colleges of Chicago in Bogan High School late in 1960. This was a modest beginning, with slightly more than 1,000 students, mostly part-time, taking evening classes taught by part-time instructors. Bogan's expansion was rapid. It quickly outgrew its limited space, spreading east along 79th Street in trailers and storefronts. Demands for day classes were increasing. In 1970, having acquired fourteen acres on Pulaski Road, the City Colleges of Chicago opened its full-time school on an "interim-campus" of six prefabricated buildings and four trailers. The school was named Southwest College because it was a college for the Southwest community, a school for the neighborhood, for those whose jobs and families prevented them from seeking a college education on a university campus. Plans were in place for a $26 million facility that now serves not only the Southwest community but the entire City of Chicago.

In 1977, the institution was named for the man who laid the plans and broke the ground for the school–Chicago's six-term mayor, Richard J. Daley. It was Daley's commitment to the residents of the Southwest community that made the College a reality. Mayor Daley did not live to dedicate the new building when its doors opened in 1981. It was renamed for him one week after his death. But his ideals and aspirations for the institution and for the people of Chicago are said to be "embedded in its walls."

Daley College has committed itself to the changing workplace by major investments in computer technology and computer-assisted instruction. Fifteen Pentium computer labs at the main campus support students with cutting-edge technology. For this effort, the Illinois Community College Board recognized the College with the 1998 award for Excellence in Learner-Centered Instruction.

Top graduates of area high schools enroll at Daley for its honors program. Its honor society is rated among the top 20 Phi Theta Kappa chapters in the nation. Daley College maintains close ties to its surrounding communities. Hospitals throughout the area are staffed with graduates of its highly rated nursing and allied health programs. Local industries depend on Daley for graduates trained in manufacturing technology. The West Side Technical Institute, a satellite campus, has extended its technology-based programs to growing communities of Chicago's West Side. Seventeen hands-on labs at the Institute prepare students for employment in fields ranging from horticulture to computer-assisted design and manufacturing.



Richard J. Daley College campus

Full-time faculty number 79 members, and the school has a student body of more than 4,628 credit-earning students. There are also 609 pre-credit, 416 continuing education, 1,665 special interest, 4,333 adult special skills program, 245 vocational skills, and 157 manufacturing technology students. That makes for an unduplicated total of 11,219 residents served. Daley College "offers university-bound students a solid liberal arts education in their own neighborhood at a cost that working people can afford." Through its many programs, it continues to respond to the changing needs of Chicago and its people by augmenting traditional studies with the technical, career, and occupational curricula needed for today.

Another important service to the community is the Adult Learning Skills Project, offering free literacy and bilingual English classes that help more than 5,000 students. The ¡Amigos! Project is a program at Daley for "enhancing cross-cultural learning in the urban community college." The ¡Amigos! Project brings together English as a Second Language (ESL) students and Spanish-language students, combining classroom and PC instruction with personal conversation–the oldest form of language instruction. Students are praising this method, while achieving high grades. Equally important, ¡Amigos! creates a positive social dynamic, which promotes cross-cultural understanding.

Essentially, ¡Amigos! brings together students with complementary educational needs. One group is composed of college-credit students who wish to learn Spanish. Most of these students were born in the United States. The other group contains ESL students, primarily Hispanic, born in Mexico or Central America. The students in this group have emigrated here and need to learn English. ESL students are in a non-credit program in preparation for college. It has been found that the College and ESL students have much in common, and a combination of traditional instruction, peer interaction, and real world learning forms a strong learning environment–a solid foundation for both student groups.

Daley's Bilingual Engineering Program, one of only four in the nation, works with two universities in Puerto Rico to train bilingual engineers. The program has a "two plus two" bachelor's degree program, which students begin by achieving a two-year degree at Daley and then complete in Puerto Rico. The high demand for bilingual professionals by corporate America and by the international business community continues to make for great opportunities for students who are trained in such programs. The National Bilingual Engineering Program, created in cooperation with the Hispanic Alliance of Colleges and Universities, is currently recruiting students at Chicago public schools for this "two plus two" program. After earning an Associate in Arts degree in engineering at Daley College, students enroll at either Turabo University in Turabo, Puerto Rico, or at the Polytechnic University in San Juan, Puerto Rico. Scholarship aid is available.

Students from Daley College recently won the "Outstanding Small Delegation" award at the annual Model Illinois Government Competition, held in Springfield, Illinois. In the 22-year history of the program, Daley is the only school to win in its first year of competing. Four of the five students in the delegation are Hispanic. "I am especially proud of this accomplishment," said Dr. Warden, a political scientist. "Most people know very little about state government, yet many of the crucial issues affecting Chicago are decided at the state level. This award shows that our faculty are not only addressing these issues in the classroom but are involving students in the nuts-and-bolts level of how government works." The delegation included students Joseph Barnett, Alfonso Santoyo, Maria Centeno, Claudia Rivas, and Milda Grigaite and one faculty advisor, Constance Mixon, instructor of political science.

Hispanic Keynoters Spirited at *Garden City CC Conference*

BY STEVE QUAKENBUSH

"If there's anything that's important in America today, it's learning how to work together. That's bound to the quality of life for every child in this country, regardless of any element of culture." Dr. Jeannie Chavez-Martinez opened the 9th Annual Five-State Multicultural Conference with those words March 30 in the ethnically diverse Southwest Kansas community of Garden City.

The conference is hosted annually in the town of 30,000, which has grown dramatically over the past 20 years, due primarily to immigration from Mexico, Central America, and Southeast Asia. People are drawn to it to learn ways of thriving on diversity as their own communities change, and Chavez-Martinez had plenty of advice to share. This year's event attracted 210 from all across the nation to focus on Garden City's success in adapting to ethnic and cultural diversity. The primary conference sponsor was Garden City Community College. Co-sponsors were Unified School District 457, Garden City; Finney County Research and Extension, an affiliate of Kansas State University; GCCC TRIO Programs; the Garden City Cultural Relations Board; and the Finney County Convention and Tourism Bureau. Support also was provided by Blue Cross-Blue Shield of Kansas.

Speaker Chavez-Martinez leads the Multicultural Resource Center at Pittsburg State University, on the opposite side of Kansas, and has built a reputation both for discovering the roots of prejudice and working to eliminate them. "We are the past, we are the present, we are the future," Chavez-Martinez said. "Our challenge is to determine the direction of that future. You are the change makers."

In illustrating the diversity of her listeners, the professor had each person list five elements in his or her own "identity molecule," ranging from family, heritage, and education to religion, gender, and age, as well as personal values such as non-violence.

"If I've learned anything over the years," the scholar and grandmother explained, "it is that everything is connected. The things we are and the things we learn are not all programmed."

2000 5-State
MULTICULTURAL
CONFERENCE

March 30-31, 2000
Garden City, Kansas

9th Annual Conference
Sponsored by

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Prejudice is a learned trait. Often, she added, the facts that an individual picks up from the experiences of childhood and later life might not be facts at all, but simply well-entrenched beliefs–beliefs that provide comfort in the face of change.

"Don't be afraid to step outside your comfort zone into new experiences," she urged. Changes are on the way.

Among the most dramatic changes will be the face of America's population. The professor compared demographics recorded for 1990 with those projected for the year 2040, when 40 to 50 percent of the nation will be non-white. During that 50-year period, she said, the European American population will rise by 13 percent. At the same time, African Americans will increase 50 percent; Hispanic Americans, 200 percent; and Asian Americans, 400 percent.

Prepare for the Future

While the population changes, the world also is shrinking and growing more interdependent due to advanced travel, telecommunications, and the Internet. "So," she said, "we must prepare our children. That preparation includes:

- Throwing out the idea that one language per person is enough–"The U.S. is one of only a few countries where the majority of residents are not bilingual," she said, asking, "Why do we look at a having a second language as something that's not an asset?"

"Our kids and grandkids won't be able to compete in the future if they're not bilingual, so it's an economic issue," she said. She expects bilingual people to find better job opportunities, as well as higher pay, and believes that everyone should work toward greater language diversity in schools.

- Breaking down barriers–The speaker's own daughter was told years ago by a seventh grade vice principal that her Hispanic name was a handicap and that she could be more successful by changing it. "That," Chavez-Martinez said, "was when I decided to stop accepting barriers for my children. She explained that children start noticing differences between people at the age of two and began to internalize reactions to those differences by five. One example of the wrong messages that those children receive, she said, are television programs that characterize minorities and the poor as the individuals most likely to be handcuffed and taken away by police.

The experiences of a Nigerian student at PSU, she said, serve as another example. Fellow students were dead serious in asking him whether he wore a loincloth at home and whether lions roamed there at will. "That's what the TV shows them," she explained. "A lot of students even think of Africa as a country, rather than as a continent."

- Realizing that shame is a mortal wound–Stereotyping by race can become a self-fulfilling prophecy and can prevent people with minority backgrounds from succeeding. The speaker said she came to that realization when appearing in a panel discussion with women of Latino, African American, and Jewish backgrounds. All of them, she recalled, shared accounts of pain and suffering as members of minorities.

"The question isn't really why more Latino kids don't graduate," she said. "It's–and excuse my language–how the hell do so many of them graduate?" Besides telling minority children that their names were handicaps, school officials have also created numerous other barriers, she said.

In the case of the presenter's grandchildren, one teacher even assigned classroom grades on the basis of what friends each student associated with. To combat this, Chavez-Martinez suggested that each parent evaluate his or her own beliefs, as well as involve children in their communities and make them proud of that involvement.

"We shouldn't just tolerate diversity," she said. "We should embrace it."

- Avoiding top-down solutions and approaches–The educator pointed out the way schools tend to ignore differences among children and their heritage, too. Her own schooling included pre-conceived history book explanations about America, but those clashed with her true background.

"My father was from Mexico. My mother was born in Wales, had family from Dublin, and was raised in London," she explained. "What they told me about the Alamo in school certainly wasn't the same as what I learned at home. What they told me about the American Revolution wasn't the same either."

Chavez-Martinez also disputed the textbook notion that no significant history took place before the arrival of Columbus in what is now the U.S. "I'm sorry, but there were people here before 1492, and our kids know nothing about them," she said. "When you study history in school, and your history isn't there, it gives you the impression that you're a non-item–that you're not important." She cited the example of her own father, a veteran of World War II and the Korean War. He fared poorly in traditional school, largely because of language and other barriers. But it was the schooling, rather than the student, that deserved the blame. The same man went on to earn his GED, and also to graduate from college.

- Appreciating race and religious diversity as a means of success for all–Chavez-Martinez lives by choice in a minority neighborhood. The area isn't viewed as prosperous, but it encompasses "a richness and wealth that aren't monetary." It benefits from "a richness of experience" where "we are a community."

Dr. Jeannie Chavez-Martinez

"I tell my children and grandchildren that if they have friends who can't come to this neighborhood, then those are not their friends," she explained to a round of applause.

More Than Just Talk

"It's time for each of us to make a concerted effort, not just to talk," she said. The speaker cited the old Elvis Presley hit, "In the Ghetto," and noted that little has been done to change the cycle of hopelessness and violence that the song portrayed three decades ago. A modern counterpart, she said, is Jonathan Kozol's book, *Amazing Grace*, which tells the stories of children's lives in the ghettos of today.

"We had better do something about it, or it's going to impact not just us, but the lives of our children," she said. Chavez-Martinez concluded by outlining her personal response to the 2000 Census form. When it came to questions about race, she simply wrote down "human."

"Don't accept all this stuff that divides us," she said. "We are all one people."

Defining Themselves in America

Hispanics are changing the nation, and the nation is changing Hispanics. That was the message brought by the March 31 keynote speaker, Roger Hernandez, a syndicated columnist whose King features column is carried by 50 U.S. newspapers.

The nation's political right and left have each damaged the interests of Hispanic Americans, Hernandez said. Conservatives have stereotyped Hispanics as gang members, welfare cheats, and illegal immigrants, while liberals have patronized them as poor, oppressed, and unable to compete or succeed.

Both views, he emphasized, are invalid stereotypes that serve someone else's political interests. Both will continue, he added, unless Hispanics stop allowing themselves to be defined by others.

Cultural Group, Not Racial

Hernandez, whose presentation took place in a community known nationally for diversity, said that Hispanics themselves are a cultural group, not a racial group such as African Americans, white Americans, or Asian Americans. He cited examples of diversity within Hispanic ranks, such as historic Mexican President Benito Juarez, whose background was native or Indian; President Alberto Fujimori of Peru, who is Hispanic with Japanese ancestry; and Carlos Menem, former president of Argentina, who is Hispanic with Arab ancestry.

"Hispanics can be black, white, Asian, or any combination," he told the crowd. "They can be Mexican, Cuban, African. They can be Jewish." The terms *Hispanic* and *Latino* mean different things, he said in explaining the need for Hispanics to define themselves. Someone who is Hispanic shares the language and cultural characteristics of Spain, even though he or she might differ greatly from people in other Hispanic groups or nations.

"Cinco de Mayo is a Mexican holiday, but it means absolutely nothing in Bolivia," he pointed out. *Latino* is a broader term. Latin American countries derive what they have in common from Europe, going back as far as even the Roman Empire, and mixing that heritage with indigenous elements of culture. Latino culture in Cuba, he said, might include African and Spanish influences, while in Argentina, the mixture could incorporate Spanish and Jewish heritage. Mexican culture, meanwhile, is a mixture of Spanish elements and those of indigenous peoples from the era before Columbus.

Columbian Commonality

It is the legacy of Columbus–which he described as a mixture of pride and pain–that all Hispanics have in common. "I think of October 12 as the birth of Latin America," he explained. "It was a painful birth, but it is our birth. Latin America did not exist before Columbus arrived."

Among the common inheritances of Hispanics is the Spanish language, he said. While the language and culture of Spain were forced upon pre-Columbian cultures in Central and South America, the culture also produced artistic and literary giants such as Picasso and Cervantes.

Beyond defining themselves and taking pride in their heritage, Hernandez said, Hispanic Americans need also to make their place known in America. He told the story of going as a child with his family from New York to Philadelphia because his father wanted to see Constitution Hall and the Liberty Bell.

Standing before the great bell, he said he sensed the freedom it symbolized. At the same time, still clear in his memory were images of machine gun-toting soldiers who had intruded into the family's former home in Cuba. The troops had been sent to inventory the household's possessions once the Castro government learned that the family planned to leave for the U.S. The soldiers literally counted and listed every item in the house, right down to the number of forks in a kitchen drawer. The contrast is still clear to Hernandez. Despite racism and patronization in the U.S., liberty remains a promise that can be fulfilled.

Attaining that fulfillment requires the definition and understanding that Hernandez advocates. He sees opposition to bilingualism as nothing more than hostility toward immigrants, but also believes affirmative action is a damaging and misdirected effort.

He spoke strongly against English-only initiatives, calling them "nativism," as well as useless. "English does not need to be made the official language," he said, "because it is already the most widely used language and is in absolutely no danger as the national language." He also pointed out that in 1900, the foreign-born percentage of the American population stood at 15 percent. In 2000, it was just eight percent. He acknowledged that affirmative action has protected individual rights. "But it's not worth the price" he added, "because it labels people in certain groups as more disadvantaged than others." In reality, he said, an individual Polish immigrant, an Appalachian high school dropout, and an immigrant from Mexico might share equal challenge and adversity, so it's wrong to apply affirmative action only to the Mexican immigrant.

"But the end of affirmative action should not mean the end of equal opportunity," he stressed. "So, the thing to do is refocus affirmative action on the disadvantaged, regardless of race." That, he said, would meet opposition from both left and right ends of the American political spectrum.

Roger Hernandez

Left and Right Both Wrong

"Neither the left nor the right knows who Hispanics are today," he said. "How have we gone from being the heirs of this great Spanish culture to being seen as members of street gangs? It would never occur to a citizen of Mexico to associate being Hispanic with membership in a gang."

"We must teach non-Hispanics who we are and also remind our own people of who we are," he said, noting that too many Americans think of Hispanics only in terms of the Bronx or East Los Angeles. A young man named Jose or Juan, Hernandez said, should be seen as just as much a part of society as a young man named Johann or John.

"We must tell people that we're not merely outsiders, or merely a long-suffering minority," he concluded. "Instead, we're part of a great cultural heritage, and we are Americans too."

Answers Questions

Hernandez also shared reflections as he answered a number of questions from his listeners:

- The Garden City community, with nearly 40 percent of its residents from Hispanic backgrounds, was a surprise to the journalist. "Back East, people don't think of Kansas as a very diverse place," he said, drawing knowing laughter from the crowd. "But my impression is that you guys are really trying to get along and work it out, and that's not something you see in too many diverse communities." The town includes long-established families and immigrant residents with Mexican heritage, as well as a Central American, Vietnamese, and Laotian presence.
- "Hyphenated Americans"– such as those who define themselves as Mexican American, Irish American, or African American– aren't refusing to participate in culture. Instead, they're simply defining their heritage. "We've had hyphenated Americans since this country was born," he said.
- Urban gang members have accepted the notion, wrongly, that being Hispanic means being part of a gang.
- On Cuban-American relations: "The question should not be how we can improve relations with Cuba. Our task should be in helping to bring democracy to the people of Cuba."
- On Cuban tourism by Americans: "I'm against anything that strengthens Castro," he said, comparing American vacations on the island nation to trading with South Africa during the years of apartheid.
- On presidential politics, Hernandez was disappointed with Bob Dole's statements on immigration during the 1996 election, which he perceived as catering to the far right; but he is encouraged to see and hear George W. Bush and Al Gore listening to Hispanic voters.
- Hernandez himself suffered little discrimination as a child, at least from what he termed "good old boy racism," though today he often receives letters from ultra-right proponents who attack what he writes in his column. The discrimination that he did face, Hernandez said, came from the left. "I got it from people who meant well, people who thought that because of my last name, I needed extra help." What he really needed while growing up, Hernandez said, was less assistance and more confidence and responsibility. Today, he explained, he doesn't want a newspaper to carry his column because its editors think he needs the support, but because its readers want to hear what he has to say.

Santa Ana Men's Soccer Team Voted "*Numero Uno*"

BY ED BRENNEN

Some people celebrate a national championship by going to Disney World. Others simply take a few days off to enjoy the fruits of their labor. But not Justo Pastor Frutos.

One day after his Santa Ana College men's soccer team put the finishing touches on its first-ever community college national championship, on November 28, 1999, Frutos was back on the soccer field, scouting high school talent for the 2000 team. "That gives you an idea of the kind of work that you have to put forth to get these kind of young men," says Frutos, who has been working at Santa Ana for the past 17 years.

But to Frutos, it doesn't always seem like work. To the 58-year-old native of Asuncion, Paraguay, having the ability to influence young lives seems more like a privilege. Winning a national championship is certainly a nice reward, but it isn't what motivates Frutos as a coach. He is much more concerned about what becomes of his players long after they've hung up their Santa Ana uniforms.

Coach Justos Pastor Frutos

After the Dons wrapped up the 1999 national crown, one of Frutos' players, midfielder Jose Retiz, seemed to understand this perfectly. While he was thrilled to have won the national title, he understood that there was still so much more to accomplish. "It was just our year," Retiz said. "This is the happiest moment of my life...so far."

Put It to a Vote

Unlike many college sports, there is no national championship game to determine the top men's community college soccer team. Instead, at the end of the season, a vote is taken by two-year college coaches to establish the final national rankings. And when the National Soccer Coaches Association of America/Adidas Men's Div. III rankings were released Dec. 16, 1999, Santa Ana was the unanimous No. 1 pick, thanks to its perfect 25-0-0 record.

"It's extremely gratifying to see that somebody notices and that effort is rewarded," Frutos says of the national title, the first ever for a junior college in California. "We're very, very pleased with that." Especially since Frutos and the Santa Ana program know how tough winning the national title can be.

The year before, in 1998, Santa Ana had finished an impressive 22-1-3, good enough to win its second state championship in four years but not good enough to be voted national champions. Heading into the 1999 season, Frutos and the Dons knew there was little, if any, margin for error.

"We worked very, very hard, and our goal from the very beginning was to win the conference and win the state, but we weren't sure about the nationals," he says. "It's a very competitive arena. Our hope was to go undefeated, and that, by rights, would give us the title."

The Dons took care of their first goal last season by breezing to their sixth consecutive Orange Empire Conference title with a 12-0 record. Sophomore forward Tomas Serna, who would finish the season with a school-record 41 goals (and a two-year total of 75 goals), earned his second straight conference MVP honor. Teammates Andres Arroyo, Keith Buckley, Fernando Rico, Jose Barillas, Carlos Rangel, Victor Licea, and Jose Retiz were all named All-Conference, while Frutos, along with assistants Frank Rea and Jose Vasquez, were voted conference coaches of the year.

From there the Dons advanced to the Southern California Regional playoffs, where they beat Rio Hondo, 4-1, and Pasadena, 3-2, to earn a trip to the state semifinals. It was there that Santa Ana ran into its toughest obstacle of the season–Santa Rosa Junior College. The two schools battled to a 1-1 tie through 90 minutes of regulation play, but in the two 15-minute overtime periods, Santa Ana scored a pair of goals to escape with a 3-1 victory.

"It was the most difficult game of the year in the sense that we hadn't gone to overtime the whole year," Frutos says. "That was the biggest test of the year."

Indeed, in the state championship game on Nov. 28 at the Arco Olympic Training Center in Chula Vista, Calif., Santa Ana stormed past Canada College.

5-1. That locked up the Dons' third California crown in five years and, as they would officially learn several weeks later, their first national championship. Not only were the Dons voted national champions, but Serna received his second straight All-American honor, while the rest of his teammates were also declared All-Americans by virtue of their No. 1 ranking.

"[Santa Ana] is not a typical team," Canada coach Frank Mangiola said after the title game. "They're very well organized in all areas of the field....Our kids are not used to that kind of intelligence behind the ball."

To Frutos, that is perhaps the highest compliment that someone can pay his team. While he is proud of his players' skill and conditioning, it is their intelligence–both on the field and in the classroom–that he is most concerned with.

"We have some outstanding players who could have played on any professional team," Frutos says, "but they were also good students, and we emphasize that. They don't come to Santa Ana College to play soccer; they come to go to school. And part of their experience in school is to play soccer."

A Familiar Path

It is a path to success that Frutos knows first-hand. As an impoverished youth growing up in Asuncion, Frutos joined a citywide soccer league at the age of seven. But as he began to develop as a soccer player, he also began to deteriorate as a person. Like so many kids around him, Frutos began smoking cigarettes and drinking alcohol at a young age, habits that quickly threatened his hopes and aspirations.

But fortunately for Frutos, he encountered someone who could put him back on track. Halver Skinner was a professor of agricultural engineering from Montana who was assigned to the U.S. Agency for International Development office in Asuncion. He was also a member of the Church of Jesus Christ of Latter-day Saints. Frutos served as an interpreter for Skinner and quickly latched onto him as a mentor. Raised a Catholic, Frutos went so far as to convert to Mormonism and serve on a mission for the church in neighboring Uruguay. He also, as fate would have it, fell in love with Skinner's daughter Kathryn, whom he tutored in Spanish.

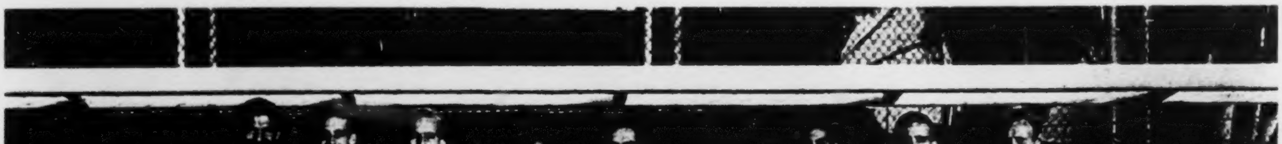
In 1964, Kathryn returned to the U.S. to attend Brigham Young University. At the same time, Frutos, then 23, decided that he needed to leave Paraguay and carve out a better life for himself. The president of Utah State University had visited Paraguay some years before and left a card with Frutos, and that is where he decided to go.

"That was a way of getting out of a dead-end street in Paraguay," Frutos says. "At the time, there was no industry; there was nothing to look forward to. There was a tremendous need to get out."

In the summer of 1966, while a student at Utah State, Frutos married Kathryn. Two years later, in 1968, he graduated from Utah State with a bachelor's degree in education. Frutos and his new wife then moved to California when he was recruited by the Santa Ana Unified School District to teach Spanish and English as a Second Language at the junior high school level. He later moved on to Santa Ana High School, where he taught math and coached soccer.

Then, in 1983, Frutos joined Santa Ana College as a full-time faculty member. Today, he teaches soccer classes, as well as the weight lifting and fitness classes. He is also involved with the school's continuing education division, developing the curriculum and teaching classes on both self-esteem and parenting.

Along the way, Frutos and his wife have raised six children–one a Ph.D. in chemistry and physics who works for Dow Corning in New York, one on the



Santa Ana soccer team

(Pictured l. to r.) Jose Vasquez, Coach Frutos, and Frank Rea

way to a medical degree in Chicago, one on a church mission in Peru, one a systems engineer for Microsoft, one an office manager, and one a high school student. And as a coach, Frutos has served as mentor to so many young soccer players at Santa Ana, much like Skinner did for him in Paraguay.

"It is just wonderful. That's the whole purpose of our program—to get them out of a cycle of poverty and into something better," Frutos says. "They're also trailblazers for their families. Most of these kids have never gone to school, so they're the first ones to go to college."

Indeed, Frutos' methods have proven to work. Many of his former players have gone on to four-year colleges, while several others have gone on to play soccer professionally. In fact, in the recent Major League Soccer draft, the Los Angeles Galaxy selected a pair of Santa Ana players—Retiz in the third round and Serna in the fifth.

As for next year's Santa Ana team, Frutos is already hard at work at bringing in a new first-year-student class. The work began the day after clinching the national championship. "This afternoon, I met at Santa Ana High School with five young men, and they're all very interested in the college," Frutos said after a recruiting visit in early March. "We showed them the national championship ring and last year's (state championship) ring, and they really want one."

To get one, they first have to survive a rigorous tryout process. When the Dons first begin training during the summer, Frutos says, more than 100 players usually turn out. After the first month, he and his assistants trim that down to 40. By the end of July, the team is whittled down to its final count of 22. And to make things even more competitive, even returning players from the previous year must try out for the team again.

"Our policy is, even though you have been here, you have to earn your spot. Everyone starts even," says Frutos, who has a good feeling about the potential of next year's team. "We feel we're going to have even a stronger team next year. We're looking forward to it. I can hardly wait to get started and get going."

When asked if he'd ever considered moving on to a bigger school to coach soccer, Frutos does not hesitate in answering. "They need someone in Santa Ana to be the pied piper, to bring our youth in, and I think I've worked long enough there to know what their needs are, how to attract the students," he says. "And that's my contribution to the community."

HO

CHAIRPERSON

THE DEPARTMENT OF ANTHROPOLOGY

The Ohio State University

The College of Social and Behavioral Sciences at The Ohio State University invites applications and nominations for the position of Chair of the Department of Anthropology. The position would begin July 1, 2001.

The Department of Anthropology currently has 12 full-time faculty, with additional hires pending or planned for the near future. Some 160 students are enrolled as undergraduate majors and approximately 80 students are pursuing degrees in the department's M.A. and Ph.D. programs. The department seeks to further develop its existing strengths in ecological anthropology, evolutionary anthropology, medical anthropology, and related fields of study.

The Department is part of the College of Social and Behavioral Sciences. The College includes nine academic units, including the departments of Economics, Geography, Journalism/Communication, Political Science, Psychology, Sociology, Speech and Hearing Sciences, and Public Policy and Management, as well the Department of Anthropology.

The Ohio State University is among the nation's premier research universities, with a student population of 50,000 and 3,000 faculty. As Ohio's land grant institution, Ohio State offers 12,000 courses in 19 colleges. The University is located in Columbus, Ohio, state capital and a major metropolitan area with a population of 1.5 million.

Applicants for the position should have a record of scholarly excellence in Anthropology, including academic credentials warranting appointment as a Full Professor. Previous administrative experience is highly desirable. Applicants should submit a curriculum vitae and the names, addresses, and phone numbers of three references to:

Nancy E. Betz, Ph.D., Professor
Chair, Search Committee
College of Social and Behavioral Sciences
The Ohio State University
1010 Derby Hall, 154 N. Oval Mall
Columbus, OH 43210
(614) 292-4166
(614) 292-9530 (fax)
betz.3@osu.edu (e-mail)

Review of applications will begin on October 31, 2000 and will continue until the position is filled.

The Ohio State University is an Equal Opportunity, Affirmative Action Employer.
Women, minorities, veterans, and individuals with disabilities are encouraged to apply.

THE UNIVERSITY OF UTAH

ASSISTANT DEAN FOR DIVERSITY

The Graduate School at the University of Utah is seeking nominations and applications for the Assistant Dean for Diversity, a 12-month professional staff position reporting to the dean of the Graduate School. Candidates must have demonstrated writing ability and excellent interpersonal communication and problem solving skills. Experience with a diverse student population for recruiting and retention is preferred, and a master's degree in a related area is required. Primary responsibilities are recruitment and retention for groups historically underrepresented in graduate education, administration of undergraduate summer research opportunity programs, development of externally funded grant proposals for graduate education, and other related duties.

Founded in 1850, the University of Utah is the flagship institution in the Utah system of higher education. It is accredited by the Northwest Association of Schools and Colleges with a graduate enrollment of over 4900 students in 16 colleges. The University is located in Salt Lake City, a metropolitan area with a population of almost a million citizens in the greater Salt Lake Valley. The University of Utah is an affirmative action/equal opportunity employer and encourages applications from women and minorities and provides reasonable accommodation to known disabilities of applicants and employees. Nomination letters and letters from applicants with two copies of a curriculum vitae plus names, addresses, e-mail, phone and fax numbers for three referees should be sent to: **David S. Chapman, Dean of the Graduate School, 310 Park Building, University of Utah, 201 South President's Circle, Salt Lake City, UT 84112-9016; 801/581-7642.** This position will remain open until filled.

Seeking Diversity with MAPs and FIGs

Unusually Innovative Western Washington University

BY ADALYN HIXSON

Bellingham, Washington, is 87 miles north of Seattle and 55 miles south of Vancouver, British Columbia–some of the most beautiful country in North America. In Bellingham, you can even hop on the public ferry to Alaska, an affordable transport that's great for spotting the whales and seals and otters and eagles that inhabit the seas and skies of the renowned "inside passage."

And Bellingham offers another kind of transport, one that has its own rewards–Western Washington University (WWU), a 100-plus-years-old institution that one guide to American colleges cites as "unusually innovative."

That innovative spirit has been put to work in the wake of Initiative 200, the state's anti-affirmative action legislation, as WWU strives to develop and promote "a culturally rich and diverse environment."

HO's guide for this feature was admissions counselor Rafael Gomez, a very winning college graduate with a recent degree in politics and government. He's in the first year of his job at WWU, but clearly not in his first year of multicultural reflection.

Gomez reports that Washington is not the most diverse state in the nation. It certainly has far fewer Latinos than his home state of Arizona, where Hispanics were nearly a third of the population ten years or more ago, but several of Washington's populations are on the rise. "The Russian population is steadily increasing," he said, "and there is a small but growing Asian and Latino population. I think the Latino population is growing very quickly," he said, "even in Bellingham." The Census folks would agree with him.

The U.S. Census reported Washington as having 215,000 people of Hispanic origin in 1990, an estimated 315,000 in 1998, and a projected 360,000 this year, growing to 519,000 by 2010. Projected whites in Washington in 2010 total 5,599,000. Ninety percent of WWU's students, said Gomez, are from within the state. "Primarily we draw from the west. That would include Seattle, Tacoma, Olympia, and all of the places in between." Last year's first-year applicant pool was the largest ever and included a record number of students of color, who were 14.25 percent of new students last fall and 13 percent of the total student body. But WWU wants to do even better.

Rafael Gomez, admissions counselor

A constant barrier, said Gomez, is the limited pool of students of color within the state, the pre-existing competition between all the state universities for those students, and now, with the state passing anti-affirmative action regulations, the competition for those same students from outside the state.

He mentions "expanding the pool" as one possibility. "We are in the development phase of starting some new outreach efforts for first-generation students, particularly in Whatcom County." Western's admissions office has increased recruitment efforts in the Tri Cities/Yakima Valley, Pierce, and Thurston Counties, and Seattle, as well as with groups such as the Whatcom Hispanic Organization, to encourage students of diverse ethnic backgrounds to apply. And its strategies are to include "capitalizing on students who start at a school with no specific transfer relations."

"I think there is a lot of opportunity for us to increase out of state," said Gomez. Given the beauty of the location and what seems an earnest commitment to diversity by President Karen Morse and throughout the university, attracting out-of-state students seems quite feasible.

MAP Scholarships

"Just to give you a little bit of background," Gomez said, "prior to Initiative 200, Western had a scholarship, known as the Minority Achievement Program scholarship, in which outstanding minority students were recognized with one-year tuition waivers." Since that initiative took effect, however, "it is illegal to grant scholarships based on race. But Western still wanted to recognize students who were committed to multiculturalism in a number of different ways."

One result is the MAP–Multicultural Achievement Program–scholarship, awarded during Western's application process to those who demonstrate "solid academic abilities, strong leadership qualities, and a commitment to multicultural activities in school or the community."

Ninety MAP scholarships at $2,000 each were awarded to continuing Western students last fall, compared to 71 at $1,800 the previous year. And 20 more were awarded to incoming first-year and transfer students, for a total of 110.

Karen Copetas, WWU's admissions director, explained the rationale. "Leadership, persistence in

Karen Copetas, director of admissions

overcoming diversity, understanding of multicultural issues, devotion to community–all of these contribute to a successful university experience and success in an increasingly multicultural nation. Students who exhibit these qualities and strive for academic excellence deserve to be recognized."

Asked for more specific examples of how a student might qualify, Gomez said, "by demonstrating leadership in campus organizations promoting diversity–through forums, conferences, campus awareness activities." Often, he said, MAPS awardees are students who've been presidents of cultural clubs in the community.

"A lot of high schools have cultural awareness programs that require mentors and moderators, and so oftentimes it is students who have been involved in those areas. Also students who in their essay express a unique cultural identity or approach to multiculturalism, whether it is a unique family experience, bringing a new perspective to our campus–or they've lived an extended period of time in another country or culture, have had very advanced study of language. Things of that nature. It is very broad because we want to recognize a lot of different kinds of contributions. I don't think there is one that we consider more than another."

HO asked about students who've had to work many hours to earn money, in high school or in college, perhaps precluding extracurricular activities. "The scholarship does allow for working students to be eligible by considering unique personal or family experiences. Many scholarship essays include discussions on the immigration experience, the complexity of cultural identification as a child–i.e., dual cultures, family vs. school–and/or the experience as a bilingual and bicultural person. Awards are most commonly given to students who have been heavily involved in activism and community, and to those students who have had rich bicultural or immigration experiences. A number of other scholarships are given based upon a combination of involvement, perspective, and cultural experiences.

Castellon and Vicenti

"A couple of examples from this year: Abe Castellon, a senior at Squalicum High School, who has worked to help support his family. His family, originally from Guadalajara, has slowly moved northward to settle in Bellingham. He began breakdancing with friends at Squalicum and has since performed at assemblies, during lunch, danced with other breakers around the region, and, most recently, organized an assembly at Whatcom Middle School. Abe and his friends took the time to talk to students there about how the activity has helped him feel confident, stay positive, and stay out of trouble.

"In his essay, Abe spoke about his family's move and adjustment to the States and his evolution as a person. I met Abe when he was selected for a Multicultural Achievement Award in February. I have to say, he is an incredibly respectful and thoughtful person." The same, in this reporter's view, could be said of Rafael Gomez.

"Alvaro Vicente, a senior at Ferndale High School, is both an excellent student and an important leader in the Hispanic student community," said Gomez. "Moving to the U.S. from Guatemala at age six, Alvaro's family were migrant workers for a number of years. Alvaro has been involved with the MEChA club at Ferndale High School and was elected president this year. According to his counselor, 'he has been a key element in uniting Guatemalan, Chicano, and Mexican elements of the Hispanic community at Ferndale.'

"There are tons of other examples, but I don't really have the freedom to share the contents of their files. These two students were both given Multicultural Achievement Awards in February and later awarded MAPs."

Beyond GPAs

"The most important thing to mention is that we do consider the students' entire circumstances when evaluating their application. We informally factor AP courses, involvement, etc., but we also give our counselors the freedom to factor in personal circumstances and hardships. If a student expresses the necessity of working during school, then we keep that factor in mind when evaluating transcripts and activities.

"Western has always been after the individual rather than the GPA rating, so we look very closely for personal factors and motivations that reveal the person behind the grades. A progressive, active, and critical student body is what we're after. I think it is a very open process and allows for us to find some very talented and perhaps hidden students.

"I think the MAP scholarship is a great program that is really quite unique, but it is only a small part of a larger puzzle. Western struggles like a lot of other institutions with figuring out how to appeal to and keep students of color and first-generation students. And WWU, like most college campuses, needs to be very cog-

Dr. Kris Bulfcroft, special assistant to the provost nizant of the many challenges we have to overcome in recruitment, campus life, and curriculum. We also have to be pro-active, persistent, and creative in our attempts to increase students of color on campus.

"As far as our efforts, they are going to be more concerted in terms of reaching outside the bounds of traditional recruitment methods." And as for the one-on-one counseling, he had this to say:

"There is a real fine line in this business between being able to relate and just being plain ridiculous catering to the traditional high school mentality. For most people–we are all about the same things, no matter what age a person is. If you are down to earth with them, keep your guard down, and are honest, they are going to relate."

FIGs a Success

Recruitment, whether traditional or unorthodox, is just one element of university success. Retention is another that is of special interest to Hispanics. One WWU program that impacts retention and GPAs is FIGS, the Freshman Interest Group Pilot Project, explained to *HO* by Dr. Kris Bulcroft, special assistant to the provost for teaching and learning, who team-taught a FIGs course with her husband, who, like she, is a professor in the sociology department. "She is great," said Karen Copetas, "and can be reached at kris.bulcroft@wwu.edu if you have specific questions." And FIGs has its own website, figs.wwu.edu.

"The Freshman Interest Groups pilot project," said Bulcroft, "started last fall with four clusters of general education courses." One course that *HO* had asked about, The Politics of Language and Ethnic Identity, was developed, she said, "by linking two large lecture sections of general ed requirements–Political Science 101 and Sociolinguistics 204."

"Fifty freshmen were co-enrolled in these two courses and also in one of two smaller integrative seminars, Library 125. In the seminar, they explored the common themes across these general ed courses and worked on a website that explored the politics of language by using library resources.

"We just completed a review of the first year of the program, and I am pleased to report that it seems to have been a great success on all counts. The program assessment was conducted by Gary Mc Kinney in the Office of Assessment and Testing. "We did some pre and post measures of student skills and attitudes. We also had the faculty submit narratives about their experiences in the program. And we compared GPA and retention rates for the freshmen in the FIGs versus those who were in the large GUR courses but were not part of the FIGs program.

"Essentially, what we found was that the GPA was higher for the FIGs students and that retention was good for both groups but slightly better for FIGs students. The students seemed to most enjoy the learning community that the FIGs fostered, as well as learning some of the technologies associated with doing a research project and creating a webpage. There were other strong elements of the program as well, but these stand out. As for the faculty, I believe it is a testament that all who participated in Year '01 of the FIGs will be joining us again this fall."

The most positive experience for the faculty, she said, seemed to be "the cross-disciplinary opportunities for faculty development in course enhancements, coupled with the technical support from the Center for Instructional Innovation."

"In terms of my own professional development, participating in the FIGs has been one of the best experiences in my professional career here at WWU. It has given me a better understanding of the richness that comes from interdisciplinary learning communities and has helped me better understand how my own teaching relates to the learning I hope will occur in my classes. I have an interesting and varied career here at Western, but the FIGs is definitely one of the highlights of it all."

FIGs is expanding to include 14 linked courses, which vary across departments, and to accommodate 350 first-year students. "Two of the seminars will also be residentially based," said Bulcroft. "This means that fifty students will co-enroll in a FIGs cluster of three courses and will live at a floor dedicated to the FIGs students in that cluster at Fairhaven Residential Complex."

Part of this year's FIGs faculty development will center on teaching about diversity, said Bulcroft. "There has been a growing interest on the part of the faculty here at WWU to learn from each other about what works and how to frame questions that lead to better understandings about the multicultural world we live in. I think the FIGs is one vehicle that can help bring us further along in this regard."

Programs such as the FIGs, she said, require the cooperation of faculty and academic units, Student Support Services, Admissions, the Registrar, and Residence Life. "The goal, to help beginning students in the transition to university life, is one that all of us work toward, and this program seems to be one means of moving us closer to this end."

"That I'll gladly share with you" is what Rafael Gomez told *HO* when asked about his background–and with good reason. "My father is Mexican, from Texas, my mother Italian, from Northern California. They met in Brownsville where my dad was raised. My mom went down on a Vista program. They lived in Texas for a while, then went to California for a while, and tried some different places, too. Neither of them was the first to attend school, but it was pretty rare that you're a Gomez and leave Texas and pretty rare for a Castaldi to leave California.

"In my family, we have been raised so that first of all, education is of very high priority. It's necessary in order for you to develop not just professionally but individually as a person–to develop your beliefs, to develop your understanding of the world. And frankly, I've had an example of two parents who have worked hard my entire life. My mother went back to school when she had three little ones. My father has worked his way up to be the director of a nonprofit health center.

"So we had a wonderful example–and also there was a healthy bit of fear! To go to school, to finish–that was the expectation, and thus far, they've had three of the four all finish within four years....It's also been a very strong value in our family that you have a responsibility to give back to the community, both in your personal and, if you cared to, in your professional life. If there is one thing I can talk about with pride, it is my family.

"My brother is a kindergarten teacher in Oakland who got his master's at Berkeley in bilingual education. My twin sister, also living in Oakland, is leaving to do an internship for the National Association of Community Health Centers, and working in public health. My little sister, named Carmen, just finished her first year at ASU and will finish the rest of them at the University of San Francisco.

"We were all raised to get up and go as youngsters, but when you get a little bit older, it's hard for four siblings who used to lie pretty much in a ball to have all of your interactions be two-day visits. Mexicans and Italians–both sides of my extended family–have a real commitment to their families."

People-Places-Publications-Conferences

PEOPLE & PLACES

Hispanic Caucus Honors Rowan Professor

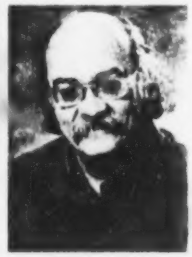
The Hispanic Caucus of the American Association for Higher Education presented Dr. Yvonne Enid Gonzalez Rodriguez, an elementary education/early childhood professor at Rowan University (N.J.), the Hispanic Caucus Award for Outstanding Latina/o Faculty in Higher Education.

Rodriguez, a Rowan faculty member since 1973, has written close to 30 refereed journal articles, book chapters, monographs, and technical reports; conducted a wide range of research; and has been an educational consultant for many school districts, colleges, and other organizations.

Rodriguez has a bachelor's degree from Rutgers University, a master's from then-Glassboro State College (now Rowan), and a doctorate from Temple University.

Romero Presents Poetry at Purdue-Calumet

Poet, narrator, and critic Armando Romero–a native of Colombia who has lived in Chile, Mexico, and Venezuela–presented his work at the 12th annual poetry reading, "Todos Somos Poetas" ("We are all poets"), at Purdue University-Calumet in Indiana.



Romero, born in Cali in 1944, was part of the Vanguard Movement, "El Nadaísmo," during his youth. After leaving the country in 1967, he published many works in Latin America and Spain. Today, Romero is a professor of Spanish at the University of Cincinnati. He has a doctorate from the University of Pittsburgh.

Purdue-Calumet Associate Professor of Spanish Carmen Torres-Robles is the director of "Todos Somos Poetas," designed to promote Hispanic cultural awareness.

Texas-Austin Museum Opens Summer Exhibitions

"Just Another Poster? Chicano Graphic Arts in California," a groundbreaking exhibition of more than 100 works by 57 Chicano/a artists, recently opened at the University of Texas-Austin's Blanton Museum of Art. Bold, intense, and colorful, the art of posters has long been used to express the Chicano experience. These powerful graphic messages, originally transmitted from building walls, telephone poles, and other surfaces on the urban landscape, are created to raise awareness and rouse conscience.

Complementing the poster exhibition, Blanton is also presenting "Pressing the Point: Parallel Expression in the Graphic Arts of the Chicano and Puerto Rican Movements," organized by El Museo del Barrio in New York and featuring works from El Museo and from the Gilberto Cárdenas Collection on loan to the Blanton.

Both exhibitions extend to August 13.

Miami-Dade Student Wins State Award

Carmen Cardenas, a sophomore at Miami-Dade Community College's North Campus (Fla.), was one of three students chosen by the Florida Office of Collegiate Volunteerism as 2000 Excellence in Service award winners. A statewide panel of community service and service-learning professionals honored her involvement and awarded her $1,000.

Cardenas reads to children at the Miami Rescue Mission every week, is an America Reads volunteer, and helps with shelter programs at Camillus House in Miami.

Mural at Portland Community College

During ESL Awareness Week festivities, Portland Community College (Ore.) unveiled a special mural created by ESL students, staff, and a local artist over three months.

More than 30 students from the multicultural alternative program and ESL helped sketch, design, and paint the mural. With help from local artist Angelina Marino, the students were able to develop a colorful pattern sure to catch the eyes of passersby. The celebration saw cultural performances by Rafaela "Faly" Gillette, Flamenco Puro, and Portland Community College ESL Instructor John Cochran.

Valenzuela at UT-Austin Gets Award

Dr. Angela Valenzuela received the Outstanding Book Award for ***Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring*** at the American Educational Research Association's annual meeting, in New Orleans. The award was established for the best book-length publication in educational research and development.

P. David Pearson, head of the selection committee, said that the book "takes a provocative cluster of issues in American education–race, power, and language–beyond the usual rhetoric, and adopts a fresh and thoughtful perspective."

Valenzuela, who earned a doctorate at Stanford, is an associate professor in curriculum and instruction and Mexican American studies at the University of Texas-Austin. Her current research interests include sociology of education, urban education, race and ethnicity in schools, multicultural education, and public policy.

California-San Diego Graduate School Part of Trade Mission

The University of California-San Diego's Graduate School of International Relations and Pacific Studies (IR/PS) played a pivotal role in last year's trade mission to Argentina, Brazil, and Chile (ABC Trade Mission), organized by the San Diego World Trade Center

and the San Diego Regional Economic Development Corporation.

IR/PS was home to the mission's kickoff event in early 1999, and it sent IR/PS doctoral student Ricardo Tavares on the trip to the South American countries.

Said Tavares, a Brazilian native who provided multilingual assistance and contacts to the delegation, "You learn about the foreign markets in a supportive environment, with the assistance of international organizations and experts who have previously visited and done business with those countries."

Bardach Comments on Cuban Affairs at California-Santa Barbara

Officials at the University of California-Santa Barbara welcomed Cuban expert Ann Louise Bardach's opinions on the Elian Gonzalez affair during the spring semester. The author, a visiting professor of international journalism at the university, shared her insights on Fidel Castro, his opponents in Miami, Elian, and his feuding family as she has been doing in the national media since the six-year-old was rescued off the Florida Coast late last year.

During her 20-year career in journalism, Bardach has interviewed the Cuban leader twice and has written about both him and his country for many prominent newspapers and magazines in the United States. Broadcast news programs often invite Bardach's commentary on Cuban affairs.

Life University Mobile Unit Launched in Costa Rica

Life University (Ga.) founder and president Dr. Sid Williams took part in the inauguration ceremony for the first international Mobile Chiropractic Field Unit just outside San Jose, Costa Rica, in April.

Said Williams, "This mobile unit is the forerunner of the fleet of mobile units that Life International will dispatch around the world in the years to come."

The First Lady of Costa Rica, Lorena Claire de Rodriguez; the Minister of Health, Dr. Rogelio Pardo; and the director and representative of Servicios Médicos Costarricenses, Bernal Aragón, joined Williams at the ceremony.

Cotrell Named First Lay President at St. Mary's

Dr. Charles L. Cotrell, a tenured professor of political science, was named the first lay president in St. Mary's University's (Texas) 148-year history.

St. Mary's is the largest Catholic university in Texas and the Southwest, and the oldest, founded by the Society of Mary (Marianists) religious order in 1852. Dr. Cotrell became its 12th president when he was elected to a three-year term in April.

Well known for his expertise on election systems, Cotrell has received many honors, including the Henry B. Gonzalez Hispanic Achievement Award. He holds a bachelor's and a master's degree from St. Mary's, and a doctorate from the University of Arizona.

Esquibel Achieves a First at Wyoming

Lisa Renee Esquibel is the first Hispanic female ever elected vice president of the Associated Students of the Univ. of Wyoming.

An elementary education junior, Esquibel has been a student senator. Her campaign for the office she won in April centered on recruitment and retention, classroom programming, and classroom climate.

Esquibel has been a committee member and student mentor with the university's Minority Student Leadership Initiative, and other campus and community activities. A member of various honor societies, she has made the Dean's List three times.

University of Michigan in Collaborative Research

Photo © Bob Kalmbach

University of Michigan Associate Professor of Education Sylvia Hurtado is principal investigator of a project that she says is "important in revitalizing higher education's mission to prepare a diverse student body for future democratic citizenship."

"Preparing College Students for a Diverse Democracy" involves 10 public research universities: Arizona State University, University of California-Los Angeles, University of Maryland, University of Massachusetts-Amherst, University of Michigan-Ann Arbor, University of Minnesota, University of New Mexico, Texas Southern University, University of Washington, and University of Vermont.

The project will examine how different campuses achieve goals for student learning and address the skills needed for participation in a democracy.

U.S. Hispanic Leadership Institute News

July 1, 2000, is the deadline for all students wishing to apply for the Dr. Juan Andrade Scholarship for Young Hispanic Leaders. Applicants must be citizens or legal residents, enrolled or accepted for enrollment as full-time students in a four-year college/university in the United States or U.S. territories, and demonstrate a verifiable need for financial support. Interested applicants should call (312) 427-8683.

The U.S. Hispanic Leadership Institute (USHLI) can now be accessed via new websites, www.ushli.com and www.ushli.org. Updates on USHLI events, news, programs, and publications are available, as well as reports, studies, and documents.

California-San Diego Exhibits Esposito Installation

The University of California-San Diego (UCSD) Art Gallery, in collaboration with the UCSD Department of Visual Arts, recently presented an installation by Diego Esposito, artist-in-residence and visiting faculty.

Esposito's installations focus on space and time, the void that exists between objects, and the importance of placement. Through experimentation with material, color, proportion, and form, Esposito calibrates a dynamic tension among these elements, achieving a synergy of internal and external space, chromatic relationships, and meaning.

Marti Leads Queensborough Community College

Dr. Eduardo Marti, a respected educator with more than two decades of senior-level administrative experience, is the new president of Queensborough Community College in New York.

A biologist, Marti is currently president of the Association of Presidents of Public Community Colleges in New York and since 1994 has been a member of the Commission on Secondary Schools, Middle States Association of Schools, Colleges, and Universities. He has a bachelor's degree, master's, and doctorate from New York University.

Herman Badillo, chair of the board of trustees of the City University of New York (CUNY), said, "Dr. Marti is a prominent educator who has led three community colleges with distinction and ability."

Coors Honored for Providing Opportunities for Latinos

Coors Brewing Company was named to *Hispanic Magazine*'s list of 100 companies providing the most opportunities for Hispanics. Each year the magazine honors companies that excel in recruitment and hiring, minority business development initiatives, and funding efforts for scholarships, grants, and organizations.

"We are proud of our ability to keep our commitments to the Latino community and maintain our quality relationships with groups that make a difference by helping people in need," said Carlos Soto, director of corporate relations for Coors Brewing Company. "Coors is aggressive in searching out and actively recruiting talented people from diverse communities."

Yale Student Receives Humanitarian Award

A Yale University (Conn.) senior majoring in Latin American studies was one of five recipients of the 2000 Howard R. Swearer Student Humanitarian Award for his commitment to community service, awarded at a National Youth Leadership Council conference in Rhode Island.

Gregory Duff Morton, of Riverside, Calif., was honored for his work in understanding and improving the lives of disadvantaged members of the New Haven, Conn., community. In the fall of 1998, he created a program called Outreach through which he helped train Yale students to work with the homeless, connecting people with shelters, food, drug rehabilitation, and job programs.

Miami-Dade Offers Free Refugee/ Entrant Vocational Education

A new free program at Miami-Dade Community College (Fla.), the Refugee/Entrant Vocational Education Services Training program, helps refugees of all nations, Cuban and Haitian entrants, and Amerasians in vocational English training, high school equivalency preparation, vocational skills training, employability seminars, and other programs.

Classes provide job training for careers in international marketing, accounting, administration, computer programming, and customer assistance, and for occupations such as legal secretary and computer support specialist, among others.

St. Mary's Writer Honored by Journal

Diane Gonzales Bertrand, writer-in-residence at St. Mary's University in Texas, won *ForeWord Magazine*'s second annual Book of the Year Award in the children's/young adult category for her fictional work *Trino's Choice*.

A dramatic story, set in the barrio, about the obstacles confronting teenagers today, *Trino's Choice* is Bertrand's sixth novel and eighth book, published by Arte Público Press, University of Houston. *Trino's Time*, Bertrand's sequel to *Trino's Choice*, is due in May 2001.

The Michigan-based *ForeWord Magazine*, a leading trade and review journal of independent publishing, began its national awards program in 1998 to recognize vital books published by independent and university presses.

Texas-San Antonio Commends Service to Undergraduates

The University of Texas-San Antonio (UTSA) presented Richard S. Howe Excellence in Service Awards to Evra Perez, associate director of the UTSA Alliance for Education, and the staff of the UTSA College of Business undergraduate advising office–specifically staff members Amy Ramirez, Jane Cavazos, Beverly Ostmo, Linda Chalmers, Laura Hancock, and Nicki Phillips. The awards honor longtime engineering faculty member Professor Richard Howe.

President of El Salvador Speaks at Hartford Commencement

President Francisco Guillermo Flores Pérez of El Salvador, a 1979 graduate of the University of Hartford's Hillyer College, was the featured speaker at the university's 43rd commencement ceremonies. Flores received an honorary doctor of laws degree.

A member of the generation dedicated to renewing the political life of El Salvador after years of civil war, Flores was elected president by a substantial margin on March 7, 1999, as a candidate of the National Republican Alliance (Partido Alianza Republicana Nacionalista), commonly known as ARENA. Prior to his election, Flores was one of the youngest leaders ever of El Salvador's legislative assembly.

Flores has an associate's degree from Hillyer College (then known as the College of Basic Studies), a bachelor's from Amherst, and spent a year of his postgraduate studies at Harvard.

News from University of New Mexico

The University of New Mexico (UNM) Center for Southwest Research (CSWR) celebrated the work of graduate student fellows who have developed their own research skills working with primary materials while simultaneously enhancing the work of the center. April 2000 fellowship presentations included the following:

- Fray Angelico Chavez Fellow Eduardo Lopez, fellowship assistant Meagan Cochram, and archive assistants John Taylor-Montoya and Aaron Blecha discussed the Spanish and Mexican archives held by CSWR. Joseph P. Sanchez of the Spanish Colonial Research Center, a branch of the National Park Service at UNM, donated the center's collection of microfilm containing copies of Spanish and Mexican documents to CSWR.
- Dennis Chavez Fellow Mark Lovato presented "Tonantzin Land Institute: Defending Traditional Land, Water and Sovereignty

Rights," which concerned the rights of indigenous peoples.

- Juan and Virginia Chacon Fellow Kari Schmidt explored the Albuquerque and Cerrillos Coal Company Manuscript Collection, which contains information on mining conditions, social activities, and more.
- George I. Sanchez Fellow Veronica Arias spoke on the Columbian Quincentenary Manuscript Collection, which documents how Christopher Columbus' 500th anniversary year in 1992 was commemorated on both the scholarly and popular levels.

Salud.com Forms Full-Service Health Community

Salud.com, a Miami, Fla.-based Internet company, has been launched to produce a comprehensive online, full-service health community for the Spanish-speaking consumer. It claims to be the first website to cross borders to the Spanish-language world by offering high quality medical and health content and aims to become the market-leading provider of original and proprietary health-related content for more than 550 million Spanish-speaking consumers and health care professionals in the U.S., Latin America, and Spain.

Jose Velez-Silva, chief marketing officer, has extensive experience with The Bravo Group, a Hispanic communications agency, in telecom, technology, and the Spanish language online audience, both domestic and international.

Bravo Group Managing Partner Honored by Advertising Publication

Linda De Jesús, senior vice president and managing partner of The Bravo Group, was named one of the "Women to Watch" by the editors of *Advertising Age*.

The Bravo Group, a Hispanic communications company with more than $200 million in billings in 1999, maintains a staff of 200 communications professionals, mostly of Latino descent, and has offices in New York, Miami, and San Francisco.

As its director of business development, De Jesús built and solidified the agency's No. 1 ranking in the industry and is now spearheading Bravo's newest off-line and online unit, Bravo 2.1. De Jesús has a bachelor's degree from the University of Puerto Rico in Rio Piedras.

San Diego State's Pre-College Institute Sponsors Mural Painting

Celebrating its 30th anniversary, Chicano Park in San Diego, Calif., heralded the participation of Talent Search students from Sweetwater and San Diego Unified District middle schools, along with their mentors and counselors, in a mural painting project. Talent Search is one of three federally funded TRIO programs housed in the Pre-College Institute at San Diego State University (SDSU). Local artist and SDSU graduate Victor Ochoa worked with the Talent Search students in painting the murals, as did college-age mentors from the Pre-College Institute–a tradition that began in 1970.

Dr. Cynthia Park, executive director of the Institute, said, "Engaging students in a collaborative mural painting celebrates community and diversity through creativity."

Texas Wesleyan Student to Attend Conference in Puerto Rico

Texas Wesleyan University senior biochemistry major Nadia Martinez is one of 10 students from across the country selected to represent the U.S. mainland during the American Chemical Society's Pan-American Conference in San Juan, Puerto Rico, from June 29 to July 3.

Martinez was chosen because of her active membership in the Wesleyan chapter of the American Chemical Society Student Affiliates and her fluency in English and Spanish, which is mandatory for the conference. Martinez will present research she conducted at the University of North Texas Health Science Center on cellular-level nicotine addiction.

National Hispana Leadership Institute Elects New Chair

Linda Mazón-Gutierrez, a longtime government and health care official, was elected chair of the board of directors for the National Hispana Leadership Institute.

Mazón-Gutierrez, the administrative officer for intergovernmental relations in the Arizona Health Care Cost Cont-ainment System, is president of the Hispanic Women's Corporation and a member of the Arizona-Mexico Commission, Arizona Children's Action Alliance Advisory Committee, and Chicanos Por La Causa Advisory Board. She received her bachelor's and master's degrees from Arizona State University.

Martinez Joins Latin Celebration at Hobart and William Smith

U.S. Deputy Assistant Ray Martinez was the keynote speaker at the annual Latin American Extravaganza at Hobart and William Smith Colleges in New York. The Latin American Organization, a diverse group of Hobart and William Smith students striving to raise awareness of Latino issues and diversity on the campus, organized the event.

Martinez has spoken extensively on a wide range of subjects, including the Children's Health Insurance Program, racial and ethnic health disparities, Head Start and child care, welfare reform, and U.S./Mexico border health issues. At the Latin American Extravaganza, he filled in as keynote speaker in place of Maria Echaveste, deputy chief of staff at the White House, who was requested to join President Clinton on his national tour.

Xochitl Palacios, a well-known local Hispanic advocate, received a community award during the festivities.

Long Island-Brooklyn Catches Puerto Rican Bomba Dance Fever

The second annual Brooklyn Bombazo, a bomba dance party in which dancers and drummers face off in Puerto Rico's newest dance craze–based on a centuries-old art form–took place at Long Island University (LIU)-Brooklyn.

LIU-Brooklyn anthropology professor Halbert Barton, a bomba performer and co-founder of the Puerto Rican-based community arts organization Centro de Investigaciones Cultural Raíces Eternas, described bomba as a unique expression of communal joy. It emerged in Puerto Rico about 400 years ago from the children of African and Indian slaves and Spanish slave-owners and reflects the many cultures that landed in Puerto Rico.

Orange Coast College Professor Receives Honor

Orange Coast College (OCC) Associate Professor of Mathematics Dr. Eduardo Arismendi-Pardi won an Individual Achievement Award for outstanding leadership in faculty and staff diversity, at the annual Board of Governors and California Community Colleges Conference. California Gov. Gray Davis honored Arismendi-Pardi for "contributing to the promotion of affirmative action in the California Community Colleges."

An OCC faculty member since 1991, Arismendi-Pardi developed a national reputation as a proponent of ethnomathematics, an emerging academic discipline. "Ethno-mathematics is not 'Brown Mathematics,' and it is not political correctness to the extreme," said the popular professor. "It is about the fact that there are historical, social, and cultural dimensions to math."

Arismendi-Pardi has a bachelor's degree from California State University-Long Beach, a master's from West Coast University, and a doctorate from Nova Southeastern University.

Purdue-Calumet Shows Romantic Cuban Comedy

¡Guantanamera!, a romantic Cuban comedy, was shown at Purdue University-Calumet (Ind.) as part of an international film series sponsored by its Department of Foreign Languages and Literatures.

The 1995 film, directed by Tomás Gutiérrez, is about Yoyita, a world famous diva who returns to her hometown of Guantanamo for an elegant reception in her honor and a surprising reunion with her once beloved, Candido. It has been described as so fluid and easygoing that viewers might not immediately realize that it is a bold overview of contemporary Cuba.

Gutiérrez also directed the popular film *Strawberry and Chocolate*.

Dominican College of San Rafael Announces New Identity

Joseph R. Fink, president of Dominican College of San Rafael, announced that the 110-year-old institution will become Dominican University of California. The change was announced at the dedication ceremony for the new Sister Samuel Conlan Recreation Center. The college will officially become a university at the beginning of the 2000-2001 academic year.

In the past decade, Dominican has grown considerably. Enrollment has doubled, finances are more stable than ever before, revenues have tripled, and plans for significant future development are well under way. In addition, for many years, Dominican has been an institution with a global perspective, a diverse student body, and several graduate degree programs.

Hispanic Education Forum Held in Washington

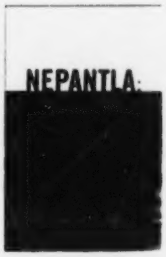
Education and workforce development was the focus of the Hispanic Association of Colleges and Universities (HACU) Election Year 2000 National Capitol Forum on Hispanic Higher Education in Washington.

Members of Congress and federal agency leaders joined national minority and labor rights advocates in addressing issues ranging from the impact of the Hispanic vote on this year's presidential election to the lack of federal funding for those college campuses that are home to the largest concentrations of Hispanic students.

"Congress each year fails to adequately address the education needs of Hispanics," said HACU President Antonio Flores. HACU outlined new proposals for record federal funding increases for programs directly addressing the education needs of Hispanics from kindergarten through graduate school.

PUBLICATIONS

Nepantla: Views from the South



This new journal, published three times a year by Duke University Press, is committed to fostering innovative reflection at the intersections of the humanities and the social sciences and of post-area studies and cultural studies. While mainly inspired by Latin American, Caribbean, and U.S. Latinidad perspectives, its scope is not limited to those regions or viewpoints. ***Nepantla*** is devoted to the critical investigation and revision of both inherited and disinherited traditions of thought and knowledge. Alberto Moreiras is executive editor.

Inaugural year rates: $20.00/year (individuals); $50.00/year (institutions). Duke University Press (Journals Division). (888) 387-5765.

Subalternity and Representation: Arguments in Cultural Theory

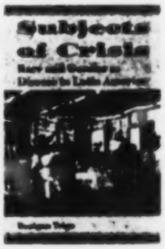
By John Beverley

The term "subalternity" refers to a condition of subordination brought about by colonization or other forms of economic, social, racial, linguistic, and/or cultural dominance. Subaltern studies is, therefore, a study of power. Who has it and who does not? Who is gaining it and who is losing it? The author examines the relationship between subalternity and representation by analyzing the ways in which that relationship has been played out in the domain of Latin American studies.

2000. 202 pgs. ISBN 0-8223-2416-4. $17.95 paper. Duke University Press. (888) 651-0122.

Subjects of Crisis: Race and Gender as Disease in Latin America

By Benigno Trigo



Described by intellectuals as a "sick continent," a racially handicapped people, a hysterical female body, or an unbalanced psychological subject, Latin America has materialized as a region in crisis. Disease has emerged as both a metaphor and a matter of fact for those trying to understand the region. Aiming to free this metaphor from its materiality, Benigno Trigo describes its complexity and development.

2000. 157 pgs. ISBN 0-8195-6393-5. $19.95 paper. Wesleyan University Press. (800) 421-1561.

Doña Inés vs. Oblivion

By Ana Teresa Torres

DOÑA INÉS
VS.
OBLIVION

Doña Inés, an old matriarch of an aristocratic family, is obsessed with finding her title to a piece of land. Searching through 300 years of Venezuelan history, she witnesses the fate of her descendants through the earthquake that devastates Caracas in 1810 and the War for Independence in 1814. She also witnesses the rise of the despised Domingo Sanchez, descendant of Curiepe slaves, who takes part in the civil wars of the 1850s and 1860s. Translated by Gregory Rabassa. Winner of the 1998 Pegasus Prize for Literature.

1999. 240 pgs. ISBN 0-8071-2476-1. $27.50 cloth. Louisiana State University Press. (800) 861-3477.

Cuba–Going Back

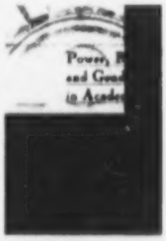
By Tony Mendoza

In 1996, after travel restrictions between the U.S. and Cuba were relaxed, Cuban exile Tony Mendoza took his cameras, notebooks, and an unquenchable curiosity to Cuba for his first visit since the summer of 1960, when he emigrated with his parents at age 18. He presents more than 80 evocative photographs accompanied by a beautifully written text that mingles the voices of many Cubans with his own to offer a compelling portrait of a resilient people awaiting the inevitable passing of the socialist system that has failed them.

1999. 155 pgs. ISBN 0-292-75233-4. $22.95 paper. University of Texas Press. (800) 252-3206.

Power, Race, and Gender in Academe: Strangers in the Tower?

Shirley Geok-lin, María Herrera-Sobek, and Genaro Padilla, eds.



The civil rights movement of the 1960s and the affirmative action programs enacted in the 1970s held great promise for people of color, women, and gays and lesbians seeking careers in higher education. Now, at the beginning of the 21st century, what is the status of these traditionally underrepresented groups in English and foreign language departments across the United States? This volume describes individual experiences in academe.

2000. 212 pgs. ISBN 0-87352-270-2. $18.00 paper. Modern Language Association. (212) 614-6382.

Voices of Resistance: Testimonies of Cuban and Chilean Women

Judy Maloof, ed.

VOICES OF
Resistance
Judy Maloof

Here are the testimonies of 13 women who fought for human rights and social justice in their communities. Some of the women played significant roles in the Cuban Revolution of 1959 that overthrew Batista, while others organized grassroots resistance to the 17-year Pinochet dictatorship in Chile.

1999. 272 pgs. ISBN 0-8131-2079-9. $27.95 cloth. University Press of Kentucky. (800) 839-6855.

El Camino del Rio: A Mystery

By Jim Sanderson

Presidio, Texas, is hard country and hardship duty for U.S. Border Patrol Officer Dolph Martinez. When circling buzzards lead him to a corpse in Red Wing boots with a .22 bullet hole in an expensive haircut, Dolph realizes that this is no ordinary norteño trying to cross the border. It is Dolph's job and his destiny to unravel this mystery in a world where nothing is what it seems.

1998. 221 pgs. ISBN 0-8263-2159-3. $14.95 paper. University of New Mexico Press. (800) 249-7737.

The Robin Hood of El Dorado: The Saga of Joaquin Murrieta, Famous Outlaw of California's Age of Gold

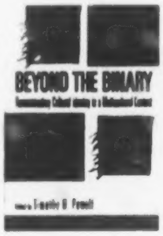
By Walter Noble Burns

First published in 1932 and never reprinted since, this historical drama recreates the life and adventures of Joaquin Murrieta, a Hispanic social rebel in California during the tumultuous Gold Rush. This sympathetic portrait of Murrieta and Mexican Americans was unique in its time for voicing social protests.

1999. 320 pgs. ISBN 0-8263-2155-0. $17.95 paper. University of New Mexico Press. (800) 249-7737.

Beyond the Binary: Reconstructing Cultural Identity in a Multicultural Context

Timothy B. Powell, ed.



This book proposes new critical models to engage the dilemmas posed by multiculturalism. The essays eschew the polarizing rhetoric of culture wars as they present the lived perplexities of specific historical moments.

1999. 294 pgs. ISBN 0-8135-2622-1. $22.00 paper. Rutgers University Press. (800) 446-9323.

Conversations with Picasso

By Brassaï

The noted photographer Brassaï was hired by Picasso in the 1940s to document the painter's work. What emerged from these sessions was a series of extraordinary conversa-

• BRASSAI •
CONVERSATIONS WITH PICASSO

tions about personalities, art, history, and contemporary events. Join Brassaï as he sits in the cafés and studios of war-torn Paris, arguing with Picasso and his colleagues about slippers, flashlights, and Cézanne, all recorded in this new translation of the 1964 masterpiece. Translated by Jane Marie Todd.

1999. 392 pgs. ISBN 0-226-07148-0. $32.50 cloth. University of Chicago Press. (800) 621-2736.

Writing in Multicultural Settings

Carol Severino, Juan C. Guerra, and Johnnella E. Butler, eds.

Writing in Multicultural Settings

The 20 essays and four responses ("cross-talks") in this volume confront the challenges presented by the racial, ethnic, class, gender, religious, age, and physical-ability differences among today's writing students. The contributors discuss their immersion in students' discourses and cultures and balance descriptions of their teaching experiences with careful and critical reflection.

1997. 370 pgs. ISBN 0-87352-584-1. $19.75 paper. Modern Language Association. (212) 614-6382.

Loving in the War Years: lo que nunca pasó por sus labios

By Cherríe Moraga

LOVING
IN THE
WAR YEARS
CHERRIE MORAGA
lo que nunca pasó por sus labios

In a collage of essays, stories, and poems, Cherríe Moraga explores the political and personal meaning of being a Chicana and a lesbian in the U.S.

1983. 154 pgs. ISBN 0-89608-195-8. $14.00 paper. South End Press. (800) 533-8478.

The Last Generation: Prose and Poetry

By Cherríe Moraga

Cherríe Moraga bravely and eloquently argues for a reconceptualization of gender, sexuality, race, art, nationalism, and the politics of survival. Crossing literary genres and moving freely between Spanish and English, Moraga ruminates on her identity as a lesbian writer/activist and her role in the Chicano community.

1993. 196 pgs. ISBN 0-89608-466-3. $14.00 paper. South End Press. (800) 533-8478.

Zapata's Revenge: Free Trade and the Farm Crisis in Mexico

By Tom Barry

Visions of modernized and industrialized Mexico competing in the global market clash with the sobering reality of a desperate peasantry and falling agricultural production. Tom Barry views the crisis that confronts Mexico as alarming evidence of the incapacity of neoliberal and free trade policies to foster broad economic development.

1995. 326 pgs. ISBN 0-89608-499-X. $16.00 paper. South End Press. (800) 533-8478.

VIDEOS

The following video recordings are available from:

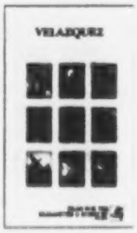
FILMS FOR THE HUMANITIES & SCIENCES
PO Box 2053
Princeton, NJ 08543-2053
(800) 257-5126

Day of the Dead

The Day of the Dead, an ancient cultural tradition, still flourishes in modern-day Mexico. On this day when the dead are believed to revisit the temporal realm, the program allows viewers a glimpse into Mexican life as they follow the preparations–including bountiful food offerings and wax statues–and observance of this unique holiday.

(Spanish with English subtitles, 50 min., color) Item #FFH 9112

Velazquez



This is a portrait of the extraordinary painter who chronicled the life and times of his friend King Philip IV, who built the core of the Prado collection (which today houses almost all of his work), and who, with El Greco, Goya, and Picasso, comprises the quartet of the greatest painters of Spain.

(50 min., color) Item #FFH 2215

The Prehistory of Spain

THE PREHISTORY OF SPAIN

The Hall of Prehistory at Madrid's National Archeological Museum is the site for this voyage to Spain before recorded history. Covering Stone Age sites and the development of agriculture in the Iberian peninsula, this program shows a trove of artifacts and traces the various cultural stages of Spain, concluding with the arrival of a new Indo-European people with different customs and styles.

(23 min., color) Item #FFH 2305

CONFERENCES

Latin American Educational Foundation Golf Tournament

June 21

The Latin American Educational Foundation hosts its annual Golf Tournament. In Sedalia, Colo.

Contact: (303) 446-0541.

University of Hawaii Curriculum Workshop

June 21-30

The Center for International Business Education and Research at the University of Hawaii-Manoa presents "The Development of

Intercultural Coursework at Colleges and Universities." At U of H-M in Honolulu.

Contact: Jayna Reynon, (808) 956-3256; e-mail, jayna@cba.hawaii.edu.

American Association of University Administrators Annual Assembly

June 22-25

"A Discussion of Major Issues in Higher Education." At George Washington University Inn, Washington, D.C.

Contact: (972) 248-3957; e-mail, info@allianceedu.org.

NAWE—Women Leaders Institute

June 24-28

"Institute for Emerging Women Leaders in Higher Education." At University of Maryland Inn and Conference Center in College Park, Md.

Contact: (202) 659-9330; website, www.nawe.org.

Books in Spanish for Young Readers: Summer Workshops 2000

June 26-28, July 10-12, and July 31-August 2

Dr. Isabel Schon, director of the Center for the Study of Books in Spanish for Children and Adolescents at CSU-San Marcos, announces three three-day summer workshops: "Books and Reading Strategies for English Language Learners in Grades K-8," "Current Issues: Books in Spanish for Young Readers," and "Literature in Spanish for Children and Adolescents/La Literature en Español Dirigida a los Lectores Infantiles y Juveniles" (the latter conducted in Spanish).

Contact: e-mail, ischon@mailhost1.csusm.edu.

National Council of La Raza 2000 Annual Conference

July 1-5

NCLR's annual conference provides a forum for information exchange and experience-sharing on current issues important to the Hispanic community, and training and professional development in programs related to nonprofit management and advocacy; and provides multiple, diverse networking opportunities; and more. In San Diego, Calif.

Contact: (800) 311-NCLR; website, www.nclr.org.

"Teaching about Latin America: Focus on the Caribbean."

July 10-14

International Studies Summer Institute presented by the Yale University Center for International and Area Studies.

Contact: (203) 432-3410; e-mail, pier.resource@quickmail.yale.edu; website, www.yale.edu/pieris.

CORRECTION:

In the May 5, 2000, issue (page 52), Saginaw Valley State University was mistakenly cited as being located in California. In fact, SVSU is located in Michigan. We regret the error.

AMERICAN UNIVERSITY
WASHINGTON DC

WASHINGTON COLLEGE OF LAW
LEGAL WRITING POSITIONS

American University's Washington College of Law seeks applications for full-time Legal Writing Positions for the upcoming academic year 2000-2001. These positions will report to the Director of Legal, Rhetoric and Writing. Details on requirements are below.

(1) Required qualifications and experience include: J.D. degree or equivalent; demonstrated excellence in legal research and writing skills; strong teamwork, interpersonal and oral and written communication skills; administrative skills and/or experience.

(2) Additional qualifications and experience include: experience in teaching legal research and writing and/or lawyering skills; legal practice and/or judicial clerkship experience and/or law-related work experience; teaching or training experience and/or qualifications; familiarity with recent scholarship in the legal research and writing/lawyering skills fields; background and/or qualifications in any of Rhetoric, Composition, English Studies, Education, Curriculum Design, ESL, Writing Across the Curriculum; familiarity with computer- or web-based instructional technology; demonstrated potential for scholarship; experience in working in a multidisciplinary team environment.

(3) Core responsibilities and duties include: Teach legal research and writing in the two-credit, two-semester first-year Legal Methods Program to approximately 45 students per semester and carry out associated administrative tasks; conduct student conferences; design instructional and assessment material; assess and provide detailed, constructive feedback on student research and writing; work with the Director of Legal, Rhetoric and Writing, library faculty, other instructors, adjunct faculty, and student teaching and research assistants and others in developing and delivering a high quality, coordinated first-year Legal Methods program; undertake selected administrative tasks delegated by the Director of Legal Writing and Rhetoric; under the direction of the Director of Legal, Rhetoric and Writing, develop training materials and deliver training to Legal Methods program personnel.

American University and the Washington College of Law are committed to a diverse faculty, staff and student body and encourage the applications of women and minorities. *The American University is an EEO/AA employer.* Appointments will be for the 2000-2001 academic year.

All inquiries should be by mail. Applicants should submit a cover letter and resume to:

American University
Washington College of Law
Office or the Dean, Suite 366
4801 Massachusetts Avenue, N.W.
Washington, D.C. 20016

Harold Webb Associates, Ltd.

Stephen F. Austin State University invites applications and nominations for the position of president. With a fall enrollment of about 12,000 students, SFA is a comprehensive university offering bachelor's, master's and doctoral degrees.

Experience in higher education administration at the Department Chair, Dean, operational Vice President, or President level is preferred. Substantial experience with budgets, personnel administration, and governmental regulations strongly desired. Application review will begin in August; a decision will be made November or December. Mail comments and nominations to:

PRESIDENT
STEPHEN F. AUSTIN
UNIVERSITY

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Austin, TX 78759
Telephone: 512-342-9777; e-mail: info@haroldwebb.com
Complete information is available at: www.haroldwebb.com.
Stephen F. Austin State University is an equal opportunity employer.

Harford Community College

EMPLOYMENT OPPORTUNITIES

HARFORD COMMUNITY COLLEGE is seeking applicants for the following full-time positions. HCC seeks applicants whose interests and presence will enrich and broaden the cultural and ethnic diversity of our campus and classrooms.

- Academic Advisor (starting salary: $29,030 - $33,385)
- Coordinator for Learning Support Services (starting salary: $37,984 - $43,682)
- Learning Support Specialist (starting salary: $32,886 - $37,819)
- Developmental Math/Engineering Faculty (starting salary: $28,000 - $35,000)
- Recruitment & Outreach Specialist (starting salary: $29,030 - $33,385)
- Statistical Analyst (starting salary: $37,984 - $40,000)

Request the **required** application and **detailed vacancy announcement** by calling the **Human Resources Office at (410) 836-4415** or send an e-mail request to **Vaylmer@harford.cc.md.us. RESUMES ARE ENCOURAGED BUT WILL NOT BE ACCEPTED IN LIEU OF AN EMPLOYMENT APPLICATION.** For best consideration, the completed application materials, signed in all areas, should be returned by **July 19, 2000.** Only those candidates receiving further consideration will be contacted.

HCC is an EEO / ADA Employer Committed to Diversity in the College Community

www.harford.cc.md.us

GEORGE MASON UNIVERSITY LIBRARIES

SCIENCE REFERENCE/ LIAISON LIBRARIAN

Qualifications: Position requires an ALA-accredited MLS degree; advanced graduate degree in relevant subject area highly desirable. Other specific requirements for the position are available by visiting "Employment Opportunities" on the GMU Libraries' Website: **http://library.gmu.edu/**

Appointment/Benefits: 12-month administrative faculty appointment. Salary commensurate with qualifications and experience; $34,000 minimum. Excellent benefits: health plan options and paid life insurance, several retirement plans, including TIAA-CREF; 24 vacation days and 11 paid holidays; tuition waiver for self.

The University; George Mason University is a doctoral-level, state-supported institution in Northern Virginia with campuses at Arlington, Fairfax, and Prince William counties, with an enrollment of more than 24,000 students and 1,300 faculty. The University Libraries is an active participant in VIVA-the Virtual Library of Virginia Project, the Washington Research Library Consortium, the Association of Southeastern Research Libraries, and is an associate member of the Center for Research Libraries. For more information about the University and its libraries visit: **http://www.gmu.edu/**

Application: Send letter of application, resume and names, addresses (including e-mail), and phone numbers of three current references to:

Chair, Science Reference Search Committee
Library Administration, MSN 2FL
George Mason University
Fairfax, VA 22030-4444

Review of applications will begin June 30, 2000

AA/EEO

Capella UNIVERSITY

SCHOOL OF PSYCHOLOGY

ADJUNCT FACULTY

Capella University's School of Psychology is hiring adjunct faculty in the following areas of specialization: Addiction Psychology, Clinical Psychology; Educational Psychology; Family Psychology, Health Psychology, Organizational Psychology, and Sport Psychology.

Context: Capella University is a regionally accredited institution of higher education which offers undergraduate and graduate degree programs, certificates, and continuing education to adult learners who seek to integrate advanced study with their professional lives.

Responsibilities: Adjunct faculty are part-time faculty who serve as independent contractors. Adjunct faculty teach graduate courses in the core and specialty curriculum, mentor graduate students in their specialty area, and serve as residency faculty at academic sessions. They serve on School and program committees and share full voting privileges in academic matters. With members of the full-time core faculty, adjunct faculty are responsible for assuring the student's educational experiences are consistent with the prevailing national standards for the education of professional psychologists.

Qualifications: 1) Earned doctorate. **2)** Interest in and commitment to teaching in an online environment. **3)** Proficient in the use of Internet tools. **4)** Have prior graduate teaching experience.
Salary: Commensurate with experience and qualifications.
Starting Date: April 1, 2000
Deadline: Review of applications will continue until positions are filled.
Application Procedures: Send letter of application, vita, three letters of recommendation and transcripts to:

Janet Korpi
Human Resources
Capella University
330 2nd Avenue South; Suite 550
Minneapolis, MN 55401
Phone:(612) 252-4290 Fax: (612) 337-5396
E-mail: jkorpi@capella.edu
http://www.capellauniversity.edu

ANTIOCH UNIVERSITY

COMMUNITY/CLINICAL PSYCHOLOGY

Antioch Univ. LA M.A. Psych program seeks a 75-100% faculty person (unranked system) with focus on diversity and psychology in the community. Responsibilities include course and curriculum development, teaching, advising. This is a student-centered, eclectic, clinical program with collaborative faculty culture, preparing 250 adult students for doctoral study and/or Calif MFT licensure. Antioch LA, a campus of Antioch University in Yellow Springs, Ohio, has a long tradition of experiential learning and supporting social justice. Ideal candidate is an excellent teacher/communicator, with multicultural expertise, administrative talent and established networking in community settings. Accredited graduate degree in psychology or related field, teaching experience, multicultural competence, community work required; doctorate and clinical/professional experience valued. Year-round position with 1 day/wk free for clinical/community work. Salary dependent on experience, excellent fringes. Antioch welcomes applications from people from underrepresented ethnic, racial and cultural groups, and people with disabilities. Screening begins 7/5, continues until position filled. Send letter, resume, 3 tel refs to **Joy Turek, MAP Fac Search Committee, Antioch Univ, 13274 Fiji Way, Marina del Rey, CA 90292.** EOE

Book Review

By Elizabeth Coonrod Martinez

***Mascaras (Series in Chicana/Latina Studies),* edited by Lucha Corpi.** 125 pages. Third Woman Press, 1997. ISBN 0943219140. $16.95 paper.

Of the books and essays published by and about Latinas and Chicanas writing and publishing in the U.S., none has yet provided what this anthology achieves: a revelation of the creative spirit and background of many of these women, i.e., what instills and guides their writing. *Mascaras (Masks)* might not be easily found in bookstores, but it should be sought and considered for various classes–sociopolitical, literary, or historical.

Máscaras
edited by Lucha Corpi

Mascaras consists of intriguing and moving accounts of how 15 different writers create their craft, whether novels, short stories, or poetry. Each account invokes in different ways the influences of cultural background and upbringing in determining who they are and how they write. And each account is an inspiring model for aspiring writers.

There has been little available on women writers and the nature of their writing, especially about women writers of color. In the early 1990s, collections of translated excerpts and interviews with popular Mexican and Latin American women writers appeared, but this is the first book that documents their motivation in their own words. (The University of New Mexico Press is currently publishing a book of interviews, *Latina Self-Portraits*.)

What makes Corpi's collection unique is that each writer tells her own story, in her own way, by means of her respective anecdotes and histories. Several talk about why they write in English and about how Spanish influences their writing, in dreams or in culture. Some, like Roberta Fernandez and Marjorie Agosín, explain that sometimes they write first in Spanish, then re-write to English, while at other times their creative spirit flows in English. Cecile Pineda and Alma Villanueva tell about the lives of their grandmothers, whose last names they use and whose stories inspired their writing. They write that they only came to understand their mothers' lives once they were adults; their mothers immigrated to the U.S. as children and led difficult lives working to provide for their children.

Pineda's professor-father asked her: "Why do you think there are no female Beethovens, no Mozarts? No Goyas, no Rembrandts? Why?" Although his statement was meant to explain the "nature of women," Pineda was influenced by the impression that women should not strive for greatness. Still, she knew she had things to accomplish. She left home and began supporting herself at age 18.

Villanueva lived in near poverty until early adult life. She feels that her heritage is divided in several directions, much like the native-American sense of balance in life. Her father, who grew up in the South, is German-English, her mother is Yaqui Indian and Spanish-Mexican, her grandmother nearly full Yaqui and, like the tribe, never totally conquered, neither by the Spanish in Mexico nor the U.S., where she lived from early adulthood.

Agosín is inherently aware of her Jewish heritage, while Pineda learns of hers only as an adult. Bernice Zamora is keenly aware of those without rights and privileges; her voice in writing calls attention to them, and she also strives for a genuine Chicana voice without influence from those who would be critics of Chicano writing. Villanueva and Helena María Viramontes speak of destruction/creation and life/death as twin motions that inhabit any novel as they do our lives. Their accounts come closest to attempting an explanation of the spirit that motivates creative production. Viramontes demonstrates the use of cooking symbology to reach her message: "From a small mound of flour dough, the rhythmic roll of the rolling pin, the symbols appear before me like my mother's perfect tortillas. They begin to take on a shape that is beyond me, but one that is directly connected to my hand."

While this anthology includes the famous Ana Castillo, Sandra Cisneros, Cherríe Moraga, and Julia Alvarez, the other writers are less known and, in some ways, are treated more thoroughly. Accounts by the latter tend to be longer and to explain facets of their lives, while the aforementioned writers' accounts are reprints. But even the less-known have been publishing for at least two decades. Some, like poet Naomi Quinonez, describe their work in writing groups with women. All are highly accomplished, having received literary and national awards. Many are university professors.

There is one talented Tejana who also belongs in this grouping–Norma Elia Cantú. I would recommend her semi-autobiographical novel *Canícula: Snapshots of a Girlhood en la Frontera* (University of New Mexico Press, 1995) to accompany the anthology. The two books, read together, would provide any reader with a fascinating sense of the life of the Chicana/Latina, mixed-breed, and mixed-nationality women of this country.

I strongly urge this type of reading for young women college students who have not seen their lives and those of their mothers and grandmothers depicted in books. Such reading can greatly influence their development at the college stage of life.

Elizabeth Coonrod Martinez, Ph.D., assistant professor of Spanish and Latin American Literature at Sonoma State University, in the CSU system, has written four books for children, a history, three biographies of great Hispanic/Latino figures, and journal articles on Chicana and Latin American writers.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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RICE

BEHAVIORAL ECOLOGY/ EVOLUTIONARY BIOLOGY

POSTDOCTORAL HUXLEY FELLOWSHIP

The Department of Ecology and Evolutionary Biology at Rice University invites applications for a Huxley Research Fellowship/Instructorship. This is a 2-year appointment for a recent Ph.D. for research (75%) and teaching (25%). Preference may be given to candidates who can work collaboratively with other evolutionary biologists in the department. Please send curriculum vitae, research and teaching statements, and three reference letters to **Dr. Joan Strassmann, Department of Ecology and Evolutionary Biology, MS 170, Rice University, P. O. Box 1892, Houston, TX 77251-1892** by 15 June 2000. Position will remain open until it is filled. *Rice University is an Equal Opportunity/Affirmative Action Employer.*

UNIVERSITY OF
WISCONSIN
MADISON

Student Service Coordinator

Dean of Students/
Multicultural Student Center
PVL # 37370

UW-Madison invites qualified individuals to apply for a full time position as Student Service Coordinator (Assistant Director) of the Multicultural Student Center (MSC). This individual will provide the Multicultural Student Center (MSC) with planning, development and organization of programming to facilitate cross-cultural dialogue among students, faculty and staff. Coordinate allocation of Multicultural Council (MCC) programming funds. Serve as MCC advisor, supervise Program Assistant 2, MCC employees and student interns assigned to work at the MSC. Assist student organizations in planning, organizing and coordinating academic, cross-cultural and social programs/events that will contribute to the multicultural enrichment of the University community. Publicize cultural events by designing, maintaining and distributing a monthly campus/community calendar and developing and maintaining email list serve. Oversee operation and maintenance of MSC/SOO Computer Infolab. Supervise and train student computer lab employees. Assist Director and advisory board with implementation and enforcement of Center policies and procedures. Supervise/attend programs/meetings during evening and weekend hours when needed. Other duties as assigned.

Qualifications: B.A./B.S. degree required. Master's degree preferred. Minimum 2 years experience working with student organizations/leaders. Experience working with student of color populations. Professional experience in student services at a large university preferred. Strong interpersonal skills, experience in public speaking and clear experience of writing skills are required.

Minimum salary: $33,906

Deadline: June 23, 2000

Please send letter of application, resume and at least three references to:

Candace McDowell, Director
UW-Madison Multicultural Student Center
2nd floor, Red Gym
716 Langdon Street
Madison, Wisconsin, 53706
MSC Website: www.wisc.edu/msc

Note: Unless confidentiality is requested in writing, information regarding the applicants must be released upon request. Finalists cannot be guaranteed confidentiality.

The University of Wisconsin-Madison is an Equal Opportunity Employer.

BOWLING GREEN STATE UNIVERSITY
OFFICE OF RESIDENCE LIFE

The Office of Residence Life at Bowling Green State University is seeking creative, dynamic professionals for the following key positions:

ASSISTANT DIRECTOR OF RESIDENCE LIFE FOR OPERATIONS (NEW POSITION)

The Assistant Director will be responsible for the management of the day to day residential operations for the Office of Residence Life. This includes ongoing maintenance and repair needs as well as assistance in the planning and implementation of upgrades to the residential facilities. Minimum qualifications include a bachelor's degree in Engineering or Business, and training in construction technology. A master's degree in College Student Personnel with appropriate experience would also receive consideration. Starting salary range is $32,348 to $41,244. Full benefit package available. To apply, submit a letter of application, resume and three names, addresses and phone numbers of professional references to **Office of Human Resources (Search S-069), Room 100, College Park Office Building, Bowling Green State University, Bowling Green, OH 43403. http://www.bgsu.edu/offices/ohr.** Review of applications will begin on June 23, 2000 and will continue until the position is filled.

ASSISTANT DIRECTOR OF RESIDENCE LIFE FOR HOUSING ADMINISTRATION

The Assistant Director will manage the residence hall assignment process for all on-campus residents, and serve as the primary contact person for student, parent, or visitor questions and issues related to the housing assignment process. In addition, the Assistant Director will coordinate all prospective visitation programs that occur during the academic year, oversee the production of all housing related publications, and be the primary residence life participant in the summer orientation and registration program. Minimum qualifications include a master's degree in College Student Personnel or related field, and 3-5 years of full-time work experience in housing or residence life. Starting salary range is $32,348 to $41,244. Full benefit package available. To apply, submit a letter of application, resume and three names, addresses and phone numbers of professional references to **Office of Human Resources (Search S-070), Room 100, College Park Office Building, Bowling Green State University, Bowling Green, OH 43403. http://www.bgsu.edu/offices/ohr.** Review of applications will begin on June 23, 2000 and will continue until the position is filled.

COORDINATOR OF GREEK AFFAIRS (SEARCH EXTENDED)

The Coordinator of Greek Affairs will be responsible for the administration of all staffing, programs, and educational services for all University-recognized fraternities and sororities. Responsibilities include the selection, training, and supervision of Graduate House Directors and House Assistants; program coordination and development for organization members; Council advising; and, serving as a liaison between the Office of Residence Life and other University departments. Minimum qualifications include a master's degree in College Student Personnel or related field, and one year of professional, full-time experience with fraternities or sororities, preferably in a residential setting, or in residence life. Starting salary range is $29,694 to $37,695. Full benefit package available. To apply, submit a letter of application, resume and three names, addresses and phone numbers of professional references to **Office of Human Resources (Search S-004), Room 100, College Park Office Building, Bowling Green State University, Bowling Green, OH 43403. http://www.bgsu.edu/offices/ohr.** Review of applications will begin on June 9, 2000 and will continue until the position is filled.

Bowling Green State University is an Affirmative Action/Equal Opportunity institution.

Long Beach Community College District,
Long Beach, California has the
following administrative openings.

Job Hotline: (562) 938-4050
Phone: (562) 938-4391
Web: http://www.lbcc.cc.ca.us
Email: jobs@lbcc.cc.ca.us

VICE PRESIDENT OF STUDENT SUPPORT, PLANNING AND RESEARCH

This position reports directly to the Superintendent-President and is responsible for student activities, student leadership, childcare, counseling center, student government, international student programs, minority programs, career planning and placement, and student center. The Vice President is a member of the Superintendent-President's Executive Committee.

The successful candidate will have significant progressive leadership experience in student affairs, institutional planning and research, and be expected to lead a team that is committed to student development, and to prepare students to be successful and effective leaders. In addition the successful candidate will be an individual with demonstrated management skills, collaborative working style, excellent written and verbal interpersonal skills, a commitment to diversity, and the ability to establish a partnership between student affairs and academics in order to achieve the educational mission of the college.

Annual Salary: $111,276 • Closing Date: July 7, 2000

LB
Long Beach
City College

Long Beach Community College District
Academic Selection Committee
4901 E. Carson Street
Long Beach, CA 90808

Write, call or visit our web site for
position announcement & application information.

To be considered in the initial committee review, all materials requested in vacancy notice must be received no later than 4 p.m. on the deadline date. Submission of these materials is the applicant's responsibility. Long Beach Community College District is an EEO/AA Employer.

Director of Multicultural Programs
Affirmative Action and Multicultural Programs

The director assists in the development of programs that have an impact on a diverse faculty, staff, and student body with special emphasis on African American and Latino students at the University of Delaware. Reporting to the assistant vice president for affirmative action and multicultural programs, the director provides sustained leadership to the Center for Black Culture, including training student leaders who are directly involved in multicultural student organizations. In addition, the director is expected to offer a balanced schedule of educational, social, and developmental programs for African American and Latino students. Important also is a commitment to community building. It is expected that the successful candidate be committed to building partnerships with the greater Wilmington and Newark communities. The equivalent of a Master's degree in Student Personnel or Liberal Arts plus student development experience, and a minimum of two to four years related experience in working with diverse student bodies and program development (education, social and cultural). The position requires an understanding of and experience in dealing with particular programmatic needs of African American students. Previous experience should include administrative duties, budgetary responsibility and supervision of staff. Demonstrated experience with similar responsibilities at a four-year institution of higher education is preferred. Extensive training and experience in diversity education are expected, as is the demonstrated ability to manage a well-maintained facility, staff, and a significant budget. CONTACT: Interested candidates should submit a cover letter, resume, and the names of three references to **Mr. Andrew Turner, CBC Search Committee Chair, University of Delaware, 124 Hullihen Hall, Newark, DE 19716.** The deadline for submission of materials is July 8, 2000. You may consult our Web site at http://www.udel.edu.

The UNIVERSITY OF
DELAWARE is an Equal
Opportunity Employer which
encourages applications
from Minority Group
Members and Women.

PORTLAND STATE UNIVERSITY invites applications for a nine-month, 1.0 FTE, tenure-track position as an Assistant or Associate Professor of Accounting effective September 16, 2001. Rank determination is subject to applicant's qualifications and school needs. Applicants should possess a Ph.D. in accounting or equivalent or expect completion of Ph.D. program by December 2001. Priority will be given to candidates with a primary commitment to teaching and research in the area of auditing and a secondary teaching interest in financial accounting or accounting information systems. A commitment to community service appropriate for an urban university is expected. Preference will be given to applicants whose research interests are compatible with existing faculty. Review of applications will begin November 15, 2000. Position is open until filled. Send letter of application, complete curriculum vitae, three letters of recommendation, and examples of recent scholarly work to: **Dr. Donna Philbrick, Chair, Search Committee, School of Business Administration, Portland State University, P.O. Box 751, Portland, OR 97207-0751.** PSU is an affirmative action/equal opportunity institution.

DEAN
THE NEW SCHOOL

New School University invites applications and nominations for the position of Dean of The New School. The originating unit of the University, which now has seven schools, The New School was founded in 1919 as a center for "discussion, instruction and counseling of mature men and woman." Today, The New School serves a substantial undergraduate and graduate population in four degree programs (Bachelor of Arts, Master of Arts in Media Studies, Master of Fine Arts in Creative Writing and Master of Science in Teaching) and 25,000 adult education students annually. It has several research and policy centers including the World Policy Institute and the Vera List Center for Art & Politics. New School University is located in the heart of Greenwich Village in New York City.

The University seeks as Dean a leader with the capacity to identify and respond to the educational needs of a rapidly changing, global, adult urban community. The Dean will have demonstrated leadership experience in higher education, at a foundation or at an art, cultural or other non-profit institution. An earned doctorate or its equivalent is preferred. He/she will have a keen sense of the changing educational landscape, and very strong fundraising experience. He/she must possess intellectual breadth and openness, the ability to articulate publicly the role of adult education in the 21st century, and a deep appreciation of the need for an informed citizenry in a democratic society.

Inquiries, nominations and applications should be directed to: Elizabeth Dickey, Provost, The New School Dean Search, c/o Judith Auerbach of Auerbach Associates, 65 Franklin Street, Suite 400, Boston, MA 02110. E-mail: jaa@auerbach-assc.com. New School University is an affirmative action/equal opportunity employer.

The New School

UTEP

THE UNIVERSITY OF TEXAS AT EL PASO
STUDENT DEVELOPMENT SPECIALIST III
GREEK LIFE, STUDENT DEVELOPMENT CENTER

Responsible for all aspects relating to Greek Life & assists in the coordination of a comprehensive student development program in a progressive Student Development Center. Will also be responsible for the following programs & initiatives: Rush, Greek Week, Greek Council, Inter-fraternity Council, Inter-sorority Council, annual production & dissemination of Greek Affairs Handbook, & recruitment workshops & risk management workshops. Additional responsibilities include assisting with leadership development programming & student organizations. Bachelor's Degree & one yr exp in Greek Life, student activities/organizations, & leadership programming req.: Master's Degree pref. Must have strong written & oral communication skills, & strong facilitation & presentation skills. Ability to work evenings & weekends. Must possess ability to work with diverse student population, faculty, & staff. Submit cover letter, resume, & listing of three professional references to **UTEP, Human Resource Services Office, Administration Bldg, Room 216, El Paso, Texas 79968-0507.**

The University does not discriminate on the basis of race, color, national origin, sex, religion, age, disability, or sexual orientation in employment or the provision of services.

Fundraising

Director of Development

Temple University, Ambler Campus, located in suburban Montgomery County, is seeking an individual to be responsible for overseeing all development activities relating to the promotion and advancement of Ambler's funding initiatives. Temple's Ambler campus offers the best of two worlds: the coziness of a small college campus plus the excitement and vast resources of a great University. The selected candidate will work closely with the Dean, members of the faculty, college administrators and staff to plan strategy, identify major gift prospects and solicit major gifts for all Ambler Campus projects. Plan and staff major donor and other special events to promote Ambler's funding initiatives.

Bachelor's degree and a minimum of 3-5 years demonstrated successful fund raising experience in higher education required. Candidate should be well versed in the areas of prospect identification and management, personal solicitation, stewardship, planned giving and events management. Must be computer literate and possess strong organizational, managerial leadership, interpersonal, and motivational skills.

We offer a competitive salary and benefits package, including 100% tuition remission. To learn more about Temple University or to submit your resume online, go to www.jobnet.com/temple or e-mail (referencing Req. #803-9) to Temple@jobnet.com (no attachments please). You may also send a resume to:

Harry Young, Asst. VP, HR
1601 N. Broad Street, 203 USB
Phila., PA 19122
EOE, m/f/d/v.

TEMPLE
UNIVERSITY

THE STATE UNIVERSITY OF NEW JERSEY

RUTGERS
NEWARK

CRIMINAL JUSTICE FACULTY

The School of Criminal Justice at Rutgers University-Newark has approval to hire a tenure-track faculty member to join us in Fall 2001. The appointment can be made at any rank. The School seeks a candidate of exceptional promise as a scholar and as a teacher. Expertise in the area of race/ethnicity, urban studies, and crime is preferred.

The School of Criminal Justice is a graduate program offering M.A. and Ph.D. degrees in Criminal Justice. The School also directs a criminal justice undergraduate program which is part of the College of Arts and Sciences. In January 2000, the School moved into a new building on the Newark campus, which also houses the Rutgers-Newark Law School, the secretariat for the World Criminal Justice Library Network, and the Criminal Justice/NCCD library. This library is widely regarded as the best specialized criminal justice collection in the nation, and it regularly attracts international visitors as part of its Fellows program. The campus at Rutgers-Newark was ranked by U.S. News & World Report as #1 in the nation in 1998 and 1999 for student diversity. Research support is excellent. Women and minorities are strongly encouraged to apply.

Applications, including curriculum vitae and addresses of three references, should be sent to:

Dr. Mercer L. Sullivan, Chair
Search Committee
School of Criminal Justice
Rutgers University
123 Washington Street, 5th floor
Newark, NJ 07102-3094
mercers@andromeda.rutgers.edu

Rutgers, The State University of New Jersey, is a member of the Association of American Universities and is committed to excellence in scholarship. Rutgers is an equal opportunity/affirmative action employer.

REVIEW OF APPLICATIONS WILL BEGIN NOVEMBER 1, 2000

Assistant to the Director

The Office of International Student Services and Programs at Plattsburgh State University of New York is seeking applicants for the position of Assistant to the Director. This is a full-time, twelve-month position.

Responsibilities: Perform, in a team setting, a variety of logistical projects and assignments in support of the Office of International Student Services and Programs. Duties would include: organization and processing of inquiries, applications and admission files; organizing orientation programs and workshops; coordinating host and friendship family programs, student social & communication plan; coordinating with various student service providers including the Bursar, the Registrar, Housing, Student Life, and Financial Aid to facilitate student services. This position may require some evening and weekend commitments.

Qualifications: Bachelor's degree required, Master's degree preferred. Applicable disciplines: Business, Education, Social/Behavioral Science or a related field. Strong written, verbal and computer skills; three years related experience; and the ability to work in a fast-paced environment and meet deadlines are required. Ability to communicate fluently in a foreign language(s) and experience with technology, including web page and Access database design and management preferred. Experience working with people of diverse cultural, racial, ethnic and socioeconomic backgrounds and ability to work in a fast-paced, multitasking environment is desirable.

Salary: $27,174 to $32,000, dependent upon qualifications and experience with an excellent benefits package.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Review of applications begins immediately and continues until position is filled. Please submit cover letter; resume; and the names, addresses and telephone numbers of three references to: **Chair, Search Committee (PJ# 2431-808)**, c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax: (518) 564-5060

Plattsburgh
STATE UNIVERSITY OF NEW YORK

CWRU

DIRECTOR
Office of Multicultural Affairs
Case Western Reserve University
Cleveland, Ohio

The Mission of the Office of Multicultural Affairs is to help develop and implement a University-wide strategy designed to increase the enrollment, success, retention, and graduation of underrepresented undergraduate students (African American, Latino/Hispanic, Native American, and Pacific Islander) enrolled at CWRU. To fulfill this mission, the Director will initiate, implement and supervise undergraduate and pre-college programs. Will develop and provide activities that will improve and support the academic, social, emotional success, and graduation of students designated as underrepresented. Provide ideas and guidance to the University and its initiatives focused on the needs of underrepresented students. Collaborate with schools and other offices to insure that all offices support the needs of underrepresented students, and provide only the most positive experiences. Provide programs to educate and enrich the CWRU community to embrace the importance of building an inclusive, appreciative, and welcoming environment. Promote to the CWRU campus community (students, faculty, and staff) the utilization of the Office of Multicultural Affairs as an educational resource.

Requires Master's degree with a minimum of 5 years of progressive responsibility in higher education, preferably directing a college or university department/program for underrepresented students. Must have strong understanding/expertise in working with issues faced by underrepresented students; demonstrated teaching and public speaking ability; ability to speak Spanish or understand the language is a plus; excellent interpersonal communication skills; outstanding leadership skills; team orientation and inclusive philosophy; strong oral and written communication skills; grant writing experience; good computer skills/information technology understanding.

CWRU offers a competitive salary and benefits package including tuition benefits for employees and their dependents. Qualified candidates should mail or fax a cover letter, resume and list of at least 4 professional references to: **Elizabeth Jaszczak, Human Resources, Case Western Reserve University, 10900 Euclid Avenue, Cleveland, OH 44106-7047. Fax: 216/368-4678.**

In employment as in education, CWRU is committed to Affirmative Action and Equal Opportunity

J. Donald Kennedy Endowed Chair In E-Commerce College Of Business

The College of Business at St. John's University, one of the largest Catholic universities in the U.S., invites nominations and applications for the J. Donald Kennedy Endowed Chair in E-Commerce. An international search is underway to identify a faculty member who has demonstrated excellence in teaching and research in the e-commerce field. Candidates must be qualified for the rank of tenured professor in one of the following departments of the College: economics/finance, computer information systems, management or marketing. Selected candidate will increase the College's visibility and standing among academic peers by continuing to publish in leading academic journals and participate in prestigious professional meetings; increase the College's visibility with the business community by participating in executive education, publishing in practitioner journals and giving presentations to business groups; and lead the development of new program initiatives and refinement of existing curriculum. Doctorate in a business field or related discipline is required along with a distinguished research and teaching record in the field of e-commerce. Candidates must provide evidence of leadership in successful teamwork efforts with colleagues and administration to enhance the quality and reputation of College programs and demonstrate the ability to make connections in the business community. Forward resume and the names and addresses of three references to:

ST. JOHN'S
UNIVERSITY
FOUNDED 1870

Dr. Nejdet Delener
Associate Dean for Academic Affairs
St. John's University
College of Business
8000 Utopia Parkway
Jamaica, NY 11439

St. John's is an equal opportunity employer and encourages applications from women and minorities.

PUBLIC POLICY RESEARCHER

Fall 2000

Centro de Estudios Puertorriqueños

The candidate will conduct research and disseminate findings regarding public policy issues affecting Puerto Rican/Latino communities in large metropolitan centers in at least one of these areas: family policy, immigration, political participation, welfare and employment training, economic policy and development, tax policy and development, health, education, criminal justice, and environmental policy. The successful candidate will be self-motivated, have excellent organizational skills, and must work effectively as part of a team. Centro seeks a person with a strong commitment to the Puerto Rican/Latino community and knowledge of the socioeconomic conditions of Puerto Rican/Latinos, as well as of policies seeking to improve their economic well-being. Other qualifications include: professional and/or academic experience with social and economic policy; familiarity with Census/demographic data and analysis; excellent research, quantitative, and writing skills; ability to handle a number of different projects simultaneously, with varying degrees of responsibility and priority; manage to work to meet deadlines; and accept, and build on, feedback. Candidates should have strong familiarity with Microsoft Word, Excel, PowerPoint, or similar software, as well as with the Internet. BA degree required. A Master's degree or Ph.D. in public policy or in relevant discipline is preferred. Bilingual English/Spanish writing skills a plus. The salary is commensurate with experience. Qualified applicants should send a letter of interest, a resume, a relevant writing sample of no more than 10 pages, and a list of three references to: **José de Jesús, Administrative Unit Head, Centro de Estudios Puertorriqueños, Hunter College, 695 Park Avenue, New York, NY 10021.(212) 772-5706; (212) 650-3673 fax: www.centropr.org**

HUNTER
CITY UNIVERSITY OF NEW YORK

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/IRCA/ AMERICANS WITH DISABILITIES ACT EMPLOYER.

DEAN OF ADMISSIONS AND FINANCIAL AID

Seton Hall University School of Law
Newark, New Jersey

Seton Hall University School of Law invites nominations and applications for the position of Dean of Admissions and Financial Aid.

The Dean of Admissions and Financial Aid is responsible for the recruitment and enrollment of a well-qualified and diverse first-year class. The Dean will direct the overall operations of both admissions and financial aid including: the development of effective marketing strategies; the management and evaluation of the professional and support staff; preparation of the budget; and supervision of the application and decision-making process.

SETON
HALL
UNIVERSITY.
1 8 5 6
ENRICHING THE MIND, THE HEART AND THE SPIRIT

Founded in 1856, Seton Hall University is a Catholic University and offers a wide range of undergraduate and graduate/professional programs. The main campus is located in South Orange. The Law School is housed in an acclaimed building in downtown Newark, just one block from Penn Station. It is the only private law school in the state and it is fully accredited by the American Bar Association and the American Association of Law Schools.

The School of Law has had unprecedented success in its recruitment efforts in recent years, attracting students from throughout the US. The total student enrollment of its Day and Evening divisions is approximately 1,050.

The ideal candidate will have extensive experience in admissions and financial aid at a college, university or graduate/professional school. Proven experience and success in the following areas is essential; recruitment and marketing; publications; data management and statistics; computers; minority and targeted student recruitment; and staff management. Strong written, oral and interpersonal communication skills are required. A Bachelor's degree is required, and a M.A. or J.D. degree is preferred.

Send a current resume and letter of interest to:
Dean Patrick Hobbs/Code: A-0004138
Seton Hall University School of Law
One Newark Center, Newark, NJ 07102-5210
Equal Opportunity/Affirmative Action Employer

No telephone inquiries, please. Salary is competitive and commensurate with experience. Applications will be considered on a rolling basis until the position is filled.

Worcester
State College

From its founding in 1874, Worcester State College has been dedicated to educational programs that lead to self-enrichment and to careers in the professions, government, business and industry. As a public, state-funded college, Worcester State College awards Baccalaureate and Master's degrees in Education and in the Arts and Sciences. While continuing its tradition of serving the residents of the Commonwealth, the College has earned a reputation for quality teaching by dedicated faculty and for programs responsive to its students' and society's changing needs. We have the following position available.

Assistant/Associate Professor of Health Education/Community Health

This is a one-year temporary appointment that could lead to a tenure track position. The school year starts on September 1 and runs through May 31.

The successful candidate must possess a Doctorate in Public Health, Health Education or Community Health. Preference will be given to candidates with academic preparation and demonstrated interest in health promotion and disease prevention.

You will be required to teach 4 undergraduate courses in Health Education or Community Health. Opportunities exist to teach additional undergraduate and graduate courses in the evening and during the summer.

Salary is competitive and based on education and experience.

To apply, please send letter of interest, resume, and official transcripts, along with three professional letters of recommendation to: ***Director of Human Resources, Worcester State College, 486 Chandler Street, Worcester, MA 01602-2597.***

Worcester State College is an Equal Opportunity/ Affirmative Action Employer, M/F/D/V

125
1874-1999

Worcester
State
College

1422

Assistant Director

TUFTS FUND

Develops, identifies, cultivates, and solicits leadership gifts from alumni; organizes and manages volunteer committees; develops and implements fundraising plan for classes and constituency groups; writes and edits mail appeals; travels to meet with alumni to solicit their support. Bachelor's degree with 1-3 years' related experience required. Master's degree preferred. Ability to handle multiple concurrent tasks, meet frequent deadlines and pay close attention to details. Must have entrepreneurial spirit, as well as excellent oral, written, time management, planning, and organizational skills, and an interest in work with diverse constituencies. Knowledge of word processing and database programs.

Please apply by fax ***(617) 627-3725****, email* ***(hr-eresume@tufts.edu)****, or mail your resume and cover letter to:* ***Tufts University, Human Resources, 169 Holland St., Somerville, MA 02144****. For more information on this and other job opportunities please visit our web site. Tufts is an Affirmative Action/Equal Opportunity Employer and actively seeks candidates from diverse backgrounds.*

WWW.TUFTS.EDU

Tufts *University*

Librarian

Responsible for supervising circulation, reserve and bookstacks; providing reference service, assisting with library instruction and collection management. MLS degree from an accredited ALA institution required. Must have a working knowledge of online library systems and exp. with automated circulation systems, preferably a Voyager system. Two years exp. in circulation management in a public service environment is required. Salary $32,564+, commensurate with education and exp. Excellent benefits. Start ASAP.

Reference position number 01-39 and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of three professional references (names, addresses, telephone numbers) to:

Human Resources
3251 Panthersville Road
Decatur, GA 30034

APPLICATION
DEADLINE:
7/7/00

www.gpc.peachnet.edu

Georgia
Perimeter
College.
An Associate Degree Granting College of the University System of Georgia

AA/EOE/ADA

UIS
UNIVERSITY of ILLINOIS at SPRINGFIELD

DEAN

COLLEGE OF BUSINESS AND MANAGEMENT

The University of Illinois at Springfield invites nominations and applications for the position of Dean of the College of Business and Management.

Located in the state capital, the University of Illinois at Springfield is the third campus of the University of Illinois. The UIS campus serves over 4,000 students in 19 graduate and 20 undergraduate programs. The academic curriculum of the campus emphasizes a strong liberal arts–core, an array of professional programs, extensive opportunities in experiential education, and a broad engagement in public affairs issues of the day. The campus offers many small classes, substantial student-faculty interaction, and an increasingly technology enhanced learning environment. Its diverse student body includes traditional, non-traditional, and international students. Its faculty are committed teachers, active scholars, and professionals in service to society.

The dean will be expected to lead the college in the achievement of several newly endorsed campus priorities. Foremost among these is successful completion of accreditation by the American Assembly of Collegiate Schools of Business.

Reporting to the Provost and Vice Chancellor for Academic Affairs, the dean is responsible for the progress of the college. The dean provides leadership for the college in developmental initiatives; attends to faculty recruitment, development, and evaluation; directs resource allocations of the college, and assumes responsibility for the instructional program of the college. The dean also provides liaison with the external community and relevant professional associations.

Candidates must have an earned doctorate in a business related field with academic qualifications necessary for a senior appointment in the college. Candidates must also have a distinguished record of teaching and scholarship; administrative experience in higher education which demonstrates innovative and effective leadership; professional achievements relevant to the responsibilities of this position; experience with AACSB accreditation standards; an administrative style which contributes to a sense of academic community; a demonstrated ability to foster strong links with the business community; and a sensitivity to diverse students, staff, and faculty.

Applications and nominations should be sent to:

Chair, Dean Search Committee
Office of the Provost
Public Affairs Center, Room 530
University of Illinois at Springfield
P. O. Box 19243
Springfield, Illinois 62794-9243

Applications should include a vita; a discussion of the candidate's academic and administrative accomplishments and interest in the position; and the names, addresses, and telephone numbers of five references. Consideration of applications will begin on September 11, 2000, and continue until an appointment is made. The appointment will commence prior to the Spring 2001 semester or if that is not possible, prior to the 2001-02 Academic Year.

The University of Illinois is an affirmative action, equal opportunity employer. Persons with disabilities, women, and minorities are encouraged to apply.

ALBUQUERQUE ACADEMY

Head of School

The premier independent school in New Mexico, Albuquerque Academy is a coeducational, non-denominational day school serving 1,037 students in grades 6-12 with a comprehensive program of rigorous academics supported by strong offerings in athletics, arts, and extracurricular activities.

An extraordinary endowment of $200 million allows the Academy to seek out talented students, employ an outstanding faculty, and maintain a superb 312-acre campus. Committed to sustaining a diverse community, the Academy invests $2.6 million a year in financial aid.

The school is seeking an energetic and visionary educational leader to shape this institution in exciting and lasting ways, and to oversee its educational outreach into New Mexico and beyond.

Applicants should submit **by August 10, 2000,** a cover letter; résumé; statement of educational philosophy; and the names of 5 references. Send to:

James & Martha Wickenden
Wickenden Associates
1000 Herrontown Road
Princeton, NJ 08540.

Albuquerque Academy
is an Equal Opportunity Employer.

THE OFFICE OF STUDENT SERVICES IS SEARCHING FOR AN

On-Site Manager *(aHEO)*

Candidate will be responsible for: Overseeing maintenance of facility. Maintaining and updating calendar of events. Coordinating advertising and promotional materials. Organizing mailings. Assisting faculty and Staff in project development, job fairs and career workshops. Initiating social and cultural activities for students. Overseeing reception desk personnel. Responsible for emergency referrals for personal counseling for students. Responsible for general academic advising. Supervising and training new and continuing staff, peer advisors and college work-study students. Teaching orientation seminars. Liaison between students, faculty and administrative offices. A Bachelor's degree required. Master's degree in Higher Education Administration or related field preferred. Candidate must have at least two years of experience in the field of higher education. Salary: $26,312 - $48,284 (Commensurate with experience). Resumes should be sent by 6/30/2000 to:

Sylvia Fishman
Vice President for Student Affairs
Hunter College, 695 Park Avenue,
Room 1103E, New York, NY 10021.

HUNTER
CITY UNIVERSITY OF NEW YORK

AN EQUAL OPPORUNITY/AFFIRMATIVE ACTION/RCA/ AMERICANS WITH DISABILITIES ACT EMPLOYER.

CLARION
UNIVERSITY

DEAN OF ENROLLMENT MANAGEMENT

Clarion University of Pennsylvania

Clarion University invites nominations and applications for the newly created position of Dean of Enrollment Management.

Responsibilities:

The Dean of Enrollment Management reports to the Provost and Academic Vice President and is responsible for the development, coordination, and direction of the university's enrollment management program. Responsibilities include developing strategic and operational enrollment management plans, establishing enrollment management strategies and priorities, participating in university promotional activities, monitoring program success, and providing for continuous improvement of all enrollment management activities. The dean oversees admissions, financial aid, scholarship administration, student retention and advising functions, and is responsible for working with faculty and staff to create a positive enrollment management environment throughout the university.

Qualifications:

A doctoral degree in an appropriate field is preferred. A master's degree with three years experience in an enrollment management environment is the minimum qualification. A thorough knowledge of strategic enrollment management principles and the ability to apply them effectively in a highly competitive market are required. A positive attitude, creativity in promotion of institutional image, an understanding of technology applications in enrollment management, a commitment to diversity, and the ability to work well with people are necessary characteristics. Competitive candidates will have significant marketing and research experience and will have previously supervised staff in at least one of the functional areas of responsibility for the position. Completion of a successful on-campus interview is required.

Applicants and Appointment:

Candidates for Dean of Enrollment Management must submit the following materials: a letter of application addressing qualifications for the position, resume, and three current letters of reference. The evaluations of references must be based upon personal knowledge of the applicant's professional performance. Application materials and requests for additional information concerning the position should be addressed to **Ms. Bobbi Heeter, Search Committee Coordinator, 115 Carrier Administration Building, Clarion University, Clarion, PA 16214.** Applications received by August 1, 2000, will receive full consideration; review of applications will continue until the position is filled. Salary and benefits are competitive; appointment could be as early as October 15, 2000.

The University:

Committed to a strong teaching mission complemented by research and service, Clarion University of Pennsylvania takes pride in the accomplishments of its students, who graduate from programs recognized for quality and that have earned the most prestigious accreditations including, AACSB, ALA, AOTA, ASHA, NASM, NCATE, and NLN. Founded in 1867 and located in scenic western Pennsylvania, the university enrolls approximately 6,000 students who attend classes at campuses in Clarion and Oil City, the Pittsburgh site, and at various distance education locations throughout the state. Clarion University, as one of fourteen comprehensive public universities in the Pennsylvania State System of Higher Education, offers a substantial general education core and makes the latest in technology available to its students who pursue associate, undergraduate, and graduate degrees. Academic programs are conducted through the Colleges of Arts and Sciences, Business Administration, and Education and Human Services, and through the School of Nursing.

More information on Clarion University of Pennsylvania is available at: **http://www.clarion.edu.**

Information on this search can be found at:
http://www.clarion.edu/admin/humanresources/employment/emp_exec.htm

Clarion University is building a diverse academic community and encourages people of color, women, veterans, and persons with disabilities to apply.

AA/EOE.

SFSU

San Francisco State University

SFSU, Kinesiology Dept., Positions Available, Fall 2000

1) **Graduate Teaching Assistants** in swimming, weight training, and aerobics.

2) **Full-Time:** 1 year appointment. Teach fitness program management, exercise prescription, and internships, and direct the faculty/staff fitness program. Doctorate or Masters Degree in this or related area; 2-3 years experience in fitness assessment program management in university or private setting preferred. Salary: Negotiable, dependent upon qualifications and experience.

3) **Part-time:** Teach courses in physiological basis of movement to majors who are planning to teach physical education in the schools. Master's degree in exercise science or related area, with specialization in exercise physiology required. Doctoral degree preferred. Salary determined by qualifications and experience.

Send cover letter, resume and three letters of reference to **Dr. Susan Higgins, Chair, Department of Kinesiology, San Francisco State University, 1600 Holloway Ave., San Francisco, CA 94132-4161.** Application deadline: 7/16/00. Positions to remain open until filled.

SFSU, a member of the CSU system, serves a diverse student body of 27,000 undergraduate and graduate students. The mission of the University is to promote scholarship, freedom, human diversity, excellence in instruction, and intellectual accomplishment. SFSU faculty are expected to be effective teachers and demonstrate professional achievement and growth through continued research, publications, and/or creative activities.

FULL TIME POSITIONS

This position will remain open until filled, however, the interview process will commence on the respective closing date. Additional details on each position is available at our Website: www.bmcc.cuny.edu

DIRECTOR OF ENROLLMENT MANAGEMENT (Higher Education Officer)

This position carries the critical campus-wide responsibility for the institution's overall recruitment, admissions, retention, transfer and graduation program and will report directly to the Vice President of Student Affairs. Specific enrollment management responsibilities include student recruitment, admissions, marketing and advertising for day/evening sessions at on-campus and off-site locations; the director will work closely with all departments and divisions on campus to develop a unified enrollment and retention program. Bachelor's degree required (Master's strongly preferred) with eight (8) years experience in admissions and retention concentrating at the urban community college level with demonstrated success in developing access opportunities and implementing successful retention strategies. **Salary: $52,886/A - $86,619/A.** ***Vac.#796-2.***

DIRECTOR OF WOMEN'S RESOURCE CENTER (Higher Education Associate)

Develop, implement and evaluate the Women's Resource Center's programs, workshops, services and publications, including, but not limited to leadership development training programs for academic success and personal life issues; actively solicit outside funding from Federal, corporate and foundations funding sources; serve as coordinator for women-focused special events. Bachelor's degree required (Master's strongly preferred) and at least six (6) years of progressively responsible experience in higher education or women-identified agencies required. **Salary: $42,616/A - $68,174/A.** ***Vac.#828.***

PLEASE REFER TO THE BMCC VACANCY # AND SEND TWO (2)RESUMES ALONG WITH TWO (2) COVER LETTERS TO:

BMCC

Mr. G. Scott Anderson
Director of Human Resources
Borough of Manhattan Community College/CUNY
199 Chambers Street, New York, NY 10007

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/AMERICAN DISABILITY ACT EMPLOYER
IRCA VERIFICATION REQUIRED - NO PHONE CALLS, PLEASE

AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

Agnes Scott College is a highly selective, independent national liberal arts college for women located in metropolitan Atlanta. In offering the world for women, Agnes Scott's curriculum encourages students to become fluent across disciplines, across continents and across centuries. Founded in 1889 by Presbyterians, Agnes Scott is a diverse and growing residential community of scholars with one of the largest endowments per student of any U.S. college or university.

Associate Director of Enrollment provides leadership and training to staff as it relates to information technology to manage and maintain admission information systems. **Requirements include:** a bachelor's degree plus minimum of five years work experience in admission, considerable knowledge of systems operations, high school curricula, and student concerns; working knowledge of multi-relational databases, Datatel software experience preferred; strong quantitative and analytical abilities; organizational and training skills; proficiency in Windows, Word, Excel, PowerPoint and electronic mail; ability to travel, work irregular hours, and possess or have ability to obtain a valid state driver's license.

Admission Representative assists in the recruitment activities of the office of admission by managing all aspects of recruitment within an assigned geographic territory. **Requirements include:** bachelor's degree, volunteer or employment experience in selective, private college admission is a plus, proficiency in Windows, Word, Excel, and electronic mail, proficiency in public speaking and outstanding communication skills, ability to travel, possess or have ability to obtain a valid state driver's license and work irregular and evening hours.

Assistant Director of Financial Aid coordinates various federally funded grant programs and performs federal and institutional needs analysis and financial aid awarding. **Requirements include:** bachelor's degree, minimum of three years financial aid experience, considerable knowledge of federal aid programs and compliance issues, excellent working knowledge of financial aid software and fund management, proficiency in Windows, Word, Excel, electronic mail, and database management, excellent communication, organizational and leadership skills, and ability to work frequent overtime and occasional weekend hours.

Send a letter of application designating position of interest, resume, salary requirement and professional references to the **Office of Human Resources, 141 E. College Avenue, Atlanta/Decatur, Georgia 30030.** Review begins immediately and continues until positions are filled.

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age or disability in its employment.

Agnes Scott College has a strong commitment to diversity and urges members of underrepresented groups to apply. An Equal Opportunity Employer.

WWW.AGNESSCOTT.EDU

Sarah Lawrence College
SOCIOLOGY

Sarah Lawrence College invites applications for a full time, tenure-track position in Sociology to begin September 2001. We are seeking candidates with teaching and research interests in poverty–domestic and/or international. We are particularly interested in candidates who can combine a substantive interest in issues of poverty with strong methodological skills. Ph.D. and strong commitment to undergraduate teaching, including working individually with students, required. Teaching at Sarah Lawrence is conducted in seminar classes with individual tutorials. Sarah Lawrence College is located in southern Westchester County, 25 minutes by train from midtown Manhattan. Send vita, letter describing teaching and research interests, outlines of two proposed courses, sample of writing, and two letters of recommendation to **Ms. Naudia Forbes, Faculty Secretary, Sarah Lawrence College, Bronxville, NY 10708.** Candidates should indicate whether they will be attending the American Sociological Association meetings to be held in Washington D.C. in August 2000. While the application deadline is September 30, 2000, we would encourage applicants to get their materials to us by late July since we will be interviewing at the ASA meetings.

EOE; women and minorities encouraged to apply.

OCEAN COUNTY COLLEGE

Faculty positions, 9-month, tenure-track, for Fall 2000. **Music.** Teach music appreciation and/or music history courses. MM, MA or MFA in music, music history, music performance, or related field reqd. Ability to teach instrumental music preferred. **Speech/Theater.** 2 openings. Teach primarily public speaking as well as theater courses. MA or MFA in speech, theater, or related field reqd. Ability to direct theatrical presentations pref'd. Interest in organizing & mentoring forensics society strongly des'd. All positions require 2 yrs college-level teaching exp. Competitive salary, exc bnfts. Send appl/resume to **Ocean County College, HR Dept, PO Box 2001, Toms River, NJ. 08754** by 6/30/00. ***AA/EOE.*** Fax (732) 255-0444.

www.ocean.cc.nj.us.

UCSB

UNIVERSITY OF CALIFORNIA
SANTA BARBARA

THE DIRECTOR OF CAMPUS OUTREACH INITIATIVES

The Director assumes authority and responsibility for the integration and coordination of all legislatively mandated campus outreach efforts, focusing primarily on those directed at UCSB's designated partner schools within the context of the approved school plans. Develops and implements outreach efforts, and provides guidance and direction to faculty seeking to develop Faculty Outreach Grant (FOG) proposals. Provides administrative and organizational support to the co-chairs and members of the Chancellor's Outreach Advisory Board (COAB). Communicates and collaborates regularly with the Office of the President and other UC Campuses on outreach matters.

Requirements: Superior leadership skills, including creativity and initiative to conceptualize, design and implement outreach programs in education. Expertise and knowledge of related technologies, issues and trends. Ability to effectively communicate to a variety of audiences through reports and oral presentations.

Preferred: Ph.D. or M.A. and experience in managing and coordinating analysis or operations research, or equivalent combination of education and experience. Experience working with CA secondary schools and/or the UC student outreach efforts. Salary is competitive, commensurate with qualifications and experience. The expected start date is October 1, 2000. Send letter, resume, and names of three references to **Co-Chairs, c/o Human Resources-Employment Office, 3101 S.A.A.S.B., University of California, Santa Barbara, CA 93106. Please apply by July 14, 2000. Job # 00-05-016.** The University of California, Santa Barbara, is an Equal Opportunity/Affirmative Action Employer and Educator. For complete job description refer to:

http://bap.ucsb.edu/outreach/job0245.html

UNIVERSITY of WISCONSIN
GREEN BAY

Assistant Chancellor for University Advancement

The University of Wisconsin - Green Bay is a public institution with 5,500 students and 18,000 alumni. Founded in 1965, it is located in Wisconsin's third largest metropolitan area. The Assistant Chancellor reports to the Chancellor and is responsible for a comprehensive Advancement program integrating the Development/Alumni Relations with Marketing/University Communication offices.

Learn more about UW-Green Bay at the University's website — www.uwgb.edu

Review the full job description at our online site — www.uwgb.edu/personnl/academic.htm

First screening is June 23.

UW-Green Bay is an Affirmative Action/Equal Opportunity employer. Names of applicants may be disclosed unless requested otherwise. Names of finalists will be released.

CAL POLY POMONA

DIRECTOR

OFFICE OF STUDENT LIFE

California State Polytechnic University, Pomona invites applications for the position of Director, Office of Student Life in the Division of Student Affairs. Cal Poly Pomona, noted for its scenic 1,400-acre campus, is located 30 miles east of downtown Los Angeles and is part of one of the most dynamic economic and cultural regions in the country. The University is comprised of approximately 2,000 faculty and staff personnel educating over 18,000 students, and has an increasingly diverse ethnic, cultural, and international character.

The Director, Office of Student Life provides administrative oversight for the management of the office. Responsibilities include staff supervision, budget control, external fundraising activities, advising of Associated Students Inc. (ASI), and administration of university policies, which affect student clubs and organizations. The overall responsibility of the Director is to manage operational programs to include the planning, organizing, directing and controlling of projects; and to provide innovative, collaborative and goal-directed programs that complement the University's in-class learning experiences.

The successful candidate will have a Bachelor's degree from an accredited college or University (Master's degree in a related field preferred) AND five years of related student services experience in a public four-year university or college, including three years of professional supervisory experience. Excellent written and oral communication skills and knowledge of student and leadership development theory and practice, with a multicultural emphasis is desired.

The position will remain open until filled. First consideration will be given to completed application packages received no later than June 26, 2000. All candidates must submit a 1) completed formal application, 2) resume, 3) letter of interest which includes a narrative detailing how the candidate satisfies the position, and 4) the names, titles, addresses and telephone numbers of three references who can provide current assessments of the candidate's qualifications for the position.

For information and/or application materials, please call (909) 869-3733; visit **Human Resource Services, Cal Poly University, 3801 W. Temple Avenue, Pomona, CA 91768 –CLA Building 98, Room B1-20; or visit our website at http://www.csupomona.edu/~hrs.**

DIRECTOR OF PUBLIC RELATIONS

Reporting to the Executive Vice President for Business and Financial Affairs, you will be responsible for the development and implementation of a strategic plan to enhance the public relations, communications and marketing initiatives of the college. You will need a Master's degree in Communications, Journalism, Public Relations or a related field, along with 5 years senior-level public relations work experience. You should also possess highly developed written/verbal communication and organizational skills, as well as a working knowledge of marketing, layout/design, printing operations and photography.

STARTING DATE: ASAP
APPLICATION DEADLINE: 7/7/00

For this position, **Georgia Perimeter College** offers a salary commensurate with education and experience along with excellent benefits. When applying, please reference **Job #00-205** and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of three professional references (names, e-mail addresses, telephone numbers) to:

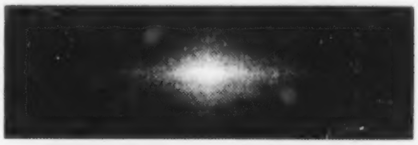
Judy Chastonay
Human Resources Department
3251 Panthersville Rd.
Decatur, GA 30034

www.gpc.peachnet.edu

Georgia
Perimeter
College.

An Associate Degree
Granting College of
the University
System of Georgia

AA/EOE/ADA



ASSISTANT PROFESSOR OF HIGHER EDUCATION

Department of Educational & Psychological Studies

Assistant Professor non-tenure track faculty position in Higher Education masters program that has a focus on enrollment management

Qualifications: Qualifications include (1) doctorate in Higher Education, (2) demonstrated excellence in teaching graduate courses and (3) interest, and/or expertise, in creating a distance learning component. Responsibilities: Duties will include teaching traditional higher education graduate courses, creating a distance learning component (with technical support), and administering some aspect of the program.

Application: Applicants should forward a letter of interest, vita, selected reprints and/or other documentation, official transcripts of graduate work, and three letters of recommendation to **Dr. Robert Gropper, Search Committee Co-Chair, Department of Educational and Psychological Studies, P.O. Box 248065, University of Miami, Coral Gables, FL 33124-2040** Screening of applicants will begin June 15

UNIVERSITY OF
Miami

www.miami.edu/hraa

An equal opportunity, affirmative action employer

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nea
NATIONAL EDUCATION ASSOCIATION
WWW.NEA.ORG

EXECUTIVE DIRECTOR

NATIONAL EDUCATION ASSOCIATION

Washington, DC

The National Education Association, the nation's largest professional employee organization/union with 2.5 million members, seeks an Executive Director. A leader in school reform, the Association has invested more than $100 million in public education improvements since 1983. NEA believes every child in America, regardless of family income or place of residence, deserves a quality education provided by a staff of well-qualified education employees.

As Chief Operating Officer, the Executive Director will implement the policies of the Association, as directed by the Executive Committee and via the day-to-day supervision of the President. This individual is responsible for a budget of more than $220 million and oversees 550 staff members at NEA's headquarters in Washington, DC, and in six regional offices. The Executive Director will, in addition, advise the elected leadership and governing bodies with regard to policy matters and recommendations and, at the discretion of the President, will represent the Association as spokesperson on matters of established policy.

The Executive Director will coordinate all Association programs and be held accountable for measurable results across all programs. The Executive Director will have knowledge of and familiarity with education, demonstrated leadership and communication skills, and a record of administrative success. Additionally, the Executive Director will have:

- A clear and comprehensive understanding of the history, issues and progress of public education in the United States;
- An informed knowledge of the major educational issues facing the nation;
- A shared vision with the NEA's articulated expectations for improving the quality of teaching, increasing student achievement, and making schools safer, better places to learn;
- The ability to relate to and gain the respect of all the constituent groups in the educational community, both internally and externally;
- A proven record of excellence in the management of a corporate, nonprofit or governmental organization, or in a K-12 and/or higher educational setting;
- A management style that operates comfortably in transition, fosters and embraces change, engenders openness, creativity, collaboration and two-way communication; and
- Personal energy, self-confidence and enthusiasm in and for the position of Executive Director.

Preferred qualifications include:

- An understanding and knowledge of the NEA;
- A commitment to and understanding of the technological changes that are shaping our world through the Information Age;
- A proven record of commitment to and accomplishment of education reform; and
- An earned postgraduate degree.

The position is available as soon as the successful candidate is selected, and the search will continue until the position is filled. Confidential inquiries for additional information are encouraged. Nominations and applications, which should include a resume and letter explaining relevant experience, may be directed in total confidence to:

John Kuhnle, Managing Director
Korn/Ferry International
900 19th Street, NW, Washington, DC 20006
Fax: 202/822-8127
E-mail: hypatia.kingsley@kornferry.com

The National Education Association is an AA/EO Employer

DAKOTA STATE
UNIVERSITY

Diversity Coordinator

Dakota State University seeks a full-time diversity coordinator to enhance the University's efforts to build student, faculty and staff awareness of and respect for cultural and individual differences and to create a more diverse student body through increased recruitment and retention of minority students. The Coordinator will provide on-going leadership to the Campus Diversity Team and shape strategies for achieving institutional diversity goals. Opportunity exists for additional administrative responsibilities, depending upon preparation and experience. Candidates with a Master's degree may be eligible for a faculty appointment and teaching.

Dakota State University is a small, but rapidly growing, public institution dedicated to providing excellence and leadership in computer/information systems and the integration of this technology into selected academic disciplines. Dakota State is located in the family-friendly town of Madison in the southeastern lakes region of South Dakota. Madison offers an outstanding quality of life in a safe, low-cost living environment; superb recreational opportunities; and convenient access to the city of Sioux Falls. Check DSU out at our web site: **www.dsu.edu.**

Required: Bachelor's degree from an accredited institution. Master's degree and experience working with faculty and students in an educational setting is preferred. Experience in working with diversity programming in higher education or other organizations is desirable. Salary is commensurate with qualifications and experience.

Send letter of application, resume, and three letters of reference to: **Terry Ryan, Vice President/Dean of Student Affairs, Dakota State University, Madison, SD 57042.** Applications should be received by July 3, 2000 to ensure full consideration. Desired starting date is August 1, 2000.

Arrangements for accommodations required by disabilities can be made by calling 605-256-5146 or (TDD# 1-800-877-1113).

EOE

STEVENS

Institute of Technology

Stevens Technical Enrichment program

STUDENT SERVICES COORDINATOR AND COUNSELOR

Successful candidate will provide a full range of counseling and other support services to a multicultural undergraduate population at a highly competitive technical institution. This individual will conduct student assessments, individual & group counseling, coordinate and/or present developmental workshops, assist with the recruitment of students, supervise peer tutors, as well as plan and implement varied special programs and activities aimed at enhancing the overall quality of the students' campus experience.

A Bachelor's degree in Student Personnel, Counseling or related field, and at least one year experience within the student services arena of higher education REQUIRED. Master's degree, experience working with opportunity type students plus fluency in Spanish/English preferred.

To be considered, please send resume, cover letter and salary requirements to: **Denine C. Hosford, Office of Human Resources Stevens Institute of Technology, Castle Point on Hudson, Hoboken, New Jersey 07030. Fax 201-216-8029 or email dhosford@stevens-tech.edu.**
EOE

ASSISTANT DIRECTOR

Office for Minority Student Affairs

The California Institute of Technology is seeking an individual to be responsible for assisting in the creation of a community that supports underrepresented students in degree completion at Caltech. Duties include: developing and implementing outreach and retention programs; responding to day-to-day issues and concerns that arise with students; sponsoring educational and leadership development programs; assisting in designing, implementing and evaluating retention programs; coordinating Academic Workshops, Mentoring Program, Saturday Academy and other outreach programs as developed; assisting with the coordination of Freshman Summer Institute; organizing social events; assisting student organizations with the planning and coordination of special events and programs; monitoring student academic success; serving as a representative of the Office for Minority Student Affairs; assisting and participating in the selection and training of student staff members; serving as advisor, counselor and mentor to students and student groups; participating in minority-related conferences; contributing to and assisting with department newsletters and reports; and performing additional duties as assigned.

Requires a Master's degree in College Student Affairs or a related field and minimum 2 years' experience working with minority student programs or equivalent. Must possess excellent communication (verbal/written), interpersonal, problem-solving and customer-service skills; demonstrated experience with designing, coordinating and implementing programs and retention programs; and ability to work with a variety of constituencies. Will require some weekend and evening work. Candidates with minimum of 3-6 years' experience working with minority student programs will be given preference.

Please send your resume & salary requirements, referencing **Job Code STA-1892**, by **July 10, 2000,** to: **jobs@hr.caltech.edu (ASCII text only, no attachments). Fax: 626-792-0547, or mail: Caltech Employment Dept., 399 S. Holliston (MC 153-84), Pasadena, CA 91125.**

Caltech is an AA/EOE. Women, minorities, veterans and disabled persons are encouraged to apply.

ROWAN
UNIVERSITY

ASSISTANT DIRECTOR
UNIVERSITY RELATIONS

Rowan University is seeking a media relations specialist who can promote faculty, staff and student initiatives to regional and national media. The person will also undertake internal and external communication projects, as well as, manage the office web site and its databases. Bachelor's degree in appropriate field (master's preferred) with three to five years experience required. Strong writing, communication and computer skills necessary. **Salary range: $33-40K. Send resume and three non-returnable writing samples by June 26 to Diane Szilagyi, University Relations, Rowan University, 201 Mullica Hill Rd, Glassboro, NJ 08028.**

SC
CCD

**State
Center
Community
College District**

◀ DEAN OF INSTRUCTION AND STUDENT SERVICES ▶

Minimum standards include: a Master's degree with successful teaching and/or administrative experience. The salary range is $81,000 - $101,110. **Filing deadline is:** Friday, June 30, 2000. **Request application from:** State Center Community College District, Human Resources office, 1525 E. Weldon Avenue, Fresno, CA 93704, (559) 226-0720, FAX (559) 229-7039. *AA/EEO*
www.scccd.com

PRESIDENT

University of Miami

The Board of Trustees of the University of Miami invites nominations and applications for the position of President to succeed Edward T. "Tad" Foote, who has announced his intention to retire after nineteen years of distinguished service. The President is the chief executive officer of the University and reports directly to the Board of Trustees. The successful candidate for President will be an individual who can build upon President Foote's considerable accomplishments and provide leadership that will expand the vision of the future of a dynamic, emerging, urban research university.

Founded in 1925, the University of Miami is one of the largest, most comprehensive, private research universities in the Southeast, located in one of the leading international cities in the United States. The University's four campuses include the suburban Coral Gables campus, the School of Medicine in downtown Miami, the Rosenstiel School of Marine and Atmospheric Science on Virginia Key, and the South Campus in southwest Miami-Dade County.

The youngest of the 26 private research universities in the United States that operate law and medical schools, the University of Miami is known for its outstanding faculty and research, diverse student body, athletic excellence, and community service. The University enrolls over 13,000 students, employs more than 8,000 faculty and staff, and has an annual operating budget of $893 million. The University of Miami/Jackson Memorial Medical Center, the largest in the Southeast, is ranked by physicians as one of the nation's top 25 medical centers, serving the health care needs of the community.

Nominations and expressions of personal interest will be accepted until a new President is selected, and should be forwarded to the following address:

University of Miami
Presidential Search Committee
500 N. Akard Street
3232 Lincoln Plaza
Dallas, Texas 75201

The Search Committee and Board of Trustees are being assisted by R. William (Bill) Funk, the Managing Director of Korn/Ferry International's Education Practice.

~The University of Miami is an equal opportunity/affirmative action employer~

UNIVERSITY OF
Miami

AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

DIRECTOR OF ANNUAL AND SPECIAL GIFTS
SENIOR DEVELOPMENT OFFICER

Agnes Scott College seeks applications for two key development positions: Director of Annual and Special Gifts and Senior Development Officer. Successful candidates for each position will have high energy and creativity, excellent writing and communication skills, a strategic approach to problem solving, and a desire to work in a team-based development program entering into a comprehensive campaign.

The Director of Annual and Special Gifts reports to the assistant vice president for development and directs the Annual Giving program including strategy for growth opportunities, marketing and program evaluation. Top priorities include developing a strong group of leadership annual donors and building an aggressive reunion giving program. Management of special gifts for the campaign also will be his/her responsibility. This individual must have five or more year experience in higher education development or a related field, proven success in managing and working with large numbers of volunteers, and demonstrated success with direct mail campaigns.

The Senior Development Officer reports to the director of capital gifts and gift planning and will be responsible for managing the Greater Atlanta portion of the campaign. A minimum of five years experience in a fund-raising environment, preferably higher education, and experience in the Atlanta philanthropic community are crucial. Some additional regional responsibility will involve travel.

Agnes Scott College is a highly selective independent national liberal arts college for women located in the historical city of Decatur, just 6 miles east of downtown Atlanta. Agnes Scott provides a vibrant and intellectually challenging environment for its students and employees and is an academic leader in the Atlanta higher education community. Agnes Scott offers a generous and comprehensive benefits package and a competitive salary.

Send a letter of application designating position of interest, resume, salary requirement and professional references to the **Office of Human Resources, 141 E. College Avenue, Atlanta/Decatur, Georgia 30030.** Review begins immediately and continues until positions are filled.

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age or disability in its employment.

Agnes Scott College has a strong commitment to diversity and urges members of underrepresented groups to apply. An Equal Opportunity Employer.

WWW.AGNESSCOTT.EDU

MANCHESTER COMMUNITY COLLEGE
is seeking candidates to fill the following anticipated position opening:

Assistant Professor
(Computer Science/Engineering)

Closing Date 7/21/00

For a copy of the vacancy announcement, including minimum qualifications and salary, please visit our website at **www.mcc.commnet_edu/per**, or call (860)647-6153. Send letter of intent, resume, transcripts, and the names of three references to:

Deborah A. Wilson, Director of Personnel and Contract Administration, Manchester Community College, P.O. Box 1046, Manchester, CT 06045-1046

Must be postmarked no later than the closing date.
EOE/AA/M/F

IRCC
INDIAN RIVER COMMUNITY COLLEGE

INDIAN RIVER COMMUNITY COLLEGE

Fort Pierce, Florida

Indian River Community College invites applications for the following full-time faculty position:

- **PROGRAM DIRECTOR/INSTRUCTOR-VETERINARY TECHNOLOGY**

Applications will be accepted until the position is filled.

Please contact (561) 462-4806 or e-mail kduncan@ircc.cc.fl.us to request minimum qualification requirements, job description and employment application. EEO/ADA/DFWP

ERI 1428

COMMUNITY COLLEGES OF SPOKANE

COMPUTING INSTRUCTOR, SPOKANE FALLS COMMUNITY COLLEGE: Full-time/tenure track. Must be able to teach a wide range of computing subjects including classes in programming, networks, applications in a laboratory environment, and e-commerce. Must demonstrate an ability to convey computing skills to student of difference skill levels and be able to design and implement new curriculum for changing technologies. Master's degree in CS, CIS, IS, Engineering, Computer Education or related field and two years minimum experience in the computer field as well as teaching/training experience. Must be proficient in one or more of the following languages: C++, Object Oriented programming, Java, or Java Script. Two years full-time equivalent secondary/post secondary teaching experience desirable. $37,132. **Closes July 7, 2000.**

ENGLISH AS A SECOND LANGUAGE INSTRUCTOR, INSTITUTE OF EXTENDED LEARNING. Full-time, tenure track. Will teach beginning, intermediate and advances levels (I-VI) of Adult Basic Education English as A Second Language to adult immigrants and refugees. Will provide instruction in listening, speaking, reading, grammar, writing and computational skills within the guidelines of an established curriculum and defined program objectives. Master's degree in teaching English as a Second Language (ESL) or a Master's degree in Adult Education in English as a Second Language and two years full-time instructional experience in teaching ESL to adult immigrants and refugees. Five years full-time instructional experience in teaching ESL to adult immigrants and refugees desirable. $37,132. **Closes June 30, 2000.**

For position details, qualification requirements, and official application, contact **Human Resources Office, Community Colleges of Spokane, 2000 N. Greene Street, Spokane, WA 99217-5499** at (509) 533-7429, TDD (509) 533-7466 or access our Website at **http://ccs.spokane.cc.wa.us.**

AA/EOE

ASSOCIATE DEAN

Student Services

Reporting to the Vice President for Student Affairs and Dean of Students, the incumbent is responsible for oversight and supervision of the directors of three (3) units; Career Center, Office of Disability and Student Services, and the Office of International Student and Scholar Services. She/he also serves as the college's Judicial Officer, coordinates sexual assault prevention and counseling services, development and dissemination of college alcohol and drug policies, computer technical support services, and electronic communications for the Division, and administers the division's tax-levy budget. The position is available on or before September 1, 2000. Review of applications begins 6/23/00. Applications (letter of interest, CV, contact information for (3) professional references) and nominations should be submitted to: **Associate Dean Search Committee, Administration Building 201, The City College, CUNY, Convent Avenue @ 138st Street, New York, NY 10031.**

The City College of New York, CUNY

www.ccny.cuny.edu/positions

An EO/AA/IRCA Employer M/F/D/V.

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¡PUNTO FINAL!

BE HISPANIC, EDUCATED, AND PROUD

David Youmans is an extension faculty member at Washington State University with an extensive international career. He holds a doctorate in extension education from the University of the Orange Free State and other degrees from the University of Idaho and the American Graduate School of International Management. He is currently Rural Development Specialist working with Hispanic Communities.

The face of America is changing. Ethnic communities, once anomalies, are now the majority culture in towns, rural and urban, across the land. Where commonalities are strongest, transnational groups gain enormous strength in all aspects of community life–economic, social, and political. And so long as those diaspora communities are young and frequently renewed, immense energy is generated. In no small way, the public institutions are similarly impacted, among them, local schools.

At Washington State University, I live and work among towns where hundreds of Hispanic students, largely of Mexican heritage, attend and graduate from regional high schools, and where mid-life adults seek new opportunities. Community colleges have responded commendably to both realities. But the large research universities have remained somewhat aloof. At the same time, student candidates themselves seem less than proactive in their efforts to open the doors to those institutions.

There is great debate over the breakdown between potential Hispanic students and higher education. Stereotypic perceptions punctuate the rhetoric. The oft-cited tradition vs. education dichotomy rings hollow in a modern society where jobs and opportunities abound. Financial constraints to university resident study are critical to many. But work-study programs and student loans seem as substantial as ever. Accounts by first- and second-generation schoolleavers of cultural and language discrimination in the rural schools of the Southwest take on the flavor of folklore at this juncture. And the persistent opinion that inadequate language skills are a deterrent to successful college studies is no more true for Hispanic students than for any other sub-group.

Conventional wisdom applied to potential Hispanic college students is no longer valid, if it ever was.

I tend to feel that the mismatch between young Hispanic persons and the pursuit of higher education is of a complex sub-cultural nature. Young people might try to distance themselves from certain conditions related to their ethnic roots–to the labor of their parents, to poverty, to the pain of imposed stereotypes or second-class status. In their effort to become something different, a sub-culture or transitional identity emerges, sustained by numbers and likemindedness and outwardly manifested in dress, speech, music, consumer goods, and attitudes. Too often parents see this interim identity as inconsistent with traditional values. Neither is it well accepted by mainstream university student society. Thus, those symbols that created an identity cushion in the local high school years are out of sync with college expectations. The specter of reverse alienation looms large.

Earlier years might have generated a different interim identity cushion, one sustained and supported by Latino movements, civil rights legislation, affirmative action, and soft money. Those supports ushered some exemplary Hispanic leaders through higher education and into regional and national prominence. But the popularity of all that has since waned, along with the strength of the heritage and all its traditions. Today's young Hispanic persons are expected to compete successfully. And a great deal of cultural richness has been lost in a resultant attempt by some to mainstream at all costs.

I detect a growing assumption by young Hispanics that breaking into mainstream university life and/or society at large must be achieved at the expense of the mother culture, a mindset I challenge and dispute. I feel deeply that one can be fully Hispanic and fully American. To a considerable degree, they are one and the same. My own bilingual, bicultural family resided throughout Latin America for many years, enriched by the several cultures among which we lived. At no time were we obliged to discard our own values in order to "belong."

The richness of Latin American languages, literatures, art, history, music, and intellect is a heritage that should never be sacrificed. To be bilingual and bicultural or cross-cultural is to be better endowed for the times and for the future. Role models for Hispanic students were once hard to find. No longer is that true. Hispanic people have arrived. No student should hesitate to claim a place in the sun. I encourage all to be who they are–but strive for excellence. Everyone respects excellence.

The university campus can be impersonal. It is not home, nor barrio, nor village, but a stepping stone to the wider world. I constantly encourage my university to recognize the wealth of the Hispanic culture, to embrace the presence of students on campus, and to help them reinforce the strengths of their heritage so that they in turn might enrich our own.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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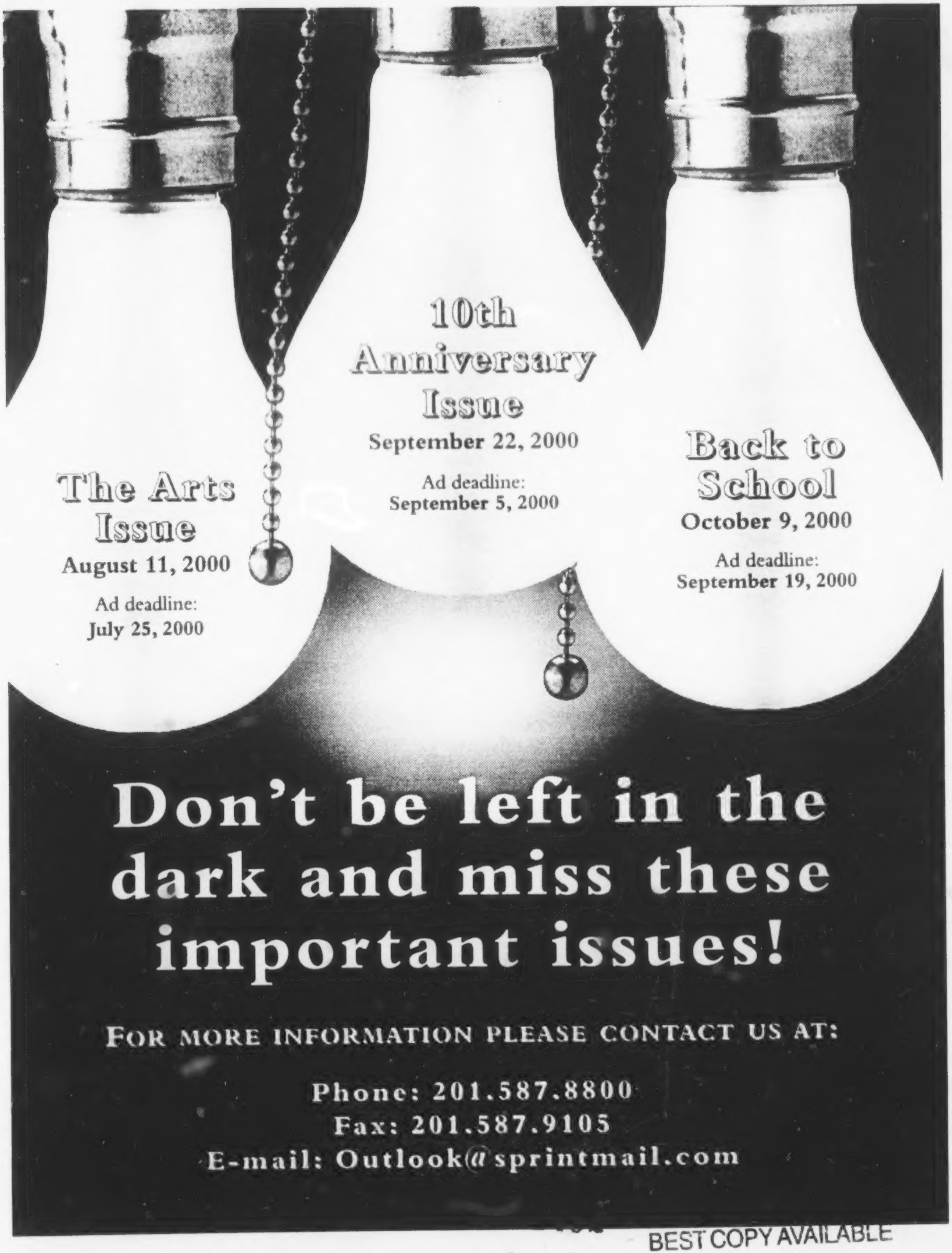

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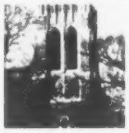

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CONTRIBUTORS: Inés Pinto Alicea, Roger A. Deitz, Amalia Duarte, Louise Gacioch, Marilyn Gilroy, Roy Guizado, Adalyn Hixson, Gustavo A. Mellander, Cecilia Rodríguez Milanés, Jeff Simmons, Gary M. Stern, Susanne Tso

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**
The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652
All correspondence should include author's full name, address, and phone number.

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A CAPITOL VIEW

Corporate Philanthropy: An American Tradition

BY GUSTAVO A. MELLANDER

The United States, unlike many other countries, has a long history of philanthropy. People give away their hard-earned money freely and with a degree of panache unheralded throughout history. The tradition goes back to America's very earliest days. Even during the colonial period, the idea of sharing was woven into the region's fabric. Higher education was an early benefactor, and millions of students have benefited from that tradition.

Nineteenth-Century Philanthropy

About a hundred years ago, a man who'd come to America from Scotland years earlier, Andrew Carnegie, began to write another chapter in America's philanthropic history. Having accumulated millions, when a million dollars was not the patrimony of your next door neighbor, he announced that a man who died wealthy died disgraced.

He began to build and furnish thousands of libraries throughout the world. Later he turned his attention to higher education endowed scholarships, funded academic programs, and assisted scores of colleges and universities. Shocked by the penurious circumstances of retired faculty members, he decided to create a retirement organization to provide them with dignity and ease in their final years. Today, hundreds of thousands of college teachers and administrators are protected by his Teachers Insurance and Annuity Association and its partner, the College Retirement Equities Fund, better known as TIAA and CREF.

Carnegie's many philanthropic endeavors were not always appreciated. His reputation and thus his money were tainted by the harsh and exploitative 19th-century labor practices that prevailed in many of his business ventures. Some institutions and communities refused to accept his largess. Nevertheless, he persevered, and his positive monuments are legion.

The 20th Century

In Fall of 1999, billionaire Bill Gates, Microsoft's CEO, unveiled his largest philanthropic higher education initiative to date. Conscious of the small number of minorities in leadership positions in the burgeoning electronics high-tech field, Gates felt that efforts had to be made to guarantee a diversified leadership in the new century. He felt that too much talent was not being developed.

Thus he pledged one billion dollars for total-cost college scholarships. These funds will be specifically targeted for African American, Hispanic, and Native American students. Although most will be utilized for undergraduate studies, graduate education, including doctoral studies, may be funded as well. Information is readily available at every college campus about this unique program.

Now another billionaire has stepped forward with a revolutionary idea. One that could not only benefit millions of students but challenge the very underpinning of higher education. MicroStrategy CEO Michael Saylor recently stunned those attending the Greater Washington Business Philanthropy Summit. He announced that he was going to establish and fund a free online university to serve the entire world.

To start the ball rolling, he formally announced that he will deposit $100 million to create the world's first totally free internet university. Saylor's dramatic, ambitious plans envision free tuition for everybody. Courses will be offered by the best faculty in the world through the Internet. That's the plan in a nutshell.

He has already appointed three high-powered Washington, D.C., advisers: Stephen Joel Trachtenberg, president of George Washington University; James Dyke, former Virginia secretary of education; and Bobbie Kilberg, president of the Northern Virginia Technology Council.

They have begun explaining the university to several Washington-based groups. At one of those meetings, Saylor noted he could have done something more conventional. In fact, a few months earlier, a college colleague from the Massachusetts Institute of Technology had pointed out that $1 billion would fund scholarships for every student there, forever.

But that, Saylor said, only triggered his imagination on what the Internet might allow him to do. It occurred to him that a whole new system could be established to offer a college education to everyone, for free and forever. In the coming months, he will establish a studio in the Washington area to videotape lectures by today's best teachers–lectures that will form the core of his university.

"In a perfect world, I could sit down and hear Michelangelo discuss sculpture, hear Beethoven talk about the Seventh Symphony, hear Lincoln on the Civil War," he said at a Washington press conference. He lamented that when they were alive, the technology to capture those great minds did not exist. But it does today, and he is determined to seize the moment. Saylor remains grateful for having been able to attend MIT on a scholarship. He notes that a single year's tuition was more than his family's life savings. Knowing how close he came to missing out, and knowing that hundreds of thousands might as well, he has carefully crafted and will finance his desire to make higher education free, ubiquitous, and available to all.

His university, he said, is not intended to replace traditional ones but to expand their reach. Others in the trenches might feel different, maybe even feel threatened. He readily admits that his university will not offer the collegiality of a traditional campus. But "which eating club to join at Harvard" is a decision that millions of people will never get to make. So why not, he asked, at least offer a Harvard-quality curriculum.

A brave new experiment worth watching–and perhaps even supporting.

Dr. Mellander is a professor at George Mason University.

Coca-Cola Investing in Education

And Bottlers Support Community Projects Nationwide

BY JEFF SIMMONS

Adrian Contreras-Rosenfeld settled into a job as an archivist at the Matthew Mark Gallery last year, maintaining photographic records of artists' works and addressing press requests. The 25-year-old doesn't entertain the notion of leaving anytime soon.

"This is a dream job," said the El Paso, Texas, native. "It's extremely dynamic, one of the premier galleries in the world."

It's a position that he most likely would not have achieved, he says, if it weren't for the financial foundation laid a few years back when he received a prestigious scholarship that allowed him to attend college. The scholarship program also strengthened his confidence.

"The most important thing the scholarship did was give me the confidence to go after really big things," he said. "My family wasn't well off, and growing up in one of the poorest cities in the nation, you don't really shoot for the stars as much as you should. This scholarship gave me the green light to dream a little."

Contreras-Rosenfeld has since been able to realize his dreams. He credits the Coca-Cola Scholars Foundation with charting him a brighter future. It's a corporate investment, he believes, that exceeds other scholarship programs because Coca-Cola maintains close ties with recipients even after college.

This spring, the $1.8 million program awarded scholarships to 200 students, bringing to 2,000 the number of recipients since it was founded in 1986 by Coca-Cola Bottlers and The Coca-Cola Company. The goal isn't to reward academic achievement as much as civic and community responsibility–to recognize students who are making contributions to their neighborhoods and to society.

Dr. J. Mark Davis, Coca-Cola Scholars Foundation president

Foundation president Mark Davis said that Coca-Cola has pursued well-rounded students, those who volunteer or have started organizing to raise awareness of local problems. And the Foundation has evenly distributed the awards across the nation and Puerto Rico, pitting applicants in geographic regions against one another.

"They're all academically talented, but they see beyond the concept of 'if I just make good grades, I will be successful.' They want to make a difference," he said.

Coca-Cola increased the winners pool by 50 students last year. And it's extremely competitive: more than 117,000 students applied for this year's scholarships, and 250 finalists were summoned to Atlanta for interviews. Of that group, 50 received $20,000 scholarships, and 150 were handed $4,000 ones.

The program has made a significant effort to encourage Hispanic students to apply, but their numbers have remained consistently low. Of the 117,000 applicants, only 8,300, or seven percent, were Hispanic, and (by press time) 29 of the finalists, or 12 percent, were Hispanic.

That represents a trend, because over the last decade, the highest percentage of Hispanic applicants was eight percent in 1988. Davis couldn't explain why the number of Hispanic applicants has not increased, but he hopes that the future will draw greater numbers.

Reflecting on the growing Hispanic population nationally, he said, "From a business standpoint, corporations look for the type of worker they are going to need in the future. Organizations want to identify and help create the kind of workforce that comes out of college in the future, plus those are the consumers of the future."

He adds, "At Coca-Cola, we've always said that an educated population is the best kind of consumer for us. So Coca-Cola, as an organization, and not only our program, has committed $100 million to education in general in the nineties."

That has ranged from donations to individual schools to supporting campus activities to outreach in impoverished neighborhoods. In New York City, for instance, bottlers have supported anti-graffiti efforts and Little League teams. In Atlanta, Coca-Cola recently organized a golf outing

Adrian Contreras

to raise funds for the Hispanic Scholarship Fund.

"Corporations realize that the Hispanic consumer plays a big role in the community. We're looking at $400 million in consumer spending that is growing by a million dollars every three or four weeks," said Randy Martinez of the National Hispanic Corporate Council in McLean, Virginia.

"With globalization, you have these corporations realizing they have to embrace diversity. So they foster these programs in education to begin to create a pool of talent for the future."

Sara Martinez Tucker, president and CEO of the Hispanic Scholarship Fund in San Francisco, said that Coca-Cola has been at the fore of outreach to the Hispanic community and has worked with local chambers of commerce and the League of United Latin American Citizens (LULAC).

The 25-year-old fund, the largest targeting Latino students in the nation, was able to flourish in part because of Coca-Cola's efforts. Coke has contributed more than $400,000 since 1981. "They've given our cause great credibility by associating their brand with our work," she said.

"One of the nice things they did was feature our scholars in describing their work in higher education, and they have such a strong marketing presence," Tucker said. "When a company as prestigious as Coca-Cola promotes your cause with their logo, it gives credibility where we might not have had it."

Tucker said that Coca-Cola also targeted funds to aid Hispanics where they often need it most–to transfer from a two-year community college to a four-year institution. "We know that more than 50 percent of Latinos who start college do so at a community college, but few actually transfer to get their bachelor's degree," she said.

Coca-Cola provided the lead $100,000 gift to the fund's community college program one year, a gift that got the ball rolling on other contributions. "We were then able to go to other corporations and get them to support the program," she said.

Since then, the fund has been able to grant scholarships to 80 community college students to enable them to attend four-year schools.

Involvement has exceeded simply doling out money to encourage involvement. Coca-Cola hosted and organized the fund's first golf tournament, the Coca-Cola Classic, in early April. The 18-hole event at the Atlanta Country Club raised $93,000. "They know that Georgia [has] the fourth fastest-growing Latino population in the nation," said Tucker, who says that the money raised–and $93,000 in matching funds–will go to Hispanic students in Georgia.

She said that she is not leery of corporate involvement and acknowledges that often, when corporations become involved, it is to spur brand loyalty in the future. "When these same companies give me money and allow me to pick the best students, I'm grateful; I'm not leery," she said.

"I know that Coca-Cola believes education is an important priority for this country. They seek partners that are innovative and creative in working with them to support students in unique ways. I think it's a smart investment on the company's part."

That investment is obvious to Anna Cabral, president and chief operating officer of the Hispanic Association on Corporate Responsibility (HACR) in Washington, D.C. She said that Coca-Cola has a strong position in the community and has empowered Hispanics in leadership roles in the corporation.

HACR, a coalition of the 10 largest Hispanic organizations in the country, works with Fortune 1000 companies to create partnerships and assist them with employment, procurement of Latino businesses, philanthropy, and governance. HACR is now attempting to strengthen its ties with Coca-Cola.

"Organizations understand that unless they deal with issues that confront our nation's Hispanic youth, you're going to have an enormous problem," she said. "There's no way to circumvent that, because not enough kids will go to college and too many will drop out of school."

Much of the grassroots work is performed by the 100 Coca-Cola bottlers across the nation. The Coca-Cola Bottling Company of New York, Inc., has dispatched volunteers to graffiti-plagued neighborhoods in New York City to clean up buildings. It has created Little League tournaments, donated computers to students to assist

> *"They seek partners that are innovative and creative in working with them to support students in unique ways. I think it's a smart investment on the company's part."*
>
> SARA MARTINEZ TUCKER, PRESIDENT AND CEO, HISPANIC SCHOLARSHIP FUND

them in college, and even arranged a neighborhood Halloween party.

"We try to get involved in outreach as much as possible," said Ed Diaz, sales manager for community marketing for the New York company. "When it comes to helping kids and being involved with kids, we more than likely will entertain those opportunities."

Last year, the company spent $14,000 to award laptop computers, printers, and leather cases to five needy students who received either scholarships or tuition assistance but couldn't afford the necessary equipment to thrive.

"We selected students with very high potential who were looking to move back into the community once they finish college," Diaz said. Many of the students who were reviewed by the committee are Hispanic. This year, he hopes to double the number of recipients to 10.

Diaz noted that officials surveyed parents at a Halloween roller-skating party, a Coca-Cola-sponsored event that drew about 1,900 kids from 20 community centers in the Bronx, Washington Heights, and East Harlem.

"We asked them what was the most important thing they wanted us to be involved in, and the No. 1 thing that was dear to their hearts was to give to education," Diaz said. He then added, "I'm seeing this computer thing being contagious from one bottler to another."

"We do value urban kids reaching their potential. We want to do anything to make sure that they are on the right track," Diaz said.

He also dismisses criticism that such involvement could be viewed as a marketing ploy designed to boost sales, but he admits that that is a benefit. The move comes at a time when Coca-Cola and Pepsico have lobbied school districts across the nation to be a district's soft drink of choice (New York City, for instance, recently rejected offers from both).

"It's more than just selling sodas," Diaz said. "There's a huge company, one of the number one companies in the world, the No. 1 recognized trademark, and they're taking a very grassroots approach, especially the independent bottlers, to help kids. We are do[illegible] things that are very relevant to each neighborhood."

In the Bronx neighborhoods of Hunts Point, Soundview, and Southern Boulevard, the Hispanic population has exploded in recent years, and so has Coca-Cola's involvement. "We didn't have to solicit them," said 75th District Assemblyman Ruben Diaz Jr.

"We have to be pragmatic about this," he said. "I'm sure Coca-Cola does this to boost their sales, but there is a genuine concern and interest in the community. We as the Latino community have tremendous purchasing power, and we make up about a third of Coca Cola's sales. But it's good to see that they say 'thank you' and give back to the people who have helped them become successful."

Coca-Cola Scholars Foundation, Class of 1990

He is especially pleased with Coca-Cola's efforts to support local Little League baseball teams in the area. The company supplies players with equipment and posts food carts at games, with most of the proceeds given to the teams.

"I would like to see other corporations make this kind of contribution. I hope they look at Coca-Cola and follow suit," he said.

Mark Davis of the Scholars Foundation said that the bottlers are responsible for initially fueling the Foundation, for getting it on its feet. The program has evolved to encompass more winners, and Coca-Cola is reaching out more to Hispanic youth to attract their applications.

Recently, posters in Spanish have been distributed in New York City, Texas, California, and Florida. Staff also have been dispatched to schools to talk with students about the program. And this year, previous winners have been encouraged to return to their schools to talk about life after graduation.

That life includes monitoring by Coca-Cola to check up on winners' career paths.

"When a student receives a scholarship, it's not really about giving him or her a check and saying, 'Good luck with your education.' It's about creating a relationship and tracking them for the rest of their lives, when they assume leadership in their communities," Davis said.

Adrian Contreras-Rosenfeld originally had wanted to become an international corporate attorney when he enrolled at the University of Texas at Austin. His dreams shifted during his studies, as he came to appreciate art. His mother is an accomplished Mexican painter.

"This scholarship allowed me to travel, to get out of the city and see as much of the world as I could, and not settling for the typical job working for corporate America. It really let me explore my options," he said. "The scholarship made me realize I could attain things that were off the beaten path."

He is moved by Coca-Cola's outreach. Officials there have contacted him several times a year since graduation, and have even informed him of other scholars' moves to his area.

"Lots of people give money away, but to actually do follow-up and stay with us takes more of an effort," he said. "They see it as more of an investment than a donation."

Wall Street Discovers the Hispanic Market

Must Educate and Build Trust, Say Experts

BY GARY M. STERN

THE JOURNEY TO
FINANCIAL EMPOWERMENT
Acquiring, Building & Preserving Wealth
for You and Your Family
SALOMON SMITH BARNEY
SEE HOW WE EARN IT

Several studies conducted by the securities industry last year revealed that only nine percent of English-speaking Hispanics owned stock, bonds, or mutual funds compared to 40 percent of non-Hispanics in the U.S.

Having ignored the Hispanic market for years, Wall Street is finally paying attention to Latino/Latina investors.

A combination of factors, including the rising Hispanic population, the increased affluence of many Hispanics, and an increasingly competitive marketplace, is encouraging firms to reach out to Hispanics.

In March, Salomon Smith Barney held a symposium, "The Journey to Financial Empowerment: Acquiring, Building, and Preserving Wealth," aimed at the growing number of affluent Hispanic investors in Los Angeles.

"The affluence of Hispanics has grown to the point where it can no longer be ignored. The economics have caught up with the recognition that Hispanics are an important market," said Tom Acosta, one of the highest-ranking Hispanics at Salomon Smith Barney and its director of Taft-Hartley Marketing. Acosta was the introductory speaker at the Los Angeles symposium.

"The seminar was only one part of a much larger initiative to reach out to the Hispanic/Latino community throughout the U.S. and increase their awareness of financial services and opportunities in the financial sector," explains Ivon Silva, manager of the Hispanic/Latino initiative at Salomon Smith Barney, based in New York. Silva is bilingual, was born in Ecuador and raised in New York. She has a master's degree in economics from Brooklyn College. Hiring Silva to devote her energies full-time to targeting Hispanics suggests that financial services companies see an increased opportunity for profits and market share.

Merrill Lynch, the largest brokerage firm in the U.S., followed by Salomon, is also targeting Hispanic investors through its more than 300 local financial counselors in offices across the states, explains Julianne Parker, vice president of Women and Minority Marketing at Merrill Lynch, based in New Jersey. The firm has already produced a series of bilingual brochures on investing. Encouraging Hispanics to invest in stocks "is an educational process," Parker said. "We discuss return versus risk and how stocks have a higher yield than bonds or cash equivalents," she added.

"In the past," Silva candidly admits, "Hispanics haven't been seen as key players. Increasingly, Hispanics are becoming an important part of the community." Various studies indicate that only three to nine percent of Hispanics invest in the stock market, and most keep their savings in fixed income, risk-free investments, said Silva. "Hispanic are losing ground," she continued. "If you're earning three percent in a savings account, fees and cost of living will negate that savings."

What Hispanics need is access to more information. "Without information, Hispanics won't develop the habit of keeping money in stocks and bonds. It's a learning process," Silva said. It's her opinion, too, that since Hispanics don't have a long history of relationships with financial counselors, "there's less trust. Trust must be earned over time so Hispanics feel more comfortable" with financial services advisors and investment companies.

But some people are skeptical about the long-term commitment that financial companies will make to Latinos and other ethnic groups. "My experience has been that targeting Hispanics can easily become a flavor of the month," said Charles Gonzalez, who spoke at the Hispanic symposium in Los Angeles and is the author of *Yes You Can! Every Latino's Guide to Building Family Wealth* (Chandler House Press, 1998) and president of the Milenio Financial Services Group in the Bronx, New York. "I'd like to see in a year or two if the commitment is there," he said. As of now, Ricky Martin and Christina Aguilera are at the top of the music charts, and the Latino explosion has begun, but Gonzalez wonders whether financial services companies will sustain their targeting of Hispanics when the publicity and hoopla fade.

Companies are targeting Hispanics because "asset-gathering is hugely competitive. The low-hanging fruit is no longer there," said author Gonzalez. But why were Hispanics in the past content to keep their savings in safe investments like money market accounts? "Hispanics have had lower incomes. Fifty percent of Hispanics [in the U.S.] [is] born elsewhere, so you have language issues and culture disconnection. Many Hispanics hail from countries where stock markets weren't mature and where they had no trust in the banking system," Gonzalez noted. Immigrants wanted to protect their savings and hence took few risks. Furthermore, financial services companies ignored them, targeting only professionals and entrepreneurs with six-figure incomes–"high net worth individuals."

"Hispanics," Gonzalez said, "offer an untapped market." He points to a couple that he recently advised who are both school principals, with a joint income of $190,000, but were ignored by major financial analysts. More than 1.4 million Hispanics own businesses, and one-quarter of a million Hispanics own businesses in Los Angeles alone, Gonzalez said. Many of them have not invested in IRAs, so the market is waiting to be discovered.

"Many Hispanics hail from countries where stock markets weren't mature and where they had no trust in the banking system."

CHARLES GONZALEZ, AUTHOR OF *YES YOU CAN!*

One way to overcome this penchant for conservative investing is to establish a relationship with a financial counselor or advisor. Silva advised that Hispanics interested in finding a financial advisor seek out recommendations through word-of-mouth of family or friends. "Ask about the advisor's track record, see a record of what stocks or mutual funds they advise and what their rate of return was in the previous few years, ask their philosophy on investment (risky high-tech stocks versus large cap mutual funds), and see how their goals coalesce with yours."

Experts agree that you don't have to be earning six figures to start investing. Hispanics need to realize, Silva suggests, "that you don't need large amounts of money to invest. You can start with a smaller nest egg." Hispanics who invest in IRAs (Individual Retirement Accounts), for example, "are putting their money back to work for them," she said. Instead of paying higher taxes, their investments will grow, and their taxes are reduced. Investing depends on each individual's particular circumstances, including age, earnings, and retirement goals. Silva noted that younger Hispanics, reared at a time of a stock market boom, would likely be more receptive to more aggressive investing. "If you're closer to retirement, you're likely to be more cautious," she added.

But critics suggest that financial services companies like Salomon Smith Barney, Merrill Lynch, and others promote certain stocks that the company has underwritten and often fail to look out for an individual investor's interests. Rejecting that notion, Silva replied that "all financial counselors are trained that the client's goals and needs have to be met first. Financial counselors are trained to see what benefits the client and not simply to suggest a buy." But Gonzalez added that "individuals need to take responsibility for educating themselves." Ask if the company has financial information and brochures of their products in Spanish. He noted that most companies do not, and he knows of only two that have distributed bilingual financial information, State Street Research and Aetna. "Many counselors find it frustrating dealing with Hispanics because of the education that is required and overcoming their conservative nature," he said. But Gonzalez said that most financial services companies offer mutual funds with solid credentials and are not out to exploit their clients.

Will financial services companies target middle-class earners, not just affluent professionals? Gonzalez felt that even the recent symposium was aimed at high-net individuals and ignored middle-class earners.

"Wirehouse brokers target the most highly affluent professionals, business owners, managers, and execs," said the author. Indeed, even a Salomon Smith Barney representative explains. "Generally investors come to us when they've reached a certain level in their assets. Our average client has assets of $400,000, but we also have clients with less than that and more than that," noted Mary Connolly of its public relations staff. But will its investment brokers be empathetic to teachers, firefighters, social workers, and administrative assistants who can invest only a limited amount each year? That question remains critical for middle-class Hispanic and middle-class investors in general.

> ***More than 1.4 million Hispanics own businesses–a quarter million in Los Angeles alone, said Gonzalez, and many have not yet invested in IRAs.***

Merrill Lynch appeals not only to high-net-worth individuals but is known for bringing "Wall Street to Main Street," Parker noted. Any client can purchase a stock online for $30, and investors can enroll in automatic savings plans for as little as $100 a month. Parker said that investors can open a Merrill Lynch cash management account with $20,000.

Asked what special programs Merrill Lynch has designed for Hispanic investors, who aren't used to forming relationships with financial counselors, Parker again mentions the role of its 300 local financial counselors. Clearly there aren't any special programs, other than bilingual brochures, so Merrill Lynch is leaving reaching out to an untapped Hispanic market to the resources of its broker network.

Nonetheless, experts see the targeting of Hispanics by financial services companies as a positive first step. "When a powerful and resource-rich organization targets Hispanics, it can have a dramatically positive impact on the ability of Hispanic families to create financial independence," said Gonzalez. He predicted that a "ripple effect" would lead one Hispanic family who had a successful investing experience to recommend a financial counselor to another. One Hispanic investor with 20 family members and friends can generate myriad recommendations to a financial counselor. "But the real issue is the need for Hispanics to have access to information and knowledge, not only at the top 10 percent of earners, but for the huge middle class," Gonzalez asserted.

UNIVERSITY OF NEW HAMPSHIRE

Forrest D. McKerley Professorship
Health Services Research

The University of New Hampshire invites nominations and letters of application for the inaugural appointment of the Forrest D. McKerley Professorship in an appropriate department of the School of Health and Human Services with the opportunity for a joint appointment (e.g. Economics in the Whittemore School of Business and Economics or Sociology in the College of Liberal Arts) and participation in doctoral programs. The responsibilities of the position include teaching graduate and/or undergraduate courses, conducting applied research in health policy analysis relevant to the State of New Hampshire, and providing leadership in the development and implementation of health services research at the University of New Hampshire. The candidate is expected to have an earned doctorate in an appropriate discipline, e.g. health economics, policy, public health, epidemiology, or sociology. Candidates must have a strong record (appropriate to their rank) in teaching, scholarship, and health policy grants. This position is expected to work closely with the School of Health and Human Services' Institute for Health Policy and Practice, a newly created cooperative effort of the State of New Hampshire, Dartmouth Medical School and UNH.

Letters of application should include curriculum vitae and name, address, telephone number and e-mail addresses of five references. The Committee will begin reviewing applications immediately and will continue until the position is filled.

McKerley Professorship Search Committee
School of Health and Human Services
217 Hewitt Hall, 4 Library Way
University of New Hampshire
Durham, NH 03824-3563

UNH is committed to enhancing the diversity of its faculty and staff and encourages applications from women, persons of color, persons with disabilities and veterans.

THE UNIVERSITY OF UTAH

ASSISTANT DEAN FOR DIVERSITY

The Graduate School at the University of Utah is seeking nominations and applications for the Assistant Dean for Diversity, a 12-month professional staff position reporting to the dean of the Graduate School. Candidates must have demonstrated writing ability and excellent interpersonal communication and problem solving skills. Experience with a diverse student population for recruiting and retention is preferred, and a master's degree in a related area is required. Primary responsibilities are recruitment and retention for groups historically underrepresented in graduate education, administration of undergraduate summer research opportunity programs, development of externally funded grant proposals for graduate education, and other related duties.

Founded in 1850, the University of Utah is the flagship institution in the Utah system of higher education. It is accredited by the Northwest Association of Schools and Colleges with a graduate enrollment of over 4900 students in 16 colleges. The University is located in Salt Lake City, a metropolitan area with a population of almost a million citizens in the greater Salt Lake Valley. The University of Utah is an affirmative action/equal opportunity employer and encourages applications from women and minorities and provides reasonable accommodation to known disabilities of applicants and employees. Nomination letters and letters from applicants with two copies of a curriculum vitae plus names, addresses, e-mail, phone and fax numbers for three referees should be sent to: **David S. Chapman, Dean of the Graduate School, 310 Park Building, University of Utah, 201 South President's Circle, Salt Lake City, UT 84112-9016; 801/581-7642.** This position will remain open until filled.

Lucent Foundation Targets Education

From Universal Preschool to Grad School Access for Minorities

BY
AMALIA DUARTE

Lucent Technologies
Bell Labs Innovations

You might know Lucent Technologies as a premier high-tech company, as home of the renowned Bell Laboratories, or as the people who "make the things that make communications work." But did you know that there's another side of Lucent that last year gave away nearly $40 million around the world to programs benefiting young people?

In less than four years since spinning off from AT&T, Lucent has become one of the largest givers of corporate philanthropy in the country. In fact, just in the past two years, its giving has increased nearly five-fold, from $10.6 million in its fiscal year 1998 to an anticipated $50 million this year (Lucent's fiscal year runs from Oct. 1 to Sept. 30).

Barely off the ground in 1998, Lucent's Foundation already was ranked by the Foundation Center as No. 47 in dollars donated among U.S. companies and will probably improve its ranking on future lists. "We will probably jump up that list even higher," said David Ford, president of the Lucent Foundation, "now that our programs are really getting off the ground."

The Foundation's quick growth mirrors the fortunes of the company itself. The Foundation was created after Lucent officially split from AT&T to become an independent company. At the time, Lucent was viewed as a stodgy manufacturer, but now Lucent is focused on high-growth areas such as optical and wireless networks, Internet infrastructure, semiconductors, and fiber optics. Today its stock is among the most widely held in the country, and it posted $39 billion in revenues in 1999, growing 20 percent over the previous year.

Lucent's CEO and Chairman Rich McGinn also chairs the Foundation's board of trustees, which is comprised of Lucent corporate officers. And the company earmarks 1.2 percent of its pretax income for the Foundation.

The Foundation started off on a strong footing with some seed money from AT&T and a legacy of decades of charitable giving. In its debut week as a new company,

> ***Last fall, the Foundation gave grants to 11 universities in support of initiatives aimed at improving K-12 education.***

U.S. Department of Education Secretary Richard Riley (left) and Lucent Foundation President David Ford (right)

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some 6,000 Lucent employees volunteered during a Global Day of Caring at more than 100 community service projects worldwide. But Lucent took a decidedly different tactic to giving than did AT&T. While AT&T funds everything from the arts to community groups to the environment, Lucent decided to take a more focused approach and concentrate on young people and education. As a business-to-business company, the Foundation had the freedom to follow a narrower path.

"If you think about it, education is key. If you can solve the problems in education, then you can solve a lot of societal issues," said Phyllis McGrath, vice president of the Lucent Foundation. "And that's been the focus and commitment right from the beginning."

Its mission statement and six priorities underscore the Foundation's focus on youth. "Our mission is to help young people prepare to meet the challenges of our changing global society. Education is the key." And its priorities underscore that message. The six priorities are: improving public schools; developing and supporting teachers; preparing youth for a diverse world; inspiring excellence in science, math, and engineering; engaging Lucent employees; and supporting Lucent's communities.

Based in Murray Hill, N.J., the Foundation casts a wide net in its giving activities, reflecting its influence around the world. Nearly one quarter of its 153,000 employees are located in countries other than the United States. It supports hundreds of organizations through its grantmaking and has been announcing new efforts at a heady pace.

One of its flagship efforts, the Global Scholars Program, now awards more scholarships to young people outside the United States than to U.S. students. Last year's crop of 80 students included three from Argentina, five from Brazil, and five from Mexico. And this year, the Foundation will award even more scholarships–107 in total–including 57 to first- and second-year students at leading technical universities in 19 countries and regions outside the United States. "When we decided to start this program, I said, 'Let's make it global. And we've been under pressure ever since from our colleagues around the world to add more countries and regions to the program,'" said Ford.

Lucent Global
Science Scholars

Eighty of the world's brightest students gathered at Lucent Technologies world headquarters July 24-29 for the first Lucent Global Science Scholars Summit. The scholars are pictured with Lucent Chairman and CEO Richard McGinn and Bell Labs President Arun Netravali.

The Foundation has committed $20 million over 10 years for the Scholars Program, which is designed to encourage the world's youth to pursue careers in communications technology. Scholarship recipients spend a week in the summer at the Lucent Global Science Scholars Summit, meeting with Bell Labs scientists and learning about exciting new technologies. In addition, scholars get a one-time award of $5,000 and opportunities for internships at Bell Labs locations around the globe. "We are not trying to build a future pool of employees," said Ford. "Although…if they regard us with affection, that would be great."

As a result of the Foundation's focus on preparing youth for a diverse world, many of its initiatives touch the lives of minority and Hispanic students here in the U.S. "Most of our educational programs are aimed at those who are needy," said Ford, "so a very significant portion of our efforts address Hispanics."

One of its most recently announced programs hopes to improve the educational prospects for disadvantaged children by reaching out to them before they ever set foot in a real classroom. Started in January, the Lucent Universal Preschool Initiative is designed to encourage universal access to quality early childhood education. In its first year, the initiative is giving $1 million in grants to 13 programs that provide early childhood education and care to preschool children. The Foundation also will sponsor a national conference on universal preschool this year to share with a national audience the knowledge and experience of these programs. To implement this program, the Foundation has partnered with the Child Care Action Campaign and the Families and Work Institute, both nonprofit organizations based in New York City.

During the past few years, the case has been building for universal preschool, and that's why the

University students from Mexico met with Lucent researcher Horst Stormer, a recipient of the 1998 Nobel Prize in Physics, to discuss his experiences in the field of research.

Foundation got on board. Brain research has proven that children are like sponges during those first few years of life and will fail to expand intellectually if left in an arid environment. And some studies have concluded that most pre-school and day care settings are not of good quality.

"We know that too many children are starting school already behind in their development," said Ford. "We've got to get children away from sitting in front of the television and being neglected in warehouse day-care settings."

The Foundation's effort helps build support and keeps the spotlight on universal preschool. "We're extremely excited about Lucent's involvement. To have a major foundation and major corporation aligned in the goal to provide universal, quality pre-school is powerful," said Faith Wohl, president of the Child Care Action Campaign. "You don't often get a partner with that kind of clout and credibility."

On the other end of the educational pipeline, last fall, the Foundation gave grants to 11 universities in support of initiatives aimed at improving K-12 education. Recipients include Hunter College of The City University of New York (CUNY), McGill University (in Montreal), Montclair State University (N.J.), North Carolina State University, the University of California at Los Angeles, and the University of Texas at El Paso. At UTEP, the money will support a project called Literacy in Action that allows all children in grades six to nine to complete a high-level course in reading and writing.

> ***Students get college tuition, an annual living stipend of $17,000, a book allowance, university fees, related travel expenses, and summer employment at Bell Labs.***

Most Foundation efforts are not specifically targeted at Hispanics or minorities, but two important exceptions are the legacy programs based at Bell Labs. Each year, the Bell Labs Cooperative Research Fellowship Program (CRFP) for minorities and women selects six students majoring in science, math, and engineering to receive four-year doctoral fellowships. Students get college tuition, an annual living stipend of $17,000, a book allowance, university fees, related travel expenses, and summer employment at Bell Labs. A parallel program called the Graduate Research Program for Women (GRPW) offers the same benefits to six female students each year.

Both initiatives are designed to provide encouragement and financial support to students who have demonstrated high potential for pursuing a career in technology. "You can count the number of minorities who get Ph.Ds each year on one hand. So this program really has a tremendous impact," said McGrath. "And it's a natural for Bell Labs, where there is a real, deep-rooted interest in pulling the next generation along."

As Lucent continues to grow as a business, its Foundation will undoubtedly expand its reach even further. "We're in it for the long term and for what we can do for the community," said Ford. "We're not in it for the publicity or the self-aggrandizement. We're in for a simple reason: to help young people."

Amalia Duarte is an editor in public relations at Lucent Technologies.

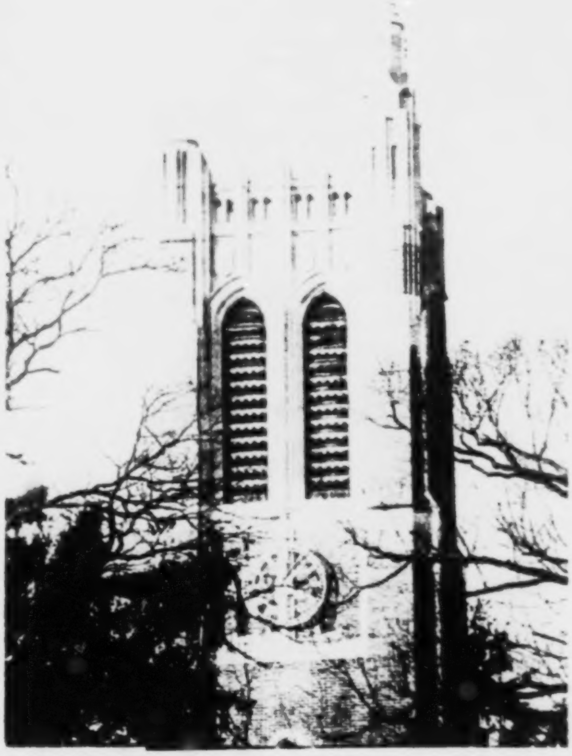
The Honor Roll

Michigan State University

From Cyclotron to Study Abroad—It's in the Lead

BY ROGER A. DEITZ

First, let's give the MSU Spartans their due as the reigning NCAA Division I Men's Basketball Champions, a title that the team recently won, defeating Florida in the high-profile, prime-time nationally televised event. Congratulations are in order for this distinction, and for many proud achievements in the arena of higher education. President Peter McPherson reports, "We are a comprehensive, internationally recognized center for learning, research, and service. Our work has a tremendous impact on today's global needs: K-12 education, agribusiness, human and animal health, food safety, biotechnology, and international connections." He adds, "Nearly a century and a half after its founding, Michigan State University continues to build its success on the land-grant tradition of public service, teaching, and research. Yet, we're doing so in new and innovative ways, using technology to meet the diverse needs of our students, for example, and offering more cost-effective options for students to study abroad."



Michigan State University

"Michigan State," he says, "has embarked on the new century with academic strength, fiscal stability, and tuition restraint. The University remains committed to an affordable education for the next generation of students, extending its innovative Tuition Guarantee, for the sixth year, in 1999. In fact, MSU's average tuition increase for those years is 2.7 percent, far below the national average." The president notes that today's MSU students participate in an "active learning environment with a large spectrum of academic opportunities." He notes that undergraduates can engage with world-class faculty in their classrooms, in special living and learning programs, and in the University's growing undergraduate research program. Through MSU's Technology Guarantee, he adds "undergraduate students can access the latest educational technologies as they prepare for careers in the digital age."

Founded in 1855 as the nation's pioneer land-grant institution, Michigan State University is a dynamic community of 33,966 undergraduates and 9,000 professional students. Twelve baccalaureate degree-granting colleges offer more than 150 programs of study. Two residential options, Lyman Briggs School and James Madison

Peter McPherson, Michigan State University president

Honor Roll Facts in Brief

INSTITUTION
Michigan State University

LOCATION
Office of Admissions and Scholarships
250 Administration Building
East Lansing, MI 48824-0590
(517) 355-1855

ESTABLISHED
1855

MICHIGAN STATE
UNIVERSITY

ENROLLMENT
43,038 (1,073 Hispanic)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

TUITION AND FEES
$5,043.50 undergraduate, resident

FACULTY
4,244 faculty and academic staff (2,614 ranked; 600 minority)

SEVERAL DEGREE PROGRAMS
Environmental Biology
Human Resource Management
Music Therapy
Merchandising Management
Urban and Regional Planning

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Coalition for Multicultural Education
Cultura de las Razas Unidas
Men and Women of Color

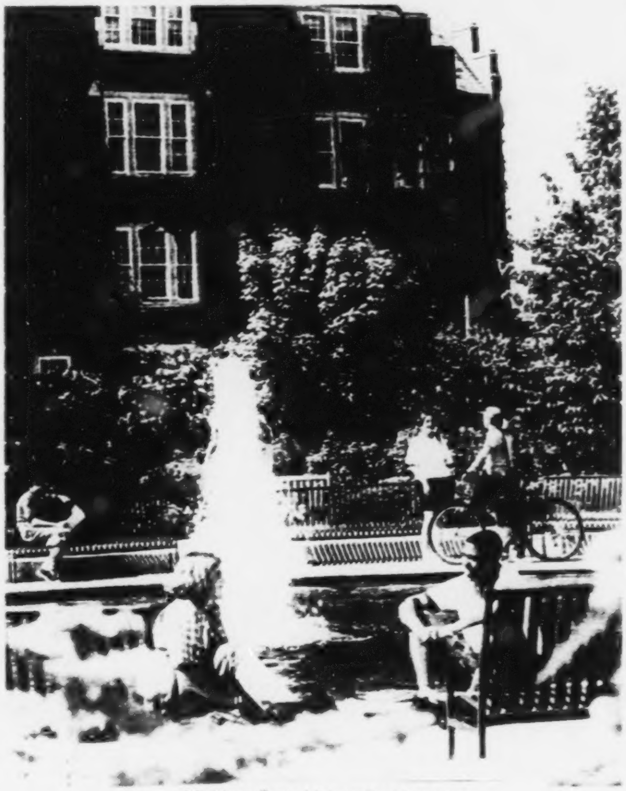
INTERNET ADDRESS
www.msu.edu

College, offer a small-college atmosphere within a large, world-class university. Undergraduate education is a primary mission of the institution. MSU's campus is a unique blend of the traditional and the innovative within a park-like landscape. The Red Cedar River flows through the campus and makes a great backdrop for springtime walks and summer concerts. North of the river's tree-lined banks and grassy slopes is the older, more traditional heart of the campus. The ivy-covered brick buildings house academic offices and include the MSU Union and ten residence hall complexes, Spartan Stadium, the world's most powerful superconducting cyclotron, the medical complex, and sophisticated scientific research laboratories. The University's newest facilities are also found on this side of the river, including Jack Breslin Student Events Center, the Wharton Center for Performing Arts, the Pavilion for Agriculture and Livestock Education, the MSU Detroit College of Law, and two intramural buildings devoted to student sports activities.

Undergraduate students come from every county in Michigan, every state in the U.S., and more than 120 countries. These students represent many ethnic, racial, political, economic, and religious backgrounds. Approximately 6,570 undergraduates are members of ethnic minority groups (15.3 percent), and international students make up nine percent of the school's enrollment, which totaled 43,028 for 1999-2000. Total Hispanic enrollment is 1,073. Black non-Hispanics number 3,507; Asian Pacific Islanders, 1,733; and Native Americans, 257. There are 4,244 faculty and academic staff, including 2,614 ranked faculty and 73 executive management employees. More than 600 faculty members are minorities.

Many MSU colleges and departments offer special programs for minority students, including Minority Students in Engineering, the Minority Business Program, Vetward Bound, the Charles Drew Science Enrichment Program, the McNair/SROP program, the Multi-Racial Unity Living Experience (MRULE), and the Summer University Program-Excellence Required (SUPER). MSU is a national leader in study abroad, with more than 140 programs in 52 countries. The programs are offered every session, including winter break, and in many instances do not exceed the costs of a semester's study on campus.

As part of its mission to increase diversity and global learning, the University has created study abroad experiences for all students, with a goal that by 2006, 40 percent of its graduating seniors will be taking part. The senior advisor to the president for diversity has been working with the study abroad program to ensure that students of color are actively recruited.



Michigan State University campus

Undergraduates can also participate in one-of-a-kind research projects, mentored by MSU professors from many disciplines. Students are currently working on areas ranging from wearable computers to microbiology, from Holocaust memorial designs to breast cancer.

MSU has championed the creation of a strong academic and social environment for all students, particularly for minorities, by creating support/educational groups within each residence hall. Shaw Hall had the first such caucus on campus, and it now sponsors scholarships for female students of color. There are also strong Greek and social organizations for minority students, such as the Cultura de las Razas Unidas, Men and Women of Color, and the Coalition for Multicultural Education.

Early this year, three major corporate contributions to MSU were announced within a two-week period. The gifts enhanced research and teaching initiatives for students and faculty. The gifts–one of cash, one in-kind, and one of property–show the diversity of corporate support to the University, according to Chuck Webb, vice president for University development, and are significant in providing leadership for MSU's capital campaign. "These gifts illustrate the great value that our corporate sponsors place on MSU's educational and research activities," Webb observes. "This recognition and support from our corporate partners clearly enhances MSU's ability to maintain its standing as a world-class institution."

The in-kind gift, valued at more than $30 million, is from General Motors, Unigraphics Solutions, Sun Microsystems, and EDS. Part of the Partners for the Advancement of CAD/CAM/CAE Education (PACE) initiative, the gift ensures that MSU students will have "the most relevant, leading-edge technology available in the engineering curriculum."

A cash gift of $5 million over five years from Ford Motor Co. will support construction of two new laboratories. The first will be located inside the Biomedical and Physical Sciences Building, currently under construction, and the second, in a new structure to be housed in the Automotive Research Experiment Station of the College of Engineering. Ford, which annually supports a variety of scholarship and fellowship programs with MSU, noted that the two labs will contribute to essential improvements in the auto industry, as well as enhance the University's educational goals. The third gift, property from the Kalamazoo-based Pharmacia & Upjohn, is in process. A preliminary agreement between the company and the University paved the way for a donation of the 80-acre Brook Lodge property and 557 acres of land surrounding the lodge, to be used as an environmental and conference resource. The land is located just south of MSU's Kellogg Biological Station. "When state-based industries step forward in leadership roles such as these, it can't help but have a positive impact on those industries in return," says President McPherson. "We're grateful for their faith in our faculty and our students, and for their willingness to show that faith in the form of such important contributions."

Government, corporation, and foundation support for MSU's international development projects exceeded $20 million in 1998-1999. MSU now has ongoing projects in 100 nations on six continents and formal links with 150 overseas institutions. In 1998, MSU broke ground for the new $93 million Biomedical and Physical Sciences Building, one of the largest academic buildings on campus. It joins such facilities as the National Superconducting Cyclotron and the National Center for Food Safety and Toxicology as focal points for exciting new collaborative and interdisciplinary research initiatives. MSU research awards increased 22 percent this past year. Funding from federal grants amounted to 25 percent.

President McPherson says that MSU is proud, too, of its international strengths, including its African Studies Center, and of its being named by the Institute of International Education as the nation's leader in study abroad. "It is our belief," says McPherson, "that an international experience is an important part of a 21st-century education."

Kellogg Grant to Build Safety Net for Latino Youth

IDRA the Managing Partner

BY
INÉS PINTO ALICEA

W.K. KELLOGG FOUNDATION

The Foundation, based in Battle Creek Michigan, is providing a $28.7 million grant over six years to improve opportunities for Hispanic students.

Eighteen Hispanic-Serving Institutions have been given grants by the W.K. Kellogg Foundation to get more Latino students into and through college.

"The Foundation believes this project is important because it joins a growing number of efforts to address the disparities in educational attainment being experienced by Hispanic young people, and the impact that these disparities have on communities and the larger society," said Betty Overton-Adkins, the Foundation's director of higher education programming.

The Foundation, based in Battle Creek Michigan, is providing a $28.7 million grant over six years to projects that link colleges, K-12 schools, community groups, businesses, and other organizations in a collaborative effort to improve opportunities for Hispanic students. By working together, these partners will give Hispanic students the support they need to succeed from kindergarten through high school and beyond.

"Partnerships are crucial–because no one institution or community can succeed in this effort alone," said Overton-Adkins. "We have come to understand that effective education is not the sole responsibility of educators. We know that for colleges to do a good job of educating a broader and more diverse group of students, our K-12 systems must do a better job of preparing those students. In order for K-12 systems to be more effective, families and communities must be more involved with the education of young people."

Dr. Rosana G. Rodriguez, IDRA's director of community engagement

Kellogg officials say that they want the program, Engaging Latino Communities for Education (ENLACE), to help communities weave together elements of existing programs and introduce new ones to create much stronger safety nets for Latino students.

"We understand that this program alone will not solve the educational issues within Latino communities," said Overton-Adkins. "We are hoping this small effort will be a catalyst for other programs and will serve as linkage and leverage to other K-16 efforts."

The term *enlace* is from the Spanish word *enlazar*, which means to link or weave together or connect in such a way that the new entity is stronger than its parts.

"ENLACE will strengthen the

educational pipeline so that more Hispanic youth will enter and complete college," said Overton-Adkins. "And, it can improve the performance of students who are already attending Hispanic-serving institutions [HSIs]."

Antonio Flores, president of the San Antonio-based Hispanic Association of Colleges and Universities (HACU), praised the initiative. "By engaging HSIs as lead and anchoring institutions to work in collaboration with community-based organizations and K-12 schools, the bulk of the Latinos in the project areas will be served by innovative and effective ways," said Flores. "It is an excellent initiative that HACU intends to continue supporting fully and to leverage for greater funding and involvement by other prospective funders. We also plan to use the data generated by ENLACE to prepare policy briefings and articles that could influence education policy at the local and national levels."

The Kellogg program will have three phases. In the first, 10 to 15 colleges will win one-year planning grants of up to $100,000 to create coalitions that include schools and other organizations. Eight to 10 of those coalitions will be selected for four-year grants of up to $2 million to carry out their plans during the second phase. Those grants are scheduled to be awarded in December.

"Partnerships selected for Phase II funding will be based on strong designs to create systemic change for improving the access and success of Latino youth in higher education," said a pamphlet on the program.

In the third phase, participants will examine the work of the coalitions and share information about successful programs with other educators and policymakers. The third phase will begin in January 2005.

"One of ENLACE's greatest impacts will come in the last phase–where the actual outcomes, impact, lessons learned, and best practices may be widely disseminated to inform institutional and public policy, and where the models can be institutionalized and sustained through innovative strategies and activities," said the program's brochure.

"There is not a great track record in the country of communities, K-12, and colleges working together to design programs."

BETTY OVERTON-ADKINS, W.K. KELLOGG FOUNDATION
DIRECTOR OF HIGHER EDUCATION PROGRAMMING

The San Antonio-based Intercultural Development Research Association (IDRA) is the managing partner for the ENLACE initiative and provides technical assistance and support. It also provides mentoring and coaching, regional workshops, work sessions, annual networking and sharing meetings, a newsletter and Web page, journal articles, and video conferences. The National Council for Community Education Partnerships will assess the initiative as a whole. The Council will determine whether the overall objectives and goals of the initiative have been achieved, what lessons have been learned, and what impact the initiative has made.

"We're very enthusiastic about the efforts to date," said Dr. Rosana G. Rodriguez, IDRA's director of community engagement, who helped develop the ENLACE program when she worked at the Kellogg Foundation. "While the focus is on Hispanic students, we hope that the lessons learned and the models created will benefit the broader community as well and have a positive effect on policy-makers."

Participating HSIs had to be two-year or four-year institutions, serve large proportions of Latino students, and have at least 2,500 students enrolled. The HSIs also had to have a documented history and commitment to the education of Hispanic students and outreach to Hispanic communities.

HSIs are colleges and universities with 25 percent or more Hispanic enrollment. The program was concentrated in states with large Hispanic populations such as Arizona, California, Colorado, Florida, Illinois, Michigan, New Mexico, New York, and Texas.

"The initiative, which was approved by the Foundation's board in 1998, targets these [HSIs] as core resources for stimulating community efforts to strengthen the educational pipeline for Latino young people," noted the application packet.

ENLACE's five objectives are:

- to strengthen selected HSIs and other institutions to serve as catalysts and models for educational change;
- to support higher education/community coalitions and partnerships that increase educational success and community involvement for Latino and other students;
- to support the creation and adoption of educational models based on best practices that improve enrollment, academic performance, and graduation of Latino high school and college students;
- to facilitate sustainable implementation or scale-up of successful

programs through strategic planning, networking, leadership development, and policy efforts; and

- to infuse into key stakeholder groups information and models that stimulate changes in policies and practices related to the education of Latinos.

"Leadership is an important cross-cutting theme throughout the ENLACE effort," said Rodriguez.

The educational level of Latinos in the United States is the lowest of any group, according to the Kellogg Foundation.

"Because Latinos/Hispanics remain the most undereducated population in America, we need to increase this success rate dramatically and rapidly or have a national crisis due to the scarcity of well-prepared workers, technicians, and professionals needed by the U.S. economy," said Flores.

Latinos have the highest dropout rates of any student groups –as high as 30 percent at some levels. Barely half of Latinos ages 25 and older have earned high school diplomas. Only two percent of all doctorates are awarded to Latinos. Hispanics earn only 3.9 percent of all graduate degrees.

"The educational gap is serious and growing," said Rodriguez, adding that a community-wide effort is needed to address the issue.

"Kellogg has always recognized the importance of community," Rodriguez said. "The community has much to offer."

The program faces a number of challenges. Overton-Adkins said that program officials will have to choose among current recipients for the next phases of funding and that picking the best programs that will have the most impact will be challenging.

"There is not a great track record in the country of communities, K-12, and colleges working together to design programs," said Overton-Adkins. "There also will be the challenge of effective leadership that can keep the process moving, keep people excited about the goals and potential of the work, broker the differences between the partners, and keep an eye on the end product–better education for Latino youth. No small task."

Antonio Flores, president of the San Antonio-based Hispanic Association of Colleges and Universities (HACU)

Kellogg officials want the program, ENLACE, to help communities weave together elements of existing programs and introduce new ones to create much stronger safety nets for Latino students.

Rodriguez said one of the challenges that lies ahead is the need to get others to help fund the projects so that they can be sustained over time and so others can be created based on the models developed by the Kellogg project.

The Kellogg Foundation was established in 1930 "to help people help themselves through the practical application of knowledge and resources to improve their quality of life and that of future generations." The Foundation targets its grants toward specific areas, including health, food systems and rural development, youth and education, and philanthropy and volunteerism.

There were 112 applicants for the initial grants, and 18 applicants were nominated to receive those initial grants. Those 18 recipients are eligible to compete for the second phase of ENLACE. The recipients for the initial grants are: Arizona State University, University of Southern Colorado, The University of New Mexico, Santa Fe Community College (N.M.), New Mexico State University, Santa Ana College (Calif.), California State University-Los Angeles, University of California-Santa Barbara, California State University-Fresno, University of South Florida, Florida International University, Miami-Dade Community College-North, Northeastern Illinois University, CUNY-Lehman College (New York, N.Y.), CUNY-Hostos Community College (Bronx, N.Y.), Saint Edward's University (Austin, Texas), Southwest Texas State University, University of Texas-Brownsville/Texas Southmost College.

Latino Leadership Institute at UCLA

Anderson School Targets Minorities

BY ADALYN HIXSON

Hispanic Leadership Institute, April 2000

Two years ago, the National Society of Hispanic MBA's added a new category of honoree to its Brillante Awards, which are given "in recognition of exceptional contributions to the Hispanic community." That new category was "educational institution," and the very first award therein went to the Anderson School at UCLA.

The selection of Anderson is especially significant in that NSHMBA came into being, back in the '80s, to address the lack of Hispanics in corporate boardrooms. And the official mission of NSHMBA is "to foster Hispanic leadership through graduate management education and professional development in order to better our society." Members of NSHMBA, and there are more than 1500 of them in more than a dozen chapters, do the nominating, with final selections by the Society's national board of directors.

In lauding the school, NSHMBA specifically cited Anderson for increasing the Hispanic community's awareness of and opportunities for earning an MBA.

This year, The Anderson School took further steps *vis a vis* Hispanics by conducting its first Latino Leadership Institute, under the aegis of its Executive Education Programs, and in collaboration with NSHMBA and the California Hispanic Corporate Council.

Alissa Brill Materman, marketing director for UCLA's Executive Education Programs, told *HO* that the Institute is part of what they call the Leadership Suite. "The African American Leadership Institute has been offered since Spring 1998, the Women's Leadership Institute, since Fall 1999, and the Latino Leadership Institute was offered for the first time in Spring 2000."

Research-based

The Leadership programs, she said, "were based on the research of Professor William Ouchi. Professor Ouchi conducted research in the early 1980s on the state of Asian Americans in management."

"In his research, involving several major cor-

Alissa Brill Materman, marketing director for UCLA's Executive Education Programs

porations, Professor Ouchi found that when minorities and women managers reached a certain management level, they had extremely high rates of voluntary termination." His research identified several underlying reasons: "They did not have the tools to navigate their way around the organization nor the peer or support system to help them advance through the corporation."

"Professor Ouchi," said Materman, "founded a program called LEAP–Leadership Education for Asian Pacifics, which has since been spun off from UCLA to its own nonprofit organization. The LEAP program has been running since 1982."

Dr. Ouchi is vice dean and faculty director of Executive Education Programs, and the Sanford and Betty Sigoloff Professor in Corporate Renewal at the Anderson School, which has twelve endowed chairs. He also chairs Anderson's Riordan Programs, which serve minority high school and college students in Southern California, and chairs LEARN, the Los Angeles school reform organization. Ouchi was once chief of staff to Los Angeles Mayor Richard Riordan, the first person to receive the NSHMBA Brillante Award in the category of "individual."

Co-chairing the Latino Leadership Institute with Dr. Ouchi is Dr. David Hayes-Bautista, a professor of medicine, director of the Center for the Study of Latino Health, UCLA School of Medicine, and previously director of Chicano Studies Research at UCLA. He recently published the first directory of California Latino/ Hispanic physicians and has written a book on culturally effective healing, ***Healing Latinos: Realidad y Fantasia***.

Who Attends?

Asked to describe the typical Institute attendee, Materman said that the average age is about 35. "Most are mid- to senior-level managers and executives who are considered 'high potential' managers in their organizations."

"Participants come from all across the country.... There is good representation of both male and female–perhaps slightly skewed toward male for a few reasons. First, there are more male executives in corporate America. And second, some Latinas would prefer to attend our Women's Leadership Institute.

"The program is designed for and attracts executives from many different Latino/Hispanic cultures and ethnicities, and finding one word to describe them all is nearly impossible. The program deals with the Latino community as a whole and the diverse groups that comprise it."

Asked who's the competition, Materman said, "The Anderson School at UCLA is the only business school in the country conducting a suite of programs aimed specifically at these three groups of executives."

HO asked, "Are there any industries left where someone could start young and unskilled and hope to ascend?" Materman answered, "There are many organizations that have corporate universities–Sun Microsystems, GE, Motorola, among them."

But, as noted in The Anderson School history posted on its website, it's been a while since American executives and business owners could rely on intuition and experience alone in grappling with complex problems.

It is the mission of her office, says Materman, "to elevate the practice of management in the corporate community." The Institutes, she said, provide attendees with the skills and tools they require to "bring more value to their organizations and advance their careers."

The Office of Executive Education Programs, she continued, is in the business of conducting open-enrollment, i.e., public, programs, one being the Latino Leadership Institute, and in the business of offering custom programs for organizations based on their specific needs.

The leadership programs have been so customized. "Typically, several senior-level executives, such as CEOs, will be involved with the program also. We can conduct these custom programs at UCLA or at a location of the organization's choice."

"For the first time," said Materman, "next summer we will offer the African American Leadership Institute in Washington, D.C., in conjunction with Howard University. We haven't identified another university partner or other geographic location for the Latino Leadership Institute at this point, but that is entirely probable in the longer term."

First Impressions

Isis B. Peralta, program manager of the Latino Leadership Institute, or LLI, is a relative newcomer, a management consultant who joined UCLA Executive Education early in January. Latina, she is originally from Guatemala and graduated from San Diego State University.

HO asked Peralta for a brief assessment of

Isis B. Peralta, program manager of the Latino Leadership Institute the April Institute.

"I am very pleased," she said, "with the outcome from our first LLI. The curriculum was very strong to begin with, and we had some powerful speakers."

"But all the planning in the world couldn't have prepared us for the intangible energy that was present during the program. Our participants bonded in a way they never could before."

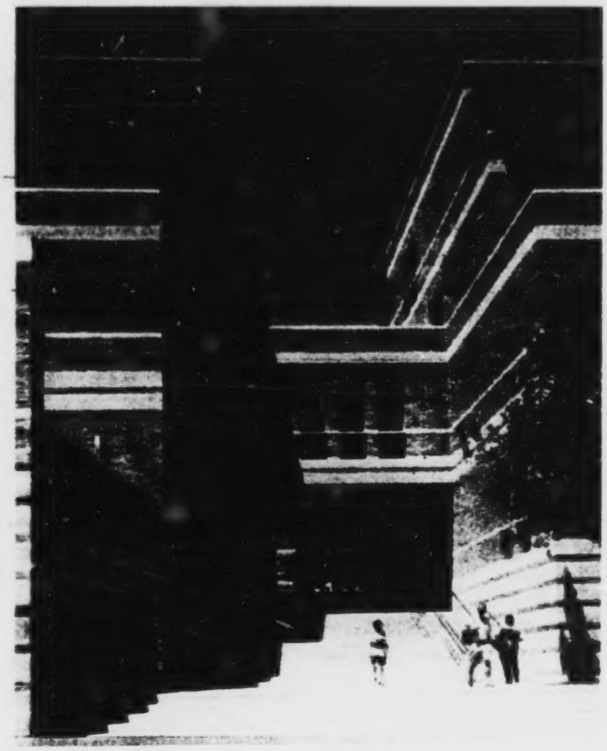
"Very few of them had ever been in a room full of business professionals who also happened to be Latinos," she said. "It gave them the opportunity to discuss topics that before they had never been able to broach because their groups were just Latinos or just business groups."

"We graduated 23 participants from the program and have already surpassed that in our enrollments for November." A second LLI is scheduled for November 13 to 17. Like the first, held April 3 to 7, it will take place at The Anderson School on the UCLA campus.

"We had a nationwide recruitment and, therefore, enrollment," said Peralta. "We even had a participant from Puerto Rico. We were able to have very diverse points of view."

Asked about feedback, Peralta said, "Our participants are currently staying in touch almost daily. They have created an e-mail forum where they go to bounce ideas off each other."

Peralta said that LLI alums would be invited to an evening reception "at all of our Latino leadership Institutes." And she said that follow-up would be an integral part of the program.



"The Anderson School at UCLA is the only business school in the country conducting a suite of programs aimed specifically at these three groups of executives."

ALISSA MATERMAN

Program Content

"In all of the leadership institutes, we address common themes and unique topics. All programs address such topics as leadership, power, mentoring, career development," said Materman, adding that the programs also offer tools for navigation and for increasing the individuals' impact on their organizations.

"One of the major themes of the Latino Leadership Institute is the discussion of the growing power of the Latino population and exploring ways to harness this power," said Materman. "Participants learn to acknowledge this power, translate it into action for their personal and organizational use."

Faculty

UCLA faculty at the April LLI included co-chairs Ouchi and Hayes-Bautista; civil rights lawyer Gerald Lopez, who earned the distinction "Professor of the Year" both at UCLA and at Stanford; visiting assistant professor Robin Johnson, whose research includes issues of multiculturalism and U.S. corporations; and Robert Spich, visiting associate professor, a Fulbright Scholar in Chile in 1996 and co-author of *Management: An International Perspective*.

Faculty recruited from without UCLA included Univision President Henry G. Cisneros, *VISTA* magazines's Man of the year; Vilma Martinez, former president and general counsel of MALDEF, and current board member of Anheuser-Busch, Shell Oil, and other leading corporations; Vanna Novak, LEAP faculty member and co-founder of The Executive Development Institute; Jerry I. Porras, director of Stanford's Executive Program in Leading and Managing Change, and Brillante Award-winner; Frank J. Quevedo, chair of MALDEF and vice president of equal opportunity for Southern California Edison; and Danny Villanueva, Sr., chair of a venture capital firm, Bastion Capital Corporation, owner of the L.A. Galaxy, a major league soccer team, and former player with the Los Angeles Rams and Dallas Cowboys.

And speaking of sports figures, The Anderson School is named after one–a former graduate and athlete who later did so well as a businessman that he was able to make what was at the time the largest individual donation to any U.S. college or university.

Attendees also heard about effective strategies for getting noticed and promoted, courtesy of a panel discussion by members of the California Hispanic Corporate Council.

Strength through Diversity

Asked to comment on the corporation of today, which seems so different from the gold-watch-giving, lifelong employer of a few decades back, Materman said that now "organizations know that a diverse workforce is a source of competitive advantage–reflective of the consumers they are trying to reach."

"It is critical," she said, "that organizations provide the atmosphere and skills required for women and minorities to move up the corporate ladder so that the management team becomes more reflective of society and is able to represent the diverse needs of organizational stakeholders–employees, consumers, and shareholders."

Anderson's Leadership Suite works toward that end, and so do other of the 40 or so programs of its executive education office.

USC's Latino Alums Fund 4,600 Scholarships

$7.1 Million Raised and More to Come

BY INÉS PINTO ALICEA

> ***"When you get a MAAA scholarship, we fund you until you complete your degree."***
>
> RAUL VARGAS, EXECUTIVE DIRECTOR, USC OFFICE OF MEXICAN AMERICAN PROGRAMS

In 1974, Raul Vargas and seven buddies from the University of Southern California (USC) decided to host a dinner to raise some money for scholarships to attract Latinos to the private university in Los Angeles.

"We weren't development officers, but we figured other places have a dinner when they want to raise money, so we decided to have a dinner," said Vargas, executive director of USC's Office of Mexican American Programs.

Their efforts were rewarded. They raised $16,000 for scholarships. The University gave an additional $32,000, after promising to match whatever they raised two-to-one. Initially, the group offered $1,000 to each recipient. Now the group, officially known as MAAA, the USC Mexican American Alumni Association, offers scholarships ranging from $400 to $6,000, and it awards about 200 each year.

"We didn't know what we were doing, but it seemed to go well, so we just kept doing it," Vargas said. "We are a financial aid program. The Latino students who get these scholarships have what it takes to be here. They just didn't know how they were going to pay for it."

Yasmin Davidds-Garrido, a 1995 graduate of USC and a MAAA board member, said she would not have been able to finish her studies in business entrepreneurship without MAAA help.

"I was really stuck in a situation," she said, and went to see Raul Vargas about what might be possible. "He said that MAAA could help, and he wrote me a check. It saved me and allowed me to stay at USC."

Today, Davidds-Garrido is working on a book about empowering Latinas, which she expects to publish this summer, and she keeps busy too serving on the alumni association's board. She is a strong advocate for the organization and for Vargas, whom she said is the core of MAAA and the key figure in its success. She said she is amazed at how much he raises by himself, often without asking directly for money.

"Many alumni feel a loyalty," she said. "He is someone everyone can go to." MAAA, she said, "is like a family. I want to do everything I can to raise money to help students like myself." Vargas, she said, "will say we need to raise $10,000 and we need to find 10 alumni who are willing to give $1,000 each–and you automatically want to start writing a check to help."

The organization's success has been phenomenal. The group has offered scholarships to 4,600 Latinos and raised more than $7.1 million over the years–much of it through the annual dinners each February but also through an annual golf tournament in June. This year, it added a Latina Golf Classic to its fundraising events.

–Frank Cruz, a founding MAAA board member, founder of Telemundo, the Spanish-language network, and the current chair of the board of the Corporation for Public Broadcasting, the largest funder of 700 public radio stations and 363 public television stations, said that the original fundraising events were held at the campus and were small functions.

"Now, they are big functions at big hotels," said Cruz, who got his undergraduate degree from USC in 1966 and a master's there in 1969.

USC
UNIVERSITY
OF SOUTHERN
CALIFORNIA

Cruz said that other university Latino alumni groups have tried to emulate their success but have not been able to do it. "People marvel at why it has been so successful," said Cruz, whose three children also graduated from USC. He says that the organization has had an enormous impact on the growth of the Latino population on campus.

Vargas and Cruz concur that Latinos were a small population on campus in the 1960s but that their numbers have grown significantly in recent years. "Many Latinos weren't coming to the University at the time because of the cost," Vargas said.

USC has 28,766 undergraduate and graduate students spread across

Yasmin Davidds-Garrido

its main campus and several satellite campuses. Some 3,033 are Latino, Vargas said. The Latino student population has grown to nearly 11 percent of the total student population, from six percent in 1989. Tuition at the school is about $20,400 annually.

MAAA initially offered scholarships to undergraduates only but has since expanded to medical, master's degree, and law students.

"When you get a MAAA scholarship, we fund you until you complete your degree," Vargas said. "We are firm believers in re-funding our recipients."

Vargas and some of the other alumni said that the secret to their success in fundraising is the people involved in the effort.

"In our alumni group, we have some very prominent people," Vargas said. "We have a judge, a neurosurgeon, a CPA, and other very prominent people."

Davidds-Garrido added that the alumni are very united and that those who received scholarships feel very indebted to MAAA for helping them finish their degree. "The people who got scholarships really want to raise money for other students," she said. "There also is a lot of unity among the board members. I know I can call any board member at any time. We are all there for the same purpose–to raise money for the MAAA."

Cruz added that the alumni value education and want to "foster the educational perspective. The graduates are highly motivated and entrepreneurial in their areas of expertise." But Cruz added that the University itself plays a vital role in the program's success, primarily for two reasons. It matches every dollar that MAAA raises with $2 of University funds. And the University pays for the salaries of Vargas, his staff, and their offices so that none of the money raised is used for expenses.

"If you have somebody at the top who actively encourages it and pushes it, that helps a lot," said Cruz, speaking of the USC administration. "If someone from the top values it, then it trickles down."

Cruz said the University's financial commitment was key. Many universities have left fundraising to part-time alumni volunteers and have not given them the staff, the office space, office equipment, or other elements necessary to carry out the work.

"The more we can have our own institutions, the more money we'll be able to raise from Latinos."

AL ZAPANTA, MAAA FOUNDING MEMBER, PRESIDENT AND CEO, U.S.-MEXICO CHAMBER OF COMMERCE

"If the people at the top don't care about it, then it won't get off the ground," Cruz said. "None of this could have happened without the University's leadership fully behind these efforts," said Cruz.

Vargas said that the University's funding of salaries, office space, and office equipment has helped him raise funds.

"I tell donors, 'You give me a donation, and it goes straight to scholarships,'" he said. "There is no overhead. Other universities use volunteers, and that doesn't work often. USC plays a big role in the support system because they pay my salary, my office staff's salaries, and so on."

The group started an endowment fund several years ago and launched a campaign to raise $1 million. "When we launched the campaign, I said a million sounds like a lot of money to me," Vargas said. "I wasn't sure if we could raise it. We went after small amounts. Eventually they add up. The largest donation during the campaign was for $250,000 from Gilberto Cardenas, head of the Cacique Cheese Co."

The organization is launching its second campaign to raise another million. "We set a five-year time line," said Vargas. "We did the first in four and a half years. But we already have raised $250,000 for this campaign so we are well on our way."

One of the founding members of MAAA and a 1966 graduate of USC, Al Zapanta, president and CEO of the United States-Mexico Chamber of Commerce in Washington, said that many people believe Latinos are unwilling to give to charities and that that stereotype is simply untrue. Zapanta and other members of MAAA said that Latinos give when the cause is something they can believe in and it impacts Latinos.

"The YMCAs, Goodwill, and Red Cross are not our things," said Zapanta. "It's not to say they are not good, but they are not ours. MAAA is ours, and that is why people stepped in to help. The more we can have our own institutions, the more money we'll be able to raise from Latinos."

For Vargas, MAAA has also been a personal odyssey. He started out as a high school teacher and took a leave of absence to work at USC for a year. That year led to a second year, and that was when the dinner and the scholarship program were launched, so his short sabbatical became a lifelong career.

One of his biggest challenges in fundraising is getting money for the medical students, said Vargas. Every year a Latino or Latina doctor graduates from the school with full funding of the $33,000 annual tuition covered by MAAA, the USC Medical School, and a company called National Medical Enterprise, which built a second hospital on the campus.

Applications for scholarships are available in March of each year, and the deadline to submit the application is in June. For information or applications, contact Raul Vargas, director of the Mexican American Programs, at (213) 740-4735.

Latino Education Programs Receive Boost from NELLIE MAE FOUNDATION

BY
MARILYN GILROY

> ***"We are basically looking to fund projects that deal with what we call '5-14,' that is, students from fifth grade level to the first two years of college."***
>
> SYLVIA SALAS, DIRECTOR OF GRANTS AND PROGRAMS, NELLIE MAE FOUNDATION

The Nellie Mae Foundation has funded 18 New England-based nonprofit programs that promote educational access and quality for Latinos and other minorities. The grant recipients, located in Massachusetts, Connecticut, and Rhode Island, provide educational services that range from encouraging parental participation in schools to better preparing students for college.

"Despite the country's strong economy and job growth, many Latinos are not prepared to enter the workforce," said Sylvia Salas, Nellie Mae Foundation director of grants and programs. "These programs are preparing young students and adults to pursue higher education and ultimately have the ability to fill these jobs."

The Nellie Mae Foundation supports innovative programs for underserved New England students, many of whom face economic and social adversity that interferes with their ability to attend college and benefit from the resulting economic gains. The foundation strives to break that cycle by supporting alternative, creative solutions committed to educating deserving students and adults.

"What we are trying to do is serve the needs of a population often 'resource poor' but trying to improve its future and its communities," said Salas. For example, last year, Nellie Mae funded the Hyde Square Task Force in Jamaica Plain, a Boston-area neighborhood with a significant Latino population troubled by high crime rates and gang violence. The task force, originally formed by merchants and parents who were concerned about unsafe conditions for the neighborhood's young people, hoped to establish a "drop-in" center where students could go after school.

Nellie Mae advised the task force to think in broader terms and develop long-range goals, such as providing counseling and educational programming for students. Subsequently, task force members created a learning center, dubbed the "Hyde Square College Program," which offers support to help middle and high school students successfully prepare for a college education. Latino students serve as mentors in the program, offering tutoring and SAT preparation, among other services.

A similar project in Roxbury, labeled "Mission Safe," originally began as a safe place for children to "hang out" after school. But eventually, the site went beyond its original purpose and added a computer center and an arts center. This concept further expanded to become the "Explorer Academy," which provides academic support and leadership training for middle and high school youth. It is a community partnership involving local college students who work as tutors and mentors and also serve as role models for those who hope to enter college.

The evolution and success of the Hyde Park and Roxbury projects are examples of Nellie Mae's philosophy of working very closely with local organizations to build an effective program. Rather than awarding grants based on corporate largesse, Nellie Mae delves deeply into the educational needs of the community and ensures that there is solid commitment to the project.

"You may have a strong desire to help someone, but if they don't want to be helped, you can't make a difference," said Salas.

For this reason, Nellie Mae's grant process begins at the grassroots level. The Nellie Mae staff visits communities in every state in New England to identify those that might benefit from grant support. Salas and her staff not only attend local meetings but they also hold public information sessions where they learn more about the educational needs of the community.

"These sessions are very helpful," said Salas. "We get as much information as we give. As a matter of fact, the information sessions helped us establish our vision for the foundation."

Nellie Mae staff members also attend seminars and workshops sponsored by organizations that support public education. As a potential funder for these organizations, Nellie Mae helps members think through the process of applying for grants and getting assistance for projects.

When an organization decides to apply for a Nellie Mae grant, the proposal is examined to make sure it fits into the foundation's funding priorities. There are two primary categories that NMF funds, says Salas.

"We are basically looking to fund projects that deal with what we call '5-14,' that is, students from fifth grade level to the first two years of college. Our second priority is adult education programs, especially those addressing literacy and workforce development."

Once an application has been deemed appropriate, it is then evaluated on the basis of five criteria: opportunities created, student progression, community linkages, sustainability, and organizational effectiveness.

"If you look at the portfolio of what we have funded, every single program is helping to create access to higher education."

SYLVIA SALAS, DIRECTOR OF GRANTS AND PROGRAMS, NELLIE MAE FOUNDATION

Nellie Mae staff will often interview the project director and will even make a site visit, if necessary.

After a grant has been awarded and approved by the Foundation board, Nellie Mae staff will also provide assistance in helping the grantee with budgeting procedures, strategic planning, community outreach, and resource development. "We are very proactive with our grantees," said Salas. Lately, she says, they have been turning their attention to helping grantees evaluate the results of the funded projects, which requires examining the work being done and measuring the outcomes.

The Nellie Mae Foundation, located in Braintree, Mass., has managed to encourage and maintain a great many projects, even though it is relatively new. The Foundation was launched on July 1, 1998, becoming one of New England's largest independent charitable organizations focused exclusively on education. Created from the assets of its predecessor–The New England Education Loan Marketing Corporation–the $250+ million nonprofit Nellie Mae Foundation (NMF) carries on and expands the work done previously by the Nellie Mae Fund for Education. Its mission is to promote accessibility, quality, and effectiveness of education for all ages (preschool through postsecondary), especially for underserved populations.

Last year, the Foundation earmarked $5 million for grant funding; this year, it has targeted $7 million for worthwhile projects.

Sylvia Salas says that projects funded by Nellie Mae all have one common denominator. "If you look at the portfolio of what we have funded, every single program is helping to create access to higher education," she said. "Even our adult programs are geared toward the possiblity of earning a college degree."

Adult education is becoming increasingly important in parts of New England that are experiencing high concentrations of immigrants who lack literacy and the technical skills needed to enter the workforce.

"We are seeing this trend everywhere–from Portland, Maine, where there are a large number of immigrants from the Middle East, to Burlington, Vermont, where there has been an influx from Southeast Asia," said Salas. "Our surveys show that by 2012, 25 percent of the population in New England will be minority."

But the push for education is especially critical for the Latino population, which has the lowest level of academic attainment of any minority group, according to research done by the Nellie Mae Foundation.

Accordingly, the Foundation aims its efforts not just at underserved students but also at their parents, who come from cultures that do not necessarily emphasize the importance of higher education. This was the case in funding Boston's Latino Parents Association. Known as "La Escuela de Padres (The Parent's Institute)," the goal of this organization is to improve the quality of education for Latino youth in the Boston public schools by increasing parents' awareness of the importance of knowing about and being involved with their children's education.

"Many Latino parents are from Central American countries, and they are not familiar with the democratic process, especially when it comes to their child's education," said Salas. "We have to teach them to go to school and participate in their child's education."

Salas says that the goal is to make parents understand that it's all right to meet with teachers and make demands of the school system. But most of all, project leaders encourage parents to understand that their children must be sent to school and that parents should also participate in the process.

"The right to an education is an accepted middle-class value here in the United States," said Salas. "But many of these people are coming from countries where this is not so. We are trying to help the parents and the children succeed in the system."

In the past few years, Nellie Mae has funded a tremendous variety of projects, including the following:

New England Board of Higher Education

"Project Reach" selects middle school students with disabilities to participate in an after-school reading program and a seven-week academic enrichment summer program. The programs reinforce reading and comprehension skills and provide students with math and science curricula that include pre-biology, pre-algebra, and study skills.

Consilio Hispano, Cambridge

The AHORA program for Latino youth fosters academic achievement, develops leadership, and strengthens cultural awareness by helping students develop long-term educational and career plans.

Brandeis University, Massachusetts

The Transition Year Mentor Component is a tuition-free one-year course of study that prepares educationally disadvantaged high school students for college-level work. Brandeis students who work in the program receive practical experience and contribute to the community while the mentees receive training and guidance to help them succeed in higher education.

Bridgeport Public Education Fund

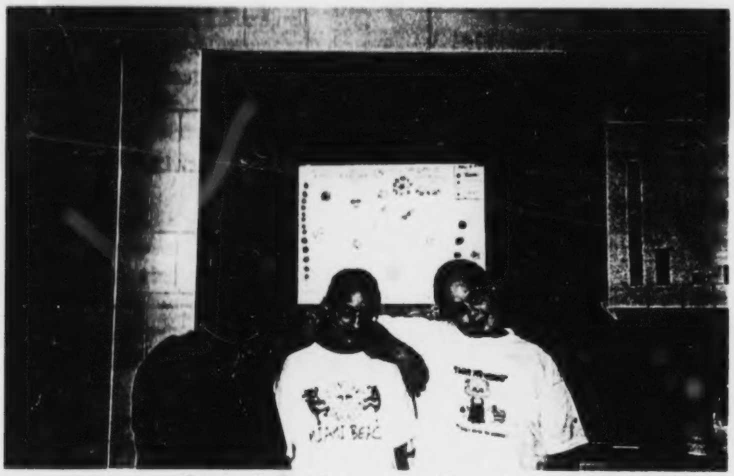
"MAACS" (Motivation for Academic Achievement and College Study) is a one-on-one mentoring program that pairs college student tutors with high school students who possess college potential to focus on the college selection, admissions, and financial aid processes.

Elms College, Step Forward Program: Chicopee, Massachusetts

Boston Schoolyard Initiative

The "Experiential Education Curriculum Development" program supports the organized efforts of 48 Boston neighborhoods to plan, design, and construct safe, attractive play spaces for approximately 70 Boston public schools. These improvements go well beyond simple beautification projects to creating playgrounds that are also learning centers. Teachers use the spaces as outdoor classrooms to teach several disciplines. For example, a class might plant a garden and then learn literacy skills by keeping a garden journal. By counting seeds and measuring the harvest, the students use math skills.

The Nellie Mae Foundation is still growing, both in net assets and in its efforts to provide accessibility of education at all levels. Its work holds great promise for New England and especially for the Latino population. "We are targeting communities with a high number of Latinos," said Salas. "We want to cement our relationships with leaders in that community and ensure that Latinos get access to postsecondary education."



Girls, Inc., Eureka Program: Lynn, Massachusetts

Joys of Capitalism at South Mountain Community College

Community College Pairs Business Owners and H.S. Students

BY
SUSANNE TSO AND
LOUISE GACIOCH

Once an at-risk kid raised in a rough part of Phoenix, Gary Trujillo admits, "I was always looking for trouble; it was the typical thing you do when you're growing up. Only in my neighborhood, it was easier to find."

Today, this fifth-generation, 38-year-old Arizona native is chairman and CEO of quepasa.com, an Internet portal and online community for U.S. Hispanics, and is founder and president of Southwest Harvard Group. Now a venture capital firm, the Southwest Harvard Group at one time had revenues of more than $400 million and employed more than 400 persons in seven states.

So, how did a guy with such a childhood progress so far? Trujillo credits his success largely to a mentor in high school who helped him harness his energy and talents in a positive direction.

Hoping to help other young people, Trujillo became an adviser and mentor for the South Mountain Community College ACE (Achieving a College Education) Entrepreneurs Program. The pilot program recruits high school sophomores of diverse backgrounds in the Phoenix and Tempe Union High School districts who have expressed an interest in owning their own businesses. Most are at risk of dropping out of high school. The average age is 17, and 15 students are currently enrolled in the program.

Entrepreneurs Are Advisers

Meanwhile, 12 successful entrepreneurs from around metropolitan Phoenix, two South Mountain Community College faculty members, and a representative of Junior Achievement make up the ACE Entrepreneurs Program Advisory Committee. Several of these members also serve as mentors to students and/or have recruited fellow businesspersons to serve as mentors. Students gain hands-on experience in a variety of entrepreneurial environments through the area business owners and mentors.

Launched through The Maricopa Community Colleges Foundation in Summer 1998, the ACE Entrepreneurs Program provides scholarships to cover tuition expenses. Funding is provided by The Fleischer Foundation and the Franchise Finance Corporation of America (FFCA).

"The ACE Entrepreneurs Program offers a wonderful opportunity for young people to begin to understand entrepreneurship and its relationship to democracy in a capitalistic system," says Morton H. Fleischer, chairman, president, and CEO of the FFCA. "From this base, the students have the opportunity to discover the joys and benefits of beginning and operating one's own business–and the hard work involved. The program offers students a chance to succeed. That success might result in a long-term career or enterprise that helps individuals, families, communities, and the economy. I am pleased to be a part of this effort."

In addition to taking college courses on the weekends, students participate in three five-week summer entrepreneurial institutes at South Mountain Community College, learning skills essential to successful careers as independent businesspersons. Participants also improve basic academic skills for college, and they earn college credits while still in high school.

> ***In addition to taking college courses on the weekends, students participate in three five-week summer entrepreneurial institutes at South Mountain Community College.***

Training Young Minds

It's never too early to think about entrepreneurial possibilities, believes Trujillo, who says that even elementary school-age children should ponder such prospects. "If you start to train young minds, then they start thinking in a broader sense–maybe about eventually starting their own businesses."

At the age of 26, after working on Wall Street as an investment banker, Trujillo returned to school and soon earned an MBA from Harvard University. "I started to think, 'If I'm going to work ninety hours a week, I might as well work for myself.'"

The ACE Entrepreneurs Program helps at-risk students recognize opportunities. "Many kids just lack direction, and that's why this program is so powerful. It helps them focus on leveraging skills to do something productive," Trujillo notes.

A quote on the wall of Trujillo's office summarizes his philosophy: "Entrepreneurs are those with the ability to seize opportunities that others have not yet imagined." He adds, "If I had had the opportunity to attend a program like ACE Entrepreneurs during my high school days, I would have had the chance at

John Chavez Corella (center) explains his business to Sonny Acevedo (left) and Mark Mullins. The high school students are part of the ACE Enterpreneurs Program of South Mountain Community College– a Maricopa Community College in Arizona

a much younger age to understand my abilities and put them into a framework for productivity."

Learning about Realities

However, everyone must understand the demands of becoming a self-starting entrepreneur–and they must know their limits, he says. "Harvard Business School taught me about myself–both my strengths and weaknesses. Entrepreneurs–aspiring and otherwise–should employ or seek advice from others whose abilities complement their own."

Overall, the program supports and motivates at-risk students who have shown an interest in entrepreneurship.

"These two aspects go hand in hand," says Barbara Khalsa, ACE Entrepreneurs Program director. "Students who are at risk of dropping out of school often find the enthusiasm and momentum to finish when presented with other opportunities that interest and motivate them."

Students in the program quickly learn to evaluate opportunities. "We encourage students to identify someone they admire and then to develop such qualities in themselves," Khalsa adds. Those qualities include the courage to take a stand, business sense, the ability to think critically and creatively, and the ability to follow through on projects.

Personal Freedom, Achievement

Meanwhile, surveys indicate that, increasingly, youth are thinking about careers as entrepreneurs, Khalsa adds. Also, according to the *Journal of Private Enterprise*, the potential for personal freedom, such as making decisions on one's own, and for achievement are factors that motivate people to become inventive businesspersons.

> ***"We encourage students to identify someone they admire and then to develop such qualities in themselves."***
>
> BARBARA KHALSA, ACE DIRECTOR

One ACE Entrepreneur has launched his own business: Snip, Snip, Mow and Clip. Already, Michael Lynd, a senior from North High School, is seeing how he can expand his yard-service business. He hopes to sell ponds for backyards. Eventually, Lynd wants to do all of this on his off-duty time when he becomes a firefighter.

"I'm learning to recognize opportunities and seeing that some things will work better than others," he says. The teen looks forward to learning how to develop a business and marketing plan, understand legal aspects of a business, and even how to invest profits.

Sonny Acevedo and Mark Mullins, seniors at South Mountain High School and friends since second grade, say the ACE Entrepreneurs Program has given them a boost into the future. They also credit their mentor, John Chavez Corella, president and CEO of Corella Companies (maker of telecom wire for cable manufacturing).

"He was one of our first speakers. He told us his life story and about his business and about looking at things from different angles. We visited his plant, and he showed us the business," Mullins explains.

Following high school, Mark plans to study graphic design and multimedia production. The ACE Entrepreneurs Program "conditions me for business. I get insight about what people are really doing. From books you can get the numbers together, but it's the small things, the philosophy–like never giving up on yourself, like turning around a bad situation by seeing it from the right angle. Also, I have learned that networking–making the right contacts–helps you to succeed."

Acevedo plans to attend a community college after high school and then go on to a university. He hopes to begin his own record label, promoting and selling music. Through the program and Corella, "I've learned a lot about legal documents, accounting, and taxes. I learned about the stress accountants go through and about how John Corella runs his business and how other businesses are run."

For more information about the ACE Entrepreneurs Program, please call Barbara Khalsa at (602) 243-8298.

People-Places-Publications-Conferences

PEOPLE & PLACES

Conference Honors Texas A&M-Kingsville Achievers

Stephanie Salinas, graduate student, and Joe Valenzuela, academic coordinator/supervisor of the Ronald McNair program at Texas A&M-Kingsville, received TRIO Achiever awards at the Texas Association of Student Special Services Programs annual conference.

Salinas, who has enjoyed the benefits of Student Support Services, tutored students in history and English and was an educational and personal academic needs mentor in college. Valenzuela, introduced to the Upward Bound program while a high school sophomore, worked as a counselor in college, advising other Upward Bound students. Both Salinas and Valenzuela have a bachelor's degree from Texas A&M-Kingsville.

Texas-Austin to Preserve Rare Mexican Newspapers

The National Endowment for the Humanities awarded The General Libraries at The University of Texas-Austin $191,436 to support a two-year project, the microfilming of 551 rare Mexican newspapers published between 1900 and 1929. These materials, held in the Nettie Lee Benson Latin American Collection, include some issues that are the only surviving copies. Many are too brittle for researchers to handle.

Most of these newspapers were published in the Federal District of Mexico, but a significant number were published in Mexican cities, in 24 different states. Of particular interest are the titles published during the pivotal decade of the Mexican Revolution, 1910-1919, many from cities other than Mexico City.

Suárez Speaks at Chicano Awareness Events in Nebraska

Dr. Omero Suárez, chancellor of California's Grossmont-Cuyamaca Community College District, was a keynote speaker at two University of Nebraska events celebrating the 30th anniversary of the University's Mexican American Student Association, part of Chicano Awareness Week.

Suárez grew up in a migrant worker family in Nebraska, one of 10 children. Typical of many farm labor families, no English was spoken at home, and there was no history of pursuing higher education. At an early age, however, Suárez recognized the value of education and was the first in his family to go to college. He earned a master's degree from the University of Nebraska and a doctorate from the University of Oklahoma.

After graduation, Suárez, a strong role model, helped his younger siblings with their education. He went on to become a schoolteacher, a dean, a college president, and a chancellor.

Central Michigan Minority Journalists Receive Funding

Central Michigan University (CMU) President Leonard Plachta solidified the University's support of its Dow Jones Newspaper Fund high school journalism workshop by committing $15,000 annually to help with operational costs.

Each summer, about 30 students of color with a passion for writing and a nose for news stay at CMU for a two-week workshop that teaches basic writing, interviewing, and photography skills. The program introduces students to the college environment and exposes them to everything from college residence halls and classrooms to professors and university professionals.

The financial commitment means that the journalism workshop will have at least one permanent partial-funding source throughout its life span. It costs about $70,000 to run the program each year.

Allan Hancock Counselor Encourages Students to Consider College

Adriana Perez reached a turning point in her life after graduating from high school in California. "I realized that there weren't many jobs available without a college education, and I didn't want to end up as a field worker like my parents," said Perez. So she decided to attend Hartnell College (Calif.), where a counselor pushed her to transfer to a four-year university.

Today, with an associate's degree from Hartnell, a bachelor's from the University of California-Santa Barbara, and a master's from California State University-Fresno, Perez is the new high school outreach and university transfer counselor with Allan Hancock College in California.

Many students view college as inaccessible, are confused about how to apply, and are simply overwhelmed. "My job is to simplify it for them," Perez said.

Abraham Baldwin Receives College Board Grant

Abraham Baldwin Agricultural College (ABAC) in Georgia received a $6,000 College Board grant to assist Hispanic students at Tift County High School.

In a joint effort of ABAC's Educational Outreach and Youth Connection office and its Center for Multi-Cultural Awareness, the grant money was used to create the Hispanic Outreach Program, designed to provide support for and give encouragement to Hispanic students attending Tift County High.

The ultimate program goal is to encourage Hispanic students to pursue postsecondary education.

Cal State-San Marcos Spanish Book Center Receives Gift

A California State University-San Marcos center will be renamed following a $100,000 gift from the family of Gaby and Richard Sulpizio. The center will be named the Barahona Center for the Study of Books in Spanish for Children and Adolescents, in honor of Gaby Sulpizio's parents, Flora Barahona, who lives in San José, Costa Rica, and her late husband, Francisco. The gift enhances an endowment fund for the Center, which has a fund-raising goal of $1 million.

"Because of this wonderful gift, the Center will be able to continue its efforts in the scholars-in-residence program, the reading partners program, and other activities to promote literacy and understanding among all children," said Dr. Isabel Schon, Center director.

Texas-Austin Graduate Students Win Mellon Fellowships

Catherine A.J. Molineux and Victor J. Rodriguez were awarded Andrew W. Mellon Fellowships in Humanistic Studies. The fellowships, awarded to first-year doctoral students, are aimed at helping exceptionally promising students prepare for careers in teaching and scholarship. All tuition and fees plus a $14,750 stipend are paid. Molineux graduated from The University of Texas (UT)-Austin with degrees in microbiology and history. Rodriguez, a UT-Austin English major, earned his first degree in international studies at Florida State University.

MALDEF Attorney Speaks at Texas-San Antonio

Al Kauffman, regional counsel of the San Antonio Mexican American Legal Defense and Education Fund (MALDEF) office, presented a lecture, "The Urban University and Civil Rights Advocacy –Working Together?" at The University of Texas-San Antonio. Appearing as part of the Communities and Institutions of Higher Education "Partners of the New Millennium" Downtown Campus Lecture Series, Kauffman gave his presentation during an ethnic politics class.

Kauffman is a graduate of The University of Texas School of Law in Austin. His career in civil rights litigation spans 23 years. He was the lead counsel for the successful statewide challenge to the Texas School Finance System and a challenge to Texas' high school exit test.

La Verne Program Supports First-Generation Students

A three-year study by the University of La Verne in California of students from minority groups found that the obligations of college life often collide with family expectations and that the impact is negative.

As a potential solution, in 1996, La Verne began the First-Generation Student Success Program, which has served 166 La Verne students, many of them Hispanic, particularly women.

"Student success depends upon how much the family is supportive," said Derek Vergara, program director. "We teach them how to do it. They learn why college is important and what it takes to be a student."

Western Association Re-Accredits Cal State-Bakersfield

The Western Association of Schools and Colleges (WASC) notified California State University-Bakersfield President Tomas Arciniega that the University has been re-accredited for 10 years.

The re-accreditation was the culmination of an innovative two-year self-study that Cal State-Bakersfield conducted, as well as a visit by an accrediting team. WASC commended the University for its development of the self-study, which enabled it to reflect on the ways in which it is using assessment and technology to enhance student learning.

WASC also recognized the University's commitment to diversity, and encouraged it to "expand its efforts on diversity and assessment to ensure that the learning environment is supportive of all student populations."

Texas-Austin Hosts Día de los Libros 2000

Photo © Christopher Caselli

Hundreds of children and their families shared in the wonder of literacy at Día de los niños/día de los libros 2000, hosted by The University of Texas-Austin's Texas Family Literacy Center.

Dr. Lorie Ochoa (pictured l.), co-director of the Texas Family Literacy Center, described the event as part of a growing national effort to celebrate books, reading, and family learning. Lilie Elizondo-Limas (pictured r.), the Center's research associate, advised residents on how to earn GED high school diplomas and solicited English- and Spanish-language children's books, to be distributed to needy children and families. Elizondo-Limas teaches English as a Second Language classes locally to help immigrants obtain certificates via a special Mexican Consul's program, the Instituto Nacional Educación para Adultos.

Fresno State to Establish Journalism Mentor Program

The Mass Communication and Journalism Department at California State University-Fresno has received funding to create a journalism mentor program beginning in the fall.

The three-year program is designed to create one-on-one mentoring relationships between journalism students and local media professionals. Program participants will spend one hour, once a week, with a trained, professional journalist to discuss writing, reporting, photography, and career advising. The program targets minorities and other budding journalists.

San Francisco State University is working together with Fresno State and four other colleges to strengthen the pipeline of journalism students of color entering the nation's newsrooms by developing mentor and coaching programs.

Texas-Austin's Galvan Awarded Truman Scholarship

University of Texas-Austin student Sara Cecilia Galvan received a $30,000 award that might help her realize her dream of making cities more livable. Galvan, a Plan II Honors Program and architecture major, was chosen from nearly 600 students nationwide to receive one of 61 Harry S Truman Scholarships. Recipients are selected for their commitment to public service and leadership potential.

Galvan believes that the architecture and infrastructure of cities can change people's attitudes. After a visit to St. Petersburg, Russia, last year, she noted how the citizenry alleviated its problems–terrible economic conditions and a harsh political climate–by interacting with one another "in the context of the city." She also thinks that the development of suburbs in America is problematic, causing people to become separate and insular.

Gonzalez Gives Multimedia Presentation at Rockland

State University of New York (SUNY)-Rockland Community College and the Rockland Center for Holocaust Studies presented "Double-Crossed: The Saga of the St. Louis," a thought-provoking multimedia presentation by Dr.

David Gonzalez, a nationally renowned performance artist.

Gonzalez was commissioned by the Discovery Theater of the Smithsonian Institution in Washington, D.C., to create "Double Crossed," which tells the story of the St. Louis, a luxury liner carrying 930 Jewish refugees who escaped from Nazi Germany and traveled to Cuba, only to be denied entry. Using archival video clips, movement, poetry, and narration, Gonzalez explores themes of intolerance, racism, and hope.

Having earned critical acclaim as the writer, composer, and performer of the popular Broadway musical "¡Sofrito!", Gonzalez also enjoys success as a master storyteller, educator, and musical therapist.

Bustos Flores Enhances Bilingual Education

With nearly half of the nation's school districts enrolling limited-English-proficient students, Dr. Belinda Bustos Flores knows that her award-winning doctoral research at The University of Texas (UT)-Austin's College of Education will be put to good use.

A former bilingual program coordinator at UT-San Antonio (UTSA), Bustos Flores earned her doctorate at UT-Austin last year, having studied how 176 San Antonio teachers related to bilingual education students, as part of her dissertation research. Her work subsequently won the Outstanding Dissertation Award when the National Association for Bilingual Education met for its annual convention in San Antonio, just months after she returned to UTSA as a newly minted assistant professor.

Mexican Educator Visits Grossmont

Photo by John Dixon

Mexican educator Higinio Ordoñez Suarez spent six weeks learning the community college system at Grossmont College (Calif.), part of the first Fulbright Administrators Exchange between the U.S. and Mexico. Earlier, Ordoñez hosted a Grossmont College vice president for six weeks at his college in Atlacomulco, about 75 miles from Mexico City.

This exchange provided a foundation, benefiting students and faculty through new understanding and cooperation between the colleges, said Dr. Ted Martinez, Jr., Grossmont College president.

Ordoñez is subdirector académico at Escuela Normal de Atlacomulco. He has a bachelor's degree from the State of Mexico University, a master's from the State of Mexico Superior Teachers Training College, and a secondary degree from the State of Mexico University.

Barry Wins $120,000 Grant from Microsoft

Microsoft Corporation awarded a three-year $120,000 grant to Barry University in Florida. The grant provides cash awards of $40,000 per year and also makes available more than $748,000 worth of Microsoft software, allowing the Microsoft Exchange environment to reach Barry's nearly 8,200 students, both on the main campus and at 13 satellite sites throughout Florida. Barry is one of five Hispanic Serving Institutions in the nation to win such a grant, won with the help of HACU, the Hispanic Association of Colleges and Universities.

Barry's 10 schools offer bachelor's, master's, law, and doctoral degrees. The Dominican Sisters of Adrian, Mich., founded the University in 1940, and it became coeducational in 1975. Barry and its subsidiaries employ more than 1,700 full- and part-time faculty and staff, and operate on an annual budget of more than $100 million. Sister Jeanne O'Laughlin is in her 19th year as president.

President of Pentecostal Pastors Visits Erie Community

In an effort to reach out to the Hispanic community, Erie Community College (N.Y.) President William Mariani (picture l.) met with the Rev. Casimiro Rodriguez (r.), president of the Hispanic Pentecostal Pastors of Western New York.

A talk by Rodriguez, one of a series of events attended by Mariani with Hispanic community leaders, advised on how to model programs to reach area Hispanics. Topics included new approaches to education, bringing programs into the community, creative course scheduling, and the need to offer information in Spanish. Plans for a forum of Hispanic community leaders, organizations, employers, and educators highlighted the meeting.

Other college participants included Daniel Penfold, executive vice president of student affairs, John Sullivan, director of recruitment, and Dr. Eleanor Paterson, director of the bilingual program.

Ramos Receives Prestigious Network Award

The Latina Leadership Network (LLN) presented Dr. Enriqueta Ramos, vice president of the Rancho Santiago Community College District (Calif.) board of trustees, with the Madrina Award at the Network's annual conference in Oakland. Each year, the award is given to individuals who contribute time and energy to promote the interests of Latinas within California's 107 community colleges.

Ramos has worked as a Spanish language and literature instructor, social activist, and community leader for more than 30 years. At the University of California-Irvine, she developed the first Chicana studies curriculum, incorporating history, culture, and anthropology, and helped develop a community seminar, hosted by Santa Ana College, that introduces college learning to young students.

Ramos is the first Latina to receive a doctorate in comparative culture from California-Irvine. She also is the first person to receive the Madrina, LLN's most prestigious award, twice.

Texas A&M-Kingsville Engineering Student Wins Prize

Andy Naranjo, senior civil engineering major from Texas A&M University-Kingsville, won first prize in the student technical paper competition at the Texas conference of the American Society of Civil Engineers.

Naranjo's award-winning paper, "Alkali-Silica Reaction in Pre-Stress Concrete Trapezoidal Box Beams Fabricated in South Texas," explains a deterioration reaction in concrete bridge structures. Dr. Mohammed Faruqi, assistant professor of civil engineering, helped his student with the paper.

Approximately 34 Texas A&M-Kingsville students attended the conference. As a group, they won a "best spirit" award.

Trinity Hosts Congress of Latin American Students

Nearly 300 college and high school students attended the 11th annual conference of the Congress of Latin American Students of Connecticut, held at Trinity College.

The Congress was established in 1989 by Latino college student organizations, Latino higher education professionals, and community leaders to engage college and high school Latino students in programs and activities that foster leadership, higher educational attainment, career awareness, self-esteem, civic-mindedness, and peer support.

The conference, with the theme "Continuing Our Latino Legacy," featured workshops led by college students, Latino professionals, educators, and community leaders.

Temple Student Wins Truman Scholarship

Stephen Smith, the son of grassroots activists, is the second Temple University (Penn.) student in the last three years to win the prestigious Harry S Truman Scholarship.

The Truman Scholarship Foundation identifies college juniors with exceptional leadership potential who are committed to careers in government, the nonprofit or advocacy sectors, education, or other types of public service. A standout in the classroom, with a 4.0 GPA, Smith is interested in the relationship between U.S. security policies and underdevelopment, particularly in Latin America. He hopes to pursue a graduate degree and eventually work with the State Department in Washington, or with a Latin American advocacy organization.

Smith was born in Chile, where his parents worked for the American Friends Service Committee. His mother became the coordinator of the organization's Latin American Development Program.

Rhode Island Presents Spanish Drama

Spanish Theatre of Rhode Island College presented its 20th annual spring Spanish drama, *Rosaura a las diez (Rosaura at Ten O'clock)*. Argentine writer Marco Denevi wrote the play, which is set in Buenos Aires and has plots and subplots of intrigue, love, and fantasy.

Cast members included Heidy Bautista, Sara D. Ferreras, Santera Frazier, Maria Lancellotta, Leslie Ann Price, Stephen Russillo, Julio Pina, Anthony Francisco, Carmen Gonzalez, Luis Escobar, Philip Block, Carla Cuellar, Alfonso Girardi, Roberto Taboada, and Kerren Buote.

MCI WorldCom Promotes Minorities in Workforce

Minority students will be able to enter the high technology workforce more easily under a package of initiatives announced by MCI WorldCom. The programs–for which MCI WorldCom has committed $10 million over the next 10 years–are designed to promote excellence in the skills most in demand by 21st-century employers.

"We will be encouraging minority participation in America's rapidly expanding technology sector while helping to ensure that there will be more qualified American workers in the areas most critical to our operations," said Bernard J. Ebbers, MCI WorldCom president and chief executive officer.

MCI WorldCom is in partnership with the National Action Council for Minorities in Engineering (NACME).

Rodriguez Assumes New Position at Scranton

Dr. Reuban Rodriguez recently became the dean of student life at The University of Scranton (Penn.), a new position in the division of student affairs. He is responsible for the administration and supervision of programs for residential, commuter, off-campus, and international students.

Rodriguez was director of student activities at the University of Central Florida, assistant dean of students and director of student activities at Whittier College, and assistant director of student activities at Emory University. He has a bachelor's degree from Emory, a master's from Georgia State University, and a doctorate from the University of Central Florida.

Telemundo CEO Visits Yale

Roland Hernandez, chair and chief executive officer of Telemundo Inc., the nation's largest Spanish-speaking television company, visited Yale University (Conn.) as a Gordon Grand Fellow. At the School of Management, he presented a lecture, "Traditional Media and the Internet: Transition, Convergence, and Best Guesses about the Future."

Hernandez sets the strategic direction and vision for Telemundo Group, Inc., a company committed to broadcasting bicultural programming that reflects the lives of Latinos living in the U.S. He has a bachelor's and law degrees from Harvard and served on the board of advisors of its Rockefeller Center for Latin American Studies and Law School. He is the director of the Annenberg School of Communication at the University of Southern California.

The Gordon Grand Fellowship at Yale promotes dialogue between business leaders and students at Yale.

Escalante Speaks at New Mexico Highlands

Jaime Escalante, the high school teacher who was the model for the movie *Stand and Deliver*, was the speaker at New Mexico Highlands University's Spring 2000 commencement.

Escalante, who has a bachelor's degree in mathematics and many honorary doctorates, is known for his work at Garfield High School in California, where his efforts in teaching math led the inner-city school to become ranked 7th in the country in calculus. He was inducted into the Teachers Hall of Fame in 1999. "I do not believe in the gifted," said Escalante. "If they have the ganas, I can make them do it."

A math teacher in Bolivia for 11 years, Escalante emigrated to the United States in 1964 and began teaching at Garfield High in 1974.

Manhattan College Student in Hispanic Caucus Internship

Daisy Rodriguez, a junior at Manhattan College (N.Y.), is participating in the Congressional Hispanic Caucus Summer Internship (CHCI) program.

Established in 1986, the CHCI program is designed to heighten Hispanic students' awareness of the U.S. political system and enhance their leadership skills by giving them the opportunity to work in congressional offices and by providing them with a forum in which to strengthen their leadership abilities through workshops and presentations.

Rodriguez is president and co-founder of the Latino Support Group at Manhattan College, which provides mutual support, empowerment, and cultural self-identity in order for Latino students to reach their full leadership potential. She also works for The Brotherhood/Sister Sol Liberation Program at Teacher's College, Columbia University.

Hernandez Chairs Council on International Intercultural Education

Dr. Edward Hernandez, chancellor of the Rancho Santiago Community College District (Calif.), is new chair of the American Council on International Intercultural Education. The Council's mission centers on infusing global information into the curriculum of all academic disciplines. Its membership includes educational leaders from throughout the U.S., Canada, and Mexico, with connections to the Middle East, Africa, and Asia.

Hernandez is on the board of several national organizations, including the American Council on Education, International Consortium for Education and Economic Development, and Community Colleges for International Development. At the state level, he is a member of California Community Colleges' committee for economic development.

Santa Ana Newspaper Receives Gold Medal

The Santa Ana College (Calif.) newspaper *el Don* earned its 11th consecutive Gold Medallist Award from the Columbia Scholastic Press Association. The staff received 20 individual awards, making Santa Ana the only community college in California so honored by Columbia's Graduate School of Journalism.

el Don scored 949 points out of a possible 1,000. The judges lauded the newspaper as one of the best collegiate publications they had seen in years and praised the staff for its quality use of writing, headlines, color usage, and editorial comment.

Theresa Salinas and Ismael Arellano shared a first-place prize for sports page design of two or more pages. Salinas also won in the news page design and magazine humor categories, while Arellano placed third for art/illustration. Numerous other awards went to Rick Ho, Bonnie DaRocha, Robert Resendez, Mike Lopez, Alisa Kerr, and Sandra Robbie.

Dumas Discusses Ethnic Leadership at North Carolina-Chapel Hill

A nationally recognized nurse-scholar, a member of President Clinton's National Bioethics Advisory Commission as well as former deputy director of the National Institute of Mental Health, lectured on ethnic diversity and leadership within academia at the University of North Carolina-Chapel Hill (UNC-CH). "Unraveling the Complexities of Leadership" was the title of the talk given by Dr. Rhetaugh Dumas, vice provost emerita, dean emerita, and Lucille Cole professor of nursing at the University of Michigan.

Dumas' talk highlighted a week-long visit to the UNC-CH School of Nursing. It was the first in a planned series of visits by ethnic minority nurse-scholars. Dumas met with faculty, students, and staff and discussed creating a culture of acceptance for ethnic minorities within academia.

Long Island-Brooklyn Students Perform *Blood Wedding*

Students from Long Island University-Brooklyn's (N.Y.) Department of Communication Studies, Performance Studies, and Theatre performed Federico García Lorca's classic of Spanish literature, *Blood Wedding*.

The play, translated by Langston Hughes, explores the tragic intensity of lived, instinctual passion. "This is a tragedy with a range of emotions that provides opportunity for incredible growth in the training of our acting students," said Professor John Sannuto, who directed the play. The production included flamenco guitarist Marija Temo and flamenco dancer Joaquin Encinas.

Multicultural Student Admissions Rise at Washington State

Washington State University (WSU) is experiencing a small rebound in the numbers of multicultural students applying to the University compared to a year ago, according to statistics from the WSU Office of Institutional Research.

The number of applications from first-year multicultural students as of April 24 is 1,215 compared to 1,054 last year at the same time, 1,141 in 1998, and 939 in 1997. Of these, a total of 888 students have been offered admission, compared to 811 last year, 912 in 1998, and 772 in 1997.

WSU student recruiters have been developing and implementing strategies to establish new community contacts, identify new prospective students, and build trust with multicultural communities.

Gephardt Tours Houston School

Pictured (l. to r.): Thelma Garza, area superintendent for the Houston Independent School District in Texas; U.S. Minority Leader Dick Gephardt; and Roy Zermeno, an official with Southwestern Bell Telephone visited Tijerina Elementary School in Houston. Gephardt was in the area to tour the school, which had received computers that were donated by Southwestern Bell.

PUBLICATIONS

Multicultural Resources on the Internet: The United States and Canada

By Vicki L. Gregory, Marilyn H. Karrenbrock Stauffer, and Thomas W. Keene, Jr.

INTERNET
United States
Canada

This is a timesaving guide for those seeking information about diverse populations in the United States and Canada. Designed as a research aid for educators and students in high school or college, the book gathers and organizes valuable information about Internet and Web sources that deal with multicultural issues.

1999. 366 pgs. ISBN 1-56308-676-X. $28.00 paper. Libraries Unlimited. (800) 237-6124.

Critical Passions: Selected Essays

By Jean Franco

Recognized for her feminist critique of Latin American writing, Jean Franco participated in major debates in Latin American studies–beginning with the "boom" period of the 1960s and continuing through debates on ideology and discourse, Marxism, mass culture, and postmodernism. These essays demonstrate Franco's ability to reflect on and judge with equal seriousness all spheres of expression.

1999. 528 pgs. ISBN 0-8223-2248-X. $22.95 paper. Duke University Press. (888) 651-0122.

Sofía: Poems

By Joan Logghe

Among the Spanish people who settled New Mexico four centuries ago were Jews forced into exile during the Inquisition. This series of 30 poems reveals the life of one of these "crypto" Jews, a Hispanic woman with a Sephardic background. These poems, written in English and translated into Spanish, are presented bilingually. Translations by Claire Joysmith and Arturo Salinas.

1999. 105 pgs. ISBN 1-888809-11-6. $12.00 paper. La Alameda Press. (800) 249-7737.

Fascism in Spain, 1923-1977

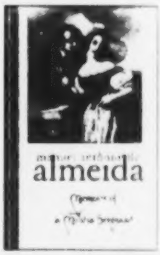
By Stanley G. Payne

A comprehensive history of Spanish Fascism, this authoritative study offers treatment of all of the major doctrines, personalities, and defining features of the Spanish fascist movement, from its beginnings until the death of General Francisco Franco in 1977.

1999. 601 pgs. ISBN 0-299-16564-7. $24.95 paper. University of Wisconsin Press. (800) 621-2736.

Memoirs of a Militia Sergeant

By Manuel Antônio de Almeida



Recognized as a turning point in Brazilian literature, this entertaining novel of urban manners follows the ne'er-do-well Leonardo through romantic liaisons and frequent scrapes with the law. The book comprises a series of humorous vignettes, held together by the adventures and misfortunes of this young rogue and his father, also named Leonardo. Translated from Portuguese by Ronald W. Sousa.

1999. 224 pgs. ISBN 0-19-511550-3. $14.95 paper. Oxford University Press. (800) 451-7556.

Iracema

By José de Alencar

josé de
alencar

First published in 1865, this classic of Brazilian literature is perhaps the most widely known piece of fiction within Brazil, and the most widely read of José de Alencar's many works. Set in the 16th century, it is a passionate tale of doomed love between a beautiful young Tabajara Indian woman, Iracema, and a Portuguese soldier, Martim, who together undertake an odyssey that will determine the future of a newborn nation. Translated from Portuguese by Clifford E. Landers.

2000. 148 pgs. ISBN 0-19-511548-1. $14.95 paper. Oxford University Press. (800) 451-7556.

Insurgent Cuba: Race, Nation, and Revolution, 1868-1898

By Ada Ferrer

INSURGENT CUBA

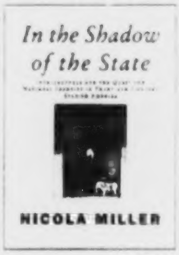
In the late 19th century, in an age of ascendant racism and imperial expansion, there emerged in Cuba a movement that unified black, mulatto, and white men in an attack on Europe's oldest empire, with the goal of creating a nation explicitly defined as antiracist. This book tells the story of the 30-year unfolding and undoing of that movement.

1999. 273 pgs. ISBN 0-8078-4783-6. $18.95 paper. University of North Carolina Press. (800) 848-6224.

In the Shadow of the State: Intellectuals and the Quest for National Identity in Twentieth-Century Spanish America

By Nicola Miller

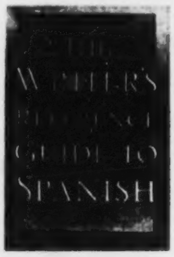
This book explores the roles played by intellectuals in the creation of popular national identities in 20th-century Spanish America. Spanning the intellectual centers of Argentina, Chile, Cuba, Mexico, and Peru, it illustrates vividly the diversity and evolution of intellectual life in the region.



1999. 342 pgs. ISBN 1-85984-205-4. $20.00 paper. Verso. (800) 233-4830.

The Writer's Reference Guide to Spanish

By David William Foster, Daniel Altamiranda, and Carmen de Urioste



Writers and editors of Spanish have long needed an authoritative guide to written language usage, such as their English-language counterparts have in *The MLA Style Manual* and *The Chicago Manual of Style*. This reference guide provides comprehensive and essential information regarding how the Spanish language is copyedited for purposes of publication.

1999. 274 pgs. ISBN 0-292-72512-4. $16.95 paper. University of Texas Press. (800) 252-3206.

Play and the Picaresque: *Lazarillo de Tormes, Libro de Manuel*, and *Match Ball*

By Gordana Yovanovich

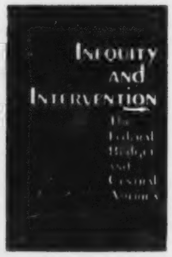
play and the picaresque

This study takes a fresh look at the picaresque genre as seen in two important contemporary novels, Cortázar's *Libro de Manuel* and Skármeta's *Match Ball*, and the first picaresque novel, *Lazarillo de Tormes*. Gordana Yovanovich considers the genre in relation to the concept of play and shows how the traditional picaresque genre has been replaced by a distinctly modern version.

1999. 152 pgs. ISBN 0-8020-4704-1. $55.00 cloth. University of Toronto Press. (800) 565-9523.

Inequity and Intervention: The Federal Budget and Central America

By Joshua Cohen and Joel Rogers

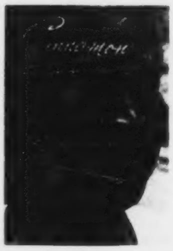


This pamphlet explores the relationship between President Ronald Reagan's domestic and foreign policy initiatives, with special reference to the Reagan administration's policies in Central America.

1986. 66 pgs. ISBN 0-89608-325-X. $5.00 paper. South End Press. (800) 533-8478.

Charcoal and Cinnamon: The Politics of Color in Spanish Caribbean Literature

By Claudette M. Williams

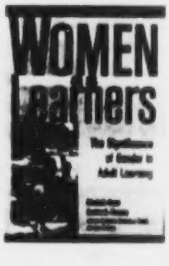


This book explores the continuing redefinition of women of African descent in the Caribbean, focusing on the manner in which literature has influenced their treatment and contributed to the formation of their shifting identities. Claudette Williams bases her analyses on poetry and prose from Cuba, Puerto Rico, and the Dominican Republic and compares the writings to the literature of the English- and French-speaking Caribbean territories.

2000. 184 pgs. ISBN 0-8130-1736-X. $49.95 cloth. University Press of Florida. (800) 226-3822.

Women as Learners: The Significance of Gender in Adult Learning

By Elisabeth Hayes and Daniele D. Flannery

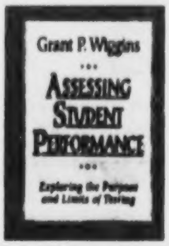


Shifting standards and roles for women, combined with many economic and social factors, have increased the number of women who participate in adult learning activities. Yet most literature on adult learning barely touches on the subject of women's learning. This volume explores and analyzes learning as a distinctive experience for women.

2000. 280 pgs. ISBN 0-7879-0920-3. $34.95 cloth. Jossey-Bass. (888) 378-2537.

Assessing Student Performance: Exploring the Purpose and Limits of Testing

By Grant P. Wiggins


Grant P. Wiggins
ASSESSING STUDENT PERFORMANCE
Exploring the Purpose and Limits of Testing

By showing us that assessment is more than testing and that intellectual performance is more than right answers, the author points the way toward new systems of assessment that more closely examine students' habits of mind and provide teachers and policy-makers with more useful and credible feedback.

1993. 316 pgs. ISBN 1-55542-592-5. $32.95 cloth. Jossey-Bass. (888) 378-2537.

Stories in Red and Black: Pictorial Histories of the Aztecs and Mixtecs

By Elizabeth Hill Boone

The Aztecs and Mixtecs of Ancient Mexico recorded their histories pictorially in images painted on hide, paper, and cloth. The tradition of painting history continued even after the Spanish Conquest, as the Spaniards accepted the pictorial histories as valid records of the past. This copiously illustrated book offers the first comprehensive analysis of the Mexican painted history.

2000. 312 pgs. ISBN 0-292-70876-9. $55.00 cloth. University of Texas Press. (800) 252-3206.

Many publications featured in this section are available through amazon.com.

CD-ROM

Puerto Ricans in the USA: A Hundred Years

Puerto Ricans in the USA 1898 1999

This two-volume CD-ROM features more than 50 digital audios and videos, rare historical images, original documents, music of the migration, and oral histories documenting the experience of Puerto Ricans in the United States and their contributions from 1898 to the present. Produced by The Center for Puerto Rican Studies at Hunter College (N.Y.), the program provides links to relevant Web pages for more information on the topics presented.

Individuals $59.00. Institutions $79.00. Students $39.00. Contact: Ms. Josephine Ubilla, Administrative Unit, Center for Puerto Rican Studies, Hunter College, 695 Park Ave., New York, NY 10021; (212) 772-5686.

CONFERENCES

National Council of La Raza 2000 Annual Conference

July 1-5

NCLR's annual conference provides a forum for information exchange and experience-sharing on current issues important to the Hispanic community, and training and professional development in programs related to nonprofit management and advocacy; provides multiple, diverse networking opportunities; and more. In San Diego, Calif.

Contact: (800) 311-NCLR; website, www.nclr.org.

Books in Spanish for Young Readers: Summer Workshops 2000

July 10-12, and July 31-August 2

Dr. Isabel Schon, director of the Center for the Study of Books in Spanish for Children and Adolescents at CSU-San Marcos, announces the final two of three three-day summer workshops: "Current Issues: Books in Spanish for Young Readers" and "Literature in Spanish for Children and Adolescents/La Literature en Español Dirigida a los Lectores Infantiles y Juveniles" (the latter conducted in Spanish).

Contact: e-mail, ischon@mailhost1.csusm.edu.

"Teaching about Latin America: Focus on the Caribbean"

July 10-14

International Studies Summer Institute presented by the Yale University Center for International and Area Studies.

Contact: (203) 432-3410; e-mail, pier.resource@quickmail.yale.edu; website, www.yale.edu/pieris.

"Understanding Global Issues: Women, Health, and Development"

July 10-20

International Studies Summer Institute presented by the Yale University Center for International and Area Studies.

Contact: (203) 432-3410; e-mail, pier.resource@quickmail.yale.edu; website, www.yale.edu/pieris.

2000 Summer Institute for Intercultural Communication

July 12-14, 17-21, 24-28

Now in its 24th year, The Intercultural Communication Institute is again offering a range of workshops and seminars designed to meet the needs of professionals in the areas of intercultural and multicultural education, training, business, counseling, and consulting.

Contact: (503) 297-4622; e-mail ici@intercultural.org; website, www.intercultural.org.

20th International Conference on Critical Thinking and Educational Reform

July 22-25

For its 20th International Conference, Sonoma State University presents "Teaching Students to Think Deeply Within and Across the Disciplines." At SSU in Rohnert Park, Calif.

Contact: (800) 833-3645 or (707) 878-9100; e-mail ccct@criticalthinking.org; website, www.criticalthinking.org.

CSUSB International Congress

August 30-September 1

California State University at San Bernardino and others are sponsoring "Challenges to Education: Balancing Unity and Diversity in a Changing World." In Mexico City.

Contact: (909) 880-5977 ext. 210; e-mail dwalker@csusb.edu.

Kiva's Mexico 2000 Education Tour

September 19-20, Guadalajara
September 22-23, Mexico City
September 25-26, Monterrey

Kiva Expeditions, Inc., is committed to building partnerships through key introductions among international exhibitors, Mexican schools representatives, and local business leaders. This year's tour, "Building Partnerships in Mexico," will focus on student recruitment through public fairs and school visits.

Contact: Annette Wright, (303) 770-3063; e-mail, kivaexpo@mindspring.com.

International Society for Luso-Hispanic Humor Studies International Conference

September 28-30

At Delta Hotel, Montreal.

Contact: K.M. Sibbald, Department of Hispanic Studies, McGill University, (514) 398-6683; e-mail ksibbalk@leacock.lan.mcgill.ca.

18th Annual U.S. Hispanic Leadership Conference

September 28-October 1

The USHLI has as its conference theme this year: "Latinos in the New Millennium: Building on the Past to Provide Promise for the Future." At the Hyatt Regency, McCormick Place, Chicago.

Contact: (312) 427-8683; website, www.ushli.com.

Hispanic Women's Corporation 15th Annual Conference

October 5-6

The 15th Annual Hispanic Women's Conference, presented by the Hispanic

Women's Corporation. At the Phoenix Civic Plaza in Phoenix, Ariz.

Contact: (888) 388-4HWC or (602) 954-7995; e-mail, hwc@inetmail.att.net.

New Jersey Project Fall 2000 Conference

October 13

The New Jersey Project for Inclusive Scholarship, Curriculum, and Teaching has as its Fall 2000 conference theme "Now You See It, Now You Don't: Class in America." Speakers include Barbara Ehrenreich, Manning Marable, Holly Sklar, Mark Ellis, Lise Vogel, and Leonard Vogt. At Essex County College in Newark, New Jersey.

Contact: (973) 720-2296; e-mail, njp@wpunj.edu.

AAC&U's 3rd Bi-Annual Diversity and Learning Conference

October 26-29

"Diversity and Learning: Identity, Community, and Intellectual Development" is designed both for working teams of faculty and administrators and for individuals interested in improving classroom teaching, changing their curriculum, fostering systemic change in their institutions, and investing more in local and global communities. At the Westin William Penn Hotel in Pittsburgh, Pa.

Contact: (202) 387-3760; e-mail, meetings@aacu.nw.dc.us; website, www.aacu-edu.org/Meetings/divlearn00.html.

The College Board Centennial Forum

October 28-November 1

Networking and professional development opportunities; sessions on cutting-edge, field-specific research and development; keynote addresses by world-renowned speakers. At the Marriott Marquis Hotel, New York City.

Contact: (212) 713-8050; website, www.collegeboard.com.

HACU 14th Annual Conference

November 4-7

This year's theme: "Championing Hispanic Success in Higher Education." At the Albuquerque Convention Center, Albuquerque, N.M.

Contact: website, www.hacu.org.

Letter to the Editor:

The following is an excerpt of a letter from Daniel Segura, assistant director of admissions, Alma College, Alma, MI, expressing his concern regarding our TOP 100 issue.

Dear Editor:

Your ranking of the "Top 100 Colleges for Hispanics (May 5, 2000) brings up some points to consider. In that issue, colleges and universities were ranked solely by the number of degrees that they award. Numbers do not always tell the whole story. In many cases, listing the number of students graduating from a particular university gives no indication of the rates of retention, admission, or graduation, programs or support systems in place.

The May 5 [issue] was also distributed to High School Guidance Counselors who will pass the results of your ranking on to their students. The problem, as I foresee it, that arises is that many of the students who receive this information will not question it at all. When I go their school in the fall to tell them about the many opportunities available for them at a small private institution like Alma College, they will likely, cross-reference our name with those on the *Hispanic Outlook* ranking and immediately write us off their list.

[Many] Hispanic students are used to having someone who is always available to talk about both personal and academic issues. That kind of relationship is one of the cornerstones of the liberal arts education. It is a shame that students may now miss out on the chance for that kind of opportunity because of your one-sided reporting.

I will continue to read your magazine and to recommend it to colleagues, so that they can see that there are others out there that are fighting and winning some of the same battles that we are. Your magazine is a credit to our ethnicity.

Dear Mr. Segura:

Thank you for your letter. We appreciate feedback from our readers. As we indicated in our Top 100 issue, these data were compiled by the U.S. Department of Education. As the Hispanic population continues to grow, it is important to reflect quantitative data to gauge how this group fares, in this case, in education. This compilation, while by no means presented as final, does enable us to pinpoint those schools with the most Hispanic graduates at the bachelor's, master's and doctoral levels.

Like with the subject of admissions where that decision should be based on a variety of criteria, not just GPA, we realize that there are a plethora of institutions of higher education serving the Latino community. Throughout the years our pages (such as in our regular spotlight the Honor Roll or in featured articles) have showcased large research institutions, private and public universities as well as small independent colleges. Most recently, we highlighted Haverford, Swarthmore and Bryn Mawr Colleges, three small institutions, for their innovative programs aimed at students of color. And it is our mission to continue to do so. We would be remiss not to.

How do we find these schools? Our office regularly receives faxes and emails from universities informing us about their programs and campus events; we developed relationships in the last decade through our attendance at and coverage of education conferences; or schools are brought to our attention by readers like yourself.

Again, thank you for considering us "a credit to our ethnicity" and your continued readership. Stay in touch.

Book Review

By Cecilia Rodríguez Milanés

***Invisible Privilege: A Memoir about Race, Class & Gender*, by Paula Rothenberg.** 229 pages. Lawrence, Kansas: University of Kansas Press, 2000. ISBN# 0-7006-1004-9. $29.95 hardcover.

This book narrates the author's journey from her origins in an upper-middle-class New York Orthodox Jewish family to becoming a radical educator, at the forefront of the culture wars of the early '90s. Paula Rothenberg is a professor of philosophy and women's studies at William Paterson University and the director of the New Jersey Project on Inclusive Scholarship, Curriculum, and Teaching.

I read *Invisible Privilege* enthusiastically, especially the early chapters dedicated to her girlhood, adolescence, and education in New York, because I grew up working-class in a small New Jersey city, believing that New York was the center of the universe. I was impressed by Rothenberg's narrative shifts in points of view from naïve to coming-to-consciousness to mature and intellectual. She admits deliberately using a "prideful, insensitive, cruel—even racist…" voice at times to underscore that "it is necessary to hear, see, touch, taste, and smell the way the world looks to people who are blind to their own privilege….Because we 'mean well,' it never occurs to us that the choices we make may have devastating consequences for others."

invisible privilege
paula rothenberg

She discovers the flaws in the system of privilege when her schooling is relegated to less than first-rate because she is a female. It was intriguing to note how someone with so much going for her could fail. But her gender betrayed her at the university, where even entitled white women are thwarted. Her story affirmed for me, once again, how remarkable it is that even six percent of higher education faculty are people of color—there are so many more strikes against us.

Rothenberg illustrates how higher education often upholds race, class, and gender bias. While many scholars of color have known about, discussed, and even personally experienced this bias for years, it is always more impressive for an insider like Rothenberg (though a female, she's white) to critique the system.

The chapter entitled "Getting It Right" chronicles her experience as a beginning teacher. As a woman in higher education, she expresses the familiar doubt– "lurking somewhere in the back, and occasionally at the front, of my mind…the belief that I was somehow a fake and the fear that I would one day be found out." Teachers of color will likely smile in recognition of how a well-meaning white teacher such as Rothenberg can't seem to engage working-class students of color. She discovers that "part of the job of teaching working-class students is finding ways to empower them enough so that they have the confidence required to be able to say, 'I understand, but I disagree.'" Rothenberg describes her students' discomfort with Descartes as a "turning point" in her intellectual life. She refused to adopt her colleagues' assumption that the students' difficulties were a sign of their inadequacy: "I decided to operate from the premise that their discomfort was a sign of Descartes's inadequacy." How rewarding to read Rothenberg's engaged struggle to develop the pedagogy and praxis for a transformed curriculum and worldview.

Rothenberg's fifteen minutes of fame came when her edited textbook, *Racism and Sexism in a Changing America* (1987) was chosen for a new writing course at UT-Austin to increase students' awareness of difference and then rejected, along with the course, because conservatives considered it to be "thought control…sparking what came to be known as the 'culture wars.'" Rothenberg appeared on TV and radio shows to explain and defend the new curricular imperatives.

I was impressed by the African American student who said that she took Rothenberg's course in hopes of better understanding white people: "She said she had always wondered how it was possible for whites to carry out the atrocities committed against Black people during slavery, and she speculated that there might be something deficient in their moral sensibilities that allowed them to commit such unspeakable acts." It is satisfying to read how much teachers can learn from their students when the classroom climate is democratic.

Maybe what I like best about Rothenberg is her tenacity; she won't let well-meaning progressives off the hook: "Because they are committed to treating people fairly, they believe they do so….[T]hey have never been taught the difference between simple 'prejudice' and the more complex and recalcitrant forms of oppression signified by the words 'racism' and 'sexism'....They do not understand that racism and sexism are perpetuated every day by nice people who are carrying on business as usual." And ferreting out beneficiaries of privilege is Rothenberg's business.

Rothenberg's life story shows how deeply political the personal really is. Teachers of color will leave the book with the knowledge that there is an ally in academe who does "get it" and whose struggle on the behalf of those less privileged is marked by wisdom, passion, and integrity.

Cecilia Rodríguez Milanés, associate professor of Latino/a literature, writing, and women's studies at the University of Central Florida, is co-chair of the National Council of Teachers of English's Latino Caucus and editor of its newsletter, Capirotada.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

CALL FOR PAPERS
Fifth National Conference
On Family and Community Violence Prevention

THEME: ***Families Building Bridges: Strategies To Prevent Violence***
DATES: ***April 5-7, 2001***
PLACE: ***Marriott—Los Angeles Airport, Los Angeles, California***

The Family and Community Violence Prevention (FCVP) Program at Central State University, Wilberforce, Ohio, in conjunction with the Office of Minority Health of the U.S. Department of Health and Human Services, will present the Fifth National Conference on Family and Community Violence Prevention April 5-7, 2001, in Los Angeles, California. Scholars, educators, social service providers, criminal justice professionals, and community participants are invited to submit papers for presentation.

Papers must be appropriate to the theme and apply to one of the following categories:

ongoing research
previously unpublished research, or
evaluation of demonstration programs.

Submission Guidelines

1. Provide one copy of a cover sheet listing the title of the paper; the category into which the presentation best fits; the name(s) of the author(s); and a mailing address, phone and fax number, and e-mail address for the primary contact.
2. Provide three copies of a typed one-page abstract of your paper or poster. If possible, include the abstract on a diskette in Microsoft Word or WordPerfect. The abstract should carry the same title that appears on the cover sheet without the author's name.
3. Submissions may be made electronically via e-mail to <fcvp@csu.ces.edu> or on the FCVP Web site at <fcvp.org>.

Please forward submissions to:

Dr. Laxley Rodney
Principal Investigator, FCVP Program
Central State University
Wilberforce, OH 45384
Phone: (937) 376-6567 or (888) 496-2667
Fax: (937) 376-6180/6420
E-mail: fcvp@csu.ces.edu
Web site: www.fcvp.org

Abstracts are due by August 31, 2000

Presenters eligible for discounted registration rates.

Conference co-sponsors are the Charles R. Drew University of Medicine and Science and the Children's Institute International, Los Angeles, California.

The Family and Community Violence Prevention Program (FCVP) is a coordinated effort between the Office of Minority Health (OMH) of the Department of Health and Human Services and Central State University of Ohio involving 25 colleges and universities in 17 states and the District of Columbia. Each participating institution operates a Family Life Center engaged in violence prevention activities directed at youth who are considered to be at high risk for involvement in violent and other abusive behavior.

The UNIVERSITY of VERMONT

SEARCH FOR DEAN
SCHOOL OF BUSINESS ADMINISTRATION

In the past five years, enrollment in the University of Vermont's School of Business Administration has increased more than 20%. The school is seeking a dynamic Dean to manage this growth into the future. Established in 1981, AACSB accredited in 1986, the school has grown to 24 tenure-track faculty and 900 students. We have committed ourselves to develop a national reputation in undergraduate excellence. The MBA program is small, but prestigious, and draws graduate students from around the globe.

We seek candidates with a track record of managing the transformation of good programs into great programs. We seek candidates with the ability to persuade alumni and businesses to financially support our growth and goals. This candidate is likely to possess strong academic credentials, but exceptional industry experience will be considered. Most importantly, we seek a candidate who can realize a vision for the school that will excite and motivate our faculty, staff, students and respond to the changing needs of the business community. Our faculty and staff are open to innovative ideas. Bring them.

Established in 1791, UVM is located in Burlington, a city of 40,000, situated between the Adirondack and Green Mountains on the shores of Lake Champlain. It is frequently counted among the top five cities in the country for quality of life. The eight undergraduate colleges and schools of the University have an enrollment of 7,500. Graduate, Medical and Continuing Education students bring total enrollments to approximately 10,000. More information can be found on www.uvm.edu the university's web site.

Consideration will be given until the position is filled; formal review will commence on August 15, 2000. The University welcomes applications from all qualified individuals, especially people of color, women, and people with disabilities.

Nominations and applications, including a letter describing the individual's qualifications for the position, a curriculum vitae and names of professional references should be sent to:

Dr. Rebecca R. Martin, Chair, Search Committee for the Dean,
School of Business Administration, Office of the Provost,
University of Vermont, Burlington, VT 05450
802-656-4400
Email: bsad.search@uvm.edu

UNIVERSITY OF CALIFORNIA
RIVERSIDE

The University of California, Riverside is seeking a dynamic and energetic Assistant University Librarian (AUL) for the Sciences. The AUL for the Sciences reports directly to the University Librarian and is responsible for the administration of the programs and services offered by the Science Library. This responsibility includes the development and management of the science collections, the administration of the public service operations and staff, and participation, as appropriate, in direct services to patrons. The incumbent will serve as part of the Library's management team and will work closely with other library administrators. The Science Library currently has seven librarians and seventeen support staff.

QUALIFICATIONS:

Graduate library degree. Increasingly responsible administrative experience in an academic, special, or public library with significant science holdings. Demonstrated skills in organizational leadership, planning, and supervision. Extensive experience in Science Librarianship including reference service and collection development, and management. Strong grasp of current state of information technology.

APPOINTMENT:

The successful candidate will be appointed to the Assistant University Librarian series at a salary level appropriate to the candidate's qualifications and experience.

APPT. RANGE:

$55,600 - $103,200. AULs are academic appointees and accrue vacation at the rate of two days per month and sick leave at the rate of one day per month. The University offers a broad range of benefits and an excellent retirement program.

APPLICATIONS:

Applicants should send a letter of application, a complete resume, and the names and addresses of three references by July 31, 2000 to:
Advanced Information Management, 900 Wilshire Boulevard, Suite 1424, Los Angeles, CA 90017.

The University of California is an affirmative action/equal opportunity employer.

CAMPUS LIFE
Residence Hall Director-Latino Living Center

Community Development is committed to providing a residential experience of the highest quality for each of its residents. Paramount to achieving our mission are the advocacy of academic inquiry, student development, respect for the individual, and the development and promotion of just communities within our residence halls. We strive to provide a safe, comfortable, residential experience designed to educate, challenge and develop our students so they may be able to achieve an examined life.

The Residence Hall Director of the Latino Living Center will have primary responsibility for coordinating outreach programs and services which serve the campus community through the Latino Living Center which houses approximately 60 students. Responsible for collaborating with students, the Latino Studies Program, COSEP Office and others at the university to ensure that quality program initiatives are fostered through the center. This includes providing individual assistance to Latino and non-Latino students to ensure their academic and personal success at Cornell and serving as a liaison between Latino Studies Program and the Latino Living Center. In addition, s/he will provide supervision of three staff members, community and program development, administrative management, counseling, facilitation and support of faculty-student interaction.

Qualifications: Master's degree in Student Personnel/Higher Education or closely related field preferred. Experience in staff supervision, program development, counseling, advising, policy enforcement, and working with the U.S Latino/a community. Experience in residential administration, community development and supervision is essential. High-level visibility and commitment to student interaction a must. This is a full-time, live-in, 12 month appointment.

Benefits: Include competitive salary and Cornell University endowed benefits such as TIAA-CREF/Fidelity pension plans, health care, a furnished apartment, meals to support workplace interactions, and professional development opportunities.

To Apply: Submit letter of interest, resume, and names and telephone numbers of three references to **Regina Duffey, Human Resources Manager, Campus Life, Cornell University, 2117 N. Balch, Ithaca, NY 14843-1401.** Position will be open until the successful candidate is identified.

CORNELL
UNIVERSITY

Cornell University is an Equal Opportunity, Affirmative Action Employer & Educator.

http://www.cornell.edu

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Capella UNIVERSITY

SCHOOL OF PSYCHOLOGY

ADJUNCT FACULTY

Capella University's School of Psychology is hiring adjunct faculty in the following areas of specialization: Addiction Psychology, Clinical Psychology; Educational Psychology; Family Psychology, Health Psychology, Organizational Psychology, and Sport Psychology.

Context: Capella University is a regionally accredited institution of higher education which offers undergraduate and graduate degree programs, certificates, and continuing education to adult learners who seek to integrate advanced study with their professional lives.

Responsibilities: Adjunct faculty are part-time faculty who serve as independent contractors. Adjunct faculty teach graduate courses in the core and specialty curriculum, mentor graduate students in their specialty area, and serve as residency faculty at academic sessions. They serve on School and program committees and share full voting privileges in academic matters. With members of the full-time core faculty, adjunct faculty are responsible for assuring the student's educational experiences are consistent with the prevailing national standards for the education of professional psychologists.

Qualifications: 1) Earned doctorate. 2) Interest in and commitment to teaching in an online environment. 3) Proficient in the use of Internet tools. 4) Have prior graduate teaching experience.
Salary: Commensurate with experience and qualifications.
Starting Date: April 1, 2000
Deadline: Review of applications will continue until positions are filled.
Application Procedures: Send letter of application, vita, three letters of recommendation and transcripts to:

Janet Korpi
Human Resources
Capella University
330 2nd Avenue South; Suite 550
Minneapolis, MN 55401
Phone:(612) 252-4290 Fax: (612) 337-5396
E-mail: jkorpi@capella.edu
http://www.capellauniversity.edu

STUDENT DEVELOPMENT SPECIALIST - Educational Opportunity Fund (EOF)

One of the nation's premier community colleges, **Brookdale Community College** is an innovative and comprehensive open admissions two year college, proud of its dedication to the highest standards and to the community. We seek colleagues who share our commitment to quality instruction, collaborative relationships and who value service, diversity, innovation and technological literacy. We invite applications for the following position for **September 2000**. This is a full time, tenure track entry level position.

Master's degree in Counseling or closely related field required. Related work experience with at-risk populations preferred. Counselors employ a variety of individual/group counseling methods to provide a full range of professional counseling and advisement services. There is an increasing emphasis on planning and implementing innovative programmatic strategies and interventions to support student growth and development, and facilitate academic success in today's highly transitional and diverse educational environment. A highly flexible team orientation, facility with current technology applications in counseling, a collaborative organizational approach, and an understanding of the diversity of today's student population are essential. Some evening work and travel within Monmouth County (NJ) will be required. Position may require participation in community based activities. Salary range for Instructor level is $33,923-$39,011. Position is entry level and salary is commensurate with qualifications and experience within the identified range. Counselors working in the summer receive additional compensation.

APPLICATION PROCESS: Applicants interested should submit a letter of application, *curriculum vitae*, copies of graduate transcripts and three letters of recommendation to Human Resources via fax at (732) 224-2970, or by mail to the address as noted below. You may also apply in person at the Human Resources Office, 8:30AM to 5:00PM, Monday through Friday. Our Email address is hrdept@brookdale.cc.nj.us, and our Job Hotline telephone number is (732) 224-2281.

APPLICATION DEADLINE: Materials must be received no later than July 5,2000.

BROOKDALE
COMMUNITY
COLLEGE

765 Newman Springs Road • Lincroft, NJ 07738

Visit our website: http://www.brookdale.cc.nj.us

We are an Equal Opportunity/Affirmative Action Institution.
Women, minorities and persons with disabilities are encouraged to apply.

GALLAUDET UNIVERSITY SCHOOL OF EDUCATION AND HUMAN SERVICES DEPARTMENT OF EDUCATION

Position Announcement

FACULTY POSITION (2)

The successful candidate(s) for two (2) faculty positions in the Department of Education at Gallaudet University must demonstrate excellence in teaching with experience in elementary or secondary school classrooms. They must demonstrate a strong potential for scholarship and program leadership. The Department of Education is a world leader in the area of Deaf Education providing its students the best in general and deaf education in its NCATE-accredited and NASDTEC-approved teacher education programs.

The Department of Education is seeking 2 new faculty with a commitment to excellence, imagination and collaboration. The department seeks diversity in background and experience. New faculty are provided support to engage in scholarship and service to the field in addition to participating in program development, teaching, and mentoring students. These two positions are funded, in part, by the U.S. Department of Education leadership grant

The Department of Education at Gallaudet University has both regular education (undergraduate programs) and deaf education (masters and doctoral programs). All students are expected to graduate with strong backgrounds in regular education subject matter and pedagogy as well as knowledge and skills in deaf education. The Department of Education is committed to excellence in communication and strongly supports students' rights to clear visual communication. Faculty are expected to be excellent communicators and demonstrate competence in sign language before promotion or tenure. Candidates with strong backgrounds in deaf education and/or regular education are encouraged to apply

Candidate's specialization areas may include:
Deaf education: ECE, Elementary, Secondary, and Multiple Disabilities; **General Education:** Math, English, Social Studies, and Science Education; Literacy, Instructional Technology

Qualifications:

- Demonstrated excellence in elementary or secondary classroom teaching: 3 or more years.
- An earned doctorate in Education, Deaf Education or related field. (Exceptional candidates who are nearing completion of the degree will be considered)
- Experience working with new teachers in practicum or mentoring relationships.
- Demonstrated knowledge and skills in pedagogy and content relevant to the candidate's specialization.
- Demonstrated excellence in visual communication and sign language (strongly desired).
- Demonstrated potential for excellence in scholarship, program leadership, and service to the field.
- Demonstrated excellence in interpersonal skills and faculty/student/school collaboration.

Rank and Salary: Commensurate with experience. (Positions funded, in part, by a four-year leadership training grant)
Starting Date: August 14, 2000.
Application Deadline: June 30, 2000
Application Procedure: Send letter of interest and vita/resume

Dr. Richard Lytle, Chair
Department of Education
Gallaudet University
800 Florida Avenue, NE
Washington, DC 20002-3695
Telephone: 202-651-5530, voice or TDD
FAX: 202-651-5860
E-mail: Richard.Lytle@gallaudet.edu

Ethnic and racial minorities, women, deaf and hard-of-hearing candidates and those with disabilities are especially encouraged to apply.

Gallaudet University is an Equal Opportunity Employer/Education Institution. Programs and services offered by Gallaudet University receive substantial financial support from the United States Department of Education.

EXECUTIVE DIRECTOR

The National Council of Teachers of English (NCTE) seeks applications for the position of Executive Director.

RESPONSIBILITIES INCLUDE:

- Enacting policies of a 17-member Executive Committee;
- general administration and operational management of the 100-member headquarters staff in Urbana, Illinois;
- internal liaisons with volunteer officers, editors, governing bodies, and 80,000 members and subscribers;
- sponsorship of 120 regional, state, provincial, local and student affiliates;
- and external liaisons with related organizations, governmental units, funding agencies, and the media that require some periods of travel.

APPLICANTS MUST HAVE THE FOLLOWING:

- Graduate degree(s) in an appropriate area;
- demonstrated competence in administration and budget management skills;
- commitment to the work of professional organizations to strengthen teaching, learning, and research;
- commitment to cultural diversity;
- some familiarity with information technology;
- and superior skills in speaking, writing, and listening.

A three-year renewable contract is offered, effective October 1, 2000 to September 2003. Salary is negotiable, fully competitive including a benefits program.

Qualified individuals should submit a letter of application expressing interest and qualifications; a list of five references, preferably including those from voluntary leadership; a resume; and a one-page statement of the applicant's vision for NCTE to the following:

Leila Christenbury, Chair
NCTE Search Committee
214 Old Orchard Lane
Richmond, VA 23226

The selection process will begin August 15; however, applications will be accepted until the position is filled.

The National Council of Teachers of English is an equal opportunity/affirmative action employer by choice.

·STETSON·
UNIVERSITY

Florida's *First* Private University

Stetson University
DeLand, Florida
Vice President for Enrollment Management

Stetson University seeks nominations for and expressions of interest in the position of Vice President for Enrollment Management.

The first private university in Florida, Stetson University is an independent comprehensive institution of about 2,500 students in DeLand, Florida, a small city located between Orlando and Daytona Beach. The university offers highly personalized undergraduate study in liberal arts, music, and business, as well as in selected graduate programs.

The University seeks a Vice President who will have broad-based responsibility for implementing student recruitment, admission, financial aid and retention programs. The new Vice President will oversee a staff of 24, manage a combined admissions and financial aid budget of $24 million, and supervise the Directors of Admissions and Student Financial Planning. As an officer of the University, the Vice President will report to the President and serve as a member of the President's Staff and the Council of Vice Presidents.

The successful candidate will demonstrate knowledge of current and strategic enrollment management theory and practice, the ability to develop and implement marketing and recruiting plans and strategies, leadership and supervisory skills that foster collaboration, experience in and commitment to private higher education, and excellent interpersonal and communication skills. An undergraduate degree is required; an advanced degree preferred.

Review of credentials begins immediately and will continue until the position is filled. Letters of nomination or application, including curriculum vitae, may be submitted, in confidence, to:

Vice President for Enrollment Management
Stetson University
c/o EDUCATIONAL MANAGEMENT NETWORK/WITT/KIEFFER
98 Old South Road
Nantucket, MA 02554-6000

Stetson University, an equal opportunity employer, affirms the values and goals of diversity and strongly encourages the applications of women and candidates from historically underrepresented groups.

Educational Management Network/a division of Witt/Kieffer is supporting Stetson University with this search. Requests for a copy of the Position Specification or questions may be directed to Lucy Leske via e-mail at stetson@emnemn.com. Additional information about Stetson is available at the University's Web site, www.stetson.edu.

Educational Management Network/Witt/Kieffer

USF University of South Florida

The University of South Florida is currently recruiting for various faculty and/or staff positions. For more information about the University's vacant positions, please visit our Web site at http://usfweb.usf.edu/usfpers/vacancy.html; or call our Job Line for staff positions at (813) 974-2879.

USF is an equal opportunity/equal access/ affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave. • Tampa, FL 33620

Institution: University of California, Berkeley
Department: Institute of Business & Economic Research
Employer Type: Academic
Position Type: Research

Position Description:

The University of California, Berkeley seeks applicants for two 1-5 year appointments as Assistant or Associate Researcher in the demography of aging, at salaries between $51,500 and $75,900. These are career development positions for holders of a Ph.D. in biology, economics, mathematics, statistics, anthropology or related disciplines, with demonstrated research productivity, to develop a new specialization in areas such as biodemography, intergenerational transfers, evolutionary demography, or comparative mortality. Concomitant appointment as Visiting Assistant or Associate Professor may be possible. U.S. citizen or permanent resident. Send CV to Prof. Kenneth Wachter, c/o IBER, F502 Haas, University of California, Berkeley, CA 94720-1922. Review to begin June 30, 2000. EEO/AA

SUNY ROCKLAND
Community College

Rockland Community College, located thirty miles north of New York City, is an open diverse, multi-ethnic student population. The College is known for its outstanding faculty, academic programs, and service to the community. Dedicated to excellence in instruction, Rockland seeks faculty who wish to contribute to a history of achievement and innovation.

FACULTY POSITIONS

Fall 2000 Tenure Track
10 Month - Full Time

Full time faculty positions require a demonstrated ability to teach students from a wide range of ethnic and academic backgrounds. College level teaching experience is required, with Community College experience preferred. Equivalencies for any requirement will be evaluated. Duties include curriculum development and innovation, as well as mentoring and advising students. Participation in faculty governance and professional development activities are required. Positions start September 1, 2000 and are subject to available funding.

- **DIETETIC TECHNOLOGY**
  Coordinator Dietetic Technology Program
  Teaching and fieldwork supervision of nationally accredited Dietetic Technology Program. Registered Dietitian, Master's Degree required, minimum three years experience as Registered Dietitian, administrative and organizational skills.
- **BUSINESS**
  Teach a wide variety of courses including: Business Ethics, International Business, Small Business Management, Economics, Finance, E-Commerce, Marketing and Management. Lead program development in e-commerce and entrepreneurship. Experience in Grant writing to support new programs a plus. MBA or equivalent degree required.
- **COMPUTER STUDIES**
  Teach a wide variety of courses including: Web Development and Multimedia, Programming, Systems Analysis and Design, in addition to software applications. A willingness to work with industry to develop internship opportunities is highly desirable. Minimum of a Master's Degree in Computer Information Systems or a closely related field. Industry experience is a plus.
- **LOCAL AREA NETWORK**
  Teach courses in Microsoft Windows 2000, and Cisco. Assist with lab planning, setup and maintain certification status as required for teaching. Bachelor's Degree required. Microsoft Certified Product Specialist Certification, knowledge and experience of computer and Local Area Network, hardware and software.
- **SOCIOLOGY**
  Teach a wide range of introductory and upper level courses. Responsibilities will be to engage in major curriculum review and development, including the expansion of computer-assisted instruction and on-line courses. Master's Degree in discipline required. Ph.D. preferred.
- **MATHEMATICS**
  Teach courses in mathematics ranging from developmental level to differential equations. Program development in all areas of mathematics; incorporation of graphing calculators into the curriculum, computer assisted instruction and competency-based education. Master's Degree in Mathematics required; Ph.D. preferred.
- **POLITICAL SCIENCE LECTURER**
  (Non Tenure Track)
  Teach a wide range of introductory and upper level courses. Master's Degree in discipline is required. Ph.D. preferred.

To apply, please submit letter of application indicating desired courses, resume, and names, addresses and telephone numbers of three business references by July 10, 2000 to:

Mr. Edward Thayer, Director of Human Resources
ROCKLAND COMMUNITY COLLEGE
145 College Road • Suffern, NY • 10901-3699

Rockland Community College is an equal opportunity employer

ENGINEERING CENTER DIRECTOR

The College of Engineering of the University of Maryland invites applications for the position of Director of the newly formed Small Smart Systems (S^3) Center. The College of Engineering ranks among the top public universities in the nation with a faculty that has an international reputation in education and research. This center has been formed with long-term institutional funding. Construction of a new Engineering and Applied Sciences Building, which will house much of the activity of the Center, is expected to begin soon. The new facility will have extensive fabrication, characterization and integration facilities, including a large clean room. Faculty in several engineering departments, including Aerospace, Chemical, Electrical and Computer, Materials, and Mechanical, participate in the S^3 Center, and the Director will have a faculty appointment in one of these departments. The Director will also participate in hiring new faculty and will work to build a cohesive interdisciplinary team with new and existing faculty. The mission of the Center is to develop the science, technology and educational infrastructure (both hardware and software) for small, highly integrated and/or hybrid smart systems. We seek a highly motivated individual with an established track record of outstanding research and the ability to stimulate and foster new projects. The Director's responsibilities will include: advancing, articulating and implementing the vision for the center, coordinating research activities, and obtaining external funding. The credentials of the candidate must be commensurate with a senior faculty position and include an earned doctorate degree in one of the engineering disciplines. Experience in managing a research center is desirable. For best consideration, applications should be received by **August 1, 2000**. Please send resume, list of publications, and the names of at least four references to:

Dr. D.F. Barbe, Associate Dean
College of Engineering and Chair of Search Committee
Potomac Building
University of Maryland
College Park, MD 20742

The University of Maryland is and equal opportunity, affirmative action employer with a strong commitment to the principle of diversity. In that spirit, applications from minority groups and women are especially invited.

UNIVERSITY OF
MARYLAND

FERRIS STATE UNIVERSITY

College of Education and Human Services

The School of Education is seeking candidates for the following tenure-track faculty (9- month) positions:

Elementary Education (JOB CODE HO-10010): The successful candidate will assume primary responsibility for the implementation of an innovative new Elementary Education Program beginning Fall 2000. Ph.D. or Ed.D. in Education or related field (ABDs will be considered) and a minimum of three years successful K-8 public school teaching experience required. Academic preparation and experience teaching courses in the areas of reading/language arts and/or special education preferred. Experience incorporating instructional technology and collaborating with Arts & Sciences faculty and public school teachers in the delivery of methods courses highly desirable.

Early Childhood Education (JOB CODE HO-25): Future plans for this expanding program include a Bachelor's degree and collaboration with the new Elementary Education program. Candidates who are excited about making decisions that will enhance our innovative offerings are encouraged to apply. Ph.D. or Ed.D. with expertise in Early Childhood Education, experience teaching in early childhood settings, and the ability to work collaboratively as a team member are required. Additional expertise in elementary education, special education, or teaching reading is preferred. Experience teaching adults at the college level is desirable.

Salary is commensurate with qualifications. Screening of applications will begin June 30, 2000, and continue until positions are filled. Interested individuals should submit a letter of application, resume, three current letters of recommendation, and copies of college transcripts (finalists will be required to submit official transcripts). Please send materials to: **JOB CODE ______, Human Resource Development, Ferris State University, 420 Oak Street, PRK 150, Big Rapids, MI 49307.** For more information about Ferris State University, visit our Web site at:

www.ferris.edu.

An Equal Opportunity/Affirmative Action Employer

CHANCELLOR
UNIVERSITY OF WISCONSIN-MADISON

UNIVERSITY OF
WISCONSIN
MADISON

The University of Wisconsin System invites applications and nominations for the position of chancellor of the University of Wisconsin-Madison. UW-Madison is one of the world's outstanding public research universities. It is one of two doctoral universities in a public higher education system that also includes eleven comprehensive institutions, a system of freshmen-sophomore transfer colleges, and a statewide extension. The chancellor of each institution reports directly to the president of the UW System.

The university is located in south central Wisconsin. Madison has been consistently ranked as one of the top mid-west cities in the United States in which to live.

Founded in 1848, UW-Madison one of the premier land-grant universities in the United States, has the largest concentration of graduate, professional, and research programs, as well as the broadest array of undergraduate majors in the UW System. Academic programs offered include 146 majors, 169 master's, and 125 doctoral programs. The enrollment of 40,100 students includes 27,800 undergraduates, 8,500 graduate students, 2,100 professional students, and 1,700 special students. 5500 undergraduate and 3200 graduate and professional degrees are awarded annually. UW-Madison ranks second nationally in Ph.D.s awarded.

The university employs 17,711 people including 2,135 faculty, 5,567 academic staff, and 4,875 classified staff. It has an annual operating budget of $1.4 billion, with $514.5 million coming from funding for research and development and $236.4 million from annual gifts and trust fund revenue. Among public universities, UW-Madison ranks third in funding for research and development and first in revenues from annual gifts and trust fund revenues.

UW-Madison seeks a chancellor with the capacity to lead an energetic Research I land-grant institution within a large and dynamic public higher education system. Candidates will be evaluated on the following professional and personal characteristics.

- A commitment to scholarly values and an understanding of the diverse missions of a major public research university, including undergraduate and graduate instruction, research, public service, and outreach.
- Academic or equivalent professional accomplishments, including:
    - Academic scholarship and teaching credentials and accomplishments, or equivalent professional credentials and accomplishments, which will command the respect of the academic community and be tenurable at the level of full professor at UW-Madison;
    - A successful record of leadership, including experience in higher education, or equivalent professional administration.
- Commitment to promote continued success in securing funding for the university through:
    - Federal, state, and other grants and contracts;
    - Alumni development and fund raising;
    - Ongoing reinvestment of revenues derived from research patents and licenses.
- Outstanding leadership qualities, including:
    - Personal integrity, intellectual curiosity, compassion, resilience, and energy;
    - A collaborative leadership style that emphasizes openness and fairness;
    - A commitment to Wisconsin's strong tradition of shared governance, which includes active participation in policy-making by faculty, academic staff, and students;
    - Desire and ability to advance the university's mission in undergraduate and graduate programs; to provide leadership and support to the faculty in teaching, scholarship, public service; to link the curriculum to the needs of the people of Wisconsin; and to extend a strong research commitment and focus;
    - Ability to provide leadership to faculty, staff, administrators, students, and other constituents in implementing the current and future strategic plans;
    - Demonstrated leadership in national higher educational organizations.
- Talent and energy to build broad support for the institution at local, state, national, and international levels, including:
    - The ability to represent the institution and work effectively with its many constituencies, including the Board of Regents and administration of the University of Wisconsin System, community and business leaders, other educational institutions at the secondary and post-secondary levels, alumni, media, and legislative and other governmental bodies;
    - The ability to work collegially with the other UW System chancellors.
    - A commitment to continually improve the university experience for students, faculty, and staff, including:
    - Enhancing the quality of student life and strengthening the delivery of services to students;
    - Enhancing educational opportunities through appropriate use of new technologies;
    - Enhancing the diversity of students, faculty, and staff as detailed in the 2008 Diversity Plan;
    - Demonstrated commitment to equal employment opportunity, affirmative action, and non-discriminatory practices.
- A commitment to the university's responsibility for public service through dissemination of the results of scholarly and scientific inquiry, including:
    - Support of the faculty mission of public service that benefits the state, nation, and the larger society;
    - Ability and interest in promoting the state of Wisconsin's economic development, through educational programs and knowledge and technology transfer;
    - Support of the Wisconsin Idea
    - Understanding of and interest in implementing appropriate use of new technologies to improve continuing education and outreach.

Compensation will be competitive and commensurate with qualifications and experience. The position is available **January 1, 2001**.

Candidate materials should include a letter of interest which addresses how her/his strengths and experience match the qualifications for the position, and what s/he sees as challenges and opportunities, and a current and complete curriculum vitae. Upon request, candidates will be asked to provide the names, addresses, e-mails, and telephone numbers of at least five references. These may include trustees, administrators, faculty, students, and community leaders.

Applications and nominations must be received by **July 31, 2000** to ensure consideration. Later applications and nominations may also be considered. The committee particularly encourages applications and nominations from women and persons of underrepresented groups.

In accordance with Wisconsin's open records law, written requests for confidentiality by nominees and applicants will be honored, except that names and titles of the finalists must be disclosed, if so requested.

Further information about the search and UW-Madison is available at: **http://www.news.wisc.edu/packages/chancellorsearch/**

Requests for information and written nominations and applications should be directed to: **Professor Bernice Durand, Chair; Chancellor Search and Screen Committee; 133 Bascom Hall, 500 Lincoln Drive; Madison, WI 53706-1380.**
Email: chancellorsearch@uwmadmail.services.wisc.edu. 608 262-9337. Confidential FAX: 608 265-7806

Confidential inquiries may also be directed to the search consultant retained by the committee: **R. William Funk; Korn/Ferry International; 3232 Lincoln Plaza; Dallas, TX 75201. email: bill.funk@kornferry.com**

The University of Wisconsin is an affirmative action/equal opportunity employer.

GOVERNORS STATE UNIVERSITY

PROFESSOR OF CRIMINAL JUSTICE

Governors State University seeks nominations and applications for a University Professor of Criminal Justice in the College of Arts and Sciences, beginning Fall 2000. Candidates should demonstrate a strong commitment to excellence in teaching and the potential for scholarship and service. We are interested in candidates with a broad grasp of the field of criminal justice and criminology. Responsibilities include teaching upper-division courses in Corrections, Criminology, Juvenile Justice, Women in Criminal Justice, and in the interdisciplinary graduate program in Political and Justice Studies. The successful candidate will also be expected to teach at both on-campus and off-campus distance learning sites. A familiarity in the delivery of Criminal Justice courses with the use of new technology is desirable. *Qualifications:* Ph.D. in Criminal Justice, Criminology, or related field; college level teaching experience preferred; professional experience in criminal justice agencies or related programs is desired; conversant with information technologies in the delivery of distance learning is desired. The position is available August 1, 2000. The review of applications will begin immediately and continue until the position is filled. To apply, interested candidates should submit a letter of interest addressing qualifications, a statement of your teaching philosophy, a curriculum vitae, copies of graduate and undergraduate transcripts; and the names, addresses and telephone numbers of three professional references to: **William L. Tafoya/Paul Schranz, Co-Chairs, Professor of Criminal Justice Search Committee, College Of Arts and Sciences, Governors State University, University Park, IL 60466.**

If you would like more information about the University, please visit our Web site at: www.govst.edu

Governors
State
University

UNIVERSITY PARK, IL 60466-0975

AA/EOE

ADMISSIONS RECRUITER

The successful candidate will report to the Director of Admissions and Recruitment, and will be responsible for planning and implementing recruitment initiatives that will serve to attract a diverse group of new students. This person will be expected to establish an on-going working relationship with key community groups, school officials, and other public agencies to increase enrollment with a special emphasis placed on under-represented populations.

Requirements: A Bachelor's degree; Spanish speaking and writing skills; at least two years of work experience in higher education, preferably in admissions or student services. Experience working with a multicultural population. This position also requires a valid driver's license and own transportation. Strong computer skills are highly desirable. Some evenings and weekend work required.

Starting Salary: $34,616

Please send your resume with cover letter and names and addresses of three references by July 10, 2000 to:

Ms. Belinda Cagnacci,
Department of Human Resources

SUNY ROCKLAND community college

ROCKLAND COMMUNITY COLLEGE
145 College Road
Suffern, NY 10901

Rockland Community College is an Equal Opportunity Employer

Vice President of Academic Affairs

The College of Aeronautics, an independent college offering bachelor and associate degrees in aviation, computerized design and engineering technology, seeks candidates for the position of vice president of academic affairs. With the main campus at LaGuardia Airport in New York City and an extension site at Stewart International Airport in Newburgh, New York, the vice president will provide leadership for the institution's six academic departments, the library, the Academic Resource Center and distance education programs. As the chief academic officer for the institution, the vice president will report directly to the president and serve as a member of the College's senior staff.

The College will look to the vice president to provide direction in the areas of:

- strategic planning (process in progress)
- academic program development both on campus and via new technologies
- faculty recruitment, development, retention and evaluation
- creating an environment dedicated to student learning and teaching effectiveness

Qualifications: The successful candidate will preferably have an earned doctorate from a regionally accredited institution, a minimum of five years of administrative experience (including budgeting and planning), a background in aviation, technology or engineering, demonstrate achievements in teaching and scholarship to merit appointment as professor and demonstrated experience in quality distance education programs. ABD doctoral candidates with extensive administrative experience will be considered. A detailed job description is available on the College's web site at www.aero.edu.

To apply: Applications will be accepted until an appointment is made. Please send letters of application with a curriculum vitae and salary history to:

Director of Human Resources
College of Aeronautics, LaGuardia Airport
86-01 23rd Avenue, Flushing, NY 11369
or fax to 718.651.2553.

An EEO/AA Employer

COLLEGE OF
AERONAUTICS

COLLEGE OF AGRICULTURE AND LIFE SCIENCES
DEPARTMENT OF EDUCATION

Position: **Professorial Position in Education. Rank Open. Tenure Track, 12 month position; Teaching (60%) and Research (40%)**

Starting Date: 1 September 2000, or as negotiated

Location: Department of Education, Kennedy Hall, Cornell University

Responsibilities: To develop and sustain a leading research and teaching program in agricultural education in the context of the Teacher Education in Agriculture, Mathematics, and Science Program (TEAMS). Mentoring undergraduate students, graduate students, student teachers, and in-service teachers is expected. The appointee will conduct a nationally recognized research program that is relevant to the improvement of agricultural education. Obtaining external funding is expected. The individual will collaborate with other faculty and participate in general activities in the department, college and university. Service to society through consultation, advisement, and other outreach activities is expected of all faculty.

Qualifications: Ph.D. in education or a related discipline. Demonstrated ability to teach and conduct research. Experience with agricultural education and a minimum of three years of successful public school teaching experience is essential. Experience in an agricultural discipline and a foundational education discipline is highly desirable.

Salary: Competitive, commensurate with background and experience. An attractive fringe benefits package is available.

Application: Applicants should forward a cover letter describing qualifications and interest in the position, current and future research interests, teaching interests and experience; curriculum vitae; writing samples; academic transcripts; and the names and addresses of three references to:

Prof. Dawn Schrader, Search Committee Chair
Department of Education
Kennedy Hall
Cornell University, Ithaca, NY 14853

Applications will be reviewed beginning immediately and will be accepted until the position is filled.

CORNELL
UNIVERSITY

Cornell University is an affirmative action, equal opportunity employer

http://www.cornell.edu

THE UNIVERSITY OF CONNECTICUT LIBRARIES

Digital Collections Librarian

(Search # 00A432)

The University of Connecticut Libraries seek a forward-thinking, energetic individual to build upon an already strong existing program and to help lead the Libraries into an increasingly electronic future. Working in a team environment and under the general direction of the Area Head of Archives and Special Collections, the Digital Collections Librarian is responsible for:

- planning, developing, and implementing an infrastructure that enhances access to the intellectual resources of the University Libraries through local digitization projects
- collaborating with appropriate digitization efforts at other institutions
- integrating digital content and access tools into a coherent set of library services.

As leader of the University Libraries' digital initiative, the Digital Collections Librarian provides vision that moves the University Libraries toward a content-rich and coherent suite of electronic products and services that complement traditional library print services. She/he identifies potential digital collections and potential partners on campus and off campus and coordinates with subject Liaisons and Library teams responsible for acquiring and organizing digital content. The Digital Collections Librarian works closely with system and server administrators and cataloging staff to select technical solutions that integrate digital collections with appropriate access tools and with other digital resources already supported by the Libraries. The Digital Collections Librarian also seeks an integrated approach that involves all Library areas in the digital effort resulting in programs and projects that meet the widest needs of the academic community. The complete job description is available at: **http://www.lib.uconn/edu/jobopps/** For information on the University of Connecticut see **http://www.uconn.edu**

Required Qualifications: MLS with a minimum of two years pre- or post-MLS experience using technology for the delivery of digital information; knowledge of concepts and application of standards and practices for organizing information; an understanding of the scholarly use and development of library collections and services and laws governing intellectual property in the digital environment; excellent oral/written communication skills; ability to prepare reports and procedural documentation; ability to work in a team environment with diverse groups of library staff and faculty to build consensus for new programs, ability to plan, coordinate, implement and evaluate projects; and to communicate effectively and openly with colleagues and customers in a variety of settings and presentation modes.

Desirable Qualifications: Experience with different computer operating systems, digital imaging, differing file formats and Internet protocols, and a variety of software applications; knowledge of SGML, HTML, PERL scripting, database programming, and the ability to learn new mark-up languages such as XML; ability to initiate and adapt to change; analyze/solve problems and work collaboratively.

Compensation: Anticipated hiring salary, $36,500 to $49,488 depending upon experience. University benefits include 22 paid vacation days/year, 12 paid state holidays, excellent health and retirement plans, and tuition waivers.

Application Procedures: Submit a letter of application that addresses how previous experience and personal qualities meet the requirements for the position; a resume; and the names, addresses, and telephone numbers of three professional references to **Deborah Stansbury Sunday, Administrative Librarian, University of Connecticut Libraries, Box U-1005A, 369 Fairfield Road, Storrs, CT 06269-1005.** Screening will begin immediately and continue until the position is filled.

The University of Connecticut has a strong commitment to diversity. We actively encourage minorities and people with disabilities to apply.

State University at Stony Brook
Director of the Academic Advising Center

The Center: Stony Brook is a leading national research university with a current student population of approximately 19,000 of whom some 12,000 are undergraduates. The Center provides undergraduate academic counseling for the University's non-declared major, pre-health, and pre-law student populations, counseling on University graduation requirements for students in the College of Arts and Sciences [CAS], and mandatory academic counseling for students in CAS who are not in good academic standing. The Center has a staff of 12 professional advisors, 6 part-time faculty advisors, undergraduate peer advisors, and 2 office staff.

The Position: The Director is responsible for planning and administering the daily activities of the Center, implementing new services and programs, identifying and implementing innovative models based upon national trends, and developing and maintaining collaborative working relationships with faculty advisors and academic departments. The Director will utilize technology to effectively provide advising services and information to students, track and analyze academic trends, and partner with other student services offices in meeting the comprehensive needs of Stony Brook undergraduates.

Qualifications: Master's degree with considerable undergraduate interaction, either teaching or advising, and preferably both; at least 5 years' advising experience in a college or university; and administrative experience which includes the supervision of a sizeable advising staff. Important selection criteria include demonstrated initiative and leadership skills, professional involvement, excellent written and oral communication skills, and comfort with information technology and its application to advising services.

Application: Include a resume', cover letter, and the names, addresses, and phone numbers of three professional references, and send application materials to:

Ms. Diane West
Office of Undergraduate Academic Affairs
E-2360 Ward Melville Library
University at Stony Brook
Stony Brook, NY 11794-3351
Phone: (631) 632-7081
E-mail: *dwest@notes.cc.sunysb.edu*

STONY
BROOK
STATE UNIVERSITY OF NEW YORK

BROWARD
COMMUNITY
COLLEGE

MINORITY VENDOR PURCHASING COORDINATOR, #599

High school/GED required; college degree preferred. Four years responsible purchasing experience required. Experience with minority programs a plus. Good verbal and written communications skills, ability to work well with outside groups, make presentations, and computer literate in mainframe and PC applications required. Duties include, but not limited to, recruiting Minority Vendors, monitoring minority participation, preparing all minority reports, assisting buyers as needed. Downtown center. **Salary:** $29,285- $46,541.

Please forward official applications with position title/# & copies of transcripts & licenses to:

Broward Community College
225 E. Las Olas Blvd., Human Resources
Ft. Lauderdale, FL 33301

Please call (800)682-3646 for an official application. Applications must be received by July 13, 2000.

EA/EO Institution

DIRECTOR OF INTERNATIONAL PROGRAMS

Trinity College invites applications for the position of Director of the Office of International Programs within the Office of the Dean of the Faculty. As part of its strategic plan for globalizing the curriculum and campus, Trinity is redefining its commitment to international education for its students, and to fostering global awareness within its classrooms generally. The College seeks a qualified individual who will administer the Office of International Programs (OIP), as well as assist faculty, appropriate faculty committees, and the administration in the development of opportunities and programs that promote the understanding of world-wide issues and multicultural concerns.

Primary Responsibilities

- Serves as leader and team-builder of the staff of OIP and is responsible for the efficient functioning of International Programs, a full-service, fast-paced administrative department that consists of two Assistant Directors, one Office Assistant, and several student assistants.
- Responsible for creating an integrated community of international students at the College, including orientation, advising, student life programming, immigration affairs administration, and exchange student admission.
- Collaborates with and assists faculty in the preparation of Global Site proposals and their on-going administration; serves on the Global Studies Advisory Committee; and interacts with other groups for international strategic and program planning.
- Evaluates new study abroad programs and offers administrative support for Trinity's Global Learning Sites, exchange and off-campus programs, and the Rome campus.

In addition to these responsibilities, the Director will assist faculty and administration with the establishment of professional and academic contacts in key international arenas. He or she will also serve as a partner to faculty in augmenting the College's curriculum to include global and multi-disciplinary topics and plans of study, and in encouraging the study of foreign languages and cultures. Finally, the Director will be responsible for helping to develop and promote international service learning opportunities abroad.

Qualifications include an earned Master's degree in related field and extensive experience with management of study abroad programs and staff are required. Applicants with Ph.D., knowledge of a foreign language, and teaching experience will be given preference. Candidates who have studied, worked, or lived abroad are also preferred. Superb oral, writing, and interpersonal communications skills are essential, as are computer communication skills, and the ability to be both creative and task-oriented.

Qualified applicants should submit a letter of application, résumé, email address (if available), and the names and phone numbers of three professional references to: **The International Programs Search Committee, Goodwin Lounge, Trinity College, 300 Summit Street, Hartford, CT 06106-3100.**

Position is available immediately. Applications will be considered by the Committee on a rolling basis until August 15, 2000.

Trinity College is an Equal Opportunity/Affirmative Action Employer. Women and minorities are encouraged to apply. Applicants with disabilities should request any needed accommodation in order to participate in the application process.

TRINITY COLLEGE
Hartford, Connecticut

DIRECTOR OF INTERNAL AUDITING

Finance and Administration

BOWLING GREEN STATE UNIVERSITY

Evaluates controls, performance and business risks in partnership with the Trustees Audit Committee, the Senior Vice President and the President. Designs, develops, and executes a comprehensive program of internal auditing for the total University identified through the risk assessment process. Oversees audits of high-risk areas, such as mainframe information systems and related issues of security for personnel and financial data.

MINIMUM QUALIFICATIONS: Bachelor of Science in Business Administration with major in Accounting, and an MBA or Master's of Accountancy; CPA or CIA required; 5 to 7 yrs. of auditing experience, 3 yrs. supervisory experience, 2 to 3 yrs. experience with large sophisticated business/information systems. Full-time administrative staff position. Administrative Grade Level 19, salary is commensurate with education and experience. Full benefit package available.

TO APPLY: Submit letter of application, resume, and names/addresses/telephone numbers of 3 professional references postmarked by **August 4, 2000** to the **Ofc. of Human Resources (Search M-068), 100 College Park Ofc. Bldg., Bowling Green State University, Bowling Green, OH 43403.**

BGSU is an AA/EO educator/employer.

Education

William Rainey
Harper College

William Rainey Harper College is a comprehensive community college located in Chicago's northwest suburbs - 15 minutes from O'Hare airport and 30 miles from downtown Chicago. The College enrolls over 20,000 students of all ages annually. The College supports and encourages the development of multicultural perspectives, the celebration of diversity, the recognition of different learning styles, and excellence in teaching.

This full time administrative position is available beginning in the 2000-2001 academic year.

DEAN OF RESOURCES FOR LEARNING

In this administrative position, you will be responsible for providing leadership for the areas of Library Services, Instructional Technology and On-Line Learning, and Media Services.

The successful candidate will be able to demonstrate that they meet the following:

- **An understanding and appreciation of the role of resources for learning in a community college setting.**
- **Strong human relations skills**
- **Ability to provide dynamic leadership in the implementation and support of the College's recently approved Instructional Technology Plan.**
- **Ability to work collaboratively with faculty and staff to support innovative educational programs such as learning communities, international studies and the honors program.**
- **A Master's degree in Library Science from an ALA accredited institution.**
- **A minimum of three years with multiple administrative duties including library administration, on-line instruction, instructional technologies or related areas.**
- **Practical experience with automated library systems.**

To be considered for the above position, applicants must submit a resume, copies of credentials (including graduate transcripts), a statement outlining the contributions you can make to the College, and three (3) letters of recommendation to:

William Rainey Harper College
Employment Specialist
1200 W. Algonquin Rd., Palatine, IL 60067

Applications will be reviewed beginning June 22, 2000 and will continue to be accepted until the position is filled. The salary and benefits for this position are very competitive. The College seeks candidates who have had multicultural experience and who can demonstrate a commitment to diversity and multiculturalism.

Harper College is an Equal Opportunity, Affirmative Action Employer which encourages applications from women, minority group members, and persons with disabilities.

FLORIDA
GULF COAST
UNIVERSITY

Instructor/Assistant Professor of Field Instruction
School of Public & Social Services

The excitement grows as we continue to build FGCU which is the newest State University in Florida. The School of Public & Social Services is pleased that on July 1, 2000 it will become the College of Public Services. Programs will include an undergraduate program in human services and a graduate program in social work. Minimum Qualifications: Master's in SW from CSWE accredited prog., doctorate preferred. Min. 3 yrs FT, post-MSW, social work practice exp. Min. 2 yrs prior exp. in professional social work field instruction or field supervision. Prior exp. as an undergraduate and/or graduate classroom instructor, preferably in SW foundation courses, at a min. of adjunct or PT faculty. Prefer: Doctorate in SW from CSWE accredited prog. Candidate familiar with the social & human services network of SW Florida and the field practice instruction requirements of CSWE. The ideal candidate will have extensive knowledge & exp. in an accredited SW field instruction program at the graduate level and exp. w/baccalaureate level field instruction. Ability to organize & teach at undergraduate & graduate levels in a substantive area of social work/human services including foundation courses. Must be adept in working w/social work & human service professionals, students, and colleagues. Appointment will be made at an Instructor/Assistant faculty rank. Salary commensurate w/candidate's exp. on a12-mo., multi-year contract basis. Available January 2001.

TO APPLY: There is no formal application form. Submit two packages, each of which must include a letter of interest, curriculum vitae, and a list of five references. Official transcripts will be req'd of candidates invited for an interview. Mail materials to: **FGCU, Position #11146, HR Dept., 10501 FGCU Blvd. S., Ft. Myers, FL 33965-6565,** postmarked by the deadline date of August 31, 2000. For further information, please call the 24-hour jobline at 941-590-1111 or visit our website at **www.fgcu.edu.** Under Florida's Public Record Law, applications submitted are available for public review upon request. Women and minorities are encouraged to apply.

Florida Gulf Coast University is an Equal Opportunity/Equal Access/Affirmative Action Institution.

WESTERN CONNECTICUT STATE UNIVERSITY

Fall 2000 Faculty Openings

www.wcsu.edu

WCSU is establishing a campus in Waterbury, Connecticut beginning in the Fall 2000 semester. We are looking for faculty who are interested in serving on the new campus as part of their primary worksite. Western is one of the four comprehensive universities that comprise the Connecticut State System. WCSU is divided into the School of Arts & Sciences, the School of Professional Studies, and the Ancell School of Business.

WCSU invites applications for the faculty positions listed below.
Rank: The appointment rank and salary will be dependent on the final candidate's qualifications.
Application Material: Interested candidates should submit a cover letter specifying the position you are applying for, a current vita, undergraduate and graduate transcripts, and three letters of recommendation. Send Application Material to the individual identified in the position listing to the following address:

Western Connecticut State University, 181 White St., Danbury, CT 06810.

Application Deadline for all the positions is July 14, 2000.

MANAGEMENT - Tenure track position
The Management Department seeks a candidate to teach Organizational Behavior, Human Resource Management, Management Negotiations, Managing People, Current Issues in Management, and Strategic Management. The successful candidate will place primary emphasis on teaching; scholarly activity and service to the university are expected. An appropriate terminal degree in a field related to Management is preferred. Other graduate degrees coupled with relevant management experience significant in duration and level of responsibility, and current at time of hire, will be considered. ABDs near completion may apply. Demonstrated teaching, business or general management experience desirable. Ongoing research and publication capability expected. Send material to: **Dr. Stan Bazan, Chairperson** - bazans@wcsu.edu

NURSING - Two full-time tenure track positions
The Nursing Department seeks two individuals to teach medical-surgical and related nursing courses such as physical assessment, pharmacology, research, and leadership to undergraduate students. Requirements: Master's degree in nursing, evidence of current relevant teaching and clinical experience, and eligibility for licensure as a Registered Nurse in CT. An earned doctorate or enrollment in a doctoral program and certification as a family or adult nurse practitioner preferred. Send material to: **Dr. Barbara Piscopo, Chairperson** - piscopob@wcsu.edu

Western is an Affirmative Action/Equal Opportunity Educator/Employer.
Women and minorities are encouraged to apply.

FULL TIME POSITIONS

This position will remain open until filled, however, the interview process will commence on the respective closing date. Additional details on each position are available at our Website: www.bmcc.cuny.edu

Director of Development and Alumni Affairs (Higher Education Officer)

The primary responsibilities of the position will include: planning and implementing a comprehensive program to identify and cultivate relationships with the 30,000 + alumni of BMCC; working with the Dean for Development to implement an effective fund raising strategy for this dynamic public community college; coordinating the annual fund appeal to include direct mail, phonathon, as well as face to face solicitation; events management; establishing relationships with faculty and students as the alumni liaison to the college; management of database files and the publication of alumni newsletters; and all attendant development officer responsibilities as required. A bachelor's degree required (Master's preferred) wi th a minimum of eight (8) years of relevant experience. The candidate must have excellent interpersonal communication skills; computer literacy must include data base management, preferably Blackbaud, The Raiser's Edge. Salary: $52,818/A - $81,924/A. Vac.#832. Closing date: 6/21/00.

Admissions Representative (Assistant to Higher Education Officer)

The BMCC admissions representative serves as an outreach admissions recruiter and advisor for High School, Community, and Corporate agency admissions and recruitment initiatives. Minimum of BA/BS degree with two years experience. Excellent written and verbal communication skills required. Recruitment schedule may include evenings and weekends. Salary: $26,312/A - $48,284/A. Vac.#811. Closing date: 7/6/00.

REFER TO THE ABOVE BMCC VACANCY # AND SEND TWO (2) RESUMES ALONG WITH TWO (2) COVER LETTERS TO:

BMCC

Mr. G. Scott Anderson
Director of Human Resources
Borough of Manhattan Community College/CUNY
199 Chambers Street, New York, NY 10007

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/AMERICAN DISABILITY ACT EMPLOYER IRCA VERIFICATION REQUIRED - NO PHONE CALLS, PLEASE

GOVERNORS STATE UNIVERSITY

Governors State University, chartered in 1969, is an upper division public university annually serving over 9,000 predominately non-traditional students. Located 35 miles south of Chicago, GSU is one of the fastest growing universities in the State of Illinois, offering junior and senior level courses leading to a bachelor's degree and graduate level courses leading to a master's degree. GSU is proud of its strong commitment to cultural diversity, which is evident in every facet of university life.

NETWORK ADMINISTRATOR

The successful candidate will serve as the senior resource responsible for the planning, design, installation, maintenance, training, support, security, and implementation of all network operating system software (NT, Novell, UNIX), application software, hardware, telecommunications, and databases. This position requires developing software standards, capacity planning, and allocation of in-house system resources. ***Qualifications:*** Bachelor's degree or degree-seeking; five to seven years' demonstrated experience with network operating systems; appropriate technical certifications; strong interpersonal and communication skills; the ability to program in an administrative language; experience configuring and maintaining Cisco routers, switches, and firewalls; solid understanding of networking/distributed computing environment concepts and TCP/IP networking protocols.

COORDINATOR OF WEB DEVELOPMENT AND MAINTENANCE

This position is divided equally into hands-on technical expertise and project management. The Coordinator is responsible for site redesign and management. The position requires demonstrated management excellence and the ability to problem-solve. The Coordinator works closely with administrative, academic and IT professionals. ***Qualifications:*** Bachelor's degree or degree-seeking; minimum three years' professional Web development and maintenance experience; demonstrated knowledge of UNIX and current Web development tools; demonstrated knowledge of Web-based development that is database driven; demonstrated project management experience; team-oriented, with strong communication and interpersonal skills; excellent technical research and analytical skills.

HELP DESK MANAGER

This position requires the management of technical personnel who resolve end-user problems. The qualified candidate will have experience with successful design/installation/implementation of a state-of-the-art help desk system. The candidate must be proficient with data analysis and management reporting. ***Qualifications:*** Bachelor's degree or degree-seeking; one to two years' management experience, with demonstrated experience in an information technology environment; strong appreciation for customer service; excellent oral and written communication skills; demonstrated knowledge of networks, microcomputers, and peripherals from both a hardware and software standpoint; experience with a high-level reporting package.

Review of applications will begin immediately and continue until the positions are filled. Applicants should send a letter of interest addressing qualifications and specifying position desired, a current resume, and the names, addresses, and telephone numbers of three professional references to: **Erin Reed, ITS, OTS Building, Governors State University, University Park, IL 60466 or e-reed@govst.edu.**

If you would like more information about the University, please visit our Web site at: www.govst.edu

Governors
State
University

UNIVERSITY PARK, IL 60466-0975

AA/EOE

STOUT
UNIVERSITY OF WISCONSIN

RESEARCH SCIENTIST
AND
RESEARCH SCIENTIST-COORDINATOR

The University of Wisconsin-Stout Research and Training Center is recruiting for two positions: Research Scientist and a Research Scientist-Coordinator. The University of Wisconsin-Stout is an equal opportunity/affirmative action institution located in Menomonie, Wisconsin.

Minimum qualifications for these positions are (a) a doctorate in rehabilitation, counseling, psychology, special education, sociology, economics or related field or a master's degree (e.g., ABD) with two or more years work experience in community-based rehabilitation or state vocational rehabilitation agencies; (b) training in research design, measurement, and statistics; (c) two years experience in conducting applied research (five years for coordinator); (d) evidence of research productivity; (e) ability to travel independently; and, (f) experience in coordinating research (for applicants for the Scientist-Coordinator position).

For inquiries, job descriptions, and additional information contact the Chair via e-mail (**rtc@uwstout.edu**), by phone (**715-232-2236 voice; 715-232-5025 TDD; 715-232-2251 FAX**), or by visiting our Website: **www.rtc.uwstout.edu**

The
UNIVERSITY
of VERMONT

DEPARTMENT OF SOCIAL WORK
RESEARCH ASSISTANT PROFESSOR

The Research Assistant Professor will design and coordinate the evaluation of the Title IV-E Foster and Adoptive Parent Training Project. The position is full-time with benefits; annual reappointment contingent upon continued research funding.

MINIMUM QUALIFICATIONS:
MSW degree and doctorate in social work or closely related field (ABD'S will be considered); three years experience in program evaluation, demonstrated expertise and experience in a range of evaluation methodologies, including both quantitative and qualitative approaches; excellent writing and interpersonal skills.

SUBMIT:
A cover letter, curriculum vitae, and the names, addresses and telephone numbers of three references to: **Gale Burford, Director, Department of Social Work, 228 Waterman Building, Burlington, VT 05405-0160.** Applications will be reviewed until the position is filled.

The University is an Equal Opportunity/Affirmative Action Employer. The Department encourages applications from women, people from diverse ethnic backgrounds, and people with disabilities.

ECC ELGIN COMMUNITY COLLEGE

" To Improve People's Lives Through Learning"

Located 40 miles west of Chicago's educational and cultural events and institutions.

For further information see our web site:
www.elgin.cc.il.us

Persons committed to working in a multicultural environment are encouraged to apply. Seeking FT tenure-track instructor to begin January, 2001.

COMPUTER INFORMATION SCIENCE INSTRUCTOR

Bachelor's degree with 2+ years' hands-on experience with hardware and data communications and networking.

Please submit a letter of application, all transcripts, resume and 3 letters of reference sent to **Staffing Representative/FT Faculty Search, ECC, 1700 Spartan Dr, Elgin, IL 60123.** Our faculty enjoy an excellent beginning salary- $32, 275-$51,674 plus excellent benefit package! Applications will be accepted until position is filled.

ASSOCIATE VICE PRESIDENT FOR ACADEMIC AFFAIRS

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY is an innovative, residential, undergraduate liberal arts and sciences college along with six graduate programs, with a student body of 5500 and a recognized record of recruiting a diversified student body, faculty, and staff. The College is located on a 1600-acre wooded campus in the Pinelands of New Jersey, 15 miles from the Atlantic Ocean, 1 hour from Philadelphia, and 2-1/2 hours from New York City. One of only six public colleges classified by the Carnegie Foundation as a Liberal Arts I Institution, Richard Stockton College is nationally recognized for its record of academic innovation and excellence. To continue this tradition of innovation and excellence, Stockton College seeks nominations and applications for the position of Associate Vice President for Academic Affairs.

As part of the leadership for Academic Affairs, the Associate Vice President has the following responsibilities: **1)** Under the guidance of the Vice President for Academic Affairs, to prepare, manage and monitor budgets within Academic Affairs including budgetary review of all grants and contracts; **2)** Primary responsibility for institutional planning and program development. In this capacity, the Associate Vice President conducts analyses to guide decision making, as well as assists the Vice President for Academic Affairs with initiatives in program and faculty development; **3)** Monitor all major policy and programmatic initiatives, **4)** Maintain all articulation agreements with graduate and professional schools, including oversight of the activities of the pre-med, pre-law, and pre-engineering coordinators. In collaboration with academic programs develop additional agreements with graduate and professional schools; **5)** Oversight of the College's grants and contracts activity; **6)** Have primary responsibility for coordinating all assessment activities within academic affairs; **7)** Manage the 5-year program review cycle, program proposals, and individual grant proposals.

QUALIFICATIONS

- An earned doctorate
- Evidence of successful teaching and scholarship
- Experience in managing a budget spanning multiple units
- Evidence of significant administrative experience in the areas of faculty, and program development
- Evidence of the capacity to oversee multiple tasks and to bring them to successful conclusion
- Ability to use technology effectively
- Familiarity with recent trends in assessment
- Familiarity with a collective bargaining environment
- A commitment to diversity, and
- Excellent interpersonal and communications skills.

This is a non-tenured management position. Salary is commensurate with qualifications and experience. Screening will begin immediately. Position is available July 1, 2000. Applications must include a letter of interest and curriculum vitae. Nominations, applications and three letters of reference should be sent to **Dean William Jaynes, Chair, Associate Vice President Search Committee, Office of Academic Affairs, The Richard Stockton College of New Jersey, AA51, PO Box 195, Pomona, NJ 08240.**

Stockton College is an AA/EOE. Women and minorities are encouraged to apply.

WILLIAMS COLLEGE

Director of the Budget/ Assistant Provost Williams College

Williams College seeks experienced applicants for the position of Director of the Budget for the College. The position reports directly to the Provost and functions as a member of the Provost's staff charged with the financial management and planning of the College. Responsibilities include planning and coordinating preparation of the operating budgets; monitoring spending patterns; preparing recommendations for departmental allocations and funding; participating with the Provost in planning and policy sessions; representing the Provost on College committees; and serving a key role in the implementation of the financial component of the College's new administrative software system (PeopleSoft).

The position requires a minimum of a Master's degree in a related field and at least three years of progressive experience in a budget office or similar function at a college or university, or an equivalent combination of experience and education. Applicants should provide evidence of strong analytical skills, significant experience with budget planning and financial management and the ability to work as both the leader and member of a team. Previous experience with PeopleSoft, while not required, is a plus. The anticipated starting date for the position is September 1, 2000, earlier if possible.

Williams College is a privately endowed four-year liberal arts college located in the Berkshire Hills of western Massachusetts. The College's operating budget is approximately $108 million with an enrollment of slightly more than 2,000 students. Williams consistently ranks as one of the top liberal arts colleges in the nation.

Questions regarding the position may be directed to Catharine Hill, Provost, Williams College, P. O. Box 666, Williamstown, MA 01267, EMAIL: Catharine.Hill@williams.edu. Resume review for the position will begin on July 7, 2000. **Job # 1513 - O.**

Please send a letter of interest with job number, a resume and the names, addresses and telephone numbers of three professional references to:

Employment Manager
15 Park Street
Williamstown, MA 01267
Phone: (413) 597-2681; Fax: (413) 597-4060;
e-mail: hr@williams.edu
www.williams.edu/admin-depts/hr

Williams College welcomes diversity
EOE

ASSISTANT DEAN

College of Humanities and Social Sciences (CHSS)

Works with the dean to develop, manage and improve college activities and functions that include academic support, faculty issues, budget, external funding, staffing, enrollment enhancement, curriculum and facilities. Supports faculty and staff in obtaining and managing externally-funded grants and contracts. Works closely with department chairs and program directors on routine administrative projects as well as innovative projects requiring support of the Dean's Office. Provides input and support as needed to other staff professionals in the dean's office. Works with other University officers and offices to support the mission of CHSS and Montclair State University.

Qualifications: Master's degree (or professional equivalent), Ph.D. preferred. A minimum of four years' experience working in a college/university as a member of the faculty or staff. Demonstrated ability to work cooperatively and effectively with faculty, staff and students. Demonstrated knowledge of current computer hardware and software. Evidence of being well-organized, efficient and timely in completing work.

The assistant dean position is a renewable 12-month staff appointment.

Salary Range: $50,000 - $62,500 depending upon experience and qualifications.

Starting Date: August 1, 2000 or as soon thereafter as possible.

Send letter and resume (include V#) **to:** Richard J Gigliotti, Dean, College of Humanities and Social Sciences, Montclair State University, Box C316-V #4/HOHE, Upper Montclair, NJ 07043

Apply by: Screening of applications will begin July 3, 2000 and continue until the position is filled.

An Equal Opportunity/Affirmative Action Institution
www.montclair.edu

MONTCLAIR
STATE
UNIVERSITY

Golden West College

ENGLISH INSTRUCTOR

The successful candidate for this F/T, contract (tenure-track), two-semester per year position will teach remedial English, freshman comp., and literature courses. A strong commitment to quality teaching, student success and the ability to design curriculum to address a wide range of learning levels is desired. Must possess a Masters in English, Literature, Comparative Lit., Composition or equivalent. Position pays $30,129 to $51,370 w/generous benefits plus a stipend for an earned doctorate from an accredited institution. To apply, request a District app. packet for Job #1G before **August 11, 2000** closing date.

Coast Community Colleges
1370 Adams Ave.
Costa Mesa, CA 92626
(714)438-4715

An Equal Opportunity Employer
www.cccd.edu

ASSOCIATE DIRECTOR OF GRADUATE ADMISSIONS

The California Institute of Technology is seeking an individual to further develop the Institute's program to identify and admit outstanding graduate students. Will be responsible for developing and implementing strategies for recruitment and matriculation of graduate students, with particular emphasis and responsibility for underrepresented student populations with an interest in the fields of Math, Science and Engineering. Duties include assisting in developing strategies, supporting materials and publications and effective approaches for recruiting students for each option; representing Caltech in graduate student recruitment activities and related conferences; assisting in developing graduate admission publications, including Web-based materials; building and maintaining relationships with high-quality undergraduate institutions; evaluating and tracking graduate applications through the admission's process; assisting with the planning and implementation of retention activities for current graduate students; participating in developing and implementing the goals and objectives of the Office of the Dean of Graduate Studies; overseeing the flow of application materials and records; contributing to and assisting with generating admission-related reports and studies; assisting with programs for entering graduate students; working in close collaboration with other Student Affairs departments in programming; and performing additional assigned duties.

Requires a master's degree in a related field; minimum 6 years of successful experience working in admission-related areas or equivalent; excellent communication (verbal/written), interpersonal and organizational skills; experience working effectively with individuals of diverse ethnic, socioeconomic, linguistic and cultural backgrounds in an academic setting; and a demonstrated record of development of recruiting and retention activities at an American university as in an in-depth knowledge of cultural and gender issues that face students at research universities. Position will require extensive travel.

Please send a letter of application, a resume and name and contact information of three professional references by **Friday, July 14 to: Admissions Search Committee, Office of the Dean of Graduate Studies, 02-31, California Institute of Technology, 399 S. Holliston, Pasadena, CA 91125.**

Caltech is an AA/EOE. Women, minorities, veterans and disabled persons are encouraged to apply.

1891

ANNOUNCEMENT OF FACULTY POSITIONS

PETER F. DRUCKER GRADUATE SCHOOL OF MANAGEMENT

The Peter F. Drucker Graduate School of Management at Claremont Graduate University is dedicated to advancing the theory and practice of management. It offers MBA, Executive MBA, Financial Engineering and Ph.D. programs as well as non-degree Executive Education programs. To accommodate future growth, nominations and applications are sought for two faculty positions from among the following areas:

- **Financial Accounting and Cost Management**, with particular emphasis on financial accounting and/or cost management, and the strategic challenges faced by chief financial officers
- **Marketing**, with special emphasis on consumer behavior, innovation, and research methodology as they relate to marketing strategy formulation
- **Finance**, with a focus on financial management, the interface between strategy and finance, the use of derivatives in a managerial context, or real options

Candidates must have a doctoral degree; a strong record of scholarship; an interest in diverse approaches, students and populations; and a demonstrated ability to make their intellectual contributions accessible to experienced managers through teaching and published work. Executive level management or consulting experience is desirable. Appointment at all ranks will be considered, but preference will be given to candidates with the requisite experience.

These positions will remain open until filled. Review of nominations and applications, however, will commence on October 1, 2000. Please direct nominations, applications and inquiries to:

Office of the Dean
Peter F. Drucker Graduate School of Management
Claremont Graduate University
1021 North Dartmouth Avenue
Claremont, CA 91711

Claremont Graduate University is an Affirmative Action and Equal Opportunity Employer and actively seeks applications from women and members of minority groups.

For further information about the Peter F. Drucker Graduate School of Management, visit our website at **www.drucker.cgu.edu**.

Claremont
GRADUATE UNIVERSITY

DEPARTMENT CHAIR, FULL/ASSOCIATE PROFESSOR

The Department of Communication Sciences and Disorders at Emerson College invites applications from nationally/internationally recognized scholars with demonstrated administrative experience for the position of Chair. The department includes undergraduate and nationally-ranked graduate degree programs in speech-language pathology as well as non-degree undergraduate programs in mathematics, psychology, science and American Sign Language. The department also houses an active clinical education program comprising seven internal speech-language-hearing clinics.

The Chair will serve as the academic, research and administrative leader of the department's five disciplines. The Chair will also be responsible for working with faculty in each of the disciplines to develop and maintain strong undergraduate and graduate curricula that reflect the multidisciplinary nature of the department. Responsibilities also include teaching one course per semester in the area of specialization, student advising, and College service. The tenure track appointment is for twelve months, beginning September 2001. Salary and benefits are competitive.

The successful candidate must have an earned Ph.D. specializing in communication sciences and disorders, CCC-SLP preferred, and should be eligible for the rank of Full Professor although Associate Professors with substantial administrative experience will be considered. In addition, candidates should have demonstrated evidence of research and grant writing success and be able to attract strong faculty, students and resources.

Located in the heart of Boston with its many academic and medical institutions, Emerson College is a 120-year old comprehensive liberal arts institution with 2700 undergraduates and 900 graduate students. The College offers degrees in the fields of communication and performing arts.

Inquiries should be addressed to: **Cynthia Bartlett, Interim Chair of Communication Sciences and Disorders: 617-824-8320 (phone); or Cynthia_Bartlett@emerson.edu (e-mail).** Faculty will be available at the Placement Center at the ASHA Convention in Washington, DC to talk with interested candidates. Application review will begin January 16, 2001 and will continue until the position is filled. Please send a letter of application, curriculum vita, three letters of recommendation, reprints and evidence of administrative and teaching skills to: **Chair Search Committee, c/o Cynthia L. Bartlett, Department of Communication Sciences & Disorders, Emerson College, 120 Boylston Street, Boston, MA 02116-4624.** Emerson College is an Equal Opportunity/Affirmative Action Employer focused on workforce diversity. Visit our website at: **www.emerson.edu**

EMERSON college

Bates College

Organic Chemistry —Tenure Track

The Department of Chemistry at Bates College (**www.bates.edu**), a selective liberal arts college of 1,650 students, invites applications for a tenure-track position in Organic Chemistry at the Assistant Professor level to begin September 2001. Teaching expectations include a two-semester organic chemistry course with laboratory and at least one additional course in an area of interest to the successful applicant. The applicant will be expected to develop a research program that will involve undergraduates. Major departmental equipment holdings for teaching and research include: 300 MHz NMR, EPR, FT-IR, ICP, GC-MS and UV-vis spectrometers, as well as HPLCs ultracentrifuges, IBM work stations (with SPARTAN software) and a Nd. YAG-pumped dye laser. A Ph.D. is required; postdoctoral experience is desirable. Review of applications begins October 2, 2000, and will continue until the position is filled. Applicants should provide a curriculum vitae, undergraduate and graduate transcripts, brief statements of teaching philosophy and research interests and three letters of recommendation to:

Professor T. Glen Lawson
Department of Chemistry Search Committee Chair (R2334)
c/o Bates College Secretarial Services
2 Andrews Road, 7 Lane Hall
Lewiston, ME 04240

Email inquiries may be directed to: *tlawson@bates.edu*

Bates College values a diverse college community and seeks to assure equal opportunity through a continuing and effective Affirmative Action Program.

ROWAN UNIVERSITY

FINANCIAL AID, ASSISTANT DIRECTOR

Responsible for planning, implementing, testing, and coordinating technical systems activities of the financial aid office, some evening hours may be required. Experience in Federal (EDExpress and Edconnect), State(Gateway), Institutional(SCT Plus- VAX environment) Systems, and related software. This person will handle all day-to-day data processing events including PELL and ISIR processing, FAM implementation and maintenance, maintaining and submitting programs for SCT Plus/FAM system, as well as all aspects of electronic direct loan processing. Bachelors degree required. Demonstrated expertise in complex comuterized financial aid systems including EDExpress, SCT, and FAM; thorough knowledge of DOS and Windows 95 operating systems; minimum of three years of current experience in financial aid and/or in implementing and testing computer programs. Start: Mutually agreed upon. Salary: low-mid $40,000's. A complete job description can be found on Rowan's website **rowan.edu/jobs**. Review of applications will begin July 1 and continue until the position is filled. Applicants should send a letter of application which relates the applicant's education and experience to the qualifications listed above, a current curriculum vita and the names, current addresses and telephone numbers of at least three references to:

Rowan University
Search Committee for Assistant Director
c/o Director of Financial Aid
Savitz Hall, Glassboro, NJ 08028

Washington State University

TITLE: Assistant Agronomist/Assistant Professor, Weed Scientist/Crop Ecologist.

LOCATION: Washington State University, Pullman, WA.

POSITION: Annual appointment, tenure track, 75% research and 25% teaching.

REQUIRED QUALIFICATIONS: Ph.D. in weed science, agronomy, genetics, weed ecology or an allied discipline. Experience in biochemistry, physiology, plant ecology and weed-crop interference and management is essential.

DESIRED QUALIFICATIONS: Understanding of population genetics and molecular genetic techniques.

TO APPLY: Screening of application materials begins Sept. 29, 2000 and continues until a suitable applicant is found. Submit a letter addressing pertinent qualifications, a vita, copies of college/university transcripts, and candidate should arrange for three letters of recommendation to:

Dr. Thomas A. Lumpkin, Chair
Dept. of Crop and Soil Sciences
Washington State University
PO Box 646420
Pullman, WA 99164-6420

509/335-3471
FAX: 509/335-8674
alexande@wsu.edu

AA/EOE/ADA

COLUMBIA

FACULTY

COLUMBIA COLLEGE CHICAGO invites applications for a tenure track faculty position in the Arts, Entertainment & Media Management Department to teach in the area of Fashion/Retail Management, beginning in Fall, 2000 or Spring, 2001. The department emphasizes management for the business of the arts, entertainment, media, and fashion. Review will begin immediately and continue until the position is filled.

Responsibilities include teaching Fashion/Retail Management and courses in the Management core curriculum; assisting in training professional part-time faculty; participating in new curricular initiatives; advising undergraduates and possibly graduate students and developing assessment programs and procedures. Teaching and/or work experience in the fashion and retail industry, an advanced degree or equivalent professional experience and working knowledge of current technology in the field is required. A network of local and national contacts in the field is highly desirable.

Columbia College is a diverse, open admissions, urban institution of 8,800 undergraduate and graduate students emphasizing arts and communications in a liberal education setting. We offer a competitive salary and excellent benefits package. Minority and Women applicants are especially encouraged to apply. Submit a letter of application, curriculum vitae, salary history and the name, addresses and phone numbers of three references to:

Management Search, F/RM-1
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605
eoe m/f

Napa Valley College

Situated in the heart of the world famous Napa Valley wine producing region, Napa Valley College's tree-lined campus sits on a 180-acre site overlooking the Napa River. Located 50 miles northeast of San Francisco, the college serves 10,000 students and offers outstanding facilities, including a producing vineyard and wine-making curriculum. The college is currently looking for qualified applicants for the position of

Vice President
Business & Finance

The Vice President, Business and Finance is responsible for leadership, planning, organizing, directing, supervising, and evaluating Business and Finance, including Budget, Accounting, Payroll, Bookstore, and Food Service Operations. The position serves as the college's chief financial officer; advises and keeps the President and Board of Trustees informed concerning the financial condition of the college district; maintains fiscal responsibility and budgetary controls; develops the district budget and, in conjunction with the President and other staff, a long-range financial plan for the college; develops annual and long-term plans in conjunction with budget development and program management.

Minimum requirements include an earned Bachelor's degree from an accredited college or university in accounting, finance, or related field and professional senior level business management experience in an institution of higher education or California K-12 district. The demonstrated ability to lead and manage employees from diverse backgrounds, levels of experience, and perspectives is also required. An earned Master's degree in Business Administration or CPA and/or experience in a California community college district are desired.

Annual salary $95,042 - $110,427.
Excellent fringe benefit package.

FILING DEADLINE
FRIDAY, SEPTEMBER 1, 2000, 5:00 P.M.

For application material contact:
Office of Human Resources, Napa Valley College, 2277 Napa-Vallejo Highway
Napa, CA 94558
or Telephone (707) 259-8020 (voice mail) to request an application packet.
or visit our web site at www.nvc.cc.ca.us

Application forms must be printed out, completed, signed, and sent via regular mail sources. E-mail and faxes are not accepted. Napa Valley College does not fax or e-mail application material.

An Equal Employment Opportunity/Affirmative Action Employer, Napa Valley College maintains a drug-free workplace and requires that employees abide by that policy.

DEAN OF STUDENTS

THE UNIVERSITY OF TEXAS AT BROWNSVILLE
and
TEXAS SOUTHMOST COLLEGE

The University of Texas at Brownsville and Texas Southmost College is seeking an academic leader who will be responsible for the overall administration of the student life program, including, Student Activities, Student Government, Student Health Services, Judicial Affairs, Career Services and Placement, and Student Publications. Other responsibilities include but are not limited to the following: Greek life, orientation, leadership programs, budgeting, and administrative reporting requirements. As a member of the Division of Student Affairs management team, potential candidates will be expected to work collaboratively with other departments across the University to develop and improve programs for the benefit of the students of UTB/TSC.

Master's degree in Student Personnel or related field required; Doctorate Degree in Student Personnel or related field preferred. Three years of administrative experience in Higher Education with at least two years of experience in Student Judicial Affairs preferred. Must demonstrate successful leadership and management of student affairs programs and activities with increased level of responsibility. Must demonstrate excellence in oral, written, and interpersonal skills. Strong team-building skills and awareness if current issues in higher education specifically related to student development is essential. Should have documented administrative skills in budget management, personal development and supervision and program development and evaluation.

Applicants should submit a curriculum vitae, three letters of reference and a two-page position paper on how to improve one of the areas for which the candidate will be responsible. Send applications or nominations to:

UTB
TSC

Human Resources
The University of Texas at Brownsville
and Texas Southmost College
80 Fort Brown
Brownsville, Texas 78520
1-800-544-8208 / (956) 544-8205 / Fax (956) 982-0175

For more information, visit our web site at: http://unix.utb.edu/employment/index.html

UTB/TSC does not discriminate on the basis of gender, race, color, religion, national origin, disability, age or veteran status. Women and minorities are encouraged to apply. UTB/TSC is a "Smoke-Free" Institution.

AMHERST COLLEGE

ASSISTANT DEAN OF ADMISSION

Amherst College has an opening for an Assistant Dean of Admission beginning in the summer of 2000.

Special responsibilities will include, but are not limited to, the development and management of communications strategies and related admission publications. General admission responsibilities include recruitment travel, decision making, and interacting effectively with the computerized Admission Office database.

Candidates must be familiar with and supportive of the mission of a selective liberal arts college. A Bachelor of Arts of Science degree is required, and at least three years of admission or related work experience. Candidates must possess computer skills and be able to communicate effectively, both orally and in writing, with varied constituencies including prospective applicants, parents, secondary school personnel, alumni, faculty and other staff. Familiarity with issues relating to international student admission is a plus.

Candidates should send a letter, resume, and the names and addresses of three references to: **Wilson Admission Center, Amherst College, PO Box 5000, Amherst, MA 01002-5000.** Applications will be considered until the position is filled.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and disabled persons to apply.

DIRECTOR OF BUDGET

The director of budget is responsible for budgetary policies, programs and procedures; preparation of annual budget and financial plans and comprehensive budget analysis. Must have substantial expertise with computerized database management systems. Bachelor's degree in finance or related area and eight years of professional experience in management of budgetary and financial systems preferably within institutions of higher education. Master's degree in business or finance highly desirable. Resumes by 7/6 to: **Michelle Schlein, Human Resources; NYCTC/CUNY; 300 Jay St., Namm 321; Brooklyn, NY 11201 www.NYCTC.CUNY.EDU**
AA/EOE/ADA/IRCA

NEW YORK CITY
TECHNICAL COLLEGE
The City University of New York

ROWAN UNIVERSITY

Educational Opportunity Fund
Assistant Director, Camden Campus (Bilingual)
(Search reopened)

Responsibilities include counseling, advising and other academic and personal support to EOF students at Rowan's Camden Campus. Contributes to the EOF summer program, student organizations and clubs, statewide EOF activities. Experience in grant writing and administration an asset. MA in counseling, education or a closely related area and at least two years of relevant experience. Applicants must be fully bilingual in English and Spanish. **Start:** 9/1/2000. **Salary:** competitive. Send resume and credentials by July 14 to: **Eric Clark, Dean, Rowan University, Camden Campus, 200 N. Broadway, Camden, NJ 08102.**

Improving Education

Northwest Regional Educational Laboratory

Work with the best and brightest minds in education and make a real difference in education as we know it. Our mission is to improve educational results for children, youth and adults. We are currently seeking the following staff to provide research, evaluation, development, and/or dissemination services to educators throughout the Northwest and nationally:

ASSOCIATES

The following Associate positions all require a Master's degree in education or related field, Doctorate preferred; minimum 3-5 years' experience in education, generally K-12 classroom teaching; minimum of 3 years' experience designing and developing relevant programs and activities; knowledge of current educational research and trends; PC proficiency; proven interpersonal and teamwork skills; excellent written and verbal communication skills; professional presence; ability to work effectively with diverse staff and clients; ability to travel. Starting Salary $38,377-$43,886.

TRAINING ASSOCIATE —Position #72, The Comprehensive Center. Participate with training team to design, develop and implement training materials and programs for clients. Bolster team with specific training expertise in Bilingual, Indian and/or Migrant education. Participate in evaluations, coordinating activities and developing research-based information. Requires experience in federal program administration and/or operations, schoolwide program implementation and expertise in any of: Title I, Bilingual, Indian or Migrant Education.

RESOURCE DEVELOPMENT ASSOCIATE—Position #73, Development and Communications Unit. Provide leadership in developing proposals to apply to federal, state and local agencies for grants and contracts. Participate in grant writing, maintaining databases, identifying grant and contract opportunities and planning functions. Requires education experience, preferably as an elementary/secondary school practitioner and knowledge of education and school improvement issues.

ASSOCIATES— 2 Positions: #76, Mathematics and #77, Science - Mathematics and Science Education Center. Design and deliver technical assistance in curriculum, instruction and assessment. Provide leadership in identifying exemplary programs and strategies; and develop research-based information, program plans, proposals and resources. Requires K-12 teaching experience.

RESEARCH ASSOCIATE— Position #79, Rural Education Program. Provide information and technical assistance to personnel in small, rural schools and organizations. Collect and analyze R&D and educational information; organize development activities for educators; document case studies; prepare proposals and reports; and assist in planning and evaluation of program activities. Requires formal coursework in statistics and research.

ASSOCIATE - Position #84, Assessment Program. Design, develop and create staff development activities for training educators on use of the Spanish Traits Writing Rubics. Develop materials for teaching and using the Spanish Traits model in K-12 classrooms and conduct teacher training workshops; conduct focused research on assessment issues and participate in team planning and collaboration. Requires experience teaching and/or working with Spanish-speaking, English language learners and excellent English/Spanish communication skills.

SENIOR ASSOCIATES

The following Senior Associate positions require a Doctorate in education or related field, minimum five years' experience working in schools, knowledge of current educational research and trends, experience in developing proposals, project design and management experience, proven interpersonal and teamwork skills, excellent written and verbal communication skills, professional presence, ability to work effectively with diverse staff and clients, ability to travel.

SENIOR ASSOCIATE—Position #65, Evaluation Program. Design, develop and implement evaluation projects under contract with education, government and private sector agencies; develop new services and projects; lead proposal development efforts; supervise assigned staff; coordinate and monitor project activities and budgets. Must have experience using a DOS-based computer for data management and statistical analysis. K-12 experience preferred.

SENIOR ASSOCIATE—Program #78, Rural Education Program. Provide direct services to clients and practitioners, conduct needs assessments, develop materials, provide training and technical assistance, conduct research, analyze and report data, monitor project activities, supervise staff or contractors, and lead planning teams. Evaluate program activities, prepare reports and make recommendations. Requires knowledge of evaluation, assessment and/or educational research methodologies and experience managing staff.

DIRECTOR

DIRECTOR—***This position requires an MBA or Doctorate in Finance or related field, or JD with appropriate experience; professional certification (CPA); leadership and management experience; appropriate technical and financial skills, including financial software (DELTEK desired); and knowledge of federal contract/grant policies and requirements. Starting salary mid-$70,000-$80,000.***

DIRECTOR OF ADMINISTRATIVE SERVICES—Position #63,
Finance and Human Resource Units. Provide day-to-day, hands on leadership and management of staff. Plan integrity and timelines of units; prepare all financial reporting (forms A-110, A-122, A-133, EDGAR); implement job cost accounting systems; prepare budgets and tax returns; and initiate audits. Ensure compliance with grant and contract provision and reporting, review RFPs, assist in negotiating costs and terms of grants and contracts, maintain information systems, supervise purchasing and facilities procedures, perform facilities and equipment planning and acquisition, and ensure that all payroll records are kept in accordance with Laboratory policies, state and federal laws.

We offer excellent benefits including vacation, medical, dental and life insurance; transportation benefit; generous employer-paid retirement; and opportunities for professional development.

Applications will be accepted until all positions are filled. Send resume and letter of application to the NWREL Human Resources office, referencing position of interest by name and number. Other Programs with similar responsibilities may review your application. NWREL is an employment-at-will and an Equal Opportunity Employer.

Human Resources Office
Northwest Regional Educational Laboratory
101 S.W. Main Street, Suite 500, Portland, Oregon 97204
Phone: (503) 275-9510

Visit us at: www.nwrel.org

KENT STATE
UNIVERSITY

SEARCH EXTENDED
DEAN OF LIBRARIES & MEDIA SERVICES

Kent State University is continuing its search for the position of Dean of Libraries and Media Services (LMS) with a revised anticipated appointment date of January 1, 2001. Applications and nominations continue to be invited and will be reviewed, as received, until the position is filled.

To apply, applicants should send a letter highlighting qualifications for this position, a resume, phone numbers, and e-mail address of 3 or more reference to:

Dr. Diedre L. Badejo, Chair, LMS Search
c/o Office of the Provost
Kent State University
P. O. Box 5190
Kent, OH 44242-0001

For further information, see our web site at: **www.library.kent.edu/planning/dean.**
Equal Opportunity/Affirmative Action Employer

COUNSELOR

New York City Technical College/CUNY seeks an experienced counselor to provide on going individual and group counseling for a caseload of freshmen students. Position involves career and transfer services; assistance with career decisions and supplying information resources relevant to student educational planning. Must have a bachelor's degree and at least 4 years of related experience at a college or university level. Resumes by 6/30 to: **Michelle Schlein, Human Resources, New York City Technical College, 300 Jay Street,Namn 321, Brooklyn, NY 11201.** www.NYCYC.CUNY.EDU AA/EOE/ADA/IRCA

NEW YORK CITY TECHNICAL COLLEGE
The City University of New York

EDUCATION

San José State
UNIVERSITY

MESA ENGINEERING PROGRAM DIRECTOR

PE00-043

Responsible for program development in areas of recruitment, retention and graduation of economically or educationally disadvantaged students in the College of Engineering. Will identify and pursue funding in support of program activities/enhancements. Priority to applications received by 7/14/00.

Call 408-924-2266 for
full job description & application
or visit our website:
www.sjsu.edu/depts/HR/opp.htm

EO/AA/ADA EMPLOYER

STATE UNIVERSITY OF NEW YORK
NEW PALTZ

RESIDENCE LIFE COMPLEX DIRECTOR(S)

Ten-month, full time, live-in.

Responsible for: supervising student staff, advising hall government, programming within the hall, promoting a climate conducive to student development and learning and the overall administration of the residence hall. Serve as a member of a departmental functional team for either; Administrative Operations, Programming Development, or Leadership Development. Facilitate a Social Issues Class and participate in student retention efforts.

Qualifications: residence hall experience and bachelor's degree required, masters desirable.

Starting salary $22,043, with excellent benefits. August 1, 2000 start date.

Send cover letter, resume, and the names of three references to:

Search #P99-27
Ms. Alexandra Cupello
Complex Director Search Chair
SUNY New Paltz
75 S. Manheim Blvd., Suite 10
New Paltz, NY 12561-2444

SUNY New Paltz is
an AA/EOE/ADA employer.

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October 19-22, 2000
Marriot World Center
Orlando, Florida

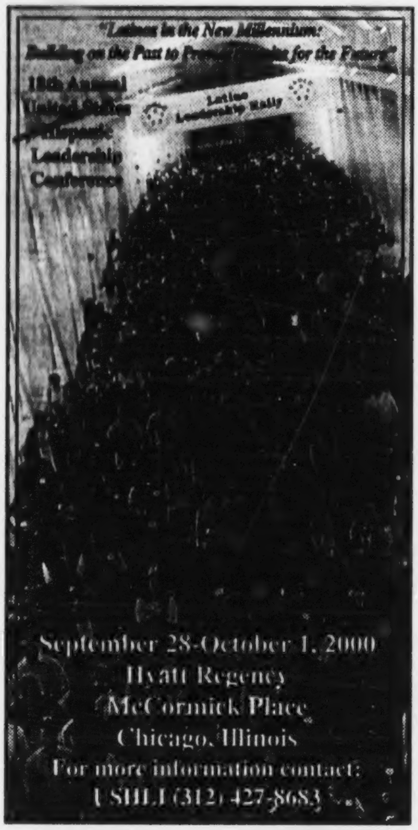
"CREATING A BRIGHT FUTURE"

CACUBO
Orlando · 2000

88TH Annual Meeting

Central Association of College and University Business Officers

FOR INFORMATION CONTACT:
CACUBO 2000
Kaye O'Connell
University of Wisconsin-Milwaukee
PO Box 413
Milwaukee, WI 53201
PHONE: 414-229-5995
FAX: 414-229-6977
EMAIL: kmo@bfs.uwm.edu



"Latinos in the New Millennium: Building on the Past to Prepare [illegible] for the Future"

18th Annual
United States
Hispanic
Leadership
Conference

September 28-October 1, 2000
Hyatt Regency
McCormick Place
Chicago, Illinois
For more information contact:
USHLI (312) 427-8683

COORDINATOR, MEXICAN-AMERICAN ALUMNI ASSOCIATION

LMU seeks a personable and capable professional to facilitate a variety of activities for our Mexican-American Alumni Association. Duties include developing fundraising campaigns, scheduling and preparing board meetings, selecting board members, managing budgets and building support from new donors. Prefer a bilingual professional with 3+ years of non-profit experience in a social service or educational environment. Knowledge of standard office practices/procedures is essential, as are good grammar, proofreading, math, telephone and office equipment skills. Proficiency with computers, Access and Powerpoint is crucial. The ability to manage budgets and analyze financial data is key. You must possess superb organizational, communication, interpersonal and administrative skills. Prefer a BA/BS and fundraising, volunteer management and special event experience.

Please send resume and salary history to:
LMU, H.R., 7900 Loyola Blvd., LA, CA 90045-8155, FAX: (310) 338-7711.

Visit our website at **http://www.lmu.edu/hr/bull.htm** or call our Jobline at **(310) 338-4488**.

LMU supports the principle of diversity.
We encourage applications from women, ethnic minorities, persons with disabilities and veterans.

LOYOLA MARYMOUNT
UNIVERSITY

Northeastern University, nationally recognized for its cooperative education program, is a private, non-sectarian university located in the heart of historic Boston. It is an integral part of the city's thriving educational and cultural life, is dedicated to excellence in research and scholarship, and highly committed to individual and community needs. Northeastern is dedicated to fostering gender equity, cultural and ethnic diversity among its faculty, staff and is proud of its diverse student/resident population.

DIVISION OF STUDENT AFFAIRS

Director, Judicial Affairs

Responsible for directing and supervising the judicial process for 20,000+ Undergraduate and Graduate students. Supervise three full-time staff, graduate and undergraduate students, as well as University Court student justices. Serve as the Appeals Officer for all cases adjudicated in the Residential Life area. Work closely with Campus Police and the University Counsel office concerning the discipline process and all Code of Student Conduct issues. Will administer the Judicial Affairs Department budget; ensure FERPA guidelines are met; and supervise the maintenance and revision of a confidential database for judicial affairs reporting. Requirements: Master's degree in related field (Student Personnel Administration or other Human Services area) required, Law degree preferred. Five to seven years' experience working with judicial systems and knowledge of legal issues. Budget capabilities required. Conflict resolution experience highly preferred. **Send resume with three references to Ronald L. Martel, Dean of Student Life, 104 Ell.**

Assistant Director, Greek Life and Leadership

Coordinate, advise and manage Greek-letter organizations and their governing bodies. Serve as a liaison between the Greek-letter organizations, other departments and the local community to promote communication and cooperation. Assist in the coordination of all Student Activities Office-sponsored leadership training programs. Some late night and weekend responsibilities. Requirements: Master's degree in Student Personnel or related field, two to four years' experience in leadership training and Greek Affairs (includes rush, new member education, judicial affairs, risk management, alcohol education and diversity training). Background in community service, program planning, and leadership development models. Computer (database management) skills.

Assistant Director, Student Media

Provide student media oversight for student print media (weekly newspaper, monthly magazine and alternative newspaper, yearbook and literary magazine) and 24-hour campus radio station. Maintain the Student Center website and coordinate Student Activities publications. Provide advice and training to student editors/managers in journalistic techniques, ethics, and business practices. Serve as administrative link between student media and university community, Department of Journalism/Communications, and the FCC. Requirements: Bachelor's degree required, Master's degree in Journalism or related field strongly preferred. Four years' experience in the area of publications or media management and working experience as a journalist. Knowledge of public or non-commercial radio and experience with Internet applications and issues. Budget skills.

For the previous two positions, please send resume with three references to Todd Shaver, 228 Curry Student Center.

The above positions require strong organization, interpersonal, and communication skills. Experience in and commitment to working in a multicultural environment with a demonstrated ability to work with diverse student populations.

Northeastern University, 360 Huntington Ave.,
Boston, MA 02115.

Northeastern University is an Equal Opportunity/Affirmative Action, Title IX Employer committed to cultural, ethnic and racial diversity.

Northeastern
UNIVERSITY

ALLAN HANCOCK COLLEGE

A public California community college located in Santa Barbara County, halfway between Los Angeles and San Francisco on California's beautiful Central Coast, is seeking applicants for the following:

Associate Dean, Economic Development

The administrator will plan and implement programs and curriculum for economic development, work force preparation and training, contract education, and new program development. The associate dean will also act as liaison with various agencies, and the business community to effectively plan the objectives and the development of work force training and contract education programs, and to assure that the training and placement goals of the programs are successfully accomplished.

The ideal candidate will hold a master's degree or higher from an accredited institution and have no less than one year of leadership experience reasonably related to the assignment, as well as experience as an educational leader and teacher.

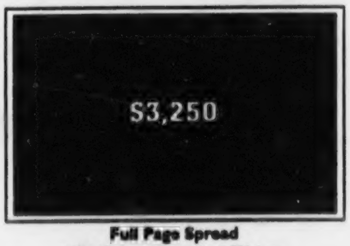
District application and supporting documents must be received by July 21, 2000 to be considered for the first screening. For a district application and qualification profile, please contact:

Human Resources, Bldg. U
Allan Hancock College
800 S. College Drive
Santa Maria, CA 93454-6399
www.hancock.cc.ca.us
(805) 922-6966, ext. 3722
FAX (805) 922-9196

EEO/AA Employer

HISPANIC OUTLOOK 1999-2000 RATE CARD

SUGGESTED AD SIZES



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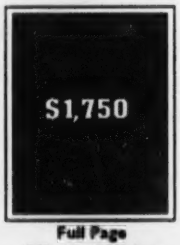

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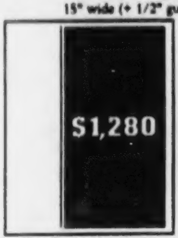

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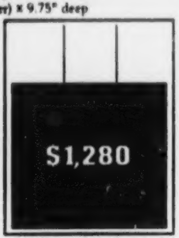

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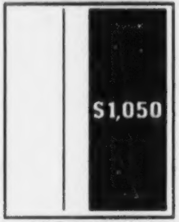

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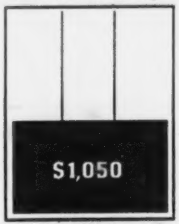

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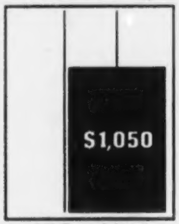

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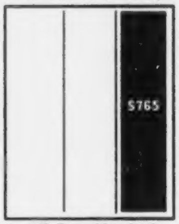

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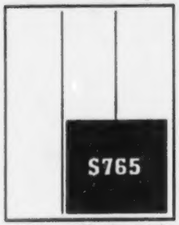

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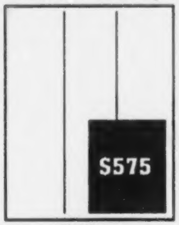

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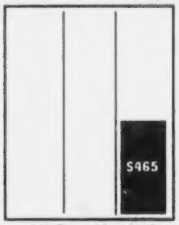

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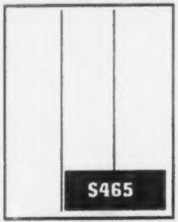

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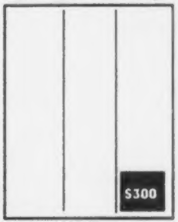

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2.375" wide x 2.375" deep

A per column inch rate of $110 is also available upon request for insertions in need of special requirements.

MECHANICAL REQUIREMENTS

TRIM SIZE: 8.375"w X 10.875"d
LIVE AREA: 7.5"w X 9.75"d
BIND METHOD: Saddle Stitched
KIND OF PRINTING: Two Color Web
PAPER STOCK: 70 lb. opaque

PUBLICATION DATES AND DEADLINES

Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. **No cancellations or changes will be accepted after closing dates.** Refer to schedule for deadlines.

CLOSING DATES

Issue Date	*Closing Date*	
September 24	Sept. 7	*** Back to School Issue**
October 8	Sept. 21	
October 22	Oct. 5	*** Hispanic Heritage Month**
November 5	Oct. 19	**Law School Issue**
November 19	Nov. 2	*** Publisher's Picks Issue**
December 3	Nov. 16	
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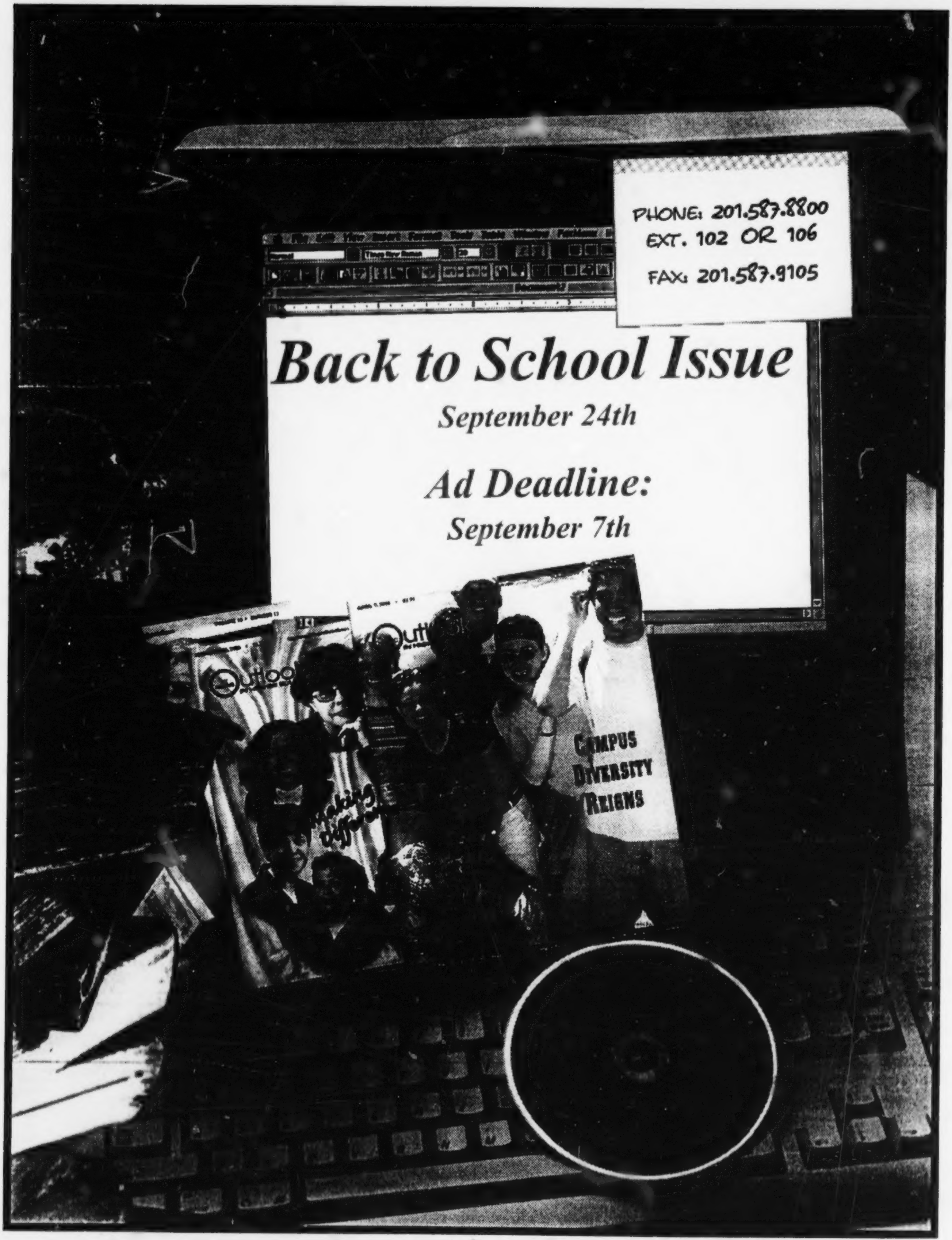
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¡PUNTO FINAL!

TRANSLATOR: A MEANINGFUL CAREER FOR HISPANICS

Author Roy Guizado, MS, PA-C, is acting chair, Department of Physician Assistant Education, in the College of Allied Health Professions at Western University of Health Sciences, Pomona, California.

The ancient healer Hippocrates taught that the focus of medical treatment should be the patient, not the disease. This remains true today. Although modern health care professionals must possess the latest scientific and technical knowledge, the healer-patient bond cannot be underestimated. Caring, compassion, and communication also foster good health care.

The best diagnostic tool is often a good bedside manner, characterized by touching, listening, and understanding. This is especially true among Latinos. According to cross-cultural medical specialist Renaldo Maduro, Ph.D., the successful treatment of Latinos requires an open and personal approach in which the healer takes an active role in communicating and interacting with the patient. This approach is a fundamental element of curanderismo, a set of cultural values commonly accepted among Latin Americans regarding wellness.

Lamentably, the healer-patient relationship has suffered under the prevailing models of health care delivery in the United States. Many Hispanics face an even greater challenge in accessing quality medical attention. There is a growing need for professionally trained translators in hospitals, clinics, and other health care settings. This is especially true in areas such as New York, Florida, Texas, New Mexico, Arizona, and California, where many health professionals can reasonably expect that nearly one in three of their patients will speak Spanish as a primary language.

This isn't a sudden, rapidly emerging trend, but a gradually escalating problem that has presented many advance warnings.

In 1991, Linda Haffner warned in *The Western Journal of Medicine* that the success or failure of the health care system is often dependent upon a properly trained professional medical interpreter. She cited the dangers of placing the responsibility of translation upon health care professionals who happen to speak Spanish. This approach creates numerous problems, including the distraction of staff from their assigned responsibilities. It also falsely assumes that casual linguistic comprehension equates with cultural understanding gained through educational training.

In her article, Haffner noted the case of a health care professional asking a Hispanic woman how many previous pregnancies she had had. The woman answered two, yet when Haffner, a professional medical translator, spoke with the patient, she discerned that the woman had had two full-term pregnancies and one miscarriage. "For many Hispanic women, having a miscarriage or a stillborn child does not equate with a pregnancy," Haffner wrote.

Another shortcoming illuminated by Haffner is the reliance upon relatives of Spanish-speaking patients to communicate with English-speaking caregivers.

This can create an undue burden on family members. Haffner cited a tragic example in which a seven-year-old was asked to inform her mother that an unborn child was dead.

Every year, my university hosts high school students from the predominantly Hispanic communities surrounding Pomona, California, and encourages them to pursue an education in the health professions. Too often I find reluctance among otherwise bright students, who are intimidated by the rigorous demands for technical aptitude and scientific acumen. Too many compassionate, caring young Latinos–the kind of people most needed in the health professions–are backing away because their skills lie in language and the humanities.

The solution to better-qualified Spanish medical translators rests, in large part, with those of us in higher education. I am encouraging my colleagues to consider a master's level program in which certified professional translators could study alongside doctors, pharmacists, physician assistants, nurses, and physical therapists. Let them learn about the basic sciences while teaching health care professionals about the need for compassion, care, and intimacy–not just among Latinos but among all patients.

There must also be a grassroots, political component in the successful push for quality translators. Latinos must demand better access to health care.

By requesting translators, we create professional opportunities for our students while securing better medical treatment for ourselves and many others.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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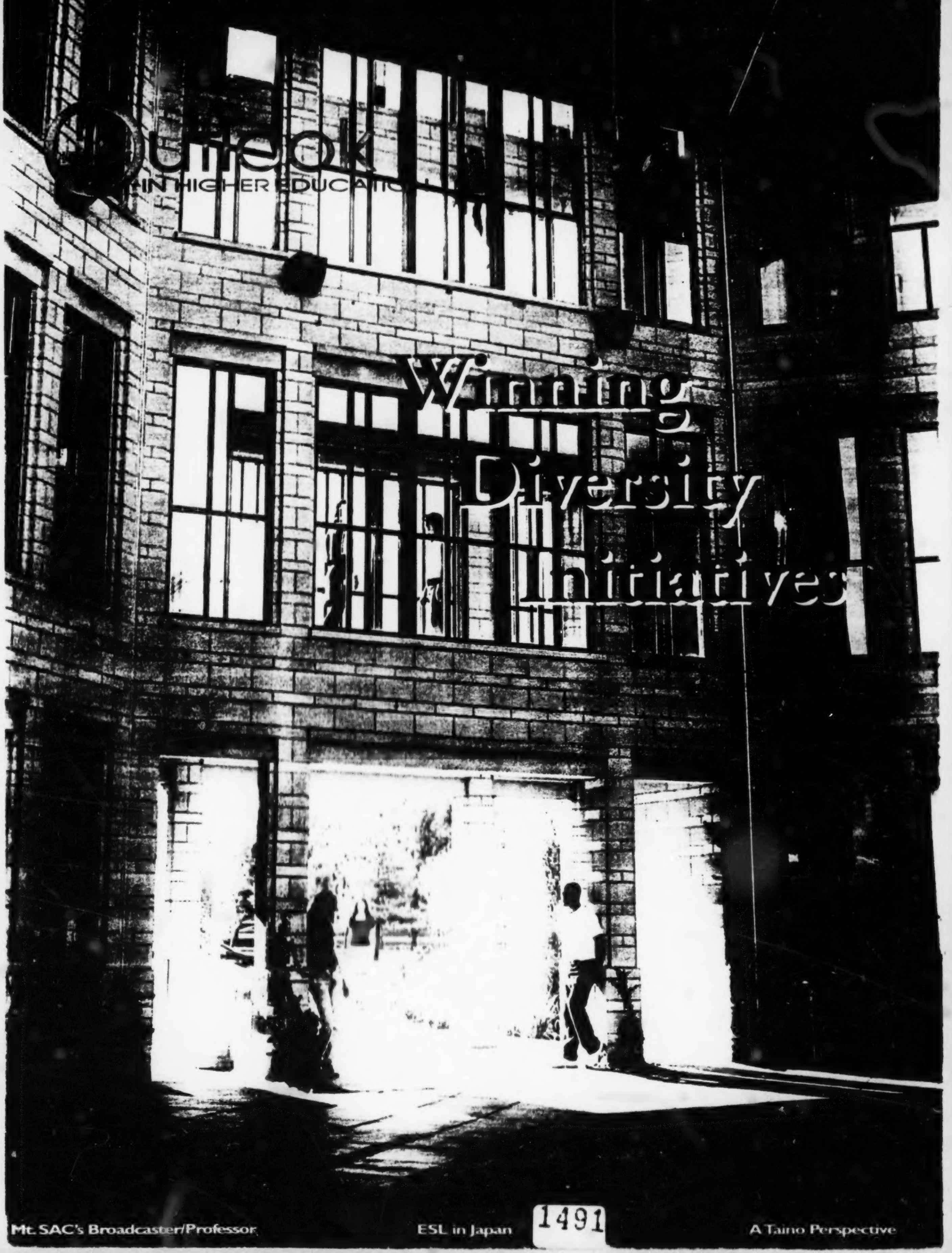

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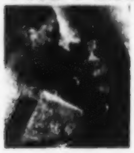

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LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**

The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652

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A CAPITOL VIEW

Working Beyond Age 65 Without Penalty

BY GUSTAVO A. MELLANDER

As we celebrate the nation's independence this month, one's personal independence comes to mind. For many, retirement offers that promise.

Retiring at 65

Most people retire at 65. But where did that figure come from? How was it selected? In the 1880s, Germany's Chancellor Otto Von Bismarck was the Kaiser's major advisor. Clever, adroit, and totally committed to the greatness of Germany, Bismarck was involved in all aspects of German life. In an attempt to get rid of aged government employees who were not supportive of his new programs, he created a national retirement system to push them out. Germans would now retire at the age of 65. That was a very progressive step for that day and age. Neither other European countries nor the United States were anywhere near as progressive. What is usually not mentioned is that most Germans did not live to the age of 65. A full 80 percent died before they reached 65.

America's Experience

In the 1930s, President Franklin Roosevelt introduced Social Security, and age 65 was selected as the operative retirement age. Once again, it was a safe bet financially since only 30 percent of Americans lived to be 65. In the 1970s, a very colorful Congressman from Florida, Claude Pepper, a man who served in Congress until his nineties, would change the nation's retirement laws. Since he was such a vigorous person and still working in his 80s, he logically led the movement to have the established retirement age of 65 eliminated.

Before Pepper's legislation, most college professors had to retire at 65, although for a few, year-by-year exceptions existed, especially at private colleges. The law as passed excluded college professors for a few years, but by 1985, college professors joined the rest of Americans when all age restrictions were lifted. Today, professors can work as long as they want to.

Social Security Penalties

But an unusual Depression-age restriction penalized Social Security recipients who retired and worked beyond the age of 65. A few months ago, President Clinton finally signed a bill that repealed the Social Security earnings penalty. The new law passed both houses of Congress with virtually no opposition. It had previously been passed by the Republicans but had been opposed by the Democrats and vetoed by President Clinton.

The new law removes the Social Security retirement earnings limit, allowing hundreds of thousands of older Americans to work without losing any of their Social Security benefits. The new law means that seniors aged 65 to 69 will no longer lose $1 of Social Security benefits for every $3 they earn above the earnings limit, which is $17,000 per person for the year 2000.

The repeal, retroactive to January 1, 2000, directly affects 800,000 Social Security recipients who are working this year and another 100,000 who haven't sought benefits because they have jobs. With the earnings test eliminated, these people could receive an average of $6,700 in additional Social Security benefits this year.

Because the repeal is retroactive to January 1, about 415,000 working seniors or dependents will get refunds for the money already deducted this year from their Social Security checks–a total of $1.4 billion, or an average of $3,500 per person. Removing this limit will cost approximately $24 billion over 10 years.

The National Center for Policy Analysis (NCPA) told *The Hispanic Outlook* that eliminating the earnings limit would increase the number of elderly workers with some wage income to 2.6 million from 1.9 million–a 38 percent rise. The average income of all elderly workers would go up by $10.3 billion. While the government would have to pay an extra $4.8 billion in Social Security benefits, it would also receive an additional $4.94 billion in income and Social Security taxes, for a net increase in federal revenue of $140 million.

Keep Working

If one is 65 or older and wishes to continue working, one can do so and can also postpone receiving Social Security benefits until one is 70. Later, when one begins receiving benefits, one will receive special credit for each full month in which one was eligible for, but did not receive, benefits–before one reached age 70. This credit will increase the amount of retirement benefit one will receive each year. The special credit also could increase the benefit amount one's spouse would receive if one were to die. The amount of credit one could earn varies according to one's year of birth.

The following chart shows the amount of the credit that would apply for each full year that one chooses not to receive benefits. If one chooses not to receive benefits for a partial year, partial credit will be awarded.

Delayed Retirement Credits

Yr. of Birth	Annual %
1930	4.5 percent
1931-1932	5.0 percent
1933-1934	5.5 percent
1935-1936	6.0 percent

Those interested in earning these extra credits instead of receiving current benefits should call 1-800-772-1213 for more details.

Younger Faculty

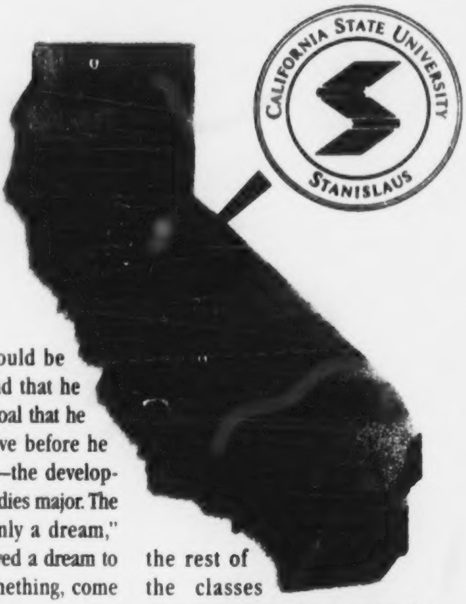
What about younger faculty members? How can they estimate what their future Social Security benefits might be? The government has established an Internet service for younger Americans who want to get an online estimate of future retirement benefits. The new Internet site at www.ssa.gov/retire estimates the amount of Social Security benefits that they can expect in retirement.

The service offers three levels of benefit estimates that require an increasing level of detail. The simplest, a quick calculator, requires only knowledge of a person's age and current-year earnings. The most advanced application requires users to download software onto their home computers and allows users to explore various retirement scenarios.

Dr. Mellander is a professor at George Mason University.

HO

Hispanics "Holding Firm" at



Latinos at CSU-Stanislaus Nearly One-Quarter of Students and Growing

BY
INÉS PINTO ALICEA

While the rest of the classes enjoy a student to faculty ratio of 17 to 1, the classes in Luevano's department have a 40 to 1 ratio.

More than 30 years ago, two young Latinos formed a group called the Minority Student Alliance to combat the institutionalized racism that existed at California State University-Stanislaus.

"During the 1968-69 academic year, there were no courses in ethnic studies, no African American professors, only one Latino tenure-track professor, and just a handful of minority students at Stanislaus," said a publication about the development of CSU's Ethnic and Women's Studies Department. Several confrontations took place between the students and the administration. Eight Mexican Americans were hired the following year to join the faculty, administration, and staff.

"We've kept moving forward," said Richard Luevano, chair of the Ethnic and Women's Studies Department.

Today, the campus has a Latino student population of 23 percent, a Latino faculty population of eight percent, and an Ethnic Studies Department headed by one of the two young men who fought so valiantly to establish the department at the campus, to increase the recruitment of minority students and faculty, and to make the curriculum more inclusive.

Luevano said he never imagined that the campus would be where it is today and that he still has one major goal that he would like to achieve before he retires in two years–the development of an ethnic studies major. The department "was only a dream," says Luevano. "I've lived a dream to be able to start something, come back, and watch it grow."

The department struggled on and off for years due to budget challenges and the lack of a true home at the Turlock campus, but Luevano said that it seems to be firmly entrenched these days. While the rest of the classes enjoy a student to faculty ratio of 17 to 1, the classes in Luevano's department have a 40 to 1 ratio.

Ethnicity of B.A./B.S. Degree Recipients

1997-98 (Fall through Summer)

B.A./B.S. Degree Recipients	*Number*	*Percent*
African-American	29	2.7
Asian/Pac. Isl./Filipino	99	9.4
Hispanic	213	20.2
Native American	15	1.4
White	559	53.0
Other	140	13.3
Total	1,055	100.0

Ethnicity of M.A./M.S. Degree Recipients

1997-98 (Fall through Summer)

M.A./M.S. Degree Recipients	*Number*	*Percent*
African-American	2	1.9
Asian/Pac. Isl./Filipino	9	8.7
Hispanic	12	11.5
Native American	1	1.0
White	67	64.4
Other	13	12.5
Total	104	100.0

"Our classes are large and well attended," said Luevano, who graduated in 1970 with a bachelor's degree in sociology and earned his master's degree in Chicano Studies at San José State University before returning to CSU to teach. He became chair of the department in the '92/'93 school year.

"Because our classes are so large, the dean gave us extra money." The department has grown to where it now offers five Chicano, three Asian American, and three African American Studies classes.

"Thirty years after the Minority Student Alliance literally forced ethnic studies upon the University, ethnic studies has become an important component of the University's overall mission to appreciate and contribute to the enrichment of our diverse community and to develop a passion for lifelong learning," reads a departmental brochure.

"Moreover, over the past ten years, the program has doubled the teaching faculty while more than tripling its enrollments, and it has formed a partnership with the University of the Pacific on an Ethnic Studies Minor."

The campus, located about 20 minutes from Modesto, has come a long way, in part because of Luevano's students. Hispanic enrollment has tripled in the last decade. Latino students comprise 23.2 percent or 1,505 of the campus's 6,489 students. There are 400 full-time and part-time instructors. Nearly 90 percent of full-time faculty members have attained the highest degree possible in their fields. Caucasians are 79.92 percent; Hispanics, 8.03 percent; Asians, 8.43 percent; African Americans, 2.81 percent; and Native Americans, .81 percent.

"The campus had made a decision to diversify," said Dr. Marvalene Hughes, the University's sixth president. "My values are known on the campus. The campus had accepted leadership. I came in and reinforced that, and that gave them the power and authority. Under my watch, I'm going to continue to be aggressive."

CSU-Stanislaus was established in 1957 as the 15th campus of the 23-campus California State University. Under the California Master Plan for higher education, CSU is mandated to serve the top one-third of California's high school graduates, to focus primarily on undergraduate instruction, and to prepare teachers.

The Stanislaus campus was moved to its current 220-acre location in Turlock in 1965 and received university status in 1985. The University offers 34 baccalaureate degrees, 17 master's degrees, and ten credential programs. It serves an area of more than 10,000 square miles that encompasses three counties of the San Joaquin Valley and three counties of the central foothills. The University offers several degree programs at the multi-campus regional center in Stockton and transmits courses over three television channels to remote reception sites throughout the region. Average expenses for students–including housing, meals, transportation, books and University fees–total about $10,500.

CSU-Stanislaus is in a unique position among California institutions of higher education. While other campuses have seen minority enrollments drop because of anti-affirmative action measures passed in California, CSU-Stanislaus continues to expand its minority enrollment and improve its hiring of Latino faculty.

"We're holding firm," said Irma Guzman Wagner, dean of CSU-Stanislaus School of Education since 1995. Wagner has a broad background in education that includes early years as an elementary school teacher followed by a professorship in education administration at the University of LaVerne and at San José State, where she also spent four years as associate dean of the College of Education before joining CSU. Wagner said that her school is trying to boost the number of Latinos in elementary and secondary education through a variety of methods, including encouraging teaching paraprofessionals to pursue four-year degrees at the campus and offering classes in many locations and under flexible schedules to accommodate students with many different needs.

"This campus, like many CSU campuses, attracts many students who are the first to go to college," Wagner said. "For Latino parents afraid of their *hijos'* or *hijas'* going away, we're here. We're accessible, affordable, and convenient."

Latino Standouts on Campus

Hughes is credited with expanding the diversity efforts on the campus. She selected two of the Hispanics in leadership positions–Wagner, dean of the school of education, and Enrique Lopez-Contreras, chair of the modern languages department.

"I could give praises about all of these people," said Hughes of the Latino faculty on campus.

Lopez-Contreras, a professor of Spanish and an expert on bilingual and multicultural issues, joined the campus in the fall of 1997. He said that one of the major projects he plans to undertake at the campus is the development and building of a state-of-the-art language laboratory.

"Those who speak other languages will be the leaders of the future," he said.

At Simon Bolivar University in Venezuela for 25 years, Lopez-Contreras was president of the Coastal Campus for four years. A native of

Pictured top to bottom: Dr. Marvalene [illegible]es, CSU-Stanislaus president: Enrique Lopez-Contreras, chair, Dept. of Modern Languages; Richard Luevano, chair, Ethnic and Women's Studies

Venezuela, he comes from a distinguished family that served in the public arena and sought to establish democracy and cultural understanding. His grandfather, Eleazar Lopez-Contreras, initiated a push toward democracy after succeeding a long run of dictators as democratically elected president of Venezuela from 1936-41. His father was named counsel general in San Francisco from 1957-67. Lopez-Contreras earned his master's from Virginia Tech and a doctorate at Simon Bolivar and has published several books on language and bilingual issues. He first went to CSU in 1989 on a sabbatical as a visiting lecturer of Spanish in the Department of Modern Languages, and since has initiated what has become a decade of ongoing cultural exchanges between Turlock instructors and others from the Coastal Campus. "He brought stability, focus, and creativity to that department," said Hughes. "He also brings leadership to the campus and the community."

Lopez-Contreras said that he has been very interested in diversity issues in the United States and on campus–that it is vital to assure that campuses across the country have the role models in faculty and administration that Latinos need to help them succeed in college. "We need to emphasize to young Latinos that the biggest investment one makes in life is education," he said. "If we educate ourselves, we will be leaders."

Hobart Hamilton, of Mexican American descent, a professor of chemistry and chair of the chemistry department, has been teaching at CSU-Stanislaus for 32 years. His wife and two daughters graduated from the University, so the ties to the campus have been a family affair. Hamilton is the University's newly named Outstanding Professor, a designation made by his colleagues, and was recently named Turlock Educator of the Year. "I enjoy what I do, and I hope that it comes across," said Hamilton, who was one of the first Latino faculty members on campus. "I am proud to be associated with the chemistry department and Cal State-Stanislaus. I try to turn people on to science. I don't want students to grow up fearful of science, particularly young girls."

Hamilton grew up in El Paso, Texas, and got his undergraduate degree from what is today known as the University of Texas El Paso. He pursued a master's degree at New Mexico State University and also completed his doctorate in chemistry there.

He said that he ended up at CSU-Stanislaus because he wanted to move west and because the campus seemed like a "place where you could have an impact."

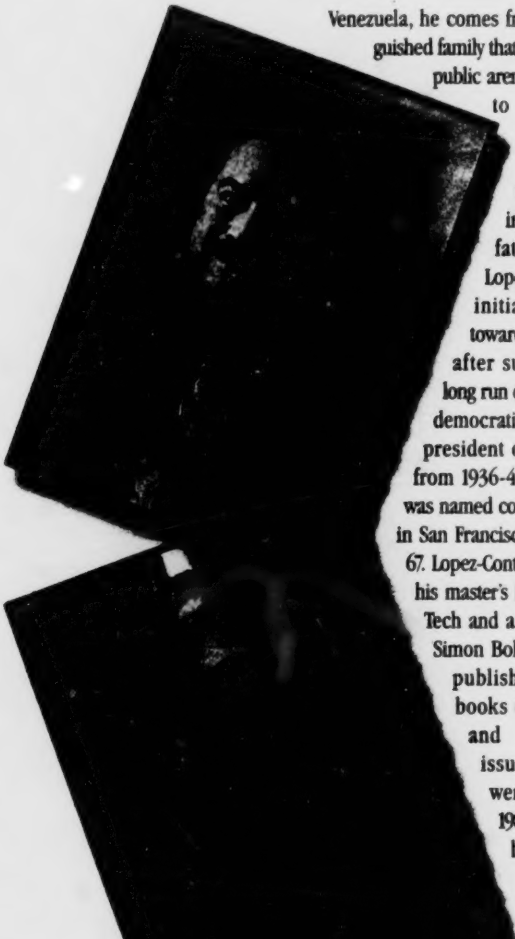
Hamilton said that one of the challenges that lies ahead for him at the campus is developing a food science program, since the surrounding region is considered the bread basket of the country.

Samuel Regalado, professor of history at CSU since 1987, has studied the role of Latinos in American professional baseball. Named a Smithsonian Faculty Fellow in 1994, he has also researched athletic activities of the Japanese-American Nisei generation and baseball competition during the World War II internment of Japanese American citizens. The author of many articles in both research areas, he also wrote a very well-received book, *Viva Baseball: Latin Major Leaguers and their Special Hunger*.

"As I have tried to do in *Viva Baseball*, we, as Latino scholars, are in a position to incorporate the Latino contributions into the American saga so that future generations will understand and appreciate our role in the history of this country," he said. "Latino history is highlighted through my scholarly work. This work is then incorporated into the lectures. Hence, most, if not all, of my U.S. history courses have a distinct multicultural take to them."

Beginning in 1871 and tracing the saga into the 1990s, *Viva Baseball* describes encounters with racial segregation, struggles with language barriers, experiences with acculturation, and the trauma of being isolated from families and environment. The significance of the Latino athletes' achievements is described within the context of America's racial and cultural history.

"Writing about Latin baseball players allowed me both to pursue a labor of love and to highlight the development of Hispanic society in the U.S.," said Regalado, an expert on Mexican American history, American ethnic and immigration history, Latin America and other international topics, as well as contemporary America.

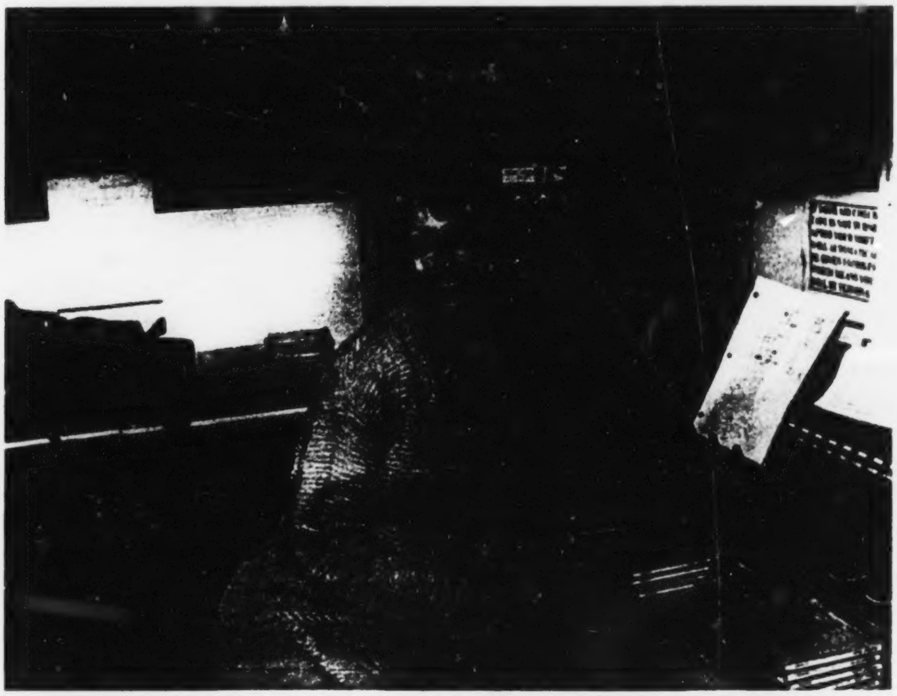


Pictured top to bottom: Samuel Regalado, history professor; Irma Guzman-Wagner, School of Education dean; Hobart Hamilton, chemistry chair

Award Winning Broadcaster Full-time at Mt. San Antonio College

Trains Students for Realities of Radio Career

BY MIKE TAYLOR



Tammy Trujillo, winner of four Golden Mic Awards at the Radio and TV News Association of Southern California

After 20 years on the radio, Tammy Trujillo, new full-time radio broadcasting professor at Mt. San Antonio College, has been a familiar voice in Southern California. But now, to broadcasting students at Mt. SAC, she is an invaluable instructional resource on what life in radio broadcasting is really all about.

"I want my students to have a realistic view of the industry so they can make an intelligent decision on whether they want to become a part of it," said Trujillo, who currently is a news anchor for KFWB, Los Angeles, from 3 to 8 p.m.

Many students, she said, see only the glamour, fame, and riches of radio broadcasting. They think broadcasting, whether it's radio or television, is easy. The reality, however, is quite different. "They think they're going to come in after college and get a great job, make a lot of money, and work four hours a day," she said. "What you see and hear on radio and TV is just the tip of the iceberg."

Instead, what they find is an industry that is competitive, operates at a hectic pace, and has long hours. There is a great deal of planning and coordination before any live on-air broadcast, and notions that the majority of broadcasting is spontaneous ad lib commentary, she said, prove unfounded. Everyone sees the anchors on television or hears the anchors on radio, but there is a lot of work behind the scenes, and there are a lot of people trying to break into the industry. "It's an extremely competitive business," she said. Danger, too, can sometimes be a part of the job, she said, remembering when she covered the 1992 Los Angeles riots and was confronted by looters and shot at.

But at the same time, Trujillo balances good aspects of the business with the not-so-good to keep her students encouraged about a career choice that can be truly rewarding. And after 20 years in the business, she should know. She has worked as a news anchor, producer, sportscaster, director, and reporter at a host of radio stations, including KFWB, KNX, KFI, KMPC, and KEZY. She worked as a reporter for NBC Channel 4, currently is the owner of Sportswatch Radio Network, and is doing a Saturday/Sunday sports program for Arrow 93 FM.

Her radio career has also brought her recognition by her peers. Tammy won four Golden Mic Awards at the Radio and TV News Association of Southern California's awards banquet held January 22 at the Universal Hilton, Universal City. She won Golden Mics in the categories of best light feature reporting and best newscast 1999, and two team awards for coverage of the North Hollywood Jewish Community Center shooting last August. She received the award in best light feature for her Pet Project episode, "Dan the Singing Dog."

The Golden Mic in radio broadcasting is similar to the Grammy or Oscar.

Recently she was a finalist for California's Associated Press TV and Radio Association's best newscast award. And her talents and efforts have not gone unnoticed in the larger community.

Last November, Trujillo received the Los Angeles SPCA (Society for the Prevention of Cruelty to Animals) 1999 Outstanding Professional award for her work as a radio professional on behalf of the SPCA. Her Pet Project broadcast, a regular feature on her program, deals with issues related to the organization's work. She also co-hosted the SPCA telethon in April 1999.

Yet with all she has done in broadcasting, her teaching career has been equally impressive. With a total of 15 years as an educator, she has taught for Los Angeles Broadcasters, Cal State-Northridge, Long Beach City College, Orange Coast College, and, for the last two years on a part-time basis, Mt. SAC.

So why after earning prominence in an industry in which the rewards are great would she take on the demands of a full-time teaching position? "This is an industry that needs to be taught by people in the field, but I teach because I really enjoy doing it," she said. "My thrill is when students get it and when the myths and fallacies are removed and it becomes real."

She remembers that when she was a broadcasting student at Long Beach City College and later at Cal State-Fullerton, many of those teaching broadcast had little or no experience working in the field. "What I was learning was strictly out of textbooks," said Trujillo, who went on to earn her associate's degree and bachelor's degree. Still, she said, the hands-on experience that students gain by working at a school radio station or on an internship is invaluable to their education in the broadcasting field.

Tammy got her start at one of the smaller radio stations in Southern California, KWOW radio in Pomona, where she did news and sports and served as the Public Service Director. And once students land a job or an internship at a radio station, one of the things that they learn–if they work on the other side of a microphone–is to listen to themselves and to hear themselves as they really are. "All your life–when you speak, you have been hearing yourself internally. But everyone else has had to listen to you externally," she said.

Dawn Katzin, winner of Golden Mic Award

Tammy definitely listened. Aside from the reporter-anchor-director-producer positions she has held, she also has extensive credits doing voice-overs for a variety of businesses and agencies, among them, Met-RX on national radio and television, GTE Main Street interactive television, American Sports Network, and narration for such companies as Department of Transportation, Cal Trans, and the Yellow Pages.

While she imparts a lifetime of knowledge and experience to students, Trujillo, a resident of Glendale, also admits that she benefits from the interaction with students as well. "Teaching really helps me to appreciate the field after 20 years of being in it and helps me to see things that I might have taken for granted."

Another plus that she finds in teaching, particularly at a community college, is the caliber of students. One of them, Dawn Katzin, recently accomplished as a newcomer something that even seasoned veterans in broadcasting seldom come close to. Katzin herself received a Golden Mic Award at the Radio and TV News Association of Southern California's awards banquet in January. "People in their first year in the business don't usually win this award. It just doesn't happen," said Katzin.

The award was for her work as an editor's assistant and for coordinating the live shots of KFWB's broadcast of the North Hollywood Jewish Community Center shooting last August. She won the Golden Mic as part of the team effort of reporters, writers, editors, and anchors in the category of Best Live News Coverage.

"It let me know that I have what it takes to do my job," said Katzin.

Katzin, a 28-year-old Pomona resident, began a year ago as an editor's assistant at KFWB, Los Angeles, while she was a first-year student at Mt. SAC, and while she has always had an interest in broadcasting, she didn't quite expect a Golden Mic.

This is something people go their whole careers wanting to win", Trujillo said of her student. "It's a heck of a launching pad for a career".

Katzin, who still has a year to go at Mt. SAC, said that she eventually wants to become a broadcast copywriter, and with the current economy and her talent, that idea does not seem far-fetched.

Broadcasting, Trujillo said, is a vast industry with many specialties, and the job market today is booming. Needed are assistants, writers, on-air personalities and people with talent in areas such as traffic news and sports broadcasting.

"There are a lot of jobs in sports," she said. And since she knows these are some of the areas in demand, Trujillo wants to incorporate new classes into the radio broadcasting program at Mt. SAC–classes that cover specialized areas such as sports, interviewing techniques, traffic techniques, and on-air personality development.

As the teacher, Tammy wants her students to come out of either the certificate or associate's degree broadcasting programs with a solid understanding of what the industry demands. "We need to prepare our students to get out into the real world," she said.

As a professional, Trujillo knows the importance of ethics and responsibility in broadcasting. With the trend of "shock-jock" radio in recent years, the importance of responsibility is as timely as ever. Issues such as truth in broadcasting, how broadcasting influences people, "clear and present danger" principles, and of course Federal Communication Commission (FCC) regulations, all apply.

"I try to make the impression upon students of the power they have when they go on the radio," she said. "Just because we can doesn't mean we should."

Yet while she has taught at several other colleges and has been courted by institutions such as USC (University of Southern California), Trujillo believes she has found a home at Mt. SAC. One big selling point for Mt. SAC, where she started full-time last fall semester, is the support that the college has given the radio program.

"At Mt. SAC, I found it remarkable that a community college has a commitment like this school has shown to its radio broadcasting program," she said.

Meanwhile, Tammy continues her busy schedule, somehow managing to teach full-time, anchor a daily program at KFWB, own a business, do nine features a week, and donate time for organizations such as the SPCA. But whether it's working in the broadcast field or teaching it, whether it's news or sports or students, Tammy Trujillo does it all as a labor of love.

"I have fun at what I do, so the day doesn't seem as long as it actually is."

Goodbye, Columbus: A *Taino* Perspective

New Yorker Shares His Boricuan Heritage

BY
JEFF SIMMONS

There are 200 speaking engagements already this year, and he doesn't desire a respite, even a brief one.

Bobby Gonzalez settles into a chair in a study room at the American Museum of Natural History in midtown. A few people sit in a semi-circle before him; others are peering into the room and then disappearing outside.

"You never know how many people are going to come," he says, neither nervous nor uncomfortable. "I adjust what I say depending on the group."

Fifteen minutes later, when his session begins, there are about 20 people in the room–a good-sized crowd. Five others arrive late.

Gonzalez then begins his talk, as he has done so many times before, with a story about heritage and culture and with occasional light humor designed to warm the group. "I like to say the Taino people discovered Columbus," he says. For the next hour, he engages those before him–teenagers, parents, a couple of well-dressed men–in a talk about conflict resolution and about how the native Indians had mediated disputes with what these days would be branded "conflict-resolution techniques."

The soft-spoken Gonzalez is often captivating as he spins yarns about different tribes striking a peace treaty to prevent tumult. As the group filters out later, he is modest in his assessment. "It went well," he says. *Well*, to him, means that everyone seemed to participate and to share their thoughts.

Gonzalez is often summoned to museums, libraries, and college campuses across the states–simply to tell stories. The recent visit to the museum on Manhattan's Upper West Side was orchestrated to stress the importance of maintaining peaceful relations. But more often, he delivers candid reflections on history from the Taino perspective.

Bobby Gonzalez

Gonzalez, who lives in the borough of The Bronx in New York City, is of Taino heritage. Growing up, his parents taught him to respect his heritage, but it is through his own research and exploration that he learned so much more about his identity and about the Taino people.

Much of the history is in debate. While schools have often taught about Christopher Columbus' discovery of America in 1492, Gonzalez and other Taino experts strive to portray the encounter as the beginning of 500 years of genocide initiated by Spanish colonists.

The Taino tribe of Puerto Rico was the first indigenous group of people that explorer Christopher Columbus encountered on Oct. 12, 1492, in the Western hemisphere. They are indigenous to the Caribbean Islands, Puerto Rico, Cuba, Haiti, the Dominican Republic, Barbados, and the Bahamas. Gonzalez maintains that 90 percent of Native Americans live in Latin America, not the United States.

Chief Peter Guanikeyu Torres, a Taino elder who is the founder of the New Jersey Taino band of Jatibonuco, recently wrote an essay about the "story of the Taino holocaust of the six million tears." The Spaniards, he wrote, took the free Taino indigenous people into bondage and raped the women.

The clash between the two cultures led to the decimation of the Taino population, but not its extinction. Columbus's "discovery" eventually led to the Taino-Boricua homeland's being renamed Puerto Rico. But, he wrote, "We Taino Native Americans never stopped calling it Boricua."

He continued, "The Taino people are neither of Puerto Rican, Dominican, Jamaican, Cuban–not of the present Florida–nationality. We are a separate Native American nationality that has existed for centuries among the Caribbean nations, subject to Spanish, English, and French domination."

The casting of American history to diminish the role and influence and even existence of the Taino greatly troubles Gonzalez.

"Christopher Columbus, for many Native Americans, was America's first serial killer," he says. "For some of us, we view him as a Hitler type of figure. He began the genocide that killed tens of millions of natives."

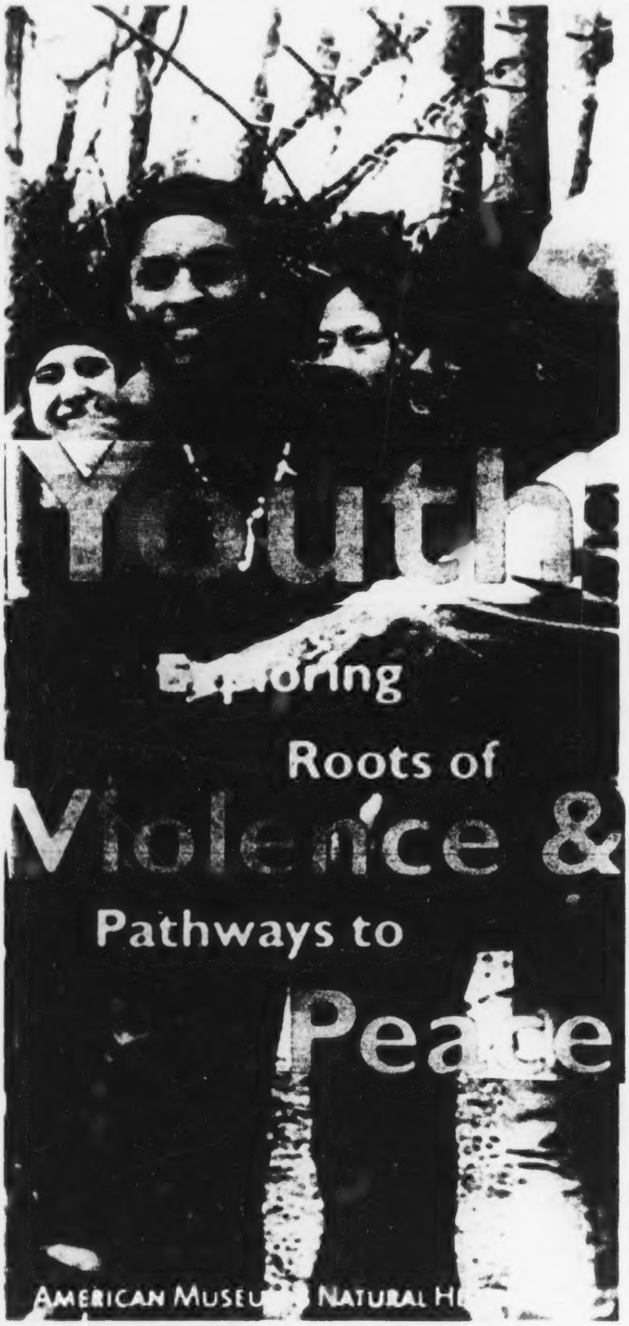
"European Americans and African Americans and Asian Americans are here to stay, and we have to learn to live together. But before we can live together, we have to look at history honestly, and that includes Columbus and the consequences of 1492."

When Gonzalez, who sports a ponytail and earring, steps into a room–be it a classroom, auditorium, or lecture hall–he wants to share more than stories. His resume brands him a writer, poet, American Indian storyteller, and Taino/Puerto Rican historian. He does not like to be called a *lecturer*; instead, he prefers *storyteller*.

He aims to raise awareness, and hopes that listeners will inevitably question their education, possibly even study the Taino culture.

Jorge Estevez, a program participant at the National Museum of the American Indian, brought Gonzalez to the Museum last September to read some of his poems. "He's very much into research, so he knows what he's talking about," says Estevez. "He likes to share information, and I appreciate that."

"He's a natural storyteller. He is telling stories to everyone he meets," says Estevez, who is of Taino descent and from the Dominican Republic. "He's very inquisitive, very curious. He seems to know a little about everything, and he reads a lot, so when just about any topic comes up, he'll have something to say about it, and he'll surprise you with something you don't know."



He savors courting spirited discussion whenever he speaks. Consider the titles of some of his seminars: "Columbus Day: Reflection on the Tragic Consequences of 1492," "The Real Story behind Columbus," "Tales from the American Holocaust," and "Thanksgiving: A Bittersweet Holiday for Native Americans."

When he visited the University of Michigan in Flint last fall, close to 300 students, faculty, and staff members attended a session entitled "The Legacy of Columbus: 500 Years of Racism and Resistance." The audience remained hushed while Gonzalez spoke.

"People didn't expect to listen to an indigenous person with a strong New York accent," says Catherine Davids, the cultural and diversity specialist at the 6,500-student college. "That was the first misconception about indigenous people he blew out of the water."

Davids calls Gonzalez an "impeccable researcher" who "doesn't try to sugar coat to be polite."

"At first I thought people were quiet because they were interested, but then I realized they were sort of shocked. They had not heard these truths before–the fact that Columbus was not an invited visitor or a guest but a serial killer," Davids says. "One of our Mexican American community members stood up and said that for the first time in his life, he felt he could admit to being an indigenous person instead of Spanish."

Gonzalez, reflecting on that visit, says, "I like to impress upon people that we should look upon the past, but we have to look forward as well."

Gonzalez grew up in a traditional Taino household. Born in Manhattan, his parents shuttled him and his two brothers to the Bronx, where he spent his formative years. He credits his parents with instilling in him a deep appreciation of his heritage. They often recounted stories about their Indian ancestry.

Thanksgiving was a time, he says, to read and reflect, not to watch football on television. "They told us what happened in 1492, and the encounter with the Spaniards," says Gonzalez, "and they told me that many of our people, in order to survive, denied that they were Indian, and after several generations, many of our people forgot that they were Indian. That was a common experience throughout the Americas."

It was a different, often puzzling, experience in the classroom. Teachers, all of whom were white and none of whom were Native American, would portray Columbus in heroic terms. "I was very confused," he says, and eventually "very angry." Yet, he didn't challenge authority.

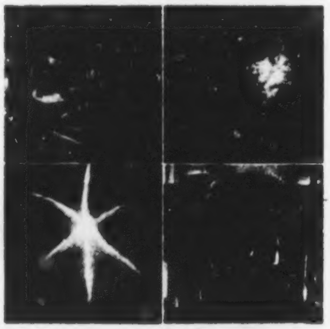
That is, until he attended Manhattan College in the Bronx, where Gonzalez says he met teachers of color and heard a variety of perspectives on history. A friend invited Gonzalez to a pow-wow, and there he met Native American Indians from North and South America. Their stories dazzled him–and triggered an awareness.

"Many people my family knew, friends, were Native Americans but did not have a consciousness of being so. They called themselves Mexican or Cuban or Bolivian, but they either weren't very conscious or possibly suppressed their Taino identities," he says.

Concerned more about future financial security, Gonzalez had attended college as a marketing major. That soon changed once he began to delve into his history and culture. "I realized how empty the history of the Taino people was. The pursuit of the so-called American dream had nothing to do with me," he says.

So he opted to discover himself and dropped out of college. He attended pow-wows as often as possible, traveled the country with Native Americans, took odd jobs to survive. His family didn't question his direction, and instead, was proudly supportive. "I began to see that the accumulation of money didn't mean happiness. I realized that it's a contradiction to be Indian and to be rich. In the old days, you didn't have wealthy Indian people because everyone shared. You didn't have homelessness, and you didn't have poverty, and no one starved."

Instead of listening to instructors in the classroom, Gonzalez then became the teacher. He assumed the role of storyteller and poet, and founded the Taino Del Norte group to bring Native Americans together and celebrate the culture. He began to pen monthly columns in the now-defunct *Latino Village Press*, published *The Puerto Rican Indian Wars: Part II*, and is listed in *Who's Who in Native America*.


AMERICAN MUSEUM ö NATURAL HISTORY

Gonzalez has since curated a Native American Poetry Festival and has served on New York City's Native American Heritage Committee, which sponsors educational programs. And each September, he organizes a giant pow-wow in the Bronx to build bridges between Native Americans and non-natives; it's an event saturated in traditional dance, arts and crafts, music, and food. In his sessions, he spins folktales that relate the value system of the Native Americans from North and South America.

"I want to dispel stereotypes of Native Americans," he says. "You may have seen *Dances With Wolves* or *Last of the Mohicans*, but you very rarely see films or books about natives of Latin America."

He doesn't target any specific group in his sessions. In fact, the visit to the Museum involved listeners both young and old. In any given week, he is meeting with a civic group, a collection of middle grade students, and even younger children. Recently, he spoke to kids aged 18 months old to four years.

"I used hand puppets and stuffed animals," he says. "When I speak to young students, I don't dwell on the genocide or the Holocaust of Native Americans. I focus on the positive aspects of the culture and the contributions of Native Americans."

He tells students not to believe everything they read, to conduct their own research, and to reach their own conclusions. That tact reflects his heritage because the Taino people respected everyone's beliefs and did not try to convert anyone, he says.

"I know they are not aware on a conscious level of the seeds that are planted in their heads about native culture," he says. "I hope they remember a man telling them about Native Americans. They are hearing a story, enjoying themselves, having a good time, but they are also learning about the native peoples."

There are messages infused in each program. The relationship between Mother Earth and the Taino. The spiritual beliefs about respect and peace, that violence is counterproductive. That Taino words–400 of them, such as hurricane, canoe, tobacco, iguana and barbecue–are common today, as are Taino foods such as pineapple, peanuts and sweet potatoes.

The reactions to his words can often be strong. Occasionally, there are heated exchanges as listeners challenge his way of thinking. But Gonzalez says he has never lost his cool.

"I tell people to listen. The truth for me may not be the truth for you. We've had different cultural and historical experiences, and we have to respect that. I don't try to impose my perspective on anyone, and it's important that we listen to one another."

His calendar these days is busier than ever. The visit to the Museum comes just before he returns to the campus in Flint, Michigan, to again meet with students. There are 200 speaking engagements already this year, and he doesn't desire a respite, even a brief one.

"For me, it's an adventure," he says. "It's like reading a book that never ends. I turn the page, and I never know what the next page will contain. I never plan anything. I go where the page takes me."

The Honor Roll

New School University

Still a Home for Controversy

BY ROGER DEITZ

Located in Greenwich Village, New School University is one of the nation's leading institutions for education in the arts and social sciences, continuing education, and policy and urban studies. Recently the board of trustees completed two very important searches, one for chancellor and one for a new president. Both searches were successful.

First came the news last September that Phillip Scaturro, executive vice president and managing director of Allen and Company, a member of the New School board since 1989 and an officer for five years, had been named chancellor, a newly created position. Scaturro is also on the board of governors of Mannes College of Music, one of seven academic divisions of New School University. Mr. Scaturro's firm, Allen and Company, is an investment bank with a staff of 175.

Vera List Courtyard at New School University

Jonathan F. Fanton, president of New School University for 17 years, stepped down to become president of the Mac Arthur Foundation in Chicago. Capping a year-long nationwide search came the news last February that Senator Robert Kerrey will soon become the University president. Kerrey was governor of his home state of Nebraska from 1983 to 1987 and is now in the final year of his second term as U.S. senator. A man whose vision, candor, and eagerness to tackle big challenges have earned him a national reputation, Kerry was awarded the Congressional Medal of Honor in 1970 for valor in combat as a U.S. Navy SEAL in Vietnam. He will take office as the seventh president of New School University at the end of his current term, January 2001.

John L. Tishman, chair of the University's board of trustees, is very happy with the selections of Scaturro and Kerrey. "Philip Scaturro is dedicated to the mission and the values of our institution," remarks Tishman. "His broad experience during a distinguished career as a managing director at Allen and Company will provide a valuable complement to the senior management team at the University." As to Kerrey's imminent presidency, Tishman says, "The board of trustees is delighted that our university has attracted a person of such high caliber as Senator Kerrey, whose values, dedication to education, energy level, and passion for gathering the best minds to solve problems will now benefit our institution. Bob's record in public life advocating universal health care for all Americans, Medicare reform, and the reform of the nation's entitlement system and the IRS are well known. Less well known is his record on education. While governor of Nebraska and then as a United

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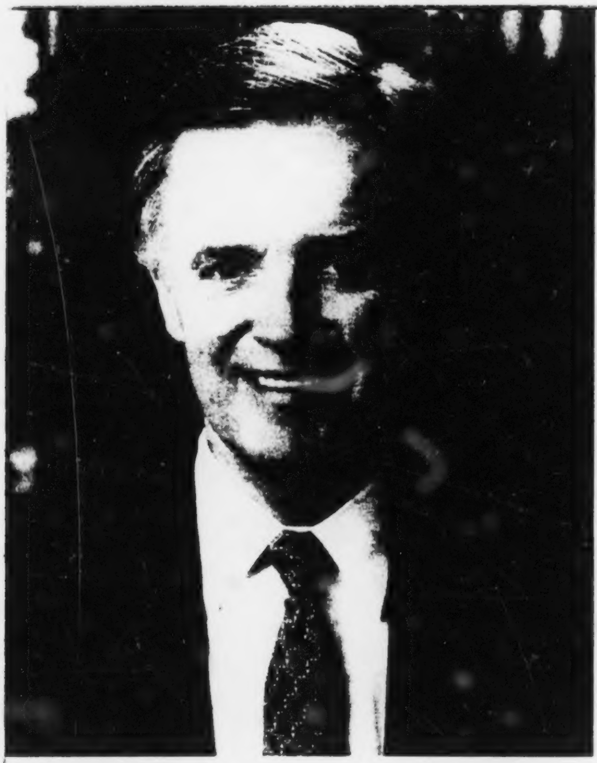


Robert Kerrey, New School University president

Honor Roll Facts in Brief

INSTITUTION
New School University

LOCATION
66 West 12th Street
New York, NY 10011
(212) 229-5600

New School University

ESTABLISHED
1919

ENROLLMENT
7,000 degree students, 20,000 continuing education students
24 percent students of color; 1,648 international students

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

TUITION AND FEES
$9,810 tuition per semester at Eugene Lang College

FACULTY
162 full-time and 1,175 part-time

SEVERAL DEGREE PROGRAMS
Architecture
Business Administration
Fashion Design
Jazz and Contemporary Music
Public and Urban Policy

NOTABLE HISPANIC-SERVING ORGANIZATIONS
International Center for Migration, Ethnicity and Citizenship
Langueros
World Policy Institute

INTERNET ADDRESS
www.newschool.edu

States senator, he worked tirelessly to transform Nebraska's schools into leaders in American education. He was well ahead of most educators in seeing the potential benefits of new technology in all levels of education. A national innovator, Bob organized partnerships between state and private institutions to launch a Web-based distance learning curriculum to benefit students across Nebraska."

New Chancellor Scaturro adds, "New School University is poised to offer even greater service to our nation and to freedom in the pursuit of knowledge, and Bob Kerrey will lead us there. Among the many constants in Bob's life story, one in particular stands out for me: his ability to inspire those with whom he works." Senator Kerrey responds, "I am excited to begin my association with New School University. I love education. I recognize that education is the basis of our prosperity and our ability to govern ourselves, and I recognize that educators, more than anyone else, are the true shapers of the future. But what appeals to me about the New School is its dedication to freedom: freedom in the consideration of ideas, freedom in developing and imparting new knowledge, and protection for those whose freedom is threatened. Freedom is the most highly prized quality of life on the Great Plains from which I come, and it is no accident that the New School was founded by a Nebraskan, Alvin Johnson. I am deeply impressed by the excellence I find at this institution, and I look forward to nurturing it and extending its benefits to many more people."

New School University was founded as The New School in 1919 by some of the period's most influential thinkers, including philosopher John Dewey, economists Thorstein Veblen and Henry James Robinson, and historian Charles Beard. They collaborated with Herbert Croly of the *New Republic* and had the support of a small group of community leaders, including Mrs. Thomas W. Lamont, Mrs. George W. Bacon, and Mrs. Learned Hand. The aim was to create a forum–a new school–where men and women could study and debate the controversial issues of the day. Since then, the New School has been a pioneer in meeting the educational needs of students of all ages, including those desiring innovative baccalaureate, master's, doctoral, and continuing education programs. Located in rented brownstones at 465 West 23rd street, the school opened with 200 students attending the first lectures and seminars. In addition to the founders, the faculty included Harold J. Laski and Ordway Tead. Soon Lewis Mumford, Franz Boas, Harry Elmer Barnes, John Maynard Keynes, Bertrand Russell, and W. E. B. DuBois were among the notables teaching courses or delivering lectures there. Alvin Johnson was named director of the New School in 1921. As an economist, *New Republic* assistant editor, and associate editor of the *Encyclopedia of the Social Sciences*, he provided the vision and leadership that over the next 25 years brought the New School distinction as a pioneering center of adult education. Under his directorship and presidency, he helped extend the school's programs beyond the social sciences and public policy into the humanities and the arts.

In 1930, the New School built a new home in Greenwich Village when Alvin Johnson persuaded student Daniel Cranford Smith, a retired businessman, to donate land on West 12th Street as the site for a new building. Smith agreed, with the proviso that the school would provide him with a penthouse in the new structure and free courses for the rest of his life. The New School established the University-in-Exile in 1933 (conceived by Alvin Johnson and supported by philanthropist Hiram Halle of the Rockefeller Foundation) and became a center for scholars who were dismissed from their teaching positions in Europe. These intellectuals transformed social and political thought in postwar America and provided the foundation for New School University's Graduate Faculty of Political and Social Science.

Students at New School University

New School University has more than 162 full-time and 1,175 part-time faculty members teaching 7,000 students in baccalaureate and graduate degree programs offered by seven academic divisions–The New School (established 1919), Graduate Faculty of Political and Social Science (1934), Parsons School of Design (1970), Eugene Lang College (1985), Mannes College of Music (1989), Actors Studio Dramatic School (1995), and the Robert J. Milano Graduate School of Management and Urban Policy (1975). Additional programs include the Jazz and Contemporary Music Program, The Joffrey Ballet/New School University B.F.A. Program in Dance, and the DIAL Cyberspace Campus.

Another 20,000 adults pursue continuing education courses each semester at The New School, Parsons School of Design, and Mannes College of Music. Students of color make up 24 percent of the enrollment, and international students number 1,648. There are 37,000 degree and certificate-holding alumni throughout the U.S. and around the world. New School University owns or leases 1 million square feet, primarily in Greenwich Village. The University has an annual budget of $155 million and an endowment of more than $86 million.

New School University has grown in other ways as well. A diversity initiative underscores its commitment to be "the most diverse private university of excellence in the country." According to Chancellor Scaturro, "The diversity initiative adopted by the New School University in 1990 was intended to be a long-term effort, and it has born significant fruit. In the past six years, the number of U.S. students of color has increased 50 percent, from 16 percent of the student body to 24 percent. The University Scholars program, which provides supplemental financial support to close the gap for students of color, has been a vital instrument in promoting diversity, all the way from admission and the first semesters of study to graduation."

The University Commission on Diversity works to encourage and assist with all aspects of the University's commitment to creating a diverse and pluralistic environment. Student representation is important to the work of the Committee. Co-curricular programming supports multiculturalism in the curriculum. There is a "bridge advisor" who strives to "connect" students of color with the resources, both at the New School and in the greater New York City community, to meet their individual needs. University Scholar Awards are available to talented Hispanic, African American, and Asian American students in all the academic divisions, to help close the gap between educational costs and other forms of financial aid. Diamond Graduate Fellowships fund Hispanic and African American students with exceptional academic records for pursuing master's and doctoral degrees at the Graduate Faculty of Political and Social Science.

Langueros evolved in the 1992/1993 academic year out of a need for increased diversity at Lang College. Its main focus is to create a pathway and voice for the empowerment of the Hispanic minority population at New School University. This includes the building of an atmosphere where members will feel free to celebrate their culture through creating events that will further the awareness of Hispanic history. In April, this included the presentation of Latinos Aloud, the annual celebration showcasing the creativity and talent of students in dance, music, poetry, acting, and fine art. It was a cross-cultural presentation exploring Latin American, Afro-Caribbean, African American, Asian Pacific, and Latino perspectives.

The Hispanic Outlook heartily welcomes New School University to The Honor Roll.

The Passionate, Prolific Professor

Magdalena Maiz-Peña

BY
BILL GUIDZ

DAVIDSON

Magdalena revels in works by many authors who speak for the trials of women and the underclass in Latin American society.

Because the world around us is the laboratory for humanities studies, Magdalena Maiz-Peña enacts "service learning" as her classroom pedagogy. This associate professor in the Spanish department at Davidson College has spent her career "crossing borders" through service–and leading others to do likewise. An optimist to all she touches, her belief is that border crossing fosters her hopes for better human understanding. Her vita reads holistically, and grows longer at an ambitious rate. And she asks students, too, to become involved in the local Hispanic community to gain a more thorough understanding of the language and culture they study.

Mecklenburg County, N.C., site of the College since its founding in 1837, has become much more fertile ground for Hispanic studies in the past decade as thousands of Spanish-speaking immigrants have flooded into the area to participate in its boom-town economy. Maiz-Peña's students now tutor Hispanic school children and translate for Hispanic patients in a local health clinic. One is writing a thesis on the semiotic meaning of a new Latino food market, and another is writing a thesis on the importance of correct translation in emergency rooms and hospitals. "They come to know this community of people, and the classroom experience is extended into an emotional, personal, and existential experience," she said.

Her approach has flourished in part because of her enormous popularity among students. She is gregarious in the extreme, and cannot contain her enthusiasm for her subject or her need to share life and learning with others. Students find comfort in the gaze of her large brown eyes as she accepts their confidences, or find a soulmate as they sparkle in an expression of joy or intellectual discovery.

She received Davidson's Thomas Jefferson Teaching Award in 1995 as "a magnificent teacher and prolific scholar who is admired by all,

Magdalena Maiz-Peña receives congratulations from student Tasha High on winning the College's ODK Teaching Award.

Pictured l. to r.: Magdalena Maiz-Peña with Olga Loya, Latina comedienne and storyteller, and Marjorie Agosín, Latina writer

adored by many, and always available to encourage students to do their very best."

In 1997, Davidson student members of the Omicron Delta Kappa leadership honor fraternity presented her their "Outstanding Teacher" award, and she won the "Diamante Award" in education for achievement and contribution to the Hispanic community in North Carolina.

Her office door is always open to students, whom she embraces with a warmth and concern legendary on campus. She frequently has lunch with students and welcomes them into her home. "Call me at home any time," she frequently says, "but never after midnight!"

The current president of the student body, Dane Erickson, commented that Magdalena is so effective in the classroom because she "spreads love." He said, "She is a fabulous Spanish teacher and brings in so much more about culture and people. But it's because she cares so deeply about her students' well-being that I leave her class every time feeling glad to be alive."

Another student praised her connections in the surrounding Hispanic community. "She's always trying to help students get involved in the community," said senior Anna Judy. "The focus of a Spanish major isn't the everyday life of Hispanics, so she's always pushing service learning. It's her mission to make students aware of marginalized people. She talks about los marginados a lot in class, and tries to make students aware of that."

It is obvious that fire burns brightly in her, affording her little sleep and driving her involvement in an impressive list of service projects, scholarly endeavors, and professional activities. She is faculty advisor for the Organization of Latin American Students, dines regularly at the Spanish table at the college commons, and volunteers teaching Spanish to third and fifth graders each week at the local elementary school. She has been very active on the board of the local Centro de Recursos Hispánicos, and chaired the merit scholarship program of the Latin American Women's Association.

During her tenure in 1997 as president of the state chapter of the Association of Teachers of Spanish and Portuguese, she received the group's national award for highest membership recruitment.

Her 10-year involvement with the Asociación de Literatura Femenina Hispánica is now culminating in service as president for 1998-2000. She and her husband, Luis, hosted the 1994 annual meeting of the association at Davidson and co-organized its most recent meeting in Queretaro, Mexico.

Her scholarly interests focus on Hispanic women's literature and frequently involve joint research and writing with Luis. She has published two books on autobiographical works. One centers on the discourse of the Mexican nation, and the other, which she edited with Luis, concerns Latin American women. She has also written scores of articles and papers for journals and conferences.

She insists that all her activities focus on crossing borders, an interest she traces back to her childhood in Monterrey, Mexico. She grew up in a bilingual household where her mother made her acutely aware of the importance of insights into another culture. Her mother, Antonia Garcia de Maiz, grew up in Texas and made sure that Magdalena and her 11 siblings spoke English as well as Spanish. "I always had this ingrained curiosity about crossing borders," she said.

Magdalena enjoyed a carefree childhood until age 11, when her mother's death occurred as a sobering lesson in the precious nature of life. But her mother and her father had made sure that their children took education seriously and had provided opportunities for learning outside the classroom. Magdalena lived in Dublin, Ireland, at age 16, and then spent another year abroad in Paris. During those years she realized how broad a world she inhabited–and how profoundly she wanted to be a teacher.

The classroom has become for her not a temporary gathering of teacher and students thrust together of necessity like shoppers and merchant, but a magical, unique space of mutual intellectual adventure–a place where many borders are crossed. She explained, "In my literature class last semester, the final book we discussed was *The House on Mango Street* by the Chicana writer Sandra Cisneros. I won't ever forget the way we were swept into the barrios and heard the voices of the female characters there. We were able to understand not only the borders between us but the way in which literature allows us to erase those borders and enjoy a personal experience in another world. My students raised fascinating questions about a world that was so foreign to them at the beginning of the semester, questions that will stick with them way beyond their years on this campus."

She and Luis were married in Monterrey and immigrated to America when Luis received a scholarship to pursue his Ph.D. at Arizona State University. At the time, she was 24 and hadn't finished her bachelor's degree at the University of Monterrey. Times were financially tight for the young couple. To try to save enough money for Magdalena to continue her education, they lived on a budget of $20 per week. Their frugality paid off, and she eventually was able to enroll at Arizona State. She completed her bachelor's degree and a master's, then received a full scholarship for a year's work toward her Ph.D. It allowed her to remain in Tempe to finish her course work and prepare a doctoral proposal while Luis moved to Atlanta to take a temporary teaching position at Agnes Scott College. Magdalena joined him a year later and worked part-time in the college library. Then the couple pulled up stakes again when Luis accepted another job at the University of Minnesota. Magdalena took a secretarial job in the composition department, which turned into a fantastic opportunity to become acquainted with professors involved in women's studies. She joked, "I was a failure as a secretary, but I learned a tremendous amount about the academic system, combining disciplines, and different theoretical perspectives."

Luis accepted a job at Davidson in 1988. Magdalena was working on her dissertation and initially taught Spanish in a local elementary school system. Within a year, she got a job as an adjunct professor at Davidson College to teach language classes, and after completing her dissertation in 1992, she was offered a tenure-track position.

Her academic interests embrace the issue of gender, of how Hispanic culture is reflected in the literature of Hispanic women writers. At a reunion 10 years ago at Arizona State University, she learned about the Asociación de Literatura Femenina Hispánica from a former professor, Teresa Valdivieso, who had helped found it in 1974. Her embrace of its mission and participants led members to elect her to its presidency.

Her major initiative has been a commitment to help the association become truly bicultural by organizing its first-ever convention outside the United States. She co-organized its meeting last September in Santiago de Querétaro, Mexico, which attracted 280 participants from Mexico, the U.S., Argentina, Spain, Uruguay, Australia, El Salvador, and several other countries.

A highlight of the meeting was the Saturday evening celebration at the Teatro de la Ciudad de Querétaro in honor of writer Elena Poniatowska. The undersecretary of cultural affairs of Querétaro paid tribute to this distinguished Latin American author of more than 18 novels and nonfiction prose, who is also rumored to be a Nobel Prize contender. Her fictional biography, *Tina Modotti*, was a fascinating political, cultural, and gender-related account of its heroine's life. "It was a true multicultural dialogue," Magdalena ventured. "We're now continuing the exchange across borders via the Internet, and with our next annual conference scheduled for Toronto, we'll cross another border then."

Magdalena revels in works by many authors who speak for the trials of women and the underclass in Latin American society. Luisa Valenzuela strips bare the excesses of the Argentinian dictatorship. Poet Marjorie Agosín can write about the wonders of everyday life or the cruel realities of human rights violations. The young Chilean writer Andrea Maturana has woven skillful short stories about contemporary cultural issues. Elena Garro's fundamental novel about the Mexican revolution, *Remembrance of Things Past*, stands as an extremely innovative work of its time. Another trailblazer was Rosario Castellanos, whose work in the 1950s broke the silence about the social condition of women in Mexico. Mexican painter Frida Kahlo also revealed so much about the pain of womanhood in her autobiographical images created during the first half of this century.

Maiz-Peña in her office with a Davidson student

Magdalena has written about many of these women to try to raise awareness of their skill among a wider audience. Her latest effort is a paper on Uruguay's Delmira Agustini, an icon of Latin American literature whose own life story became more important than her poetry because of its challenges to the contemporary ideology. "It is important to study some of these women who were writing in a very daring way ahead of their times," she said. "Agustini was killed by her husband, but the newspaper accounts of the incident focused on the revolutionary nature of her writing, as if she was the criminal rather than her husband. The culture of the time creates for her a different place in history because of her gender."

It is critical to study these women in the context of their times, Magdalena says. "In that way, their literature becomes a social text that raises many questions and implications. You study literature as a tool for reflecting, analyzing, and understanding women in the context of their society. You learn so much more this way. I have come to realize that gender isn't an isolated element, either. To understand the place of women in a society, you also must look at other components of their lives, such as religion, class, and ethnicity."

So the study of Hispanic women's literature has been a focus of an attempt to understand her life, and to explore with others their understanding as well. "I love the flow through the generations," she said, drifting back to memories of her mother. "I think of her as one of 13 brothers and sisters. I love to see myself as a continuation of her. I love to think of my Paula, my little one, building her ambitions and dreams. What I want most to reflect upon is being a product of others, just a little stone in the path, a learner in process."

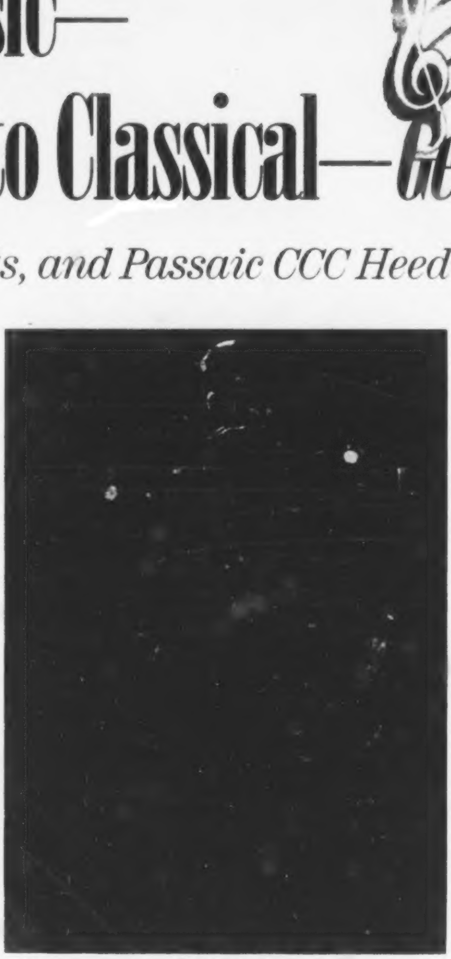
All Latin Music—Pop to Jazz to Classical—Getting Attention

Butler, Tufts, and Passaic CCC Heeding the Call

BY ADRIANA MEUCCI

It has landed: the Latin Pop music explosion. Artists such as Enrique Iglesias, Ricky Martin, and Jennifer Lopez top the music charts, while other Latino artists are rising in the ranks, many debuting crossover albums. These artists combine the traditional sounds of Latin music with American pop. Critics, however, say that the popularity of the Latin sound is just a fad. Others believe it is here to stay. Latin music has always been around, but now it is being embraced.

All cultures have elements expressed in such things as food, dance, and music. And many of the Latino pop singers point to early influences of cultural traditions as a major influence on their music. Singer Jennifer Lopez, who mixes Latin sounds with hip/hop music, points to her cultural heritage as the guide to her style. She recalls being exposed to the sounds of meringue and salsa during holiday celebrations with her family. In a recent television interview, Lopez said that she was heavily influenced by hip/hop music while growing up in the Bronx, but it is the Latin traditions and heritage instilled within her soul that continue to influence her sound.



Ricky Martin

Singer Ricky Martin, who dominated the Latin/Spanish charts before bringing his stimulating sound to the U.S. and other countries, shares this sentiment. Martin, who was born in San Juan, Puerto Rico, in 1971, first began his career as a member of a famous Latin group called Menudo. But Martin, who is currently a solo artist, has managed to sell more than 25 million albums before the age of 26, making him the biggest selling Latino artist in America. The singer's early smash hits include songs such as "Maria" and "Livin la Vida Loca."

In a recent interview, Martin said that although he has made a crossover album, he will never stop singing in Spanish because he must stay close to his roots. This, he says, is his "medicine." Martin, who calls Latin music "soul music," believes that no matter where you are from or what language you speak, it is very easy to catch the rhythms of his music.

Latin sounds have always influenced music and dance. But the recent explosion has piqued curiosity, especially among teenage and college age students. So, how are colleges and universities reacting and adapting to this craze? What kinds of curriculum changes and new programs are being offered as a response to the Latin Music phenomenon or other types of cultural music?

Bruce Bennet, assistant professor and director of the music program at Passaic County Community College in New Jersey, says that, generally speaking, college and university music programs have been slow to recognize cultures and music outside of the traditional European classical styles. However, Bennet, a writer and performer who holds a master's degree from the New England Conservatory of Music, is enthusiastic about the current Latin wave of sound and points out that it is not so new.

"I think that Latin music has and will always be an important part of music in the United States," says Bennet. "Ricky Martin and Santana are not new to music. They've been working for a long time. Also, Latin rhythms are not new to American music. Latin music has been an influence on American jazz and pop for decades. This overnight acceptance of Latin pop music is simply the industry's reaction to Martin's performance at last year's Grammy Awards. He blew everyone's mind with his brilliant performance, and the record execs saw dollar signs. And all of the other artists, like Anthony, and Lopez, have been swept up by all the major labels so that they can capitalize on the latest fad."

Marco Dominguez, a teacher at Butler University in Indiana, is not surprised by the recent Latin pop music explosion. "For a long time, we would see in movies, in business, and basically everywhere, Latinos involved in it," Dominguez says. "Ricky Ricardo, Perez Prado, Celia Cruz, Ricardo Montaner, and many more, were always involved in this world. Yes, they are Latinos! What happened is that finally somebody is opening their eyes and recognizing what we are and, more importantly, how rich our culture is."

Students across the nation are enjoying the "fad" and finding creative ways of infusing it into co-curricular activities and programming.

At Butler University, *Nuestra Musica* is a bilingual Latin music video program broadcast on the school's WTBU-TV69. The show is the only weekly Latin music video program in central Indiana, and it features the latest video and concerts encompassing sounds such as salsa, merengue, Mexican, and international music with a Hispanic flavor.

Dominguez , who produces the program and also teaches telecommunications at the university, is especially proud of his students' involvement in the program.

"They direct, shoot, run audio, run TVRs, edit, etc.," he says. "They are the heart of the show, and they now understand another culture and another way of living. It's like they can live in another country without leaving their homes."

Performances by Tito Puente, whose unexpected death in June was a blow to the music industry, and Poncho Sanchez were recently taped and aired by the students on the University's campus. And students also taped live Fiesta Indianapolis, which draws crowds to celebrate Hispanic Heritage Month.

Dominguez likes to remind his students about the influence of music on television shows because it creates a mood and prepares you for a response. "Music is the international language," he says. "Music is love and sadness and happiness. Music is everything you want it to be. In my classes, I love to tell that to my students."

Dominguez's passion has certainly caught the attention within the community it serves. The show, which is aired by six different cable companies, receives phone calls every day, and people frequently stop Dominguez and his crew on the streets asking if they are from *Nuestra Musica*. In fact, the governor of Indiana declared Feb. 14 as "Nuestra Musica Day."

At Passaic County Community College, Bennett is busy shifting the College music program from one that focused upon a traditional and classical music curriculum to a program that reflects the students' feelings and aspirations.

"It is my responsibility, as a musician and an educator, to provide an environment that will give students opportunities to create, perform, and listen to music that is relevant to their lives." This includes Latin music, as well as reggae, traditional gospel, the blues, and jazz, to name a few. Bennet says just this past semester in Music Appreciation, students participated in a World Music project in which students brought in authentic costumes and performed dances and spoke about the origins of music such as salsa and klezmer. Each group researched and brought to class videos and listening examples of diverse music styles that are not part of mainstream American pop culture.

Carlos Santana

Bennet takes his position as a teacher as one of tremendous responsibility. "I am aware that my class is often the first and will be the only exposure that some of my students will have to music styles outside of their own experiences." He often plays tapes as quizzes and listening exercises that provide examples of many different music styles. Then he watches as his student's faces light up, especially when they hear the music representative of their culture and experiences.

Besides giving students an appreciation of different cultural styles of music, many colleges today offer degrees in music ranging from commercial music performance to music therapy to technology and recording. Bennet says that colleges are a training ground for the musicians of today, as compared to bygone days when musicians learned alongside the masters during jam sessions or through frequent exposure to their performances. Now the masters are in classrooms teaching the next generation of musicians.

But do any of the current trends have an effect on the teaching and learning of music? Bennett is not sure. "Generally, music programs stress traditional European classical music," explains Bennett. "American styles, like jazz and rock, are slowly finding a place in curriculums, but academics, especially music programs, do not welcome change easily. You see, there is an entire generation of traditional 'classical' music teachers, with no experience or understanding of American styles of music, who would be displaced if American music were brought to the forefront of academic programs. Therefore, these faculty are very resistant to change."

Bennet points out that even jazz, "America's own music," has been slow in gaining acceptance into curriculums. But, he says, with the help of schools such as Berklee College of Music, The New England Conservatory, and others, nontraditional music programs are rising in numbers. "Now, at the beginning of the 21st century, students have many choices. . . ."

Pamela Ibeth Vera, a classical pianist, orchestral conductor, and music teacher, shares Bennet's sentiments about the concentration on European classical composers in music curricula. Vera points out that few people realize the many splendors of Latin American classical music and tend to think of salsa, merengue, and popular dance music when they think of Latin music. But she is hopeful that as Latin influences increase, especially in the arts, Latin classical composers will gain recognition.

"Although Latin American music existed as both sacred and secular music in the colonial period," says Vera, "it is only in the 20th century that our music has been recognized at the international level, and academically explored. . . .

"Without losing these roots, Latin classical music is following the road of European classi-

Bruce Bennet, assistant professor and director of the music program at Passaic County Community College in New Jersey

cal music. Its development is dependent on introducing music-lovers to its growing repertoire, through regular performances."

At Tufts University, students are offered a class on the music of Spain, Portugal, and Latin America–as just part of a broad curriculum. This also includes courses about "music culture."

Gabriela Gomes De Cruz, assistant professor of music at the University, says, "I believe the common tenet linking these courses is a methodological belief that music–be it composition, performance, or listening–is a cultural phenomenon that is meaningful only when considered within the specific social, ideological, political, medical, etc. contexts from which it arises. Put bluntly, there is no music without culture–or, all music is cultural. I also believe that the broad spectrum of courses offered in our music department and their cultural focus does reflect recent trends in musical education and scholarship."

Gomes De Cruz says that the class on Music of Spain, Portugal and Latin America focuses on the historical and anthropological perspectives of music cultures in Latin America. The course traces the history of colonial pressures and traditions of resistance that helped shape musical thinking and musical practices throughout the colonial and post-colonial New World. This includes the role of music in the 16th-century mass conversion to Catholicism, as well as the significance of music and political propaganda in Mexico and Spain.

Despite being trained in the traditional approach to music, academicians such as Gomes De Cruz recognize that courses and curricula do have to change to remain relevant and inclusive.

"In my opinion, the Latin pop music explosion is fundamentally a U.S. phenomenon...," she says. I am sorry to say that so far our course at Tufts has not featured this topic, but I consider it a worthy subject of reflection and have been thinking about including it in a future syllabus."

Gabriela Gomes De Cruz, assistant professor of music at Tufts University

VICE PRESIDENT FOR STUDENT AFFAIRS

UNIVERSITY OF MARYLAND COLLEGE PARK

The University of Maryland, College Park invites applications and nominations for the position of Vice President for Student Affairs.

The University is a major research institution and the flagship of a statewide system of higher education in Maryland, offering a comprehensive undergraduate and graduate program organized in 13 colleges and schools. The University is a Research 1 Institution enrolling approximately 25,000 undergraduates and 8,000 graduate students annually. The campus is located inside the Washington, D.C. beltway, and 30 miles from Baltimore, Maryland, on 1,500 rolling acres in a suburban environment. For more information about the University of Maryland and the Division of Student Affairs, please consult the Web site at **www.maryland.edu**.

The Vice President for Student Affairs provides vision, leadership, and strategic direction to the Division of Student Affairs, which includes a wide array of departments responsible for services that promote the well-being of students. These include: Resident Life, Dining Services, Commuter Affairs and Community Service, Stamp Student Union and Campus Programs, Health Services, Counseling Center, Career Services, Judicial Programs and Student Ethical Development, Campus Recreation Services, Campus Parking and others. The Vice President is also responsible for collaborating closely with colleagues in Academic Affairs, Administrative Affairs, and University Relations. The Vice President is expected to develop a strong student affairs team, be a committed student advocate, exercise a visible presence in the resolution of conflict, and maintain connections to the University's many constituents. The Vice President is responsible for a staff of 775 employees and a budget of about $100 million. The Vice President reports to the President and serves a member of the President's Cabinet and the campus leadership team.

Requirements for the position include an advanced degree in a relevant discipline (doctorate preferred); demonstrated leadership skills through a record of successful administrative achievement as a senior member of a leadership team, preferably at a large research university; commitment to the education, development, and empowerment of all students; excellent general and financial management skills; ability to work within a highly collaborative environment; and a record of fostering academic excellence and achieving diversity goals. Candidates must demonstrate an understanding of current student issues, of the broader network of family and social frameworks in which students develop, of the legal issues affecting students, and of the management of student affairs programs.

Salary will be commensurate with qualifications and experience. Women and minority applicants are especially encouraged to apply. Review of applications and nominations will begin on **September 15, 2000** and will continue until the position is filled.

Nominations and applications, including a letter, a curriculum vitae and a list of four professional references, including the name, address and telephone number, should be addressed to:

Search Committee for Vice President for Student Affairs
Office of the President
1101 Main Administration Building
University of Maryland
College Park, MD 20742

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UNIVERSITY OF
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VIVA JAPON: Impressions of a Gaijin

Hispanic Professor Teaches ESL

BY
REGINALDO CORNEJO

The thermometer reads a pleasant 88 degrees, but the humidity, which is around 80 percent, makes it feel more like a Roman steam bath than a center court in the Japanese city of Shinjuku, a suburb of Tokyo. I've been in this heat for a little over an hour, waiting for a meeting that just won't start. The humidity is doing strange things to my hair, making it curl up around my collar, and to my mind, slowing my thoughts to the point where I fail to see the beauty of Shinjuku's high tower district.

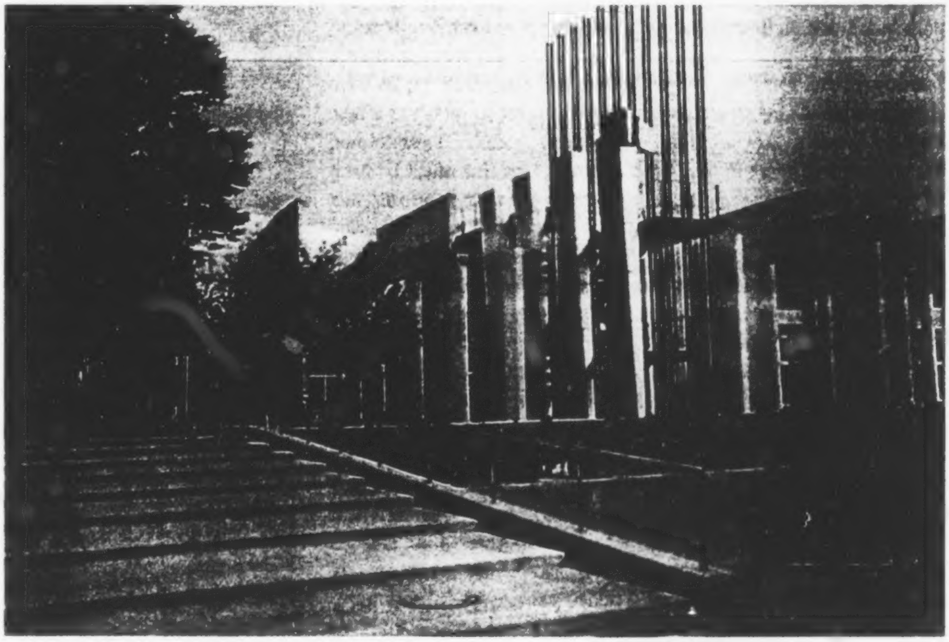
"Make a note," I tell myself. So I pick up one of the two notebooks I have decided to carry with me while I am in the Land of the Rising Sun, and I start to write. I've been in Japan for about a month, and every person, place, building, train, object, and food dish still catches my attention. I'm not your typical alien white-collar worker, or Gaijin, in Japan. As a matter a fact, I am not your typical English instructor in this country.

"Explain it to them," my little voice urges me. But all I can think of are the quick notes I'm writing in my notebook, and this full slice of life I'm enjoying that would be fit for a king.

I'm enjoying the flavors of Disneyland, the Mad Hatter's tea party, and Pinxtos of San Francisco all at once. I look up and find that I'm still sitting in front of the Century Southern Tower Hotel located in the Keio Plaza. I'm facing or looking at a fancy bar/restaurant called Hiroshima. From what I can see, the customers are not couples, but businessmen who drink beer after beer and act as though they are eating a light dinner. You could say they are testing the amount of alcohol their livers will process before they drink themselves into a funk (did I say that?). I know this drinking ritual happens every day, because I see these hard-working Japanese men going home day after day drunk as, well (as we say in America), skunks.

Although these businessmen

> ***"Although most Japanese citizens can read and write in simple English, they have few skills in speaking English, which is the reason I am in Japan."***
>
> PROFESSOR
> REGINALDO CORNEJO



The students' study hall and classrooms of Shibaura Institute of Technology's campus.

Professor Cornejo and some of his students. From l. to r.: Takaishi Masanobu, Shunya Fukui, Cornejo, and Kiyotaka Sato.

have captured my attention, I should admit that the small group of couples and young ladies also amazes me. They seem (or appear) to be social butterflies. To paraphrase one of my favorite writers/authors: "They come and go like moths in the night, who are drawn to the light." One can only wonder how many hours of work these people have put in, why they are still up at 9:30 p.m., and where they are going in the dark of the night. Before I move on, I should add that most Japanese employees work from 9 A.M. to 9 or 10 P.M. at night. With the sounds of trains and cars coming and going, the people continue to parade for my pleasure. They are unaware they are being documented and frozen in time for my personal pleasure in these notes.

Ah yes, the Japanese people, so stressed, so caught up in the act of adopting Western ways–yet scared to death that a Gaijin (foreigner) will come near them, look at them, or, worse yet, talk to them in English. Although most Japanese citizens can read and write in simple English, they have few skills in speaking English, which is the reason I am in Japan.

As a native English-speaking teacher, I am a prized English Instructor. My job is not only to teach EFL/ESL English but to make myself available to the students for "free talk" during the time I'm on my employer's college campus. I am never to speak Japanese to my students (not my job). But this rule of my contract does not apply to people I meet after work.

At the Cafeteria

It's a Friday afternoon, and I am sitting at Shibaura Institute of Technology's cafeteria. Friday is a good day to eat at our school's cafeteria because it serves a good dinner for under Y1000 (yen) or $10 (warning: if you come to Japan to teach, things are very expensive). I've lost 17 pounds, if not 20. I am probably going to go home a little lighter than I arrived. Japanese food seems to have that effect on most foreigners–I do not know why. "Get back to the people of Japan and teaching English," my voice tells me. I have never seen a people so scared and/or shy of foreigners, but at the same time (in my opinion), so in a hurry to lose, destroy, and forget their heritage–because they want to adopt Western ways to become a World Power. The Japanese public seems bent on doing everything it can to look and act Western. This quest can be seen in the changes being made to the culture, morals, clothes, physical appearances, television ads (Kevin Costner and Meg Ryan are hot in Japan) and the Ken and Barbie-type teachers that many Japanese K-12 schools, colleges, universities, and corporations hire to teach English in Japan.

To paint a clearer picture of this trend, all I have to do is look across Shibaura's campus and describe the majority of my students. My college students dye their hair blond and use sunless tanning products to get fake tans. The young women (especially the high school girls) use blue eye shadow and purple lipstick in an attempt to look like Barbie for the young men who try to look like Ken, or pass for a reasonable facsimile of a Caucasian. These students are dead set on looking white to the best of their abilities (the richer ones even wear blue contact lenses), which makes no sense to me. Because, as a man of color with Hispanic and Native American Indian roots, I know that for the past 400 years, Native Americans and Hispanics have been fighting to keep their cultural heritage alive in America, the melting pot of the world.

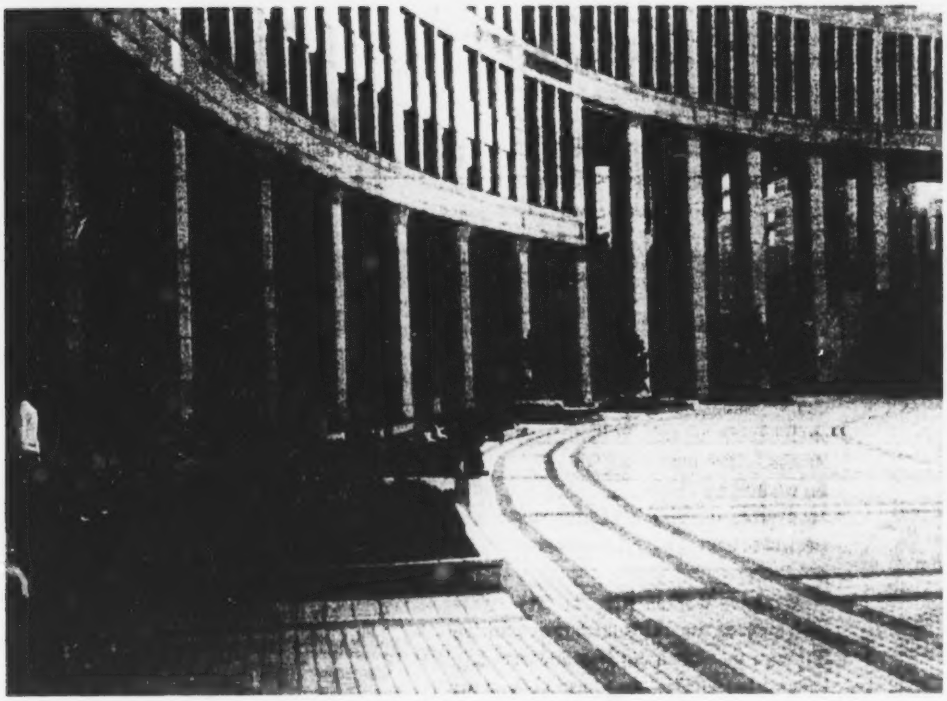
Traditions Eroding

Before this trip, when I thought of Japan, I thought of three-generation families in which children, parents, and grandparents live together. I thought of traditional Japanese homes with floors lined with woven mats called tatami, and acres of rice fields. I also thought of a country and people who believe education is very important, that students should be seen and not heard, and that bowing is essential.

But tradition isn't selling well in Japan anymore. I observed that most families in Japan have only one or two children in their households and that extended family households are not so common. Traditional housing has given way to apartment blocks or "danchi." These high-rise apartment complexes have polished wooden floors, carpeting, and modern restroom facilities. My apartment has 29 floors and looks like any apartment complex in the United States.

But the biggest change in Japan appears to be coming from the young people. Looking at some of Japan's junior high, high school, and college students, you would think they grew up in one of America's ghettos. That is, they have

Professor Cornejo and two of his favorite students. From l. to r.: Mika Kuroiwa (an aspiring actress and engineering major), Cornejo, and Kiyotaka Sato (a graduate student who is now working for Mitsubishi Motor Company of Japan).



Citizen's Plaza with its gallery of art objects.

little respect for authority, don't want an education, and dress in whatever fashion statement they want to make. On school days, you can find junior high- and high school-age students out shopping in the big cities or hanging around train stations with friends at 11 or 12 p.m. at night. Some high school students and college students don't even go home. They play all night and ditch school the next day.

Before I continue, I should add that many of the students just described are exceptions to the rule. Not all of Japan's students are going crazy with their new-found freedom. For every free-spirited student who is fighting the system, there are at least 10 or 15 (my observation) who are growing up with respect and honor for their country's traditions. I was lucky enough to meet and teach both types at Shibaura University.

The Teaching Experience

So what was it like to teach Japanese students in Japan? Well, after overcoming resistance from some students who had a problem learning English from an American who did not look like anyone on Beverly Hills 90210, I can honestly say it was rewarding and the time of my life. My students turned out to be hard workers who were not only interested in learning English from me but also interested in learning about my Native American and Hispanic cultures.

> ***Teaching my students that America isn't the land of Ken and Barbie turned out to be the best part of my job.***
>
> PROFESSOR CORNEJO

As a multicultural person, teaching my students that America isn't the land of Ken and Barbie turned out to be the best part of my job. With each lesson, my students not only learned English but learned about America's other citizens. Each day, after their English lesson, they would ask me questions about Native American or Hispanic traditions. My best reward was watching them drop their resistance to being taught English by a non-Caucasian. Through me, they learned that America was more than McDonald's, blond-haired men and women, stock markets, Chevy Blazers, and hot apple pie.

During my tenure at Shibaura, my students learned about Cinco de Mayo, pow wows, empanadas, Indian fry bread, and what it's like to live in the U.S. as a man of color. They even learned a little about Mexican and Native American legends, or tall tales, if you like. These talks included discussions about the Native American Church, shape-shifting, Christmas, Christians, Spanish (Yo soy tu amigo/I'm your friend), and Apache (Tah-in-hoon-ay-ish-lee/I am a friend). I felt it an honor to teach these students about the other cultures in America.

I would like to give some advice to anyone who is considering teaching English in Japan. This adventure is not for the faint-hearted. Be ready for a life-changing experience. My employers recommended that I read *Culture Shock!* by Rex Shelly (1996) or *A Japanese Mirror* by Ian Burma (1975). These books will help prepare you for the experience of a lifetime.

People-Places-Publications-Conferences

PEOPLE & PLACES

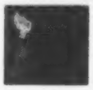
Texas-San Antonio to Study Gang-Affiliated Drug Use

UTSA

The University of Texas-San Antonio received a $1,491,377 grant from the Department of Health and Human Services Public Health Service to address drug treatment for at-risk, gang-affiliated Mexican American youths and their families. A three-year study will be conducted through the University's newly established Drug and Social Policy Research Center, directed by Professor Avelardo Valdez, social and policy sciences.

With the numbers of Hispanic adolescents growing rapidly nationwide, Valdez said, a "culturally and linguistically responsive" prevention and intervention approach needs to be taken.

Bell & Howell Promotes ProQuest Academic Edition



Bell & Howell's Information and Learning business unit recently promoted ProQuest Academic Edition, an online student academic research resource for papers and research projects. Students were able to access it through www.textbooks.com, one of the leading websites for college textbooks.

Academic Edition, a research engine for college students, allows quick access to up-to-date information from scholarly materials for term papers, reports, projects, and other assignments.

Bell & Howell Information and Learning is a global leader in collecting, organizing, and distributing value-added information to faculty, researchers, and students in universities. Textbooks.com is a major online college bookseller, offering both new and used college textbooks.

Martinez Preserving Chicana History

Elizabeth "Betita" Martinez, a scholar in residence with the Applied Research Center in California, is attempting to document 500 years of Chicana history.

"The goal is to tell the story of grassroots women and their collective struggles for social justice," said Martinez. "The book I am working on will be accessible to middle school youth and younger readers. I hope it will inspire them to join that struggle."

Martinez worked with the civil rights movement in the 1960s, and later with the Chicano movement in New Mexico. She founded the bilingual movement El Grito del Norte (1968-73) and co-founded the Chicano Communications Center. After moving to the Bay Area in 1976, she involved herself in Latino community issues, taught women's studies, conducted anti-racist training workshops, and ran for governor of California on the Peace and Freedom Party ticket in 1982.

Today, she is founder and chair of the Institute for Multiracial Justice. Most recently, the National Association of Chicana and Chicano Studies named her Scholar of the Year 2000.

EPA Official Speaks at Texas A&M-Corpus Christi

Romulo L. Diaz, assistant administrator with the office of administration and resources management for the Environmental Protection Agency (EPA), shared his thoughts on the environment with Texas A&M University-Corpus Christi chemistry students. Diaz's visit coincided with the 30th anniversary of Earth Day.

Diaz discussed a range of environmental topics–from career choices for students to endangered species and their protection, to the EPA's efforts to stem pollution. He cited overpopulation and unregulated industry as major factors of poor air, water, and soil quality. The world's expanding population–it is expected to double to 12 billion people by the year 2050–will become a strain on the planet, said Diaz.

New York Public Library Fellow Discusses Darío and Inés

THE NEW YORK PUBLIC LIBRARY

The New York Public Library's Humanities and Social Sciences Library hosted a presentation by Paul Berman, a member of the Center for Scholars and Writers' class of fellows. Berman, a cultural and political critic, journalist, and intellectual historian, discussed certain cosmological and amorous aspects of two of the most renowned poets in the history of the Americas, Nicaraguan writer Rubén Darío and Sor Juana Inés de la Cruz, the 17th-century Mexican nun.

Berman is the author of *A Tale of Two Utopias: The Political Journey of the Generation of 1968* and the editor of two widely read readers, *Blacks and Jews* and *Debating P.C.* During his fellowship at the library, he has been working on a study of Nicaragua's literary traditions and how they helped produce the political movements that led to the Sandinista revolution of 1979.

Texas-Arlington Graduate Wins Scholarship

UTA

The Sarah T. Hughes Diversity Scholarship was awarded to University of Texas-Arlington alumnus Rogelio Valdez, who last year earned a bachelor's degree in political science. Valdez was awarded the scholarship–to the Southern Methodist University (SMU) School of Law–by the Dallas Bar Foundation, a group within the Dallas Bar Association.

"This is an extremely competitive scholarship, given only to one student each year," said Assistant Political Science Professor Rebecca Dean.

Since 1981, the Dallas Bar Foundation has sponsored full-tuition scholarships for a first-year, second-year, and third-year minority law student at SMU. The Dallas Bar Association's "Bar None Production" musical variety show raises more than $50,000 annually for the Hughes Scholarships. To date, more than $727,000 has been awarded to the scholarship fund.

Grand Rapids Community Trustees Applaud Olivarez

The Grand Rapids Community College (Mich.) board of trustees praised President Juan Olivarez for his hard work and enthusiasm in leading the college during its revitalization.

The board stated that Dr. Olivarez "successfully accomplished" all the goals he set for the year, noting that he is "a visionary, a charismatic educator who possesses excellent organizational skills." He was commended for his efforts to establish visibility with students on campus and to listen to their needs.

"He has set the stage to ensure that the college is student friendly," said the board. "We encourage him to assure that students see evidence of actions in response to their expressed needs."

Jimenez Assists International Students at Sacramento City

Mayra Jimenez, an alumna of Sacramento City College (SCC) in California, is one of two people working in her alma mater's International Student Center (ISC) office. Jimenez has been assisting students from overseas as an information provider since becoming a clerk there in 1995. By monitoring students' progress, Jimenez and ISC coordinator/advisor Susan Fong can help them meet requirements to study in the United States.

Photo © Steutel Services

"I enjoy helping students from all over the globe and learning about their cultures," said Jimenez, a native of Nicaragua. "I also admire and thank everyone who is patient with ESL speakers because, thanks to them, foreign speakers are able to integrate into American society."

Jimenez continues her studies at California State University-Sacramento.

Fresno State Banquet Honors Tomorrow's Leaders

California Lt. Gov. Cruz M. Bustamante was the keynote speaker at the 22nd Annual Scholarship/Awards Banquet sponsored by the Hispanic Business Student Association of California State University-Fresno.

With the theme "Empowering the Leaders of Tomorrow," the banquet recognized outstanding students in the presence of their parents, faculty, staff, and community leaders and allowed many companies to create contacts with future business graduates.

Bustamante spoke about the role that young Hispanics can perform in building a successful community as well as the impact that they can have on the governmental process and in the upcoming elections.

New Mexico Presents International Excellence Awards

The University of New Mexico (UNM) office of international programs and studies honored faculty, staff, and students at the International Excellence Awards. Honorees included Ramiro Jordan (l.), associate professor of electrical and computer engineering and executive director of the Ibero-American Science and Technology Educational Consortium, and Laura Martinez (r.), associate professor of nursing, UNM Health Sciences Center, and coordinator of a program that provides graduate nursing education for faculty members from nursing schools in Mexico.

Ramirez Named Queen of Long Beach City Grand Prix

Julie Ramirez was crowned the 2000 Mini Grand Prix Queen at Long Beach City College in California. Along with princesses Mandy DuMong, Rachel Kuryan, Megan Stidham, and Sarah Wolkow, Ramirez reigned over two weeks of activities at the College's 26th Annual Mini Grand Prix.

Ramirez is treasurer of the associated student body; chairperson of Kassai, an honorary women's club; and a member of Akna, a women's social service club. She was also a member of the women's soccer team that advanced to the second round of the Southern California Regionals last fall.

The Associated Men Students, Associated Women Students, and the Pacific Coast Campus' office of student life organized the Mini Grand Prix activities.

IUPUI Program Aims to Keep Hispanics in School

According to the National Center of Education Statistics of the U.S. Department of Education, Hispanic students drop out of school at an earlier age and have a much higher drop-out rate than non-Hispanic students.

A professor at the Indiana University School of Education at Indiana University-Purdue University Indianapolis (IUPUI) is working to keep Indianapolis Hispanic students in school by showing them the world.

Through e-mail and videoconferences, José Rosario, who himself grew up in a poor inner-city neighborhood, has introduced students at Arsenal Technical High School to comparable inner-city students in Granada, Spain. He hopes by fall of 2001 that some of the students will meet in person through an overseas exchange focusing on service learning.

Rosario is director of the Center for Urban and Multicultural Education at IUPUI.

Moscoso and Fajardo-Velez Receive Degrees at Dowling

Mireya Moscoso, president of the Republic of Panama, received an honorary doctorate at Dowling College (N.Y.) during its May commencement. The daughter of a schoolteacher who grew up in rural poverty was sworn in as Panama's president in October 1999. Moscoso is not only the first woman to lead the nation but the only woman head of state in the Western Hemisphere. "She is a humanitarian and world leader committed to eliminating poverty and improving the quality of life for the Panamanian people," said Dr. Albert E. Donor, Dowling's president.

Puerto Rican educator Victor Fajardo-Velez was among the first eight people to receive a doctorate of education degree at Dowling. Fajardo-Velez, who has served under Puerto Rican Gov. Pedro Rossello for the past six years as secretary of the Department of Education, has a bachelor's degree and a master's from the University of Puerto Rico and a professional diploma from Dowling.

Military Engineers Endow Scholarship at Texas-San Antonio

The San Antonio post of the Society of American Military Engineers (SAME) has endowed a scholarship benefiting students at The University of Texas-San Antonio (UTSA). SAME President Michael Thuss presented the $40,000 scholarship gift to UTSA.

The group gave Alejandro Ruiz, a UTSA sophomore computer science major, a $2,500 renewable scholarship. Four other students received $500 scholarships for 1999-2000.

St. John's Hosts Bolivian Literature Conference

St. John's University's (N.Y.) Committee on Latin American and Caribbean Studies, in conjunction with the Consulate General of Bolivia in New York and The Bolivian Cultural Institute, held an International Conference on Contemporary Bolivian Literature.

The event featured some of Bolivia's most renowned authors, including: Homero Carvalho Oliva, journalist and author of *Memoria de los Espejos* and *Ajuste de Cuentos*; Gonzalo Lema Vargas, lawyer and president of the Department Electoral Court; Eduardo Mitre, poet, literary critic, and member of the Bolivian Academy of Language; Paz Padilla Osinaga, author of *Nel Umbral*, *Los jinetes del tiempo*, *El Ogro Miope*, and *Paraíso de los Perdidos*; and Edmundo Paz Soldán, assistant professor of Latin American literature at Cornell University and author of *Río fugitivo* and *Días de papel*.

Fresno City EOPS Reaching Out and Growing

Fresno City College's (Calif.) Extended Opportunities Programs and Services (EOPS) was commended at an accreditation exit report meeting.

For Frank Quintana (pictured), director of the student service program, the commendation recognizes decades of effort. Since 1970—when the program was introduced at Fresno City College—EOPS has been expanding its reach both in services offered and in the number of students served.

Photo by Don Davis

"The main purpose of EOPS is to help underprepared students succeed," said Quintana, a Fresno City College graduate. "One of our missions is to do outreach, identify these students, and bring them into college."

Cardona Receives Florida Southern's Highest Honor

Diana Marcella Cardona, biology major, was named the 2000 Honor Walk Student at Florida Southern College.

A graduating senior is selected each year for the College's highest honor, based upon exceptional involvement on campus and on academic achievements.

Cardona was a president's scholar for four semesters, made the dean's list for two semesters, was named to *Who's Who Among Students in American Colleges and Universities*, and was vice president of the World Friendship Society, among many other accomplishments.

South Florida Dean Heads International Educators

JoAnn McCarthy, dean of international affairs at the University of South Florida, was named president-elect of the Association of International Education Administrators, which has members from 200 universities across the United States, Latin America, Canada, Europe, Australia, and Asia. McCarthy's appointment is for two years, beginning in 2001.

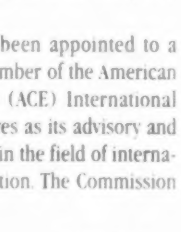


Photo © USF Photography

McCarthy also has been appointed to a three-year term as a member of the American Council on Education's (ACE) International Commission, which serves as its advisory and strategic planning body in the field of international and global education. The Commission also develops national policy positions on international education and statements of good practice to help colleges and universities internationalize.

Cuban Women's Club Presents Scholarships at Miami-Dade

Gisselle Martin (l.) and Marta Seoane (r.), students at the InterAmerican Campus of Miami-Dade Community College (M-DCC) in Florida, each received a $1,000 scholarship from the Cuban Women's Club for the year 2000. Martin is a business major; Seoane is studying computer science.

The Belén Saborido Scholarship was created in 1998 to honor the late Cuban philanthropist. The Cuban Women's Club Scholarship comes from a $20,000 endowment created by the club at M-DCC last year.

Both scholarships are awarded annually to female students of Cuban descent, based on academic performances and financial need.

NASDAQ and NCEE Present Awards

The NASDAQ Educational Foundation and the National Council on Economic Education (NCEE) presented the First Annual NASDAQ National Teaching Awards for Excellence in Economic Education.

More than 400 friends of economic education attended the dinner and award ceremonies at The Plaza Hotel in New York, N.Y. The Grand National Winner received a total cash award of $25,000, in addition to other prizes. The evening's proceeds benefited NCEE.

Website Looks at Lack of Women in Graduate Business Schools

The website www.womenconnect.com has launched a package of articles on women in graduate business schools.

While women seem to be dominating undergraduate colleges and universities, they continue to be outnumbered in graduate business schools by a ratio of 3-2, and an even larger 2-1 ratio in the top 20 schools. While they make up 40 percent of the graduate business school population nationwide, women less frequently attend such schools as the University of Chicago (19 percent) and Harvard University (30 percent).

The website illustrates how the approach that women take toward graduate schools differs from that of their male professional and academic colleagues, and why many graduate schools have initiated marketing and orientation activities geared toward women students. Offered weekly is a profile of books about business, career, finance, and life management that were written by and geared toward professional women and women business owners.

Pima Chancellor Elected to AACC Board

The American Association of Community Colleges elected the chancellor of the Pima Community College District (Ariz.) to its board of directors.

Dr. Robert D. Jensen is currently on the boards of the Governor's Task Force on Higher Education and the Community Colleges for International Development. Locally, he is on the boards of the Tucson Airport Authority, Tucson United Way, and the Greater Tucson Economic Council.

He has been named one of the top 50 community college leaders in the nation and Educator of the Year by the League of United Latin American Citizens (LULAC) Council in Orange County, and has received the Harry Buttimer award from his peers for community college leadership contributions.

Texas-San Antonio Holds Campus Enrichment Day

Two TRIO programs at The University of Texas-San Antonio (UTSA), Educational Talent Search (ETS) and Upward Bound, hosted a Campus Enrichment Day in May, one of its largest events of the year, with more than 500 middle school and high school students from Del Rio, Uvalde, Eagle Pass, Crystal City, Carrizo Springs, and San Antonio in attendance. Rep. Mike Villareal was the keynote speaker. UTSA President Ricardo Romo (pictured) also addressed the students.

Both ETS and Upward Bound, two U.S. Department of Education grant-funded programs, provide low-income, first-generation students with information and preparation leading to a postsecondary education.

LaGuardia Receives Valued Library of America Volumes

The Bill and Melinda Gates Foundation donated 41 volumes by some of the nation's most significant writers to the Fiorello H. LaGuardia Community College (N.Y.) Library. Some 120 colleges throughout the country also will be receiving recently published volumes from The Library of America series.

The Library of America is an award-winning, nonprofit program dedicated to publishing America's best and most significant writing in high-quality volumes featuring authoritative texts. Some of the authors include Eudora Welty, Henry James, John Muir, John Dos Passos, Zora Neale Hurston, James Thurber, James Baldwin, W.E.B. Du Bois, Robert Frost, John Steinbeck, and other important American writers of the 18th, 19th, and 20th centuries.

McDonald's Noche de Carnaval Features Carlos Ponce

McDonald's Noche de Carnaval, a star-studded three-hour concert celebrating Hispanic musical heritage, featured internationally renowned artist Carlos Ponce (pictured r., with Alex Mestas, national Hispanic franchisees president) as the 2000 King of Carnaval. The show took place before a sold-out audience of more than 10,000 at the American Airlines Arena in Miami, Fla.

"I feel honored to be chosen as King of Carnaval 2000, especially because I am part of an event that honors and features the best talent of our Hispanic music," said Ponce.

The event featured popular international recording artists Jon Secada, Pablo Montero, Jaci Velazquez, Paulina Rubio, Ilegales, Intocable, Gisselle, Los Angeles Azules, Charlie Zaa, and Los Hermanos Rosario, among others.

Perez First Hispanic President at Cañada

Rosa Perez is the new president at Cañada College in California. Formerly the interim president, Perez is the first Hispanic president of any of the three colleges in the San Mateo County Community College District and one of four Hispanic women administrators at the Redwood City College.

Perez was vice president of Chabot College before joining Cañada and has an impressive background in community college counseling and administration. She was vice chancellor for educational services for the San Francisco Community College District, an administrator at Santiago Canyon College, and dean of counseling, advising, and matriculation at Skyline College.

After starting her education at the City College of San Francisco, Perez earned a bachelor's degree at Stanford University and a master's at the University of San Francisco.

Houston-Downtown Celebrates Red Rose Ball

University of Houston-Downtown (Texas) President Dr. Max Castillo and his wife, Dr. Rosario Castillo, attended the 25th Anniversary Red Rose Scholarship Ball, honoring 25 Red Rose Scholars.

Students were selected based on academic achievements, leadership potential, community activism, and commitment to higher education. Many are the first in their family to attend college, often while working, supporting a family, and attending evening and weekend classes. Each received a $2,000 scholarship.

Larry Jones of Deloitte and Touche chaired the ball, which raised more than $130,000. Local news anchor Minerva Perez served as emcee.

Eastern Washington Honors Iniguez Family

A Mattawa, Wash., family that sent five children through Eastern Washington University (EWU) was honored at the 2nd Annual EWU Chicano Education Program Annual Alumni and Scholarship Reception.

The EWU Chicano Alumni Association recognized Guadalupe Rodriguez and Santiago Iniguez for their commitment to education. A farmworker family, they sent five children–Uriel, Pedro, Martina, Erlinda Suarez, and Mariaelena–through Eastern, and represent many other Chicano/Latino families who have worked hard to provide educational opportunities for their children, said Carlos Maldonado, director of the EWU Chicano Education Program.

Chicano Education Program awards totaling $20,250 were given to 16 students.

Pima Celebrates Latino Student Achievements

Pima Community College (Ariz.) recently celebrated the academic achievements of more than 400 Mexican American/Latino graduates.

Dr. Carlos E. Cortes keynoted a convocation on the school's West Campus. An award-winning international lecturer who speaks on such topics as ethnicity, multiculturalism, and Hispanic culture, Cortes is a consultant to many school systems, government agencies, and other organizations. He also presented a professional development workshop entitled "Reframing Diversity: Six Prisms for Thinking about Multiculturalism in Higher Education."

Cortes earned a doctorate from the University of New Mexico.

New Mexico's Padilla-Gutierrez Receives Award

Photo by Brian Lucero

The New Mexico Association of Student Financial Aid presented an award for outstanding service to Rita Padilla-Gutierrez, director of the Scholarship Office at The University of New Mexico. Padilla-Gutierrez was honored for prominent service while administrating financial aid to students. She also was honored for her 25 years of service, at a UNM staff recognition reception.

Padilla-Gutierrez has a bachelor's degree from New Mexico Highlands and a master's from UNM.

Southern Methodist Honors Cortés and Gutiérrez

R.P GUSTAVO GUTIERREZ
DOCTOR EN TEOLOGIA

Ernesto Cortés Jr. and Gustavo Gutiérrez received honorary doctorates at Southern Methodist University's (Texas) 85th annual commencement.

The University awarded Cortés–a civic activist dedicated to public service and the common good who works to make government more responsive to the poor and politically disenfranchised–an honorary Doctor of Laws degree and hosted "Speaking Truth to Power: A Symposium on the Achievements of Ernesto Cortés."

The University awarded Gutiérrez–Peruvian priest and father of the liberation theology movement–an honorary Doctor of Divinity degree and hosted two symposia in his honor. In "Where Will the Poor Sleep in the 21st Century?" Gutiérrez responded to papers presented by four leading theologians in liberation theology from Latino, Black, Asian, and Euro-American perspectives. Throughout "The Power of the Poor: A Symposium on the Life and Work of Gustavo Gutiérrez," panelists commented on the impact of Gutiérrez's life and work.

University of the Incarnate Word Teams with Sony

Sony Music Publishing and the University of the Incarnate Word's (Texas) foreign language department recently sponsored auditions for Spanish songwriters of the new millennium.

Sony Music Publishing/Sony ATV, based in Miami, Fla., is affiliated with one of the preeminent Latin music labels in the United States, Sony Discos. Established in 1979, Sony Discos' artist roster includes Gloria Estefan, Ricky Martin, Chayanne, and Julio Iglesias.

Jose Rosario, vice president/general manager for the Texas Music Division of the Sony Discos label, announced the joint venture in May.

"Tools for Success" Scholarships Awarded at St. Philip's

A group of 21 occupational/technical graduates from St. Philip's College, a college of the Alamo Community College District (ACCD) in Texas, was awarded Miller Brewing Company's "Tools for Success" scholarships. Sen. Frank Madla and Rep. Carlos Uresti addressed the recipients. ACCD Executive Vice Chancellor Dr. Ernest A. Martinez, St. Philip's College President Dr. Angie Stokes Runnels, ACCD Foundation Board Chair Jackie Van De Walle, and Elizabeth Lopez-Jones of Miller presented the awards.

The "Tools for Success" program awards tools to select graduates to help them obtain jobs in their chosen profession. It helps fill the need for skilled workers and increases public awareness of occupational/technical college programs. Paul Castillo, Steve Cortez, Carlos Cruz, Esteban Cruz, Arien L. De Guzman, Larry Hidalgo, Arturo S. Lopez, Jr., Raymond J. Rios, and Leo Torres were among the winners.

Ruiz Addresses Students at Northern Arizona

Dr. Hector de J. Ruiz, president and chief operating officer of Advanced Micro Devices, encouraged graduates of Northern Arizona University's College of Engineering and Technology (CET) to ask themselves what kind of contribution they are making to society in their working careers as engineers. The College had invited Ruiz to be the featured speaker at its CET Recognition Ceremony.

Ruiz is currently on the Foundation Advisory Council of the College of Engineering at the University of Texas (UT). He was named 1999 Hispanic Engineer of the Year at the Hispanic Engineer National Achievement Awards Conference and is on the board of directors of the Society of Hispanic Professional Engineers. Ruiz earned a bachelor's degree and a master's from UT-Austin and a doctorate from Rice University.

Cal State-L.A. Honors Negrete and Torres

California State University-Los Angeles honored those who have brought distinction and service to the community and the University at the 27th Annual Alumni Awards Gala. Dr. Louis R. Negrete (pictured) received the Distinguished Faculty Alumnus Award. Dr. Marie S. Torres received a Distinguished Alumni Award.

Negrete began at Cal State-L.A. as a part-time faculty member in 1969 and helped shape the University's department of Chicano studies, the first in the nation. Now a tenured professor, he is a popular teacher and department advisor, considered by students to be among the University's most creative faculty.

Torres, a graduate of the School of Health and Human Services, is senior vice president of long-term care and governmental relations at AltaMed Health Services. Since joining AltaMed Health Services Corporation in 1991, Torres has directed the expansion of senior health services by implementing Southern California's first program of all-inclusive care for the elderly.

Youths are Center Stage at NJN Showcase

N.JN

Thirty-nine contestants from New Jersey, New York, Pennsylvania, and Connecticut took to the stage as finalists in the 14th Annual NJN Hispanic Youth Showcase at the New Jersey Performing Arts Center in Newark. The categories included junior and teen divisions in dance, instrumentation, and vocals. The winners received $500 scholarships and tickets to Six Flags Great Adventure amusement park.

1999 Showcase winner Tanya Nieves has been performing in the Broadway musical *Footloose*, while 1999 winner Christian Velez appeared in the film *The Bone Collector* with Denzel Washington.

NJN Public Television and Radio is New Jersey's public television and radio network.

PUBLICATIONS

Martín Rivas

By Alberto Blest Gana

alberto
blest gana

Martín Rivas is an impoverished but ambitious young man who bears witness to the wide range of social and moral strata within Chilean society. Widely acknowledged as the first Chilean novel, *Martín Rivas* is at once a passionate love story and a keenly observed portrait of the manners and customs of 19th-century Chile. It is rich with unerring social portraits, animated dialogue, and sharply drawn characters. Translated from Spanish by Tess O'Dwyer.

2000. 389 pgs. ISBN 0-19-510714-4. $18.95 paper. Oxford University Press. (800) 451-7556.

Mexico's Cinema: A Century of Film and Filmmakers

Joanne Hershfield and David R. Maciel, eds.

Mexico has the most advanced movie industry in the Spanish-speaking world in terms of economic resources, technical production, number of films produced annually, and distribution. This intelligently presented history is ideal for those interested in film and Mexican history and culture. Hershfield teaches media studies at the University of North Carolina-Chapel Hill. Maciel is professor of history and chair of the department of Chicano/Chicana studies at California State University-Dominguez Hills.

1999. 313 pgs. ISBN 0-8420-2682-7. $21.95 paper. Scholarly Resources Books. (800) 772-8937.

Imagination Beyond Nation: Latin American Popular Culture

Eva P. Bueno and Terry Caesar, eds.

This innovative collection explores both the practices of popular culture in Latin America, from tangos to telenovelas, and the discipline that studies them. The question of how a country views itself on the global stage and how it is regarded by other nations is worth sustained attention in the field of cultural studies.

1998. 314 pgs. ISBN 0-8229-5686-1. $22.95 paper. University of Pittsburgh Press. (800) 666-2211.

Cultures of Politics/Politics of Cultures: Re-Visioning Latin American Social Movements

Sonia E. Alvarez, Evelina Dagnino, and Arturo Escobar, eds.

Cultures of Politics
Politics of Cultures

Centered on the cultural politics enacted by social movements as they struggle for new visions and practices of citizenship, democracy, social relations, and development, this volume explores the potential for fostering alternative political cultures and social transformations.

1998. 459 pgs. ISBN 0-8133-3072-6. $32.00 paper. Westview Press. (800) 386-5656.

Indigenous Peoples in Latin America: The Quest for Self-Determination

By Héctor Díaz Polanco

This work examines a sociopolitical policy that in various national contexts has proved the most appropriate way of resolving the conflicts and ameliorating the conditions of oppression, discrimination, and inequality that go hand in hand with ethnic-national heterogeneity in Latin American social life. The author calls this policy regional autonomy. Translated by Lucia Rayas.

1997. 162 pgs. ISBN 0-8133-8699-3. $24.00 paper. Westview Press. (800) 386-5656.

Hombres y Machos: Masculinity and Latino Culture

By Alfredo Mirandé

Although patriarchy, machismo, and excessive masculine displays are assumed to be prevalent among Latinos in general and Mexicans in particular, little is known about Latino men or macho masculinity. This book fills an important void by providing an integrated view of Latino men, masculinity, and fatherhood–in the process refuting many common myths and misconceptions.

1998. 195 pgs. ISBN 0-8133-3197-8. $22.00 paper. Westview Press. (800) 386-5656.

The Untimely Present: Postdictatorial Latin American Fiction and the Task of Mourning

By Idelber Avelar

Examining the fiction produced in the aftermath of recent Latin American dictatorships, particularly those in Argentina, Brazil, and Chile, Idelber Avelar argues that through their legacy of social trauma and their obliteration of history, these military regimes gave rise to the unique and revealing practices of mourning that pervade the literature of the region.

2000. 293 pgs. ISBN 0-8223-2415-6. $17.95 paper. Duke University Press. (888) 651-0122.

Where to Find What: A Handbook to Reference Service, 4th ed.

By James M. Hillard, with Bethany J. Easter

The purpose of this book is to help locate useful subject sources in the local library quickly and accurately. It is written for experienced librarians who are unfamiliar with good titles in a particular subject, novice librarians who are beginning to explore the reference collection, and library users who want to search on their own.

2000. 307 pgs. ISBN 0-8108-3402-2. $45.00 cloth. Scarecrow Press. (800) 462-6420.

Distributive Justice and Economic Development: The Case of Chile and Developing Countries

Andrés Solimano, Eduardo Aninat, and Nancy Birdsall, eds.

Targeting issues of distributive justice and economic development, this book deals with the quest for policies that foster growth, prosperity, and material welfare and are at the same time compatible with the ideals of social justice.

2000. 206 pgs. ISBN 0-472-11086-1. $49.50 cloth. University of Michigan Press. (734) 764-4392.

Diversity and Distrust: Civic Education in a Multicultural Democracy

By Stephen Macedo

DIVERSITY
DISTRUST
STEPHEN MACEDO

There is a great deal of thought and anxiety about the quality of civic life in modern democracies. There is much uncertainty in America and abroad about the abilities of modern liberal democracies to muster the will and the authority to formulate a shared educational agenda. This book illustrates that we can respond to those uncertainties and anxieties without compromising the great project of extending modern liberal democratic principles.

2000. 343 pgs. ISBN 0-674-21311-4. $45.00 cloth. Harvard University Press. (800) 448-2242.

Narrativas de la Guerra Sucia en Argentina: Piglia, Saer, Valenzuela, Puig

(Spanish)

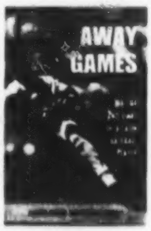
By Jorgelina Corbatta

Wayne State University (Mich.) Associate Professor of Romance Languages and Literatures Jorgelina Corbatta takes a look at Argentina's military dictatorship from 1976 to 1983. She features the writing of four authors, three of whom fled the country and one who stayed during the war–Ricardo Piglia, Juan José Saer, Luisa Valenzuela, and Manuel Puig.

1999. 174 pgs. ISBN 950-05-1168-1. $20.00 paper. Editorial Corregidor. (313) 577-6259.

Away Games: The Life and Times of a Latin Baseball Player

By Marcos Bretón and José Luis Villegas



Just as African American players electrified baseball in the 1950s, Latin ballplayers are transforming America's pastime today. They are baseball's future, and they come from places most Americans have never heard of and from lives most Americans could never imagine. This is the story of Latin baseball as seen through the eyes of Miguel Tejada, a young Dominican shortstop and one of many promising Latin prospects in the Oakland A's organization.

2000. 272 pgs. ISBN 0-8263-2232-8. $15.95 paper. University of New Mexico Press. (800) 249-7737.

El Salvador: The Face of Revolution

By Robert Armstrong and Janet Shenk

El Salvador

Two U.S. experts on Central America provide a definitive study of the history and reality of the situation in El Salvador through the early 1980s.

1982. 288 pgs. ISBN 0-89608-137-0. $12.00 paper. South End Press. (800) 533-8478.

Haiti: Dangerous Crossroads

Deidre McFadyen and Pierre LaRamee, with Mark Fried and Fred Rosen, eds.

By gathering together reliable information, this book provides a comprehensive analysis of Haiti, offered up by the U.S. Left.

1995. 256 pgs. ISBN 0-89608-505-8. $15.00 paper. South End Press. (800) 533-8478.

Index to Twentieth-Century Spanish Plays: In Collections, Anthologies, and Periodicals

By Tony A. Harvell

This volume directs readers to plays written by authors from (or closely associated with) Spain in the 20th century. Galician, Catalan, and Basque writers are included, as well as those writing in Castilian Spanish. The author includes translations into English, wherever they might be available.

2000. 367 pgs. ISBN 0-8108-3729-3. $5950 cloth. Scarecrow Press. (800) 462-6420.

Many publications featured in this section are available through amazon.com.

CONFERENCES

Books in Spanish for Young Readers: Summer Workshops 2000

July 31-August 2

Dr. Isabel Schon, director of the Center for the Study of Books in Spanish for Children and Adolescents at CSU-San Marcos, announces the final (of three) three-day summer workshops: "Literature in Spanish for Children and Adolescents/La Literature en Español Dirigida a los Lectores Infantiles y Juveniles" (conducted in Spanish).

Contact: e-mail, ischon@mailhost1.csusm.edu.

2000 Summer Institute for Intercultural Communication

July 17-21, 24-28

Now in its 24th year, The Intercultural Communication Institute is again offering a range of workshops and seminars designed to meet the needs of professionals in the areas of intercultural and multicultural education, training, business, counseling, and consulting.

Contact: (503) 297-4622; e-mail, ici@intercultural.org; website, www.intercultural.org.

20th International Conference on Critical Thinking and Educational Reform

July 22-25

For its 20th International Conference, Sonoma State University presents "Teaching Students to Think Deeply Within and Across the Disciplines." At SSU in Rohnert Park, Calif.

Contact: (800) 833-3645 or (707) 878-9100; e-mail cct@criticalthinking.org; website, www.criticalthinking.org.

CSUSB International Congress

August 30-September 1

California State University at San Bernardino and others are sponsoring "Challenges to Education: Balancing Unity and Diversity in a Changing World." In Mexico City.

Contact: (909) 880-5977 ext. 210; e-mail, dwalker@csusb.edu.

Kiva's Mexico 2000 Education Tour

September 19-20, Guadalajara
September 22-23, Mexico City
September 25-26, Monterrey

Kiva Expeditions, Inc., is committed to building partnerships through key introductions among international exhibitors, Mexican schools representatives, and local business leaders. This year's tour, "Building Partnerships in Mexico," will focus on student recruitment through public fairs and school visits.

Contact: Annette Wright, (303) 770-3063; e-mail, kivaexpo@mindspring.com.

International Society for Luso-Hispanic Humor Studies International Conference

September 28-30

At Delta Hotel, Montreal.

Contact: K.M. Sibbald, Department of Hispanic Studies, McGill University, (514) 398-6683; e-mail ksibbalk@leacock.lan.mcgill.ca.

18th Annual U.S. Hispanic Leadership Conference

September 28-October 1

The USHLI has as its conference theme this year: "Latinos in the New Millennium: Building on the Past to Provide Promise for the Future." At the Hyatt Regency, McCormick Place, Chicago.

Contact: (312) 427-8683; website, www.ushli.com.

Hispanic Women's Corporation 15th Annual Conference

October 5-6

The 15th Annual Hispanic Women's Conference, presented by the Hispanic Women's Corporation. At the Phoenix Civic Plaza in Phoenix, Ariz.

Contact: (888) 388-4HWC or (602) 954-7995; e-mail, hwc@inetmail.att.net.

New Jersey Project Fall 2000 Conference

October 13

The New Jersey Project for Inclusive Scholarship, Curriculum, and Teaching has as its Fall 2000 conference theme "Now You See It, Now You Don't: Class in America." Speakers include Barbara Ehrenreich, Manning Marable, Holly Sklar, Mark Ellis, Lise Vogel, and Leonard Vogt. At Essex County College in Newark, New Jersey.

Contact: (973) 720-2296; e-mail, njp@wpunj.edu.

AAC&U's 3rd Bi-Annual Diversity and Learning Conference

October 26-29

"Diversity and Learning: Identity, Community, and Intellectual Development" is designed both for working teams of faculty and administrators and for individuals interested in improving classroom teaching, changing their curriculum, fostering systemic change in their institutions, and investing more in local and global communities. At the Westin William Penn Hotel in Pittsburgh, Pa.

Contact: (202) 387-3760; e-mail, meetings@aacu.nw.dc.us; website, www.aacu-edu.org/Meetings/divlearn00.html.

Book Review

By Alberto Huerta

***Day of the Bees*, by Thomas Sanchez.** 320 pages. New York: Knopf, 2000. ISBN 0375401628. $24.00 hardcover.

A friend told me about a beekeeper who harvests honey in several states. I recommended he read Thomas Sanchez's *Day of the Bees*. Once he'd read it, I suggested, he would never see the bee keeper in the same "lavender light."

Literature becomes world class by an author's genius, when the ordinary is transformed into a powerful symbol of something larger. To readers of *Don Quixote*, the windmill is never just a windmill. Fans converted into dragons become the stuff of our shadows, forces we fight against. Like Don Quixote, we put on armor to take on the world and its dark perceptions. When Tolstoy's Anna Karenina stands on the platform, that platform assumes a transcendent evocative power. When Garcia Marquez's protagonists in *Love in the Time of Cholera* come full circle on the riverboat in what seemed an impossible love, that paddle steamer becomes the symbol of our deepest longings; much like Hesse's river in *Siddhartha*, it becomes the flow of our lives.

Day of the Bees
Thomas Sanchez

To the extent that an author brings originality to ordinary things, events, and persons, they are praised. And if by some sort of self-propelled energy they assume a symbolic life of their own by evoking in the reader memories and relationships to their world, the writing is a masterpiece.

In *Day of the Bees*, objects, persons, and moods have a power of their own: knitting baskets, a correspondence between lovers, the bee keeper and bees beehives, honeycombs and honey, lavender fields and the cherry orchard, chateaus and monasteries, vultures circling, the light and landscape of southern France in contrast to the light and landscape of Mallorca–these connect us to the memory of our histories, to life and death, love and separation, even war.

An important consideration is voice. When an author devises ways to give characters voice, the novel becomes real. Sanchez gives Louise Collard a clear first-person voice. Moreover, Louise expresses emotional states through an orchestration of voices. We know her through unmailed letters to her Spanish lover, through her reveries and dreams and nightmares, through her deliriums and hallucinations, and through her interaction with other characters.

Louise Collard escapes Sanchez's creative control. She takes on an identity beyond the author's imagination. Unamuno speculated about this literary phenomenon, intimating the idea of a muse as creator. This novel is dedicated, "For the Three Muses...." Sanchez frames the protagonist's identity. But Louise, through some mysterious seminal source, flies through that window, determines and appropriates her own voice.

This achievement is evident in Sanchez's other novels. In *Rabbit Boss* (1973), Hallelujah Bob's voice is expressed through fevers, deliriums, dreams, and hallucinations. In *Zoot-Suit Murders* (1978), secretive voices are echoed through dark moods of fear and suspicion that overwhelm the protagonists on the streets of Los Angeles. In *Mile Zero* (1989), two strong voices from the incubus of the dead, of good and bad voodoo, are juxtaposed as dialectical forces of conscience. In *Day of the Bees*, Sanchez plunges deeper into the turbulent currents of his soul, to tell us a story of passion and love.

Sanchez's works revolve around a large mandala, like a placenta floating in the sea with an inverse vortex, whose ripples emanate outward. His father, Thomas Louis Sanchez, disappeared in action at age 21, when the *U.S.S. Liscombe Bay* was sunk in the South Pacific in November 1943, the author then stirring in his mother's womb. *Rabbit Boss* is gleaned from Sanchez's adolescent experiences with Washo Indians in boarding schools. *Zoot-Suit Murders* returns to the time when his father was at sea defending America while back home discrimination and racism reigned. *Mile Zero* gathers Vietnam Veterans in Key West as they explore their uncertain spiritual and historical state. 2000 marks the 25th anniversary of the end of the war that divided America, that proved the futility of war. In *Days of the Bees*, the French resist the evil and haunting dark forces of Nazi imperialism in a world of conflicting loyalties and betrayals.

Sanchez's passion and rage are against war. He knows its terrible consequences, its pathologies and ravages. War is not only the greatest abomination; it is an abortion, something unspeakable and ugly. War denies entire populations the innate right to live fully as God's children. Sanchez is not cynical. *Day of the Bees* is a moral challenge.

We live in a technological and functional world. Every day we see human values and relationships reduced to mechanical components and chemical reactions. Love is displaced by the language of needs, and tactile communication, by virtual reality in cyberspace. Hope is diminished by this philosophical trend, and belief in the transcendent, rendered illusory. This is a novel of great hope and optimism. It is the promise of love. Sanchez writes elegantly about romantic love, convinced we will survive as a race if we do not destroy this ideal. Cynics trapped in the matrix of disillusionment might not comprehend the moral imperative and relevancy of Sanchez's *Day of the Bees*.

Alberto Huerta is an associate professor in the Department of Modern & Classical Languages, University of San Francisco.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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Capella UNIVERSITY

SCHOOL OF PSYCHOLOGY

ADJUNCT FACULTY

Capella University's School of Psychology is hiring adjunct faculty in the following areas of specialization: Addiction Psychology, Clinical Psychology; Educational Psychology; Family Psychology, Health Psychology, Organizational Psychology, and Sport Psychology.

Context: Capella University is a regionally accredited institution of higher education which offers undergraduate and graduate degree programs, certificates, and continuing education to adult learners who seek to integrate advanced study with their professional lives.

Responsibilities: Adjunct faculty are part-time faculty who serve as independent contractors. Adjunct faculty teach graduate courses in the core and specialty curriculum, mentor graduate students in their specialty area, and serve as residency faculty at academic sessions. They serve on School and program committees and share full voting privileges in academic matters. With members of the full-time core faculty, adjunct faculty are responsible for assuring the student's educational experiences are consistent with the prevailing national standards for the education of professional psychologists.

Qualifications: 1) Earned doctorate. 2) Interest in and commitment to teaching in an online environment. 3) Proficient in the use of Internet tools. 4) Have prior graduate teaching experience.
Salary: Commensurate with experience and qualifications.
Application Procedures: Send letter of application, vita, three letters of recommendation and transcripts to:

Janet Korpi
Human Resources
Capella University
330 2nd Avenue South; Suite 550
Minneapolis, MN 55401
Phone:(612) 252-4290 Fax: (612) 337-5396
E-mail: jkorpi@capella.edu
http://www.capellauniversity.edu

WESTERN CONNECTICUT STATE UNIVERSITY

ASSISTANT TO THE DIRECTOR/ CONFERENCE COORDINATOR

ANTICIPATED OPENING-FALL 2000

W.C.S.U. is seeking an individual to coordinate activities associated with the use of conference facilities in residence halls, as well as assisting with other housing facilities. Coordinates conference rooms set-up, promotes and schedules the use of all Housing conference facilities, and trains student personnel. This person will reside on-campus in order to provide necessary residential hall coverage, including participation in weekend/night duty rotation. In addition, this position will assist two resident directors by serving as a support and back-up person, as well as assisting with judicial hearings. Requirements: Two years of relevant housing experience equipping the applicant to relate effectively to resident college students and staff. Excellent written and verbal skills. Must have valid driver's license and a vehicle available for job-related duties and meetings. Bachelor's degree is required. Master's degree preferred. Salary- $32,722 annual with a comprehensive benefit package. Send letter of application, resume, names and phone numbers of three professional references to: **Maribeth Griffin, Associate Director of Housing, Newbury Hall, Western Connecticut State University, 181 White St., Danbury, CT 06810 by July 21,2000.**

EEO/AA Employer.
Women and minorities are encouraged to apply.

FIRST YEAR EXPERIENCE COORDINATOR/ RESIDENT DIRECTOR

Manhattanville College is an independent, coeducational liberal arts college of approximately 1,300 students located 28 miles north of New York City in Westchester County. We are currently seeking full time First Year Experience Coordinator/Resident Director to begin in mid July.

This is a 12-month, live-on position responsible for the direct supervision and training of 6 Resident Advisors. Must also manage judicial and developmental issues and advising of Hall Council for one first-year residence hall housing approximately 309 students. This position will also work with the entire campus community to organize and implement ongoing programs specifically geared toward the first-year student population.

Required qualifications include: a Bachelor's Degree (Master's Degree preferred), experience as a Resident Director with management of disciplinary issues, and excellent written and verbal communication skills. Experience working with first-year population a plus.

Remuneration for full time employment will include a salary commensurate with experience and a generous benefits package, as well as tuition remission and a furnished apartment. For consideration, submit a cover letter and resume to: **Director of Human Resources, Manhattanville College, 2900 Purchase Street, Purchase, NY 10577. Fax: (914) 323-5322. E-mail: banfieldj@mville.edu**

We are an equal opportunity employer actively encouraging applications from candidates with diverse backgrounds.

MANHATTANVILLE COLLEGE

BEST COPY AVAILABLE

TWO TENURE TRACK POSITIONS IN SOCIOLOGY

The Department of Sociology at the University of St. Thomas is seeking to fill two tenure- track positions starting September 1, 2001, pending final administrative approval in October 2000. For the first position, the department seeks a sociologist at the Assistant Professor rank or higher, with teaching specialization and experience in research methods and statistics. This individual would be responsible for teaching 3-4 methods/statistics courses, in addition to 2-3 other courses in a 6-course annual load. Other teaching specializations are open, but include introductory sociology and/or social problems, as well as aging & the lifecourse, anthropology, deviance, race & ethnicity, work & occupations, and area studies or a comparative focus. Minimum qualifications include an earned doctorate in sociology and experience teaching research methods and statistics at the undergraduate level, preferably in a liberal arts college setting. In addition, this individual should have a vision for developing and the skills for leading the methods/statistics curriculum in a department with both applied sociology and criminal justice majors.

For the second position, the department seeks to hire a sociologist at the rank of Assistant Professor, with teaching specialization in race and ethnicity and social problems. Other teaching specializations are open, but include the courses listed for the position above. Minimum qualifications include an earned doctorate in sociology and experience teaching social problems, and race and ethnicity at the undergraduate level, preferably in a liberal arts college setting.

The University of St. Thomas is a Catholic liberal arts university dedicated to the education of the student as a whole person. The university is located in the heart of the Twin Cities of St. Paul and Minneapolis.

Applicants for both positions should provide evidence of effective teaching, commitment to academic advising, a commitment to sociological scholarship, and desire for professional service. Please send a cover letter indicating the position for which you are applying, your interest and qualifications for this position, and three letters of reference to:

University of St. Thomas
Search Committee, Department of Sociology, Mail #5021
2115 Summit Avenue
St. Paul, MN 55105

Applications received by October 1, 2000 will receive full consideration, but all applications will be considered until the positions are filled.

The University of St. Thomas is an equal opportunity employer. Women and people of color are especially encouraged to apply.

UNIVERSITY OF
ST. THOMAS

NIAGARA UNIVERSITY

Assistant Professor of Education

Niagara University has a tenure-track teacher education position open for Assistant Professor of Education beginning September 2000. The position requires a concentration in one or both of the following:

Teacher Education: elementary curriculum and methods, learning and instruction
Teacher Education: special education, transition services

Requirements for the tenure-track Assistant Professor position include completed doctoral degree from an accredited institution by 9/1/2000 (ABD applicants also invited to apply), evidence of teaching excellence in K-12 and college settings, eligibility for NYS certification in teaching level and subject area, ability to perform in a collaborative instructional and scholarly institutional culture, and potential for scholarly activity. Desirable additional qualities include any of the following: special knowledge or abilities in Ontario education policies, early childhood education, secondary education, special education, application of technology, knowledge and experience working with students from culturally diverse backgrounds, knowledge and experience in reducing performance gaps among children and youth from urban areas.

Niagara University is located on the northern limits of the city of Niagara Falls, New York. The campus overlooks the Niagara River Gorge just four miles north of the famous falls.

Review of applications will begin July 10, and will continue until the position is filled.

Send letter of application, names, addresses and e-mail addresses of those references, and curriculum vitae to:

Dr. Robin Erwin, Chair
Department of Education
Niagara University
P. O. Box 2042
Niagara University, NY 14109-2042

Niagara University is an affirmative action/equal opportunity employer with a strong commitment to enhancing the diversity of its faculty and staff. Women and minorities are encouraged to apply. The successful candidate need not be Catholic, but must be prepared to support Niagara's Catholic and Vincentian mission.

Washtenaw Community College

DIRECTOR OF WEB SERVICES

The Director of Web Services is responsible for managing and maintaining the College's web presence, from consulting and planning to site design and organization. He/she works collaboratively with other College faculty and staff to use Internet tools and resources to promote the College, facilitate instructional use of networked resources, and maintain consistency, accuracy and comprehensiveness of the web-based information resources.

The successful candidate must possess a Bachelors degree in a technology related field, two years of management experience, two years experience in web browser functions and in organizing information/developing an information structure of coherent links, two years experience in use of image and web editing software and sending edited work to the server, mastery of HTML, and two years experience using web, image, and scanning hardware and software. Samples of online work-preferable through url examples must be submitted.

Initial annual salary range is $50,800-$55,800 on a twelve month base with numerous fringe benefits. Applications will be accepted until the position is filled.

Interested persons should send completed WCC application form and transcripts to the **Office of Hunan Resource Management, Washtenaw Community College, 4800 E. Huron River Dr., Box D-1, First Floor, Business Education Building, Room 120, Ann Arbor, MI 48106. (734) 973-3497. Job Hotline (734) 973-3510.** For job postings and application materials see our web site at: http://www.wccnet.org/jobs. AA/EEO/ADA employer

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Human Resources Office (#WP-6L)
Box 60210
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Http://www.edison.edu/departments/hr/inex.htm
941/489-9120.

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Librarian

Provides reference service and library instruction and oversees circulation department. MLS degree from an accredited ALA institution required. Must have a working knowledge of online library systems and exp. with automated circulation systems, preferably in an Endeavor environment. Two years exp. in circulation management in a public service environment is required. Salary $32,564+, commensurate with education and exp. Excellent benefits. Start ASAP.

Reference position number 01-48 and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of three professional references (names, addresses, telephone numbers) to:

Human Resources
3251 Panthersville Road
Decatur, GA 30034

APPLICATION DEADLINE:
8/4/00
www.gpc.peachnet.edu

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THE UNIVERSITY OF TEXAS
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HEALTH SCIENCE CENTER

School of Public Health MPH Program at Brownsville

The University of Texas-Houston Health Science Center School of Public Health is seeking qualified applicants for tenure-track positions at the Assistant, Associate, or Full Professor level for its new satellite MPH program in Brownsville, TX. The satellite program, a component of the new Lower Rio Grande Regional Academic Health Center and an integral part of the UT-Houston Health Science Center School of Public Health, will be located in a new, 26,000 square foot, School of Public Health building on the University of Texas-Brownsville/Texas Southmost College campus. A resident group of 10-12, UT-H SPH faculty will be hired in the core disciplines of Behavioral Sciences, Biometry, Environmental Sciences, Epidemiology, and Management and Policy Sciences. Rank will be determined by qualifications and background of successful applicants. Classes are scheduled to start in January 2001, pending final approval of the program, which is anticipated in September 2000.

Ideal candidates would have a solid foundation in the academic principles of public health and familiarity with public health practice. The candidate's research interests should include factors affecting human health in multicultural communities along the Texas-Mexico border. Fluency in Spanish is desirable. A doctoral degree in a core discipline or a medical degree combined with graduate-level academic training in public health is required. Responsibilities will be to teach, perform community service, and develop funded research efforts that generate publications in the professional literature.

The University of Texas-Houston School of Public Health has satellite MPH programs in San Antonio, El Paso, and Dallas with a core group of resident faculty at each location. Faculty at the new campus in Brownsville will have the opportunity to collaborate with faculty and public health professionals on both sides of the border and with the faculty in Houston and the other satellite campuses.

Review of applications is underway and will continue until the positions are filled. Candidates should send a letter describing their qualifications and interests along with their curriculum vitae to:

Gene D. Schroder
Search Committee Chair
and Associate Dean of Outreach Programs
UT-Houston School of Public Health
P.O. Box 20186
Houston, TX 77225

Additional information about the UT-H SPH Division of the Lower Rio Grande Regional Academic Health Center can be found at:

http://www.sph.uth.tmc.edu/.

The University of Texas is an Equal Opportunity, Affirmative Action Employer. Minorities and women are strongly encouraged to apply.

ASSISTANT DIRECTOR OF RESIDENCE LIFE

Manhattanville College is an independent, coeducational liberal arts college of approximately 1,300 students, 940 residential, located 28 miles north of New York City in suburban Westchester County. We are currently seeking a creative, energetic, student centered individual for the position of **Assistant Director of Residence Life.**

This position will assume primary responsibility for student room placement, supervision of damage billing, summer housing/conference planning and coordination and implementation of room lottery. Additional responsibilities include development of a preventative maintenance program and maintaining an accurate inventory of furniture, equipment and supplies. The Assistant Director will assist in the selection, supervision, training and evaluation of four professional Resident Directors, one Administrative Assistant and 22 Resident Assistants. The Assistant Director will serve as a resource and referral agent to the campus community and will participate in several campus committees and develop and maintain professional relationships with faculty and administration.

Required for this position are strong managerial and interpersonal skills with demonstrated competencies in project management, staff supervision, general administration and leadership. Highly developed communication skills and the ability to establish and maintain cooperative relationships with all aspects of the College community are a must. This is a twelve month live-on position. Master's degree in Student Personnel, Counseling or related field preferred. Minimum 2-3 years experience in Residence Life above the Resident Assistant level.

We offer a competitive salary and benefits and an excellent working environment. For consideration, send resume along with cover letter and salary requirements to: **Director of Human Resources, Manhattanville College, 2900 Purchase Street, Purchase, NY 10577. Fax: (914) 323-5322. E-mail: banfieldj@mville.edu**

We are an equal opportunity employer actively encouraging applications from candidates with diverse backgrounds.

MANHATTANVILLE COLLEGE

WESTERN
WASHINGTON UNIVERSITY

Assistant Vice President

Western Washington University seeks experienced administrator for Assistant Vice President position to provide overall leadership for Admissions, Academic Advising, Student Financial Resources and Registrar. Position serves on the planning team of the Vice President for Student Affairs and Academic Support Services. Seven years progressively responsible, direct administrative experience in areas of identified responsibilities and demonstrated commitment to diversity required. Candidates should possess strong analytical, organizational and supervisory skills, leadership abilities, and experience in applying cutting-edge technology within academic support areas. Master's required; doctorate strongly preferred.

WWU is located in Bellingham, Washington, pop.62,000, between Seattle and Vancouver, B.C. Western is nationally recognized for its overall academic quality, highly accomplished faculty, and selective student body. Web site: **http://www.wwu.edu**

TO APPLY: Anticipated start date of 10/01/00. For full consideration, application materials should be received by 8/15/00. For application instructions, check our web site **http://www.ac.wwu.edu/~wwujobs/** or contact: **Tina Loudon, WWU-ASVP Search Committee Chair, WWU, Bellingham, WA 98225-9025/360-650-3251; (email: Tina.Loudon@wwu.edu)**

WWU is an AA/EEO employer
For disability accommodation, call (360) 650-3306 (voice) 650-7606 (TTY).

COLBY

Colby, a highly selective private liberal arts college of 1750 students located in central Maine, seeks applicants for the following positions:

ASSOCIATE DEAN/DIRECTOR OF ADMISSIONS AND FINANCIAL AID

This is a senior position, involving the full range of college admissions work. The Associate Dean/Director will interview prospective students; counsel families; travel for recruitment purposes; read and evaluate folders, as well as additional responsibilities based on experience and interests. This position will also require public speaking and knowledge of financial aid. Qualifications include: a strong background in education and at least ten years of experience either in selective colleges or secondary schools, demonstrating a commitment to a liberal arts education and a multi-cultural learning environment. Proven qualitative, oral and written communication skills are a must, as is the ability to work independently on multiple projects and tasks simultaneously. A Bachelor's degree is required, preferably from a liberal arts college and an advanced degree is highly desirable. Knowledge of and experience with students attending highly selective liberal arts colleges are important. A penchant for teamwork and a strong sense of humor are essential.

ASSISTANT DIRECTOR OF STUDENT ACTIVITIES

The Assistant Director will assist the Director in the operation and supervision of the Student Union and all clubs and organizations; assist and advise the Student Programming Board and the Student Government Association on cultural, social and recreational activities; advise Coffeehouse and Spa programming; plan and implement COOT2 program (Colby Outdoor Orientation Trips/Colby On-Campus Orientation Teams) including COOT leader selection and training, as well as residential life responsibilities. On campus housing provided. Qualifications include: A Bachelor's degree is required, Master's preferred. A minimum of one year of experience in a student personnel field required. Excellent organizational and interpersonal skills are a must.

Interested candidates please specify the position you are applying for and send two copies of a letter of application and two copies of a resume, including the names and telephone numbers of three references to: **Douglas C. Terp, Director of Personnel Services, Colby College, 5500 Mayflower Hill, Waterville, ME 04901-8855.** A review of applications will begin immediately and will continue until the positions are filled.

Colby is an Equal Opportunity/Affirmative Action employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged.

For more information about the College, please visit the Colby web site: **www.colby.edu**

VANDERBILT DIVINITY SCHOOL

Position in Theology

Vanderbilt Divinity School seeks applications and nominations for a tenure track position in Theology at the rank of Assistant Professor beginning Fall 2001. The position involves teaching in both professional and graduate programs. Areas of demonstrated competency might include, but are not restricted to: African American theology, Womanist/Black Feminist theology, Hispanic or Latino/a theologies, comparative global theologies, contemporary and constructive Christian theology. A completed Ph.D. is expected, although exceptional ABD applications will be considered. Send a cover letter, graduate transcripts, curriculum vitae, and three letters of reference to **Professor Victor Anderson, c/o Ms. Arlene Dearing, Vanderbilt Divinity School, Nashville, TN 37240.** Review of completed files will begin October 20, 2000. Minorities and Women are especially encouraged to apply.

Vanderbilt is an Equal Employment Opportunity and Affirmative Action employer

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South Dakota State University

DEAN OF THE COLLEGE OF ENGINEERING

POSITION: South Dakota State University, a land-grant institution, invites nominations and applications for the position of Dean and Professor of the College of Engineering. SDSU has an enrollment of approximately 8,500 students. Start date negotiable but preferably July 1, 2001.

COMMUNITY: SDSU is located in Brookings, a community of approximately 17,500 in eastern South Dakota, 50 miles north of Sioux Falls, a metropolitan area of 120,000.

THE COLLEGE OF ENGINEERING: Has an enrollment of 1,100 students and 115 faculty and staff, and offers bachelor's, master's, and doctoral degrees. Basic programs are ABET accredited. College includes the Departments of Agricultural and Biosystems Engineering, Civil and Environmental Engineering, Computer Science, Electrical Engineering, General Engineering and Technology, Mathematics and Statistics, Mechanical Engineering, and Physics; the Environmental Resource Center; the Northern Great Plains Water Resources Research Center, and the Polytechnic Center of Excellence.

RESPONSIBILITIES: Dean provides leadership in all areas of the College, participates in university goal and policy setting, and is an advocate for Higher Education and the College of Engineering. Dean reports to the Vice President for Academic Affairs and serves on the Academic Affairs Council and the Graduate Faculty.

QUALIFICATIONS: *Required:* earned doctorate in engineering or a related field; sufficient teaching, scholarship, and service to qualify as a full professor (ten years professional experience); *Desired:* effective interpersonal, leadership, and written and verbal communication skills; ability to obtain external funding; ability to form and maintain liaisons with external groups; commitment to Affirmative Action; commitment to shared decision making and collegiality; experience in budget preparation and management; knowledge of higher education and technology issues; and commitment to active program of faculty/staff development, and experience with the accreditation process.

SALARY: Negotiable and commensurate with qualifications.

NOMINATION/APPLICATION PROCEDURE: Send letter of interest, current vita and the names, addresses and telephone numbers of five professional references. Transcripts for highest degree will be required of finalists interviewed. Address communications to:

Dr. Danny Lattin, Chair
Dean of Engineering Search Committee
South Dakota State University
Box 2202C
Brookings, South Dakota 57007-0094
Phone: 605-688-6197 **Fax:** 605-688-6232
Email: DANNY_LATTIN@sdstate.edu (inquiries only)

Information on the search for the College of Engineering Dean is available at: **www.engineering.sdstate.edu**

CLOSING: Applications will be reviewed starting August 15, 2000, and continue until position is filled.

SDSU

SDSU is an AA/EEO employer and encourages applications from women and minorities.
ADA accommodations: (605) 688-4493/TTY (605) 688-4394

Washtenaw Community College

INTERNET PROFESSIONAL INSTRUCTOR (DESIGN)

The Internet Professional Instructor and Web Developer position is a faculty position that has a base load of 15 credit hours of class instruction. The instructor will teach courses in the Internet Professional curriculum, including advanced web site development, animation, audio/video and imaging courses. Other major instructional responsibilities include curriculum development, teaching, service on college committees, and academic advising.

The successful candidate must possess a Bachelor's degree (a degree in a design or technology-related field preferred). Master's degree in a related field preferred and required for continuing contract (tenure) consideration. One year successful teaching experience (450 contact hours) preferred, two years Internet work experience including at least one year developing web sites on both PC and Macintosh platforms.

Anticipated appointment is for the Fall 2000 semester. Initial annual salary range for 1999-2000 is $40,160-$55,670 (faculty salaries for 2000-2001 TBD) dependent upon education and work experience with numerous fringe benefits. Applications will be accepted until the position is filled.

Interested persons should send official completed WCC application form with credentials (all college transcripts-student copies acceptable) to **Washtenaw Community College, Office of Human Resource Management, First Floor, Business Education Building, Room 120, 4800 E. Huron River Dr., PO Box D-1, Ann Arbor, MI 48106. (734) 973-3497. Job Hotline (734) 973-3510.** For job postings and application materials see our web site at: **http://www.wccnet.org/jobs** AA/EEO/ADA employer.

Director of ADA and Disabled Student Services

Responsible for leadership of the primary campus office, advocacy, and servicing the accommodation needs of students/staff with disabilities pursuant to Section 504 of the Rehabilitation Act and ADA. Departmental services include assessment of eligibility documentation, appropriate reasonable accommodation, and associated record keeping.

Required Qualfications: B.S.W. with seven years, post-graduate clinical/counseling work experience minimum. At least five years current work experience required in management and delivery of programs or services for students and/or staff with disabilities. Incumbent must have working knowledge of Section 504, ADA, assessment of disability documentation and appropriate reasonable accommodation, including assistive technology and adaptive equipment as well as creative programmatic adaptations. The incumbent will have well-developed interpersonal and administrative skills.

Preferred Qualifications: Master's degree in Learning Disabilities, Rehabilitation Counseling, Special Education, Psychology, Social Work, or related field. Master's degree must include training in some aspect of counseling. Supervisory experience is highly desirable.

This is a full-time, 12-month position offering comprehensive benefits and a diverse work environment. *Salary:* is commensurate with experience. Applications will be reviewed immediately; search will remain open until position is filled. Our Website is www.sunysb.edu/stuaff/dept.html.

Applicants should send letter, resume, and contact information for three references to:

Barbara Fletcher, Chair ADA/DSS Search
348 Administration Building
SUNY/Stony Brook
Stony Brook, NY 11794-0501.

AA/EOE

STONY BROOK
STATE UNIVERSITY OF NEW YORK

Connecticut
Community
Colleges

PRESIDENTIAL SEARCH

MIDDLESEX COMMUNITY COLLEGE
SEARCH EXTENDED

The Board of Trustees of the Connecticut Community College System invites nominations and applications for the Chief Executive Officer position at Middlesex Community College, one of twelve colleges within the state system of two-year, comprehensive community colleges.

Founded in 1966, Middlesex serves approximately 2500 full-time and part-time learners in credit programs at its campus in Middletown, Connecticut. Middlesex also plays a strong role in the region's economic and community development through partnerships with area businesses, industries, educational institutions, and community organizations. To advance Middlesex's position as a valued resource for the communities it serves, the Board of Trustees is most interested in candidates who will lead the college, working within a system, through strategic planning and progressive programming including learning technologies, advancing economic and community development, enhancing resources through development and marketing.

Closing Date: July 25, 2000.

Position announcements may be obtained from, and letters of application addressed to:

Mary Anne Cox, Assistant To The Chancellor
Board of Trustees, Connecticut Community Colleges,
61 Woodland Street, Hartford, CT 06105.

The Connecticut Community Colleges are equal opportunity, affirmative action employers, m/f.

DISTINGUISHED VISITING PROFESSOR IN ETHICS AT U.S. NAVAL ACADEMY

The United States Naval Academy solicits inquiries and nominations regarding the position of Distinguished Visiting Professor in Ethics. Established in 1845, the Academy is the undergraduate college for the Navy that prepares young women and men to become professional officers in the U.S. Navy and Marine Corps. The position of Distinguished Visiting Professor in Ethics is a one-year, full-time position with the possibility for renewal to a maximum of three years. It will be available beginning June 15, 2001. We also invite applications for subsequent appointments to this endowed chair, e.g., 2003 or 2005. The Academy is looking for a senior scholar holding a Ph.D. or the equivalent who is recognized nationally for achievements in teaching and research in applied ethics and philosophy. The Visiting Professor lectures in a required core ethics course, promotes the discussion of ethical issues at the Naval Academy, and advises the senior Academy leadership regarding the effectiveness of the school's ethics programs. The applicant should have strong faculty development skills in order to inform and inspire the faculty towards the integration of ethics into their respective disciplines.

Salary and benefits will be commensurate with experience. Consideration of applications will be on going, but preference for the 2001 appointment will be given to those received prior to 15 October 2000.

Please forward letters of nomination or application, curriculum vitae, and references to: **Dr. David E. Johnson, Search Committee, Leadership, Ethics & Law Department, United States Naval Academy, Stop 7B, 112 Cooper Road, Annapolis, MD 21402-5022.**

For additional information call: (410) 293-6016. U.S. citizenship required.

An Equal Opportunity Employer.

DIRECTOR OF GRADUATE ADMISSIONS

THE CASPERSEN SCHOOL OF GRADUATE STUDIES AT DREW UNIVERSITY seeks a Director of Graduate Admissions. Working closely with the Dean and Assistant Dean of the Caspersen School, the Director is responsible for planning and implementing recruitment strategies and activities. The Caspersen School is an intentionally small enterprise, with 550 students studying in 11 different programs in the humanities; including English Literature, theology, history, arts and letters, and medical humanities. Drew, located in Madison, New Jersey is a leading liberal arts institution with an undergraduate enrollment of 2500 and a growing reputation at the graduate levels.

QUALIFICATIONS: A bachelor's degree required; a master's degree in a field offered by Drew preferred; familiarity with the humanities essential. Experience in college admissions desired, preferably in graduate programs. Excellent oral and written communication and interpersonal skills required. Familiarity with computer systems and data base entry strongly preferred, as is some experience with web design/maintenance; word processing and spreadsheet experience required. Willingness to travel. Valid driver's license necessary. Apply by: **August 1, 2000** to: **William Rogers, Assistant Dean, Caspersen School of Graduate Studies, Drew University, Madison, NJ 07940 AA/EOE**

CCBC
The Community College of Baltimore County

READING FACULTY

The Community College of Baltimore County at the Dundalk Campus invites applicants for the following full-time (10) month faculty position in the Liberal Arts and Learning Support Division. Responsibilities: Prepares, teaches and evaluates courses; seeks continuous improvement in teaching methodology and student centered learning, stays current in discipline, develops an individual professional development plan; participates with other faculty in developing and managing courses, curricula and academic policy; contributes to the success of learning college. Requirements: Master's degree in Reading or Education specializing in Reading. (3) yrs. F/T teaching exp. (pref. exp. teaching adults). Knowledge of learning theory relative to working with students enrolled in developmental education. To apply send cover letter and resume to:

The Community College of Baltimore County
Human Resources
800 S. Rolling Rd.
Baltimore, MD 21228
FAX: 410-869-7149
TTY: 410-869-7151

EEO/AA Employer.
Women and Minorities are encouraged to apply.

ASSOCIATE DIRECTOR BUDGET AND PLANNING

Office of the Vice President Budget, Planning and Information Technology

Works proactively and collaboratively with various constituent groups to link budgeting and strategic planning. Assists in all aspects of operational and capital budget planning, as well as strategic planning. Responsible for assigning and supervising projects of full and part-time analysts. Other duties include conducting research, interpreting data, and creating routine and unique reports that are useful for strategic planning, as well as financial management and decision-making.

Qualifications: MBA, or equivalent, and 5 years of professional experience, preferably in higher education. Superior analytical and quantitative skills are required. Experience with strategic planning and its relationship to college/university budgeting is preferred. Knowledge and experience in information technology and management information reporting is desirable. Experience in use of database applications. Ability to clearly and effectively communicate, both orally and in writing, with all University constituents in a collegial manner is a must. Ability to effectively present quantitative and graphical information is critical. Salary is commensurate with experience.

Starting Date: August 21, 2000

Send letter and resume (include V#) **to:** Montclair State University, Box C316-V#5/HOHE, Upper Montclair, NJ 07043

Apply by: July 21, 2000

An Equal Opportunity/Affirmative Action Institution
www.montclair.edu

MONTCLAIR
STATE
UNIVERSITY

American Council on Education

ACE

Vice President & Director

Office of Women in Higher Education

The American Council on Education seeks candidates for the position of Vice President and Director of the Office of Women in Higher Education. The position requires an individual who has extensive experience in higher education and has worked to promote full equality for all women at the student, faculty, administrative, and presidential levels–with particular emphasis on the latter. Interested applicants should be committed to the implementation of strong leadership development programs for women and supporting women in leadership positions. The ideal candidate will also have experience in developing strategies to increase the participation of women in academic settings and in effecting institutional change. Ability to work with higher education organizations as well as groups and agencies promoting gender and racial equity is needed; campus experience is also desired. ACE offers a competitive salary and benefits program. Nominations and expressions of interest should be sent to:

OWHE Search, Division of Programs & Analysis
American Council on Education
One Dupont Circle, NW, Room 850
Washington, DC 20036

EOE/AA/Disabled/V

WHEELOCK COLLEGE

Director of Financial Aid

This position is responsible for providing overall direction, leadership, and management of the college's financial aid program. Duties include, but are not limited to, administering financial aid in compliance with all regulations/policies, identifying strategies for the use of financial aid in student recruitment, monitoring student aid budget, and providing information and counseling about aid process. This position requires a Bachelor's degree (Master's preferred), strong communication and interpersonal skills, and active membership in professional organizations.

Candidates should submit cover letter and resume to: **Human Resources, Wheelock College, 200 The Riverway, Boston, MA 02215; Fax: 617-734-9141; E-mail: wtabb@wheelock.edu**

Wheelock College is an Equal Opportunity/Affirmative Action Employer and a member of the Colleges of the Fenway consortium.

Review of applications will begin immediately and continue until the position is filled

WHEELOCK
COLLEGE

Rockland Community College
Rockland County, NY

ASSOCIATE DIRECTOR OF HUMAN RESOURCES

Under the supervision of the Director of Human Resources, the Associate Director HRD will handle a broad range of HR work. The incumbent will assist in the development and administration of employment policies, orientation, training programs and job classification systems. Will assist in employee benefits, aid in the development and implementation of the College's Affirmative Action Plan and participate in planning and budgeting. A Bachelor's degree in human resources, business or related field, three years of experience as a human resources generalist, experience in higher education and excellent communications and computer skills are required. A Master's Degree, public sector supervisory experience & training and organizational development experience are preferred.

Salary: $47,496

Position will remain open until filled.
Please forward resume to:

Edward Thayer, Director of Human Resources

SUNY ROCKLAND Community College

ROCKLAND
COMMUNITY COLLEGE
145 College Road
Suffern, NY 10901

Rockland Community College is an Equal Opportunity Employer

RESIDENT DIRECTOR OPENINGS

Manhattanville College is an independent, co-educational liberal arts college of approximately 1,300 students located 28 miles north of New York City in Suburban Westchester County. We are currently seeking creative, energetic, student-centered individuals for Resident Director positions within the Office of Residence Life.

These positions are 12-month, live-in positions responsible for the direct supervision and training of 5-6 Resident Advisors. Must also manage judicial and developmental issues for one residence hall housing approximately 180 or 280 students. RD's are also responsible for reporting maintenance needs for their building as well as maintaining an accurate inventory of keys and supplies. Involvement in campus committees is also an expectation.

Required qualifications include: a Bachelor's Degree (Master's Degree preferred), experience as a Resident Advisor or Resident Director with management of disciplinary issues, and excellent written and verbal communication skills.

Remuneration for full time employment will include a salary commensurate with experience and a generous benefit package, as well as tuition remission and a furnished apartment. For consideration, submit a cover letter and resume to: **Director of Human Resources, Manhattanville College, 2900 Purchase Street, Purchase, NY 10577. Fax: (914) 323-5322. E-mail: banfieldj@mville.edu**

We are an equal opportunity employer actively encouraging applications from candidates with diverse backgrounds.

MANHATTANVILLE
COLLEGE

ASSOCIATE DEAN FOR RESEARCH

COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK

SCHOOL OF SOCIAL WORK

Nominations and applications are invited for the Associate Dean for Research at Columbia University School of Social Work.

The Associate Dean for Research will provide leadership to the School in developing and overseeing an infrastructure for faculty development in the areas of research and scholarship. Responsibilities will include, but are not limited to:

- consultation to faculty members regarding the development of scholarly research agendas;
- identification of appropriate funding opportunities and assistance with proposal development, critique, and submission;
- development of a faculty mentoring system, workshops, and seminars; and,
- facilitation of interdisciplinary research collaborations.

The successful candidate must have nationally or internationally recognized research and publications consistent with appointment to tenure; experience in mentoring social work faculty in the development of research projects and the procurement of governmental and foundation grants; and strong administrative and supervisory skills. Strong preference will be accorded to candidates with a master's and/or doctoral degree in social work. Minority and women candidates are especially urged to apply.

Nominations and applications should be forwarded to:

Ronald A. Feldman, Dean
COLUMBIA UNIVERSITY SCHOOL OF SOCIAL WORK
622 West 113th Street, New York, NY 10025

Although nominations and applications will be accepted until the position is filled, those submitted early are best assured of receiving full consideration.

Columbia University is an affirmative action/equal opportunity employer

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EMPORIA STATE UNIVERSITY

DIRECTOR
Multicultural Center

Director of Multicultural Center reports to the Vice President for Student Affairs and will advocate for and provide a variety of support services to Ethnic American students to assist them in making a satisfactory adjustment to the University. **Qualifications:** Master's Degree; three years experience, preferably including budget management and administrative experience. Screening of applications will begin immediately and continue until the position is filled, with an anticipated start date of **August 1, 2000**. To apply, send a letter of interest, resume, and three letters of recommendation to: Dr. Jan Wheeler, Chair, Multicultural Center Search Committee, Attn: **Marilyn Buchele, Campus Box 4007, Emporia State University, 1200 Commercial, Emporia, KS 66801.**

www.emporia.edu
AA/EOE

Azusa Pacific University is excited to announce the position of Dean of the Haggard School of Theology.

The dean will provide compelling vision, guidance, and biblical direction for the Haggard School of Theology and the university; support and defend the university's statement of faith; encourage unity; and be a competent, experienced leader.

Azusa Pacific, located in Southern California, is a comprehensive Christian university, accredited by the Western Association of Schools and Colleges. APU does not discriminate on the basis of race, color, national origin, gender, age, disability, or status as a veteran in any of its policies, practices, or procedures.

For more information and
an application, visit
www.apu.edu/provost/employment/

AZUSA PACIFIC
UNIVERSITY

PRINCETON UNIVERSITY

Woodrow Wilson School of Public and International Affairs

Master's Degree in Public Policy: A One-Year Program For Midcareer Professionals

The Woodrow Wilson School of Public and International Affairs at Princeton University offers a Master's Degree in Public Policy (M.P.P.), providing rising leaders in the international and domestic policy worlds an opportunity to expand their organizational skills and intellectual breadth to compete in an increasingly complex global environment.

Qualifications. Applicants must possess a minimum of 7 years of professional experience in domestic or international government agencies, and/or experience in the nonprofit sector. Successful candidates must demonstrate creativity, leadership skills, a commitment to public service, and the intellectual capacity to thrive in a demanding academic setting.

Financial Assistance. The School's generous policy meets the full demonstrated needs of all admitted students. More than three-quarters of graduate students at the School receive financial aid, which for most includes full tuition and a stipend for living expenses.

To Apply. For an application and further information, contact:

Woodrow Wilson School of Public and International Affairs
Master's Degree in Public Policy
Princeton University
Princeton, NJ 08544-1013
Telephone: 609-258-4836
E-mail:MPP9@princeton.edu
Website: http://www.wws.princeton.edu/degree/mpp.html

Applications must be received by January 3, 2001.

The Woodrow Wilson School also offers a two-year Master's degree in Public Affairs (M.P.A.) and a Ph.D. degree program.

Washtenaw Community College

SYSTEMS ANALYST II

A comprehensive two-year college dedicated to student, community and staff success, is presently seeking an individual to work as a Systems Analyst II. This individual will design, create, test, document, install and provide training for the use of computer programs, tables, forms, menus and systems in support of the College's information needs.

The successful candidate must possess a Bachelor's degree in Information Systems, Computer Science, or related field (Master's degree preferred) with at least two year's full time work experience in mainframe computing or ten years progressive experience in programming and systems development (candidates with Oracle systems development experience in a production environment will also be considered), ability to program in higher computer languages (Visual Basic, C, Pascal, Cobol, Perl, or PL/SQL) required, equivalent of one year work experience as part of a team effort in creating and implementing information systems in a production environment (leadership role preferred) and knowledge of and experience in using Microsoft Excel, Microsoft Access, database and systems design concepts required.

Competitive salary on a twelve month base with numerous fringe benefits. Applications will be accepted until the position is filled.

Interested persons should send official completed WCC application form with transcripts to **Washtenaw Community College, Office of Human Resource Management, First Floor Business Education Building, Room 120, 4800 E Huron River Dr. PO Box D-1, Ann Arbor, MI 48106. (734) 973-3497. Job Hotline (734) 973-3510.** For job postings and application materials see our website at: **http://www.wccnet.org/jobs** AA/EEO/ADA employer.

POSITIONS OPENINGS
DEPARTMENT OF MANAGEMENT
TEXAS A&M UNIVERSITY

Position and Qualifications. The Department of Management at Texas A&M University is seeking to hire up to six new faculty colleagues for the Fall of 2001. All six searches are at open rank but we would not be able to fill all openings at the senior level. Up to three positions are in the area of Strategic Management, and one of these positions (at the senior level) would involve directing the Center for New Ventures and Entrepreneurship. One position will be in the area of Business and Government, Industrial and Labor Relations or International Business. Up to three positions will be in the area of Human Resource Management and Organizational Behavior. One of these positions (at the senior level) would involve directing the Center for Human Resource Management, while, for another position, preference will be given to candidates with interest and expertise to teach negotiations and conflict management. Candidates must (1) possess an earned doctorate or demonstrate a strong likelihood of obtaining the doctorate by the Fall of 2001, and (2) demonstrate interests and abilities to conduct and publish research in top quality journals. Teaching opportunities exist at the undergraduate, graduate, and executive levels.

Applications. An applicant should provide a cover letter and resumé that includes: (1) educational achievement, (2) research/publication record, (3) indicators of teaching activity/effectiveness or potential, (4) work and other experience, (5) statement of the applicant's expectations and professional goals, (6) other data deemed relevant by the applicant, and (7) a list of three references with addresses and phone numbers. Writing samples and recent article reprints are welcomed. Applications, nominations, and/or requests for additional information should be directed to:

Angelo S. DeNisi
Department of Management
4221 TAMU
Texas A&M University
College Station, TX 77843-4221
979-845-4861
E-mail: adenisi@tamu.edu

Texas A&M University is an equal opportunity, affirmative action employer

Founded in 1877 as a privately endowed coeducational institution, Rhode Island School of Design (RISD) offers 20 degree programs in the fine arts and architecture and design disciplines. RISD enrolls approximately 2,000 undergraduate and graduate students from 50 states and 50 countries and also includes a division of Continuing Education offering a variety of programs to more than 4,000 part-time students.

Associate Vice President For Human Resources

The Associate Vice President for Human Resources will be responsible for directing the overall operations of the Human Resources Department including programs for positive employee relations; cost-effective and competitive compensation and benefits; recruitment and staffing support for all positions; employee training, development, and assistance; and an integrated HRIS. The successful candidate will act as resource and counselor to the President, Provost, Vice Presidents, Deans, Directors, Department Chairs, and others in the implementation of Human Resources management policy and practice. Responsibilities will include recommending HR-related actions to Senior Staff, developing employee recruitment and retention strategies, and implementing compensation programs consistent with RISD priorities and goals. Using professional networks and resources, play a key role in keeping RISD up to date regarding regulations and "best practices" while preserving the qualities that distinguish RISD's HR vision and philosophy. Mentor and develop departmental staff, lead or participate in College initiatives to provide a workplace free of discriminatory practices, and be an active member of RISD's Diversity Committee. Develop and implement new or revised HR policies, to ensure compliance with federal, state, and local laws and applicable regulations. Work with managers to determine appropriate corrective actions relating to employee conduct and performance, assist employees in use of in-house grievance procedures, oversee development of effective employee communication tools, and work with staff to promote employee recognition events. Will serve as a member of the administration's collective bargaining team and ensure consistent application of the bargaining agreement in coordination with Academic Affairs. Will also provide long-term strategic planning for all aspects of College staff and faculty development, education, management, and motivation.

QUALIFICATIONS: Qualified candidates should possess the following:

- A Bachelor's degree in Human Resources Management, Business Administration or related field
- A Master's degree in Business or related field strongly preferred
- A minimum of 7 to 10 years of progressively responsible experience in Human Resources
- Prior experience as a Chief Human Resources Officer strongly preferred
- Previous experience in the not-for-profit environment preferred

To apply, please send resume and letter describing relevant experience to: Associate V.P. for Human Resources, c/o Rhode Island School of Design, Human Resources Dept., 20 Washington Place, Providence, RI 02903; Fax: (401) 454-6565.

Coordinator of Student Activities

Acts as primary advisor to the assigned Student Alliance clubs and organizations, coordinating and supervising a full complement of extracurricular programs, activities and services including special all campus and cultural/performing arts events, local travel program and film series. Will also coordinate assigned athletic opportunities including club sports activities, opportunities offered through Brown University and RISD farm programs; and coordinate marketing effort for all programs including campus activities calendar, mailings, posters and other promotional efforts. Requires Bachelor's degree in Student Personnel, Counseling, related field or equivalent combination of education and experience (Master's degree preferred); at least 3 years' relevant college experience; ease in working in a busy office with staff and young adults; knowledge of Macintosh computers/ software; and strong written/verbal communication skills.

To apply, please send resume to: Rhode Island School of Design, Human Resources Dept., 20 Washington Place, Providence, RI 02903; Fax: (401) 454-6565.

RISD is an equal opportunity employer who encourages inquiries and applications from female and minority candidates. RISD does not discriminate on the basis of race, color, age, sex, religion, national origin, ethnic origin, sexual orientation or disability.

USF University of South Florida

The University of South Florida is currently recruiting for various faculty and/or staff positions. For more information about the University's vacant positions, please visit our Web site at http://usfweb.usf.edu/usfpers/vacancy.html; or call our Job Line for staff positions at (813) 974-2879.

USF is an equal opportunity/equal access/ affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave. • Tampa, FL 33620

CASE

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION

EDITOR

Leading educ assoc seeks Editor for award winning magazine, Currents. In this high profile position, you will provide editorial leadership by supervising Currents overall direction, design, and production; developing new products & new editorial directions, along with planning for Currents' future electronic publishing needs. Editor will review all editorial commissioning, writing, and editing for depth, accuracy, readability, and quality. Knowledge of art direction, production, and printing procedures. Business, budget, and supervisory exp. BA deg with 7-10 yrs exp req, college or univ campus exp pref. Please send resume and sal req to **CASE, Box JL-E, 1307 New York Avenue, Ste.1000, Washington, DC 20005.** See CASE online at **www.case.org.**

EEO

You may also fax your resume to 202-387-4973 Attn JL-E.
No phone calls. Closing date 7/28/00.

Information Literacy Minority Residency

The Library and Information Services Division of Plattsburgh State University of New York would like to announce an exceptional opportunity to gain significant experience in information literacy and instructional technology in an environment that values information literacy and offers a comprehensive instruction program. Residency responsibilities include developing and teaching information literacy courses, working with the Instruction Unit, exploring and applying instructional technology and developing a research project. For a full description of this innovative program, visit our web site at: www.plattsburgh.edu/busvp/personnel.

Applications from women and minority candidates are especially welcome. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Plattsburgh
STATE UNIVERSITY OF NEW YORK
www.plattsburgh.edu/busvp/personnel/

Broward Community College
Opening doors to a brighter future

CAMPUS REGISTRATION COORDINATOR
#695

Bachelor's degree required; Master's preferred. Experience with enrollment management, supervision, innovative technologies and multicultural populations. Will supervise Admissions and Registration and implement campus enrollment management plan. South campus. Salary: $35,737 - $56,790. Closing: 8/17/00.

Please forward official applications with position title/# & copies of transcripts & licenses to:

Broward Community College
225 E. Las Olas Blvd., Human Resources
Ft. Lauderdale, FL 33301
Please call (800) 682-3646 for an official application.
www.broward.cc.fl.us/jobs/
EA/EO Institution

DARTON COLLEGE

Albany, Georgia

Assistant Librarian: 12-month position available after June 30, 2000, at Darton College, University System of Georgia. Salary dependent on qualifications. Masters of Library Science degree from ALA accredited school. Responsibilities include circulation, reference and acquisitions. Other responsibilities as assigned. Applications received after August 4, 2000 cannot be guaranteed full consideration. Visit our Web Site at http://www.dartnet.peachnet.edu for a complete job description and requirements or contact: **Personnel Office, Darton College, 2400 Gillionville Road, Albany, Georgia 31707.** AA/EOI.

VICE PRESIDENT FOR ENROLLMENT MANAGEMENT *and* STUDENT DEVELOPMENT

Duties:
Reporting to the President, the Vice President is responsible for all matters relating to student services and student life; serves as the chief advocate for student concerns to the College; provides leadership, direction, implementation, support and evaluation to a comprehensive array of services and programs pertaining to the recruitment, enrollment, and retention of an increasingly diverse student body, and in support of the leadership development of student government and leaders. As the College's Chief Student Affairs Officer, the Vice President is expected to provide leadership for the administration and coordination of student service units and programs in support of the College's academic mission. These service units include the offices of Admissions, Registrar, Cooperative Education and Career Services, Counseling and Student Support Services, Student Activities, SEEK, Financial Aid, Health Services, and the Women's Center. Serves as chair of divisionl, and represents divisional faculty on College-wide Personnel and Budget Committees. Performs other duties as assigned by the President.

Qualifications:
Earned doctorate and a minimum of five years significant leadership experience managing student-related activities in higher education; outstanding record of contributions to the profession; demonstrated ability to work effectively with faculty, staff, students and an external community who are culturally and ethnically diverse and with disabled students; excellent problem-solving, interpersonal and communications skills; and evidence of a commitment to the mission and goals of the College and the University.

Salary: Commensurate with qualifications and experience.

The submission of nominations and applications is strongly encouraged prior to September 11, 2000; review of applications will begin immediately. It is anticipated that this position will be filled no later than January 1, 2001.

Please forward letter of nomination with nominee's vitae, if possible, or a cover letter, current vitae and the names, addresses and telephone numbers of five (5) references to:

Ms. Kimberly Smith
Office of Faculty and Staff Relations
York College/CUNY
94-20 Guy R. Brewer Blvd.
Jamaica, NY 11451

Washtenaw Community College

SPANISH INSTRUCTOR

A comprehensive two-year college dedicated to student, community and staff success, is presently seeking a qualified individual to work as a Spanish Instructor. This individual is responsible for teaching first and second year college-level courses in Spanish.

The successful candidate must possess a Masters degree in Spanish and have a record of teaching excellence at the college level.

Anticipated date of appointment for this position is for the 2000 Fall semester. The initial annual salary range for 1999-2000 is $40,160 - $45,980 (faculty salaries for 2000-2001 TBD) dependent upon education and work experience; base load of 32 weeks/160 days/450 contact hours per academic year with numerous fringe benefits. Applications will be accepted until the position is filled.

Interested persons should send official completed WCC application form with credentials (transcripts, record of teaching experience, letter of interest, CV, two letters of recommendation, copies of first day course hand outs, and copies of student evaluations) to **Washtenaw Community College, Office of Human Resource Management, First Floor Business Education Building, Room 120, 4800 E. Huron River Dr. PO Box D-1, Ann Arbor, MI 48106. (734) 973-3497. Job Hotline (734) 973-3510.** For job postings and application materials see our website at: **http://www.wccnet.org/jobs** AA/EEO/ADA employer.

George Mason
University

Director, GMU Teaching Center

George Mason University seeks a full-time director for its newly formed teaching center. The director will play a leadership role in planning, coordinating and implementing programs and activities that will strengthen teaching and learning throughout the University. The director will serve as a catalyst to bring together faculty and student scholars teaching in different disciplines; work with graduate teaching assistants and new faculty; coordinate and publicize on-going learning activities; develop the new undergraduate research project; participate in the first-year experience; and coordinate the selection process for the Outstanding Teaching Awards. The person hired will collaborate with the director of the Department of Instructional Improvement and Instructional Technologies, as well as the director and staff of the Instructional Resource Center. The director will report to the Provost.

Prospective candidates must have an earned doctorate degree; significant grass-roots experience in faculty development and teaching improvement; teaching experience at the university/college level; ability to work collaboratively with students, faculty and university administration; strong writing, speaking and organizational skills; and detailed knowledge of current pedagogical practices and innovation.

Review of applications will begin September 15, 2000 and continue until the position is filled. Starting date will be mutually convenient, but no later than July 1, 2001. Send letter of application, vita and names of three references to:

Director GMU Teaching Center Search
Office of the Provost, MSN 3A2
George Mason University
4400 University Dr
Fairfax, VA 22030

AA/EEO

PENN
UNIVERSITY of PENNSYLVANIA

Dean, School of Nursing

The University of Pennsylvania invites nominations and applications for the position of Dean of the School of Nursing. The Dean of the School of Nursing is the chief academic and administrative officer for the school, and is responsible for the leadership and oversight of the School's educational, research and service programs, strategic directions, faculty growth, and development. One of twelve schools within the University, the School of Nursing has an undergraduate and graduate student population of over 760, and 48 standing faculty members. The Dean reports to the Provost of the University of Pennsylvania and interacts directly with the President of the University.

Leading candidates for the Deanship of the School of Nursing will have distinguished records of accomplishment in nursing research and education and will have demonstrated significant leadership skills. Qualifications for the position include an earned doctorate or its equivalent, significant academic and administrative experience, and an appreciation of the values and objectives of a nursing school dedicated to excellence in teaching, scholarship and service.

The search committee will begin reviewing applications by August 15, 2000, although the search will remain open until the position is filled. Applications and nominations, including a curriculum vita, may be forwarded to:

Chair, Nursing Dean Search Committee
Office of the Provost, 110 College Hall
Philadelphia, PA 19104

Affirmative Action / Equal Opportunity Employer

Educational Technologist (Assistant Director I)

The Educational Technologist (Assistant Director I) is responsible for assisting and supporting faculty in transforming courses from a face-to-face to a web format. This will include working with faculty on an individual basis as well as developing and conducting workshops for groups of faculty. The successful candidate will have technical expertise as well as an understanding of the pedagogical applications of technology to the development and support of information technology in teaching and learning. Essential skills include the ability to use an HTML editor to develop web pages and the facility to impact those skills to others. Experience with an online learning platform, particularly WebCT, is a plus. Excellent interpersonal and communication skills are required. The candidate should be able to work well in a collegial relationship with both faculty and students. The successful candidate will be well versed in emerging technologies affecting distance learning and higher education. A minimum of a Bachelor's Degree, preferably in Instructional Technology, is required.

Salary range is $45,555 - $68,342.

Deadline for Applications: August 30, 2000.

Applicants should send a letter of application, resume, and the names, addresses and telephone numbers of three (3) references to:

Larry G. Carter, Ph.D.
Vice President for Academic Affairs
New Jersey City University
2039 Kennedy Boulevard
Jersey City, NJ 07305

NEW JERSEY
CITY
UNIVERSITY

An affirmative action, equal opportunity employer, the University especially welcomes and encourages applications from women and minority candidates.

WESLEY THEOLOGICAL SEMINARY

ANNOUNCEMENT OF A POSITION AS JAMES CECIL LOGAN PROFESSOR OF EVANGELISM

Wesley Theological Seminary announces an opening in a tenure or tenure-track position beginning with the academic year of 2001-2002. Candidate should hold a Ph.D. degree in one of the theological disciplines and be able to communicate commitment to the evangelistic ministry of the church with spiritual conviction and intellectual integrity. Experience with a variety of church settings and connectional and ecumenical relationships is expected. In addition, candidate must possess the ability to assist seminarians in the formation of their personal lives for authentic ministry in and to the contemporary world. Candidate will be expected to teach in such areas as theology of evangelism, new congregational development and re-formation of existing congregations, cross-cultural communication of the gospel, evangelism in a multi-cultural society, and the inter-face between Christian faith and a culturally and religiously pluralistic society. Knowledge of the global dimensions of evangelism, including missiology, would be an asset. Candidate must possess a sound knowledge of the Wesleyan tradition. Applicants should demonstrate scholarship in evangelism studies and the broader missional outreach of the church. Ordination and active participation in the life of a congregation are expected. Rank and compensation will be commensurate with experience. Persons interested in applying should send a resume with a cover letter describing their suitability for the position, and direct letters of reference to:

Dr. Bruce C. Birch, Dean
Wesley Theological Seminary
4500 Massachusetts Avenue, NW
Washington, DC 20016
(send e-mail to: bbirch@wesleysem.edu)

The seminary is an equal-opportunity employer.

NATURE AND PURPOSE: Organize, promote, conduct, and evaluate an extension educational program through teaching and applied research with primary emphasis on production agriculture, consumer oriented agri-marketing for a diverse agricultural community, business management, ornamentals production and marketing for nursery, floriculture and landscape industries. Additional responsibilities include educational programming and research in marketing, agritourism, general marine and coastal sciences and business management appropriate to the needs of the clientele in Cape May County. Supervise and maintain an educational program in consumer horticulture and environmental stewardship. Develop and implement educational programs for commercial and non-commercial clientele including field visits, office visits, newsletters, and other means of information delivery. Educational programs should lead to local, state, regional and/or national recognition. Implement and design applied research to benefit clientele needs through demonstrations and research projects.

SALARY AND BENEFITS:

Academic Rank:	County Agent III (Assistant Professor), tenure track, 12 month, 100% Extension.
Salary:	Commensurate with education and experience
Benefits:	Travel expenses, 22 days annual leave, health and life insurance, retirement program, and professional improvement opportunities.

EDUCATION AND EXPERIENCE: Bachelor's Degree in science and Master's Degree in a commercial agriculture, horticulture, integrated pest management or related field. A minimum of three years of relevant professional experience required for appointment to the rank of County Agent III (equivalent to Assistant Professor). Commercial agricultural experiences and skills are preferred. Effective public speaking and presentation skills for program delivery and communications to clientele is required. Computer literacy is required. A valid driver's license or ability to acquire said license is a necessity for the performance of this position. Willingness and dedication to commit to the long hours associated with the position. Ability to work cooperatively and communicate with staff and clientele. Research experience in experimental design, evaluation, data collection and analysis is preferred.

EQUAL OPPORTUNITY EMPLOYER: Rutgers Cooperative Extension, NJAES, Rutgers University, is an equal opportunity employer and seeks to employ the best qualified individual without regard to race, religion, color, national origin, ancestry, age, sex, sexual orientation, physical or mental handicap or disability, marital, military or veteran's status. Individuals covered by Section 503 of the Vocational Rehabilitation Act of 1973 of Section 402 of the Veteran's Readjustment Assistance Act of 1974 may self identify. If you wish to self identify please do so in the cover letter transmitting your curriculum vitae/resume.

Applications will be accepted until August 31, 2000, or until a suitable applicant is identified. Send letter of application, curriculum vitae and names and addresses of three professional references to:

Bruce M. Barbour, Chair
Department of Agricultural & Resource Management Agents
Rutgers Cooperative Extension
Rutgers-The State University of New Jersey
88 Lipman Drive
New Brunswick, NJ 08901-8525

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

COLUMBIA LAW SCHOOL

CENTER FOR PUBLIC INTEREST LAW

INTERNSHIP AND FELLOWSHIP COORDINATOR

The Internship and Fellowship Coordinator bears primary responsibility for administrative support and coordination of the Center's internship and fellowship programs including its Human Rights Internship Program and other summer and post-graduate fellowship programs. Reporting to the Dean of the Center for Public Interest Law, the incumbent counsels students; communicates with public interest and human rights organizations, Columbia law school students and graduates; human rights advocates; academics, and others in the U.S. and abroad; provides content for and maintains Internet products and other publications; provides logistical support for and assists in the development of curriculum for the HRIP training and orientation program; schedules and provides logistical support for on-campus speakers and other programs; establishes and maintains data and filling systems of both computer and hard copy records; and performs additional responsibilities as assigned and requested.

Applicants should have a minimum of 3 years of related experience, or the equivalent combination of education and experience, preferably as a program coordinator or administrative assistant with human rights and/or fellowship programs. Demonstrated interest and participation in human rights issues and activities is necessary. Excellent oral and written communication skills, strong interpersonal, administrative and organization skills are required. Ability to initiate and follow-through with minimal supervision as well as work under pressure, adapt to changing priorities, and balance competing assignments is necessary. Excellent computer skills and experience including Internet and desk top publishing programs, word processing and computer database management is required. Working knowledge of foreign languages, particularly Spanish and/or French is preferred. Overtime (primarily weekday evenings but some Saturdays) is required.

Salary is DOE with good benefits including health insurance, vacations and tuition credits. Interested persons should send a resume and a cover letter describing their reasons for seeking this job and salary requirements to:

Human Resources Director
Columbia Law School
435 W. 116th Street
New York, New York 10027

No e-mail applications will be accepted. Applications will be reviewed on a rolling basis.

University of Illinois Extension

Extension Specialist, 4-H Youth Development (12 month academic professional), University of Illinois Extension. **Responsibilities:** maximize opportunities for youth in all 4-H access systems with a special focus on the enhancement of the 4-H community club and the development of new initiatives in after-school programming. Collaborate with campus and field staff to enhance linkages among the various program delivery modes and their connection to 4-H curricula. Share responsibility for the 4-H Recognition for Excellence Program; identify and pursue external funding opportunities and/or partnership to support 4-H initiatives and special projects and manage funded projects; co-advise Collegiate 4-H; provide support to Extension professionals in interpreting research and developing applied projects. **Required:** Ph.D. preferred, Master's degree required, in education or a discipline related to human resource development; experience with conducting youth development education programs; ability to communicate orally and in writing. **Preferred:** Experience working with diverse groups of youth and adults living in urban and rural environments where multiple risk factors are common; previous experience with 4-H Youth programs of the University of Illinois Extension. Salary is commensurate with professional qualifications and experience. **Proposed starting date:** October 2000. To insure full consideration submit letter of application, copies of academic transcripts, current resume and names, addresses and phone numbers of three references, postmarked August 6, 2000, to

Judy Wilson
State 4-H office
302 East John Street, Suite 1901
Champaign, IL. 61820
phone (217)333-9288
E-mail: wilsonj@mail.aces.uiuc.edu

The University of Illinois is an Affirmative Action/ Equal Opportunity Employer.

JOB HOTLINE: (562) 938-4050
PHONE: (562) 938-4391
WEB: HTTP://WWW.LBCC.CC.CA.US
EMAIL: JOBS@LBCC.CC.CA.US

Long Beach Community College District, Long Beach, California has the following administrative openings.

DIRECTOR OF GOVERNMENTAL RELATIONS

Long Beach Community College District is currently seeking a full-time Director of Governmental Relations. Under the direction of the Director of Community Relations and Marketing, the Director of Governmental Relations provides assistance in furthering district goals and objectives through proactive community involvement, governmental relations, and the sponsorship and promotion of legislation as it relates to the college's mission, position, and internal decision-making.

Annual Salary: $78,396 - $95,280
Closing Date: August 4, 2000

Long Beach City College

Long Beach Community College District
Academic Selection Committee
4901 E. Carson Street
Long Beach, CA 90808

Write, call or visit our web site for position announcement & application information.

To be considered in the initial committee review, all materials requested in vacancy notice must be received no later than 4 p.m. on the deadline date. Submission of these materials is the applicant's responsibility. Long Beach Community College District is an EEO/AA Employer.

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL LVX LIBERTAS

Executive Director of the Arts and Sciences Foundation and Senior Associate Dean for Program Development College of Arts and Sciences

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

The University of North Carolina at Chapel Hill seeks a creative individual to serve as Executive Director of the Arts and Sciences Foundation and Senior Associate Dean for Program Development for the College of Arts and Sciences. The University of North Carolina at Chapel Hill was the first state university in the nation to open its doors to students (1795). Its College of Arts and Sciences is among the best in the nation. It comprises 730 faculty in 60 departments and programs in the performing arts, the humanities, the social sciences, and the natural and applied sciences, 15,000 students, and 96,000 alumni/ae.

The Executive Director of the Arts and Sciences Foundation reports jointly to the Chairman of the Board of Directors of the Foundation and to the Dean of the College of Arts and Sciences. The Executive Director works collaboratively with administrators and faculty to manage the private resources of the College and define its top fund-raising priorities. The individual who holds this position will be expected to lead and expand a staff of fourteen. As a senior member of a coordinated University Development program, the Executive Director will be responsible for raising $300 million, the largest constituent goal of a $1.5 billion campaign.

The Executive Director must be an experienced and expert fund-raiser whose intellectual interests and breadth enable him or her to persuasively describe the nature and importance of public higher education, particularly the central role of the liberal arts and sciences. The successful candidate will also possess the following qualifications: ten years of fund-raising experience, a distinguished record of achievement in major gift fund raising; experience in capital campaign planning and development; the ability to work effectively with a broad range of constituents; exceptional communication skills; the ability to lead, manage, and motivate staff in a complex environment; and a bachelor's degree, although an advanced degree is preferred.

Letters of nomination or application should be submitted in writing to the consultants supporting the University in this search. Please contact Lucy A. Leske at:

College of Arts and Sciences/University of North Carolina
c/o EDUCATIONAL MANAGEMENT NETWORK/WITT/KIEFFER
98 Old South Road
Nantucket, MA 02554
email: carolina@emnemn.com

The University of North Carolina is an EEO/ADA employer.

Educational Management Network/Witt/Kieffer

DARTON COLLEGE
Albany, GA.

Biology: Tenure-track position available January 2, 2001, at Darton College, University System of Georgia. Rank and salary dependent on qualifications.
Responsibilities: Teaching college biology courses including: general biology, anatomy and physiology, and microbiology.
Applications received after **September 15, 2000** cannot be guaranteed full consideration. Visit our Web Site at **http://www.dartnet.peachnet.edu** for a complete job description and requirements or contact:

Personnel Office, Darton College
2400 Gillionville Road
Albany, Georgia 31707
AA/EOI
Women and Minorities are encouraged to apply

CECIL COMMUNITY COLLEGE
Northeast, Maryland

DEAN OF INSTRUCTION AND CHIEF ACADEMIC OFFICER

Cecil Community College invites applications for the position of Dean of Instruction and Chief Academic Officer.

The Position

The Dean is responsible for credit instruction, non-credit continuing education and community services, student services, and learning resources. The salary range will be $70,000-$78,000 based on qualifications and experience. For more information please see our Website at:

www.cecil.cc.md.us.

Dean Search Committee, Office of the President, Cecil Community College, One Seahawk Drive, North East, MD 21901-1999

Cecil Community College, an equal opportunity/affirmative action employer and educator, is committed to diversity.

Executive Director of Finance & Business Affairs

(Anticipated Vacancy)

This position reports to the Vice President for Administration and supervises the following business departments of Hunter College, CUNY: Accounting, Accounts Payable, Budget, and Financial Control, Bursar, Financial Aid Processing, Payroll, Property Management, Duplicating, Mailroom Services, and Purchasing. In addition to managing the business and financial affairs of the College, the Executive Director has the following responsibilities: prepares financial statements and reports; prepares revenue projections and reports; serves as liaison to internal and external auditors and coordinates audit responses; serves as liaison to CUNY, State, City, and Federal officials on business matters and practices of the College; monitors Hunter's funds in the CUNY Investment Pool; provides financial consulting to staff from The Hunter College Foundation; collects and administers student associations funds; collects auxiliary enterprises revenue; serves on College and University committees; and such other duties as assigned by the Vice President. B.A. required and at least 8 years of related experience. Salary: $84,000 - $130,000.

Send resumes with cover letter to: Charles E. Hayes, Director of Human Resources, Hunter College, CUNY, 695 Park Ave., Rm. 1502E New York, NY 10021.

HUNTER

CITY UNIVERSITY OF NEW YORK

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/ADA/AMERICANS WITH DISABILITIES ACT EMPLOYER.

UNIVERSITY OF VERMONT COLLEGE OF MEDICINE

DEPARTMENT OF MOLECULAR PHYSIOLOGY & BIOPHYSICS

CRYO-ELECTRON MICROSCOPIST WITH EXPERTISE IN IMAGE ANALYSIS/RECONSTRUCTION

A full-time, tenure track position is available for a highly motivated and talented individual using high resolution cryo-electron microscopy and image analysis/processing techniques to examine important problems in the area of structural biology of macromolecular complexes. Applicants at all levels (Assistant, Associate, or Full Professor) will be considered. Successful candidates will be expected to sustain a vigorous extramurally funded research program and contribute to the overall goals and mission of the University of Vermont including scholarship, teaching, and service. Applicants should send a curriculum vitae, copies of selected relevant research publications, brief descriptions of present and future research plans, and the names of at least three individuals from whom letters of recommendation can be obtained from to: **Christopher L. Berger, Ph.D., Chair, Faculty Search Committee, Dept. of Molecular Physiology & Biophysics, University of Vermont College of Medicine, Burlington, VT 05405-0068.** The University of Vermont is an Equal Opportunity/Affirmative Action Employer. Women and people from diverse racial, ethnic, and cultural backgrounds are encouraged to apply. Review of applications will begin immediately. The deadline for receipt of applications is December 1, 2000.

THE UNIVERSITY OF WISCONSIN OSHKOSH

UNIVERSITY OF WISCONSIN OSHKOSH STUDENT RECRUITMENT SPECIALIST

The University of Wisconsin Oshkosh, a campus of 11,000 undergraduate and graduate students, seeks a Student Recruitment Specialist to administer and lead its efforts to further diversify the student body (www.uwosh.edu/2008). Required: Bachelor's degree; 2-3 years of experience working with multicultural students; strong oral, writing, organizational, interpersonal and basic computer skills. Knowledge of multicultural student recruitment practices and literature, extensive travel and the ability to work well with multicultural communities are also necessary. Preferred: Master's degree, admissions and multicultural student recruitment experience and bilingual ability (English/Spanish or English/Hmong). The minimum starting salary for this Admissions position is $35,000.

Application Deadline: August 14, 2000. Starting Date: ASAP. Submit a letter of interest, a separate one page statement describing your multicultural student work experience, a current resume, transcripts and contact information for three references to: **Norris Batts, Chair, Search Committee, Admissions, 800 Algoma Boulevard, UW Oshkosh, Oshkosh, WI 54901-8602.**
E-mail: batts@uwosh.edu. **Fax:** 920-424-1207

Wisconsin law requires release, upon request, of the names of all finalists as well as those applicants who do not file a written request that their identity not be revealed.

The University of Wisconsin Oshkosh is an equal opportunity, affirmative action employer.

Don't be left in the dark...
...and miss these important issues!
Volume 10 Editorial Index
Sept. 22, 2000
Ad deadline: Sept. 5, 2000
Back to School Issue
Sept. 24, 2000
Ad deadline: Sept. 7, 2000
FOR MORE INFORMATION PLEASE CONTACT US AT:
Phone: 201.587.8800
Fax: 201.587.9105
E-mail: Outlook@sprintmail.com

Northeastern University, nationally recognized for its cooperative education program, is a private, nonsectarian university located in the heart of historic Boston. It is an integral part of the city's thriving educational and cultural life, is dedicated to excellence in research and scholarship, and highly committed to individual and community needs. Northeastern is dedicated to fostering gender equity, cultural and ethnic diversity among its faculty and staff, and is proud of its diverse student/resident population.

ASSOCIATE DIRECTOR FOR RESIDENTIAL LIFE

Provide direction and support to 30 professional and over 400 paraprofessional staff serving a diverse population of approximately 5000 residents in an expanding residential life program. Direct supervision of three Assistant Directors of Residential Life who supervise Master's degree professionals and one Assistant Director responsible for security systems and staffing. Provide leadership to program development anchored in student development theory, judicial activity and facility management. Master's degree (doctorate preferred) in College Student Development or related field. Six to eight years' experience in residential life administration with progressively greater responsibility. Experience supervising full-time professional residential life staff. Must have comprehensive understanding of student development theory, residence hall management and security. Salary commensurate with experience. Primary consideration given to applications received by July 31, 2000.

Please send resume to ML Langlie, 6 Speare Hall, 360 Huntington Avenue, Boston, MA 02115.

Northeastern University is an Equal Opportunity/Affirmative Action, Title IX Employer committed to cultural, ethnic and racial diversity.

Northeastern
UNIVERSITY

BEST COPY AVAILABLE

WILLIAM PATERSON UNIVERSITY

William Paterson University is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are highly distinguished and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Council (24 scholars), the Guggenheim Foundation, the National Endowment for the Humanities, the National Institutes of Health, the National Science Foundation and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student:faculty ratio (12:1) and small class size (21) for its 29 undergraduate and 18 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 10,000 students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

Dean Continuing Education and Distance Learning

The University invites applications and nominations for an innovative and visionary leader who can help in fulfilling the institution's role as a regional university with commitment to providing programs for citizens in northern New Jersey through continuing education and distance learning courses.

The Dean reports directly to the Provost and Executive Vice President. He/she will provide vision and leadership for the development and offering of innovative and successful credit and non-credit educational programs for place-bound learners at both the undergraduate and graduate levels; promote the effective use of distance learning technologies; develop and maintain strategic partnerships with community, business, and other educational groups; establish the Division as a self-supporting operation; and develop innovative strategies to successfully market the University's extension and continuing education offerings in cooperation with other staff and faculty.

The position requires an earned doctorate; successful experience in developing and managing educational programs for place-bound learners and distance learning initiatives; ability to create and manage a self-supporting operation through income generating programs; knowledge of and successful experience in program marketing; successful experience with community/business/ university collaborations; and fiscal and human resource management experience. Excellent writing and communication skills with ability to work well with faculty, staff, students, and outside constituents required.

Director of Admissions

Reporting to the Associate Provost, the Director of Admissions provides leadership and direction for the University's undergraduate strategic recruitment and enrollment initiatives. The Director develops, in collaboration with faculty, administration, and staff, a comprehensive and aggressive recruitment program that attracts and enrolls a diverse pool of students. The Director must be a visionary leader, highly skilled in enrollment management, with the proven ability to implement competitive admissions strategies, particularly for a public comprehensive university setting.

The Director of Admissions manages all aspects of the recruitment and admissions process, and directs the Admissions Office staff. The Director works closely with guidance counselors, principals, and other student counselors throughout the region to develop and expand pre-admissions activities and programs. The Director works with University colleagues, particularly those in Financial Aid, Bursar's Office, Registrar's Office, Advisement, Residence Life, and Freshman Life, to enhance the retention of students. The Director also assists in the development of various brochures, viewbooks, and other means of marketing the University with prospective students, parents, and the public.

Qualifications include a Master's degree and at least five years of successful admissions experience in a four-year institution; demonstrated successful use of enrollment strategies, including the application of technology in the admissions process; administrative and organizational skills in strategic planning, budget management, and staff supervision and development; and commitment to ensuring access to the University for diverse populations. Excellent interpersonal and communication skills are required.

Both of these positions are twelve month administrative appointments. Salary is negotiable and commensurate with expertise and experience. Letters of application accompanied by a recent curriculum vitae and the names and addresses of three references should be sent to: ***Dr. Robert Seal, Executive Assistant to the Provost, 100 Raubinger Hall, Drawer HO, William Paterson University, 300 Pompton Road, Wayne, NJ 07470.*** *Additional information about the University can be found at http://www.wpunj.edu. The review of applications will begin immediately upon receipt and continue until the position is filled.*

WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY
An Equal Opportunity Institution Committed to Diversity

UNIVERSITY OF WISCONSIN
Whitewater

Chair Position

Department of Health, Physical Education Recreation and Coaching

The College of Education is seeking an experienced senior faculty member to chair the Department of Health, Physical Education, Recreation and Coaching (HPRC). The successful candidate will meet all criteria in teaching, research and service for tenure and qualify for rank as associate or full professor in the Department of HPRC at the time of appointment. The date of appointment is negotiable. The successful candidate will chair the Department of HPRC for a three-year term with the possibility for renewal and fulfill teaching and scholarly obligations, as well as work in conjunction with intercollegiate athletics. Administrative work consists of 62.5 percent of the position and 37.5 percent is allocated to instruction. The Department has 18 full-time faculty, over 200 students in the major and over 250 students in health, recreation and coaching minors. A full array of new and remodeled facilities include a $14 million field house begun in January 2000. The new field house will house four multi-purpose courts, a running track and indoor practice space. The Williams Center, which houses the department, is under renovation. A new weight room/fitness center; four racquetball courts; a training room; new offices and classrooms; and a computer lab will occupy the Williams Center.

Qualifications for this position include an earned doctorate in one of the following: physical education, health education, recreation, administration or a related area. A qualified candidate must have experience teaching in higher education in one or more of the areas of physical education, health, recreation or coaching and document excellence in teaching and scholarly activity; the candidate should demonstrate strong leadership skills, document administrative experience and present evidence of having worked with diverse populations. The candidate must be able to create, facilitate and/or support: collaborative endeavors, development of research agendas, programmatic development, student recruitment, and an enthusiastic cadre of teacher/researchers in their own specialties. Grant writing and public school teaching experience are preferred.

To apply, send a letter of application noting position title, vita, unofficial transcripts (official transcripts must be furnished prior to contract), a copy of one of your refereed journal articles, and the name, address and telephone number of five references to:

Dr. Larry Kenney, Search Chair
College of Education
University of Wisconsin-Whitewater
800 W. Main Street
Whitewater, Wisconsin 53190
Fax: 262-472-5716

Review of applicants will begin on August 4 and continue until the position is filled. A scholarly record, including publications, is required for tenure.

Founded in 1868, the University of Wisconsin-Whitewater is a public comprehensive university with an enrollment of 10,500 students in 42 undergraduate and 16 graduate degree programs. Located in southeast Wisconsin, with easy access to Madison, Milwaukee, and Chicago, UW-Whitewater is part of the 26-campus University of Wisconsin System.

Since 1963, the College of Education has held NCATE accreditation and has recently joined the Renaissance Group. The College faculty numbers 100 and serves 2,200 undergraduate and 450 graduate students. The College supports integrated technology in all courses, international study opportunities for interested students and faculty, a Diversity Study Group on equity and multiculturalism, a faculty mentoring program, and several new initiatives in curriculum.

UW-Whitewater is an AA/EEO employer.
Women, minorities, Vietnam-era veterans and persons with disabilities are encouraged to apply. Nominees and applicants who have not requested in writing that their identity not be revealed, and all finalists names, will be revealed upon request.

For additional information contact the UW-Whitewater Web Page at
http://www.uww.edu.

EASTERN MICHIGAN UNIVERSITY
YPSILANTI

Dean of the College of Technology

Eastern Michigan University invites applications and nominations for the position of Dean of the College of Technology. The Dean reports directly to the Provost and Vice President for Academic Affairs and provides academic, intellectual, and administrative leadership to the College. The Dean will be responsible for improving and promoting the quality and effectiveness of the College's instructional, research, and service programs, external affairs and fund raising. The successful candidate will have:

- Relevant knowledge and experience in program planning and development, budgeting, and administration typically acquired throughan earned doctorate in or related to one of the College's disciplines.
- Exemplary research, teaching, and service credentials appropriate to the rank of full professor in one of the departments in the College.
- Committed to the expansion of off-campus academic programming and distance learning.
- Demonstrated expertise in faculty recruitment, program involvement, and leadership of faculty, and a strong commitment to diversity and community. Ability to generate external resources for the College in the form of gifts, grants and contracts.
- Experience in managing doctoral programs and supervising doctoral students.
- Understanding of, and commitment to, strong relations with industrial partners and the importance of technology transfer.

Eastern Michigan University is a public institution located in Ypsilanti, Michigan, seven miles east of Ann Arbor and 35 miles west of Detroit. The University enrolls approximately 24,000 students and employs 700 tenure-track faculty represented by the American Association of University Professors (AAUP). The College of Technology is housed primarily in Sill Hall; a new or renovated headquarters is currently second on the list of capital improvements. The College includes four departments: Business and Technology Education, Industrial Technology, Interdisciplinary Technology, and Military Science. Its 54 tenure-track faculty serve more than 1060 undergraduate and 360 graduate students. The College offers 31 degree programs-26 undergraduate and 5 graduate-and all accreditations are current. Among its centers of excellence are the Coatings Research Institute and its affiliated National Science Foundation Coatings Research Center. In Fall 2002 the College will offer its first, and the University's third, doctoral degree, a Ph.D. in Technology. Review of applications will begin immediately and continue until the position is filled. The anticipated starting date for the Dean is January 1, 2001, but is negotiable. Salary is competitive and commensurate with qualifications and experience. Candidates should send a letter of interest, curriculum vitae, and the names, addresses, phone numbers , and e-mail addresses of at least three references to: **Dean Robert Holkeboer, Chair, COT Dean Search Committee, Position APAA 2017, 202 Bowen, Eastern Michigan University, Ypsilanti, MI 48197.**

Applications from women and members of minority groups are encouraged. EMU is an affirmative action, equal opportunity employer.

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UNIVERSITY OF COLORADO

CLINICAL PHYSICIAN

The Department of Family Medicine, University of Colorado is seeking multiple full-time, ABFP certified family physicians. Responsibilities will emphasize clinical work, teaching students and residents, with some opportunity to participate in research. Faculty rank and specific role to be negotiated according to prior experience. Women and minorities are encouraged to apply. For more information, please visit our website at: **http://atlas.uchsc.edu.** Send Curriculum Vitae to **Anna John, 1180 Clermont Street, Denver, CO 80220.**

The UCHSC is committed to Equal Employment Opportunity/Affirmative Action.

CCBC
The Community College
of Baltimore County

DIRECTOR, MINORITY AFFAIRS

The Community College of Baltimore County at the Essex Campus invites applicants for the following full-time position in the Student Services Division. Responsibilities: Creation of supportive environment that promotes achievement of minority students/ heightens the sensitivity of the greater college community to the needs, interests and culture of these students. Development, implementation/evaluation of programs/activities that support the adjustment to college life for African-Americans and other minority students. Hiring/supervision of classified staff, development/management of the office operating budget and provision of direct support services to students, other duties as assigned. Requirements: Master's degree in Counseling, Social Work, Student Personnel or related area. (3) years exp. coordinating student life/academic support programs in a collegiate setting. Knowledge of student development theory/demonstrated successful exp. of its' application as an educational approach for student learning, particularly in the area of leadership development. Exp. working w/minority, traditional, non-traditional student populations and effectively advocating on their behalf. Must be willing to work evenings/weekends. Salary $46,855 - $69,550 (salary beyond the 1st quartile applies only to current CCBC benefit eligible employees). To apply send cover letter and resume by August 11, 2000 to: **The Community College of Baltimore County, Human Resources, 800 S. Rolling Rd., Baltimore, MD 21228, FAX: 410-869-7149, TTY: 410-869-7151,** EEO/AA Employer. Women and Minorities are encouraged to apply.

PROGRAM ADMINISTRATOR
LEARNING AND INFORMATION TECHNOLOGIES

COMMITTEE ON INSTITUTIONAL COOPERATION (CIC)

The CIC is the twelve-member academic consortium of leading research universities. The CIC invites nominations and applications for the position of Program Administrator, Learning and Information Technologies. The Program Administrator, reporting to the Director for Information Technology, will coordinate and manage the CIC Learning Technology Initiative and the wide range of cooperative activities sponsored by the CIC Chief Information Officers (CIOs). The Program Administrator must understand the nature and workings of research universities, have broad knowledge of information technologies and their application to the university environment, and be able to articulate a vision for the role of learning and information technology in the CIC.

RESPONSIBILITIES

Provide staff support for the initiation, planning, execution, and evaluation of consortial activities to enable the cooperative development, deployment, and employment of learning and information technologies. Promote and facilitate the sharing and dissemination of information through web pages, listservs, press releases, meetings, conferences, and publications. Frequent travel to CIC campuses and to professional conferences, as a representative of the CIC, is required. Manage and support relationships in negotiating site licenses, development partnerships, and other agreements on behalf of the CIC. Prepare grant proposals and manage grants. Other duties as assigned by the Director.

REQUIRED QUALIFICATIONS

Bachelor's degree. Conceptual understanding of learning technology and information technology issues. Familiarity with a wide range of leading edge learning and information technologies. Excellent written and oral communication, organizational, and interpersonal skills. Experience in managing multi-faceted activities with many participants. Initiative, the ability to assume responsibility, and the ability to work without direct supervision.

SALARY

Commensurate with experience and qualifications. Minimum $42,000. This is a regular 100%-time academic professional position, located at Champaign-Illinois, with full University of Illinois benefits available August 21, 2000. The CIC and its host institution, the University of Illinois, are affirmative action equal opportunity employers.

To ensure full consideration applications must be received by July 24, 2000. Applications should include a resume, a statement of interest, and the names of three references. For further information about the CIC and the complete job description, see the web site: **http://www.cic.uiuc.edu/** Send nominations and applications to:

Merri Beth Lavagnino
Committee on Institutional Cooperation
302 East John Street, Suite 1705
Champaign, IL 61820-5698
Telephone: (217) 265-8006
Fax: (217) 244-7127
Email: mbl@cic.uiuc.edu

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WESTERN ILLINOIS UNIVERSITY

Director

Casa Latina Cultural Center

Western Illinois University seeks candidates for the Director of Casa Latina Cultural Center, a full-time, 12-month appointment with anticipated start date of October 15, 2000. Salary is competitive and commensurate with experience.

Responsibilities include administering the activities of Casa Latina Cultural Center, including the programming, operations, and services conducted within the Center; supervising a full-time secretary, several student assistants, a graduate assistant, intern(s), and practicum student(s); advising the Latin American Student Organization and Tradicion Hispana Dance Troupe; and serving as a resource and liaison person in the area of co-curricular and cultural affairs.

The successful candidate will have a minimum of a Master's degree (preferred) in an appropriate discipline; experience working with culturally diverse student groups or in a cultural center; effective communication skills; strong interpersonal competence; effective leadership skills; interest and experience in advocacy of Hispanic issues; a vision for Casa Latina Cultural Center and ideas for implementing that vision.

Applicants should submit a letter of interest that addresses the applicant's qualifications with respect to the above areas, a current resume, and names and phone numbers of three professional references to: **Ms. Janine Cavicchia, Screening Committee Chair, c/o WIU Women's Center, 1 University Circle, Macomb, Illinois 61455.** Screening will begin on July 15 and continue until the position is filled.

Western Illinois University is an Affirmative Action/Equal Opportunity employer and has a strong institutional commitment to diversity. We are particularly interested in receiving applications from a broad spectrum of people including, but not limited to, women, minorities, and persons with disabilities.

CCBC
The Community College
of Baltimore County

DIRECTOR, ACADEMIC SERVICES

The Community College of Baltimore County at the Essex Campus invites applicants for the following full-time position in the President's Office. Responsibilities: Coordinate the delivery of academic programs at external sites and maintain relationships with the Maryland Higher Education Commission and other local/ state agencies. Mgmt. of campus scheduling and special events areas, other duties as assigned. Requirements: Bachelor's degree in Business Administration, Higher Education Administration, Public Administration or a related field. Master's degree is pref. Salary $49,197 - $76,916 (salary beyond the 1st quartile applies only to current CCBC benefit eligible employees). To apply send cover letter and resume by August 11, 2000 to: **The Community College of Baltimore County, Human Resources, 800 S. Rolling Rd., Baltimore, MD 21228, FAX: 410-869-7149, TTY: 410-869-7151,** EEO/AA Employer. Women and Minorities are encouraged to apply.

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ROOSEVELT UNIVERSITY

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Chicago, Illinois

PRESIDENT

Roosevelt seeks a President to lead the University into a new era of stature and prosperity. The next President will build on the successful, 12-year tenure of Dr. Theodore L. Gross, who will retire in August 2001. The President will continue to build partnerships with the City of Chicago, municipalities throughout the metropolitan region, corporations, and other institutions in support of the University's mission and its commitment to students of all ages and backgrounds.

The University seeks a leader of integrity, intellect, creativity, and energy who has the capacity, experience, and commitment to advance the University's mission, to support a community of nearly unparalleled diversity, to build on the institution's momentum, and to create an environment for lively discourse, scholarly inquiry, and innovation. The President will have a progressive view of higher education, including the impact of technology on the educational marketplace.

The ideal candidate will have a record of outstanding achievement in higher education or another professional field. A terminal degree or its equivalent is desired, as is proven intellectual leadership, talent for fund raising and image building, and demonstrated success in strategic planning and fiscal management. The President will be committed to student success and to excellence in teaching, will advocate diversity in its broadest context, will embrace the challenges facing higher education, and will possess courage, resiliency, humor, and compassion.

Founded in 1945 by faculty, students, and staff dedicated to fundamental access to education, to excellence in teaching, and to social justice issues, Roosevelt University is a growing, private, non-sectarian, metropolitan university serving a complex urban/suburban community. More than 7,000 students are enrolled at campuses in downtown Chicago and in northwest suburban Schaumburg, at a Chicago neighborhood extension center, and at more than 30 corporate and other sites. Roosevelt's five colleges offer bachelor's degrees in approximately 100 majors and master's degrees in more than 60 majors. Doctoral degrees are offered in Educational Administration and Clinical Psychology.

Review of credentials will commence on August 15 and will continue until the position is filled. Credential review is currently underway and will continue until the search is completed. Nominations, expressions of interest, and inquiries should be forwarded to:

President
Roosevelt University
C/O EDUCATIONAL MANAGEMENT NETWORK/WITT/KIEFFER
98 Old South Road
Nantucket, MA 02554-6000

Roosevelt University is an Affirmative Action, Equal Opportunity Employer.

Educational Management Network/a division of Witt/Kieffer is supporting the Roosevelt University Presidential Search Committee with this project. All questions concerning this search or requests for a copy of the comprehensive Position Specification may be directed to Nancy Archer-Martin (508-228-6700) or Dennis M. Barden (630-990-1370) or via e-mail at roosevelt@emnemn.com Additional information about Roosevelt University can be found on its Web site, www.roosevelt.edu

Educational Management Network/Witt/Kieffer

Indian River Community College

Ft. Pierce, Florida

Indian River Community College invites applications for the following full/time faculty positions:

- Instructor/Assistant Professor – Culinary Arts
- Instructor/Assistant Professor – Education
- Instructor/Assistant Professor – Social Sciences
- Instructor/Assistant Professor – Spanish
- Program Director/Instructor – Surgical Technology

We offer competitive salaries and an excellent benefits package. Please contact (561) 462-4806 or e-mail **kduncan@ircc.cc.fl.us** for job description and employment application. Further information may be obtained through **www.ircc.cc.fl.us.** Applicants will be considered until the positions are filled.

EEO/ADA/DFWP

UNIVERSITY OF
WISCONSIN
MADISON

ASSISTANT DIRECTOR

EQUITY AND DIVERSITY RESOURCE CENTER

The Equity and Diversity Resource Center at the University of Wisconsin-Madison is seeking a dynamic professional with strong communications, management, and organizational skills to assume the Assistant Director position in our office. The position will be available on November 1, 2000.

The Assistant Director in the Equity and Diversity Resource Center, (EDRC) is responsible for the administrative management and policy implementation responsibilities of the EDRC Outreach and Education Unit and is the EDRC Complaint Investigator. The Outreach and Education Unit includes the Disability Consultant, the Diversity Education Coordinator/Trainer and one support staff. The Assistant Director will provide day to day supervision for three unit staff and have budget responsibilities. The Assistant Director is a Limited position reporting to the Assistant Vice Chancellor for Workforce Equity and Diversity.

The University of Wisconsin-Madison is a land grant research institution with an enrollment of 40,761 students and approximately 18,437 employees. The University is composed of thirteen colleges and schools, including three post baccalaureate professional schools, a graduate school, and a division of continuing studies. The University is committed to excellence and diversity.

Applicants should possess a minimum of a bachelor's degree and four to six years of professional experience investigating and resolving discrimination complaints. Experience in higher education setting preferred. Law degree or related Master's degree preferred. Management and supervisory experience preferred. The proposed salary range for this position is $44,588-$66,882.

Letters of application describing experience and interest in the position, resumes and references may be submitted to:

Assistant Director Search and Screen Committee
c/o Toni M. Caleb
Program Assistant, Equity and Diversity Resource Center
Room 179-A, Bascom Hall, 500 Lincoln Drive, Madison, Wisconsin 53706-1380
VOICE (608)263-2378 TTY (608)263-2473 FAX (608)263-5562

APPLICATIONS MUST BE RECEIVED BY AUGUST 4, 2000

The University of Wisconsin-Madison is an Affirmative Action and Equal Opportunity Employer. Please note that unless confidentiality is request in writing, information regarding applicants and nominees must be released upon request. Finalists cannot be guaranteed confidentiality.

HISPANIC OUTLOOK 2000

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Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. **No cancellations or changes will be accepted after closing dates.** Refer to schedule for deadlines.

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Issue Date	*Closing Date*	
June 30	June 13	**Corporate Issue**
July 14	June 27	
July 28	July 11	
August 11	July 25	**The Arts Issue**
August 25	Aug. 8	
September 8	Aug. 22	
September 22	Sept. 5	**Volume 10 Editorial Index**

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¡PUNTO FINAL!

ANTHROPOLOGY & THE LATINO/A GRAD STUDENT

Linda M. Whiteford, Ph.D., M.P.H., is a professor and chair of the Department of Anthropology at the University of South Florida. An internationally known researcher, her specialty is applied medical anthropology and international health.

Yo *soy una Latina* wannabe. Not an easy task when your family came from Scotland and England. However, I was fortunate that my parents were fascinated and engaged by Latin American cultures and Latin Americans and that, therefore, I was able to spend time in Colombia, Mexico, and Spain. There I gained an appreciation of the great richness and diversity of those lifeways shaped by the intersections of Old World Spain, New World indigenous cultures, and diasporan Africa–my love of which has never diminished.

What have I learned from this–other than to enjoy the *merengue* and the *cumbia*, *pan de yuca* and *pico de gallo*, Borges and Amado? I have learned to value the power of complexity and diversity to strengthen cultures, to recognize that human groups share basic responses to common needs, and that cultural change is constant. This recognition of the sharedness and distinctiveness of human groups, and the study of those responses, led me into anthropology. I am an anthropologist because I loved living in Latin America, was fascinated working in the lower Rio Grande Valley of the U.S., feel at home in Spain, Colombia, and Ecuador, and get homesick if I am too long without *arroz con pollo*, *frijoles*, or *café con leche*.

As an anthropologist, I spend my professional life studying people and their cultures, how people are changed by new events, and how those changes are integrated into cultural systems. Some changes occur more rapidly than others: incorporation of computers and computer technology such as e-mail has spread throughout Latin America very quickly. Other changes, such as those affecting gender roles and family life, might move at a slower pace; however, all cultural systems are ever in the process of change. The study of these systems is increasingly attracting young Latina/Latino scholars.

Since the 1960s, there have been well-identified and defined groups of scholars in area studies programs and cultural studies programs such as Latino, Black, Africana, Mexican/Mexican American, and Latin American and Caribbean Studies, to name but a few. But, increasingly, Latina/Latino young scholars are turning to anthropology as a way to combine the study of ethnicity with comparative analyses of cultural systems. This allows students to research their own area of interest in depth, and simultaneously integrate that study into a broader context.

In the Applied Anthropology Program at USF, which emphasizes both applied research and Latin America and the Caribbean, more Latina/Latino students than ever before have applied to and been accepted into M.A. and Ph.D. programs. They are working with anthropology faculty in many areas of specialized research: medical anthropology, community development, ethnicity and identity, and museum studies, to name a few.

Through their increased numbers, Latina/Latino students are changing what research is being conducted and how it is conducted, as well as enhancing the visibility of Latinos/Latinas on campus, within the graduate programs, and providing unique and valuable connections with the local community. Faculty research projects that incorporate students into research activities have increasingly focused on Latin America and the Latino communities in the local area. Latino/Latina students are actively researching local Latin American and Caribbean mutual aid societies, community nutrition and education programs, and AIDS prevention programs aimed at Latinos. Students are working with faculty on international research projects that take them overseas. In May, three students joined me in Ecuador to investigate the effects on children's health of living with the threat of active volcanoes. In June and July, students worked in the Dominican Republic and Cuba, comparing health systems and health outcomes in those two countries. These projects would have been impossible without students whose skills and knowledge included Spanish and an interest in Latin American cultures. Moreover, the projects are greatly enriched by the students' first-hand knowledge of Latino cultures.

Latina/Latino graduate students in our program are changing the cultural system of graduate education, making it more inclusive, better able to recognize heterogeneity within groups, and more inclined to reward the kind of intellectual and cultural diversity that creates strength based on skills, experience, and abilities.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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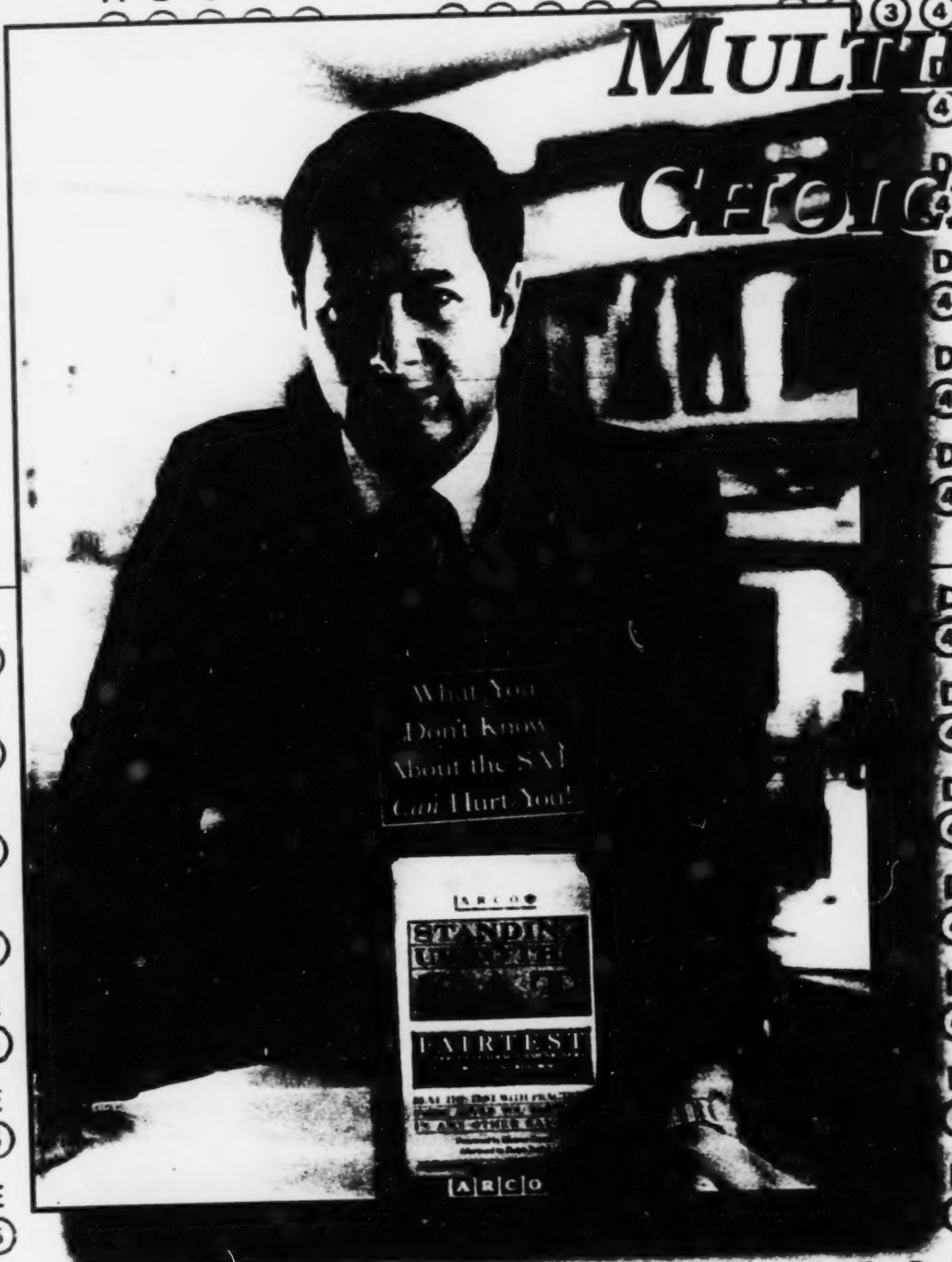
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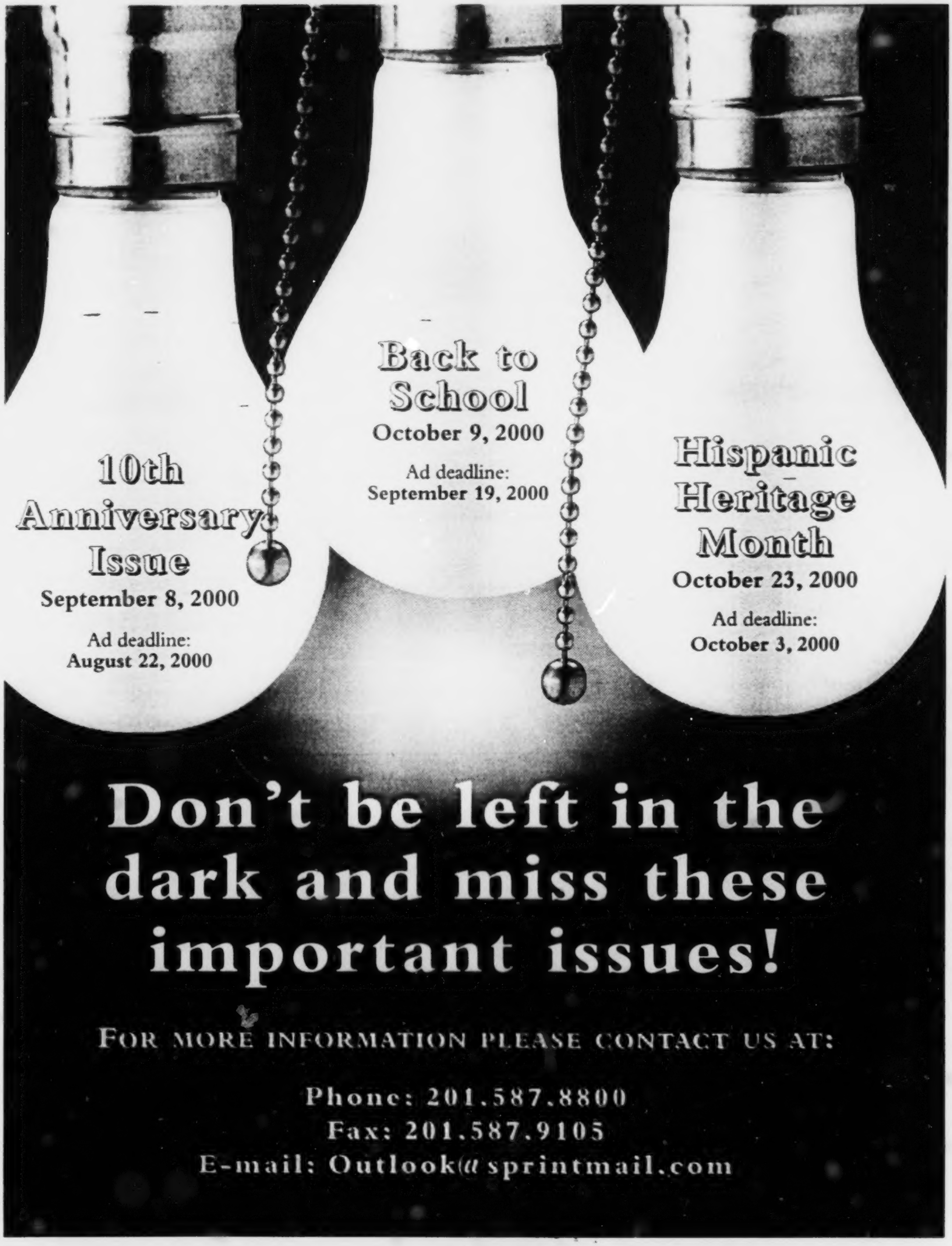

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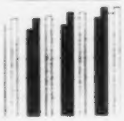

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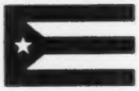

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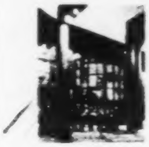

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Step Off the Sidewalk **back cover**

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CONTRIBUTORS: Inés Pinto Alicea, Roberto Clemente, Reginaldo Cornejo, Roger Deitz, Marilyn Gilroy, Adalyn Hixson, Gustavo A. Mellander, Mark Saad Saka, Jeff Simmons

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**
The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652
All correspondence should include author's full name, address, and phone number.

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A CAPITOL VIEW

Globalization and Higher Education

BY GUSTAVO A. MELLANDER

We hear a lot about globalization here in Washington. Supporters say that it brings enormous economic and social benefits to developing countries because it creates jobs that would not otherwise exist. On the downside, some believe that it just perpetuates class division: a world of the wealthy and privileged and a world of exploited, downtrodden masses. Further, they note, the environment has been pillaged, and indigenous peoples have been pushed off their historic lands.

Many college students nationwide have been energized by the negative core consequences of globalization. Some observers believe that their opposition will spawn the first mass student movement of the 21st century. They have already flexed their muscles in both Seattle and Washington, D.C.

A.T. Kearney recently released *The Globalization Ledger* in Washington, D.C. It purports that rapidly globalizing countries have enjoyed economic growth rates that were, on average, 30 to 50 percent higher than those of their more slowly globalizing neighbors, but they agree that rising income inequality has developed.

Fewer below the Poverty Line

Paul A. Laudicina, managing director of A.T. Kearney's Global Business Policy Council, told *Hispanic Outlook*, "Although the wealthy in rapidly globalizing countries may enjoy a larger slice of the pie, the pie has grown so large that the poor are now realizing more economic benefits as well."

Globalization from 1980 to 1990 led to a significant drop in the percentage of the world's population living in poverty.

The number of people earning less than U.S. $2 per day in inflation-adjusted purchasing power terms–the World Bank's standard for absolute poverty–decreased by more than 40 percent, to 727 million in 1990 from 1.3 billion in 1980. The number of people earning more than $2 a day grew by well over one billion over the same period.

In percentage terms, the study found that the world's population earning less than $1 a day fell to 3.3 percent in 1990 from 7.9 percent in 1980. Those earning more than $2 a day rose to 83.4 percent from 65.6 percent, and the portion earning more than $3 a day rose to 69.0 percent from 48.5 percent.

Given the deterioration of income distribution during the 1980s, these results could not have been achieved without the robust growth associated with globalization. Absent economic growth, levels of absolute poverty would have risen dramatically–from 34.4 percent of world population in 1980 to 42.4 percent by 1990, *The Globalization Ledger* reports. Instead, the study indicates a dramatic drop between 1980 and 1990 in the number of people living in absolute poverty–down to 17 percent of the world's population. In concrete terms, this means that 1.4 billion people have escaped abject poverty as a result of globalization.

"These results show the net impact of two opposing forces on poverty–the positive effect of overall economic growth, which boosts incomes throughout an economy, and the negative impact of the more inequitable income distribution that has accompanied globalization," Laudicina noted. "Dissecting the impact of these two forces shows clearly how the negative impact of worsening income distribution has been more than offset by the positive impact of economic growth."

What about Higher Education?

Continuing my childlike belief in the value and power of education, I wondered how globalization might be impacting higher education, particularly in Latin America.

Jay W. Scheerer from A.T. Kearney told *Hispanic Outlook*, "the data suggests rapidly globalizing countries spend considerably more on secondary and tertiary education than more slowly globalizing countries." Countries ranked in the top tier as "aggressively globalizing" countries spent 16.7 times more on tertiary education and 4.7 times more on secondary education than they did on primary education.

In contrast, countries at the opposite end of the globalization spectrum spent only 25 times as much on tertiary education and 1.5 times as much on secondary education. This pattern appears to reflect the fact that rapid globalizers, which experienced higher average rates of economic growth over the course of the study period, have more money to spend on social concerns. But it also reflects the importance of education as a social investment, without which countries would not likely have sufficient human capital to make the transition to international competitiveness.

The report also suggests that rapidly globalizing countries have witnessed higher growth in enrollment rates in both secondary and tertiary education. For the top tier of "aggressively globalizing" countries, university enrollment rose by 11.3 percent after 1993, the first year in which complete data were available for comparison.

In contrast, university enrollment rose by only one-third that amount for countries at the opposite end of the globalization spectrum. These data are said to reflect the spending priorities of rapidly globalizing countries but also give evidence of the rising demand for highly educated workers and the increasing perception that education broadens the scope of economic opportunity in developing countries that are undergoing the economic transformation associated with globalization.

Unfortunately, the complicated methodology makes it difficult to disaggregate data by individual countries, so it is not possible to provide much more clarity on the Hispanic countries in the study, which included Mexico, Colombia, Venezuela, Chile, and Argentina.

Summary

Globalization has produced sharply higher rates of economic growth and helped lift millions of people above the World Bank's poverty line while at the same time promoting substantial improvements in social welfare.

But the countries moving most quickly to join the world economy, which have enjoyed these benefits most, also have seen the gap between rich and poor widen dramatically. Environmental issues and the treatment of indigenous peoples raise serious questions as well.

One can only hope that investments in education will continue, for their payoff is certain, beneficial, and permanent.

Dr. Mellander is a professor at George Mason University.

Tempest OVER Testing

Offfice of Civil Rights Guide Toothless or Intimidating?

BY JEFF SIMMONS

What You Don't Know About the SAT Can Hurt You!
FAIRTEST

The battle had been brewing for quite some time. Last year, the U.S. Department of Education's Office of Civil Rights issued a thick document entitled "The Use of Tests when Making High-Stakes Decisions for Students: A Resource Guide for Educators and Policymakers." The result: a clamor from many corners that the government was tilting toward mandating federal testing standards. Even though the title indicated the guide was just that, critics worried that it suggested stronger across-the-board requirements.

Test-makers and test opponents alike rallied for revisions. Many argued that the Guide imposed an extremely high and thus unattainable bar that few could reach. The first draft was subsequently revised, and a second version was released last December. Again, the outcry was considerable, and the architects of the Guide eventually settled down to work on a third and–it is hoped–final draft.

"The structure and language disturbingly create the clear message that the Office of Civil Rights supports the use of large-scale tests to make high-stakes decisions as long as the tests are valid and reliable," wrote Theresa Fay-Bustillos, vice president of Legal Programs for the Mexican American Legal Defense and Educational Fund, of the most recent version.

> ***"There is more government oversight and control over the food we feed our pets than over the tests that we give our children."***
>
> BOB SCHAEFFER, PUBLIC EDUCATION DIRECTOR, FAIRTEST

MALDEF, a Latino civil rights group, fired off the letter early this year with hopes of influencing the final version of the document.

"This guide should not simply regurgitate the education measurement experts' views, but offer the unique perspective of a civil rights agency on these important questions," she wrote.

In creating this first-ever document of its kind, the Department of Education is carefully navigating a minefield: it's attempting to map out a framework for schools and lawmakers of testing issues–what is allowed by law, and what is not–while balancing concerns of test proponents and opponents.

OCR elicited input from more than 40 kindergarten to 12th grade education agencies and groups, higher education groups, and businesses. At press time, OCR was rewriting the expected final version of the document without straying from its original mission: to address the heightened emphasis on standards and accountability nationwide. It was awaiting further recommendations from the National Academy of Sciences Board on Testing and Assessment, which already had organized a hearing to discuss the guide.

Officials are planning to encourage more input from the public, and to have published a final version by the start of the 2000-2001 academic year. Scott Palmer, OCR's deputy assistant secretary for civil rights, says that the document will be a "practical tool for educators and policymakers." The guide will "assist in the planning and implementation of policies regarding the use of tests when making high-stakes decisions for students." It is not, OCR has insisted, a step toward mandating federal standards, only a step toward explaining what has been upheld–or toppled–in the court of law.

"This can be a very important document to help decision-makers understand more about the choices they face and some of the effects of the strategies they might be considering," says Michael Feuer, the National Academy of Sciences' executive director of the Center for Education and director of its Board of Testing and Assessment.

"One of the functions of the academy is to provide independent, objective, science-based advice to the federal government," he adds, "and this is an issue for which we were asked to provide that kind of service."

The second, 78-page version is a menu of professional standards, relevant federal laws that apply to testing, and references that can aid schools and districts in crafting testing practices. It contains more than 30 federal court opinions and more than 30 test-measurement standards.

The timing of the report is crucial to OCR. Its release comes as more states require tests so students can graduate. By 2003, it's expected that 26 states will make testing conditional for graduation, and six states now use tests as conditions for grade promotion. The stepped-up use of testing has elicited a torrent of requests to OCR for advice and technical assistance regarding standards. At the same time, the agency has been encountering a steep rise in the number of testing-discrimination complaints.

Yet, according to the National Research Council Board on Testing and Assessment, many policy-makers and educators are ill-informed about test measurement standards that shape testing policies and practices. That has led to vague and often improper decision-making.

HO obtained a copy of the most recent draft. The Guide expresses the authors' desires to inform decisions about tests when those tests are used to affect how students are promoted from one grade to the next, are graduated from high school, or are considered for acceptance into the higher education arena.

"Just as we believe that good test use practices can advance high standards for learning and equal opportunity, we know that educationally inappropriate uses of tests do not," the document reads.

"If we want this generation of test-taking students and their teachers and schools to meet high standards, then we should insist that the tests they take meet high standards. As foundations for judgments that profoundly shape the lives of students, these tests must be used in ways that actually reflect educational standards and that do not inappropriately deny opportunities to students based on their race, national origin, sex or disability."

The document maps out federal non-discrimination laws that support large-scale standardized testing when used in "educationally appropriate ways." It attempts to address discrimination complaints by insisting that federal law guarantees equal opportunity, but not equal test results.

Results that show groups of students performing better than others should warrant examination, it reads.

"The goal of the federal legal standards is to help promote accurate and fair decisions that have real consequences for students–in the context of standards established by educators–not to water down the standards or deter educators from establishing and applying sensible and rigorous standards," it reads.

In a recent interview, Fay-Bustillos said that the document could eventually turn out to be "a useful guide," once it addresses the concerns of civil rights groups. "The benefit of it is that there are a lot of institutions that are focused on the effects of tests but don't always focus on language issues, issues facing Latino students, issues of using a test to make certain decisions."

Theresa Fay-Bustillos, vice president of Legal Programs for the Mexican American Legal Defense and Educational Fund

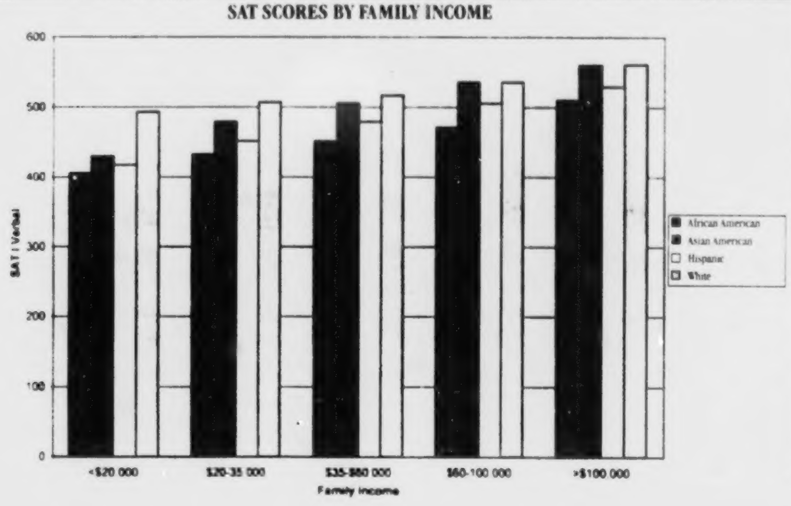


Figure A1. Mean SAT I verbal score for ethnic and racial groups by family income.

SOURCE: College Board Report No. 99-5

"They don't really focus on all of these issues within the context of civil rights enforcement. This document really makes people focus on that and look at it from a civil rights perspective. I think it is positive and will really help institutions and schools to do that."

The second version already assembles a list of applicable laws and sources that schools and districts should consider. Among those cited:

- Title VI of the Civil Rights Act of 1964, which prohibits race and national origin discrimination in programs and activities that receive federal financial assistance. But Title VI's regulations don't address the use of tests and assessment procedures; instead, they bar discrimination based on race, color, or national origin in any service, financial aid, or other benefit provided the recipient.
- Title IX of the Education Amendments of 1972, which prohibits sex discrimination in education programs receiving federal financial assistance. When it comes to testing, the Guide indicates that Title IX's regulations specifically prohibit the discriminatory use of tests/assessment procedures in admissions.
- Individual court cases such as *Lau vs. Nichols*, in which magistrates found the San Francisco Unified School District violated Title VI by failing to take affirmative steps to meet the instructional needs of some limited-English-proficient students.

"Our position is that what the Department of Education should worry about is not just fairness in tests but fairness in anything used in high-stakes decisions."

WAYNE CAMARA, EXECUTIVE DIRECTOR OF RESEARCH, THE COLLEGE BOARD

"There is a lot of legal coverage in the document," says Wayne Camara, the executive director of research for The College Board. "It is a resource guide from OCR, so there is a heavy dose of legal guidance and legal interpretations of how different court decisions can be interpreted and court rulings where tests have been an issue.

"OCR says this is a resource guide as opposed to formal federal guidelines, but on the other hand, because it's issued by OCR, and everyone realizes this is an agency that legally enforces any type of investigation about due process and adverse impact on underrepresented groups, if OCR is advising you to do certain things, there's a strong implication that this is what they want.

"It's like guidance coming out of the IRS. One would ignore it at one's own peril."

The College Board had expressed significant concerns about the first draft, claiming it was "factually inaccurate in many cases."

"We felt they were requiring such an undeniable rigor for the use of any tests that it would have a chilling effect on any school district, on a state or college, that would likely result in the reduction or elimination of tests in many instances," Camara says.

"Our position is that what the Department of Education should worry about is not just fairness in tests but fairness in anything used in high-stakes decisions."

The Guide addresses tests used throughout academia, from the earliest grades to the highest levels. It spells out what the professionally recognized standards of sound testing practices are, and it raises questions that districts should consider, such as: What are the objectives of the tests? What are the intended goals? Are they clear?

It also broaches concerns raised about disparities among scores based on gender and race. "Almost the entire guide is devoted to differences between minority groups," Camara observes. "That's an emphasis: where two groups differ in terms of performance on a test, it says 'Here's what you should do.'"

That is a key concern because of years of complaints about the disparity among results and about how often disproportionate numbers of African Americans and Latinos versus white students have fared poorly on exams. The result has skewed promotions, graduation rates, and college acceptance ratios.

But federal law goes only so far to address this. The Guide clearly says that "under federal law, a statistically significant difference in outcomes suggests the need for further examination of the educational practices in question that have caused the disparities... but disparate impact alone is not sufficient to prove a violation of federal civil rights laws."

Courts have examined three questions when determining whether those practices are discriminatory: Does the practice result in substantial differences in the award of benefits or services based on race, national origin, or sex? Is the practice educationally justified? And–is there an educationally valid alternative?

The Guide additionally discusses accuracy in testing limited-English-proficient students and

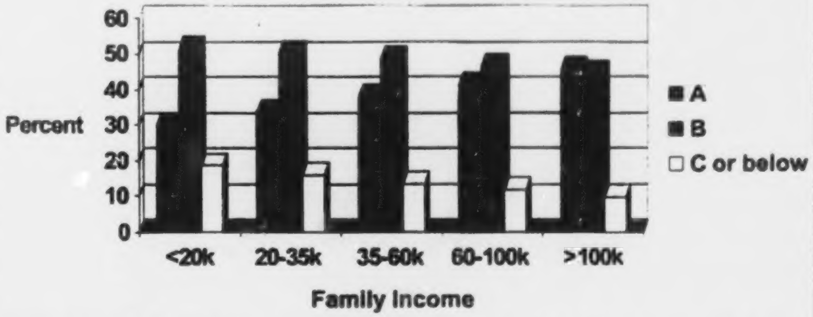


Figure 1. Income by high school grade-point average. Self-reported family income by high school average grades, *1997 College-Bound Seniors*.

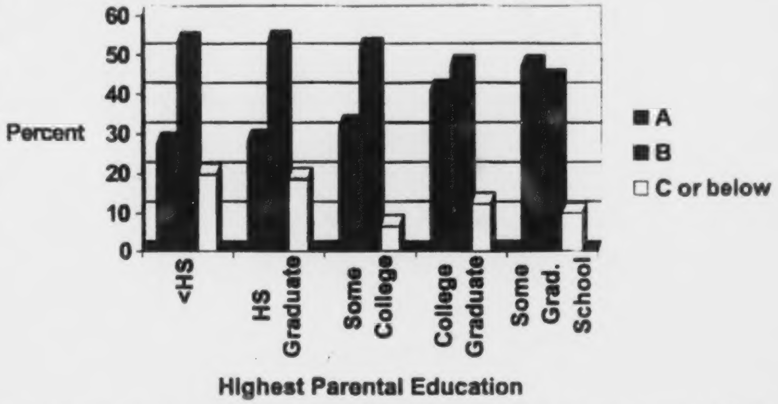


Figure 2. Parental education by high school grade-point average. Self-reported highest level of parental education by high school average grades, *1997 College-Bound Seniors*.

SOURCE: College Board Report No. 99-5

students with disabilities. It addresses accommodations that could be made in the administration of tests, measures such as alterations to the length of test-taking time or size of the testing group.

The Guide has greater potential than in its current form, says Bob Schaeffer, public education director for FairTest, a 15-year-old group that supports government regulation of the test.

"Tests have risen to such a prominent gatekeeping position in our society," Schaeffer says, and unchecked practices have fostered misuse and, therefore, tipped the scales of educational favoritism away from Latino and African American students.

Most of the civil rights community has favored stronger standards, ones that could bring tests in line and eventually ensure more balance, fairness, and reliability, he says.

"There is a huge impact on minorities from the use of cutoff scores and passing scores on tests, for a variety of reasons. Many score lower on average on standardized tests than do whites, and when you use cutoff scores, there is a huge, disparate impact."

FairTest has maintained that the Guide is weak and that there is no enforceability.

"It does say all of the right things from our perspective, but it does not mandate anything," he says. "There is more government oversight and control over the food we feed our pets than over the tests that we give our children. There is no test you have to take to be a test-maker. You can hang out a shingle and become a test-maker. If a school district accepts your bid for a contract, you'd be making a test."

"There is a need to assure that these devices at least meet the minimum standards of quality, which include accuracy, relevance, fairness, and openness."

FairTest maintains that the increased reliance on tests, especially when tests are used as the sole or top criteria for promotion or retention, is woefully misguided. "No test should be used as the single factor for making a life-altering decision," Schaeffer says.

He echoes OCR's wording that it is improper for anyone to use test scores as the single factor to determine high school graduation or college admissions. The College Board's Camara agrees on that note, saying that test scores should never be the single deciding factor.

The eventual release of the Guide will likely spark even more debate: How will policy-makers and educators use it? As a guidebook or as a rulebook? Will this inevitably lead to its content being mandated–so that all testing falls under the same structure?

"It will have its biggest impact on state testing programs," says Camara. "Once this comes out, it will probably improve the practice of testing. Over time, many policy-makers and educators will be more aware of the appropriate use of tests and how they can be misused.

"There should be a lot more education about use and misuse of tests. I don't think mandating standards would work because local school districts have a great deal of autonomy in education and they use different tests different ways. I don't think you can federalize the use of tests."

Schaeffer disagrees. He says that the better solution is for the guide to become the letter of the law and for the government to step in to monitor tests, standards, and test-makers.

"We don't believe that industry self-regulation is realistic, and we are concerned that the consumer-report type of model, where the independent expert comments on and rates test quality, is too weak. Governments need to regulate test quality and use.

"There has been substantial discussion about what is the best way to regulate tests and test use, and some people have argued that you need a government agency like the Food and Drug Administration. In this country, before a manufacturer can sell a drug, he must prove it's safe and effective. This was done to drive snake oil out of the marketplace.

"Some people would argue we need something similar to drive educational snake oil out of the marketplace."

Extra Mile Award to University of Connecticut's Jim Henkel

BY INÉS PINTO ALICEA

NEBHE Science Doctoral Scholars present "Extra Mile" Award to University of Connecticut Dean and Professor James Henkel.

Jim Henkel, associate dean of the University of Connecticut graduate school, is modest about his efforts to diversify his campus, but he is considered a star for his work in New England.

Henkel said that in the mid-1980s, he looked at his university's diversity efforts and saw a dismal situation. Henkel said that the numbers of students of color were low and funding to improve the situation was scant. At the time, only about $6,000 in graduate fellowships was available for students of color.

"I looked at our numbers, and we were bleaker than bleak," said Henkel, associate vice provost for research and graduate education and a faculty member in the University's school of pharmacy. "I compared us to other universities, and we were way behind. It was complete neglect."

Henkel helped his campus raise nearly $1 million to provide fellowship money for graduate-level minority students. He also was instrumental in increasing the numbers of minorities at the campus, based in Storrs, particularly at the doctoral level. He says that diversifying the campus not only was socially right but also necessary to make the campus more competitive and to expose students to a variety of people.

His work has not gone unnoticed. The New England Board of Higher Education (NEBHE) bestowed upon Henkel one of its highest honors, the Extra Mile award, for his outstanding service and leadership in the organization's New England Doctoral and Dissertation Scholars Program for underrepresented minorities. NEBHE works intensively with more than a dozen science, engineering, and math doctoral departments to help them improve their recruitment and retention of U.S. minorities. The program provides support to selected scholars in a number of ways, including tuition forgiveness in all years of graduate work. As of winter 2000, the program serves 60 doctoral scholars and boasts a 90 percent retention rate. NEBHE also helps graduating scholars with their academic job search.

"I was completely shocked, thrilled, and honored," said Henkel of the award. "I was blown away. I am not looking for awards. Our rewards are getting people into the program and seeing them graduate."

JoAnn Moody, NEBHE vice president and director of Excellence through Diversity, said that Henkel has served as a key adviser to her since NEBHE's program was launched. Nominations for the award come from students or NEBHE staff or advisers, and the final selection of the awardee is made by the NEBHE staff. Recipients of the Extra Mile Award receive a plaque that expresses deep gratitude.

Moody said that Henkel was instrumental in getting the program off to a great start, adding that he has helped recruit more than a dozen minorities to the program at the University of Connecticut and several more to programs at other participating universities. "He's worked hard for his university and helped the program throughout the region."

Henkel, the third person to receive the prestigious award, "has a broad vision, and he wants the minority students to succeed in science," Moody said. "That sometimes means that his university doesn't always win in recruiting students. What is important to him is that the student is going to be a scientist. He always takes the high road, and it's always what is in the best interest of the student."

Professor James Henkel

Moody said that Henkel serves as a mentor-at-large for the program. He is not assigned to serve as a dissertation adviser to the students nor as an adviser in general to any specific student but works on behalf of all of the students in the program.

"Because he's in the top administration, he can point out the educational benefits of diversity to key power-holders at his university," said Moody. He not only talks the talk–he walks the walk.

Henkel said that his interest in diversity issues was inspired by his work with his Ph.D. advisor in organic chemistry, Dr. Langley Spurlock, at Brown University. Spurlock, an African American, dealt with numerous racial snubs from many people with dignity and grace, which further sensitized Henkel to barriers that minorities face in the sciences.

"I was comfortable going in and working with him," said Henkel. "When I started working with him, I would see the reactions to him that he sloughed off. I'd say, 'How can you let them do that?'"

Henkel said that the experience made him explore further the difficulties that minorities encountered in graduate programs. He found that more work needed to be done in improving the mentoring process that students undergo. Many faculty members are not natural mentors, nor are they trained in how to be good mentors, he said, so they tend to repeat what they learned from their own mentors. Often that meant that the students were left alone for long stretches without guidance.

Some of the faculty, said Henkel "would say, 'I did it the old way, so why shouldn't they?'"

Henkel said his interest in diversity issues was inspired by his work with his Ph.D. advisor in organic chemistry, Dr. Langley Spurlock, at Brown University.

"Graduate education is not conducive to learning mentoring skills. What we needed was a different model. We needed to help the students acquire the skills that would make them successful. We're trying to change the culture of faculty. We start with a few departments and have those departments serve as models for others." He noted that his university's molecular and cell biology department has been extremely successful in recruiting and retaining minority doctoral students.

Henkel said that the process of increasing the numbers of minority faculty is slow since it takes 10 years to fully prepare students, that is, to get them through their doctorates. "We have to be in it for the long haul," he said.

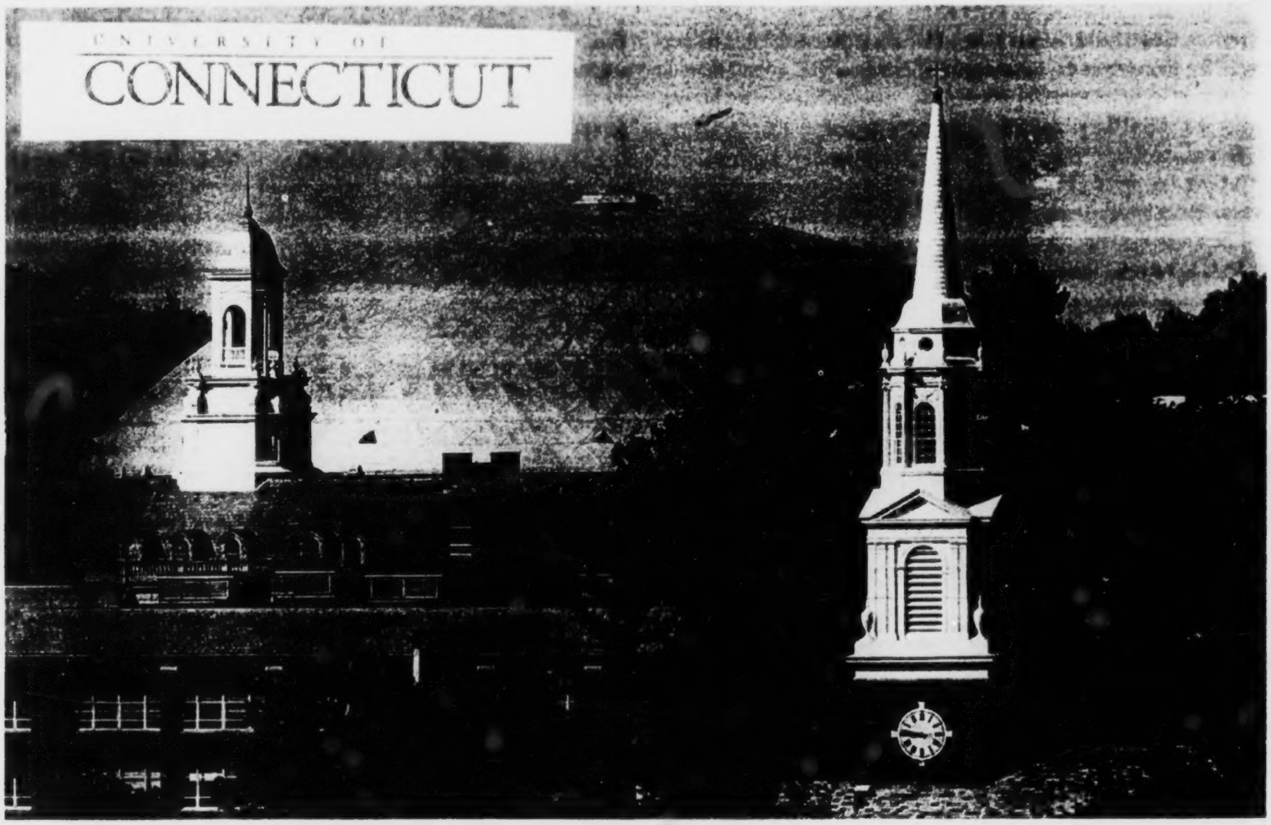
Moody said that Henkel helped develop clustering, an important component of the program that has improved its success rate. Minority doctoral students are enrolled in a participating doctoral department in a cluster; that is, four to six scholars are sent to one department at the same time. Before, minority students were sent alone to a department and often found a chilly climate, he said. That hurt the student because there was no support system, he said.

When several students enroll at the same time, then they are a presence, and the environment tends to be improved, Henkel said. The students and faculty members of the designated department also undergo extensive training on mentoring, multiculuralism, and other issues.

"Since 1990, we have found U.Conn to be a trendsetter and you to be the prime mover," said Moody in a letter to Henkel announcing his award. The University of Connecticut has some 20,000 students. About 6,000 are in graduate programs.

NEBHE's Moody is not the only one impressed with Henkel's work.

"From what I hear from a few U.Conn. students, Jim is a great guy who appears to be committed to creating opportunity for minority grad students at U.Conn.," said Catalina Martinez, one of the doctoral students receiving support through the program and one of the students who presented Henkel with his award. Martinez is a third-year doctoral candidate in oceanography at the Graduate School of Oceanography at the University of Rhode Island in Naragansett. Martinez recently won a National Science foundation award–the Rhode Island Marine and Environmental



Graduate Teaching Fellowship in K-12–that will enable her to help teach inner-city youth for one full year.

NEBHE is a nonprofit, congressionally authorized interstate agency whose mission is to encourage cooperation and the efficient use of resources among New England's schools. There are 282 schools in the six-state region encompassing Maine, New Hampshire, Connecticut, Massachusetts, Rhode Island, and Vermont. The schools in the region confer about seven percent of all bachelor's degrees granted by U.S. colleges and universities, nine percent of master's degrees, eight percent of doctorates, and seven percent of first professional degrees in fields such as law and medicine.

In 1996, New England's schools conferred nearly 154,000 degrees. Hispanics earned just under 3,900 or 2.5 percent. New England's share of degrees conferred on Hispanics in the U.S. had dropped by nearly two percentage points in master's, first professional, and doctoral degrees between 1990-1996. Hispanic enrollment grew by 46 percent in the region in the same time period. Yet of the nearly 800,000 students enrolled in New England's schools in 1996, the most recent data available, only 30,598, or 3.8 percent, were Hispanic.

> ***"Since 1990, we have found U.Conn. to be a trendsetter and you to be the prime mover," said Moody in a letter to Henkel announcing his award.***

NEBHE is not the only regional higher education board to confer the honor bestowed on Henkel, the Extra Mile award. Annually, each of the three regional boards of higher education offers an award to someone who has gone beyond the call of duty for the Compact for Faculty Diversity, the umbrella program designed to bolster the number of minorities getting doctorates. The three regional boards are the New England Board of Higher Education, the Southern Regional Education Board, and the Western Interstate Commission for Higher Education. Each carries out work in its region similar to NEBHE's.

Extra Mile awardees for the 1999-2000 school year for the Southern Regional Education Board's Doctoral Scholars Program are Dr. Donald R. Cole, associate dean of the graduate school and McNair Program director at the University of Mississippi, and Sherron Jackson, director of equal opportunity and facilities at the Kentucky Council on Postsecondary Education. The Western Interstate Commission for Higher Education gave its Extra Mile award to the New Mexico Commission of Higher Education.

One Florida: Positive Step or Trojan Horse?

The **FSU** *Perspective*

BY ADALYN HIXSON

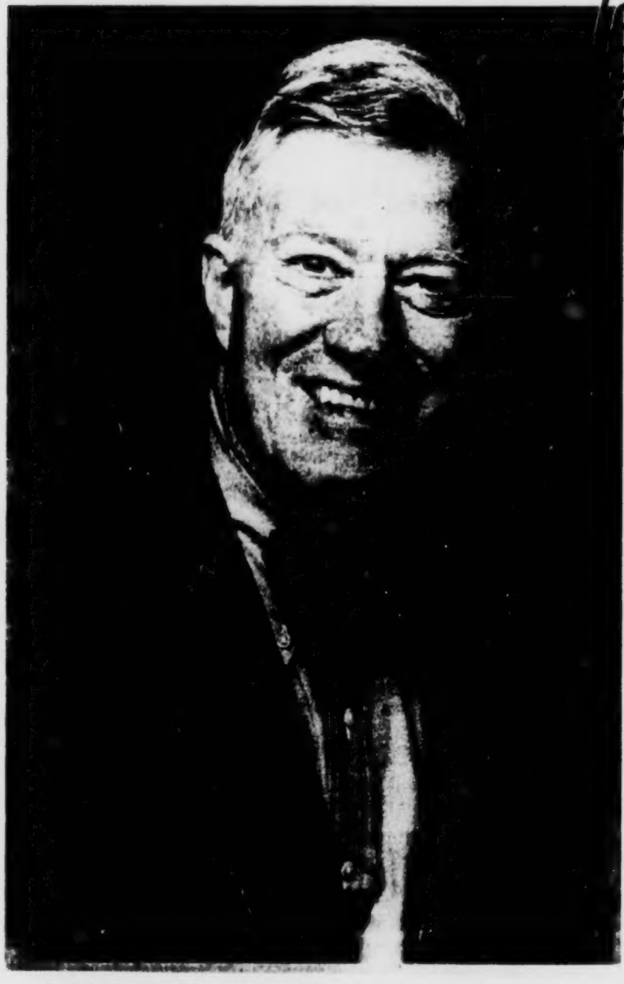
Last December, speaking at the Florida State Democratic Convention, President Clinton noted that affirmative action "actually began under a Republican administration, back when both parties were really committed to civil rights." He mentioned his own "mend it, don't end it" policy, and efforts over the last seven years to develop economic, political, and social policies that included and benefited "everybody."

"But you cannot look at the record...," he said, "and make a case that we'd be better off...by walking away from one of the tools that has helped to bring us together as a nation."

"Don't give up on affirmative action," urged Clinton. "Go out there and defend it."

A month earlier, Governor Jeb Bush had announced his "One Florida Initiative," a plan that ended race-based undergraduate admissions and minority set-asides but guaranteed acceptance in Florida's public colleges of the top 20 percent of students who've completed a prescribed curriculum–that isn't available at some of the state's poorest schools.

As reported in *HO* April 7, some suggested that One Florida was launched to keep a Proposition 209 at bay. Others damned the initiative as anti-minority. In March, as Jeb Bush gave his state address, claiming that the One Florida Initiative was the will of the majority, thousands protested in Tallahassee. Whether 11,000 attended, as reported by the Tallahassee police, or 50,000, as reported by the NAACP, it was one of the largest civil rights rallies in Florida history. And it was to no apparent avail. The Board of Regents of Florida's public university system, and other relevant bodies, approved the Bush plan.



"I believe that the Bush plan, if properly funded and implemented at the high school level, will increase opportunities for the disadvantaged."

SANDY D'ALEMBERTE, PRESIDENT, FSU

Heeding the Handwriting

At least one savvy Floridian had read the handwriting on the walls of California, Texas, and Washington State and taken action before One Florida made its debut. That person was the Tallahassee-born Sandy D'Alemberte, president of The Florida State University the last six years and, earlier, dean of its College of Law.

D'Alemberte's own education took place largely below the Mason-Dixon line–a B.A in political science from the University of the South, summer studies at FSU and UVA, a fellowship at the London School of Economics and Political Science, and a J.D. with honors from the University of Florida. He's won awards from the Anti-Defamation League, associations of trial lawyers and of criminal defense lawyers, the National Council of Jewish Women, The Florida Bar, the Florida Civil Liberties Union, and the ABA–plus an Emmy for his work in open government.

To some, he is a "flaming liberal," a label he says he earned on the issues of "civil rights, opposition to the death penalty, the Vietnam War, support of education, and safety net social programs." "Otherwise," he said, "I am not so liberal, but I do not mind the label."

D'Alemberte spent six years as Dade County's representative in the Florida House, and later chaired the state's Constitution Revision Commission and Commission on Ethics. He seems uniquely positioned to assess a risk to civil rights in Florida. And he came out in support of One Florida. Indeed, he told *HO* that he believes that "the Bush plan, if properly funded and implemented at the high school level, will increase opportunities for the disadvantaged."

After the first public hearing was held on the plan, a hearing that some felt should have taken place far earlier, D'Alemberte wrote an opinion piece "to explain why I do not have a problem with the proposal as it relates to undergraduate education." Printed in the *Tallahassee Democrat* February 2, his article stated that "Florida State University is using affirmative action, but we have abandoned race-based admissions."

"The plan calls for the end of race as the sole criteria for admission," wrote D'Alemberte, "but rather than ending affirmative action, Gov. Jeb Bush's plan calls for increased initiatives in bringing about diversity."

And "increase initiatives" is what Florida State University did–in advance of One Florida and in response to California's 209 and *Hopwood*.

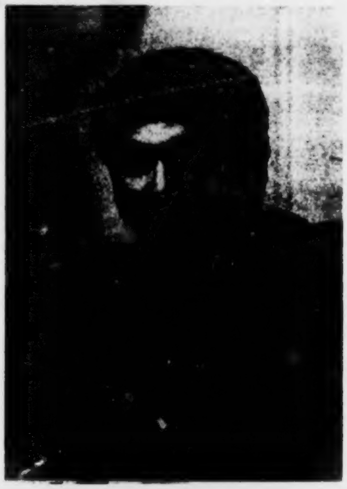
"The position is something that we were moving toward well before the governor announced his plan," D'Alemberte told *HO*, "and that is why we were fully prepared to implement it right away.... We had already spent the time to analyze the possible consequences of a constitutional amendment or adverse court action...."

FSU Admissions

"It is true," said John Barnhill, FSU's director of admissions, "that we were looking at the issue of race in admissions prior to the governor's One Florida Initiative." Florida colleges had initially factored in race to compensate for the state's historically segregated higher education system. They were essentially required to do so by federal mandate.

But more recently, said Barnhill, "the use of race in admissions was being questioned at the national level by court decisions and at the state level in ballot initiatives. In following these various events, our admissions committee began to analyze our policies to see if we could effectively maintain our ethnic diversity if we adopted a race-blind process."

"We started slowly by adding additional factors such as first-generation status and socioeconomic considerations to our race-conscious policies. We did not eliminate the use of race, but we broadened it.... At the same time, we felt it was necessary to increase our applicant pool of prospective students. We put a lot of money and new programs into place to attract more students. Publications were revamped, communication plans were adopted, and more students were contacted. All of these efforts have paid off–we have increased our applications this year by 15 percent for the fall–2,859, and by 49 percent for the summer–1,709."



"[W]e have increased our applications this year by 15 percent for the fall–2,859, and 49 percent for the summer–1,709."

JOHN BARNHILL, FSU
DIRECTOR OF ADMISSIONS

"These numbers are even more significant when you consider our location," Barnhill continued. "Most universities attract the majority of their students from a radius of 150 miles [from] campus. We are just the opposite. FSU's location is quite a ways from the major metropolitan areas of the state–roughly 180 miles from Jacksonville, 240 from Orlando, 210 from Tampa, 450 to Ft. Lauderdale and Miami. Obviously, our students feel we are worth the drive!"

HO asked Barnhill whether there was an established Hispanic community in the Tallahassee area. The answer was no.

"I wish I could tell you that the city of Tallahassee had a strong Hispanic presence that we could call upon to increase our applicant pool of Hispanic students, but the truth is that it does not," said Barnhill. "Our increases have been from students outside the Tallahassee area who have been attracted to what I think is a welcoming community that embraces diversity.

"One trend I have noticed in Hispanic prospective students is the willingness to consider leaving home to go to school. When I started at FSU 22 years ago as an admissions recruiter, I was amazed at the reluctance of some parents to allow their sons and daughters (mostly daughters) to consider FSU because of its distance from home. While I still see that today, it is definitely not as severe as it used to be."

Staff writer Melanie Yeager, *Tallahassee Democrat*, interviewed a high school guidance counselor in Orlando who said that FSU "is just head and shoulders over everybody else with its personal contact." Yeager reported too that FSU's recruiting budget had gone from $200,000 a year to $1.2 million. But at an average of $340 spent on recruitment per student, it is still spending $60 less than the national average, which is $400.

FSU's current population includes close to 2,400 Hispanics and more than 4,100 African Americans. According to D'Alemberte, minorities at FSU have grown over the past ten years from 15 percent to 25 percent of its population, an increase he attributes to affirmative action. Some of the most recent increase is decidedly due to FSU's phonebank, a program in which 30 student employees made nearly 30,000 calls to prospective students or to their parents last fall, talking about FSU programs and answering questions–most of them about life on campus. Information about the students becomes part of a database that's used in subsequent calls.

Barnhill told *HO* that schools in larger metropolitan areas are seeing big increases in part-time students and in students beyond their twenties, but not FSU. "While it is true that nontraditional students are flocking to college campuses, most of ours are coming to us straight from high school."

FSU's students are "traditional" in another way, too. "Our admissions process puts a lot of weight on academic performance," Barnhill told *HO*, "so if a student has not performed well in high school, chances are we will not admit."

When Barnhill spoke with Melanie Yeager in January, he said that of 130 Black and 172 Hispanic students recently accepted, only eight had GPAs below 3.0. But under FSU's new admissions process, students get a plus not only for good grades in high school, taking honors classes, and taking calculus but also for being first-generation, for being in a low-income family, and for taking advanced foreign language classes–which could give an edge to the bilingual student. Minuses are accrued, too, however–for low-ranking in class, weak academic schedule, poor grades, lacking college prep courses, and needing remedial work in reading, writing, or math.

HO asked Barnhill what is done to give a "second chance" to someone who perhaps performed poorly in high school but now seems to demonstrate academic potential and maturity. "The state of Florida," he said, "has a strong community college system, and second chance students can gain admission to FSU after completing a two-year program at a community college."

Will FSU be able to maintain its gains in minority recruitment as other institutions beef up their own efforts? And will the state of Florida provide the money to adequately prepare all its youths for a college education?

Asked by *HO* where the state of Florida would fall on the liberal/conservative spectrum, D'Alemberte responded that Florida "is now quite a conservative state." Having noticed mostly African Americans cited by mainstream media in accounts of the fight for affirmative action in Florida, *HO* asked him too where he thought Florida's immigrant population fell within that same spectrum. This he called a "very complex question." "There are many different immigrant populations," said D'Alemberte, "but on the issue of affirmative action, I believe that the majority of each will support affirmative action."

"By the way," he added, "I believe that the Bush plan does not abolish affirmative action and, indeed, requires our affirmative efforts to recruit and retain students."

Asked what he sees as the chief legal issues facing higher education today, he had this to say: "I will give only one at this time and that is the issue addressed by the One Florida plan. As I read the cases and watch the initiative movements, I fear that the power to run affirmative action programs–even those that do not use race as a factor for admission decisions–will be diminished unless we take positive steps. I view One Florida as a positive step."

Other Voices

The NAACP announced in mid-May that it had effectively stopped Black conservative Ward Connerly's plan to place on the November ballot in Florida the same kind of anti-affirmative action measure he helped pass in California and Washington State. Connerly was unable to collect the 400,000 signatures needed but, reported the NAACP, "vowed to renew his bid to dismantle affirmative action by returning to Florida in 2002."

NAACP President and CEO Kweisi Mfume said, "We must use this victory to continue to educate Floridians as well as the rest of the nation about the merits of affirmative action and equal opportunity."

"We stopped him in Florida once. We most certainly can stop him there again or anywhere else he attempts to block the hard-earned civil rights gains provided to women and minorities through affirmative action," he added. Mfume also said that the NAACP would continue its fight against Governor Jeb Bush's One Florida plan, which "requires constant scrutiny because it is essentially the same and equally as harmful as Connerly's campaign."

Publisher Earl G. Graves, in the May issue of *Black Enterprise*, said of One Florida: "It's truly a Trojan horse–perhaps offered with good intentions, but with the potential to be as destructive to equal opportunity for African Americans as California's Proposition 209 and Texas' *Hopwood* decision."

THE UNIVERSITY OF MARYLAND COLLEGE PARK

REGISTRAR: The University of Maryland, College Park, the flagship research institution in the University System of Maryland, invites applications and nominations for the position of University Registrar, responsible for the management and maintenance of student academic records and degree certification services; enrollment support services; registration services, including course registration, scheduling, maintenance of approved course information; development and maintenance of the Student Information System. In addition, the Registrar plays a leadership role in developing, implementing, and enforcing enrollment policies, furthering recruitment and retention activities, and developing the University's academic information infrastructure. The successful candidate will be a leader and a person of vision able to maintain a tradition of excellent service to students, faculty, staff, and other stakeholders.

QUALIFICATIONS: Master's degree required, doctorate preferred; six to eight years experience related to registration and records, specifically involving the development and implementation of student information systems and applications. Successful history of managing professional level employees and awareness of current trends, regulations, and issues pertaining to academic records within higher education.

Application should include vita/resume; names, addresses, e-mail addresses, and telephone numbers of at least three professional references; and a cover letter describing how the applicant's personal and professional strengths correspond to the requirements of the position. Send applications and nominations to **Registrar Search Committee, c/o Linda Spoerer, Office of the Registrar, Mitchell Building, University of Maryland, College Park, MD, 20742.** For best consideration apply by August 14, 2000; review of applications to begin August 21, 2000 and continue until position is filled.

PRESIDENT

THE UNIVERSITY OF TEXAS OF THE PERMIAN BASIN

The Advisory Committee for the Selection of a President for The University of Texas of the Permian Basin welcomes nominations or applications of qualified and interested candidates for this position.

Located in Odessa, Texas, U. T. Permian Basin is one of 15 institutions in The University of Texas System. With a fall 1999 enrollment of 2224, the University offers 25 bachelor's degrees and 17 master's degrees and is organized into the Colleges of Arts and Sciences, the School of Business, and the School of Education.

Nominees should be highly respected within the national academic community, possess an earned doctorate or comparable academic credentials, have strong academic experience, exhibit a devotion to excellence in research and teaching, have demonstrated leadership ability in a complex organization, present strong commitment to and experience with the development of diversity, have a solid record of institutional development experience and fiscal management experience, and possess the ability to communicate a vision of the University to the institution's diverse constituencies.

Nominations and applications with supporting documents are requested by September 15, 2000 and should be mailed to:

Advisory Committee for the Selection
of a President of the U. T. Permian Basin
c/o The University of Texas System
601 Colorado Street
Austin, Texas 78701-2982

An Equal Opportunity Employer

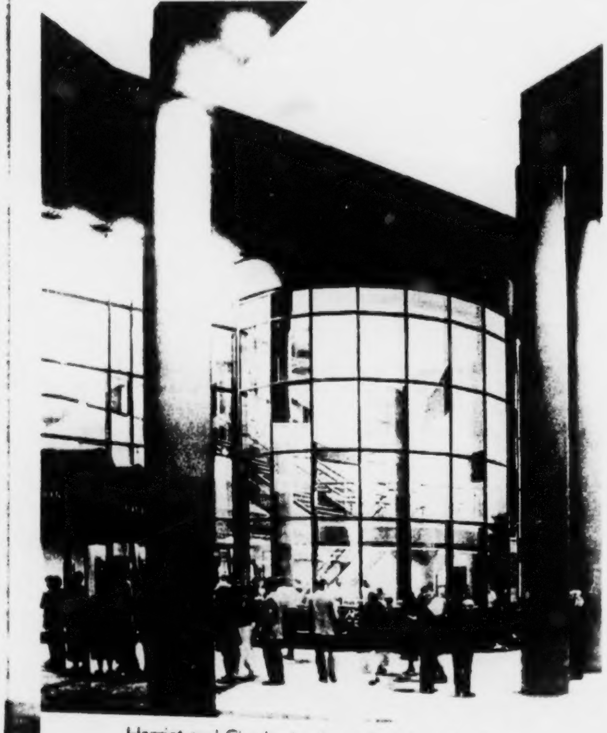
The Honor Roll

California State University-Los Angeles

Hispanic Students Fifty-One Percent

BY ROGER DEITZ

Because of its very diverse student population, California State University has been described as "one of the most interesting and unique in the world" and also referred to as a "little United Nations." More than half of all students are Hispanic, nearly one-quarter are Asian American, and almost one in ten is African American. Three of every five students are female. The institution takes pride in this diversity and has used this special attribute to provide students with a more realistic, global education.



Harriet and Charles Luckman Fine Arts Complex

Cal State-L.A. scholars range in age from their teens to their eighties and come from all over California, most of the 50 states, and 120 other nations. In ethnic, cultural, economic, and social background, and in religious preference, Cal State-L.A. students "resemble the world at large." In recent years, these diverse Cal State-L.A. students have received top national and regional awards in areas from chemistry to journalism, business, and history. For example, since 1990, engineering and technology students have designed, built, and raced three national award-winning solar cars, with the latest kudos earned for placing first nationally in 1997. That year, the student-built and driven flaming-yellow Solar Eagle III won First Place in the North American Sunrayce solar car competition, besting 35 prestigious U.S. and Canadian universities, including UC-Berkeley, Stanford, and MIT (Massachusetts Institute of Technology).

This stellar win came as no surprise to University President James M. Rosser, who has served Cal State University-Los Angeles in that office for just over twenty years. He is its sixth president. Dr. Rosser says that "for over half a century, Cal State-L.A. has been providing an educational foundation of critical thinking and problem-solving skills that has enabled our students to become today's leaders. Cal State-L.A. continues to provide unlimited learning opportunities in a setting of academic excellence so that our students are current and fluent in many languages, whether it is the art and language of another people, the terminology of global politics and economics, or the vocabulary of the new technology.

"Throughout these decades, our students' education has been

James M. Rosser, California State University-Los Angeles president

Honor Roll Facts in Brief

INSTITUTION
California State University, Los Angeles

LOCATION
Office of Admissions and University Outreach
5151 State University Drive
Los Angeles, CA 90032-8530
(323) 343-3178

ESTABLISHED
1947

ENROLLMENT
19,783 (8,886 or 51.3 percent Hispanic)

DEGREE OFFERINGS
Bachelor's
Master's
(Doctorate in Special Education offered jointly with UCLA)

TUITION AND FEES
Legal residents of California are not charged tuition.

FACULTY
633 full-time (67 Hispanic) and 439 part-time (64 Hispanic)

SEVERAL DEGREE PROGRAMS
Biology
Business Administration
Journalism
Music
Special Education

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Bilingual Center
Center for Multicultural Education

INTERNET ADDRESS
www.calstatela.edu

enriched by a campus community with a wide range of interests, ages, and cultures that mirrors the real world and produces graduates like math teacher Jaime Escalante, novelist Joseph Wambaugh, business leader Donald Sterling, U.S. Congresswoman Maxine Waters, and astronaut Sam Durrance."

President Rosser believes that "There is no asset more important to the process of learning than great teachers." The educator reports that "since its founding in 1947, Cal State-L.A. has recruited a faculty of nationally and internationally honored experts, and continues to develop each student's potential with an excellent student-teacher ratio, individual attention in small classes, research opportunities, and team-building."

Another professorial jewel enhanced the academic crown when CSU-Los Angeles Chemistry Professor Carlos G. Gutierrez was named one of four faculty selected this year for the $20,000 system-wide CSU Wang Family Excellence Award. Guiterrez won in the category of Natural Sciences, Mathematics, Computer Science, and Engineering. When the awards were presented last May at a formal ceremony in Long Beach, President Rosser praised Guiterrez for "devoting his entire academic life to enhancing the educational success of those students who, in particular, are underrepresented in the sciences." "Often," observed Rosser, "in the Chemistry and Biochemistry Department, throughout the campus, in local high schools and community colleges, he is regarded as the first choice for advisement from among department faculty. His sincere interest in students' welfare and his enthusiastic encouragement of their participation in the chemical sciences have inspired many of them to select these fields as careers."

Gloria Romero, California State Assembly member for the 49th District and majority whip, sent congratulations to Guiterrez and the University community for receiving the CSU Wang Family Excellence Award. Romero is on leave from her post as a professor of psychology at Cal State-L.A.. She said, "I had the opportunity to work with Dr. Guiterrez and witnessed firsthand his extraordinary efforts to enhance access to the sciences for underrepresented students in Los Angeles County. He has consistently demonstrated his commitment and dedication as a teacher and scholar. In this era of higher expectations, as proclaimed by Governor Davis and the California State Legislature, he is a stellar example of just how high we should set the bar for excellence and achievement."

The institution has a corps of 633 full-time and 439 part-time faculty. Of these, 67 full-timers and 64 part-timers are Hispanic. A wide range of ethnically diverse students is being served as well. Cal State-

L.A. enrolled 19,783 students in the fall of 1999. The headcount by race/ethnic group shows that 8,886 or 51.3 percent are Hispanic; 1,560 or 9.0 percent are African American; 3,940 or 22.7 percent, Asian American; and 81 or 0.5 percent, Native American. By gender, the headcount shows 12,032 females, or 60.8 percent.

Since 1948, more than 141,000 students have earned degrees at Cal State-L.A. Alumni/ae have distinguished themselves "locally and globally." Graduates hold seats in the California State Legislature, on local governing boards, and in the U.S. House of Representatives. Cal State-L.A. is proud to claim a former lieutenant governor of California and two superintendents of the Los Angeles Unified School District. In 1995, physics alumnus and astronaut Sam Durrance took the University beyond the borders of the known world when he carried the Cal State-L.A. President's Medallion into space as a tribute to his alma mater.

The cost of attending Cal State-L.A. is very modest. Legal residents of California pay fees that total about $585 per quarter. They are not charged tuition. Then there is about $200 or so per quarter for books and supplies. A Free Summer Quarter + program (FSQ+) really makes it possible for undergraduates to gain an affordable and accelerated education. Cal State-L.A. participates in a variety of federal and state financial aid programs. Students are told that they should not hesitate to seek admission because of financial reasons, that more than 45 percent of its first-year students and 30 percent of its undergraduates receive some form of assistance.

Students at California State University-Los Angeles

The FSQ+ program is designed to save time and money. The participating student receives a full complement of courses during the first summer quarter absolutely free. All usual tuition and registration fees are waived. Students who stay in the program can continue to take courses free in future summer quarters...potentially saving one-fourth to one-third of the college tuition and fees. The FSQ+ student also receives priority registration for courses and an academic advisor. There are Special Learning Communities (course clusters) for incoming first-year and transfer students. Participants are eligible for all financial aid and scholarships and for the General Education (GE) Honors program. With this program, it is possible to earn a bachelor's degree in as few as three years, depending on the number of courses taken per quarter and whether a student attends three or four quarters per year.

California State University-Los Angeles was founded in 1947 by action of the California State Legislature. It is a comprehensive institution offering programs in more than 50 academic and professional fields. The University is organized into six schools that house more than 50 academic departments and divisions. The campus is located at the eastern edge of Los Angeles and adjacent to the western San Gabriel Valley cities of Alhambra and Monterrey Park. It occupies 175 acres on a hilltop that affords views of the mountains to the north, the San Gabriel Valley to the east, metropolitan Los Angeles to the west, and the Palos Verdes Peninsula and Catalina Island to the south. Popular mountain and desert resorts are with a two-hour drive, and beaches are less than an hour away by car. The campus is nestled among the rolling hills on a site that once housed one of California's 36 original adobes, built in 1776 by Franciscan missionaries and destroyed by fire in 1908. The lands once were part of a Spanish land grant known as the Rancho Rosa Castilla, created by the family of Juan Batista Batz, a Basque rancher from northern Spain who settled here in the 1850s. The inspiration for the name of the rancho, according to local historians, was the wild rose that once grew near the ranch home. The main roadway through the campus is known as Paseo Rancho Castilla to acknowledge its historic heritage.

From 1947 to 1955, Cal State-L.A. was situated on the campus of Los Angeles City College and shared its facilities. In 1956, construction began on the present site, and in 1958, ten newly constructed permanent buildings were first occupied. In recent years, the University went through another major phase of master plan development. This included a new administration building, major additions to several classroom buildings, construction of two new classroom buildings with underground parking structures, relocation and expansion of the Student Health Center, and the addition of a modern University-Student Union.

Other recently completed projects include parking facilities for more than 2,700 cars and an attractively landscaped road access system. Also new is a major remodeling of the south wing of the Fine Arts Building, and completion of the Anna Bing Arnold Child Care Center and of garden style apartments that provide on-campus housing for more than 1,000 students. In 1994, the Harriet and Charles Luckman Fine Arts Complex was opened. It includes a large theater and visual arts gallery. Major remodeling of more than 12,000 square feet of interior space in Salazar Hall now provides a home for the federally funded Roybal Center of Applied Gerontology. A total of 19 permanent buildings representing a financial investment by the state of more than $115 million stand on a plateau that serves as a refreshing oasis in the center of the Los Angeles region.

Chávez Legacy Alive in Yakima Valley

Doors Wide Open to Farmworkers

BY
MARILYN GILROY

Last year, the voters in Washington State passed Initiative 200, eliminating affirmative action in state institutions.

Ricardo Garcia has seen firsthand how Yakima Valley Community College has changed in the last 30 years.

"In 1966, there were only three Chicano students enrolled at YVCC," he said. "I was one of those three."

Today, Garcia is a member of the YVCC board of trustees, and the College is made up of 40 percent Hispanic students–the largest percentage of Hispanics enrolled in any community or technical college in Washington State.

YVCC is Washington's third oldest community college, founded in 1928. It has 7,000 students and several campuses and learning centers throughout the Yakima Valley in south central Washington.

Garcia says that the Chicano farmworker movement of the 1960s and 1970s was the catalyst for social and educational change in the area. The College has strong ties to many of the organizations that serve Yakima Valley farmworkers and over the years has developed many programs for this population.

Now the challenge continues to be recruitment and enrollment of the many more valley workers and residents who are eligible and could benefit from a community college education. Garcia says that the College leadership is committed to meeting that challenge. He mentions Dr. Bernal Baca as one of those who has ensured the involvement and success of Chicanos on campus.

"We have not changed at all our commitment to affirmative action." YVCC PRESIDENT LINDA KAMINSKI

Baca, a faculty member and president of the Association of Multicultural Counseling and Development, has been called a mentor and role model for students. He was hired in 1977 when YVCC had started to become a more diverse and inclusive campus.

"By that time, the hiring committee had several representatives of the Chicano community as well as Chicano students," said Baca.

After he was appointed, Baca became active with student organizations. There were some clubs in place back then that provided social and academic support for Chicanos, but Baca said that the students wanted to press for more changes. This led to the formation of the College's MEChA (Movimiento Estudiantil Chicano de Aztlan) chapter, a more proactive and political group.

"In the late '70s and early '80s, MEChA students felt the need for more political activism," explained Baca. "Sometimes they held public demonstrations and even 'takeovers' of offices to get the College to respond to the needs of Chicano students."

Since then, MEChA has developed into an association with a respected presence on campus, one that has even been involved in College governance.

In his 23 years on campus, Baca is credited with being at the forefront of student involvement in conferences, seminars, and workshops to improve their skills. He was instrumental in bringing legendary leader César Chávez to speak on campus.

"He taught me humility, leadership, and nonviolence," said Baca, who first met Chávez when he was a student leader for the United Farmworkers at the University of Colorado. Baca was part of this year's first "peace march" to celebrate Chávez's birthday, a march sponsored by YVCC, United Farmworkers of America, and others.

Inspired by Chávez, Baca has tried to instill pride in his MEChA

Mr. Ricardo Garcia, Board of Trustees, his wife Monica, and daughters Maria and Eliza, all YVCC Alums

student leaders and encourages them to obtain degrees and prepare to lead in their communities. Currently, many YVCC MEChA alumni serve on school boards and city councils and as directors or administrators in local organizations.

One such alum is Victor Rodriguez, a full-time staff member and program assistant of the Upward Bound Program at YVCC. When Rodriguez graduated from high school, he was the first in his family ever to receive a diploma. He went directly into the workforce, accepting a job at the local McDonald's.

But Rodriguez received a "wake up call" one day when his fifth grade band teacher, Dennis Claus, came to the restaurant requesting an order. "He asked me 'What are you going to do–work here your whole life?'" said Rodriguez.

Claus continued to press his former student until finally Rodriguez talked to someone at YVCC about attending college. He received a scholarship and also tapped into support services offered.

Last May, Rodriguez was hired as a staff member for the federally funded Upward Bound program, working with low-income, at-risk students in local middle and high schools to help them realize what education can mean to their future. The students, who are 75 percent Hispanic, are mentored, tutored, and informed about careers, and even get a chance to live during the summer in YVCC dorms as they take classes and participate in a variety of activities.

"The goal of the programs is to encourage these students to go on to postsecondary education," said Rodriguez. Statistics show that at least two-thirds of the participants end up enrolling at Yakima Valley.

Veronica Venegas, who attended the program last year, exemplifies how dramatically a life can be changed with support and direction. Venegas had a poor track record in junior high and high school, which included drug and alcohol use and gang involvement. Many of her friends dropped out of school or had babies. Luckily, she became involved with YVCC's Upward Bound and gained the skills and credits that she needed to graduate from high school (she earned a 3.5 GPA in the program) and continue in higher education. She looks forward to college and possibly becoming a lawyer or majoring in another interest, that of music education.

Upward Bound has compiled an impressive record of success in the more than two decades that YVCC has been a sponsor. It offers a second chance for many and is an opportunity that Rodriguez says he wishes he had had when he was younger.

"If only I had known about this program when I was in high school, I would have been much better off," he said.

Rodriguez was born in Guadalajara, Mexico, but moved north when his family came to the valley to work. He feels that his experience at YVCC has had an impact on his entire family and has helped bring them in from work in the fields. His father now works in a dairy, and his mother is employed by a nonprofit agency providing support for Hispanic families in Yakima Valley.

"I understand the fears and anxieties that can be associated with getting an education because so many Hispanic families in this valley rely on agriculture as their livelihood," said Rodriguez. "But I want to show students that there's a lot more available to them."

Diversity and the Curriculum

The stories of Garcia, Rodriguez, and Baca are just three of many that have emerged as YVCC has adjusted its focus to serve nontraditional populations, especially Chicano farmworkers, in the last 30 years.

The shifts in enrollment have also "snowballed" to virtually all areas of the College, and the impact is reflected in the academic departments.

For example, YVCC's ESL program goes far beyond conventional offerings. Though geared around the usual speaking and writing, it has a family literacy component that focuses on life skills, especially family management and employment. Teachers structure classes to deliver both content and skills needed to obtain a GED, job training, or college entrance. Many of the students enrolled are proficient in oral English skills but lack the written communication skills to progress in school or on the job.

There is also the YVCC Families That Work Program, a welfare reform project that operates on a family literacy model of combining adult education, parent education, and employment-related activities. Classes often include a large number of Hispanic women.

Curricula have also been affected, most notably by the creation of the Chicano Studies degree, the first to be offered by a community college in the U.S. It is an ambitious program with interdisciplinary aspects. For example, Chicano Studies 220, titled Community Studies, is linked with Sociology 193, a cooperative field experience course, supervised by a member of YVCC's Partnership for Rural Improvement Program.

Students enrolled in the course learn how to do research with both minority and non-minority rural populations. The major goal is to construct a history of Crewport, Washington, the remnant of a for-

Victor Rodriguez, Upward Bound Program

mer farm labor camp. Students interview many of the Mexican immigrant families while also collecting data and doing archival research, and hope to produce an oral history of the area, including a manuscript of their findings, a video documentary photo essay, and a web page that will contain the oral histories of the persons interviewed.

Throughout the year, the Chicano Studies department hosts cultural events such as the poet Inés Hernández-Avila. The head of Chicano Studies, Mario Compean, is active in the Morelia Sister City Association, a nonprofit community group instrumental in having Yakima, Washington, formally become a sister city with Morelia, Michoacan, Mexico. A delegation from Morelia visited Yakima in May, touring YVCC's Campus Technology and ESL programs.

Student Union Building on the YVCC campus

To reach as many Yakima Valley residents as possible, YVCC knows that it must start at an early age to significantly change the attitudes that disadvantaged students have toward higher education.

For this reason, YVCC also participates in the Yakima Valley Gear Up Program, a federal grant program that gives students in grades six though 10 an opportunity to plan for additional education after high school. The program is in the first of a five-year cycle that offers students the chance to work with tutors to improve academic performance. Gear Up students have access to computer and educational software to help them complete assignments. In addition, GEAR Up staff reach out to parents to make sure they are informed about higher education opportunities available for their children. The thinking behind the project is that at-risk students need help from many sources–their schools, family, and community–in order to successfully plan and prepare for college. Last year, 1,200 sixth grade students participated in the program, which also included partnerships with University of Washington, Microsoft, Yakima Valley Farmworkers Clinic, and local business and community groups.

Fighting Affirmative Action Backlash

The YVCC faculty, staff, and administration's commitment to diversity continues in spite of a negative political environment. Last year, the voters in Washington State passed Initiative 200, eliminating affirmative action in state institutions and prohibiting institutions such as YVCC from showing preferences to minorities in hiring or admissions.

At the time, Dr. Linda Kaminski, president of YVCC, reaffirmed the College's position when she announced, "We have not changed at all our commitment to affirmative action. The only thing that I-200 has done is remove some of the tools we have to do that."

Kaminski, president for five years, continues to press for hiring procedures that will increase the chances that minority candidates will be part of the interview pool.

"We must challenge ourselves to find and retain faculty and staff of color," she said. "To do this, we have scaled up our recruitment efforts and have even adopted the 'growing our own' model where we pursue our graduates who have received advanced degrees."

"Diversity is the most important reason that I came to YVCC, " she said. "I wanted to be in a community college where I could make a difference." And at YVCC, she said, "we see that difference every day. We deal with some of the most disadvantaged segments of the population, and sometimes we are their only opportunity for a better life. The whole climate of this institution is enriched by the diversity they bring to us."

Kaminksi is referring to students such as Teresa Zesati, who has been a part-time student for the last five years. She works a full-time job at the Washington State Migrant Council office and is a single mother of four sons, so finding the time for college has not been easy, but she says she will "never give it up."

"I'm hungry to complete my education," said Zesati, who will obtain an associate's degree in human development and plans to transfer to a four-year college. "Getting an education keeps me going," Zesati says. "It opens the mind to everything."

Zesati says she loves attending YVCC. "When I enrolled at YVCC, I was worried that I would be the oldest student in class, and sometimes I have been. But I have felt a lot of support from my fellow students and the counseling staff."

Zesati was born in Mexico and raised in a rural area in Washington, where as a young girl, she and her family "chased the crops." Now as she is raising her own family, she feels it is especially important to be a role model for her sons and for other women.

"I want to tell people that it is never too late to learn and that you can do it if you set your mind to it."

Reparations: Vieques, Puerto Rico as a Microcosm of the Latino Experience

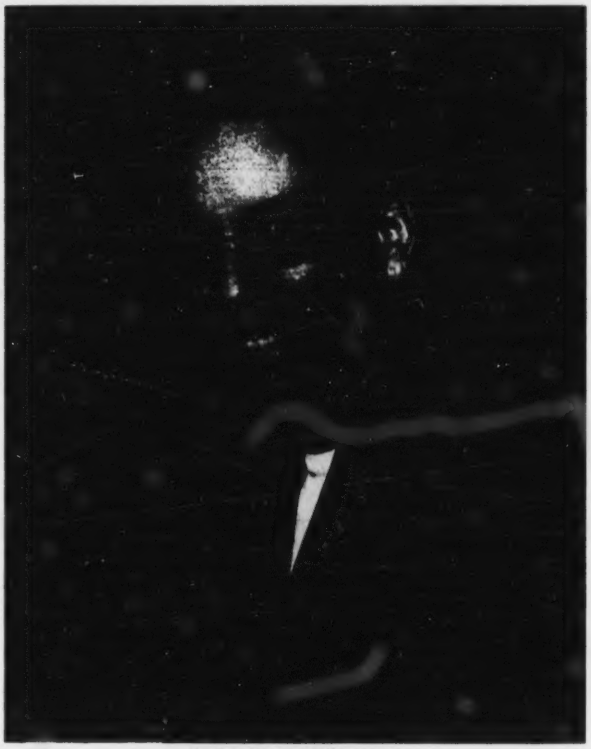
BY ROBERTO CLEMENTE

Reparation: it is not a matter of IF but WHEN. The European Jewish community managed to receive reparation benefits at the individual level and at the state level (Israel) as a result of the brutality and horrors inflicted during the holocaust by Nazi Germany during World War II. Also, Native Americans were compensated with land, nation status, and tax exemptions after being on the verge of annihilation. President Clinton signed an executive order apologizing and offering monetary compensation to Japanese Americans who had been detained during World War II. Correspondingly, individuals of African descent in the United States of America, led by Randall Robinson (president of TransAfrica), are claiming monetary compensations after being brutally enslaved over a period of 246 years. The consequences of abuse and the long-term psychological damage suffered by these racial/ethnic groups are still vividly reflected in the lives of the survivors and their descendants.

There is a striking similarity between these groups and the Hispanic-Latino sector in North America. There is a resounding question that ought to be posed beyond the philosophical and frivolous analysis of economic and socioeducational statistics. Should Hispanics/Latinos be compensated for the massive wrongs and social injuries inflicted upon them by the U.S. government before, during, and after territorial occupation? Again, reparation is not a matter of IF but WHEN.

An in-depth analysis of Hispanic-Latino territories occupied by the United States government and the consequences of this occupation on their population would be an insurmountable task beyond the scope of this article. However, an examination of one territory could serve to establish comparative conclusions. Puerto Rico is a Caribbean island of nearly four million inhabitants located in the northern Caribbean, 1,050 miles off Miami. Encompassing 3,492 square miles, it is similar in size to Connecticut.

In 1898, after signing an autonomy treaty with the government of Spain as the first step to independence, Puerto Rico was invaded and given as a "war prize" (compensation) to the United States during the Spanish-American war. Eventually, after painful debates in the U.S. Congress, and in order to preserve the "war prize" and guarantee the military presence, the Jones Act granted Puerto Ricans citizenship in 1917.



Author Roberto Clemente

Interestingly, Puerto Rican islanders have the same rights and benefits as any U.S. citizen, with the exception of filing federal income taxes, voting for the president, and electing representatives to Congress. However, they are mandated to register for the U.S. armed forces and fight and shed blood for a nation that does not allow them to select a president. In fact, they have fought bravely in WWI, WWII, Korea, Vietnam, and the Persian Gulf. In the United Nations, Puerto Rico is catalogued as a commonwealth territory and not as a state (which is unlike the treatment of Hawaii, for instance).

After 100 years of North American influence, Puerto Ricans take pride in their Hispanic culture and language. Different from Hawaii, with its culture and language being absorbed and asphyxiated by the imposition of a foreigner culture, Puerto Rico has shown a high level of resiliency and pride by keeping a prosperous and healthy Spanish language and culture.

Vieques is a small island considered a municipality of Puerto Rico. It has been used by the Navy as a military field of training operations for 50 years. Three-fourths of the island has been "owned" by the Navy since 1940, after Law 247 approved the expropriation of more than 12,000 acres. According to Juan Amedee Bonnett in *Vieques en la Historia de Puerto Rico*, inhabitants of the island for the most part lacked formal education and therefore were easily persuaded to give up their belongings and land for a few dollars. As a result of military operations that involve bombing and myriad exercises, civilians have died on different occasions throughout the 50 years of occupation. Compared to all the other municipalities of Puerto Rico, Vieques has the highest index of illiteracy, cancer, and respiratory conditions. Also, its unemployment rate is alarmingly higher than that of any other municipality.

Professor Jose Seguinot Barbosa, director of the geography department of the University of Puerto Rico at Rio Piedras, in his 1989 study, "Vieques, The Ecology of an Island under Siege," maintains that "the eastern tip of the island constitutes a region with more craters per kilometer than the moon." In the same document, Seguinot stated, "the destruction of the natural and human resource of Vieques violates the basic norms of international law and human rights."

For more than 50 years, the residents of this island have been living under constant conditions of war–24 hours a day. On April 19, 1999, David Sanes Rodriguez, 35, a civilian security guard, was standing outside the observation post when two bombs struck 50 feet away. He was killed instantly. Four others were injured. The Navy indicated that errors by a fighter pilot and a ground control officer were responsible for the unfortunate bombing accident. As a reaction to the incident and clear demonstration of disgust toward the repeated patterns of abuse, a diverse group of Puerto Rican intellectuals, civilians, scholars, religious [illegible] and politicians has been camping on [illegible]-occupied lands to prevent more deaths [illegible]age. Although historically Puerto Ricans [illegible] and followed faithfully the laws [illegible] dards of the U.S. constitution, [illegible] chosen to engage in acts of civil disobedience. In the past, these voices have been [illegible] and suffocated in the political and legal [illegible].

Utilizing poor arguments that assault the logic and insult the intelligence of thousands of Puerto Ricans, the Navy has reiterated that there are no alternative sites that could provide the combined training opportunities present in Vieques.

In a message sent to the people of Puerto Rico concerning Navy training on Vieques, President Clinton stated, "Today, I am announcing a course of action that will give the people of Vieques themselves the right to determine the future of the island, while, at the same time, assuring that between later this year and early 2002, the people of Vieques will vote. In that vote, the people of Vieques will be asked to choose between two alternatives. If they choose the first alternative, the Navy will cease all training on Vieques and leave the island by May 1, 2003. If they choose the other alternative, training will continue on Vieques on terms that will be presented in detail at least three months before the vote."

According to President Clinton, a package of compensation benefits will be provided to the inhabitants of Vieques. These compensations will include a job-training program for young people who lack technical and educational skills to compete in the market, a comprehensive public health service study, nature preservation programs, and financial packets for people who make their living in fishing, and special projects to develop the island's infrastructure. A compensation packet of $90 million in aid–nearly $10, 000 for each of the 9,300 people who live in the island–has been proposed as a persuasive mechanism to let the Navy resume military training.

Although substantial from a mathematical point of view, $90 million could be catalogued as pennies when systematic and long-term damage is considered. However, dialogues revolving around reparation benefits to amend the harms against this population of Puerto Ricans constitute a foundation for other Latino groups who have suffered similar injustices for decades. These conversations set a legal precedent that must not be ignored. Like the people of Vieques, Puerto Rico, many Latinos have endured the psychological damage resulting from the expropriation of land, culture, and language. This multidimensional expropriation has placed people with Latino heritage in the so-called minority status."

[illegible] proposing the creation of a Latino Trust Fund to be developed by states/territories in conjunction with the federal government. This Latino Trust Fund would compensate individuals who were born and raised in areas such as Arizona, California, New Mexico, Puerto Rico, etc., of Hispanic/Latino descent, who have suffered the injustices of territorial and psychological occupation. It is not a secret that poverty is associated with a multitude of social cancers. Therefore, financial reparations would allow those individuals lacking an economic base to redirect their lives. Also, the idea of receiving monetary reparations should not be conceptualized as a random distribution of checks to all individuals of Latino descent who meet the ethnic criteria. There are Latinos who have managed to thrive in a European American society. These individuals must be used as a source of consultation and information to properly find the mechanism to best use these monetary resources. In general, we are simply reclaiming a position of honor and respect in a society that has seen the Latino population as an invisible mass of individuals without social, educational, and political influence.

Mathematical formulas to determine the damage and, therefore, the reparation benefits must be developed on a state-by-state basis. It is essential that this monetary compensation incorporate a strong educational component. The need to place Latinos in academic institutions and positions of power in our society will determine their healthy development and competitiveness in a highly specialized world.

In sum, throughout the history of the U.S., groups of Americans have sought to exercise their constitutional right to petition their government for the redress of grievances. These Americans were not considered unpatriotic. In fact, many have been honored for reshaping the social map and for instituting new standards based on civil rights. Puerto Ricans and Latino Americans residing in the U.S. should not be labeled unpatriotic, but conscious of a different reality not experienced by others. Latinos are committed to the democratic ideals embodied in the U.S. constitution. Therefore, we want to embrace ALL the benefits that other ethnic/racial groups have enjoyed for decades.

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Author Roberto Clemente is an assistant professor in the School and Mental Health Program, University of Northern Iowa, teaching courses such as Basic and Advanced Group Process, Introduction to the Counseling Profession, Multiculturalism in Counseling, and Facilitating Career Development. He is actively involved with the diversity agenda at the university and community levels.

Dr. Clemente holds a Ph.D. in Counselor Education from Oregon State University; has published in the Professional School Counseling Journal *of the American Counseling Association; and serves on several professional committees, at the national level, of the American Counseling Association.*

He has led workshops in schools and agencies on multiculturalism, diversity, bilingualism, and Latino cultural identity, and is a presenter at conferences of the American Counseling Association and of the North Central Association of Counselor Education and Supervision.

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People-Places-Publications-Conferences

PEOPLE & PLACES

White House Sponsors Latino Education Conference

The White House Initiative on Educational Excellence for Hispanic Americans sponsored the spring seminar "Starting Smart: Latinos in Early Childhood Education."

Early education encompasses programs for children up to age 5 and may provide related services to meet their psychological and health needs. This policy seminar focused on Latino participation and implications for school preparation. Panelists addressed outreach and how community-based organizations can work with Health and Human Services and other federal agencies to expand Head Start programs and create new school-family partnerships.

North Park Awards Outstanding Latino Students

NORTH PARK UNIVERSITY

The Center for Latino Studies at North Park University (Ill.) presented four students with Adelante Awards at its sixth annual awards dinner. The ceremony recognized Latino students as well as students involved with Latino issues at North Park in academics, athletics, campus activities, and community service.

Honorees were Aracelis Navar (athletics), Mike Lundberg (athletics, community service), Mehida Pérez (campus involvement, academics), and Ricardo Leiva (academics).

Established in 1994 to foster the appreciation and study of Latino cultural traditions in the U.S., the Center for Latino Studies engages in research of Latino culture in this country. It also sponsors special events on campus and encourages the development of new courses in the college curriculum.

Corzo New President at University of the Arts

Miguel-Angel Corzo is the new president and CEO of The University of the Arts in Philadelphia, Penn.

Corzo recently directed the Getty Conservation Institute, a program of the J. Paul Getty Trust in Los Angeles, Calif. During his tenure, the Institute achieved a significant presence in the world through its scientific research, conferences, publications, training programs, and field projects. Under his leadership as president and CEO of the Friends of the Arts of Mexico, a U.S.-based foundation dedicated to the promotion of knowledge of the art and culture of Mexico, he organized, along with The Metropolitan Museum of Art in New York, the successful exhibition "Mexico: Splendors of Thirty Centuries," which traveled to Los Angeles and San Antonio.

Corzo is a graduate of the University of California-Los Angeles and was a Fulbright Scholar at Harvard University.

Latino Admissions Increase 29 Percent at San Diego State

SDSU

Minority admissions for first-time first-year students are up at San Diego State University (SDSU) in California.

Fall 2000 admissions for Latinos (not including Mexican Americans) and Asian Americans were among the highest increases, 29 percent and 24 percent respectively, compared to Fall 1999. About 640 Latino students have been admitted, up from 497 last year. Admissions for Asian Americans increased from 1,760 to 2,190. African American admissions increased by 21 percent–from 570 to 689. American Indian admissions increased by 21 percent–from 78 to 94. Mexican American admissions increased by 15 percent–from 1,688 to 1,945.

More than 45 percent of SDSU's students come from underserved ethnic, cultural, or linguistic populations.

Merino Receives Alumni Scholarship at U.S. International

Jorge Merino received a $1,000 Alumni Association Scholarship at United States International University (USIU) in California.

An undergraduate pursuing a degree in history with a minor in teaching English to speakers of other languages, Merino–originally from Mexico–had to learn English before pursuing his educational goals in this country. He has worked with at-risk youth in a number of agencies. For six years, he has been employed by the Project of Excellence-Empowering Reading Clinic as a teacher's assistant and job readiness counselor. He also has been involved with the San Diego Dragons Wrestling Club and the Court Schools Scholarship Foundation.

Texas A&M-Corpus Christi Research Published

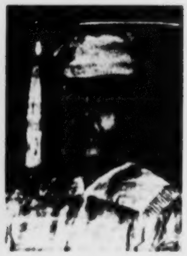
"Latinos, At-Large Elections, and Political Change: Evidence from the 'Transition Zone,'" a collaborative paper written by Texas A&M University-Corpus Christi political science faculty members Dr. Juan Carlos Huerta (pictured), Dr. Robert Bezdek, and Dr. David Billeaux, appeared in the March 2000 issue of *Social Science Quarterly*.

Between 1983 and 1995, no Latino candidate had ever won an at-large election for city council in the city of Corpus Christi. And according to the authors, there has been a definite and traditional pattern of polarized voting in Corpus Christi–Latinos voting for Latinos and Anglos voting for Anglos.

But the researchers found that polarized voting is common to the U.S. in general and not at all unique to Corpus Christi. There was strong evidence that polarized voting exists in "transition zone cities," where minority populations are increasing and their candidates are becoming more competitive in at-large elections.

Betances' Work Exhibited at Queensborough

The Queensborough Community College (N.Y.) Art Gallery debuted the work of Luis Betances (l.), an employee of the college's building and grounds office.



The Betances collection "Mi Tierra" featured some 25 oil-on-canvas paintings and charcoal and pencil drawings, many of them landscape images inspired by the artist's homeland, the Dominican Republic. It was the first such show for Betances, who was surprised by the gallery's interest in his creations.

"I did not expect this," Betances said. "This came as a surprise to me. I have been painting and drawing since I was a child but never went to school for art."

Betances is a graduate of the Universidad Católica Madre Maestra de Santiago, where he studied agricultural engineering. He worked for the Agriculture Department in Santiago as chief of the Soil Conservation Department before immigrating to the U.S. in 1985.

Pictured (r.) is Betances' work "Claudia."

Eastern Washington Newsmakers

EASTERN
WASHINGTON
UNIVERSITY

Recent high school graduate Ana Aznaran received a $2,250 Chicano Education Teachers Scholarship for the 2000-2001 school year at Eastern Washington University. Aznaran has been a student mentor and a member of the Future Business Leaders of America, the National Honor Society, the Safety Club, and MEChA.

For her involvement in Eastern Washington's Chicano Education Program, Margarita Moreno received a $500 Avista Scholarship. A business administration major, Moreno is involved in a mentoring program and in MEChA and RAICES, two organizations for students interested in Chicano/Latino issues and activities.

Dowling's Ochoa Honored at Puerto Rican Day Parade

David Ochoa, vice president of development at Dowling College in New York, was honored by Adelante of Suffolk County at its 34th Puerto Rican/Hispanic Day Parade. Adelante is a not-for-profit civic and cultural organization that provides health, education, and youth services to the Hispanic/Latino community.

Twice named one of the 100 most influential Hispanics in America by *Hispanic Business Magazine*, Ochoa has an impressive career in education, law, and media. After working for the office of general counsel for General Electric in Mexico City and as a legal aid in California, Ochoa found a way to combine his passion for education and his pride in his culture. He was a co-founder and producer of *Villa Alegre*, a Spanish/English version of *Sesame Street* that ran for six years on PBS television. He then became executive producer of programming for NBC and won two Emmy Awards.

"These are exciting times for Spanish-speaking people," said Ochoa. "The world is beginning to appreciate what we've already known, that we are a people with rich traditions and great accomplishments."

Fullerton's MEChA Club Holds Celebration

FULLERTON
COLLEGE

Fullerton College's (Calif.) MEChA club coordinated a Cinco de Mayo celebration with a day-long festival of workshops, entertainment, speakers, and food.

The day's events included an exhibit showcasing Mexican artists; an enactment of a 19th-century woman living during the Rancho Period; Aztec dancers; a Ballet Folklorico performance; and workshops with Gerry Balcazar from Latino Health Access in Santa Ana and ABC television talent Al Reyes.

The Fullerton College MEChA (Movimiento Estudiantil Chicano de Aztlan) club was formed on campus to inspire Chicano fellowship and leadership and to establish an educational network relative to Chicanos.

Sisterhood Groups Clean up New York

The Sigma Lambda PEARLS teamed up with the Hermanas of Sigma Lambda Upsilon/Señoritas Latinas Unidas Sorority, Inc., for the 6th Annual New York Cares Spring Clean-Up Day.

Sigma Lambda Promoting Education, the Arts, our Roots, Leadership and Service is a mentoring program designed for girls ages 8 to 14, with the intention of instilling a sense of sisterhood, cultural pride, academic excellence, and community service, through team-building activities and projects.

"Giving back to one's own community is an essential lesson that every child should learn in life," said Hermana Alina Ocasio, Sigma Lambda vice president of expansion.

Vilar Addresses Iona Graduates

Iona College alumnus Alberto W. Vilar, founder and president of Amerindo Investment Advisors, Inc., addressed 800 Iona students receiving bachelor's degrees at the school's 56th annual commencement exercises.

Vilar received an honorary doctorate. After earning a master's degree from Iona in 1971, he began working on Wall Street, where he became one of the first financial analysts to recognize the importance of a new device known as the semiconductor. In 1979, Vilar founded Amerindo Investment Advisors, Inc., and invested heavily in companies that were then unknown–companies such as Microsoft, Yahoo, Compaq, and Intel.

Elizabeth Ann Olivieri and Natalie Hope Santillana also participated in the graduation ceremonies, presenting the student welcome and the response.

Melendez Receives Grant from Concordia

Dr. Pedro Melendez was one of eight faculty members at Concordia College-Moorhead (Minn.) to receive a grant from the College's 2000-01 Centennial Scholars program. Melendez, assistant professor of Spanish, will study *La Bella Durmiente*, a feminist retelling of *Sleeping Beauty* by Puerto Rican novelist Rosario Ferre.

Dr. Monica Mori, assistant professor of psychology and recipient of one of five Centennial Research Scholarships, will design a testing instrument to research whether ego integrity, or how well a person accepts his or her own situation later in life, comes about through a generative process.

Tucson's LULAC Youth Conference Wins Award

The Tucson, Ariz.-based League of United Latin American Citizens (LULAC) Youth Leadership Conference was among 21 programs nationwide to win this year's La Promesa de un Futuro Brillante Award by the National Latino Children's Institute (NLCI).

Richard G. Fimbres, president of LULAC Council 1057; his wife Mary, state deputy director; and Anna Estrada, LULAC's national vice president for women and a Pima Community College employee, led a 16-member Tucson contingent–including youths and young adults–to Florida to accept the award.

According to NLCI, the winners are among the nation's most innovative and outstanding programs for Latino children and youth.

St. Mary's Hosts High School Leadership Conference

Dropout rates, violence, and knowledge as power were the topics when more than 200 high school students from around South Texas met at St. Mary's University for a high school leadership conference, "Liberation through Education."

Among the panelists were St. Mary's alumna Justice Alma Lopez (pictured), who is with the Fourth Circuit Court of Appeals; community professionals; and faculty members from St. Mary's and other local universities. Reps. Robert Puente, also an alumnus, and Mike Villarreal presented "Knowledge is Power."

Screening of *Luminarias* at Cal Poly-Pomona

California State Polytechnic University-Pomona hosted a free screening of the motion picture *Luminarias*. Sal Lopez, cast member and producer of the film, provided insight on the making of the film.

Luminarias is a romantic comedy about four women friends looking for love in contemporary Los Angeles, where people of all walks of life, cultures, religions, and sexual preferences converge and try to survive. It examines the contemporary Latina's struggle with identity, independence, sexuality, and prejudices in an entertaining way. Cast members include Scott Bakula, Cheech Marin, Robert Beltran, Marta DuBois, Evelina Fernandez, Fidel Gomez, Sal Lopez, Seidy Lopez, Angela Moya, Lupe Onteveros, and Dyana Ortelli.

Olmos Presents Latino Book and Family Festival

The Latino Book and Family Festival is coming to Los Angeles, Calif., Chicago, Ill., and San Bernardino, Calif.

Co-produced by actor, director, producer Edward James Olmos, the two-day festival is a celebration of books, careers, culture, education, health, the home, recreation, travel, and more. Held for three years in Los Angeles, it has become the largest Latino consumer trade show in the United States. Attendees enjoy hundreds of booths and activities, including book signings, author discussions, storytelling, poetry readings, arts and crafts, food, entertainment, educational workshops, and special appearances by Olmos.

The festival will be at the Los Angeles Convention Center Aug. 26-27; Sportsman's Park in Chicago Nov. 11-12; and the National Orange Show in San Bernardino Dec. 2-3.

San Antonio College Alum Wins Pulitzer

Former San Antonio College (Texas) student Rodolfo Gonzalez was among the *Rocky Mountain News* (Colo.) photographers who won a Pulitzer Prize for breaking news photography, covering the Columbine High School massacre.

Gonzalez worked for *The Ranger* student newspaper when he attended San Antonio College (SAC) from 1987-1989 and served as photo editor during his last semester.

Since leaving SAC, Gonzalez has won numerous awards in Colorado and has covered the Waco-Branch Davidian events, the Oklahoma City bombing trials, the World Cup, and the Super Bowl. His Columbine photos appeared in *Newsweek* and *Life* magazines.

Gonzalez was the featured speaker at the 23rd Annual Edith Fox King Journalism Lecture at SAC.

Solís Receives JFK Profile in Courage Award

A California state senator who overcame the strong opposition of a former governor and the California business community to win environmental protections for minority communities is the winner of the 2000 John F. Kennedy Profile in Courage Award.

In May, Hilda Solís, the first Latina elected to the California Senate, received the prestigious award for political courage from Kennedy family members at the John F. Kennedy Library and Museum in Massachusetts.

Solís took on entrenched economic interests as she sought relief for minority communities suffering the ill effects of haphazard enforcement of environmental laws. Her legislation on environmental justice sought a wide range of efforts to counter what Solís believed to be a disproportionate number of waste sites and polluting factories in poor neighborhoods, many with large numbers of Latinos or African Americans.

Loislaw.com Announces Scholarship for Arkansas Law Students

Loislaw.com Inc., which provides lawyers, judges, law students, corporate legal departments, and consumers with legal research materials via a Web browser, announced the establishment of the Loislaw.com Scholarship for minority students at the University of Arkansas School of Law.

Loislaw.com Inc. provides comprehensive, cost-effective, and easy-to-use legal and related information over the Internet and on CD-ROM. It offers more than 1,850 databases estimated to contain more than 8.8 million documents of federal and state law, continuing legal education materials, and other legal information. Its databases provide more than 100,000 news articles a month from more than 45 domestic and international news feeds.

New Mexico Tech President Earns Public Service Award

Daniel H. López, president of the New Mexico Institute of Mining and Technology, received the 31st Annual New Mexico Distinguished Public Service Award. Gov. Gary Johnson lauded López and 11 other New Mexicans for "making a difference in the quality of life in the state."

López, a native of Puerto de Luna, a village near Santa Rosa, has presided over the state-supported research university since 1993 and was recognized for providing more than a quarter century of public service. Recently, he was credited with "dramatically improving faculty, staff, and student relationships at New Mexico Tech."

News from California-Santa Barbara

Dr. Fernando Pérez Correa, advisor to Mexico's secretary of exterior relations, faced a panel of University of California-Santa Barbara (UCSB) scholars to discuss Mexican political reform and relations between Mexico and its Chicano cousins. UCSB faculty members Maria Herrera-Sobek, Luis Leal, Francisco Lomelí, Juan-Vicente Palerm, and Denise Segura joined him.

UCSB emeritus professor Luis Leal received an honorary doctorate from the University of Illinois at Urbana-Champaign for his many decades of work studying Mexican and Chicano literature. University of Illinois Professor Rolando Romero noted: "At the time he started, the field of Mexican literature was not taken very seriously."

Antonio Cortijo Ocaña, a UCSB assistant professor in the department of Spanish and Portuguese, won the Premio de la Diputación Provincial de Sevilla 2000 for his latest book, *Teoría de la historia y teoría política en el siglo XVI* (University of Alcalá de Henares Press).

Cal State-Northridge Initiates Central American Studies

The first Central American Studies Program (CAS) in the United States has been developed for California State University-Northridge. Offered through the University's College of Humanities, CAS is a groundbreaking project that will develop courses, conduct research, and develop pertinent conferences covering a broad range of topics.

The program will focus on the strong economic, cultural, and political relationships between the large Central American population in the United States–projected to number 2.5 million by the year 2010–and Central America. More than 5 percent of the gross national product of some Central American countries comes from remittances sent by Central Americans living in the U.S.

DePaul Holds Operation Pedro Pan Discussion

DePaul University in Illinois presented *The Flight of Pedro Pan*, a 90-minute documentary about the airlifting of children from Cuba.

Maria de los Angeles Torres, DePaul associate professor of political science and one of the 14,000 children brought to the U.S. from Cuba in the 1960s, led a discussion on Operation Peter Pan. Panelists, who focused on the social construction of childhood, included Joseph Cardona, director of the documentary; Alfredo Lanier, *Chicago Tribune* editorial board; Jacqueline Bhabha, director of the human rights program at the University of Chicago; and Pepe Vargas, executive director of the International Latino Cultural Center of Chicago, and moderator of the event.

CUNY's Chang-Rodríguez Named Distinguished Professor

Dr. Raquel Chang-Rodríguez, chair of the department of foreign languages and literatures at The City College of New York and professor of Spanish American literature and culture at both City College and the Graduate Center of The City University of New York (CUNY), was named a Distinguished Professor by the CUNY board of trustees for her outstanding scholarship and teaching. The title is the highest recognition CUNY confers on its faculty. Chang-Rodríguez is the first Latina to receive the honor and one of only 106 Distinguished Professors in a university with more than 5000 faculty members.

Born in Cárdenas, Cuba, Chang-Rodríguez received a bachelor's degree from Montana State University, a master's from Ohio University, and a doctorate from New York University.

Caldera Keynotes St. Mary's Graduation

Secretary of the Army Louis Caldera was the keynote speaker for St. Mary's University's (Texas) 148th commencement exercises.

A West Point graduate, Caldera started as a commissioned officer, rose to the rank of captain, received the Meritorious Service Medal, and later served in the U.S. Army Reserve. After leaving active duty, he earned a law degree from Harvard and a master's from Harvard Business School. He became a lawyer, represented Los Angeles County (Calif.) as a deputy counsel, and served in the California Legislature.

Nominated by President Clinton and confirmed by the U.S. Senate, Caldera became the 17th Army secretary, with statutory responsibility for "Army manpower, personnel, reserve affairs, installations, environmental issues, weapons systems, equipment, communications, and financial management."

San Antonio College Honors Rodriguez and Basaldua

U.S. Rep. Ciro D. Rodriguez and Dr. Martin Basaldua were selected as the 1999-2000

Outstanding Former Students of San Antonio College (SAC) in Texas.

"SAC helped me gain self-discipline and the basics in writing," said Rodriguez. A high school dropout, he almost didn't make it to college. Once there, he "had to work extra hard," which involved taking remedial courses. A former educational consultant for the Intercultural Development Research Association and a member of many groups and committees, he was sworn in to the U.S. Congress in 1997.

Texas Gov. George W. Bush appointed Basaldua to the Texas Higher Education Coordinating Board, of which he is vice chair, and the Strategic Economic Development Planning Commission for the state of Texas. Interested in public service, Basaldua founded the Northeast Harris County chapter of the American Heart Association, has directed the FamilyTime Foundation, and is active in many other professional and civic activities.

Floridian Magazine Recognizes Miami-Dade Students

Davien P. Fernandes-Jones, an honors student at Miami-Dade Community College (M-DCC) in Florida, was one of seven finalists for the 2000 Florida College Student of the Year, selected from more than 150 applicants statewide for the award and scholarship, presented annually by *Florida Leader* magazine. Carmen Cardenas, M-DCC honor student, was given an Honorable Mention. The award recognizes students who support themselves through college financially, excel academically, and are highly involved in serving their communities.

Fernandes-Jones majors in social science and plans to become a secondary school teacher. Cardenas, a political science and international relations major, was one of 13 to get an honorable mention.

City University of New York Graduate Center Explores Flamenco

Latin American influences on the southern Spanish art of flamenco were explored in a bilingual talk, "Flamenco in Latin America: An Illustrated Talk with Music and Dance," at The CUNY Graduate Center. Spanish masters, preceded by an introductory discussion in both English and Spanish, performed flamenco dance, music, and song. Guests included dancer Milagros Mengibar, singer Calixto Sánchez, guitarist Manolo Franco, and author/historian Fernando Iwasaki.

Flamenco is rooted in the ancient folk traditions of Andalusia, but shaped in Spain's cultural cauldron, incorporating gypsy and Moorish influences. Dedicated masters have enabled the art form to survive in its traditional form, retaining the ancient, profound, and mysterious qualities that make flamenco unique.

Texas A&M-Kingsville Professor Speaks at Capitol Forum

Dr. Delmy Calderón-Salin, assistant professor of agribusiness at Texas A&M University-Kingsville, led the discussion "Where Are the Hispanics in the Food and Agribusiness Industry and How Well Are They Compensated?" at the National Capitol Forum on Hispanic Higher Education held in Washington, D.C.

Calderón-Salin found that although Hispanics are represented in the food and agribusiness industry, they are compensated between 25 and 40 percent below the national average for comparable occupations. She also found that nearly 60 percent of Hispanics in the industry have not completed high school. "The data point to the need for enhancing higher education in the Hispanic community. Although many in the audience had a feeling Hispanics were not compensated all that well in the work place, they never really had a grasp of the numbers to quantify and substantiate their positions," she said.

Northern Colorado Gives González Top Faculty Honor

Ester Gimbernat González, professor of Spanish at the University of Northern Colorado, won the M. Lucile Harrison Award for Professional Excellence, the University's top faculty honor.

González, who joined the faculty in 1983, specializes in 20th-century Spanish American literature, women's writing, and Baroque Spanish literature. She edits *Confluencia*, a journal of Spanish literature, and has more than 60 publications to her credit, including four books.

In nominating González , one of her students wrote: "My relationship with her has developed beyond my career at Northern Colorado. Her support is not in any way superficial. She is always constructively critical, which has challenged me to become a critical thinker about my writing and scholarly pursuits."

Vidal New Student Trustee on San Bernardino District Board

In California, San Bernardino Valley College (SBVC) student body President Antonio Vidal was one of two San Bernardino Community College District students elected to the district's board of trustees. In the past, the combined student bodies of SBVC and Crafton Hills College elected just one student trustee.

Vidal, 23, was educated in San Bernardino schools and graduated from SBVC with a major in history. He is taking SBVC courses for transfer to the University of California-Riverside. Regularly volunteering at the Librería del Pueblo and the cultural center Calpulli Xochiquetzal, Vidal is earnest about one day teaching at San Bernardino High School, his alma mater, and later running for city council.

Also taking the oath of office was Crafton Hills College student body President Dave Phillips.

New Mexico Ortiz Center Gets New Director

The University of New Mexico Alfonso Ortiz Center for Intercultural Studies has acquired a new director, Beverly R. Singer.

The Ortiz Center honors Alfonso Ortiz (1939-1997), an internationally renowned Pueblo anthropologist who throughout his career remained committed to higher education for diverse, traditional and nontraditional students, to public scholarship and service, and to the humanities as a significant part of anthropology. The Center's mission is to reconfigure, strengthen, and augment existing resources to support academic and community humanities programs for teaching, learning, and communicating public scholarship and collaborative stewardship in general anthropology.

Nazareth Awards to Outstanding Spanish Majors

Nazareth College (N.Y.) recently honored two of its Spanish majors.

Kimberly Messina (l.), a senior majoring in Spanish and international studies, is this year's recipient of the Lucy Jones Memorial Book Award. Lucy, a 1979 Nazareth graduate who majored in Spanish, was deeply involved in the many academic and cultural activities of the College's Spanish Club Cervantes, both on and off campus.

Alison Stoller (r.), a junior majoring in Spanish and business administration with a concentration in international business, is this year's recipient of the Thomas J. Masolotte Spanish Scholarship. Thomas passed away in the winter of 1985 during his sophomore year at Nazareth, where he was majoring in Spanish.

St. Mary's Provides First-Year Students with Notebook Computers

St. Mary's University in Texas has taken a leadership role in educational technology in San Antonio and the Southwest as one of the first universities that will provide all full-time incoming first-year students, an estimated 575, with notebook computers, beginning in Fall 2000.

The initiative involves equal access to information technology and flexibility in communication among faculty and students as St. Mary's fully integrates computer-enhanced instruction into the classroom over the next four years. The overall goal is to provide students with an optimal learning experience and excellent educational technology skills.

Adames New Dean of Liberal Arts at Kean

Dr. Jose Adames is the new dean of the Kean University (N.J.) School of Liberal Arts.

"This liberal arts school is among the very best, and I look forward to the associated challenges that lie ahead," he said.

A 14-year veteran at Kean, Adames has been interim and associate dean of the School of Liberal Arts and director of the University's ESL program. He has a bachelor's degree and a master's from Seton Hall University and an M.Ed. and an Ed.D. from Columbia University.

Miami-Dade Opens Technologically Advanced Facility

Miami-Dade Community College's (M-DCC's) fastest growing campus–the InterAmerican Campus in Little Havana, with four different schools and more than 7,500 students annually–dedicated Phase II, a new building that is one of the most technologically sophisticated classroom/education facilities of the country's more than 1,200 community colleges.

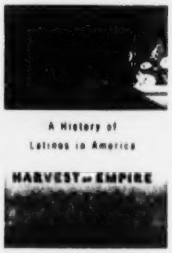
Designed by architect Ivan Bibas of Rodriguez and Quiroga Architects Chartered, the building is the first at M-DCC to be built completely equipped with an infrastructure for high technology. It houses cutting-edge technology and learning-centered services.

PUBLICATIONS

Harvest of Empire: A History of Latinos in America

By Juan Gonzalez

While tracing the triumphs and tragedies of the Latino experience in the U.S., Juan Gonzalez explores many of the unsettling questions that the mushrooming Latino population has sparked among English-speaking Americans. He shows how Latinos have challenged all of us to rethink long-held views about race and ethnicity, about education and language, about labor and capital, about religion and politics.



2000. 346 pgs. ISBN 0-670-86720-9. $27.95 cloth. Viking. (800) 788-6262.

Live Better South of the Border in Mexico: Practical Advice for Living and Working

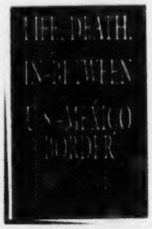
By "Mexico" Mike Nelson

"Mexico" Mike Nelson has spent 25 years living and traveling in Mexico and teaches classes on living there. Humorous and readable, this book offers realistic advice about what to expect in Mexico, what you will find, and how to navigate Mexico's rules and regulations.

2000. 176 pgs. ISBN 1-55591-394-6. $16.95 paper. Fulcrum. (800) 992-2908.

Life, Death, and In-Between on the U.S.-Mexico Border: Así es la vida

Martha Oehmke Loustaunau and Mary Sánchez-Bane, eds.



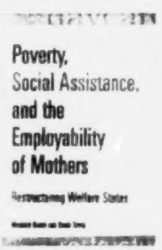
"Así es la vida" ("that's life") need not indicate a fatalistic acceptance that poverty, sickness, misery, and misfortune must be taken in stride. Exploring specific problems of employment, education, drug addiction, violence, healthcare, and women's issues, this book encourages greater understanding of the U.S.-Mexico border.

1999. 236 pgs. ISBN 0-89789-569-X. $22.95 paper. Bergin & Garvey. (800) 225-5800.

Poverty, Social Assistance, and the Employability of Mothers: Restructuring Welfare States

By Maureen Baker and David Tippin

Alberta, Canada, considers a mother to be "employable" when her youngest child is six months old. In Australia, the comparable age is 16 years. Yet both countries have "restructured" their social programs in the past few years along neoliberal lines. This book discusses why cross-

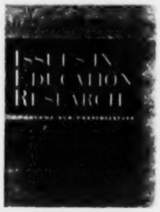


national differences and similarities exist in the recent restructuring of social programs for low-income mothers in Canada, Australia, New Zealand, and the United Kingdom.

1999. 316 pgs. ISBN 0-8020-8180-0. $24.95 paper. University of Toronto Press. (800) 565-9523.

Issues in Education Research: Problems and Possibilities

Ellen Condliffe Lagemann and Lee S. Shulman, eds.



This comprehensive volume, sponsored by the National Academy of Education, provides an overview of the tensions, dilemmas, issues, and possibilities that currently characterize education research. More than 20 prominent scholars examine the state of education research and discuss how it is changing and where it needs to go.

1999. 424 pgs. ISBN 0-7879-4810-1. $39.95 cloth. Jossey-Bass. (888) 378-2537.

Mi querido Rafa

(Spanish)

by Rolando Hinojosa

Mi querido Rafa
Rolando Hinojosa

Mi querido Rafa representa la aportación novelística más reciente de la serie de obras sobre la vida de los méxico-americanos en un pueblito del Valle Río Grande. En ésta Hinojosa elige nuevas perspectivas, la de novela epistolar y testimonial y la de narración bilingüe, y demuestra más una vez por qué ha merecido la distinción de ser el primer escritor chicano de recibir el prestigioso premio Casa de las Américas.

1984. 112 pgs. ISBN 0-934770-10-7. $8.50 paper. Arte Público Press. (800) 633-ARTE.

Latin American Civilization: History and Society, 1492 to the Present

Benjamin Keen, ed.

The seventh edition of this book of readings combines the best of the previous collections with new material on women in Latin America and modern developments, including a mounting debt crisis in Latin America coupled with the failure of neoliberal economics, recent government setbacks regarding guerrillas in Colombia, and governmental struggles in Mexico, Argentina, Venezuela, and Brazil.

2000. 507 pgs. ISBN 0-8133-3623-6. $36.00 paper. Westview Press. (800) 386-5656.

Longing

By María Espinosa

This is a psychological novel about a young woman's dependence on her husband and her attempts to escape their unhealthy relationship and forge an independent life for herself.

1995. 298 pgs. ISBN 1-55885-145-3. $9.95 paper. Arte Público Press. (800) 633-ARTE.

Learning That Lasts: Integrating Learning, Development, and Performance in College and Beyond

By Marcia Mentkowski and Associates

Learning That Lasts

This book explores what it means for learners to transform themselves and for educators to foster essential skills for learning, leading, teamwork, and adapting with integrity in college and beyond.

2000. 536 pgs. ISBN 0-7879-4482-3. $38.95 cloth. Jossey-Bass. (888) 378-2537.

Baseball: America's Diamond Mind, 1919-1941

By Richard C. Crepeau

This book was written from a project that became Richard Crepeau's doctoral dissertation. It was conceived as a study of American cultural values in the interwar period when Americans were entering the urban-industrial world and attempting to adjust their largely small-town and rural values to that world. Crepeau finds that the national pastime illustrates the history of the American people.

2000. 232 pgs. ISBN 0-8032-6408-9. $13.95 paper. Bison Books. (800) 755-1105.

Madres del verbo/Mothers of the Word: Early Spanish American Women Writers, a Bilingual Anthology

Nina M. Scott, ed. and trans.

madres del verbo
mothers of the word

These representative works by early Spanish American women writers are the first to be made available in a bilingual edition. The texts provide an overview of writers from the Colonial Period to the 19th century and include an exploration account, the vida of a mystic, an autobiography of a transvestite, poetry by Sor Juana Inés de la Cruz, essays, and two novellas.

2000. 395 pgs. ISBN 0-8263-2144-5. $24.95 paper. University of New Mexico Press. (800) 249-7737.

The Freshman Year Experience: Helping Students Survive and Succeed in College

By M. Lee Upcraft, John N. Gardner, and Associates

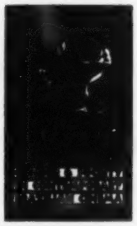
THE FRESHMAN YEAR EXPERIENCE

This book provides comprehensive guidelines for developing strategies, programs, and services that will foster students' educational progress and adjustment during the pivotal first year of college.

1989. 443 pgs. ISBN 1-55542-147-4. $45.00 cloth. Jossey-Bass. (888) 378-2537.

Gender and Society in Contemporary Brazilian Cinema

By David William Foster



"Gender is an absolute ground zero for most human societies," writes David William Foster, "an absolute horizon of social subjectivity." In this book, he examines gender issues in 13 Brazilian films made (with one exception) after the 1985 return to constitutional democracy and elimination of censorship to show how these issues arise from and comment on the sociohistorical reality of contemporary Brazilian society.

1999. 169 pgs. ISBN 0-292-72510-8. $14.95 paper. University of Texas Press. (800) 252-3206.

Mexican Coal Mining Labor in Texas and Coahuila, 1880-1930

By Roberto R. Calderón

The author presents a transnational comparative framework for understanding the complex matrix of mining, investment capital, labor markets, railroad construction, and racial ideology in Texas and Coahuila, Mexico, during a period of economic growth and social disruption on both sides of the border.

2000. 294 pgs. ISBN 0-89096-884-5. $39.95 cloth. Texas A&M University Press. (800) 826-8911.

Mestizo

By Ricardo Feierstein

First published in Argentina in 1994, this novel is a detective story in which the police try to solve an assassination and a lost man tries to reconstruct his identity–two searches, set against the story of four generations of a Jewish family. Translated from the Spanish by Stephen A. Sadow. Introduction by Ilan Stavans.

2000. 335 pgs. ISBN 0-8263-2116-X. $19.95 paper. University of New Mexico Press. (800) 249-7737.

In Search of Bernabé

(English)

En busca de Bernabé

(Spanish)

By Graciela Limón

Against incredible odds, Luz Delcano is determined to find her son Bernabé, from whom she was separated in the chaos that followed the assassination of Archbishop Romero. Her odyssey takes her through Mexico and into Southern California, then down to El Salvador for the breathtaking final scenes that pit brother against brother. This is a family saga that has repercussions of biblical dimension and resonates with international intrigue. Translated into Spanish by Miguel Angel Aparicio.

1993. 161 pgs. (English) ISBN 1-55885-073-2. $10.95 paper. (Spanish) ISBN 1-55885-195-X. $11.95 paper. Arte Público Press. (800) 633-ARTE.

Many publications featured in this section are available through amazon.com.

CONFERENCES

CSUSB International Congress

August 30-September 1

California State University at San Bernardino and others are sponsoring "Challenges to Education: Balancing Unity and Diversity in a Changing World." In Mexico City.

Contact: (909) 880-5977 ext. 210; e-mail dwalker@csusb.edu.

Kiva's Mexico 2000 Education Tour

September 19-20, Guadalajara

September 22-23, Mexico City

September 25-26, Monterrey

Kiva Expeditions, Inc., is committed to building partnerships through key introductions among international exhibitors, Mexican schools representatives, and local business leaders. This year's tour, "Building Partnerships in Mexico," will focus on student recruitment through public fairs and school visits.

Contact: Annette Wright, (303) 770-3063; e-mail, kivaexpo@mindspring.com.

International Society for Luso-Hispanic Humor Studies International Conference

September 28-30

At Delta Hotel, Montreal.

Contact: K.M. Sibbald, Department of Hispanic Studies, McGill University, (514) 398-6683; e-mail ksibbalk@leacock.lan.mcgill.ca.

18th Annual U.S. Hispanic Leadership Conference

September 28-October 1

The USHLI has as its conference theme this year: "Latinos in the New Millennium: Building on the Past to Provide Promise for the Future." At the Hyatt Regency, McCormick Place, Chicago.

Contact: (312) 427-8683; website, www.ushli.com.

Hispanic Women's Corporation 15th Annual Conference

October 5-6

The 15th Annual Hispanic Women's Conference, presented by the Hispanic Women's Corporation. At the Phoenix Civic Plaza in Phoenix, Ariz.

Contact: (888) 388-4HWC or (602) 954-7995; e-mail, hwc@inetmail.att.net.

New Jersey Project Fall 2000 Conference

October 13

The New Jersey Project for Inclusive Scholarship, Curriculum, and Teaching has as its Fall 2000 conference theme "Now You See It, Now You Don't: Class in America." Speakers include Barbara Ehrenreich, Manning Marable, Holly Sklar, Mark Ellis, Lise Vogel, and Leonard Vogt. At Essex County College in Newark, New Jersey.

Contact: (973) 720-2296; e-mail, njp@wpunj.edu.

Book Review

By Mark Saad Saka, Ph.D.

***The Making of a Mexican American Mayor: Raymond L. Telles of El Paso*, by Mario T. García.** 197 pages. El Paso: The University of Texas at El Paso, 1998. ISBN 0-87404-276-3. $14.95 paper.

Decades before Henry Cisneros or Frederico Peña achieved national prominence as politicians, Raymond Telles broke through tremendous barriers and institutional resistance to become the first American of Mexican descent to be elected mayor of a major American city. His election represented the triumph of the Mexican American generation's struggles for electoral recognition and social mobility and paved the way for Mexican American political activism, voter registration, and greater participation in community and civic affairs. Based upon personal interviews with Telles, his family, and associates, Mario García provides a highly readable biography of an important and underestimated politician and by so doing weaves a larger picture of the Mexican American struggle for recognition as first-class citizens in the U.S.

Telles epitomized the emergent Mexican American generation that formed between the 1930s and the early 1960s. The goals of its members resulted from their socialization in American democratic principles that convinced many that through participation in the political process they could abolish public discrimination that called attention to their race and ethnicity, and thus eliminate barriers to full equality. Reformist by nature, the generation rejected radical class-based politics and instead sought full integration into American society through electoral means. García interprets the Mexican Americans of El Paso and elsewhere as seeking "status goals" as opposed to "welfare goals." Largely middle- and lower-middle-class, and including a large number of World War II veterans, the Mexican American generation waged a protracted struggle for civil rights long before the term was coined.

García begins this biography with the influence of Telles' family–its strong religious beliefs and values, emphasis on hard work and discipline, and firm dedication to education as a means of upward mobility. Raymond's parents instilled in him sobriety, honesty, the need for a good command of English, athletic prowess as a boxer, and a strong identification with the Mexican American economic and political condition.

Raymond's mother died of pneumonia while helping feed poverty-stricken Mexican Americans during the Great Depression. In our class discussion, a student remarked, "Republicans like to talk family values, but we Mexicans actually live them."

During World War II, Telles was a commissioned officer in the U.S. army and later served during the Korean War. On returning from the war, Telles and other veterans began pushing for "democracy at home." In 1948, he successfully ran for county clerk of El Paso. Reelected four times, Telles built a coalition and avoided divisive politics. Honest, efficient, and diligent, Telles proved to many that Mexican American politicians could effectively manage city affairs. While this sounded strange to many of my younger Chicano students, I explained that during the '50s, this was actually quite revolutionary. Telles's election encouraged other Mexican Americans, who began being elected to lesser county positions. This new and younger generation played politics on its own terms and not simply, as in the past, as an ethnic group manipulated by Anglo power brokers.

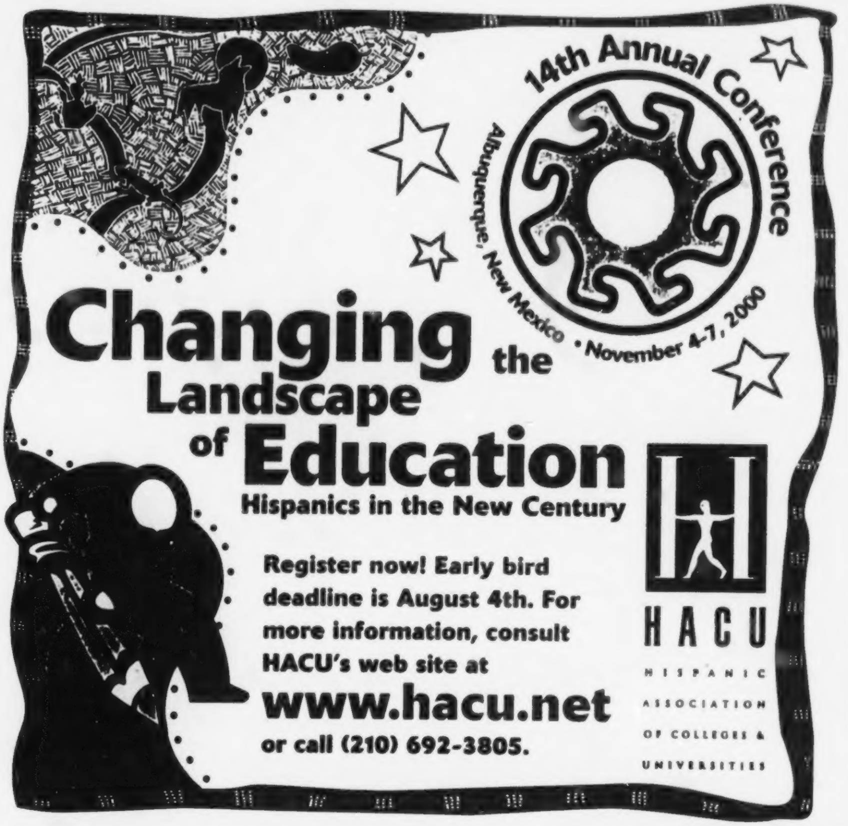
In 1958, Telles won El Paso's highest position on a "people's ticket" platform that forged a coalition of Mexican Americans, liberal Anglos, and sympathetic journalists. During the next four years, Telles ran a highly efficient and honest government–probably the city's most efficient government to date. Somewhat cautious of divisive politics, Telles nonetheless pushed through progressive reforms, including abolishing convict labor, creating a more socially responsible police force, extension of urban renewal, and the establishment of additional parks and recreation centers. In 1960, Telles supported the Viva Kennedy campaign and began drawing the attention of national politicians, including fellow Texan Lyndon Johnson. In 1961, Kennedy appointed Raymond Telles as the American ambassador to Costa Rica, the first American of Mexican ancestry to fill such a position. He was ambassador until 1967. Telles later was the Democratic representative to the bipartisan Equal Opportunity Commission and headed the Inter-American Development Bank for the Carter administration.

Telles's triumphs and the generation's "politics of status" did not, however, translate into socioeconomic justice for the broader base of Mexican Americans in the Southwest, and these shortcomings laid the basis for the Chicano movement's radical critique of the more moderate and reformist policies of such figures as Telles. Unfortunately, the emergent Chicanos failed to acknowledge that the work and struggles of such Mexican Americans as Telles and his generation made possible the expansion of democratic politics and mass mobilization. While the more radical critique of the Chicano movement might have been accurate, the movement owed a great deal to such figures as Raymond L. Telles.

Last fall, I used García's book in my Chicano politics class and found that many of the students responded positively to Telles's struggles and triumphs. While they all had heard of and were familiar with the Chicano movement's pantheon of heroes and such post-Chicano politicians as Cisneros and Peña, few knew major figures of the Mexican American generation. García, by bringing to life the most important Mexican American politician of that generation, has made an important contribution to our knowledge and understanding of that crucial period.

Dr. Saka is a Mexican specialist whose areas of interest include peasant social movements and agrarian unrest in the Mexican countryside. An American of Arab ancestry, he has taught at Sul Ross State University, Alpine, Texas, since 1995.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.



14th Annual Conference

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Hispanics in the New Century

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www.hacu.net

or call (210) 692-3805.

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HISPANIC ASSOCIATION OF COLLEGES & UNIVERSITIES

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wiu Western Illinois University

MACOMB, ILLINOIS

ASSISTANT DIRECTOR OF STUDENT ACTIVITIES

Western Illinois University, founded in 1899, is located in Macomb, Illinois. Western is a regional, state university which provides residential housing for over 3000 students and attracts a total enrollment of over 12,000 students.

The Office of Student Activities seeks highly committed, creative, enthusiastic applicants for the opening of an ***Assistant Director of Student Activities.***

The Assistant Director will supervise and direct the Programming staff specifically in the advisement of the ten activities board committees. The Assistant Director will advise campus-wide programming which is inclusive of and/or recognizes the multiple cultures on the WIU campus. The Assistant Director will work in collaboration with student leaders and departments to assess programming needs and develop appropriate programs/events.

Candidates should have three to four years of related progressive experience and possess a masters degree in higher education or a directly related field. The Assistant Director will develop and manage budgets; supervise graduate staff and student volunteers; develop, implement and evaluate programs and services.

Interested candidates should submit a cover letter, resume and three references to: **Daniel M. Maxwell, Office of Student Activities/Western Illinois University/1 University Circle/ Macomb, IL 61455-1390.** A review of the candidates will begin immediately.

Western Illinois University is an AA/EO.

Northern Virginia Community College

Provost, Medical Education Campus

(Position SA683)

Northern Virginia Community College, one of the largest multi-campus community colleges in the nation serving 60,000 students annually, is searching for a chief academic and administrative officer for it's new Medical Education campus. This campus will house all of the college's Allied Health programs as well as provide articulated programs with the local high schools, and baccalaureate and graduate programs with senior institutions. A comprehensive development program, and continuing education and workforce development programs will be provided. It is estimated that the campus will serve 3,500 students annually.

The successful candidate will have:

- An earned doctorate from an accredited institution of higher education
- A commitment to the mission of the community college
- Progressive academic administrative experience at the division chair, director, dean or higher level
- Experience in developing and managing budgets and facilities
- Strong verbal and written communication skills
- Successful experience working in a diverse, multi-cultural environment
- Experience with and knowledge of technology as applied to higher education
- Commitment to creating and sustaining high quality, learner-centered programs and services
- Evidence of collaborative leadership ability within a multi-campus environment
- Commitment to building partnerships with the community

Preferably, the desired candidate will also possess:

- Familiarity with allied health programs
- Experience working with clinical settings in allied health areas

This position is effective January 1, 2001. For details, contact our 24-hr jobline 703-323-3444 or visit our website at **www.nv.cc.va.us/hr/**. Send resume to **NVCC-HR, 4001 Wakefield Chapel Road, Annandale VA 22003** by 5pm September 15, 2000. *EEO/AA*

DEAN

University of Dayton, School of Law

The University of Dayton invites applications for the position of Dean of its School of Law. Since 1974, the University of Dayton School of Law has emerged as a dominant local and strong regional legal institution. The School of Law has 24 full-time faculty, 450 students, and a budget of $9 million. It has a strong faculty, a growing applicant pool, a supportive body of loyal graduates, and a history of successful fund-raising. The School is housed in an architecturally significant, three-year-old building with state-of-the-art technology throughout its classrooms, library and offices.

The University of Dayton, the largest private university in the State of Ohio, is a leader among Catholic universities, is fiscally sound, and consistently supports the School of Law. The University maintains a deep commitment to its Catholic Marianist identity, offering an education that blends theory and practice and graduating lawyers who recognize the importance of service to others.

The new Dean should come prepared to build upon the success of this locally and regionally prominent institution of legal education. The new Dean should demonstrate strong and effective administrative skills, possess an understanding and appreciation for the role of a law school in a Marianist, Catholic university, be committed to promoting and managing diversity in the School, and project a strong image of the School and the accomplishments of its faculty, students, curriculum.

The position will commence in July 2001. Review of applications will begin during the summer of 2000 and will continue until an appointment is made. Salary is competitive and commensurate with experience. The University of Dayton is an Affirmative Action/ Equal Opportunity Employer. Women, minorities, individuals with disabilities, and veterans are encouraged to apply. The University of Dayton is firmly committed to the principle of diversity.

Please forward inquiries to Professor Susan Brenner, Associate Dean, University of Dayton School of Law, 300 College Park, Dayton, Ohio 45469-2772.

UNIVERSITY *of* DAYTON

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Georgetown University

PRESIDENT

Georgetown University invites nominations and applications for the position of president. Founded in 1789, Georgetown is a Catholic and Jesuit student-centered research university. Georgetown today is comprised of four undergraduate schools, a graduate school of arts and sciences, a law school, a school of medicine, and a school for continuing education. Georgetown's location in the nation's capital affords its students and faculty a wide array of learning, research, and cultural experiences, as well as significant opportunities for community service. Georgetown has secured its standing among the nation's pre-eminent places of higher education. An institution of strong international character since its founding and home to leading programs in languages and linguistics, international law, international business, and one of the leading foreign service schools in the world, Georgetown is positioned to provide unparalleled leadership in international scholarship and teaching, inter-religious dialogue, and educating students to live and work in the global community of the new century. Additional information about the University and the search may be found on the web at:

www.georgetown.edu.

The president is the University's chief executive and academic officer and is appointed by and responsible to Georgetown's Board of Directors. Candidates should understand and be strongly committed to the Catholic and Jesuit tradition of higher education. The Board's preference is to appoint a Jesuit as the next president, but the Board is committed to an inclusive search and serious consideration of applications from all qualified candidates.

The Search Committee is chaired by
Hans P. Ziegler
Materials for Mr. Ziegler may be sent in care of the
Secretary of the University
Georgetown University
205 Healy Hall, 37th and O Streets
NW, Washington, DC 20057
or sent by fax to **(202) 687-6660**
or by e-mail to **quinne@gunet.georgetown.edu**

The Search Committee is being assisted by **Dr. Jean A. Dowdall, vice president, A.T. Kearney Executive Search.** She can be contacted by mail at **333 John Carlyle Street, Alexandria, VA 22314;** by phone at **(703) 739-4761;** by fax at **(703) 518-1733;** or by e-mail at **jean.dowdall@atkearney.com.**

Inquiries and applications may be directed either to the consultant or to the Committee chair. All communications will be held in strictest confidence. Candidates are asked to provide a letter of interest and a curriculum vitae, and are encouraged to submit materials by email using MS Word attachments. Review of candidates will begin in August 2000 and will continue until the position is filled. The Board of Directors intends that the new president's term will begin on July 1, 2001.

Georgetown University is an Equal Opportunity, Affirmative Action Employer.

Worcester Polytechnic Institute (WPI), an innovative technological university of engineering, science, management, the humanities and arts, and the social sciences with an enrollment of 2,700 undergraduate and about 1,100 full- and part-time graduate students, situated in Worcester, MA, has openings for the following:

• New Position •

DIRECTOR OF DIVERSITY AND WOMEN'S PROGRAMS

GRADE 830 – POSITION #380

STUDENT LIFE

Lead and coordinate campus-wide efforts on issues of diversity and inclusion. Develop and lead a Women in Engineering and Science program. Provide leadership in campus efforts to achieve understanding, tolerance and acceptance of diversity. Develop a strategic plan that will utilize industry and Worcester community resources to assist WPI's women and diversity programs; maintain women's program advisory council; coordinate with undergraduate and graduate admissions diversity and women's program publications. Identify funding sources, internal and external, for diversity and women's programs; write proposals and grants. Plan and direct special conferences and programs showcasing women's programs with local, regional and national visibility. Coordinate WPI's summer pre-college "Frontiers in Math and Science/Strive" program as a pipeline program for talented high school students in Math, Science and engineering and other outreach programs. ***Qualifications:*** Master's degree in higher education administration, women's or ethnic studies, student services or related area. Four to six years of experience, particularly in diversity and/or women's program development. Demonstrated knowledge and experience in the development of collaborative programming both internal and external to an institution of higher education. Demonstrated experience in community organizations promoting diversity; good working relationships with students, staff and faculty; skill in written and oral communication. For more information on this position visit our website at **http://www.wpi.edu/Admin/HR/Jobs/Positions/100128.html.**

ASSISTANT DIRECTOR, EXPERIENTIAL EDUCATION

POSITION #366

CAREER DEVELOPMENT CENTER & COOPERATIVE EDUCATION

Will coordinate the efforts of programs that assist students in obtaining exposure to careers in their chosen fields. These programs include summer paid internships, cooperative education, part-time employment, graduate internships and volunteerism. Will counsel students on the diverse experiential education opportunities available; promote opportunities to administration, faculty, students, employers and community organizations to ensure their support; work with staff to develop and facilitate workshops, seminars and programs on career development and the job search. With assistance of student organizations, coordinate the summer/co-op job fair; evaluate employers by plant visits and critical review of student experiences; maintain close relationships with representatives of industry and government in order to market services of the Center and WPI. For more information on this position visit our website at **http://www.wpi.edu/Admin/HR/Jobs/Positions/100111.html.**

WPI offers a smoke free environment. Competitive compensation, and an excellent benefits package include health insurance, family tuition reimbursement and generous vacations. Interested candidates should submit a cover letter and resume to **WPI, Human Resources, Box HO, 100 Institute Road, Worcester, MA 01609-2280, or fax your information to (508) 831-5715 or email: human-resources@wpi.edu.**
NO PHONE CALLS PLEASE

WPI
WORCESTER POLYTECHNIC INSTITUTE

To enrich education through diversity, WPI is an affirmative action, equal opportunity employer

ALBRIGHT COLLEGE

Albright College is seeking a Director of Student Activities and Director of Alumni Relations. Founded in 1856, Albright is a nationally ranked, private coeducational liberal arts college located on a 110-acre suburban campus in Berks County Pennsylvania. Albright's enrollment is 1,350 students with over 14,500 alumni. Please review the college's website at **www.albright.edu.** Albright College is an Affirmative Action/Equal Opportunity Employer.

DIRECTOR OF STUDENT ACTIVITIES

Full-time professional staff member within the Division of Student Services who is responsible for managing the Campus Center (student union), coordinating student activities and leadership programs, and supporting student organizations. Responsible for supervision of a full-time secretary and student employees, area administration, facilities management, and policy enforcement. Co-supervises an Area Coordinator/Coordinator for Greek Life. Advises the Albright College Activities Council. Qualifications: Master's degree in College Student Personnel, Higher Education, or related field; experience with student activities and Greek Life; and at least 2 years of full-time work experience in student activities or related area. This is a 12-month, full-time, professional position and includes salary plus employee benefits package and a tuition waiver for regular academic programs. Send letter of application, current resume and a list of three (3) professional references (include addresses and telephone numbers) to: **Vice President for Student Services, Albright College, 13th & Bern Streets, P.O. Box 15234, Reading, PA 19612-5234.**

DIRECTOR OF ALUMNI RELATIONS

Oversee the design, implementation, management, and assessment of a comprehensive program to enhance alumni interest and involvement, and encourage financial support of their alma mater. Work collaboratively with, and provides strong leadership to the Alumni Association. Applicant must be proactive, entrepreneurial, experienced working with volunteers, and have a proven ability for management, organization, and follow through of programs. Reports to the VP for Advancement and supervises an Assistant Director and one staff member and works closely with Directors of College Relations and Development. Bachelor's degree with a minimum of five years of related experience, and demonstrated ability to effectively identify opportunities, implement programs, measure objectives and evaluate outcomes. Must be willing to travel as needed. Letter of application and a resume should be sent to: **Office of Human Resources, Albright College, P.O. Box 15234, Reading, PA 19612-5234.**

EDUCATION

ADMISSIONS OUTREACH ASSOCIATE

Harper College is seeking an Admissions Outreach Associate in our Admissions Department. We are seeking an aggressive, dynamic individual who will be the College's primary recruiter for the high school/traditional age market and will be instrumental in developing and initiating minority student recruitment strategies. Duties include conducting high school recruitment visits, staffing area college and career fairs, assisting with direct mail and telecounseling activities, and coordinating and providing campus tours. Candidate must demonstrate excellent interpersonal/communication, writing, and organizational skills; creativity and a strong work ethic desired. Bachelor's degree required. Experience in higher education is desired, as well as experience with multicultural populations. Occasional evenings/weekend hours. We offer a great benefit package including tuition waivers.

For consideration, send or e-mail a letter of interest and resume to:

Harper College
Attn: Employment Specialist-aoa
1200 W. Algonquin Rd.
Palatine, IL 60067
www.harper.cc.il.us
e-mail: jobs@harper.cc.il.us

William Rainey Harper College

EOE

Western Connecticut State University

PUBLIC SERVICE LIBRARIAN

Western Connecticut State University is seeking qualified applicants for a tenure-track position in the Ruth Haas Library. Interested candidates should send letter of application and resume to **Vijay Nair, Chair, Library Faculty Search Committee, Ruth Haas Library, WCSU, 181 White Street, Danbury, CT 06810.** Responsibilities include providing bibliographic instruction, assistance with collection development, and other necessary services to several academic departments including Education and Nursing; developing and maintaining the Curriculum and the Children's/Juvenile Collections; providing approximately thirteen hours (including one evening) per week of service at the reference desk; participating in the Sunday reference desk rotation; and maintaining some sections of the library's Web page. Candidates must possess an MLS from an ALA accredited program. It is preferred that the candidates have post-MLS experience in general reference and collection development in an academic library, experience in undergraduate and graduate bibliographic instruction (especially in Education and Nursing), and experience in developing and maintaining Web pages. Minimum salary: $ 40,866. The application deadline is September 1, 2000.

WCSU is an AA/EO Educator/Employer.

FLORIDA STATE UNIVERSITY 1857

THE FLORIDA STATE UNIVERSITY

Invites applications and nominations for the position of

DEAN COLLEGE OF EDUCATION

The Florida State University, a Carnegie Research I Institution, is located in Florida's capital city and serves over 33,000 students. The College of Education has a long and honored history as one of the original colleges of the University. It enrolls over 3,000 students and numbers 100 faculty members in eight departments and two research centers.

Graduate education and research are central to the mission of the College, as is undergraduate education. In its commitment to education, the College has entered into a unique partnership among departments, research centers, local school districts and community agencies to improve public education.

The College has hired one-third of its faculty within the last five years and is vigorously pursuing academic excellence in 27 fields of study that include 21 doctoral degree programs.

The College of Education seeks a dynamic leader with a distinguish record of scholarship and academic administration and a strong commitment to broad conceptions of education, human development and learning.

Successful candidates will have:

- A demonstrated record of innovative leadership in a collegial environment;
- Strong written, oral and interpersonal skills that reflect the ability to communicate the college's position effectively with various constituencies, to include the University administration, state and federal agencies and leaders in the larger community;
- Experience in and a commitment to fund raising, grant generation and resource development; and
- Qualifications necessary to hold a tenured academic appointment in an appropriate department in the College of Education.

The Dean serves as the chief academic and administrative officer of the College, and reports directly to the Provost/Vice President for Academic Affairs. The Dean serves as ex-officio chair of the University's Council of Teacher Education, the body which coordinates teacher education programs in eight schools and colleges across the University.

Salary will be competitive, commensurate with experience and qualifications.

Interested candidates should forward a letter addressing their qualifications and a current curriculum vitae listing names, addresses and telephone numbers of five references by September 29, 2000. Address applications to:

Dean's Search Committee Chair
C/o Ms. Bettina Roberson
College of Education
Dean's Office, 236 Stone Building
The Florida State University
Tallahassee, FL 32306-4450

Voice (850) 644-6885, Fax (850) 544-2725
Email: broberso@coe.fsu.edu

The Florida State University is a Public Records Agency pursuant to Chapter 119, Florida Statutes and an Affirmative Action/Equal Opportunity employer, with preference given to veterans and spouses of veterans as provided in Chapter 295 of Florida Statutes.

BEST COPY AVAILABLE

California State University Monterey Bay

Multi-Year Lecturer, Human Communication

January 2001 (Job #MBHCL-0001)

California State University, Monterey Bay (CSUMB) is a comprehensive public university committed to serving the diverse people of California, especially the working class, historically under-served, and low-income populations. The university values an educational environment of cultural and linguistic diversity and gender equity; ethical reflection and practice, effective and experimental use of technologies as resources to people and catalysts for learning; and the integration of cross-disciplinary models enabling students, faculty and staff to engage in innovative instruction and coordinated service learning. The curriculum is organized around student learning outcomes. It is global in perspective and of sufficient breadth and depth to meet local, regional, and statewide needs specifically those of both isolated rural communities and inner-city populations. The campus is located on Monterey Bay, 100 miles south of San Francisco.

The Institute for Human Communication, an integrated Humanities department, seeks a multi-year lecturer committed to developing and delivering undergraduate curricula through excellence in teaching and learning, interdisciplinary scholarship, community service, and collaborative program building.

Minimum Qualifications: an earned doctorate preferred. University-level teaching experience beyond teaching assistantship required. Evidence of research and community involvement. Demonstrated ability to develop and deliver curricula in Oral and Written Communication Skills, Cooperative Argumentation, and Relational Communication required. Additional expertise in the following fields desirable: Ethnic Studies, Communication Ethics, Rhetoric, and Intercultural Communication.

Additional Qualifications and Expertise: Experience in teaching students from nontraditional or ethnically diverse backgrounds. Experience with project-based learning, applied learning, and/or service learning. Knowledge of a second language and experience working in bilingual or multilingual contexts. Skill in cross-cultural, experiential and assets-based pedagogy. A record of advising, recruiting, empowering, and nurturing the educational goals of a diverse student population.

Priority Filing Date: Monday, August 7, 2000 for priority review. Position open until filled.

For a complete job description and application information see http://www.csumb.edu/general/facrecruit or contact: Recruitment/Academic Personnel, CSU Monterey Bay, 100 Campus Center, Seaside, CA 93955-80001, Tel: 831/582-3569, Fax: 831/582-3811, E-mail: faculty_recruitment@monterey.edu

CSU Monterey Bay is an Equal Opportunity Employer

COMMUNITY DEVELOPMENT

of Campus Life invites applications for

Assistant Director of Community Development (Residential Living)

Community Development is committed to providing a residential experience of the highest quality for each of its residents. Paramount to achieving our mission are the advocacy of academic inquiry, student development, respect for the individual, and the development and promotion of just communities within our residence halls. We strive to provide a safe, comfortable, residential experience designed to educate, challenge and develop our students so they may be able to achieve an examined life.

We offer the opportunity to work with several unique and cutting-edge programs. These department programs create a dynamic work environment resulting in professional development through valuable experiences. Our Community Development program includes:

Faculty Fellow and Faculty in Residence program
Program houses promoting themes of ethnicity, culture, arts, music, ecology, etc.
Community centers serving as area hubs for programming, services, and dining
A new and highly motivated Residence Hall Association
A campus-wide residential initiative, housing all First Year Students on North Campus
Two new residence halls being designed and constructed for opening in 2001
A new community center being designed for opening in 2001

RESPONSIBILITIES: Supervises 7 professional Residence Hall Directors, who provide staff training, student counseling and discipline, program development, and integration of the Faculty Program. Implements procedures related to all aspects of the residence life program for an area of 2000 students. Provide leadership to 1-3 committees within Campus Life/Community Development. Advise and act as liaison with the Residence Hall Association (RHA). Member of the Community Development Coordinating Group providing overall leadership and direction for residential life on campus.

QUALIFICATIONS: Master's degree in Student Development/Higher Education and 4-6 years experience in residence life with increasing levels of responsibility required. Experience in supervision, administration, counseling, hall staff selection, training, and development required. Experience supervising full time professional staff preferred. Position is a full-time, live-out, 12-month appointment.

BENEFITS: competitive salary and all Cornell University endowed benefits such as TIAA-CREF/Fidelity pension plans, health care, professional development opportunities and a partial meal plan are provided.

If you are interested in exploring an opportunity to work in Community Development and meet the above qualifications, submit letter of interest, resume, and names and telephone numbers of three references to: **Regina Duffey, Human Resources Manager, Cornell University, 2117 N. Balch Hall, Ithaca, NY 14853-1401.** *Closing date: July 31, 2000* or until position is filled.

Visit the department's website at www.campuslife.cornell.edu

CORNELL
UNIVERSITY

Cornell University is an Equal Opportunity, Affirmative Action Employer & Educator

http://www.cornell.edu

BROWARD
COMMUNITY
COLLEGE

COMPUTER SCIENCE

INSTRUCTOR(TEMP/F-T), #185

Master's with 18 hours in Computer Science or related field. Certificate to teach Microsoft (MCSE/MCSD), Novell (CNE), Oracle (DBA/Applications Development), Cisco(CCNP), and/or A+ courses, or the ability to obtain certification within one year of employment highly desirable. Will consider candidates with desired certification(s), but who hold a lesser degree. Central campus. Salary: based on credentials. Open till filled.

Please forward official applications with position title/# & copies of transcripts & licenses to:

Broward Community College
225 E. Las Olas Blvd., Human Resources
Ft. Lauderdale, FL 33301
Please call (800) 682-3646 for an official application.
www.broward.cc.fl.us/jobs/

EA/EO Institution

AAHE
AMERICAN ASSOCIATION
FOR HIGHER EDUCATION

PROGRAM MANAGER

The American Association for Higher Education seeks a Program Manager for projects related to faculty careers. Plans/administers a large nat'l conference, develops program materials, oversees grants and budgets. Must be able to prioritize multiple tasks, organize long-term projects, and work as part of a team. Able to understand complicated grant proposal/reporting requirements. Microsoft Office familiarity a must. M.A./M.Ed. or equivalent exp in higher ed strongly preferred. Salary mid 30's. Send cover letter, resume and salary history to **AAHE, Attn HR., One Dupont Circle, N.W., Suite 360, Washington, DC 20036 or fax to (202) 293-0073**. EOE.

USF University of South Florida

The University of South Florida is currently recruiting for various faculty and/or staff positions. For more information about the University's vacant positions, please visit our Web site at http://usfweb.usf.edu/usfpers/vacancy.html; or call our Job Line for staff positions at (813) 974-2879.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave. • Tampa, FL 33620

THE OHIO STATE UNIVERSITY

ASSISTANT PROFESSOR IN PSYCHOLOGY

The Ohio State University at Newark is seeking applications for a 9-month, tenure-track Assistant Professor in Psychology, with a specialization in SOCIAL Psychology, to begin in the Autumn of 2000. The Newark Campus is an extended campus in The Ohio State University system and is located about 30 miles east of the central Columbus campus.

DUTIES: Psychology faculty at the Newark Campus are members of the psychology department at The Ohio State University, and are evaluated accordingly. Hence, the successful candidate must maintain a productive and high-quality research program, which should: (a) be theoretically-driven, (b) be compatible with the resources of the campus, (c) seek to involve the resident undergraduate psychology majors at the Newark Campus. The student population of the Newark Campus is almost entirely undergraduate (autumn quarter enrollment is typically around 1800). Hence, the successful applicant is expected to regularly teach introductory psychology, as well as undergraduate psychology courses in the candidate's domain of expertise. Furthermore, we have a special need for someone who can teach introductory courses in psychobiology and/or statistics, so candidates with these competencies will be preferred. The ability and willingness to occasionally teach other psychology courses that meet undergraduate curriculum requirements and departmental needs is also desirable. Finally, the successful candidate is expected to actively participate in service activities at the Newark Campus, in the Psychology Department, and in the University.

QUALIFICATIONS: The candidate should have strong research credentials, which should include evidence of theoretically-driven research. The candidate should also have strong teaching credentials and be committed to and competent in undergraduate education. A record of service to department and/or discipline is beneficial.

SALARY: $40,000 - $43,000, depending on qualifications and experience. A comprehensive benefits package is included.

APPLICATION PROCEDURE: To assure consideration send a curriculum vitae, three letters of reference, representative reprints and a personal statement describing teaching, research, and service credentials to:

The Ohio State University at Newark
Human Resources
Search#00-24
1179 University Drive
Newark, Ohio 43055

By November 15, 2000.

OSU-N is an Equal Opportunity/Affirmative Action employer. Women, minorities, veterans, and individuals with disabilities are encouraged to apply.

Athletic Training Education Program
Bouve College of Health Sciences

Assistant Clinical Specialist

Assistant Clinical Specialist (non-tenure track) faculty position in the Athletic Training Education Program. Responsibilities include primarily teaching didactic and laboratory courses incorporating the new Athletic Training Competencies. Additional responsibilities include academic advising, assisting in clinical coordination and other programmatic duties. Minimum qualifications for this position include: (1) NATABOC Certification and eligibility for licensure as an athletic trainer in the Commonwealth of Massachusetts; (2) Master's Degree; (3) one year experience in the delivery of athletic training services; and (4) one year experience in classroom and clinical instruction of athletic training students. All faculty are expected to contribute to departmental, college and university service. Starting date: September, 2000.

Director

Applications are invited for the position of Director of the Athletic Training Education Program with the academic rank of Assistant Professor, Associate Professor, Professor or Clinical Specialist. Faculty rank and salary will be commensurate with experience and qualifications of the applicant. Clinical Specialist rank is non-tenure track. Responsibilities for the position of Director of the Athletic Training Education Program include teaching didactic and laboratory courses, administrative duties, and overseeing the day-to-day operation, coordination, supervision and evaluation of all aspects of the Athletic Training Education Program. In addition the Assistant/Associate/Professor would be expected to actively engage in research, pursue external funding and participate in other forms of scholarship and service. Minimum qualifications for this position include: (1) NATABOC Certification and eligibility for licensure as anathletic trainer in the Commonwealth of Massachusetts; (2) Doctorate Degree preferred but Master's Degree accepted depending on qualifications; (3) three years' classroom instruction of athletic training students; (4) three years' experience in the delivery of athletic training services; (5) administrative experience; (6) strong academic orientation; and (7) involvement in Athletic Training and Sports Medicine through publications, public speaking, or research is desired. All faculty are expected tocontribute to departmental, college, university service.

Please submit a letter of interest, curriculum vitae, academic transcripts, and three references (name, addresses, and telephone numbers) to: Sheri Martin, MPT, OCS, ATC, Interim Program Director, Northeastern University, 360 Huntington Avenue, 304 Dockser Hall, Boston, MA 02115.

Northeastern University is an equal opportunity/affirmative action, Title IX employer. Women and minorities encouraged to apply.

Northeastern
UNIVERSITY

UNIVERSITY OF REDLANDS

DIRECTOR OF MULTICULTURAL AFFAIRS

The University of Redlands seeks a Director of Multicultural Affairs who will direct the activities of the Multicultural Center to benefit all students, faculty and staff, via programmatic means and individual counseling/advising and mentoring. Incumbent will facilitate orientations and ongoing involvement of multicultural students at the University. (Multi-cultural includes, but is not limited to race, ethnicity, gender, age, and sexual orientation.) Bachelor's degree required. Master's strongly preferred. Plus a minimum of two years experience working with multicultural students and/or diversity related areas. Experience working in an educational setting strongly preferred. A willingness to work non-traditional hours is essential. Opportunities exist to gain experience in other areas such as student leadership and involvement or community service learning. Interested candidates should submit a cover letter, resume, salary history, and the names, addresses and telephone numbers of three professional references to **Human Resources, University of Redlands, 1200 E. Colton Ave., Box 3080, Redlands, CA 92373-0999 or fax to (909) 335-5154. www.redlands.edu** The University of Redlands is an Equal Opportunity Employer.

UNIVERSITY OF CALIFORNIA, SANTA CRUZ

PROGRAM DEVELOPMENT/DIVERSITY TRAINING COORDINATOR
ADMINISTRATIVE ANALYST or SENIOR ADMINISTRATIVE ANALYST
EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION OFFICE

F/T Career. Responsible for training & program development. **QUALS INCL:** exp developing, delivering, & evaluating training & educational prgms; exlnt strategic planning, analytic & critical thinking skills. Add'l Quals for Senior Analyst: substantial exp & skill in the above; demonstrated leadership, networking & collaboration skills. Call 831-459-2011 or see posting at Staff Human Resources or **http://www.ucsc.edu** for copy of job announcement. For full job description see: **http://www2.ucsc.edu/ee0-aa/diversityposting.htm** Refer to Job #00-06-D3. **MIN STARTING SALARY:** Analyst: $35,200/yr; Senior Analyst: $42,700/yr. Commensurate w/quals & experience. Position is open until filled; initial review of app materials will begin on 8/7/00. Send app materials to **UCSC Staff Human Resources Office, 102 Communications Bldg., Santa Cruz, CA 95064.** AA/ADA/EEO.

CALIFORNIA STATE UNIVERSITY HAYWARD FOUNDATION

Program Specialists

Extended and Continuing Education Department

JOB#00-003

The Division of Extended and Continuing Education Department of California State University, Hayward is seeking two highly motivated and entrepreneurial program specialists to expand the university's continuing education programs serving the public and private sectors in Alameda and Contra Costa counties.

The responsibilities of the position include assessment of market potential for programs in a wide variety of subject matter areas; identification of instructors and development of curriculum for new programs; development and management of program budgets so as to insure sufficient income to meet all expenses; formulating marketing strategies; development of cooperative/collaborative programs with departments within CSUH; evaluation of course materials and assessment of appropriate delivery technology; management of support staff to insure smooth delivery of programs; participation in the Division's academic and strategic planning process; development of professional networks and relationships with regional professional groups and academic departments on campus.

Requires extensive experience in continuing education program development and delivery. Also requires excellent oral, written and interpersonal communication skills; and the ability to work independently to analyze markets, work with potential clients, develop course curriculum and establish budgets. An earned Masters Degree or Doctorate is desirable.

The positions are renewable annual appointments. Salary and benefits are competitive and commensurate with experience and qualifications.

Interested applicants should submit, on or before August 18, 2000, a detailed resume, letter of application with specific qualifications including recent salary history and the names, addresses and telephone numbers of three references to:

Personnel Office
CSU Hayward Foundation, Inc.
25976 Carlos Bee Blvd.
Hayward, CA 94542-1699
(510) 885-3501

Deadline for the submission of applications is August 18, 2000.
CSU Hayward Foundation, Inc. is an equal opportunity employer.

Education

VICE PRESIDENT FOR ACADEMIC AFFAIRS

The Vice President for Academic Affairs serves as the chief academic officer of the College, responsible to the president for ensuring academic excellence through the coordination of academic programs, (credit and non-credit) and services throughout the institution. Functions as a pivotal member of the senior administrative team with primary focus on working effectively with senior-level administrators on the Executive Team.

An earned Doctorate or equivalent degree from an accredited college or university required. A minimum of five years of senior-level administrative experience in a multi-campus academic environment; experience in fiscal management, planning and resource allocation; strong communication, listening and public relations skills. Demonstrated success in working with external and internal constituencies, especially with faculty, staff, students and administrators.

Demonstrated ability to build and lead teams, manage multiple responsibilities, initiate and manage change, commitment to using instructional and administrative technology.

Review of applications will begin July 24, 2000 and continue until the position is filled. Anticipated start date is as soon as possible.

Salary: Commensurate with education and experience ($90,000+ with excellent benefits package).

Nominations and/or letters of application should reference position number (#00-159) and include the following: (1) nomination/letter of interest, (2) resume, (3) unofficial copy of graduate transcripts(s), and (4) list of five professional references (names, addresses, e-mail addresses, telephone numbers) to:

Judy Chastonay, Human Resources Department
3251 Panthersville Road
Decatur, GA 30034

For more information on Georgia Perimeter College, please visit our website at: http://www. gpc.peachnet.edu

Georgia Perimeter College.

An Associate Degree Granting College of the University System of Georgia

AA/EOE/ADA

BROOKDALE COMMUNITY COLLEGE

DIVERSITY MANAGEMENT OFFICER

Brookdale Community College announces a full time professional position for a Diversity Management Officer to be responsible for leading and coordinating institutional efforts toward maintaining a campus environment that is inclusive, pluralistic and free of discrimination. Responsibilities will include development and recommendation of policies, procedures and practices; ensuring that applicants and employees are treated without regard to their race, color, religion, national origin, age, gender, sexual orientation or disability in accordance with all applicable federal and state laws, regulations and executive orders, as well as Board of Trustees' policies. Will also be responsible for recruitment and retention efforts. Candidates must have: Bachelors' Degree along with a minium of three years of relevant experience, preferably in higher education, required (advanced degree preferred); leadership ability and knowledge of laws, regulations and compliance procedures regarding AA/EEO; experience in conflict resolution and the ability to resolve complaints in an objective, confidential and impartial manner. A high degree of diplomacy, sound judgement, exceptional communications and interpersonal skills and the ability to work effectively with faculty, staff, students and administrators are essential. Annual salary **$39,504**.

The application deadline is August 18,2000. Send resume and list of at least three references to Human Resources Office, Brookdale Community College, at the address listed below. Our fax number is (732) 224-2970. For more information about Brookdale Community College, please refer to our website at www.brookdale.cc.nj.us.

Brookdale Community College

765 Newman Springs Road • Lincroft, NJ 07738

Brookdale Community College is an Equal Opportunity/Affirmative Action Employer and its staffing process is pursued through an unwavering commitment to diversity, not only as a compliance responsibility but as an active conscious effort to build and develop diversity within the faculty and staff.

ORANGE COAST COLLEGE

DEAN OF BUSINESS

The successful candidate for this contract, F/T, 12 month-per-yr. Educational Administrator position will coordinate the development of the division's semester schedules, provide instructional resources within budget, oversee current employment contracts and provide leadership in the development of curriculum for Business programs. Position reqs a Master's degree, 2 yrs. admin. exp. and 3 yrs. successful classroom teaching exp. in a business ed. prgm. or equiv. Two yrs. mgmt exp. in higher ed., exp. in prgm. accreditation & ability to communicate with all levels of college personnel is desired. Pays $57,083-$86,290 per annum with a generous benefits package. To apply, please complete a District app. packet for Job#11-O-01 by 9/22/00 closing date. Resumes will not be accepted in lieu of app.

Coast Community Colleges
1370 Adams Ave.
Costa Mesa, CA 92626
(714) 438-4715
An Equal Opportunity Employer
www.cccd.edu

BEST COPY AVAILABLE

UW Extension

Based in Madison, WI, the University of Wisconsin-Extension provides statewide programs through 26 UW institutions and 72 county offices. The organization is looking for two experienced

FINANCIAL PROFESSIONALS

The DIRECTOR OF BUSINESS SERVICES/CONTROLLER functions as the Chief Accounting Executive, with responsibility for general accounting, budgetary controls, accounts payable, accounts receivable, cashier, purchasing, capital asset and surplus property operations, and the administration of extramural funds. Candidates should possess a Bachelor's degree in Accounting with 5 years of experience managing governmental and/or public university accounting operations.

The BUDGET DIRECTOR manages the annual and biennial operating budget processes, including planning and development of budgets to achieve institutional goals, coordinating the budget development activities of four major divisions. Applicants must be able to lead teams in complex problem solving and policy analysis. Candidates should possess a Bachelor's degree in Accounting or related field and 7 years of related experience, or an MBA plus 5 years of experience.

Complete position descriptions and application materials are available at **http://www.uwex.edu/financejobs/** or by calling **(608) 262-6151.** The deadline for receipt of completed applications is August 11, 2000. UW-Extension provides equal opportunities in employment and programming, including Title IX and ADA.

UTEP

DIRECTOR
TUTORING & LEARNING CENTER

Full-time administrative position reporting to the Associate Vice President for Undergraduate Studies and is a key member of the advisory team for UTEP's Entering Student Program. Responsibilities include development, administration, and evaluation of the Tutoring & Learning Center (TLC), including the preparation and administration of the TLC's budget and supervising a professional and support staff of full-time, part-time, and student employees. The mission is to provide intellectual and academic support for a culturally diverse student population to develop the skills needed to become successful college students. The TLC director must be committed to UTEP's mission of providing service. Master's Degree with experience in higher education required. Ph.D. or Education Degree preferred. Background in academic administration in a post-secondary institution; teaching experience preferred. Administrative experience in developmental education programs in higher education preferred. Experience in or an aptitude for budget management, staff development, program planning and assessment, interaction with a diverse student population, and the use of technology in higher education preferred. Salary is competitive. Submit cover letter, resume, names & telephone numbers of three references to **Dr. Maggy Smith, Associate Vice President Undergraduate Studies, Office of the Provost & Vice President for Academic Affairs, UTEP, Admin Bldg., Rm 310, El Paso, Texas 79968-0501.** The University does not discriminate on the basis of race, color, national origin, sex, religion, age, disability, or sexual orientation in employment of the provision of services.

Azusa Pacific University is excited to announce the position of Dean of the Haggard School of Theology.

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For more information and an application, visit www.apu.edu/provost/employment/

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UNIVERSITY

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This is a full-time grant funded administrative position. Initiate, plan, organize and direct program activities and delegate duties as such. Prepare all reports to the Federal Education Department and supervise program staff in preparing such reports. Plan and control budget allocations. Act as liaison between Department of Education/TRIO program and College.

Master's Degree required. 2-5 years experience in Higher Education, preferably working with disadvantaged or otherwise high-risk students. Experience in preparing federal or other reports. Please forward resume/CV to:

Dr. Barbara Smukler
Dean for Academic Resources
The College of Mount Saint Vincent
6301 Riverdale Avenue
Riverdale, NY 10471

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AA/EOE

NORTHWESTERN UNIVERSITY
1851

ASSISTANT DIRECTOR OF ADMISSION/HISPANIC RECRUITMENT

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Requirements: Bachelor's degree; Spanish speaking and writing skills; valid driver's license. Master's degree and experience in admission or student services preferred. Successful candidate will possess a sense of humor; exceptional communication, organization and analytical skills; be willing to work occasional weekends and evenings; and travel up to 7 days at a time.

Please send your resume and cover letter with names and addresses of three references to:

Alicia Trujillo, Northwestern University,
Office of Undergraduate Admission,
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Hood College

SPANISH LECTURER

Hood College invites applications for a lecturer in undergraduate Spanish literature, beginning August 2000: Spanish 207 (Middle Ages to the Siglo de Oro), MWF, 10:30 a.m. - 11:20 a.m. $2,000 per course. M.A. in Spanish and college teaching experience, Ph.D. preferred.

Apply to **Dr. Lisa Algazi, Acting Department Chair, Foreign Languages and Literature, Hood College, 401 Rosemont Avenue, Frederick, MD 21701-8575.** Include letter of application, c.v., and names and telephones numbers of at least three references.

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A CALL FOR PAPERS FOR THE SIXTH CONFERENCE OF RECOVERING THE U. S. HISPANIC LITERARY HERITAGE

Recovering the U.S. Hispanic Literary Heritage

DECEMBER 1-2, 2000

University of Houston (Main Campus)
University Center Underground
Houston, Texas

Recovering the Past, Charting the Future: Archives, Canons, and Questions of Identity

MARKING the tenth anniversary of the Recovering the U. S. Hispanic Literary Heritage Project, this year's conference will focus specifically on the future of the Recovery Project. A sense of the future is not complete without an earnest reflection on the gains and obstacles of the last decade. While the conference will continue to foreground the results of recent, Recovery-related research, it will also provide ample space for measuring the effect of the Recovery Project on history and criticism in graduate education. Of particular interest in this year's conference are questions of pedagogy, classroom methodology, and how to translate the past into terms and concepts that students can understand today. Please join us in embarking upon the next ten years of the Recovery Project.

PAPERS OR PANELS ARE INVITED on any of the following themes:

- Analytical Studies of Recovered Authors and/or Texts
- Critical and Theoretical Approaches to Recovered Texts
- Preparation of Critical Editions
- Curriculum Development
- Folklore/Oral Histories
- Historiography
- Language and Linguistics
- Preservation and Access
- Library and Information Science

Presenters will be asked to provide a publication-ready paper in hard copy and word processor diskette prior to the conference. Selected papers will be published in the fifth volume of conference proceedings.

Submit a 150-word abstract and curriculum vitae by **AUGUST 15, 2000** to

Recovering the U.S. Hispanic Literary Heritage
University of Houston, 4800 Calhoun
E. Cullen Performance Hall, Room 254
Houston, TX 77204-2172

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Fax (713)743-3142
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President-Superintendent

Cerritos College
Norwalk, California

The Board of Trustees of Cerritos College invites applications and nominations for the position of President-Superintendent.

Cerritos College, a comprehensive community college, is a one-college district enrolling nearly 23,000 students on a 140-acre campus. Located in southeast Los Angeles County, bordering both the city of Long Beach and Orange County, the college district encompasses eight cities. Cerritos College has more than 1600 full- and part-time employees, and an annual budget in excess of $80 million. The college prides itself on being one of the most ethnically diverse community colleges in the nation and on being the most technologically advanced community college in the state for teaching and learning. A model of effective shared governance and collegiality, Cerritos College is one of only three California community colleges without a unionized faculty.

The presidency of Cerritos College offers an attractive opportunity to guide a dynamic college that is well positioned to continue as one of the flagship community colleges in California. The successful candidate will embrace this ethic and provide the leadership that guides the college in its quest for excellence.

For a presidential profile brochure
and application information contact

Office of Personnel Services
Cerritos College
11110 Alondra Blvd.
Norwalk, CA 90650
tel:(562) 860 2451 ext 2284, fax: (562) 467-5003

or visit our web site: www.cerritos.edu

*For **additional information** contact*

Del M. Anderson, Search Consultant
Association of Community College Trustees
4100-10 Redwood Road #251
Oakland, CA 94619
tel: (510) 638-5288 fax: (510) 382-9637

Review of applications will begin after October 20, 2000

-- An ACCT Search --

1582

CALIFORNIA STATE UNIVERSITY, HAYWARD FOUNDATION

Study Abroad Program Specialist
Extended and Continuing Education
Center for International Education
JOB#00-006

The Center for International Education, a unit of the Extended and Continuing Education Department, Cal State Hayward University, is seeking a highly motivated individual to assess market potential for new, campus based out bound study/work/travel abroad programs and develop programs that meet the needs/interests of students, faculty and community groups. Persons applying for the position will be expected to develop international academic programs with CSUH departments; assist with development/distribution of marketing resources for international academic programs; develop and manage program budgets; and develop a marketing plan and resources to attract participants to CSUH program from other academic institutions. Applicant must have excellent oral, written and interpersonal communications skills and ability to work independently; experience working w/institutions of higher education; and be familiar w/issues /problems related to the development of international educational opportunities. Master's degree preferred plus 2 years professional experience developing/marketing overseas education programs. Send resume, the names and addresses of three references and cover letter to:

Personnel Office
Job#00-006
CSU Hayward Foundation, Inc.
25976 Carlos Bee Blvd.
Hayward, CA 94542-1699
(510) 885-3501

Deadline for applying is 4:30 p.m., July 31, 2000. Postmarks not accepted.
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UNIVERSITY OF KANSAS
Dean of Students

Responsible for quality of campus environment and promotion of student development through program of co-curricular activities and services for students. Department of Student Life consists of Counseling and Psychological Services, International Student Services, Legal Services for Students, Multicultural Affairs, Recreation Services, Services for Students With Disabilities, Student Organizations & Leadership Development Center, Student Development Center, University Career and Employment Services, University Information Center, Emily Taylor Women's Resource Center, and Multicultural Resource Center.

Req Qual include: Significant professional expr in Student Affairs admin; doctorate degree or terminal degree; demonstrated effective leadership ability; significant budget and management expr; expr with variety of student life programs and activities.

Pref Qual include: Degree in HE Student Affairs Admin, Coun Psyc or closely related area; five years expr in major leadership position in student affairs; work expr in a large comprehensive college or university; expr with student life programs and activities under the supervision of this position. A complete job description, requirements and application procedures are available upon request or see **http://raven.cc.ukans.edu/-stlife/.** Minimum salary $85,000. Start Jan. 2001 or ASAP thereafter. Eligible persons are invited to submit a letter of application, resume, and the names, addresses and telephone numbers of three references to: **Dean of Students Search, Office of the Vice Chancellor for Student Affairs, 213 Strong Hall, University of Kansas, Lawrence, KS 66045, Phone: 785-864-4381, FAX: 785-864-5090.** Priority application date is August 25, 2000.

EO/AA Employer.

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A comprehensive public university, William Paterson University comprises an intellectually engaged and diverse faculty, state-of-the-art information and communication technology, and cultural resources of national renown. Committed to student success, academic excellence, diversity, and community outreach, the University offer 29 undergraduate and 18 graduate degree programs in five colleges. William Paterson University maintains a low student:faculty ratio (12:1) and small class size (21). The University is situated on a suburban campus in Wayne, New Jersey, twenty miles west of New York City

Instructional Technology Specialist

Reporting to the Director of Instruction and Research Technology (at the rank of Professional Services Specialist II), the Instructional Technology Specialist is responsible for working with faculty and students to assist them in incorporating technology in the teaching, learning, and research environment; provides guidance to faculty for the selection and use of multimedia technologies in the development courseware and curriculum design, and maintains facilities for the use of electronic media and applications such as the World Wide Web, mailing lists, and listservs.

Master's degree in related field with experience in multimedia development and production tools such as Macromedia Director, Adobe Photoshop, and related applications; Internet applications such as the World Wide Web, mailing lists, and digital media required. Excellent written and oral communication skills are also required. Full-time faculty experience in a four-year comprehensive college or university; administrative experience including supervision of a media center; and experience in making presentations within the college/university context and at professional meetings, preferred.

Salary range $41,319 - $47,514 commensurate with experience. The University offers a comprehensive benefits package including tuition waiver for dependent children after one year of full-time employment.

Forward resume to: ***Jane Hutchison, Associate Director, Drawer HO, William Paterson University, 300 Pompton Road, Atrium 108, Wayne, NJ 07470.*** *Information about the University can be obtained electronically through access to its website at* ***http://www.wpunj.edu.***

WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY
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NIAGARA UNIVERSITY

Niagara University has a tenure-track teacher education position open for Assistant/Associate Professor of Education beginning September 2000. The position requires a concentration in mental health counseling.

Requirements for the position include completed doctoral degree from a CACREP, APA or CPA accredited institution in counselor education, counseling psychology or related field and demonstrated scholarly activity. A CCMHC and/or license in psychology is preferred. Mental health, disability and/or clinical counseling experience is necessary.

Niagara University is located on the northern limits of the city of Niagara Falls, New York. The campus overlooks the Niagara River Gorge just four miles north of the famous falls.

Review of applications will begin August 1, and will continue until the position is filled.

Send letter of application, names, addresses and e-mail addresses of those references, and curriculum vitae to: **Dr. Robin Erwin, Chair, Department of Education, Niagara University, P. O. Box 2042, Niagara University, NY 14109-2042.**

Niagara University is an affirmative action/equal opportunity employer with a strong commitment to enhancing the diversity of its faculty and staff. Women and minorities are encouraged to apply. The successful candidate need not be Catholic, but must be prepared to support Niagara's Catholic and Vincentian mission.

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Assistant Director
Purchasing Department

The University seeks applications and nominations for an Assistant Director of Purchasing, whose primary responsibilities will be to facilitate the acquisition of diverse goods and services for the University community, expand and support vendor relationships, and assist in the development and maintenance of the University E-Commerce program, operational assessment, business process redesign and cooperative purchasing activities.

The candidate will have responsibility for staff supervision, employee training and constituent communication, in particular, the development of documentation, and organization of workshops for departments throughout the campus. Additionally the position will provide assistance in identification and utilization of new vendor sources, and in meeting the University's procurement goals. Must have supervisory and project management experience, knowledge of current systems in electronic purchasing and related software programs, understanding of trends in management; demonstrated capacity to master the University's Financial Records System and have an understanding of the nature and an appreciation for the academic community. Must possess strong analytical and written/verbal communication skills and demonstrate leadership, team building, and planning skills.

Requirements for this position include graduation from an accredited college with a Bachelor's degree. Three years of professional purchasing experience in education, higher education, or other similar field related to the functions of the position. Experience in a University/College setting is preferred. The candidate should be highly energetic with excellent organizational, interpersonal, time management, and communication skills, and have the ability to work effectively with a diverse population.

*Please forward resume to **Mr. Lirse Jones, Director of Purchasing, Drawer HO, William Paterson University, P.O. Box 913, Wayne, NJ 07474**. The University offers a comprehensive benefits package including free tuition for dependent children after one year of full-time employment. The review of applications will begin immediately upon receipt and continue until the position is filled. Information about the University can be obtained electronically through access to its website at **http://www.wpunj.edu**.*

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AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

ACCESS SERVICES LIBRARIAN

Agnes Scott College seeks a versatile, service-oriented librarian to manage circulation, interlibrary loan, stacks maintenance and collection security in a newly expanded and renovated library. The access services librarian will: provide leadership, planning, management and assessment of access services, provide support and back-up coverage for operational duties, including two service desks, participate in reference service, including night and weekend rotation, supervise the access services coordinator, and assist in the supervision of three additional staff and a large number of student assistants. The Library: Reopening in January 2001, the McCain Library will feature an outdoor reading terrace, ample collection space, upgraded infrastructure, and fully-networked study areas and will house related educational technology services. The library collection includes more than 210,000 print volumes, media and microform materials and extensive of electronic resources, including GALILEO, MUSE, and JSTOR.

Qualifications: ALA-accredited MLS and two years experience required. Supervisory, access services, and reference experience preferred. Knowledge of circulation, reserves, interlibrary loan, stacks maintenance. Familiarity with online circulation, electronic library resources and OCLC. Knowledge of Innovative Interfaces, OCLC ILL subsystem and ARIEL preferred. Critical skills include excellence in communications, problem solving, team building and scheduling.

Send letter of application, resume and contact information for three professional references to Human Resources, 141 East College Avenue, Decatur, Georgia 30030, Attn: Virginia Moreland, College Librarian.

The Environment: Agnes Scott College is a highly selective, independent national liberal arts college for women located in metropolitan Atlanta. Agnes Scott is a member of the Atlanta Regional Consortium for Higher Education, which provides cooperative library and academic services among twenty member institutions. Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age, or disability in its employment. An Equal Opportunity Employer.

www.agnesscott.edu

Wright State University invites you to share our spirit of innovation and excellence.

Dean

College of Business and Administration

Wright State University is seeking a leader for the AACSB-accredited College of Business and Administration. The Dean is the chief administrative officer of the College of Business and Administration and reports to the Provost. The Dean will provide leadership for the departments of Accountancy, Economics, Finance and Financial Services, International Business, Management, Management Information Systems and Operations Management and Marketing as well as the Master of Business Administration and other masters' degree programs. In addition, the college has an active outreach program including the Small Business Center, the Center of Economic Education and a number of international programs. There are 64 full-time faculty and over 1,770 undergraduate and graduate students in the College.

The successful candidate must possess the following qualifications:

- Visionary leadership in executing the mission and strategies needed to meet the future challenges of business education
- Demonstrated record of accomplishments in academia or business
- Demonstrated administration skills including planning, supervision and budgeting
- The ability to forge and maintain relationships with external constituencies including alumni, corporations, educational institutions and government agencies for the purpose of expanding resources to maintain and enhance a high quality learning environment
- The ability to effectively recruit, select and develop faculty and staff
- The ability to recruit and retain qualified students who represent a multicultural society

Wright State University is located in suburban Dayton, Ohio, a region of government and industrial innovation in services and technology. The University enrolls about 17,000 students, including nearly 4,000 in graduate and professional programs. There are approximately 100 undergraduate, over 30 masters' and five doctoral programs and a School of Medicine. For more information about WSU, please visit our Web site at www.wright.edu

Salary for the position is competitive; start date is expected to be no later than July 1, 2001. Minimum qualifications are an earned terminal degree or significant experience as an executive level officer of a major business or other organization. Review of applicants will begin October 15, 2000, but applications will be considered until the position is filled. Interested applicants should send a letter of interest, curriculum vita and names, addresses, phone numbers and e-mail addresses of at least three references to: Dr. Mary Ellen Mazey, Chair, Business Dean Search Committee, Wright State University, 3640 Colonel Glenn Highway, Dayton, OH 45435. Wright State University is an Affirmative Action/Equal Opportunity Employer.

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UNIVERSITY

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¡PUNTO FINAL!

"STEP OFF THE SIDEWALK"

Reginaldo Cornejo, a graduate of the CSU system, has taught at College of the Sequoias in Visalia, CA; Oxnard College, CA; Watterson College in Bakersfield, CA; and the Porterville Unified School District. He has been published in the **San Francisco Examiner**, ***the*** **Visalia Times-Delta, The Native, The Anicus Journal, The Porterville Recorder**, ***and other publications. Mr Cornejo is happy to claim North American Indian (Apache/Navajo), Mexican aborigine (Tlatupeltec), and Portuguese roots.***

It seems like yesterday that my father and I were walking down that street in the New Mexico/Texas area of America and came upon several white men and a white woman on the same side of the sidewalk as we were. The event had occurred many times before, but this day was different, for it taught me a lesson about racial equality.

The men confronted my father and, using several profane words, ordered us to get off the sidewalk and, "...let a white woman pass." My father didn't move at first. So one man added, "Get off the sidewalk, Injun. Don't you understand English?" My father looked at me, smiled, and did as he was told. I now know that my father could have started a fight. He stood over six feet tall and was a big man (235 lbs.), but I think he avoided a fight because of me.

I never forgot that day. Since my father had shown so much intelligence, I decided to take his example and use my brain instead of my fist to survive in a white man's world. I promised him I would go to college and get an education, and I did. Unfortunately, my education caused me a new problem in the politically correct '90s.

Having earned a double B.A. in 1983, and after working in journalism for more than six years, I found myself teaching adult education, a job I enjoyed so much that I decided to return to college, earn an M.A., and become a junior college teacher. During and after my graduate studies, I taught at private colleges, adult ESL (Spanish), K-12 substituted, and worked as an adjunct and associate professor.

And after two years of applying for full-time tenure-track positions, I have learned that, like my father, I am being asked to step off the sidewalk to let America's white women pass. The reason I have to step aside, I've been told, is that men have suppressed women in America for so long that women should be hired over all men immediately.

This country is still predominately Caucasian and controlled by "white men." They hold all the powerful positions in corporate America, and we have only had white men as Presidents. Historically, men of color were considered second-class citizens when compared to white women. So, I ask you, when or how have "men of color" ever suppressed or oppressed white women in America?

The answer is–never. Yet, in 1999, I find men of color, myself included, being ignored and passed over to fill teaching positions with white women–because America's white brothers and white sisters have decided they are going to correct gender inequalities in America's hiring practices of the past.

I am currently doing a college-by-college study of California's junior college faculties and, so far, have found that the majority of the schools are running 90 to 95 percent Caucasian.

I'm not angry–just sad that America has not grown out of its racial/bigoted and/or protectionist ways. The fact that we do not have affirmative action departments in some schools, like Cuesta College, and that some of California's junior college faculties are becoming nearly all white (Porterville College and Cuesta College), only serves to expose the real agenda behind the killing of affirmative action in America: a fear of losing control of the best jobs in America and making sure that the high-paying jobs are protected for future white college graduates.

America's minority males have become casualties of political correctness–an imaginative and successful game of political semantics that appears to have been created to control and suppress them. The message we get is that if minorities want to work in education, they have to take the jobs that are made available to them by those in control. If they don't want these jobs, these powers say minority males can work in other fields.

Some may find my statements bold. I feel they pale in boldness to Francis Fox Piven's statement about the plight of the "low to lower" middle-class minority males (and, to a point, whites) and their fight against those in power in 1970s America: "...the specter of ending up on 'the welfare' or in 'the poorhouse' makes any job at any wage a preferable alternative. And so the issue is not the relative merit of work itself; it is rather how some men are made to do the harshest work for the least reward."

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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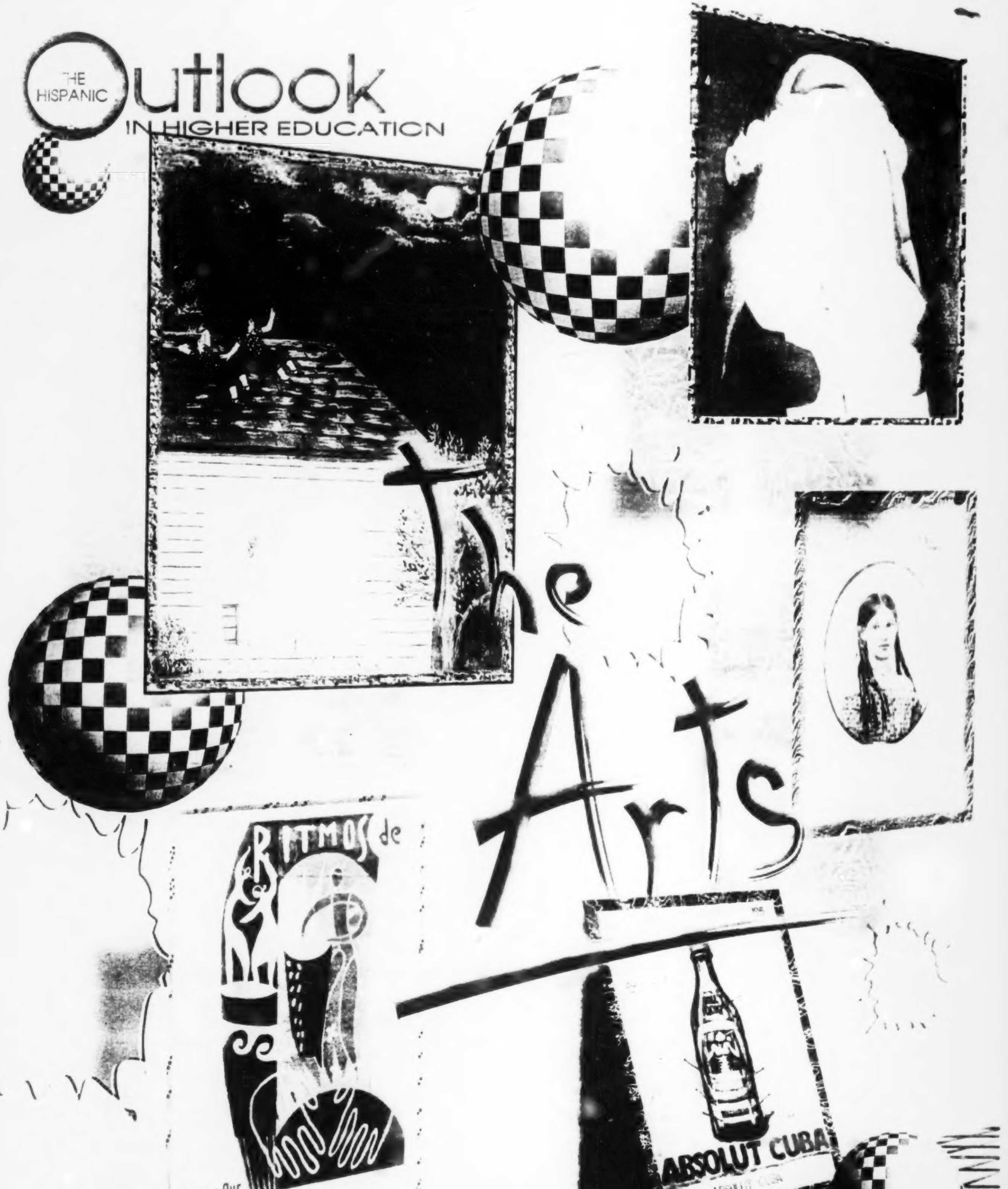
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College of Arts & Sciences

PUBLIC RELATIONS

The **Department of Communication Studies** at the University of San Francisco invites applications for tenure-track position in Public Relations at Assistant Professor level, anticipated to begin in Fall 2001.

Teaching responsibilities may include PR principles and research, PR campaigns, ethics in PR, and new technologies in PR. Expertise in high-tech/global PR is extremely desirable. The faculty member will assist in building PR program, develop and advise PRSSA chapter, and assist with student PR internships.

Qualifications: University teaching experience, evidence of strong commitment to teaching, evidence of scholarship, an earned doctorate by Fall 2001, experience and willingness to work in culturally diverse environment, and an understanding of and commitment to support the mission of the University are required. The candidate will be expected to develop an independent and ongoing research program.

Applicants should submit letter of application, curriculum vitae, graduate transcripts, brief description of research plans, copies of recent research papers, statement of teaching philosophy, evidence of teaching ability including teaching evaluations, and three letters of recommendation to:

Michael Robertson, Search Committee Chair
Public Relations Search Committee
Department of Communication Studies
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080.

Applications must be received by **October 15, 2000** in order to ensure full consideration.

WRITING

The **Department of English** at the University of San Francisco invites applications for a full time tenure-track position in Writing at the Assistant Professor level, anticipated to begin in the Fall 2001.

The Writing Emphasis, a track in the English major, focuses on theories of writing and language. This is not an Expository Writing/Composition position. Primary teaching includes courses in textual and rhetorical analysis and conceptual aspects of publishing. We are particularly interested in applicants with innovative ideas for structuring a writing emphasis around these theoretical concerns. Secondary expertise desirable, especially in modern American poetry, ethnic American literature, or drama.

Qualifications: University teaching experience and an earned doctorate by Fall 2001; evidence of a strong commitment to teaching; publications or strong promise of publication; and an understanding of and commitment to support the mission of the University are required.

Applicants should submit a letter of application, curriculum vitae, graduate transcripts, brief description of research plans, copies of recent publications, statement of teaching philosophy, evidence of teaching ability including copies of teaching evaluations, and three letters of recommendation to:

Writing Search Committee
c/o Carolyn Brown
Department of English
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080.

Applications must be received by **December 1, 2000** in order to ensure full consideration.

ADULT OR CHILD DEVELOPMENTAL

The **Department of Psychology** at the University of San Francisco invites applications for a tenure-track position in ***Adult or Child Developmental*** Psychology. The position is anticipated to be at the Assistant Professor level and will begin in the Fall of 2001.

The Department is the largest undergraduate program in the College, offering two majors: Psychology and Psychological Services. Faculty interests include clinical, developmental, cognitive, social, experimental, psychometrics, cross-cultural, and industrial/organizational psychology. The department currently contributes to social science course offerings in the General Education Curriculum.

Teaching responsibilities may include introductory courses and upper-division courses in child development (birth through adolescence), adult development, lifespan psychology, and other courses according to the candidate's speciality.

Qualifications: University teaching experience, evidence of scholarship, an earned doctorate by Fall 2001, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required. The candidate will be expected to develop an independent and ongoing research program. Research with an applied focus is particularly welcomed.

Applicants should submit a letter of application, curriculum vitae, graduate transcripts, brief description of research plans, statement of teaching philosophy, evidence of teaching ability (including copies of teaching evaluations), and three letters of recommendation to:

Developmental Psychology Search Committee
c/o Professor Maureen O'Sullivan, Search Committee Chair
Department of Psychology
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080

All Application materials must be received by **October 15, 2000**, in order to ensure full consideration.

GLOBALIZATION

The **Department of Sociology** at the University of San Francisco invites applications for a tenure-track position in Sociology at the Assistant Professor level anticipated to begin in Fall 2001. We are interested in candidates who specialize in globalization, for example global environmental issues, international migration, development/underdevelopment, multinationals, the international division of labor, and women in development. Additional expertise in qualitative or quantitative methods would be an advantage.

Teaching responsibilities: may include courses in globalization as well as general Sociology courses such as Introduction to Sociology, Theory, and Research Methods. Normal teaching load is three courses per semester. The Department contributes to the Women's Studies, Latin American Studies, Ethnic Studies, Peace and Justice and Legal Studies certificate programs as well as the social science course offerings in the General Education Curriculum.

Qualifications: Candidates must have university teaching experience, a strong commitment to teaching, evidence of scholarship, an earned doctorate in Sociology by Fall 2001, experience of and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University. The candidate will be expected to develop an independent and ongoing research program.

Applicants should submit a letter of application, curriculum vitae, graduate transcripts, brief description of research plans, evidence of teaching ability (including sample syllabi, student evaluations, and a statement of teaching philosophy) and three letters of recommendation to:

Michael J. Webber, Chair
Sociology Search Committee
Department of Sociology
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080.

Applications must be received by **October 15, 2000**, in order to ensure full consideration.

SYSTEMATIC THEOLOGY

The **Department of Theology** at the University of San Francisco invites applications for a tenure-track position in Systematic Theology at the Assistant Professor level, anticipated to begin Fall 2001.

Teaching responsibilities may include core curriculum and Masters level courses on the Christian Tradition and specialty courses in Systematic Theology, including ecumenical and interreligious dimensions. Familiarity with Hispanic/Latino, African American, or theologies of other ethnic minority groups is an advantage.

Qualifications: University teaching experience, evidence of a strong commitment to teaching, evidence of scholarship, an earned doctorate by Fall 2001, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required. The candidate will be expected to develop an independent and ongoing research program.

Applicants should submit a letter of application, curriculum vitae, graduate transcripts, brief description of research plans, statement of teaching philosophy, evidence of teaching ability (including copies of teaching evaluations), and three letters of recommendation to:

Theology Search Committee
c/o Fr. Dan Kendall, Search Committee Chair
Department of Theology
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080.

Applications must be received by **October 15, 2000**, in order to ensure full consideration.

The University of San Francisco is a private, Catholic and Jesuit institution and particularly welcomes candidates who will positively contribute to such an environment. USF is an Equal Opportunity and Affirmative Action Employer, and will provide reasonable accommodations to individuals with disabilities upon request. We particularly encourage minority and women applicants for all positions.

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CONTRIBUTORS: Carol Ann Borchert, Roger Deitz, Adalyn Hixson, Gustavo A. Mellander, Nelly Mellander, Eduardo Mendieta, Ruben G. Mendoza, Edward Rubin, Jeff Simmons, Gary Stern

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**

The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652

All correspondence should include author's full name, address, and phone number.

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A CAPITOL VIEW

The Arts—Who Needs Them?

BY GUSTAVO A. MELLANDER

When college budgets are to be cut, the arts always seem to be the most likely targets. Why is that? Why are they considered frills and not part of an institution's academic core?

Individually, virtually every faculty member or administrator pledges support for the arts in private. But in mass meetings, far too many either remain silent or tacitly agree not to fund the arts. Yet most of us know from personal experiences that an introduction to and exposure to the arts widened our world and our learning experiences. When people are involved in the arts, their lives are changed for the better. The interaction is a liberating experience and launches a journey of self-discovery.

When properly presented, the arts provide us with authentic learning experiences that engage our minds and hearts and help us develop our innermost dreams. The learning experiences are meaningful and transformational.

Two Reports

"Champions of Change," a report by the Arts Education Partnership, and "Gaining the Arts Advantage," prepared by the President's Committee on the Arts and the Humanities, are but two recent Washington-based think-tank-style studies. They address reasons why the arts should be prominently included in our education programs.

In many disciplines, teaching often centers on the honing of a single skill or talent. But these reports note that when we study the arts, we invariably engage multiple skills and abilities. Engagement in the arts–whether the visual arts, dance, music, theater, or other disciplines–nurtures the development of a variety of cognitive, social, and personal competencies.

How It Works

I have gleaned seven examples of how the arts influence and broaden those introduced to them:

- *The arts reach students who are not otherwise engaged.*

Students who are not engaged with their college or studies are at the greatest risk of failure. Researchers have found that those students drift aimlessly and, in some cases, in a destructive fashion. But once they connect to the arts, many secure their moorings. The connection provides them a reason, sometimes the only reason, to remain in college and ultimately succeed in other courses.

- *The arts reach students in ways in which they are not otherwise being reached.*

Learning styles differ. Many students who "fail" in traditional lecture classes might blossom once they are introduced to and succeed in the arts. They might have "acted out" in their other classes but find themselves high achievers in the arts. A bridge is then built to their other studies.

- *The arts connect students to themselves and one another.*

Creating artwork is a personal experience. Students will draw upon their personal resources to create a highly personal result. By engaging their whole person, students feel invested in ways that are deeper than "knowing the answer." Their attitudes towards one another are transformed through their arts learning experiences.

- *The arts transform the environment for learning.*

When colleges transform themselves so that the arts are central to their learning environment, they become places of discovery. The very culture of an institution is changed, and the conditions for learning are changed. Divisions between disciplines melt away, and both teachers and students feel rejuvenated.

- *The arts provide learning opportunities for adults involved in the lives of students.*

Those held responsible for educating college students–teachers, parents, and other adults–are rarely provided sufficient or significant opportunities for their own continuing education. When those adults participate in the arts, they become active role models. Not only do **they** grow, but they model the benefits of a life that includes the arts. Students learn that education is a never-ending process.

- *The arts provide new challenges for those students already considered successful.*

Many talented and focused students drift into boredom and complacency. They begin to not want to go to their classes. For those students who outgrow their established learning environment, the arts can offer a chance for unlimited challenge. The research highlights examples in which older students mentor and teach younger students. Other examples note that students gain from being associated with and working with professional artists.

- *The arts connect learning experiences to the world of real work.*

The world of adult work is ever-changing, and the learning experiences attained through the arts show remarkable consistency with the evolving workplace. Ideas, fresh interpretations, or understanding age-old interpretations influence the way we think, and there is a definite spill-over into our work places. Learning theory in a classroom or acquiring "hands-on" experiences in a studio provides students skills and knowledge and behavior adaptable to future workplaces. Working together in a class to produce a play, for example, provides skills and understandings that are transferable to life after college.

Hard to Imagine

In ways hard to imagine and at times impossible to measure, the arts enrich us and expand us beyond ourselves. Involvement in the arts provides our students unparalleled opportunities for learning, enabling young people to reach for and attain higher levels of achievement.

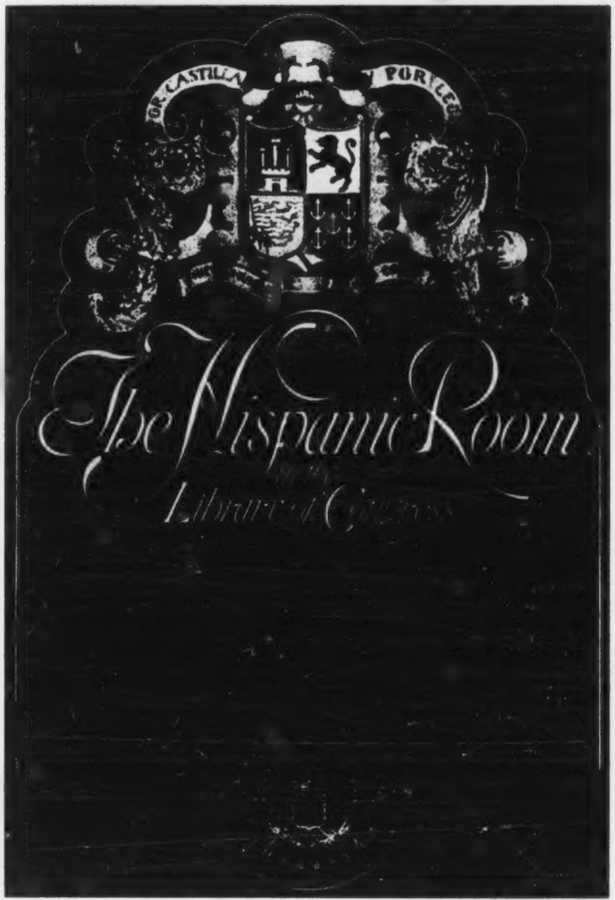
These two serious and well-documented studies provide myriad examples and factual evidence of why the arts should be more widely recognized for their current value and their potential contributions to the improvement of education.

To study the reports in their entirety, view their websites at www.aep-arts.org or www.pcah.gov.

Dr. Mellander is a professor at George Mason University.

The Hispanic Reading Room: *Two Million Resources*

BY GARY M. STERN



Thousands of people every day conduct research at the New York Public Library. Open to the general public, the library attracts academics, interested readers, students, bibliophiles, the gamut.

Unlike the N.Y. Public Library, the Library of Congress' Hispanic Reading Room specializes in serving scholars, academics, and interested researchers who are over 18. Scholars don't have to prove their academic affiliation or prove that they are writing a book, but the Library of Congress and its 21 reading rooms are for reference only and do not lend books.

Decidedly low-key and apparently known to only a small number of academics, its Hispanic Reading Room is waiting to be discovered.

"The Hispanic Reading Room is the reference and reading room for people to conduct studies related to anything with regard to the Hispanic community in the United States, and for Luso (Portuguese)-Hispanic influence. Any studies related to Hispanic influence covering Latin America and the Caribbean can be researched here," explains Everett Larson, head of the reference section of the library's Hispanic division, and with the library for 30 years. But the Hispanic Reading Room can accommodate only a limited number of people.

"We have space for about 20 people," he added, but, if an overflow occurs, more people can be accommodated. The HRR is now working to expand its capacity to 40.

The jewel of the Hispanic Reading Room is its collection of more than two million items related to the Hispanic world, says Larson. Its specialties are "humanities and social sciences, as well as languages, linguistics, and bibliographies," he says.

For the most part, the Hispanic Reading Room has drawn scholars researching graduate school papers, writing their dissertations, or turning those dissertations into books–75 percent, says Georgette Dorn, chief of the Hispanic division, and with the library for 35 years. But she hopes for a wider audience.

"We've encouraged the general public to use the Hispanic Reading Room. If you're learning a language, you can do research here. Journalists can do research here on a variety of subjects," Dorn says. She'd like to see the library used by more secondary school teachers. It's perfect, she says, for researching Spanish and history lessons. And even someone under age 18 can ask permission to use the library for a research paper.

Its venerable history dates back more than 60 years, when Archer Huntington, an American philanthropist who also started the Hispanic Society of New York, established it on October 12, 1939. The Hispanic Reading Room originally centered on Spanish and Portuguese culture but now covers Latin America, the Caribbean, the Philippines, and Angola, once owned by Portugal.

"What makes the Hispanic Reading Room special," Dorn says, is that "we have books on Brazil or Spain that are published in countries all over the world. We'll have books written in Japanese, Chinese, or Spanish on Brazil and Spain." The inclusion of so many books in foreign languages helps explain why one-third of the people who use the library are from outside the U.S.

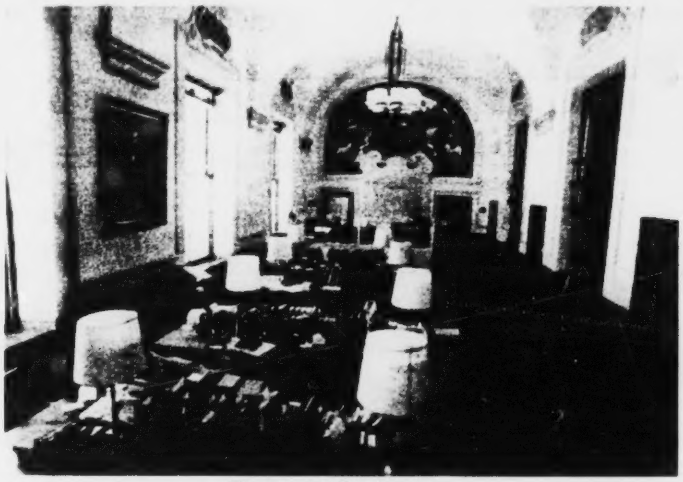
The HRR consists of three rooms. The main reading room, 130 feet long, is imposing and majestic, measuring 130 feet in length. It was designed in Spanish renaissance style, replete with oak doors and surrounded by racks of reference materials. Located on the second level are eleven librarians who specialize in Hispanic culture. On the upper mezzanine are the offices of the people who produce the *Handbook of Latin American Studies*.

Lines of carrels are provided for the use of researchers. Computers are all over, having replaced the card catalogs in 1980.

The Hispanic Reading Room is open weekdays from 8:30 a.m. to 5 p.m. No appointments are necessary. Other parts of the Library of Congress are open on weekends, so it is not impossible to research Hispanic books at those times, but the Hispanic Reading Room is shuttered.

The Hispanic Reading Room is one of 21 such rooms connected to the Library of Congress, which is located in the nation's capital, at 1st Street and Independence Avenue.

A scholar researching maps of Latin America will be directed to the map division, a scientific researcher to the science division, and someone researching Texas will be sent to the main reading room. "We work with the librarians in special collections, manuscripts, motion picture, prints, and photographs," Dorn says. Most of the research done in HRR is historical in nature, followed by literature. But an issue such as the invasion of Grenada a decade ago will cause a flurry of interest.


The Hispanic Reading room

Cuba is the country researched the most, followed by Brazil, Mexico, and Spain.

Jorge Chinea, an assistant professor of Latin American Studies at Wayne State University in Detroit, could not have found all the material necessary to write his book on slaves leaving Jamaica for Cuba were it not for the Hispanic Reading Room. He found ample background material therein on Cuba, the Dominican Republic, and Jamaica.

"The Hispanic Reading Room is a goldmine," Chinea says. When he searched for British documents on Jamaica, he found them at the HRR. Looking for documents about enslaved Africans who wound up in Cuba, he found them at the HRR. Using the Library of Congress' map division, he uncovered extensive map collections from the 17th and 18th century on the Caribbean.

"The Hispanic Reading Room," declares Chinea, "is not just for scholars either. The average person can learn about Latin American culture there." Since Chinea was doing research there over several months, librarians became quite familiar with him and would often recommend documents that he didn't know existed. He also considers the rare book depository an excellent research tool. "It possesses 17th- and 18th-century chronicles, travel accounts, and early history documents," he says.

The Hispanic Reading Room has a wealth of material on just about any Hispanic-related topic that can be researched. If you want information on Gabriela Mistral, the Chilean poet and first woman to win the Nobel Prize for Literature, HRR is the place to do research. A scholar from mainland China recently visited the library to research Chinese communities in Northern Mexico. A Nicaraguan man reviewed a map of his country from 100 years ago and found the home of his great-grandfather, which is still intact, noted on the map.

The library also has become a favorite resource of diplomats. The ambassador of the Dominican Republic, a scholar himself, used the library to research a paper, and the Uruguyan ambassador to the Organization of American States was another frequent visitor.

HRR's rare book section contains books and documents printed before 1801. The HRR even possesses a first edition of *Don Quixotes*, written in 1605. Scholars must request permission in writing to use the rare book material, but can even gain access to reading that 17th-century Cervantes novel. Larson is quick to add, however, that most of the time, facsimiles of *Don Quixote* are given out, rather than risk damaging the original.

Larson recalls a professor who wanted to review a book by Chilean poet Pablo Neruda. Republican army members who'd handprinted the book couldn't find paper and had printed it on the shirts of soldiers. The HRR had one "copy," which was uncut, thus difficult or impossible to read. The professor asked to read it. The reading room director and staff met to discuss whether to cut the shirts so the book would be readable. Their decision was yes and the book was cut, because, says Larson, "We're a library, and we're here to help people."

Larson remembers, too, an incident when a Marine who was on the verge of being sent to El Salvador came to the HRR asking for as much material, novels, and poetry of El Salvadorian writers as possible so that he could "converse with the people about literature, not just machine guns."

Over the last few years, the Hispanic Reading Room has enabled readers to reach the library via computer. Anyone can send a question about the Hispanic Reading Room's collection to hispref@loc.gov and receive a personal response. Do not write to have a librarian do your homework or research your term paper, Larson says, only half-kidding. Information on the Hispanic Reading Room can also be accessed at lcweb.loc.gov/rr/hispanic/. "Though our books aren't digitized, you can come in and find one of the two million available reference books," Larson says.

The Hispanic Reading Room also has a tradition of publishing a bibliography. Information for the *Handbook of Latin American Studies*, though funded by the University of Texas, is supplied by the HRR. It's a cumulative bibliography of the works of Latin American authors and is available online as well. The bibliography is so popular that it drew more than 20,000 hits last year in Spanish on the Internet and an additional 10,000 in English.

If the Hispanic Reading Room is such a wonderful resource for Hispanic research, why doesn't the Library of Congress publicize it more? "Scholars find out about us mostly through word of mouth," says Dorn. "But we'd like to reach out more to the community," she acknowledges. What the Hispanic Reading Room needs is a pro-bono publicist to create a buzz.

"If anyone is deeply interested in the wealth of Hispanic culture, you have all your information under one roof at the Library of Congress," says Larson. "It brings together historical, legal material, maps, and motion pictures in one location."

La Vida Loca

Life and Art in Cuba, Part One

BY EDWARD RUBIN

Long having held an interest, at least peripherally, in Cuba–it was my father's playground during the '40s and '50s, and during the early '60s, as a reporter, he covered Castro's trials of Batista henchmen–it wasn't until the last few years, with the American press overflowing with strategically placed articles on Cuba, that my desire to visit the island surfaced. I could almost swear that, despite travel to Cuba by ordinary American citizens being verboten for some forty years, roughly the same number of years the U.S. trade embargo has been in place, someone somewhere wanted me to go.

Though I had heard numerous stories of illegal travel to Cuba via Canada, Mexico City, Cancun, or any number of Caribbean islands, for whatever it was worth, I wanted my government's fullest protection. As a freelance journalist, one of the few categories legally allowed to travel to Cuba, I had narrowed my choices to covering the Havana Film Festival or the burgeoning Cuban art scene. Not wanting to spend two weeks sitting in the dark, silently watching movies in languages I could barely understand, I came to my senses and opted for the art scene. Here, at least, I could have a dialogue with the people.

Edward Rubin

As I was to discover, deciding to go to Cuba was the easiest step in what turned out to be a rather arduous process. Not knowing one Cuban, little about Cuba, and even less about the Cuban art scene, except that it was hot and happening, I plunged right in with a call to the U.S. Treasury Department, the government agency responsible for issuing licenses for travel to Cuba. Eight months later, after reading a good number of books and catalogues on Cuban art, history, and culture, building up a small but surprisingly effective network of Cuban aficionados, both in country and out, pro- and anti-Castro, I was ready to file a 27-page application. Four months later, I was approved for travel.

Despite concerns of a few close friends who feared for my life, numerous stories of travelers spied upon, and warnings not to talk about politics or even mention the name Castro by Americans who had been to Cuba–the reasons ranged from, "that would be in bad taste" to "it would be too dangerous"–only once, when it was suggested that I read *Castro on Trial*, a book detailing the jailing, torture and execution of countless Cuban citizens, did I have serious misgivings about traveling to Cuba. Every negative travel experience I ever had returned doubly magnified. I had to remind myself that man and governments made of man, by their very nature, are killers and that if I had to choose the countries to visit by those that did not bomb, kill, jail, or oppress the so-called innocent, I'd never leave my apartment. It was that easy. It was that hard.

Aside from a couple of hospital stays, during which I was forced to contemplate my own infirmities, I have never had a more rigorous two weeks. From the moment I landed on Cuban soil in late May, an oppressively hot and often rainy non-tourist season, deliberately selected to comply with U.S. government spending limits of one hundred dollars a day, hotel included, I was trenchantly aware, on a moment-to-moment basis, that nothing in Cuba comes easy and everything is political. From its overlapping economies–socialist, capitalist, and underground, the latter on which many Cubans rely to meet even their most basic needs–to the island's beautiful but deteriorating architecture, Cuba is a country in transition, if not controlled turmoil.

Lacking hundreds of consumer goods and services, which clamor for 24-hour attention, the State, its leader, and his philosophy are the only products consistently available to everyone.

To quote Fidel Castro, "For some, history is good fortune; for others, it is a process ruled by laws." For Cuba, more than most countries, certainly ours, History, with its centuries of colonization and turbulent revolution, has always rested most heavily upon its peoples' heads. One only need refer to our respective national anthems to get a flavor of our differing historical perspectives, if not belief systems. "The Star Spangled Banner" touts, "Then conquer we must, when our cause is just" while "La bayamesa," Cuba's national anthem reads, "To submit to the bondage of aliens is to suffer a life of degradation."

José Martí's image, representing both the promise of the Revolution and its betrayal, occasionally appears as an icon in the work of contemporary artists.

To understand Cuba today, and in no small way, the workings of its contemporary art scene, a whirlwind, thumbnail sketch of the island's history, much simplified, is in order. For those given to fuller study, Hugh Thomas's lively *Cuba or the Pursuit of Freedom* is the authority. For history of Cuban contemporary art, Luis Camnitzer's *New Art of Cuba*, though slightly dated vis a vis today's art scene, is a good jumping-off point.

Like our own history, that written, the history of Cuba started with Columbus. Apocryphal or not, upon seeing the coast of Cuba, the explorer, during his first voyage to the New World, is said to have pronounced the island, "the most beautiful land human eyes have ever seen." Foreign intervention and domination, four centuries worth, were to follow. First came Velázquez to claim the island for the Spanish crown. Then bloodshed. The history is familiar.

Stripped of what little gold it had, Cuba was reduced to the status of supply post for the more lucrative plundering of South and Central America. Its indigenous people, the Tainos, were enslaved under the pretext of receiving religious instruction. European diseases decimated those who didn't die "on the job." Next came slaves imported from Africa. They worked the cattle ranches, the mainstay of the Cuban economy, until the early 18th Century, when tobacco became Cuba's cash cow. "Spain in the Tropics" was being established. For a brief period, 11 months during The Seven Year's War, the British occupied Havana. In what could be termed a coming of age, after the British forces left, with its trading links vastly expanded, Cuba (in the late 18th century) shed its role as service colony to become the world's premier sugar producer. Again, tens of thousands of imported slaves, bringing their African religion with them, were to follow.

If one accepts that modern art begins with Manet's "Luncheon in the Grass" (H.W. Janson cites the "revolutionary" 1863 painting as "a visual manifest of artistic freedom that asserts the painter's privilege to combine whatever elements he pleases for aesthetic effect alone"), then the political history of modern Cuba can be said to start, at least for purposes of this article, with the 1868 revolution, Cuba's first try, led by Creole planter Carlos Manuel de Cespedes, to attain independence. This attempt to free the country's slaves set off the Ten Year War with Spain. Cuba lost.

A second full-scale attempt at independence, spurred by the writings of José Martí, who was shot dead early in battle, was followed by the 1898, three-month, American-declared Spanish American War. The war was precipitated, perhaps not coincidentally, when Spain turned down an offer from the U.S. to buy Cuba for three hundred million dollars, leading to the mysterious sinking of the *USS Maine* in Havana's harbor. Spain lost, and the U.S. imposed a military government on Cuba. Before we finally agreed to remove our troops, the so-called Platt Amendment, composed in Washington, was included verbatim in the Cuban constitution, allowing U.S. intervention in Cuba's international affairs. It forced Cuba to house our naval base, eventually for perpetuity, at Guantanamo Bay, and gave the U.S. veto power over all Cuban trade agreements.

Suddenly a foster child of the United States, Cuba hadn't exactly won her freedom; she simply changed owners. A resentment would last until Castro, converting popular discontent into active enthusiasm for his revolution, eventually forced Batista, who ruled Cuba for nearly three decades, to flee on New Year's Eve, 1959. The later Batista years are often referred to, with their political corruption, gambling, prostitution, and drug dealing, as the Age of Decadence. Interestingly enough, the image of the martyred José Martí, who believed that Cuba must maintain an identity separate from that of the U.S. and could not be totally free without racial and sexual equality, appears in statuary and portraiture all over the island. Along with other Cuban revolutionary heroes, chief among them the ubiquitous Che Guevara, whose image has also been reduced to popular kitsch, the type that tourists take home, Martí's image, representing both the promise of the Revolution and its betrayal, occasionally appears as an icon in the work of contemporary artists.

When Castro took over Cuba, for all intents and purposes, the ownership of Cuba was essentially in foreign hands, as it had been for centuries. With the U.S. at the top of the list, and Spain a distant second, foreign investors owned some 75 percent of rural real estate and farmland. Americans owned more than 165 major companies, including 90 percent of public services. We also controlled the refining industries and owned outright, and through joint ventures, an estimated 40-50 percent of Cuba's sugar mills. In addition, 90 percent of Cuban imports, funneled almost entirely through Havana, came from the U.S.

Castro's reforms were swift. In short order, much to the good of Cuba, at least initially, he nationalized most industries and the banking system, and confiscated most foreign- and many Cuban-owned properties. All existing leases and mortgages were cancelled; rents were reduced to 10 percent of tenants' income. Under these new laws (still in effect), rent was paid directly to the State, but tenants were responsible for all upkeep, effectively choking off rental revenues–and a major source of investment for the Cuban middle class, primarily from new rental construction and

Life in Cuba

Palacio Presidencial - La Habana

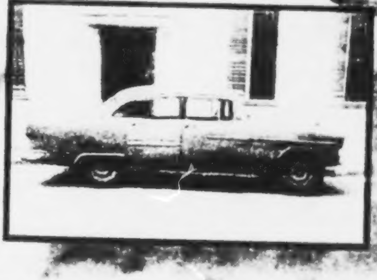
Tourist Market

Capitolio Nacional

Malecón - La Habana

Pro-Communist Billboard

Malecón - La Habana



Indoor Market-Havana

Photos by Ed Rubio

mortgage financing. Thousands of families who had their money in real estate lost everything. People left in droves, mostly settling in Miami, which now sports the largest Cuban population outside of Cuba. Thus began the exodus, one that still continues today, of nearly one million people. "The flight from Cuba," the danger and death it portends, escaping to Florida in makeshift rafts, is another popular subject frequently tackled by contemporary Cuban artists, both inside and outside the country.

Consistent with Marxist-Leninist ideology, practice of religion was curtailed, Christmas cancelled, and many churches, viewed as counterrevolutionary, closed. Naturally, practitioners of religion were barred from joining the Communist Party. So were homosexuals. Hotels and gambling casinos were converted for the use of workers and domestic travelers. Tourism died. When Castro closed small businesses that lent color and texture to life–the cafés, the pawnshops, the laundries and hardware stores, the shops where people gathered to tell their stories, and the bars where they had a beer or rum–the final nail was hammered into the coffin. From now on, the government was going to control everything.

To help dissuade counter-revolutionary activities, Castro created neighborhood watch groups known as Committees for the Defense of the Revolution (CDRs). Although the CDRs did organize labor and implement health and education programs, they also served as vigilantes for the government and as Big Brother of the Revolution. Members monitored their neighbors and reported to the government all non-conformist behavior. Still in operation today, though somewhat less effective, due to lack of informer reward money, there are more than 100,000 CDRs on the island, comprising about 75 percent of the population. Dues are 25 cents a month. To compare, East Germany's State Security known as Stasi, before the fall of the wall, had 125 miles of stacked-up files and informers in just about every family.

On a positive note, with the aim of redressing the urban rural equation (most wealth and popular culture was centered in Havana), the new government turned its attention nationwide, with varying degrees of success, to health, education, housing, land reform, industrialization, and, at least on paper, the outlawing of racial discrimination. By the early '60s, all Cubans were guaranteed free medical and dental care.

Achieving Utopia

Though no official guidelines were established, the Cuban revolution affected art enormously. For the first time in island history, the distinct possibility of achieving Utopia, another subject dealt with extensively in both Cuban artwork and art criticism, existed, and all the arts flourished. What's more, the State established a system of free art education. Taking it even a step further, the government guaranteed art students, upon graduation, work in an art-related field. Surprisingly, unlike Russia or other Eastern Bloc countries, Cuba, aligned and comfortable with Western art traditions, did not adopt the social realist mode.

But Castro did instill a kind of imprimatur in his famous Speech to the Intellectuals (1961), in which he importuned all artists, "Within the Revolution, everything; outside the Revolution, nothing." This simple phrase, casually dismissed by artists and critics as rhetoric, appears to inform (if not consciously, certainly unconsciously) the work of many Cuban artists today. So much so that the most inflammatory art I saw on the island, powerful statements that attackingly zero in on the powers that be, like ammunition hoarded for future use, was hidden away in the artists' personal collections. Moreover, everyone was aware of why it remains hidden.

From the beginning of Modern Art in Cuba during the '20s, artists rejected the Academy and turned to Europe, Mexico, and New York for inspiration, if not ideas. Both Carlos Enríquez and Amelia Peláez, early Cuban modernists, studied in Europe. Always aware of international trends, the Cuban artist, perhaps in self-defense, has long waged battle to define, construct, maintain, and, more recently, to promote, without ever abandoning nationalistic concerns, the Cuban identity, what Cuban art critic Gerardo Mosquera terms "the Latin American Obsession."

Amazingly, no matter what school of art came down the pike, be it Cubism, Expressionism, Surrealism, Abstract, Photorealism, or Pop, successive generations of artists have been facile enough to digest and adapt these movements to their own needs, without losing the local color and touch of exoticism that Cuban artist/critic Tonel calls "the hallmarks of authentic Cubanity." I would add, also in evidence, a certain folkloric and Afro-Cuban religiosity, often with sensual and sexual overtones, whose essences seem to permeate much of the island's life and art. Wilfredo Lam (1902-1982), Cuba's most famous artist, the son of a Chinese father and mulatto mother, explored these avenues with much success.

During the last 40 Post-Revolution years–the entire reign of Castro–the Cuban people, and artists by extension, have experienced continual change, very often in the form of cataclysmic happenings and acrobatic reversals. Again, perhaps oversimplifying, following the Revolution, the Bay of Pigs led to the U.S. Trade Embargo, which drove Cuba into the arms of Russia. Next came the Missile Crisis, which brought the world to the brink of the unthinkable. Greater Russian support was to follow. On the heels of Cuban troops in Angola, the Mariel Boatlift (1980), in which the Cuban government, to quiet inner turmoil, allowed 125,000 Cubans to leave for the U.S., reawakened our interest in the island. A number of Cuba's leading artists and writers were among the defectors.

With the fall of the wall, the collapse of the Eastern Bloc, and the withdrawal of Russian technical and financial support in the early '90s (an estimated four to seven billion dollars a year), Cuba's economy was more than halved. This in turn created severe shortages and tightened the preexisting rationing of foods, goods, and services. To counteract these setbacks, the government continually initiates economic and political purification programs, not to mention draconian laws, to keep the island both independent, afloat, and under the sure hand of Castro. Among the more visible, The Rectification Process (1986), instituted to avoid the political transformation of glasnost and perestroika sweeping Russia and to find "new solutions to old problems," and The Special Period in Peacetime (1990), which introduced austerity measures, still in effect today.

Subjected to the turbulent tides of political change, the artists, ever adaptive, went with the flow. The early '60s gave the artists support. The latter '60s took it away. The '70s, with Cuba fully under the influence of the Soviet Union–money does talk–brought the heavy hand of authority. Under the slogan, "Art: An Arm of the Revolution," all stripes of artists were marginalized for ideological (not being a Marxist) and so-called moral issues, such as homosexuality. Many were deprived of their livelihood. Ironically, which is often the Cuban way, at the end of the '70s, the Ministry of Culture, the censorious arm of Cuban art, was created. At the same time, "New Art of Cuba," which was to surface during the '80s and focus artistic concern on the social and political, was given its first breath with the creation of Havana's ISA, Instituto Superior de Arte.

Instituto Superior de Arte

Modeled after an MFA program in New York, to provide art students (most of whom start their art education at age 12) with the best studio and theoretical visual arts training, ISA houses the island's elite producers of culture. The mid-'80s also saw the establishment of the most formidable agency of Third World and Cuban art promotion, the Havana Bienal.

Out of ISA came the first generation of visual artists, fully trained by the Cuban Revolution. Known as the generation of the '80s, these artists changed the direction of art significantly, so that the art of the '90s, with good reason, is still referred to as "The New Art of Cuba." Less concerned with identity (for them it was an inner, not outer, question), and tired of slogans and political dogma, artists turned their energy toward the realties of everyday life. Poverty, shortage of goods, and racism took the brunt of the criticism. Conceptualism and outdoor performance were the main weapons in their arsenal.

During the second half of the '80s, with a strong presence of the grotesque, the scatological, and sexual impudence, double ironies, and triple meanings, coupled one too many times with an image of Che or Castro, the art turned too political for the authorities and the Rectification Process was begun. With little money for materials, reduced government support, and the beginnings of an international interest in Cuban art, many of the island's foremost artists, who were also teachers at ISA, migrated en masse from Havana to Mexico City, eventually settling in cities as disparate as Monterey, Miami, and New York, further expanding Cuba's "out of country" art presence.

In the wake of these tumultuous events, despite numerous losses and setbacks for freedom of expression, Cuban artists continued, like weeds under a rock, whether publicly exhibiting or not, to produce work of the highest quality. In fact, one could say that the artists, now battled-scarred and hardened, like Cuba's soldiers and athletes, were being well trained for both survival and competition. This quality would stand them in good stead as Cuba entered the international art market of the '90s.

Given the history of Post-Revolutionary Cuba, the decades of the '90s were to bring astounding change. With the withdrawal of Russian economic support, which virtually kept the island afloat for decades and the Cuban people subject to the most extreme hardships, the government, aside from instituting austerity measures, began a series of changes that were to affect the entire population. Over a period of years, in what could be termed "reversal of strategies," for the first time since the Revolution, people were allowed to become small-business owners. Tourism was encouraged, foreign investment courted, hotels built, and use of the U.S. dollar and tipping, each of which had been against the law, were legalized. To "announce" these seemingly democratizing changes worldwide, the Pope was invited to Cuba. To many Cubans, the government is forsaking everything the Revolution stood for. Today, Cuba's primary source of income is tourism. In 1984, Cuba had fewer than 200,000 visitors. Two million are expected this year. Pretty staggering when you consider most will go to Havana, whose population is three million. No wonder this so-called "Return to Capitalism," and all that it entails, is a major theme in the work of many of today's younger artists. This is, more or less, the Cuba I encountered when I first arrived.

Photo by Ed Rubin

Mask of Che Guevara

Edward Rubin is a senior editor for Manhattan Arts International *and a regular contributor to the* New Art Examiner. *His essays, criticism, and photographs have appeared in such publications as* Artnews, Windy City Times *(Chicago),* Backstage, *the* Philadelphia Inquirer, *the* Indianapolis News, *the* Villager, *and, prior to their close of publication,* Arts Magazine, Theatre Week *and* American Film. *During the '80s, he produced and/or directed over 50 plays, concerts, and readings in New York City. During this same decade, his play* Mother of the Year *and his one-man show,* At the Sound of the Beep, *opened to successful Off-Off Broadway runs. Rubin is a long-standing member of AICA (the International Association of Art Critics), the Outer Critics Circle, the Drama Desk, and the Marketing Research Association. Based in New York City, Rubin is the National Field Director for Audits & Surveys Worldwide, an international research company. His slide lecture* La Vida Loca: The Life of the Artist in Cuba, *is currently available for booking. For more information, he can be reached at erubin5000@aol.com.*

The conclusion of this article, Part Two, will appear in the August 25 issue.

Artist, Activist, Educator

Carmen Lomas Garza in Profile

BY JEFF SIMMONS

"You must be able to trumpet yourself, because nobody else is going to do it for you–unless you have an incredibly devoted spouse."

CARMEN LOMAS GARZA

Carmen Lomas Garza bristles when asked about her favorite work.

"You can't ask an artist for a favorite painting," she insists. "They're all my favorites." The distinguished artist pauses, and then adds, "I am very much involved in whichever painting I am working on."

Each of her watercolors, cutouts, home altars, and oil paintings is a part of her history and her culture. Garza has spent three decades vividly illustrating the scenes of her life, works that initially captivated Mexican Americans but now have garnered acclaim from a much broader audience.

Garza has produced four children's books and more than 60 paintings, and recently completed a sculpture that will be unveiled in a new airport wing in San Francisco. Her work has explored cultural traditions and Chicano struggles alike, and she was the first Chicana to be the subject of a substantial traveling retrospective.

"People love her artwork," says Luis Torres, chair of the Department of Chicana and Chicano Studies at the Metropolitan State College of Denver. "They really identify with her artwork, and it really helps kids appreciate art and appreciate the Mexican and Chicano traditions and people."

Much of her work reflects childhood memories, growing up in the small town of Kingsville, Texas–bright, colorful images of tamale-making parties and young girls fixing their hair. Garza says these images depict her most cherished memories of time spent with family and friends.

Her exhibit, *A Piece of My Heart/Pedacito de mi corazón*, which traveled to several galleries and museums, triggered a color catalogue in 1994 by *The New Press* in New York City. The catalogue explores her work and her life, and includes 37 reproductions.

In the foreword, Daniel Stetson writes that Garza's reflection "strikes a familiar bell of understanding within each of us."

"Each of these paintings, prints, paper cutouts, and altars is a gift from the artist of a world view that proffers understanding. Sharing a memory, so empowered, transforms the everyday into potent narrative," he writes.

Her works speak of sibling care-taking and healing traditions, and reflect the beauty of Chicano culture. This year, one print can be seen at post offices and libraries across the nation: it is featured in a Census 2000 poster in hopes of reaching out to the Hispanic community, which was severely undercounted in the 1990 census.

Last year, Metropolitan State College awarded her its third annual Chicana/Chicano Latina/Latino Distinguished Visiting Professor award. Over five days, she met with hundreds of teachers, staff, and students.

"She was extremely generous with her time," Torres recalls. "She was anxious to give presentations to K-12 teachers, Head Start teachers, anybody who works with kids, which is very much where her heart is: to improve education as much as possible.

"She even gave workshops to parents so they could teach their kids how to do paper cutouts. Maybe her devotion to this is because she doesn't want the same thing to happen to children now that happened to her and her generation of Chicano kids back then growing up."

Garza agrees, and says that while she was growing up, there was not much encouragement for budding Chicana artists, let alone classroom lessons that reflected her culture and heritage.

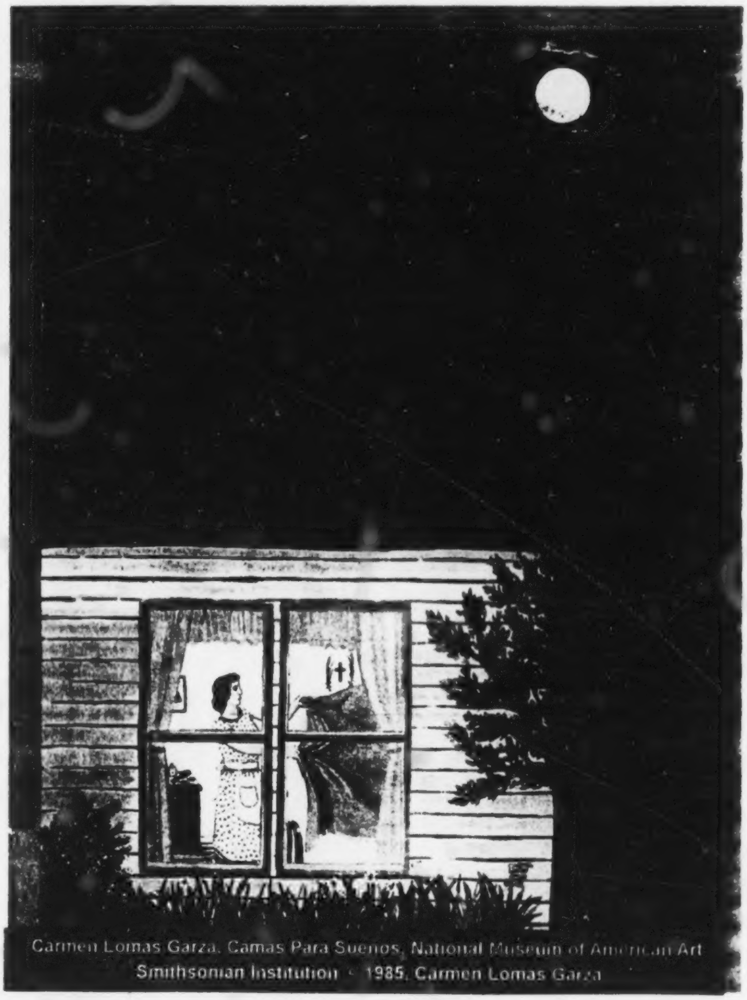
In recent years, she has had one-person shows at the Hirshhorn Museum and Sculpture Garden at the Smithsonian Institution in Washington, D.C., the Whitney Museum of American Art in Manhattan, and The Mexican Museum in San Francisco.

She now is fielding so many offers to speak and lecture that she's had to turn many down. Instead, she is focusing on her future works, which she creates in a rented studio in a deactivated shipyard with a panoramic view of the East Bay. "I don't have a regular schedule, but there are so many things going on," she says. She is now working on a solo traveling show that will unfold at the San Jose Museum of Art in California in February and then move to other venues.

Hispanic Outlook recently talked with Garza about her work, what the future holds, and about why she chose to pursue a career in art.

Early Influences

"Most teenagers are having to consider what they will do as an adult, but I already had been doing artwork in my life. I was inspired by my mother to do watercolor and pen and ink drawings. It was something my parents told me to think about, think what I like to do, and that would be something I could do as an adult.



Carmen Lomas Garza, Camas Para Suenos, National Museum of American Art Smithsonian Institution © 1985, Carmen Lomas Garza

"As a child, my mother was doing all kinds of things. She did oil painting, and pen and ink drawings and watercolors, a lot of crafts work. And my father also did a lot of work with his hands. He's a jack of all trades. He worked as a sheetmetal worker most of his life.

"My parents encouraged us to go to college and study whatever we like. They felt very strongly that we should all have higher education. My hometown university (which is now called Texas A&M University in Kingsville, Texas) has an arts in education program, so I went.

"[M]y paintings are based on memories of my childhood. I wanted to celebrate my culture by depicting the everyday life that I grew up in, the everyday things that we did as a family and as a community."

Overcoming Obstacles

"As a Mexican American, there were the obstacles of discrimination and racism in my public school education and college education. As a woman, there were also obstacles in the general community, though I felt a lot of support from other Chicano and Chicana artists. They were very supportive.

"In our town, the school district was divided, so most of the kids who were Mexican American and African American went to one junior high school, and the white kids went to another junior high school. When I was in junior high in the '60s, my parents fought that kind of gerrymandering and made the school district change its sections.

"I didn't really know politically speaking the words for discrimination and racism until I got to junior high school. In my elementary school, we were all Mexican Americans, and so when I got to junior high school, I had my first encounter with students from other races, and there was a lot of tension in school between the white kids and the Mexican American and African American kids. But there wasn't much tension between the African American and Mexican American kids.

"At that time, there wasn't a lot taught in the public school system about my history as a Mexican American. There were large gaps of knowledge, and many Mexican Americans felt we should have learned about the Chicano movement. Education in our public school system and in higher education was lacking in history, what was relevant to us since as Mexican Americans we were so close to Mexico and South America.

"There were no art classes in my junior high school, so I did it on my own. I do remember the segregation between the boys and girls. Girls were told to go into home economics, and boys went to biology. I protested that and got my mother to support me and insist on allowing me into a biology class that was strictly for boys. The way we made a case for me was that I already knew a lot about home economics–I knew how to sew and cook–and my mother said she'd been teaching me those things.

"So they listened to us and did let me take it. I was the only girl in the class, and I loved it. I was one week late in class, but I still did well."

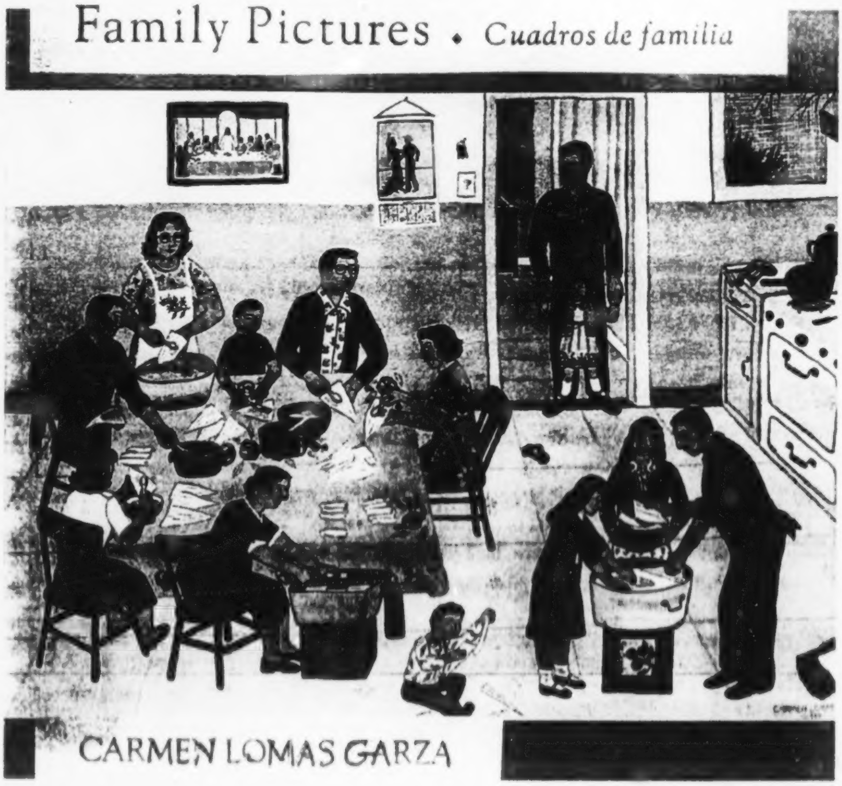
Becoming an Artist/Activist

"I finally got a chance to take an art class in my high school. By then I had taught myself to draw, and I had a collection of sketchbooks. I would draw everything that was in front of me. I would practice drawing whatever was in front of my hands, objects on the table, my sister watching television. That's how I developed my skills. I always carried sketchbooks with me, and a pencil.

"By the time I got to high school, my art teacher saw that I was quite serious about artwork and in my senior year encouraged me to apply for a tuition scholarship to attend the university. I received a summer school scholarship and then a tuition scholarship.

"I was loosely tied to the Mexican American youth organization on campus. We did a lot of organizing of students to make demands on the administration for programs, and we organized local junior and high school students to make demands on their school districts to have more relevant education for them and to get more Mexican American teachers in the school district.

"I started working for a migrant education program. I was a graphic designer for two years. Then I went to various places. I did teach one year in a public school in Austin, Texas. By that time, there were more of my peers who were starting to get teaching positions. We were a part of the baby boom generation."


Family Pictures • Cuadros de familia
CARMEN LOMAS GARZA

The Business of Art

"I moved to San Francisco in 1976. I started work at Galeria de la Raza/Studio 24, a nonprofit community art gallery of Latino artists. The gallery exhibits work by Mexican American and Latino artists. It was the first exhibition for a lot of us, the first opportunity to exhibit.

"I came there to help them run their store and do administrative work. I wound up doing a little bit of everything. I worked there for five years, and had one solo show there.

"This was more of an education because it's still very difficult to be an artist. For one thing, though artists may be getting an education about their culture, they are still not being taught about the business of art."

Advice for Would-Be Artists

"They definitely must study the business of art and learn how to survive as an artist. You have to be confident in your artwork, that you have a good body of artwork. First off, you must wear the business hat. You must be able to trumpet yourself, because nobody else is going to do it for you–unless you have an incredibly devoted spouse. It is almost like a full-time job to handle the business side of art."

The First Sale

"It was an etching print that another student bought from me in my freshman year. It was a print of trees that had human figures visible in the shape of the branches, in the trunk of the tree. I sold it for five dollars. Basically, I just wanted enough money to buy more paper.

"I was really honored that another student who probably was on a very tight budget like I was was willing to spend money to collect one of my prints.

"I received support mostly from other Mexican Americans and Chicano students. They were very politically aware of the importance of fine art in our community. They were supportive and encouraging. For the longest time, they have been my collectors and my supporters."

Chicano Artists

"Chicano artists are considered too political, too radical. The museums were not interested in our work. We did our own cultural centers, our own galleries. My peers were the ones who organized the exhibitions in university art galleries.

"There were several big misperceptions. Latinos were seen as one entity, when we were quite diverse, even within the Mexican American community. We still are quite diverse. The other perception is that we all came from Mexico, but many of us have roots that go back to the

Indians of the Southwest.

"In my artwork, I try to focus on everyday life. I want Mexican Americans to see and recognize themselves in my artwork and feel proud of our culture. This also serves as a good tool for giving a glimpse, a window into our culture, for others who are not in our culture.

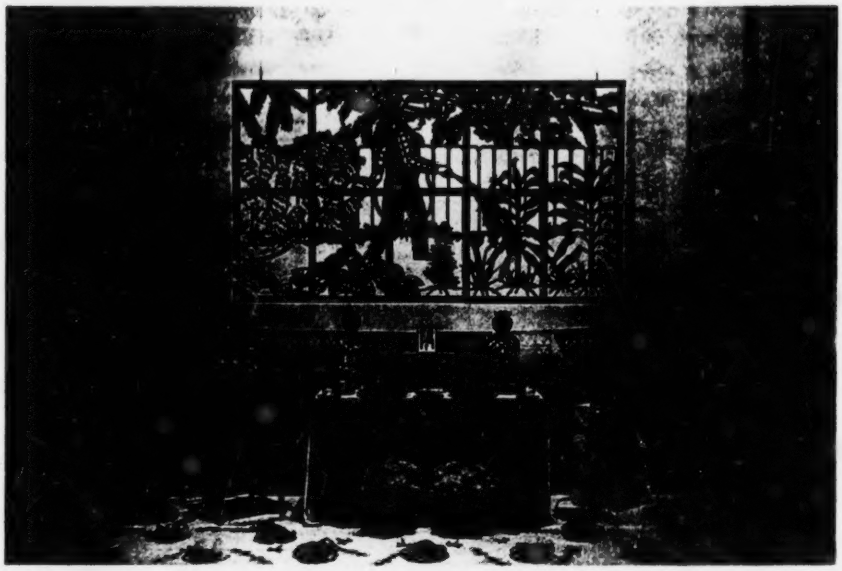
"I cannot tell you how many times people have come up to me from the Mexican American community to thank me for doing my artwork. The goal I had for my artwork has been to communicate with the community. That's the most gratifying reward in my career as an artist.

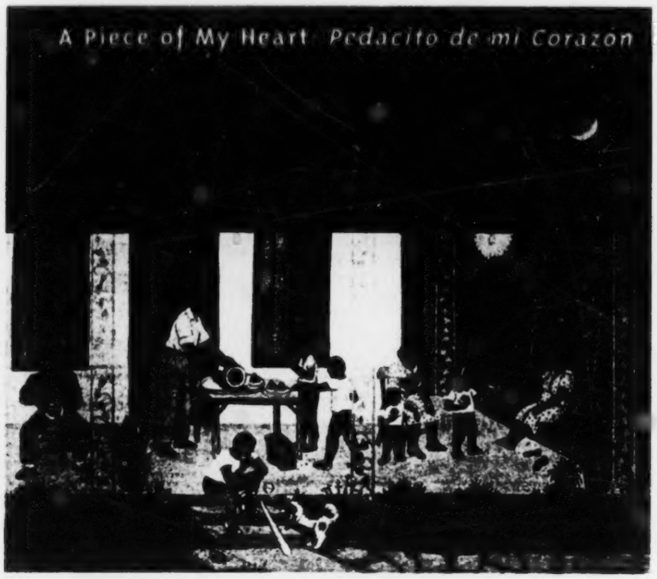
"Sometimes the responses are very emotional. I get fan mail from kids who tell me that they like the artwork. And they ask a lot of questions. Adults generally tell me similarities in their experiences in the artwork, and they tell me their stories.

"I had already been showing my work before I graduated. I had organized exhibitions and youth conferences for Chicanos. I became known among other Chicanos, and I was doing a lot of printmaking and selling and trading."

Milestones

"There were some milestones. The most important exhibitions were here in San Francisco in 1977 and 1987. The first one introduced me to the loyal Mexican American community, and the second one introduced me to many more Mexican Americans. By then, the community was much more well known. The museum patrons printed a color catalogue of my work, and that catalogue was very instrumental in helping me disseminate my work.




A Piece of My Heart Pedacito de mi Corazon

"After my first show at the museum, the editor from Children's Book Press invited me to come down and illustrate somebody else's story for a children's book. I didn't do it because I was too busy preparing for an exhibition. And I really didn't want to do it because I was busy doing my own artwork. So I convinced her to do a book about my paintings with my stories for each painting, and it became a series of short stories.

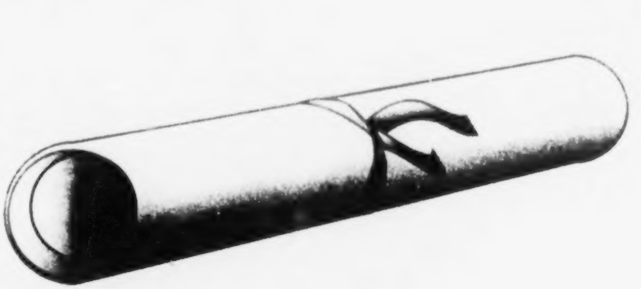
"I just finished a large commission for the San Francisco International Airport. It's a metal cutout based on one of my paper cutouts. It's 16 by 24 feet, and in Gate Room G93, which will open in the fall of this year. The image of that design is in the book *Magic Window*, and it depicts dancers dancing to mariachi music from the waist down and the hands of artists painting the skirt of the dancer.

"I was trained as an art teacher, and that was my goal since I was 13. I decided that if I was to be an artist, it was going to be difficult to be a parent. I saw that because I am the oldest daughter and I had helped to take care of my brothers and sisters. I saw the amount of work it takes to take care of children. I also felt that I would spend a lot of time doing artwork and that it was be very expensive to be an artist, and figured I couldn't do both."

Being an Artist

"It means a lot of sacrifice on many levels. But it also means that for me, the success that I have achieved is very gratifying. The recognition from the Mexican American community and from other Chicanos is especially the most inspiring."

The Honor Roll



Miami-Dade Community College

More than Half Its Students Are First-Generation

BY ROGER DEITZ

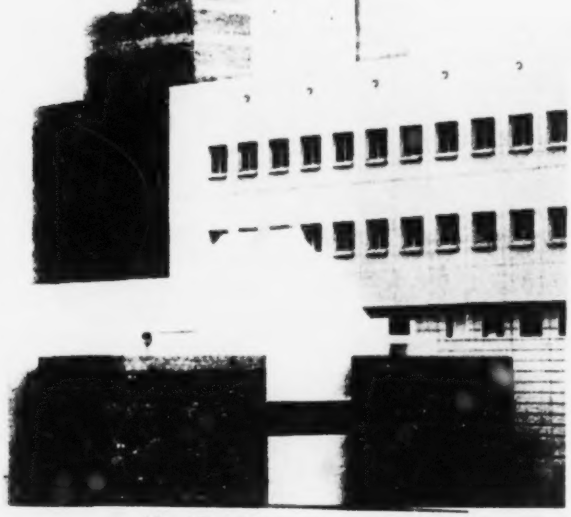
The locations of its campuses and outreach centers speak volumes–Miami-Dade Community College could not be better placed geographically to serve South Florida's minority community. With 63 percent Hispanic and 21 percent African American enrollment, Miami-Dade has more than fulfilled the great promise that is the best contract that higher education can make with students–access and opportunity for those who apply themselves, for those who reach for a dream. This community college is a remarkable success story, one of rapid growth for the 40-year-old institution that has been honored for achievement in so many areas of academics, the arts, and community service.

Miami-Dade has consistently ranked No.1 in the nation throughout the past decade for enrolling and graduating the most minorities. A multi-campus, two-year, state-supported community college, Miami-Dade is nationally recognized as one of the largest and most distinguished in the country. The institution's operating budget is in excess of $213 million. There are six campuses and numerous outreach centers with more than 2,100 faculty serving more than 128,000 students.

Approximately one-third of students are between the ages of 21 and 25. More than two-thirds attend on a part-time basis. Nearly 63 percent of the students are Hispanic; 21 percent, Black non-Hispanic; and 13 percent, white non-Hispanic; 59 percent are female. There are 682 full-time and 1,427 part-time faculty. Of these, 165 Hispanics teach full-time, and 564 Hispanics are part-time instructors.

Dr. Eduardo J. Padrón, fourth president of M-DCC, states, "As a community college, we particularly reflect the extraordinary diversity of our South Florida community, and we are all enriched by those students who graduate to achieve their goals." Last year, Padrón was elected chair of the Florida Board of Community Colleges' Council of Presidents. He also was presented with the Florida Community College System Award. He has a special association with the school, as well as being the most visible of the institution's role models.

A graduate of Miami Senior High School, Padrón attended Miami-Dade in the mid-'60s, majoring in business administration. He went on to earn his bachelor's degree in economics from Florida Atlantic University, and later a master's and doctorate in economics from the University of Florida. Before becoming M-DCC's president, Padrón held many positions at the College, including the presidency of the Wolfson Campus for 15



Miami-Dade Community College

Dr. Eduardo J. Padrón, Miami-Dade Community College president

years. In addition, Padrón served President Jimmy Carter and Secretaries of State Edmund Muskie and Cyrus Vance. President Clinton publicly acclaimed Dr. Padrón "one of America's outstanding educators."

Dr. Padrón points out that the reason for the institution's great success is "obvious." "We are a community college. Make no mistake, in the obvious there is great richness. First and foremost, our door is open, and there is no more defining characteristic of this college than what is signified by that simple statement. We offer opportunity and hope to anyone who seeks to improve the quality of his or her life."

In many cases, suggests Padrón, Miami-Dade is the only avenue some individuals have to move forward. "To those who would say that 'college is not for everyone,' I say to them, from a very personal point of view, that opportunity is–must be–for everyone who is willing to learn."

Padrón reports that the College has the largest enrollment in the nation of African American students as well as the largest number of Hispanics, and awards the most degrees to minorities of any college or university in the country. More than half of Miami-Dade's students, he notes, are first-generation college students, "just like their president." "Our ultimate goal at Miami-Dade," reports Padrón, "is both simple and unimaginably ambitious: to cultivate learning and cultivate learners. The goal is as necessary as it is ambitious, for any society that does not foster new learning in its people undermines its own foundation. To learn and to grow in understanding is intrinsically human, and Miami-Dade has made a conscious choice to be responsive to that need." He adds, "Learning humanizes our environment."

Honor Roll Facts in Brief

INSTITUTION
Miami-Dade Community College

LOCATION
300 N.E. Second Avenue
Miami, FL 33132
(305) 237-3333

Miami-Dade
COMMUNITY COLLEGE

ESTABLISHED
1960

ENROLLMENT
128,000 (63 percent Hispanic)

DEGREE OFFERINGS
Associate

TUITION AND FEES
$595.80 tuition per semester/Florida resident/12 credits

FACULTY
682 full-time (165 Hispanic) and 1,427 part-time (564 Hispanic)

SEVERAL DEGREE PROGRAMS
Criminal Justice Administration
Engineering
International Relations
Music or Music Education
Nursing

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Latin American Students
Latin Student Association
Society of Hispanic Professional Engineers

INTERNET ADDRESS
www.mdcc.edu

Miami-Dade is one of the 28 colleges in the Florida System of Community Colleges. Dade County Junior College began operations in 1959 under the direction of the Dade County Board of Public Instruction. It commenced instruction on September 6, 1960, using temporary facilities, and was governed by that board for its first eight years. By action of the Florida Legislature, effective July 1, 1968, community college districts were created as independent, separate legal entities for the operation of community junior colleges. Under the new organizational format, Miami-Dade's Advisory Committee became the District Board of Trustees, working directly with the College president in all matters pertaining to the governance and operation of the College. Since its founding, the Community College has functioned as a public two-year college supported by the State of Florida. The institution was named Miami-Dade Junior College in 1963 and Miami-Dade Community College ten years later.

The original class included 1,400 students. Now the school enrolls more than 128,000 credit and non-credit students throughout the county. The North Campus, a beautifully landscaped 245-acre site, originally part of a World War II Naval Air Station, was the first campus, and opened in 1960. The Kendall Campus, situated on a lush 185-acre tract of trees and lakes, opened in 1967. The Wolfson Campus, located in the heart of the county's business and governmental center, opened in 1973. The campus offers a full range of academic and occupational programs, as well as customized workforce training. Fair International and the Cultura del Lobo Series enrich community life, while multimedia classrooms, a computer courtyard, and a conference center support academic programs.

Students in Computer Lab

The Medical Center Campus opened in 1977, in Miami's medical/civic center complex. With its special focus on nursing and allied health, it offers state-of-the-art technology and the opportunity for high-paying jobs in a wide range of medical careers. The Homestead Campus opened in 1990 in Homestead's historic downtown business district. The InterAmerican Campus is the newest, located in the heart of Little Havana, one of South Florida's most colorful and ethnically diverse communities. InterAmerican is the nation's largest higher educational bilingual and bicultural academic setting. With a major expansion under way, the InterAmerican Campus will offer a new satellite link, multimedia classrooms, computer courtyard, and distance learning.

Miami-Dade Community College has distinguished itself in the arts, too, and this has brought the institution even closer to connecting with the diverse people in South Florida. M-DCC will host the biennial International Conference of Latino Arts and Culture (NALAC) for the group's Year 2000 International Conference September 6-10. NALAC is a nonprofit organization dedicated to providing assistance to and advocating on behalf of community-based Latino arts and culture organizations. Founded ten years ago, NALAC serves more than 300 arts groups from all over the U.S., from predominantly Cuban, Mexican American, Puerto Rican, Dominican, and Central and South American communities. This year's theme is "One People, Many Cultures/Un Pueblo, Muchas Culturas.

"The main focus of NALAC is to mentor Hispanic arts organizations and individuals in the arts," reports President Padrón. "This conference will offer learning opportunities for our students and networking opportunities for emerging grassroots organizations to connect with more established groups and develop plans for growth. It also will be an extraordinary opportunity for arts administrators, artists, and scholars to meet their counterparts from around the world." Major sponsors for the event include The National Endowment for the Arts, The Rockefeller Foundation, and the Ford Foundation, with participation by the City of Miami, Metro-Dade Cultural Affairs Council, and Miami-Dade County Public Schools. Other events, such as the annual Miami Book Fair International, bring the world's most distinguished authors annually to the Wolfson Campus, and hundreds of thousands of people to the College to learn and participate in the event.

The school is making an impact in other areas as well. Last year, it was announced that the Medical Center Campus of M-DCC received two national rankings for awarding the most associate degrees in the country: No.1 in nursing and in the health professions and related sciences. This was reported in ***Community College Week*** magazine's annual ranking of the "100 Top Associate Degree Producers"– based on U.S. Department of Education 1996-97 data, as well as in *The Hispanic Outlook*'s June 2, 2000, issue devoted to the health careers.

The Medical Center Campus has an enrollment of 3,000 students and offers nearly 20 associate's degree and vocational certificate programs, including an associate's degree in nursing with three tracks that lead to becoming a registered nurse, with a variety of continuing education courses. Students gain practical experience at the on-campus dental hygiene and vision care clinics, and through the campus's affiliation with more than 100 health care agencies in Miami-Dade County.

Last April, the graduating Class of 2000 numbered approximately 5,900 students. The procession, led by a bagpiper, featured ROTC flag bearers who carried 71 flags representing the home countries of the students. Each student walked across the stage to personally receive a diploma and a handshake from the campus president and the College president.

"The history of Miami-Dade Community College is a history of achievement–the achievements of our students and our graduates," said Dr. Padrón. "For the past 40 years, we have provided an open door to education for all those who thought, due to their economic circumstances, their language, or other obstacles, that they could never have the experience of attending college."

A Curatorial Perspective

Marysol Nieves, Bronx Museum of the Arts

INTERVIEW BY ADALYN HIXSON

> ***"Artist in the Marketplace fills an important void because most young artists graduating from colleges essentially get a very short studio experience."***
>
> MARYSOL NIEVES, SENIOR CURATOR, BRONX MUSEUM OF THE ARTS

The Bronx, like the other four boroughs of New York City, is not exactly a melting pot but more of a rich stew of diverse cultures. Artists of three of those cultures–African American, Asian American, and Latin American–are the special focus of the Bronx Museum of the Arts.

Founded nearly 30 years ago, the Museum's first home was the rotunda of the Bronx County Courthouse building, a small space where it stayed about a decade before moving to its current site, a former synagogue just four blocks away, bought by the city of New York. Six years of renovation and expansion, given a boost by a large challenge grant from the National Endowment for the Humanities, resulted in 30,900 square feet of space, including climate-controlled galleries and fine art storage, education classrooms, administrative offices, and a three-story glass atrium lobby, all wheel-chair accessible.

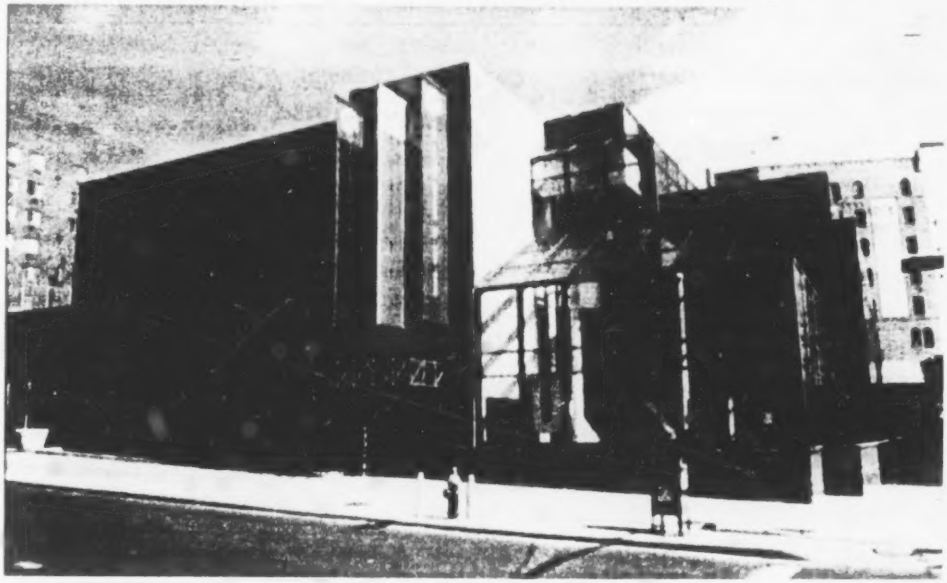
HO spoke at length with the senior curator of the museum, Marysol Nieves, about its programs and collections, and about the nature of her work and her career path to the post as curator. Following are highlights of that interview.

Getting Started

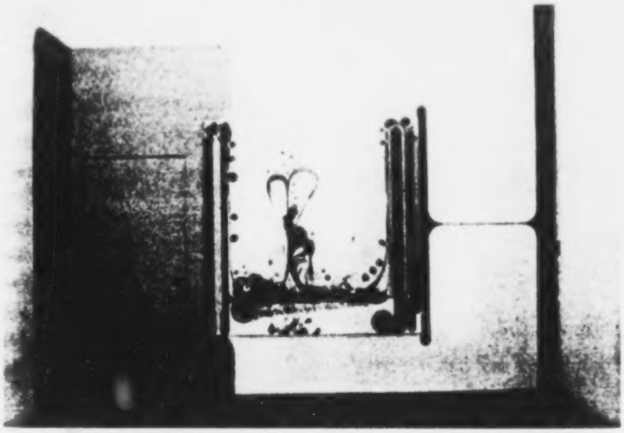
I was always interested in the visual arts. My mother was very creative and really instilled those kinds of interests at home. But whether I was making craft projects at home or in art class at school, I don't think as a kid I ever had any concept that it was possible to make a living at it, much less any idea of what a curator was.

As a sophomore at the University of Puerto Rico, in Rio Piedras, I needed to take an art appreciation course–part of our

The Bronx Museum of the Arts
Building Bridges Through the Arts


The Bronx Museum of the Arts

core requirements–and ended up taking a course in contemporary art. I really enjoyed it, and that was what led me to a major in art history and, ultimately, to choose the career that I did.



"Untitled" from the series *Real Pretty Simple Innocent Paintings*, 1998 by Paul Henry Ramirez

I was born and raised in New Jersey, and when I was in my early teens, my parents decided to go back to Puerto Rico, so I went there for high school and then college. In my senior year of college, I was beginning to think of career avenues. There weren't too many options in Puerto Rico with regard to the museum field. There are few museums. They are underfunded. There aren't many jobs available, and there are even fewer art galleries.

I hadn't decided whether I wanted to work in the profit or the nonprofit field. But I was clear that I wanted to go on to graduate school, and I was hoping that would allow me a better sense of what I wanted to do. I ended up going to Stonybrook for the program there, which focused on 20th-century and contemporary art history and included a minor in critical theory. [*Nieves earned a master's in art history and criticism at SUNY-Stonybrook.*]

Influences

There was one professor who specialized in sort of postwar art. His name was Stephen Polcari. He was particularly interested in looking at the New York School, the abstract expressionists, and finding new ways of approaching their work, thinking about the social history of that period and how that had an influence on their work, and looking at some of the sources in their work–nontraditional sources, whether it was Jungian theory or Freudian theory, or looking at cross-disciplinary sources that have been influential to some of these artists–the work of Martha Graham, the dancer, for example.

This was one of the first art history classes where I sat in a room and a professor openly discussed the possibility that, opposed to artists of color being influenced by the world of European American artists, he dared to speak of the possibility that this group of essentially European artists had actually been looking at the work of artists from South America and from Mexico.

First of all, in all art and art history courses, undergraduate and graduate, the work of a lot of these artists is never discussed, much less would a professor ever attempt to build a case that a mainstream artist like Jackson Pollock would have been influenced by the work of the Mexican muralists. And so that was very fascinating to me.

He was one of the few people openly interested in doing research in that area, and I'd say in that sense, too, he was influential. Stephen Polcari. He's no longer at Stonybrook. I believe he is now at the Archives of American Art.

> ***"We usually present a new body of work in that space, a work that has not been seen previously in New York, has not been exhibited anywhere else–often very experimental in nature, a new direction in their work, a space where the artists try out new ideas."***
>
> MARYSOL NIEVES

The Almighty Internship

I applied for a couple of internships...and they allowed me to have a clear sense of what career path to choose. After my first year in the master's program at Stonybrook, I actually interned here at the Bronx Museum for a summer. And the experience here was not only wonderful, but it helped me secure an internship the following year at the Met in the 20th-Century department.

Both were extremely important because one was working for a small community-based museum, a museum that has a very strong connection to its local surroundings and that really wants to have a voice and a presence within its community, versus a museum like the Met, which has a very different mandate.

Every aspect of the two museums–the organizational structure, the staffing, the funding situation–is really quite different because ultimately their missions are extremely different and the focus of their collections. The Met is encyclopedic whereas the Bronx Museum has a very small and specific collection that focuses on work of artists of African American and Latin American and Asian ancestry.

The two experiences were a big break because internships like that give you the entry-level experience you need to get other positions. And because they were two such incredibly different institutions, an incredible opportunity for insight. Examining their inner workings gave me the information I needed to choose which path I wanted to follow.

Did I want to work for a large institution like the Met or commit myself to a smaller museum where oftentimes you wear many different hats and you have fewer resources in terms of financial resources and staffing resources, but you balance that with the other benefits–the learning experience it is to work in a small institution, especially when you are a young professional entering the field.

Curator as Apprentice

It's not been until recently that universities and schools have developed what are primarily graduate-level programs in curatorial studies. The vast majority of professionals in our field have backgrounds in art history or perhaps fine art, and I think internships consequently have historically been very important–much more practical experience for entering the job market.

In the first internship, I worked with Phillip Verre, who at the time was the chief curator and is now the executive director at the Hudson Museum in Yonkers. And I also worked here with curator Laura Hoppman, who has since gone on and is now the assistant curator in the Department of Drawing at the Museum of Modern Art. They were extremely helpful and just really wonderful mentors.

And then at the Met, I worked under Lowry Sims, associate curator in the 20th-Century Department, who just this year was made executive director of the Studio Museum of Harlem. Again, she was extraordinary as a mentor and very helpful. All of the people I worked with were helpful, and even over the years, as I've needed to call on them, they've continued to be extremely helpful.

Using the Galleries

We have two main galleries that are used for special exhibitions–changing or temporary exhibitions, usually thematic. In terms of gallery space, we probably have around 12,000 square feet. These two main ones are quite generous–wonderful height, about eighteen feet. And we have two additional galleries–one for the permanent collection, and the small project space.

The project space is where we do solo exhibitions of younger or underrecognized artists–artists who are perhaps at a critical juncture where they are not quite mid-career but beyond the point of being "emerging." And they have developed a significant body of work.

We usually present a new body of work in that space, a work that has not been seen previously in New York, has not been exhibited anywhere else–often very experimental in nature, a new direction in their work, a space where the artists try out new ideas. Classic example, a new piece by Ernesto Pujol, at a point in his career where things were beginning to happen for him internationally as well as here in New York. It afforded him the extra push, added to the momentum he was having in his career, so it was important creatively but also in terms of his career. I think Ernesto would probably say that the Bronx Museum has been important to his career.

I mounted the piece, and that was a pretty exciting opportunity. He had made a new work for the space, and we just acquired it for the collection.

Class Picture, 1999 by Anthony Goicolea

Artist in the Marketplace (AIM)

The first year I started working here, in 1991, Ernesto Pujol was one of the first artists I interviewed for the program, which is essentially a career development and exhibition program. We select a total of 36 artists each year. They're divided into two groups, and they go through a 12-week series of seminars–one seminar per week. Topics range from portfolio development to grant writing to copyright and legal issues for artists, seminars on taxes and other business and financial matters pertinent to artists. They also get an opportunity to meet with dealers, with art consultants, with alternative space directors. Quite a cross section of people come in each week and speak to them. And those topics also range from specific issues in the arts to marketing and financial issues. Both groups come together each summer for a group exhibition here at the museum. [*Through October 15.*]

We're currently celebrating the 20th anniversary of AIM. We selected 20 artists who had been through the program and gone on to a certain level of critical as well as commercial success. He is among the 20 artists selected. [*Through September 10. "Good Business Is the Best Art": 20 Years of the Artist in the Marketplace Program. The exhibit publication is accompanied by a CD-ROM that includes video interviews with artists and art professionals, and provides more than a hundred career tips for visual artists. Also featured is InfoZone, a media/resource area featuring materials on artist's opportunities, such as residencies, fellowships, and funding sources.*]

AIM is important. It fills a void, because most young artists graduating from colleges essentially get a very short studio experience. The programs are very much geared to the theoretical issues or the hands-on practical matter of making their art, but they don't get the tools necessary to market themselves and to approach the artwork as a business, which it is. This program is greatly interested in giving artists some entrepreneurial skills they can use in their careers. We basically try to give them information and the necessary tools so they are not in the dark, so they can go out and be more proactive.

Trends

If one looks at much of the work done in the '80s and early '90s, all the artists of color were very interested in dealing with issues of identity, and the physical concept of multiculturalism became very important during that period. I think that by the late '90s, artists were looking for other strategies–other ways of approaching issues of identity and difference. The shift has been to work that is less literal and a bit more poetic. Many of the concerns continue to be the same. They're still examining aspects of their own personal or collective identities, whether from the point of view of gender or sexuality–whether it's looking at ethnicity, race, culture. But I think they are approaching it in a way that is a more indirect.

Esthetics have come into play a bit more, whereas in the '80s and '90s, in an effort to be part of a larger cultural discourse, oftentimes working within a grassroots level, the work at times would sacrifice esthetics in order to be accessible to a much larger audience. Work being done now is much more subdued, and that goes back to concepts of esthetics, beauty, poetry, but at the same time, is very rich in its content, dealing with similar cultural issues in a less overt way. Strategies have changed. It's very exciting to see that.

Curatorial Dream Assignment

I think today, for curators who wear so many hats, the opportunity to curate and to deal more creatively with the job–to actually **be** a curator–is getting harder and harder to do. There are so many other things we're called upon to do. To be fundraisers, to cultivate collectors and individual donors, to be educators, to be administrators. There is so much going on that we need to be a part of that perhaps the dream assignment would be to just have an opportunity to focus on doing research and developing an exhibition concept and taking it to its fruition–without having these ten million other distractions that we have to deal with on a daily basis.

Requisite Traits

I think it's important to maintain a sense of curiosity and to really develop your visual skills. It's very much about having an eye, and really taking that time to look at the work that's out there, particularly if you're working with contemporary art. It can become easy to rely on the small group of artists who are exhibiting everywhere else. It takes an extra effort to get out there and visit studios and explore and find new artists who have been and are making valuable contributions.

Women as Curators

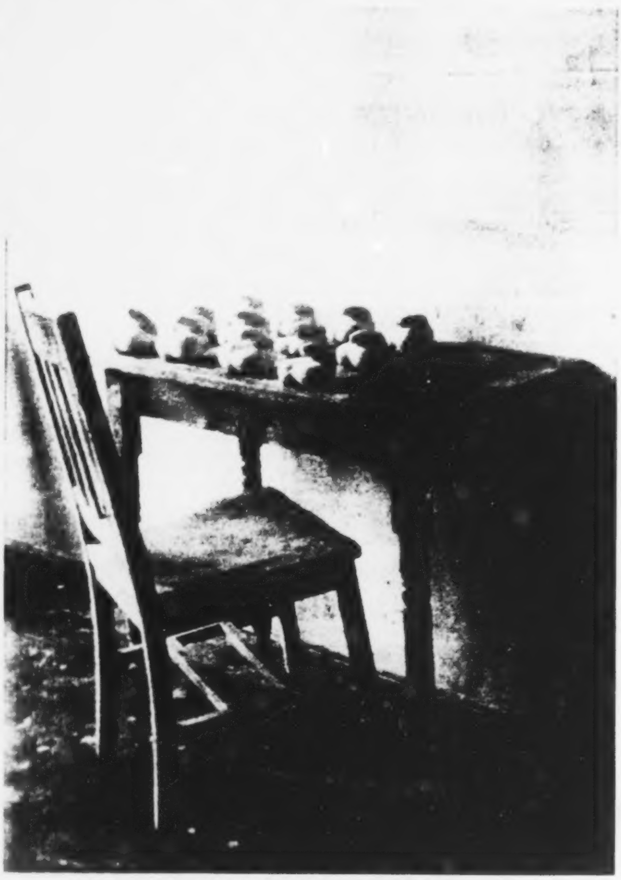
My experience has been that the field is very open to women–but I work in the contemporary art field. I'm not entirely sure that is true in other areas. Women play a very important role in the museum field in general. There are many women working at many different levels. I would say they outnumber the men.

If you go to larger museums, the more traditional, conservative museums, though, you begin to see that a lot of the senior-level positions are still in the hands of men. When it comes to executive directors, it's the same story, and often they do come from the ranks of the curatorial departments. If you look at the top five museums in the country, the largest–Art Institute of Chicago, the Met, The Fine Arts Museum in Houston–the top positions are all held by men. But nevertheless, if you go to the next level, the mid-size and small, they are all run by women, for the most part.

Upcoming Exhibitions at The Bronx

The fall season includes two solo exhibitions that we are all very excited about. The first is the work of Leonardo Drew, an artist who works with found materials and who creates wonderful large grid-like constructions or mixed media installations that deal with issues of memory and issues pertinent to the urban environment. It's a traveling exhibition from the Madison Art Center in Wisconsin.

Running concurrently is work of the Havana-based artist Carlos Garaicoa, coming from the Biblioteca Luis Angel Arango, in Colombia [*Oct. 12, 2000 through March 4, 2001*]. This is an artist who works in many different ways–photographs, drawings, installations, public interventions, video work. Carlos is of the '90s generation of Cuban artists. He started out doing a lot of public interventions in Havana that commented on or reflected the changes that have taken place in the urban landscape over the years, primarily during the Castro regime–looking at the process of deterioration of many of the architectural sites throughout the city–and from that he has continued to develop a body of work in which he often creates these sort of fictional architectural proposals or renderings in which he proposes possible projects to revitalize the city of Havana. He's recently been doing a lot of installations, as well as sculptures and videos, that deal with the constant dichotomy in Cuban contemporary culture and life between, on the one hand, the utopian, and on the other, the sense of loss in which Cuba lives today.



Peter Pan's Table, 1994 by Ernesto Pujol

Arte, Musica, Danza, Historia at the Smithsonian

Hispanic Influence on the Rise

BY NELLY MELLANDER

The Center's Festival of American Folklife, based on extensive field research, has become one of the largest annual cultural events in Washington.

Washington, D.C., is one of the world's most popular destinations. Its many monuments, historic buildings, and stimulating environment attract millions of visitors every year. An enduring magnet for those visitors time and time again is the Smithsonian Institution, the world's largest museum complex.

James Smithson

Named in honor of its founding benefactor, James Smithson, its very establishment and early history could easily be considered fiction. Smithson, born in 1765, never visited the United States but admired the new experiment greatly. A successful scientist with a life-long passion for research, he amassed a sizable fortune.

When Smithson died in 1829, he left his fortune to his 16-year-old nephew with the proviso that if the nephew died heirless, the fortune would go to the United States–specifically, "to found, at Washington, under the name the Smithsonian Institution, an establishment for the increase and diffusion of knowledge." Since his nephew was only sixteen, who would suspect that he would die heirless–which indeed he did six years later.

Today the Smithsonian is composed of 16 museums and galleries and the National Zoological Park. Fourteen museums and the National Zoo are in Washington, D.C., and two museums are in New York City. With facilities in eight states and the Republic of Panama, the Institution is also a leading international scholarly research center. (For general information and a multiplicity of useful links, go to http://www.si.edu/.)

Diversity

Dedicated to public education, national service, and scholarship in the arts, sciences, and history, the Smithsonian carries out its founding mission. And it has fulfilled that goal with a vengeance. All told, the Smithsonian has 240 million objects. Of that number, 150 million are in the museum collections. But, amazingly, at any one time, less than two percent of these objects are on exhibition!

As diversity continues to increase in the U.S., the Smithsonian's founding mission takes on new meaning. To meet the new challenges, it is committed to enhancing its public programs, exhibitions, and collections to provide a comprehensive interpretation of the many facets of America's changing social and cultural environment.

Those of us who live in the Washington, D.C., area are lucky to have at hand its unending cornucopia of programs. Its website at http://www.si.edu/activity/events/start.htm, entitled Smithsonian Programs in Washington, D.C., lists a month or so of daily activities. Recent programs with Latino/Hispanic themes included:

- Latin Music on the Plaza, featuring the 15-member Brazilian folk group "Raizes de um Povo" performing dances and songs that mixed indigenous rainforest traditions with African and European influences;
- Encuentros, part of a continuing series of community-specific works exploring effects of history, culture, and ethnicity on individual lives;
- classical pianist Ruben Pelaez performing on some of the pianos of a related exhibition;
- readings of contemporary East Los Angeles Chicana poetry;
- a film on research that might show that the Pueblo Indians used astronomy to align buildings and roads and designed them with an appreciation of the impact of light and shadows on the mind;
- Música de las Americas 2000, featuring Cuban composer and bandleader Chucho Valdes and highlighting his four-decade career;
- a lecture analyzing original documents and cultural artifacts of Hispanic settlements in early California;
- and varied concerts by Hispanic musicians performing Latin music–some held on the Mall itself.

Growing Presence

There has been a revitalized and sharpened interest at the Smithsonian in Latin content the last few years. The Smithsonian Center for Latino Initiatives was established in 1998, pursuant to a directive from the Board of Regents which stated, "The Latino presence in the Americas is centuries old, culturally rich and demographically vast and growing. The Center is dedicated to the generation of new knowledge to the end that American history and culture may be understood and displayed in all its diversity."

Headed by Dr. Refugio Rochin, the Center's commitment to Hispanic/Latino influences is firm, current, and as varied as the many human achievements it honors. Mindful that Salvadorans are by far the largest Hispanic cohort in the Washington, D.C. region, the Center will sponsor a conference on Salvadoran literature and writers this fall. Concerned that a high percent of young Salvadorans are dropping out of school, the program will feature the thoughts and writings of Salvadoran teenagers, both to encourage these youngsters and to motivate their less committed friends to finish high school.

Fall will also bring a Latino film festival and exhibits throughout Hispanic Heritage Month. Important as that month is, the Center staff is determined to bring Hispanic contributions to the forefront all year long.

Among other endeavors, scholars and graduate students are offered a variety of opportunities to pursue research in Washington. For more details, consult http://latino.si.edu/about.htm.

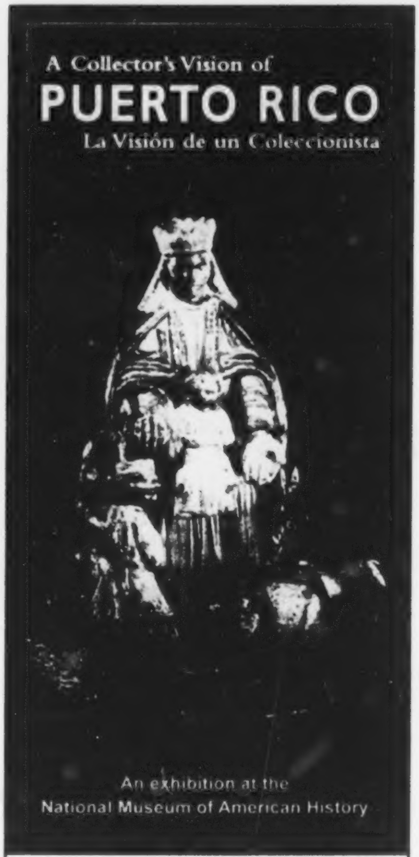
Eight Outstanding Hispanic Sites

The Smithsonian offers many other programs that highlight Hispanic contributions to the U.S. Space limits me to mention only eight.

The Center for Folklife Programs and Cultural Studies promotes the understanding and continuity of contemporary grassroots cultures.

The Center's **Festival of American Folklife** has become one of the largest annual cultural events in Washington. Based on extensive field research, the Festival has featured programs on culture and development in Latin America; the U.S.-Mexico borderlands; Hispanic traditions in New Mexico; Chicano folk arts in California; Hispanic culture in Washington, D.C.; Puerto Rican music in New York, Hawaii, and Puerto Rico; and folk traditions of the Caribbean, Latin America, and Spain.

The Center's archives include audio recordings made in Mexico, Ecuador, and the Caribbean,


A Collector's Vision of
PUERTO RICO
La Visión de un Coleccionista
An exhibition at the
National Museum of American History

RITMOS
IDENTIDAD
Ritmos Que
Tocan El Corazon.
Vea Ritmos de identidad en la Institución Smithsonian. 28 de febrero al 1° de agosto

and the Paredon Records collection of political song material and speeches, much of it from Latin America, especially Cuba and Puerto Rico.

Smithsonian Folkways Recordings is the best-known commercial record publisher of folk and tribal music in the U.S. and also publishes historically significant spoken-word recordings. Its catalog includes more than 2,200 recordings. Among the Folkways albums are 68 Caribbean, 34 of Mexico and Central America, 50 South American, and 21 of Spain and Portugal.

The Smithsonian's **Hirshhorn Museum and Sculpture Garden**, its showcase for modern and contemporary art, presents an international perspective of 20th-century innovation in the visual arts. Hispanic artists working in the U.S. and artists from Latin America, Spain, and Portugal figure prominently within this collection.

The evolution of 20th-century modernism can be traced in works by pioneering Spanish artists Pablo Picasso, Joan Miro, and Salvador Dali. Later developments include expressionist canvases by Antonio Saura of Spain, mixed media works by Catalan artist Antoni Tapies, color abstractions by Maria Elena Vieira de Silva of Portugal, and the incisive realism of Spanish painter Isabel Quintanilla.

The Latin American contribution is richly represented. Paintings by Rufino Tamayo of Mexico, Wifredo Lam of Cuba, Joaquin Torres-Garcia of Uruguay, and Chilean-born Roberto Matta reflect the influences that pre-Columbian history and art, Afro-Caribbean religions, and other Latin American traditions have had on modern art.

Works by nearly 40 Latin American painters and sculptors–from Claudio Bravo (Chile) to Francisco Zuniga (Mexico, born in Costa Rica)–are in the Hirshhorn collection.

This past spring, the Museum hosted "Dali's Optical Illusions," a very well-attended exhibit of more than 65 works that showed how Dali created "his disturbing visionary illusions."

The National Museum of American Art is devoted to the collection, conservation, study, and presentation of painting, sculpture, photography, crafts, and graphic arts.

Luis Jimenez's 17-foot fiberglass sculpture "Vaquero," prominently displayed at the museum entrance since 1990, has come to be regarded as a symbol of the museum.

Other holdings in the permanent collection survey two centuries of Hispanic art in the U.S., dating from the late 18th century to 1994. Included are representative works from across the country and important examples of Hispanic folk art, largely from New Mexico.

The museum's holdings of New Deal art include works by Patrocino Barela and Pedro Cervantez. Representing the current era is a monumental painting in tribute to slain Chicano journalist Ruben Salazar and the altar made to celebrate the breaking of César Chávez's 1968 fast protesting the treatment of farmworkers.

Bilingual tours can be arranged. A self-guided tour brochure, "Hispanic American Art," written in Spanish and English by art scholar Jacinto Quirarte, describes eight works representing historical developments that have influenced American art of the 19th and 20th centuries.

The National Museum of American History illuminates, through collections, exhibitions, research, publications, and educational programs, the history of the U.S., including external influences that helped shape our national character.

That history spans the last 508 years, from the time when the first Spaniards explored and settled parts of what is now the United States. The museum collects, researches, and presents Hispanic artifacts for exhibition.

A series of public programs exploring the rich diversity of Hispanic American cultural groups includes lectures, films, symposia, seminars, workshops, and performances of music and drama. Recent programs have concentrated on the interplay between the varied cultural groups of New Mexico, in conjunction with the *American Encounters* exhibition.

The Archives of American Art is the nation's largest repository of documentary materials relating to the history of the visual arts. Its primary purpose is to acquire and preserve the documents needed by historians and other scholars for research on American art and culture.

The West Coast Regional Center houses the California Chicano Mural Archive, a collection of 3,504 color slides documenting 741 murals created by Chicano artists in southern and northern California between 1969 and 1984. The Center also collects associated papers and oral histories on Chicano art activity.

The National Portrait Gallery was established to exhibit and study images of men and women who have made significant contributions to the history, development, and culture of the U.S. Most media–including paintings, sculptures,

Smithsonian Institution

SPANISH
ESPAÑOL

Guia gratuita

drawings, photographs, and prints–are represented.

Among the Hispanic portraits on view are those of activist César Chávez, Mexican American dancer and choreographer José Limón, and Puerto Rican baseball great Roberto Clemen

Through a network of 18 branches, the **Smithsonian Institution Libraries** support the Institution's research and exhibition activities. Access is provided to Smithsonian scientists, scholars, curators, and others with research needs. The Libraries offer exhibitions, internships, publications, lectures, and user instruction.

Hispanic-related components of the collections include materials on Brazil and the Caribbean at the African Art Branch; books on Latin American aviation at the Air and Space Branch; and materials about indigenous peoples of the Americas at the Anthropology Branch.

The Center for Museum Studies helps museums fulfill their public service mission through courses and seminars, fellowships and internships, information services, and professional support.

The Center sponsors ongoing initiatives designed to foster excellence and diversity in the museum profession. In 1994, the office began a pilot training program for Latino graduate students titled "Interpreting Latino Cultures: Research and Museums" in collaboration with the Inter-University Program for Latino Research.

As *The Hispanic Outlook* celebrates the Arts in this issue, it is encouraging to note that the revered Smithsonian Institution is making an effort to highlight Hispanic contributions. Secondly, given the Smithsonian's website at http://www.si.edu/ and its multiplicity of concise and useful links, one need not be in Washington to be informed, entertained, and even dazzled.

Latino Resources
at the Smithsonian

Nelly Mellander teaches Spanish at George Mason University.

HO

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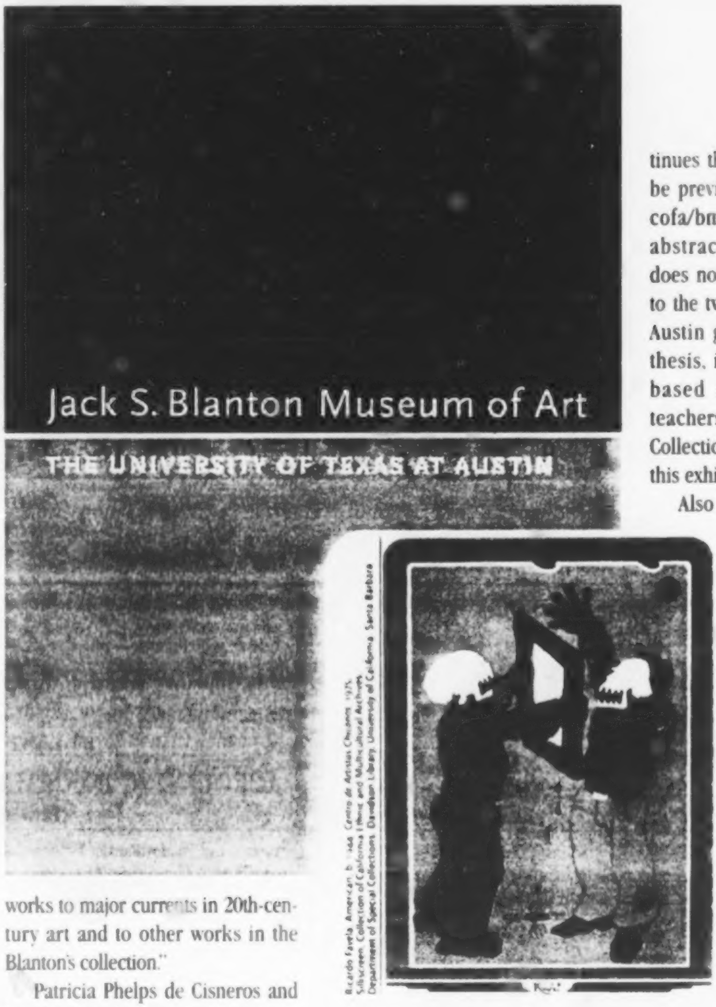
Eyes of Texas on Latin American Art

BY ADALYN HIXSON

The Jack S. Blanton Museum of Art at UT-Austin has researched, taught, exhibited, and acquired art and artists of Latin America since it was founded in the early '60s. Important works by Fernando Botero, Jorge de la Vega, Armando Morales, and Joaquin Torres-Garcia are among the more than 1,600 works in its permanent collection of Latin American art, the core being the Barbara Duncan Collection. The holdings represent the most significant artists and movements emerging in Mexico, South and Central American, and the Caribbean in the last 80 years–more than 500 artists from 17 countries. The Blanton, formerly the Archer M. Huntington Art Gallery, also houses a small but growing collection of contemporary Latino art–works by American artists such as Luis Jimenez, Carmen Lomas-Garza, and John Valadez.

The Cisneros Connection

Last year, the University entered into an important agreement with the Patricia Phelps de Cisneros Collection that calls for a 10-year, three-phase collaboration in the form of exhibitions, educational programming, and graduate seminars. The aim of the agreement is to showcase Latin American artists in a major U.S. teaching and research museum, and to promote research about 20th-century Latin American art. The stated purpose of the exhibitions is "to forge new methods of inquiry into the artists' development, the cultural context in which each work was produced, and the relationships of these works to major currents in 20th-century art and to other works in the Blanton's collection."


Jack S. Blanton Museum of Art
THE UNIVERSITY OF TEXAS AT AUSTIN

Ricardo Favela American, b. 1944, Centro de Artistas Chicanos, 1975. Silkscreen. Collection of California Ethnic and Multicultural Archives, Department of Special Collections, Davidson Library, University of California, Santa Barbara

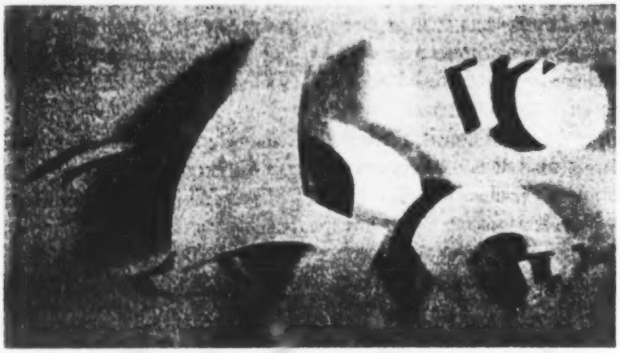
Patricia Phelps de Cisneros and her husband, Gustavo Cisneros, have amassed a body of work known for its impressive scope and focus–nearly 3,000 works by primarily modern and contemporary artists from Latin America, the U.S., and Europe–a broad array of modern art movements and deeper holdings of specific areas–the Argentinean Arte Madi, Arte Concreto, and Brazilian Concrete and Neo-Concrete movements.

A founding member of the Blanton's Latin American Art Advisory Group, Patricia Phelps de Cisneros is a trustee of the Museum of Modern Art in New York and has worked with other museums of international renown–the Metropolitan and the Tate, for instance–and with Harvard's Rockefeller Center for Latin American Studies.

The new collaboration was kicked off last fall with Phase One–a presentation of 50 Venezuelan Kinetic artworks, *Dynamic Oppositions*, which continues through December and can be previewed at www.utexas.edu/cofa/bma/cisneros. Mindful that abstract three-dimensional art does not often translate optimally to the two-dimensional Web, a UT-Austin graduate student, for her thesis, is now developing "Web-based methods for preparing teachers to visit and present the Collection to their students," using this exhibit as her test case.

Also launched last fall was the Cisneros Reading Seminar, developed with the Art and Art History Department's Center for the Study of Modernism. The seminar brought together for the first time a cross-section of students of art and art history and faculty who specialize in U.S., Latin American, and European modern art. Guest speakers from Europe and the U.S. were featured, and two curators from the Cisneros Collection in Caracas and the Latin American Art curator of the Phoenix Museum traveled to Austin to be part of the discussions.

Papers resulting from the Cisneros connection are to be made available online. The agreement also calls for informal educational workshops and gallery talks for non-specialized audiences. Phase Two, which centers on Argentinean constructivism, is due to begin next January.



Jean Tinguely, Swiss, 1925-1991 "Métaméchanique", 1956
Painted wood, Motor and Belts from the Cisneros Collection

Art and/Is Politics

Two of the Blanton's summer exhibitions, on view through August 13, center on Latino artists in the U.S. *Just Another Poster?*, said to be the first major exhibition about Chicano graphic production in California, offers more than 100 original works from the mid-'60s to the present, mostly silk screens produced within four Chicano collectives: Galeria de la Raza of California, Royal Chicano Air Force of Sacramento, Self Help Graphics of Los Angeles, and Centro Cultural de la Raza of San Diego. This exhibition of posters, "a vigorous and richly elaborate art form," takes a specific look at how Chicano posters function to "stimulate political action, build community, oppose U.S. immigration policies, and promote solidarity with international liberation movements." The show was curated by an interdisciplinary team and organized by the University Art Museum, University of California-Santa Barbara, in collaboration with the California Ethnic and Multicultural Archives, a special collection within UCSB's Davidson Library.

Victor Vasarely, Hungarian, 1908-1997
"Ozolis", 1951 Oil on Canvas
from the Cisneros Collection

The second, *Pressing the Point: Parallel Expressions in the Graphic Arts of the Chicano and Puerto Rican Movements*, presents prints and posters created by social activist artists of the '60s and '70s, as well as archival materials–more than 70 in all. Included are prints made in the early 1900s by "Mexico's revered popular printmaker Jose Guadalupe Posada," prints from the '40s and '50s by members of Mexico's Taller de Grafica Popular, and '50s works from Puerto Rico's El Centro de Arte Puertorriqueño and El Taller de Grafica del Instituto de Cultura Puertorriqueño. Organized by El Museo del Barrio in New York, it draws on El Museo's collection and on works from the Gilberto Cardenas Collection, on long-term loan to the Blanton.

"By pressing their points of view on paper," reads a release, "Chicano and Puerto Rican artists of the 1960s and 1970s supplied a wealth of ideas on issues related to Latino cultural survival in the United States that are still relevant today."

Award-Winning Curator

"One important aspect of our department," says Nicole Chism Griffin, Blanton's public affairs officer, "is its role in the training of museum professionals in Latin American Art–a field that has not received enough attention in the past."

The permanent collection and the temporary exhibitions, she says, are of great benefit to all students and faculty in a number of University departments. But one lucky student in UT-Austin's art history program gets an added benefit–a post as curatorial assistant for Latin American Art. The assistant, she says, receives valuable hands-on experience in planning and staging exhibitions, publication of catalogues, and more. And these days, that assistant will be learning from a curator recently honored by two Latin American art institutions.

Mari Carmen Ramirez, curator of the Latin American Art Department, was this summer chosen Latin American Art Critic of the Year by the Argentinean Association of Art Critics. And her recent publication, *Destellos del yo: Cinco decadas en Domingo Garcia*, was named book of the year, "Libro de Arte-1999," by the Puerto Rican Association of Art Critics.

Ramirez has been curator and an adjunct lecturer in the UT-Austin Department of Art and Art History since 1989, the year she earned her Ph.D. in art history from the University of Chicago, from which she also earned an M.A., magna cum laude. Her B.A. in humanities was from the University of Puerto Rico-Rio Piedras, where she received a tuition scholarship, followed over the years by four fellowships, a research grant, and a foundation award.

In announcing her most recent honors, she was cited as having "shaped the direction in which the Museum's renowned Latin American art department has grown."

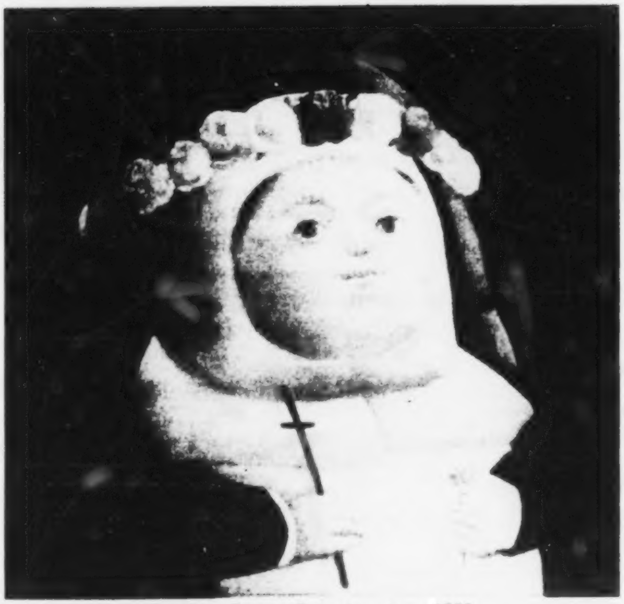
Another Latina curator who got a bachelor's at UPR-Rio Piedras, Marysol Nieves, heartily concurred, calling Ramirez an incredible art historian who has been very important in leading new research in the field.

"She did this incredible exhibition in the early '90s–*School of the South and Its Legacy*. It was an historic survey of the Uruguayan artist Joaquin Torres Garcia in the early part of the 20th century. It looked at the influence he had upon the work of other artists, both artists from his generation and from the following generation, all the way up to the present," said Nieves.

"It was an extremely important exhibition," Nieves continued, "important in terms of documenting the work of artists who really have not had major retrospectives or monographs of their work. She was instrumental in providing a context for the work of a lot of these artists, bringing their work to the forefront in the U.S."

The 16 exhibitions for which she was curator or co-curator appeared in many countries and venues, starting with the Squibb Gallery in Princeton, N.J., back in 1987 through the show now in preparation for Madrid's Museo Nacional Centro de Arte Reina Sofia. And in between, Little Rock, Phoenix, Queens, Bogota, Buenos Aires, São Paulo, Caracas, Monterrey, Miami,

Nicolas Schöffer, French/b. Hungary, 1912-1992
"Spatodynamique", 1953 painted metal from the Cisneros Collection



Femándo Botero, Colombian, born 1932
"Santa Rosa de Lima según Vásquez", 1966 from the Permanent Collection

The Bronx, Mexico City, Rio Piedras, and, of course, Austin.

She is the author, editor, or co-editor of dozens of publications–books, catalogues, and journal articles. And she is in demand as a lecturer, panelist, grants reviewer, and conference chair, having traveled thus far to Brazil, Italy, Puerto Rico, Venezuela, Spain, Mexico, and major cities throughout the U.S. in those capacities.

Ramirez curated the current *Dynamic Oppositions* and before that *Cantos Paralelos: Visual Parody in Contemporary Argentinean Art*, which over the last year appeared in Austin and Phoenix before traveling to Bogota and Buenos Aires.

Latin American Art Catalogue Project

In place since 1992 is another collaborative project–one in which many of the Blanton's Latin American holdings will be thoroughly documented for scholarly and teaching purposes, with results published by UT Press. Art historians and curators have been recruited from leading historical research centers and research-oriented museums in Latin America as essayists for the Blanton catalogue. The Museum is also commissioning essays from independent scholars in Latin America and the U.S.

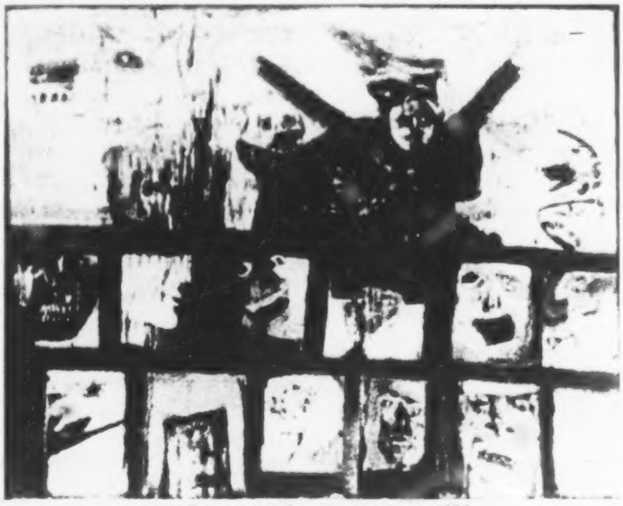
Participating institutions include Centro Nacional de Investigacion en Artes Plasticas and CURARE, Mexico; Centro Argentino de Investigadores de Arte and Fundacion Espigas, Buenos Aires; Pontifica Universidad Catolica, Santiago de Chile; Museo Nacional de Arte Moderno, Lima, Peru; Museo da Arte Contemporanea, Universidad de São Paulo, Brazil; Patricia Phelps de Cisneros Collection; Museo de Bellas Artes, Caracas, Venezuela; Biblioteca-Centro de Arte Luis Angel Arango, Bogota, Colombia; and Teo/RETICA, San Jose de Costa Rica.

If all goes as planned, all participants will meet in Austin next spring.

Also on View

Latin American Art is one feature of the Blanton. Another highlight is its Mari and James A. Michener Collection, tracing the history of American painting from 1900 to the present and including works of the Ashcan School, Early American Modernism, Social Realism, Abstract Expressionism, Pop, and Minimalist movements. Luis Cruz Azaceta, Thomas Hart Benton, Arthur Dove, Arshile Gorsky are but a few artists therein.

There are Old Masters in the Suida-Manning Collection—Rubens, Tiepolo–four centuries of European drawings and paintings. And the C.R. Smith Collection of Art of the American West offers important landscapes and Western genre scenes by Albert Bierstadt, William Ranney, and more. Holdings also include works by Thomas Eakins, Frederic Remington, and others of their caliber.



Luis Felipe Noé, Argentinean, born 1933
"Cerrado por Brujeria", 1963 oil on canvas from the Permanent Collection

Artist unknown
"¡Tierra o Muerte! Venceremos", ca. 1970, Sengraph from the Permanent Collection

Raising the Roof

Currently housed in two buildings, the Blanton's present gallery space totals roughly 28,000 square feet. But a major new facility is planned that would unite all collections, exhibitions, and programs under one roof, for the first time in Blanton's history. As of May 1, the University had raised more than $36 million in gifts and pledges for the building and endowment campaign. Among the campaign donors of the last year is one who, like its artworks, is known well beyond the Texas borders–Mrs. Lady Bird Johnson.

UT-Austin offers a multitude of programs related to Latin America and to our own Hispanic populations. Its potential for an enriching interaction of art and education seems limitless.

Manhattan School of Music Orchestra Captivated by Venezuelan Youth

BY
ADALYN HIXSON

Photo © Peter Schaff

Marta Istomin told* el nacional *her mission "is not a matter of helping a chosen few to become excellent musicians: we are talking about fomenting the culture and sensibility of a whole country."

MARTA ISTOMIN
MANHATTAN SCHOOL OF MUSIC PRESIDENT

"My first impression was of a sea of heads and instruments. From when the first chords came out, I was in complete shock. I am a boy –I shouldn't say these things, but when they started to play, I just started crying. I felt that again I am eight, nine years old, walking with my small violin to the school. And I just want to take my violin and play with them." The speaker is violinist Mateusz Wolski from Poland, not a boy in U.S. parlance, but a graduate student at the Manhattan School of Music (MSM) in New York and one of 101 MSM students who visited Caracas last May to interact with the National Children's Symphony Orchestra of Venezuela.

He and some colleagues have gathered to discuss what was for all a life-changing experience. When Marta Istomin, MSM president, first announced the tour, she predicted that it would provide "exceptional, long-lasting artistic and educational experiences for all the student musicians." But the reality surpassed the rhetoric. Those five days in May shook their world.

"Since our arrival back in the U.S., my colleagues and I have not been able to stop expressing our amazement at all the great things we have learned from the children of Venezuela," says Caracas-born violinist Fidel Eduardo Marchena Leon, who is pursuing a bachelor's at MSM after a lifetime of violin study that started at a conservatory when he was four, and who at age 12 became the first Latin American student accepted at the Yehudi Menuhin School in England, this following an audition with the grand master.

The trip was the MSM orchestra's first international tour in the school's 81-year history, and came at the invitation of Maestro Jose Antonio Abreu, founder of the State Foundation for the National System of Youth and Children's Orchestras of Venezuela. 102 youth orchestras and 55 children's orchestras that bring together more than 110,000 youth from all parts of the country under the motto "Culture for All Based on the People's Roots."

MANHATTAN SCHOOL OF MUSIC

Abreu's teaching model has gained interest in many other countries, and five years ago, the program received UNESCO's International Music Award. At the awarding ceremony, in Spain, Maestro Abreu and his colleagues received an accolade that comments succinctly on the human condition: "...These are men who, strange as it may seem, have chosen to be reasonable. They have chosen to forget about their differences and emphasize their affinities."

Maestro Abreu's curriculum vita is replete with honors awarded at home and abroad for his music endeavors. It notes too that Abreu studied petroleum economy at Penn State in the early '60s, and taught economics at two universities before devoting himself to music and, in '75, founding the youth orchestra.

Abreu's young musicians, ages nine to 16, performed on May 18th to honor the visit of Manhattan School of Music Symphony Orchestra and President Marta Istomin, whom he describes as "one of the most eminent personalities of the Americas," and an "exemplary woman of the continent." And indeed she is.

Istomin trained as a cellist. Married for 17 years to Pablo Casals, the two worked together in Puerto Rico, founding a symphony orchestra, a conservatory, and the Festival Casals. She is now married to pianist Eugene Istomin.

Interviewed in Caracas by *el nacional*, Istomin noted that MSM teaches students from age five through the doctoral level, but that her mission, and that of Dr. Abreu "is not a matter of helping a chosen few to become excellent musicians; we are talking about fomenting the culture and sensibility of a whole country."

"My goal, she continued, "is that as many people as possible will be able to witness this encounter between two orchestras and see with their own eyes the beautiful things that can be achieved." Asked by *el nacional* "what about the responsibility of the state in this whole issue?" Istomin said the state and the private sector have "an equal share of responsibility. We must all get together and decide that this is a very important issue."

The original idea of the tour was that the MSM orchestra, led by Glen Barton Cortese, MSM's principal conductor, would perform a public concert, give master classes, and play in side-by-side rehearsals with the Venezuelan students musicians.

The First Master Class

MSM was to lead off with a reading of a Tchaikovsky serenade. "Before we did the reading, they played, and for me it was just explosive," says Wolski. "It was unbelievable the sound they produced, and this energy! It was so great to hear young people play like that. Very unusual.

"When people say that music is a language...what these children had to say through the music meant everything to us. It was an awakening, and not only that, these children had nothing to lose and everything to gain from us, and we felt the same way. Once we joined them...the work of both orchestras integrated so well, there was no chance of anything going wrong...."

Marchena speaks of violinist Joel, calling him magnificent, incredibly talented and gifted. "Even knowing the kind of preparation we have received over the years, he had no hesitation showing us what his music was about, what he had to say. He stood up on that podium and wanted to show us how beautiful the music was. All of us were amazed by what this kid could do on the violin."

Joel began to play his own improvisation on a piece of Venezuelan music, "and the next minute, there was a little orchestra playing behind him, accompanying him. Everything was integrated...," recounts Marchena.

"A string came down. I offered mine to him, and this kid–his eyes–he was so happy to be able to express who he was to us." "Actually, I think Joel and most of the others showed us that playing is really about fun," says graduate student Amelia Chan from Hong Kong, a violinist and concertmaster. Playing together, he was having so much fun going up the finger board," "When the other kids started playing with him, they were just jamming! It shows in their orchestra, too."

Wolski adds, "I was sitting with this kid. I showed him some G-string stuff. He started playing, and 20 seconds later, he is all over the place.

"We are so trained to really look at our playing as having to be perfect," says Chan..."that the music has become something not from the heart. Phrasing, refinements. We tend to forget that this is about fun." They are very accurate technically, she says, but "all their music is from the heart; a very inspiring thing, the freedom. They were playing with no inhibitions whatsoever."

Photo © Christian Steiner

Glen Barton Cortese, principal conductor and director of orchestral studies at Manhattan School of Music

The Concerts

The welcoming concert on May 18th opens with the MSM Symphony Orchestra performing Brahms' Academic Festival Overture, Opus 80. The youth orchestra plays next.

Violinist Chala Yancy of Houston, who earned a master's in May, was "deeply impressed. I literally had to step back two feet from the first chord of that piece."!

"They were ready to die for it–playing like the last day of their lives," adds Wolski.

"One of the reasons I was so moved was that I didn't really know them as people, because we are from very different backgrounds and culture, but once they played, the understanding was right there," says Chan. "I understood their joy, their emotions, and what they were trying to express. That was so overwhelming."

"I've seen some Gypsy musicians play without music in some cafes, and what they can do with the instruments. Those children have the same capability, but they received some excellent training, says Wolski.

"They kind of blend in the nature of playing for fun, and these folk tunes are difficult, I must say. When it blends with the classical music, this is giving such an electrifying effect on the audience that I was completely taken by it."

"I wanted to scream," says Wolski. "I wanted to jump. I wanted to take my violin out right there...! The choreography they did with the encores–when they were playing encores, they were doing incredible stage arrangements. I have never seen a wave like that before.

"You always get a sense of a certain electricity in the air. The greater the performance, the more energy. When it reaches maximum level, people just get crazy."

For the big Saturday night concert, the Youth Orchestra opens with Beethoven's Egmont Overture, Opus 84. MSM's orchestra plays music from Bernstein's *West Side Story*, showcasing two graduate students–soprano Jolibet Varela, from San Juan, Puerto Rico, and tenor Mauricio Trejo, from Mexico. For the MSN encore, a mambo that gets the entire audience moving.

The Venezuelan youth orchestra receives a standing ovation. The MSM orchestra is also received warmly, wildly, like nothing they've ever seen.

"They were cheering us like mad. Shouting 'bravo, bravo.' One of the violinists from Venezuela, this guy was yelling, and crying so hard," says Chan.

The Conductor

The Youth Orchestra's dashing conductor and composer, Gustavo Dudamel, born in 1981, began his music studies at age seven. Renowned in Venezuela and beyond, he has performed in South America, Mexico, Europe, and the U.S.

MSM's Wolski calls him "one of the few geniuses that I have met in my life." He notes, "Orchestras usually have adult conductors. This kid is 18 years old, and the passion that he gives them, the control that he has over them, the energy that he spreads throughout the orchestra and that later spreads to the audience–not to mention that he conducts everything from Tchaikovsky to Mahler from memory! This was unbelievable, Gustavo. Congratulations." These kudos are accompanied by a bow toward a video camera that is recording the MSM students' commentary.

HO is privileged to see and hear Dudamel and the Youth Orchestra via a tape of an audition for MSM in March. He looks so slim and young, despite his granny glasses, wearing a white collarless knit shirt and the medallion that signifies orchestra membership. Serious at first, he breaks into a few smiles as the audition progresses.

Photo © Richard Elder Adams

Pictured: Manhattan School President Marta Istomin with Manhattan violinist Fidel Marchena, a native of Caracas, Venezuela

The students on that occasion are not laughing but wholly attentive. Each wears a medallion and colorful jackets and pants. Their sound shifts effortlessly from savage to sweet. They play the Star Spangled Banner so tenderly, it is impossible not to cry. They move into their own national anthem, singing loud and clear–as they play. As the audition draws to a close, their own smiles and dimples appear. Bravo!

Lessons Learned

"Since I got to New York," says Wolski, "I was being surrounded by professional atmosphere and incredible knowledge, and I was thinking, well, we are going to Venezuela. What can I expect from this country? I thought that all the students were going to meet with the young people and share the knowledge that we acquired here, and that we are going to act as teachers there.

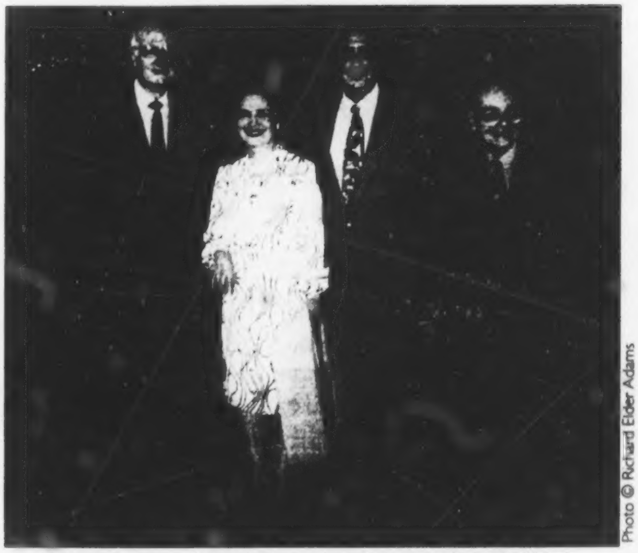


Photo © Richard Elder Adams

Pictured l. to r. are Harold Chumaciero; Manhattan School of Music President, Marta Istomin; Manhattan School of Music Dean of Students, Dr. David Noon; and Dr. Jose Antonio Abreu, the director and founder of the Venezuelan Youth Orchestra

"But when we arrived and when we listened to children playing for us, I suddenly realized that we didn't get there to teach them anything. We went there to study, to find out what is our purpose of existence as musicians. I suddenly realized that what we do, we are supposed to move people. We are supposed to make them laugh, make them cry. And suddenly I have been exposed to such incredible energy and passion for music in this country, which had so many natural disasters recently, and which is going through a crisis. And I felt I am coming back to the roots of what I am supposed to be doing as a musician. It definitely changed my life.

"I realized how privileged we are by being here [in N.Y., at MSM] and being taken care of, and such incredible teachers, and everybody who takes care of us," says Wolski. And those children—just touch them a little bit and they think it is the most incredible thing in the world. Wow. Suddenly you start to see yourself, your school in a completely different light–with their eyes. It is so fantastic."

"In the business class, we always talk about how it's very hard to get a new audience, a young audience," says Chan. "Classical music is supposed to be boring." But in Venezuela, on this occasion, "it's not like that at all. In the rehearsals, they would sit there watching enthralled for three hours.

"That should teach everybody that music can be such a strong means of communication. The reason why we find classical music to be boring is that we are really not communicating with it. It's NOT classical music; it is just music, and it speaks to people."

A basic premise of the Venezuelan system is to approach music "as a whole and not to make categorical differences between concert music and other manifestations of a rather folkloric nature." Its literature notes too that "all teaching within the system leads to orchestral practice." And it shows.

Cellist Robin Snyder from Santa Monica, California, who earned a bachelor's at MSM in May, called the tour an extraordinary experience, "being surrounded by musicians who had so much love for what they were doing, and so much heart."

"Over the course of my years of study, you get so bogged down in the technique of your playing that you sort of lose that passion for your music–because you are criticizing yourself so much, and you don't have the freedom that you once had. These children played with that freedom—with absolutely no inhibitions. They were very expressive.

"I was very impressed with the way music thrived there, being from

Photo © Richard Elder Adams

Pictured at the Ambassador's residence are cellist Robin Snyder, Dr. Jose Antonio Abreu, and string bassist Saskia Lane.

America and seeing music programs get kicked out of the schools because there's not enough money for them."

Amelia Chan said the Venezuelans "brought out the best in us. They brought out the real musicians in us, not just how we played, but what we are supposed to be as musicians. And on the personal level, they are just incredible human beings."

"I have never been asked such intelligent, well thought-out questions," says Yancy. "We've never pitched in so much before as a group," Chan continued. "Every one of us got together. We started doing sectionals...."

"We actually felt very much challenged by their performance," said Wolski. "When we start in the school, everyone is very much focused on himself. When we play within the orchestra, we usually know a few people around us, but we don't really know everybody." But when you teach the Venezuelan youth, he said, "you can tell that everybody knows everybody. And when Joel went up to play solo, they wanted to show—he is one of us. And we just felt, we HAVE to unify, we HAVE to get together. I learned there that it is a joint effort, like playing chamber music, but on a larger scale.

"After the concert, we were weeping, kind of all speechless." Later "everyone is giving opinions. We are rapping. We are talking. We really came together as a group.

"These kids reminded us that it doesn't mean anything if you don't put your whole heart into it. To see these children who come from very very simple families, from very humble places–it is such an enormous struggle to make it happen."

Marchena speaks of one in particular, from an extremely poor family. "And when he arrived first in that institution, his shoes had holes and this kid was in a really poor state. They offered him the opportunity to have a life as a musician, as a person to integrate in a society as friends, to be part of a group of children. They taught us what it means to be a team, but to have a very good sense of equality. These children are not looking down on each other. They look AT each other.

"As a Venezuelan, I am extremely proud of my people for what they have taught us, not only the teachers but the staff."

"Every one of us is changed for the rest of his life, somewhere deep inside," said Wolski. Everyone wanted to do their best, played their hearts–something you don't see a lot in New York."

"Sometimes an attitude, ambition, competition, gets in the way. You forget why you're doing things. They gave that back to us."

Saying Goodbye

"I believe that after such an incredible spiritual experience, the hardest thing for all of us was to say goodbye. I cannot even begin to describe the emotions that were on both sides....We must not let this experience die. We must keep it alive. We must make it happen again."

"My old bow I had when I was 10 or 11," said Lori Simpson. "I don't use it, so I gave it to the principal violist to maybe use it, and resin to the other girl. Because that is another thing–the fact that we are very privileged, and if I need a bow, new resin, new strings.... It opened my eyes when I looked at those instruments. So I have this bow and I'm not using it. They just touched my heart so much, that was the least I could do."

On parting, many of the young Venezuelans offer their caps and their medallions to the MSM students.

"Their medallions are kind of part of their working suit, and one of the most important things they have in their life, because they are very carefully selected throughout the country," says Snyder. "And the fact that they wanted to give one of the most precious things to us. I didn't know what to say when it was offered," added Wolski. Maurycy Banaszek, it seems, was given four or five. Wolski jokes, "I had to really watch Maurycy so he doesn't put in the visa application."

"When they gave us the medallions, they were so sincere. Everything is genuine. From the heart. Those children are such great people."

Since returning from Venezuela, there have been e-mails, and for Maurycy, a phone call. All are eager to keep up the connection. The best news is that the Youth Orchestra will be coming to New York, probably in early October.

Wolski is excited at the prospect. "I can't wait. I don't know where they are going to play, but I think they deserve the best."

Maurycy looks into the camera and sends "my deepest, warmest, heartfelt greetings to John, Daniela, Carmen, Norma, Maria, Fernando, Diego–all the kids. I love you. You are the best."

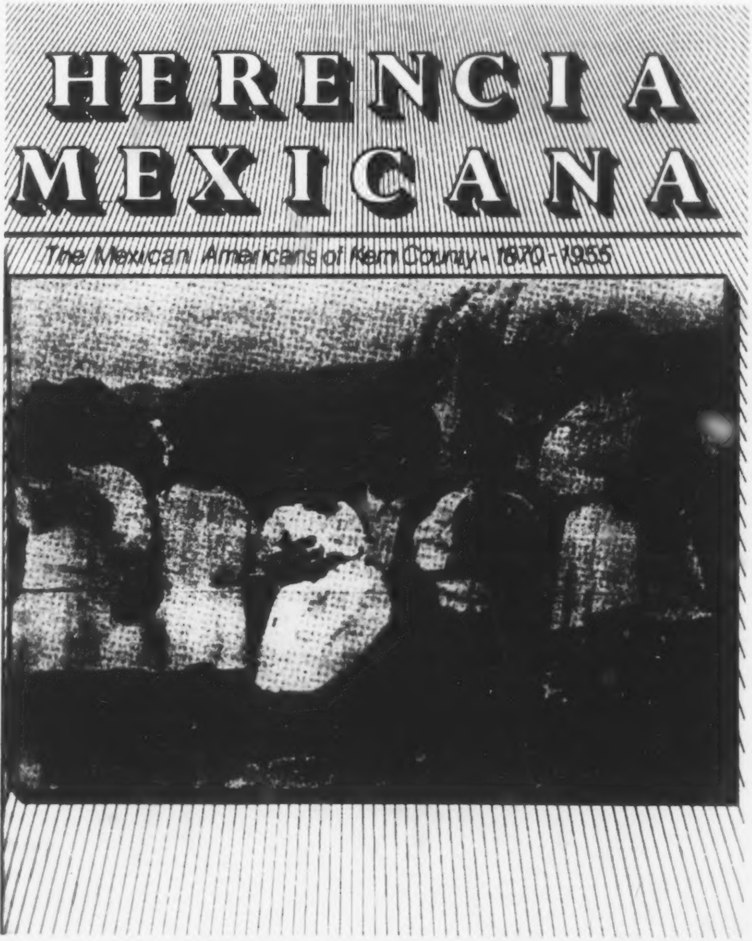
Photo © Richard Elder Adams

Pictured at the banquet at the Caracas Hilton are members of the Venezuelan Youth Orchestra performing traditional Venezuelan music for Manhattan School of Music.

Villains Honored and Heroes Unsung

California State University Historian on the Vallejos of California

BY RUBEN G. MENDOZA



At a February conference of the California Mission Studies Association, I attended a presentation by a direct descendant of early California pioneer Mariano Guadalupe Vallejo (1808-1890) of Sonoma, California. Martha A. McGettigan, Mariano Guadalupe Vallejo's great great granddaughter, presented a paper titled "Epifania de Guadalupe Vallejo: California's 1st Woman Daguerreotypist" (McGettigan, 2000). McGettigan's study, and Epifania's story, bear particular relevance to those of us concerned with the accurate and unbiased representation and reappraisal of visual anthropology and the history of science, technology, and medicine in early California and North America more generally.

Mariano Guadalupe Vallejo, a direct descendant of the earliest Hispanic colonists of the Puerto and Presidio de Monterey of the late 1700s, forged the path to the earliest Hispanic settlement of the northern Mexican province of upper Alta California. In fact, Mariano Guadalupe Vallejo and his family essentially founded the town of Sonoma, where later the Bear Flag revolt by a group of trappers and outlaws would serve to underwrite the subsequent conquest of California by the American military of 1847. Today, the home and ranching properties, as well as the old Hispanic and Mexican civic core of the Sonoma community, pay tribute to Mariano Guadalupe Vallejo's contributions to the founding and planning of that community.

Having visited the Vallejo home and estate, now a museum in the town of Sonoma, I was taken by the culture, sophistication, and early contributions of Mariano Guadalupe Vallejo and his family. I was similarly struck by the family's access to contemporary literature and to early technological innovations such as photography. Prior to settling the area, only the old Hispanic mission of San Francisco de Solano, established July 4, 1823, stood on the site. In 1833, Mariano Guadalupe Vallejo undertook the secularization of the old mission of San Francisco de Solano, and founded the town of Sonoma in 1834. During his watch, former mission lands were dispersed, under the mandate of the Secularization Decree of 1833, and the cuartel or barracks and related administrative buildings and many of the remaining early adobe structures of the civic core of the community took shape. These same structures seemingly now proclaim and honor the industrious, ordered, and cultured sophistication that the Vallejo's introduced to this otherwise neglected frontier province of the

Three sisters from a portrait taken by an unknown itinerant photographer in the mining camp at Clifton, Arizona, Circa 1910. Copy photo Ruben G. Mendoza, 1987

times. Moreover, it should be noted that this characterization stands in stark contrast to those presented by early American and later historians who seemingly went to great lengths to document the "rudimentary" and "uncultured" nature of the pioneer Spanish- and Mexican-era settlers of the Hispanic southwest.

The American Occupation

Both before and after the American invasion of upper Alta California in 1846 and 1847, the Vallejo family was renowned for its civility and generosity toward the earliest American and other foreign visitors to the region. Given the neglect of this province by the Mexican government, even "General" Mariano Guadalupe Vallejo, the appointed Mexican military commander of the region, was said to have pondered the prospects of declaring the region independent of Mexico. Sadly, as the result of the early American incursions and subsequent conquest of California, Mariano Vallejo and his family were subjected to the depredations and hostilities of Colonel John C. Fremont and his band of rebels. The American military had originally assigned Fremont to do no more than conduct a mapping survey of the region west of the Mississippi. But as soon as he arrived in the territory, he became embroiled in the effort to seize Alta California. In June of 1846, the so-called "Bear Flaggers," under the prompting of Fremont, took Mariano Guadalupe Vallejo prisoner at his ranch in Sonoma. Soon thereafter, both Native American and Mexican residents and colonists of Sonoma were subjected to the brutality and outlaw actions of Fremont and his men. Even those Mexican settlers and merchants who were sympathetic to the idea of liberating the region from Mexico were soon subjected to robbery, theft, extortion, rape, and the murder of innocent civilians. In one such case, Kit Carson and the "Bear Flaggers" executed three members of the unarmed Berreyesa family, including the elderly Jose de los Reyes Berreyesa, and his twin nephews, Francisco and Ramon de Haro.

Little was ever made of the executions of the three unarmed men, or of, for that matter, related murders and the rape and pillage of the civilian sector of Sonoma. And from historical accounts by the perpetrators themselves, it is clear that Sonoma and the Vallejo family in particular were subjected to an intense period of hostility and brutality. According to one of my immediate colleagues, social historian Dr. Gerald Shenk of the California State University-Monterey Bay, early military diaries written by soldiers under the "command" of Fremont further document specific atrocities and other morally unconscionable actions by Fremont and the Americans against early California families such as the Vallejos of Sonoma.

According to Dr. Shenk (1998), those military diaries document Fremont's orchestration of the rape of a number of the women of the Vallejo family, having his soldiers select their victims after he himself had had first pick of his intended victims. Ironically, despite such behavior by Fremont, who was court-martialed and jailed by the U.S. Congress of that time, many of the old adobes constructed by Hispanic- and Mexican-period families throughout California and the West now bear the name of Colonel Fremont. Such is the case with the "Fremont house," an historic adobe in Monterey. Oddly enough, the historical marker just outside the home indicates that Fremont had no direct connection to the building, but since he, Fremont, once set up camp in Monterey, the adobe was named in his honor. Local historians of the Monterey community have conveniently forgotten the Mexican family that built and lived within this structure. In my mind, this would be akin to naming the California state capital building, or other very public landmarks, after the most notorious rapists and pedophiles of our own time. Clearly, those who seek to honor Fremont do so with utter disregard for his reprehensible character and actions and those of his men.

While the names of the likes of Fremont continue to grace the hallowed halls and signage of many public buildings and city streets in California and the American West, the names and contributions of early California pioneers like Epifania de Guadalupe Vallejo have been lost to the historian's blue pencil and the cutting-room floor of the academy.

This is her story in brief.

Epifania de Guadalupe Vallejo

Epifania de Guadalupe Vallejo was the daughter of Mariano Guadalupe Vallejo, and as has so often been the case with early Hispanic/Latina contributions to the settlement and development of early towns and communities in North America, Epifania's name and legacy have been lost to history and the historian. Whether by virtue of the politics of personal and cultural destruction that left most "American" histories bereft of any but those contributions by Anglos or others of direct European descent, the case of Epifania and many of her Latina contemporaries cries out for serious study and a much deeper level of inquiry into the politics and polemics of the history of science, technology, and medicine in the United States.

Epifania's story would have gone unnoticed and undocumented had it not been for Martha McGettigan's inheritance of a ring left to her

Circa 1890. Copy photo Ruben G. Mendoza, 1987 upon her father's death. The ring, which held a small container and was hinged in much the same way as a "poison ring" or locket, contained an early photograph of a Vallejo family member. Concerned about the origins of the ring, Martha McGettigan inquired at the Bancroft Library in Berkeley and was told that despite the contents, the ring could not possibly date any earlier than the 1850's...after all, they noted, the "Americans had not yet settled the region."

With the Bancroft's commentary fully in mind, Martha proceeded to investigate the ring's origins and identified an early photo that showed the ring on the hand of Mariano Guadalupe Vallejo himself. Soon, Martha recovered early family documents and personal correspondence pre-dating the American occupation period of California history. The documents and correspondence revealed that Epifania de Guadalupe Vallejo was an aspiring photographer who owned daguerreotype cameras and equipment and was fully proficient in their use...as made clear by the technical merits of photographs that she produced in 1840 Alta California.

Epifania's Contribution

As a photographer, and as a specialist in the study of Hispanic material culture and traditional technologies, I am well aware of the complexities of the early daguerreotype photographic process (originally developed in France by Daguerre himself). In the course of collecting Latina and Latino social histories, I have had the opportunity to examine and reproduce many a family photograph from the collections of Mexican American and Hispanic families of the southwestern United States.

Over the past twenty years, I have sought to reproduce and document, and thereby preserve, the abundantly rich visual histories and photographs that serve to document the Hispanic legacy and contributions to our collective "American" history. In addition to documenting the early social clubs, family and community gatherings, laborers and miners, women and children, and a broad array of social history and culture, these early family photo collections represent the largely "undocumented" heritage of a community that has been given short shrift in the historical literature of early American contributions.

I was moved and awed by those early letters and photographs by Epifania and her contemporaries exhibited by Martha McGettigan at the conference I attended. Significantly enough, it was made patently clear by Martha McGettigan's conference presentation regarding Epifania de Guadalupe Vallejo that Epifania had in fact mastered the art of photography and the daguerreotype process in the period prior to 1847, and years before the American occupation and settlement of Alta California.

To this day, many American historians and other "culture brokers" generally assume that the contested territory of history itself arrived on these shores with the landfall and settlement of the region by the earliest Americans.

Hispano family in formal attire for Albuquerque, New Mexico, 1892. Photo by M. Gentry, 1892; Ruben G. Mendoza, copy photo, 1897. (Cult. clothing)

Epifania's contribution stands as a benchmark event for the introduction of photography to California and the American West...and heralds the introduction and acknowledgement of Hispana, Californiana, and Latina roles in the earliest non-Native American contributions to the art, science, and technology of the region (the Native American contributions to California and the West have similarly remained undocumented to a great extent). More specifically, Epifania de Guadalupe Vallejo's contributions to the art and science of early photography and photo-technical processes in California and the West will require that future studies in the history of science and photography in the Americas be reconsidered...particularly within this and the much broader context of Hispanic and Latina and Latino contributions to the history of science, technology, and medicine in North America.

Martha McGettigan did not return to the Bancroft Library to inform her contacts of their substantial error about early Californians, Latinas, and Epifania in particular. But the so-called "poison ring" has turned out to be an antidote against those who would intentionally subvert and obscure the histories and "herstories" of early Latina and Latino contributions in North America.

Postscript: Life after Photography

After leaving her mark on the "history" of photography in early California, Epifania went on to bear a dozen children with her "American" husband. She in turn was a special guest at the inaugural celebration for American President Abraham Lincoln, and she is further documented to have had the President and First Lady of Mexico (mid-1800s) as godparents to her children. Clearly, the life and times of this most fascinating woman have yet to be rendered beyond the pale of historical and political obscurity. The challenge now is to assure that such early Latina and Latino contributions in North America do not continue to represent the growing body of "undocumented" heritage and history that so speaks to the political and cultural economy of history and its rendering.

Ruben G. Mendoza, Ph.D., is institute director and founding faculty member, Institute of Archaeological Science, Technology, and Visualization, at the Center for Social and Behavioral Sciences, California State University-Monterey Bay.

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People-Places-Publications-Conferences

PEOPLE & PLACES

Gutierrez Addresses Cal State-Northridge College of Arts

Felix Gutierrez, senior vice president and executive director of the Freedom Forum, gave the commencement address to graduates of the California State University-Northridge (CSUN) College of Arts, Media, and Communication.

Photo © Edward James Olmos

Gutierrez was an Associated Press reporter, a journalism professor, and a college dean, having worked at CSUN and the University of Southern California before joining the San Francisco-based Freedom Forum, a nonpartisan international foundation dedicated to a free press and free speech. He has written four books and more than 45 scholarly articles or book chapters, mostly on racial and technological diversity and the media.

Featured speakers at other graduation ceremonies were: Rep. Xavier Becerra, CSUN College of Humanities; CSU trustee Debra S. Farar, Channel Islands campus; Jon V. Ferrara, co-founder of Goldmine Software Corp., College of Engineering and Computer Science; and Michael E. Spagna, associate professor of special education at CSUN, College of Education.

Record Number of HSF Scholars at Laredo

A record number of Laredo Community College (Texas) students were named Hispanic Scholarship Fund (HSF) Scholars in 1999-2000 by the San Francisco-based organization. HSF awarded more than $25,000 to 25 Laredo students, nearly triple the number of just two years ago.

According to Sara Martinez Tucker, HSF president and CEO, the national organization awarded more than $9.3 million in scholarships to 4,200 Hispanic college students representing all 50 states and Puerto Rico. Both the number of winners and the cumulative amount disbursed are organizational records.

WorldCom and Brown Announce Grants to Underserved Communities

Brown University (R.I.) and WorldCom announced grants to 20 programs nationwide that link public schools or community organizations with local colleges or universities to develop educational technology projects for youth in underserved areas.

One grant recipient is the University Partnership for Learning the Internet with Families Together (UPLIFT), a joint venture between California State University-Northridge and the nearby Community Charter Middle School. UPLIFT will establish a community computer laboratory where minority students from the University's computer science department will teach 300 sixth and seventh graders and their families basic computer and Internet skills.

Another recipient is Bridging the Digital Divide, a partnership between Houston Community College-Southeast (Texas) and the Advancement of Mexican Americans–a community-based organization servicing low-income, underrepresented populations through the George I. Sanchez High School. This program will initiate a new, dual-credit high school/college computer technician and network certification curriculum as an investment in youth and their families in one of Houston's oldest neighborhoods.

Saint Peter's Sophomore Attends Congressional Institute

Steven Llanes, a sophomore at Saint Peter's College in New Jersey, was one of approximately 30 students nationwide to attend the Congressional Hispanic Caucus Institute's (CHCI's) summer undergraduate internship program in Washington, D.C.

Llanes was exposed to a rigorous leadership development curriculum that emphasized work experience, community service, and academic study. The Institute required him to work 40 hours a week in a congressional office, attend weekly seminars and workshops, conduct a community service project, and submit a research paper. During this summer, Llanes has been interning with U.S. Rep. Robert Menendez, St. Peter's class of 1976; in July, Menendez transferred Llanes to the Democratic Leadership Office, where Menendez serves as vice chair.

A double major in journalism and political science, Llanes has maintained a 3.98 GPA and is the new editor-in-chief of the *Pauw Wow*, Saint Peter's student newspaper.

Michigan Studies Latinos as Criminals on TV News

A new University of Michigan study corroborates prior research that African Americans are more likely than whites to be portrayed as criminals on television news, and also reveals that Latinos are less likely to be so depicted–when compared with actual crime statistics. Although both Blacks and Latinos are more likely than whites to be shown as lawbreakers than as law defenders in television news reports, Latinos–like whites–are underrepresented as criminals while Blacks are overrepresented.

Travis L. Dixon, University of Michigan assistant professor of communication studies, and Daniel Linz, professor of communication, law, and society at the University of California-Santa Barbara, conducted a content analysis of 116 "breaking" news programs on seven commercial television stations covering Los Angeles and Orange Counties (Calif.) during an eight-month period in 1995-96.

According to the study, which appeared in the spring issue of the *Journal of Communication*, African Americans are nearly 73 percent more likely and Latinos 38 percent more likely than whites to be portrayed in television news as criminals. While whites–according to California Criminal

Justice data–commit 28 percent of crimes in the Los Angeles and Orange Counties area, they are portrayed as criminals only 21 percent of the time; for Blacks, the percentages are 21 (real) and 37 (TV); for Latinos, 47 (real) and 29 (TV); for Other, 4 (real) and 13 (TV).

"Although an ethnic blame discourse based on stereotypes about minority groups may affect what is aired on television news, structural limitations or institutional biases may also shape mass media depiction of race and crime," said Dixon.

Texas-El Paso President Says Abraham Chavez's Legacy "Will Play On"

"Abraham Chavez, who embodied the powerful force of music, was one of El Paso's most beloved citizens," said University of Texas-El Paso (UTEP) President Diana Natalicio in a statement following the announcement of his death. (Natalicio is shown congratulating Chavez at an April 2000 convocation).

Chavez, a native of El Paso and a graduate of Texas Western College, gained a national reputation as a violinist and conductor. At the age of 13, he was accepted to the El Paso Symphony Orchestra, becoming its concertmaster after only five years. He then left to become director of music at the University of Colorado. Chavez later returned to El Paso and served as musical director/conductor of the El Paso Symphony Orchestra until 1992. A distinguished faculty member at UTEP, he won many awards, including the Hispanic Heritage Award for Education, given in Washington, D.C.

"El Paso and UTEP have lost a dear friend, but the maestro's legacy will play on," said Natalicio.

Cal State L.A. Presents Golden Apple Awards

The Charter School of Education at California State University-Los Angeles recognized 10 outstanding student teachers during its annual "Day of the Teacher" reception. Special guest speaker was Maria Casillas, president, Los Angeles Annenberg Metropolitan Project (LAMP). LAMP is the Los Angeles chapter of the Annenberg Challenge, a public-private partnership improving education for 1.5 million urban and rural public school students.

Jose L. Artiles, Nelly Guillen, and Helia Ramirez were among the awardees. All rated in the top 10 percent among their peers and provided exemplary work in the following: instruction that encourages students to think; inclusion of students' cultural values and cultural knowledge in lesson content and activities; development of learning opportunities responsive to language diversity and to the needs of special education children; knowledge of and exposure to the cultures that characterize the school community; development of culturally relevant materials; and completion of all the student teaching competencies at an exemplary level.

Cal State-Bakersfield Students Win at Research Meet

Two California State University-Bakersfield (CSUB) students earned plaudits at the 14th annual statewide student research competition sponsored by CSU at California State Polytechnic University-Pomona.

Dustine Rojas-Kraft won first place in the graduate division, behavioral and social sciences; and Ruth Veinote earned second place in the undergraduate division, biological and agricultural sciences.

Rojas-Kraft investigated the acculturation pressures that Mexican American women face from Mexican culture and American society; Luis Vega was faculty mentor. Veinote presented her research into a key enzyme activity of common horehound; Roy LaFever was faculty mentor.

Irma Morales Waugh was among several other CSUB students who presented original research.

California-San Francisco Researches Latina Maternal and Infant Health

New research by a University of California-San Francisco team looks at the behavioral, medical, and nutritional characteristics of Latinas and how they affect the risk of infant mortality.

The study, conducted by Dr. Elena Fuentes-Afflick and Nancy Hessol, was prompted by the observation of an "epidemiological paradox" of infant mortality in Latinos that has been documented for nearly 30 years: While Latinas born in Mexico have many risk factors associated with infant mortality, they have unexpectedly low rates of infant death. The researchers found that Latinas born in Mexico were 25 percent less likely to have an infant death than were U.S.-born white women.

In a related study, also one with surprising results, Fuentes-Afflick and Hessol found that the increased risk of low birth-weight infants is linked to older Latinas but not to adolescents. The study showed that while maternal age influenced the risk of having a low birth-weight infant, only Latinas who were 25 years of age or older had an increased risk.

Jesus Salas Graduates from St. Mary's

Jesus Salas, the first villager from the small town of Coatzacoalcos, Mexico, to come to the U.S. to attend college, recently graduated from St. Mary's University (Texas) with a bachelor's degree in mathematics.

Salas strove hard to bring home the skills he learned in college and put them to work. Salas has worked extensively within Desarrollo del Campo, a nonprofit organization developed by Marianists to serve rural development in southern Mexico. He says that his goal is to shed light on the impoverished conditions in which many in Mexico live.

While at St. Mary's, Salas maintained a high level of academic achievement and was involved in a many campus activities and service opportunities.

In the News at Cal Poly Pomona

Katie Estrada is as one of 36 California State Polytechnic University-Pomona 2000 students to receive a 2000 Kellogg Scholarship, awarded to high school students who demonstrate academic excellence, and named for W. K. Kellogg, a founder of Cal Poly Pomona. The scholarship is renewable over four years and can total $8,600 over that period. Estrada, who will enter as a math major in the fall, was a member of the high school marching band, water polo team, and unity club.

Marcella Arias, Arturo Carmona, Esperanza De La Torre, Pedro Cabrera, and Oscar Villarreal, received $1,750 in scholarships from the Latino Faculty, Staff, and Student Association. The awards luncheon "Empowerment Through Unity" featured guest speaker Gus Frias, program manager with the Los Angeles County Office of Education, where he helps develop violence prevention programs at local K-12 schools.

NCLR Praises Leadership Conference Report

The National Council of La Raza (NCLR) congratulated the Leadership Conference on Civil Rights/Leadership Conference Education Fund on the issuance of the report "Justice on Trial: Racial Disparities in the Criminal Justice System." In the future, says NCLR, this report will be seen as the beginning of a major campaign that replaced late 20th-century politicians' single-minded focus on being "tough on crime" with an emphasis on being "smart and fair," as well as tough on crime in the new century.

The report shows the following: "racial profiling" against Latinos is endemic in many states; federal agencies, including the INS, DEA, and Customs Service, almost routinely single out Hispanics for enforcement actions; in the exercise of "prosecutorial" discretion, Latinos are typically charged with more serious crimes than are comparable white defendants; once convicted, Hispanics receive longer sentences than do those of similarly situated white offenders; the juvenile justice system treats Latino youth more harshly than white youth; and the cumulative impact of this inequality is such that Hispanic incarceration rates more than doubled in recent years.

Fresno State Honors Migrant Students

The CSU-Fresno College Assistant Migrant Program (CAMP) honored 85 first-year students at its Student Recognition Program. Teresa Plascencia, field representative for Sen. Diane Feinstein, was the featured guest speaker. The students received commendation certificates from Lt. Gov. Cruz Bustamante.

Director Ofelia Gamez said that four students received special recognition for earning a 4.0 GPA. Additionally, 48 CAMP students were honored for earning a GPA above a 3.0. Other students were recognized for the "Outstanding Coursework Award" and the "Farmworker Service Award."

CAMP is a federally funded program begun at Fresno State in 1981 that helps migrant students to enter the university.

Illinois Wesleyan Student Researches Latinos and U.S. Politics

The fifth edition of *Res Publica*, Illinois Wesleyan University's journal of political science research, contains the original undergraduate article "Ballots del Barrio: An Investigation of Latino Participation," by John Hennessy, a senior political science and Spanish major.

Hennessy examines the reasons why Hispanics have a low participation rate in U.S. politics. He developed three models–citizenship, registration, and voting–to identify the demographic factors that might promote citizenship. He hypothesized that Latinos fluent in English–those with higher levels of education, employment, and income–and Latino men will be more likely to seek U.S. citizenship. As hypothesized, Hennessy found that lower income and education levels, combined with English language difficulties, prevent many Latinos from registering and voting.

Although the Hispanic population numbers 31 million, more than seven million adults are ineligible to vote because they aren't citizens; therefore, Hennessy concludes, it is necessary to increase the citizenship status of Latinos to augment their voting potential.

Eastern New Mexico Graduates Former Levi Employees

In November 1997, Levi Strauss and Company announced that its Roswell, New Mexico, plant would be closing, putting 566 people out of work. In January 1998, many of those Levi employees enrolled in classes at Eastern New Mexico University-Roswell hoping to find a new career. Many likened it to "mission impossible." But now it is "mission accomplished."

The class of 2000 included about a dozen from Levi who graduated with honors. Jane Barreto and Phyllis Gutierrez used the buddy system to get through the transition. "I thought I was too old to start over," said Gutierrez, 49. "Now I understand a new language and will be looking for a new job."

Juanita Suarez had been with Levi for 20 years. She said, "I have a new outlook, a new future, new friends, and a new life." Maribel Bencomo and Connie R. Salinas were also part of the graduating class.

Gonzalez Takes Job at Georgetown

Juan Gonzalez, California Polytechnic State University-San Luis Obispo's vice president for student affairs since 1994, left in July for the same position at Georgetown University in Washington, D.C.

As head of student affairs, Gonzalez played a key role in helping to develop university policy. He oversaw all aspects of Cal Poly's student services program, which includes student academic services, student life and activities, health and psychological services, residential life and education, campus student relations and judicial affairs, and career services.

"Dr. Gonzalez has been an extraordinary vice president for Cal Poly, and I am confident he will be a wonderful addition to Georgetown, one of the nation's great universities," said Cal Poly-San Luis Obispo President Dr. Warren J. Baker.

Contreras-Sweet Addresses Mt. San Antonio Grads

Maria Contreras-Sweet, California's secretary of the Business, Transportation, and Housing Agency, gave the commencement address at Mt. San Antonio College's (SAC's) Class of 2000 graduation.

As Agency secretary, Contreras-Sweet, a Mt. SAC alumna, oversees 13 departments with more than 43,000 employees and an $11 billion budget. The departments include Caltrans; the Departments of Motor Vehicles, of Corporations, of Financial Institutions, of Real Estate; the California Highway Patrol; and the California Housing Finance Agency.

She chairs the California Complete Count Committee and the Governor's Task Force on Diversity and Outreach and co-chairs the newly created Commission on Building for the 21st Century.

Brewer Outstanding Senior at Bowling Green

Jason Brewer, biology major, received Bowling Green State University's (Ohio) President's Award for Distinguished Service. The award recognizes a graduating senior who has demonstrated academic excellence as well as provided outstanding leadership and service to both the campus and the community.

A four-year member of La Union de Estudiantes Latinos, Brewer was its treasurer for three years and received its Executive Cabinet Award all three years and its Building Community Award in 1998. As an officer, he helped organize many educational programs for Latino students, including the U.S. States Hispanic Leadership Conference.

Gonzales Named Alamo Community Trustee

Jesse Gonzales was elected to the Alamo Community College District board of trustees in Texas.

Gonzales, a small-business owner and military retiree, has a bachelor's degree from San Antonio College and a master's from Our Lady of the Lake University. He was an accounting instructor at St. Philip's College and a middle school teacher. A San Antonio resident for 50 years, and a licensed pilot, Gonzales has served on many committees in the Northside Independent School District (NISD) and as vice president of its PTA Council.

Belafonte, Blades, and Rangel Address Graduates

Prominent entertainers and civil rights activists Harry Belafonte and Ruben Blades were among the distinguished speakers at City University of New York's college commencements.

Belafonte received the President's Medal at Baruch College's undergraduate commencement. Blades addressed graduating students at Lehman College, where he received an honorary Doctor of Laws degree.

U.S. Rep. Charles Rangel was the featured speaker at the Medgar Evers College commencement.

Two Outstanding Grads at Maricopa

Karla Gonzalez and Nayeli Guzman are two successes among the many Maricopa County Community College District (Ariz.) graduates.

Gonzalez, a Phoenix College sophomore with a 4.0 GPA, was recognized in a ceremony in Washington, D.C. as a first team selection to the 2000 All-USA Academic Team, one of 20 scholars across America to receive the honor. She might attend Stanford University to study international business with an emphasis on marketing and then work for an international marketing organization.

Photo © Duke Photography

Guzman (r.), who graduated from South Mountain Community College (SMCC) with honors and now attends Grand Canyon University, was student body vice president at SMCC and initiated a campus relief project to help Hondurans affected by Hurricane Mitch. When Guzman was five, she was slipped illegally into the U.S. by relatives in Mexico. At her mother's death in Mexico when Guzman was age nine, Guzman moved from relative to relative and attended six schools in 10 years. At 15, looking for financial aid, she walked into the office of SMCC faculty member Laurita Moore (l.), who herself had left Mexico City, penniless, at age 17. Moore, after taking Guzman to an immigration attorney, adopted the model teenager.

Cain Gift of $3.9 Million to Houston-Downtown

In Texas, the Gordon and Mary Cain Foundation recently granted $3.9 million to the University of Houston-Downtown (UHD) for students pursuing a degree in urban education, the largest grant for scholarships ever received by the institution and one that will enhance UHD's success in providing quality educators for inner city schools.

Dr. Max Castillo, UHD president, said, "Because of our own diversity, we can provide a pool of qualified, culturally sensitive teachers who, due to their training in the classroom and their multicultural experiences, are well-prepared to teach in an urban setting."

Financial difficulty is the main reason UHD students drop out and don't return. Many must choose between supporting themselves and their families, or earning a college degree.

Pictured is Gordon Cain during a May 2000 visit to the campus.

New York State and Syracuse Recognize Student Achievement

Syracuse University hosted more than 300 students from 33 colleges and universities across the state at the eighth annual Collegiate Science and Technology Entry Program (CSTEP) conference. CSTEP is a state-funded program to increase the number of historically underrepresented and economically disadvantaged undergraduate and graduate students who complete programs leading to careers in scientific, technical, health-related, or licensure programs.

Carlos Garcia, associate at the N.Y. State Education Department, said, "In the scope of the state budget, CSTEP is small. But considering the benefits reaped by New York State, in terms of ensuring that we have a highly skilled work force, it is immense."

Among those receiving awards for research were (pictured, clockwise from top left) Andrea Montalvo, Antonio Gonzalez, and Elianis Pérez.

News from the White House

The staff of The White House Initiative on Educational Excellence for Hispanic Americans has developed one-page fact sheets that provide data on the conditions of Latinos in the educational pipeline from early childhood through graduate and professional education. To obtain free fact sheets, call the White House Initiative at (202) 401-1411 or log on to www.ed.gov/offices/OIIA/Hispanic.

At the start of the year, Guillermo Linares replaced Ana "Cha" Guzman as chair of the President's Advisory Commission. Linares has been a member of the Commission since its inception in 1994. He co-chairs the commission's Committee on Children, Families, and Communities. He is a member of the New York City Council and the first Dominican American elected to office in the United States. Guzman is a senior advisor in the Department of Education.

News from The Getty

Mexico: From Empire to Revolution, an upcoming exhibition at The J. Paul Getty Museum (Calif.), explores the historical importance of photography in documenting places, events, and people. Drawn from photographs in The Getty Research Institute collection, the exhibit–divided into two parts–shows how photographs serve as documents offering knowledge and insight into Mexican history and culture between the 1860s and 1910s. Part I, from Oct. 21 to Jan. 21, 2001, includes "Empire and Intervention" and "Ruins of Pre-Hispanic Empires." Part II, from Feb. 24 to May 20, 2001, includes "Building the Nation" and "From Celebration to Revolution."

A Getty grant of $120,000 will enable the Centro de Documentación de Bienes Patrimoniales, in Santiago, Chile, to complete a Spanish translation of the *Art and Architecture Thesaurus*, a comprehensive vocabulary of nearly 120,000 terms for describing objects, images, architecture, and material culture from antiquity to the present.

San Antonio Center Encourages Health Awareness in Women

Recognizing that women have multiple demands on their time and energy, a new nationwide, community-based education campaign was launched proposing simple and time-sensitive steps to help improve women's health. Dubbed "Pick Your Path to Health," the campaign from the U.S. Department of Health and Human Services Office on Women's Health encourages health awareness among all women, but primarily targets Hispanic, African American, Alaska Native, American Indian, and Asian American/Pacific Islander women.

The Hispanic Center of Excellence at The UT Health Science Center at San Antonio has partnered with a number of organizations via a local advisory board to help plan year-long activities and distribute materials to women in the community.

"Women are the heart of the Hispanic family. If they are healthy, so are their families," said Dr. Martha Medrano, director of the Hispanic Center of Excellence.

Western Oregon Hosts Conference on Latino Awareness

WESTERN OREGON UNIVERSITY The Multicultural Student Union at Western Oregon University held "Comunidades Latinos Haliendo Diferencias (Latino Communities Making a Difference)," its fourth annual Latino Awareness Conference.

Established to provide awareness and to address relevant issues, the conference featured keynote speaker Ramon Ramirez and workshop presenters who included Jim Garcia, Jose Romero, Dovie Treviño, representatives from Movimiento Estudiantil Chicano de Aztlan, and more. Workshops discussed community, involvement, Latinas of today, Latinos in the 21st century, and remembrance of Latino history.

Crafton Hills President Retires

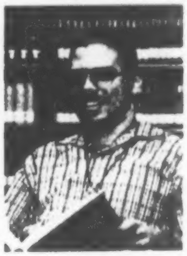
Dr. Luis S. Gomez, 60, retired as president of Crafton Hills College (CHC) in California after a 29-year career in education.

It was during a high school Career Day project in 1959 that Gomez, a high school senior, first experienced being a teacher. Based on his interest, he was assigned to instruct a seventh grade math class for a day. "It was a fabulous day," Gomez reminisced. "The students responded well, and I knew at the time that it was the career I wanted to pursue."

Since that beginning, Gomez has had an enduring impact on the lives of many students. "When you see former students who have succeeded in realizing their dreams, it is very significant."

Before becoming CHC president, Gomez was a high school instructor, high school counselor, college professor, college counselor, and college dean. He attended California Polytechnic University-Pomona; he has a bachelor's degree and a master's from CSU-San Bernardino; and the University of Southern California, where he earned a doctorate, named him a Hispanic Educational Leadership Fellow.

In the News at Miami-Dade



A four-member student team from Miami-Dade Community College (M-DCC) took top honors at the Mathematics Olympics 2000 competition held at the University of North Florida. Beating out more than 20 other Florida community college teams, Alberto Condori, Romel Franca, and Louis Pesquera of M-DCC's Wolfson Campus and Raciel Valle of the Kendall Campus won first place in the three-part competition. M-DCC mathematics instructors Candido Sanchez (l.) and Abdel Saleh coached the students.

Of the 5,900 or so students in M-DCC's graduating class of 2000, Carlos A. Saenz (r.), 21, is one who can inspire others. Born in Puerto Rico, his birth was premature; he weighed only three pounds, and was diagnosed as having cerebral palsy. Although he has been in a wheelchair his entire life, he does not think of himself as disabled. While earning an associate's degree at M-DCC, Saenz was a senator for the student government, a reporter for the student newspaper, and an intern at a nearby television station. He has participated in weightlifting competitions, umpired softball games, and volunteered in the community, regularly speaking to school groups and parents of disabled children. Next, he will attend the University of Florida.

California-Los Angeles Health Association Honors Bontá

The University of California-Los Angeles (UCLA) Health Policy and Management Alumni Association honored the distinguished career of Dr. Diana M. Bontá, director of the California Department of Health Services.

Bontá, who received her doctorate and master's degrees from the UCLA School of Public Health, took her present post in June 1999 after

nearly 11 years as director of the Long Beach Department of Health and Human Services. She also was deputy executive director of the Los Angeles Regional Family Planning Council, regional administrator of the California Rural Health Programs, and clinical instructor and head nurse of medical and pediatric units at hospitals in Los Angeles, Buffalo, and New York City.

As the state health services director, Bontá oversees a budget of more than $24 billion and 5,600 employees.

Canisius Students Study in Mexico

A group of Canisius College (N.Y.) students majoring in Spanish, business, and international relations spent the summer studying in and near Morelia, Mexico, interning at Canisius' sister institution, the Universidad Michoacana de San Nicolas de Hidalgo. The internship, Mexico 2000, was made possible through an Oishei grant awarded to Drs. Coral Snodgrass and Julia Wescott for the study of international business and modern languages. Miguel Garcia Silva of the Universidad Michoacana de San Nicolas de Hidalgo was the on-site director of the trip.

Spanish majors were offered an intensive course in the language. Students also were required to earn their room and board by teaching conversational English to university professors.

California-Santa Barbara Student Receives Coveted Award

Imelda Minerva Loza, a first-generation Hispanic American and a college re-entry student, won the Thomas More Storke Medal for Excellence, the highest and most coveted honor at the University of California-Santa Barbara (UCSB). The Storke award is presented annually to one graduating senior who has demonstrated outstanding scholarship and extraordinary service to the university, its students, and the community.

Loza grew up as a child laborer in a farmworking family, speaking only Spanish during her childhood. While at UCSB, she raised three small children, worked 20 hours a week, and maintained a full academic course load. Active in the local community, Loza has held highly visible positions with the Santa Barbara Hispanic Chamber of Commerce and the local Spanish language television program *Por Todo el Pueblo*, and she has volunteered much of her time to other community and UCSB functions. Loza received degrees in communication and Chicano studies and intends to continue her education by seeking a law degree.

New York Times Selects Bravo Group for Hispanic Market

The Bravo Group, a Young and Rubicam company, was selected by *The New York Times* as its advertising agency of record for the Hispanic market. The Bravo Group will be developing integrated Hispanic communications including advertising, direct mail, and media planning/buying in an effort to reach bilingual Latinos in the New York area.

"*The New York Times* is committed to building strong relationships with diverse groups in our home market, where multicultural consumers comprise 65 percent of the city's population," said Alyse Myers, vice president, marketing services of *The New York Times*. "Our current integrated Hispanic marketing effort in New York represents the continuation of our efforts to reach ethnic segments, both within New York as well as in our national markets."

Pictured here is Daisy Expósito, president and chief creative officer of Bravo, who has, among other awards, been recognized by *Crain's New York Business* as one of New York's "100 Top Minority Executives" and by *Hispanic Magazine* as one of the "100 Outstanding Hispanic Women in Communications."

News from Rio Hondo College

Rio Hondo College (Calif.) President Dr. Jesus Carreon was elected to the American Association of Community Colleges board of directors.

Honor student Martha Sanchez earned one of the highest academic honors within California's community colleges, All-California Academic Team membership for 2000.

Professor Lenore Navarro Dowling was awarded the California Teacher's Association 2000 Human Rights Award at the Human Rights Conference in San Diego.

Women's basketball player Darlene Nunez was named Most Valuable Player of the Foothill Conference. Nunez also was selected to the All-State Basketball Second Team. Corina De La Cruz, Nicole Codd, and Caroline Thompson won All-Conference awards. Led by Foothill Conference Coach of the Year Kathy Pudelko, the team won the conference championship.

Laredo Child Development Students Receive Boost

In Texas, three Laredo Community College (LCC) child development students are getting a significant boost toward their life goals with the Berta Z. Galvan Scholarship. Dr. Galvan attended a special banquet to present the scholarships to the gifted students.

Pictured (l. to r.): Galvan, Francisca Fernandez, Ana Laura Gonzalez, and Francisco Martinez Jr., dean for workforce education. Not shown is scholarship honoree Mary Garcia.

LCC's Child Care and Education Club launched the scholarship in 1999 to celebrate the admirable career of Galvan, who retired last year after 22 years at LCC as founder, instructor, and department chair of the child development program.

Garcia Promotes Safety at Western Washington

As a community services officer at Western Washington University, David Garcia is a key part of the University police department's community-oriented policing program, designed to enhance safety and security at Western by working together with the public.

Garcia works with University residence hall advisers and student residents to provide personal safety training and to discuss sexual assault and violence prevention. He maintains and coordinates crime prevention education programs, issues community advisories and other crime information, and works with many University departments on safety and security-related issues.

Latino Literary Hall of Fame Honors New Mexico Press

The Latino Literary Hall of Fame announced winners of its Second Annual Latino Book Awards. Three books published by the University of New Mexico Press were awarded first place, and two books were awarded second place during the Latino Book Summit, held in June at BookExpo America 2000 in Chicago, Ill.

The first place winners were: Best Poetry Book, *CrashBoomLove: A Novel in Verse*, by Juan Felipe Herrera; Best Biography, *Capirotada: A Nogales Memoir*, by Alberto Alvaro Ríos; and Best Historical Fiction Novel, *Sor Juana's Second Dream: A Novel*, by Alicia Gaspar de Alba.

The second place winners were: Best Arts Book, *Chimayó Weaving*, by Helen Lucero and Suzanne Baizerman; and Best Biography, *A Patriot After All: The Story of a Chicano Vietnam Vet*, by Juan Ramírez.

Union County Athletes Named All Stars

Adalberto Acevedo and Anthony Rotola, student athletes on the Union County College (N.J.) 2000 men's baseball team, were honored recently.

Acevedo was named to the first team All Region XIX, Division III of the National Junior College Athletic Association (NJCAA) and to the second team of the All-Garden State Athletic Conference Division III-North as an infielder. Rotola was named to the second team All Region XIX, Division III of the NJCAA and the second team of the All-Garden State Athletic Conference Division III-North as an outfielder.

PUBLICATIONS

"Pueblos Enfermos": The Discourse of Illness in the Turn-of-the-Century Spanish and Latin American Essay

By Michael Aronna

This book investigates *Idearium español*, by Angel Ganivet, *Ariel*, by José Enrique Rodó, and *Pueblo enfermo*, by Alcides Arguedas–three essays that share a view of the nation as an organism threatened by "social pathogens."

1999. 195 pgs. ISBN 0-8078-9266-1. $27.50 paper. University of North Carolina Press. (800) 848-6224.

Contemporary Argentinean Women Writers: A Critical Anthology

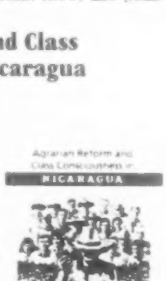
Gustavo Fares and Eliana C. Hermann, eds.

This collection includes short stories, novel segments, interviews, and bibliographies of works of 14 major Argentinean women writers.

1998. 264 pgs. ISBN 0-8130-1553-7. $49.95 cloth. University Press of Florida. (800) 226-3822

Agrarian Reform and Class Consciousness in Nicaragua

By Laura J. Enriquez

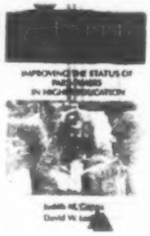


Laura J. Enriquez analyzes the political impact of agrarian reform by comparing the effects of several reform strategies employed in Nicaragua between 1987 and 1994. She shows that the impact is often paradoxical: socioeconomic reforms that clearly benefit the peasantry do not necessarily result in political support for the regime that brought them about.

1997. 280 pgs. ISBN 0-8130-1489-1. $49.95 cloth. University Press of Florida. (800) 226-3822.

The Invisible Faculty: Improving the Status of Part-Timers in Higher Education

By Judith M. Gappa and David W. Leslie

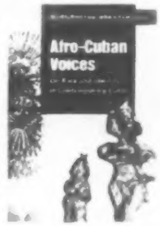


Part-time faculty are treated largely as the second-class citizens of academia–denied status, benefits, collegial support, and the respect and attention that full-time faculty take for granted. Exposing myths and false assumptions, this book shows how institutions can strengthen academic programs through the use of part-timers.

1993. 324 pgs. ISBN 1-55542-517-8. $37.95 cloth. Jossey-Bass. (888) 378-2537.

Afro-Cuban Voices: On Race and Identity in Contemporary Cuba

By Pedro Pérez Sarduy and Jean Stubbs



Based on the vivid firsthand testimony of prominent Afro-Cubans who live in Cuba, this book of interviews looks at how race affects daily life on the island. While celebrating their racial and national identity, the collected voices express an urgent need to end the silences and distortions of history in both pre- and "post-revolutionary" Cuba.

2000. 200 pgs. ISBN 0-8130-1735-1. $24.95 cloth. University Press of Florida. (800) 226-3822.

Cactus Blood

By Lucha Corpi

This is Lucha Corpi's second mystery novel featuring Chicana detective Gloria Damasco. During the 1970s, a young Mexican woman is raped.

then exposed to pesticide contamination. Five men and two women save her and help her put her life back together. Sixteen years later, one of the men who helped her is dead, and two others have disappeared. Historic settings, California panoramas, and Hispanic culture texture this suspenseful search for a ritualistic assassin.

1995. 249 pgs. ISBN 1-55885-134-8. $9.50 cloth. Arte Público Press. (800) 633-ARTE.

Song of the Hummingbird

By Graciela Limón

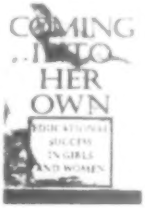
SONG OF THE HUMMINGBIRD

From Aztec princess to slave and concubine, Hummingbird–or Huitzitzilín in her native Nahuatl–recounts her life during the Spanish conquest of Mexico. Expressing a confidence and freedom that women have striven for centuries to attain, Huitzitzilín passionately relates her tale to Father Benito, the priest who seeks to lead her to confess and to convert, and who offers her an absolution she neither needs nor wants. Instead, she forces him to see the conquest, for the first time, through the eyes of the conquered.

1996. 217 pgs. ISBN 1-55885-091-0. $12.95 paper. Arte Público Press. (800) 633-ARTE.

Coming into Her Own: Educational Success in Girls and Women

Sara N. Davis, Mary Crawford, Jadwiga Sebrechts, eds.

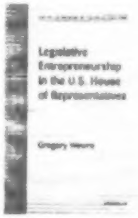


Written by experts in education, psychology, and women's studies, this book offers innovative strategies and a range of approaches and models for optimizing the educational experiences of girls and women.

1999. 361 pgs. ISBN 0-7879-4490-4. $35.95 cloth. Jossey-Bass. (888) 378-2537.

Legislative Entrepreneurship in the U.S. House of Representatives

By Gregory Wawro


Legislative Entrepreneurship in the U.S. House of Representatives
Gregory Wawro

Just as entrepreneurs build businesses in the marketplace, members of Congress build legislative programs and use their records to establish reputations in the institution. This book shows how entrepreneurial actions relate to members' goals of reelection, enacting good public policy, and obtaining influence in the House.

2000. 193 pgs. ISBN 0-472-11153-1. $39.50 cloth. University of Michigan Press. (734) 764-4392.

Tales of Two Cities: Race and Economic Culture in Early Republican North and South America

By Camilla Townsend

TALES OF TWO CITIES

Europeans colonized all the United States and the countries of Latin America, yet in terms of economic development, the U.S. far outstripped Latin America, beginning in the 19th century. Camilla Townsend contends that North Americans prospered relative to South Americans because of differences in attitudes towards workers that evolved in the colonial era. She focuses on two similar port cities–Guayaquil, Ecuador, and Baltimore, Maryland.

2000. 320 pgs. ISBN 0-292-78169-5. $19.95 paper. University of Texas Press. (800) 252-3206.

Reflexiones 1999: New Directions in Mexican American Studies

Richard R. Flores, ed.

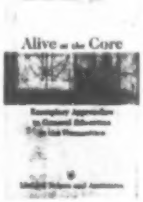
Reflexiones

Established in 1970, the Center for Mexican American Studies at the University of Texas-Austin is a national leader in teaching, research, and publications in Chicano studies. *Reflexiones*, its annual review, highlights new work by scholars affiliated with the Center. *Reflexiones 1999* invites us to consider the complex relationship between cultural identity, racial and ethnic politics, and the production of knowledge.

2000. 155 pgs. ISBN 0-292-72517-5. $12.95 paper. CMAS Books. (800) 252-3206.

Alive at the Core: Exemplary Approaches to General Education in the Humanities

By Michael Nelson and Associates



Written for faculty and administrators, this book reveals the fundamental importance of general education in the humanities, lays the groundwork for meaningful learning in college, and offers different approaches to changing the core curriculum into a powerful tool for lifelong learning.

2000. 375 pgs. ISBN 0-7879-4760-1. $36.95 cloth. Jossey-Bass. (888) 378-2537.

Crossing Borders, Reinforcing Borders: Social Categories, Metaphors, and Narrative Identities on the U.S.-Mexico Frontier

By Pablo Vila

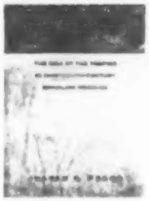
Crossing Borders

This path-finding ethnography charts the social categories, metaphors, and narrative stories that inhabitants of El Paso and Ciudad Juárez use to define their group identity and distinguish themselves from "others." It describes how Mexican nationals, Mexican immigrants, Mexican Americans, African Americans, and Anglos make sense of themselves and perceive their differences from others.

2000. 304 pgs. ISBN 0-292-78740-5. $19.95 paper. University of Texas Press. (800) 252-3206.

Race, Place, and Medicine: The Idea of the Tropics in Nineteenth-Century Brazilian Medicine

By Julyan G. Peard



This book examines the impact of a group of 19th-century Brazilian physicians who became known posthumously as the Bahian Tropicalista School of Medicine. Julyan G. Peard explores how this group of obscure clinicians became participants in an international debate as they helped change the scientific framework and practices of doctors in Brazil.

2000. 315 pgs. ISBN 0-8223-2397-4. $17.95 paper. Duke University Press. (888) 651-0122.

Al partir

(Spanish)

By Omar Torres

Al partir, novela histórica y testimonial, nos presenta a una de las verdaderas heroínas de la lucha del siglo XIX por la independencia de Cuba.

1986. 135 pgs. ISBN 0-934770-47-6. $8.50 paper. Arte Público Press. (800) 633-ARTE.

Many publications featured in this section are available through amazon.com.

CONFERENCES

CSUSB International Congress

August 30-September 1

California State University at San Bernardino and others are sponsoring "Challenges to Education: Balancing Unity and Diversity in a Changing World." In Mexico City.

Contact: (909) 880-5977 ext. 210; e-mail dwalker@csusb.edu.

Kiva's Mexico 2000 Education Tour

September 19-20, Guadalajara
September 22-23, Mexico City
September 25-26, Monterrey

Kiva Expeditions, Inc., is committed to building partnerships through key introductions among international exhibitors, Mexican schools representatives, and local business leaders. This year's tour, "Building Partnerships in Mexico," will focus on student recruitment through public fairs and school visits.

Contact: Annette Wright, (303) 770-3063; e-mail, kivaexpo@mindspring.com.

International Society for Luso-Hispanic Humor Studies International Conference

September 28-30

At Delta Hotel, Montreal.

Contact: K.M. Sibbald, Department of Hispanic Studies, McGill University, (514) 398-6683; e-mail ksibbalk@leacock.lan.mcgill.ca.

18th Annual U.S. Hispanic Leadership Conference

September 28-October 1

The USHLI has as its conference theme this year: "Latinos in the New Millennium: Building on the Past to Provide Promise for the Future." At the Hyatt Regency, McCormick Place, Chicago.

Contact: (312) 427-8683; website, www.ushli.com.

Hispanic Women's Corporation 15th Annual Conference

October 5-6

The 15th Annual Hispanic Women's Conference, presented by the Hispanic Women's Corporation. At the Phoenix Civic Plaza in Phoenix, Ariz.

Contact: (888) 388-4HWC or (602) 954-7995; e-mail, hwc@inetmail.att.net.

Latin American and Caribbean Studies Symposium

October 6-7

St. John's University's Committee on Latin American and Caribbean Studies (CLACS) will hold an international symposium, "Immigrants from Latin America and the Caribbean: Coping in New York City," to "evaluate the social, educational, legal, economic, political, and psychological adaptation of immigrants from Latin America and the Caribbean to the New York City area." At St. John's University.

Contact: (718) 990-1932; e-mail, CLACS@stjohns.edu.

Forum 2000 & NACME Career Fair

October 25-28

"Affirming Diversity: Real Commitment, Real Results." Among the confirmed speakers are Dr. Ana Margarita "Cha" Guzmán, White House Commission on Educational Excellence for Hispanic Americans, and Dr. Elsa Macias, senior research associate, Tomás Rivera Policy Institute. At the Westin Hotel, Long Beach, Calif.

Contact: NACME, (212) 279-2626; website, www.nacme.org/events.

AAC&U's 3rd Biannual Diversity and Learning Conference

October 26-29

"Diversity and Learning: Identity, Community, and Intellectual Development" is designed both for working teams of faculty and administrators and for individuals interested in improving classroom teaching, changing their curriculum, fostering systemic change in their institutions, and investing more in local and global communities. At the Westin William Penn Hotel in Pittsburgh, Pa.

Contact: (202) 387-3760; e-mail, meetings@aacu.nw.dc.us; website, www.aacu-edu.org/Meetings/divlearn00.html.

The College Board Centennial Forum

October 28-November 1

Networking and professional development opportunities: sessions on cutting-edge field-specific research and development; keynote addresses by world-renowned speakers. At the Marriott Marquis Hotel, New York City.

Contact: (212) 713-8050; website, www.collegeboard.com.

HACU 14th Annual Conference

November 4-7

This year's theme: "Championing Hispanic Success in Higher Education." At the Albuquerque Convention Center, Albuquerque, N.M.

Contact: website, www.hacu.org.

Book Review

By Eduardo Mendieta

***Local Histories/Global Designs: Coloniality, Subaltern Knowledges, and Border Thinking*, by Walter Mignolo.** 371 pages, including index. Princeton: Princeton UP, 1999. ISBN: 0-691-001405-5. $ 18.95

One does not have to agree with Richard Rorty to acknowledge that he is a wonderful writer–able to offer apothegms of wisdom crystallized into a few sentences, winks of mischievous perspicacity. One of my favorites: "We pragmatists think that the reality-appearance distinction is an awkward and misleading tool of analysis, one that needs to be replaced with a distinction between the oppressors' descriptions of what is going on and the oppressed's descriptions, unsupplemented by the claim that the oppressed are on the side of the really real." This sentence comes from Rorty's review of Cornel West's *The American Evasion of Philosophy: A Genealogy of Pragmatism*. Many would argue that this is what many thinkers and intellectuals in the former colonies of Europe and Euro-America have been doing at least since the project of decolonization got under way in the '50s and '60s.

Others, and this is where Walter Mignolo steps in, have argued that we can't even begin this process because the oppressed's descriptions are always suspect, without legitimacy, authority, or credibility–precisely because of the way descriptions are supposed to be arbitrated and imprinted with the stamp of credibility and reliability granted by the epistemic machines and knowledge factories on which the power and hegemony of the West, and the oppressor in general, are sedimented.

No matter how much we advocate for the marginalized, oppressed, excluded, and subalternized, their descriptions–in the view of the doctors of knowledge–will remain contaminated, impregnated, partisan, perhaps even blinded, by immediacy and political expediency.

This analysis remits us to a critique of how knowledge is produced–for whom, why, under what conditions, where, in what languages, and under what genres is it peddled. An encyclopedic and daunting task. A simple sociology of knowledge will not do. Nor will a political sociology of either the university or the public spheres of critical thinkers.

A world-systems analysis begins to get close, but only if it eschews narrow Marxist economism. A science of the sciences–how the natural and social (or human) sciences came to be configured around particular fields of study, structures of human organizing, gerrymandering of cultural epochs, and so on–is the kind of science that would be needed to get even a glimmer of why the descriptions of the oppressed have remained hidden and suppressed, marginal and suspect.

This science must also be aware of its historicity–how its own categories came to be available only at certain junctures. This science, thus, must think the history of other sciences or disciplines and its very own standpoint of analysis. Does an eye see itself in its horizon of vision? The science that could think simultaneously the normativity of all sciences and its abjected alterity (that which it excludes as error or non-scientific, i.e. myth, superstition) is like an eye trying to give an account of its point of view without seeing itself. A tall order, an exorbitant expectation, and, many would claim, paradoxically unachievable.

But it is such a science of the sciences that Mignolo has set out to profile. He does not call it that. He calls it by several extremely evocative names: a critique of knowledges, a border gnoseology, border thinking, border epistemology, post-Occidental reason. The goal of this gnoseology (from gnosis, which is more than epistemology, alluding to a type of knowledge related to human praxis), or post-Occidental reason, is to think the production, parcelling, distribution and, yes, packaging and marketing of knowledges in terms of how they look from the other side of the line of subalternality, coloniality, and subjugated knowledges.

WALTER D
MIGNOLO
Local Histories/Global Designs

Walter Mignolo focuses on four main areas of genealogical excavation: history (the way narratives about salvation became narratives about civilization, and then about modernization, and, more recently, about globalization), the social sciences (the way sociology, economy, politics, and sociology, in tandem with anthropology and oriental studies, parceled the past and the present, allocating the present to Western societies, and the past to non-Western societies), philosophy (how it institutionalized within the university, thus absorbing and being guided by the imperatives of nation and empire building), and languages (languages of the disciplines, i.e., authorized knowledges, are the languages of the colonizer and empires that parceled the world over the last 500 years).

This book is one of the most fascinating and challenging texts of the borderlands of critical thinking in a new age. Mignolo's text demonstrates why Latin Americans, Latinos, and Hispanics are the theoretical ghosts, as well as subalternized bodies and languages, that haunt the U.S. cultures of Empire. This is one of the most eloquent, thorough, and persuasive defenses and explications of the theoretical import and relevance that the works of many Chicanas/os, Hispanics/Latinos, etc. have for a reconfiguring of human knowledges. It is a major contribution to the project of mental decolonization begun by the children of Caliban in the Americas, but also in the whole colonial world-system that has developed over the last 500 years.

Eduardo Mendieta is assistant professor of philosophy at the University of San Francisco.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

FULL TIME POSITIONS

These positions will remain open until filled, however, the interview process will commence on the respective closing date. For more details about these positions and the qualifications, please see our Website: www.bmcc.cuny.edu

TEACHING

COMPUTER INFORMATION SYSTEMS - (3 Positions)

Multimedia

Teach a full range of courses in multimedia programming and design. Experience with authoring systems, programming, graphics software, and/or web development tools. Knowledge of networking, industry certification, prior teaching experience desirable. Vac. #833. Closing Date: 8/25/00.

Computer Scientist

Teach a range of computer science courses including object-oriented programming, machine architecture. Participate in grant writing and software development activities. Vac.#837. Closing Date: 8/25/00.

Telecommunications

Teach a range of computer courses including operating systems, programming, telecommunications; monitor national trends in networking certification and modify or create new curriculum accordingly; establish additional industry connections and develop partnerships where possible. Vac.#836. Closing Date: 8/25/00.
SALARY: Assistant Professor: $32,703/A - $57,049/A; Associate Professor: $42,616/A - $68,174/A

NON TEACHING

BUSINESS MANAGER & COMPTROLLER

(Higher Education Officer)

Reporting to the Vice President and Dean for Administration & Planning, this position will have responsibility for supervising and overseeing the day-to-day business affairs of the College; preparing consolidated financial statements and reports; administering and ensuring compliance with College and University policies; revenue management and projecting revenue targets; developing, implementing and maintaining a comprehensive accounting system; overseeing budget preparation, and maintenance, modifications and adjustments; represent the Vice President and the College externally on related matters. Bachelor's degree and eight (8) years of professional experience in fiscal affairs, accounting and related work in a large, education or government agency. The successful candidate will have a minimum of an undergraduate degree in Accounting or Finance. MBA and/or CPA preferred. The candidate must be proficient in the use of Excel, financial modeling and database management systems.
Salary: $52,896/A - $81,924/A. Vac.#835. Closing date: 8/18/00.

TUTORIAL COORDINATOR

(Assistant to Higher Education Officer)

Coordinate and administer the Learning Resource Center Tutoring Program. Responsibilities include: recruiting, hiring, training, scheduling, and evaluating tutors; maintaining appropriate student and tutor records; designing and conducting student's study skills workshops; coordinating student recruitment; generating program reports; participating on appropriate college committees; evaluating new learning skills materials; program evaluation; supervising and evaluating assigned administrative support staff; coordinating tutorial activities with academic departments; and other tasks related to LRC operation. Bachelor's degree and two years of related experience required (Master's degree and teaching experience preferred). Candidates should be familiar with the skills necessary for learning and must have excellent organizational and supervisory skills, good computer skills (with a demonstrated competency in MS Office) and the ability to interact well with students and faculty is a must.
Salary: $28,312/A - $48,294/A. Vac.#831. Closing Date: 8/18/00.

ASSISTANT REGISTRAR

(Assistant to Higher Education Officer)

Primarily responsible for grade collection, graduation audits, appeals, Immersion Program registration & grading. Some evenings & weekends will be required. Bachelor's degree required (Master's preferred); at least two (2) years experience in higher education; must possess good communications, supervision & computer skills (including familiarity with MS Office software & database management systems).
Salary: $28,312/A - $48,294/A. Vac.#838. Closing Date: 8/25/00.

INTERNET PRODUCTION ASSISTANT

(Assistant to Higher Education Officer)

Reporting to the Director of Publications, the Internet Production Assistant helps to design and update the college's web site; assists in the day-to-day maintenance of the college's web site; creates intra/internet pages and graphics for the college's web site; and maintains the web site's HTML, Dreamweaver, and other files, as needed. He/she works to ensure that the design and execution of the web site areas meets the needs and expectations of the college; as well as with the office of Public Relations to ensure all written copy meets the institutional standard. Bachelor's degree and/or its equivalent required. Two years' related experience required. Demonstrated proficiency in web page creation and maintenance necessary. Preferred software knowledge includes: Dreamweaver, HTML, FTP, and graphics packages such as Adobe Photoshop. Work experience in a cross-platform environment is also preferred. Knowledge of CGI protocols, JavaScript, VBScript a plus. Must possess the ability and the willingness to work effectively with non-technical users. Requires good judgment, communication skills, and the ability to work with a diverse college population in an urban environment.
Salary: $28,312/A - $48,294/A. Vac.#839. Closing Date: 8/25/00.

REFER TO THE ABOVE BMCC VACANCY # AND SEND TWO (2) RESUMES ALONG WITH TWO (2) COVER LETTERS TO:

BMCC

Mr. G. Scott Anderson
Director of Human Resources
Borough of Manhattan Community College
199 Chambers Street, New York, NY 10007

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/AMERICAN DISABILITY ACT EMPLOYER
IRCA VERIFICATION REQUIRED-NO PHONE CALLS, PLEASE

The UNIVERSITY of VERMONT

CONTROLLER

Search Re-Opened

The University of Vermont is seeking applications for the position of Controller.

Founded in 1791, The University of Vermont is a comprehensive public research university of approximately 10,000 students and 3,000 faculty and staff. The University enrolls students in eight undergraduate colleges, a graduate college, a medical college, and a division of continuing education. The University's annual budget is in excess of $310 million. The University is located in Burlington, the State's largest city with a population of 50,000. Burlington is consistently ranked as one of the nation's most livable cities (*e.g., A&E Television, US Conference of Mayors, National Geographic Traveler, and Ladies Home Journal*).

The Controller will both oversee the financial management and accounting functions of the University and serve as a key member of a team responsible for the overall financial affairs, procedures, and policies of the University.

As chief accounting officer for the University, the Controller is responsible for all financial policies and procedures, monitoring regulatory issues, establishing internal controls, producing official financial reports, coordinating external audits, and developing and implementing best acceptable business practices. The successful candidate must also provide strategic direction and leadership for the nine departments, with 50 employees, which report to the Controller. The offices reporting to the Controller are: Accounting Information Services; Accounts Payable; Cashier's Office; Grant and Contract Accounting; General Accounting; Student Accounting; Student Loan Services; Tax Administration; and Treasury operations.

A Master's degree in Accounting, Business, Finance or related field required; CPA license highly desirable. At least six years of progressively responsible experience in financial management and/or public accounting in a complex organization are required; higher education experience is preferred. Other minimum qualifications include: supervisory experience; strong interpersonal communication and presentation skills; ability to work in a collaborative environment; and familiarity with higher education financial software, systems, and technology.

Please send letter of application, a current resume, and the names and telephone numbers of three professional references to:

Chair, Controller Search Committee
358 Waterman Building
85 So. Prospect St.
Burlington, VT 05405

Deadline for Application: Until position is filled. Priority will be given to resumes received before September 8, 2000.

The University of Vermont is an Equal Opportunity/Affirmative Action Employer. Applications from women and individuals of diverse racial, ethnic and cultural backgrounds are encouraged.

For further information about The University of Vermont, please visit us at:

www.uvm.edu

COLBY

Colby, a highly selective private liberal arts college of 1750 students located in central Maine, seeks applicants for the following position:

ASSISTANT DIRECTOR OF RESIDENTIAL LIFE

In an increasingly diverse environment, Colby seeks an individual well versed in the challenges that face undergraduates from a variety of racial, ethnic, geographic, sexual orientation, religious, socio-economic, and other backgrounds. Reporting to the Associate Dean/Director of Residential Life, the Assistant Director will assist in the overall development of the residential life program. Responsibilities will include assisting in the selection, training and evaluation of hall staff; advising; administration of the College's policies and discipline process; programming; and on-call duties as necessary. Position requires on-campus residence, housing provided. Qualifications: A Bachelor's degree is required; a Master's degree in college student personnel or related field is preferred or two years of professional residential life experience; experience in staff development, discipline procedures, and programming preferred; computer proficiency required.

Interested candidates please submit two copies of a cover letter and two copies of a resume, including the names and telephone numbers of three references, to: **Douglas C. Terp, Director of Personnel Services, Colby College, 5500 Mayflower Hill, Waterville, ME 04901-8855.** A review of applications will begin immediately and will continue until the position is filled.

Colby is an Equal Opportunity/Affirmative Action employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged.

For more information about the College, please visit the Colby web site: **www.colby.edu**

J. Sargeant Reynolds
Community College

DIVISION CHAIR FOR ARTS, HUMANITIES, AND SOCIAL SCIENCES (POSITION FA034)

J. Sargeant Reynolds Community College is Virginia's third largest community college, serving more than 15,000 credit and 22,000 non-credit students annually. The College provides education and training at three campuses, at 35 satellite locations, and through distance learning programs. J. Sargeant Reynolds plays a pivotal role in economic development in the metro Richmond area, training, and retraining the workforce. The College is seeking applicants for the position of Division Chair for Arts, Humanities, and Social Sciences. **TYPE OF APPOINTMENT:** Full-time twelve-month faculty ranked appointment. Salary commensurate with the education and experience of the applicant. **QUALIFICATIONS REQUIRED:** Advanced degree in the arts, humanities, and/or social sciences, or related areas. Considerable knowledge of higher education or community college administration practices and principles; curriculum design and instructional methods and technology; course development, scheduling, and monitoring; budget and resource management; and personnel administration. Demonstrated ability to develop academic programs; conduct course assessments and evaluations; and make faculty assignments and teaching loads. Demonstrated ability to supervise and manage large numbers of full-time and adjunct faculty, staff and college employees; conduct employee evaluations; determine and recommend appointments; and make classification and hiring decisions. Demonstrated ability to perform administrative functions of the division office including strategic planning, student enrollment reporting, student advising, managing equipment usage and replacement, monitoring instructional technology, and assessing needs. Demonstrated ability to develop and manage division budget and to develop community relations to promote the academic offerings of the college. Demonstrated ability to communicate effectively, orally and in writing. **QUALIFICATIONS PREFERRED:** Previous teaching experience strongly preferred. Doctorate degree and progressive experience in college administration at the community college level also desired. **POSITION RESPONSIBILITIES:** The academic division chair provides college-wide strategic planning, leadership, supervision and management for the division and its faculty, staff and students to ensure consistency in the delivery of academic services. The Chair is responsible to the Provost for the academic, administrative and fiscal operations of the division, and acts as the spokesperson for the division and its programs and coordinates with other academic and administrative units of the college to plan, implement and assess quality educational courses and programs. **APPLICATION PROCESS:** Application inquiries must be received, if hand-delivered, or postmarked by **OCTOBER 31, 2000.** A completed application folder contains a completed State application and/or resume, three current letters of recommendation relevant to this position and all official academic transcripts. All correspondence should be sent to the **Human Resources Department, J. Sargeant Reynolds Community College, P. O. Box 85622, Richmond, VA 23285-5622. Phone: (804) 371-3249.**

WOMEN, MINORITIES AND PERSONS WITH DISABILITIES ARE ENCOURAGED TO APPLY (ACCOMMODATIONS UPON REQUEST) AA/EOE/ADA

Claremont

GRADUATE UNIVERSITY

DEAN

School of Politics and Economics

Claremont Graduate University (CGU) seeks a senior academic leader to serve as the Dean for the School of Politics and Economics (SPE).

The School of Politics and Economics is composed of two departments with a core faculty of 16 and a student enrollment of about 250. Three Ph.D. degrees are offered: Politics, Economics and a joint degree in Political Economy. Besides traditional M.A. programs in both economics and political science, the school also offers several professional degree programs in Public Policy, International Political Economy and a multidisciplinary Politics, Economics and Business degree. Many Master programs draw on the combined course offerings of the two departments. The School cooperates with the five undergraduate Claremont Colleges and places high value on these relationships.

The Dean has primary responsibility for administering the School's daily affairs, fundraising and program development and should be able to demonstrate a level of scholarly achievement that would warrant appointment with tenure at the rank of professor. The successful candidate should have extensive academic experience as a faculty member and academic leader in the Social Sciences. Because CGU is a graduate-only university, candidates should demonstrate achievement in scholarship, teaching, and the supervision and mentoring of graduate students.

Salary and benefits are competitive and dependent upon qualifications and experience. The review of candidates will begin on October 2nd but will continue until the position is filled, with the final decision made as early as the fall semester 2000.

In addition to meeting fully its obligations under federal and state law, CGU is committed to creating a community in which a diverse population can live and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to economic status, ethnic background, political views, sexual orientation, or other personal characteristics or beliefs.

For a full description of this position or other positions which are open, please see the CGU web page at **www.cgu.edu.** Please send inquiries, applications, and nominations to: **Associate Provost Philip H. Dreyer, Harper Hall, Rm 123, 150 E. Tenth Street, Claremont Graduate University, Claremont, CA 91711.** For further inquiries please call (909) 607-1239 or Email to **philip.dreyer@cgu.edu**

SERVING MANATEE AND SARASOTA COUNTIES

MCC

Manatee Community College

Manatee Community College (MCC), located on the West Coast of Florida, is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate in arts and associate in science degrees. MCC is governed by the Florida Legislature and by the MCC District Board of Trustees.

DIRECTOR FACILITIES, PLANNING & MAINTENANCE

The successful candidate will have strong management and organizational skills, and ability to demonstrate working knowledge of SREF or similar facility regulation requirements. Additional qualifications include: Bachelor's degree in Civil, Mechanical or Industrial Engineering, OR Bachelor's degree in related field and possession of a current Florida State Certified General Contractor's License, Class A or B. Prefer a Florida Professional Engineer (P.E.) registration or demonstrate capability to obtain one. A minimum of five years experience in building construction, repair and renovation with considerable knowledge of the mechanics of various trades such as plumbing, electrical, air-conditioning, heating and carpentry; a minimum of five years demonstrated supervisory experience in a facility management position; excellent oral and written communication skills, effective leadership, presentation, interpersonal and time management skills. Experience with contracts administration for facilities management is preferred.

BENEFITS COORDINATOR

Coordinates all benefit programs for College employees and retirees, including but not limited to, health, dental, retirement, and workers compensation. Additional experience in other H.R. functions is preferred. Requirements: Bachelor's Degree in Human Resources, business or related field with minimum of three years experience in benefits administration. Knowledgeable of Federal and State laws regarding benefits administration, such as COBRA, FMLA, ADA and the Florida Retirement System a plus. A comparable amount of experience in benefits administration may be substituted for some of the educational requirements.

To apply, please submit resume, copy of unofficial transcripts and cover letter indicating position applying for to:

Manatee Community College
Human Resources
P.O. Box 1849
Bradenton, FL 34206

EOE/AA/ADA

ST. JOHN'S UNIVERSITY FACILITIES AND CONSTRUCTION OPPORTUNITIES

St. John's University, one of the nation's largest Catholic universities with three campuses (covering nearly 300 acres) in the New York metropolitan area, has embarked on a $300 million Master Plan. This ambitious construction plan, which affects virtually every aspect of University life, has created the following opportunities for motivated professionals who are seeking challenges in a dynamic intellectual environment.

VICE PRESIDENT FOR FACILITIES AND CONSTRUCTION

We seek a high caliber executive, a leader with vision, to oversee design and construction, plant operations, and public safety. Responsibilities include overall management of the planning design and construction of the University's Master Plan, as well as capital renewal and deferred maintenance projects. Position will also serve as liaison with architectural and construction firms, oversee all technical and administrative activities relating to the University's physical plant and grounds as well as the University's uniformed security force. We require at least 15 years of experience managing multiple construction projects of over $10 million. Degree in engineering or architecture preferred. Strong planning, problem solving and communications skills also required.

The Vice President for Facilities and Construction will report to the Executive Vice President and Treasurer and will serve as advisor to the President and other University officials on all matters relating to University facilities. Additionally, the Vice President will serve on various committees and will be a key liaison with community groups.

PROJECT MANAGER/DIRECTOR

We seek a hands-on, highly qualified Project Manager/Director to coordinate all phases of the University's capital projects for new construction and/or alterations. Ideal candidate will be involved in direction of all architecture and engineering disciplines as well as the preparation and management of contractor and CM bids. A minimum of 5 years experience in construction is required, as well as experience estimating, project managing and scheduling. We also require a degree in engineering, architecture or construction management, and excellent communication, interpersonal and computer skills.

Salary for each position is competitive and commensurate with qualifications and experience. The University offers an excellent, all-inclusive benefits package. Please forward cover letter, resume and salary requirements to:

ST. JOHN'S UNIVERSITY
FOUNDED 1870

Mary Harper
Vice President, Human Resources
St. John's University
8000 Utopia Parkway
Jamaica, N.Y. 11439

St. John's is an equal opportunity employer and encourages applications from women and minorities.

Smithsonian Institution

The Smithsonian Institution's National Museum of American History is seeking a Manager of Offsite Collections. Salary range is $51,204 to $66,654. Promotion potential to $79,155. Applications must be received by 8/31/00.

We are an EEO/AA employer.

For complete package
E-mail Dan Weinwurm at
Weinwurmd@nmah.si.edu.

USF University of South Florida

The University of South Florida is currently recruiting for various faculty and/or staff positions. For more information about the University's vacant positions, please visit our Web site at http://usfweb.usf.edu/usfpers/vacancy.html; or call our Job Line for staff positions at (813) 974-2879.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave. • Tampa, FL 33620

UNIVERSITY OF CALIFORNIA, DAVIS

Environmental Engineering Faculty Position Available

The Department of Civil and Environmental Engineering at UC Davis invites applications and nominations for a tenure-track position in environmental engineering with specialization in biological systems and treatment. The position is open at Assistant and Associate Professor levels. Requirements include a doctorate in engineering and a demonstrated record of success in, or evidence of outstanding potential for, both teaching and building a vigorous independent research program. The successful candidate will have a strong background and interest in water and wastewater quality and applying advances in the biological sciences to process design.

Areas of special interest include, but are not limited to, microbial ecology, application of molecular tools, public health, and non-point source pollution. Experience with municipal wastewater or water treatment plants and formal training in computational methods is desirable. She/he will join departmental colleagues in teaching undergraduate courses in environmental engineering and graduate courses related to water and wastewater treatment as well as biological systems.

To be assured of consideration, applications must be submitted by October 2, 2000. Applicants should submit a complete resumé, including a statement of teaching and research interests, transcripts, a list of relevant professional experience and publications, and the name, mailing address, telephone number, and e-mail address of three references to:

Jeannie L. Darby, Professor
Department of Civil and Environmental Engineering
University of California
One Shields Avenue
Davis, CA 95616-5294

E-mail inquiries may be addressed to **jdarby@ucdavis.edu**
Information about the department can be found at **http://cee.engr.ucdavis.edu/**

UC Davis and the Department of Civil and Environmental Engineering are committed to building a more diverse faculty, staff, and student body in response to the changing population and educational needs of California and the nation. The University of California is an affirmative action/equal opportunity employer.

THE UNIVERSITY OF UTAH

CHAIR, DEPARTMENT OF NEUROSURGERY UNIVERSITY OF UTAH SCHOOL OF MEDICINE

The University is seeking a physician to lead the Department of Neurosurgery at the University of Utah. The Department has a well established and strong program of clinical activities, teaching and research, and is an integral part of the active clinical and scholarly community of the University of Utah School of Medicine. In addition, there are excellent ties with the community physicians. Candidates should have a distinguished record of accomplishment in the areas of education, research and clinical expertise.

The University of Utah is an equal opportunity employer and qualified men, women and members of minority groups are encouraged to apply.

Interested individual should submit a letter and curriculum vitae to **Gayle Pipes, Director of Faculty Administration, University of Utah School of Medicine AC109, 50 North Medical Dr., Salt Lake City, Utah 84132.** Applications may also be submitted by e-mail to: **gayle.pipes@hsc.utah.edu**

MnSCU
Minnesota State Colleges & Universities

CHANCELLOR

The Minnesota State Colleges and Universities (MnSCU) invites applications and nominations for the position of Chancellor of the system. MnSCU is made up of 35 state universities, and community, technical and comprehensive colleges. The system serves approximately 230,000 students a year and employs 5,000 faculty and 9,500 staff on 53 campuses. The strength and promise of the system is its size, geographic distribution and most importantly the opportunities presented by having such diverse colleges and universities led by the Chancellor and governed by one board.

The Chancellor plays a critical leadership role in articulating a compelling vision of public higher education in Minnesota. As the Chief Executive Officer, the Chancellor reports directly to the Board of Trustees of MnSCU and leads the campus presidents in strengthening the state's public colleges and universities. The Chancellor must vision, lead, manage, communicate, advocate, steward and champion the dreams, aspirations and goals of the campus presidents, faculty, staff, students and system office staff of MnSCU.

The Chancellor will lead the effort to strengthen statewide, high-quality, accessible, future-oriented higher education, relevant research, and community service initiatives for the citizens of Minnesota. The Chancellor will articulate the core values and strengths of the MnSCU system to the citizens of Minnesota, Governor, legislature, business and professional community, and media. The Chancellor will raise awareness of the unique, and diverse MnSCU colleges and universities and the unified system. Under the Chancellor's leadership, MnSCU will excel as the most accessible, highest quality, innovative and transformative higher education provider in the region.

Chancellor Profile

- **Visionary**
- **Leader**
- **Manager**
- **Communicator**
- **Advocate**
- **Steward**

For a detailed description of profile, contact A.T. Kearney.

Qualifications

- Advanced degree required, earned doctorate or terminal degree preferred
- At least seven years of successful executive leadership experience and management of a diverse, complex organization
- Demonstrated academic competencies focused on the educational and training needs of the educated person in the 21st century

Appointment

Salary, benefits, contract details and other terms of employment are negotiable and competitive and are subject to agreement between the MnSCU Board of Trustees and the successful candidate.

Applications and Nominations

Applicants should submit a letter of interest addressing each of the profile items, a current resume, and the names, addresses, and business and home telephone numbers of six references. Individuals wishing to nominate candidates for the position should submit a letter of nomination, including the name, position, address and telephone number of the nominee. Review of applications will begin August 15 and will continue until an appointment is made.

Applications and nominations should be sent to:

Dr. Jan Greenwood, Vice President
A.T. Kearney, Inc.
MnSCU Chancellor Search
333 John Carlyle Street
Alexandria, VA 22314

MnSCU is an equal opportunity employer committed to diversity within the workplace.

UW-L

Dean College of Business Administration

Position Description The University of Wisconsin-La Crosse invites applications and nominations for the position of Dean of the College of Business Administration (CBA). The college's undergraduate and MBA program are accredited by AACSB-The International Association for Management Education. The college is comprised of seven departments/units: Accountancy, Business Development Center, Economics, Finance, Information Systems, Management, and Marketing with a combined total of approximately seventy-five faculty and staff.

The Dean will act as a vital link between the college, the university, and the local business and civic community. The Dean will take the lead in generating ongoing institutional support among the broader business and local community and college alumni. The Dean, within a shared governance context, will provide intellectual and creative leadership and coordination of academic programs and will work with the respective departments and programs in ongoing planning activities. Primary responsibilities include general administration of all college programs and the oversight of curricular, budgetary, program and faculty development. For further information, go to: http://perth.uwlax.edu/vacancies

Minimum Qualifications:

- earned doctorate or other acceptable professional qualification (as determined by the search committee)
- demonstrated excellence in teaching and/or research and a successful record of service that warrants tenure in the College of Business Administration
- a minimum of 5-years administrative experience in higher education (Chair level or above), including accreditation experience
- demonstrated ability to interact with the business community
- demonstrated ability to generate institutional support from external sources
- demonstrated ability to interact with local and broader communities
- commitment to Equal Opportunity and Affirmative Action and to working with a diverse university community

Preferred Qualifications:

- AACSB accreditation experience
- international experience/exposure
- understanding of the role of information technology in business and education
- demonstrated leadership in program and institutional development

Qualities and Values We Honor

- a passion for learning and education and a commitment to:
  - intellectual inquiry
  - free and open exchange of ideas
  - student learning and development
- a sense of history and context for both business and academia
- an understanding of the issues facing higher education at a comprehensive university
- he ability to foster cooperation and community within the CBA
- a commitment to forging partnerships within and among:
  - CBA alumni
  - the university
  - the business community
  - the local and broader community
- unassailable integrity and the courage to make difficult decisions
- a clear sense of self, a generous spirit, and a keen sense of humor

Appointment: Full-time, annual appointment starting July 1, 2001. Salary competitive among comparable comprehensive, AACSB-accredited universities. Excellent fringe benefits and insurance programs

Applicant Information: Refer to Recruitment Number "02CBA01" when applying for and inquiring about this position. A complete applicant file must include: letter of application, statement of abilities and experience, curriculum vitae, and the names, addresses, e-mail addresses, telephone and fax numbers of five references. To assure full consideration, all material must be postmarked by Monday, Oct. 30, 2000. Email and fax applications received by the deadline will be considered but must be followed by original paper copies.

These copies must be postmarked by Monday, Nov. 6, 2000.

Send applications to: Attn: Susan Butterfield, CBA Dean Search and Screen Committee
Provost's Office, University of Wisconsin - La Crosse
145 Graff Main Hall
1725 State Street
La Crosse, WI 54601

Fax application to: (608)785-8046 E-mail to butterfi.susa@uwlax.edu

For further information about the position, please direct inquiries to:

Dr. Stephen Brokaw, Chair Dean Search and Screen Committee; University of Wisconsin-La Crosse; 1725 State Street La Crosse WI 54601; Phone: (608)785-6753; e-mail: brokaw.step@uwlax.edu

Under Wisconsin Statutes, we are required to provide, upon request, a list of nominees and applicants. A written request can exclude one from this list. Persons agreeing to be final candidates (to be interviewed) will have their identities revealed as final candidates.

MICHIGAN STATE
UNIVERSITY

DEAN

COLLEGE OF AGRICULTURE AND NATURAL RESOURCES

Michigan State University invites applications and nominations for the position of Dean, College of Agriculture and Natural Resources. An individual is sought who can:

1. Provide creative and visionary leadership for program planning and the coordination of teaching, research, extension, and international programs of the College, Michigan State University Extension, and the Michigan Agricultural Experiment Station to meet current and emerging needs within the Land Grant mission;
2. Maintain College accountability by providing a strong program of fiscal planning and management, providing review of program performance, and providing oversight of administrative, faculty, and staff evaluation;
3. Provide leadership in collaboration with other colleges to advance university-wide teaching, research, and outreach missions;
4. Advance the understanding of the needs, programs, and accomplishments of the College by regularly communicating with central administration, faculty, staff, and students of the College, clientele groups and the general public;
5. Provide leadership to the College's commitment to equal employment opportunity, affirmative action, and diversity and pluralism in the student body, faculty, and staff of the College;
6. Represent the College in state, regional, national, and international organizations which enhance the productivity and reputation of the College's programs.

The Dean of the College of Agriculture and Natural Resources is the chief executive officer of the College and is responsible to the Provost and the President for the general administration of the College. The Dean is assisted by senior administrators of the four administrative units making up the College (the Michigan Agricultural Experiment Station, MSU Extension, the Office of Academic and Student Affairs, and the Office of International Programs).

Michigan State University, founded in 1855, is the pioneer Land Grant institution in the United States and a member of the Association of American Universities. The College of Agriculture and Natural Resources (CANR) is one of fourteen academic colleges at Michigan State University and the unit responsible for the legislatively appropriated funds for the Michigan Agricultural Experiment Station and MSU Extension. The College has administrative relationships with five of the other academic colleges. CANR had over 1950 full-time equivalents (FTEs) on its payroll for 1999-2000. Approximate employee numbers include 310 on-campus faculty, 110 academic staff, 250 administrative professionals, and 150 clerical-technical employees on campus and about 720 off-campus employees, including 400 extension educators across the state. The total revenue budgeted for programs and payroll approached $170 million in 1999-2000. The College student enrollment is 3600, including 660 graduate students. Teaching, research, extension, and international programs are jointly administered at the departmental level with many of the faculty having multiple appointments across program areas, departments, and colleges.

Applicants must have an earned doctorate and teaching, research, and service credentials to meet the standards for appointment as a full professor with tenure in one of the College's academic departments or school. In addition, the individual must have experience in and an understanding of agriculture and natural resource systems with a demonstrated knowledge of the Land Grant philosophy and its teaching, extension, research, and international missions. This position is to be filled as soon as possible.

Applications and nominations are requested as soon as possible, preferably by September 15, 2000. Applications and nominations should be sent to:

Dr. Kirk L. Heinze, Chairperson
Search and Rating Committee
Dean of College of Agriculture and Natural Resources
c/o Office of the President
450 Administration Building
Michigan State University
East Lansing, MI 48824-1046

Rhode Island School of Design

Vice President for Institutional Advancement

Rhode Island School of Design (RISD) seeks to recruit a seasoned advancement professional to direct an aggressive institutional advancement program involving both the college and the RISD Museum. Responsibilities require managing a comprehensive fund-raising program including a capital campaign, program funding and annual fund initiatives as well as alumni affairs and public relations. The position advises the President on advancement issues and strategic planning initiatives; supervises, manages and coordinates the work of the advancement staff; provides direction in areas of research, identification, and cultivation of prospects; and solicits prospects with the President, members of the Board, and other key volunteers.

The Rhode Island School of Design in Providence is internationally recognized as the pre-eminent college of visual arts in the United States. Founded in 1877, the school has a long and proud tradition of providing students with a creative and inspirational environment for achievement in Architecture, Design and the Fine Arts. RISD has been celebrated as one of the top undergraduate and graduate visual arts colleges in *U.S. News & World Report* and has been included in *Peterson's* "Top Colleges for Top Students." 2000 students from 50 states and 50 nations have 22 undergraduate majors and 15 Master's degrees from which to choose. RISD's strong relationship with nearby Brown University enhances students' experience, allowing them to enroll in classes at Brown and have access to its extensive athletic community and other campus facilities.

A truly outstanding feature of the RISD campus is the RISD Museum. Described by *The New York Times* as "an eloquent teaching museum," it is widely acknowledged as one of the country's finest museums of its size. The Museum's location at the heart of the RISD campus makes it a lively part of every student's education and provides a welcome resource for the people of Providence and southern New England.

The successful member of the President's team will have 15 years of comprehensive fund-raising experience in all aspects of advancement, a proven and demonstrable record of leadership, with experience in supervision and management of professional staff in a college, university or in a comparable field. The position requires superior oral and written communication skills and intellectual depth, moral integrity, creativity and a sense of humor.

Qualified applicants should send a resume and a letter of interest to Steven Ast or Katie White, AST/BRYANT, 1 Atlantic St., Stamford, CT 06901; E-mail: sast@astbryant.com or kwhite@astbryant.com - Phone: 203-637-8937 - Fax: 203-975-7353.

RISD is an equal opportunity employer who encourages inquiries and applications from female and minority candidates. RISD does not discriminate on the basis of race, color, age, sex, religion, national origin, ethnic origin, sexual orientation, or disability.

UNIVERSITY OF MARYLAND

OFFICE OF CONTINUING AND EXTENDED EDUCATION

MANAGER, AGRICULTURE AND NATURAL RESOURCES PROGRAMS

The Office of Continuing and Extended Education, an integral part of one of the nation's premier research institutions, provides leadership in linking the University of Maryland's knowledge resources to external audiences. OCEE seeks a program manager to provide academic and administrative leadership for the development and implementation of continuing education initiatives in the college.

Duties: The College of Agriculture and Natural Resources (AGNR) and the Office of Continuing and Extended Education (OCEE) jointly support the Program Manager position. Working in conjunction with OCEE, the Program Manager will provide consultation and support in program design, development and delivery processes, with particular emphasis on distributed learning initiatives. This position will also coordinate related services such as needs assessments, market research and advertising, customer service support, facilities and logistical support and fiscal management.

Qualifications: A master's degree is required; a terminal degree is preferred. At least three years of full-time professional development, curriculum development, consulting or program management experience is required, preferably in a higher education setting. Excellent communication, negotiation and interpersonal skills are required, as is the ability to work effectively with culturally diverse constituencies. Experience in distributed learning is required; experience working with faculty and academic units at a research institution is especially desirable.

Compensation: Salary is commensurate with qualifications and experience and includes full benefits package.

To Apply: Send resume and letter of interest, with names of three professional references to **Ms. Quesada Gregory, OCEE 2103 Reckord Armory, College Park, MD 20742.** For best Consideration, applications should be received by August 18, 2000. For More information visit our Web site at **www.inform.umd.edu/conted.**

The University of Maryland is an EEO/AA employer.

UNIVERSITY OF MARYLAND

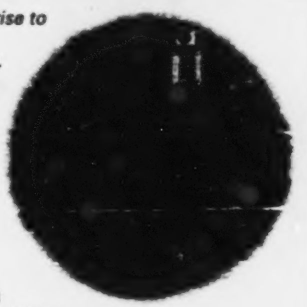
ASU ARIZONA STATE UNIVERSITY WEST

ASSISTANT/ ASSOCIATE PROFESSOR INFORMATION SYSTEMS

Arizona State University West School of Management (SOM) is currently recruiting a tenure-track Assistant/ Associate Professor of Information Systems to teach information systems courses at the undergraduate & MBA levels. Standard teaching load four courses per academic year. The SOM is attractive to scholars with an interest in interdisciplinary research & teaching. The B.S. in Global Business provides students an opportunity to concentrate in information systems, marketing, financial, management, human resource management or international studies. A Bachelor's in Accountancy & Postbaccalaureate Certificate in Accountancy are also available. MBA programs include on-campus evening, as well as off-campus programs such as The Scottsdale MBA, those offered at local corporations, the ConnectMBA, & a dual degree MBA with Thunderbird. Baccalaureate & MBA programs accredited by AACSB. Accountancy Program has separate AACSB accounting accreditation. Required qualifications: Doctorate in information systems or related field; evidence of teaching effectiveness in information systems commensurate with level of appointment; evidence of achievement in scholarship commensurate with level of appointment. Desired: Evidence of MBA teaching experience; e-commerce focus in teaching & research or consulting; funded research; experience with consulting/ industry; evidence of web-based or on-line teaching. Deadline: September 30, 2000 or 30th of every month until the position is filled. Send: Two complete copies of a letter of interest, vita, names of three references, evidence of teaching & research performance & evidence of meeting desired qualifications to: **IS Search Chair, ASU West School of Management, P.O. Box 37100, MC 2451, Phoenix, AZ 85069-7100. FAX: (602) 543-6220.**

AA/EOE.

Bring your management expertise to Bentley College, the Business School for the Information Age. Located just west of Boston, we prepare undergraduate, graduate and continuing education students for technically strong business careers in a global economy.



Assistant Professors

- Strategic Management
- Operations Management

For these tenure-track positions beginning September, 2001, candidates should have completed or be near completion of a doctorate degree, and be dedicated to both teaching excellence and scholarly research. Candidates must also be interested in, and able to use information technology in teaching and research.

Move to the forefront of business education with Bentley College. Please send your letter of application and resume to:

Aaron Nurick, Management Department, Bentley College, 175 Forest Street, Adamian Academic Center, Waltham, MA 02452-4705; Fax (781) 891-2896.
Or email to:
ANURICK@Bentley.edu

www.bentley.edu

BENTLEY COLLEGE

Bentley College is an equal opportunity employer building strength through diversity

University of Kentucky

PRESIDENT

The University of Kentucky invites nominations and applications for the position of President commencing July 1, 2001. The University of Kentucky is embarked on an ambitious campaign to advance its place among the Nation's top-tier comprehensive research universities through several programs supported by the General Assembly of the Commonwealth of Kentucky, the University, and the people of the Commonwealth. In support of the University's efforts, in 1998 the Commonwealth created a Research Challenge Trust Fund with $66.7 million that was matched by institutional fund-raising efforts for the permanent endowment. As a result, endowed professorships rose in number from 52 to 126. Again in 2000, the Commonwealth appropriated an additional $66.7 million to be matched in a similar fashion.

The University of Kentucky, established in 1865, has a statewide mission and is the Commonwealth of Kentucky's principal doctoral degree-granting institution. A land-grant institution, classified as a Comprehensive Research I University, offers undergraduate, graduate, and professional programs in agriculture, allied health professions, architecture, arts and sciences, business and economics, communications and information studies, dentistry, education, engineering, fine arts, human environmental sciences, law, medicine, nursing, pharmacy, social work, and multidisciplinary studies. The University has an on-campus academic health center as well as specialized research centers.

Approximately 30,500 students, including 5,000 graduate students and 6,800 community college students, are currently enrolled on the campus located in Lexington. During FY-1999, research awards totaled $128 million in grants and contracts of which $72 million were from federal sources. The University's total operating budget during 1999-2000 is in excess of $1.1 billion.

The President is appointed by the Board of Trustees and has authority and responsibility over the administration of the academic and financial operations of the University and for fostering excellence in instruction, research, and service. Candidates should have a record of outstanding achievement in teaching, research, and service; superior leadership skills in management, institutional development, team building, and fundraising; demonstrated commitment to a diverse faculty, staff, and student body. They should be able to provide energetic leadership of the University, to articulate its mission and goals, and to communicate effectively with internal and external constituencies.

Application materials should include a letter of application addressing the attributes noted above, curriculum vitae, and the names, addresses, e-mails, and telephone numbers of at least four references. Review of applications will begin immediately, and will continue until a new president is selected. Names of potential candidates will be confidential.

Nominations, applications, inquiries and expressions of interest should be forwarded, in confidence, to:

CONTACTS:

Ms. JoEtta Y. Wickliffe,
Chair Presidential Search Committee
1800A Patterson Office Tower
University of Kentucky
Lexington, KY 40506-0025
Phone (859) 257-9897
Fax (859) 323-0011
E-mail: wbhump01@pop.uky.edu

OR

Dr. Jan Greenwood, Vice President
A. T. Kearney, Inc.
333 John Carlyle Street
Alexandria, Virginia 22314
Main (703) 836-6210
Direct (703) 739-4632
Fax (703) 519-0391
E-mail: jan.greenwood@atkearney.com

The University of Kentucky is an Affirmative Action, Equal Opportunity Employer and encourages and especially welcomes applications from female and minority candidates.

Visit our website: www.uky.edu/PresidentialSearch/

UK

MANCHESTER COMMUNITY COLLEGE

Work in a creative, innovative environment with caring, enthusiastic colleagues and users. Work with cutting edge tools in a newly opened, high technology learning resource center. Work on developing the next generation of multimedia courseware. If you've got the *right stuff,* we've got the *right job* for you:

Director of Educational Technology and Distance Learning

For a copy of the vacancy announcement, including minimum qualifications and salary, please visit our website at **www.mcc.commnet.edu/per**, or call (860)647-6153.

Send letter of intent, resume, transcripts, and the names of three references to:

Deborah A. Wilson, Director of Personnel and Contract Administration
Manchester Community College
P.O. Box 1046, Manchester, CT 06045-1046
Must be postmarked no later than September 6, 2000

EOE/AA/M/F

SOUTHAMPTON

PUBLIC SCHOOLS

The following position will be available in the Southampton Public Schools immediately:

High School

ASSISTANT PRINCIPAL

Probationary Position

Secondary level educational experience & leadership. Student management & strong interpersonal skills. Salary commensurate with administrative experience

Send letter of application, resume & certification information by **Wednesday, August 16, 2000** to:

Richard C. Malone
Superintendent of Schools
70 Leland Lane
Southampton, NY 11968

Iona College, New Rochelle, NY
Department of Religious Studies

TENURE TRACK ASSISTANT PROFESSOR

RELIGIOUS STUDIES

The Department of Religious Studies at Iona College seeks a tenure track, assistant professor in Biblical Studies with an emphasis on New Testament. The position begins either Spring 2001 or Fall 2001.

Qualifications are an earned doctorate, a commitment to undergraduate teaching and a record or promise of scholarship. Responsibilities include teaching several sections of the College core course, Introduction to the Study of Religion, in addition to biblical studies courses.

Interested applicants should send a CV, a letter of application including a personal statement of one's philosophy of learning and three letters of reference to:

Sr. Barbara Srozenski, S.C.
Chair - Religious Studies Department

IONA

715 North Avenue
New Rochelle, New York 10801
www.iona.edu

Applications will be accepted until September 15, 2000.

Iona is a college in the tradition of the Christian Brothers and American Catholic higher education, & is an AA/EOE

TRUMAN
STATE UNIVERSITY

HEAD, DIVISION OF SOCIAL SCIENCE

Truman State University invites applications and nominations for the position of the Head of Division of Social Science. The Division has 79 full-time faculty and 4 staff serving about 1100 undergraduate majors in economics, history, justice systems, philosophy and religion, political science, psychology, and sociology/anthropology degree programs. The Division also serves Truman's approximately 6000 undergraduate students by providing courses in various modes of inquiry for the Liberal Studies Program (LSP). The Division also offers graduate programs in history and counseling.

The Division Head is an academic leader and administrator, whose duties are all-encompassing and include responsibilities similar to a dean and a department chair in more traditional university administrative models. Academic Affairs at Truman consists of 11 academic divisions, 8 of which grant degrees in 43 undergraduate and 9 graduate programs. A Division Head leads each Division, reporting directly to the Vice President for Academic Affairs. Truman's unique administrative structure emphasizes interaction among friends, students, and administrators. The Division Head must have an institutional perspective and support the University's mission as a public liberal arts and sciences institution. The salary is commensurate with the responsibilities required.

RESPONSIBILITIES INCLUDE:

- Supporting and promoting student learning and high achievement in the context of a public liberal arts and sciences university
- Providing leadership for the Division and serving as an advocate of Division needs and programs
- Ensuring Division support for LSP
- Ensuring academic rigor and high standards in the Division's degree programs
- Supporting University and Division assessment by disseminating and using data in decision-making by faculty, staff, and students
- Supporting faculty in teaching, professional development, intellectual contributions, and their collaborations with students
- Administering the Division budget
- Recruiting, hiring, and providing recommendations for tenure, promotion, and reappointment of Division faculty
- Supporting the recruiting and retaining of high ability students
- Establishing and maintaining relationships with external constituencies

QUALIFICATIONS:

- Ph.D. in a field represented in the Division and an overall academic record that reflects a strong liberal arts background
- Substantial experience as a classroom teacher
- Significant contributions to scholarship
- Excellent interpersonal skills and the ability to work cooperatively, building consensus in decision making
- Administrative experience and potential to lead and work with faculty
- Understanding of and commitment to issues of diversity

Truman State University is Missouri's statewide, highly selective, public liberal arts and sciences university. Truman is located in Kirksville, a community of over 17,000, a 3-4 hour drive from Kansas City, St. Louis, and Des Moines. The University is consistently recognized as one of the nation's best educational values. Truman was recognized by U.S. *News & World Report* as the number one public university in the Midwest. It was recently selected as one of the top 100 best college buys by *America's 100 Best College Buys 2000*. The *New York Times* in its January 1, 2000, special millennium edition listed Truman as one of five institutions "that higher education experts expect to be on the cutting edge." Truman's 1999 entering freshman class had an average ACT of 27 and a 3.7 GPA. In addition, 46 percent of the freshman were in the top 10 percent of their high school classes and 99 percent of the class had some high school leadership experience. Truman has received national recognition for its institutional assessment program, nationally competitive student body, excellent undergraduate programs, and overall effectiveness as an institution.

Interested candidates should submit a letter of application, current vita, a statement of educational and administrative philosophy, and complete undergraduate and graduate transcripts. Candidates should provide a list of names, addresses (including e-mail), and phone numbers of no fewer than four people who may be asked to forward three con-fidential letters of reference directly to the university.

Application materials should be sent to:

Garry L. Gordon
Vice President for Academic Affairs
Truman State University
McClain Hall 203
100 East Normal Street
Kirksville, MO 63501

Screening of complete applications will begin October 2, 2000 and continue until a candidate is hired. The anticipated appointment date is July 1, 2001.

Truman is an equal employment opportunity, affirmative action employer committed to cultural diversity and compliance with the Americans with Disabilities Act.

FULL TIME POSITION

This position will remain open until filled, however, the interview process will commence on August 18, 2000. For details about other positions at the college, please see our Website: www.bmcc.cuny.edu

ASSOCIATE DEAN OF ACADEMIC AFFAIRS

Academic Support Services and Faculty Development

Report directly to the Senior Vice President of Academic Affairs; supervise the directors of the Learning Resource Center, Academic Support Services, Teaching and Learning Center, Manhattan Educational Opportunity Center; supervise special vocational and college preparation programs; write and supervise grant projects that address student academic preparation and faculty development; organize and supervise the college's Coordinated Freshman Program including the Summer and Winter Immersion Programs; assist in the establishment of faculty development programs; and other duties deemed appropriate by the Senior Vice President. Earned doctorate from an accredited institution of higher education plus a minimum of three (3) years experience in higher education administration and a minimum of five (5) years college-level teaching experience. Outstanding written and verbal communication skills are required. The successful candidate must be familiar with MS Office and database management systems. Ability to work effectively and closely with a diverse faculty, staff and student population is a must. **Salary: $70,500/A - $109,000/A. Vac.#834.**

REFER TO THE ABOVE BMCC VACANCY # AND SEND TWO (2) RESUMES ALONG WITH TWO (2) COVER LETTERS BY AUGUST 18, 2000 TO:

BMCC

Mr. G. Scott Anderson
Director of Human Resources
Borough of Manhattan Community College
199 Chambers Street, New York, NY 10007

AN EQUAL OPPORTUNITY//AFFIRMATIVE ACTION/AMERICAN DISABILITY ACT EMPLOYER IRCA VERIFICATION REQUIRED-NO PHONE CALLS, PLEASE

NORTHERN VIRGINIA COMMUNITY COLLEGE

ASSOCIATE DEAN, INSTRUCTIONAL TECHNOLOGIES, #FA432

Northern Virginia Community College, College Staff Salary $53,381-$73,400 + benefits. Effective 9/25/00. Coordinate the design, development and support of applications of technologies that enhance and support instructional programs of the College, including implementation of non-traditional programs and delivery systems (including compressed video) as student options for independent study, individualized learning and distance education. Provide oversight and leadership for the Extended Learning Institute and the Technical Applications Center. Assist groups in developing comprehensive plans and strategies for instructional technology environments. Provide leadership in the planning, design, development and implementation of technology-based curricula. Coordinate the development of administrative policies that facilitate expanded use of emerging technologies. Seek external funding and develop partnerships with businesses and governmental agencies for instructional technology projects.

Requires: Master's degree with 24 graduate semester hours in Instructional Technology, Instructional Development, Curriculum, Education, Psychology, Training or related field. Formal instructional design/technology coursework and at least five years instructional design/technology experience supporting faculty in higher education. Excellent verbal and written communication skills. Higher education management experience and distance education experience. Degree and credits from any other field may be considered only if applicant has exceptional experience managing an instructional development or distance education program and can demonstrate formal training in the instructional technology field.

Desired: Doctorate degree. Classroom teaching experience. Community college experience. Experience managing an asynchronous distance education program. Experience designing or supporting web-based instruction. Experience with two-way video desirable. For details, contact our 24-hr jobline **703-323-3444** or visit our website @ **www.nv.cc.va.us/hr.** Send resume to **NVCC-HR, 4001 Wakefield Chapel Rd, Annandale VA 22003** by 5pm on 8/25/00.

EEO/AA

FLORIDA
GULF COAST
UNIVERSITY

COLLEGE OF BUSINESS

FGCU is seeking individuals who have a strong commitment to high qualify teaching of undergraduate/graduates appropriate to academic rank, research and service. Our faculty are expected to collaborate with other faculty members in the College to develop team -based programs and courses; advise students; and scholarly productivity and college and university service.

ACCOUNTING PROFESSOR - Pos. #12013.

Teach courses in accounting and finance delivered partially via distance learning and coordinate activities on behalf of the Dept. of Acctg. Req: Earned Doctorate or ABD w/doctorate from an accredited institution expected by 1/01. Deadline 9/29/00.

PRODUCTION/OPERATIONS MANAGEMENT PROFESSOR - Pos. #12010.

Teach courses in upper division undergraduate/graduate production/operations mgt; with secondary responsibilities in related fields such as business statistics & quantitative methods. Req: Earned Doctorate in Production Operations Mgmt. from an AACSB accredited institution preferred; will consider doctorates from regionally accredited institutions in related fields such as quantitative methods, business statistics and/or industrial/systems engineering with teaching exp/scholarship record in production/operations mgmt. Deadline 12/01/00.

BUSINESS STRATEGY PROFESSOR - Pos. #12008.

Teach courses in undergraduate/graduate (MBA/EMBA level perhaps delivered partially via distance learning) in Business Strategy. Strong background, experience and scholarship in mgt., or recent graduates with strong potential in these areas. Req: Earned doctorate from an AACSB accredited institution with focus on business strategy with secondary emphasis preferred in entrepreneurship. ABDs from an accredited institution with a doctorate expected by 8/01 considered. Deadline: 10/02/00.

SPECIAL POSITION NOTES: Appointments will be made at a faculty ranks and salaries commensurate with the candidate's exp. on a 9-mo. multi-year contract basis. **TO APPLY:** Submit two packages including a letter of interest, curriculum vita, & list of 5 references postmarked by the deadline date to **FGCU, Pos#, HR Dept., 10501 FGCU Blvd. S., Ft. Myers, FL., 33965.** Official transcripts req'd of candidates invited for an interview.

For further information, call 941-590-1111 or visit **www.fgcu.edu.**

FGCU is an EO/EA/AAI.

University at Buffalo
The State University of New York

School of Social Work
Recruiting For Four Positions

ASSOCIATE DEAN FOR ACADEMIC AFFAIRS

Applications are being invited for the position of Associate Dean for Academic Affairs (associate or full) to provide leadership for the School's MSW program.

Responsibilities: Working with foundation year sequence chairs and advanced curriculum concentration chairs in organizing and delivering the MSW program. This is a 12-month appointment with salary commensurate with academic level and experience. The Associate Dean reports directly to the Dean.

RESEARCH PROFESSOR AND DIRECTOR, CENTER FOR RESEARCH ON CHILDREN AND YOUTH

Applications are being invited for a newly created tenured position in the School of Social Work (associate or full) to provide leadership to an interdisciplinary research center that focuses on issues related to the needs of children and families.

Requirements: An earned doctorate in social work/social welfare (preferred) or a closely related field (e.g., education, sociology, or psychology) and an established record of scholarship and externally funded research.

FACULTY POSITIONS (2), RANK OPEN

Applications are being invited for two faculty positions.

Requirements: A MSW and an earned doctorate in social work/social welfare (preferred) or a closely related field, an established record of scholarship and research, and an ability/interest to teach at the MSW and doctoral levels.

The University at Buffalo, a Carnegie Foundation Category I research university, is New York's premier public center for graduate and professional education and the state's largest and most comprehensive public university. The School of Social Work enrolls over 440 students and offers an M.S.W. and Ph.D. and a dual degree in social work and law. Faculty have established an outstanding record of research, scholarship, and community outreach in such areas as aging policy, child welfare, substance abuse, poverty, health/mental health services, and multicultural social work.

Deadline: December 15 or until positions are filled. Please submit a letter of application, curriculum vitae, samples of scholarship, and names of three references to:

Lawrence Shulman, Dean, School of Social Work
State University of New York at Buffalo, 685 Baldy Hall, Buffalo, New York 14260-1050
Visit our website at: www.socialwork.buffalo.edu

The University at Buffalo is an affirmative action, equal opportunity employer with a commitment to the principle of diversity. In that spirit, applications from women, minorities, and persons with disabilities are strongly encouraged. No person, in whatever relationship with the State University of New York at Buffalo, shall be subject to discrimination on the basis of age, creed, color, handicap, national origin, race, religion, marital or veteran status, or sexual orientation.

Bates College

Psychologist/Statistician

The Department of Psychology at Bates College invites applications for a tenure-track position at the rank of assistant professor to begin September 2001. Candidates should be qualified to teach required courses in statistics and research methods, as well as courses in a substantive area of psychology, including but not limited to sensation and perception, cognition, psycholinguistics or cultural psychology. Responsibilities include teaching 4-5 courses per year, supervising student research and developing an active research program. Candidates should hold the Ph.D. in psychology or a related field. Bates College is an excellent undergraduate liberal arts college of approximately 1,600 students and 200 faculty members (8 in Psychology) located in central Maine (see *www.bates.edu/acad/depts/psychology/index.html*). The Department of Psychology is in a beautiful new building with extensive laboratory space and equipment. Review of applications begins October 23, 2000, and will continue until the position is filled. Send letter of application, vitae, three letters of recommendation, transcript, and reprints to:

Psychology Department Search (#R2440)
c/o Secretarial Services
2 Andrews Road, 7 Lane Hall
Lewiston, ME 04240

Bates College values a diverse college community and seeks to assure equal opportunity through a continuing and effective Affirmative Action Program.

NATIONAL SCIENCE FOUNDATION
ARLINGTON, VA

DIRECTOR

DIVISION OF ASTRONOMICAL SCIENCES

NSF's Directorate for Mathematical and Physical Sciences (MPS) seeks candidates for the position of Director, Division of Astronomical Sciences (AST). The incumbent provides leadership and direction to Division, which supports research and education in the astronomical sciences.

Appointment to this Senior Executive Service position may be on a career basis, or on a 2-to-3 year limited term basis, with a salary range of $115,811 to $130,200. Alternatively, the incumbent may be assigned under Intergovernmental Personnel Act provisions. Applicants must have a Ph.D. or equivalent professional experience in the astronomical sciences or related field, substantial research administration experience, and demonstrated leadership skills.

Announcement EP 00-17, with position requirements and application procedures, is located on the NSF Home Page at:

http://www.nsf.gov/home/chart/work.htm#hrm

Applicants may also obtain the announcements by contacting the **Executive Personnel and Development Branch on 703-292-8755 (Hearing impaired individuals may call TDD 703-292-8044).** Applications must be received by **September 27, 2000.**

NSF is an equal opportunity employer committed to employing a highly qualified staff reflecting the diversity of our nation.

University of San Diego

The Department of Psychology at the University of San Diego is inviting applications for a tenure-track position at the assistant professor level to begin in September, 2001. A completed Ph.D. in either developmental psychology or industrial/organizational psychology is required. In addition to courses in the specialty area, candidates will be expected to teach introductory psychology and research methods. An active research program that provides research experience for undergraduate students is also expected. Salary is commensurate with experience and qualifications.

The Department of Psychology offers courses and degrees in an undergraduate liberal arts context. The University of San Diego is an independent Catholic university with a strong commitment to excellence in teaching.

To receive full consideration, applications must be postmarked no later than October 31, 2000. Candidates should submit vitae, three letters of recommendation, teaching evaluations, and reprints to:

Dr. Ken Keith
Chair, Department of Psychology
University of San Diego
5998 Alcala Park
San Diego, CA 92110-2492

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

UNIVERSITY OF CINCINNATI

ASSISTANT/ASSOCIATE PROFESSOR ENGLISH AS A SECOND LANGUAGE

(20UC6110) College of Education. Responsibilities: Teaching graduate courses in TESL and second language acquisition as well as undergraduate and graduate courses in English as a Second Language; advising graduate students; and conducting research.

Min. Quals.: An earned doctorate with a specialization in TESL, applied Linguistics, or a closely related field; a record of research, publication, and experience in securing grant funds; native or near-native proficiency in English; and a minimum of 3 yrs. experience teaching ESL at the university level. Research or expertise in the areas of sociolinguistics, sociopolitical issues in ESL, critical theory and/or the use of technology in language teaching is required.

Applications and nomination will be accepted until the position is filled. Send a letter of interest (noting control #), current vita, official graduate transcripts and 3 current letters of reference to:

Mary S. Benedetti, EdD, Chairperson
TESL/ESL Search Committee
Division of Teacher Education
University of Cincinnati
PO Box 210002
Cincinnati OH 45221-0002

The University of Cincinnati is an affirmative action/equal opportunity employer. Women, minorities, disabled persons, Vietnam-era and disabled veterans are encouraged to apply.
UC is a smoke-free environment.

DEAN

The Lally School of Management and Technology

Rensselaer Polytechnic Institute - Troy, New York

Applications and nominations are invited for the position of Dean of the Lally School of Management & Technology at Rensselaer Polytechnic Institute www.rpi.edu.

This position offers an opportunity for significant impact. The Lally School offers a strong intellectual foundation in Innovation and Technological Entrepreneurship on which to build and has aggressive objectives for growth in terms of size, stature and prominence in the global community of business schools. The Lally School is well positioned to leverage technical strengths throughout Rensselaer.

The Dean will join a broad new leadership team at Rensselaer, which has adopted a bold new strategic vision with the overall goal of being a world class technological research university with global reach and global impact. The Dean will play a major role in fulfilling this vision, including participating in the upcoming capital campaign and in exploiting growth opportunities that build on the Lally School's core strengths in management and technology.

Rensselaer is a private, coeducational, technological university consisting of five Schools with approximately 400 faculty. There are 4800 undergraduates and 2000 graduate students at the main campus in Troy, NY, with an additional 2000 graduate students in Hartford, CT and another 1000 working professionals participating through distance education.

Review of applications will begin August 25. Materials and inquiries should be directed to: William C. Jennings, Chair, Lally Dean Search Committee, Rensselaer Polytechnic Institute Center for Industrial Innovation, Room 4011, 110 8th Street, Troy, NY 12180-3590; Phone: 518-276-4825; Fax: 518-276-4002; Email: jenniw@rpi.edu http://www.LallyMgmtDean.rpi.edu

Heidrick & Struggles, Inc. is assisting in the search. Inquiries may also be made in confidence to: William J. Bowen, Vice Chairman, Heidrick & Struggles, Inc., 233 S. Wacker Drive, Suite 7000, Chicago, IL 60606-6402; Phone: (312) 496-1794; Fax: (312) 496-1046; e-mail: wjb@h-s.com Rensselaer is an Equal Opportunity, Affirmative Action Employer.

Rensselaer

Nebraska

UNIVERSITY OF NEBRASKA – LINCOLN

DEAN

College of Law

The University of Nebraska-Lincoln invites applications and nominations for the position of Dean of the College of Law. Established in 1891, the College of Law has 29 faculty members and serves more than 400 students.

The Dean is the chief academic and administrative officer of the College of Law. Candidates should have an outstanding academic record, a strong commitment to excellence in professional education and research, the ability to deal effectively with a broad range of constituencies, and the skills necessary to lead a complex and dynamic academic institution.

The position is available on or before July 1, 2001. Additional information about the College can be found at www.unl.edu/lawcoll/. Applications should be received by October 13, 2000 to ensure full consideration and should include a letter of interest, curriculum vitae, and information on references. Contact: **Professor Robert C. Denicola, Chair, Dean Search Committee, College of Law, University of Nebraska-Lincoln, Lincoln, NE 68583-0902.** Telephone: (402) 472-1253. Fax: (402) 472-5185. E-mail: **rdenicolal@unl.edu.**

The University of Nebraska is committed to a pluralistic campus community through affirmative action and equal opportunity and is responsive to the needs of dual career couples. We assure reasonable accommodation under the Americans with Disabilities Act. Contact Professor Robert C. Denicola at (402) 472-1253 for assistance.

University of Nebraska-Lincoln
We do not discriminate based on gender, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin, or sexual orientation.

LOYOLA MARYMOUNT UNIVERSITY
Openings for 2001-02

Loyola Marymount University is currently seeking applicants for the following faculty positions within the College of Liberal Arts, which will be available in the Fall 2001. All positions listed are tenure track and at the Assistant Professor level. Salaries are competitive and commensurate with background and experience.

HISTORY. Two positions available. **(1)** Medieval History, 500-1500. Emphasis is on Medieval continental Europe (excluding England). Desired topics of specialization include one or more of the following areas: Germany, France, the Low Countries, Northern and Eastern Europe. All fields in the recommended areas of medieval history are welcome, including cultural, political, religious, social, gender and economic studies. Teaching responsibilities include survey courses in Western Civilization. Teaching load is nine hours per semester; Ph.D is required. Send letter of application, curriculum vitae (including e-mail address), academic transcripts, three letters of recommendation and evidence of teaching ability and research/publication potential to Dr. Lawrence A. Tritle, Search Committee Chair, History Department, MC-8415. Application deadline is November 8,2000. **(2)** Modern Asia. Emphasis is on modern Asia (19th and/or 20th centuries); preferred areas of specialization are China and Japan. Teaching responsibilities include survey courses in Modern Asian and, recommended but not required, Western Civilization after 1400 or the Asian Diaspora. Teaching load is nine hours per semester; Ph.D. is required. Send letter of application, curriculum vitae (including e-mail address), academic transcripts, three letters of recommendation and evidence of teaching ability and research/publication potential to **Dr. John H. Grever, Search Committee Chair, History Department, MC8415.** Application deadline is **November 8, 2000.**

THEOLOGICAL STUDIES. Position available in Pastoral Theology; Faith and Culture, with practical experience in multicultural ministry, particularly Hispanic ministry. Position involves commitment to both graduate and undergraduate teaching as well as education pastoral leaders in the largest Catholic Archdiocese in the U.S. The department, in addition to undergraduate majors and minor programs, also offers Master of Arts degrees in pastoral studies and theology. Ph.D. or equivalent is required. Send three letters of recommendation and transcripts no later than **November 1, 2000,** to **Thomas P. Rausch, S.J., Chair, Department of Theological Studies, MC8400.**

Application, curriculum vitae, evidence of scholarly and/or professional activity or teaching effectiveness, letters of recommendation, or requests for more information should be sent to:

(Person and Department indicated)
Loyola Marymount University
7900 Loyola Boulevard
Los Angeles, California 90045-8316
MC-0000 (as indicated)

Special emphasis is placed on teaching effectiveness, scholarly achievement, and service to the University for purposes of reappointment, tenure and promotion consideration. LMU offers faculty-housing assistance. Women and Minorities are strongly encouraged to apply.

Loyola Marymount University, established in 1911, is the only private Catholic University in metropolitan Los Angeles. Over 6,000 students are enrolled in the colleges of Liberal Arts, Business Administration, Science and Engineering, Communication and Fine Arts, and the Law School. The University invites candidates who desire to participate in a mission based on the Jesuit and Marymount traditions of higher education.

Loyola Marymount University
is an Equal Opportunity,
Affirmative Action Employer

LOYOLA MARYMOUNT
UNIVERSITY

PRESIDENT

Utah State University

The Utah State Board of Regents invites nominations, applications, and letters of inquiry for the position of President of Utah State University, a Research I institution and the state's land-grant university.

Utah State University offers undergraduate, graduate and professional education and research programs in numerous fields of study involving eight colleges (Agriculture, Business, Education, Engineering, Family Life, Humanities-Arts-Social Sciences, Natural Resources, and Science), a School of Graduate Studies, a Division of International Studies and Programs, and a Division of Extension and Continuing Education. These programs are offered both on-campus and off-campus through active extension, continuing education, electronic distance education, and established education centers. The University also includes a Space Dynamics Laboratory, a Center for Atmospheric and Space Science, a Center for Persons with Disabilities, the Utah Agricultural Experiment Station, a Research and Technology Park and several other research centers. Current annual budgeted expenditures exceed $300 million. Sponsored research and training programs are currently funded at about $130 million, putting Utah State University among the top universities for research dollars per faculty member. A number of USU's research, teaching, extension and service programs draw international acclaim, reflecting the institutional commitment to scholarly excellence in a global society. Utah State University is 80 miles north of Salt Lake City in Logan, Cache Valley, a picturesque community of 100,000 people. The University has an enrollment of 20,865 students, a faculty of 850, and a staff of 2000.

The President is appointed by and serves at the pleasure of the Board of Regents and is responsible to the Board for overall administration of the University. Candidates should have a proven record of administrative achievement in higher education, be recognized as a leader in a scholarly field, have an appreciation for and an understanding of the land-grant mission, be committed to diversity within the university community, and possess leadership qualities essential for the administration of a major teaching and research university.

Nominations and applications with résumé, references and other supporting materials should be sent to:

Commissioner Cecilia H. Foxley
Utah System of Higher Education
3 Triad Center #550
Salt Lake City, UT 84180-1205

The Presidential Search Committee will begin reviewing nominations and applications during the first **week in September, 2000.** These materials will be held in the strictest confidence. Potential candidates desiring more information about the University, the state of Utah, or the search process should contact Commissioner Foxley or refer to **www.utahsbr.edu** or **www.usu.edu**.

Equal Opportunity/Affirmative Action Employer

KUTZTOWN UNIVERSITY
Recruitment Manager

The Office of Social Equity is seeking an individual to assume major responsibility for academic recruitment. Duties include collaboration with search committees, department chairs and deans to effectively recruit persons of color for faculty and administration positions; building effective alliances with graduate schools and other contacts at universities that graduate diverse classes of doctoral students; attend conferences and other events to recruit applicants for faculty and administrator positions; train academic units on "best practices" for recruiting diverse faculty and other candidates; and conduct other activities related to workforce diversity. Minimum qualifications include a master's degree in a business or counseling related field; three years of experience in recruitment and hiring and/or as a member of a college or university faculty; demonstrated accomplishments in enhancing diversity in area of expertise; strong interpersonal skills; excellent oral and written communication skills; ability to travel. Successful interview and demonstration of ability including a presentation on ways to effectively recruit Black and Latino faculty is also required. Prefer applicants who can word process and who have familiarity with spreadsheet application(s) and basic desktop publishing.

Send a resume and three references to:

Recruitment Manager Search
c/o Office of Social Equity
Kutztown University
P.O. Box 730
Kutztown, Pennsylvania 19530-0730
or e-mail to scales@kutztown.edu

Review of applications will begin on August 14, 2000, and will continue until a highly qualified interview pool is established. Kutztown University is a member of the Pennsylvania State System of Higher Education and actively solicits applications from women and persons of color.

George Mason
University

SPONSORED PROGRAMS
Director

George Mason University has an immediate opening for a Director, Office of Sponsored Programs (OSP). The current director has accepted a new assignment in the University. The Director administers a rapidly growing sponsored program portfolio of more than $40 million annually. With a staff of 25 organized in multifunctional teams in support of clusters of academic units, the Director, OSP manages all aspects of both pre-and post-award grants and contracts administration, including management of cash and accounts receivable. The Director reports to the Vice Provost for Research, and is accountable for financial matters to the Senior Vice President. In addition to OSP administration, the Director develops and recommends GMU policies affecting the goals and operations of sponsored programs, assists and encourages faculty in the pursuit of funding opportunities, negotiates and executes contracts and grants for the University, ensures University accountability for the expenditures of funds in compliance with pertinent policies and regulations, and participates actively in related professional associations.

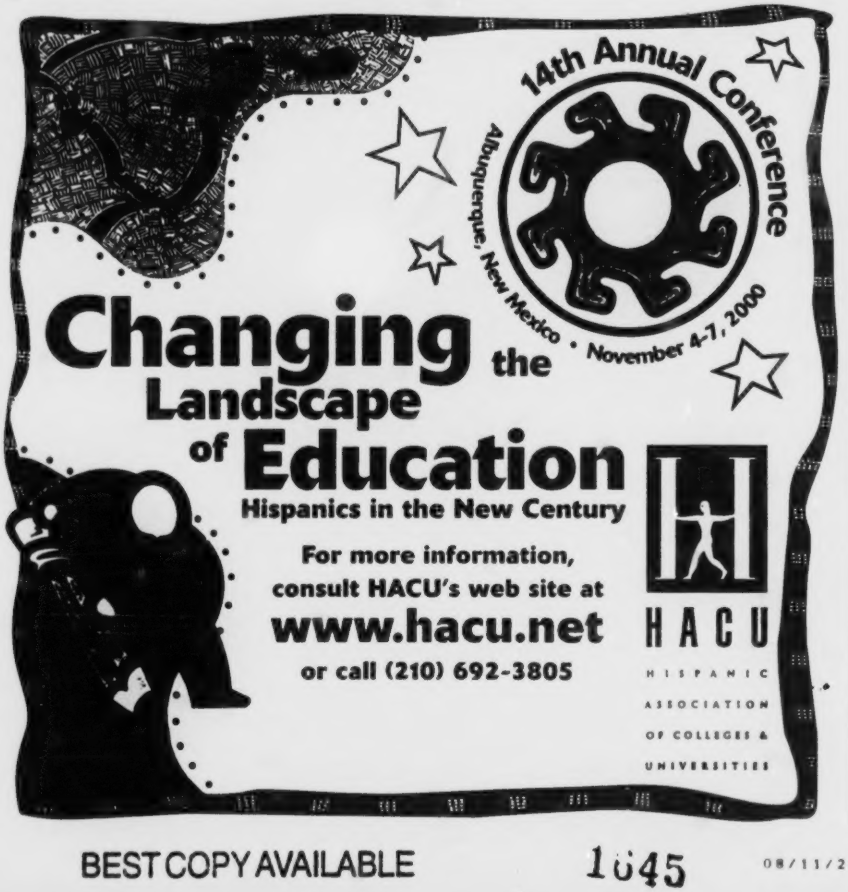
This position is a 12-month administrative faculty position. It requires a minimum of an accredited undergraduate degree and five to ten years experience in grants administration in a college or university, or equivalent experience in other settings.

GMU is a public university of the Commonwealth of Virginia, located in Fairfax, VA, the center of the burgeoning high-technology Northern Virginia community, fifteen miles directly west of Washington, DC. Its enrollment is approximately 25,000 students, of who 45 percent are enrolled in graduate, professional and other post-baccalaureate programs. GMU awards more than 125 doctoral degrees annually in a dozen disciplinary and interdisciplinary fields. Broad area with special emphasis in sponsored activities include information technology, computational sciences, public policy and law, applied social sciences, nursing and health sciences, and educational research.

Review of applications will begin September 1, 2000 and continue until the position is filled. Please send nominations or letters of application (include vita and names of three references) to:

Mr. Daniel Campbell
Office of Sponsored Programs Search
Office of the Provost MSN 3A2
George Mason University
4400 University Drive
Fairfax, VA 22030

AA/EEO


14th Annual Conference
Albuquerque, New Mexico • November 4-7, 2000
Changing the Landscape of Education
Hispanics in the New Century
For more information, consult HACU's web site at
www.hacu.net
or call (210) 692-3805
HACU
HISPANIC ASSOCIATION OF COLLEGES & UNIVERSITIES

CHANCELLOR, BLOOMINGTON CAMPUS AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

INDIANA UNIVERSITY

Indiana University invites applications and nominations for the Chancellor of the Bloomington Campus and Vice President for Academic Affairs, Indiana University. Indiana University, founded in 1820, has a total enrollment of 93,000 students. The Bloomington campus, oldest and largest of the campuses, enrolls 28,000 undergraduate and 7,500 graduate students. Indiana University Bloomington is a Research I University and a member of the Association of American Universities.

This individual reports directly to the President of the University. The position carries dual responsibilities as the Chancellor of the Bloomington campus and the Vice President for Academic Affairs for the system-wide university, consisting of eight campuses.

BLOOMINGTON CHANCELLOR

The Chancellor is the chief operating officer of the Bloomington campus of Indiana University and oversees planning for the campus and its programs. The position has direct responsibility for campus academic and non-academic programs. The Chancellor has final responsibility for recommending decisions about campus tenure and promotion to the President; recommends to the President the appointment of campus deans and directors and supervises regular reviews of their performance; and administers budget allocations to academic and non-degree granting units of the campus. He/she is responsible for many service operations and is expected to maintain a close working relationship with campus deans, faculty, students, staff members, and their respective organizations. By interacting with members of the surrounding community as well as with local and state officials, the Chancellor helps to embed the institution into the life of the state.

VICE PRESIDENT FOR ACADEMIC AFFAIRS

The Vice President has university-wide responsibility for providing direction and guidance on academic matters to campus chancellors and vice chancellors, for monitoring the conduct of academic program reviews, for reviewing proposed new academic programs, and for acting as liaison to the Board of Trustees and the Higher Education Commission on academic matters. He/she reviews promotion and tenure dossiers from all campuses and makes recommendations about them to the President.

QUALIFICATIONS

The successful candidate will have a well-established record of academic excellence, extensive administrative experience at a major research university, a deep commitment to faculty governance, and the ability to communicate well with faculty, students, staff, and external constituents. He/she must value open communication and must understand the importance of promoting a diverse university community. Candidates must be experienced in budget preparation and management issues. Candidates must be eligible for appointment as a full professor with tenure in one of the IU Bloomington academic units.

Applications and nominations will be accepted until the position is filled. To assure optimal consideration, interested individuals are encouraged to submit their materials by the end of September. Please address all correspondence to:

R. William (Bill) Funk
National Managing Director
Korn/Ferry International Education Practice
500 N. Akard
3232 Lincoln Plaza
Dallas, Texas 75201
email: krisha.creal@kornferry.com

–Indiana University is an equal opportunity/
affirmative action employer–

Assistant Dean and Director of Admissions

An exciting opportunity exists for a chief admissions officer to join Northeastern University School of Law. The successful candidate will develop and implement a strategic enrollment plan for the School of Law; create marketing strategies; manage admissions office staff and process; develop, implement and assess systems for data collection and record-keeping; develop admissions protocols; regularly assess efforts to meet enrollment goals; and represent the law school in various external forums. Qualifications: J.D., MBA or other appropriate advanced degree required. Six to eight years of progressively more responsible experience in either a higher education administrative setting (preferably an admissions or law school setting) or the same number of years' administrative and marketing experience transferable to a law school admissions setting; strong leadership, organizational and managerial skills; proven marketing track record; well-developed computer database expertise; excellent interpersonal and communication skills; ability to analyze large volume of quantitative data; high energy and ability to market the school to diverse audiences; demonstrated commitment to and experience in a diverse work environment.

Northeastern University School of Law has a unique and innovative program. We are the only co-operative legal education program in the country, and we graduate students who have had a full year of legal practice. We are non-competitive in that we do not have grades, class rank or law review. We value and embrace diversity in our student body and in our curricular offerings, and we have a strong commitment to social justice and public interest law. We are located near Boston's South End, adjacent to the Museum of Fine Arts.

Send letter of interest, resume and three references to Diane L. Tsoulas, Associate Dean, Northeastern University School of Law, 400 Huntington Avenue, Boston, MA 02115. Applications received by September 5, 2000 will be given full consideration.

Northeastern is an Equal Opportunity/Affirmative Action Title IX Employer. Minorities and women are strongly encouraged to apply.

Northeastern
UNIVERSITY

FULL TIME POSITIONS

Full-Time Positions: These positions will remain open until filled, however, the interview process will commence on August 10, 2000. For details about other positions at the college, please see our Website: www.bmcc.cuny.edu

TEACHING

COMPUTER INFORMATION SYSTEMS - (3 Positions)

Multimedia

Teach a full range of courses in multimedia programming and design, research industry trends and needs and modify or create new curriculum accordingly, and establish additional industry connections and develop partnerships where possible. Experience with authoring systems, programming, graphics software, and/or web development tools. Knowledge of networking, industry certification, prior teaching experience desirable. Appropriate terminal degree and evidence of extensive professional experience and achievement. For Assistant Professor, the candidate must have an interest in productive scholarship and/or creative achievements in the field. For Associate Professor the candidate must have a record of significant achievement in the field. An ideal candidate will have at least a master's degree in computer science, communications, fine arts, computer graphics or design or related fields. However, the college will consider candidates with a baccalaureate in the identified fields or a closely related field and who have an exceptional portfolio of experience, work projects, and/or publications. Additional criteria may be required of specific disciplines. **Vac.#833. Closing Date: 8/25/00.**

Computer Scientist

Teach a range of computer science courses including object-oriented programming, machine architecture. Research industry trends and needs and modify or create new curriculum accordingly; establish additional industry connections, develop partnerships where possible; participate in grant writing and software development activities. Ph.D. or Equivalency (Master's degree in computer science plus thirty (30) graduate credits in computer science plus contributions to the field) required. Prior teaching experience required. For Assistant Professor, the candidate must have an interest in productive scholarship and/or creative achievements in the field. For Associate Professor the candidate must have a record of significant achievement in the field. An ideal candidate will have at least a master's degree in computer science, communications, fine arts, computer graphics or design or related fields. **Vac.#837. Closing Date: 8/25/00**

Telecommunications

Teach a range of computer courses including operating systems, programming, telecommunications; monitor national trends in networking certification and modify or create new curriculum accordingly; establish additional industry connections and develop partnerships where possible. Ph.D. or Equivalency (Master's degree in computer science or MIS plus thirty (30) graduate credits in computer science or MIS plus contributions to the field) required. Novell or MCSE certification required. For Assistant Professor, the candidate must have an interest in productive scholarship and/or creative achievements in the field. For Associate Professor the candidate must have a record of significant achievement in the field. An ideal candidate will have at least a master's degree in computer science, communications, fine arts, computer graphics or design or related fields. **Vac.#836. Closing Date: 8/25/00**

SALARY:		
	Assistant Professor:	**$32,703/A - $57,049/A**
	Associate Professor:	**$42,616/A - $68,174/A**

REFER TO THE ABOVE BMCC VACANCY # AND FORWARD TWO (2) RESUMES ALONG WITH TWO (2) COVER LETTERS TO:

Mr. G. Scott Anderson
Director of Human Resources
Borough of Manhattan Community College/CUNY
199 Chambers Street, New York, N.Y. 10007

BMCC

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/AMERICAN DISABILITY ACT EMPLOYER
IRCA VERIFICATION REQUIRED - NO PHONE CALLS, PLEASE.

DIRECTOR, COUNSELING & CONSULTATION

-UP OFFICE STUDENT AFFAIRS-

ASU is seeking an individual to provide overall management & direction for University Counseling & Consultation under the supervision of the Associate Vice President for Student Affairs; develop & direct mental health care programs & services for students; coordinate the consulting services of the agency in meeting the needs of university faculty, staff, & students; develop methods of assessing the needs of students & the outcomes of university exp. as related to those needs that may be addressed through the agency; promote design of developmental programs for targeted student populations; direct the development, interpretation, & administration of department goals, objectives, policies, & procedures; interpret the agency philosophy & activities to the university community; coordinate the training program for interns assigned to the agency; provide direct services to individual students as a Counseling Psychologist; recruit, hire, train & evaluate staff; work collaboratively with university academic support programs & other Student Affairs departments to reach university goals; perform other executive & administrative assignments as assigned.

REQUIRED: Doctorate degree in Counseling, Counseling Psychology, Clinical Psychology or the equiv. from an accredited college or university with appropriate year long internship exp. AND Certified psychologist or eligible for certification in Arizona within 1 yr. AND 5 yrs.' exp. with college students in a counseling setting, which includes 4 yrs.' administrative exp. at a University level. **DESIRED:** Commitment & exp. with graduate training, student development, & innovative intervention programs. **HIRING RANGE:** DOE.

To apply, submit cover letter specifying job title & SR# N-102239, & resume in addition to the names, addresses & phone numbers of 3 professional references to: **ASU, Human Resources, Box 871403, Tempe, AZ 85287-1403. Deadline: August 25, 2000, at 5pm or every 2 weeks thereafter until February 23, 2001. FAX: (480) 965-6640. E-mail: resumes@asu.edu.** AA/EOE.

ASU
ARIZONA STATE UNIVERSITY

ST · OLAF
COLLEGE

PRINCIPAL GIFTS OFFICER AND DIRECTOR OF FOUNDATION AND GOVERNMENT RELATIONS

Full time position for a senior level development officer who will work closely with the college president, senior vice president and dean, dean's council, faculty and staff, will provide the leadership and vision to develop strategic relationships between funding sources from government, private foundations and organizations, and the college. He or she will provide support for both institutional and faculty-driven initiatives.

QUALIFICATIONS: Master's degree (preferred) and three years of direct experience in government and foundation relations or Bachelor's degree and six years of direct experience. Candidates should possess exceptional communications, computing, organization, interpersonal and supervisory skills.

TO APPLY, submit letter of interest, resume and references to Employment Coordinator, via fax **(507) 646-3960**, email **resume@stolaf.edu** or U.S. mail to **1520 St. Olaf Avenue, Northfield, MN 55057.** Applications will be accepted until the position is filled.

FOR MORE INFORMATION visit **http://www.stolaf.edu/services/hr**

St. Olaf College is a four-year, coeducational liberal arts college of the Evangelical Lutheran Church in America (ELCA) with a student enrollment of 2,950 and a full-time faculty of approximately 256, the college is nationally known for its arts, music, science, pre-medicine, mathematics, pre-law, international studies and religion curricula. It is one of Money Guide's top 100 "elite values in college education today," and it leads the nation's colleges in number of students who study abroad.

COMMUNITY
COLLEGES
OF SPOKANE

ABE/GED INSTRUCTORS

INSTITUTE FOR EXTENDED LEARNING

AIRWAY HEIGHTS CORRECTION CENTER

Two full-time, non-tenure track positions. Will teach Adult Basic Education (ABE) and General Education Development (GED) competencies to incarcerated adult males, utilizing group and individualized methods, including computer aided instruction. Instructional topics consist of Writing skills (basic grammar, usage, mechanics, sentence structure, essay writing and proofreading skills), Social Studies, Science, Literature and the Arts/Reading, and Math (basic math through Algebra and Geometry). Bachelor's degree in Education and six months experience teaching adults OR a Bachelor's degree in a related field (see instructional topics above) and two years recent experience teaching adults. Master's degree in Education or related field and one year successful experience teaching basic skills to adult students desired. $37,132 for academic year and $7,985 for the summer of 2001. Closes August 21, 2000.

For position details, qualification requirements, and official application, contact **Human Resources Office, Community Colleges of Spokane, 2000 N. Greene Street, Spokane, WA 99217-5499** at **(509)533-7429, TDD (509)533-7466** or access our Website at **http://ccs.spokane.cc.wa.us**. AA/EOE

THE
UNIVERSITY
OF UTAH

Tenure Track Position
in Experimental Nanometer Scale Physics

The Department of Physics at the University of Utah invites applications for an experimental, tenure-track, Assistant/Associate faculty position to begin August 2001 in the area of nanometer scale physics. This broad area includes but is not limited to the fields of surface physics, physical chemistry, self assembly, organic and inorganic nanostructures, molecular electronics and nanotechnology. A Ph.D. in physics or a related field is required. Postdoctoral research experience is desirable. The successful candidate must have an outstanding research record for his/her experience level and show promise of teaching effectively at both the undergraduate and graduate levels. Information about the University and Physics Department may be found at URL **http://www.physics.utah.edu.**

The deadline for receipt of application materials is December 1, 2000. A letter of interest, statement of research plans, vita, publication list and three letters of recommendation should be sent to:

Nanoscale Physics Search Committee Chair
University of Utah
Department of Physics
115 South 1400 East, Room 201
Salt Lake City, Utah 84112-0830

The University of Utah is an equal opportunity/ affirmative action employer. It encourages applications from women and minorities and provides reasonable accommodations to the known disabilities of applicants and employees.

NYIT

NEW YORK INSTITUTE OF TECHNOLOGY

New York Institute of Technology, an independent senior comprehensive college providing graduate and undergraduate career education, with campuses on Long Island and in Manhattan invites applications for the following faculty position:

SCHOOL OF EDUCATION AND PROFESSIONAL SERVICES

MATHEMATICS EDUCATION. Assistant/Associate Professor. Middle childhood, adolescence emphasis. Teach undergraduate and graduate courses in mathematics methodology including the integration of technology. Three years K-12 classroom teaching experience and doctorate required.

To apply, send a current curriculum vitae, a cover letter and three references to: Dean Helen Greene, New York Institute of Technology, P.O. Box 8000, Old Westbury, New York 11568-8000, or to the e-mail hgreen@nyit.edu. NYIT is an AA/EEO institution.

www.nyit.edu

FACULTY POSITIONS

The following are full-time tenure-track positions, to begin Fall 2001. Located in the San Francisco Bay Area, Mills is a selective liberal arts college for women, with coeducational graduate programs. See* www.mills.edu *for more information on the College. Persons of color and those committed to working in a multicultural environment are encouraged to apply. AA/EOE

ASSISTANT PROFESSOR, COMPARATIVE POLITICS

The Department of Government invites applications for a tenure-track appointment in Comparative Politics, beginning August 2001, at the Assistant Professor rank. Candidates must have research and teaching expertise in Latin America or East Asia, and be prepared to offer both upper division and introductory courses in comparative government. Interest in public policy-making in comparative perspective, in support of a proposed public policy program, is encouraged. Completion of the Ph.D. by the time of appointment is expected. Send a letter of application, curriculum vitae, sample of professional writing, statement of teaching interests, teaching evaluations, graduate transcript and at least three letters of recommendation to: Comparative Politics Search, Department of Government, Mills College, Oakland, CA 94613. **Postmark deadline: October 10, 2000.**

ASSISTANT PROFESSOR, ELECTRONIC ARTS

The Intermedia Arts Program in the Fine Arts Division at Mills College seeks applicants for a tenure-track position as Assistant Professor in Electronic Arts, to begin in August 2001. Candidates should be accomplished artists with an established record of achievement in electronic and interdisciplinary media who possess a broad understanding of both contemporary visual arts and computer technologies. They must be prepared to play a leadership role in developing existing digital media facilities (Macintosh-based), and in developing the Intermedia Arts Program and its curriculum. Both undergraduate and graduate courses are involved.

Candidates should be fluent with: 1) basic photography, image-making, sculpture and installation concepts; 2) elements of performance; 3) elements of interactivity; 4) the history of electronic art and contemporary media theory. Three years of college teaching experience is preferred, and an MFA or equivalent experience is required. An application should include a cover letter discussing teaching experience and areas of expertise, a CV, representative selection of art work (such as slides, VHS videos, Macintosh-compatible CD-ROMs, web-addresses), SASE, and contact information for 5 academic/professional references.

Application deadline is November 1, 2000. Please send application materials directly to: Prof. Anna Murch, Chair, Electronic Arts Search Committee, Art Department, Mills College, Oakland, CA 94613.

ASSISTANT PROFESSOR, VIDEO

The Intermedia Arts Program in the Fine Arts Division at Mills College seeks applicants for a tenure-track position as Assistant Professor in Video, to begin in August 2001. Candidates should be accomplished artists with an established record of achievement in video art who also possess a broad understanding of contemporary intermedia art. They must be able both to teach basic skills and to mentor advanced undergraduate and graduate students from a fine arts perspective. They must be prepared to play a leadership role in the development of the Intermedia Arts Program and its curriculum, which educates students with diverse needs and interests, including electronic cinema, installation, performance, sound, dance and theater. Both undergraduate and graduate courses are involved.

Familiarity is required with digital cameras, nonlinear video editing, and with emerging technological developments that will impact the future of the video medium. Three years of college teaching experience is preferred, and an MFA or equivalent experience is required. An application should include a cover letter discussing teaching experience and areas of expertise, a CV, a representative selection of video art work (on VHS), SASE, and contact information for 5 academic/professional references.

Application deadline is November 1, 2000. Please send application materials directly to: Prof. Chris Brown, Chair, Video Search Committee, Music Department, Mills College, Oakland, CA 94613.

MILLS COLLEGE
Oakland, CA

AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

DIRECTOR OF CAREER PLANNING

Agnes Scott College seeks a Director of Career Planning to develop and manage a comprehensive program to ensure challenging career opportunities for Agnes Scott College graduates. The candidate chosen for this full-time, twelve-month position will administer and supervise the departmental office, including staffing, training, planning and budgeting, address student needs through individual advising, assessment and counseling, workshop facilitation, and presentations, and collaborate with faculty to design career services including intern and extern opportunities, which complement the curriculum.

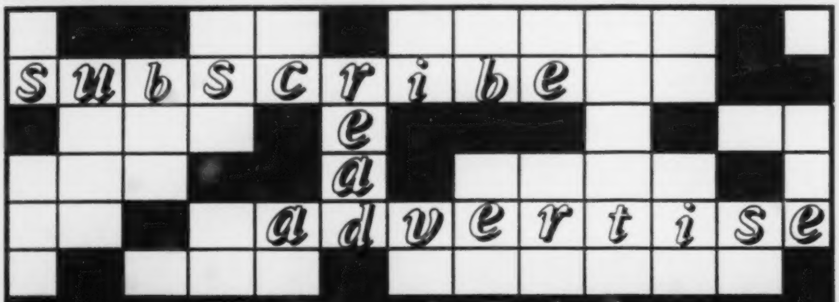
Qualifications: Graduate degree in related field of study, minimum three to five years experience, considerable knowledge of career counseling and student development, familiarity with potential sponsors of intern/externships, demonstrated proficiency in management and leadership, excellent communication skills, and proficiency in Windows. Word, Excel, PowerPoint, databases and electronic mail. Licensure as a professional counselor preferred.

Agnes Scott College is a highly selective, independent national liberal arts college for women located in metropolitan Atlanta. In offering the world for women, Agnes Scott's curriculum encourages students to become fluent across disciplines, across continents and across centuries. Founded in 1889 by Presbyterians, Agnes Scott is a diverse and growing residential community of scholars with one of the largest endowments per student of any U.S. college or university.

Agnes Scott College offers competitive salaries and a comprehensive benefits package. Send a letter of application designating position of interest, resume and professional references to the **Office of Human Resources, 141 E. College Avenue, Atlanta/Decatur, Georgia 30030-3797.**

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age, sexual orientation or disability in its employment. An Equal Opportunity Employer.

www.agnesscott.edu



The Hispanic Outlook

Tel: 201.587.8800 ext. 102 or 106 • Fax: 201.587.9105

E-mail: Outlook@sprintmail.com

UNIVERSITY OF CALIFORNIA
RIVERSIDE

The University of California, Riverside Library welcomes applications for the Head, Information Services for the Science Library. The position reports to the AUL for the Sciences and is responsible for provision of reference and information services in the Science Library. The Information Services Department includes seven reference librarians and the Map Collection with a staff of two. Graduate library degree. Minimum of four years of progressively responsible experience in reference services in an academic, special, or public library with significant holdings in the sciences and engineering. Extensive experience with scientific print and electronic information sources and services; experience in collection development. Excellent organizational, communication, and interpersonal skills. Supervisory experience and demonstrated achievement in organizational leadership including the ability to manage change positively. Commitment to professional development. Preferred: Degree in a scientific or engineering discipline. The successful candidate will be appointed to the Librarian series at a salary level appropriate to the candidate's qualifications & experience. Appt. range $41,532 - $68,112. Applicants should send a letter of application, a complete resume, and the names of three references by September 22, 2000 to: **John W. Tanno, Associate University Librarian, University of California, University Library, P. O. Box 5900, Riverside, CA 92517.**

Nebraska

UNIVERSITY OF NEBRASKA - LINCOLN

Family Science Extension Specialist/ Assistant Professor

With a concentration in Early Childhood Development. Seeking candidates for a tenure-track, 12-month position with 100% Cooperative Extension responsibilities in the Department of Family and Consumer Sciences. Position located at the Northeast Research and Extension Center, Norfolk, NE. Successful candidate will work with Extension Educators/Specialists on a district and statewide basis, community service organizations, and appropriate state agencies to develop, implement and evaluate educational programs to address critical early childhood issues. Requires a Ph.D. in human development and family studies, or related field, as well as excellent outreach, teaching, communication and grant writing skills. Submit letter of application, vitae, graduate transcripts, sample publications and three letters of reference to: **Dr. John DeFrain, Co-Chair, Search Advisory Committee, University of Nebraska-Lincoln, Department of Family and Consumer Sciences, 123 Home Ec Bldg., Lincoln, NE 68583-0801.** Review of applications will begin on Friday, September 15, 2000, and continue until a suitable candidate is identified. The University of Nebraska is committed to a pluralistic campus community through Affirmative Action and Equal Opportunity and is responsive to the needs of dual career couples. We assure reasonable accommodation under the Americans With Disabilities Act. Contact Dr. DeFrain at 402/472-1659 or 402/472-9343 for additional information.

University of
Nebraska
Lincoln

CERRITOS COMMUNITY
COLLEGE DISTRICT

President-Superintendent

Cerritos College
Norwalk, California

The Board of Trustees of Cerritos College invites applications and nominations for the position of President-Superintendent.

Cerritos College, a comprehensive community college, is a one-college district enrolling nearly 23,000 students on a 140-acre campus. Located in southeast Los Angeles County, bordering both the city of Long Beach and Orange County, the college district encompasses eight cities. Cerritos College has more than 1600 full- and part-time employees, and an annual budget in excess of $80 million. The college prides itself on being one of the most ethnically diverse community colleges in the nation and on being the most technologically advanced community college in the state for teaching and learning. A model of effective shared governance and collegiality, Cerritos College is one of only three California community colleges without a unionized faculty.

The presidency of Cerritos College offers an attractive opportunity to guide a dynamic college that is well positioned to continue as one of the flagship community colleges in California. The successful candidate will embrace this ethic and provide the leadership that guides the college in its quest for excellence.

For a presidential profile brochure
and application information contact:

Office of Personnel Services
Cerritos College
11110 Alondra Blvd.
Norwalk, CA 90650
tel:(562) 860 2451 ext 2284, fax: (562) 467-5003

or visit our web site: www.cerritos.edu

For ***additional information*** *contact:*

Del M. Anderson, Search Consultant
Association of Community College Trustees
4100-10 Redwood Road #251
Oakland, CA 94619
tel: (510) 638-5288 fax: (510) 382-9637

Review of applications will begin after October 20, 2000

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• Assistant VP for Communications •

Create and direct a comprehensive communications program to position Loyola as the premier, urban university in the Jesuit tradition. Direct our integrated communications program in the areas of: media relations; university identity/design; and university publications/marketing communication. 10+ years of managerial experience within a higher education/ non-profit environment; outstanding writing/speaking skills; and the ability to think strategically required.

Interested candidates should visit our website for more details at www.luc.edu/resources

Loyola University Chicago offers a competitive salary and an excellent benefits package including family tuition benefits. Please e-mail/fax/mail your resume, by ***Sept. 1st, 2000***, to: **Loyola, Human Resources, 6525 Sheridan Rd., Chicago, IL. 60626. Fax: 773-508-8839. E-mail: hr-lsc@luc.edu**

LOYOLA
UNIVERSITY
CHICAGO

Chicago's Jesuit University

Loyola University Chicago is an equal opportunity employer/educator.

Assistant Budget Director

Russ College of Engineering and Technology
Department: Engineering and Technology
Campus: Athens

Available: Immediately following search

Salary: Paygrade 85. Starting salary $34,937- $40,656, commensurate with experience and qualifications, or in accordance with Policy and Procedure for internal contract candidates.

Minimum Qualifications: Technical degree in Accounting, Business, Management Information Systems, or Business Computers and knowledge of non-profit (university) accounting. Bachelor's degree preferred. At least two years (one state funding cycle) of accounting and procedural experience in a University setting with a Bachelor's degree, or four years (two state funding cycles) with a Technical degree required. Knowledge of University budgeting and accounting processes and procedures necessary. Knowledge of computers, including in-depth knowledge of word processing, spreadsheet, database, and Email and the ability to use standard office equipment required. Experience with CUFS, Access and/or Oracle, and Excel software preferred. Demonstrated excellent analysis, planning and organizational skills; excellent interpersonal and communications skills, both oral and written; exceptional attention to detail; the ability to manage details, organize, prioritize, and multi- task required.

Responsibilities: This position reports to the Director of Planning and Budget. The Assistant Budget Director analyzes financial and budgetary data to determination the fiscal status of budgetary units and makes recommendations to Director. The individual must be able to recommend, implement, and monitor office/ bookkeeping procedures in order to achieve proper reporting, meet institutional/unit goals, and provide information to management. This person must be able to interpret University/ College policy, state/ federal laws, and standard accounting procedure in financial procedures, transactions, and reporting. The Assistant Budget Director also monitors transactions for appropriateness of funding source. This position assists in the preparation of the annual budgeting process, collecting and disseminating information, verifying personnel budgets, and reconciling various budget packets and expenditure types; monitors and audits Purchasing Card transactions and departmental compliance with college and university policy and procedure; and reviews all Presidential contracts, overload contracts, research contracts, and part-time contracts.

To apply: Please send cover letter, resume, and references (please include email, address, and phone number of each reference) to Pamela Eveland, Director of Planning and Budget, Russ College of Engineering and Technology, Ohio University, 151 Stocker Center, Athens, OH 45701-2979.

Application Deadline: August 18, 2000.

AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

Assistant Dean of the College/ Director of Academic Advising

Agnes Scott College invites applications for the position of Assistant Dean of the College/Director of Academic Advising. This position monitors academic procedures and policies in academic standards, and develops and supervises academic advising. Primary responsibilities include: assisting the Dean of the College in the supervision and further development of the academic advising system; working with students and faculty to ensure that policies and procedures in academic standards are followed, monitoring students on academic probation; coordinating cross-registration program; analyzing transfer credit for all incoming students; and advising joint enrollment students, and administering applications for special topic courses, independent studies and internships, and disseminating information concerning graduate scholarships, fellowships and graduate studies.

Requirements include: Graduate degree in an appropriate field required, minimum of five years experience; considerable knowledge of graduate fellowships, scholarships, and studies, academic standards, and student concerns and values; proficiency in managing a diverse group of projects, interacting with a variety of personalities and working with students; mastery of public speaking; ability to manage multiple tasks simultaneously; excellent interpersonal communication skills, both written and verbal, and demonstrated ability to work independently and to maintain confidentiality.

Send letter of interest, resume, and the names of three professional references and salary requirement to **Office of Human Resources, Agnes Scott College, 141 East College Avenue, Atlanta/Decatur, GA, 30030-3797.** Review of submitted materials will begin immediately.

Agnes Scott College is a highly selective, independent national liberal arts college for women located in metropolitan Atlanta. In offering the world for women, Agnes Scott's curriculum encourages students to become fluent across disciplines, across continents and across centuries. Founded in 1889 by Presbyterians, Agnes Scott is a diverse and growing residential community of scholars with one of the largest endowments per student of any U.S. college or university.

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age, sexual orientation or disability in its employment. An Equal Opportunity Employer.

www.agnesscott.edu

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GRAND VALLEY STATE UNIVERSITY

VICE PRESIDENT
FOR FINANCE AND ADMINISTRATION

Grand Valley State University is seeking candidates for the position of Vice President for Finance and Administration. The Vice President is an executive officer of the University and a member of the President's senior executive staff.

Responsibilities of the position include oversight of: Business and Finance, Facilities Services and Planning, Human Resources, Intercollegiate Athletics, Meadows Golf Club, University Counsel, Treasurer, Board of Control and Treasurer, Grand Valley University Foundation.

For a more detailed description of the position responsibilities, qualifications and how to apply, please visit our website at:

www.gvsu.edu/hro/openings/vpfinadmin.html

Grand Valley State University is located 12 miles west of downtown Grand Rapids, Michigan and has been Michigan's fastest growing university for the past 15 years.

Grand Valley State University has a strong commitment to an inclusive educational and work environment. Women, minorities and disabled individuals are invited and particularly encouraged to apply.

Grand Valley State University is an affirmative action, equal opportunity institution.

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SUNY EMPIRE STATE COLLEGE

VICE PRESIDENT FOR ACADEMIC AFFAIRS

SUNY Empire State College invites nominations and applications for the position of Vice President for Academic Affairs. Founded in 1971 with a mandate to serve all of New York State, ESC is recognized as a world leader in designing and delivering programs that meet the academic, personal and professional goals of more than 10,000 students each year. These students, mostly working adults, enroll in associate, baccalaureate, and master's programs through 46 locations across New York State, several international sites and at a distance.

ESC provides degree programs in business, human services and the arts and sciences that begin with the educational goals and interests of individual students. Degrees are earned through individual and group study, distance learning, tutorials, evaluated experiential learning and the transfer of credit from prior college experience. Offering the latest in learning technologies as well as faculty mentors and students working–together one-to-one, Empire State College remains a true innovator in delivering high quality education to its diverse students. ESC has 600 full and part-time faculty and staff.

The Vice President for Academic Affairs reports directly to the President, and is responsible for the academic program, including assuring its high quality; the development of new program initiatives; the formulation and implementation of academic policies and procedures; the development, support, and evaluation of faculty; and effective leadership within an educational community that values shared governance. With the president, the VPAA and three other vice presidents (administration, educational technology, and external affairs) are responsible for collegewide leadership and integrated planning.

Candidates should have a background of significant college-level teaching, senior administrative and program development experience, and appropriate credentials including an earned doctorate or its academic equivalent.

For additional information, please visit the College's web site (**www.esc.edu**). Further material on this search can be found at (**www.esc.edu/vpaasearch**).

The Search Committee will begin consideration of applications after **August 15, 2000**. Please send letter of application and resume to:

VPAA Search Committee
Office of the President
SUNY Empire State College
1 Union Avenue
Saratoga Springs, NY 12866

Empire State College is an equal opportunity employer and encourages the nomination and candidacy of women and persons of color.

Empire State College
State University of New York

2001/02- Tenure Track Position in Spanish
California State University, Sacramento, CA 95819-6087
Department of Foreign Languages

Assistant Professor of Spanish, Fall 2001

Assistant Professor of Spanish, tenure track, appropriate doctoral degree required. Successful candidate will have a broad training in Spanish, including the ability to teach Spanish linguistics and composition/grammar classes; ability and willingness to work with a diverse student body; ability to teach a language other than Spanish, while not required, will be considered positively; native or near-native fluency in Spanish and English.

Salary Range: $40,488 to $44,424. Review of applications will begin on February 1, 2001 and will continue until the position is filled. Applications received after March 15 will not be considered in this hiring cycle. Send application letter, CV, and names and telephone numbers of three references to **Prof. Lewis Robinson.**

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AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

DIRECTOR OF INTERNATIONAL EDUCATION

Agnes Scott College is seeking a highly qualified, experienced candidates for the position of Director of International Education to develop, implement and direct academic international programs. Primary responsibilities include: coordinating Global Awareness, Global Connection, study abroad, international student and faculty exchange programs and international internships; coordinating the appointment of foreign language teaching assistants; and providing academic and legal advising to international students

Qualifications: A master's degree required; doctoral degree preferred; minimum of three years managerial experience in international programs (study abroad and international student advising), considerable knowledge of international study programs and regulations and budgeting techniques; familiarity with the value of technology to education and student concerns, proficiency in modern office procedures and software, mastery of managing a diverse population, and working with a variety of people and personalities; strong verbal and written communication skills, international/intercultural experience and organizational skills, demonstrated ability to speak a minimum of one foreign language, work well with students and faculty, manage multiple tasks simultaneously, and to maintain confidentiality; and college-level teaching/scholarship record.

Agnes Scott College offers competitive salaries and a comprehensive benefits package. Application Process: Send a letter of application, resume, and the names of three professional references to: **Office of Human Resources, 141 E. College Avenue, Atlanta/Decatur, Georgia 30030-3797.** Review of submitted materials will begin immediately.

Agnes Scott College is a highly selective, independent national liberal arts college for women located in metropolitan Atlanta. In offering the world for women, Agnes Scott's curriculum encourages students to become fluent across disciplines, across continents and across centuries. Founded in 1889 by Presbyterians, Agnes Scott College is a diverse and growing residential community of scholars with one of the largest endowments per student of any college in the country.

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age, sexual orientation or disability in its employment. An Equal Opportunity Employer.

www.agnesscott.edu

GEORGE MASON UNIVERSITY

GMU Foundation/University Development

Director Development Systems

The Director of Development Systems manages the comprehensive, central database for the George Mason Community that includes alumni, donors and friends. Reporting to the Foundation President/VP of Development and Alumni Affairs, the director is responsible for providing support for all aspects of the Alumni/Development/Foundation information system. The director will manage a technical staff, a gift processing staff, and computing equipment to provide uninterrupted computing service to fund-raising, foundation and alumni affairs staff. The director will also plan and administer the budget related to the development system and computing support. The director is a member of the senior management team, with responsibility for strategic planning and coordination of information systems within the department projects.

Minimum Requirements: a Bachelor's degree, preferably an advanced degree in information technology, or equivalent experience; a minimum of five years experience in a leadership position; demonstrated ability to manage and coordinate multiple staff and staff functions; ability to manage large, complex databases and plan budgets; have a knowledge of fund-raising and outreach programs, and; ability to multi-task and communicate clearly. Experience in a university setting is desired. For more information on the Foundation, Development Office, and Alumni Affairs, visit **http://www.gmu.edu.**

Review of applications will begin August 25, 2000, and continue until the position is filled. Interested candidates, please send your application to: **Search Team, Director of Development Systems, George Mason University Foundation, Inc, 4400 University Drive, Fairfax, VA 22030.**

AA/EEO

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FAX: 414-229-6977
EMAIL: kmo@bfs.uwm.edu

The University of West Florida

VICE PRESIDENT OF ADMINISTRATIVE AFFAIRS

The University of West Florida, one of the ten state universities in Florida, is located in Pensacola Florida, and enrolls over 8,200 students at its Pensacola and Ft. Walton Beach campuses. This position is located on the Pensacola campus of approximately 1,600 acres that has been designed as a nature preserve. Over 1,000 students live on campus with another 2,000 living nearby. The University seeks a qualified individual to serve as Vice President for Administrative Affairs.

RESPONSIBILITIES: The position reports to the President and is responsible for the leadership, direction, and coordination of administrative activities which include Business Services, Campus Police, Controller, Environmental Health and Safety, Facilities Planning, Human Resources, Plant Operations and Maintenance, Purchasing, and University Budgets.

QUALIFICATIONS: Minimum qualifications are a master's degree in an appropriate field of specialization and eight years of experience or bachelor's degree in an appropriate field and ten years of relevant experience. A successful candidate should have broad knowledge and experience in all areas of administration and have demonstrated a strong commitment to equal opportunity and diversity.

SALARY: The salary will be competitive.

APPLICATION: UWF is an equal opportunity employer. Women and minorities are especially encouraged to apply. To ensure full consideration, candidates are asked to submit the following:

- a cover letter summarizing qualifications;
- a detailed resume;
- name, mailing address, e-mail address, and telephone number for 3 professional references; and
- salary history.

Deadline is August 31, 2000. Desired starting date is January 1, 2001. Send application to: **Ms. Rosalind Fisher; Office of Equal Opportunity and Diversity; The University of West Florida; 11000 University Parkway; Pensacola, Florida 32514.**

DIRECTOR OF MARKETING

SUNY Empire State College, a national leader in nontraditional adult higher education, seeks a highly organized, creative and energetic individual to join our advancement team as director of marketing.

The director of marketing is responsible for the design and implementation of a comprehensive marketing program for the College. The director will: (1) develop an image awareness campaign to position the College as a "brand;" (2) undertake market research, including environmental scanning and applications of geodemographic clustering; (3) be responsible for advertising placements and all other marketing initiatives throughout the state; and (4) implement strategies to present the College effectively on the WWW. The director works closely with the deans and outreach and recruitment professionals at regional centers and reports to the Director of College Relations.

Qualified applicants will have a minimum of five years of marketing experience; a bachelor's degree in marketing or related field; strong organizational skills; advertising placement experience; superior writing and editing skills; strong interpersonal abilities; and experience using databases and spreadsheets.

The position is based at the College's Coordinating Center in Saratoga Springs. Salary is dependent on experience (probable range of $37-45,000). Applications will be accepted until the position is filled, with the search committee beginning its review on August 1. Letter and resume to: **Kirk Starczewski, Director of College Relations, SUNY Empire State College, One Union Avenue, Saratoga Springs, NY 12866. E-mail: kirk.starczewski@esc.edu.**

AA/EOE.

Empire State College
State University of New York

UNIVERSITY OF HOUSTON

ACTIVITIES ADVISOR (001081)

Responsibilities: Provides advising and guidance to one or two programming units advised by the Department of Campus Activities. Advisement includes working with these groups regarding the development, planning, implementation and evaluation of programs, including: budget development, recruitment, goal setting and marketing. Facilitates leadership development retreats for these groups. Negotiates the preparation of contracts for campus wide programs. Assists with the coordination of departmental leadership development activities for student organizations. Provides support for registered student organizations.

Requirements: Bachelor's degree required, or equivalent experience with a strong preference for applicants with a Master's degree in student development, counseling or related discipline. Prefer student-centered philosophy and ability to work with a diverse student population. Requires at least six months of directly job-related experience. Applicants with experience advising volunteer planning organizations are encouraged to apply.

To ensure full consideration for the position, a UH application (available at **www.uh.edu/admin/hr**), resume, and names, addresses and telephone numbers of three professional references to:

University of Houston
Human Resources Department
Job # 001081
Houston, TX 77204-5883

Review of completed application packets will begin **immediately.**

This is a security sensitive position. A criminal history record investigation will be conducted. The University of Houston is an equal opportunity, affirmative action employer. Women, Minorities, veterans and persons with disabilities are encouraged to apply.

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¡PUNTO FINAL!

CELEBRATING BILINGUALISM

Carol Ann Borchert is a reference librarian and a Latin American and Caribbean Studies librarian at the University of South Florida-Tampa.

Higher education institutions in the United States have always had difficulty recruiting minority faculty; academic libraries are no exception. But efforts are under way. The American Library Association, for instance, annually provides Spectrum Scholarships to 50 minority graduate students to ease the cost of a master's degree in Library/Information Science. Many state library organizations offer similar scholarships to minorities.

In March 1999, Hispanics were about 11.7 percent of the U.S. population. And in 1998, only 1.8 percent of academic librarians were Hispanic, according to an ALA survey. This is an appallingly low number.

Not only are there few Hispanic librarians; there are fewer who speak Spanish. As the Spanish-speaking population grows, the need for bilingual librarians grows. Academic libraries are in the business of serving the information needs of the patrons who access the library, physically or virtually. Many are open to the public. Must that service always be in English?

Usually, only U.S. librarians attend the ALA conference. Last January, in San Antonio, the conference theme was "Building International Library Communities." Librarians attended from ten Latin American countries. We were able to meet them and compare how our library issues were similar or different. My nametag read, "Yo hablo español." Many people were afraid to approach me, not realizing that I speak English. Once they noticed from my nametag that I am from the U.S., or once I spoke to them in English, they relaxed and smiled.

Since we are a Euro-based culture, many U.S. citizens think that all people speak English as a "universal language," including all immigrants. The reality is that most come to this country unable to speak this "universal language," or with limited fluency. Given the proximity of Latin America to the U.S., many immigrants speak Spanish as their first, or even second, language. Speaking a foreign language is intimidating, and, to most of the world, English is a foreign language. After learning Spanish and German in school, I was terrified to speak either for fear of making a mistake or appearing foolish. I have learned, however, that most people are thrilled when at least I try.

Latina author and activist Pat Mora, who has founded a national celebration of books, children, reading, and bilingualism called *Día de los Niños/Día de los Libros*, spoke at the recent Florida Library Association conference. Her message was that people are not born embarrassed by their language, but learn to feel embarrassed and inadequate when their language and culture are neither welcomed nor celebrated. Scholarships targeting minorities and the celebrations of our diverse cultures and languages are attempts to bring awareness of language differences to the mainstream populations, specifically through our libraries.

Some believe that the unwillingness of the U.S. to value, learn, and speak a second language is an attitude of superiority or arrogance. However, arrogance can be a disguise for fear of appearing small or unworthy. This is the same fear felt by the thousands of immigrants to our country unable to speak English, or to speak it to the standard they believe we are willing to accept. Both sides can overcome some of that fear. In the U.S., native English-speakers can overcome their fear by studying other languages and speaking them openly. Then we accomplish two things: we learn about another language and culture, and we learn the agony that others must feel when their native language is unspoken or unappreciated. Immigrants' attempts to learn and speak English can be helped by our willingness to meet them with a smile and a few friendly words in their native tongue.

The U.S. Census Bureau projects that non-Hispanic whites will be less than half the population by 2060 and that Hispanics will surpass Blacks as the largest minority group in the next few years. There are two ways to handle this change–adapt or resist. If we as a nation could release our fear, we could embrace the change and serve both our shifting population and ourselves much better.

Special people and special organizations are trying to help us adapt. Pat Mora is sensitive to these changes through her poetry and children's books; the American Library Association encourages Hispanics by providing financial incentives. Each of us can make a difference. Libraries are working to help ease this change. We have a long road to travel, but at least we have begun our journey.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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MANDEL SCHOOL OF APPLIED SOCIAL SCIENCES
CASE WESTERN RESERVE UNIVERSITY

Endowed Professorship in Families and Communities

The Mandel School of Applied Social Sciences (MSASS), Case Western Reserve University, is soliciting applications for the Verna Houck Motto Professor in Families and Communities. The position involves primary responsibility for providing research leadership to the School's program on Community Initiatives for Families and Young Children, with secondary responsibility for teaching and service in the master and doctoral programs. The community initiative is a collaborative effort to promote and improve effective parenting, healthy children, and quality of child care in order to assure the well-being of all children from birth to 5 years of age in Cuyahoga County, of which the City of Cleveland is part. This community initiative will provide the Motto Professor with an urban community laboratory from which to conduct research and develop scholarship.

Requirements include a Ph.D. in social work, or a related social science or public policy field. A Master's degree in Social Work is preferred. Candidates should possess a record of scholarship, teaching, and service for appointment at the Senior level. The ideal candidate must also have recognized leadership qualities, demonstrated ability to create and manage research teams, capacity to integrate quantitative and qualitative skills, ability to present information to local and national audiences inside and outside the academic community, and experience supervising dissertations.

Applicants must submit a curriculum vita and five references. Please send applications or nominations to:

John Yankey, Ph. D., Professor
Verna Houck Motto Professorship Search Committee
Mandel School of Applied Social Sciences
Case Western Reserve University
10900 Euclid Avenue
Cleveland, Ohio 44106-7164
E-mail: jay@po.cwru.edu

Applications will be accepted until the position is filled.

Faculty Position

The Mandel School of Applied Social Sciences (MSASS), Case Western Reserve University, is soliciting applications for a tenure track faculty position at the Assistant or Associate level. The emphasis of this position is quantitative methods and applied social science research. The position involves primary responsibility in the School's doctoral program, teaching courses in quantitative methods and statistics and serving on dissertation committees, with secondary responsibility for teaching and service in the Master's program.

Requirements include a Ph.D. in social work, or a related social science or public policy field. We are interested in individuals who are committed to the field of applied social science research and have demonstrated skills in research and teaching in the social sciences. Candidates should have the ability to develop, maintain, and fund a program of applied research.

Applicants must submit a curriculum vita and five references. Please send applications to:

Victor K. Groza, Ph.D., Professor
Associate Dean for Research and Training
Mandel School of Applied Social Sciences
Case Western Reserve University
10900 Euclid Avenue
Cleveland, Ohio 44106-7164
E-mail: vkg2@po.cwru.edu

Applications will be accepted until the position is filled.

Endowed Professorship in Anti-Violence

The Mandel School of Applied Social Sciences (MSASS), Case Western Reserve University, is soliciting applications for the Dr. Semi J. and Ruth W. Begun Professor in anti-violence. The position involves primary responsibility for leading the newly established Begun Center for Anti-Violence Research and Education, with secondary responsibility for teaching and service in the Master's and Doctoral programs. The goals of the Begun Center include: (1) forming interdisciplinary academic partnerships to research and analyze the causes and effects of violent behavior; (2) combining advanced research methods and state-of-the-art technology to create a system of identifying "at-risk" populations; (3) establishing active networks among parents, educators and key community constituencies so as to effectively intervene in the cycle of violence; and (4) building on existing interventions and curricula that address the persistent and emerging social stressors associated with youth violence. The Professorship will be co-terminus with a Directorship of the new Center.

Requirements include a Ph.D. in social work, or a related social science or public policy field. The Director will lead and manage all Center activities, including research, training, advocacy and technical assistance. The Director must be considered an expert in the field of violence prevention and have made significant contributions to scholarly literature. As such, candidates should possess a record of scholarship, teaching, and service for appointment at the Senior level. The Director will be responsible for securing ongoing funding for the Center's programs and initiatives. The ideal candidate must also have a solid understanding of the funding community and be able to identify opportunities for new partnerships .

Applicants must submit a curriculum vita and five references. Please send applications or nominations to:

Darlyne Bailey, Ph.D., Professor and Dean
Dr. Semi J. and Ruth W. Begun Search Committee
Mandel School of Applied Social Sciences
Case Western Reserve University
10900 Euclid Avenue
Cleveland, Ohio 44106-7164
E-mail: msassdean@po.cwru.edu

Applications will be accepted until the position is filled.

Faculty Position

The Mandel School of Applied Social Sciences (MSASS), Case Western Reserve University, is soliciting applications for a tenure track faculty position in community-based clinical practice. The position focuses on teaching in the mental health, aging or health concentrations.

Requirements include a DSW or Ph.D. in social work or a related field, and a Master's degree in Social Work with two years, or more, post-master's practice experience. The candidate should have a background and experience in community-based practice, development theory, and the application of theory to practice and research. The candidate should also have the capacity to develop, maintain, and fund a program of research.

Applicants must submit a curriculum vita and five references. Please send applications to:

Paul Adams, Ph.D., Professor
Associate Dean of Academic Affairs
Mandel School of Applied Social Sciences
Case Western Reserve University
10900 Euclid Avenue
Cleveland, Ohio 44106-7164
E-mail: pla@po.cwru.edu

Applications will be accepted until the position is filled.

The Mandel School of Applied Social Sciences currently offers Master's and Doctoral degrees to over 300 students. We offer joint degrees in Social Work and Law, Social Work and Nonprofit Management, and Social Work and Business. Our faculty is multidisciplinary, representing various disciplines such as social work, psychology, sociology, public health, and economics. A number of MSASS faculty hold secondary appointments with other departments and faculty have collaborative projects with other departments. The School has a long history of community based/agency based research with the centers and institutes having major roles in these initiatives, such as the Center on Urban Poverty and Social Change, and the Cuyahoga County Community Mental Health Institute. Our mission statement reads:

> *MSASS provides and integrates professional social work education, research, and service to promote social justice and empowerment in communities through social work practice locally, nationally, and internationally.*

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CASE WESTERN RESERVE UNIVERSITY

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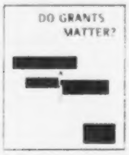

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CONTRIBUTORS: Inés Pinto Alicea, José A. Álvarez, Roger A. Deitz, Gillian Foster, Martha Garcia, E. Lyle Henderson, Adalyn Hixson, Marilyn Gilroy, Dan Landt, Gustavo A. Mellander, Carlos Muñoz, Jr., Edward Rubin, Jeff Simmons, Gary Stern

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**

The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652

All correspondence should include author's full name, address, and phone number.

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A CAPITOL VIEW

Website Help for Classroom Teachers

BY GUSTAVO A. MELLANDER

As we look forward to a new year, it is good to be able to identify a few more Washington-based websites that can help the classroom teacher. In our ever-exploding information-laden electronic age, there are websites ad infinitum with useful suggestions and communication links so we can all learn from one another, regardless of how many miles separate us.

Sometimes it appears there is too much information about and on the Internet. Nonetheless, one has to remain open to new learning possibilities. I have selected a few new federally funded ones. They have a particular emphasis on civic education and how Congress operates, but in reality, they provide more than that.

CongressLink

The CongressLink Communicator, http://www.congresslink.org, provides educators with news about CongressLink and ideas for using the site to enhance civic education and improve understanding of Congress.

The Dirksen Congressional Center, http://www.pekin.net/dirksen, provides similar data plus useful information for classroom teachers, including lesson plans and suggestions on how to incorporate technology in the classroom.

CongressLink's Message Board

The Message Board provides opportunities to communicate with colleagues nationwide, indeed worldwide.

CongressLink's Message Board is free and open to faculty and students to share their questions, ideas, and work. Educators are welcome to post lesson plans or to brainstorm about how to use CongressLink in their classrooms. Further, if a student in your class creates a project with CongressLink, you can give her visual recognition by posting her work on the Board. Your class can also use the Message Board to communicate with CongressLink's Experts Online for advice and guidance.

To reach the Message Board, go http://www.congresslink.org/communications.html and follow the instructions.

Further instructions are available through the "Communications" page by clicking on "CongressLink Message Board Orientation." Once you have signed on to the Message Board, the "Help" option is also very useful.

Online Scavenger Hunts

If you are looking for a different way to introduce students to Congress, the Constitution, or the CongressLink site, try the CongressLink Student Scavenger Hunt at http://www.congresslink.org/scavengerstudents1.html.

This activity consists of 20 questions from "How many articles are there in the Constitution?" to "Which body of Congress impeached President Clinton?" All answers can be found on CongressLink or one of its related websites. By completing the Scavenger Hunt, students learn content basics and are taken on a tour of CongressLink.

CongressLink has a scavenger hunt for faculty members too–at http://www.congresslink.org/scavengerteachers1.html. The object of the activity is not just to find the right answers but to explain how you found them as well. If you are a new CongressLink user, or if you would like to learn more about the site, the faculty version of the Hunt will lead you through numerous resources and will show you many of CongressLink's highlights.

The Robert H. Michel Civic Education Grants

This is the second year of a new grants program designed to help teachers, curriculum developers, and others improve the quality of civics instruction. Its priority is the role of Congress in our federal government. Areas of interest include designing lesson plans, creating student activities, and applying instructional technology in the classroom.

A total of $40,000 is available annually. The emphasis is on practical classroom applications that can be replicated at other institutions.

Community college faculty and college and university faculty are eligible to apply, as are teacher-led student teams and individuals who develop curricula. Institutions and organizations are not eligible.

Types of projects that qualify for consideration are: lesson plans or student activities based on civic education websites; projects that incorporate historical materials about Congress and instructional technology; activities that identify additional resources for the teaching of civics, multidisciplinary strategies, simulation exercises, curricular reform efforts, and university-level methods curriculum.

The Center's website at http://www.pekin.net/dirksen/micheledgrants.html lists all grants made in 1999, providing insight into the types of projects likely to be funded.

To apply, submit a preliminary proposal in the form of a letter or e-mail message. Visit the Center's website for complete information about proposals. Preliminary proposals may be submitted at any time. Awards will be made periodically but not more often than quarterly.

Expanding the Lesson Plan Library

CongressLink currently offers a library of twelve lesson plans, and wishes to establish a growing collection. The Center occasionally writes plans for the site, but prefers lessons written by teachers. You are encouraged to send in your best plan on Congress to help expand the library. The follwing guidelines are suggested:

1. Incorporate CongressLink in your lesson to the greatest degree possible.
2. Follow the CongressLink lesson plan template, using Bloom's Taxonomy http://www.congresslink.org/lessontemplate.html.
3. If possible, make a basic reference resource the center of your plan (existing examples–the Constitution, State of the Union address, Civil Rights narrative and documents). Your reference resource does not have to be one that is already on the site.
4. E-mail questions, lesson plan ideas, and completed lesson plans to fmackaman@pekin.net.

It might not be a Brave New World, but it is certainly a different world from the one when most of us started teaching.

Dr. Mellander is a professor at George Mason University.

Internet Roundup

Apartment Rentals near Campus to Free Videos–via the Web

BY MARILYN GILROY

With its endless websites, the Internet now offers the Hispanic community an array of dot-com addresses dedicated to providing news, information, goods and services, and entertainment.

Educators, too, will find a wealth of information and tools for enhancing instruction that have sprouted on the Web this year.

Some of these sites are advertiser-supported; others have special services that are subscription-based but still contain a lot of accessible information through introductory homepages and links.

Since even the most knowledgeable Web surfers can miss the latest developments, *The Hispanic Outlook* offers this alphabetical roundup of sites worth checking out.

aplauso.com

A Latin music and entertainment site in English, Spanish, and Portuguese featuring new bands and artists, industry news, information and reviews, artist sites, celebrity chats, and the ability to download music, create custom compilations, and purchase CDs and DVDs online. Two of its founders are Julio Iglesias and Don Francisco. The site provides options from rock *en Español* to tropical and from *telenovelas* to movies.

Blackboard.com

A site for creating and taking online courses. By using the site's platform software, instructors can add an online component to their classes or develop an entire course online.

The software is very user-friendly and includes components that enable institutions to integrate all of the academic and administrative functions that are necessary in online learning environments.

college real estate .com

An online resource that helps students and professors find places to live near colleges. Users can either search for a listing or suggest a listing. This site is expanding rapidly and as of this writing should contain listings for most U.S. colleges and universities.

DigitalCurriculum.com

Fee-based site offering teachers and students unlimited access to a comprehensive video library correlated directly to their curriculum. Users can identify a subject, grade level, state educational framework, or major textbook and receive a comprehensive set of streaming videos that correlate directly to the curriculum. Teachers have the option of downloading and printing various reproducible teaching activities and tests.

Thirty-day free trial available to schools or individuals.

eduventures.com℠

A digital marketplace for news, research, and professional services related to the education industry. The company's Web-based resources are designed to help education businesses develop strategies, raise capital, and acquire talent. Users can research education industry businesses, investment opportunities, and careers. Also provides linked access to research and educational consulting firms.

ELSITIO.COM

An Internet network founded in 1997 to provide country-specific content for Spanish- and Portuguese-speaking audiences in Latin America and the United States. El Sitio consists of country websites for Argentina, Brazil, Mexico, Uruguay, and the U.S. as well as a global site. El Sitio offers interactive features such as free e-mail, a search engine, chat rooms, bulletin boards, auctions, games, contests, and Cupido.net, an interactive meeting place. Users can download software that allows them to listen to music, watch videos, and play games with other users.

EVCINC.COM

Offers courses and degree programs via two-way video and audio over the Internet. This technology allows professors to see and hear students in different locations–live, interactively, and in real-time. Working with accredited universities such as St. John's and Adelphi, EVCI offers 100 undergraduate and graduate degree programs and 1,000 courses, ranging from liberal arts to engineering. It also offers test preparation courses, licensing and certificate programs, and executive training seminars.

FREEWORKSHEETS.COM

The goal of this website is to improve children's learning, increase their knowledge, and reinforce skills by offering thousands of free educational worksheets to print or download and save. Worksheets are categorized by subject, including science, phonics, math, social studies, language arts, reading, history, animal subjects, and more. Primarily used by teachers, parents and homeschooling families.

hispanicvista.com

Primarily a news and information service, Hispanicvista provides original editorial content, full news stories, and online breaking news. Its slogan is "tu punto de vista" (your point of view), and its focus is just that–to present the Hispanic point of view on all issues. It recently launched Mexicovista.com, which is dedicated to the coverage of Mexico and the border.

¡HolaMujer!.com

Established this year as a bilingual online network for English-speaking Latinas. Its magazine-like format includes content related to beauty, health, career, education, fashion, travel, and shopping.

KnowledgeFirst™

KnowledgeFirst.com is a site for students and parents that helps members of its online community obtain educational funding information. Users can comparison shop with different lenders and find out how to apply for, manage, and repay loans online. KnowledgeFirst facilitates the processing of loan applications by linking lenders, schools, and grantee agencies, thus accelerating the processing-cycle time and hastening the availability of loan funds to schools and students.

Chicana Studies

Latino.sscnet.ucla.edu/women–this Chicana studies website is full of resources and information and includes links to several organizations, websites, and articles covering Chicana/Latina health, labor, business, art education, and much more. It also offers a space to network with other Chicanas and Latinas.

LatinoLink **LATINO.coM**

Launched in 1995, LatinoLink was the first news magazine for Latinos on the World Wide Web. The current site, featuring original staff articles supplemented by information culled from national dailies and wire services, contains sections on news, arts and entertainment, sports, business, and finance. It also offers links to various e-commerce sites and offers free e-mail, bulletin boards, and a members-only service for meeting Hispanic professionals online.

L@tin Ventur@
FROM IDEA TO REALITY

LatinVenture.com is a New York-based company founded by Latin entrepreneurs for Latin entrepreneurs and the international venture capital community with the intention of promoting the formation of new high-tech enterprises focusing on the Spanish- and Portuguese-speaking world. Helps new media businesses find funding by matching them with potential investors.

LEARNINGPAYS.COM

An education technology company that provides K-12 schools with a comprehensive menu of Internet-based tools for use by students, parents, and teachers. Tools include an interactive calendaring system, online registration for school activities, school related e-commerce, access to homework and progress reports, individualized assignments, and lines to real-time Webcams at school events. Learning Pays supplies schools with application software, system analysis and installation services, hardware, customer service and support, and training and assistance in securing funding via grants.

PARLO.COM

A site for learning language through the immersion methods, Parlo.com offers interactive and conversational courses that can be used by students on their own or as a supplement to classroom instruction. The founders believe that the best way to achieve language fluency is to surround a student with language experiences and the sites and sounds of a new culture. On this site, students can converse with others at their same level and also have access to magazines, newspapers, music, and games to help them learn. Languages offered include English, French, and Spanish.

QUEPASA!.COM

An online credit and personal finance company providing information and interactive content in both English and Spanish. Through the credito.com link, it provides resources to help Hispanics build and manage their credit needs and provides a variety of credit products and services including access to mortgage loans, credit cards, auto loans, home equity loans, and student loans. Founded in 1998, it also includes a search engine, free-mail, news feeds, worldwide weather message boards, games, and maps.

SALUDOS.COM

This site is dedicated to promoting diversity in the workplace through the employment and promotion of Hispanics. It offers free resume posting for job seekers, recruiting activities such as online job fairs, and profiles of Latin role models who serve on boards of Fortune 500 companies and in other prestigious positions. It is the companion website to *Saludos Hispanos*, a bilingual magazine that has been published since 1967.

SMARTHINKING.COM

A virtual learning assistance center where students can get additional support via tutors and academic resources. Students can participate in drop-in study sessions, pre-scheduled tutoring, and an online writing lab, or they can be connected to independent study resources, such as diagnostic tests and online textbooks. Piloted in the Spring 2000 semester at 18 two- and four-year colleges, this site plans to offer 24-hour academic assistance for most basic undergraduate courses.

teachers.net

For K-12 teachers, this site offers an opportunity to network and seek help with classroom challenges. Teachers from around the world use the chatboard network to discuss classroom management and new approaches to lessons. The Lesson Bank link features 1,500 lesson plans. The Teachers.Net Gazette link is a multimedia magazine with news about education. The site includes a link to educatorsmarket.com, which carries thousands of educational supplies at discount prices.

VIDEO PLACEMENT WORLDWIDE

VPW.com provides free educational videos for public, private, and parochial school teachers. The videos are produced by corporations, associations, and government agencies and cover topics such as family and consumer science, social studies, business, health, and science. Many programs include teachers' guides, posters, and activity worksheets. Teachers who register receive a regular newsletter from VPW and are notified of new titles as they become available.

WebCT.com

This is the most popular Web course platform in higher education for delivering online courses. It offers teaching and learning resources and a community of peers across course and institutional boundaries. WebCT is used by 40,000 instructors at more than 1,300 colleges and universities to enroll more than 6.0 million students. Through agreements with other vendors, WebCT also offers teachers and students up-to-date information from scholarly materials for term papers, projects and other assignments.

.COM

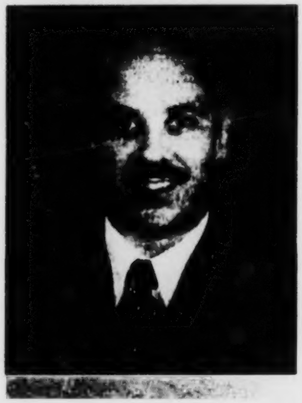
HO

BEST COPY AVAILABLE

Financial Aid: What's Needed? What's Feasible?

The Election-Year Debate over Pell Grants

BY JEFF SIMMONS



"The Pell needs to be increased dramatically to well over $5,000 for a student to be able to buy what needs to be bought in college education today."

JAMIE MERISOTIS,
PRESIDENT,
INSTITUTE FOR
HIGHER EDUCATION
POLICY

Noel Garcia knew that he wasn't on solid financial footing. College was an attractive endeavor, but the Bay Ridge, Brooklyn, man realized that entering higher education generated higher bills as well.

"Tuition is going up all of the time," the 27-year-old laments. "My income was low, and I worried about the economic burden I would carry later on after graduate school."

He also set his sights high, on New York University, where tuition was considerably steeper than in his own backyard at any of the city's public institutions. What helped him get his foot in the door, he says, was federal assistance.

"It was standard procedure: you apply for financial aid, and a Pell grant goes along with the whole ball of wax."

That federal financial aid allowed him access, but he says it was not enough to keep him enrolled when reality set in: his family needed him to work full time to make ends meet, and so Garcia dropped out.

But Garcia enjoyed his taste of school, and later enrolled at uptown Hunter College, one of the city's public universities. The political science major graduated earlier this year, and awaits his first semester at Fordham University's law school.

Garcia says that he had to pull his weight and work arduously to save enough for college, but that every little bit of assistance helps. The federal government, he reasons, should be poised to assist needy students, especially those from low-income households who might have been forced to attend marginal high schools.

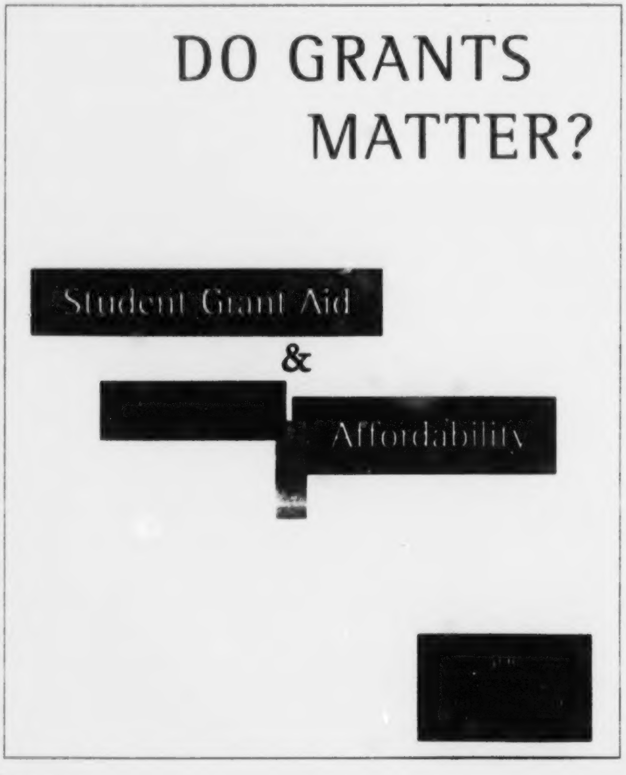
"I think that government has the responsibility to make aid accessible to all citizens to get a good education. Now, this doesn't mean that the government should be paying all college expenses," Garcia says.

"The problem is that without that help, you get stuck between getting a lesser education or really having to borrow a whole lot of money to go to a really prestigious institution. You are stuck between a rock and a hard place."

How much of a financial boost the government should provide is under debate in federal quarters. The Pell grant program, designed originally to help the neediest students, is under review, and awaiting millions of funding to fuel larger increases. Pell grants are awarded to nearly four million students annually.

The debate lies in the dollars: the maximum Pell grant is currently at $3,300. While President Clinton and the House want to inject a maximum $200-a-person increase, some senators are lobbying for $350, and education advocates are seeking $400 per person.

Garcia is a proponent of the more-is-better argument: the more



DO GRANTS MATTER?

Student Grant Aid

&

Affordability

money, the better the opportunity. He is backed by groups like the national Student Aid Alliance and the Washington-based American Council on Education, which maintains that presidential election-year politicking has raised the level of discourse over the funding boost. That could prove a boon to the program.

"Pell is one of those programs that Democrats and Republicans like for different reasons," says Terry Hartle, ACE's senior vice president for government and public affairs. "Republicans like the program because it is a voucher: it puts money in the hands of individuals and let's the individual decide where to purchase the service."

"Democrats like the program because it clearly and unambiguously puts money in the hands of low- and lower-middle-income families. So this is one of those happy occasions where the program clearly meets the needs of both political parties," says Hartle, whose group represents 1,600 college and universities.

Over the last few years, Republicans have proposed larger increases than have Democrats. But both parties have attempted to demonstrate a commitment to Pell by calling for what each considers a "generous" increase.

Still, ACE maintains that both sides still are lowballing. "We would like to see funded the maximum authorized level," Hartle says. "ACE and the Student Aid Alliance have called for a $400 increase in the maximum Pell grant." He points to the need, saying that 87 percent of grant recipients have a family income of below $30,000 annually.

That debate continues at press time. This wasn't the first season that the Pell grants have sparked fiery rhetoric over their purpose and their amounts. There have been seasons of debate over whether the grants inevitably cause colleges and universities to elevate tuition costs.

One study by the Education Resources Institute found that in 1976 and 1977, the **average** Pell grant covered nearly 40 percent of the tuition to attend a four-year public university. But 20 years later, it covered only 22 percent.

There was much more disturbing news when it came to four-year private institutions. In 1976 and 1977, Pell grants covered 19 percent of their tuition costs, but in the mid-'90s, they covered only nine percent.

When it came to the **maximum** Pell grants, the drop was much more significant, declining from 72 percent to 34 percent at a public university and from 35 to 13 percent at a private one.

Antonio Aponte, Latino College Expo founder

Roger Murphy of the United States Department of Education says his office cannot disclose the ethnic demographics of the awards, figures that would reveal how many Latino and African American students benefit. He would only say that the money "means a lot to students of families with great needs."

"Pell helps the most needy students," Murphy says.

The President's proposal was part of a sweeping education plan unveiled earlier this year. He aimed to boost spending on federal grant and loan programs to more than $54 billion. That would represent a 5.5 percent hike from the 1999-2000 spending plan, and it would increase the number of recipients by 217,000 to 8.6 million.

For the 1998-1999 academic year, $7.7 billion were distributed in Pell grants to 3,810,000 students. That figure dropped for the subsequent year. According to Clinton's FY 2000 budget plan, $7.6 billion were distributed for the 1999-2000 academic year.

But Murphy told *HO* that there was actually an increase to $7.9 billion and that 3,849,000 students, an increase of 39,0000 students, were awarded grants. The President requests that the Pell program distribute $8.4 billion in grants–a nine percent increase–for the 2000-2001 school year. That is the largest of any federal student assistance program.

When he announced the plan, Clinton said, "When we open the doors to college, we open the doors to opportunity."

Pell grants were established as a way to set up a foundation for needy students. They are awarded only to undergraduate students who haven't earned a bachelor's or professional degree, and the grants don't have to be paid back.

Eligibility is determined based on income as well. The U.S. Department of Education follows a congressionally approved formula to decide whether a student can receive a grant. And the grant levels have slowly, and moderately, increased. For the 1998-99 school year, the maximum award was $2,700. The awards are based additionally on the tuition costs and whether a student attends school on a full- or part-time basis, and whether the student attends for an entire academic year.

Do Grants Matter?

A survey titled "Do Grants Matter? Student Grant Aid and Affordability" noted a disparity between the enrollment of low- and high-income students. It's a chasm that has deepened largely because while tuition costs have skyrocketed, federal grants have only improved slightly.

The survey called Pell "the most important and broadly available form of grant support." It noted that in the 1995-96 school year, 22 percent of all undergraduate students received Pell grants.

Even a few hundred dollars pumped into each award might not make a significant difference, in the eyes of Jamie Merisotis, president of the Institute for Higher Education Policy in Washington, D.C. Merisotis says that the proposed increases are not sufficient to meet the growing costs of higher education.

"We still have a very substantial gap in the purchasing power of the Pell grant that hasn't been made up since the early 1980s, and the Pell needs to be increased dramatically to well over $5,000 for a student to be able to buy what needs to be

Pell Grant Awards as a Share of Average Tuition, Room, and Board

In current dollars

Academic year ending:	Actual maximum Pell Grant award	Percent of private 4-year price of attendance covered	Percent of public 4-year price of attendance covered	Average Pell Grant award (aid per recipient)	Percent of private 4-year price of attendance covered	Percent of public 4-year price of attendance covered
1977	$1,400	35%	72%	$759	19%	39%
1978	$1,400	33%	69%	$758	18%	37%
1979	$1,600	35%	75%	$814	18%	38%
1980	$1,800	36%	77%	$929	19%	40%
1981	$1,750	31%	69%	$882	16%	35%
1982	$1,670	26%	58%	$849	13%	30%
1983	$1,800	25%	56%	$959	13%	30%
1984	$1,800	23%	52%	$1,014	13%	30%
1985	$1,900	22%	52%	$1,111	13%	30%
1986	$2,100	23%	54%	$1,279	14%	33%
1987	$2,100	21%	51%	$1,301	13%	31%
1988	$2,100	20%	48%	$1,303	12%	30%
1989	$2,200	19%	47%	$1,399	12%	30%
1990	$2,300	19%	46%	$1,438	12%	29%
1991	$2,300	17%	44%	$1,449	11%	28%
1992	$2,400	17%	42%	$1,530	11%	27%
1993	$2,400	16%	40%	$1,543	10%	26%
1994	$2,300	14%	36%	$1,506	9%	24%
1995	$2,300	14%	34%	$1,502	9%	23%
1996	$2,340	13%	33%	$1,515	9%	22%
1997	$2,470	13%	34%	$1,577	9%	22%

Note: Average tuition, room and board figures for 1986-87 and later years reflect 20 meals per week rather than meals 7 days per week, and are therefore not entirely comparable with figures for previous years.

Source: College Board, 1997; NCES, 1997; U.S. Department of Education, 1998.

bought in college education today."

"The President's proposed increases are necessary but not sufficient to meet the increased costs of college," he says.

Founded in 1993, the nonprofit, nonpartisan Institute promotes educational equality. Merisotis says that too much focus has for years been placed on tax support for higher education and tax credits, programs that support middle-income students, while support for Pell, which benefits low-income students, has "languished."

"It's not to say that middle-income students don't have legitimate needs and concerns," Merisotis says. "But the needs of low-income students continue to languish as college costs continue to increase. As Hispanics, African Americans, and American Indians all fall below the median income level, so does a disproportionate share of resources from programs like Pell to support the college attendance of students in those groups."

"Changes in the Pell grant disproportionately affect low-income and minority students," he says, "so that's why this gap is a very serious concern. If we continue to underinvest in Pell grants, what we're doing is further disadvantaging the disadvantaged populations of low-income, minority students."

Many of the recipients come from low-income families in urban areas. Education experts estimated that a majority of the recipients were African American and Latino, though they did not have any figures to back that up.

Antonio R. Flores, president and CEO of HACU, the Hispanic Association of Colleges and Universities, recommends that Congress raise the maximum Pell Grant student award to $4,500.

"We are pleased about President Clinton's proposition to raise it by $200," he says. "It is a step in the right direction. However, Hispanics, and all students in general, have an increased demand for more gift-aid because of rising college costs. The Pell Grant, since it is not repayable, is critical in assisting Hispanics cover college expenses."

Adds Hartle: "The sad fact is that a large number of Hispanic and African American college students come from families with low incomes. The larger the Pell grant, the greater the opportunities they will have to choose where they want to pursue a postsecondary education.

"The role of higher education has always been to expand access to low-income and minority students. The Pell grant program is the very foundation of that effort."

Garcia says that Hispanic students often need that extra push, and every little bit counts. "Students really have to think beyond college, to law school and medical school and graduate school," he says, "so when you are considering graduate school and you're facing $60,000 in debt, that's a whole lot of money you're talking about. Anything the government can do to help those who are deserving school should be done."

More than a thousand students recently attended the 10th annual Latino College Expo at Pace University in Manhattan. Antonio Aponte, who has orchestrated the expo to open up doors to Hispanic students in the region, says that often finances prove the main obstacle to access.

Aponte, who set up a website, www.latinocollegeexpo.org, to provide resources to students, says that they crave any information on scholarships and grants, and that Pell grants often give them an extra lift.

"Anything that can increase aid for a student can only expand their choices," Aponte says, "because being realistic, once they're accepted to college, then they have to look at their financial package. That's the determining factor."

Money is always the issue–and often the obstacle, he says. "Any announcement that there has been an increase in Pell grants can only make kids more optimistic and parents more interested, especially the parents in low-income families," Aponte says.

In New York City, he says, African American and Latino students stand to benefit substantially by any increases. "Even on a state level, that $200 dollars can make a big difference," he says.

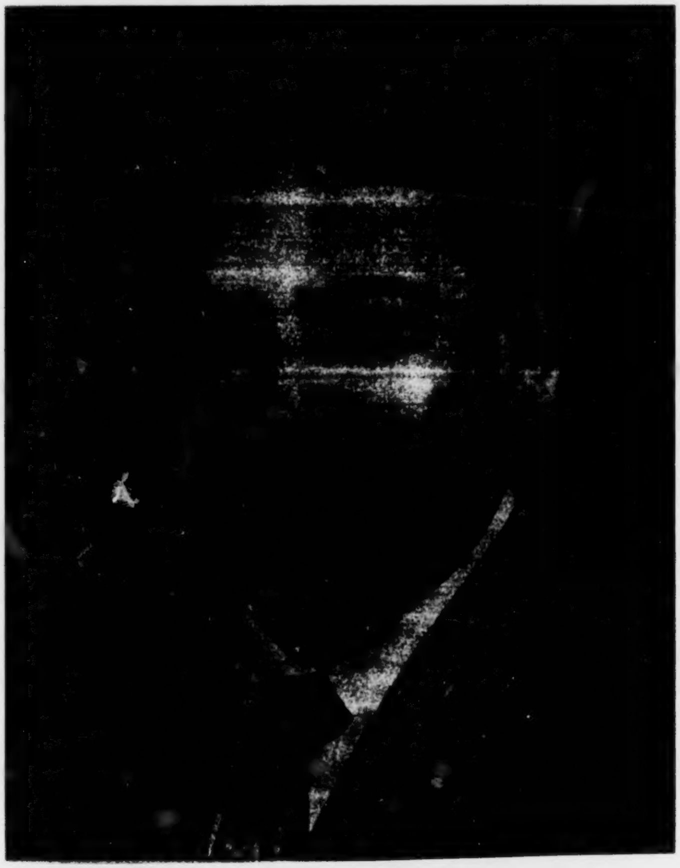
But Garcia disagrees.

"Two hundred dollars is too little," Garcia says. "It's just a drop in the bucket and doesn't make too much of a difference." HO

Bringing in the Harvest

Grossmont's New President, Dr. Ted Martínez, Jr.

BY DAN LANDT



Since Martínez became president in February 1999, new fiber optic cable runs beneath the campus lawns, and long-delayed plans for a $17 million Learning Resource Center and a $5.2 million technology mall are clearly moving ahead.

As the president of Grossmont College in San Diego, Dr. Ted Martínez, Jr., rides high every day. The beautiful 138-acre campus is on a butte, surrounded by canyons; as his car winds slowly up the campus drive, he passes steep drop-offs. But the drive is worth it. The balmy climate and a team of groundskeepers work together to produce wide greenswards, trees, and banks of colorful flowers.

The surroundings are enjoyed by more students each year, and the Martínez style adds new possibilities and excitement to the campus for its young students. This is the educational harvest to which Dr. Ted Martínez, Jr., now devotes his time. It is quite different from the first harvests that he knew.

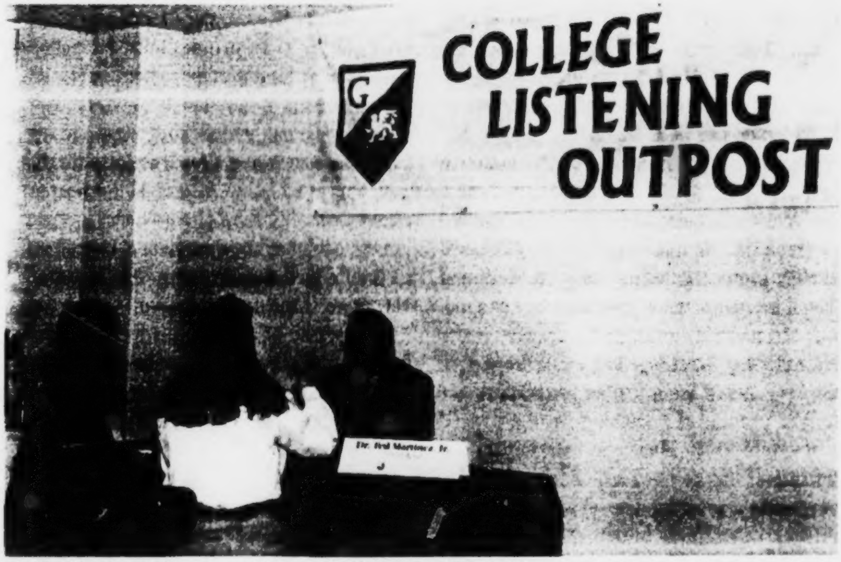
The story of Ted Martínez starts like that of many Americans from small towns in the Southwest; it sounds like the opening of a television drama. The old Ford pickup truck bumps across the country roads, almost as if it is driving itself. But those who look closely can see the head of a twelve-year-old boy, just above door level, with his eyes just high enough to see the road through the steering wheel. The boy is Ted Martínez, Jr., one of the nine members of the Martínez family, headed north to hoe sugar beets in Michigan. Ted Jr. is the driver because his father's eyesight has failed, and he is the only one who can do it.

The year was 1962. The Martínez family was headed north to chase the growing seasons and the money that could be earned by the hard seasonal work in the fields. They lived in Asherton, Texas, a town of 1,600 residents with winter crops of lettuce and onions that could provide picking during the school year. Ted Martínez, Sr., had been laid off his job of twenty years, and had heard of crop-picking opportunities up North. Companies were offering to pay for gas and meals for families that would work the fields. The day school was out, the family shuttered its house, and members loaded themselves into the pickup. They headed north, through Arkansas, Missouri, and Indiana, to join the other migrant families who picked America's fruits and vegetables.

Twelve-year-old Ted Martínez, Jr., was the driver on this journey of two thousand miles, covered in three days and two nights. Once there, they moved into the camp set up by the company that had sponsored them, and worked from sunrise to sundown in the fields. They would listen for word of the next crop, whether it was strawberries and plums in California, sugar beets in North Dakota, or cucumbers in Colorado. But his parents would plan their picking trips with more than the harvest in mind. After survival, their priority was education. So each year, the children would be back in Asherton on the day before school opened, ready to resume their education. The family goal was to get all seven kids through high school. And they did.

That early life and that goal set the direction for Ted Martínez, Jr. Familiar with hard, highly focused work, he excelled in school. He was such a good student, bright and motivated, that in eighth grade, a history teacher told him that he should consider going to college. Until then, the idea had never occurred to him; until then, he had no idea what college was. The decisive point came in high school, while he was taking a business class. The business teacher, Thomas Vinalera, was excellent, very friendly, highly supportive of students. He had beautiful handwriting. Martínez knew that he wanted to be like this man, both in his manner and in the way he presented himself: crisply dressed in a tie and suit. Martínez decided to become a teacher. But where would he go for college? "I had no idea there was a Stanford, or a Harvard, or even a University of Texas at Austin," he recalls. He talked with a counselor and went to the college she had attended, Sul Ross State University, in Alpine, Texas. There, while taking economics, Martínez heard about community colleges; his goals became earning an M.A., teaching in a community college, and earning a Ph.D. by the age of thirty. He achieved all three.

Between 1975 and 1992, Dr. Martínez held several positions at El Paso Community College, finally as a vice president in the Dallas County Community College District. While his duties varied, they consistently called upon his skills at community outreach and coordination of services and planning, and upon his strengths as a fair, decisive leader.



Dr. Ted Martínez, Jr., Grossmont Community College president, holds open office hours to listen to students.

Martínez in Chicago

In 1992, Dr. Martínez came to the City Colleges of Chicago as associate vice chancellor for basic and continuing education. This was a major challenge. With a budget of $2 million and a staff of 80 full- and part-time faculty, he took on the Adult Learning Skills program with a budget of $24 million and a staff of 1,100. This program served tens of thousands of students each year and included GED preparation, both in English and Spanish.

The problem he faced was as enormous as the budget. Scattered at hundreds of sites throughout Chicago, the program posed a classic management dilemma. The Adult Learning Skills Program was highly popular, an educational service provided by the college district to community organizations in every neighborhood. While this was a comfortable arrangement for the organizations, Martínez saw the problem immediately: too many locations and too little academic supervision. There had been no thought of efficiency, and sometimes the program was offered at two locations on a single city block. The classes were popular and convenient, so the organizations hosting the classes could see no reason to change the status quo.

But Dr. Martínez knew that action was needed. An obvious step was creation of a common curriculum, which he initiated. But what about the nearly 400 sites? The state regulatory agency was concerned too, noting that supervision of so enormous a program was virtually impossible. How could the number of sites be reduced without cutting back services, angering the community, and seriously affecting enrollment?

The solution was planning. Working with the community organizations, Martínez developed standards for the sites. They included standards for space, for facilities, for security, for equipment, and for enrollment. To continue receiving services, organizations would have to propose a timetable for meeting these standards, and sign off on doing so. He urged and supported cooperation between organizations, and was liberal in granting extensions to organizations that made progress. To everyone's amazement, in eighteen months, the number of sites had been reduced from close to 400 to about 100–yet because of consolidation, enrollment had dipped only 20 percent. The remaining sites were the best ones, operated by the large, well-run community organizations that also provided a range of other services. Both the organizations and the relocated students benefited by the consolidation. And enrollments again began to rise.

In 1994, when Dr. Ted Martínez, Jr., became president of Richard J. Daley College, he was the first Hispanic college president in the City Colleges of Chicago district. While an academically strong institution, the college had no clear identity. Located in an industrial park, the college campus was bounded by light industry, warehouses, and one of the city's first shopping malls. The neighborhood, which had long been middle-class Caucasian, originally populated with immigrants from Ireland and Eastern Europe, was now changing with the influx of African

Americans and a majority of Hispanics. Moving quickly, Martínez had the institution recognized as an Hispanic-Serving Institution. He began bringing in grant funds, technology, and projects. When he left five years later, Daley College had fifteen state-of-the-art computer labs, a diverse administration, an influx of new faculty, and a new science/mathematics/engineering/technology emphasis. He had opened a long-delayed satellite campus, enrolling 1,800 students, and moved in a major union apprenticeship program with accountability measures for diversity. Under his leadership, the college had won a Program of the Year award for a bridge program to the Illinois Institute of Technology, won a coveted state award for Excellence in Learner-Centered Instruction, and received a foundation grant for developing a program that subsequently won a national "Exemplary Initiative" award shortly after he left in 1999.

Martínez is now president of one of the two colleges in the Grossmont Community College district, reporting to Chancellor Omero Suarez, another excellent Hispanic administrator who had served the City Colleges of Chicago. In joining Suarez as head of the Grossmont campus, Martínez found an extraordinary educational environment for his management skills. With 17,000 students, a beautiful location, successful athletic programs, and a strong academic reputation, the college was already thriving. Excellent programs in both the arts and the sciences produced term after term of enrollment increases. But the quality of the institution is not reflected in the its facilities. Working with Suarez, Dr. Martínez's initial task is to build on the traditional quality of the campus with additional facilities and resources. There has been no new construction on the campus for 35 years, the library is too small, and science programs have far outstripped the available space. Parking is a constant headache, with illegally parked cars an ongoing challenge for campus security.

Since Martínez became president in February 1999, the changes on campus have become evident. New fiber optic cable runs beneath the campus lawns, and long-delayed plans for a $17 million Learning Resource Center and a $5.2 million technology mall are clearly moving ahead, as are longer-range plans for a $13 million science building. Even the parking problem, complicated by lack of open space, has become a focus for action, with new options being explored. "Our first priority is building on Grossmont's educational excellence," he notes, "and addressing our facilities issues is an early, critical aspect of that priority."

During his presidency in Chicago, Martínez wrote, "The best progress report is the one written in accomplishments." By that measure, the achievements of Dr. Ted Martínez, Jr., are written in the experience of the thousands of students served by institutions that he has managed during his 25 years in American higher education–through improved facilities, through new technology, and through his responsiveness to the social and cultural changes in American society. His record in all areas is outstanding.

For the thousands of other families who have followed the crops and hoped for better lives for their children, few role models are as inspiring as Dr. Ted Martínez, Jr.

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WASHINGTON UNIVERSITY

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Address inquiries, nominations, and applications to: **Development Director Search; WWU; Old Main 450; Bellingham, WA 98225-9000.** To ensure full consideration, application materials must be received by September 18, 2000 and include: (1) letter describing how the applicant's training and experience directly relate to the listed job responsibilities and qualifications; (2) detailed professional resume; (3) names, addresses, and phone numbers of five references. The position is available upon appointment. AA/EEO employer. For disability accommodation: **(360) 650-3306 (V); 650-7606 (TTY)**. For information, contact **Harriet Wender (360-650-7614; hwender@wwu.edu)**. View full position description **at http://www.wwu.edu/depts/president/devsearch.shtml**

SFCC

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SANTA FE, NEW MEXICO

PRESIDENT

The Governing Board of Santa Fe Community College invites applications and nominations for the position of president of the college.

For a brochure that includes information about SFCC, describes the position and qualifications, and explains the application process, contact:

Sheila Ortego, Search Liaison
Santa Fe Community College
6401 Richards Avenue
Santa Fe, NM 87505
(505) 428-1404

Second party nominations may be directed to:

Joe Conte, ACCT Consultant
(760) 864-9939
Fax (760) 864-9979
jconte@ix.netcom.com

Applications will be accepted until at least October 13, 2000. The Presidential Search Committee will begin its review immediately. Candidates should be available to begin work at the College in January 2001.

SFCC is an affirmative action, equal opportunity institution

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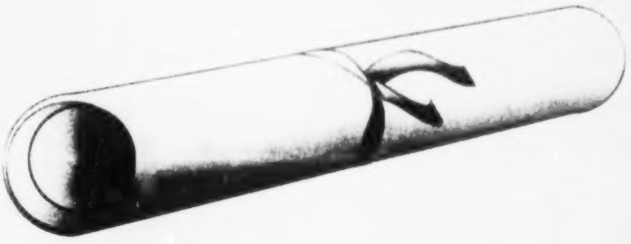
-An ACCT Search-

The Honor Roll



Washington State University

Endowments, Scholarships, and Diversity Growing

BY ROGER DEITZ

Washington State University President Samuel H. Smith recently retired. He took this as an opportunity to look back at his tenure as an "era of accomplishment, a time of transition" for WSU. President Smith stepped down last July after leading the institution for fifteen years, turning the helm over to his successor, Lane Rawlins, chosen as WSU's ninth president by the Board of Regents. Board President Peter Goldmark said of Smith, "His leadership has made a great difference to this university and the state of Washington," then noted that Rawlins has unique capabilities and vast experience and will move WSU in new directions.

Washington State University

"Government and business leaders, community and education leaders, and our loyal alumni, donors, and friends have supported our transformation work," said Smith. "WSU is positioned for the new century and for meeting the demands our global society will be making on all of its educational and research institutions. Thanks to our talented faculty and staff, WSU is a national leader in many of the innovations changing the face of higher education. Whether in new approaches to teaching and learning, the delivery of education to place-bound and job-bound students, the use of technology, or in new fields of research and scholarship, WSU is providing models for the new era."

New president V. Lane Rawlins comes to WSU from a post as president of the University of Memphis, an office he has held since 1991. "This is like coming home," said Rawlins, who spent 18 years as a faculty member and administrator at WSU. "It is very exciting to return to the institution that has meant so much to me in my professional life. I'm especially thankful for the opportunity to contribute to the success of WSU in a leadership role."

Washington State University is an internationally known research university. The institution was founded in 1890 as the state's land-grant university, with responsibilities statewide for undergraduate and graduate education, research, and public service. On January 13, 1892, the college opened its doors to 29 students, 63 preparatory students, and a faculty of five under the name Washington Agricultural College and School of Science. The first class of seven graduated in 1897. In 1905, the name was changed to State College

V. Lane Rawlins, Washington State University president

Honor Roll Facts in Brief

INSTITUTION
Washington State University

LOCATION
Admissions
370 Lighty Student Services Building
Pullman, WA 99164-1067
(509) 335-5586

Washington State
University

ESTABLISHED
1890

ENROLLMENT
20,799 statewide (678 Hispanic)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

TUITION AND FEES
$3,233 tuition and $429 fees for state residents yearly

FACULTY
1,230 (24 Hispanic)

SEVERAL DEGREE PROGRAMS
Agricultural Economics
Pharmacy
Rural Sociology
Sports Management

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Office of Multicultural Student Services
Chicana/o Latina/o Student Center
Multicultural Student Mentor Program

INTERNET ADDRESS
www.wsu.edu

of Washington, and in 1919, the Cougar officially became the school mascot. The first Ph.D. degree was awarded in 1929, and in 1959, the name was changed to Washington State University. In 1962, WSU joined the Western Athletic Association, now known as the Pacific-10 Conference. The Performing Arts Center opened in 1973. In 1983, the 100,000th student was graduated.

WSU's main campus is in Pullman, in the heart of the fertile Palouse country of southeast Washington. The 600-acre campus near the Idaho border features modern classrooms and laboratories, libraries, museums, student residences, recreational and athletic facilities, student union, performing arts coliseum, and a community hospital. A new addition has doubled the capacity of WSU's Holland Library. WSU is also home to the nation's newest veterinary teaching hospital, opened in 1996. The University has 10 colleges. Its Honors College is one of the oldest and most respected all-university programs for academically talented students in the U.S.

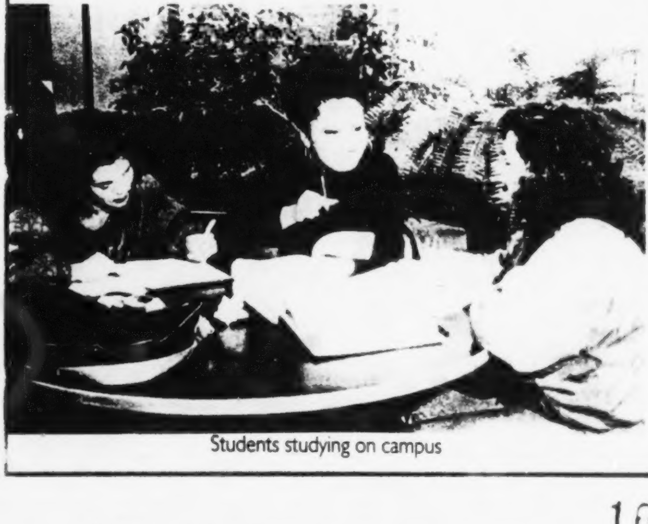
Money Magazine has called WSU a "public ivy" and rated the college as one of the best eight in the nation in 1995, while the institution was also in the "top half of America's finest universities" as noted by *U.S. News and World Report* in "America's Best Colleges" in 1998. WSU was also rated the No. 1 state university and No. 7 of all universities among America's "100 Most Wired Colleges", as ranked by *Yahoo! Internet Life* magazine in 1999. One of 29 research institutions in the U.S. designated as Internet2 members by President Clinton, WSU is also on the top 20 list of cyber-universities in America for use of the latest technology for distance education, according to *Forbes* magazine. The school was ranked 39th in the country for quality and value by *Kiplinger's Personal Finance Magazine* in 1998. In addition to Pullman, students may earn a wide range of degrees at WSU-Spokane, WSU-Tri-Cities, and WSU-Vancouver. Partnerships bring targeted WSU degree programs to locations throughout the state, including Boeing locations, community colleges, and the Northwest Indian College in Bellingham.

Washington's only statewide university. WSU has cooperative extension offices in all 39 counties, eight regional learning centers, seven research and extension facilities in various locations, and 26 small business development centers.

Enrollment for the 1999-2000 school year was 20,799 students statewide. That included 678 Hispanic students along with 1,032 Asian American, 486 African American, 338 Native American, and 1,128 International students. A full-time instructional faculty of 1,230 includes 24 Hispanics, 101 Asian Americans, 16 African Americans, and six Native Americans. Residents pay $3,233 for tuition and $429 for fees annually. This past May, *The Hispanic Outlook* ranked WSU on the Top 100 list for granting eight doctoral degrees to Hispanics. Steve Burkett, WSU Graduate School associate dean says, "For the past several years, WSU has aggressively recruited outstanding Chicano/Latino and other students of color across all disciplines. It is extremely satisfying to see positive results from the efforts that began some time ago and to provide concrete evidence supporting statements regarding our commitment to diversity."

Burkett noted that, according to WSU Institutional Research, in the 1999 fall semester, there were 295 graduate students of color at WSU, including 89 Hispanic students. The 89 students were 9.7 percent of WSU's total graduate students of color population that semester. By contrast, in the 1994 fall semester–including students at WSU-Vancouver, WSU-Spokane, and WSU-Tri-Cities– there were 128 graduate students of color at WSU, 43 of whom were Hispanic. The University is "increasing access through scholarships and fellowships."

WSU's scholarship endowment has grown by more than 400 percent in the last decade–from $14.9 million to $64.5 million. Last year the University awarded scholarships to 5,200 students, up from 2,000 students just five years earlier. This progress is due to the great generosity of alumni and friends and to the positive growth of WSU's invested funds. While much of the growth of the scholarship endowment occurred during Campaign WSU, which ended in 1997, many new gifts continue, including a gift of $1 million to create the Ruth Allen "Pass It On" scholarship. Running from 1990 to 1997, Campaign WSU, the first comprehensive effort, raised $275.4 million. Endowment funds to provide fellowships for graduate students have doubled during the past five years, jumping from $2.5 million in 1994-95 to $5.2 million in 1998-99. WSU now has 97 permanently endowed graduate fellowships.



Students studying on campus

WSU campus reflects a diverse student body.

WSU believes that in education, a global perspective is essential. At WSU, 1,300 international students representing 90 countries introduce an international atmosphere in which dialogue leads to understanding. On-campus activities include cross-cultural social events, dinners, talks, and readings. Students may reside at the International House, where half the residents are from other nations. Each year about 250 WSU students enter education abroad programs at more than 100 study centers worldwide. The staff of International Programs offers students from abroad and students traveling abroad a wide range of support services to enhance their cultural and academic experience.

On the home front, Javier A. Lopez is an undergraduate studying agricultural economics. He was pretty "independent minded," so he says that college wasn't a huge change for him, but he has had to learn how to manage his time for study and how best to manage his money. His biggest surprise was how approachable and personal the WSU professors are, how they want to see him do well in their classes. Lopez reflects, "I knew I would study some kind of agriculture, and in my sophomore year settled on agricultural economics. I want to have a management career in an agricultural firm or do financial consulting with farmers. Besides my ag classes, a favorite has been Introduction to Chicano Studies. Even with my Hispanic background, it's opened my eyes to many current issues," he adds. "I like to be busy, and there is plenty to do at WSU. I go to concerts and to the gyms to work out. With classes, work-study, student clubs, and being with friends, that's plenty!"

La Vida Loca

Meeting the Artist, Part Two

BY EDWARD RUBIN

There is a saying in Cuba, first told me by Roberto Fernández Retamar, director of the Casa de las Americas, a Cuban arts organization, "to have a friend in Cuba is to have a sugar mill." As I was to learn, in my attempts to get around the city, place a call, or find a restaurant, this is no idle talk. The Cuban people that I met (aside from some of the hotel employees, who had little conception of service–tourist school lasts six weeks), even those fearful of the authorities, were warm, friendly, and eager to be helpful.

As I was to notice, the police frequently stop Cubans to check ID, especially if they are in the company of tourists. Like racial profiling in this country, the majority of those stopped are Black. There are no high-ranking Blacks in the Cuban government.

In selecting my "mills," which were many, I varied my translators, so as to include as many points of view as possible. Being an outsider, to lessen my chances of misunderstanding and misrepresentation, I questioned everything and everybody, before, during, and after my trip. Repeatedly asking the same question from different angles was a necessity, as certain types of information, even if common knowledge, are not bandied about, and the simplest questions elicited extremely varied responses. It seems nobody has the entire story. Even published information is unreliable, if not the methods of data collection, due to Cuba's secrecy. Despite Castro's long speeches and media appearances, he keeps the lowest profile in the country. While Americans know exactly what Clinton does, where and when, nobody I asked knew for sure even where Castro lived. Again, due to fear of authorities, talk, especially on the telephone, is self-censored.

Edward Rubin looking at Rocío García's work

The success of my fact-finding rested heavily on the good will of independent critic/curator Wendy Navarro (then working at the Center of Development of Visual Arts, now working in Spain), who acted as primary translator, and Gustavo "Cutti" Echevarría, a self-taught artist whose erotic paintings, examining intimate moments of people in the bathroom, underscored his freewheeling manner and genial nature. It was his Moskavich, a 1988 Russian jalopy, that drove us around from morning to night. As we crisscrossed the city, traversing the many potholes, Cutti had this delightfully funny habit of leaning out when we passed the rubble of decaying buildings, and yelling, "Beirut." Laughter kept us going.

It was Cutti's "forceful" suggestion, and he had many, that we visit a Santería Priestess, a Palo Monte *babalaos* (high priest), and Taller de Manero, a little-known government art school, with two professors, that is open to non-professionals of all ages. He felt that these experiences would deepen my understanding, if not feeling, for Cuban culture. We also visited ISA [Instituto Superior de Arte], housed on the grounds of a former country club, to see what the graduate art students are doing. Since most of today's younger artists, at least those that I met, have studied at ISA and a number of them still teach there, it was not to be missed.

I was fairly amazed at how fully advanced and savvy to the art scene the students were. Unlike most American artists, they are equally adept at working in duos, trios, and groups, in all media, and can draw. Though much work was conceptual and tinged with the political, and use of metaphor and ambiguity still abound, there seems to be a resurgence of the painterly and narrative. Most everyone I spoke to (Ruslan Torres, Alain Pino, Luis Enrique Camejo, to name a few), following in the footsteps of their still young elders, were already being booked for local and international exhibitions and asking American prices for their work. While the average salary of most workers ranges between $11-15 a month (government pensions are half that), a sale of one painting for $2,000 places the artist among Cuba's elite. Only musicians, assorted performers who like artists are allowed to travel internationally, and the owners of some *paladares* (in-home restaurants that by law can seat no more than 12 people), are able to shield actual income, and of course those well connected belong to this class. Government workers, those of low echelon, have many perks, like buses that take them to and from work, but little money.

As luck would have it, very early in my trip, I attended René Francisco's opening at the Galería Habana. In one fell swoop, not unlike a trendy Soho Gallery opening, I was to meet many of Havana's young, traveling, art elite, a virtual Who's Who on the international circuit. Cuba's most respected critic/curator, elder statesman Gerardo Mosquera (who is also a curator at The New Museum in New York) was in attendance. Performance artist Tania Bruguera, currently working in Chicago, just flew in from Spain. Later I was to attend her lecture at the Centro Wilfredo Lam. About to leave the country, Los Carpinteros, Cuba's famous male art trio, were holding court. Their work addresses the lingering effects of colonialism, the promises of utopia, and the shortfall in realizing it. The only star that seemed to be missing was Kcho, an artist whose better-known works refer to voyage, navigation, uprooting, and exile.

Given that some of the artists I wanted to visit do not have telephones, few have e-mail, and fewer Internet (access is limited by cost, low tech, and stringent government control), I couldn't have planned a better networking party. Later, I visited with many of these artists and critics at my hotel and at their homes and studios, most often one and the same. In this exhibition, titled *Tubosutra* (a hybrid of Tube and Kamasutra), Francisco, a popular teacher at ISA, used silver tubes of Perla toothpaste that he collected from friends and family. He then twisted them into human forms, to represent various rituals, the sexual act among them, of the Cuban people. In analyzing this work, it helps to know that toothpaste is rationed, one tube to a family of four per month. True to form, as critic Eugenio Valdes Figueroa observed of contemporary Cuban art in general, Francisco's work, with its many interpretations of reality, oscillated between speculation and metaphor. The surprise perk–later on we were to have lunch–was the appearance of Holly Block, director of New York's Art in General, an early sponsor of Cuban art and artists. Holly observed that during the last five years, the Cuban population seems to have been gaining weight–visual evidence of recent growth in foreign investments and tourist spending.

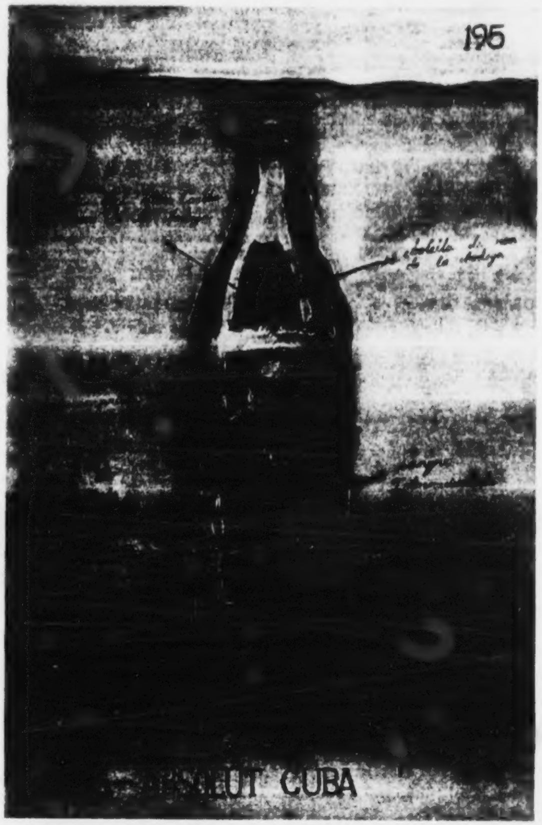
Though I had heard stories of recent censorship in which a government official, before the opening of an exhibition, "forbade" certain works to be shown, with international eyes on the Cuban art scene, overt government censorship is at low ebb. What does exist and what is practiced by all arts organizations and artists is self-censorship. With years of experience under their belts, everybody knows exactly how to play the game and just how costly it is not to. To circumvent censorship, artists, in part taken from the generation of the '80s, resort to irony and the ambiguity of double and triple meanings. A favorite story of mine concerns a performance piece that artists Sandra Ceballos and Ezequiel Suárez (they run Espacio Aglutinador, Havana's most daring and the city's only independent, artist-owned and -run gallery) performed, with Cuban diplomats in attendance, at an opening in Europe. It is a perfect and typical example of tweaking the censors. With only a radio, they sat at a table and listened to one of Castro's four-hour speeches. While their act of faithfully listening to Fidel was unimpeachable, their wearing of fluffy and ridiculous, outrageously colored slippers, the height of incongruity, subverted the entire scene.

Tania Bruguera is Cuba's "Queen of Metaphor." Her performances, reminiscent of those of U.S. artist Karen Finlay, are mesmerizing. In one, which Mosquera called "perhaps the most powerful political statement ever done on the island," Bruguera, reenacting the history of Cuba's Taino Indians, many of whom committed suicide by eating dirt rather than submit to slavery, did the same for forty-five minutes. In another dramatic piece, the artist, naked save for the bloodied carcass of a dead lamb strapped to the front of her body, examines the roles of passivity and submission as strategies for survival.

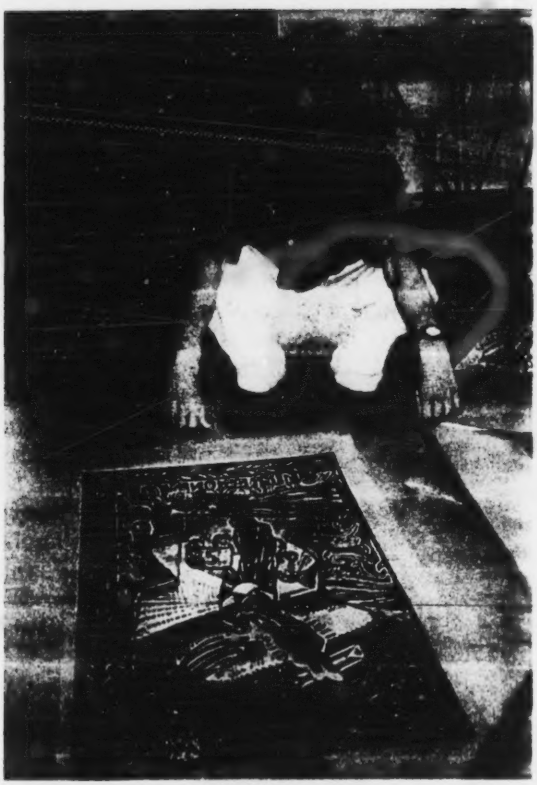
When it comes to the production, presentation, and distribution of art, it is the Ministry of Culture that wields ultimate power. It manages, controls, and has the last say over culture in Cuba. Though the art world in general is complicated, in Cuba–with, music, theatre, dance, photography, film, and the plastic arts each overseen by its own organization, sometimes two–it is Machiavellian. "Always on watch" to avoid trouble, it is the function of each of these institutions to keep the Ministry happy. As can be imagined, challenges to whatever the reigning status quo are few.

The institution that covers painting and sculpture is called Consejo Nacional de las Artes Plasticas. This organization, in turn, oversees Centro Wilfredo Lam, Fundacion Ludwig, Centro de Desarrollo de las Artes Visuales, the Galeria Habana, and all of the galleries in the country. Ludwig and Lam, because they are internationally connected to many foundations and museums around the world, are "allowed" a bit more freedom in what they exhibit, especially internationally.

Many artists of all media belong to UNEAC (Union of Cuban writers and artists). This organization arranges conferences, shows, and exhibitions outside of New York. It also arranges international travel for artists and in some cases



"Absolut Cuba" by Alexis Esquival (Oil on canvas, 24" x 36")



Abel Barroso

Eduardo Rubén

defends their rights. Juries of specialists evaluate applicants annually.

The Fondo Cubano de Bienes Culturales, which also falls under the umbrella of the Ministry, oversees all art sales. Every month, each organization submits a detailed list of what it has sold. As a rule, artists get to keep 50 percent of the sale price; supposedly the rest goes for gallery support, exhibitions, and travel to various bienales. As to be expected, given the economy of the country, there is no discernible domestic art market. Though art dealers in Havana are more than scarce, I did visit the MR Project, run by Milagros Borges and Roberto Fernández. Anticipating further growth in the art market, this husband and wife team is turning one of the floors of their home into a full-fledged gallery. Right now they handle about a dozen artists, taking only 15 percent of the sale price. Most of their sales are foreign, with most paintings going to Spain.

The big money is in international sales and sales made in-home, from visits, by foreign art collectors, critics, and curators. Marilyn Zeitlin, director of the Arizona State University Art Museum (her exhibition, *Contemporary Art from Cuba: Irony and Survival on the Utopian Island*, will be traveling around the U.S. through 2001), purchased a large percentage of her exhibition directly from the artists. Another coup for artists, though they pay low prices, is when the Museo Nacional de Bellas Artes, Cuba's National Gallery (under renovation, it has been closed to the public for a few years) buys a painting. Given the lack of market, this is one way to keep their art in Cuba.

The living arrangements of the artists whom I visited vary dramatically. Some live with their parents (housing shortages in Havana are acute), some with families and friends. Nobody that I visited lived alone. Still others, doing well financially, have extended, renovated, and, in some cases, built an entire new residence on top of an existing building, a common practice in Cuba. One had his own studio, which he rented for $40 a month. Many of the artists studied at ISA. A number of those that didn't were somewhat resentful. They didn't have what they termed "the protection of the officials."

Art supplies are bought, depending on the finances of the artist, locally or from foreign sources during travel. More often than not, materials are donated or given to the artist by foreign institutions and galleries that want to show their work, found on the street, acquired via the black market or the barter system. Artists are ever information-hungry: in each household, I came across stacks of old and newer issues of American and European art magazines, most likely brought into the country by visitors or purchased during foreign travel. Each artist had his own well-chosen library. Titles of books and authors jelled around names like Beuys, Warhol, Duchamp, Yoko Ono, Borofsky. On the theoretical side, I found Derrida, Foucault, Baudrillard, and Lacun, all artists and writers whose challenging methods dispense with expected elements.

The first artist I visited, René Peña, a self-taught, Black photographer, lives on the outskirts of Havana with his parents. Similar to all my artist visits, I was served sweetened espresso coffee, a Cuban custom. René's work, political and erotic, focuses on the human form, very often his own. In one photograph, he places a knife, in another, a can of fruit punch, directly in front of his genitals, leaving the many possible interpretations up to the viewer. Peña is concerned with the individual, especially the impact of institutions, identity, societal role and expectation. His close-ups, self-portraits with the patterning of the skin, resemble a piece of meat or some foreign landscape. We forget that we are looking at a human body, which is precisely his point. Very early in the Revolution, the artist's father, in a fit of zeal, gave the government the two houses he owned (one at the beach), to be used for the rest and relaxation of weary soldiers. In exchange, the family was given a small, three-room apartment, not the house the government promised. Holding their tongues, for fear of the pain it would elicit in the father, the subject is never brought up by the family. I was to hear many such sad and touching stories.

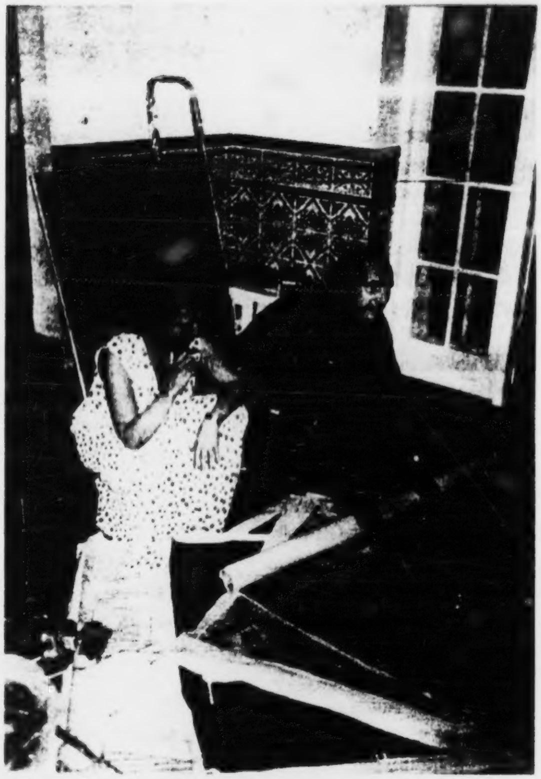
Another artist, a quite jovial one whom I particularly enjoyed meeting, was Aisar Jalil. He lives with his wife, Yana Elsa Brugal, editor of *Revista Tables*, a theatre magazine. They live on a crowded and noisy street in central Havana. He says, "the noise keeps me working." Jalil studied in Leningrad during the early '80s. Very often using himself as the central character, a kind of an Everyman, Jalil's paintings deal with humanity in all its awesome fullness. Sometimes painting in series, his works are filled with grotesque, half man, half animal creatures. If not found participating in some bacchanalian orgy, they are cavorting at carnivals. The fact that Jalil with his beard resembles Castro adds yet another dimension to his work. In one painting titled "Yugoslavia," these creatures can be seen sitting around a table. Stretched out in front of them is a shrouded body. In their senselessness, they are arguing not what to do with the body, whether to bury it or not, but whether or not it is even a body.

Abel Barroso is another artist who has spent time (courtesy of Art in General) in the U.S. His work is extremely inventive. Using the tools of a woodcarver and carpenter, Barroso creates original works out of cedarwood panels. These works become both a matrix for his prints and three-dimensional objects exhibited solo or as part of an installation. His subject is "exploitation," by tourists as well as by foreign investors. The day I visited, he was working on a large floor puzzle titled "Nobody Can Assemble This." It resembled a Monopoly board. On this "canvas" is carved the island of Cuba. Stretched across the island is a Hollywood-like starlet. Movie cameras, computers, telephones, stockbrokers, and real estate agents, all very busy trying to make a buck, surround her. For Barroso, dollars might offer economic renewal, but at what cost? Once again, Cuba is being invaded. Adept at playing the game, Barroso priced this work at $10,000.

Alexis Esquival, a Black artist, minimizes the risks of his political paintings by dressing them up in historical disguise. He believes that "memory and history are manipulated processes and that our realities change depending on how the power structure of society wants you to remember." He remembers, very well, his school textbooks. His work often refers to past influences of U.S. culture and memories of the USSR. In "Picnic Natural" (1996), based on Manet, he depicts a Black policeman asking José Martí for his ID. "Portrait of Gorbachov, in Romantic Position" features the Russian leader engaging in Cuba's national pastime, baseball. At bat, he is wearing a red uniform with a sickle. As to be expected, as a foreigner to baseball, and more importantly to Cuban culture, the placement of his hands on the bat (and country) is entirely wrong. He's all mixed up when it comes to the left and the right, terms that are essential in party politics.

While I was intrigued, sometimes held captive, by Cuban political art (Zeitlin calls the context of the art "riveting"), I soon thirsted for the merely aesthetic. I was tired of messages. To satisfy this craving, I scheduled a visit with Roccío García, a professor of art at the San Alejandro School of Art in Havana. Like Jalil, she too studied in Russia during the '80s. Of course, I was fooling myself, for to escape politics in Cuba is an impossibility, a dream. Still, García's paintings, colorful and erotic, were a breath of fresh air. With a bow to Pasolini, her recent work, more personal than political, embraces the "forbidden" in Cuba–homosexuality, sadomasochism, and bisexuality. In "Little Pieces of Me for Sale," exhibited at The University of Michigan (1997), the artist uses the Japanese symbol of geishas–the masked woman–as a mirror through which to reflect on the meaning of sexuality in today's Havana. In these paintings, coexisting in uneasy balance, we find pleasure and danger, wrenching material need and intense spiritual longing.

One of the more intriguing artists on the island, marching with steps all his own, is architect-turned-artist Eduardo Rubén. Using architectural structures as symbols, e.g., windows, stairs, and passageways that often lead nowhere (at least on canvas), the artist examines the spaces that humans are apt to encounter on a daily basis. Though one is tempted to label



Milagros Borges and Roberto Fernandez at their gallery, MR Project

Sandra Ceballos and Ezequiel Suárez at Espacio Aglutinador

Gustavo "Cutti" Echevarría with painting "Men at Urinal"

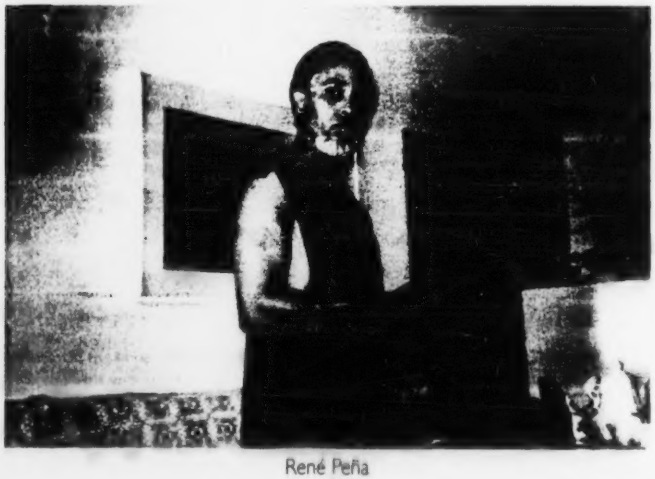
Rubén's meticulously rendered work Photorealistic, which in ways it is, his paintings, redolent of Precisionists Scheeler and Crawford in their use of flat planes of color and austerity of subject matter, and Escher in their complexity, are far too imaginative to be crippled with such a label. Each painting, a close-up view of architectural settings, very often with a blue sky or a shimmering sea in the background, sometimes presented head-on, sometimes dramatically cropped, always without people or nature, places us in a dream-like world. Like a kaleidoscope, the elements of the painting pulling us in play havoc with our mind's eye. Drawn into the action of what is essentially a static picture, following these same paths, we contemplate the generations that have passed this way before and the generations that will follow.

Though ISA is brimming with students, and more and more Cuban artists are receiving international grants, participating in foreign residency programs, and appearing in international exhibitions, there remains the question of whether or not the art of Cuba, so very popular at the moment, hasn't exhausted its possibilities. More to the point, how long can the "New Art of Cuba," nearly 20 years old, stay new? Negative criticism is already surfacing. Most notably, Cuban art critics are claiming that their artists are "going soft" and, knowing what is selling, they are selling out. Forsaking a direct frontal attack, they are making art about politics instead of making political art.

Even the Havana Bienal, which once stood for anti-commercialism and solidarity among Third World artists, is taking a high-culture approach and has professionalized its discourse to fit in with other biennials. The Bienal now serves a "Tropical Market" geared solely for what Arthur Danto calls the "curatoriate," those visiting curators, dealers, and collectors who descend on the island, looking for the new, the latest, and the most affordable.

If Cuba continues its gradual shift from a socialist to more of a free-market economy, with global changes in communication and hordes of tourists invading the island, further liberalization and economic improvement are likely. Whether these benefits will be passed on to the people or remain in the hands of the few, which is now the case, remains to be seen. For as Castro said in 1954, even before he took power, "For some, history is good fortune, for others, it is a process ruled by laws."

How all of this will affect the Cuban artist, whose life and subject matter are so tightly woven into the country's political and economic fabric, is open to question. Whatever the case, what currently appears to be a movement will probably settle back into Cuban history as another chapter until the next wave of new art hits the beach.



René Peña

Edward Rubin is a senior editor for Manhattan Arts International *and a regular contributor to the* New Art Examiner. *His essays, criticism, and photographs have appeared in such publications as* Artnews, Windy City Times*(Chicago),* Backstage, *the* Philadelphia Inquirer, *the* Indianapolis News, *the* Villager, *and, prior to their close of publication,* Arts Magazine, Theatre Week, *and* American Film. *During the '80s, he produced and/or directed over 50 plays, concerts, and readings in New York City. During this same decade, his play* Mother of the Year *and his one-man show,* At the Sound of the Beep, *opened to successful Off-Off Broadway runs. Rubin is a long-standing member of AICA (the International Association of Art Critics), the Outer Critics Circle, the Drama Desk, and the Marketing Research Association. Based in New York City, Rubin is the National Field Director for Audits & Surveys Worldwide, an international research company. His slide lecture–*La Vida Loca: The Life of the Artist in Cuba*–is currently available for booking. For more information he can be reached at erubin5000@aol.com.*

Part One of "La Vida Loca: Life and Art in Cuba" appeared in* The Hispanic Outlook*'s August 11, 2000, issue (Vol. 10, No. 23).

One Million from NASA for Proyecto Access

UTSA Program Doing Well Nationwide

BY INÉS PINTO ALICEA

> ***"This generous gift from the world's best-known space agency represents the fourth $1 million grant in four years from NASA to HACU in support of a model program that is dedicated to reversing the severe shortage of minorities...," said HACU President Antonio Flores.***

NASA awarded $1 million to HACU, the Hispanic Association of Colleges and Universities, to continue an innovative project steering hundreds of minority students each year toward college.

The $1 million will be used to support Proyecto Access, a summer program designed to provide logic and problem-solving skills to selected minority middle school and high school students interested in pursuing a college degree in the engineering, science, information technology, and mathematics fields.

"This generous gift from the world's best-known space agency represents the fourth $1 million grant in four years from NASA to HACU in support of a model program that is dedicated to reversing the severe shortage of minorities...," said HACU President Antonio Flores.

"Between 1988 and 1997, for example, Mexican Americans were awarded less than one-half of one percent of all Ph.D.s in technology and sciences," Flores said, citing a recent National Science Foundation report. "NASA's partnership with HACU in this endeavor will benefit all of us...."

Proyecto Access, which is in place at nine college campuses in eight states, graduated 749 middle and high school students from its eight-week program in the summer of 1999. It is the national replication of the successful TexPREP program started in 1979 by Manuel Berriozábal, a professor of mathematics at the Univ. of Texas at San Antonio–a HACU-member campus. Berriozábal started the program in San Antonio, and it is known as San Antonio PREP, but it has since expanded to other sites across Texas and is known statewide as the Texas Prefreshman Engineering Program (TexPREP). Berriozábal also serves as principal investigator for Proyecto Access.

"PREP has exceeded my expectations," said Berriozábal. "It was going to be a very focused program. I just wanted to get more Mexican Americans in San Antonio into science and engineering."

More than 20,000 students have participated in Berriozábal's program throughout Texas. Some former graduates of his program are now sending their children. Nearly 80 percent of the participants in the Texas program have been minorities, more than 50 percent have been women, and more than 50 percent of the participants have come from low-income families as defined by the Texas School Lunch Program. In September 1997, the San Antonio PREP received the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring.

Berriozábal said that when he launched the program in 1979, some people did not believe he would be successful. "One person told me the Mexican American community is not where engineers come from, said Berriozábal. "We have high expectations of the students, and the students meet those expectations."

Berriozábal said that the program has been successful because it helps students get over fears or misunderstandings they have about college.

"After eight weeks on a college campus, they discover they can successfully pursue science and engineering degrees on a college campus," said Berriozábal. "College becomes a viable option."

Berriozábal said that the biggest

challenge the program faces overall is getting the financial support to run the summer sessions. Berriozábal said that he has discovered when he turns to some companies for financial support for the program, they are unwilling to turn some of their rhetoric into reality.

"Even though they talk big, they don't put their money where their mouth is," he said. During the summer of 1999, Berriozábal's program sent out a survey to all former participants in the San Antonio program, and 2,113 of the 3,477 college-age former participants responded. According to the survey results, their high school graduation rate is 999 percent, 92 percent are college students or college graduates, 55 percent of the college graduates are engineering or science majors, 76 percent of the college graduates are minority, and 70 percent of the engineering and science graduates are minority.

"We plan to have that success nationwide," said Greg Cortez, HACU director of information systems. Cortez was involved in Proyecto Access for eight years in Texas and then joined HACU to expand the program nationwide after NASA became interested in the program.

While NASA is the largest contributor to Proyecto Access, Cortez said that officials hope others will soon provide money as well so the program can serve more youngsters. NASA also funds an annual meeting for all instructors and directors of the program, and it pays for some students to visit the NASA facilities in Orlando, Fla.

"It's important because minorities are not duly represented in science and math," said Cortez. "We could service more students if we had funding. We're getting more applications than we can handle."

René A. González, HACU Director of Program Collaboratives, said Proyecto Access began as a program for 350 students at seven campuses. More than 800 middle and high school students in Arizona, California, Colorado, Florida, Illinois, New Mexico, New Jersey, and New York were expected to graduate from this year's summer program.

"The program has been successful because it helps students get over fears or misunderstandings they have about college."

MANUEL P. BERRIOZÁBAL, PH.D., PRINCIPAL INVESTIGATOR AT THE UNIVERSITY OF TEXAS AT SAN ANTONIO

"This funding from NASA for Proyecto Access allows us to continue expanding the educational opportunities for young students in our community in the area of math and science," González said. "The importance of receiving an adequate preparation in logic, critical thinking, math, science, and problem solving cannot be over emphasized."

González said that Berriozábal has been key in creating a program that is enlightening and challenging and that he is constantly working to strengthen and improve the program. The cost of operating Berriozábal's program from 1979 to 1998 was nearly $14 million.

The schools participating in the TexPREP program are: Amarillo College, Amarillo; the University of Texas at Arlington, Arlington; Huston-Tillotson College in Austin; the University of Texas at Brownsville, Brownsville; Eastfield Community College, El Centro Community College, and the University of Texas at Dallas, all in Dallas; the University of Texas-Pan American in Edinburg; the University of Texas at El Paso in El Paso; Texas Wesleyan University in Fort Worth; Texas State Technical College in Harlingen; the University of Houston-Downtown in Houston; Texas A&M International University in Laredo; and Texas Tech University in Lubbock.

"This year we will be looking to improve the program through updates to the curriculum and improved communication among the program co-principal investigators," said González.

Cortez, whose primary job in the program is to follow up on the students and their progress, said that the students respond positively to the challenges of the program.

"[Berriozábal] believes students have the ability to learn about these topics, and he doesn't give up on them," said Cortez. "We are still interested in the students when they finish the program. We were very apprehensive to see how the program would work outside of the Texas area. We've had a very positive response."

Students apply for the program, and if they are accepted into Proyecto Access' first year, they are invited to return for a second and third year. All students in middle and high school are eligible to apply. More than 50 percent of the participants are female, and 80 percent are minority. Students interested in participating must have a grade point average of "B"

René A. González, director, Program Collaboratives at HACU

or better, provide two letters of recommendation from instructors, and submit a transcript.

Participants receive the courses free of charge. Students who participate in the program also are eligible for scholarships through associations affiliated with the program, said Cortez.

The program generally lasts eight weeks, and the typical day lasts about six hours. Successful scientists, mathematicians, and engineers speak to the students in daily sessions throughout the program. Students also take a number of courses in science, engineering, math, technical writing, problem solving, probability and statistics, computer science, and logic. College students serve as mentors to the middle and high school students, guiding them through their coursework.

Cortez said that Proyecto Access hopes to be able soon to provide students with high school credit for participating in the program, which is what the TexPREP program currently offers to its participants.

All of the colleges and universities offering Proyecto Access are Hispanic Serving Institutions, meaning they have student populations that are more than 25 percent Latino. Schools participating in Proyecto Access and providing math, science, and engineering classes to middle and high school students are: Hostos Community College in The Bronx, New York; New Jersey City University, Jersey City, New Jersey; Florida International University, Miami, Florida; New Mexico State University, Las Cruces, New Mexico; Community College of Denver, Denver, Colorado; Pima Community College, Tucson, Arizona; Richard Daley College, Chicago, Illinois; Los Angeles City College, Los Angeles, California; and Oxnard College, Oxnard,California.

HACU represents more than 235 colleges and universities with high Hispanic enrollment rates in the United States, Puerto Rico, and abroad.

REGIONAL DIRECTOR

South Central Region, Penn State Cooperative Extension: Serve as administrative officer and program leader for the South Central region for Penn State Cooperative Extension. Serve on the leadership team for the College, provide direct oversight of Cooperative Extension and outreach activities within the region, and assist in providing leadership for Regional Outreach and Cooperative Extension Councils. Work closely with College administrators, Academic Unit Leaders, State Program Leaders, and other University colleges and outreach units. Provide leadership for the development of a comprehensive Cooperative Extension program and administer budget necessary to carryout the program. Supervise County Extension Directors (CED's) within the region. Provide guidance, counsel and assistance to State Program Leaders, CED's and extension staff to ensure that program development and implementation are effective in meeting the needs of diverse clientele groups within the region and that evaluation occurs to show the impact of programs to clientele served. Work with CED's and respective county extension boards in the formation of county policies that are consistent with federal, state and University policies. Assist staff in the development of an affirmative action plan for each county in the region. Administer the plan to ensure compliance in all program areas with respect to equal employment, affirmative action and other civil rights requirements in reaching out to a diverse clientele group and in carrying out the College's commitment to diversity and pluralism. Requires Masters degree (Doctorate degree preferred) or equivalent in a discipline or combination of disciplines that provide adequate background for administering extension programs in agriculture and natural resources, family and consumer sciences, 4-H and youth development, and economic and community development, plus seven years of work-related experience. Demonstrated excellence in program leadership and effective interpersonal, communication and organizational skills are essential. An understanding of and commitment to Cooperative Extension and the land-grant university system philosophy and mission; a demonstrated commitment to diversity, EEO and Affirmative Action requirements; and the ability to relate to a wide variety of socioeconomic, political, commodity and other interest groups essential. Candidates who have significant experience in administration and supervision and interaction with governmental and public agency officials are encouraged to apply. Applications should include original transcripts, vitae, a brief statement of the applicant's leadership philosophy and three letters of reference. NOTE: Position will be housed within the South Central Region. To submit original transcripts and letters of reference, please send under separate cover to **M. Kim Evancho, Manager, Human Resources, Pos #: H-8283, 307 Agricultural Administration Building, University Park, PA 16802.** Application Deadline: August 31, 2000 or until a suitable candidate is identified. AA/EOE

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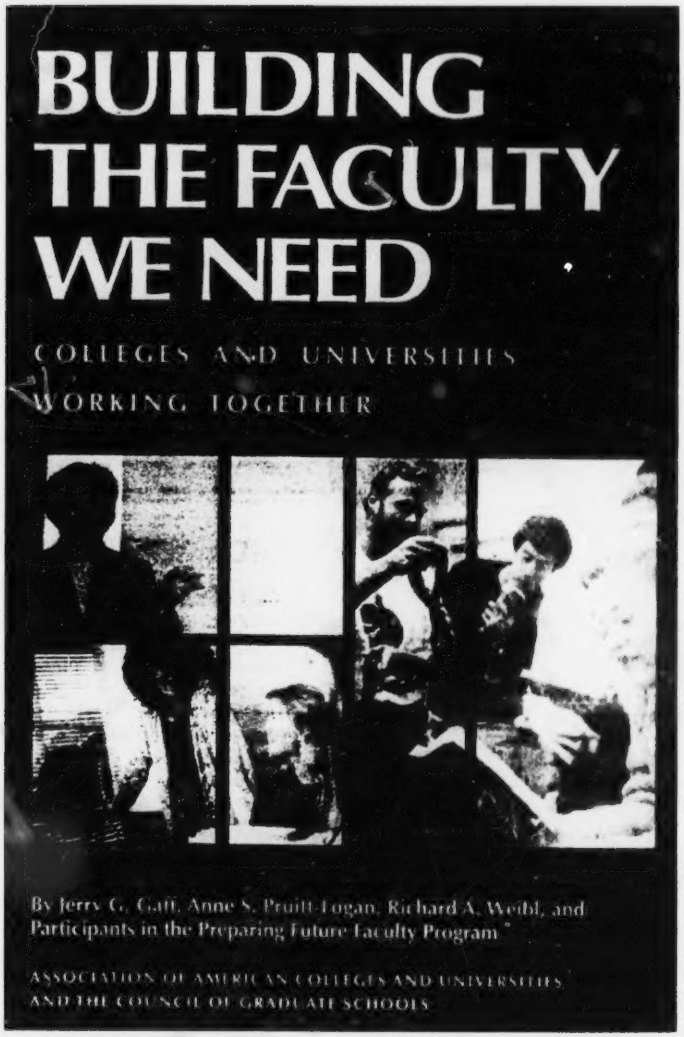
Sul Ross State University invites applications for Vice President, Rio Grande College. Position #00-61. Salary negotiable, commensurate with qualifications. Excellent benefits. Required: Effective leadership to manage an upper level college in a multi-campus teaching university; experience in senior managerial positions (three years dean level or above) and high interest in regional development and innovation; prior experience in higher education administration with responsibility for personnel, programs, and/or resources; excellent interpersonal skills and experience in creating, building and sustaining organizational relationships. Individuals desiring an academic appointment must have a terminal degree in a field taught at Sul Ross State University and have significant academic experience with credentials appropriate for a tenure-track appointment. Preferred: Program development, including grant writing and fund-raising experience; experience with new educational technologies related to on-line and distance learning; minimum of ten years combined teaching, educational administration, business, and technical experience. Serves as the chief operating officer and administrative leader of the College and reports directly to the President of the University; responsible for all phases of administrative, student affairs, and academic services, the quality of programs in teaching, research, and service; strategic planning; budgeting; fund-raising; alumni relations and outreach; management of the college's facilities and day-to-day operations. Position is Security Sensitive. Submit a letter of application, resume, and three references to **Leigh Anne Sutton, Director of Business Operations, Sul Ross State University, Rio Grande College, 205 Wildcat Dr., Del Rio, TX 78840.** Written requests for information and nominations may also be sent to this address. Review of applications will begin July 1, 2000 and continue until the position is filled. EEO/AAE. Sul Ross is a member of the Texas State University System. Visit our website (**http://www.sulross.edu**).

Sampling the Realities of Campus Teaching

200 Institutions Join Faculty Project

BY GARY M. STERN



BUILDING
THE FACULTY
WE NEED

COLLEGES AND UNIVERSITIES
WORKING TOGETHER

By Jerry G. Gaff, Anne S. Pruitt-Logan, Richard A. Weibl, and
Participants in the Preparing Future Faculty Program

ASSOCIATION OF AMERICAN COLLEGES AND UNIVERSITIES
AND THE COUNCIL OF GRADUATE SCHOOLS

"Only five percent of doctoral students who move into faculty positions accept jobs where they obtain their Ph.D.s," explained Ronald Lee, professor of communication studies at the University of Nebraska-Lincoln and director of the Preparing Future Faculty project. Most doctoral students attend Research I universities, the elite, prestigious universities, and then proceed to teach at small liberal arts colleges, private colleges, religious institutions, and community colleges, whose diverse populations often differ greatly from those of their alma maters.

That explains the genesis of the Future Faculty Program, which is sponsored by the Association of American Colleges and Universities (AACU) and the Council of Graduate Schools and funded by Pew Charitable Trust. Launched in the early '90s, it involves more than 200 universities and colleges.

Preparing Future Faculty links doctoral students at a graduate school with an undergraduate college. For example, the University of Nebraska-Lincoln, whose white population is 94 percent, is partnered with New Mexico Highlands University, located in Las Vegas, New Mexico, whose population is 72 percent minority–60 percent Hispanic and 12 percent Native American. "We're trying to open the doctoral students' eyes to different roles." Students may be interested in teaching at a private liberal arts college, but their entire teaching experience might have taken place at the Research I university, Lee said. If the doctoral student hasn't been exposed to a diverse population, he or she might have problems adjusting to a new academic and cultural environment.

In some partnerships, only doctoral students from Research I universities participate, but in other partnerships, master's-level students from comprehensive colleges are also involved.

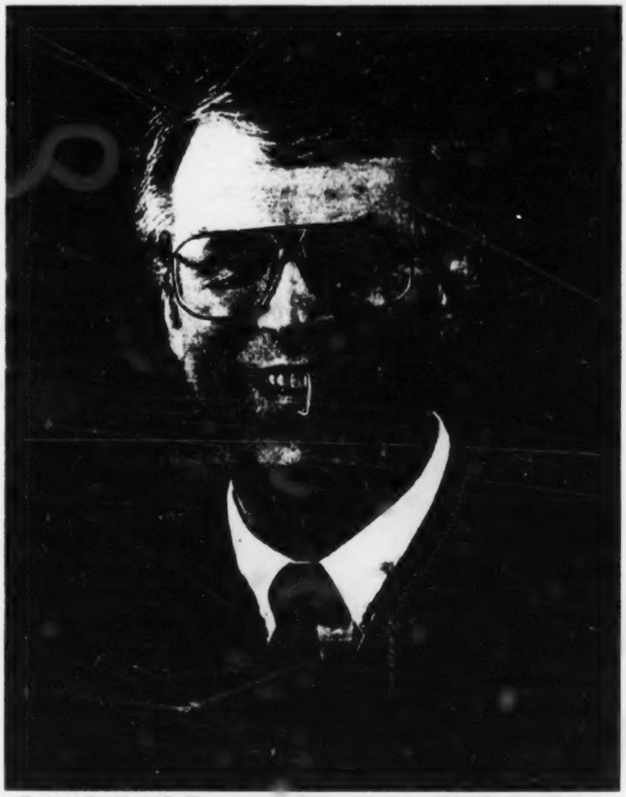
The Research I doctoral students and the master's students from a participating undergraduate college both gain. "This program encourages both students to think critically and compare both universities," said Glen Davidson, provost at New Mexico Highlands University. They both learn to think beyond the content to consider how best to convey their intellectual discipline to a different kind of student body.

Preparing Future Faculty enables New Mexico Highlands University "to find those faculty who are going to be the most effective for our student body before they come off the production line," said Davidson. As a comprehensive university, New Mexico Highlands offers undergraduate and master's degrees, but not doctorates. "We have to recruit faculty from Research I universities," he offered.

How does the program prepare students? During their three days on campus at New Mexico Highlands, the doctoral students become intensely engaged. "They directly observe classes," said Davidson. They'll work closely with a bilingual teacher. Doctoral students see how another culture operates, learn what it takes to reach students who are economically deprived, understand what it takes to reach someone whose native language is not English. Prior to this program, future faculty members "had not received any kind of pedagogical background as to how to present their discipline to undergraduates," Davidson said. Math and science faculty in the past were particularly out of touch with lower-level students.

At New Mexico Highlands, this program can raise students' aspirations. "When we send them to the University of Nebraska, we're working with them at the baccalaureate level to encourage them to pursue higher education," Davidson said.

"It's very important for our majority students to have a broader sense of regional differences in educational culture and learning style of students," explained Suzanne Ortega, associate dean of graduate studies at the University of Nebraska-Lincoln. Many doctoral students will wind up teaching in urban universities with a diverse student body and, without this program, would be unprepared. Even the largely homogeneous state of Nebraska is experiencing cultural changes. A rising number of immigrants enters the state to work in certain trades, so learning how to teach a diverse student body can benefit all doctoral students.



Glen W. Davidson, Ph.D., vice president for academic affairs, Doanne College

Preparing Future Faculty operates in two ways–intrastate and long-distance. In addition to the distance learning that takes place at New Mexico Highlands over a concentrated three-day period, the University of Nebraska-Lincoln students are assigned a mentor at a local Nebraska college, including religious, private liberal arts, and community colleges. "Every two weeks, students attend a colloquium at a local college focusing on different issues, including assessment, faculty governance, diversity," said Lee. Students visit the local Nebraska college four to six times a semester for several days. With the more distant universities, New Mexico Highlands University, Grambling University in Louisiana, and Alcorn State University, an historic Black college located in Mississippi, doctoral students attend videoconferences that introduce them to the university and to such issues as recruiting, teaching, and standards. Usually doctoral students spend two or three days on campus at the more distant partnered school. "They learn to work with a different kind of institution that is more diverse," Lee said. "They learn how to be acculturated in a different environment," he added.

The mentors at the partnered college play a major role in the doctoral students' success. The mentors "guide the students, help them understand the institution, and will teach them about the different disciplines, either learning about grant writing in the chemistry department or the importance of lessons and instruments in the music curriculum, Lee said.

Doctoral students might want to teach in a more diverse university but have little knowledge of what really goes on there, what educational issues arise, how students with a different kind of training operate academically. "The level of preparation, parental involvement, income of the student will likely be different at the partnered college," Lee said. "Students learn what questions to ask. They'll be more prepared to handle different learning styles. They'll have a broader sense of the students' career expectations," Ortega added. Realistically, Preparing Future Faculty is changing how a doctoral student becomes a teacher and pedagogue. In the past, the overwhelming emphasis was on writing the dissertation and scholarly research, not on teaching. Before this program was introduced, most doctoral students were not exposed to different facets of academic life, what kind of teaching was required at diverse colleges, and what curriculum development was involved. Indeed, service to a college was rarely discussed.

"What we at AACU and Council of Graduates Studies were trying to do is to change the work for doctoral students who aspire to be university faculty members. The traditional pattern has been research extensive and research exclusive," noted Richard Weibl, director of programs at AACU's Office of Education and Institutional Renewal, based in Washington, D.C. AACU "advocates full immersion" at the partnered university in the two to three days spent on campus, Weibl said, which can create a "powerful moment."

The Pew Charitable Trust funded the initial Preparing Future Faculty program in 1993-1996 with a $1.85 million grant, then renewed the program for 1997-2000 with a $1.9 million grant. The Trust noted that future collegiate faculty were not being prepared at the colleges where most doctoral students eventually got jobs, "liberal arts, comprehensive colleges, and community colleges," said Ellen Wert, program officer in education at the Pew Charitable Trust, in Philadelphia, Pennsylvania. Future faculty "didn't understand the

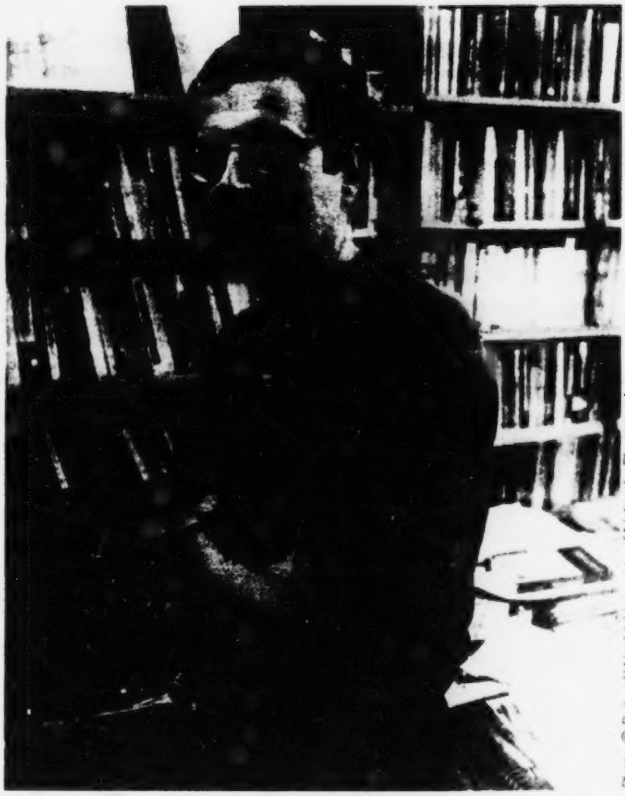


Photo © Richard Wright, University of Nebraska Photography

Ron Lee, University of Nebraska

range of institutions where they might make their home. The research institution, where graduating new faculty intended to teach, was not where they were ending up." The Preparing Future Faculty program makes people "more intentional and deliberate about graduate experience," she said.

Feedback from doctoral students to the Council of Graduate Students suggested that Ph.D. candidates had many questions about teaching a different demographic student mix and fitting in at a different kind of college, said Anne-Pruitt Logan, scholar in residence at the Council, a Washington, D.C.-based organization that establishes policies regarding master's and doctoral degrees. Most doctoral students have driven past community colleges, and that's it," she said. "Rather than having them learn on the job, there should be some professional help to prepare them for the job," she added.

This program provides actual experience and fieldwork at colleges, albeit for a limited time when compared, for example, to internships and fieldwork that medical students perform at hospitals. Despite the enthusiasm of the students involved, the program has its limitations. Wert said she hoped but could not guarantee that most doctoral students were receiving feedback and guidance on teaching. "We've asked universities to be thoughtful of where doctoral students are assigned, and what experiences they are offered," she said. All Preparing Future Faculty students observe classes, but providing feedback on their teaching has not been a major requirement of the program. Observing is beneficial, but future faculty learn from teaching and receiving feedback, not merely observing. While future secondary school teachers student-teach under the watchful eyes of their cooperating, licensed teacher, no comparable program operates at a college or university. Until future faculty learn the mechanics of teaching as well as mastering content, the program won't be fully beneficial. What are the major benefits of Preparing Future Faculty? Pruitt-Logan replied that doctoral students learn "about the diversity of higher education. Not all colleges are alike. It serves as a career planning device. They'll know what a professor has to do involving research, teaching, and service." Future professors become aware of the potentially different learning styles of adults, single parents, students with disabilities, and minority students. Lee sees the major benefit as "academic socialization. Students are socialized in learning about different academic cultures. They even do mock interviews to learn how to get a job." The program "presents a structured program for our students and a win for the University of Nebraska in diversity," offered Davidson. Further, it boosts the confidence of New Mexico Highlands students, encouraging them to pursue doctorates. In an AACU survey of graduate students participating in the program, 97 percent were satisfied with it and thought it prepared them to teach at a campus different from their research university. Preparing Future Faculty "is trying to alter the equation of preparing a doctoral student to teach without minimizing the value of research," Weibl noted. "It exposes the student to life outside of research," Lee said. Doctoral students will have a "better chance of teaching students if they can relate to their ethnic and cultural experiences," Pruitt-Logan declared. "We've asked students what will make them an effective faculty member and provided opportunities that are consistent with the needs of the school," said Ortega.

Preparing Future Faculty "isn't about research versus teaching," said Wert. "It's about balancing research, teaching, and academic citizenship."

Photo © Richard Wright, University of Nebraska Photography

Suzanne Ortega, University of Nebraska

An Untiring Professor at ST. JOHN'S UNIVERSITY FOUNDED 1870

and the Committee That Never Sleeps

BY ADALYN HIXSON

Last March, in a nod to Women's History Month, *Newsday* put a spotlight on 20 women who are "Making Their Mark" in New York's five boroughs and beyond. Joining honorees Doris Kearns Goodwin, Rosie O'Donnell, Patti Lupone, Mariah Carey, and 15 other talented women was educator, writer, and literary critic Alina Camacho-Gingerich, an associate professor of Spanish at St. John's University in New York, which named her a Woman of Distinction the same month. Two months later, it was a Faculty Outstanding Achievement medal.

Dr. Camacho-Gingerich has garnered many other honors at home and abroad. They cite her extraordinary leadership, her support of the Latin American community, her outstanding research and publications. No doubt she will earn even more through her stewardship of St. John's very active Committee on Latin American and Caribbean Studies, aka CLACS.

"Every single school of the university is represented on our committee" she said, "political science, law school, school of education. In addition, all the deans are honorary members of our committee." And CLACS, she added, is under the provost, who also is a member.

"We wanted the committee to be completely multidisciplinary and interdisciplinary, so we have scholars, professors, and administrators who are committed in their scholarship to Latin American and the Caribbean. We included *Caribbean* in the name to make it very clear that it represents all of Latin America, including the French, English, and Dutch."

"We are a fairly young committee yet are moving very fast." That just might be an understatement.

Getting Started

"Since I arrived at St. John's in 1985, I had a vision of helping create a center for Latin American Studies." It remained just a vision for several years, "and then we got a new president, Father Harrington."

Reverend Donald J. Harrington, she said, came in with a more global perspective, and the provost at the time, Tony Bonaparte, was sympathetic to an international focus, "so I approached the provost with my ideas, and I helped create it."

Dr. Alina Camacho-Gingerich

CLACS was formed in the spring of 1994, with Camacho-Gingerich as its chair. And she hit the ground running.

Professor Power

It probably helped that Camacho-Gingerich had earned her Ph.D. at the University of Pittsburgh, which she described as one of the most important centers for Latin American Studies in the United States. *HO* asked how an institution so seemingly remote from a Latino populace and Latino influence could earn such a distinction. She credited its professors.

"There were several scholars–very influential professors–in economics, in literature. Professors in different departments who were scholars on Latin America built up the program to the point where Pittsburgh houses the Latin American Studies Association. It houses *Revista Iberoamericano*." And its library contains one of the largest Latin American collections in the U.S.

"The power of their prestige, the power of the faculty, of the scholars of an institution–they are the ones that help, together with administrators. Without administrators supporting their vision...."

Lectures, Conferences, Symposia

When *HO* spoke with the CLACS chair in April, she was just catching her breath from St. John's International Conference on Contemporary Bolivian Literature, organized by CLACS in conjunction with the Consulate of Bolivia in New York and the Bolivian Cultural Institute. The last of the writers had left the previous Sunday, heading for La Paz, Santa Cruz, Cochabamba. American Airlines had provided round-trip tickets for "some of the best Bolivian writers today," she said.

"We have had symposia on Mexican writers, Cuban literature, Argentinean writers," she said, "and we make sure that we don't miss some of the small countries that have very good writers but do not have the opportunity to have their literature as well known. We were very fortunate that American Airlines supported us."

In order to meet the expenses of its events, which are by no means confined to literature, CLACS often will seek sponsorship from outside the University, at some of the diplomatic mis-

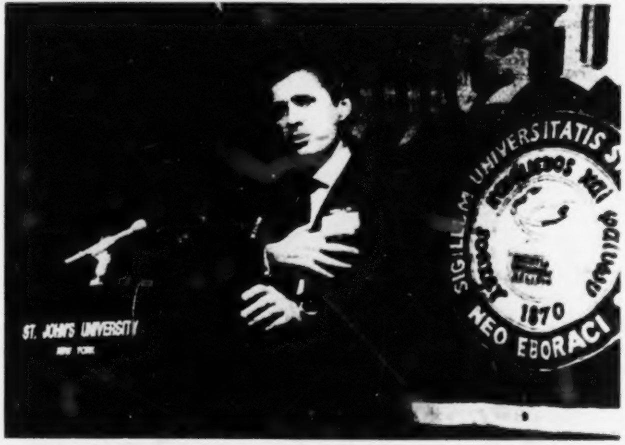
ST. JOHN'S UNIVERSITY CLACS

sions and from other universities, especially when it involves bringing speakers from Latin America. CLACS looks at home and beyond, too, for expert speakers.

Last September, renowned anthropologist Dr. David Pendergast, former vice president of Collection and Research at the Royal Ontario Museum, presented "From the Bottom of the Sea: Ancient Taino Life at Los Buchillones, Cuba," sponsored by CLACS and St. John's Department of Sociology of Anthropology. The following month, Ambassador Guillermo J. McGough, Consul General, spoke on contemporary Argentina. In April, Jorge Quiroga Ramirez, president of the Bolivian Congress, presented "Bolivia Today."

These lectures, open to all, begin to address the giant gaps in North American awareness of Latin America's past and present, as well as forging relationships with significant figures in the international sphere.

Photo © Robert Floyd, 1999



Hon. Jorge Quiroga Ramirez, vice president of Bolivia and president of the Congress

CLACS Publications

CLACS is editing and soon will publish two books linked to recent symposia. *Mexico in the 21st Century: A Selection of Scholarly Articles*, published in conjunction with the Mexican Cultural Institute of New York and the Consulate General of Mexico in N.Y., includes contributions by some of Mexico's foremost scholars and authors, as well as U.S. scholars on Mexico. Symposium speakers Miguel Leon Portilla, Homero Aridjis, Friedrich Katz, and Enrique Florescano Mayet are represented, plus a few others selected since then. Portilla, says the CLACS chair, is an internationally known expert on Mesoamerican cultures, and the author of more than 20 related books. Aridjis, president of PEN International, is a distinguished poet and novelist.

"In the morning, at that same symposium, we invited some people from Wall Street who are specialists in investing in Mexico—economists—so you have a mix. The investors and the business people in the morning, and the historians, anthropologists, writers, and literature people in the afternoon." Altogether, she said, they provided a very complete overview.

Coping in America: Caribbean East Indians in the United States, published in conjunction with the Guyanese East Indian Civic Association (GEICA), is also the result of a major symposium organized by CLACS and held at St. John's. Presenter Dr. Mahin Gosine told the audience, "When I came to this country 30 years ago, you walked 20 blocks and saw one [Caribbean East] Indian. Today you walk one block and see 20 Indians."

Also in the works is a publication based on the Committee's symposium on Argentina. The CLACS newsletter, edited by Camacho-Gingerich and issued twice a year, highlights professional activities of its members and relevant events, past and upcoming. It routinely includes a guest column by visiting scholars and diplomats, typically from outside the U.S., that whets the appetite for more information.

A Foundation Knocks

When the directors of nonprofits have pleasant dreams instead of the usual nightmares, one of them probably goes like this: a foundation calls and says it wants to give you money. This dream came true for CLACS.

"A person from Bell Atlantic," said the chair, "came to me and said, 'Bell Atlantic supports academic and cultural organizations—your committee has caught our attention, and we would like you to apply.' It was competitive—many other cultural and academic organizations applied. Fortunately, we did get the grant." And when it was awarded, Bell said, "we expect this to be continuous—not just a one-year partnership."

With $10,000 from the Bell Atlantic Foundation, St. John's will present an international and interdisciplinary symposium, Immigrants from Latin America and the Caribbean: Coping in New York City, on October 6 and 7 and publish the results of a related study, in book and digital form, later in the year.

David Quintas-Parquet, director of government affairs in New York for Bell Atlantic, told *The Daily News* late last year, "We have very little benchmark data on underrepresented populations, such as Latinos, African Americans, Asian Americans, and the whole issue of immigration. This will be a public policy document circulated among key leaders and elected officials to move the agenda forward."

Camacho-Gingerich received additional good news from the philanthropic front this summer, when she learned that Evelyn Veras, a student she'd nominated, had been selected for a Gates Millenium Scholarship. Veras was one of several "outstanding" Latino/a students who've worked in the CLACS office, from undergrads to graduate research assistants, and are, in turn, mentored by Camacho-Gingerich, who also has been a thesis advisor to some.

In addition to the conferences and symposia organized by CLACS, the Committee also created the Advanced Interdisciplinary Certificate on Latin American and Caribbean Studies. Quickly approved by New York State, it started in 1998, and, says Camacho-Gingerich, is "very popular with our Latino students."

"We have the first truly interdisciplinary program–truly interdisciplinary in the sense that it is housed in the Committee and equally represents all schools of the university–not given by the history department or the department of modern and foreign languages."

The 15-credit graduate certificate is, she says, equivalent to a minor on the undergraduate level. Students must be fluent in Spanish or Portuguese or French, in addition to speaking English, and must take the credits in at least three different fields. A student seeking an M.A. or doctorate in history, for example, could apply three credits, but no more, of the history of Latin America. The other twelve credits must be in at least two other disciplines–political science, education, modern foreign languages, psychology. There is a list of courses from which to choose.

The most popular combination so far, she says, has been history, political science, and literature in Spanish, and some business courses.

At an information night held in February about the certificate, the guest speaker was the Honorable Reinaldo E. Rivera, justice of the supreme court of the state of New York. Rivera is one of what seems a steady stream of informed, influential, and often renowned people recruited by CLACS–Carlos Fuentes, for example–who drew a large and enthusiastic crowd.

One of last year's speakers, New York City Comptroller Alan Hevesi, claimed "There has never been a city that is more ethnically diverse than NYC. As we speak, 40 percent of the people who live in N.Y. were born elsewhere....We are the immigrant city; there are 174 languages spoken in our public schools by kids who do not speak English first."

Carlos Fuentes at St. John's University

Dr. Alina Camacho-Gingerich and Ambassador Guillermo McGough, consul general of Argentina

Latino Students on the Rise

"The Latino percentage of our student body is increasing very fast," says Camacho-Gingerich, "and reflects the diversity of the city of New York and of the U.S."

"There's a great deal of interest by first, second, and third generation Latino students. The first generation, of course, wants to continue with what they have known and to pursue more advanced studies. The second and third generations are very interested in Latin American studies for professional reasons, as they realize it is the wave of the future, and also for personal identity issues."

The certificate students who are not from a Latino background, she says, realize that they will be facing a Latino population as future clients, and thus are also interested for career-related reasons. Some would like to work for international companies with branches in Latin America and the Caribbean.

The Chair as Professor

Camacho-Gingerich told *HO* that she gets six credits off her administration duties for chairing CLACS, and teaches two courses each semester, one undergraduate, one graduate-level.

"Graduate courses are always Latin American literature, but at the undergraduate level, I teach a contemporary Latin American civilization course." The latter, she explains, explores the culture and history of Latin America, and includes both the Latin American and the U.S. perspective.

When *HO* last spoke with the CLACS chair, she'd just returned from Costa Rica, where she spoke at a conference on globalization.

"There were contradictory thoughts among economists themselves, different points of view," she said. "I gave what I believe it should be, my point of view based on several studies that I've read....Nobody has a final word.

"It is the people who have the technology who will go farthest and fastest, and we have to make sure that technology is shared. I definitely believe very much that there are many, many advantages. Secondly, as we go about it, we have to always see that it is done correctly–that small

Hon. Odeen Ishmael, Dr. Alina Camacho-Gingerich, and Consul General of Guyana Hon. Brentnold Evans

business can exist together with big business–that big companies don't take over completely the small companies of some nations–that everybody can participate more equally. And again, technology is key. Not every group of citizens has equal access to that technology, and to equal knowledge.

St. John's Abroad

As *HO* goes to print, Camacho-Gingerich is in Argentina for St. John's first-ever study program to be held abroad in a Spanish-speaking country. Students could register for six credits to be earned there, and need letters of recommendation from two language professors.

The University has academic exchange agreements with universities in Argentina, Bolivia, Brazil, Chile, Puerto Rico, Uruguay. The list of schools and countries is always growing, a situation that CLACS no doubt feeds into and is fed by.

Fortunately for Alina Camacho-Gingerich, the Committee activities "are very closely linked to my scholarship, so I see it as a continuation and as a very important contribution."

Still, she said, "sometimes I wish I had 48 hours in one day."

CLACS, THE COMMITTEE THAT NEVER SLEEPS

The current Committee members, under recently appointed Interim Provost Dr. Julia A. Upton, R.S.M., also a member of CLACS, are: Tony Bonaparte, Ph.D.; Frank Brady, Ph.D.; Michael Capobianco, Ph.D.; Rev. Joseph Daly; C.M.; Maria Dominicis, Ph.D.; Jeffrey Fagen, Ph.D.; Jefferson Fish, Ph.D.; Anthony Gabb, Ph.D.; Daniel Gallo, Ph.D.; Marie-Lise Gazarian, Ph.D.; Willard Gingerich, Ph.D.; Dorothy Habben, Ph.D.; Clover Hall, Ed.D.; Berta Hernández, Esq.; Tanya Hernández, Esq.; Rafael Javier, Ph.D.; Sr. Margaret John Kelly, Ph.D.; Pamela Kirk, Dr. Theolo.; Belenna Mesa-Lauto, B.F.A., M.A.; Stanley J. Lawson, Ph.D.; Frank LeVeness, Ph.D.; Francis Lees, Ph.D., Robert Mangione, Ed.D.; Anthony Marcus, Ph.D.; Laurence Mauer, Ph.D.; Kathleen MacDonald, Ed.D.; Robert Mockler, Ph.D.; Dean Mary Mulvihill; Jay Nathan, Ph.D., Shondel Nero, Ed.D.; Zoe Petropoulou, Ph.D.; Miguel Roig, Ph.D.; Jerrold Ross, Ph.D.; Rev. Jean-Pierre Ruiz, S.T.D.; Szilvia Szmuk, Ph.D.; Dean Peter Tobin; William Watson, Ph.D.

MANY VOICES, MANY VIEWS

Following are excerpts from the CLACS newsletter's Guest Column.

"The State of Chiapas has always been fertile ground for conflicts: Guatamelan guerrillas, drug trafficking, immigrants from Central America and newcomers from other parts of Mexico, fights among mestizos, peasants and native Indians over land possession, and between Catholics and Evangelists over religion. In the midst of all this are timber and oil resources all too vulnerable for exploitation.

"I am convinced that the 21st century will be a century of Noahs, when human beings will feel compelled to save dying ecosystems and species in biological arks. The moral dilemma will reside in which and whom to choose, and on what knowledge, or wisdom, we should base our choice." Ambassador Homero Aridjis, President, PEN International

"All the creators of significant reforms, which dramatically reformed the lives of the lowest classes of society, all the great revolutions in this century, have militarized society in one way or another: some by making the army the supreme arbiter of the revolution, others by giving the secret police that authority. Mexico, although ruled by one single party, has never been a militarized society. In addition, Mexico never sought to export its revolution to other countries." Dr. Friedrich Katz, Department of History, University of Chicago

"Our challenge is to recover our identity, but in order to do it, we need time. We need time against the primes of impatience, indifference toward others and the lack of human reflection; we need time, a healing pause; time to transform information into knowledge; time to repair the damage that ambition, disdain, the usage of power and sheer mindlessness have inflicted upon our lives."

Carlos Fuentes, Mexican novelist and statesman

"The cultural and linguistic diversity of today's Mexico has a very long history. There are two key terms as the starting point: Native Peoples and Globalization.... Globalization leads to the loss of identity, beliefs, global vision of the native peoples and their descendants. In short, they 'run the risk of ceasing to be what they were.'" Dr. Miguel Leo-Portilla, Instituto de Historicas, UNAM

Minority Scientists, Engineers, and Mathematicians in the Making

MIE a Joint NASA/NSF Endeavor

BY E. LYLE HENDERSON AND GILLIAN FOSTER

Kathy Jiménez, a native of the Dominican Republic, is the first in her family to attend college. The 22-year-old junior from the Universidad Metropolitana in Río Piedras, Puerto Rico, studies biology with a minor in mathematics, and boasts a 3.96 GPA.

Jiménez, who got married last year, is considered one of the shining stars in a program called the Model Institutions for Excellence (MIE), designed to increase the numbers of Hispanic, African American and Native American undergraduate students in science, engineering, and mathematics (SEM).

As President Clinton affirmed in his last State of the Union Address, innovation in science and technology is key not only to the health of the environment but to miraculous improvements in the quality of our lives and advances in the economy.

More than ever, building awareness and interest in science, engineering, and mathematics (SEM) as degree and long-term career options is paramount. At colleges and universities serving underrepresented populations, improving recruitment and retention rates among students of color remains a concern.

Under an 11-year initiative developed by a collaboration between the National Aeronautics and Space Administration (NASA) and the National Science Foundation (NSF), the MIE program is integrated into the science and technology departments of six higher education institutions. Now in its fifth year, MIE enables the academic units at each institution to provide faculty and staff enhancement programs, support undergraduate scientific research, bolster science curriculum, foster continued learning through internships and mentoring opportunities, and procure modern equipment and facilities. Some schools even offer grants and fellowships to students. The end goal is to encourage these bright and promising students to reach higher, ideally attaining advanced degrees, especially doctorates.

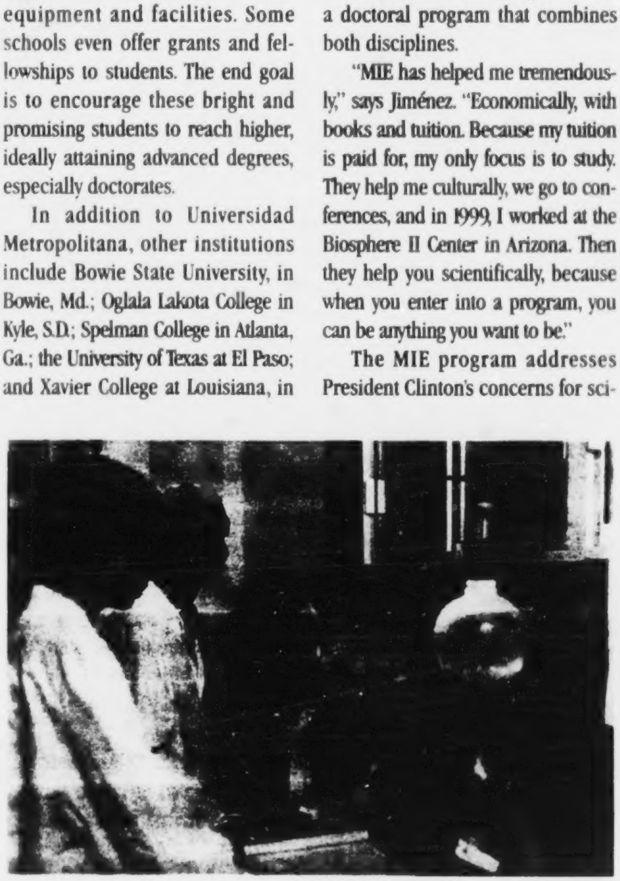
In addition to Universidad Metropolitana, other institutions include Bowie State University, in Bowie, Md.; Oglala Lakota College in Kyle, S.D.; Spelman College in Atlanta, Ga.; the University of Texas at El Paso; and Xavier College at Louisiana, in New Orleans. The six institutions were chosen from a pool of more than 60 colleges and universities for their proven track record in graduating students of color in the sciences.

For Jiménez, the opportunity to study diverse science avenues was a dream come true. Although she is torn between studying medicine and mathematics, she hopes to find a doctoral program that combines both disciplines.

"MIE has helped me tremendously," says Jiménez. "Economically, with books and tuition. Because my tuition is paid for, my only focus is to study. They help me culturally, we go to conferences, and in 1999, I worked at the Biosphere II Center in Arizona. Then they help you scientifically, because when you enter into a program, you can be anything you want to be."

The MIE program addresses President Clinton's concerns for scientific preparedness for global competitiveness in the 21st century. In 1993, only 10 percent of more than 32,000 Americans enrolled in graduate science and engineering programs were students of color. "If our nation is to compete effectively in the global marketplace, it must secure the necessary commitment from industry leaders to ensure that today's students are scientifically and mathematically literate," says NASA Administration Daniel S. Goldin. "We recognize the need for a diverse, highly skilled workforce to shepherd pioneering scientific research well into the millennium and beyond. It is only fitting that the scientific and technology communities invest now in programs like MIE to inspire inquisitive minds for future long-term gains."

MODEL INSTITUTIONS FOR EXCELLENCE



Brisa Sánchez is a senior majoring in mathematics at the University of Texas at El Paso (UTEP). Originally from Mexico, she is also the first generation in her family to attend college. She wants to continue with her education–and eventually get her doctorate in statistics. Her interest, she says, is how statistics is applied to biomedical sciences. MIE helped her discover this interest.

"Last year, I went to the summer research program at Cornell University," says Sánchez. "We researched prostate cancer, and analyzed data sets using statistics to discover what the probability was of a person getting cancer."

"I want to be able to help people in some way," Sánchez says. "I feel I have received a lot–like the parable of the talents in the Bible.... I feel as if I have received my talents."

Gustavo Martínez, who also attends UTEP, is a senior majoring in electrical engineering. He also hails from Mexico and is the first of his family to attend college. He attended the MIE's 5th Annual Conference, where his oral presentation, "Design and Implementation of Cooperative Mobile Robots," was well received. His immediate plan is to continue with his cooperative education internship through the MIE program at Adelphi Automotive, and then look into getting his master's degree. The most valuable part of the program, Martínez says, was the mentoring. His mentor taught him how to do research and represent his projects.

Mentoring has always been an important component of the MIE program and viewed as a critical ingredient in encouraging the students to continue their education. The MIE program has instituted the Pathfinder Program, offering students mentoring from professionals in the field of their interest. The purpose is to encourage students to seek advanced SEM degrees. The ideal Pathfinder is a person with a master's degree or a doctorate who has been in his or her field for fewer than 10 years. While the program is not limited to non-white professionals, students have expressed a collective desire to meet and speak with professionals from underrepresented populations who can discuss how race and culture affected their school experience, and combating racism in the workplace.

Gabriel Bujanda, a second-generation Mexican American and a senior at UTEP majoring in metallurgy, agreed that mentoring is definitely the most important aspect of the program. The young man, whom friends dub "el professor," says that his positive experience with his mentor in the MIE program is one of the things that convinced him to go into teaching. Although he plans to pursue a doctorate in material sciences, his lifelong dream is to teach, possibly physics or calculus in high school.

MIE convention in Atlanta, Georgia

"I want to do something that can effect social change," Bujanda says. "The experience that I have had through the MIE program will enable me to help people a lot more."

All of the students speak in reverent tones about the hands-on experience they receive through the program. Lymaris Delgado and Waleska Rivera-Ríos are on full scholarship at the Universidad Metropolitana. Both are environmental science majors who have spent their summers conducting research at world-renowned stateside laboratories.

Last summer, Delgado attended the Biosphere II Center in Arizona, and this year she's been accepted to the University of Minnesota, where she will work specifically with environmental chemistry, water, and soil. Rivera-Ríos attended the National Center for Atmospheric Research in Colorado and expects to do so for the next three summers. A veteran of the MIE annual conferences, she is enthusiastic about the opportunities the MIE has provided. "If I hadn't chosen UMET, I wouldn't have been able to go to Colorado last summer to the National Center for Atmospheric Research," she says.

Each MIE annual conference is hosted by a member institution, enabling faculty, staff, and students to visit one another and see how the programs adjust to each institution's unique culture and location. The Oyate Tribal Consortium, headed by Oglala Lakota College, hosted the 4th Annual Conference, and next April, the 6th Annual Conference will be held at the University of Texas at El Paso.

All of the students agree that these conferences are one of the most important benefits of attending an MIE institution. Students meet, display poster representations of their research, and conduct oral presentations. For many, they are not only representing themselves, but their schools and their culture. It is that sense of obligation to give back that carries many of them through their academic careers.

In determined English, Jiménez describes the freedom of being accepted on her own terms at the Universidad Metropolitana. She says that she has allegiance to her gender and nationality. "I am very proud," she said. "I am Christian...and a woman, a black woman. They don't discriminate. They don't see all that."

Asked if she would return to the Dominican Republic, she says, "I want to help the people where they need me....I want to serve where the world needs me."

Professor and Students Tour in *Selena Forever*

Coming Home to Southwest Community College

BY
JOSÉ A. ÁLVAREZ

Selena Forever ***opened in late March in San Antonio and made its way through Dallas, Corpus Christi, El Paso, and Houston before traveling to Chicago.***

His first national play might never make it to Broadway, but the experience that Latino theatre director William "Bill" Virchis gained directing *Selena Forever*, a musical based on the life of slain Tejano singer Selena Quintanilla Pérez, is bound to go further.

"I am the David of theatre. I killed a lot of birds with one stone," said Virchis, referring to being able to direct the musical and get eight of his students to be interns in the play. He'll also use his experience directing *Selena Forever* when he returns to the classroom next fall. "When you have that chance, why not take advantage of it," added Virchis.

Virchis, who's been teaching theatre at Southwestern Community College in Chula Vista, California, for more than 25 years, agreed to direct *Selena Forever* only if he was allowed to write a prompt book and an academic paper highlighting the differences between education and professional theatre. In his contract, he also stipulated that some of his students would be hired to work as interns in different areas of the production.

William Virchis, national director of *Selena Forever*

"Incredible experience"

"Education is about experience, and what better way to be educated than to be there. This is an incredible experience to bring to the classroom," explained Virchis. "My students had to learn from this."

Directing *Selena Forever* has been an educational experience for Virchis as well. He had to learn how to handle the pressures and stresses of working with producers, designers, technicians, and actors, all with different artistic points of view and each one with a personal agenda.

"I had to keep the oceans calmed, earn their trust. That was the biggest pressure," said Virchis.

Another challenge was working in a production with a multimillion-dollar budget and counting on nonprofessional actors. The two leading actresses–two had to be hired because each presentation included at least 14 musical numbers and the voice of the actresses had to be protected–and the secondary actors had little if any acting experience.

"They're all beginners. They don't have a lot of acting experience. That was a challenge," explained Virchis, adding that "sometimes less is more" and that if the "quality is there, it will last you forever."

"Pure accident"

That same mentality has made the college professor the leading Latino theatre director in the San Diego area. Born in Mexico City, Virchis, 55, became interested in

Raul Cardona, intern and student at Southwestern College, practices for *Selena Forever* in San Antonio, along with other college mates.

acting at age seven, watching his mother read poetry at parties and family gatherings.

"I loved to see the influence she had over people," said Virchis, who arrived in San Diego by "pure accident." The family, en route to Los Angeles from Mexico City, decided to stay in Chula Vista, 10 miles south of San Diego, after his mother saw a house on the way and fell in love with it. Virchis has not left Chula Vista since then.

"I love the power of drama because it allows you to communicate other people's flaws," added Virchis, explaining that even though he fell in love with theatre at an early age, "I never thought I'd become a professional director or actor." As a matter of fact, Virchis, the second of three brothers and father of two, wanted to be a psychiatrist to "solve other people's problems." However, acting and Spanish classes always accompanied his psychology and psychiatry courses. His goal was to major in psychiatry, theatre, and Spanish. He did not want to lose his native tongue.

"I was losing my Spanish," explained the professor, adding that it was "another accident" that his three goals fused into one.

That accident happened in 1971, when his high school drama teacher had a heart attack and he was asked to replace her. He taught theatre for one year at his alma mater but left one year later because "I was not allowed to do what I wanted."

He also had plans to move to New York to continue studying theatre, but he never made it. In 1973, he was offered a teaching position at Southwestern College, and he's been there ever since.

Virchis has directed and acted in many plays that have resulted in innumerable awards and other recognitions. He's been artistic director and mentor to a number of local theatre groups. At the moment, he is artistic director of Teatro Mascara Mágica, one of the leading Latino theatre troupes in San Diego. And he is president of Virco Enterprises, a local company that coordinates special events for television.

At the beginning, due to the lack of Latino material, Virchis acted in and directed plays of all kinds. However, in the last few years, he's made the transition and now only directs Latino productions, whether it's from his stage in Maya Hall at Southwestern College or at other venues throughout San Diego.

Virchis has gone back to his roots, just as Selena did before she became famous.

"She had to go back to Mexico, had to learn Spanish. Her first hits were in Spanish," said Virchis, who admits he listened to Selena's music but did not consider himself a "true" fan. But entering Selena's world, he said, brought "an amazing awareness" that has made him a great admirer.

"How could you not become a fan if you are completely immersed in her world?" asked the director, adding that while taking a closer look at Selena's life, he discovered they had several things in common. Both entered the entertainment world as children, both were greatly influenced by their parents, and the two of them had to go back to their roots to achieve success. "She had to come home. That is exactly what I am doing."

The "Forever" That Wasn't

Virchis strongly believed that *Selena Forever*, the first national touring Latino production in the history of musical theatre, would solidify the singer as an icon, that the musical would make it to Broadway and result in new opportunities for him and for everyone involved in the production.

However, he warned that if the musical made no money, it would close, crashing everyone's dreams. That is exactly what happened.

Selena Forever opened in late March in San Antonio and made its way through Dallas, Corpus Christi, El Paso, and Houston, before traveling to Chicago. The musical earned mixed reviews, yet the approximately 2,000 people who went to see it each night loved it.

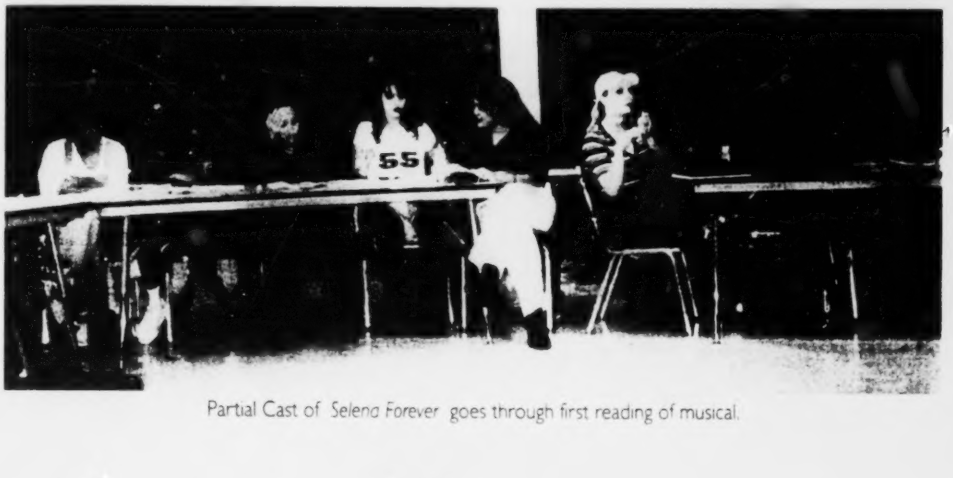
But that wasn't enough. Producers had agreed to reduce ticket prices in an effort to attract a wider audience, but that did not help. When advanced ticket sales failed to materialize in Los Angeles, two producers pulled out of the production, and the tour got killed.

"This whole thing is incomprehensible," said Virchis after learning the news. "My stomach dropped," he added, incredulous that promoters were not able to sell the musical in a city with such a high Latino population and a great Selena following.

"It's absurd," stated Virchis, adding that another problem with the musical was that it was being presented at very large venues.

According to the director, promoters and producers failed to recognize that the musical was aimed at a market that isn't so theater savvy.

"Latinos are not going to the theatre. We're not going to the ballet.



Partial Cast of *Selena Forever* goes through first reading of musical.

We're going to the movies," assured Virchis. "We had discussions every day about how we were going to reach this market. Producers thought that everybody knew Selena, that people would come out just because of name recognition."

They did not listen, insisted the director, who strongly believes that in order for a Latino play to be successful and reach its desired audience, it needs to be produced by people who understand the Hispanic culture.

"We need our own producers, our own directors, our own people to produce our plays," said Virchis, convinced that "if we Latinos don't support our own products, producers won't put up the money."

Another Lesson Learned

When Virchis agreed to take a sabbatical from Southwestern College to direct *Selena Forever*, he felt confident that the play would have an impact.

It definitely has had an impact on him. "Now I know why it's called show **business**. The bottom line is the bottom line. Profit is what they are interested in," stated Virchis. "It makes me mad that another Latino show that had the potential to cross over is now dead."

But despite all the problems, Virchis said that he is proud to have been involved in a play that promoted the Latino pride and culture. "It's the greatest educational experience I've ever had," said the director, adding, "My students did a great job. They rose to the occasion."

Now Virchis is back in the classroom with another lesson to teach his students. And even though *Selena Forever* is no longer, the director has vowed that audiences in Los Angeles and San Diego will get to see the play. It won't be the $2 million dollar production, but they'll get to see it. He'll make sure they do.

"I know I'll do this play someday," assured the professor, who is now preparing for his world college premiere of *Capeman*, the play by Paul Simon. "I like these kinds of shows. The risks are high, but the rewards are high."

After all, the Selena Quintanilla Pérez-William "Bill" Virchis union seemed to be fated. Before the producers approached him to direct the national musical, he was already experimenting with some Selena scripts of his own, particularly one written by one of his students.

"The play is really good. I love it because it's a woman in this macho culture that says, 'I can do it,'" said Virchis. "It's a play that people, especially kids, should get to see because it's about family and dreams."

Selena Forever, like the singer herself, saw a premature death, but for Virchis, "life goes on." He still dreams about making it to Broadway, but for the director, the future is now.

"Making it to Broadway is every director's and actor's dream," Virchis said. But for him, there are other priorities at the moment: his college, his local productions, but most important, his students.

He says he will continue his activism by bringing more Latino plays to wider Hispanic and mainstream audiences. He says that as the world moves on to a Latino majority, he will continue to move with it.

"I am very fortunate that my professional trajectory always has been upward bound," said Virchis, vowing to continue presenting the Latino culture to a wider audience. He'll also continue to give his students any opportunity that comes his way. "My focus has always been to speak of my culture. As a Latino, it's my responsibility because if you don't do it, who is going to?"

UNIVERSITY OF CALIFORNIA, DAVIS

Environmental Engineering Faculty Position Available

The Department of Civil and Environmental Engineering at UC Davis invites applications and nominations for a tenure-track position in environmental engineering with specialization in biological systems and treatment. The position is open at Assistant and Associate Professor levels. Requirements include a doctorate in engineering and a demonstrated record of success in, or evidence of outstanding potential for, both teaching and building a vigorous independent research program. The successful candidate will have a strong background and interest in water and wastewater quality and applying advances in the biological sciences to process design.

Areas of special interest include, but are not limited to, microbial ecology, application of molecular tools, public health, and non-point source pollution. Experience with municipal wastewater or water treatment plants and formal training in computational methods is desirable. She/he will join departmental colleagues in teaching undergraduate courses in environmental engineering and graduate courses related to water and wastewater treatment as well as biological systems.

To be assured of consideration, applications must be submitted by October 2, 2000. Applicants should submit a complete resumé, including a statement of teaching and research interests, transcripts, a list of relevant professional experience and publications, and the name, mailing address, telephone number, and e-mail address of three references to:

Jeannie L. Darby, Professor
Department of Civil and Environmental Engineering
University of California
One Shields Avenue
Davis, CA 95616-5294

E-mail inquiries may be addressed to **jdarby@ucdavis.edu**
Information about the department can be found at **http://cee.engr.ucdavis.edu/**

UC Davis and the Department of Civil and Environmental Engineering are committed to building a more diverse faculty, staff, and student body in response to the changing population and educational needs of California and the nation. The University of California is an affirmative action/equal opportunity employer.

Nebraska
UNIVERSITY OF NEBRASKA – LINCOLN

DEAN
College of Law

The University of Nebraska-Lincoln invites applications and nominations for the position of Dean of the College of Law. Established in 1891, the College of Law has 29 faculty members and serves more than 400 students.

The Dean is the chief academic and administrative officer of the College of Law. Candidates should have an outstanding academic record, a strong commitment to excellence in professional education and research, the ability to deal effectively with a broad range of constituencies, and the skills necessary to lead a complex and dynamic academic institution.

The position is available on or before July 1, 2001. Additional information about the College can be found at www.unl.edu/lawcoll/. Applications should be received by October 13, 2000 to ensure full consideration and should include a letter of interest, curriculum vitae, and information on references. Contact: **Professor Robert C. Denicola, Chair, Dean Search Committee, College of Law, University of Nebraska-Lincoln, Lincoln, NE 68583-0902.** Telephone: (402) 472-1253. Fax: (402) 472-5185. E-mail: **rdenicolal@unl.edu.**

The University of Nebraska is committed to a pluralistic campus community through affirmative action and equal opportunity and is responsive to the needs of dual career couples. We assure reasonable accommodation under the Americans with Disabilities Act. Contact Professor Robert C. Denicola at (402) 472-1253 for assistance.

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PEOPLE & PLACES

Macias Harrison New Crafton Hills President

The San Bernardino Community College District (Calif.) board of trustees, in a unanimous vote, appointed Gloria Macias Harrison president of Crafton Hills College (CHC). Former CHC vice president of instruction, she replaces Dr. Luis Gomez, who retired June 30 after 10 years as president.

Macias Harrison worked at San Bernardino Valley College (SBVC) for 25 years, as a Spanish instructor, department chair in foreign languages, and humanities chair. She is the founder of *El Chicano* newspaper, and with her family–husband Bill and children Diana and William–publishes nine other weeklies in San Bernardino and San Diego counties.

Macias Harrison holds an associate's degree from SBVC and a bachelor's and master's from the University of California-Riverside.

Cal State-Northridge Honors Top Graduates

Gina García and Julio Ortiz were among eight CSU-Northridge graduates who received special recognition at the 18th annual Honors Convocation.

García received an Outstanding Graduating Senior Award from the Karen, Leon, and Rita Goldstein-Saulter Memorial for excelling in academia, contributions to school and community, and exceptional achievements. An honors student, García, who earned a bachelor's degree, was president of the Latino Business Association and interned for Mattel, Inc.

The Alumni Association gave the Outstanding Graduating Senior Award to Ortiz, who graduated with two majors. He founded the journalism department's Spanish *Valley View News*, which allows bilingual journalism students to expand their experiences and prepares them for the working world.

Penn State Researcher Envisions Democracy in Cuba

A democratic government and political freedom could be authentic possibilities for post-Fidel Castro Cuba, if pre-Castro history is any guide, a Pennsylvania State University researcher says.

"Casual observers of Cuban history might see only two choices after Castro–the rule of entrenched wealth and military dictatorship à la Batista, or a continuation of Castro's socialist revolution," says Dr. Charles D. Ameringer, professor emeritus of Latin American history at Penn State. "However, a third option could be real democracy, which had a little-remembered trial run in Cuba between 1944 and 1952."

Ameringer wrote *The Cuban Democratic Experience: The Autentico Years, 1944-1952*, published recently by the University Press of Florida.

"The Cuban Revolutionary Party-Autentico administrations of Ramon Grau San Martin and Carlos Prio Socarras, though marred by serious flaws, together represented a unique era in Cuban history," Ameringer notes. "In two free elections (1944 and 1948), Cubans had their first chance to vote for a government committed to protecting civil liberties, promoting Cuban culture, and achieving economic independence."

Classical Guitarist in Concert at Grand Valley State

In Michigan, classical guitarist and former faculty member Guillermo Fierens appeared in concert at Grand Valley State University's Performing Arts Center.

Celebrated as one of the world's foremost classical guitarists and acclaimed for his technique and interpretations, Fierens' appearance was the centerpiece of a campus reunion of the Thomas Jefferson College, one of the GVS colleges from 1968 to 1980. The Argentina-born artist, who performs worldwide, was a protégé of the legendary Andres Segovia, who guided him to his professional debut in Spain in 1963.

Colorado State Substance Abuse Program Recognized Nationally

DARE To Be You, a program developed by Colorado State University Cooperative Extension, received the Exemplary Substance Abuse Prevention Program Award in Washington, D.C.

The award, given by the Substance Abuse and Mental Health Services Administration's (SAMHSA's) Center for Substance Abuse Prevention, recognizes prevention programs that excel in applying effective prevention strategies to meet the diverse needs of youth, parents, families, and communities. DARE To Be You at Colorado State Cooperative Extension is among 31 programs in 26 states to receive the award this year.

The award-winning programs "are examples of what thousands of communities can and must do if we, as a nation, are to further reduce levels of substance abuse, especially among young people," said Nebla Chavez (pictured), SAMHSA administrator.

Honorary Degree to Sepulveda from Hunter

Hunter College of The City University of New York (CUNY) conferred an honorary degree on John U. Sepulveda, deputy director of the U.S. Office of Personnel Management.

Sepulveda, valedictorian of the Hunter College Class of 1977, received a Doctor of Humane Letters.

A New York native of Puerto Rican descent, Sepulveda entered Hunter through the SEEK program for disadvantaged students. He later earned two master's degrees in political science at Yale University and taught at both Yale and Hunter. Sepulveda became the highest-ranking CUNY graduate in the executive branch after President Clinton nominated him for his present position.

Hunter President David A. Caputo (shown r.) presented the award to Sepulveda (l.).

Rancho Santiago Hosts Border Trade Conference

Trade between Mexico and California was the topic of a two-day conference hosted by California's Rancho Santiago Community College District. Members of the International Consortium for Education and Economic Development and of the California Mexico Trade Assistance Centers convened in Santa Ana to explore collaboration among educational institutions.

"Rancho Santiago Community College District has a strong commitment to helping educational and commercial institutions collaborate. Bringing these parties together in this region that is so influenced by its neighbor to the south is bound to reap economic rewards," said Francisco Bertot, director of the college district's Center for International Trade Development.

ESPN/ESPN2 Add Accent Marks to Hispanic Names

ESPN and ESPN2 are the first national networks to incorporate Spanish accent marks and the Spanish alphabet when graphically presenting the names of Hispanic Major League Baseball players. ESPN and ESPN2 have been using these marks since the beginning of the 2000 season. *SportsCenter*, *Baseball Tonight*, and *Baseball 2Day* were the first programs to adopt the marks.

Tim Scanlan, ESPN coordinating producer for Major League Baseball, reviewed a letter from a viewer wondering why Hispanic names were not spelled with their related accent marks. ESPN took action.

"It is a very simple addition which shows our dedication to detail and our respect for the Hispanic players and their heritage," said Scanlan.

ACE/AAUP Studies Validate Benefits of Diversity

Proponents have long argued that diversity benefits students and faculty. A new publication by the American Council on Education (ACE) and the American Association of University Professors (AAUP) provides empirical evidence. The report "Does Diversity Make a Difference? Three Research Studies on Diversity in College Classrooms" compiles data on the ways in which racial and ethnic diversity advance the robust exchange of ideas on campus.

"The evidence presented in this report demonstrates that campus diversity provides educational benefits for all students–minority and white alike–and that these benefits cannot be duplicated in a racially and ethnically homogenous academic setting," said ACE President Stanley O. Ikenberry.

Conference on Music of the West Held in Boulder

A conference and music festival celebrating the cultural diversity of the American West was offered by the Center of the American West at the University of Colorado-Boulder.

"Listening to the West: Music in the Soul of a Region" featured free music performances on the lawn of Boulder's historic Chautauqua Park by Tish Hinojosa, Antonia Apodaca, Ramblin' Jack Eliot, Calvin Standing Bear, the Hot Club of Cow Town, and many others.

Discussants included Patricia Nelson Limerick, acclaimed American West historian at Colorado-Boulder; musicologists Thomas Riis and Brenda Romero of the Colorado-Boulder College of Music; David Wrobel, an expert on American pop music; and José Limón, professor of English, Mexican-American studies, and anthropology at the University of Texas-Austin.

Fullerton Honors Top Scholars

Fullerton College (Calif.) named Steven Ortiz Man of the Year for his outstanding academic achievement and community service.

Ortiz, a chemistry major, was named a First Team member of the All-California Academic Team and was nominated to the All-USA Academic Team. As recruitment chair of the Capital Campaign Fund, he helped raise more than $1.5 million for earthquake retrofitting projects and volunteered more than 100 hours at Los Angeles County Hospital. He plans to attend the University of California-Irvine and then pursue a medical degree to become a family practice doctor.

Fullerton also named sociology major Sunshine Lawson Woman of the Year and honored approximately 30 top scholars as Year 2000 Men and Women of Distinction.

Texas-San Antonio Students Teach and Learn in Mexico

Five University of Texas-San Antonio (UTSA) students specializing in bilingual education expanded their world during a weeklong visit to Saltillo, Coahuila, Mexico.

On a teach-and-learn mission, the students visited elementary classrooms in Saltillo and rural mountain areas. They met with parents, students, and teachers and heard lectures on the Mexican educational system at the Saltillo Normal School. Later in the week, each student taught a lesson to a group of schoolchildren. When they returned to UTSA, the students made presentations to their peers.

The Alianza Initiative, which made the trip possible, is a five-year project administered by the UTSA Division of Bicultural-Bilingual Studies and funded by the Kellogg Foundation through the Intercultural Development Research Association, in cooperation with the Mexican and American Solidarity Foundation.

Heritage Scholars Enjoy Presidential Fellowship

Eight students spent the 1999-2000 academic school year as the second group of scholars in the Heritage College (Wash.) Presidential Fellows program. Alexandra Fuentes, María Luna, Alicia Campos, Laura Salinas, Susie Muñoz, Melissa Grenz, Sarah Lemley, and Roxy Walters received valuable leadership training by job shadowing Heritage College President Kathleen Ross and other college and community leaders.

The Presidential Fellows program gives students with demonstrated leadership potential the chance to work with high-ranking college administrators and community leaders, gaining insight into leadership styles in various settings. Students see firsthand how leaders interact within a range of professional settings.

Texas-Austin Hispanic Leaders Hold Conference

The University of Texas (UT)-Austin Hispanic Faculty/Staff Association held its second annual leadership conference, which is designed to promote communication and networking among Hispanics and serve as a voice for professional issues. The conference also strives to promote career growth development and initial employment of Hispanics at UT-Austin and expand opportunities for cultural and social interaction for Hispanic professionals, said association co-chair Rebeca N. Treviño.

A.R. "Tony" Sanchez Jr., a member of The UT System's board of regents, was the keynote speaker. Sanchez is a member of many committees, including the Special Committee on Minorities and Women.

Two UT-Austin employees–Dr. Juan Sanchez, vice president for research, and Dr. Margarita Arellano, associate dean of students–were honored during the conference.

San Diego State Latinas Excel and Achieve

In California, the following three San Diego State University (SDSU) students provide profiles of excellence and determination:

Information decision systems major Marybelle Melcher, crossed the U.S.-Mexico border alone as a teenager, driven by a desire to achieve a better life. Melcher lived in shelters but refused handouts, took on menial jobs, obtained a green card, gained citizenship, and graduated SDSU in the spring.

International business major Juanita Rodriguez (pictured) is the first in her family of six siblings to attend college. Rodriguez and her family–her parents are both lifelong minimum-wage farmworkers–worked extra hours so she could attend college and study abroad in Chile, Mexico, and Quebec. Thanks to her poise and outstanding academic record, Rodriguez became SDSU's first Coca-Cola International Scholar.

Psychology and sociology double-major Linda Jazo is the only daughter of 11 children and the first in her family to pursue an advanced degree. Participating in the McNair Scholars Program–which assists low-income, first-generation and/or underrepresented university students–she overcame many obstacles and is relocating to Harvard University, where she has been admitted to the graduate program in education.

Pensacola Honors Ward for Excellence

Pensacola Junior College (Fla.) gave Zeida Ward a Teaching Excellence Award. The College's Academy of Teaching Excellence was established in 1986 to recognize outstanding faculty. Four to six full-time faculty and one adjunct are inducted into the academy annually.

Photo © Stone's Studio Inc.

A native of Havana, Cuba, Ward came to the United States at the age of 12. She has a bachelor's degree and a master's from the University of West Florida and another master's from the University of California-Berkeley, where she completed her doctoral coursework in Hispanic languages and literature. Recently, she has been researching and developing Spanish language software.

Pantoja Given Honorary Degree by The New School

New School University (N.Y.) awarded an honorary degree to Dr. Antonia Pantoja, who has dedicated her life to community development.

Pantoja designed, organized, and directed ASPIRA, which serves Puerto Rican youth in New Jersey, New York, Illinois, Pennsylvania, and Puerto Rico. Her philosophy, symbolized by ASPIRA, involves the assumption and belief that people are capable of creating the resources they need through their intelligence and their work. Other organizations with which she has been active include the Puerto Rican Association for Community Affairs (founded as the Hispanic Youth Association) and the Puerto Rican Forum.

Eastern Washington Students Receive Scholarships

At Eastern Washington University, $2,000 Chicano Education Presidential Scholarships were given to Delia Hernandez, Dolores Cervantes, and Jaime Sanchez; $1,500 Wittenbach Trust Scholarships went to Wendy Lopez and Rita Miranda. Cindy Garcia was given a $1,000 Audilia Lucero Scholarship. Isabel Sanchez-Zamora and Brenda Rubio each won a $1,000 Ethnic Studies Scholarship. Evangelina Ramirez received a $500 Avista Scholarship. And Brisa Romero was given a $500 Jenshan Scholarship.

Michigan-Flint Creates International Student Organization

Students from abroad who are attending the University of Michigan (UM)-Flint have a group they can call their own–the International Student Organization (ISO).

Most student organizations meet monthly. ISO often meets weekly because members enjoy sharing ideas about adjusting to life in a new country. ISO President Isabela LaLinde, who is from Colombia, says of two new students from Japan and the Bahamas, "Every time I talk to them, I learn something new. . . ."

Dr. Ricardo Alfaro (pictured), co-director of international studies, believes a group of this nature benefits everyone. "This opportunity to meet students from other countries will help us all...to open our minds to other cultures," said Alfaro.

Cal State-Northridge Students Battle Odds to Graduate

Carmen Patricia Tovar, a native of Mexico City, immigrated to East Los Angeles with her family in 1990 at age 16. "My first whole immersion into the English language and into the culture was when I got to CSUN in 1994," said Tovar, 25. "My family and all of my friends were Spanish-speaking, so I never had to speak English other than in the classroom." For four years, Tovar left home at 5:45 a.m. for a two-hour bus ride to and from CSUN. Once involved

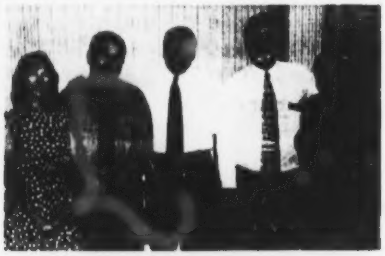
in campus activities, she would return home at 11 p.m. A top student in many of her classes, Tovar now wants to get her doctorate and become a professor of American literature.

Kent Tablada, 43, came with his wife to America from Belize in 1981, seeking a better life. He first struggled in low-level jobs; then became a machinist, working freelance sales on the side. All the while he supported a succession of friends and family members who also moved from Belize to California. He began attending CSUN in 1992 and, despite a few setbacks, has been admitted to a master's program in psychology. He hopes to eventually earn a doctorate and "play a greater role in society."

Johnnie García-Chávez, 28, first attended CSUN in 1990. The mother of two daughters, one disabled, García-Chávez started full-time a few years ago in the hope of graduating and getting a job teaching physical education to disabled students. "Even if it took me a while, I knew I would graduate," she said.

Edinboro Hosts Latino Leadership Program

Edinboro University of Pennsylvania, along with GE Transportation Systems, GE Lighting, and the GE Hispanic Forum chapters of Erie and Cleveland, hosted and sponsored the third annual Latino Leadership Development Program. More than 70 Latino high school students from Erie, Pittsburgh, Cleveland, and Philadelphia participated in the weeklong, residential program geared toward increasing the number of Latinos attending college. The program was an official event of TOGETHER 2000, Erie's celebration of the new millennium.



Pictured (l. to r.): Dr. Denise Ohler, Edinboro's associate dean of enrollment management and director of career services; Wilfredo Vélez, case manager at Erie's Perseus House; Dr. Frank Pogue, Edinboro president; Dr. Jerry Kiel, associate vice president for enrollment management and retention; and Kristine Jackson, IMPACT Program coordinator at Esperanza in Cleveland.

Uranga Elected a Trustee of Long Beach CCD

Long Beach, Calif., city personnel recruiter Roberto Uranga was sworn in as a member of the board of trustees of the Long Beach Community College District (LBCCD).

A graduate of CSU-Long Beach, Uranga is the first Latino to serve on the LBCCD board. He worked at CSULB from 1978-85, before joining the city staff. He has been president and state deputy director of the League of United Latin American Citizens, president of the Long Beach Unified School District Advisory Committee, president of the Hispanic Business Association, and founder and president of the Latino Leadership Council.

Miami-Dade Newsmakers

Gina Cortés-Suárez (l.), dean of academic affairs at Miami-Dade Community College's (M-DCC's) Kendall Campus in Florida, was one of thirty-some community college leaders nationwide who attended the 2000 Executive Leadership Institute in California, created to give potential community college presidents a chance to review their abilities and interests, refine their skills, and discuss leadership with their peers throughout North America.

Max Rodriguez (r.), special programs coordinator for M-DCC's Kendall Campus, received a National Hurricane Conference Outstanding Achievement Award. The Conference is the leading national forum for the education and training of experts from all meteorological fields and disaster response organizations. Rodriguez was cited for his "outstanding educational activities on proper construction techniques designed to minimize hurricane damage."

Oregon State Honored for Cross-Cultural Class

The Oregon Department of Education honored Oregon State University for a unique undergraduate course in which students worked directly with farmers, migrant workers, educators, and others to learn more about multicultural issues surrounding agricultural labor in Oregon.

The class, Cross-cultural Perspectives in Agricultural Labor: Learning Through Listening, explored the learning process through social action research.

Dwaine Plaza, assistant professor of sociology (l.); Erlinda Gonzales-Berry (r.), chair of the department of ethnic studies; and Geoffrey Habron, a graduate student who worked as course facilitator and is now an assistant professor at Michigan State University, were recognized as Oregon Innovators in Education.

University of Texas-San Antonio Newsmakers

The University of Texas-San Antonio (UTSA) named George G. Morales director of facilities services. He will oversee physical plant operations for UTSA's 1604 and Institute of Texan Cultures campuses and be a resource for the Downtown Campus. A professional engineer, Morales has managed physical plant operations at Angelo State University, UT-Brownsville, and Texas State Technical College-Harlingen. His 20-year career includes experience in maintenance, design, and construction in the health care, petrochemical, and manufacturing industries.

Sonia Campos, a May master's graduate, is one of two UTSA alumni/ae to recently receive a Fulbright teaching fellowship. One of eight children, Campos grew up in San Antonio speaking Spanish and English. Having traveled much of the world, she applied for Turkey as her Fulbright destination, and is due there in September to teach alongside Turkish professors. Holly Hansen-Thomas, a 1999 master's graduate, also received a Fulbright fellowship. She will teach in Hungary.

LIU-Brooklyn Holds "Ethnicity, Health, and Aging" Conference

Photo by Rodney K. Hurley

Long Island University-Brooklyn (N.Y.) held a wide-ranging, one-day conference for professionals on "Ethnicity, Health, and Aging." Professor Beverly P. Lyons, director of the Institute on Aging, was conference coordinator.

The Institute is part of an initiative to make Brooklyn a leading center for graduate and postgraduate study in ethnogerontology–the study of the role of culture and ethnicity in human development.

The conference aimed to increase awareness of the cultural values and health care beliefs and practices of older ethnic and immigrant groups; to examine the barriers blocking use of and delivery of services to this population; and to share useful strategies for working with diverse peoples in the later stages of life. José Ortiz Ortiz (pictured), associate executive director of the Spanish Speaking Elderly Council-RAICES, was a keynote speaker.

ETS Projects Growth in Minority Enrollment

The number of undergraduates qualified to attend colleges and universities across the United States will swell by 19 percent–or 2.6 million students–between 1995 and 2015, with minority students making up 80 percent of the increase, according to a report released by the Educational Testing Service (ETS). The study, "Crossing the Great Divide: Can We Achieve Equity When Generation Y Goes to College," projects that minority student enrollment will rise both in absolute number of students, up about 2 million, and in percentage terms, growing from 29.4 percent of overall undergraduate enrollment in 1995 to 37.2 percent in 2015.

A press conference in Washington, D.C., was held to discuss the report. Speakers included Anthony P. Carnevale, vice president for public leadership, ETS; Rep. Ruben Hinojosa, chair, Education Task Force, Congressional Hispanic Caucus; Dr. Sonia Hernández, deputy superintendent for curriculum and instruction, California Department of Education, and commissioner, White House Initiative on Educational Excellence for Hispanic Americans; and Art Ruiz, federal affairs director, State Farm Insurance.

Crafton Hills College Newsmakers

Noemi Espinoza and Mayda Gómez (pictured l. to r.) received Crafton Hills College (Calif.) MEChA (Movimiento Estudiantil Chicano de Aztlan) scholarships at the College's Honors Celebration. Gómez also was awarded a Redlands Sunrise Rotary Scholarship, a Re-Entering Student Scholarship, the Roger C. Anton Memorial Scholarship, and a Medal of Distinction. Both students are majoring in liberal studies and are interested in becoming teachers.

María Arechiga (pictured with her father, Guadalupe Martinez) received the Crafton Hills College Latino Faculty Scholarship. A liberal studies major, she received the scholarship at the Honors Celebration, which recognized outstanding students.

Citrus College Holds 11th Annual Latino Youth Conference

With a Latino student population of more than 35 percent and classification by the U.S. Office of Education as a Hispanic-serving institution, the Citrus College (Calif.) Latino Recruitment Committee established the annual Latino Youth Conference as a way to enlighten, motivate, and eliminate the barriers facing young Latinos and their pursuit of a postsecondary education.

Photo © Gustavo Loera

A highlight was the presentation of a $300 scholarship by the Latino-owned Pueblo Corporation, key conference sponsor, to Citrus student Leticia Guerrero, a second-year child development major. Guerrero is pictured here (l.) with José Navarro (r.), a scholarship winner attending UCLA.

García in New Post at Arizona State

Mildred García, author and national authority on administration, faculty development, and diversity in higher education, recently became the vice provost for academic personnel at Arizona State University (ASU)-West. García joined ASU-West in 1997 as associate vice provost for academic affairs. She also has been associate director of ASU's Hispanic Research Center.

Prior to joining ASU-West, García was assistant VP for academic affairs at Montclair State University (N.J.). She is a board member of the American Association of Higher Education, serves on several editorial boards, and is a trustee of Berkeley Colleges. Two of her books, *Affirmative Action's Testament of Hope* and *To Form a Perfect Union*, are used nationally. Another, *Succeeding in an Academic Career: A Guide for Faculty of Color*, is now in press.

Garza Elected AAUW-Texas President

Dr. Nora R. Garza, dean of general education at Laredo Community College (LCC), was elected president of the American Association of University Women (AAUW)-Texas for the next biennium.

Garza's appointment was announced during an AAUW-Texas convention. Delegates from 52 Texas branches met for leadership development and to vote on important issues. Nearly 4,000 women and men belong to AAUW-Texas, which promotes education and equity for all women and girls, lifelong learning, and positive societal change.

Prior to her state appointment, Garza was president of the local branch of AAUW for 1999-2000. An employee of LCC since 1977, Garza is a graduate of Our Lady of the Lake College and UT-Austin.

Puerto Rican Writers Visit New York University

Six major writers of Puerto Rican ancestry–acclaimed poets Willie Perdomo, Sandra María Esteves, and José Luis Vega; playwright Carmen Rivera; novelist Edgardo Vega Yunqué; and Nuyorican Poets Café founder Miguel Algarín–read from their works and discussed the current and future state of Puerto Rican writing at New York University (NYU).

Esteves is one of the founding poets of the Nuyorican poetry movement; Perdomo is an acclaimed poet who joined the Nuyorican Poets Café in 1990; Rivera, an NYU alumna, co-founded the Latino Experimental Fantastic Theater as a writer and actress; Vega Yunqué founded the Clemente Soto Vélez Community Center; Vega is a professor of literature and dean of humanities at the University of Puerto Rico; and Algarín, who was the evening's emcee, is associate professor of English at Rutgers University (N.J.).

Dallas District Promotes Gardea

In Texas, Dr. Corina Gardea, who spearheaded the community outreach initiatives for Dallas County Community College District's (DCCCD's) Rising Star Scholarship program, was promoted to executive director of Educational Partnerships. In addition to overseeing Rising Star, Gardea is now responsible for community development, educational partnerships with business and industry, and alliances with K-12 and university systems.

Gardea aims to strengthen current partnerships and create new ones that will open doors for individuals seeking educational and employment opportunities.

The Rising Star Scholarship program is funded by a $32 million endowment. "There are many examples of scholarships that go to waste because no one applies for them," said Betheny Reid, executive director of the DCCCD Foundation. "Because of the work Dr. Gardea did in the Southern Dallas County High Schools, lack of applicants is not going to be a problem for us."

NHI Holds Youth Session at New Mexico

The National Hispanic Institute (NHI) hosted more than 150 Hispanic students from New Mexico and surrounding states at the University of New Mexico for the 12th consecutive program of the Lorenzo de Zavala (LDZ) Youth Legislative Session.

Ernesto Nieto, president and founder of NHI, says the session is a crucial learning experience for Latino youth. "The best gift parents can give their children," he states, "is the self-confidence and self-esteem that comes from experiences like the LDZ. As 15- and 16-year-olds, children start learning to see themselves as having important roles to play in the larger community as future leaders."

Since 1981, NHI has worked with academic-achieving Hispanic youth from across the country to increase the number of students who attend and finish college. To date, more than 35,000 youth have participated in its programs.

Eastern New Mexico-Roswell Receives Federal Grant

Eastern New Mexico University (ENMU)-Roswell will receive a $1.8 million Title V Developing Hispanic-Serving Institutions grant, $377,250 a year for the next five years. The University will use the funds to improve access and success of ENMU's large percentage of Hispanic and low-income students who previously have been underserved and underrepresented in higher education.

ENMU-Roswell proposes to increase the percentage of students who transition from adult basic education and English-as-a-second language programs into college and reduce student attrition from college-level programs from fall to fall.

Getty Trust Names New Museum Director

Barry Munitz, president and CEO of the Getty Trust, announced that Deborah Gribbon, current deputy director and curator of the J. Paul Getty Museum, will become the museum director and vice president of the Getty Trust effective October 1. John Walsh, who currently holds those positions, will retire September 30.

"Deborah Gribbon is an extraordinary leader who is overwhelmingly qualified to lead the museum and to serve as vice president of the trust," said Munitz.

Gribbon graduated from Wellesley College and was elected to Phi Beta Kappa. She has a doctorate in fine arts from Harvard.

Grand Valley State Seeks Endowment for Latin Institute

Grand Valley State University (GVSU) in Michigan launched a campaign to bolster its Latino and Latin American Studies Institute (LAS) by building a $1 million endowment.

"This endowment campaign will let us build LAS into an institute for communication and collaboration between the university and all its different units, and with the national and international Latino and Latin American community," said Professor and LAS Director Cliff Welch. The increased funding that an endowment would provide would allow LAS to expand its collaborations with various GVSU units, including the Seidman School of Business, the Padnos International Center, and the Van Andel Global Trade Center.

Welch and civic leader Francisco M. Vega have worked for the past two years on ways to help LAS reach out to the West Michigan Latino community.

Nursing Association Collaborates with Hispanic Organizations

In a new collaborative agreement, the American Association of Colleges of Nursing (AACN) has joined with two major national associations to provide Hispanic students with expanded access to nursing education opportunities.

Under the agreement of intent signed with HACU (the Hispanic Association of Colleges and Univ-ersities) and NAHN (the National

1697

Association of Hispanic Nurses), AACN will establish a relationship with the two groups to increase participation of Hispanics in nursing, the nation's largest health care profession.

AACN President Dr. Carolyn A. Williams, HACU President Dr. Antonio R. Flores, and NAHN President Dr. Carmen J. Portillo (pictured) all have high hopes for the new union. "NAHN appreciates the opportunity to be involved in this synergy of events, particularly with organizations that value the importance of Hispanics in higher education and in nursing, at the same time building on our respective strengths," said Dr. Portillo.

Palo Alto Awards Tejeda Scholarships

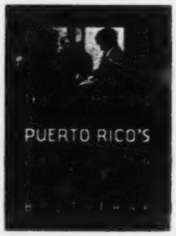
Palo Alto College (Texas) awarded 10 Frank M. Tejeda/Palo Alto College Scholarships. Each winner receives up to $1,000 for the academic year 2000-01. Selections were based on overall academic achievement, demonstration of leadership qualities, and involvement in extracurricular activities and community service. The scholarship fund was established in 1996 in honor of U.S. Congressman Frank M. Tejeda, who died of brain cancer in January 1997, at which time his family asked that all memorial donations be sent to the scholarship fund.

Scholarship winners are Jeanette Colunga, Jesse Contreras, Mariann Durbin, Jennifer Gómez, Nicole Annette Lyssy, Tabitha M. Queeney, Melissa M. Gatica, Carl Ortmann II, Crystal Pfeil, and Olaya Valadez.

PUBLICATIONS

Teodoro Moscoso and Puerto Rico's Operation Bootstrap

By A.W. Maldonado

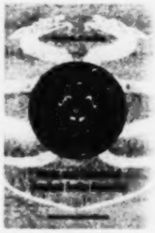


This is the story of Puerto Rico's extraordinary climb from poverty to economic success. Operation Bootstrap, a program conceived, promoted, and implemented by Teodoro Moscoso (1910-1992), succeeded in attracting worldwide capital investment that by the mid-1950s had transformed the island from an economic backwater into a bustling industrial society.

1997. 280 pgs. ISBN 0-8130-1501-4. $49.95 cloth. University Press of Florida. (800) 226-3822.

Birds and Beasts of Ancient Latin America

By Elizabeth P. Benson



This book examines the practical, ritualistic, and mythic importance of animals in pre-Columbian life as well as the meanings that animals still have for the modern descendants of those indigenous peoples.

1997. 192 pgs. ISBN 0-8130-1518-9. $49.95 cloth. University Press of Florida. (800) 226-3822.

Novels of Testimony and Resistance from Central America

By Linda J. Craft

Linda Craft defines and describes the testimonial novel, traces its recent history in El Salvador, Guatemala, and Nicaragua, and examines the historical and political context that has given rise to this hybrid literary form.

1997. 248 pgs. ISBN 0-8130-1508-1. $49.95 cloth. University Press of Florida. (800) 226-3822.

Multicultural Strategies for Community Colleges: From Diversity to Synergy

Arnold Madison Kee and James R. Mahoney, eds.

Building on the recommendations and themes of the 1993 report "Making Good on Our Promises: Moving Beyond Rhetoric to Action," the American Association of Community Colleges' (AACC's) Minority Resource Center compiled this series of successful hands-on programs. It includes sections on students, faculty, administrators, and campus and offers an extended bibliography for further research, as well as the agenda contained in the 1993 special report.

1995. 96 pgs. ISBN 0-87117-288-7. $15.00 paper. AACC. (800) 250-6557.

The Rebel

By Leonor Villegas de Magnón

The Rebel
Leonor Villegas de Magnón

This is the memoir of a revolutionary woman, Leonor Villegas de Magnón (1876-1955), a fiery critic of dictator Porfirio Díaz and a conspirator and participant in the Mexican Revolution. She rebelled against the ideals of her aristocratic class and against the traditional role of women in her society. Edited by Clara Lomas.

1994. 297 pgs. ISBN 1-55885-056-2. $12.00 paper. Arte Público Press. (800) 633-ARTE.

Independence in Spanish America: Civil Wars, Revolutions, and Underdevelopment

By Jay Kinsbruner

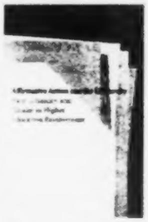
INDEPENDENCE IN SPANISH AMERICA

In overturning Spain's control of the Americas, such great military leaders as Simón Bolívar and José de San Martín unleashed both civil wars and revolutions between 1810 and 1824. Sixteen nations emerged from these violent and cataclysmic wars. This revised edition lays out the turbulent history of the independence movements and the legacy of underdevelopment left by the wars of independence.

2000. 187 pgs. ISBN 0-8263-2177-1. $19.95 paper. University of New Mexico Press. (800) 249-7737.

Affirmative Action and the University: Race, Ethnicity, and Gender in Higher Education Employment

By Kul B. Rai and John W. Critzer



Drawing on data provided by the Equal Employment Opportunity Commission and the U.S. Department of Education's National Center for Education Statistics, the authors summarize, track, and evaluate changes in the gender and ethnic makeup of academic and nonacademic employees at private and public colleges and universities from the late 1970s through the mid-1990s.

2000. 250 pgs. ISBN 0-8032-3934-3. $45.00 cloth. University of Nebraska Press. (800) 755-1105.

Tragedy in Havana: November 27, 1871

By Fermín Valdés Domínguez

Editor Consuelo E. Stebbins documents a crucial event in the history of Cuba's independence movement. The execution of eight medical students and imprisonment of 31 of their colleagues for defacing the tomb of loyalist hero Gonzalo Castañón inflamed anti-colonial sentiment and rallied popular support to the first armed Cuban resistance to colonial rule. Fermín Valdés Domínguez's text is an eyewitness account.

2000. 248 pgs. ISBN 0-8130-1747-5. $49.95 cloth. University Press of Florida. (800) 226-3822.

Wise Women: Reflections of Teachers at Midlife

Phyllis R. Freeman and Jan Zlotnik Schmidt, eds.

This collection includes deeply personal and groundbreaking autobiographical accounts of women who came of age during the second wave of the women's movement and are now the wise women on campus. The essays provide powerful accounts of the psychological, physical, and social changes brought on by menopause and detail the ways in which the aging process affects their lives.

2000. 273 pgs. ISBN 0-415-92303-4. $18.95 paper. Routledge. (800) 634-7064.

A University for the 21st Century

By James J. Duderstadt

Dr. James J. Duderstadt, president emeritus and university professor of science and engineering at the University of Michigan, discusses the array of powerful economic, social, and technological forces that are driving the rapid and profound change in American social institutions and universities in particular.

2000. 358 pgs. ISBN 0-472-11091-8. $47.50 cloth. University of Michigan Press. (734) 764-4392.

Against Race: Imagining Political Culture beyond the Color Line

By Paul Gilroy

Throughout the second half of the 20th century, we have made great progress in the way we think about and define race. Why then, do we still insist on dividing humanity into different identity groups based on skin color? Did the Civil Rights Movement and the de-colonization of the Third World have such little lasting effect? This book offers a new political language and a fresh moral vision.

2000. 406 pgs. ISBN 0-674-00096-X. $29.95 cloth. Belknap Press. (800) 448-2242.

On the Plaza: The Politics of Public Space and Culture

By Setha M. Low

In this wide-ranging, multidisciplinary study, Setha M. Low explores the interplay of space and culture in the plaza, showing how culture acts to shape public spaces and how the physical form of the plaza encodes the social, political, and economic relations within the city. Low centers her study on two plazas in San José, Costa Rica.

2000. 296 pgs. ISBN 0-292-74714-4. $18.95 paper. University of Texas Press. (800) 252-3206.

Music of the Warao of Venezuela: Song People of the Rain Forest

By Dale A. Olsen

Cultural tragedy often accompanies the death of biological species in the South American rain forests. As fragile as the ecosystem is, however, the culture of the Warao Native Americans continues to thrive. In this lively blend of musicology, anthropology, and environmental awareness, Dale Olsen shows that music holds together much of their existence.

1996. 432 pgs. ISBN 0-8130-1390-9. $49.95 cloth. University Press of Florida. (800) 226-3822.

Sixteenth-Century St. Augustine: The People and Their Homes

By Albert Manucy

The author goes back in time to detail the first years of St. Augustine's settlement, from 1565 to 1700. Manucy describes the buildings and backyards of the early settlers, the first Spanish colonists, and illustrates how the architecture of the Timucua Indians of Florida influenced Spanish colonial culture.

1997. 175 pgs. ISBN 0-8130-1484-0. $24.95 cloth. University Press of Florida. (800) 226-3822.

Cuando cantan los lagartos

(Spanish)

By Miguel Santana

Set amidst the background of the Mexican-American border, this book is the saga of Aída, a Tarahumara Indian who meets

a Fort Bliss soldier, falls in love with him, and waits 50 years for his promised return. The novel portrays the encounter of multiple cultures forced upon one another. Tarahumara Indian, Mexican, and American idiosyncrasies interact and merge.

2000. 272 pgs. ISBN 0-9675658-0-4. $24.00 cloth. Alligator Press. (512) 454-0496.

Many publications featured in this section are available through amazon.com.

CONFERENCES

International Society for Luso-Hispanic Humor Studies International Conference

September 28-30

At Delta Hotel, Montreal.

Contact: K.M. Sibbald, Department of Hispanic Studies, McGill University, (514) 398-6683; e-mail ksibbalk@leacock.lan.mcgill.ca.

18th Annual U.S. Hispanic Leadership Conference

September 28-October 1

The USHLI has as its conference theme this year: "Latinos in the New Millennium: Building on the Past to Provide Promise for the Future." At the Hyatt Regency, McCormick Place, Chicago.

Contact: (312) 427-8683; website, www.ushli.com.

Latin American and Caribbean Studies Symposium

October 6-7

St. John's University's Committee on Latin American and Caribbean Studies (CLACS) will hold an international symposium, "Immigrants from Latin America and the Caribbean: Coping in New York City," to "evaluate the social, educational, legal, economic, political, and psychological adaptation of immigrants from Latin America and the Caribbean to the New York City area." At St. John's University.

Contact: (718) 990-1932; e-mail, CLACS@stjohns.edu.

Forum 2000 & NACME Career Fair

October 25-28

"Affirming Diversity: Real Commitment, Real Results." Among the confirmed speakers are Dr. Ana Margarita "Cha" Guzmán, White House Commission on Educational Excellence for Hispanic Americans, and Dr. Elsa Macias, senior research associate, Tomás Rivera Policy Institute. At the Westin Hotel, Long Beach, Calif.

Contact: NACME, (212) 279-2626; website, www.nacme.org/events.

ASSISTANT PROFESSOR
Management Science, School of Business
UNIVERSITY OF KANSAS

Full time position beginning August 2001. **Required Qualifications:** Completion by August 2001 of a Ph.D., D.B.A., or other doctoral degree in Management Science or an allied science, or the anticipated completion of the doctorate in 2001-2002. Teach at least two sections of BUS 477 Management Science and Operations Management which covers quantitative modeling skills and some topics in Operation Management and teach quantitative courses at the undergraduate, MBA, and doctoral level. Conduct and disseminate research in decision sciences and advanced technologies. **Preferred qualifications:** Earned doctorate degree, teach courses in probability and statistics at all levels, especially the undergraduate and MBA programs, teach courses in production and operations management in the undergraduate and MBA programs, and a demonstrated record of performance in teaching and research. **Salary range:** $70000-$95000. **Application:** Send a letter, vita, and three reference letters. Search Committee for Management Science and Technology position, Dean's Office, School of Business, University of Kansas, 203 Summerfield Hall, Lawrence KS 66045-2003, (785) 864-7574. EO/AA Employer. Review of applications begins on November 27, 2000 and will continue until the position is filled.

BALL STATE UNIVERSITY

Ball State University is located in Muncie, Indiana on an attractive campus 50 miles northeast of Indianapolis. Approximately 17,500 graduate and undergraduate students enroll in one of seven academic colleges that offer 126 undergraduate programs, 76 master's programs, and 20 doctoral programs. Ball State University strives to be a premier teaching institution offering instruction and scholarly inquiry of high quality within an environment that emphasizes personal attention.

Ball State University encourages all interested applicants to frequently visit the official Ball State University web site at **www.bsu,edu** where all open positions are listed and described in detail.

Ball State University is an equal opportunity affirmative action employer and is strongly and actively committed to diversity within its community.

CORNELL
UNIVERSITY

The Department of Agricultural, Resource, and Managerial Economics at Cornell University seeks candidates for the position of Assistant Professor of management with interests in dynamic management, technology and innovation, and e-Commerce. This is a 9-month, tenure track appointment, with initial appointment for a three-year period. The person in this position is expected to establish a distinguished program of scholarship in the area of business management, with an emphasis on how new technologies and innovation impact management practices and the structure and conduct of businesses. With a 50/50 split between research and teaching responsibilities, the individual is expected to teach at least two to three courses annually and to advise undergraduate and graduate students. A more complete description of the job can be found at **http://www.cals.cornell.edu/dept/arme/staff/AsstProf.htm**

Qualifications: A Ph.D. in business, economics or other related discipline is required.

Application: A letter of application, vita, transcript, list of publications, any evidence of teaching experience, and names of three to five references may be sent to:

Dr. Andrew Novakovic, Chair
Department of Agricultural, Resource, and
Managerial Economics
Cornell University
102 Warren Hall
Ithaca, NY 14853-7801

http://www.cals.cornell.edu/dept/arme/staff/AsstProf.htm

CCBC
The Community College
of Baltimore County

DIRECTOR, STUDENT ACTIVITIES

The Community College of Baltimore County at the Essex Campus invites applicants for the position of Director, Student Activities. Responsibilities: Under the supervision of the Dean of Student Development and Enrollment Management, the Director of Student Activities provides leadership and administrative direction to a comprehensive student life program. This position closely supports the academic and educational mission of Learning First and seeks to enrich the quality of campus life for students, faculty and staff. The Director works collaboratively with other administrators/staff to maximize the planning, implementation and evaluation of a broad range of student life and co-curricular programming.

Requirements: Master's degree in Student Personnel, Higher Education Administration, Counseling or related area required. Minimum three years progressive responsible administrative experience in student life/campus programming and services. Position requires local travel, evening and weekend work. Salary: Category V on the 12 month Administrative Salary Schedule $53,747 - $79, 383. Interested applicants please submit a cover letter and resume to:

The Community College of Baltimore County
Human Resources Office
800 South Rolling Road
Baltimore, MD 21228
Fax: 410 - 869-7149, TTY: 410-869-7151

EEO/AA Employer
Women and Minorities are encouraged to apply

Book Review

By Martha Garcia

***Chicano Poems: for the barrio*, by Angela de Hoyos.** San Antonio, Texas: M&A Editions (210-628-1440, or 1-800-PUBLICA [Ediciones del Norte]), 1976 (second printing). 30 pages. $ 7.00.

Chicano Poems: for the barrio, by Angela de Hoyos, condenses in its pages the pain of Mexicans who have come to the United States searching for a better future. Unfortunately, Mexican immigrants find ethnic barriers, social and political, that place them in a status inferior to that of the American citizen. The first poem describes the crude reality of Chicanos as second-generation immigrants. Though born in America, Chicanos continue to be regarded as intruders within their own country. The author code-switches between English and Spanish within the most relevant verses with the objective of giving more intensity to each strophe. Moreover, the descriptions and images of Cecilio García-Camarillo illustrate in an allegorical form the problems that Mexican immigrants confront relating to assimilation.

CHICANO POEMS
:for
the barrio
ANGELA DE HOYOS

Chicano Poems offers a text filled with literary symbolism, linguistic color, and artistic designs in which the author pictures the cruel reality experienced by Chicanos. De Hoyos presents an honest and explicit lyric that penetrates the fiber of the human conscience in a radical way to bring out the feelings that remain in its interior.

In the first poem, "IT'S THE SQUEAKY WHEEL THAT GETS THE OIL," the writer comments on the abyss between the lives of Americans accustomed to functioning in an enterprise environment and the working-class lives of the new "Spanish 'Chic' trying to translate progress in my own way...." In this poem, de Hoyos opens the first strophes in Spanish and confronts the imperialist system with a phonetic scream symbolized in capital letters when she describes the American businessman as "MR. CAPITALIST." The rest of the poem continues in English and allegorizes the process of assimilation and its painful manifestations.

In "CHICANO," the poet explores the hybrid nature of Chicanos and their two different worlds–worlds elaborated artistically in stanzas that symbolize the movement of the topic:

—a sadness,
        porque te llamas
                Juan, y no *John*
as the laws
        of assimilation
                dictate.

In this way, she states that the ethnic identity remains even while "the laws of assimilation" force the adoption of Anglicized names. Chicanos are in a position where they are obligated to swim in two waters: theirs and the others'.

"HERMANO" begins, "Remember the Alamo /...and my Spanish ancestor / who had the sense to build it." These words are an eloquent protest, almost a flashback, of the poem's topic. De Hoyos expresses her pain and concern for the Mexican past. The Alamo represents the history of land stolen from its true owners, who converted themselves into simple dwellers. She spotlights the real origin of those who call themselves owners of the land: "They belong to a pilgrim / who arrived here only yesterday." To de Hoyos, everyone but the Native Indians is an immigrant–Chicanos and non-Chicanos alike.

Humor is the basic ingredient in "CAFE CON LECHE," which shows in a colloquial way the process of "Homogenization" when two races and two different cultures interlace. The result of this interlacing is a new local product: "what's wrong / with a beautiful race / café con leche?" The fusion of the Anglo and the Mexican is the end of the war between two races and cultures. It is a reunion "to dissolve differences" and creates a new inner self that will become the union of both opponents.

The last poem, "MINERVA," is the epilogue of this work and is where two deities confront each other: Minerva and Huitzilopochtli. The two ancestral powers are face to face to show their attributes. On one side, the reader sees Minerva and her thirst for revenge: "–your eyes twin-fires of justice, / your arms whirlwinds of vengeance–...." In the other arena, one sees Huitzilopochtli, an Aztec military god who, according to history, was born to wage war and also was sun of the galaxies, "brandishing his sword of lighting." The last lines establish the victory of the immigrant. The triumph of the Chicano is heard when a potent voice declares, "now I stand up / –an entity / courting attention beside you...." The dark-skinned individual has prevailed, has been established, and has survived in a foreign territory.

Angela de Hoyos pronounces in each poem her love and solidarity for all those Chicanos who have fought and won the battle of assimilation. Because of its allegoric, linguistic, and artistic value, *Chicano Poems: for the barrio* represents a useful teaching tool for courses in Chicano literature and in bilingualism. This work will bring the history of Texas nearer to the student of Chicano literature. And it will reflect the hybrid essence of the Chicano. Due to its linguistic content and the appropriate use of code-switching, this book facilitates analysis of linguistic clauses and the social aspects of bilingualism in the United States. De Hoyos has provided, too, a social and cultural manual of significant academic value.

Martha García, now a Ph.D. candidate at Vanderbilt University, is a coordinator's assistant with the Spanish Master Program at University of Central Florida in Orlando, and teaches Spanish courses.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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HISPANIC ASSOCIATION OF COLLEGES & UNIVERSITIES

Vice President for Enrollment Management

Northeastern University, a major private research university founded in 1898 and known for its professional education, liberal arts and sciences and cooperative education program, invites nominations and applications for the position of Vice President for Enrollment Management. Located in Boston, the University enrolls approximately 13,000 full-time undergraduates and 4,500 graduate and professional students in seven schools, as well as 8,500 part-time and adult students in University College.

The Position: Reporting to the Provost and serving as a member of the President's Cabinet and Deans' Council, **the Vice President for Enrollment Management** will be responsible for the enrollment management program for the University. The Vice President will:

- Provide leadership for the continued successful enrollment management program, working collaboratively to develop and implement a strategic plan for the enrollment and retention of a strong diverse student body
- Will oversee the Offices of Enrollment Management, Admissions, Financial Aid and the Registrar with the directors of those offices reporting to the position
- Work closely with the Provost, President, Senior Vice Presidents, Vice Presidents, deans, faculty, and campus community in developing recruitment and financial aid strategy and policy
- Manage and analyze research data related to admissions and financial aid modeling
- Work with the Provost to develop and implement an aggressive graduate marketing and recruitment plan

Requirements: Candidates must have demonstrated effective leadership experience in college or university enrollment, admissions, and financial aid and a sophisticated understanding of enrollment strategies, market research, admissions, recruitment, financial aid, and student information systems. The position requires strong supervisory experience, analytical abilities, superb written, oral, and interpersonal communication skills, and the ability to work collaboratively with faculty and staff at all levels in a complex diverse environment.

Applications are currently being reviewed. Materials received by September 5, 2000 will receive full **consideration.** Send materials to: Office of the Provost, 112 Hayden Hall, Northeastern University, Boston, MA 02115, Attn: VPEM Search.

For further information contact Margot Lansing at Lansing & Associates at (781) 237-1754 or lansing@mediaone.net.

Northeastern University is an Equal Opportunity/Affirmative Action, Title IX Employer.

Northeastern
UNIVERSITY

VICE PRESIDENT FOR STUDENT AFFAIRS

UNIVERSITY OF MARYLAND COLLEGE PARK

The University of Maryland, College Park invites applications and nominations for the position of Vice President for Student Affairs.

The University is a major research institution and the flagship of a statewide system of higher education in Maryland, offering a comprehensive undergraduate and graduate program organized in 13 colleges and schools. The University is a Research 1 Institution enrolling approximately 25,000 undergraduates and 8,000 graduate students annually. The campus is located inside the Washington, D.C. beltway, and 30 miles from Baltimore, Maryland, on 1,500 rolling acres in a suburban environment. For more information about the University of Maryland and the Division of Student Affairs, please consult the Web site at **www.maryland.edu**.

The Vice President for Student Affairs provides vision, leadership, and strategic direction to the Division of Student Affairs, which includes a wide array of departments responsible for services that promote the well-being of students. These include: Resident Life, Dining Services, Commuter Affairs and Community Service, Stamp Student Union and Campus Programs, Health Services, Counseling Center, Career Services, Judicial Programs and Student Ethical Development, Campus Recreation Services, Campus Parking and others. The Vice President is also responsible for collaborating closely with colleagues in Academic Affairs, Administrative Affairs, and University Relations. The Vice President is expected to develop a strong student affairs team, be a committed student advocate, exercise a visible presence in the resolution of conflict, and maintain connections to the University's many constituents. The Vice President is responsible for a staff of 775 employees and a budget of about $100 million. The Vice President reports to the President and serves a member of the President's Cabinet and the campus leadership team.

Requirements for the position include an advanced degree in a relevant discipline (doctorate preferred); demonstrated leadership skills through a record of successful administrative achievement as a senior member of a leadership team, preferably at a large research university; commitment to the education, development, and empowerment of all students; excellent general and financial management skills; ability to work within a highly collaborative environment; and a record of fostering academic excellence and achieving diversity goals. Candidates must demonstrate an understanding of current student issues, of the broader network of family and social frameworks in which students develop, of the legal issues affecting students, and of the management of student affairs programs.

Salary will be commensurate with qualifications and experience. Women and minority applicants are especially encouraged to apply. Review of applications and nominations will begin on **September 15, 2000** and will continue until the position is filled.

Nominations and applications, including a letter, a curriculum vitae and a list of four professional references, including the name, address and telephone number, should be addressed to:

Search Committee for Vice President for Student Affairs
Office of the President
1101 Main Administration Building
University of Maryland
College Park, MD 20742

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UNIVERSITY OF
MARYLAND

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SUL ROSS STATE UNIVERSITY INVITES APPLICATIONS FOR THE FOLLOWING FACULTY AND STAFF POSITIONS:

- Assistant or Associate Professor of Computer Science/Mathematics
- Assistant Professor of Counselor Education
- Assistant or Associate Professor of Criminal Justice
- Assistant Professor of Education
- Assistant or Associate Professor of Industrial Technology
- Assistant Professor of Veterinary Technology
- Visiting Lecturer or Assistant Professor of Communications
- Part-time Music Instructors

- Utilities Maintenance Superintendent

THE FOLLOWING FACULTY AND STAFF POSITIONS ARE AVAILABLE AT THE SRSU/RIO GRANDE CAMPUSES AT DEL RIO, EAGLE PASS, AND UVALDE:

- Assistant or Associate Professor of Business
- Assistant Professor of Education/Early Childhood
- Assistant Professor of Education/Reading

- Education Technology Specialist/Title 5
- Title 5 Coordinator/Faculty
- Vice President/Rio Grande College

To request an application or announcement contact **Sul Ross State University, Human Resources, Box C-13, Alpine, TX 79832. (915) 837-8058.** To view complete announcements and information regarding Sul Ross State University visit our website at **http://www.sulross.edu.** Sul Ross is a member of the Texas State University System. EEO/AAE.

A SPECIAL OPPORTUNITY

The Maricopa Community College District

Vice Chancellor Human Resources

The Maricopa Community College District is one of the largest educational systems in the country, located in one of the fastest growing counties with three million residents. The ten Maricopa Community Colleges and Centers offer 2,600 academic courses and 5,100 occupational courses in partnership with 1,000 corporations, government agencies and non-profit organizations

The Maricopa Community Colleges serve nearly a quarter million culturally diverse students annually. MCCD is dedicated to serving the needs of a diverse, growing population which, within a decade, will comprise more than 50% Hispanic and non-Anglo residents.

The Vice Chancellor Human Resources reports to the Chancellor and is responsible for creating the vision and providing leadership for 7,000 full and part-time faculty and staff.

The Vice Chancellor heads a comprehensive human resource program including employee recruitment, affirmative action, compensation, employee benefits, payroll, diversity, training, organizational development, legal services, collaborative policy development, employee relations, related technology systems and records. The Vice Chancellor works with a variety of groups including Governing Board members, senior level college administrators, employee groups and governmental representatives.

Training and experience required includes any combination of education, training and experience that meets the position requirements, which may include a college degree, preferably an earned doctorate, or extensive executive-level experience, preferably in higher education or other large public employers.

For complete information and details visit www.dist.maricopa.edu/hrweb/wagesal/ejobdescriptions/grade25/index.htm

This position will close September 29, 2000. Direct inquiries to Josh Mackey, Maricopa Community Colleges, 2411 West 14th St., Tempe, AZ 85281 An EEO/AA employer

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CALIFORNIA STATE UNIVERSITY SAN BERNARDINO

ASSOCIATE VICE PRESIDENT

STUDENT AFFAIRS, ENROLLMENT MANAGEMENT

Responsibilities: Under the general direction of the Vice President for Student Affairs, the Associate Vice President, Student Affairs, Enrollment Management shall have administrative responsibility for general enrollment management functions which include oversight of Admissions and Recruitment; Records, Registration, and Evaluations; Financial Aid; International Student Services; and Upward Bound. The responsibilities which will be the primary focus of this position, will include: serving in the place of the Vice President, Student Affairs when appropriate identification of preferred university student enrollment profile; analysis of student recruitment pools; development and implementation of an enrollment projection model; development and implementation of student recruitment strategies; involvement in the development of university enrollment management strategies, and community liaison responsibilities.

Qualifications: Minimum of five years experience in higher education with responsibilities related to the duties of the position. Equivalent to a Bachelor's Degree is required and a Master's Degree in a related field of study is desired. Professional knowledge and skills that will ensure success in this position.

The University: Approximately 14,000 students and located in a southern California metropolitan area 60 miles east of Los Angeles.

Salary: Competitive and commensurate with qualifications and experience. Attractive benefits package.

FILING DEADLINE: A review of applications will begin on Sept. 4, 2000 and continue until the position is filled. Resumes with a minimum of three reference letters should be submitted to:

California State University, San Bernardino
Human Resources Dept. • 5500 University Pkwy
San Bernardino, CA 92407
Office 909-880-5139 • Fax: 909-880-7019
htpp://www.csub.edu or
http://enrollment.csusb.edu

CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO www.csub.edu

DEPARTMENT CHAIR CHEMICAL AND BIORESOURCE ENGINEERING

Colorado State University

Colorado State University is seeking a dynamic leader as its next Chair of the Department of Chemical & Bioresource Engineering. This leader will guide the department during its transition to a purely chemical engineering program, and shape its future through faculty hires. The new Department Chair will provide leadership to build and enhance educational programs and funded research, establish internal and external partnerships and foster relationships with government agencies and industry.

The applicant must have an earned doctorate degree in chemical engineering or a closely related field, a demonstrated record of excellence in research and teaching appropriate to appointment at the level of tenured full professor, and must possess outstanding communication, leadership, and interpersonal skills.

To obtain more information or to make a nomination, contact the Search Committee at che_search@engr.colostate.edu or (970) 491-5253. Send your letter of interest, curriculum vitae, a list of at least three references with contact information and separate statements on education philosophy, leadership style, and research initiatives to:

Chair
Search Committee for Chemical Engineering Chair
Office of the Dean
College of Engineering
Colorado State University
Fort Collins, CO 80523

Electronic applications will not be accepted. Application review will begin October 1, 2000 and will continue until the position is filled. Colorado State University is an equal opportunity/affirmative action employer. Ethnic minorities, women, and protected class members are encouraged to apply and to so identify themselves.

Buffalo State

State University of New York

Senior Counselor

Provide counseling services to meet adjustment and mental health needs of students. Intake evaluations, crisis intervention, individual and group therapy, consultation, outreach and training services.

Required qualifications: NYS licensed (or license eligible) in psychology or certification in social work, rehabilitation; master's-level counseling or clinical degree; 3-5 years experience in clinical service delivery as a counselor.

Preferred qualifications: Ph.D. in clinical or counseling psychology; prior experience in a counseling center or other clinical service agency. Experience working with diverse racial and cultural groups in a clinical setting. Commitment to serving students from diverse backgrounds.

To apply: Submit letter of interest, résumé, contact information for 3 references. Review of applications will begin October 20, 2000 and continue until the position is filled. Send applications to: Senior Counselor Search Committee, Counseling Center, Porter Hall, Buffalo State College, 1300 Elmwood Avenue, Buffalo, NY 14222.

Buffalo State is an equal opportunity, affirmative action employer. Women and minorities are encouraged to apply.

THE UNIVERSITY OF UTAH

ETHNIC STUDENT ADVISOR

University of Utah. Bachelor's degree in Educational Psychology, Social Work or related area of equivalency required. Master's degree in related area along with demonstrated knowledge and familiarity of and sensitivity to the educational and cultural experiences of Latina/o students preferred. Counsels and works with ethnic minority students regarding academic and non-academic matters. Serves as a referral guide for students to other campus agencies. Advises minority student organizations. Program functions and activities include outreach, counseling, tutoring and all support services. This is a full-time, salaried position. Submit two copies of resume with the names, addresses and telephone numbers of three references to:

Job# GP006807
University of Utah
Human Resources Department
1901 E. South Campus Drive, Rm. 101
Salt Lake City, UT 84112

University of Maryland,
Office of Continuing and Extended Education
Assistant Director, Summer and Special Programs

The Office of Continuing and Extended Education, an integral part of one of the nation's premier research institutions, provides leadership in linking the University of Maryland's knowledge resources to external audiences. OCEE seeks a professional to provide academic and administrative leadership for the development and implementation of summer and special programs.

Duties: The Assistant Director will identify, analyze and facilitate the implementation of appropriate program initiatives for units within the colleges specifically involving multidisciplinary efforts. In addition, s/he will provide and/or coordinate a range of services including needs assessment; curriculum design/development; instructor recruitment; program budget development; selection of course formats, locations and logistics; marketing; and program evaluation. The Assistant Director will provide a start-up linkage for programming with Clarice Smith Performing Arts Center and stimulate new course development for traditional undergraduate and graduate course offerings.

Qualifications: A master's degree is required; a terminal degree is preferred. At least three years of full-time professional program development, administrative, consulting, or project management experience is required, preferably in a higher education setting. Experience in working with faculty and academic units at a research institution is especially desirable.

Compensation: Salary is commensurate with qualifications and experience and includes full benefits package.

To Apply: Submit letter of interest, resume and three professional references to **Ms. Marianne Wenger, Office of Continuing and Extended Education, UMCP, 2103 Reckord Armory, College Park, MD 20742.** For best consideration application materials should be submitted by August 25, 2000. Position will remain open until filled. To learn more about our summer programs visit **www.umd.edu/summer.**

The University of Maryland is an EEO/AA employer.

UNIVERSITY OF MARYLAND

ANTICIPATED ADJUNCT FACULTY POSITIONS

Fall 2000/ Spring 2001

Classes begin September 5, 2000

NJCU, New Jersey's only public, urban University, is seeking letters of application and curriculum vitae from individuals interested in serving as Adjunct Faculty. All candidates must be active in the discipline for which they are applying; enjoy working collaboratively; possess excellent communication skills; and, most significantly, enjoy teaching a highly diverse student body.

All positions require a Master's Degree. Teaching experience and terminal degree are a plus. Day and evening assignments are available. Assignments may not exceed two courses per semester.

COLLEGE OF ARTS & SCIENCES

Art/Computer Science/English/Mathematics/Philosophy/Psychology

Contact: Dr. Ansley W. LaMar, Dean

COLLEGE OF EDUCATION

Administration, Curriculum & Instruction/Literacy Education/Educational Technology/Multicultural Center/Special Education

Contact: Dr. Yiping Wan, Dean

COLLEGE OF PROFESSIONAL STUDIES

Business Administration: Production Management and Management Information Systems/ Nursing: Holistic, Urban Health & Nursing Administration/Criminal Justice/Health Sciences/Sport and Leisure Studies

Contact: Dr. Sandra Bloomberg, Dean

Please forward a letter of interest and resume, noting day or evening availability, to the Dean of the appropriate College at:

New Jersey City University
2039 Kennedy Boulevard
Jersey City, NJ 07305

NEW JERSEY CITY UNIVERSITY

An affirmative action, equal opportunity employer, the University especially welcomes and encourages applications from women and minority candidates.

California State University, Bakersfield

FOUNDING DEAN

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
CALIFORNIA STATE UNIVERSITY, BAKERSFIELD

Description: As part of an academic reorganization, California State University, Bakersfield (CSUB) is initiating a search for the Founding Dean of the School of Humanities and Social Sciences. We seek an academic leader with vision and energy who will work collaboratively with this Liberal Arts faculty who, over the past 30 years, have compiled a distinguished record in teaching, research, and service. Humanities and Social Sciences offers baccalaureate and masters degrees in disciplines of the visual and performing arts, the humanities, and the social sciences, and in professional programs of criminal justice, environmental resource management, and social work. This school also participates in a diversified baccalaureate degree in Liberal Studies for students interested in elementary school teaching. In addition, Humanities and Social Sciences has established baccalaureate degree programs at the University's off-campus center in Antelope Valley.

CSUB enrolled its first students in 1970 and is one of the 23 campuses in the California State University (CSU) system. In the Fall of 1999, CSUB enrolled 6,000 students (or 5,250 full-time equivalent students (FTES)). The majority of these students (2,800) were majors in the departments that now form the School of Humanities and Social Sciences, with 165 full-time faculty members. The University's diverse student body is reflected in the Fall 2000 admissions which included students of the following groups: African American 127, Asian 172, Latino 568, Native American 34, and White 826, including undergraduate and graduate students. For additional information, please refer to the CSUB Home Page at **http://www.csubak.edu/.**

The service region for CSUB is larger than West Virginia and includes the Southern San Joaquin Valley, the eastern Southern Sierra Nevada, and the western Mojave Desert. Bakersfield, the largest city in the region and among the fastest growing in the state, has a population of 231,000; the service region exceeds 700,000. Bakersfield offers the amenities of modern city life and a relaxed life style for families. Los Angeles and the Pacific Ocean beaches are only two hours away. New housing is the best in the State for value and availability. Light industries and service businesses have expanded on the traditional economic base of oil and agriculture.

Responsibilities: The Founding Dean of the School of Humanities and Social Science (HSS) is expected to provide leadership within the context of the CSU system and CSUB's service region. The Dean is responsible for ensuring excellence in teaching, in research and scholarship, and in community service; recruiting, hiring, and evaluating HSS faculty; academic planning, budgeting, and personnel management. The Dean is expected to work collaboratively with faculty and other academic administrators. The Dean will have major responsibilities in acquiring grants and contracts and engaging community leaders to establish partnerships that will enhance the School's programs. The Dean represents the School within the University and to external constituencies.

Qualifications:

1. An earned doctorate and a record of teaching excellence, scholarly achievement, and other qualifications sufficient to merit appointment as a Professor in one of the disciplines in the School of Humanities and Social Sciences;
2. Appropriate academic administrative experience preparing the candidate to perform the level and range of responsibilities described above;
3. Demonstrated success in the acquisition of external funding and the development of community partnerships;
4. A record of effective engagement with faculty, students, staff, university administrators, and members of the greater community; and
5. A demonstrated commitment to serving the University's ethnically and culturally diverse population.

Applications and Nominations: Review of applications will begin on October 2, 2000 and will be accepted until this position is filled with a view toward holding on-campus interviews early in 2001. Completed applications must include the following:

1. Letter of application addressing the responsibilities and qualifications described above;
2. Current vita that includes the names, addresses, telephone numbers, and e-mail addresses of at least four references.
3. At least three letters of reference addressing the candidate's qualifications for this position.

Nominations and applications should be sent to:

Dr. Robert Provencio,
Chair, Search Committee, HSS Dean
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1099

Salary and benefits are competitive and commensurate with experience and qualifications. Appointment is expected to begin on July 1, 2001.

CSUB fosters and appreciates ethnic and cultural diversity among its faculty, students, and administrative staff. Applications from women, ethnic minorities, veterans, and individuals with disabilities are welcome.

DEVELOPMENT COORDINATOR (01-95)

This position is responsible for supporting the activities of the Development Office. The individual is responsible for the annual giving programs. Duties will include conducting prospect and donor research, managing constituent management database information, managing the scholarship program and working on development of special events.

Bachelor's degree from an accredited college or university is required; Master's degree is preferred. Excellent oral and written communication skills; excellent organizational skills, attention to detail; ability to establish and maintain effective working relationships with college personnel, students and Foundation Trustees. Knowledge of database software programs. Must be willing to build a program and be an outstanding team player.

Two years experience working with an annual giving program within higher education or related field. Experience with various types of fundraising activities, including special events.

Salary: $29,002 (commensurate with education and experience) with excellent benefits. Starting date: ASAP. Application Deadline: 9/8/00.

ASSISTANT DIRECTOR-INSTITUTIONAL EFFECTIVENESS (01-100)

The position is responsible for planning, developing, coordinating, and monitoring a systematic program of institutional effectiveness, evaluation, and assessment that addresses the educational goals of the College. The Assistant Director will report the evaluation and assessment findings to appropriate college and external constituencies in order to enhance student learning and the college-wide self-study process.

Master's degree in Social Sciences required; doctorate preferred. Knowledge and experience in statistical analysis and empirical research design; ability to work on multiple projects; effective presentation skills; working knowledge and experience with a major accreditation agency (i.e. SACS) strongly desired. Knowledge of policies and procedures of the University System of Georgia desired.

Minimum three years experience in educational evaluation and assessment in higher education environment. Administrative experience preferred.

Salary: $44,500+ (commensurate with education and experience) with excellent benefits. Starting date: ASAP. Application Deadline: 9/15/00.

Applicants should reference the appropriate position number and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of college/graduate transcript(s), and (4) list of three professional references (names, addresses/email, and telephone numbers) to:

Judy Chastonay, Department of Human Resources,
Georgia Perimeter College, 3251 Panthersville Road
Decatur, GA 30034. AA/EOE/ADA

Georgia Perimeter College.

For detailed information on each position, please visit our web site at www.gpc.peachnet.edu

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PENN

Director, Penn Language Center

Penn's School of Arts and Sciences seeks a Director to coordinate the language program of the Penn Language Center (PLC). The PLC offers instruction in approximately forty less-commonly taught languages, coordinating language programs and training for language teachers. The PLC also provides leadership and training in the use of new technologies in language instruction for all language teachers in the School. With the leadership of a faculty director for research, the PLC is a center for externally-funded programs in language-related research projects.

Responsibilities: Hire, train, and evaluate PLC teachers; plan curricula; consult with departments and other schools within the University; and conduct workshops for language teachers. Design programs in language pedagogy and second language acquisition using new technologies for teachers in the PLC and other language and literature departments. Oversee the PLC staff and budget.

Qualifications: Ph.D. in Applied Linguistics, Second Language Acquisition, or a language-related discipline. Experience as a language coordinator. Experience in the development and implementation of language teaching technology. Minimum one year of administrative or supervisory experience. Review of applications will begin immediately and continue until the position is filled. Please send applications to:

Dr. Rebecca Bushnell, Associate
Dean for Arts and Letters
School of Arts and Sciences
University of Pennsylvania
116 College Hall
Philadelphia, PA 19104-6377

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1705

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Northeastern UNIVERSITY

Faculty Positions

Located on an attractive campus in the heart of Boston, Northeastern University is a premier research university that is student-centered, practice-oriented and urban. Founded in 1898 and the world leader in cooperative education, Northeastern offers Bachelor's, Master's and Doctoral degrees to approximately 24,000 full-time and part-time students in seven colleges. Applications are invited for the following faculty positions. Candidates must have a strong commitment to excellent teaching and research.

College of Arts & Sciences

Department of Art and Architecture - Tenure track Assistant Professor in the area of Architecture. Creative work in design, scholarship, or professional practice or a combination thereof, should include strong promise of creative achievement in the field. Qualifications include an M.Arch degree or equivalent.

Department of Biology - Tenure track Assistant Professor in the area of Microbiology. Candidate expected to develop an externally funded research program that complements and supplements the department's current research strengths in microbiology. Qualifications include a Ph.D. and postdoctoral experience.

Department of Chemistry - Tenure track Assistant Professor in the area of bioanalytical or biophysical chemistry. Candidates are expected to develop a nationally recognized, well-funded research program. Qualifications include a Ph.D. and postdoctoral experience is desirable.

Department of Communication Studies - Tenure track Assistant Professor in the area of Media Studies. Desirable research areas include media and cultural studies, new media, media convergence, international communication, industry analysis, media and gender. Practical experience on the web is a plus. Qualifications include an earned doctorate.

Department of Modern Languages - Tenure track Assistant Professor in the area of Spanish. Native/near native fluency in Spanish and English. Experience and strong commitment to Spanish language instruction. Qualifications include a Ph.D.

Department Chair, School of Journalism - With an interest in ethics/broadcast journalism. Oversee department with 400 undergraduate and 50 graduate students. Maintain and build strong relations with the professional journalism community. Qualifications include a Master's degree, substantial full-time journalism experience and administrative experience. College teaching and academic administration experience, fundraising and grant-writing experience preferred. Must possess necessary qualifications for an appointment as a tenured senior faculty member. Position available July 1, 2001.

Department of Psychology - Tenure track Assistant Professor in the area of social/personality. Candidate should be a personality psychologist with some clinical training who is highly research oriented and whose work falls at the intersection of clinical and personality psychology. Qualifications include a Ph.D.

Department of Sociology and Anthropology - Tenure track Assistant Professor in Cultural Anthropology. Preference for focus on Latin America or Latinos in the U.S. with sub-field specialization in gender, migration, informal labor markets, political economy, urban, religion or mythology. Qualifications include a Ph.D.

Department of Sociology and Anthropology - Tenure track Assistant Professor in the area of substantive methods and statistics. Candidate should have a research agenda with potential for external funding and policy relevant interests. Preference for specialization in Sociology of Aging, Medical Sociology, Urban Studies, Race and Ethnic Studies, Social Inequality, Violence/Social Conflict, Family Violence, or Gender Studies. Qualifications include a Ph.D.

Bouve College of Health Sciences

Associate Chair, Physical Therapy - May have the rank of Assistant or Associate Professor or Clinical Specialist depending on the qualification of the applicant. Tenure may be granted upon entry. For the level of professor, an earned doctorate is required while the clinical specialist requirement is advanced MS degree and preferably APTA clinical specialization. All candidates must demonstrate evidence of administrative ability. A record of teaching professional/clinical activities and research is preferred. The successful candidate would share in the administration of the Physical Therapy Department, provide leadership, and support the expansion and integration of academic, research, and clinical aspects of the program.

College of Business Administration

Assistant/Associate Professor, Accounting - Must possess the doctoral degree and have a strong commitment to excellence in teaching and scholarly research. Candidates with an established publication record, teaching experience, and some business background are preferred.

Assistant Professor, Marketing - Tenure track position effective September 2001; must possess the doctoral degree and have a strong commitment to teaching and research; teach required marketing courses, especially Introduction to Marketing, and from among various marketing electives.

Assistant/Professor in Management Information Systems - Tenure track; doctorate or expected completion by September 2001; demonstrated research capability preferred; teaching at the undergraduate and graduate level.

Assistant/Professor in Operations Management - Tenure track; doctorate or expected completion by September 2001; demonstrated research capability preferred; teaching at the undergraduate and graduate level.

Assistant/Professor in Quantitative Methods - Tenure track, doctorate or expected completion by September 2001; demonstrated research capability preferred; teaching at the undergraduate and graduate level.

College of Criminal Justice

Full, Associate or Assistant Professor - The College of Criminal Justice seeks to hire in all ranks with an emphasis at the full and associate professor level beginning fall 2001. Candidates must have a broad grasp of the field of criminal justice and criminology with specialties in one of the following areas: Courts/Law; Corrections/Treatment; Community and Crime. Candidates should have a doctorate in criminal justice or related field, and have demonstrated high quality teaching and research.

College of Engineering

Chair, Chemical Engineering - Energetic, innovative leader is sought. Doctorate required, with outstanding research and academic reputation in chemical engineering, strong administrative skills, and commitment to higher education.

William Lincoln Smith Professor of Electrical and Computer Engineering - A renowned scholar is sought for this endowed professorship. Candidates should have achieved international distinction in computer engineering, an established record of scholarship, effective teaching, and a record of external research awards.

Assistant/Associate Professors are sought in the following fields. All are expected to hold a doctorate in the appropriate discipline, demonstrate teaching and research potential or record commensurate with the faculty rank desired. Areas of particular teaching and research focus of interest are indicated for each department.

Chemical Engineering - Advanced materials, biotechnology, and/or environmental protection; background to teach core chemical and physical equilibria, heat, mass, and momentum transfer, chemical reaction engineering, continuous and stage-wise separation operations, chemical process dynamics and control, and chemical process design.

Civil & Environmental Engineering -Environmental Engineering.

Computer Technology - Master's degree required (doctorate preferred); minimum of three years of industrial experience; knowledge of object oriented software design, software engineering methodologies and ability to program and teach C++; knowledge of Visual Basic, JAVA, assembly language as well as Windows 98, NT server and workstation and associated Windows APIs desired.

Electrical and Computer Engineering - Computer architecture, testing, fault tolerant computing, software, distributed systems, microelectronics, computer networks, VLSI design and CAD.

Mechanical, Industrial and Manufacturing Engineering - Thermofluids engineering, design and manufacturing (including manufacturing systems and processes) or advanced materials development.

Please send letter of application (indicating position of interest) and CV to: Provost Office, 112C Hayden Hall, Faculty Positions, Northeastern University, 360 Huntington Avenue, Boston, MA 02115. Minorities and women are strongly encouraged to apply. Northeastern is an Equal Opportunity/Affirmative Action, Title IX Employer.

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

SUNY College at Potsdam seeks an experienced and dedicated academic to lead the institution toward national prominence as a small, select, public college.

The college's educational values include a deep and abiding commitment to the liberal arts as the foundation for effective citizenship. As a four year comprehensive college, SUNY Potsdam's educational programs include traditional liberal arts offerings with a strong interdisciplinary general education program and selected professional programs including teacher preparation in elementary, secondary and music education, computer and information sciences, business administration, criminal justice, community health, and the business of music. SUNY Potsdam is comprised of three schools: The School of Arts and Sciences, The School of Education and Graduate Studies, and The Crane School of Music. Distinctive initiatives include a strategic partnership with the music products industry to support the music business and music education programs; interdisciplinary learning communities and a first year experience program; Center for Rural Education; Merwin Rural Services Institute, and a technology-focused teaching and learning center.

Responsibilities: The Provost and Vice President for Academic Affairs reports directly to the President and serves as the chief academic officer of the College. The Provost provides leadership for all academic programs as well as the areas of Information Services, Continuing Education, Research and Sponsored Programs, and Assessment and Institutional Research. The Provost is responsible for integrating all college programs in support of the academic mission of the college. In addition, the Provost works closely with College Advancement to ensure that academic priorities are the focus of the college's development program and to enhance external relationships in support of those priorities. SUNY Potsdam has recently embarked on a ten million dollar capital campaign which is part of a larger ten year strategic plan. The Provost will facilitate the implementation of this plan and will shape academic policy and program development.

Qualifications: The Provost will have an earned doctorate and a distinguished record as a teacher and scholar. The successful candidate will demonstrate the following:

- An ability to foster excellence in teaching and research, advocate for the academic mission of the college, build consensus, and work collegially with the faculty;
- a coherent and consistent administrative philosophy which embraces a collaborative management and leadership style;
- a record of academic administrative experience that includes evidence of the responsible management of fiscal and human resources and informed timely decision making;
- a commitment to diversity;
- innovative leadership in promoting the use of educational technologies and an understanding of how emerging information technologies will shape the future of liberal arts colleges;
- excellent interpersonal, written and oral communication, and problem solving skills.

Applications must include a cover letter, statement of administrative philosophy, curriculum vitae, and the names, addresses and phone numbers of five references. Letters of nomination are encouraged. All materials should be addressed to:

Provost's Search Committee
c/o Human Resources Office, SUNY Potsdam, Potsdam, NY 13676

Additional information on the college is available through our web site at www.potsdam.edu. For full consideration, applications should be received by November 1, 2000.

SUNY Potsdam is an equal opportunity, affirmative action employer committed to excellence through diversity.

Assistant Professor

New Jersey City University is a culturally diverse, public, urban institution located in the greater New York Metropolitan area. The University offers undergraduate and graduate programs in three colleges: Arts & Sciences, Education and Professional Studies to over 8,000 students, an extensive cooperative education program, and an expanding continuing education program. Faculty number almost 250.

The College of Education at New Jersey City University invites applications and nominations for the tenure-track faculty position at the Assistant Professor level.

Requirements: Ph.D. or Ed.D. in Educational Technology or related field. Thorough knowledge of relevant educational software, including Web browsers and Web authoring, presentation software, multimedia development, and related applications. Broad knowledge of pedagogical theory and current curricular practices and experience with and assessment of on-line distance learning. Strong technology skills in web-enhanced and web-based course material production. College-level teaching and/or faculty training experience and excellent written and oral communication skills. Strong technology skills in constructing distance education program and in Audio/Video production as well as online course development are preferred.

Responsibilities: To teach courses in Educational Technology, to provide faculty training and support, to advise students that includes thesis supervision, and to provide services including committee work.

Application deadline: September 30, 2000.

This position is expected to begin with the Spring 2001 Semester.

Applicants should send a letter of interest, resume, a copy of graduate transcript and the names, telephone numbers and E-mail addresses of three (3) references to:

Dr. Yiping Wan, Dean
College of Education
New Jersey City University
2039 Kennedy Boulevard
Jersey City, NJ 07305

NEW JERSEY
CITY
UNIVERSITY

An affirmative action, equal opportunity employer, the University especially welcomes and encourages applications from women and minority candidates.

George Mason University

Dean

Graduate School of Education

George Mason University (**www.gmu.edu**) seeks an education visionary and a change facilitator who is challenged by the critical issues in education. A public institution of more than 24,000 students, George Mason has been one of the nation's fastest growing universities over the past 15 years. The university is located in Northern Virginia in the suburbs of Washington, D.C., with campuses in Arlington and Prince William Counties.

The university offers over 100 bachelor's, Master's, professional, and doctoral programs in the Graduate School of Education, College of Arts and Sciences, College of Nursing and Health Sciences, School of Management, School of Information Technology and Engineering, School of Computational Sciences, School of Public Policy, Institute for Conflict Analysis and Resolution, and the Institute of the Arts.

The Graduate School of Education is a dynamic professional school dedicated to leadership in the preparation of education professionals, educational research, and instructional applications of technology. The school offers an entrepreneurial mix of on-campus and outreach programs serving 2,000 Master's students, 300 doctoral students, and several hundred undergraduates in its affiliated programs in Health, Fitness and Recreation Resources. Over two-thirds of its 75 full-time faculty and 10 administrative faculty members are new to George Mason since 1993, with numerous additional opportunities for faculty renewal expected during the next 5 years.

The dean oversees curriculum, budget, and personnel matters, and allocates and invests resources to further the School's growth and prominence in the education profession, the educational research community, and the region. The Dean also has responsibility for fund raising and for building and sustaining strong relationships within the university and with external partners in schools, the business community, and national associations.

Leading candidates will have a strong record of scholarly achievement and be committed to support scholarly research, creative teaching, and diversity among faculty, staff, and students. These candidates also will have strong planning and decision-making experiences as well as excellent communication and interpersonal skills. A doctorate in Education or an allied field is required. Salary and benefits are highly competitive.

Credentials will be accepted until the position is filled. Review of applications will begin September 26, 2000. Nominations and applications, including a curriculum vita and letter explaining relevant experience, and names and contact information for five professional references, should be directed in total confidence to:

Chair, GSE Dean Search Committee
Office of the Provost (3A2)
George Mason University
Fairfax, VA 22030-4444

AA/EEO

Working to be ***Your*** Employer of Choice.

Executive Assistant to the President

Purdue University invites nominations and applications for the position of Executive Assistant to the President.

One of only 34 public AAU universities, Purdue University is a comprehensive educational and research institution with its main campus in West Lafayette, Indiana—a community of 100,000 people known for its exceptional quality of life—and three regional campuses in Fort Wayne, Hammond, and Westville. Programs in Science, Engineering, and Technology are offered in Indianapolis, and Technology programs are offered at nine other sites around Indiana. Purdue has 67,000 students; 15,000 employees statewide, including 2,200 faculty; and a budget in excess of $1.1 billion. The University offers undergraduate, graduate, and professional degrees through its ten schools. Visit Purdue's Web site at www.purdue.edu for more about the University.

The Executive Assistant to the President coordinates the operations of the President's Office, is Secretary to the Cabinet, oversees correspondence and responds to inquiries, supervises staff, and assists in a variety of activities as directed by the President. Continued academic responsibilities can be facilitated for those holding faculty appointments.

Requirements include: five years' employment in a university environment with advanced, responsible administrative experience, including some supervisory experience, and superior oral and written communication skills. Academic experience is desirable. A master's degree is required and a Ph.D. is preferred. Salary and benefits will be competitive. It is intended that the position be filled before the end of the calendar year.

Applicants should submit a letter of application, a resume, and the names, addresses, and telephone numbers of at least three references. The deadline for applications will be September 29, 2000. Screening of applicants will begin October 2, 2000, and will continue until the position is filled.

Purdue University is an equal opportunity/equal access/affirmative action employer fully committed to achieving a diverse workforce.

Applications and nominations should be sent to:

[illegible]
[illegible]
[illegible]
West Lafayette, IN 47907

The College Of
WILLIAM&MARY

The College of William and Mary is conducting a search for a **Director of the American Studies Program.** Candidates may be from any relevant discipline or interdisciplinary program. The program offers B.A., M.A., and Ph.D. degrees. The Director will hold a joint appointment in the American Studies program and in another department of the College. The successful candidate is expected to have an accomplished record of teaching and research and to possess strong administrative skills. Please submit a letter and c.v. to **Professor Leisa Meyer, Search Committee Chair, American Studies Program, The College of William and Mary, P.O. Box 8795, Williamsburg, VA 23187-8795.** Review will begin September 15 and will continue until the position is filled. Further information on the program is available at: **http://www.wm.edu/CAS/ASP**. The College is an EEO/AA employer.

ELECTRONIC SYSTEMS LIBRARIAN

Western Connecticut State University is seeking qualified applicants for a tenure-track position.

Responsibilities include: providing leadership and coordination in the evaluation, selection, implementation, and maintenance of the library's electronic resources including Internet software and server hardware; serving as liaison to University Computing and electronic systems operations of the other three campuses of the Connecticut State University; assisting other members of the library faculty and staff with desktop and network applications; supervising staff assigned to Electronic Systems; participating fully in the general responsibilities of the library faculty, including serving as liaison to one or more academic departments; participating in staffing the reference desk, including some evenings and weekends.

Candidates must possess an MLS from an ALA accredited program, recent professional experience with electronic systems and Web applications in a shared network environment in an academic library, and knowledge of general reference. It is preferred that the candidates have experience in supervising staff. Minimum salary: $40,866.

Send letter of application and resume to: **Vijay Nair, Chair, Library Faculty Search Committee, Ruth Haas Library, WCSU, 181 White St., Danbury, CT 06810.** Applications received before September 15, 2000 will have first consideration.

WCSU is an AA/EO Educator/Employer

RUTGERS UNIVERSITY

The Department of Sociology, Anthropology, and Criminal Justice on the Camden Campus of Rutgers University invites applications for a full-time, tenure-track faculty position at the assistant level. The position offers the opportunity to teach law students and other graduate students. **Requirements include:** Ph.D in sociology, anthropology, law and society, criminology, or related fields; teaching expertise in one or more of the following areas-juvenile delinquency, gender, family, victimology, comparative criminal justice, violent crime and/or organized crime; a demonstrable record of research and publication in these or related fields; and a commitment to teaching excellence. **Send letter of application,** Curriculum Vitae, names of five references, and representative publications to **Dr. Drew Humphries, Search Committee, Department of Sociology, Anthropology, and Criminal Justice, Rutgers University, Camden, NJ 08102-1405. Application deadline is October 1, 2000.** The University and department have a strong commitment to achieving diversity among faculty and staff, and we strongly encourage qualified women and ethnic minorities to apply for this position. Visit our website: **www.camden.rutgers.edu/dept-pages/sociology**.

THE UNIVERSITY OF CALIFORNIA, RIVERSIDE LIBRARY is seeking an innovative, energetic and service-oriented Science Librarian to join the Information Services Department of the Science Division. Provides traditional and electronic reference service and research consultation. Conducts user education and instructional programs. Participates in collection development for one or more scientific disciplines. Graduate degree in library science. Knowledge of a wide range of print and electronic information resources and experience with current technologies in providing reference and instruction services. Instruction or training experience. Knowledge of and experience in computer technology. Experience with Web page creation. **Preferred:** Science degree or experience working in a science library. Experience in collection development in the sciences. The successful candidate will be appointed to the Librarian series at a salary level appropriate to the candidate's qualifications & experience. Appt. range $32,940 - $44,196. Applicants should send a letter of application, a complete resume, and the names of three references by **September 30, 2000** to: **John W. Tanno, Associate University Librarian, University of California, University Library, P. O. Box 9900, Riverside, CA 92517.**

Dean of Education

Millersville University of Pennsylvania invites applications and nominations for the position of the Dean of the School of Education.

Millersville University, founded in 1855, is one of 14 institutions of the PA State System of Higher Education. As a student-centered institution, the University is highly regarded for offering quality instruction and its strong commitment to the principles of client services and diversity. Nationally ranked as one of the top regional public institutions of higher learning by *U.S. News and World Report*, Millersville is also listed among *Kiplinger's* 100 "best-value universities" in the nation. The University has an honored history of providing excellent teacher education and a strong liberal arts curriculum in the arts, sciences, and humanities. The University enrolls 7,500 undergraduate and graduate students, and employs 550 staff and 350 full-time faculty. Millersville's and the School's programs are approved by the appropriate accrediting bodies including but not limited to the Pennsylvania Department of Education and NCATE. Millersville is a charter member of the Renaissance Group and the Project 30 Alliance. The School of Education enrolls 26% of Millersville's undergraduate students and 55% of its graduate students. Located in historic Lancaster County, the campus is within three hours' drive of numerous cultural and recreational opportunities in the cities of Baltimore, Philadelphia, Washington, New York, the Pocono Mountains, and the Atlantic Ocean beaches. Because of its economic diversity, Lancaster County is among one of the most prosperous counties in the country. For more information, contact Millersville University's Web page at www.millersville.edu.

RESPONSIBILITIES: The Dean is the chief academic officer of the School and reports directly to the Provost and Vice President for Academic Affairs. The Dean provides academic and administrative leadership, direction, and support for instructional, research, and professional activities to the faculty in the departments of:

- **Educational Foundations**
- **Elementary and Early Childhood Education**
- **Industry and Technology**
- **Psychology**
- **Special Education**
- **Wellness and Sport Sciences**

The Dean must be able to assume a University-wide perspective and work and communicate effectively with students, faculty, administrators, external organizations and institutions, and a diverse community. The Dean must encourage and promote the recognition, understanding, and respect of cultural and human diversity in the School's faculty, staff, students, and curricula, and must be committed to increasing diversity within the School and on campus. A capacity and willingness to listen, create consensus, solve problems, and assume responsibility are essential.

QUALIFICATIONS: Candidates must demonstrate the capacity to be an innovative and visionary leader committed to excellence in teaching and learning and partnership with community and schools. Applicants must possess an earned doctorate in one of the disciplines in the School of Education. Also essential is a record of quality scholarship; teaching and service in higher education; a commitment to faculty development, the liberal arts, and academic freedom; and evidence of success in building an inclusive community. Applicants must demonstrate knowledge of critical issues and best practices in teacher education, experience with accreditation procedures, and an understanding of state licensing and certificate procedures. Candidates need to present a record of progressive academic administrative experience which demonstrates likely success in activities such as: planning, program development, fund-raising, grant writing, advocacy for all the School's disciplines, evaluation of teaching effectiveness, assessment of programmatic outcomes, and personnel and budget management in a public university setting. Candidates must demonstrate an appreciation of the role of technology in an educational institution. The ability to function effectively in a team-oriented collective bargaining environment and a successful interview are crucial.

NOMINATIONS AND APPLICATIONS: Applicants should include a letter detailing their experiences relating to the qualifications for the position; a vitae; and the names, addresses, and telephone numbers of at least three professional references. Full consideration will be given to complete applications received by September 22, 2000. Electronic submissions will not be accepted. Nominations and applications should be sent to: **Search Chair, Dean of Education Search/ HI0825, Millersville University, P.O. Box 1002, Millersville, PA 17551-0302.**

An Equal Opportunity/
Affirmative Action
Institution

MILLERSVILLE
UNIVERSITY

University of Virginia

The Darden Graduate School
Of Business Administration

The Darden School Foundation at the University of Virginia's Darden Graduate School of Business Administration, one of the nation's premier business schools, seeks an experienced fundraising professional for the position of Associate Director of Major Gifts. Darden, located in Charlottesville, Virginia, is currently engaged in a $250 million capital campaign, part of the University's $1 billion campaign.

Reporting to the Director of Major Gifts, the selected candidate will be responsible for the identification, cultivation and solicitation of Major Gifts prospects. Candidates should be goal oriented and should possess a proven track record of success in cultivation and solicitation of donors and familiarity with regional campaigns. Demonstrated experience with managing complex volunteer groups is essential. The successful candidate will be a self-motivated and enthusiastic team player who can thrive in a collegial environment. Strong written, verbal and human relations skills are required.

A bachelor's degree with five years of progressive development experience in higher education or the equivalent is required. An advanced degree is preferred. This position requires frequent travel and occasional weekend and evening work. Salary is commensurate with experience.

Please submit resume to:

Ms. Nancy H. Parsons
Director of Major Gifts
The Darden School Foundation
P.O. Box 6550
Charlottesville, VA 22906-6550

An affirmative action, equal opportunity employer.

www.darden.virginia.edu

Director of Alumni Affairs

New Jersey City University is a culturally diverse, public, urban institution with an undergraduate and graduate enrollment of over 8,500 students. The University is located in the greater New York metropolitan area.

New Jersey City University seeks applicants who will be responsible for the planning, implementation and management of programs that serve more than 30,000 alumni.

The position demands strong organizational skills, creativity, excellent writing skills, extensive computer skills (knowledge of Raiser's Edge for Windows preferred), and the ability to work with individuals of diverse backgrounds.

The successful candidate must have a record of accomplishments, a vision of the future of alumni affairs including innovative programs, creative uses of technology, and demonstrated success in building volunteer support. Reporting to the Vice President for Advancement, the Director will work closely with University faculty and staff, especially the Directors of Development and Annual Giving. A Bachelor's Degree and a minimum of three (3) years experience in the field are required.

Competitive salary and excellent benefits.

Deadline for applications: September 22, 2000.

Applicants should send a letter of application and resume to:

Ellen Wayman-Gordon
Director of Public Information
New Jersey City University
2039 Kennedy Boulevard
Jersey City, NJ 07305

NEW JERSEY
CITY
UNIVERSITY

An affirmative action, equal opportunity employer. the University especially welcomes and encourages applications from women and minority candidates.

USF University of South Florida

Founded in 1956 as the first U.S. university to be created wholly in the 20th century, the University of South Florida is now the largest metropolitan university in the Southeastern United States, with a student body of nearly 35,500 spread across four campuses. The rich, multicultural atmosphere of the university is evident not only on the main Tampa campus, but at its branches in St. Petersburg, Sarasota/Manatee, New College, and Lakeland. *USF* promotes delivery systems, curricula, programs and activities that reflect the diversity of South Florida.

But *USF* is much more than just a large, state-assisted institution. Its growing reputation as a dynamic research university is spreading around the country, attracting more and more of the nation's best and brightest scholars to the Tampa Bay Area. *USF* offers degree programs in 79 undergraduate disciplines, 89 master's and specialist programs, and 28 doctoral programs, including the MD. A record number 1525 international students enrolled at *USF* the 1999-2000 academic year. Students from Latin America and the Caribbean totaled 445. *USF*-AHEC's Health Education Training Center is a sponsor of the Rural Youth Soccer Association, which serves over 300 migrant children in south Hillsborough County.

The university is currently recruiting for the following positions:

Position #0247-Asst/Assoc Professor-Electrical Engineering-deadline: OPEN
Position #4200-Asst Professor/Instructor-Computer Science & Engineering-deadline: OPEN
Position #5719-Assistant Professor-Computer Science & Engineering-deadline: OPEN
Position #9168-Asst/Assoc Professor-Nursing-deadline: 10/27/00
Position #1268-Assistant In Biostatistics-Public Health-deadline: 08/31/00
Position #0024-Associate In Education-Secondary Education-deadline: 08/30/00
Position #6067-Asst/Assoc/Full Professor-Aging & Mental Health-deadline: 12/01/00
Position #6339-Asst/Assoc/Full Professor-Aging & Mental Health-deadline: 12/01/00
Position #6386-Asst/Assoc/Full Professor-Aging & Mental Health-deadline: 12/01/00

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

MANCHESTER COMMUNITY COLLEGE

Work in a creative, innovative environment with caring, enthusiastic colleagues. MCC is seeking enthusiastic candidates with excellent interpersonal skills to provide academic and support services to special student populations for the position of:

Coordinator of Transitional Programs

For a copy of the vacancy announcement, including minimum qualifications and salary, please visit our website at www.mcc.commnet.edu/per, or call (860)647-6153.
Send letter of intent, resume, transcripts, and the names of three references to:
Deborah A. Wilson, Director of Personnel and Contract Administration
Manchester Community College
P.O. Box 1046, Manchester, CT 06045-1046
Must be postmarked no later than September 15, 2000
EOE/AA/M/F

UIS
UNIVERSITY
of ILLINOIS
SPRINGFIELD

Chancellor

Nominations and applications are invited for the position of Chancellor of the University of Illinois at Springfield (UIS).

The Chancellor is the chief executive officer of the campus and reports to the President of the University of Illinois. The University seeks a proven leader who will continue the successful development of the campus' academic programs and public service mission.

Founded in 1969 as Sangamon State University, UIS became the newest and smallest campus of the University of Illinois on July 1, 1995. Emphasis is placed on public affairs instruction and research and service carried out through community partnerships.

The campus offer bachelor's and master's degrees and a Doctor of Public Administration. UIS currently enrolls students at the second-semester sophomore level and continues their education through junior, senior and graduate levels. Last fall the State approved the Capital Scholars Program that will result in the admission of first year students in the fall of 2001. Current student enrollment is 4,100 with 188 faculty and 199 professional and 265 support staff.

The Chancellor must have either an earned doctorate, university level teaching experience, and a substantial record of scholarly achievement or comparable professional achievement and distinction.

The Chancellor must have significant experience in:

- senior level leadership at an institution of higher learning or of comparable scope and complexity with proven strengths in strategic planning, budgeting and management; and
- fundraising and the ability to manage the complexities of public funding.

The Chancellor must have a record of:

- consultative leadership style;
- inclusiveness, diversity and sensitivity relative to a multicultural organization;
- exemplary personal character and integrity; and
- commitment to teaching and learning, scholarship and public affairs.

The Chancellor must be able to:

- define and defend academic values, traditions and procedures;
- to represent the campus to diverse external constituencies including alumni, community, the legislature and other governmental bodies; and
- to enhance the quality of student life.

The Chancellor Search Committee will begin reviewing nominations and applications immediately and will continue to accept applications until a new Chancellor is selected. To assure full consideration, however, candidate materials should be submitted by **October 15, 2000**, to:

Dr. Patricia A. Langeley
UIS Chancellor Search Committee
University of Illinois
Office of the President
364 Henry Administration Building, m/c 346
Urbana, Illinois 61801

The University of Illinois is an affirmative action/ equal opportunity employer.

University of Maryland,
Office of Continuing and Extended Education
Manager, Distributed Learning

The Office of Continuing and Extended Education, an integral part of one of the nation's premier research institutions, provides leadership in linking the University of Maryland's knowledge resources to external audiences. OCEE seeks a team-oriented professional with the management and technological expertise to excel in this newly created position of Senior Project Manager, Distributed Learning. Under the general direction of the Associate Dean, the Senior Project Manager, Distributed Learning, will provide day-to-day management and oversight of distributed learning projects developed and promoted in partnership between the Office of Continuing and Extended Education and various participating Colleges/Schools. The Senior Project Manager will be involved with all aspects of project management, including financial management, program development and design, coordination with internal and external partners, marketing and promotion, program roll-out, and program assessment.

Duties: S/he will monitor and track the start-up, development, course conversion and management of credit and non-credit programs offered through various media but with an emphasis on web-based delivery systems. Responsibilities include nurturing and maintaining partnerships that increase electronically mediated programs and courses; coordinating and monitoring web-based curriculum development and delivery throughout the campus.

Qualifications: A master's degree is required; a terminal degree preferred. Five years of progressively responsible experience in higher education administration is required. Knowledge of issues facing adult learners and non-traditional students; familiarity with the teaching/learning process and demonstrated interest in learning outcomes; superior organizational, interpersonal, analytical, planning, and written and oral communication skills is required. Success in obtaining external funding through grant proposals is highly desirable.

Compensation: Salary is commensurate with qualifications and experience and includes full benefits package.

To Apply: Send resume and letter of interest, with names of three professional references to **Ms. Marianne Wenger, Office of Continuing and Extended Education, UMCP, 2103 Reckord Armory, College Park, MD 20742.** For best consideration, applications should be postmarked by August 25, 2000.

The University of Maryland is an EEO/AA employer.

UNIVERSITY OF
MARYLAND

Washtenaw Community College

LABOR RELATIONS DIRECTOR

A comprehensive two-year college dedicated to student, community and staff success is presently seeking an individual for the position of Labor Relations Director. The College is located in the city of Ann Arbor, MI, a community of over 100,000.

The successful individual will be responsible for administration of the college's Labor Relations program and managing part-time employment. This includes: 1. Planning and coordination of college-wide compliance with the Americans with Disabilities Act of 1990 and Sections 503 and 504. 2. Management of part-time employment. 3. Investigation of and response to complaints of violation of college policies, including, but not limited to, employment discrimination complaints, EEO complaints, and ADA complaints. Minimum Qualifications: Masters degree in Human Resources, Labor Relations, Law or related field and three to five years experience OR Bachelors degree and six to eight years experience. Experience should be progressively responsible in human resources and labor relations, including experience in contract negotiations. Initial salary range is $53,580-$58,938 on a twelve month base with numerous fringe benefits.

Interested persons should submit letter of interest and resume (completed application, copies of transcripts and three professional references will be required if selected for interview) to the **Office of Human Resource Management, Washtenaw Community College, 4800 E. Huron River Dr., Box D-1, Ann Arbor, MI 48106.** Resumes will be accepted until the position is filled. (734) 973-3497. **Job Hotline (734) 973-3510.** For job postings see our web site at **http://www.wccnet.org/jobs.**

AA/EEO/ADA employer

The School of Education at Hunter College, of The City University of New York has an Anticipated Vacancy. This Tenure-track position will be effective February, 2001.

Assistant/Associate Professor
The Department of Educational Foundations and Counseling Programs

All candidates must have commitment to work in multi-cultural and urban educational settings. Teaching experience is required. To be considered for rank of Assistant/Associate Professor, candidate must demonstrate scholarly involvement as evidenced by publications and/or research within the specialty in the profession of education. Responsibilities include: Teach graduate courses in counselor education programs; Coordinate field work in counseling; Engage in research and scholarly writing; Serve on department, division, college and university committees. **Qualifications:** Assistant/Associate Professor: Earned Ph.D or Ed.D in Counseling or Counselor Education. Masters and Doctorate in Rehabilitation Counseling is preferred. Special expertise in rehabilitation issues in diverse populations is desirable. **Salary:** (commensurate with experience and qualifications) Assistant Professor: $32,703 - $57,049; Associate Professor: $42,616 - $68,174.

Appointment Date: February 2001

Send resume and three letters of reference to: **Dr. Sherryl Browne Graves, Chairperson, Department of Educational Foundations and Counseling Programs, Hunter College, 695 Park Ave, New York, NY 10021. Review of Applications will begin immediately and continue until position is filled.**

HUNTER
CITY UNIVERSITY OF NEW YORK

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/IRCA/ AMERICANS WITH DISABILITIES ACT EMPLOYER.
Visit our website: www.cuny.edu/abtcuny/cunyjobs/

Assistant Professor/ Sociology

We are seeking candidates with interests in ethnomethodology to fill this tenure-track position, beginning September 2001. Candidates should have scholarly/teaching interests in cross-cultural issues while demonstrating a commitment to field-based learning and qualitative research. Should have completed or be near completion of a doctorate degree and demonstrate a strong commitment to scholarly research and publication. Will also provide service to the Behavioral Sciences Department and the College. Candidates must be able to collaborate with business, arts, and science faculty in scholarship and interdisciplinary teaching. Upon receipt of resumes, applicants will be sent letters of acknowledgement informing them of the anticipated time frame for recruiting.

Please forward your CV and supporting materials to: **Gregory Hall**
Associate Dean of the
Undergraduate College
Bentley College
175 Forest Street,
Waltham,
MA 02452-4705
email:
ghall@bentley.edu

BENTLEY COLLEGE

Bentley College is an equal opportunity employer building strength through diversity

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UNIVERSITY OF DENVER
DEPARTMENT OF PSYCHOLOGY

Anticipates a tenure-track, Assistant Professor position in Child Clinical Psychology to begin Fall 2001. The primary requirement for this position is excellence in research and teaching. We particularly encourage applications from individuals with interests in developmental psychopathology, multicultural research, or pediatric psychology, but will seriously consider individuals with other interests relevant to Child Clinical Psychology. Send a letter of interest, vita, at least three letters of recommendation, and reprints/preprints to **Child Clinical Search Committee, Department of Psychology, University of Denver, Denver CO 80208.** We will give priority to applications received by December 1, 2000 but will consider applications until the position is filled. The University of Denver is committed to enhancing the diversity of its faculty and staff and encourages applications particularly from women, minorities, veterans, and people with disabilities.

THE 2001–2002 ACE FELLOWS PROGRAM

Strengthening Higher Education Through Leadership Development

ACE Fellows Program has strengthened colleges and universities by providing comprehensive leadership development for senior faculty and administrators.

Application deadline: November 1, 2000.

For information and application materials contact:
ACE Fellows Program,
American Council on Education
One Dupont Circle, Washington, DC 20036-1193
Tel: 202-939-9420 ■ Fax: 202-785-8056
E-mail: fellows@ace.nche.edu
Web site: http://www.acenet.edu

THE FLORIDA STATE UNIVERSITY

Invites applications and nominations for the position of

DEAN
COLLEGE OF EDUCATION

The Florida State University, a Carnegie Research I Institution, is located in Florida's capital city and serves over 33,000 students. The College of Education has a long and honored history as one of the original colleges of the University. It enrolls over 3,000 students and numbers 100 faculty members in eight departments and two research centers.

Graduate education and research are central to the mission of the College, as is undergraduate education. In its commitment to education, the College has entered into a unique partnership among departments, research centers, local school districts and community agencies to improve public education.

The College has hired one-third of its faculty within the last five years and is vigorously pursuing academic excellence in 27 fields of study that include 21 doctoral degree programs.

The College of Education seeks a dynamic leader with a distinguish record of scholarship and academic administration and a strong commitment to broad conceptions of education, human development and learning.

Successful candidates will have:

- A demonstrated record of innovative leadership in a collegial environment;
- Strong written, oral and interpersonal skills that reflect the ability to communicate the college's position effectively with various constituencies, to include the University administration, state and federal agencies and leaders in the larger community;
- Experience in and a commitment to fund raising, grant generation and resource development; and
- Qualifications necessary to hold a tenured academic appointment in an appropriate department in the College of Education.

The Dean serves as the chief academic and administrative officer of the College, and reports directly to the Provost/Vice President for Academic Affairs. The Dean serves as ex-officio chair of the University's Council of Teacher Education, the body which coordinates teacher education programs in eight schools and colleges across the University.

Salary will be competitive, commensurate with experience and qualifications.

Interested candidates should forward a letter addressing their qualifications and a current curriculum vitae listing names, addresses and telephone numbers of five references by September 29, 2000. Address applications to:

Dean's Search Committee Chair
C/o Ms. Bettina Roberson
College of Education
Dean's Office, 236 Stone Building
The Florida State University
Tallahassee, FL 32306-4450

Voice (850) 644-6885, Fax (850) 544-2725
Email: broberso@coe.fsu.edu

The Florida State University is a Public Records Agency pursuant to Chapter 119, Florida Statutes and an Affirmative Action/Equal Opportunity employer, with preference given to veterans and spouses of veterans as provided in Chapter 295 of Florida Statutes.

President
National Catholic Educational Association

Do you have the vision and mission to shape the future of Catholic education and catechesis beyond your lifetime?

Do you have the verbal, written and interpersonal skills to communicate that vision and mission to the broader educational and catechetical community?

Are you a leader? Do you see new directions and have the power and courage to take others along with you?

Do you have the ability to involve the many diverse members of the Catholic educational and catechetical community in decision making?

Are you constantly planning and strategizing to best achieve the goals of your organization?

Can you attract, recruit and retain the best staff members for this association?

Is your own heart forever tied to the Catholic Church and its traditions? Is your faith visible in your daily ministry?

Do you have an understanding of Catholic Church structures and systems and the ability to work effectively in these settings?

Are you a highly responsible and responsive leader who always follows through?

We seek an educational and catechetical leader who expresses powerful personal mission and commitment through action. We are committed to selecting a leader with vision who can seek input, enable collaboration, set objectives, priorities and deadlines, to work with the Board of Directors to make wonderful things happen for the Catholic educational and catechetical ministry.

If you identify with these aspirations and can begin on July 1, 2001, please request an application packet from:

Presidential Search Committee • National Catholic Educational Association
1077 30th Street NW - Suite 100 • Washington, DC 20007
Email: search@ncea.org • Fax: (202) 333-1043

Applications will be accepted until October 16, 2000. Requests for confidentiality will be honored.

NCEA is the world's largest professional association for private education. Established in 1904, the association represents some 200,000 educators serving 7.6 million students at all levels of Catholic education.

NCEA is an equal opportunity employer

THE UNIVERSITY OF WEST FLORIDA
Medical Technology
Faculty Position

A 12-month, tenure track, Assistant/Associate Professor position is available in May or August 2001 in the Medical Technology Program at The University of West Florida. Minimum qualifications: a Master's degree (Doctorate preferred) and national certification as MT (ASCP) or CLS (NCA). Responsibilities include undergraduate instruction in Clinical Chemistry and Diagnostic Microbiology; assistance in coordination of clinical rotations and continuing education programs; and in program administration. Salary commensurate with experience. Application deadline is **December 15, 2000**. Send a letter of interest, CV, transcripts, and three letters of recommendation to:

Rosalind Fisher
Equal Opportunity and Diversity
University of West Florida
11000 University Park Way
Pensacola, FL 32514
E-mail rfisher@uwf.edu
An Equal Opportunity/Affirmative Action employer

CSU Cleveland State University

PROVOST AND SENIOR VICE PRESIDENT FOR ACADEMIC AND STUDENT AFFAIRS

Cleveland State University invites nominations and applications for the position of Provost and Senior Vice President for Academic and Student Affairs. Cleveland State University is a comprehensive, urban university committed to providing an education of high quality to students, primarily from the metropolitan area, with diverse backgrounds, experiences, interests, and educational needs.

With 542 full-time faculty, the University serves more than 16,000 students in seven colleges, offering a broad array of baccalaureate, master's, doctoral and professional degree programs. Established in 1964, the University has an endowment of approximately $25 million. The annual educational and general budget of the University is $136 million. For further information about the University, see its homepage at: http://www.csuohio.edu.

The Provost and Senior Vice President is the University's chief academic officer, reporting directly to President Claire Van Ummersen and serving in her absence as the chief administrative officer. The Provost has broad responsibilities for the planning, development, and administration of the full array of the University's academic programs and student services.

Candidates for the position of Provost and Senior Vice President will have: an earned doctorate or other terminal degree; a distinguished record of intellectual leadership or scholarship sufficient to warrant appointment in an academic unit at a the rank of full professor; and at least five years of successful leadership in a line position at or above the level of Dean. A qualified candidate will provide evidence of innovative leadership in academic planning and implementation, program development and evaluation, and personnel and budget management.

Leading candidates should possess evidence of at least ten years of experience in higher education. Candidates with equivalent experience in other fields also will be considered. Strong candidates will have a track record of success in the following areas: leadership in developing and articulating an academic vision within a complex institution; strong financial management skills with the ability to make strategic budget decisions within limited resources; demonstrated skills in fostering excellence in teaching, scholarship, creative activity, and public and professional service; commitment to serving the needs of a diverse student body, including adult learners; commitment to affirmative action and equal opportunity in education and employment; and ability to engage all constituencies of an institution in collegial discourse in support of an academic mission.

Review of candidates will begin on September 30 and continue until the position is filled. The new Provost may commence duties as soon as January, but no later than July, 2001.

Application materials should include a letter describing the candidate's interest in and qualifications for the position, a curriculum vitae, and the names, addresses, e-mail addresses, and telephone numbers of at least five references which may include trustees, senior administrators, faculty, students, and community leaders. Requests for confidentiality by nominees and applicants will be honored if so requested, except that names and titles of the finalists must be disclosed.

Requests for information and all written nominations and applications should be directed to:

Dr. Njeri Nuru-Holm
Chair, Provost Search Committee
Cleveland State University
Rhodes Tower 1201
Cleveland, OH 44115
216 687-3544 (phone) 216 687-9333 (fax)
b.darkovich@csuohio.edu

The Search Committee is being assisted in this search by Dr. Charles Bunting, Vice President, and Susan Van Gilder, Director, A.T.Kearney Executive Search. Questions also may be directed to them at: 703 739-4630(phone); 703 518-1782(fax); or email: charles.bunting@atkearney.com and susan.van.gilder@atkearney.com; 333 John Carlyle Street, Alexandria, Virginia 22314.

Cleveland State University is an Affirmative Action, equal opportunity employer. Women and minorities are encouraged to apply. CSU provides reasonable accommodation for individuals with disabilities.

GC

GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

GCCCD, located in SAN DIEGO COUNTY, is/will be accepting applications for the following academic positions. Interest lists are being established for "TBA" positions.

CUYAMACA COLLEGE	**CLOSES**
CARE/EOPS Program Specialist	9/25/00
Librarian	TBA
Paralegal Studies Instructor	TBA
GROSSMONT COLLEGE	
Assoc. Dean, LEDI	9/25/00
Assoc. Dean, Nursing	TBA
Assoc. Dean, Instructional & Technology Resources	TBA
Astronomy Instructor (1 Sem. Sabb. Repl.)	TBA
Art History Instructor	TBA
Business Office Technology Instructor	TBA
Chemistry Instructor	TBA
Counselor (1 Sem. Sabb. Repl.)	9/25/00
Cross Cultural Studies Instructor	TBA
CSIS Instructor	TBA
Dean, Administrative Services	TBA
Dean, Communication & Fine Arts	TBA
DSPS Counselor	TBA
Physics Instructor (1 Year Sabb. Repl.)	9/25/00

District application and copies of under-graduate and graduate transcripts (official or unofficial) will be required.

GCCCD
Personnel & Equal Employment Opportunity
8800 Grossmont College Drive
El Cajon, CA 92020-1799

Visit our web site at : **http://www.gcccd.net**
Job line: (619) 644-7637.

EEO/AA/TITLE IX EMPLOYER

USF University of South Florida

The University of South Florida invites applications for the position of

Associate Vice President for Enrollment Planning and Management

The University of South Florida invites applications and nominations for the position of Associate Vice President for Enrollment Planning and Management. The Associate Vice President provides university-wide leadership for student enrollment services. This position reports to the Vice President for Student Affairs and directly manages and coordinates university student recruitment and retention services through the following administrative units: Admissions, Financial Aid, Registration and Records, Orientation, Career Services, Adult and Transfer Students Services and Student Enrollment Communications Center. Leadership responsibilities also include policy and strategy development and the coordination, implementation and evaluation of admissions and financial aid processes that help to ensure the achievement of university, legislative, and Board of Regents student enrollment goals.

The University of South Florida is a Research I institution and is the largest metropolitan university in the Southeastern United States. It is one of ten universities in the State University System of Florida and includes a Tampa campus on 1700 acres in northeast Hillsborough County and three regional campuses in St. Petersburg, Sarasota and Lakeland. USF's total enrollment exceeds 35,000 students from 50 states and 76 foreign countries.

QUALIFICATIONS: An advanced degree in a relevant discipline (doctorate preferred) with at least five years of progressively responsible experience in strategic enrollment planning and management are required. The successful candidate will also have a sophisticated knowledge of current strategic enrollment management theory and practice; demonstrated success in undergraduate recruitment and retention; significant experience in facilitating, analyzing and presenting enrollment research including the development, analysis, and presentation of demographic data; noteworthy experience in market research; demonstrated competence in crafting from data analysis successful institutional recruitment and retention initiatives; and a record of significant achievement in leading team efforts to accomplish university-wide goals. In addition the individual selected will have significant breadth and depth of knowledge of technology advancements in student information system operations; excellent communication, interpersonal, budgeting and organizational skills; and a strong commitment to diversity and quality service.

Salary for this position is highly competitive. Review of credentials begins immediately and will continue until the position is filled. Letters of nomination or application, including curriculum vitae, may be submitted to: Dr. Janet Moore, Chair, AVP Search Committee, Office of the Vice President for Student Affairs, ADM 151, Tampa, FL 33620-6250

The State of Florida has a Public Meetings Law and a Public Records Law and all university searches are conducted under the terms thereof. All meetings of the Search Committee are publicly announced and conducted. All documents submitted to the Committee are treated as open material with the exception of evaluative documents specific to the performance of the faculty of the State University System of Florida.

The University of South Florida is an Equal Opportunity/Equal Access/Affirmative Action Institution. For disability accommodations, contact Lorie at (813) 974-9095 at least five working days in advance.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

TUCK SCHOOL OF
BUSINESS AT DARTMOUTH

PROGRAM DIRECTOR

Tuck School of Business at Dartmouth College is seeking a Program Director for the Glassmeyer/McNamee Center for Digital Strategies. Through its intellectual leadership, and support for technology-based entrepreneurship and lifelong learning, the Center's mission is to make Tuck a recognized thought leader and a principal source of managerial talent for the digital economy.

The ideal candidate will be a technology-savvy executive with a solid record of Internet and managerial success, as well as demonstrated experience in strategic and operational planning, particularly with an entrepreneurial organization. The Program Director will be responsible for the day-to-day direction of the Center's activities, as well as the development and successful delivery of new programs. Experience in an Internet-related company and a strong set of connections and contacts are especially important.

Please send a letter of interest and resume to: **Philip C. Anderson, Associate Professor and Director, Glassmeyer/McNamee Center for Digital Strategies, Tuck School of Business, 100 Tuck Hall, Hanover, NH 03755.**

The Tuck School is An Affirmative Action/Equal Opportunity Employer. Women and minorities are encouraged to apply.

TUCK
AT DARTMOUTH

THE
OHIO
STATE
UNIVERSITY

DEAN OF THE COLLEGE OF DENTISTRY

The College of Dentistry at The Ohio State University invites nominations and applications for the position of Dean of the College of Dentistry. The Ohio State University has the nation's most comprehensive health sciences center and includes the colleges of Dentistry, Medicine and Public Health, Nursing, Optometry, Pharmacy, Veterinary Medicine, The Ohio State University Hospitals and the Arthur G. James Cancer Hospital and Richard J. Solove Research Institute. The College of Dentistry is fully accredited, with 98 full-time faculty members, and engages in academic programming, research and health care delivery. The College's total budget for FY99 was $28 million, not including external/restricted funding.

The educational program of the College is managed by faculty and organized into eight Sections: Health Services Research; Oral Biology; Oral and Maxillofacial Surgery; Oral and Maxillofacial Pathology and Anesthesia; Orthodontics; Pediatric Dentistry; Periodontology; Primary Care (including Dental Hygiene); and Restorative Dentistry, Prosthodontics and Endodontics.

The Dean is the chief executive officer of the College and responsible for advancing the college's academic mission of teaching, research and service. The Dean reports to the Executive Vice President and Provost and is a member of the University's Council of Deans. The Dean serves as Chair of the Hospital Dental Service and as President of the Dental Faculty Practice Association, Inc.

Faculty in the College are engaged in a broad and diverse array of basic and clinical research. Interdisciplinary research includes, but is not limited to, molecular virology, immunology and medical genetics, neuroscience, oral cancer, psychoneuroimmunology, and dental materials science. Faculty serve as mentors to M.S. students in most of the dental science specialties, as well as to Ph.D. students in Oral Biology, and to Ph.D. students in Molecular Virology, Immunology and Medical Genetics, Psychology, Neuroscience and other programs outside the College.

Nominees and applicants with a D.D.S. degree or equivalent are preferred. Candidates must qualify for a tenured appointment as Professor in the College. The successful candidate will have a demonstrated record of administrative leadership of a complex dental clinical enterprise or will have directed large-budget research grants. Personal accomplishments should be evident in research and/or dental sciences. In addition, a commitment to diversity should be evident and is expected.

The position will be available on September 1, 2001. Salary and other considerations will be consistent with the University's commitment to recruiting the best-qualified individual. To assure full consideration, applications and nominations should be received by November [illegible] 2000. The Search Committee will begin screening dossiers on that date and will continue to receive applications until the Dean is selected. Applications and nominations should be addressed to: **Dean John M. Cassady, Chair, Search Committee for the Dean of the College of Dentistry, 217 Parks Hall, 500 West 12th Avenue, Columbus, OH 43210.**

The Ohio State University is an Equal Opportunity, Affirmative Action Employer. Women, minorities, veterans and individuals with disabilities are encouraged to apply. Additional information may be found at [illegible]

MIDLAND COLLEGE

CHAIRPERSON
FINE ARTS AND COMMUNICATIONS STUDIES DIVISION

The division includes: Art, Communications (Journalism and Photography), Drama, English, Humanities, Modern Languages (French, German, Latin, and Spanish), Music, Reading, and Speech. Responsible for academic planning, curriculum development, program evaluation, budgeting and resource allocation, staffing, preparation of course schedules, and faculty evaluation for full-time and adjunct faculty. The Division Chair also represents the division and the college to the community and teaches in a division program as appropriate. Successful candidate will hold a doctorate degree in education or one of the disciplines in the division and have experience reflecting leadership, administration, teaching, and other professional activities. Application deadline is October 27, 2000. Additional information can be obtained from:

Ms. Mary Lou Blakeney
3600 North Garfield
Midland, Texas 79705
e-mail (mblakeney@midland.cc.tx.us)
(915) 685-4534

EOE

Director, Management Information Services

First Review: September 8, 2000 - Open until filled

Plan, organize and direct the District's management information services staff involved in information systems analysis, design, programming and maintenance, computer operations and implementation of software packages; networking and data communications; provide technical assistance, training, advice and recommendations to management on information systems management issues.

For application materials please contact:

College of the Redwoods
Office of Human Resources
7351 Tompkins Hill Road
Eureka, CA 95501
(707)476-4140 Fax: (707)476-4421
email: hr@eureka.redwoods.cc.ca.us

College of the Redwoods is an AA/EEO Employer

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GOVERNORS STATE UNIVERSITY

HEAD OF ACCESS SERVICES

Governors State University (GSU) is seeking applications and nominations for Head of Access Services in the University Library. The successful candidate will serve as Head of Access Services and in the absence of the Director, will serve as Assistant Director of the University Library. The successful candidate will work closely with the library staff to ensure quality library services to the university community both on and off-campus. Responsibilities include hiring, training, and supervising access services staff members; oversight of access services activities; participating in library, university, regional and statewide committees; working with assessment of library services; fostering an inclusive team environment in the library; and other activities involving library promotion. Additional responsibilities include providing reference service to students, faculty, staff and the community in a wide range of subject areas including shifts on evenings and weekends. Our ideal candidates will exhibit strong service orientation, excellent communication skills, and a commitment to diversity and multiculturalism. Qualifications: ALA-accredited Master's degree required; management/ supervisory experience; experience with library computer applications; experience with an ILS circulation module, preferred; proven ability to work with multi-cultural staff and clientele. The position is available October 1, 2000. The review of applications will begin immediately and continue until the position is filled. To apply, candidates should send a letter of interest addressing qualifications; resume; and the names, addresses, e-mail addresses and phone numbers of three references to: Beth Hansen Shaw, Chair; Head of Access Services Search Committee; University Library; Governors State University, University Park, IL 60466.

If you would like more information about the University, please visit our Web site at: www.govst.edu

Governors
State
University

UNIVERSITY PARK, IL 60466-0975

AA/EOE

COMMUNITY COLLEGES OF SPOKANE

SPOKANE FALLS COMMUNITY COLLEGE

VICE PRESIDENT OF STUDENT SUCCESS

Responsible for the overall operation and management of all student services including the following area: admissions/registration, assessment and testing, counseling, career center, academic standards, disability student services, academic advising, workforce development services, financial aid, placement and veterans services, international student services, student funded programs/special projects/student government, multicultural student services, student retention services, student employment, and enrollment management. Develop and administer an annual budget to address college programs and goals; supervise classified staff, professional exempt and administrations in student services; responsible for the counseling department including selection, tenure review, contract, evaluation, and supervision. A master's degree and three years of successful, relevant administrative experience in higher education, including fiscal management. Doctorate; successful experience working in a multi-college district; and three years of successful teaching in an institution of higher education desirable. $83,000 annually. Anticipated date of employment is January 2, 2001. Closes September 29, 2000.

DEAN OF BUSINESS, COMPUTING, MATHEMATICS, AND SCIENCE

Administer, supervise, and provide leadership for faculty and staff in accounting, economics, fashion merchandising, business management, computing software applications, real estate, small business management, office technology, engineering, physics, chemistry, astronomy, geology, biology, ecology, anatomy and physiology, aviation, mathematics, computer science, and information systems. Successful candidate will manage the annual budget of approximately $2.6 million for the division; provide leadership to approximately 100 full and part-time faculty and staff; provide direction and advise on program and curriculum development. A master's degree in one area of the supervised instructional areas; three years of successful teaching experience in a community college; and current or recent community college leadership or management experience. Demonstrated abilities in the following areas: working with people of various ethnic backgrounds; providing creative leadership; working effectively by consensus; processing effective human relations/interpersonal skills; developing student learning outcomes and assessment for courses, programs, and degrees; developing and/or using interdisciplinary studies in the college curriculum; and developing and using technology for teaching and learning; and knowledge of and experience with Carl Perkins and Tech Prep desirable. $72,100 annually. Anticipated date of employment is January 2, 2001. Closes September 22, 2000.

For position details, qualification requirements, and official application, contact **Human Resources Office, Community Colleges of Spokane, 2000 N. Greene Street, Spokane, WA 99217-5499 at (509)533-7429, TDD (509)533-7466** or access our Website at **http://ccs.spokane.cc.wa.us.**

AA/EOE

IPFW

INDIANA UNIVERSITY • PURDUE UNIVERSITY • FORT WAYNE

Advisor/Coordinator of Support Services for Students of Color for Office of Multicultural Services.

Indiana University-Purdue University Fort Wayne (IPFW) invites applications for the position of Advisor/Coordinator of Support Services for Students of Color for the Office of Multicultural Services. The Advisor/Coordinator is responsible for providing support services and programs for students of color at IPFW, including the evaluation of such efforts, tracking of student progress, and coordination of outreach programs for students of color in area high schools and urban community centers. Candidates must have a minimum of a bachelors' degree in behavioral sciences, education, or a related field (masters' degree preferred), and two years of related work experience, preferably in an educational setting. Fluency in Spanish is required.

Complete applications must include a letter of interest, resume, and names, addresses, and telephone numbers of three references. All communications should be sent to: Ms. Danielle Pilkin, IPFW, Walb Memorial Student Union, Room 118, Fort Wayne, In 46805-1499. Screening of applicants will begin immediately and will continue until the position is filled.

IPFW IS AN AFFIRMATIVE ACTION/ EQUAL OPPORTUNITY UNIVERSITY.

COLUMBIA UNIVERSITY

MAILMAN SCHOOL OF PUBLIC HEALTH

DIRECTOR OF ADMISSIONS AND FINANCIAL AID

Reporting to the Dean of Students and as a member of her senior staff, the Director will provide leadership and supervision for the admissions and financial aid functions for the Mailman School of Public Health (MSPH), at Columbia University. The MSPH is one of five top schools of public health in the country and is located at the Health Science Campus of Columbia University in New York City. Currently, the school has 650 enrolled masters and doctoral students, and admits 325 new students each year.

The Director will work with each of 6 academic divisions covering 19 academic tracks and 11 dual degree programs, and the faculty Admissions Committee to plan, develop and implement a national recruitment plans that result in diverse and intellectually rich applicant pools for the MPH, MS, DrPH and PhD degree programs as well as several certificate programs for public health professionals that are being developed. It is anticipated that the Director will develop admissions publications and other recruitment materials and hire a recruiter to facilitate outreach/marketing. The Director will supervise two strong professionals, the Assistant Director of Admissions and the Assistant Director of Financial Aid and their staffs, to manage an efficient and effective need-blind admissions process and a complex need-based financial aid award process, which result in the enrollment of a talented and diverse student body. Finally, the Director is expected to make policy recommendations for recruitment, admissions and financial aid.

The ideal candidate will have: a master's degree or higher; 3 to 5 years of progressive experience in and technical knowledge of admissions and financial aid in a selective environment; familiarity with admissions/financial aid computer applications; a record of achievement that includes evidence of successful planning, creative problem solving, superb interpersonal skills, and effective senior level management; and will be bilingual (Spanish).

The position is available immediately; the Search Committee will start to review applications on September 19. Salary and benefits, including a generous tuition benefit, are commensurate with experience. Inquiries, nominations, letters of intent and resumes may be sent to:

Ngina Lythcott, Dr.P.H.
Dean of Students
Mailman School of Public Health
Columbia University
NYC, NY 10032

SYRACUSE UNIVERSITY • FOUNDED A.D. 1870

The Department of Religion at Syracuse University invites applications for a tenure-track position as Assistant Professor beginning in Fall 2001, with a specialization in Christianity (e.g., history, thought, culture; time period: 15th-19th centuries; geographical area open). Ability to teach a large undergraduate course in Christianity is required. Candidates are expected to have knowledge of methodological and theoretical approaches to the study of religion and a willingness to engage in the interdisciplinary and comparative commitments of the department, whose focus is on the interdependence of religion and culture broadly conceived. Candidates should have a Ph.D. or be planning to complete before September 2001. Send letter of application, c.v., graduate transcripts, and three letters of recommendation to:

Prof. Patricia Cox Miller
Chair of the Search Committee
Department of Religion
501 Hall of Languages, Syracuse University
Syracuse, NY 13244-1170

Applications reviewed starting **November 1, 2000** and will continue until appointment is made.

http://syllabus.syr.edu/rel/homepage/main.htm

Syracuse University is an Affirmative Action/ Equal Opportunity Employer.

EDUCATION

MERCY COLLEGE

Director, Center for Learning & Assessment Services

Master's degree required + 5 yrs exp. in academic support services.

Asst. Director, Center for Learning & Assessment Services

Bachelor's degree required,
Master's preferred + 2 yrs exp in academic support services.

Academic Advisors, Bronx & Dobbs Ferry

Master's degree in counseling or related field. Bilingual Spanish a plus. Excellent salary & benefits. Please send/fax cover letter & resume, indicating position of interest to 914-674-7578 or call 914-674-7318.

Equal Opportunity Employer

Knox College

Business Office
Galesburg, Illinois 61401-4999

ADMISSION COUNSELOR

Knox College, one of the nation's forty "Colleges That Change Lives," seeks a highly motivated, dynamic professional as an admission counselor. The successful candidate will implement recruitment strategies for an assigned geographic market, will coordinate our on-campus open house programs throughout the year, and supervise our overnight student host program.

A strong academic background, exceptional oral and written communication abilities, an outgoing personality, effective organizational and computer skills, an interest in working with persons of varied cultural backgrounds, and a commitment to liberal education are required. Candidates must be willing to work long hours, including evenings and weekends. Prior experience in working with the African-American or Latino communities is preferred.

To apply, submit a letter of application, resume, writing sample, and the names of three references to **Paul Steenis, Director of Admission, Knox College, Galesburg, Illinois 61401.** Review of applications will begin immediately and continue until the position is filled.

Knox College is an equal opportunity/affirmative action employer. In keeping with its 163-year commitment to equal rights, Knox particularly welcomes applications from women and members of underrepresented groups.

DeAnza College

De Anza College, located in Cupertino, California continues to "Build on it's Tradition of Excellence", and is currently seeking qualified individuals to assist in fulfilling this mission.

Disabled Student Program & Services Counselor

Under the direction of the Dean of Special Education, provide DSP&S counseling services to students with disabilites including educational accomodations, developing student education plans and monitoring student progress to ensure retention and student success.

International Student Counselor

Provide general counseling services to our International Student population. Provide academic, personal and career counsling services. Participate in recrutiment and outreach programs and provide detailed counseling related to resolution of complex issues pertaining to immigration law.

World History Instructor

Provide classroom instruction in World History, Asian History, African History, and Latin History. A critical understanding of western and non-western perspectives in global or world history and a sensitivity for cultural and gender differences is essential. Some interdisciplinary teaching and/or team teaching is expected.

De Anza College serves nearly 25,000 students per quarter and is the top transfer institution in California. More than half of De Anza students are enrolled in one of 26 careers or technical programs which include 148 options.

All faculty positions require a Master's degree or the equivalent.

For applications visit our web site:
http://wwwfh.fhda.edu/district/hr/employment.html
or contact:
Employment Services,
(650)949-6217
12345 El Monte Road
Los Altos Hills, CA 94022
employment@fhda.edu
AA/EOE

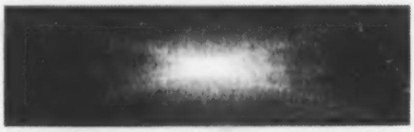
Assistant Professor/ Psychology

We are seeking candidates with interests in social and international psychology to fill this tenure-track position beginning September 2001. Candidates should have scholarly/teaching interests regarding the impact of technology on society. Candidates should demonstrate a clear commitment to field-based learning and qualitative research. Should have completed or be near completion of a doctorate degree and demonstrate a strong commitment to scholarly research and publication. Will also provide service to the Behavioral Sciences Department and the College. Candidates must be able to collaborate with business faculty in scholarship/ teaching regarding the social implications of technology. Upon receipt of resumes, applicants will be sent letters of acknowledgement informing them of the anticipated time frame for recruiting.

Please forward your CV and supporting materials to: **Gregory Hall**
Associate Dean of the
Undergraduate College
Bentley College
175 Forest Street,
Waltham, MA
02452-4705
email:
ghall@bentley.edu

BENTLEY COLLEGE

Bentley College is an equal opportunity employer building strength through diversity.



EDUCATION

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THE LATINO STRUGGLE CONTINUES

Dr. Carlos Muñoz, Jr., professor, Department of Ethnic Studies, UC-Berkeley, received the 1999 Scholar of the Year award from the National Association of Chicana and Chicano Studies.

The University of California earlier this year announced an increase in applications by students of color. The report touted the numbers as proof positive that campus diversity has not been harmed by Proposition 209 or the official UC policy barring race or gender as factors in admissions decisions. The University of Texas likewise has been trumpeting a slight increase in Latino admissions since the end of affirmative action in Texas. In Florida, Governor Jeb Bush successfully rammed through the proposal to eliminate affirmative action in that state's university system, no doubt pointing to the success of his brother's state university in surviving its demise.

These developments are contributing to the false message that all is well and that Latinos and African Americans in particular will not have any trouble getting equal opportunity for access to higher education. This is an incredibly misleading message.

An honest look at the real numbers shows that the UC system is rapidly becoming a bastion of middle-class and upper-class whites in both the student body and the faculty–with serious social repercussions. (The glaring exception is the Berkeley campus, where I teach, which now has more Asian students than white.)

In 1999, only two African American students were among the class of nearly 300 at UCLA School of Law. In the fall of 1999, Blacks, Latinos, and American Indians made up 13.6 percent of freshman enrollment at Berkeley; in 1997, prior to Prop. 209 or UC's "race-blind" policy going into effect, that number was 21.5 percent. Overall, more than 82 percent of UC's tenured faculty is white, although nearly 13 percent of doctorates awarded in 1996–3,542 out of 27,741–went to minorities.

These numbers are not a result of a limited pool of qualified applicants of color. More and more students and professors of color are asking: Why should I come to a place that does not want me?

The vanishing diversity on campus is a direct consequence of the attack on affirmative action. But the harm has not ended there. Students of color aren't the only ones feeling unwelcome and stigmatized. As a professor in an Ethnic Studies Department, the results of anti-affirmative action attacks are palpable to me. The validity and legitimacy of the discipline have been undermined by the same thinking, the same rhetoric, even the same individuals who spearheaded the anti-affirmative action movement.

Last year, my department staggered from a $300,000 budget cut that threatened to eliminate nearly 60 percent of the department's academic offerings. This crisis was simply another piece of a pattern of insidious neglect, with no new hiring or replacement of faculty. Student demonstrations were important in temporarily halting the attacks on the department. But those attacks created the unwelcome environment that has led to the loss of several professors and made the students who choose to major in ethnic studies feel as though their academic achievements are not viewed by the University as legitimate scholarly accomplishment.

It's difficult to feel otherwise when members of the Board of Regents show public contempt for these studies.

UC Regent Ward Connerly wrote in a 1997 letter to President Clinton, "It is the academicians who have been using race in an obscene manner that's now coming to light....It is the academicians who gave birth to...the proliferation of ethnic studies programs which sometimes amount to segregated curricula." What Connerly ignores is that students who enroll in ethnic studies courses are a diverse group. One of my own courses, Ethnic Studies 41, has had enrollment ranging from 400 to 700 over the years. The majority of students have been white and Asian.

People of color make up 52 percent of California's population. Nationwide, 30 percent. By the middle of the 21st century, they will be 60 to 70 percent in California and up to 46 percent nationwide. By then, Latinos are destined to become the majority people of color in the nation. If we continue to segregate our public educational institutions, continue to fail to educate the next generations of teachers, doctors, lawyers, and engineers in how to function in an increasingly diverse society, we risk creating a culture in which racial misunderstanding and conflict flourish, devouring hard-won advances of all people of color, and undermining the emergence of an authentic multiracial democracy.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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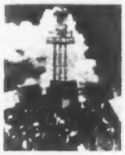

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PUBLISHER
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Vice President
Chief Operating Officer
Orlando López-Isa

Editor
Adalyn Hixson

Executive Editor
Mari Carmen Sarracent

Senior Editor
Mia Anderson

News Desk Editor
Jason Paneque

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CONTRIBUTORS: Inés Pinto Alicea, Roger Deitz, Amalia Duarte, Patsy Feliciano, Marilyn Gilroy, Adalyn Hixson, Nick Isenberg, Gustavo Mellander, Angela Provitera McGlynn, Mark Saad Saka, Mari Carmen Sarracent, Jeff Simmons

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**
The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652
All correspondence should include author's full name, address, and phone number.

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A CAPITOL VIEW

At Last: Higher Education Opportunities for Washingtonians

BY GUSTAVO A. MELLANDER

Washington, D. C., is a highly charged, action-oriented city. Part of that vitality comes from the variety of world-famous colleges and universities located within the District of Columbia. Students and scholars flock to them from all over the world.

All but one of those institutions is a private/independent one. Given the precarious financial realities of private higher education, and being the magnets they are for top-rated faculty, they are also very expensive. One result is that many local high school graduates can not afford to go to college in the city where they graduated.

No community colleges exist here either, not even one. The University of the District of Columbia has a rather limited curriculum, and ongoing financial difficulties for many years have not made it the first place high school graduates aspire to attend. If they go to the University of Maryland or George Mason University, both within commuting distance from D.C., they have to pay very high out-of-state tuition rates. Some public colleges in other states charge nonresident students four times the tuition paid by their state residents.

In short, D.C. residents have far less affordable higher education opportunities than do their counterparts in any other city in the U.S. Those are among the unique realities in "taxation without representation" Washington not shared by citizens in any of the fifty states. But that is now changing.

The District of Columbia College Access Act of 1999

This new law attempts to level the playing field for the young people of the District. It will help many a D.C. youngster to dare to dream, including a large and growing Hispanic population.

Henceforth, high school graduates will have an opportunity to attend a variety of affordable public colleges and universities, just as residents of the 50 states now have. Lack of financial resources can be a significant roadblock to entering and completing college. This program is a boon for D.C.'s poorest residents.

Residents who graduated from high school on or after January 1, 1998, and are enrolled at least half time in an undergraduate program, are eligible for tuition assistance. The awarding of the first tuition subsidies began in the summer; it is bound to grow in the years ahead.

This act not only improves access to higher education for D.C. students nationwide; it also authorizes federal financial support for the University of the District of Columbia.

Bipartisan support for this initiative included such leaders as the Secretary of Education Richard Riley, Mayor Anthony Williams, Delegate Eleanor Holmes-Norton, and Republican Congressman Tom Davis.

Highlights of the Act

In-State Tuition at Public Universities. The program will pay the difference between in-state and out-of-state tuition for D.C. residents who attend public colleges and universities anywhere in the country. Each student can receive up to $10,000 per year and up to $50,000 over a lifetime.

Scholarships for Local Private Universities. Washington residents who attend private colleges in the D.C. area and private Historically Black Colleges and Universities throughout Maryland and Virginia can receive scholarships of up to $2,500 per year or $12,500 over a lifetime.

Support for the University of the District of Columbia. This act provides federal funding to the city's only public institution of higher education, which should ensure that D.C. residents who choose to attend UDC will receive a solid education.

Material Benefits

Thousands of economically disadvantaged students will be able to go to college. They will learn–more than they will realize–for many a year. But there are also material benefits of going to college.

Recent government figures estimate that an investment in college earns a 12 percent return, nearly twice the historical average of the stock market. College graduates can expect to earn $600,000 more over a lifetime than can high school graduates. Young men with a bachelor's degree earned 150 percent the salary of their peers with no more than a high school diploma in 1998. Women with a college degree earned twice as much as female high school graduates.

Truman and Clinton

Since the days of President Harry S Truman and his unflinching support for the G.I. Bill of Rights and for establishing community colleges nationwide, there has been a growing federal investment in education. Every president, each in his own fashion, has supported and expanded that effort.

Clinton believes in education for all. He has displayed a commitment to opening the doors of college to all Americans. Financial aid (including tax relief for college) has more than doubled, from $25 billion in FY1993 to nearly $60 billion in FY2000. This is the largest investment in higher education since the G.I. Bill.

The Hope Scholarship and Lifetime Learning tax credits will provide more than $7 billion in higher education tax relief to 10 million families this year. Student loan reforms, including Direct Student Loans, have saved students $9 billion and taxpayers $6 billion. Larger Pell grants, new opportunities to earn money for college through work-study and national service, and new and expanded efforts to help at-risk youth prepare for college through TRIO and GEAR-UP, are also broadening access to college.

The Future

It might be fanciful and foolhardy, but it is pleasant to imagine that the day will come when the fields of higher education will really be level for all. The day when students can attend any college that accepts them without having to pay out-of-state tuition. The day when what or where to study is predicated not on students' economic resources but on their ability to succeed.

Dr. Mellander is a professor at George Mason University.

HO: In the beginning....

BY
MARILYN GILROY

> *"The introduction of the magazine could not have been timelier. Hispanics were experiencing unprecedented population growth, and affirmative action was still the law of the land."*

MARILYN GILROY, PROFESSOR OF COMMUNICATION ARTS AT BERGEN COMMUNITY COLLEGE AND A REGULAR CONTRIBUTOR TO *HO*.

Experts in the world of magazine publishing say that to be successful in this field, you must find an untapped market niche where the demographics are increasing and give readers information that they can't find anywhere else. Easier said than done, as the axiom goes. The truth is, there is no simple formula for finding the right mix of editorial content, subscribers, and advertising revenue that makes a new publication survive and thrive. In fact, very few magazines last more than five years because they simply run out of money before they can turn a profit. Some fall victim to competition; for example, five years ago, there were at least 20 major publications focusing on computers. That number has dwindled to four or five that dominate the industry's readership.

Which is exactly why the tenth anniversary of *The Hispanic Outlook* is so remarkable. Its story began in 1990, when José López-Isa, then president of Bergen Community College in Paramus, New Jersey, decided that the voice of Hispanics in higher education needed to grow stronger and to have its own forum for providing thoughtful commentary on higher education issues.

The introduction of the magazine could not have been timelier. Hispanics were experiencing unprecedented population growth, and affirmative action was still the law of the land. The publication seemed to be an ideal vehicle for highlighting the contributions and accomplishments of the growing numbers of Hispanic students, faculty, and administrators while provoking discussion and debate on policies and programs affecting this population segment.

Advantageous timing aside, it

José López-Isa

was still a struggle to find editorial and production staff as well the advertiser support it takes to start a magazine and keep it on its feet. There were several years of experimenting with features, layout, and marketing strategies.

However, this story has a happy ending. It is with pride and pleasure that we note that *Outlook* has been enthusiastically embraced by the higher education community and has become a phenomenon of its own. Its success can be attributed to finding the right balance between covering and analyzing issues of importance to Hispanics while trying to accent positive achievements made by individuals at campuses across the country.

Some of the magazine's early features still appear on a regular basis. The "*Outlook* on Washington" column has provided timely information on national education initiatives and reports on progress in the legislative and administrative branches of government. "People, Places and Publications," one of the most popular features in the '90s and now, has been greatly expanded, in part through the efforts of news editor Jason Paneque. Other segments, like the ¡Punto Final! "think pieces," have been added in the last few years. Of course, there is the always popular and controversial ranking of colleges and universities that represent the Best Colleges for Hispanics, a feature inspired by the annual academic rankings in *U.S. News & World Report*.

Another indication of the magazine's success is that the audience has increased measurably and includes a broader readership that transcends any one group. In addition, education officials and even politicians often quote *HO* as a source in policy speeches. As a compliment from its peers, our articles are reprinted with permission in other journals.

Although I have not been editor for several years now, I am a regular contributor, and I have kept a watchful eye on the magazine's direction. Having been associated with *The Hispanic Outlook* family for nine years, I have given a lot of thought to its growth and success.

Here, in random order, are the ten things I am most proud of in my years at *HO*:

Mia Anderson, Senior Editor

Outlook *has been enthusiastically embraced by the higher education community and has become a phenomenon of its own.*

1. Contributing to the critical national dialogue on how to ensure opportunities for Hispanics.

All segments of higher education have an important stake in our nation's future by helping minorities succeed and getting them through the undergraduate and graduate pipeline. In 1996, President Clinton's Advisory Commission on Educational Excellence for Hispanic Americans laid out the challenges and the pressing need for action in *Our Nation on the Fault Line: Hispanic American Education*. We must continue to use this as a blueprint and enact other recommendations that have come from concerned researchers and advocates who fight for equal access to education.

2. Providing a forum for those who had newsworthy stories to tell.

Institutions of higher education want to get the good news out about people and programs that are succeeding. We are proud to do frequent stories about exemplary projects and highlight ordinary individuals who overcame odds and did some extraordinary things. In the early '90s, our pioneer profile segment presented interviews with leaders such as Eduardo Padrón, María Vallejo, and Ruth Burgos Sasscer. "The Honor Roll" became a regular feature profiling a college or university offering outstanding service to Hispanics.

3. Working with the publisher, José López-Isa.

He had a vision of how *HO* could contribute to the image and success of Hispanics in higher education. When he asked me to consider assuming the role of editor, I was hesitant because I wasn't Hispanic, but he said he needed a journalist and someone who knew about education, so I accepted. I am so glad that I did because as I wrote and edited, I became a better journalist and reached a deeper understanding of some of the most critical educational issues of our time.

4. Watching a talented group of production and advertising staff shape the artistic direction and ad mix of the magazine.

Let's face it–the magazine's concept was sound, but it had to look good, and it had to succeed financially. Sometimes the staff worked long, hard hours at times when colleges were reluctant to commit precious advertising dollars to a then-unknown magazine. *HO*'s production budget did not have a lot of room for elaborate and colorful graphics–so only a two-color format. Eventually, all of the hard work and faith paid off, with the help of some creativity from Suzanne López-Isa in public relations and the steady hand of Orlando López-Isa in accounting.

5. Providing opportunities for talented writers and journalists of all ages and backgrounds.

HO worked with both "seasoned" and younger writers from all over the country. Since we are based in the New York City area, we have found knowledgeable journalists who provided lively coverage of the CUNY debate on remedial education, for example, and the controversies involving the public schools. *HO* also sponsored paid internships in every phase of the magazine's editorial and production functions for local college students. Some of these students became full-time employees at the magazine.

6. Working with dynamic editors, who include Amalia Du[illegible] Adalyn Hixson, and Mari Carmen Sarracent.

Each editor faced the challenge of contributing something unique to the magazine by trying to keep it growing and vital while maintaining a fresh perspective. All of them took the content forward in terms of quality, breadth of coverage, and layout. Senior Editor Mia Anderson, who has been with the magazine since the beginning, has used her unparalleled editing skills to make sure our punctuation and grammar are correct and that our language is non-sexist and non-racist.

7. Staying on to write for the magazine after my stewardship as editor.

Even though I have worked for newspapers and am a professor of journalism, there is nothing like practicing the craft of writing to keep skills up to date. I have had lots of help from public relations directors at colleges and universities who respond enthusiastically to our requests for information.

8. Watching the readership broaden.

HO started with a readership concentrated on the East and West Coasts and in Florida. We now have subscribers in every state, and we get letters and feedback from college presidents, faculty members, and many heads of nonprofit organizations who are reading the magazine for ideas and coverage of important issues.

9. Interviewing some wonderful, dedicated, and talented individuals who are passionate about the need to help minorities reach their potential and find opportunities through education.

The list includes college presidents, professors, and board members as well as writers, artists, athletes, judges, lawyers, entertainers, and leaders of foundations and professional organizations who have appeared in *HO* during the last 10 years.

10. Beating out the competition.

Although some organizations tried to launch "copycat" publications (as they are known in the industry), ***Outlook*** remains the No. 1 professional publication for and about Hispanics in higher education.

Happy Anniversary to *The Hispanic Outlook*!

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The Department of Civil and Environmental Engineering at UC Davis invites applications and nominations for a tenure-track position in environmental engineering with specialization in biological systems and treatment. The position is open at Assistant and Associate Professor levels. Requirements include a doctorate in engineering and a demonstrated record of success in, or evidence of outstanding potential for, both teaching and building a vigorous independent research program. The successful candidate will have a strong background and interest in water and wastewater quality and applying advances in the biological sciences to process design.

Areas of special interest include, but are not limited to, microbial ecology, application of molecular tools, public health, and non-point source pollution. Experience with municipal wastewater or water treatment plants and formal training in computational methods is desirable. She/he will join departmental colleagues in teaching undergraduate courses in environmental engineering and graduate courses related to water and wastewater treatment as well as biological systems.

To be assured of consideration, applications must be submitted by October 2, 2000. Applicants should submit a complete resumé, including a statement of teaching and research interests, transcripts, a list of relevant professional experience and publications, and the name, mailing address, telephone number, and e-mail address of three references to:

Jeannie L. Darby, Professor
Department of Civil and Environmental Engineering
University of California
One Shields Avenue
Davis, CA 95616-5294

E-mail inquiries may be addressed to **jdarby@ucdavis.edu**
Information about the department can be found at **http://cee.engr.ucdavis.edu/**

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Director,
Office of Campus Relations
STANFORD UNIVERSITY

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Address correspondence to **Lori Kohara, Assistant to the Executive Director, Human Resources, 651 Serra Street, Stanford CA 94305-6210.** Applications should be received by October 15, 2000. (Note: This is not an academic position and therefore appointment is not tied to the academic year.)

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"A Small Investment, A Lot of Courage, and a Great Effort"

A Founding Partner Steps up to the Microphone

BY ADALYN HIXSON

Orlando López-Isa

This being the 10th anniversary, one largely unsung founder of the magazine, Orlando López-Isa, has agreed to talk, for the record, about The Hispanic Outlook in Higher Education.

"It was very difficult. The magazine was very, very small–only a few pages, a few articles, and very few ads. But we decided that we are going to keep the magazine alive." Orlando López-Isa, chief operating officer and VP of *The Hispanic Outlook in Higher Education*, is talking to me about the early days of the magazine.

The very first issue, January 1990, kicked off with renowned science fiction author and futurist Isaac Asimov writing on the emergence of Latin America and the importance of bilingualism, sociologist Marta Tienda on immigration trends and educational opportunities for Hispanics, and José López-Isa on the future of community colleges.

Now, ten years later, *HO* averages 70 pages, more like 100 many months, comes out every two weeks, and is read from coast to coast.

I ask Orlando what generated his interest in higher education. He tells me it's a family thing. His mother, Blanca, worked very hard at many jobs "all her life" to be sure that her three sons, Orlando, José, and Hector, got a good education. And in the early days of *HO*, when she was in her 80s, "she would come in to stuff envelopes. She was very happy, working with the family."

"My father was Secretary of Education in Cuba, my brother José, an educator all his life, and we understand the importance of education. It comes naturally that all of our children went to college, and I wish that all children can always dream of going to college and go to college."

The Conception

A decade ago, José López-Isa, then president of Bergen Community College, invited Orlando and some colleagues to his office, not citing the reason. He tells them he has an idea, and wants their opinion. That idea is to publish a magazine. There are existing magazines about higher education, he says, but nothing to reflect the Hispanic concerns. He wants to start such a magazine.

"I had no prior inkling," says Orlando. Nor did he know anything about publishing. "But I thought it was a very good idea. I liked it from the beginning."

"And my brother José said, 'Maybe you can get involved in this venture on a part-time basis.'"

Getting Started

"Step number one was like starting any business," says Orlando. "Where is the money going to come from? And what kind of staffing would get us started?

"We decided that maybe with a small investment, a lot of courage, and a great effort, we could start a magazine.

"My brother asked me to prepare a budget. Of course, I knew how to prepare a budget." Orlando was, after all, comptroller of a shipping business, with a master's degree in business administration. "But I didn't know much about the magazine business."

They ran out of money very quickly and said, "Now what?"

His willingness to leap into such a venture is a tribute to the trust and loyalty shared by these brothers, and to their incredible, admirable sense of mission.

"We had to either invest more money or get credit," says Orlando. But there was no either/or about it. They had to do both–dig deeper into their personal pockets AND go to the bank.

"It was not easy; it was impossible!" says Orlando. "The credit we got from the bank was on personal guarantees–because it was a business that was starting, we had no experience of any kind, and the banks will never extend credit to a business in that situation.

"At that point I realized that this could not be done on a part-time basis.

"I decided to quit my job and dedicate myself full-time to the magazine. I took the chance, working very hard with my brother José and other people who helped us at the beginning–Castor Maldonado, a longtime friend of José's–he did not have much experience in the business, but also liked the idea."

José, as a college president, was busy with college business all day while Orlando worked on launching the magazine. After five, the two would meet, sometimes with others, to discuss what was happening. "And that almost always extended to eight or nine at night."

Month to Month

"We were living month to month. At the end of every month, we evaluated the situation and decided...well...things are beginning to turn around, people are beginning to know us. They know that it is a magazine for real."

What was it like, I ask, to go home and tell your spouse you are quitting your job to launch a magazine?

"At the beginning," he says, "Suzanne was not too happy. But then she realized that I really liked what I was doing."

"Thank God my wife was working!" And earning a good living, he says, and that was of great help. It was "a few years," probably an understatement, I'm thinking, before he got a payment of any kind for his work on the magazine.

"But although I was working full-time for the magazine, being an accountant was my career, and I was able to do certain work that also gave me an income. But it was scary."

It surprises me to hear him use the word "scary." Actually, I'm astonished by his tale. The Orlando López-Isa I know seems unflappable, the suave diplomat, immaculately groomed and attired. His papers, his desk and surroundings feng shuied to a fare-thee-well. Even on the alas unrare occasion of the uncaught typo, steam might escape his ears, but his aplomb is intact.

I strain to imagine him thriving amid the chaos that surely prevailed at the magazine's beginnings. Perhaps his innate sense of order reassured and sustained those around him. Whatever his state of mind, his willingness to leap into such a venture is a tribute to the trust and loyalty shared by these brothers, and to their incredible, admirable sense of mission.

Expenses, Expenses

"In the early 1990s," says Orlando, "we were projecting that it would take maybe two more years to establish the magazine and to be able to break even. The reality was that it took longer." Not until early 1996 could Orlando project that by year-end, *HO* would probably break even.

"With that in mind, my brother José thought, if we are going to break even, maybe we should think of expanding the magazine, adding new sections. It is too small.

"As you expand the magazine, everything becomes more expensive. And as the magazine's subscribers grew, and as the magazine got longer and heavier, the cost of mailing went up up up.

"And thank God for whoever created the great idea of leasing equipment, because you need a lot of equipment for a magazine!

"When we started the magazine, there were 12 issues a year." And for some years now, every two weeks.

It was 1997 when they finally said, "Okay, now we can have a magazine that looks like a magazine."

A New Member

"You asked me if it was tough on my wife, Suzanne, that I spent many, many hours working with the magazine [E.N.: for no pay], and I say no. The fact is that she got so enthusiastic about the magazine that she started helping us on a voluntary basis, and I realized that she was a hard worker, and she liked the idea of the magazine. I thought that she could be a good for the magazine

"I asked her if she wanted to join the magazine on a permanent basis. And she has been a tremendous force–probably one of the main reasons for the success of the magazine. She started just helping out, and all of a sudden, she was doing everything.

"She got involved in the layout, and in choosing ideas for articles. The opinion feature–¡Punto Final!–was her idea, and she made it happen. A colleague at the University of South Florida, "commented on how well the magazine was doing, and how nice it looked, and congratulated Suzanne on the good job she was doing. I was very happy and proud."

"Suzanne works here now harder than I do. And she is managing the editorial part and is doing a wonderful job.

"Today, she is the heart of *The Hispanic Outlook* magazine."

Reaching Out

"From the beginning, we attended different conferences, the American Council on Education, HACU, American Association of Higher Ed. We set up a booth, and gave away the magazines. That helped us a lot. We met a lot of people, we made many good friends, and in the long run, it helped us get *HO* established. People we met were willing to help us by writing for the magazine, and trying to get their institutions to subscribe.

It was expensive, but it was very helpful; we met a lot of people. In the long run, it helped us to get *HO* established. So it was good.

"I have enjoyed so much attending all these conferences–meeting presidents and administrators and professors. It really touches me, the tremendous effort that they put into their careers, their professions, how dedicated they are.

"I have made many friends, and it is very rewarding when they offer their support. They are happy to see you, and always offer a word of encouragement."

Avo Derbalian, art director and production manager and Marco Morillo, graphic designer

Advertisers

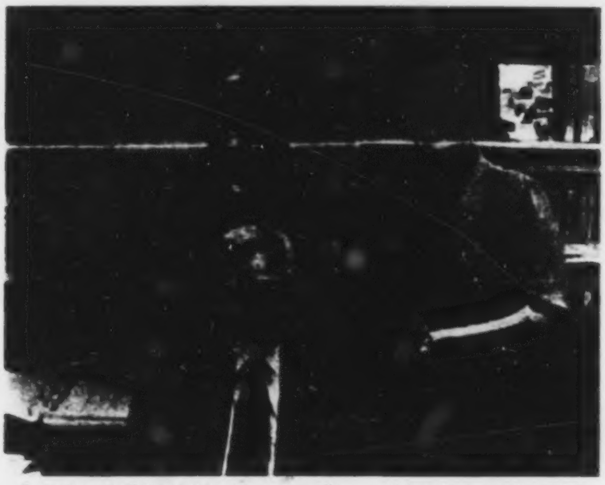
"From the beginning, we got great support, from the college presidents in the state of N.J."

The first ad, he recalls, came from what is now New Jersey City University, in Jersey City, one of the most diversely peopled areas of densely populated northern N.J., and a city with a long-standing Hispanic population. Other early advertisers included N.J.'s William Paterson and Kean colleges, both now universities.

"Pretty soon," says Orlando, "schools in California and Texas and Arizona. And almost from the beginning, we received great support from universities in New England. I don't know why. Maybe because they have liberal ideas, and they do believe in affirmative action."

The Highs, the Lows

The joyful part, says Orlando, is when you finally see the magazine get to the level you want to bring it to, with all the sections you want, and the look you want.



Orlando with Editor Adalyn Hixson and Suzanne López-Isa, managing editor

"We have not fulfilled the dream yet."

And the lows, I ask? An answer is not long coming.

"We have good writers. We have very good editors. And prior to every printing, I sit down and read the magazine. Then when it is printed, I open the first page, and I see a mistake! And I get very upset. But then I look at all the other publications, and I see that they also publish with mistakes, and I think it is unavoidable."

This side of Orlando I already knew. And I knew too the great relief I felt when "closing the issue"–making sure that all corrections had been made, that we had not put the wrong president's picture in the Honor Roll feature, or spelled "professor" with three esses–fell on shoulders other than mine. For to disappoint a man as innately gracious and kind as Orlando López-Isa weighs very heavy on the conscience. And given his post-publication eagle eye, disappointing him at least once a month was pretty much a given.

Ancestors and Heirs

Orlando graduated from the University of Havana–"that was in 1955"–and got a master's in business there too.

"Unfortunately, I could not work in my career in Cuba for a long time because of the changes in 1959, when Fidel Castro took over. Very shortly, I decided to leave and come to this country.

"Things have been very good for me in this country, which is my country. I was 27 years old when I arrived here [with only $100]. I have lived here a lot longer than I lived in Cuba. I consider myself to be an American." He became a U.S. citizen in 1967.

"When I first came, I was living in New York, in uptown Manhattan, and then moved to the Bronx, then to New Jersey. I have fond memories, although they were very, very hard times, the first few years in this country.

"I don't mind the sacrifices, the long hours I

The Hispanic Outlook 1999 Christmas Party

had to work, the struggle with the English language, the cold weather." We laugh about the cold weather. "When I look back and see what I have accomplished, I have no regrets.

"Working hard, always on the job, trying, failing, getting up again, trying again....I am happy that it was hard and now we can see the fruits of the hard work. I don't think that you enjoy things as much if they come easier."

So, I ask, your son Tony didn't get a new car when he graduated?

"No. He got my old car, a Chevy Blazer, eight years old."

Tony, a TV journalist, graduated from the Boston University School of Communications. "I tried to convince him to go into print media," specifically, the magazine, but Tony chose television, and is now a producer at WTVJ, the NBC-owned and operated station in Miami.

Orlando, Jr., an architect in Tampa, earned a master's at the University of Florida-Gainesville. Daughter María, a graduate of the University of Hartford School of Engineering, living in Scottsdale, Ariz., "is the holder of several patents for medical instruments, and for computer chips."

José López-Isa graduated from the University of Havana with an LL.D. and a Ph.D. in philosophy. His daughter Lourdes, a Yale graduate, received a law degree at Harvard and is now general counsel for a group of affiliated investment advisor firms in the Washington, D.C. area. His daughter Marlene, a Cornell graduate, has a pediatric practice in Manhattan.

Hispanic Advances

"The landscape is changing, but very, very slowly. Hispanics are very soon going to be the largest minority, but from there to become a force in higher education is going to take a lot longer."

And if Hispanic teens continue to drop out of high school in such large numbers, "it is going to be even longer. Yes, we are making improvements, but it is still very slow. The number of Hispanic faculty and administrators is very, very small. I hope that in the near future, those numbers improve, but...."

There were some times, he says, when he felt that the magazine wasn't going to make it. "But I thought, this is such a good idea, there is such a need for a magazine like this in higher education, that we **have to make it work.**

"I am very glad that we didn't quit, because now I can look back and say, we did the right thing. Now we have a magazine that can help Hispanics in higher education and that can show the people of this country what Hispanics are doing in higher education."

Down the Road

I ask, are you ever going to retire? "Why?" he answers. "When you enjoy what you are doing, why should you retire?

"When you get a lot of satisfaction in your work–especially a magazine, where you can always see the fruits of your effort. I have a collection of the magazines, from the first issue, and I like to look at them and see how we got through all the years. When you have all those satisfactions, you're not thinking of retiring."

I point out that he **did** retire from working on Sundays, a move forced by a local Blue Law that can get you arrested for working at the office on the Sabbath.

"Yes," he says. "I changed my work schedule to six days a week."

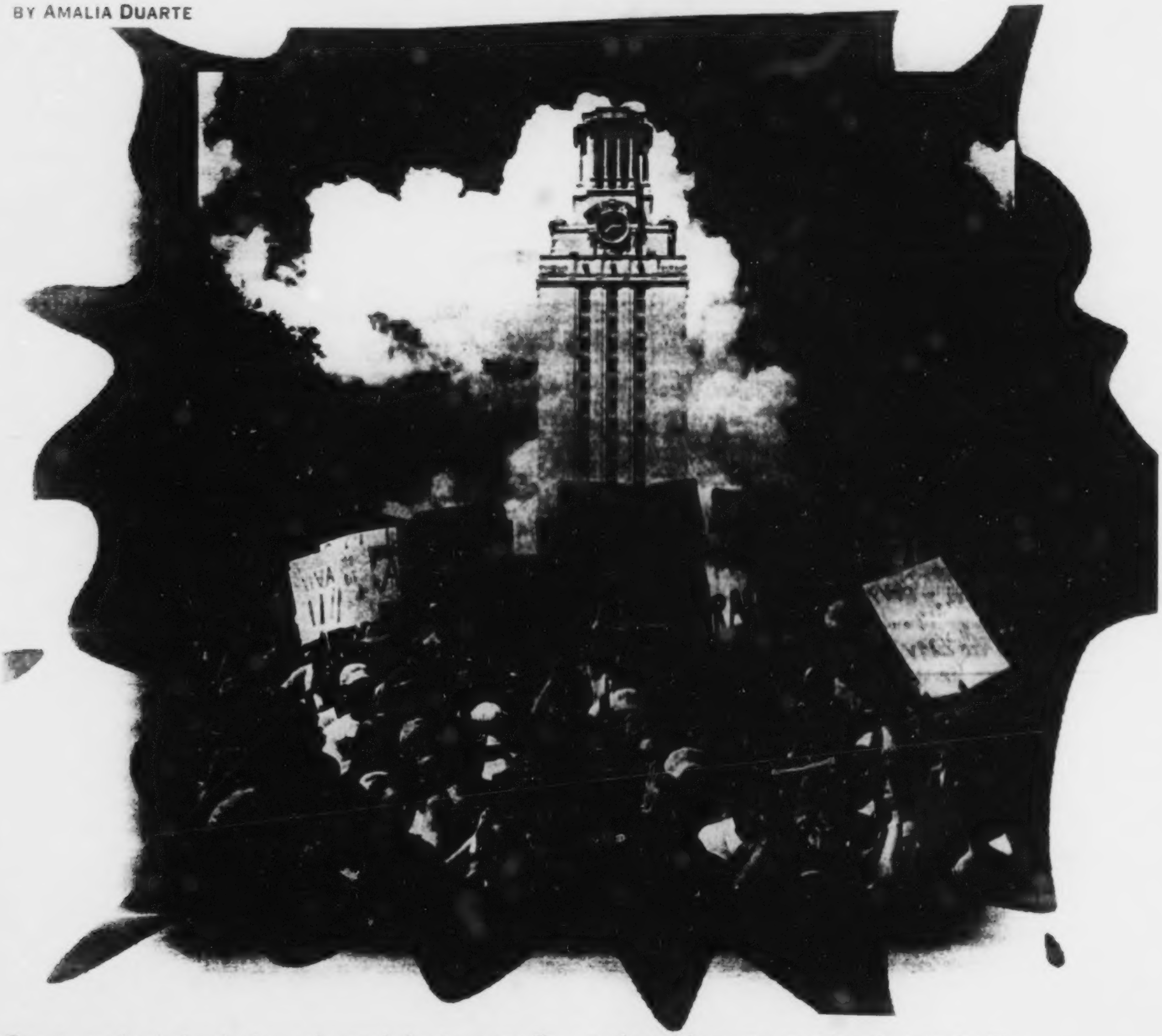
New ventures down the road?

Depends, he laughs, on whether his brother "has any ideas."

A Decade of Disaster for Affirmative Action

Last Rites or Wake-up Call?

BY AMALIA DUARTE



Over the past decade, there has been a clear trend when it comes to affirmative action. In a wave of court decisions, voter referenda, and pieces of legislation, affirmative action has been successfully rolled back. In fact, some would argue it's been virtually drowned in a tsunami of anti-affirmative action sentiment.

The Hispanic Outlook in Higher Education has covered the trend with many articles over the past decade. In June 1995, *HO*'s cover was designed to resemble a tombstone. A gothic-style headline imposed over a black band posed the question, "'Is Affirmative Action Dead?"

Some affirmative action advocates believe that it is now fighting for its life.

"In the '90s, the most significant development in affirmative action has been the all-out efforts to strike it down," said Janell Byrd, senior counsel with the NAACP Legal Defense and Education Fund. "The challenges to affirmative action stand out to me the most."

For supporters of affirmative action, it has been a decade of disaster, from California, where voter referenda attacked civil rights, to Florida, where last year Governor Jeb Bush signed an anti-affirmative action order called the One Florida Plan.

But perhaps the decade's regression on this issue should not come as a surprise. After all, affirmative action has never been on solid ground.

Some History

Its roots date to the 1930s, as a Black and white issue, with the creation of the Committee on Fair Employment Practices and the National Labor Relations Board. The term first was used in the Wagner Act of 1935, authorizing the NLRB to redress unfair labor practices. It wasn't until the 1960s that the phrase "affirmative action" became linked in a broader sense with civil rights. The term was reintroduced in 1961 when President John F. Kennedy signed an executive order stating that federal contractors should take "affirmative action" so that job applicants and employees alike were treated without regard to their race, creed, color, or national origin.

Affirmative action gained a legal foundation with the 1964 Civil Rights Act, which outlawed discrimination in public accommodations and employment. In the 1970s, President Richard Nixon was the first to implement federal policies designed to guarantee minority hiring.

Institutions of higher education were following suit, but a major challenge arose almost immediately. In the 1978 landmark *Bakke* case, a white man sued the University of California board of regents after being rejected by a UC medical school. He contended that separate admissions standards for minority applicants were illegal. But the U.S. Supreme Court ruled that race could be used as a factor in admissions and supported the University's affirmative action program.

> ***"In my view, government can never have a 'compelling interest' in discriminating on the basis of race in order to 'make up' for past racial discrimination in the opposite direction."***
>
> JUSTICE ANTONIN SCALIA,
> U.S. SUPREME COURT

With the ***Bakke*** decision as a guidepost, colleges and universities continued to implement affirmative action efforts that opened the doors of higher education to thousands of minorities and women.

The changes produced by affirmative action were dramatic. In 1984, for example, the student body at the University of California system was 70 percent white, 16 percent Asian, seven percent Hispanic, and 4 percent African American. A decade later, in 1994, the percentage of Hispanic students had doubled to 14 percent, and Asians now comprised 29 percent of the student body. Enrollment of African American students remained steady at four percent. And whites in 1994 were a minority, making up just 40 percent of the student population.

But everything was about to shift. During the Reagan and Bush administrations, the Supreme Court changed dramatically. Five justices were appointed during that time, and they turned the court in a much more conservative direction. During this 12-year Republican era in the White House, Justices Anthony Kennedy, Sandra Day O'Connor, Antonin Scalia, David Souter, and Clarence Thomas all were named to the nation's highest court. Only two on the current court were appointed by Democrats, Justices Ruth Bader Ginsburg and Stephen Bryer.

And this more conservative Supreme Court began voting against affirmative action. In 1989, the court struck down a Richmond, Va., program that reserved 30 percent of city contracts for minorities. By a 6-3 vote, the justices said the U.S. Constitution does not tolerate such blatant racial preferences except in "extreme" instances where they are clearly needed to remedy proven past discrimination.

"We were faced with a hostile court, and the public paradigm shifted from massive resistance to civil rights to challenges to affirmative action," said the NAACP's Byrd. "This country has always had a problem with race and ethnicity and been uncomfortable with efforts to level the playing field."

Subsequently, several of the Court's decisions narrowed the circumstances under which race-based affirmative action programs were allowed. In 1995, the Court let stand a lower-court ruling that found race-based promotions in a Pittsburgh fire department discriminated against white males. That same year, it declined to hear a case in which a scholarship program for African Americans at the University of Maryland was deemed unconstitutional, allowing a lower-court ruling to prevail.

Without question, today's Court views affirmative action in a very different light than does the Court that supported the University of California Regents in *Bakke*. For example, Justice Scalia has stated that race should almost never be a consideration in such matters. In a concurring opinion in one case, he wrote, "In my view, government can never have a 'compelling interest' in discriminating on the basis of race in order to 'make up' for past racial discrimination in the opposite direction."

And conservatives decided to keep whittling away at affirmative action through this much more sympathetic Court. In 1989, an organization called the Center for Individual Rights (CIR) was formed and began taking up cases involving civil rights. CIR states that its "purpose is the defense of individual rights, with particular emphasis on civil rights, freedom of speech, the free exercise of religion, and sexual harassment law." And the group doesn't just look for clients to land in its lap. It advertises free legal representation to deserving clients who cannot otherwise obtain or afford legal counsel and whose individual rights are threatened.

One major victory for this group involved a lawsuit against the University of Texas at Austin brought by Cheryl Hopwood. This young white woman was denied admission in 1992 to the UT-Austin Law School. The Fifth Circuit Court of Appeals found that societal discrimination did not justify a separate admissions track for minorities, and in 1996 the Supreme Court let that ruling stand, effectively outlawing affirmative action programs in the states of Texas, Louisiana, and Mississippi. Subsequently, CIR brought similar lawsuits against the University of Washington's School of Law and the University of Michigan. (Most recently, CIR claimed victory for the Boy Scouts in successfully defending the group's exclusion of a gay scoutmaster.)

And as the Supreme Court turned against affirmative action, so did the court of public opinion. Some would argue that the first volley in this battle began in 1994 with passage of Proposition 187, which denied undocumented immigrants access to public health facilities and schools. It was followed in the summer of 1995 with a University of California board of regents vote to drop affirmative action in admissions and hiring. At the time, the measure's key proponent, Regent Ward Connerly, who is African American, said, "Affirmative action is dead. We are negotiating the burial rites."

And the efforts to kill civil rights programs continued. In 1996, California voters went even further than the regents by passing Proposition 209, which outlawed affirmative action among all state institutions. In 1998, Proposition 227, an anti-bilingual education question, was easily adopted in California.

Some argue these referenda take hold in California because its white residents feel overwhelmed by the exploding immigration from both Latin America and Asia. "Here in California, you have a white population that will soon be a minority," said María Blanco, regional counsel for the Mexican American Legal Defense and Education Fund (MALDEF). "The feeling among whites is that they're losing this state." These referenda, she said, "play into that fear, whereas in other states, such a huge demographic shift will never be a reality."

Amalia Duarte, former editor of **The Hispanic Outlook** magazine, is now a regular contributor of feature articles.
Currently, Amalia is an editor in public relations at Lucent Technologies.

But California wasn't alone in its referendum fever. In November 1998, Washington State voters passed Initiative 200, which, like Prop. 209, outlawed affirmative action programs at state institutions.

The fallout at colleges and universities was disturbing. Top UC schools like UCLA and Berkeley began to admit many fewer minority students, in effect creating a segregated, two-tiered public university system. UC-Austin saw fewer minorities admitted as well, a trend especially visible at the law school. Immediately after the *Hopwood* decision, there were just four African American and 26 Hispanic students at the law school, compared with 31 African Americans and 42 Hispanics the prior academic year.

Reflecting on *Hopwood* recently, UT-Austin law school Dean Michael Sharlot said that the impact was "terrible." "We no longer have the support network for minorities that we used to have because their overall numbers are down. They are choosing to go to other schools," he said.

But some would argue that reports of the death of affirmative action are greatly exaggerated. In 1997, in Houston, minority voters turned out in huge numbers to help reject an anti-affirmative action measure. And in California and Texas, action has been adopted to counter the referenda and court cases. California's board of regents voted to guarantee admissions to the UC system for the top 4 percent of high school juniors. The Texas Legislature went further by passing a law guaranteeing admission to the state's flagship public schools to the top 10 percent of high school grads.

So far, the results in Texas have been good. UT-Austin saw its minority enrollment go up as a result. In the fall of 1999, there were substantial increases in the number and percentage of African American, Hispanic, and Asian American students compared to the fall 1998 class.

"I am delighted with the diversity of this year's entering class and that we have been successful in returning to pre-*Hopwood* levels for African American and Hispanic freshmen," said UT-Austin President Dr. Larry R. Faulkner.

What will happen in California and in Florida remains to be seen. Gov. Jeb Bush's plan seems to take a middle ground. The plan eliminates affirmative action yet guarantees state university admissions to high school seniors in the top 20 percent of their class, without regard to SAT or ACT scores. However, critics worry that minorities will not have the 19 pre-college credits required to enter a Florida public university.

The attacks on affirmative action and the One Florida Plan prompted a strong statement from the U.S. Commission on Civil Rights, which voted 6-2 to release the statement this past spring. In it, the commissioners wrote, "Florida should keep affirmative action unless forced to abandon it."

The commissioners concluded that the percentage plans were not enough to keep the nation's campuses diverse. "The percentage plans are experimental responses to the attacks on affirmative action," wrote the Commission. "But they are no substitute for strong race-conscious affirmative action in higher education. What is required is a Supreme Court decision reaffirming *Bakke* and making affirmative action an imperative."

With another Bush running for the White House, some are worried about future Supreme Court appointments. But others point to positive trends. The onslaught of referenda had a silver lining in that it galvanized minorities to vote. And Corporate America, in large part, supports diversity efforts. "I am optimistic," said MALDEF's Blanco. "Academicians, people in the private sector, and others who work on these issues have not given up and are beginning to think creatively about how to address affirmative action in ways that don't push these hot buttons. I see public opinion turning back our way."

Ten Years In the Making

Magazine Said to Broaden, Enhance, Enlighten

BY MARI CARMEN SARRACENT

"We've come a long way, baby," says Alfredo de los Santos, veteran educator, administrator, and renowned leader in higher education, who has witnessed the evolution of *The Hispanic Outlook in Higher Education* from its earliest days.

"Initially, it had little coverage, limited circulation. Over the years, *HO* has broadened the scope and become a very powerful instrument in education. It touches on issues of universal interest." He mentions too the magazine's utility for both advertisers and for people exploring new career posts.

The Outlook has indeed covered topics relevant to Latinos in its lifetime, from the ongoing issues of affirmative action, campus diversity, financial aid, admissions testing, the "best" colleges for Hispanics, and bilingual education, to emerging themes such as the Internet, a phenomenon that brings new possibilities, new opportunities.

The vision behind the once-upon-a-time single-digit folio has been clear since its inception–to edify the academic community about Hispanics in higher education and provide a forum for issues pertaining to and affecting the progress of Latinos nationwide. This is the unwavering mission shared by the brothers behind the scene–José and Orlando López-Isa.

HO has introduced programs offering educational and social services to Hispanic populations; lauded the accomplishments and contributions of many Hispanics and higher ed institutions, and presented statistical data reflecting progress and growth. At the same time, it has tackled its share of controversial issues–the dearth of tenured minority faculty, mandatory bilingual education, race relations on campus, the glass ceiling, distance education at for-profit universities.

Florida's Palm Beach Community College Provost María Vallejo, like Alfredo de los Santos, has observed *The Outlook* over many years. "It has blossomed," she says. "It's like seeing a child grow. The vision has not changed–to provide quality information in a timely manner to us in the trenches. However, it has become more national in scope, even international. The quality has improved, and it's more sophisticated. The magazine not only helps us to do our jobs, but it puts us out there so our colleagues and constituents see that we have an outlook and exposure. *HO* enhances the networking and the respect that we can get from our colleagues. It's an avenue for our voices to be heard."

HO represents many different things to its readership. To some, it is not only an information resource but an educational aid. De los Santos teaches a graduate-level course at Arizona State University that's required of students interested in a teaching career at a community college. He uses *Outlook* as well as *The Chronicle*, *Black Issues*, and others. "Those are the peer publications," he says. "While there is some overlap, which is good, among the magazines, *HO* has its own niche. It helps because it focuses on those issues relevant to the Latino community to a larger degree than any other magazine does. That was one of the things that was needed in this field."

Stanley O. Ikenberry, president of the American Council on Education, Washington, D.C., notes, "*HO* has been a superb form of communication that has been helpful not just to ACE but to all of American higher education in focusing on concerns and issues related to underserved students, and to institutions that are reaching out to meet the needs of Hispanic students and others."

Ikenberry cites some of the topics about which *HO* has offered readers a comprehensive look at: "The issues that stand out are related to access, equality of opportunity, cost, and student aid."

A must-read for many institutions of higher learning and organizations, David L. Warren, president of the National Association of Independent Colleges and Universities (NAICU), Washington, D.C., notes, "The issues covered by *The Hispanic Outlook*–affirmative action, enrollment and graduation, and emerging demographic trends–are of the utmost concern to NAICU and the independent sector. Anyone who follows and cares about the development of Latino higher education in the United States turns to *The Hispanic Outlook* for its coverage of government policy developments, broad national trends, and institutional news. In particular, it has been a valuable source of detailed information about Latino education at the campus level, including its coverage of new policies and practices, the people who design and implement them, and the students who are ultimately affected.

"*The Hispanic Outlook* is perhaps the one publication covering higher education that has best analyzed the efforts of private institutions to reach out to Latino students and improve their success rates. And it has always made certain to recognize the positive results of those activities."

Things Change; Things Remain the Same

Among the cornucopia of topics that *HO* has featured, a decade ago, *HO* discussed the need to narrow the gap in the health professions. While we can account for improvements, 10 years later, we are still tackling the same issue. Project 3000 by 2000, a campaign of the Association of American Medical Colleges, was launched in fall 1991 to substantially increase the number of underrepresented minority matriculants to U.S. medical schools. And Latinos are getting there. U.S. DOE data for academic year '97-'98 show progress—Latinos receiving degrees in medicine numbered 766 (colleges granting the most first-professional degrees to Hispanics).

In 1990, only 602 of roughly 18,500 nursing graduates were Latino. A 1988 Department of Health and Human Services study reported that of 1.6 million employed registered nurses, fewer than 139,000 were minorities, of which Hispanics accounted for under two percent. In 1997-98, according to the DOE's list of colleges granting the most degrees to Hispanics, 1,096 Latinos earned a bachelor's degree in nursing.

Latino representation in a variety of careers is not where we'd like it to be; however, we cannot ignore the distance that Latinos have traveled.

The dearth of Hispanic applicants and students in the country's law schools also has been a topic of much discussion. The long-term effect is reflected in the shortage of people of color as judges, attorneys, and law school professors. In '89-90, according to the National Center for Education Statistics, 1,275 out of 36,437 law degrees granted were earned by Hispanics. Whites accounted for 32,187. DOE figures comparing '94-95 and '95-96 reveal an upward trend from 1,897 to 2,052 law degrees awarded to Hispanics. And whereas in the past, Latinos running for various legal appointments did not receive adequate exposure or perhaps were not deemed contenders, more recently, we have well-recognized Hispanic judges, counsel, and even candidates for the Supreme Court.

Women still face challenges, but their accomplishments have not gone unnoticed. Latinas are increasingly visible among faculty and in leadership positions–as college presidents, heads of organizations, in government, and as entrepreneurs. A 1992, EEOC-Higher Education Staff Information Survey reflected 15,553 women full professors nationwide, 14,009 of them white and 259 Hispanic. The total number of male full professors equaled 117,660–more than 90 percent white and one percent Hispanic.

Says de los Santos, "Despite our growth, proportionally we are not represented in terms of students, faculty, and administrators. However, Hispanics will become the largest minority in higher education. In 1997, the number of Hispanics in community colleges exceeded African Americans, for example. In some states, we will be the dominant minority. This brings strong implications for the journal. The issues will continue, and *HO* will be a more prominent voice of our community–to us and to the larger community."

The color of faculty and tenure are two issues that *HO* has been continuously examining. De los Santos adds, "The faculty members that were hired in the '60s are going to retire in the next five years–we need to be vigilant that many of us get opportunities so that Latinos can teach our students."

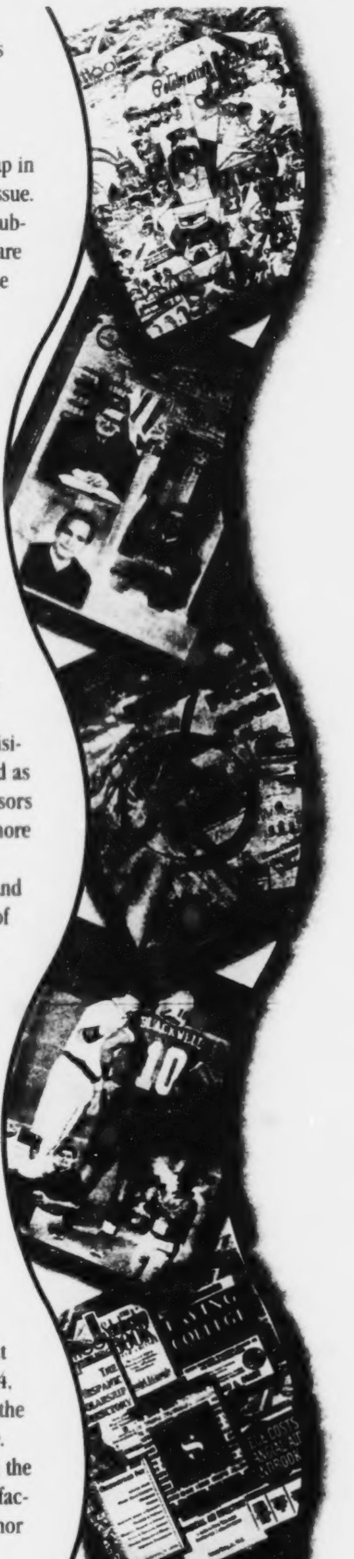
It used to be that Latinos–men and women–were concentrated in what was referred to as the "*barrio* of education"–Spanish, bilingual education, and Chicano studies departments. While that has not entirely changed, perception of these departments has. Culture-and gender-related areas of study have gradually gained their due respect in academia, and have inspired and initiated the development and accreditation of other departments in universities across the country. Latinos have a presence among the faculty ranks in a number of academic fields–engineering, physics, law, medicine, psychology, business, and technology.

Piquing Interest

Readers have grown to depend on *The Outlook* not only for its coverage of controversial issues of the day but for its theme issues and regular columns. Through the "*Outlook* on Washington" column, first published in 1994, *HO* features commentary and news on a spectrum of topics from the Department of Education initiatives, the importance of bilingualism, parental involvement in education, scholarship information, Internet sites, and more.

Despite increases in students of color applying to and enrolling in colleges, universities still must deal with the issue of student ethnic disparity on campus. Tuition increases and Proposition 209 are among the contributing factors. *HO* continues to monitor and report on developments, and most recently, we are watching how Governor George Bush's One Florida proposition unfolds.

Carlos Hernández, president of NJ City University and long-time supporter of the magazine, follows our coverage of



"Every writer knows the importance of that first clip–the first by-lined article that earns one license for future assignments.* HO *published one of my firsts a decade ago. Our parallel evolution has been an exciting one. It's an honor to have contributed then and to be a part of this dynamic, model publication, which continues to challenge, enlighten, and serve as a representative voice of Latinos in higher education."

MARI CARMEN SARRACENT, EXECUTIVE EDITOR,
THE HISPANIC OUTLOOK IN HIGHER EDUCATION MAGAZINE

these issues and offers this comment regarding the Internet. "The Internet will clearly again point out the differences between the haves and the have nots. We still have a long way to go. We haven't gotten our fair share of dollars that create literate people. It could be a way to really help us get very integrated into the higher education system. It can create a level playing field. There are 7 million Latinos on the Web every day, not just in higher education. What the net is going to do, and it already has done, is demonstrate that education exists not only within the walls of our institutions; it's going to broaden how and when its provided. It creates a vast opportunity."

De los Santos adds, "The digital divide–there is an incredible gap between Hispanic families. A 1998 survey notes that 25 percent of Hispanic families have computers at home, and only 10 percent have Internet access."

Throughout the calendar year, *HO*'s theme issues have been developed to provide a more in-depth look at a particular area of interest. Back-to-school, women in higher ed, graduate schools, Publishers Picks, and the Top 100 schools for Hispanics are examples of issues that have generated as much acclaim as controversy. What better sign that the magazine is being read–thoroughly?

And each year, *HO* adds additional themes, to meet its readers' desires to learn more about specific topics–issues devoted to the arts and corporations, special features on teaching strategies, faculty perspectives and profiles.

"The magazine's most usefulness for me," says Vallejo, "is that it keeps me current–for example, the Washington *Outlook*. When you read other publications, you get generic information. *The Outlook*, whether the subject is on funding for TRIO programs or something else, will look at what the impact is on the Latino community. I need that connection. Also, the articles on best practices challenge us."

One of the many Latino leaders *HO* featured over the years, Sara Martínez Tucker, president and CEO of the Hispanic Scholarship Fund and, among many other positions, advisor to Bill and Melinda Gates Foundation's Millennium Scholars, commends the magazine for its editorial content–and longevity. "We use a lot of the reprints. My staff uses your publication as a resource guide. *HO* is so good at making sure that the content in every issue has a theme. We meet with institutions that aren't familiar with Latinos and issues affecting Latinos. In one article recently about corporations, *HO* covered Coca Cola but quoted me extensively, and so I'm able to use this in my presentations. *HO* helps me learn what different institutions are doing. It makes me more articulate. I can talk about what other institutions are doing. What type of programs they offer."

"*The Hispanic Outlook* showcases institutions that care about Latinos and also provides role models for students," she adds. "It's nice to tell the story of an individual who has overcome significant odds."

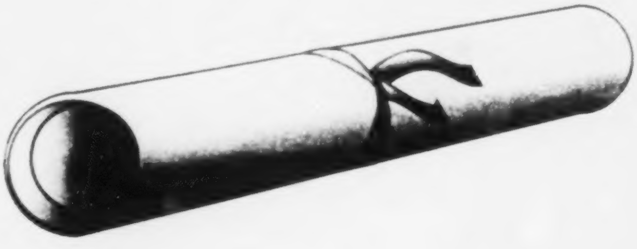
Carlos Hernández, president of New Jersey City University, "We should all be proud of this magazine. It is a wonderfully high-quality publication that provides the opportunity to learn about higher education. I distribute it pretty widely, especially to my chief administrators. It has been a practical, useful, and, to some degree, a how-to-manual. It shows us how institutions, no matter where, are all dealing with similar issues. *The Hispanic Outlook* acts as a bridge on many significant issues."

Hernández, whose academic career spans 27 years, remembers *The Outlook* well. "I remember the first issues. From the beginning it has covered every one of the major issues. In the future, I'm sure it will naturally take a much greater look at how institutions are addressing the issues of diversity on campus, more on how curriculum should reflect that diversity. Despite the numbers and some progress, progress has not been steady. It's been sporadic, pure luck, and *HO* needs to keep the issue alive."

NAICU's Warren adds, "Through its comprehensive coverage, *The Hispanic Outlook* has helped to raise national awareness of the concerns and many accomplishments of the Latino higher education community. By providing a forum for national and campus leaders, it has worked to strenghten the bonds among all of us in Washington and others across the country who have been striving for many years to make the dream of a college degree come true for every aspiring Latino student."

Hernandez remarks, "The publication has given us a voice, a face, and a real presence in higher ed. My involvement has been largely as a disciple of the magazine. And here we are 10 years later."

The Honor Roll



University of Houston-Downtown

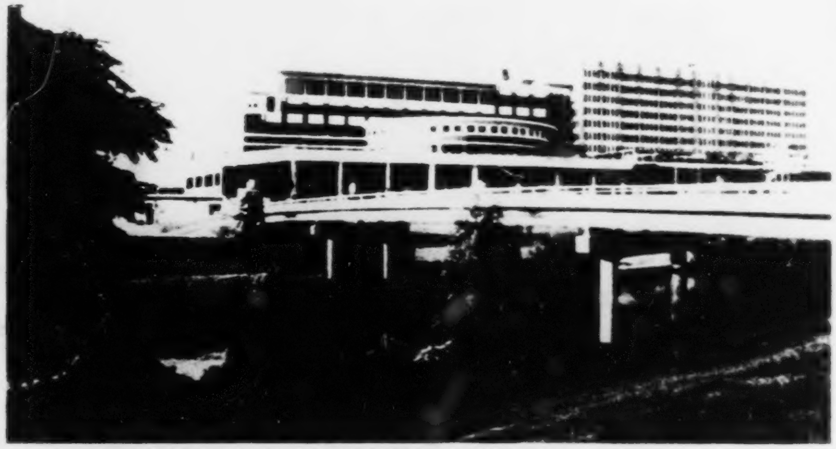
Launching First Master's This Month

BY ROGER DEITZ

Ever since he became president at the University of Houston-Downtown, Dr. Max Castillo has been preparing the institution for a very exciting future and making an impact on the lives of so many urban and disadvantaged youths with his bold leadership. Dr. Castillo was named president in 1992. One year later, the school was designated a Hispanic-Serving Institution by the Hispanic Association of Colleges and Universities.

Castillo's first priority was correcting the most severe shortage of student space ever encountered by a public university in the state of Texas. In 1997, UH-Downtown opened its $23 million Academic Building, extending the University's presence beyond its historic building at One Main Street for a full block along Buffalo Bayou. Answering the call to expand, UHD also opened the Jesse H. Jones Student Life Center, the University's first fitness and recreational facility. There have been other initiatives as well. Under Castillo's guidance, UHD launched the Weekend College and the Urban Teacher Education Program, and began offering television, cassette, and online courses. There is another jewel in the crown. During the state's 75th legislative session, under Dr. Castillo's leadership, the University enjoyed an important success–the lifting of a statutory prohibition against graduate programs.

Another positive event was the receipt of $7.5 million in tuition revenue bonds for the completion of UH-Downtown's campus urban design project. Last May, UHD announced receiving a $3.9 million grant, a gift from the Gordon and Mary Cain Foundation–the largest grant for scholarships in its history and one that will further UHD's campaign to provide quality educators for inner-city schools. "This gift reflects the Cains' confidence in UHD as a leader in teacher preparation and their belief in educating the community's workforce," says Castillo. "The university will continue to demonstrate its gratitude by carrying out this shared vision." The grant helps lay the foundation for a proposed Master of Arts degree in teaching at UHD, a program designed to improve the skills of urban schoolteachers. Scholarships will be distributed over a ten-year period, helping students in financial need, students who might otherwise have to choose between getting an education and supporting their families.



Academic Building (l.) and One Main Building (r.) at University of Houston-Downtown

Dr. Max Castillo, University of Houston-Downtown president

Honor Roll Facts in Brief

UHD
University of Houston-Downtown

INSTITUTION
University of Houston-Downtown

LOCATION
One Main Street
Houston, Texas 77002
(713) 221-8000

ESTABLISHED
1974

ENROLLMENT
Approximately 8,700 (32 percent Hispanic)

DEGREE OFFERINGS
Bachelor's
Master's

TUITION AND FEES
Approximately $2,000 (12 credits each semester)

FACULTY
440 Instructional Faculty

SEVERAL DEGREE PROGRAMS
Applied Microbiology
Computer Information Systems
Criminal Justice
Quantitative Methods
Structural Analysis and Design

NOTABLE HISPANIC-SERVING ORGANIZATION
Cultural Enrichment Center

INTERNET ADDRESS
www.dt.uh.edu

"Because of our own diversity," says Castillo, "we can provide a pool of qualified, culturally sensitive teachers who, due to their training in the classroom and their multicultural experiences, are well prepared to teach in an urban setting." Castillo notes that students in UHD's Department of Urban Education continue to score high marks in ExCET, the state's teacher certification exam. He says that because of this high level of achievement, the demand for UHD graduates is quite high, with many contracts signed by seniors well before graduation.

The University embodies diversity–with an assortment of class schedules, many relevant degree programs, a multicultural population, and several outstanding community programs. Dr. Castillo says that the face of Houston-Downtown is the face of the future. USD's student body reflects the makeup of the city of Houston. The class at UHD is 32 percent Hispanic, 29 percent African American, 12 percent Asian American, and 24 percent Anglo. *U.S. News and World Report* has ranked UHD as the "regional liberal arts college with the most ethnically diverse student body in the western United States."

The University of Houston-Downtown came a long way in a very short time, recently celebrating its official 25th anniversary. The school first offered courses in 1942, at the Downtown School on Fannin Street, in the central business district. That commitment to urban higher education crystallized in 1974 when the University received the assets of South Texas State Junior College, located in the Merchants and Manufacturers building at One Main Street, on the banks of Buffalo and White Oak Bayous. The resulting institution became a separate operational unit of the University of Houston in 1975. In 1979, the Texas Legislature approved the Downtown College as a freestanding general-purpose academic institution within the University of Houston System. In 1983, the College's name was changed to the University of Houston-Downtown.

The campus reflects the urban character of the institution. The downtown skyline forms a dramatic backdrop to the University's One Main Street Building, which has been almost completely renovated since becoming part of the University system. A state-of-the-art learning environment offers the latest technology. The twin-tower, 10-story building, which is listed on the National Register of Historic Places and by the Texas Historical Commission, also houses the administrative offices of the University.

Two new buildings have opened to meet the growing need for space. The Academic/Student Services Building, a five-story structure, offers 40 classrooms, two lecture halls, a 460-seat auditorium, an interactive technology center, and a food service area. The building, funded by tuition revenue bonds authorized by the Texas Legislature in 1993, was completed in 1997. The Jesse H. Jones Student Life Center, on the north side of the campus, was made possible by a gift from the Houston Endowment. The building contains two basketball courts, volleyball courts, dance studios, and a fitness center.

For so many very fortunate residents of this urban area, UHD means opportunity as well as quality education. UHD now offers more than 30 degree programs and boasts an enrollment of about 8,700 full- and part-time students. Course classes are small and taught by qualified professors, rather than by teaching assistants. One thing the University does extremely well is put a college diploma within reach for someone with just about any schedule. Many UHD classes are available on evenings and weekends, in shortened "Minisemesters," through live or pre-recorded telecourses, and at locations in Fort Bend and Montgomery counties.

Students relaxing in the Coffee house

The Minisemester is one of the UHD's newest study options. Introduced in 1998, it is an abbreviated semester within a semester. A Minisemester allows busy students to complete courses in fewer weeks by taking time-intensive classes in several academic areas. The telecourses have been around since the spring of 1995. Some are broadcast live to off-campus classrooms in Ft. Bend and Montgomery counties. Others are pre-recorded and may be checked out of the UHD library. Telecourses consist of a series of video segments accompanied by specially prepared academic materials. The Weekend College, inaugurated in 1994, allows students to complete certain degrees by taking courses on Friday evenings and Saturdays. This option is particularly helpful to those already in the workforce who find it hard to attend regular evening classes.

UHD enters the lives of learners early, nurturing the younger student with outreach into the public school system from elementary through senior high school levels. UHD makes higher education more accessible to learners at many levels. That is a vital part of its mission. Joint admissions agreements with area community colleges help ease the transition to the bachelor's degree for community college graduates. Programs such as the Jesse H. Jones Academic Institute, Talent Search, Upward Bound, and HoustonPREP create new opportunities for inner-city public school students. In addition, UHD offers programs that allow high school students to earn college credits during their senior year.

Richard W. Riley, U.S. Secretary of Education, said of UHD, "By preparing Americans to meet the demands of the future, schools like the University of Houston-Downtown not only help individuals build successful lives, but also help America build a successful future."

"As our world becomes more complicated and our economy more competitive," Riley continued, "the excellent education that schools like the University of Houston-Downtown provide becomes increasingly important. The constantly changing demands of new technologies and of the world economy make the knowledge and learning skills that students develop in today's universities more important than ever before."

UHD is very proud of its growth and proud of launching its first graduate degree program this fall, a master's in criminal justice. The University's Criminal Justice Center provides quality adult education to people hoping to enter public and private-sector criminal justice professions and continuing education to criminal justice practitioners. The Center has conducted more than 100 police academy classes, trained more than 15,000 students for the criminal justice professions, and won regional and national awards for excellence. Last March, in an article about the University of Houston-Downtown, Allan Turner of the *Houston Chronicle* wrote, "...the university arguably has become the state's finest university catering to the nontraditional student." Turner cited "its open-enrollment policy, dedication to undergraduate studies, innovative curriculum and flexible class schedules."

Of open enrollment, Castillo reflects, "Open admission seems to carry the public perception that an institution doesn't maintain the academic rigor and quality of more selective institutions. The point I want to make is that open admission doesn't mean open graduation." He goes on to say, "At UH-Downtown, we're not selecting winners; we're in the business of creating winners. That's our challenge. We are very ethnically diverse. In my judgment, that is one of the most distinctive aspects of the university. Without diversity, you can't have excellence."

Communications Patterns in the Classroom: Gender Differences, Part One

Women Wrongly Perceived as More Talkative

BY
ANGELA PROVITERA MCGLYNN

As a rule, who do you think talks more in mixed-gender groups, men or women? If you buy into our culture's stereotypes, you probably would guess that women do. However, research has shown that in mixed-gender conversations and in classes from grade school through graduate school, males tend to talk more than do females.

Deborah Tannen (1992) and a host of other researchers report experimental findings that contradict the popular myth that women talk more than men do. What has been found is that males speak more often than do females, and more of the time, in mixed-gender interactions.

The myth of greater female conversation is so strong, however, that the actual findings often contradict people's perceptions of reality. After observers counted and recorded the numbers of times males and females spoke in class, faculty members were often surprised to learn that males dominated the conversation. They thought males and females were participating equally.

Typically, in mixed-gender classrooms from grade school through graduate school, females participate less, even though teachers believe that participation has been equal. Controlled studies have shown that women usually speak about one-third of the time that men do. And in classes where there is roughly equal participation, females are often perceived as dominating the class. Here is an excerpt from Bert Newborne, a professor at New York Law School: "I actually kept a journal of how long women and men spoke...and at the end of the year, women had spoken about 40-45 percent of the time.... When I asked the men, they said the class was dominated by women so it was completely unfair. They thought women were speaking 80 percent of the time."

Small-group work, of a collaborative nature, is one strategy that pulls more students into the conversation, enhancing their participation level.

Angela Provitera McGlynn

In Sandler, Silverberg, and Hall's (1996) discussion of gender communication style differences, they suggest that it is the power difference between men and women that gives value to (or devalues) whatever differences exist. These authors say that a group's power or lack of power, which can be based on gender, race, age, class, or sexual orientation, affects the classroom environment by replicating our society's power relationships.

And in classes where there is roughly equal participation, females are often perceived as dominating the class.

In most of my psychology classes that have roughly equal numbers of women and men, I believe that participation by gender has been equal. Yet I am beginning to be suspicious of my own perceptions. What has prompted me to revisit this question of participation by gender is a unique class structure I had this past semester. I taught The Psychology of Women course. In past semesters, if any men signed up for this course, they were a small minority. However, with new college general education requirements, my course now fulfills a diversity requirement. Although the males in my course are still a minority, they are now a sizeable minority.

In about the sixth or seventh week of the semester, I started noticing that many women in the class had not participated in our discussions. It seemed to me that the same people were responding to my questions, or asking their own questions, or making their own comments much of the time. I also had a sense that the most active participants were males. Deborah Tannen (1992, p.2) said, "...when young women sit next to young men in classrooms, the males talk more. This is not to say that all men talk in class, or that no women do. It is simply that a greater percentage of discussion time is taken by men's voices."

On the day that I decided to do a classroom assessment about participation, there were 11 men present and 24 women. I devised a form that I called "Assessment of Classroom Atmosphere and Dynamics." I asked the students in my Psychology of Women course to fill out my assessment forms anonymously but to check off whether they were male or female. The instructions read: "This assessment is anonymous (unless you choose to sign it). Please check off your gender so we may see if the women and men in this class are experiencing the class in similar ways."

I asked three questions:

1. How would you assess the level and quality of student participation in this class in terms of questions students ask and comments students make?

2. How would you assess your own participation? If you have not spoken in this class, would you want to? What do you think is holding you back?

3. In your opinion, how does the instructor influence the class participation? Is there a way she can get more people into our discussions? What is your assessment of the way she encourages or discourages participation, and the way she fields questions?

The results were quite dramatic. Seven of the eleven men in my class (63 percent) said that they themselves participated "frequently or often," 3 men (27 percent) said "sometimes," and only one man said he had never spoken. This one student added that he chose not to speak.

Of my 24 female students, only one said that she participated frequently. Twelve women (50 percent!) said they had never spoken. One female student said she had spoken once. This was the only student who signed her name to the assessment form; she is Hispanic American and said she is reluctant to speak in class because "my English is not so good." Ten other women (42 percent) said they had spoken "sometimes or occasionally."

Of the women who had never spoken, several said that they did not feel comfortable speaking in class. One or two of them said that when students spoke in class, other students often challenged what they had said. Tannen (1992) says that an aspect of many classrooms that makes them more conducive to men's conversational style is the use of debate-like formats. Although I have not created such a format, I notice that some of my students, particularly my male students, like to challenge what others say.

Other factors that might contribute to the lesser participation of women include the finding that men tend to interrupt women far more than women interrupt men, and men are far more likely to control the topic of conversation. Additionally, studies from sociology, anthropology, and psychology have demonstrated differences in early play behavior; that is, young boys tend to play in larger groups than young girls do, and boys' groups tend to be hierarchical.

Tannen says that these early play behaviors have dramatic implications for classroom interaction. Boys are expected to use language to seize center stage: by exhibiting their skill, displaying their knowledge, and challenging and resisting challenges....Speaking in a classroom is more congenial to boys' language experience than to girls', since it entails putting oneself forward in front of a large group of people, many of whom are strangers and at least one of whom is sure to judge speakers' knowledge and intelligence by their verbal display (Tannen, 1992, p. 2).

Controlled studies have shown that women usually speak about one-third of the time that men do.

Tannen argues further that men might feel more comfortable speaking in class than women do because the class is a "public" setting. Women typically (of course, not all women) are more comfortable speaking in private, with one other person, or in small groups where they know people well. This idea supports one of the findings from my assessment form. Several of the women who had never spoken, or who had spoken only occasionally, suggested that our class engage in more small-group activities. Tannen is convinced that small-group interaction is a classroom strategy that has the potential to level the playing field. She believes that part of small-group interaction should include students becoming observers of their own interaction patterns.

In the class following the assessment, I decided to try an experimental collaborative learning strategy. I put topics from the chapter we were studying across the blackboard. I then asked students to self-select their partners to work in four-person groups, resulting in the formation of nine groups.

I assigned multiple questions from each topic to each group. I asked students to write responses to their section privately, and then to share what they had discovered from the text. (I told them that all their remarks in class needed to be text and data based). I allowed them only eight minutes to work as a team, assuming that most of them had already read the material at home. I wanted to leave enough class time to allow each group to report its findings. I told them that if a group emerged that showed superior group work, the participants in that group would each get a bonus point toward their next exam score. (One point doesn't make much of a difference, but this still seems to spice up their willingness to participate actively). I also said that it would be to a group's advantage if everyone within each group spoke rather than having a single spokesperson when we would come back together as a large group, but that that was optional.

When the large group reconvened, I was astounded at what a good job the groups did. Many of my students, females as well as males, contributed sophisticated analyses of the text material. They managed to teach their sections of the material with an understanding of the nuances of the research. Of course, I'm not sure how much the students benefited from the mini-lectures from the other groups. I am, however, quite certain that students learned the material they were assigned extremely well within their small groups. My perception was that the class had gone very well. Small-group work, of a collaborative nature, is one strategy that pulls more students into the conversation, enhancing their participation level. And, more active class participation is correlated with greater learning and longer-lasting learning.

In Part Two of this article, on the same topic, I will focus on other dynamics that contribute to the lesser participation of some students. I will offer some suggestions for strategies that faculty can employ to foster equal opportunity in the classroom.

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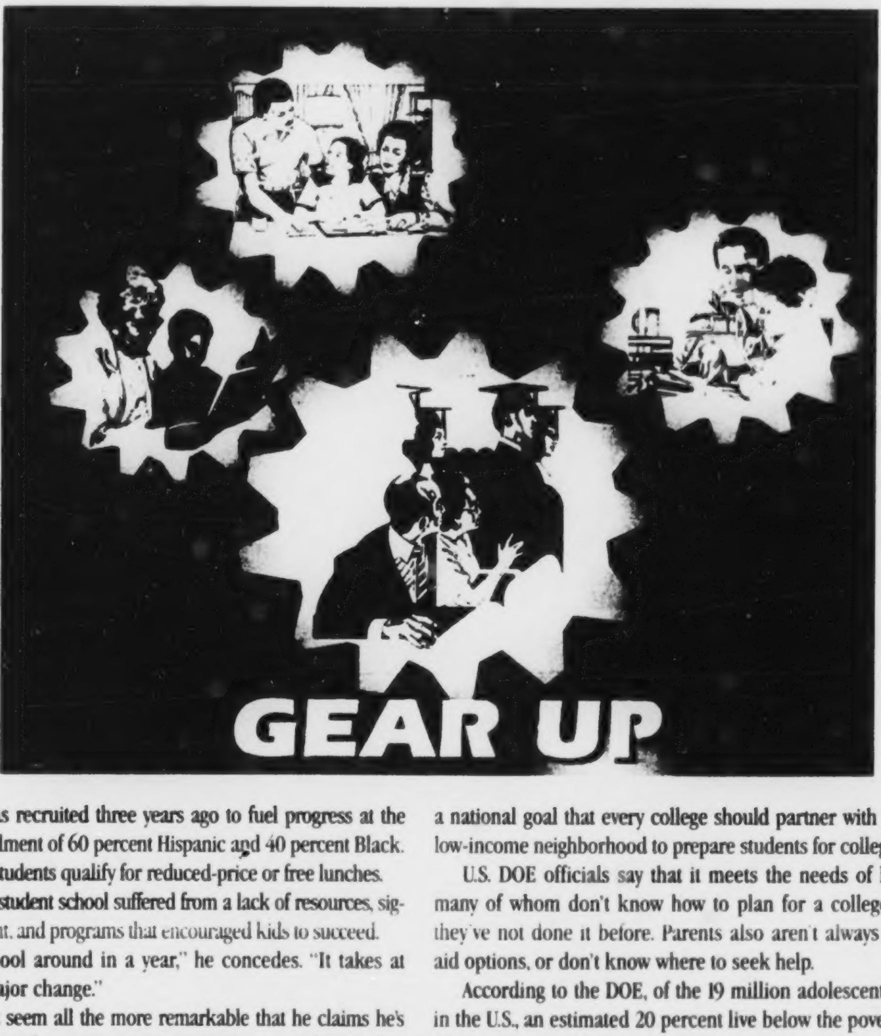
GEAR-UP—the Middle School to College Connection

In its 1st Year, Program Launched in 21 States

BY JEFF SIMMONS



Intermediate School 183 in the South Bronx was a school in trouble. For years, it ranked among the lowest-performing within New York City's network of 1,100 public schools. In the early part of the last decade, test scores inched upward enough that it avoided even the threat of state takeover.

Salvador Fernández was recruited three years ago to fuel progress at the school, which has an enrollment of 60 percent Hispanic and 40 percent Black. Ninety-eight percent of its students qualify for reduced-price or free lunches.

Fernández says the 835-student school suffered from a lack of resources, significant parental involvement, and programs that encouraged kids to succeed.

"You don't turn a school around in a year," he concedes. "It takes at least five years to see a major change."

The comment makes it seem all the more remarkable that he claims he's witnessed a sudden turnaround, a noteworthy improvement in student performance. Fernandez attributes this surge to a year-old federal program, GEAR UP.

"The bottom line is that we have seen the largest number of sixth graders ever to come to this school do extremely well: 82 percent of them met our promotional criteria," he boasts, adding that 204 of 248 fared well on the system's reading test and the remaining 44 were enrolled in summer school.

"When you start showing them different opportunities, they will succeed." That's the premise of the program, which stands for Gaining Early Awareness and Readiness for Undergraduate Programs. It takes aim at a younger group of students than normally targeted for advice and encouragement about attending college.

Initiated by the U.S. Department of Education, the program is crafted after President Clinton's "High Hopes for College" proposal to create a national goal that every college should partner with a middle school in a low-income neighborhood to prepare students for college.

U.S. DOE officials say that it meets the needs of low-income families, many of whom don't know how to plan for a college education because they've not done it before. Parents also aren't always notified of financial aid options, or don't know where to seek help.

According to the DOE, of the 19 million adolescents ages 10 through 14 in the U.S., an estimated 20 percent live below the poverty line, and close to 30 percent are minorities.

Education officials say that students from low-income families are five times more likely not to attend college than are those from high-income families. They point to a 1998 Gallup poll noting that 70 percent of parents said they had too little information about what courses their kids needed to prepare for college.

During the pilot year, the government distributed about $75 million (which would then have to be matched) to 164 GEAR UP "partners" and $42 million to 21 states, helping 250,000 disadvantaged youths. Of that initial group, 31 recipients were Hispanic-Serving Institutions. Officials this spring said they would award 75 new partnership grants and about a half dozen new state grants.

The government awards the competitive grants to states and partners who meet basic criteria, though they are given flexibility in how they address students' needs. States must reserve at least half of their federal grant funds for scholarships.

The basic tenets: they must inform parents and students about college options and financial aid; promote rigorous academic coursework; accommodate an entire grade level of students; and start with sixth or seventh graders and continue through their high school graduation.

Terry Hartle, senior vice president for government and public affairs for the American Council on Education

Schools that received the initial grants also must employ a full- or part-time coordinator to handle GEAR UP and must collaborate with other GEAR UP partners in their school district or state. The program requires that GEAR UP begin with students in either sixth or seventh grade, though it can begin with fifth graders.

"The main mission is to have many more low-income students prepared to enter college and be ready to succeed in college," says Rafael Ramírez, the education department's acting director of GEAR UP. "What we want to do is to have no low-income student taking remedial classes in college once they've graduated from a GEAR UP program. They shouldn't have to if we're doing a good job in education."

The program urges students to take algebra by the seventh grade so they can take tougher college-level courses before graduating from high school. One study found that only 15 percent of low-income students enroll in algebra by the eighth grade, even though those who take algebra and geometry early are three times more likely to attend college.

Funding for the program varies based on the size of the school and ability to raise matching funds from non-federal resources. The multi-year grants go to partnerships between colleges and low-income middle schools. They require two other partners: community, business, religious, nonprofit, or parent groups.

What's been done over the last year points to the ability of each grant recipient to shape the program based on a school's, and a community's, need. Some schools have started after-school activities; some offer extra help to students who have limited English proficiencies. Others attach tuition bonuses to academic milestones.

The program will be particularly helpful to Hispanic students. Ramírez points out that Hispanics have the highest dropout rates and fall behind African Americans in terms of performance.

"We are attempting to change all of that," he says. "Often these kids are put on a low track and nobody cares about them and they are just ignored."

In New York City, the Bronx Education Alliance used its $7.8 million grant to offer up a menu of possibilities to its chosen schools. The grant–the 10th largest of its kind in the nation–helped establish "corridors" between seven middle schools, six high schools, and four colleges.

The program involves about 1,670 students, attending intermediate, middle and junior high schools, who have struggled to succeed.

Marietta Saravia Shore, director of the alliance of 20 different groups, says one consistent message delivered to parents is that there are scholarships and other supports available for students to attend college. One way she hopes to translate that: by providing computers to families to link them to the Internet. Funding isn't all there yet, but she doesn't seem worried.

"We have five years of funding under the grant, and the government gave us more than $7 million," she says. "So over five years, we match the $7 million and then make up the remaining two years with about a million and 300 thousand."

Many of the students at the targeted schools in the Bronx are Hispanic, and many from families where they could be the first to attend college. Some parents did not even graduate from high school, and, says Saravia Shore, "the kids don't often have role models in their homes."

"We tell them that it doesn't matter if your parents went or not, but you can go if you work hard and know about financial aid. You don't have to feel that because you are poor, you can't go to college. If you don't have hope, you aren't going to try."

Joseph de Jesús, the GEAR UP project director for the BEA, says that the program differs from other college-preparatory programs because it's the first time one has started so early.

"You could go into a middle school now and talk with kids about college. All of them raise their hands and say they want to go. But then to have people actually there talking to them about it, and people from colleges, that gives them a much greater understanding and receptivity," de Jesús says.

Students visit different campuses, such as Lehman College and Fordham University. They take part in a science laboratory demonstration or visit with a college librarian, even drop by the greenhouse at Lehman to work on a botany project.

"There are many things that the colleges do, and one is involving their students in tutoring the kids," he says. Some have set up "field days" for the students and their parents. "The family is much more aware then of what college is about, and they're ready for it."

The Bronx Educational Alliance also uses college students to mentor its youth, provides the middle school students with personal computers, and trains parents on how to use the technology. That points to a GEAR UP necessity: that parents must be brought more into the fold of their children's school life.

Other grant recipients offer career mentoring, academic counseling, even help for students in finding summer jobs. Though it is early on, it's expected that some will orchestrate summer programs to send high school sophomores and juniors to local colleges and pay for books and supplies.

Schools such as IS 183 say that even in the sixth grade, GEAR UP insists that students consider college the best option. Students are told about different colleges in regular assemblies, and later will be informed about admissions policies and achievement tests, even how to fill out applications.

[redacted]

Bronx Educational Alliance

GEAR UP

Gaining Early Awareness and Readiness for Undergraduate Programs

New York University's Virginia Hardy is the project director for one of New York State's 11 GEAR UP programs. The school received $96,000 to serve the Choir Academy of Harlem, a school of national renown for its Harlem Boys Choir.

Hardy's program works with 114 students in sixth and seventh grades. GEAR UP provides tutoring and professional development for staffers. One of its partners, *The New York Times*, provides its newspaper for teachers to use as a guide.

"We work with these students to get them into college," she says. "They have to understand that there is enough money out there to go to college if they want to."

She pauses, then adds, "We have them starting on a college portfolio, a notebook full of their report cards." In regular assemblies, students are encouraged to have high expectations, to study hard, and to take the right courses.

Those affiliated with GEAR UP say that it's too soon to gauge success, though they maintain that they will track student progress. Biennial evaluations are required, but determining whether stressing college at such an early age will breed steeper enrollment will have to wait for at least six years.

"We won't wait until the end," Hardy says. "We want to see whether the number of accelerated courses increases or the number of remedial courses decreases over time."

The Choir Academy of Harlem is one where it will be easier than others to monitor students and track their accomplishments and failures because it runs from fourth until 12th grade.

"If you bring the bottom up, then everything else can rise as well," Hardy says. "What works with children who are struggling works with everyone."

GEAR UP weathered some criticism, mainly as the regulations that govern it were scheduled for revision earlier this year. The government received comments from 171 people or organizations, most of them supporting the program. But there were concerns about several areas.

One key concern was that it will be extremely difficult and costly to follow individual students each year as they head from middle to high schools and, in some cases, to districts in different states. Education officials, though, countered that they would continue to follow those who attend school with a majority of students who are participating in GEAR UP in their grade.

Grant recipients also aren't required to follow students to other states.

Other concerns include that some of the students who would receive help might not be as needy as others, and that funds could be taken away from needy students.

But by far the component that received the most criticism involved how much information colleges would eventually have to disclose about financial aid awards to GEAR UP students. The regulation was needed so that GEAR UP scholarships would supplement–and not supplant–other monies.

"It's the first time the Department of Education is imposing its views on student aid packaging," says Terry Hartle, senior vice president for government and public affairs for the American Council on Education. "We still face what we think is a precedent-setting step in federal higher education policy.

"They're telling colleges and private charities how to spend money that belongs to the college and private charities." Hartle says that the regulations could diminish the willingness of colleges to increase aid available to students.

"We have made it clear that we are very unhappy with the regulations," he says. But he notes that the government has said it will reopen the regulation process to "find a way to make the program acceptable to both sides."

The GEAR UP website indicates that the "final regulations...eliminate the burden that concerned so many commenters." Ramírez also points out that that component also will affect a "very small number of students" and that it won't kick in for another six years, when scholarships become available.

Nevertheless, ACE supports the reasoning behind the program. "It's a fundamental principle of social policy that earlier is better," Hartle says. "We believe the key to increasing enrollment of low-income and minority students in postsecondary education is to make sure they have the academic backgrounds and awareness options available to them at a very early age, so we like programs like this a lot."

At Fernández's school, students are walked into an assembly each week and talked to about college life and the doors it will open for them. Parents, he says, are coming to understand more deeply the need to start planning early.

"With the GEAR UP program, we are looking to really transform the perception of our school," Fernández says. "We have a group of highly motivated students, and this population of students is really going to make this school shine."

"I've noticed that their self-esteem is being built up," he says. "They are understanding the importance of a college education, because that's what's being drilled into them every month."

SUPER Teacher in Any Language

COLORADO
MOUNTAIN
COLLEGE

All at Colorado Mountain Praise Adjunct

BY NICK ISENBERG

If you're at Colorado Mountain College and take ESL from adjunct instructor Magdalena Falconi-Emslie, you not only learn English as people speak it where she teaches in Salida and Buena Vista, but you learn Texas English, Minnesota English, and maybe even "valley girl" English. And if you are in one of her Spanish classes, you'll learn to understand Spanish spoken by people from as many different Spanish-speaking countries as she can get her hands on.

"I go to Monarch ski area and get Texan tourists and bring them to my ESL class," said Falconi-Emslie. But she doesn't stop at Monarch as a source of people with different dialects.

"I have friends in Salida who own motels, and if people are in town for three or four days, I invite them to my classes.

"I found a family from Mexico in a restaurant and brought them to a Spanish class. They're shocked, but they like it. They ask if they can come back and teach my class again."

But exposing English and Spanish students to as many dialects as possible is only one of the many creative ways that Falconi-Emslie, an outstanding teacher, makes her classes interesting.

Falconi-Emslie is considered so outstanding she was selected CMC's 2000 Adjunct Faculty Member of the Year–an honor bestowed upon only one of the more than 1,400 part-time instructors spread out over CMC's 13 centers in nine counties and 1,200 square miles of turf.

"She epitomizes what Colorado Mountain College faculty should be and are," said Dr. Marie-Paule Truitt, CMC assistant dean for commuter operations for Buena Vista and Salida, and the person who nominated her for the honor. "She is extremely knowledgeable in the subjects she teaches. She brings dedication, enthusiasm, and fun to the classroom.

"She uses every minute as a teaching moment, whether during breaks, in the classroom, in stores–wherever she encounters students. She uses that moment to emphasize learning. If she runs into an English-speaking student on the street or in a store–she'll talk in Spanish. If it's an ESL student, she'll talk in English. And she does it all the time with a smile. Her students aren't afraid of running into her; they look forward to it. They love it.

"She takes her students to restaurants, to stores to practice Spanish in the real world. It's not only in the classroom where she teaches Spanish or English as a Second Language. She's a teacher who really cares and who wants to share her love for both cultures and languages."

Magdalana invites nearly everyone from all walks of life to speak to her classes–in English in ESL classes and in Spanish for her Spanish classes.

"I particularly invite judges and lawyers to my English as a Second Language classes so people can learn about laws, which may be very different from where they came," said Falconi-Emslie. I recently had a man from Salvador who got the route number mixed up with the speed limit and was caught doing 66 in a 25 MPH zone.

"He was so naive, the judge let him off easy when I went to court to interpret for him. But while I was helping him, I realized how important it is to teach about the laws and other 'real' things that are very important to people in addition to just speaking the language.

"One night a week, I mix my English as a Second Language class with my Spanish II class to give them both an opportunity to interact with each other. It has turned out to be beneficial for both groups. This is an additional evening of class for both groups that isn't officially part of their classes. However, everybody shows up. As a result, people learn conversational Spanish much faster, but we still need to work on the grammar.

Falconi-Emslie is CMC's 2000 Adjunct Faculty Member of the Year–an honor bestowed upon only one of its 1,400 part-time instructors.

"While I'm doing this, I listen to how they are conjugating and incorporate that into my next classes.

"In the beginning, each group separates in different corners like boys and girls at a high school dance. But that stops quickly, and they even spend time with each other after class."

Falconi-Emslie moved to Salida from Ecuador in 1991 after she met her American husband while working as a tour guide. And soon after moving here, she found herself in demand because she is one of the few people in an area with a small Hispanic community who can speak both English and Spanish well.

In addition to teaching two Spanish and one ESL class at CMC during the school year and three Spanish and one ESL class in the summer, she works full-time as the only ESL teacher for the entire R32-J school district. And if that's not enough, she translates for the courts during her lunch hour and after school from 3:30 to 5:00, before beginning her college classes. The courts schedule cases that need Falconi-Emslie's translating around her schedule.

Plus, she interprets for the police and is on call as a volunteer interpreter for the Salida Regional Medical Center hospital. And in "her spare time," she interprets for attorneys and their clients and translates official documents for attorneys.

She does it by getting only three to four hours of sleep a night and scarfing down a couple of bites of food when her classes are doing things like watching video tapes.

"She has more energy than anybody I know. She just goes full-blast all the time," said Longfellow Elementary School teacher Pat Perschbacher.

"She even volunteers to sponsor a Spanish club after school on Wednesday for kindergartners through fourth graders–kids who just take Spanish on their own.

"Other teachers get paid for after-school clubs...but she does it *gratis*....She's just never asked to be paid."

Falconi-Emslie said that she has found that in elementary and middle school, interpreting helps kids learn English faster than teaching them English as a Second Language. "I do this in study halls as opposed to translating in a classroom. I sit in the class and listen to what is going on, just like the students, to get the information I will be interpreting. I even have my own desk, just like the kids in the class."

Magdalena in her summer ESL class

The part of the state where Falconi-Emslie teaches is unusual for Colorado and for the CMC college district. Even though at one time it was part of Mexico, very few people speak Spanish at home, even those with Spanish names. This has created two interesting challenges for the award-winning teacher. The first is that there are only about 10 families in Salida who don't speak English at home and none in Buena Vista. As a result, there is no support system, except for Falconi-Emslie, to help them adapt to their new country.

The second challenge is the students from the long-established Mexican families who have little Hispanic identity and are taking Spanish because they need a language. "To some families, it's almost new because they've been born and raised here. There are families who take their kids to Mexico. But there are kids here who really don't care about their culture. I spend a lot of time giving people permission to be proud of being Hispanic."

"It's really obvious when she interprets for people that she has a real interest in helping them," said Chaffee County Judge Bill Alderton, who has taken Falconi-Emslie's class.

"We've only been paying her for the last 18 months to two years. She has a true interest in helping people, just like people in medicine or the clergy. People who are truly interested in helping."

"She is one of the easiest and most pleasant people to work with. And she can be trusted, which to me is really important. I like having her around," added District Court Judge Ken Plotz.

"Very often, she is the only other person for miles who can speak Spanish well enough to translate. She also lets me know when I use words that can't be translated so I can use a different word."

Of course, Falconi-Emslie has taken classes to court to see her interpret, and as a result, she said, "They loved it, and some of them are going into interpretation now."

Even though Falconi-Emslie works incredible hours, she says it isn't work–it's fun. "I enjoy doing this. I enjoy working for CMC a lot. People at CMC are really, really cool. I really enjoy working for the courthouse. I like all the things I do. I am lucky and blessed to be able to work with people."

While the hours that Falconi-Emslie keeps are long, she notes that her students aren't far behind. "My students work 10 to 12 hours a day plus commute to work two hours a day and then come to my classes. So I don't mind putting in long hours helping them. I respect them so much."

Nick Isenberg is a freelance reporter in Glenwood Springs, Colorado.

Dreams and Spirits Soar at Guadalupe Center

Town, Tribe, and South Mountain Community College *Working Together*

BY **MARILYN GILROY**

The concept of "town-gown" partnerships–collaborative efforts between colleges and the communities in which they are located–is certainly not a new idea. But the Town of Guadalupe, Arizona, and South Mountain Community College (SMCC) have just completed a joint project that is unique by any standards of cooperation between local organizations and academic institutions.

On left - Jesús Osuna, Raúl Monreal behind him, followed by Mayor Frances Osuna, and on right - Manuel, followed by Ramón Elias, CEO of Boys & Girls Club of the East Valley at Guadalupe Center

Its name is the South Mountain Community College Guadalupe Center, completed this year and up and running for fall semester classes. What makes the new facility unique is that it is the result of an intergovernmental agreement between the Maricopa Community College District (of which SMCC is a part), the town council of Guadalupe, and the Boys & Girls Club of Guadalupe. But the process of building also required a close working relationship with the area's Yaqui Indian Tribe.

Along the road to completion, there were complex political negotiations, challenges to find adequate funding, and resolution of sensitive issues related to Native Indian lands and traditions.

Even though it took six years to work out the details, everyone seems to be pleased with the results.

"It is a phenomenal project," said Kate Lynch, director of public relations for SMCC. "For a town this size and with mostly modest and low-income levels, the development of this project is amazing."

Lynch is referring to the fact that Guadalupe has only 6,400 residents, yet it is now home to a new multipurpose Center that houses 45,000 square feet on a 10-acre site. There are three buildings: the SMCC Guadalupe Center, The Town of Guadalupe Multipurpose Center, and The Boys & Girls Club of the East Valley. The College's Center includes classrooms, a computer lab, science lab, and offices. The Town facility has a library, museum, police station, and daycare center.

Last fall's groundbreaking for the new complex was hailed by town and community college leaders as a wish fulfilled.

SMCC President John Córdova recalls conversations years ago with the Guadalupe town council and Town Manager Luis González about what might happen "if we thought outside of the box. We talked about this for so many years that this day is a dream come true," said Córdova.

The fulfillment of that dream means that residents of Guadalupe now have academic and municipal facilities that rival those of towns twice its size.

The Town of Guadalupe, approximately one mile square, is surrounded on three sides by Tempe, Ariz., and borders Phoenix to the west. The majority of the town's residents are of Hispanic and Yaqui Indian descent. The Yaquis have inhabited the town since the early 1880s, contributing early on to the development of the Salt River Valley. Guadalupe has retained its charm and unique atmosphere despite the growth of upscale communities around it.

Lynch says that current visitors going through the town gates say they feel as though they are walking into old Mexico. "It is reminiscent of a little border town," said Lynch. "The area is a unique blend of Chicano and Native American culture where the lines have blurred into a rich cultural heritage that is a part of college and community life," said Lynch.

With the addition of the new complex, which has been described as a "thriving place," Guadalupe stands ready to serve a "proud, hard-working people ready to embrace an energetic educational future."

The Center is building on a decade of caring and providing a meeting place for hungry minds.

For the past 10 years, residents have been able to take a mix of courses offered in the limited classroom area of the old center. Enrollment has grown to about 150 students in various offerings of transferable college credit in English, computer information, reading, language, business management, religion, and Yaqui history. The Center attracts students from Guadalupe, but also from the surrounding areas of Ahwatukee, Tempe, Chandler, Mesa, and Casa Grande.

The Center's director, Raúl Monreal, attributes this to the faculty and the Center's unusual collegiate atmosphere. "Caring and friendly instructors tailor the classes to students, and the students like the individual and professional attention," he says.

María Drury of Guadalupe is among those who have benefited. Working toward an Associate of Arts degree in elementary education, she took 12 credits at the Center and two credits at SMCC.

Small classes and an understanding of her Mexican American culture were a huge draw for Drury, who lives nearby. "There are usually only about 15 students in my classes, so we get personal attention," she said. "The teachers understand the importance of our history, festivals, and celebrations–our culture and heritage."

That atmosphere is unlikely to change as the new academic Center continues to bridge the Town's special cultural past with a future largely influenced by information technology. Fortune 500 technology companies surround the community, adding input and service.

Looking ahead, Monreal wants to run as many classes as possible. Enrollment and offerings have been steadily increasing. As the Center adds more classes, it will create a broader opportunity for students to take full loads and complete certificate programs.

According to Kate Lynch, residents will be able to complete the full complement of courses that comprise the first year of college and then transfer to the main campus of SMCC.

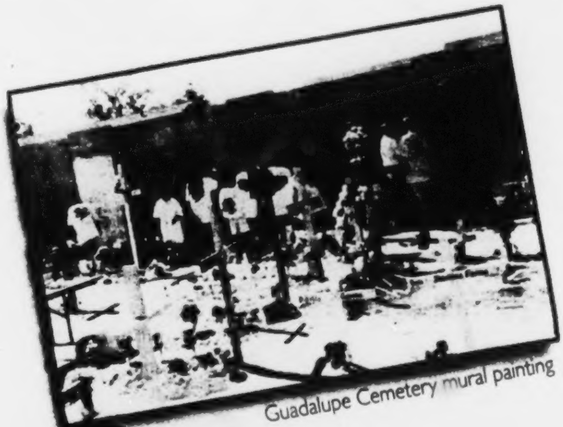
The Center's main intention is to help students adjust to college life and eventually finish their degrees. Academic support services, such as study groups, are readily available. Transportation is also arranged because for many students, getting to school is a major challenge. The Center organizes carpools, and SMCC runs shuttle bus service between the Center and the main campus.

Apparently, these efforts have paid off as Monreal proudly points out that 11 graduates of SMCC from the Guadalupe Center are now attending Arizona State University. "We want to see that number increase, and the new space will help us to educate even more students who will eventually continue their education," he said.

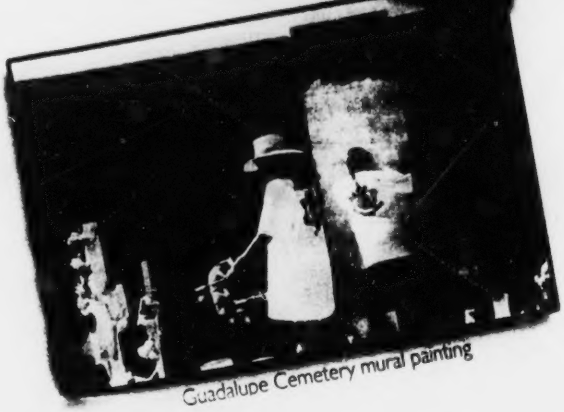
Monreal also hopes that the Center will become a focal point for teaching and study of the area's cultural life, especially that of the Yaqui Indians.

The Yaqui Tribe's blend of tradition and Catholicism exerts a powerful presence in town, especially during their ceremonial rituals, which are a part of most religious holidays. For example, during Lent, tribal members dance and re-enact events that led to the crucifixion of Christ, using the broad earthen plaza in front of the Yaqui Temple at the center of town. Just north of the Temple, on the plaza, is Our Lady of Guadalupe Church, an historic site dating back to 1910.

Dr. Octaviana Valenzuela Trujillo, director of the Center for Indian Education at Arizona State University, teaches a popular class on Yaqui culture and history at the Center. "I taught the class for the first time last fall, and it was amazing how many people were interested in it," says this Yaqui Indian and lifelong Guadalupe resident.


Guadalupe Cemetery mural painting

Artist Manuel Acuña


Guadalupe Cemetery mural painting

"There were 30 students, some from ASU and Tempe, who wanted to know more about their Guadalupe neighbors. It was wonderful when we talked about the dispersion of Yaquis in the late 1800s and early 1900s. A lot of people could relate immigration and issues of identity and cultural values."

Dr. Trujillo, the first woman elected vice chair and later chair of the Pascua Yaqui Tribe, added that she looks forward to expanding Yaqui studies "to reflect the community as a whole, including those of Mexican-American heritage." The Yaqui history museum, located in the new Guadalupe Multipurpose

Center, should support new opportunities for teaching and learning.

The day-to-day operations and leadership of the SMCC Guadalupe Center will be guided by Raúl Monreal, a "hometown kid" who is familiar with the town's cultural and political history. He has deep ties to Guadalupe and understands the importance of its heritage.

Monreal taught many of the town's residents at Frank Elementary School and also taught at nearby Gilliland Junior High in Tempe. He was instrumental in helping the Town of Guadalupe to incorporate in 1975. Before becoming director of the Center, Monreal served as director of student development at Paradise Valley College, part of the Maricopa district.

SMCC President Córdova has high praise for Monreal. "With confidence, I entrust the leadership of the Guadalupe Center to Raúl Monreal," he said. "He knows the community, the culture, has a heart for the people, and values education." The new director is well known for his original poetry–"works that reveal a great sensitivity," according to Dr. Córdova.

Indeed, for 34 years, Monreal has been writing poetry–about education, culture, community, family, injustice, and leadership. Some of his poems have been set to music.

The challenges of the Guadalupe Center seem well suited to a man unafraid to challenge his students and himself in order to set an example. He emphasizes to his students that they need to be moral, ethical, and practical in life and work. He is fond of saying "Don't destroy dreams," and he has proved the essence of that saying through his own life. Monreal hopes to make the South Mountain Guadalupe Center a space for dreams and spirits to soar.

Parts of this article were excerpted from *Ed Cetera*, the Maricopa Community College District newsletter.

Raúl Monreal, Guadalupe Center director

College and Community Join in Guadalupe Cemetery Project

The partnership to build the new Guadalupe Center is just one of many examples of how South Mountain Community College has forged ties with local groups to complete worthwhile projects.

In recent years, SMCC has worked with more than 100 volunteers to paint murals on the walls of Guadalupe Cemetery.

Located in the middle of a residential Tempe neighborhood, the cemetery is a collection of handmade crosses, granite monuments, and concrete markers, decorated with family mementos and candles. A tall block wall surrounds the cemetery, with many of the sections painted with murals of patron saints, angels, and Biblical scenes.

The volunteers have painted additional scenes that depict the history of the Town of Guadalupe, Yaqui legends, and Mexican and Yaqui customs. Some have cleaned up broken glass and debris from the cemetery, which is maintained solely by Guadalupe families. There is no custodial or security staff for the five-acre site.

The designs for the murals were created by artist Manuel Acuña, who has conducted art classes in the community to involve area children and adults. Some scenes depict deer dancers while others are skeleton figures commonly seen during Día de los Muertos, the Mexican festival held during the Halloween season. Others portray Our Lady of Guadalupe and the old townsite of Guadalupe, which was located where the cemetery is now.

The SMCC Guadalupe Learning Center has paid for supplies and art instruction. English students, taught by SMCC instructor Pam Erramuzpa, have done research about stories associated with the mural panels. The stories have been published in English, Spanish, and Yaqui.

Volunteers from South Mountain Community College and the Guadalupe learning center have been joined by volunteers from Intel, Boys & Girls Club, Centro de Amistad, and the Town of Guadalupe.

Jesús "Jessie" Osuna (l.) and Manuel Castro offer native blessing of the South Mountain CC Guadalupe Center.

Recruiting Hispanics, Swarthmore Style

Personal Touch the Key to Success

BY
INÉS PINTO ALICEA

SWARTHMORE

Yansi Pérez isn't your typical college recruiter. If parents are scared about sending their children far away to college, Pérez invites them out, picks them up in her car, and takes them out for a heart-to-heart, many times in Spanish, about the wonders of her tiny college on the East Coast.

"My parents didn't want me to go away to college, so I know the issues," said Pérez, assistant dean of admissions at Swarthmore College in Pennsylvania, less than a half hour west of Philadelphia. "To do this kind of work requires a lot of personal involvement. By meeting individually with the parents, it helps relieve the parents so they understand the process."

Pérez and others at the campus seem to have found a successful formula for recruiting Latinos to the campus. Latino enrollment has grown steadily over the last decade at Swarthmore. In the 1990-91 school year, only 42, or 3.1 percent, of the 1,329 students at the campus were Latino. Today that figure is 135, or 9.2 percent, of 1,467 students. The 1999-2000 first-year-student class of 372 students was 14 percent Latino. This year, the school graduated its largest class of Latinos—40 students.

"To do this requires a lot of commitment and effort from the institution, and Swarthmore has that commitment," said Pérez, who added that throughout the administration, including President Alfred H. Bloom, there is a great deal of financial and moral support for efforts to diversify the campus. "If you have help from all levels, it makes it easier."

Pérez said that her efforts to boost minority enrollment call on her to travel extensively to meet with high school counselors, parents, and students, particularly in states with large Latino populations. She also travels to meet with students and counselors in grades lower than high school to get them to begin to understand what would be required of them to attend Swarthmore.

Applications to the 330-acre campus must include SAT I or ACT scores; scores in three SAT II Subject tests, one of which must be the writing test; a high school transcript; a brief personal essay on a meaningful interest or activity; and a longer essay on a topic specified by the college.

For 1999-2000, fees are $31,690, which includes tuition of $23,964,

"Not only are they intimidated by the language differences but also about class...that they're not the type of people who go to Swarthmore," said Pérez.

PURA VIDA
LATIN

Yansi Pérez, assistant dean of admissions at Swarthmore Colllege

1751

Anna María Cobo, assistant dean and director of the school's Intercultural Center

room, board, and activities fee. Some 52 percent of these students received financial aid packages ranging from $200 to $33,000 in grants, loans and work study.

Pérez said that while her work often can be challenging, it has become easier as the school's Latino population has grown. And 63 percent of the students enrolled in the class of 2003 graduated from public schools.

"To get that initial mass is hard," she said. "When I talk to students and they express concern about the numbers of Latino students, I can now tell them, 'You will not be alone.'"

One program that has also proven successful for Swarthmore in recruiting Latinos is its Discovery Weekend, in which prospective students, in the fall of their senior year in high school, visit the campus and get to know the community.

Pérez also operates application workshops at high schools across the country to help students understand the ins and outs of filling out college applications. "I tell them that if they have to babysit siblings after school or they have a job after school, those are considered activities they should write about in their application," Pérez said. "That shows why they aren't involved in other activities. That's how you recruit students who don't see themselves as viable candidates for highly selective institutions."

Pérez said, however, the most important element in her success as a college recruiter is her personal touch. A major aspect of that is her ability to speak to parents in Spanish.

"Not only are they intimidated by the language differences but also about class...that they're not the type of people who go to Swarthmore," said Pérez, adding that her meeting with parents, particularly in states outside of the East Coast, helps comfort parents nervous about sending their children to school far away.

"I understand that Swarthmore is not at the top of the list for people in California because it's small, it's far away, and it doesn't roll off your tongue like Harvard," said Pérez.

"Although many state schools are wonderful, the world is wider than state schools. These students **should** apply to schools they think are reaches for them."

Alicia Muñoz, an 18-year-old rising sophomore of Mexican American descent at Swarthmore, said she liked the small size of Swarthmore. The school says there are just nine students per professor. Muñoz also said she felt welcome as a student and as a Latina. Shortly after she was accepted by the school, she got the usual paperwork but also a welcome letter from HOLA [Hispanic Organization for Latino Awareness], a Latino cultural support group at the school. She has since become active in the group herself, volunteering as a tutor in the community.

"I've had a really nice experience here," said Muñoz, adding that she knew she would receive more personal attention at Swarthmore than at her other college choices. "We have a nice Latino population. They are very encouraging. But really it's all of the people here who bring out what Swarthmore is and give it that sense of community."

Anna María Cobo is in agreement about that sense of community. Cobo is assistant dean and director of the school's Intercultural Center (IC), a facility on campus that provides support to students of Asian or Latino background and to gay, lesbian, bisexual, and transgender students through activities and support groups. "We're open-minded and willing to work with different students, with a broad range of students," said Cobo. "It's a conscious effort to get everybody on board." The chemistry between faculty and administration she describes as great. "We work together to get all kinds of students. We believe in this vision of having Latino students here."

Cobo said that the IC plays an important role in establishing a welcoming climate on campus. It seeks to educate both its members and the larger community about cultural, ethnic, class, gender, and sexual orientation differences and attempts to enhance the growth of multiculturalism and interculturalism at Swarthmore. IC sponsors lectures, movie nights, coffees, poetry and music, roundtable discussions, and a speaker series.

Cobo said that the school is successful too at retaining Latinos—through support efforts of the IC, a summer orientation college (the Tri-College Institute for minority students) designed to prepare them for the rigors of college life; the mentoring done by Latino and other faculty of the Latino students; the mentoring done by Latino alumni with current Latino students; several course offerings on Latino issues, including Chicano history; the networking of Latino alumni; a Latino database that helps students get jobs and internships; and the work of HOLA.

"All of these little things attract Latino students," said Cobo. " When students come here, we have so much to show them. They're coming to Swarthmore, and we're keeping them and we're graduating them."

Cobo said that often Latino students want to go to bigger colleges and universities where they can learn more about their Latino roots.

"The challenge is to show them that they can learn about their identity here," said Cobo.

Vanessa Askot, an 18-year-old political science major from Pennsylvania, just finishing her first year, said that Swarthmore has helped her get more in touch with her Latino heritage. She had few Hispanic families in her hometown to relate to, and the campus has provided her numerous opportunities to explore what it is to be a Latina. "We speak Spanish at home, eat empanadas and dulce de batata at meals and enjoy Telemundo more than most families, but being bilingual and eating cultural foods hardly rooted me in the Hispanic community," said Askot, who is of Argentinean background. "I truly believe that I walked onto the most open-minded, supportive, tolerant campus in the country. While the differences among students here are valued, they do not become their defining characteristics. Is there a place for minority students here? This IS the place for minority students."

Miguel Díaz Barriga, associate professor in the department of sociology and anthropology

Miguel Díaz Barriga, an associate professor in the department of sociology and anthropology, said that in his time teaching on the campus since 1989, there has been an enormous growth in the number of "courses, campus events, and volunteer activities that focus on Latino/a and Latin American issues."

"This growth has been the result of a close collaboration between Latino/a faculty, staff, and students and reflects the support of the College administration," said Barriga.

Barriga himself has been instrumental in fueling this growth and interest in Latino activities. He has taught courses on the Chicano/Latino experience, and he incorporates service learning in his innovative courses. Students in his classes often can be found working with migrant workers in Pennsylvania on a variety of issues.

Students not only read about farmworker politics, educational dynamics, and Chicano/a culture but also work with organizations that are dedicated to union organizing and developing cultural programs for Latino/a youth," Barriga said. "A group of students from the seminar are now organizing a student-led course, Educating for Migrants' Rights, that will involve teaching migrant rights issues to Mexican/Mexican American youth at a local high school."

Cobo said that while the campus has been successful recruiting Latino students, work still needs to be done to increase Latino faculty. When she arrived on campus, she sought out all Latinos on the faculty, staff, and within administration and formed a Latino committee, which has been warmly received by the administration, she said. Its eight members include two tenured faculty.

The Latino committee has had its share of accomplishments. The group has garnered funding for an intern position, which will gather information on the different Latino organizations available for the school's departments to join so they can have more contacts with prospective Latino faculty members. The group also is arranging jobs for several postdoctoral Latino students in some of the school's departments. The campus will offer an honorary degree to a Latina this year. The committee and HOLA worked together to get Latino alumni from Swarthmore to become active mentors for the students on the campus.

"We've come a long way," said Cobo.

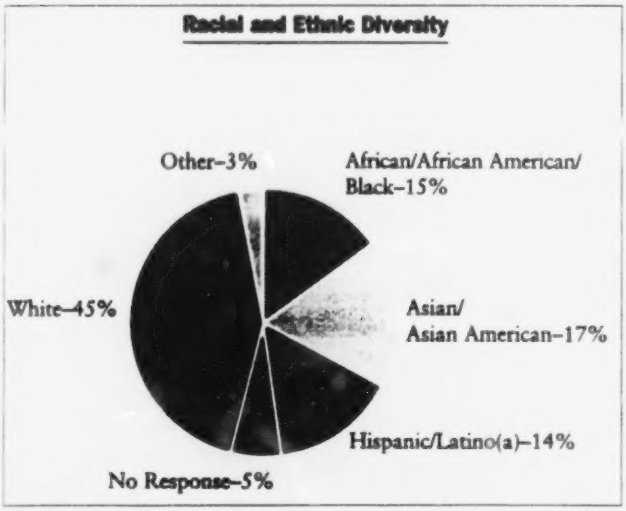
Braulio Muñoz, professor of sociology and chair of sociology and anthropology, who has been at the campus for 22 years, said he was the only Latino on the faculty for many years.

"Over the years, we've worked hard to get Latino faculty," he said. "Sometimes we've been successful and sometimes not."

Muñoz said the challenge of attracting Latinos to teach at the small campus is that Swarthmore is competing with better-known and larger Ivy League schools.

"We're also trying to attract people to an area where ethnic support is weak," said Muñoz. "It is in our best interest as an elite institution to keep up with the developments around us. If we are going to be a leader in academic matters, the faculty members have to reflect the composition of the society around us. I tell everyone here that we are not doing charity or community work and that the recruitment of Latino faculty is not just for the benefit of the Latino faculty. We have to do this to maintain our position as leaders in the educational system."

HO



PEOPLE & PLACES

Miami-Dade Students Win Goldwater Scholarships

Raciel Valle is one of two M-DCC (Fla.) students to win prestigious Barry M. Goldwater Scholarships. Valued at up to $15,000, this year's scholarships were awarded to 309 students from the 50 states and Puerto Rico.

Scholarship recipients, who are math, science, and engineering students from colleges and universities across the country, were selected based on research work and academic merit. Each student receives $7,500 for the 2001-2002 academic year and is eligible for another $7,500 for an additional year of study, based on continued academic performance.

Valle, a math major, was on M-DCC's team that placed first at Mathematics Olympics 2000, a Florida state competition for community colleges.

Biology major Gianni Franklin is M-DCC's other scholarship winner.

U.S. International Announces Online Master's

USIU

United States International University (USIU)–with campuses in California, Kenya, and Mexico–introduced an online M.A. in education, with a concentration in technology and learning.

USIU president Garry Hays said that the program will involve a range of instructors and guest experts, and that the inclusion of international students will enhance the learning experience for all students. The online campus is at http://usiuonline.net/.

Texas-Pan American/Baylor Medical Program Sees Results

Photo © Baylor College of Medicine

A partnership, formed in 1994, between the University of Texas-Pan American (UTPA) and the Baylor College of Medicine has significantly increased the number of South Texas students accepted to medical school.

In 1996, only four of 30,000 students enrolled in the five undergraduate universities in South Texas were accepted to medical schools. In 1998, when the first group of UTPA's Premedical Honors College students received their bachelor's degrees from UTPA, the number jumped to 14–all but three from Pan Am.

Last year, 16 UTPA students were accepted to medical schools. The class of 2000 features 25 future physicians. And there are more than 60 students in the pipeline.

Marissa Gómez (pictured r., with Dr. Michelle Barcio), honors college graduate now at Baylor, said, "At UTPA, you attend your classes together, you study together, you are given opportunities that most pre-med students don't get as undergrads, and you go into the program knowing that you will be accepted to Baylor if you meet all the requirements."

LIU-Brooklyn Graduate Overcomes Disability

Photo by Rodney K Hurley

Joseph Osie, a public safety officer at Long Island University (LIU)-Brooklyn in New York, completed his paralegal studies despite living with a neurological disorder that impairs a person's ability to write. Osie, 37, who earned an associate's degree in the spring, is the first in his family to earn a degree.

As a youngster, Osie's learning disability went undiagnosed, and he had trouble at school. Frustrated, at age 14 he dropped out of school to support his family, becoming a dockworker. But realizing he wanted to do something intellectually fulfilling, Osie at 19 earned his GED and briefly entered New York's Kingsborough Community College, where his disability was first identified as dysgraphia–different from, but related to, the more well-known dyslexia, which affects a person's reading disability.

Osie now hopes to further his education and study business law. "I am euphoric and ecstatic," said Osie. "I have a great sense of accomplishment in earning my degree."

Pacheco Takes Top Scholarship at Western Nevada

Olga Pacheco was one of two students to be awarded a $12,000 scholarship at Western Nevada Community College (WNCC). The Hites Family Scholarships, from the Hites Scholarship Foundation, were the largest ever given out at WNCC.

Pacheco, third in a family of seven children, grew up in the village of Huejuquilla in Jalisco, Mexico, and became fluent in English 10 years ago. A work-study student at WNCC, she earned A grades in all but one course, and graduated in May with a 3.92 GPA and an associate's degree in pre-engineering.

She interned this summer at Bently Nevada and will transfer to the University of Nevada-Reno in the fall.

Full-time student and mother Wendy Miller was the other Hites Scholarship recipient.

Lesley Program Aims to Increase Minority Teachers

LESLEY

In Massachusetts, a new Lesley College program will increase the number of minority certified public school teachers in Boston-area schools, thanks to a three-year grant of $330,000 from the Lloyd G. Balfour Foundation.

The scholarship program, which will enable the students of color to complete master's degrees, obtain teaching certification, and build leadership skills, answers a call to increase the diversity of local teachers. Superintendents of regional public school systems have repeatedly voiced their concern that the pool of teacher candidates lacks diversity.

The Massachusetts Department of Education estimates that 18.6 percent of K-12 students in Massachusetts public schools are Black or Hispanic, and 5.6 percent of teachers. Only 4.8 percent of those seeking teacher certification are Black or Hispanic.

USF Finds Whites and Various Ethnic Groups Equally Generous

A new study by the University of San Francisco's (USF's) Institute for Nonprofit Organization Management, examining charitable contributions and volunteering throughout California, finds little difference in the giving patterns of whites and various ethnic groups.

"Although national studies report that whites give more than do non-whites, our study found that whites, African Americans, and Asian/Pacific Islanders give and volunteer at comparable levels," said Michael O'Neill, professor at the USF Institute for Nonprofit Organization Management. "Latinos generally report lower levels of giving and volunteering, but when the effects of income, educational level, and immigration status are statistically removed, differences among all ethnic/racial groups virtually disappear."

Pima Community Presents Diversity Awards

In Arizona, Dr. Robert D. Jensen, Pima Community College (PCC) chancellor, presented the Chancellor's Equity and Diversity Awards for 2000. The awards program, instituted in 1995, recognizes leadership and advocacy for inclusiveness and civil rights principles in education and employment.

The recipients were Duff Galda, ESL faculty, Downtown Campus; Patricia Houston, acting division dean, mathematics and communication arts, Downtown Campus; Edward Lovio, lieutenant, department of public safety, District Support Service Center; and Nick Lucero, student, East Campus.

Navarro on California Learning Commission

Richard A. Navarro, dean of California State Polytechnic University-Pomona's College of Education and Integrative Studies, was appointed to a 12-member state Commission on Technology in Learning.

The commission makes policy recommendations to the state Board of Education in such areas as statewide planning for educational technology and ongoing evaluation of all technology, telecommunications, and distance learning programs that affect K-12.

Navarro is on the board of directors of the National Board for Professional Teaching Standards and the Pomona Valley Education Foundation and co-chairs the East San Gabriel Valley Education Consortium. He has a bachelor's degree from San Francisco's New College of California, a master's from Harvard, and a master's and doctorate from Stanford.

Gonzales to Direct UNM Women's Center

Sandrea Gonzales was named director of the University of New Mexico (UNM) Women's Resource Center. Gonzales has been with the Center for 10 years as assistant director, counselor, and program services coordinator.

The Center's staff has been examining the results of an informal needs assessment survey, which drew more than 600 responses. New initiatives will be introduced based on the responses, said Gonzales, including reestablishing evening and weekend hours for the Center's "family friendly" computer pod and updating its equipment. Gonzales has been developing guidelines and paving the way for professional women to serve as mentors to students. "The Center is a point of entry for a lot of women, and retention and recruitment are important parts of our mission," said Gonzales.

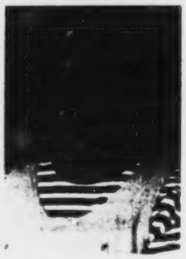
Gonzales has a bachelor's degree and a master's from UNM.

Westchester Honors Reyes

In New York, SUNY (State University of New York)/Westchester Community College (WCC) honored outstanding student Adelaida Reyes, a former welfare recipient, with a chemical dependency counseling program award. Reyes, who was recognized at WCC's Honors Convocation, will be going on to Lehman College.

Baca to Apply Her Summer Studies to Classes at Heritage

Dr. Imelda Baca, assistant professor at Heritage College (Wash.), recently returned from a summer of study in Spain. Baca, along with 17 other teachers of bilingual education and Spanish as a foreign language, was in Spain on scholarship, exploring different pronunciations of Spanish and the lexical, semantic, morphological, syntactic, and pragmatic differences in spoken and written Spanish.



"What I am trying to do at Heritage is model an actual bilingual classroom and to develop cognitive, academic language proficiency by having students know various dialects and grammars of Spanish, whether they are from Mexico, Cuba, Spain, or other Spanish-speaking countries," said Baca.

Jersey City Welcomes Candido Camero

Percussion greats and friends gathered with famed Cuban jazz percussionist Candido Camero (pictured) at the "Slide Force Meets Percussion" concert at New Jersey City University (NJCU). Among those sharing the occasion with Camero were Lillian Hernández, wife of NJCU President Dr. Carlos Hernández; "The Trombone Man," Juan Pablo Torres; Robert Romero, director of NJCU's percussion ensemble; entertainer Annette Cardona, an NJCU instructor who was program announcer for the concert; guest artist Changito, Cuban percussion star; and Hugo Morales, chair of the NJCU council on Hispanic affairs, which co-sponsored the concert with the University's department of music, dance, and theatre.

California Lutheran Honors Former NFL Player

Daniel "Danny" Villanueva, former professional football player and radio newscaster, received an honorary doctorate from California Lutheran University.

Villanueva, a field goal kicker for the National Football League's Los Angeles Rams and Dallas Cowboys in the '60s, has distinguished himself as an entrepreneur in broadcasting and as a leader in the Latino community. He began as a newscaster for KNBC and ultimately became president of KMEX, the largest Spanish-speaking station in Southern California. In 1987, he created Villanueva Media, which held the license for KSMS-TV. He is currently chair of the board of Bastion Capital Corporation and serves on many nonprofit boards.

DaimlerChrysler Gives to HACU

The DaimlerChrysler Corporation Fund contributed $25,000 to the Hispanic Association of Colleges and Universities (HACU). The unrestricted gift will be used to strengthen and increase HACU's reach to its more than 240 member colleges and universities with high Hispanic enrollment rates in the United States, Puerto Rico, and abroad.

"Our support of institutions such as HACU helps improve Hispanic access to higher educational opportunities," said W. Frank Fountain, senior vice president, government affairs, DaimlerChrysler Corporation, and Fund president.

Texas Student Recognized for Contributions in Microbiology

Daniele Provenzano, doctoral candidate at the University of Texas Health Science Center-San Antonio, received a 2000 Raymond W. Sarber Award from the American Society for Microbiology. The Sarber Awards recognize academic achievement and reward outstanding research and potential among students in microbiology.

Provenzano has done important work on *Vibrio cholerae*, the microorganism associated with sometimes deadly diarrheal diseases caused by contaminated water. He has made significant contributions to the understanding of cholera pathogenesis and enteric pathogen survival. His promise as a scientist and educator is also apparent in his work as an instructor and teaching assistant.

Provenzano has been noted too for his volunteer work with a Saturday Morning Science Camp for K-12 students and his involvement with the Society for the Advancement of Native Americans and Chicanos in Science.

Virginia Commonwealth Spanish Course Targets Healthcare

"As the Latino population continues to increase, it is becoming more and more important for medical professionals in the nation's hospitals to learn to speak Spanish to communicate with their patients," says Dr. Consuelo Navarro, assistant professor of foreign languages at Virginia Commonwealth University (VCU). A course at VCU is helping medical professionals do just that.

Spanish for Medical Professionals, created three years ago by Navarro, is a year-long three-credit course offered to physicians, nurses, physical therapists, and administrators of VCU's Medical College of Virginia Hospitals. It offers instruction in conversational medical Spanish and Latin American cultural aspects that have an impact on medicine, such as issues related to adjustment after immigration, family structure, and cultural concepts on illness and death.

California-Santa Barbara Professor Studying Mexican Immigration

Jonathan Inda, assistant professor in the University of California-Santa Barbara department of Chicano studies, won a prestigious Rockefeller Fellowship.

Inda's work involves observations of Mexican immigrants in Orange County, Calif., and how their transnationalism sometimes generates a backlash of strict and exclusively defined American nationalism in other Americans.

The $33,000 grant will enable Inda to finish the work, which began as his doctoral dissertation and will be completed under the auspices of the Center for the Study of Race and Ethnicity at UC-San Diego.

North Florida Names VP of Student Affairs

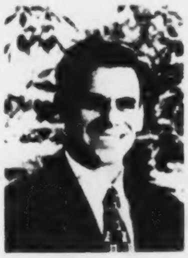
An educator with extensive experience with students from diverse backgrounds has been named vice president of student affairs at the University of North Florida (UNF).

UNF President Anne H. Hopkins announced that Dr. Mauricio González, associate VP for student life at the University of Cincinnati, will assume the post on Oct. 1. He will oversee student housing, student health, intramural sports and recreation, student government, multicultural affairs, career services, and more.

González has a bachelor's degree from the University of Texas, a master's from the University of the Americas in Puebla, Mexico, and a doctorate from Florida State University. In 1991, he was a Senior Fulbright Research Scholar at La Universidad de San Carlos de Guatemala.

Rao Becomes Central Michigan President

Michael Rao, former chancellor of Montana State University-Northern and former president of Mission College, became the 12th president of Central Michigan University (CMU).



The 33-year-old Rao is described as dynamic, intense, and a major achiever who has moved up rapidly through the professional education ranks. He earned a bachelor's degree and doctorate in less than six years, an accomplishment that takes most scholars more than nine. He was president of a large, public, two-year college at 27 and the head of a four-year public university at 31.

He brings to CMU a broad range of experiences in education, having been a chemistry researcher, college dean, assistant to a university president, college president, university chancellor, president of a management and education consulting firm, and gubernatorial appointee to a state student aid commission.

Southern Methodist Presents "Sacred Space" Exhibition

The Institute for the Study of Earth and Man at Southern Methodist University (SMU) in Texas will present an exhibition of about 150 mural-sized color photographs of sacred landscapes and architecture spanning 4,000 years in Mexico, Guatemala, Honduras, and Southwestern United States.

At the Hall of State at Fair Park in Dallas from Sept. 11 to Oct. 27, the exhibition, "Sacred Space: Man and the Divine in Mexico, Central America, and the Southwestern United States," will feature photographs by Dallas photographer Carolyn Brown. It is intended to transport visitors into sacred landscapes and structures, express the majesty and richness of sacred traditions of these cultures, and provide insights into their engineering, architectural, and artistic achievements as well as their political and religious dimensions.

Nazareth Students Inducted into Spanish Honor Society

Nine undergraduate students at Nazareth College in New York were inducted into Mu Delta 292, Nazareth's chapter of Sigma Delta Pi, the National Spanish Honor Society.

Olga Rivera, Ericka López, Josephine Rosado, Jessica Colón, Andy DeSouza, Alison Stoller, Julie Schum, Laura Barnard, and Sara Strickland all maintained their eligibility based on grade point average and high academic achievement in the study of Spanish.

Dr. Tina Pereda, professor of Spanish, called their work exceptional. "We are very proud to have this long-standing tradition at Nazareth College of such a highly esteemed Spanish honor society, to recognize students for their outstanding academic achievement in Spanish studies and for their extraordinary dedication to the many Hispanic cultural activities of Club Cervantes," said Pereda.

Poyo Conducts Latino Research at Smithsonian

Gerald Poyo, Latino studies scholar at St. Mary's University in Texas, conducted Latino cultural research at the Smithsonian's National Museum of American History, where he was a Rockefeller Humanities Fellow. Under the Smithsonian Center for Latino Initiatives doctoral fellowship program in Washington, D.C., the extensive collections are accessible to researchers studying Latino art, history, and culture relative to the U.S.

Poyo's areas of scholarship are Latino history and Spanish colonial history of Texas, the Southwest, Cuba, and the Caribbean. His project is titled "Interpreting and Exhibiting U.S. Latino History."

An associate professor of history at St. Mary's, Poyo has a doctorate in Latin American history from the University of Florida.

Stetson Hosts International Forum

Thirteen local government officials from Spain and Latin America took part in a seven-day fellowship program on local government, Central Florida style. Hosted by Stetson University, the visitors were all members of the Iberoamerican Union of Municipalities (UIM: Unión Iberoamericana de Municipalistas), an internationally recognized organization of 600 mayors, city council members, public servants, and academics from Spanish-speaking countries.

This year's seminar, the third organized by Stetson since 1998, brought delegates from Argentina, Spain, Mexico, Venezuela, Panama, Brazil, Ecuador, Guatemala, and El Salvador. Stetson and UIM signed an agreement in 1996 to facilitate exchanges of students and professionals. Stetson has also funded student travel to internships in UIM-affiliated cities in Uruguay, Mexico, Guatemala, Ecuador, and Argentina.

New Mexico Highlands Administrator Named ACE Fellow

Patricia Manzanares-Gonzales, director of New Mexico Highlands University's (NMHU's) Educational Outreach Services, was named a 2000-2001 American Council on Education (ACE) Fellow, one of 34 selected this year in a national competition, the first from Highlands to be selected, and the eighth New Mexican to be awarded the honor.

As an ACE fellow, Manzanares-Gonzales will focus on an issue of concern to NMHU while spending a portion of the academic year working with top administrators at a host institution. She also will attend three week-long ACE seminars on higher education issues.

The ACE Fellows Program, established in 1965, is designed to strengthen institutions and leadership in American higher education by identifying and preparing promising faculty and senior administrators for responsible positions in college and university administration.

Texas Association of Chicanos in Higher Education Newsmakers

Dr. Rosario Torres Raines has set up academic and student services for the new University System Center at Palo Alto College. The Center allows students to continue their education after receiving an associate's degree and earn their bachelor's degree while remaining on campus. Torres Raines was named executive director of the Center in February.

Dr. Ricardo Rodríguez, professor of chemistry, received Texas Wesleyan University's McCann endowed professorship for a three-year term because of his community service and excellence in teaching. Rodríguez has developed a "magic show" to promote chemistry in local schools.

In commemoration of the College's 75th anniversary, former San Antonio College student and renowned artist Jesse Treviño offered to design a mural of hand-cut ceramic tiles that would decorate, top to bottom, all four exterior faces of the Moody Learning Center.

Northwest Vista Student Named Outstanding Youth Tutor

The Northside Independent School District (NISD) named Jennifer Ramos, a student at Northwest Vista College (NVC) in Texas, an Outstanding Youth Tutor. Ramos was recognized at NISD's annual school-business-community partnerships awards ceremony.

Last year, Ramos took the initiative and contacted Zachary Middle School Principal Javier Martínez and NVC Associate Director of Student Success Debi Gaitan about a mentoring program. As a result, Ramos and 25 fellow NVC students have mentored weekly at Zachary Middle School.

Cleveland State Professor Studies Latinos in Higher Education

Dr. Rose Quiñones-DelValle, Cleveland State University professor in the College of Education, designed a research study investigating the prevalence of Latinas and Latinos in public and private colleges and universities in Ohio. She is collecting data on enrollment trends, needs, retention programs, and graduation rates of Hispanic students, who are born either inside or outside the United States and who are either U.S. citizens or non-U.S. citizens. Quiñones-DelValle says that the Latino high school dropout rate stands at 25.3 percent nationally but that in Ohio, the rate is 58 percent.

Born in Puerto Rico and raised in Youngstown, Ohio, Quiñones-DelValle has a doctorate from Kent State University and is a gubernatorial appointee to the Ohio Counselor and Social Work Board.

San Antonio Students Compete in Film Festival

Time and Fate, a video produced by San Antonio College (Texas) students Pittaya "Pete" Tunsiricharlengul and Brian Sánchez, placed as a semifinalist and was screened in the second annual National Student Festival for Film, Video, and New Media at New York City's Hunter College.

Sánchez has worked full-time for KABB-TV on its camera floor crew. He also freelanced for a few years shooting weddings and concerts, and worked as an editor and in production before enrolling in the radio-TV program at San Antonio in 1998.

The four-minute video–a dream sequence about a mother dropping her child off at school–competed against entries from NYU, Stanford University, UT-Austin, Columbia, and other institutions with strong national reputations.

Colorado-Boulder Helps Minority Students

In Colorado, nearly 100 underrepresented rural and minority high school students got the chance to be engineering students at the University of Colorado-Boulder through an expansion of the popular Success Institute.

A hands-on engineering outreach program of UC-Boulder's College of Engineering and Applied Science, the Success Institute was piloted in 1998 and 1999 with the goal of expanding the number of underrepresented students who successfully study engineering and computer science. The program has doubled in size this year due to a high level of interest and support from a variety of donors and government organizations.

David Aragon, director of the Success in Engineering through Excellence and Diversity program, said he hopes that helping young students to understand what engineering is all about will get them excited about it as a career choice.

New College Grads Not Too Keen on "Dot-Coms"

NACE

Despite the hype about job opportunities with new "dot-com" organizations, most new college graduates would rather work elsewhere, given a choice.

In a new survey conducted by the National Association of Colleges and Employers (NACE), only 13 percent of new graduates said they would like to work for a dot-com while 42 percent picked a Fortune 500 firm as their employer of choice. In fact, of the four choices offered, dot-coms placed last, trailing behind small companies, which earned nearly a quarter of all responses, and working for oneself, chosen by 20 percent of respondents.

NACE is a leading source of information about the college market and the leading information provider for human resources professionals who recruit and hire college graduates and for career services practitioners on college campuses who advise students and graduates.

Palo Alto Receives $2 Million Grant

PALO ALTO COLLEGE

Palo Alto College, a Southside community college in San Antonio, Texas, received a five-year $2 million grant aimed at strengthening and improving services.

The Title V federal grant is earmarked for developing Hispanic-serving institutions. Palo Alto's current student body is 65 percent Hispanic and 30 percent white/non-Hispanic.

"This grant will enhance Palo Alto College's ability to serve students more effectively and efficiently and to increase our level of service to a traditionally underserved population," said Dr. Enrique Solis, Palo Alto College president.

The grant period begins Oct. 1, with R. Michael Flores, Palo Alto's director of institutional research, planning, and effectiveness, as grant director.

Cristina Supports Sight for Students

Sight for Students

Some children can't clearly see the blackboard. Others have trouble making out the words in their textbooks. One in four school-aged children has some kind of vision problem. And poor vision can lead to poor performance.

The plight of these students and the lack of adequate eye care has touched Cristina Saralegui, host of Univision Network's top-rated program, *The Cristina Show*. The 30-year veteran journalist, known for her commitment to health-related issues, is teaming up with Vision Service Plan (VSP) to bring some clarity to their lives. Cristina is volunteering her time to help create awareness of VSP's Sight for Students program, which provides uninsured children across the country with free eye exams and eyewear. VSP, a not-for-profit company that is one of the nation's largest providers of eye care benefits, launched the program in 1997 as part of its America's Promise: Alliance for Youth commitment.

Saint Mary's Professor Monitors Mexican Presidential Election

SAINT MARY'S COLLEGE

Marc Belanger, political science professor at Saint Mary's College in Indiana, went to Mexico as a member of an international delegation charged with observing and monitoring the Mexican presidential election that took place in July. San Francisco-based human rights watchdog Global Exchange, at the invitation of "Alianza Civica," a Mexican human rights organization, established the delegation.

Delegation members included academics, religious missionaries, students, and others.

Belanger and company visited Mexican communities and met with representatives of civic, labor, and human rights organizations prior to the vote.

In the News at the University of South Florida

USF • The University of South Florida (USF) welcomes its first students into its new master's program in Latin American, Caribbean, and Latino studies this semester. Unlike many others, USF's will incorporate the study of Latino communities in the U.S. According to Paul Dosal, professor of history, the Tampa area's Hispanic heritage and history offer a fertile entry into an understanding of similar immigrant experiences in other regions of the country.

- USF is the third U.S. university to become a member of the Ibero-American Science and Technology Education Consortium (ISTEC), joining the Massachusetts Institute of Technology and the University of New Mexico. The mission of ISTEC is to foster joint international scientific, technological, and engineering collaborations to further progress in Ibero-American countries

- A panel of four Cuban women–Norma Vasallo, Marta Nuñez, and Sonia Catasus from the University of Havana and historian and author Gladys Marel García–presented the symposium "Cuban Women Today: Interdisciplinary Perspectives," hosted by USF's women's studies department.

- The USF College of Public Health hosted the 10th annual seminar in epidemiology and biostatistics for health practitioners from Latin America.

- Dr. José E. Hernández, who has 14 years of experience in higher education, is the new program coordinator with the USF McNair Scholars office.

- The Sant'Yago Education Foundation Board made the final payment of its $100,000 pledge to the USF Foundation to create the Krewe of Sant'Yago Endowed Scholarship.

PUBLICATIONS

Hall of Fame Presents Latino Book Awards

A Nogales Memoir
Capirotada
alberto álvaro Ríos

To honor the many positive contributions made to the world of Latino literature by publishers and writers in 1999, the Latino Literary Hall of Fame announced the winners of its second annual book awards at the BookExpo America 2000. A multitude of publications were honored. Most of the books can be found at http://www.latinobookfestival.com.

In the Nonfiction–English-language category: *Capirotada: A Nogales Memoir*, by Alberto Alvaro Ríos (University of New Mexico Press); *Journey to Machu Picchu*, by Carol Cumes and Rómulo Lizárraga Valencia (Llewellyn Publications); and *Through the Eyes of the Soul, Day of the Dead in México-Michoacan*, by Mary J. Andrade (La Oferta Review, Inc.).

In the Nonfiction–Spanish-language or Bilingual category: *Through the Eyes of the Soul, Day of the Dead in México-Oaxaca*, by Andrade (La Oferta Review); *En El Santuario Del Alma: Como orar para obtener la respuesta divina*, put together by the Self-Realization Fellowship; and *El Toque de Amor*, by Muñeca Geigel (Llewellyn Publications).

In the Fiction–English-language category: *Sor Juana's Second Dream*, by Alicia Gaspar de Alba (University of New Mexico Press); *Black Widows Wardrobe*, by Lucha Corpi (Arte Público Press); *CrashBoomLove: A Novel in Verse*, by Juan Felipe Herrera (University of New Mexico Press); and *Miami Heat*, by Berta Platas Fuller (Encanto Kensington Publishing).

Also, *El secreto de Cristina*, by Rebeca Aguilar (Encanto Kensington Publishing), won an award, and *East Side Dream*, by Art Rodriguez (Dream House Press), won two awards.

Dulcinea in the Factory: Myths, Morals, Men, and Women in Colombia's Industrial Experiment, 1905-1960

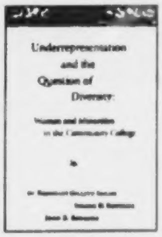
By Ann Farnsworth-Alvear

Before it became the center of Latin American drug trafficking, the Colombian city of Medellín was famous as a success story of industrialization, a place where protectionist tariffs had created a "capitalist paradise." This book investigates workers' strategies of conformity and resistance and traces the disciplinary practices of managers during the period from 1905 to the reorganization of the textile mills in the late 1950s.

2000. 303 pgs. ISBN 0-8223-2497-0. $19.95 paper. Duke University Press. (888) 651-0122.

Underrepresentation and the Question of Diversity: Women and Minorities in the Community College

By Rosemary Gillett-Karam, Suanne D. Roueche, and John E. Roueche

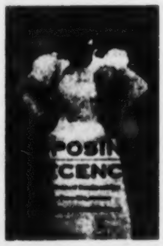


This scholarly work documents the history of discrimination in America and shows that women and minorities remain underrepresented among the seats of power. It examines the promise and problems that community colleges face in the struggle to create a society in which women and minorities are more equally represented in leadership positions.

1991. 264 pgs. ISBN 0-87117-225-9. $10.00 cloth. The Community College Press. (800) 250-6557.

Imposing Decency: The Politics of Sexuality and Race in Puerto Rico, 1870-1920

By Eileen J. Suárez Findlay

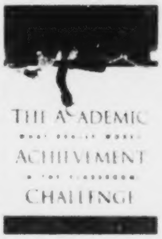


By analyzing Puerto Rican anti-prostitution campaigns, attempts at reforming marriage, and working-class ideas about free love, Eileen J. Suárez Findlay exposes the race-related double standards of sexual norms and practices in Puerto Rico between 1870 and 1920, the period that witnessed Puerto Rico's shift from Spanish to U.S. colonialism.

2000. 316 pgs. ISBN 0-8223-2396-6. $18.95 paper. Duke University Press. (888) 651-0122.

The Academic Achievement Challenge: What Really Works in the Classroom?

By Jeanne S. Chall



This book reviews and evaluates the many educational reforms and innovations that have been proposed and employed over the past century. The author compares achievement rates that result from traditional, teacher-centered approaches with those resulting from progressive, student-centered methods.

2000. 210 pgs. ISBN 1-57230-500-2. $27.50 cloth. The Guilford Press. (800) 365-7006.

Honorable Exiles: A Chilean Woman in the Twentieth Century

By Lillian Lorca de Tagle

Lillian Lorca de Tagle is living proof of women's progress in the 20th century. Born into a privileged yet circumscribed world in 1914 as the daughter of a wealthy Chilean diplomat, she became a translator and journalist at a time when few women of her class held jobs. Edited by Joy Billington and Chris Lucas.

2000. 214 pgs. ISBN 0-292-71609-5. $16.95 paper. University of Texas Press. (800) 252-3206.

Reinaldo Arenas: Una apreciación política

(Spanish)

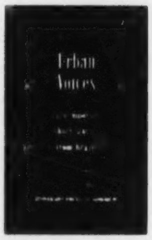
By Adolfo Cacheiro

Las novelas de Reinaldo Arenas se han interpretado como vuelos de fantasía que proveen un escape para sus protagonistas de la aspereza de una existencia opresiva. Estos textos se han considerado como artefactos no referenciales y no como signos de una realidad histórica en términos de un desarrollo que empieza en el confinamiento y acaba en la utopía.

2000. 149 pgs. ISBN 1-57309-391-2. $42.50 cloth. International Scholars Publications. (800) 462-6420.

Urban Voices: Contemporary Short Stories from Brazil

Cristina Ferreira-Pinto, ed.



All the selected stories have an urban thematic focus, as they portray different aspects of life in the city–be it the metropolis or a provincial capital–and the many conflicts faced by the contemporary urban inhabitant: the lack of communication among neighbors; the vicarious lives many lead; violence; political repression; and the recurrent theme of isolation and loneliness.

1999. 250 pgs. ISBN 0-7618-1380-2. $33.50 paper. University Press of America. (800) 462-6420.

The Muffled Cries: The Writer and Literature in Authoritarian Brazil, 1964-1985

By Nancy T. Baden

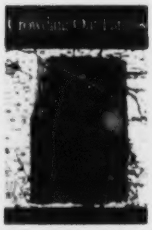
The
Muffled
Cries

When the military coup of 1964 suddenly suppressed the democratically elected government, Brazil was plunged into 21 years of authoritarian rule. This study deals with the struggles of the writers of imaginative literature who opposed the dictatorship as they contested censorship and other means of control that the government sought to impose upon them.

1999. 239 pgs. ISBN 0-7618-1421-3. $34.50 paper. University Press of America. (800) 462-6420.

Crowding Out Latinos: Mexican Americans in the Public Consciousness

By Marco Portales



Marco Portales believes that most Latinos have not been and are still not being educated and encouraged to succeed in America. Education and the media have historically deprecated and negatively misrepresented American citizens whose first language is Spanish, and such practices have shaped and created a gross social injustice that needs wide attention and correction as the 21st century dawns on the United States.

2000. 224 pgs. ISBN 1-56639-743-X. $19.95 paper. Temple University Press. (800) 447-1656.

Silent Looms: Women and Production in a Guatemalan Town, rev. ed.

By Tracy Bachrach Ehlers

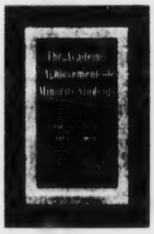
SILENT
LOOMS

An update of a classic study of the effects of economic development on the women weavers of San Pedro Sacatepéquez. Revising her earlier hopeful assessment of women's entrepreneurial opportunities, Ehlers convincingly demonstrates that development and commercial growth in the region have benefited men at the expense of women.

2000. 264 pgs. ISBN 0-292-72103-X. $16.95 paper. University of Texas Press. (800) 252-3206.

The Academic Achievement of Minority Students: Perspectives, Practices, and Prescriptions

Sheila T. Gregory, ed.



Throughout the world, students of color experience failure in school for a variety of reasons. This comprehensive work provides fresh insights and practical strategies for addressing these problems in order to enhance minority student performance in school.

2000. 552 pgs. ISBN 0-7618-1579-1. $44.50 paper. University Press of America. (800) 462-6420.

El Laúd del Desterrado

(Spanish)

By Matías Montes-Huidobro

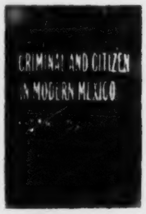
El Laúd del Desterrado

El Laúd del Desterrado es antología de combate, un compendio lírico que sirvió y seguirá sirviendo de modelo para todo escritor hispanoamericano en el exilio.

1995. 181 pgs. ISBN 1-55885-082-1. $10.95 paper. Arte Público Press. (800) 633-ARTE.

Criminal and Citizen in Modern Mexico

By Robert M. Buffington



This book explores elite notions of crime and criminality from the late 18th to the early 20th century. In Mexico, these notions represented contested areas of the social terrain, places where generalized ideas about criminality transcended the individual criminal act to intersect with larger issues of class, race, gender, and sexuality.

2000. 230 pgs. ISBN 0-8032-6159-4. $19.95 paper. Bison Books. (800) 755-1105.

Federal Criminal Rules Handbook: 2000 Edition

By Laurie L. Levenson

Attorneys now have an authoritative new resource for insight into the Federal Criminal Code and Rules. This book provides the full text of the Federal Criminal Rules with rule-by-rule analysis, expert commentary, and cross-references to additional resources.

2000. 850 pgs. ISBN 0-314-24854-4. $60.00 paper. West Group. (800) 344-5009.

La Revolución: Mexico's Great Revolution as Memory, Myth, and History

By Thomas Benjamin

La Revolución

The 1910 Revolution is still tangibly present in Mexico, yet there has never been general agreement on what the revolution meant, what its objectives were, and whether they have been accomplished. This pathfinding book shows how Mexicans from 1910 through the 1950s interpreted the revolution, tried to make sense of it, and, through collective memory, myth-making, and history-writing, invented an idea called "la Revolución."

2000. 251 pgs. ISBN 0-292-70882-3. $18.95 paper. University of Texas Press. (800) 252-3206.

Many publications featured in this section are available through amazon.com.

CONFERENCES

Kiva's Mexico 2000 Education Tour

September 19-20, Guadalajara
September 22-23, Mexico City
September 25-26, Monterrey

Kiva Expeditions, Inc., is committed to building partnerships through key introductions among international exhibitors, Mexican schools representatives, and local business leaders. This year's tour, "Building Partnerships in Mexico," will focus on student recruitment through public fairs and school visits.

Contact: Annette Wright, (303) 770-3063; e-mail, kivaexpo@mindspring.com.

International Society for Luso-Hispanic Humor Studies International Conference

September 28-30

At Delta Hotel, Montreal.

Contact: K.M. Sibbald, Department of Hispanic Studies, McGill University, (514) 398-6683; e-mail ksibbalk@leacock.lan.mcgill.ca.

18th Annual U.S. Hispanic Leadership Conference

September 28-October 1

The USHLI has as its conference theme this year: "Latinos in the New Millennium: Building on the Past to Provide Promise for the Future." At the Hyatt Regency, McCormick Place, Chicago.

Contact: (312) 427-8683; website, www.ushli.com.

Hispanic Women's Corporation 15th Annual Conference

October 5-6

The 15th Annual Hispanic Women's Conference, presented by the Hispanic Women's Corporation. At the Phoenix Civic Plaza in Phoenix, Ariz.

Contact: (888) 388-4HWC or (602) 954-7995; e-mail, hwc@inetmail.att.net.

Latin American and Caribbean Studies Symposium

October 6-7

St. John's University's Committee on Latin American and Caribbean Studies (CLACS) will hold an international symposium, "Immigrants from Latin America and the Caribbean: Coping in New York City," to "evaluate the social, educational, legal, economic, political, and psychological adaptation of immigrants from Latin America and the Caribbean to the New York City area." At St. John's University.

Contact: (718) 990-1932; e-mail, CLACS@stjohns.edu.

New Jersey Project Fall 2000 Conference

October 13

The New Jersey Project for Inclusive Scholarship, Curriculum, and Teaching has as its Fall 2000 conference theme "Now You See It, Now You Don't: Class in America." Speakers include Barbara Ehrenreich, Manning Marable, Holly Sklar, Mark Ellis, Lise Vogel, and Leonard Vogt. At Essex County College in Newark, New Jersey.

Contact: (973) 720-2296; e-mail, njp@wpunj.edu.

Forum 2000 & NACME Career Fair

October 25-28

"Affirming Diversity: Real Commitment, Real Results." Among the confirmed speakers are Dr. Ana Margarita "Cha" Guzmán, White House Commission on Educational Excellence for Hispanic Americans, and Dr. Elsa Macias, senior research associate, Tomás Rivera Policy Institute. At the Westin Hotel, Long Beach, Calif.

Contact: NACME, (212) 279-2626; website, www.nacme.org/events.

AAC&U's 3rd Biannual Diversity and Learning Conference

October 26-29

"Diversity and Learning: Identity, Community, and Intellectual Development" is designed both for working teams of faculty and administrators and for individuals interested in improving classroom teaching, changing their curriculum, fostering systemic change in their institutions, and investing more in local and global communities. At the Westin William Penn Hotel in Pittsburgh, Pa.

Contact: (202) 387-3760; e-mail, meetings@aacu.nw.dc.us; website, www.aacu-edu.org/Meetings/divlearn00.html.

The College Board Centennial Forum

October 28-November 1

Networking and professional development opportunities; sessions on cutting-edge field-specific research and development; keynote addresses by world-renowned speakers. At the Marriott Marquis Hotel, New York City.

Contact: (212) 713-8050; website, www.collegeboard.com.

HACU 14th Annual Conference

November 4-7

This year's theme: "Championing Hispanic Success in Higher Education." At the Albuquerque Convention Center, Albuquerque, N.M.

Contact: website, www.hacu.org.

AAHE Conference on Faculty Roles & Rewards

February 1-4, 2001

This 9th annual conference will focus on the changing professoriate and the two developments most salient in driving that change–new technologies and the generational shift now taking place in the faculty. At the Tampa Marriott Waterside in Tampa, Fla.

Contact: website, www.aahe.org.

In our July 28, 2000 issue *HO* erroneously listed journalism as one of the degree programs offered at California State University, Los Angeles. Journalism courses, are available through CSU's Communications Studies Department. Other "Notable" programs CSU would like to highlight are the NIH-funded Minority Access to Research Careers (MARC) honors training program; Minority Biomedical Research Support (MBRS); MESA Engineering Program (MEP); Health Careers Opportunity Program (HCOP), and NSF-funded undergraduate astronomy research center and CEA-CREST environmental center.

CORNELL
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The Department of Agricultural, Resource, and Managerial Economics at Cornell University seeks candidates for the position of Assistant Professor of management with interests in dynamic management, technology and innovation, and e-Commerce. This is a 9-month, tenure track appointment, with initial appointment for a three-year period. The person in this position is expected to establish a distinguished program of scholarship in the area of business management, with an emphasis on how new technologies and innovation impact management practices and the structure and conduct of businesses. With a 50/50 split between research and teaching responsibilities, the individual is expected to teach at least two to three courses annually and to advise undergraduate and graduate students. A more complete description of the job can be found at: **http://www.cals.cornell.edu/dept/arme/staff/AsstProf.htm**

Qualifications: A Ph.D. in business, economics or other related discipline is required

Application: A letter of application, vita, transcript, list of publications, any evidence of teaching experience, and names of three to five references may be sent to:

Dr. Andrew Novakovic, Chair
Department of Agricultural, Resource, and Managerial Economics
Cornell University
102 Warren Hall
Ithaca, NY 14853-7801

http://www.cals.cornell.edu/dept/arme/staff/AsstProf.htm

RAMAPO
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PRESIDENT

Ramapo College, New Jersey's public liberal arts college, announces the search for a successor to President Robert Scott, who served with distinction for 15 years. The new president will be asked to continue to strengthen the College's unique character as an interdisciplinary institution with an emphasis on global/intercultural and experiential education, and to continue to provide an education of quality at an affordable price.

Set on 300 wooded acres, Ramapo College is located in an exceptionally picturesque suburban environment just 25 miles from New York City. The College enrolls approximately 5,000 primarily full-time undergraduate students in liberal arts and professional programs, and 200 graduate students in master's programs. The annual budget is $68 million. Ramapo is one of 12 senior public institutions in the New Jersey system of public higher education with an independent board of trustees appointed by the governor. Additional information, including a detailed statement of qualifications for the position, is available on the College's website at **www.ramapo.edu**

Nominations and applications are invited. Review of candidates begins on October 1 and will continue until the position is filled. Confidentiality will be maintained until finalists have been named, and references will not be contacted until candidates have been notified. Candidate materials, including a letter describing interest in and qualifications for the position and the names and phone numbers of five references, should be sent to the College's search consultants, **Jean Dowdall and Robert Atwell, A.T. Kearney Executive Search, 333 John Carlyle Street, Alexandria VA 22314.** Communication and submission of materials by email as MS Word attachments is encouraged; send materials to **elizabeth.moseley@atkearney.com** For more information, our consultants can also be contacted by phone at (757) 437-3006, or by fax at (520) 395-1510.

Ramapo College is an Equal Opportunity Employer committed to excellence through diversity. The College encourages applications from women, members of ethnic minority groups, people with disabilities, and other protected class members.

Book Review

By Dr. Mark Saad Saka

***Pobre Raza: Violence, Justice and Mobilization Among Mexico Lindo Immigrants, 1900-1936*, by Francisco Arturo Rosales.** 304 pgs. Austin: University of Texas Press, 1999; ISBN 0-292-77095-2. $19.95 hardcover.

Pobre Raza reveals the resistance that Mexican immigrants took towards Anglo-American prejudice and violence during the first three decades of the 20th century. It provides the modern student of Latino affairs a longitudinal approach to such current issues as police profiling of peoples of color, nativist hysteria to the alleged threat that immigrants create towards our "culturally homogeneous" society (white middle class), and the high number of incarcerations and state executions of Latinos and other peoples of color in our criminal "justice" system.

F. Arturo Rosales provides concrete historical examples that demonstrate how collective action reversed discriminatory court decisions, provided legal counsel and defense for alleged criminals, and challenged police brutality, which unfairly targeted Mexican immigrants. Based on extensive archival and manuscript collections, newspapers, personal interviews, and court records, Rosales provides a well-documented thematic study of the dark side of mass prejudice and the American judicial system.

This book has wide applicability to the fields of political science, sociology, criminology, history, and Mexican American studies and is best suited for an upper-level undergraduate or graduate course.

At the heart of *Pobre Raza* lies the concept of Mexico Lindo (Beautiful Mexico), which served as a means of individual and collective empowerment. Mexico Lindo provided immigrants with a sense of cultural, linguistic, and political identity. It incorporated a sense of ideological nostalgia for the Spanish language; a reverence for Mexican national fiestas, heroes, and history; a spiritual devotion to Our Lady of Guadalupe; and an ambivalent form of anti-Americanism rooted in the collective turmoil of Mexico's history and revolutionary upheaval. Mexico Lindo served to bind the fragmentary and multiple migrations that characterized Mexican immigration over three decades and allowed for a deep-rooted sense of unity and community action in defense of La Raza.

The early decades of the 20th century witnessed a huge upsurge in Mexican immigration to the U.S., related in large measure to the political upheaval associated with the Mexican Revolution. Rosales wisely centers much of the Anglo nativist backlash on what he terms a "brown scare." He interprets the brown scare as mass hysteria rooted in the alleged violent nature of the revolutionary Mexican bandido and the supposed sympathies that Mexicans held toward the German government during America's involvement in the First World War.

In addition to geopolitical prejudices, many Anglos perceived Mexican immigrants as a threat to organized labor and American wage standards. Rosales successfully places much of the Anglo civilian violence towards Mexicans as resulting from this fusion of historical racial antipathy, economic anxieties, and the brown scare.

At the core of Anglo-American civilian prejudices and violence lay deeply entrenched institutional exploitation and systemic injustice. A central component to maintaining this structurally racist economic and political order was the judicial system, and this serves as an important focal point for much of Rosales' work. The role of police repression and brutality in squelching labor organizing, the targeting of immigrant communities by law enforcement for harassment and mass roundup, the lack of adequate defense for immigrants in a bewildering English-speaking courtroom, and a segregated and inferior educational base left immigrants vulnerable to an exploitative legal and political structure.

But rather than simply viewing the immigrant as a victim, Rosales stresses the collective responses that immigrants made to remedy these institutional biases, including the formation of middle-class civil rights groups, which protested racist literature and popular media; an active attempt by the Mexican consulate to defend the rights of Mexican immigrants; progressive defense lawyers who served as advocates for immigrants; and mass mobilization to protest state executions of Mexicans, who formed a larger percentage of those executed than did Anglo-Americans.

Unfortunately, then as now, Texas was the state with the highest number of executions of Latinos and other peoples of color, a fact that did not go unnoticed by my class of Tejano/Chicanos. Texas also ranked as the worst state for the number of Mexicans shot dead by police and the infamous Texas Rangers. The continuing struggles against police brutality and capital punishment in Texas are built upon a hundred years of collective struggle.

What came out of our graduate seminar's discussions was the surprise expressed by my Chicano students that decades before the Mexican American generation's post-war organizing or the Chicano movement's renaissance, Mexican immigrants agitated, protested, and defended their rights in the face of an overwhelmingly hostile judicial system that relegated the immigrant to third-rate status. In this manner, Rosales has provided a means with which to measure Mexican American community struggles within a longitudinal framework and allows the young Chicana/o historical role models with which to conceptualize the current struggles in defense of economic and political equality.

Dr. Saka is a Mexican specialist whose areas of interest include peasant social movements and agrarian unrest in the Mexican countryside. An American of Arab ancestry, he has taught at Sul Ross State University, Alpine, Texas, since 1995.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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on its
10th Anniversary

from the
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When you are considering a career, consider USF. Tampa is the best place to live if you're Hispanic, according to Hispanic Magazine. It's in the top four cities in the country regardless of ethnicity, according to Places Rated Almanac. Check out USF and employment opportunities at www.usf.edu

USF **University of South Florida**

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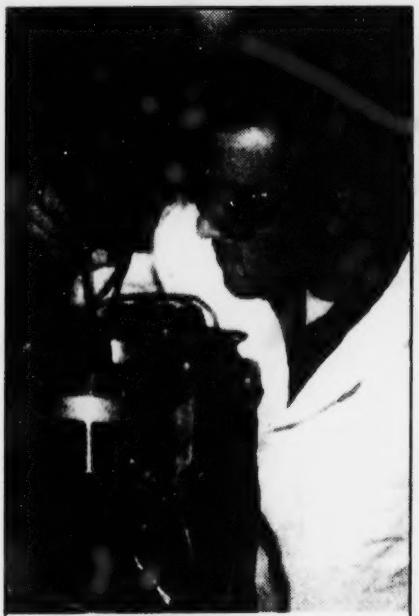

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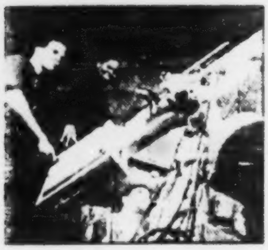

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Five College Fellowship Program for Minority Scholars

Located in western Massachusetts, Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts Amherst are members of the Five College consortium.

The Fellowship provides a year in residence at one of the five colleges for minority graduate students who have completed all requirements for the Ph.D. except the dissertation. (At Smith, recipients hold a Mendenhall Fellowship.)

The Fellowship includes a stipend of $25,000, office space, housing assistance, and library privileges at the five colleges. Emphasis is on completion of the dissertation. Most Fellows are asked to do a limited amount of teaching, but no more than a single one-semester course at the hosting institution.

Date of Fellowship:
Sept. 1, 2001 to May 31, 2002 non-renewable

Stipend: $25,000
Review of applications begins: Jan. 17, 2001
Awards announced by May 1, 2001

For further information and application materials contact:
Five College Fellowship Program Committee
Five Colleges, Incorporated
97 Spring Street, Amherst, MA 01002-2324
neckert@fivecolleges.edu

LEGAL SERVICES BILINGUAL HOUSING ATTORNEY

Nonprofit corporation serving low income families in Barnstable, Plymouth, Dukes, and Nantucket Counties seeks attorney fluent in either Portuguese or Spanish and English to work full-time representing clients in housing law matters, to act as a translator for non-English speaking clients and other staff advocates, to translate materials written in English to either Portuguese or Spanish, and to collaborate with other human service agencies and the private bar to promote the provision of legal services to non-English speaking clients. Oral and written fluency in either Portuguese or Spanish is required as is admittance to the Massachusetts bar. A sensitivity to the needs of the low-income and homeless populations is desired. Send resume and cover letter by September 22, 2000, to **Raymond A. Yox, Executive Director, LSCCI, 460 West Main Street, Hyannis, MA 02601.**

AA/EEO employer.

University of California, Los Angeles

The Department of Psychology, UCLA seeks to fill two tenure track assistant professorships in our Learning and/or Behavioral Neuroscience Areas. (In special cases individuals at the Associate level could be considered.) Research specialties of particular interest to us are: (1) electrophysiology of learning in awake behaving animals; (2) animal cognition; (3) genetic and pharmacological animal models of mental illness; (4) psychobiology of motivation and emotion. Applicants will be expected to teach both graduate and undergraduate courses in animal learning or behavioral neuroscience. Along with a CV, at least 3 letters of recommendation and a few representative reprints (two copies please), applicants must submit a brief statement of research and teaching interests indicating their appropriateness for this position. Please send all materials to **BNS/L&B Search Committee, Department of Psychology, Box 951563, UCLA, Los Angeles, CA 90095-1563.** Review of applications will begin December 1, 2000.

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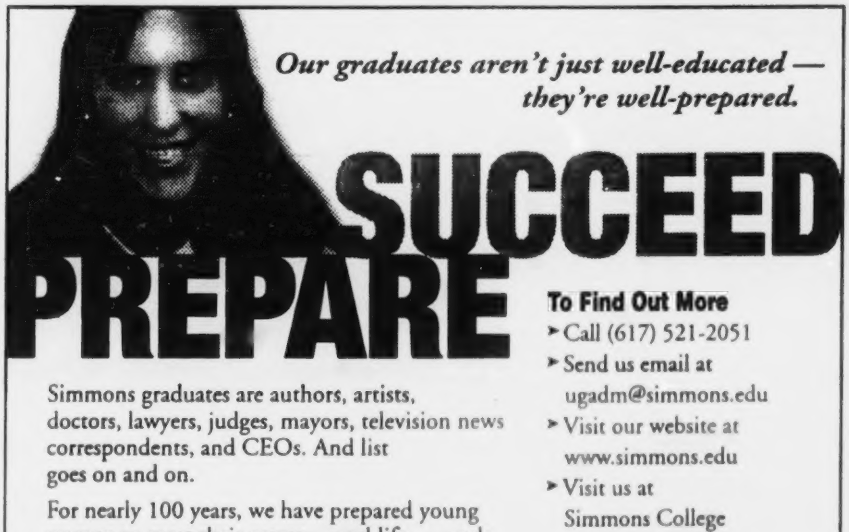

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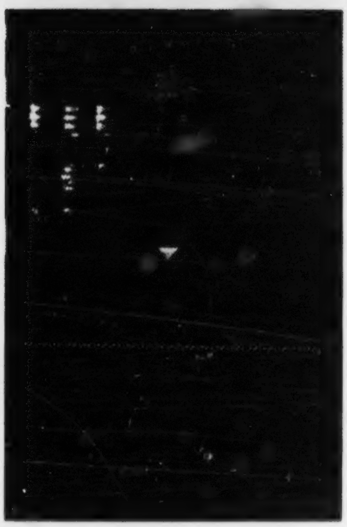

Cook County Circuit Court Judge Elizabeth Loredo-Rivera, a 1983 graduate of The John Marshall Law School, recalls her three years of law school were tough, but "I felt prepared. John Marshall taught you to learn on your feet, to anticipate the next move."

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10/24—University of Notre Dame
10/25—Florida Atlantic University
10/26—University of Miami
10/26—Florida International University (at U. of Miami)
10/26—Michigan State University
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INDIANA UNIVERSITY

invites applications for the Minority Faculty Fellowship Program for the summer 2001 and the academic year 2001-2002

Indiana University invites individuals nearing the completion of the doctorate or who have completed the Ph.D. (or comparable graduate degree) within the last four years to apply to the Minority Faculty Fellowship Program. The purpose of the program is to introduce African American, Latino/a and Native American scholars to the Bloomington campus. The program provides these fellows experience, professional diversity and the opportunity to teach and conduct research at "America's New Public University". Some fellows have subsequently been offered tenure track positions at the various Indiana University campuses.

Applicants can be considered for summer 2001 and/or 2001-2002 academic year fellowships. Summer fellows teach one class during the first (six week) or the second (eight week) summer sessions, and academic year fellows teach one or more classes during the fall and spring semesters. The fellowship package includes a $3500 stipend in addition to a salary equivalent to that of an Indiana University faculty member of the same rank.

Interested candidates should request an application by phone at **812-855-0542**, by electronic mail at **mffp@indiana.edu** or by writing to the **Minority Faculty Fellowship Program, Memorial Hall West 108, 1021 E. Third Street, Indiana University, Bloomington, IN 47405-7005**. Applications can be submitted electronically at **http://www.indiana.edu/~mffp**.

There are preferential consideration dates of October 15, 2000 for summer 2001 applicants and November 15, 2000 for 2001-2002 academic year applicants. These early deadlines are necessary in order to provide departments and schools ample opportunity to evaluate applications while delineating course schedules for the following year; however, applicants for both programs are accepted all year.

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THE STATE UNIVERSITY OF NEW JERSEY

RUTGERS

**Executive Dean of the Faculty of Arts and Sciences
and
Dean of the Graduate School-New Brunswick**

Rutgers, The State University of New Jersey, invites nominations and applications for the position of the Executive Dean of the Faculty of Arts and Sciences-New Brunswick and the Dean of the Graduate School-New Brunswick.

The University is seeking a distinguished educator whose scholarly accomplishments warrant appointment at the rank of professor in an appropriate discipline within the Faculty of Arts and Sciences and who has demonstrated the ability to provide the quality of leadership necessary to foster educational excellence within a large and complex organization.

The Faculty of Arts and Sciences was established in 1981 by combining the separate faculties of the four liberal arts colleges located on the New Brunswick/Piscataway campuses. It was established to strengthen the graduate and research programs of the colleges while maintaining the traditional excellence in undergraduate education that has been a hallmark of the University since its establishment as Queens College in 1766. The Faculty of Arts and Sciences is the largest academic unit in the University, with approximately 800 faculty members organized into thirty-seven disciplinary departments. The Faculty of Arts and Sciences also has a strong interdisciplinary commitment and features a number of outstanding cross-disciplinary programs. The faculty is responsible for providing instructional programs for more than 16,000 undergraduate students enrolled in the four liberal arts colleges who major in arts and sciences disciplines and for approximately 7,000 undergraduate students enrolled in professional schools who require distribution and general education courses in the arts and sciences.

Graduate instruction at the University began with course offerings by the faculty of Rutgers College in 1876, with the first Doctor of Philosophy degree conferred in 1884. The Graduate School-New Brunswick was formally established in 1952, and has faculties in the academic arts and sciences, as well as several professional fields, and is responsible, together with the Graduate School-Newark, for all Ph.D. degrees granted in the University. The school's enrollment of about 4,000 students is distributed among fifty-eight graduate programs.

Rutgers University is a member of the American Association of Universities (AAU) and eight of its graduate programs are ranked in the top 20 by the National Research Council. The University has over 49,000 students and last year had over $185 million in research awards and contracts.

As the primary academic and administrative officer of the Faculty of Arts and Sciences and the Graduate School-New Brunswick, the dean will assume a central leadership role in the continuing development of the disciplines toward national eminence. The Executive Dean reports to the University Vice President for Academic Affairs. Specific responsibilities of the position include: providing initiative and direction to the development of the academic programs; coordinating the departments and fostering interdisciplinary activities; ensuring that the academic needs of undergraduate and graduate students are met effectively; developing strong programs of research; encouraging the development of the faculty as excellent teachers; recruiting and evaluating the faculty; and serving as a central spokesperson for the arts and sciences both within and outside the University.

Nominations and applications should be sent to:

**Chair, Search Committee
Executive Dean of FAS and Dean of the Graduate School-New Brunswick
Rutgers, The State University of New Jersey
Office of the University Vice President for Academic Affairs
Old Queens Building Room 302
83 Somerset Street
New Brunswick, New Jersey 08901-1281**

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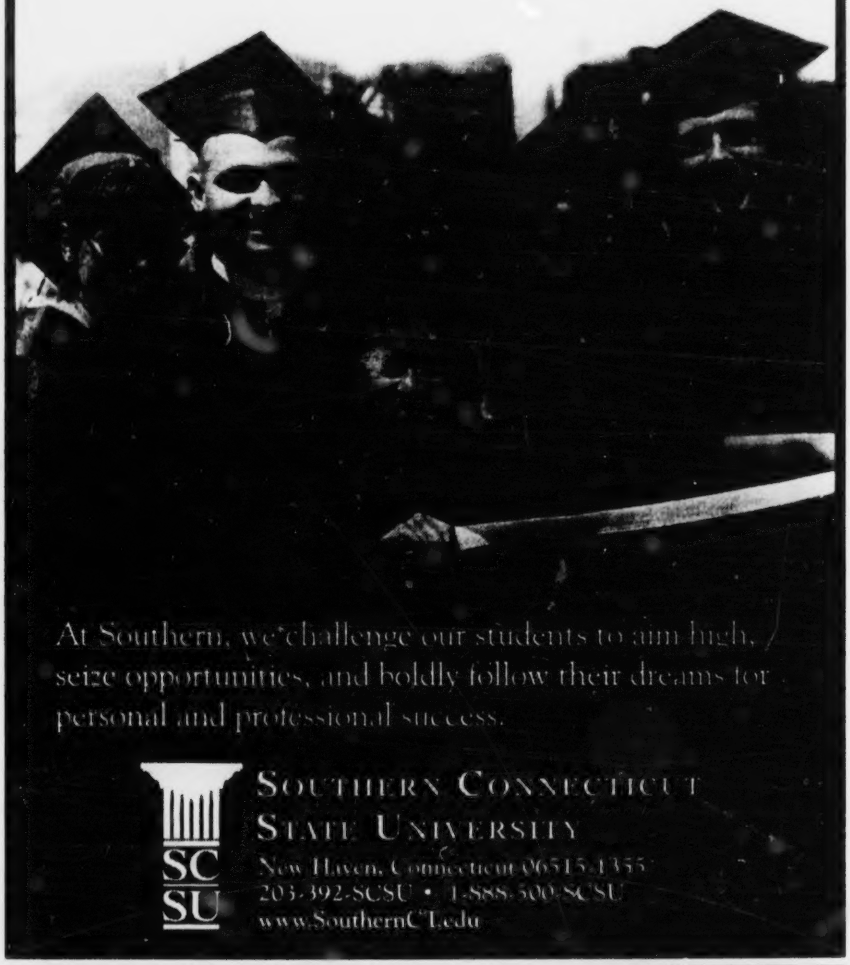

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ROCKHURST

HISTORY. Rockhurst University, a Jesuit institution, invites applicants for a tenure-track assistant professorship in 19th century U.S. history, beginning August 2001. Appointee will teach U.S. survey and Western Civilization courses. Ph.D. must be completed by August 1, 2001. Teaching load is 21 hours (7 courses) over two semesters. Please send a letter of application, which includes a statement of your teaching philosophy, a c.v., and the names, addresses, and telephone numbers of three references to **Dr. Genevieve Robinson, Chair, Dept. of History, Rockhurst University, 1100 Rockhurst Rd., Kansas City, MO 64110-2561.** Screening begins **October 14, 2000.**

AA/EOE. Women and minorities are encouraged to apply.

UCSB

ASSISTANT PROFESSOR
Cognitive Development

The University of California, Santa Barbara
Department of Psychology
invites applications for a tenure-track position
effective July 1, 2001.
All materials are due by 12/1/00.
Full details regarding the position can be found at our Web site
http://www.psych.ucsb.edu/position/cogdevasstprof00.htm

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SARAH LAWRENCE COLLEGE

Sarah Lawrence College, a small Liberal Arts College close to New York City, invites applications for a tenure track position in African History, beginning in August 2001. We seek an innovative teacher-scholar whose teaching will complement our current offerings in Anthropology, Art History, Literature and Political Science. The successful candidate will teach survey courses in African History, as well as more specialized courses in his or her own areas of interest. The topic and region of specialization are open, but we welcome comparative approaches that might include attention to migration and African diaspora, to histories of space and place, and to questions of gender. Teaching experience, and a PhD in hand by August 2001 are highly desirable.

Applicants should submit a letter addressing their approach to teaching and their scholarly interests; a curriculum vitae; three letters of recommendation; a writing sample; and two course descriptions (one for a survey course, and one for an advanced undergraduate seminar on a topic of their choice) by **October 15th, 2000** to **Ms. Barbara Hickey, Att: HOHE, Coordinator of Faculty Support, Sarah Lawrence College, Bronxville, NY 10708.**

Some interviews will be conducted at the African Studies Association meetings in Nashville, November 16th - 19th, 2000. *An Equal Opportunity Employer, Sarah Lawrence College encourages applications from minorities and women.* For more information about Sarah Lawrence College's distinctive approach to teaching, which stresses small seminars and individual tutorials, please go to **http://www.slc.edu.**

DEAN
WHITTIER LAW SCHOOL

Whittier College announces a national search to recruit the next leader of the Law School. Whittier Law School is accredited by the American Bar Association (ABA) and is a member of the Association of American Law Schools (AALS). The Law School is located on a beautiful, relatively new fifteen acre campus in Costa Mesa, California, in the central coastal area of Orange County. The Law School offers both Day and Evening Division programs leading to the Juris Doctor (J.D.) degree, as well as, Certificate Programs in Intellectual Property and Children's Rights, and an L.L.M. in International Studies. Whittier has a student population of 675. There are thirty-two full time faculty members plus deans, professional librarians and more than forty adjunct faculty members. The annual operating budget is fourteen million dollars.

The Dean is a Vice President of Whittier College and reports directly to the President as a member of her cabinet. The Search Committee is seeking candidates who can provide visionary leadership to an ascending law school located in one of the most attractive areas of the country. The best candidates will be visible and energetic leaders who will stimulate the School to seize the many opportunities available in the 2.7 million population metropolitan area which it serves. The selected candidate will continue to emphasize academic excellence, build relationships with the legal and corporate communities, and enhance communications with all of the School's constituencies.

While applications and nominations will be accepted until a new Dean is selected, interested individuals are encouraged to submit their materials by September 30 to assure optimal consideration. Please submit expressions of personal interest, resumes, and nominations to

R. William (Bill) Funk
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ASU
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MAIN

COLLEGE OF LIBERAL ARTS AND SCIENCES

FACULTY POSITIONS

The College of Liberal Arts and Sciences at Arizona State University seeks to fill tenure and tenure-track faculty positions, starting in August 2001. Appointments will be made at all advertised ranks appropriate to the credentials of the successful candidates.

Candidates should have a terminal degree in an appropriate discipline and have a strong commitment to research and teaching at both the graduate and undergraduate levels. The College encourages interdepartmental collaboration in all areas. Candidates with related expertise in cross cutting areas can be appointed in an appropriate department yet have an excellent opportunity to interact with colleagues throughout the College and the University.

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Mathematics
Microbiology
Philosophy
Physics & Astronomy
Plant Biology
Political Science
Psychology
Religious Studies
Sociology
Speech & Hearing Science
Women's Studies

Arizona State University enrolls more than 49,000 students, 14,500 of them within the College of Liberal Arts and Sciences. Located within the thriving Phoenix metropolitan area, the College includes programs in the traditional disciplines of the humanities, social sciences, and natural and physical sciences, as well as interdisciplinary programs in such areas as women's studies, ethnic studies, and biology and society.

Positions may not be available for all areas. Please consult the College's web site (**http://www.asu.edu/clas/**) for links to the appropriate department office before applying for any positions.

Arizona State University is an Equal Opportunity/Affirmative Action Employer institution.

UNIVERSITY OF La Verne

PROVOST/VICE PRESIDENT FOR ACADEMIC AFFAIRS

University of La Verne in Southern California

The University of La Verne, a 110-year-old university in Southern California, offering bachelors, masters and doctoral degrees in liberal arts and professional programs invites applications and nominations for the position of Provost/VPAA. The Provost/VPAA is the chief academic officer of the university and reports directly to the President.

AREAS OF RESPONSIBILITY

The Provost/VPAA works with the university community to develop and implement a unified academic vision to lead all academic programs to higher levels of excellence and prominence. The Provost/VPAA has responsibility for the academic budget and works closely with the President and Executive Vice President in the budget process.

Offices reporting to the Provost/VPAA include the academic deans, the Dean of the School of Continuing Education, the Dean of Academic Support and Retention Services, the Registrar, the University Librarian and Academic Computing.

The Provost oversees the faculty personnel processes and supports faculty enrichment in research, teaching, and solicitation of grants. He or she directs the university's efforts in the use of innovative technologies to deliver academic curriculum and services.

The Provost provides leadership in establishing and implementing polices and procedures for academic quality control. The Provost also serves as liaison with accrediting agencies and other institutions of higher learning and assumes responsibility for university accreditations.

QUALIFICATIONS

Earned doctorate from an accredited institution required.
Eligible to receive the rank of full professor at the University of La Verne.
Record of successful teaching in higher education and a distinguished record of scholarship and publication.
Understanding of the legal environment of higher education and experience with human resources and budget management.
A strong record of commitment to shared faculty governance.
Experience in the delivery of off-campus programs.
A record of creative planning and problem solving.

THE UNIVERSITY OF LA VERNE

The university has 3000 students on-campus, and a total of 8100 worldwide in numerous locations, including California, Alaska and Athens, Greece. The main campus is located 30 miles east of the vibrant cultural center of Los Angeles, within an hour's drive of mountains, beaches and deserts. The university consists of the College of Arts and Sciences, the School of Business and Global Studies, the College of Law, the School of Education and Organizational Leadership, the School of Organizational Management, and the School of Continuing Education.

SUBMISSION OF MATERIALS

Applicants are encouraged to submit materials immediately, including a vita, names of five references, and a statement of their vision of the future of higher education and the role of the Provost in accomplishing that vision. Please mail all materials to:

President
University of La Verne
1950 3rd Street
La Verne, CA 91750
University Website: www.ulv.edu

The University of La Verne is an equal opportunity employer.

ROWAN UNIVERSITY

PROVOST OF THE UNIVERSITY (Search Extended)

DESCRIPTION: Rowan University continues in its search for Provost of the University by inviting applications and nominations. This announced vacancy comes at a critical moment in the history of Rowan University: a dynamic new president is restructuring the University and is reassembling his administrative team with the explicit intention of moving Rowan to the next level of excellence. This is an extraordinary opportunity for an extraordinary individual.

The Provost serves as a member of the President's cabinet and is the chief academic officer for the University. The Provost provides the overall leadership and supervision of the academic affairs staff, budget, and program development for the colleges of Business, Communication, Education, Engineering, Fine and Performing Arts, Liberal Arts and Science, the Graduate School, Information Resources, and the Library.

The Provost serves as University liaison to the Board of Trustees Academic Affairs Sub-Committee and serves as chief liaison to the University Senate.

QUALIFICATIONS: The successful candidate must have an earned terminal degree in an appropriate field, an established record of teaching and scholarship that would warrant appointment to the rank of full professor, and at least 10 years of successful leadership in higher education.

In addition to the qualifications above, the successful candidate will possess the following:

- A visionary with outstanding leadership and management skills
- A demonstrated knowledge and commitment to teaching, learning, research and the role each plays in the University community
- Strong team building skills and the ability to work effectively with diverse populations from all segments of the university and outside communities
- The ability to help formulate and articulate the vision and goals of the university, both internally and externally

ROWAN UNIVERSITY: Rowan University (formerly known as Glassboro State College) is a selective, medium-sized, state university located in southern New Jersey close to Atlantic City and Philadelphia. In 1992, Rowan University received a $100 million gift from Henry and Betty Rowan, one of largest gifts ever bestowed on a public university. The gift has been a catalyst for Rowan's transformation into a university of regional prominence. Founded in 1923 as a normal school for teachers, the university enrolls over 9,500 students in degree programs ranging from bachelors' through doctorate. The university is divided into six colleges (Business, Communication, Education, Engineering, Fine and Performing Arts, and Liberal Arts and Sciences) and a Graduate School. The 200-acre campus contains 31 buildings, including six residence halls and three apartment complexes. The university was also the site of the historic Summit Conference between President Johnson and Soviet Premier Kosygin in 1967. Additional information about Rowan University can be found at

APPLICATION PROCESS: Applications should include: a narrative letter indicating how the individual's experience and background relate to the position qualifications; a complete curriculum vitae; and the name, current title, address and telephone number of five (5) professional references. Applications will be reviewed beginning October 9, 2000, and will continue until the position is filled. All applications received in the first round of the search process (Spring 2000) will be reviewed as part of the Fall 2000 pool. Applications and nominations should be sent to:

Chair, Provost's Search
Office of the President
Rowan University
201 Mullica Hill Road
Glassboro, N.J. 08028

Rowan University is an affirmative action, equal opportunity employer.

Dean—Division of Biological Sciences

University of California, Davis

The University of California, Davis, invites applications and nominations for the position of Dean—Division of Biological Sciences. The Division is an intercollege unit with 110 faculty and 126 staff that administers academic units in basic biology for the College of Agricultural and Environmental Sciences and the College of Letters and Science. The Division administers 9 undergraduate majors in biology involving approximately 3,500 students and provides administrative support for 11 graduate groups involving about 500 students. The Division also plays a leading role in coordinating and planning campuswide programs in basic biology that involve the Division as well as the colleges and professional schools on campus. The Division is organized into five sections that represent major themes of modern biology: Evolution and Ecology; Microbiology; Molecular and Cellular Biology; Neurobiology, Physiology, and Behavior; and Plant Biology.

The Dean is the chief academic and administrative officer of the Division responsible for academic planning, budgetary operations, and academic and staff personnel administration for all five sections. The Dean participates in campuswide policy development through membership on the Council of Deans and Vice Chancellors and chairs the Administrative Coordinating Council for Biological Sciences, which comprises deans and other senior administrators who share responsibility for the development and coordination of campuswide programs and activities in biological sciences.

We seek candidates with a deep commitment to academic excellence who can lead the Division in its continuing development. Qualifications include a distinguished record of research, teaching, and professional service appropriate for appointment as Professor in the Division; demonstrated ability for creative leadership and management, and the energy and vigor to translate ideas into action. The University of California, Davis, has a strong institutional commitment to the achievement of diversity among its faculty, staff, and students and seeks an individual who shares that commitment.

Salary will be commensurate with experience and qualifications. The starting date is July 1, 2001, or as negotiated.

Applications and nominations should be received by November 3, 2000 to ensure full consideration. The position will remain open until filled. Nominations, applications, and requests for additional information should be addressed to:

Larry N. Vanderhoef, Chancellor
Office of the Chancellor
University of California, Davis
One Shields Avenue
Davis, CA 95616-8558

UCDAVIS

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Educational Testing Service, the world's premier educational measurement institution and leader in educational research, has immediate openings at our Princeton, NJ campus for junior to senior-level Scientists. This is an opportunity to join colleagues in our Research Division's Center for Teaching and Learning who are engaged in educational research, to be personally responsible for specific research projects, and to grow professionally. The Center focuses on issues of educational policy and teaching practice and their impact on student learning and teacher effectiveness.

Research Scientists -
Educational Policy and Teaching Practice

Research involves a wide range of factors related to learning, including student characteristics and background; educational and social resources; teacher preparation and professional development; and licensing and certification systems. Research will also focus on state-level policies and requirements, including standards for students and teachers; technology implementation; and the role of assessment in instruction and accountability systems.

Qualifications for the Research Scientist positions include a Ph.D. in psychology, education, measurement or economics, with a strong record of original research in educational evaluation and/or policy. A strong understanding of policy issues related to teaching, teacher education, educational reform and/or assessment practice is necessary. Additional requirements include a strong record of research and publications, excellent writing skills, and a demonstrated expertise in either quantitative or qualitative research methods.

Outstanding benefits, competitive salary, generous relocation, employee-friendly policies, 403(b) with immediate eligibility, immediate matching and vesting, plus an ETS-provided retirement plan. We support continuing professional development. Please send 2 copies of your resume including salary requirements to **Mike Smith, ETS, MS 02-D, Rosedale Rd, Princeton, NJ 08541, fax: 609-497-6022, or e-mail: mlsmith@ets.org.** ETS is an equal opportunity, affirmative action employer M/F/H/V

www.ets.org

Director of Multicultural Affairs

Rhode Island School of Design (RISD) seeks an energetic, creative individual to help the college reach its diversity goals by assuming the duties of this newly created position which will help develop and promote a campus community in which all students can prosper academically and socially in a multicultural environment. The successful candidate will advise, mentor and support students of color on personal, financial, academic and social matters, in cooperation with appropriate offices. You will develop and support educational and social programs and provide opportunities for network development for students of color. You will also develop programs for the campus community that focus on multicultural issues. You will work closely with other offices such as Admissions and Continuing Education to help prospective, diverse candidates as they enter RISD, and Alumni & Career Services to foster networks and services for Alumni of color. In addition, you will contribute to the work of the Student Affairs Division and serve on committees as needed to advocate for the needs of multicultural students. A Master's degree is required for this position. The preferred candidate will also possess previous experience in a college or university multicultural affairs office, demonstrated ability to establish rapport with students, and familiarity with relevant public policy and community resources. An appreciation for art and design, developed through employment, education or personal interest, is highly desirable.

Founded in 1877 as a privately endowed coeducational institution, Rhode Island School of Design (RISD) offers 20 degree programs in the fine arts and architecture and design disciplines. RISD enrolls approximately 2,000 undergraduate and graduate students from 50 states and 50 countries and also includes a division of Continuing Education offering a variety of programs to more than 4,000 part-time students.

To apply, please send resume and letter describing relevant experience to: Director, Multicultural Affairs Search, c/o Rhode Island School of Design, Human Resources Dept., 20 Washington Place, Providence, RI 02903; fax: (401) 454-6565. Email to: careers@risd.edu

Visit our website @ www.risd.edu

RISD is an equal opportunity employer who encourages inquiries and applications from female and minority candidates. RISD does not discriminate on the basis of race, color, age, sex, religion, national origin, ethnic origin, sexual orientation, or disability.

A SPECIAL OPPORTUNITY

The Maricopa Community College District

Vice Chancellor Human Resources

The Maricopa Community College District is one of the largest educational systems in the country, located in one of the fastest growing counties with three million residents. The ten Maricopa Community Colleges and Centers offer 2,600 academic courses and 5,100 occupational courses in partnership with 1,000 corporations, government agencies and non-profit organizations

The Maricopa Community Colleges serve nearly a quarter million culturally diverse students annually. MCCD is dedicated to serving the needs of a diverse, growing population which, within a decade, will comprise more than 50% Hispanic and non-Anglo residents.

The Vice Chancellor Human Resources reports to the Chancellor and is responsible for creating the vision and providing leadership for 7,000 full and part-time faculty and staff.

The Vice Chancellor heads a comprehensive human resource program including employee recruitment, affirmative action, compensation, employee benefits, payroll, diversity, training, organizational development, legal services, collaborative policy development, employee relations, related technology systems and records. The Vice Chancellor works with a variety of groups including Governing Board members, senior level college administrators, employee groups and governmental representatives.

MARICOPA
COMMUNITY
COLLEGES

Training and experience required includes any combination of education, training and experience that meets the position requirements, which may include a college degree, preferably an earned doctorate, or extensive executive-level experience, preferably in higher education or other large public employers.

For complete information and details visit www.dist.maricopa.edu/hrweb/wagesal/ejobdescriptions/grade25/index.htm

This position will close September 29, 2000. Direct inquiries to Josh Mackey, Maricopa Community Colleges, 2411 West 14th St., Tempe, AZ 85281
An EEO/AA employer

COMMUNICATION AND THEATRE PUBLIC RELATIONS GENERALIST

Assistant/Associate Professor

Full-time, tenure-track, beginning August 2001. Teach range of public relations courses, including introduction, PR writing, case studies or issues management, campaigns. All department faculty teach public speaking. Opportunity may exist to teach communication theory or communication research methods, or another area that complements department needs. Both quantitative or qualitative approaches to public relations are welcomed. The Department has over 350 majors in four options. This position was created to accommodate a growing public relations option. In 1999, the department moved into state-of-the-art facilities with Macintosh computers that facilitate multimedia teaching needs. The University, located in historic Lancaster Co., PA, approximately 1-1/2 hours from both Philadelphia and Baltimore, boasts competitive salary and benefits. **Required:** ABD in advanced stages in public relations, issues management, communication, mass communication or other communication-related discipline; evidence of successful college teaching and ability to teach writing in a multimedia lab; evidence of a research agenda and professional involvement in the field; a successful interview and teaching demonstration. **Preferred:** Doctorate; experience teaching public relations courses; demonstrated ability to teach students to create messages across multiple media. For further information, see the University Web site at: www.millersville.edu. **To apply:** Full consideration will be given to applications received by **11/2/00** and continue until the position is filled. Representatives of the department will be available at the PRSA Educators Academy in Chicago, and at NCA in Seattle. Send letter of application, curriculum vitae, evidence of teaching ability, copies of graduate and undergraduate transcripts, and three current letters of recommendation to **Dr. Theresa Russell-Loretz, Search Committee/HI0908, Communication and Theatre Dept., Millersville University, PO Box 1002, Millersville, PA 17551-0302.** An EO/AA Institution.

MILLERSVILLE
UNIVERSITY

ANTHROPOLOGY FACULTY

The Graduate Faculty of Political and Social Science, a division of New School University, invites applications for two full time positions beginning Fall 2001 and pending budgetary approval for its Department of Anthropology. The department has longstanding interests in building historical and critical approaches in our graduate and undergraduate curriculums. Graduate teaching and advising is a principal commitment of all faculty members, hence we seek applicants with established research, publication and writing records. Priority will be given to applicants with expertise in one or both of the following areas: gender, biomedicine, and/or science; and political/legal anthropology. Rank and geographical area are open. Please send letter of interest, c.v., a writing sample, and the names of three references to Chair, Anthropology Department, New School University, 65 Fifth Avenue, New York, NY 10003 or e-mail resumes to: NSUjobs@newschool.edu Write Search #20156 in the subject line to ensure proper distribution of resumes. The Graduate Faculty of Political and Social Science is an equal opportunity employer and strongly encourages applications from individuals who belong to groups historically under-represented in the academy.

New School University

State University of New York
Upstate Medical University
Formerly known as SUNY Health Science Center

DIRECTOR OF THE OFFICE OF DIVERSITY AND AFFIRMATIVE ACTION

Upstate Medical University, a component of the State University of New York (SUNY), invites applications for the position of Director of the Office of Diversity and Affirmative Action. SUNY Upstate Medical University is comprised of four professional colleges (Medicine, Nursing, Health Professions, and Graduate Studies), University Hospital, and the Clinical Campus in Binghamton, NY. With over 5000 employees, Upstate is the area's largest employer.

The Director of the Office of Diversity and Affirmative Action reports to the President of Upstate Medical University. The Director is responsible for overseeing the planning and implementation of the diversity and affirmative action programs at Upstate and for compliance with SUNY, state, and federal requirements.

The Director must be able to work constructively with faculty, staff, students, administrators, representatives of organized labor, and outside agencies and individuals to achieve the institutional goals in diversity and affirmative action.

Candidates should have at least a bachelor's degree, although an advanced degree is preferred, and five years or more of experience related to diversity and affirmative action, preferably in higher education, health care, and/or the public sector.

Deadline for submission of resumes is October 13, 2000. Please send nominations and letters of interest to:

Ronald R. Young
Vice President for Public and Governmental Affairs
Chair, Search Committee for
Director of the Office of Diversity and Affirmative Action
SUNY Upstate Medical University
750 East Adams Street, Syracuse, NY 13210
or fax: 315-464-5275

SUNY Upstate is an AA/EOE/ADA employer, committed to excellence through diversity.

Vice Chancellor—Research

University of California, Davis

The University of California, Davis, invites nominations and applications for the position of Vice Chancellor—Research. This position reports directly to the Chancellor.

The Vice Chancellor—Research has responsibility for facilitating, promoting, and overseeing research and scholarship within all of the campus's colleges, schools, hospital, and clinics; increasing extramural financial support including support for large, long-term, and interdisciplinary projects; furthering relationships with government and industry; and accelerating the campus's technology transfer program.

The Vice Chancellor—Research must understand the culture of a major research university; have the ability to deal effectively with public and private agencies that support scholarly research; be familiar with university patents and licensing; and have a full understanding of the contributions and requirements of scholars from all fields including the sciences, arts, social sciences, humanities, and professions. The successful candidate must have a strong record of personal, ongoing accomplishment as a research scholar appropriate for appointment as Professor and, secondarily, as an academic administrator. The Vice Chancellor—Research requires the ability, energy, creativity, and insight to respond quickly and appropriately to help guide university growth and change and the skills to work congenially and effectively with diverse constituencies. The campus has a strong institutional commitment to the achievement of diversity among its faculty, staff, and students and seeks an individual who shares that commitment.

The University of California, Davis, is an expanding, highly diverse research university with 2,100 faculty, more than 20,000 undergraduate students, and 5,500 graduate and professional students. The campus has three colleges (Letters and Science, Engineering, and Agricultural and Environmental Sciences), two divisions (Biological Sciences and Education), four professional schools (Law, Management, Medicine, and Veterinary Medicine), and a major medical center in Sacramento.

Salary will be commensurate with experience and qualifications. The starting date is July 1, 2001, or as negotiated.

Applications and nominations should be received by November 3, 2000 to ensure full consideration. The position will remain open until filled. Nominations, applications, and requests for additional information should be addressed to:

Larry N. Vanderhoef, Chancellor
Office of the Chancellor
University of California, Davis
One Shields Avenue
Davis, CA 95616-8558

UCDAVIS

The University of California, Davis, is an equal opportunity employer committed to excellence through diversity.

UNIVERSITY OF MISSOURI-ROLLA

MICROELECTROMECHANICAL SYSTEMS

The University of Missouri-Rolla invites applications for two tenure-track faculty positions specializing in Microelectromechanical Systems (MEMS). One position will be in the Department of Electrical and Computer Engineering (R52950) and one in the Department of Mechanical and Aerospace Engineering and Engineering Mechanics (R53150). The appointments, beginning January 2001, are anticipated to be at the assistant professor level; however qualified candidates at all levels will be considered. More information about the campus and departments can be found at **www.umr.edu/~umrjobs/mems.html.**

Qualifications include an earned doctorate degree in Electrical Engineering / Computer Engineering/ Mechanical Engineering/ Aerospace Engineering/ Engineering Mechanics, and strong commitment to teaching and research. The successful candidates will be expected to teach courses in MEMS and related areas, advise students and build a funded research program. Screening of applicants will begin November 1, 2000, and continue until the positions are filled.

Please submit a curriculum vitae and a list of three references to:

Human Resource Services
Reference Number R52950 or R53150
University of Missouri-Rolla
1202 North Bishop
1870 Miner Circle, Rolla, MO 65409-1050

UMR is an AA/EEO employer.
Females, minorities and persons with disabilities are encouraged to apply.

Director, Minorities in Engineering

Primary responsibility for recruitment and retention of minority students in the College of Engineering. Participate in travel, publication preparation, on-campus visits and special programs for prospective students. Serve as advisor and resource for minority engineering students. Make recommendations for award of emergency and special financial assistance. Maintain contact with minority alumni. Seek external support for the program. Undergraduate degree in an engineering discipline; Master's degree in education, counseling or engineering. 3-5 years' experience in student recruitment or retention desirable.

Student Services Coordinator

Advise students and prospective students in the College of Engineering regarding curricula, choice of major, course enrollments, and academic progress. Plan and implement orientation sessions. Design and edit publications. Bachelor's degree required; Master's degree in education, student personnel services or related field preferred. 2-5 years' experience required; previous experience in higher education desired. Strong communication, organizational, analytical and investigative skills required; ability to work well with a variety of constituencies. Attention to detail is imperative.

Send resume to: Associate Dean Richard Scranton, 230 Snell Engineering Center, Northeastern University, 360 Huntington Ave., Boston, MA 02115.

Northeastern is an Equal Opportunity/Affirmative Action, Title IX Employer.

Northeastern
UNIVERSITY

ASNUNTUCK Community College

Dean of Administration

Asnuntuck Community College, located in Enfield, CT, is a public two-year college, one of twelve in the Connecticut Community College system. Asnuntuck offers a wide range of courses that prepare students for transfer or for immediate placement in the workplace.

The College is seeking a Dean of Administration to serve as the chief fiscal officer for the College and supervise a wide range of activities including accounting, cashiering, purchasing, information technology operations, facilities and maintenance, security, and auxiliary activities including the bookstore and vending operations. Reporting to the President of the College, this position also serves as fiscal liaison between the College and the Board of Trustees, the governing body for the system. The ideal candidate will have a Master's Degree in Business Administration or a related field with 6 years' experience managing business operations in a college setting, including 3 years' supervisory experience. Candidate should have literacy in word processing, spreadsheet, and other software. Knowledge of SCT Banner is highly desirable. Applicants who do not meet the minimum requirements are encouraged to apply, stating in writing how their background and experience have prepared them for this position.

This is a full-time twelve-month position with an approximate annual starting salary of $79,309. The State of Connecticut offers a generous benefits package.

Interested candidates can apply electronically or in writing to Vivianne Grabinski, Human Resources Department, Asnuntuck Community College, 170 Elm Street, Enfield, CT. 06082. Applications will be accepted until a candidate is selected.

Asnuntuck Community College is an Affirmative Action Equal Opportunity Employer, M/F/D/V. Protected group members are strongly encouraged to apply.

COMMUNITY COLLEGES of CONNECTICUT

IOWA STATE UNIVERSITY

OF SCIENCE AND TECHNOLOGY

President

The Board of Regents, State of Iowa, is accepting nominations and applications for the position of President of Iowa State University.

Iowa State University is ranked as one of the top 50 public universities in the nation by *U.S. News and World Report*, and its campus has been recognized as one of the 25 most beautiful in the nation. The university is one of only 34 public institution members of AAU and ranks sixth in the number of National Merit Scholars enrolled at public universities in the United States.

Located in Ames, Iowa, a community ranked as the second-most livable small city in the nation, the university comprises the colleges of agriculture, business, design, education, engineering, family and consumer sciences, liberal arts and sciences, veterinary medicine, and the graduate college. With more than 26,000 students, 6,000 faculty and staff, and an operating budget in excess of $650 million, Iowa State University aspires to become the premier land-grant university in the nation.

Iowa State University, a Carnegie Foundation Research I university with more than $211 million in sponsored funding last year, ranks second among universities in the United States for the number of new technologies receiving R&D 100 Awards from the *R&D* magazine. Iowa State University has an exceptional alumni base and ranks seventh among public universities for alumni giving. The university just completed its most successful five-year fundraising campaign with donations exceeding $458 million.

For more information about Iowa State University, visit www.iastate.edu

The President reports directly to the Board of Regents, State of Iowa.

Review of nominations and applications will begin immediately. The search committee is fully committed to maintaining confidentiality. At the request of a candidate, his or her application, including identity and correspondence, will be held in strict confidence. Correspondence, including résumés and references, should be sent to Bill Funk, National Managing Director Education Practice, Korn/Ferry International, 500 N. Akard, Suite 3232, Dallas, Texas 75201. For further information, contact Mr. Funk by fax: 214-954-1849 or by e-mail: krisha.creal@kornferry.com

The Board of Regents is an equal opportunity/affirmative action employer and encourages the nomination of, and applications from, women and minority candidates.

ALLAN HANCOCK COLLEGE

A public California community college located in Santa Barbara County, halfway between Los Angeles and San Francisco on California's beautiful Central Coast, is seeking applicants for the following:

Dean, Academic Affairs

The administrator will plan, supervise, direct, facilitate, and provide leadership to the language arts, fine arts, health, physical education, and athletic departments. The ideal candidate will hold a master's degree or higher from an accredited institution and have no less than one year of leadership experience reasonably related to the assignment, as well as experience as an educational leader and teacher.

District application and supporting documents must be received by September 22, 2000 to be considered for the first screening. For a district application and qualification profile, please contact:

Human Resources, Bldg. U
Allan Hancock College
800 S. College Drive
Santa Maria, CA 93454-6399
www.hancock.cc.ca.us
(805) 922-6966, ext. 3722
FAX (805) 922-9196

ALLAN HANCOCK COLLEGE

EEO/AA Employer

Milwaukee Area Technical College

Search for a President

Milwaukee Area Technical College invites applications and nominations for the position of President. The College seeks a seasoned administrator and a person of extraordinary energy and dedication who will provide public leadership at an exciting time in the history of the College. The State of Wisconsin has a long tradition of supporting excellent, comprehensive, higher education institutions built on a vocational/technical foundation. In the current economy, employers desperately need broadly educated and technically trained employees. Leading the College will include enhancing its technological offerings, acting as a public leader for public education, building enrollment, managing and developing the College's financial strength, developing the strength of its own internal management, and acting as an advocate for technical and vocational education. The President is the CEO of the College and reports directly to the MATC district Board. The successful candidate for President should have the following experience and qualifications:

- *A commitment to the value of technical education, preferably with direct personal experience in technical settings. Experience in a post secondary technical college is a considerable advantage.*
- *An understanding of and commitment to supporting diversity in an urban multicultural college.*
- *A history of advocacy for the aspirations of working students who have been marginalized in the modern economy.*
- *Fiscal/budget experience that combines both the understanding of public finance, and the realities of budgets that are enrollment driven.*
- *Experience in a strong union setting, working with a sophisticated union leadership.*
- *A history of advocacy on behalf of public education.*
- *Significant experience reporting to Boards of Directors and a track record of working strategically with a Board.*
- *Understanding of and familiarity with working with community and political groups that have widely divergent positions. A capacity to form creative and productive alliances.*
- *A history of direct work with elected and appointed public officials in a wide variety of public bodies, including some experience with the executive and the legislature at the City, County or State level.*
- *A demonstrated capacity to provide missionary leadership that inspires faculty, staff and students.*
- *College teaching experience.*
- *Candidates must have or be able to immediately acquire certification in Wisconsin for a Presidency in the Technical College System.*

To apply: Milwaukee Area Technical College has retained Isaacson, Miller, a national executive search firm, to assist in the recruitment of the new President. For more information, please contact: John Isaacson, Managing Director, Michelle Cruz-Williams, Vice President and Director, Isaacson, Miller, 334 Boylston Street, Suite 500, Boston, Massachusetts 02116; Telephone: (617) 262-6500; Facsimile: (617) 262-6509; Email: mwilliams@imsearch.com Visit www.imsearch.com and www.matc.edu for more information.

Milwaukee Area Technical College is an equal opportunity, affirmative action employer.

WILLAMETTE UNIVERSITY

Dean of the College of Liberal Arts

Willamette University, the first university in the West, is a private liberal arts college with graduate programs in law, management and education, located in Salem, Ore. Willamette is committed to providing a superior education whereteaching and learning are strengthened by ongoing scholarship and research. Willamette's reputation as a lively and challenging university is built on over 150 years of experience preparing students for successful professional and personal lives.

CONTACT INFORMATION: Send a letter of application, vita and three current references to: President Lee Pelton, College of Liberal Arts Dean Search Committee, CLA Dean's Office, Willamette University, 900 State St., Salem, Oregon 97301. For additional information, see: www.willamette.edu/dept/hr.

WILLAMETTE UNIVERSITY SEEKS an exceptional individual to serve as Dean of the College of Liberal Arts. The Dean of the College of Liberal Arts is the chief academic officer reporting directly to the President. The Dean provides academic and administrative leadership for the College of Liberal Arts.

THE DEAN IS RESPONSIBLE FOR improving and promoting the quality and effectiveness of the College of Liberal Arts' teaching, research, and service mission. The Dean directs and coordinates activities of the faculty in developing academic policy and programs for the College. The Dean oversees the personnel, budget, and curriculum for the College's faculty and academic programs, including approximately 140 full-time faculty members, 28 undergraduate departments, the School of Education, the Hallie Ford Museum of Art, the Mark O. Hatfield Library, the Humanities Center, the Language Learning Center, the Minority Graduate Fellowship, the Off Campus and International Education Program, the Public Policy Research Center, the University Registrar and the Writing Center. The Dean is responsible for an annual budget in excess of $15 million, the College long-range plan and accreditation efforts, and serves as Chair of the University Deans Council, as well as coordinating College of Liberal Arts public affairs and resource development with the Office of Development and Alumni Affairs. The Dean teaches classes in the CLA as time permits.

THE POSITION REQUIRES an extensive record of outstanding faculty and administrative experience, and a strong commitment to the liberal arts. Minimum qualifications include a doctorate or terminal degree in a liberal arts discipline. Candidates should have a record of successful teaching and scholarship, and be qualified to hold a faculty position in a relevant department. Candidates must have exceptional oral and written communication, organization and management skills; function effectively in a collaborative environment, and be able to provide leadership for the College as we seek to enhance our national reputation.

APPLICATIONS RECEIVED BY November 1 will receive preference. However, applications will be accepted until the position is filled. Willamette University is an equal opportunity employer and embraces excellence through diversity. Women and minorities are particularly encouraged to apply. Willamette offers employment benefits to domestic partners or employees and prohibits discrimination on the basis of sexual orientation.

Cal State Univ., Dominguez Hills
Carson, CA

Director of Annual Giving (#N634). Must have exp. w/ direct mail & phonathon campaigns, prospecting of gifts, personal solicitations & thorough knowledge of fundraising principles & demonstrated success.

Associate VP of Development (#N636). Must have exp. w/ dev. program mgmt., donor solicitation, sr. level fundraising, & stewardship. Strong organizational, administrative, & planning skills is a must. Directs the operational, personnel and fundraising activities of development.

CFRE is a plus. Competitive Salary.
Please request announcement number listed above.
Contact **Human Res.(310)243-3771** for application info.

Equal Employment/Affirmative Action/ADA Employer

University of California, Los Angeles

The UCLA Department of Psychology invites applications for a tenure-track position in visual perception at the Assistant Professor level. The primary criteria for the appointment are excellence in research and teaching in perception, psychophysical methods and Cognitive Science. Applications are encouraged from candidates who combine strong backgrounds in psychophysical and/or computational methods. Submit a curriculum vitae, a statement of research and teaching interests, plans and goals, reprints and preprints, and arrange for three letters of recommendation to be sent to **Vision Search Committee, Department of Psychology, Box 951563, UCLA, Los Angeles, CA 90095-1563.** Review of applications will begin December 1, 2000.

UCLA is an Equal Opportunity/
Affirmative Action Employer.

MIAMI UNIVERSITY
OXFORD OHIO

Richard T. Farmer School of Business Administration

Miami University is one of the nation's premier public universities, committed to excellence in teaching, liberal education, research and strong professional programs. Miami has an enrollment of 16,000 on its Oxford campus, a small city with a population of 10,000 located 35 miles north of Cincinnati and 45 miles southwest of Dayton.

The Richard T. Farmer School of Business Administration has 150 full-time faculty in seven academic departments. It has approximately 4,500 undergraduate students in 11 baccalaureate degree programs and 150 graduate students in three master's programs. The mission of the School is to be a premier business program that provides students with the life long ability to seek and acquire knowledge and translate it into responsible action in a competitive global environment. Please visit our web site www.sba.muohio.edu for further information.

We are seeking applications for the following tenure-track faculty positions for 2001-2002, with contact person listed for each:

Assistant or Associate Professor - Accountancy
Thomas Porcano, 317F Laws Hall, Miami University, Oxford, Ohio 45056

Assistant Professor - Management Information Systems
Sooun Lee, 305B Upham Hall, Miami University, Oxford, Ohio 45056

Assistant Professor - Finance
David Shull, 124C Upham Hall, Miami University, Oxford, Ohio 45056

Applicants must hold a Ph.D. or equivalent, or be an A.B.D. with expectation of completion by December 31, 2001. Candidates must demonstrate promise of excellence in teaching, and the potential for a high level of scholarly productivity. Applicants should send a letter of application, vita, and a list of at least three references to the departmental contact listed above. Review of applications is in progress and will continue until the positions are filled.

Miami University does not discriminate on the basis of gender, race, color, religion, national origin, handicap, or age in its programs, activities, admissions, or employment policies. We especially encourage applications from minorities, women and persons with disabilities.

Provost and Vice President for Academic Affairs

THE UNIVERSITY OF TEXAS AT TYLER

The University of Texas at Tyler invites nominations and applications for the position of Provost and Vice President for Academic Affairs. The University seeks dynamic and creative leadership from a chief academic officer as it develops new academic programs and expands others to pursue growth and its vision of excellence in the new millennium.

THE UNIVERSITY
U.T. Tyler offers both graduate and undergraduate degrees and is located in the beautiful East Texas lake country on the I-20 corridor, 90 miles east of Dallas. The University serves a region with a population of close to one million by offering academic programs in 48 undergraduate and 24 graduate areas. The University contributes significantly to the economic growth and cultural enrichment of the region.

RESPONSIBILITIES
Reporting to the President, the Provost and Vice President for Academic Affairs has broad responsibility for the development, administration, growth and quality of all academic programs including leadership in academic planning and resource allocation, the administration of academic budgets, academic policy development and implementation, and all matters directly affecting the faculty. He/She encourages, supervises and evaluates the deans of six colleges and directors of associated academic divisions. The six colleges are: Business Administration, Education and Psychology, Engineering, Liberal Arts, Nursing, and Science and Mathematics. Also reporting to the Provost are the Library, Academic Computing Center, Graduate Studies, Audio-Visual and Interactive Television, Institutional and Sponsored Research, and the Longview and Palestine campuses.

QUALIFICATIONS
Qualifications include academic and professional accomplishment at the dean or director level sufficient to command the broad respect of the academic and local community and to provide educational leadership for U.T. Tyler and its extension programs. Substantial experience in the areas of budgeting, financial planning and policy development and a record of progressively responsible administrative experience in higher education is preferred. Experience with university distance education programs and the attendant technology is also preferred. The successful candidate must demonstrate strong interpersonal and communication skills. A demonstrated commitment to the goals and principles of equal opportunity and educational diversity is essential. Doctoral degree required.

APPOINTMENT AND APPLICATION INFORMATION
This position has a starting date of June 1, 2001, or a date as soon thereafter as practical. Salary is competitive and commensurate with qualifications and experience. Review of candidates will begin on September 20, 2000. The University will accept and review applications and nominations received after this initial deadline until the position is filled. Qualified candidates should forward a letter of interest that contains a brief statement of educational philosophy, and includes a resume and the names, addresses and telephone numbers of at least four references to the following:

UT TYLER

Dr. Linda Klotz, Chair
VPAA Screening Committee
Office of the President
The University of Texas at Tyler
3900 University Blvd.
Tyler, TX 75701-6699
e-mail: lklotz@mail.uttyl.edu
website: http://www.uttyler.edu

The University of Texas at Tyler is an EEO/AA Employer
Women and Minorities are Strongly Encouraged to Apply

DEAN OF UNDERGRADUATE ADMISSIONS AND ENROLLMENT MANAGEMENT (V-21)

Under the direction of the vice president for Student Development and Campus Life, the dean organizes, plans and directs the undergraduate admission and recruitment programs of Montclair State; is responsible for the development and implementation of a strategic plan for enrollment management; participates in the development of University-wide policies and is responsible for the design and implementation of procedures to effectuate management policies in areas of assigned responsibility; and develops, administers and controls all unit programs, budget, work operations and personnel actions for the Admissions Office and the departments of Retention Services.

Qualifications: Master's degree required from an accredited college or university in a field related to the area of assignment or equivalence as determined by the appointing authority, doctorate preferred. A minimum of eight (8) years of undergraduate admissions experience of progressively increased responsibility, especially in the area of marketing and recruitment. A background in marketing research and statistical analysis desirable. Knowledge of enrollment management theory, computer skills plus excellent written and oral communication skills.

Salary Range: $70,128 - $105,203

ASSOCIATE DEAN FOR ENROLLMENT MANAGEMENT/RETENTION SERVICES (V-20)

Academic Success Center

Under the direction of the dean of Undergraduate Admissions and Enrollment Management, the associate dean supervises the directors of the departments of retention services; works directly with the dean in maximizing staff and their contributions to an overall enrollment management strategy; and is responsible for the development of retention services as an integration of services to students that promote student success and increases retention. The associate dean will assume the leadership role in the compilation and interpretation of enrollment data and work with retention directors to oversee departmental budgets, programs, office operations and personnel actions.

Qualifications: Master's degree required from an accredited college or university in a field related to the area of assignment or equivalence as determined by the appointing authority. Doctorate preferred. A minimum of five (5) years' experience in student or academic affairs with progressively increased responsibility. A background in research and statistical analysis required. Knowledge of enrollment management theory, computer skills plus excellent written and oral communication skills.

Salary Range: $63,608 - $95,420

DIRECTOR OF THE CENTER FOR ADULT LEARNING (V-19)

Under the direction of the associate dean for Enrollment Management/Retention Services, the director organizes, plans and directs the recruitment and admissions process of non-traditional students to Montclair State University; is responsible for the development and implementation of a strategic plan that develops standards for admission, evaluates applicants, enrolls prospective students and provides support services; and works with members of the retention services staff to provide the services that help students succeed in their academic pursuits.

Qualifications: Master's degree required from an accredited college or university in a field related to the area of assignment or equivalence as determined by the appointing authority. A minimum of four (4) years' experience in student or academic affairs with progressively increased responsibility. An understanding of non-traditional student populations, computer skills plus excellent written and oral communication skills. Experience working with diverse populations and/or proficiency in a second language, especially Spanish, is preferred.

Salary Range: $52,328 - $78,501

Starting Date: Positions available immediately

Apply By: Applications accepted until positions are filled.

Send letter and resume (include V number) **to:** Office of the Vice President for Student Development and Campus Life, Montclair State University, Box C316/HO, Upper Montclair, NJ 07043.

An Equal Opportunity/Affirmative Action Institution
www.montclair.edu

MONTCLAIR
STATE
UNIVERSITY

EDUCATION

Admissions Counselor

Temple University is currently seeking an outgoing individual who will be responsible for the recruitment and selection of undergraduate freshmen matriculate students, representing the University in a professional, knowledgeable, and responsive manner. Recruitment duties include aggressively managing a recruitment territory, including travel to high schools, college fairs and other programs to talk with students, parents, guidance counselors and teachers about Temple University.

Requirements include a Bachelor's degree. A minimum of one year in university undergraduate admissions or related field preferred. Knowledge and use of personal computers and database management preferred.

We offer a competitive salary and benefits package, including 100% tuition remission. To learn more about Temple University or to submit your resume online, go to www.jobnet.com/temple or e-mail (referencing Req. #063-0) to Temple@jobnet.com (no attachments please). You may also send a resume to **Carol Wilson, Employment Rep., 1601 N. Broad Street, 203 USB, Phila., PA 19122.** Please include salary history. EOE, m/f/d/v.

ASSOCIATE DIRECTOR OF MBA ADMISSIONS AND STUDENT SERVICES MARKETING AND RECRUITING

The Kenan-Flagler Business School at the University of North Carolina at Chapel Hill is seeking qualified applicants for the position of Associate Director of MBA Admissions and Student Services. This position is responsible for activities necessary to admit, support, and serve a diverse class of high-quality applicants and students of the full-time MBA Program.

- Responsibilities include:
- Admissions/Marketing/Recruiting
- International Strategy
- Program and Operation Improvement
- Student Counseling
- External and Internal Relations
- Programs and Events
- Interview Program

In addition to the responsibilities listed above, the applicant must obtain excellent organizational skills; strong communication skills, strong customer orientation; ability to work effectively on a high-performing team; and an ability to handle multiple projects with frequent deadlines in a fast-paced environment.

Qualifications:
Masters degree in business administration or education, or an equivalent combination of education and experience; admissions experience, preferably in higher education; previous counseling, international, and marketing experience desired. Travel is required domestically and internationally. Some evening and weekend work required.

Salary range:
$45,000 - $60,000 annually

Please send cover letter and resume to: **Debbie Moseley, EPA Personnel Manager, CB# 3490, Kenan-Flagler Business School, UNC-CH, Chapel Hill, NC 27599-3490.**

The University of North Carolina at Chapel Hill is an Equal Opportunity Employer. Minorities and women are encouraged to apply

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WESTERN NEW ENGLAND COLLEGE

SCHOOL OF LAW

Springfield, Massachusetts

DEAN SEARCH

If you share our commitment
to excellence in teaching
professional skills and
values and you have

Vision,
Passion,
Stamina,
Conviction,
and Humor...

please consider joining us.

To apply, send current résumé and letter of interest to:

Western New England College School of Law
Professor Eric Gouvin, Chair, Dean Search Committee
1215 Wilbraham Road, Springfield, MA 01119-2684
413-782-1431 • E-mail: egouvin@law.wnec.edu
Website: www.law.wnec.edu

Western New England College is an equal opportunity employer.

EDUCATION

VICE PRESIDENT FOR ADMINISTRATIVE SERVICES

#700

PASADENA CITY COLLEGE is seeking an accomplished leader with enthusiasm for the concept of a learning-focused institution to serve as its VICE PRESIDENT FOR ADMINISTRATIVE SERVICES.

The requirements for this position include a master's degree from an accredited institution (business or management preferred). A minimum of 3 years of recent successful administrative experience. Community college fiscal management experience preferred.

This is a twelve-month, 100% Management position beginning January 1, 2001. Salary is commensurate with academic preparation and experience. Generous fringe benefits include fully paid medical, dental, and vision for employees and their dependents, and life insurance for the employee.

Open until filled. First screening will begin on or about September 29, 2000.

To request the REQUIRED application packet please call (626) 585-7257. Refer to job #700. Or, visit our Web site at www.paccd.cc.ca.us. The job announcement and District application may be accessed from the Web site.

The District encourages applications from women, minorities, and persons with disabilities.

PASADENA CITY COLLEGE

Pasadena City College
1570 E. Colorado Blvd.
Pasadena, CA 91106

A/EOE

WAUBONSEE COMMUNITY COLLEGE

INSTRUCTORS SPRING 2001

Full-Time, Tenure Track

Quality • Service • Value

Innovation • Accessibility

Waubonsee Community College is seeking candidates for full-time, tenure track faculty appointments beginning January 10, 2001 in the following areas. Unless otherwise noted, all positions require two years teaching experience and/or applied business or field experience in addition to other qualifications listed. Experience at the community college or university level is desirable for all positions.

ACCOUNTING: Master's Degree in Accounting or Master's degree in related field with thirty credit hours in Accounting coursework required. CPA preferred.

MATHEMATICS: Master's Degree in Mathematics or Mathematics Education required. Experience teaching math content or methods courses in a teacher education program is highly desirable.

SOCIOLOGY: Master's Degree in Sociology or Master's degree in related discipline with a minimum of fifteen graduate credit hours in Sociology required. Candidates possessing the qualifications and ability to teach both introductory level and specialized sociology courses are preferred.

Waubonsee Community College is a fully accredited community college with a head count enrollment of 10,000. The college is located 40 miles west of Chicago in one of the fastest growing collar counties on a beautiful 243 acre campus with state-of-the-art facilities and technologies. Waubonsee provides outstanding service to its students and district residents through demonstration of its core values - quality, service, value, innovation and accessibility.

Applications will be accepted until the positions are filled and review of applications will begin October 1, 2000. To maximize your opportunity for selection the following information should be forwarded to the Office of Human Resources as quickly as possible: Letter of interest, resume and completed college application. To request an application packet fax your resume, e-mail your request or visit our website.

hr@mail.wcc.cc.il.us
Office of Human Resources
WAUBONSEE COMMUNITY COLLEGE
Rte. 47 at Waubonsee Drive
Sugar Grove, IL 60554

"Celebrating Excellence"

For more detailed information, check out:
www.wcc.cc.il.us

equal opportunity employer

Tulane

SENIOR VICE PRESIDENT FOR ACADEMIC AFFAIRS AND PROVOST
TULANE UNIVERSITY
New Orleans, Louisiana

Tulane University seeks nominations and applications for the Senior Vice President for Academic Affairs and Provost. The SVP and Provost is the chief academic officer for the non-health related colleges and schools and has overall responsibility for academic leadership, enrollment management, student affairs, international programs and students, academic technology and the Uptown library system, and major interdisciplinary centers and institutes.

Tulane is a member of the A.A.U. and is recognized nationally and internationally as one of the leading research universities in the United States. Founded in 1834, the University has a student body of 11,945. There are 888 faculty members and 1,600 staff on the Uptown Campus and 850 faculty members and 1,500 staff at the Downtown Campus. The Uptown Campus includes the schools, colleges, and divisions of Architecture, Engineering, Business, Liberal Arts and Sciences, Law, Social Work, Newcomb College, Tulane College, University College, and the Graduate School. The Downtown Campus includes the Schools of Medicine and of Public Health and Tropical Medicine.

Qualifications include the following: tenurable at the rank of full professor in any of the Uptown schools or colleges; demonstrated ability to lead a large complex academic enterprise effectively; excellent interpersonal and communication skills; balanced commitment to academic excellence both in the liberal arts and sciences and in graduate and professional education; demonstrated commitment to a multi-cultural environment and an understanding that modern universities must develop an international dimension; the flexibility to incorporate technological advances into the university culture without compromising the traditional values of the educational mission; sensitivity in developing and maintaining a supportive and caring learning environment for all students; demonstrated ability to attract, develop, and retain outstanding faculty and staff; ability to work effectively and collaboratively with the many constituents of an urban university; the ability to fund raise, particularly with national foundations; strong advocacy skills coupled with an institutional perspective; and financial acumen.

Dr. Graeme Forbes, Celia Scott Weatherhead Distinguished Professor of Philosophy and Chair of the Search Committee, requests that inquiries, nominations, and applications be directed to the University's consultant:

Paula Carabelli • EMN/Witt/Kieffer
1920 Main Street, Suite 310 • Irvine, California 92614
949-797-3536 • 949-851-2412 (FAX)

Applications should include a current curriculum vitae and a letter of interest which also describes the candidate's relevant experience. Screening will begin immediately and continue through mid October. The search committee anticipates interviewing semifinalists on November 10 and 11, 2000. All communications will be treated confidentially.

Tulane is an AA/EOE.

Educational Management Network/Witt/Kieffer

Dickinson College
Gettysburg College
Franklin & Marshall College

Three highly selective Pennsylvania liberal arts colleges, Dickinson, Franklin & Marshall and Gettysburg, invite applications for the following fall 2001 tenure-track positions. Because of the relative proximity of the three colleges, these positions may be of particular interest to academic couples. All positions require Ph.D. or appropriate terminal degree in hand or near completion. For further information and search schedules, interested candidates may consult institutional web pages, appropriate department chairs, or ads in relevant professional journals.

DICKINSON COLLEGE, Carlisle, PA 17013

Archaeology: Old World/Classical , **Chinese:** Language and Culture, Computer Science, **Education:** Curriculum and Instruction, Secondary, **Molecular Biology:** Bioinformatics/ Genomics

FRANKLIN & MARSHALL COLLEGE, Lancaster, PA 17604

Biology: Biochemistry and Molecular Biology, **Business:** Management Information Systems, **Business:** Information Systems/Finance/Management, **Chemistry:** Analytical Chemistry, **Chemistry:** Biochemistry, **Economics:** International Trade and Finance, **Economics:** TBA - see October or November J.O.E., **English:** African American Literature, Environmental Studies, **Government:** Comparative Politics - all fields considered except Western Europe and African, **Physics:** Experimental Physics, **Psychology:** Scientific and Philosophical Studies of Mind

GETTYSBURG COLLEGE, Gettysburg, PA 17325

Chemistry: Organic Chemistry, **Education:** Reading and Social Foundations, **Health and Exercise Sciences:** Personal and Community Health, **Health and Exercise Sciences:** Health Education, **History:** Latin American History, **History and African-American Studies:** African-American History, **Italian:** Italian Language and Literature, **Japanese:** Japanese Studies, including Language Teaching, **Mathematics:** General and Applied Math, **Philosophy:** Recent Continental Philosophy, **Psychology:** Cognitive Neuroscience, **Religion:** Islamic Studies

Affirmative Action/Equal Opportunity Employera

THE STATE UNIVERSITY OF NEW JERSEY

RUTGERS

Executive Dean of Agriculture and Natural Resources
Executive Director of the New Jersey Agricultural Experiment Station
and Dean of Cook College

Rutgers, The State University of New Jersey, seeks candidates for Executive Dean of Agriculture and Natural Resources with responsibilities for George H. Cook College and the New Jersey Agricultural Experiment Station (NJAES). Cook College serves approximately 4,000 students, offering undergraduate and graduate professional programs through 13 academic departments. Cook/NJAES has a faculty of approximately 300 and a staff of approximately 550. The Agricultural Experiment Station includes 17 research centers and field stations and maintains an extensive network of outreach, including Rutgers Cooperative Extension (RCE), which has agents in each of the state's 21 counties. Cook/NJAES has an annual appropriated budget of approximately $40 million.

New Jersey's dynamic and diverse economic and cultural environment demands that Cook/NJAES be pluralistic and adaptive in serving an increasingly broad and diverse constituency. Cook/NJAES's vision is to make its name synonymous with solutions: integrating research, teaching, and outreach to respond to issues and challenges in food systems, environment and natural resources, and human and community development. Cook's academic programs are designed to promote the study of these challenges by integrating the natural and physical sciences with the social sciences and humanities, and by using conceptual frameworks that explore human interactions with the earth's system. Rutgers Cooperative Extension maintains a strong connection to the agricultural base of Cook/NJAES, while also emphasizing programs of human and community development in rural, suburban, and urban areas of the state. The successful candidate will work with faculty, staff, students, and external constituents to further build, strengthen, and focus these programs.

Rutgers University is a member of the American Association of Universities (AAU) and eight of its graduate programs are ranked in the top twenty by the National Research Council. The University has over 49,000 undergraduate and graduate students on three campuses-Camden, New Brunswick, and Newark-and last year had over $185 million in research awards and contracts.

The Executive Dean reports to the University Vice President for Academic Affairs. The successful candidate must be able to balance the demands of leadership of Cook College and the NJAES with the need to maintain and nourish a learning atmosphere that is centered on the Cook/NJAES community of students, faculty, and staff, and must be an established scholar of international stature in the scientific community, with demonstrated excellence in teaching and research. In addition, candidates are expected to provide evidence of administrative achievement; experience in outreach, extension, and service; and demonstrated leadership ability at both the state and university level.

Nominations and applications should be sent to

Chair, Search Committee
Executive Dean of Agriculture and Natural Resources
Rutgers, The State University of New Jersey
Office of the University Vice President for Academic Affairs
Old Queens Building Room 302
83 Somerset Street
New Brunswick, New Jersey 08901-1281

An Affirmative Action/Equal Opportunity Employer
http://www.rutgers.edu
http://aesop.rutgers.edu

AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

Director of Financial Aid

Agnes Scott College seeks a Director of Financial Aid to administer the College's financial aid program by utilizing college resources to maximize enrollment while maintaining full compliance with all federal, state and College regulations, policies and procedures. The candidate chosen for this full-time, twelve-month position will report to the Associate Vice President for Enrollment/Director of Admission and will manage the financial aid awarding and verification process by using the Datatel financial aid software module and using mathematical models to project the cost of institutional packaging policy options and its impact on net revenue. The candidate will provide leadership and training to staff as it relates to the College's application software and data management; develop, analyze, and interpret statistical data for reporting; develop and recommend financial aid and scholarship policies and strategies designed to accomplish institutional goals.

Qualifications: BA/BS in related occupational field of study. Graduate degree strongly desired, minimum five years experience, considerable knowledge of the Datatel Financial Aid software module and interfaces, including application set-up, routine and exception processing, data import and export functions, and complex query language data extraction and reporting, considerable knowledge of financial aid programs and compliance issues, enrollment management, and budget administration, familiarity with managerial and policy formulations, proficiency in data analysis and research, and policy formulation, excellent communication skills, and proficiency in windows: Word, Excel, PowerPoint, databases and electronic mail.

Agnes Scott College is a highly selective, independent national liberal arts college for women located in metropolitan Atlanta. The College offers a vibrant and intellectually challenging environment with a rich and active cultural life. Founded in 1889 by Presbyterians, Agnes Scott College is a diverse and growing residential community of scholars with one of the largest endowments per student of any college or university in the United States. In offering the world for women, Agnes Scott's curriculum encourages students to become fluent across disciplines, across continents and across centuries.

Agnes Scott College offers competitive salaries and a comprehensive benefits package. Send a letter of application designating position of interest, resume, and professional references to the **Office of Human Resources, Agnes Scott College, 141 E. College Avenue, Atlanta/Decatur, Georgia 30030.**

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age, sexual orientation or disability in its employment. An Equal Opportunity Employer.

www.agnesscott.edu

PASSAIC
COUNTY
COMMUNITY
COLLEGE

We are seeking applications for the following positions:

REGISTRAR
DIRECTOR OF ADMISSIONS
COLLEGE COUNSELOR (2)
ADJUNCT FACULTY
COORDINATOR - PROJECT LEARN
CONTINUING EDUCATION COUNSELOR

Visit our website at pccc.cc.nj.us for complete information.

Michael Silvestro
Passaic County Community College
One College Boulevard, Paterson, NJ 07505
Affirmative Action/Equal Opportunity Employer

CERRITOS COMMUNITY COLLEGE DISTRICT

President-Superintendent

Cerritos College
Norwalk, California

The Board of Trustees of Cerritos College invites applications and nominations for the position of President-Superintendent.

Cerritos College, a comprehensive community college, is a one-college district enrolling nearly 23,000 students on a 140-acre campus. Located in southeast Los Angeles County, bordering both the city of Long Beach and Orange County, the college district encompasses eight cities. Cerritos College has more than 1600 full- and part-time employees, and an annual budget in excess of $80 million. The college prides itself on being one of the most ethnically diverse community colleges in the nation and on being the most technologically advanced community college in the state for teaching and learning. A model of effective shared governance and collegiality, Cerritos College is one of only three California community colleges without a unionized faculty.

The presidency of Cerritos College offers an attractive opportunity to guide a dynamic college that is well positioned to continue as one of the flagship community colleges in California. The successful candidate will embrace this ethic and provide the leadership that guides the college in its quest for excellence.

For a presidential profile brochure and application information contact:

Office of Personnel Services
Cerritos College
11110 Alondra Blvd.
Norwalk, CA 90650
tel:(562) 860 2451 ext 2284, fax: (562) 467-5003

or visit our web site: www.cerritos.edu

For ***additional information*** *contact:*

Del M. Anderson, Search Consultant
Association of Community College Trustees
4100-10 Redwood Road #251
Oakland, CA 94619
tel: (510) 638-5288 fax: (510) 382-9637

Review of applications will begin after October 20, 2000

-- An ACCT Search --

Bank Street

College of Education

GRADUATE SCHOOL DEAN

Bank Street College of Education is an independent, nationally recognized leader in progressive education. Founded in 1916 and located in New York City, Bank Street is a unique institution with a history of commitment to improving education for children and families through inquiry, innovative practice, and influence on public policy.

The College is composed of: a Graduate School of Education, with over 900 students; a demonstration School for Children, and an on-site Family Center for infants and toddlers serving 500 children; a Division of Continuing Education, reaching over 3,000 individuals across the country and abroad; and a Publications and Media Group. Bank Street employs 370 staff and has a total budget of approximately $33 million.

The Graduate School enrolls students from diverse communities and backgrounds. Its 100 faculty members are engaged in preparing teachers and leaders in the fields of Teacher Education, Special Education, Bilingual Education, and Educational Leadership. Other distinctive programs include Museum Education and Leadership, Early Adolescence, Infant and Parent Development, and The Principals Institute. Faculty are also involved in extensive staff development in schools throughout the country.

The Dean of the Graduate School is the Chief Academic Officer and provides intellectual, professional and administrative leadership to the Graduate School faculty, staff and students. Reporting directly to the President, the Dean works collaboratively with senior administrators from other divisions to further Bank Street's mission. Graduate School Associate Deans, Department Chairs, and Special Project Directors report to the Dean.

The successful candidate will have a distinguished record of accomplishment in teaching, administration and research. In addition, s/he will have the knowledge and vision to lead, facilitate and support the diverse community of the Graduate School in affirming and articulating the values and objectives of a college of education dedicated to quality teaching and scholarship. S/he will demonstrate excellent communication and interpersonal skills and be a creative problem-solver. A minimum of an earned doctorate or its equivalent is required, as well as a proven record in working collaboratively with faculty, other colleagues, and external institutions and organizations.

Since the Search Committee will begin its formal screening in late October, nominations and expressions of interest are encouraged as soon as possible. The search will remain open until the position is filled.

Nominations and expressions of interest should be submitted to:

Shelly Weiss Storbeck, Managing Director
Lesley Boyd, Consultant
A.T. Kearney, Inc.
333 John Carlyle Street
Alexandria, VA 22314
703/739-4627 - telephone
703/518-1782 - facsimile
lesley.boyd@atkearney.com - email

Bank Street College is an affirmative action, equal opportunity employer. Nominations of expressions of interest from women and people of color are encouraged.

CLARK UNIVERSITY

CHALLENGING CONVENTION CHANGING OUR WORLD

Clark University in Worcester, MA invites applications and nominations for the following full time tenure track faculty positions beginning Fall 2001. Located 38 miles west of Boston, Clark offers the advantages of both a small liberal arts college and a distinguished research university. The University has a strong tradition of engaging undergraduates in research and in active community involvement.

Chemistry:	Asst. Prof. in Biochemistry. Mark Turnbull, Chair. **(mturnbull@clarku.edu)**
Computer Science:	2 positions Asst. Prof. and Rank Open Lawrence Morris, Chair **(lmorris@clarku.edu)**
English:	Asst. Prof. in 18th and 19th Century British Literature. SunHee Gertz, Chair **(sgertz@clarku.edu)**
Foreign Languages:	Asst. Prof. in French. Paul Burke, Chair **(pburke@clarku.edu)**
Government:	Asst. Prof. in International Relations. Beverly Grier, Chair **(bgrier@clarku.edu)**
History:	Asst. Prof. in Modern European History (with teaching capability in Traditional and Modern Africa) Paul Ropp, Chair. **(propp@clarku.edu)**
Management:	Asst. Prof. in Finance. Maurry Tamarkin, Chair **(mtamarkin@clarku.edu)** Asst. Prof. in Accounting. Dileep Dhavale, Chair **(ddhavale@clarku.edu)**
Philosophy:	Asst. or Assoc. Prof. for the George K. Kneller endowed chair in Philosophy of Language, Mind and Psychology or related areas. Gary Overvold, Chair **(govervold@clarku.edu)**
Psychology:	Asst. Prof. in Developmental Psychology. Len Cirillo, Chair **(lcirillo@clarku.edu)**
Visual & Perf. Arts:	Asst. Prof. in Theater - playwright with Ph.D or MFA. Ray Munro, Chair **(rmunro@clarku.edu)**

Vita may be submitted directly to the chair of the respective search listed above. Please visit our web site, **www.clarku.edu** or **http://offices.clarku.edu/hr,** for more detailed information about these positions and about the University. Questions about these faculty positions should be addressed to the Chair of each search committee.

AA/EOE Women and minorities are strongly encouraged to apply.

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

PUBLIC SERVICES LIBRARIAN III/ INSTRUCTOR IN THE LIBRARY

($37,477-$41,285)

Under the supervision of the Assistant Director for Public Services, provides leadership in the development of library support for distance education programs, participates in the library's education and information literacy program and provides reference and research support. Full-time, tenure track.

REQUIRED: ALA-MLS; demonstrated ability in the use of HTML and Javascript in the creation of Web pages; knowledge of current trends in distance education. Screening begins October 6, 2000 and will continue until position is filled. Send letter of application, CV, and names, addresses and telephone numbers of three current references to:

Office of the Director of Library Services,
The Richard Stockton College of New Jersey Library,
AA51, PO Box 195,
Pomona, NJ 08240-0195.

Stockton is an AA/EOE.
Women and minorities are encouraged to apply.

BSC

BRIDGEWATER
STATE COLLEGE

Director
Office of Institutional Research & Assessment

The Director is responsible for the planning, organization, coordination and direction of research related to the operation of programs of the College, including but not limited to the compilation of reports for internal/external agencies. The Director also works closely with the Assistant Vice President for Academic Affairs on the planning, organization and implementation of a comprehensive outcomes assessment program.

Qualifications: Master's degree in an appropriate discipline required; earned doctorate preferred. Extensive experience in institutional research, suitable to fulfill the duties and responsibilities of the position; knowledge of higher education principles, practices and procedures; ability to express self in oral and written communications; and ability to work effectively with professional, clerical and student personnel on campus as well as work with representatives from the public and private sectors. **Review of complete applications will begin October 9, 2000 and continue until position is filled. Submit letter of interest, resume and the names, addresses & telephone numbers of five professional references to: Office of Human Resources, Bridgewater State College, Bridgewater, MA 02325.** Bridgewater State College is an affirmative action/equal opportunity employer with a longstanding commitment to increasing the diversity of its employee community.

www.bridgew.edu

Broward Community College

Opening doors to a brighter future

Physical Plant MNGR, #923

Bachelor's and three years managerial experience related to construction and/or building maintenance management of complex educational facility or equivalent. Ability to establish/maintain relationships with diverse constituencies. Excellent oral and written communication skills. Adaptability and resourcefulness essential. Analytical and reasoning skills necessary for evaluation processes, judgment and independent action. Computer literacy; proficiency in mechanical and structural trades, working knowledge of architectural plans/specifications. Valid Florida driver's license. South campus. Salary: $35,737-56,790. Close: 9/22/00.

Please forward official applications with position title/# & copies of transcripts & licenses to:

Broward Community College
225 E. Las Olas Blvd., Human Resources
Ft. Lauderdale, Fl 33301
Please Call **(800)682-3646**
for an official application
www.broward.cc.fl.us/jobs/

EA/EO Institution

USD University of San Diego

The University of San Diego Department of Sociology invites applications for a tenure track position at the Assistant Professor level beginning August, 2001. USD is an independent Catholic University with 6,600 students. Primary teaching responsibilities include research methods and statistics, and ethnic studies. The following additional teaching specialties will strengthen an application: social theory, social psychology, and gender roles. We seek candidates who will demonstrate evidence of teaching excellence, as well as the ability to combine a commitment to department and university service and an active research agenda. Ability and interest in pursuing funded research opportunities are required. The position requires 21 semester hours of teaching at the undergraduate level per year. Ph.D. in Sociology at the time of appointment is expected. Applicants must include a curriculum vita, a statement of teaching philosophy and research interests, teaching evaluation data, and three letters of recommendation. Deadline is December 1, 2000. Send all materials to:

Gene Labovitz
Chair, Department of Sociology
University of San Diego
5998 Alcala Park
San Diego, CA 92110

The University of San Diego is an Affirmative Action/Equal Opportunity Employer and encourages applications from minority candidates.

CAL POLY
POMONA

DIRECTOR
OFFICE OF STUDENT LIFE

California State Polytechnic University, Pomona invites applications for the position of Director, Office of Student Life in the Division of Student Affairs. Cal Poly Pomona, noted for its scenic 1,400-acre campus, is located 30 miles east of downtown Los Angeles and is part of one of the most dynamic economic and cultural regions in the country. The University is comprised of approximately 2,000 faculty and staff personnel educating over 18,000 students, and has an increasingly diverse ethnic, cultural, and international character.

The Director, Office of Student Life provides administrative oversight for the management of the office. Responsibilities include staff supervision, budget control, external fundraising activities, advising of Associated Students Inc. (ASI), and administration of university policies, which affect student clubs and organizations. The overall responsibility of the Director is to manage operational programs to include the planning, organizing, directing and controlling of projects; and to provide innovative, collaborative and goal-directed programs that complement the University's in-class learning experiences.

The successful candidate will have a Bachelor's degree from an accredited college or University (Master's degree in a related field preferred) AND five years of related student services experience in a public four-year university or college, including three years of professional supervisory experience. Excellent written and oral communication skills and knowledge of student and leadership development theory and practice, with a multicultural emphasis is desired.

The position will remain open until filled. All candidates must submit a 1) completed formal application, 2) resume, 3) letter of interest which includes a narrative detailing how the candidate satisfies the position, and 4) the names, titles, addresses and telephone numbers of three references who can provide current assessments of the candidate's qualifications for the position.

For information and/or application materials, please call (909) 869-3733; visit:

Human Resource Services
Cal Poly University
3801 W. Temple Avenue
Pomona, CA 91768–CLA Building 98
Room B1-20

or visit our website at:
http://www.csupomona.edu/~hrs

PROFESSOR OF MILITARY STRATEGY
NATIONAL DEFENSE UNIVERSITY
INDUSTRIAL COLLEGE OF THE ARMED FORCES

The National Defense University invites interested persons to apply for the position of Professor of Military Strategy and Warfare and Strategic Logistics on the civilian faculty of the Industrial College of the Armed Forces (ICAF). The incumbent will lecture in the Military Strategy and Warfare and Strategic Logistics core curriculum courses, regional security studies, industry studies program and electives program; develop curriculum and advanced study course materials; prepare material, lecture and conduct graduate level seminar instruction in the fields of national and military strategy; strategic logistics and mobilization; and joint, interagency, and multinational operations, conduct and direct research on matters related to defense, military strategy and/or strategic logistics policies and procedures; serve as primary faculty advisor to students; and provide professional and personal counseling, evaluation and feedback to students concerning their achievements and progress at the Industrial College of the Armed Forces.

The closing date for receipt of applications is September 25, 2000. Applicants should have progressive professional experience in a relevant area; evidence of maturity as a scholar, including a substantial record of continuing research and service contributions within a given field of academic study; extensive publication of books, monographs, and articles in professional journals; and full-time professional teaching experience at the university level at the rank of associate professor or professor is preferred. Applicants will be rated on the basis of the following highly qualifying criteria: 1. Knowledge of national and military strategic theory and application; interagency national security process, joint and multinational doctrine and planning; DoD force planning and resource policy analysis; strategic logistics, including mobilization and acquisition; theater warfare, both operational and logistic; the defense industrial base; and methods for attaining unified action in joint, interagency, and multinational applications. The capacity to draw on the strategic and logistic issues of the past and present to prepare leaders to shape the future. 2. Demonstrated ability to teach at the graduate college level, to include seminar based education, lecture, use of contemporary education technology, and ability to relate the study of military science to the development of national strategy, military strategy, and defense policy. 3. Skill in supervising student research and in mentoring/interaction with students in academic/non-academic settings. 4. Ability to develop courses on military strategy and war, strategic logistics (including acquisition and mobilization), defense industry studies, and national security-related elective studies; ability to conduct research for course development/publication. 5. Possession of a doctoral degree in a discipline related to military science is preferred. Masters degree mandatory.

You may apply with an OF 612 (Optional Application for Federal Employment), an SF-171 (Application for Federal Employment) OR any of the following alternative formats: a Resume/Curriculum Vitae or any other written format you choose provided it includes sufficient information to support your qualifications for this position. For further information contact:

Chris Lyons (202) 685-2147 or DSN 325-2147
Mailing Address: National Defense University
ATTN: NDUPAS (Lyons)
Bldg 62, 300 5th Avenue
Fort Lesley J. McNair
Washington, D.C. 203195066
E-mail **lyonsc@ndu.edu.**
Reference Vacancy Announcement # NDU012-00

WSU

HEAD OF REFERENCE AND INSTRUCTIONAL SERVICES DEPARTMENT
WICHITA STATE UNIVERSITY LIBRARIES

(Search Reopened - Job Content and Qualifications Changed)

The Wichita State University Libraries seeks an experienced, flexible, and dynamic professional to lead its Reference and Instructional Services Department. WSU is one of three research institutions in the state university system of Kansas. Supporting some 60 undergraduate degrees, 42 graduate degree programs, 10 doctoral programs, and the National Institute for Aviation Research (NIAR), WSU functions as the state's urban research university with a strong emphasis in engineering, business, public health, arts and sciences, and the fine arts. The University is located in the largest metropolitan area of Kansas, which serves a diverse and affluent population of over 500,000. The city of Wichita hosts a booming economy, major components of the aviation industry, a variety of corporations with global interests, and multifaceted cultural and recreational opportunities. The Library system maintains a collection of 1.2 million volumes, extensive archives, more than 70 electronic databases, two branch libraries, and serves as the state-wide federal Patent and Trade Mark Depository library. The Libraries are currently preparing for a strategic planning process to enhance services for the 21st century.

Responsibilities: Under the general direction of the Associate Dean for Public Services and Information Systems, the successful candidate assumes the following key responsibilities: guiding and planning for the development of reference/information services and resources to meet the needs of the university in the rapidly evolving information environment; leading technology enhancement in the department; guiding current and future directions of the instructional role of the library within the university setting; and maintaining an effective working relationship with key library units, including Collection Development Services, Access Services, Technical Services, and Library Systems. Leading a staff of 9 reference and government documents faculty and 25 classified positions, the successful candidate represents the department within the university community, and works effectively with faculty of the department and the university. The successful candidate also represents the library and the department in local, regional, and national forums relating to trends and policies which impact reference and information services, including serving as a member of the Advisory Council to the Dean.

Required Qualifications: MLS or information science degree from an ALA accredited program; 5 years of relevant and varied reference experience in a medium to large academic or research library; demonstrated knowledge of reference theory, reference and instructional management, and latest trends in the development of information services; knowledge of collection development; documented evidence of increasing responsibility in a significant area of Reference; successful leadership experience; excellent knowledge of reference resources in print and electronic formats; strong oral and written communication skills; demonstrated ability to work effectively with diverse populations, including but not limited to library faculty, staff, and university community in a collegial environment; demonstrated ability to meet the Libraries' requirements for scholarship and service. Must be eligible to work in the United States.

Preferred Qualifications: Additional graduate degree; successful supervisory experience.

Salary and Benefits: $46,500 minimum salary. Salary and rank negotiable depending upon qualifications and experience. A tenure-eligible faculty position. Excellent choice of benefits, including TIAA/CREF, Blue Cross/Blue Shield and HMOs. Twenty-two days annual leave.

Application: Deadline for receipt of applications: September 20, 2000. Send letter of application, resume, and the names, addresses and telephone numbers of at least three professional references to:

Michael Kelly
Chair, Search Committee
Wichita State University Libraries
1845 Fairmont
Wichita, KS 67260-0068

WICHITA STATE UNIVERSITY IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

UNIVERSITY OF NEW HAMPSHIRE
DEAN
School of Health and Human Services

The University of New Hampshire invites nominations and letters of application for the position of Dean of the School of Health and Human Services.

The School offers undergraduate instruction leading to baccalaureate degrees in Communication Disorders, Family Studies, Health Management and Policy, Kinesiology, Medical Laboratory Science, Nursing, Occupational Therapy, and Recreation Management and Policy and in Social Work. Graduate degrees are offered in Communication Disorders, Social Work, Family Studies, Health Management and Policy, Kinesiology, Nursing and Occupational Therapy. Each program enables students to acquire the basic knowledge and skills needed to practice their chosen professions and to obtain a broad cultural background in the humanities and social sciences.

The Dean: The successful candidate will have a demonstrated record of administrative experience, including personnel and program management, program evaluation, program development, budget development and management, as well as a significant record of accomplishment in teaching and research. The Dean is expected to: act as an advocate for the College's programs; consult with faculty, facilitate undergraduate and graduate education, research and outreach; have a successful record in building external relationships and in fundraising; guide and promote faculty development in teaching and scholarship; and advance the College's affirmative action goals. The candidate's qualifications must include an earned doctorate and a record of teaching and scholarship appropriate to an appointment as a tenured professor in one of the College's departments. Above all, the Dean must possess the leadership skills to work effectively with faculty, students, and administrators within the University as well as with diverse constituencies outside the University.

Applications: Nominations and letters of application should include the name, address, phone and e-mail address of five references, and should be submitted to:

SHHS Dean Search Committee
Office of the Provost and VP for Academic Affairs
Thompson Hall 207
UNIVERSITY OF NEW HAMPSHIRE
Durham, NH 03824

The Committee will begin review of applications immediately and will continue until the position is filled.

UNH is committed to achieving excellence through diversity among its faculty and strongly encourages women and minorities to apply.

New York University

FACULTY POSITION
Center for the Study of Gender and Sexuality
FACULTY OF ARTS AND SCIENCE

The Faculty of Arts and Science invites applications for an advanced assistant or beginning associate professorship in transnational feminism beginning Fall 2001, pending budgetary and administrative approval. This is a joint appointment between the interdisciplinary Center for the Study of Gender and Sexuality and an appropriate humanities or social sciences home department. Candidates must demonstrate an engagement with current scholarship; fields of specialization may include geography, demography, ethnic studies, sociology, political science, or comparative literature. Topics of expertise may include nationalism, human rights, religion, immigration, diaspora, tourism, AIDS, health, cultural politics, political economy, labor rights, or globalization. Applicants with a demonstrated commitment to interdisciplinary teaching and/or program development are especially encouraged to apply. Please send a letter of application, curriculum vitae, names of four references, and a 20-25 page writing sample to: **Professor Carolyn Dinshaw, Director, CSGS, 285 Mercer Street, 3rd Floor, New York University, New York, NY 10003-0621.** Deadline for applications is October 16, 2000.

NYU is an Equal Opportunity/Affirmative Action Employer

CALIFORNIA STATE UNIVERSITY, MONTEREY BAY

Associate Vice President
Human Resource Development and Equal Employment Opportunity

Situated on Monterey Bay, in a world-renown scenic environment, California State University Monterey Bay (CSUMB) is recognized for its multicultural curriculum, innovative outcomes-based education, community service and commitment to excellence through diversity.

CSUMB is currently seeking an experienced professional to provide innovative leadership and strategic direction for all staff and faculty human resources functions (including auxiliary organizations) and equal employment opportunity. The successful candidate should have an advanced degree and substantial administrative experience, preferably in an academic environment. Evidence of creative leadership is required, particularly in planning and evaluating programs related to diversity and human resources management. The ability to establish and maintain productive working relationships and to be an effective advocate for the University's diverse constituencies is essential.

To apply, submit a letter of interest, current resume, salary history and requirements, and three professional references to:

CSU Monterey Bay
Human Resources Office
(Job # MB2000-EB654)
100 Campus Center, Seaside, CA 93955-8001
Phone: (831) 582-3389 Fax: (831) 582-3040

Contact the above address or visit our web site at http://jobs.monterey.edu for a complete job description and the CSUMB VisionStatement.

Committed to diversity **EOE**

MIT

ASSOCIATE DEAN FOR STUDENT LIFE PROGRAMS

The Office of Residential Life and Student Life Programs (RLSLP) has an immediate professional staff opening. After completing a groundbreaking community review of campus life, MIT is reinventing its student life program. With new leadership and significant facilities/program support, the Institute is committed to significantly enhancing its educational mission outside the classroom. A key position in this transformation is the Associate Dean for Student Life Programs. Reporting directly to the Dean for Student Life, will oversee a comprehensive student development program that includes student activities and organizations, community service, residential and Greek programs, and LBGT and multicultural programs. Will provide strategic vision and leadership for student programming services, community building, and the integration of academic and student life; and write curriculum and develop programs and activities that further the Institute's commitment to diversity, student-faculty interaction, leadership, self-governance and educational growth. The successful candidate will work collaboratively with the Associate Director of Operations as part of a two-person leadership team reporting to the Dean for Student Life.

Requirements: a master's degree and a minimum of seven (ten preferred) years' experience in the design, coordination, and evaluation of educationally purposeful activities and leadership programs. Proven ability to work and lead in a cross-functional, fast-paced, student service environment required. Widespread knowledge of student life and higher education highly desired.

Interested candidates should submit a resume and cover letter referencing **Job No. 00-0531** to: **Jennifer Walsh, MIT Human Resources, PO Box 391229, Cambridge, MA 02139-0013.** To apply on-line: **web.mit.edu/personnel/www/resume.htm**.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
An Equal Opportunity/Affirmative Action Employer
Non-Smoking Environment
web.mit.edu/personnel/www

PRESIDENT

Lane Community College
Eugene, Oregon

The Board of Education of Lane Community College invites applications for the position of President of Lane Community College. The President is the Chief executive officer of the College District and is directly responsible to a seven-member, publicly-elected Board of Education. Dr. Jerry Moskus has served as President for the past 10 years and will retire June 30, 2001.

The College is a public, two-year, comprehensive community college serving a population of nearly 300,000 people in a 5,000 square-mile area stretching from the Pacific Ocean on the west to the Cascade Mountains on the east. Lane annually enrolls 15,000 credit students and 24,000 community education students.

For complete details, including a downloadable employment application, see the College's Web site: **www.lanecc.edu.** Printed copies of this information also are available by contacting:

Lane Community College
Personnel Services
4000 E. 30th Avenue
Eugene, OR 97405
541-726-2211 TDD 541-744-3999
e-mail: goldsberryc@lanecc.edu

Applications will be accepted until 5 p.m. on October 6, 2000.

For more information, contact **Susan A. Colvin** by e-mail **(colvins@lanecc.edu) or telephone (541-726-2211, ext. 2303).**

An affirmative action, equal opportunity institution

The University of Georgia

ASSOCIATE PROVOST FOR INSTITUTIONAL DIVERSITY

Athens, Georgia

The University of Georgia seeks to fill the newly created position of Associate Provost for Institutional Diversity.

The University of Georgia is a Research I, Land-Grant/Sea-Grant institution of the University System of Georgia, which is the fourth largest statewide system of public colleges and universities in the United States. UGA hosts more than 30,000 students in undergraduate, graduate, and professional degree programs offered in 144 majors. There are more than 2,500 faculty members in 13 schools and colleges.

The University of Georgia is committed to increasing the diversity of its student body and its workforce. UGA ranks 11th among Research I and Research II institutions in terms of its total number of tenure-track and tenured African American faculty. Significant progress in hiring Asian and Hispanic faculty has also been made. The University is further expanding its efforts to strengthen minority student recruitment and to improve retention.

Reporting to the Senior Vice President for Academic Affairs/Provost, the Associate Provost for Institutional Diversity will provide imaginative leadership and play an important role in developing a campus-wide program to support greater equity and diversity. The Associate Provost will seek to improve existing programs and guide new strategies and initiatives in the areas of ethnic and minority recruitment and retention, the quality of the campus environment for minority students and faculty, the curriculum and its reflection of minority and diversity issues, and the institution's ability to support the specific needs of individuals.

The successful candidate will have an earned doctorate or other terminal degree and the academic credentials and record of successful academic administration that would qualify him/her to hold a tenured faculty position in an academic department. Nominations, candidacies, and requests for further information should be directed to the University's consultants:

Associate Provost for Institutional Diversity
University of Georgia
C/O EDUCATIONAL MANAGEMENT NETWORK/WITT/KIEFFER
Paula Carabelli and Ann Yates
98 Old South Road, Nantucket, MA 02554
phone: 508/228-6700, fax: 508/228-6484

Applications should include a letter of interest; a curriculum vitae; and the names, positions, and phone numbers of five references who will be contacted only with the candidate's approval. Screening will begin immediately and will continue until an appointment is made. All communications will be treated confidentially. Applications received by October 15 will be assured of consideration.

EEO/AA Employer

Educational Management Network/Witt/Kieffer

Faculty Positions in Bioinformatics and Molecular Biology
Department of Biochemistry and Biophysics
TEXAS A&M UNIVERSITY

The Department of Biochemistry and Biophysics at Texas A&M University invites applications for three tenure-track positions. Bioinformatics (1 position) - Research with a substantial component involving application of computational methods to modern molecular life sciences. Applications should be sent to Chair, Bioinformatics Search Committee. Molecular Biology (2 positions) - Research that addresses fundamental problems in any area of Molecular Biology or Molecular Genetics. Applications should be sent to Chair, Molecular Biology Search Committee. Candidates whose expertise fits into both of these areas may be considered by both search committees.

The appointments are likely to be at the Assistant Professor level, but inquiries from more senior candidates are encouraged. Successful candidates will be expected to establish an active research program and to participate in the teaching missions of the department. These positions offer a chance to join a Department with an energetic and interdisciplinary faculty, an excellent graduate program, and ample opportunities for collaborations with enthusiastic colleagues in this and other departments. With a student population of over 40,000, Texas A&M is an outstanding university centrally located between Dallas, Austin and Houston. For more information about the Department, see **http://www.tamu.edu/biobio/.**

Applicants should send a curriculum vitae, reprints of significant publications, statement of research interests and arrange to have three letters of reference sent to:

Dept. of Biochemistry and Biophysics
Texas A&M University
2128 TAMU
College Station TX 77843-2128

Review of applications will begin October 15, 2000, and continue until the positions are filled.

Texas A&M University is an Affirmative Action/
Equal Opportunity Employer committed to diversity.

AMERICAN UNIVERSITY
WASHINGTON, DC

Associate/Full Professor
Public Policy and Administration

The Department of Public Administration at American University in Washington, DC is inviting applicants for a senior level position. The Department is looking for a person with a reputation for outstanding public policy and administration scholarship as well as dedication as a teacher. Evidence of generating external support is a plus. This faculty member will contribute to the MPA, MPP and Ph.D. programs. The Ph.D. Program is a school wide program serving the Departments of Public Administration, Government and Justice, Law and Society. A Ph.D. is required. Review of applicants will begin September 15, 2000 and continue until the position is filled.

American University is an equal opportunity employer committed to a diverse faculty, staff and student body. Women and minority applicants are strongly encouraged to apply. Nominations and applications should include a recent vita, sample of recent publications, list of three references, including addresses and phone numbers plus a short statement describing the candidate's contribution to public policy/administration and near- term intellectual agenda. teaching evaluations should be submitted. Please send materials to:

Search Coordinator
School of Public Affairs
American University
Ward Circle Building, Suite 310
4400 Massachusetts Ave, NW
Washington, DC 20016

New York University

RESIDENCE HALL MANAGER

Department of Housing & Residence Life

Responsible for the student development and administrative operations of a co-educational undergraduate or graduate residence hall. Selection, training, and supervision of student and full-time staff; hall government advisement; individual and community development; coordination of administrative services and operations; paraprofessional staff training course facilitation; committee responsibility; all-campus duty rotation. Qualifications: Master's degree plus 1-2 years' residence life experience.

This is a live-in position which offers a competitive salary plus furnished apartment, university meal plan, free NYU tuition for self, spouse and children, and other excellent benefits. Candidates should send cover letter and resume with names of three references to: **Maurice Washington, Department of Housing and Residence Life, New York University, 33 Washington Square West, New York, NY 10011. Fax: 212-443-0460.** *NYU appreciates all responses but can only respond to qualified candidates.*

NYU is an Equal Opportunity/Affirmative Action Employer.

University of California, Los Angeles

The UCLA Department of Psychology invites applications for a tenure-track position in Cognitive Neuroscience at the Assistant Professor level. The primary criteria for the appointment are excellence in research and teaching in Cognitive Neuroscience. Applications are encouraged from candidates who combine strong backgrounds in experimental psychology and human functional brain imaging. Applications are especially encouraged from candidates who bring those techniques to bear on questions concerning learning, memory, and related processes. Submit a curriculum vitae, a statement of research and teaching interests, plans and goals, reprints and preprints, and arrange for three letters of recommendation to be sent to **Cognitive Search Committee, Department of Psychology, Box 951563, UCLA, Los Angeles, CA 90095-1563.** Review of applications will begin December 1, 2000.

UCLA is an Equal Opportunity/
Affirmative Action Employer.

MERCY COLLEGE

BENEFITS MANAGER

Mercy College is seeking an experienced Benefits Manager to administer a comprehensive benefits package for 600 full-time faculty and staff. Candidate must have experience in all facets of benefits management including billing and reconciliation, as well as, database management. Candidate must be proficient in Excel, Word, and PowerPoint and be able to do cost projections. Qualified candidates should have a bachelor's degree and two years of direct experience in benefits. Mercy offers tuition reimbursement in graduate programs including the Human Resource Management program. Great opportunity for a motivated hardworking individual. **Please fax cover letter and resume to: Theresa Morgan, (914) 674-7578, for consideration.**

Equal Opportunity Employer

CITY COLLEGE
OF SAN FRANCISCO

San Francisco Community College District

Associate Director of Human Resources
(Office of the Vice Chancellor of Finance and Administration)

Responsible for assisting in the planning, development, organization and implementation of comprehensive human resource program including policy and procedures development; regulatory compliance, human resource information system, and personnel record maintenance, position classification, oversight of employee performance evaluations, contract compliance, fringe benefits and other employment matters. Salary range open and competitive.

Application Deadline:
Friday, 4 p.m., September 15, 2000.

For detailed job announcement and administrative application form, visit Web page at **http://www.ccsf.org/hr**, contact the **HR Dept., CCSF, 33 Gough St. SF, CA 94103. Tel: 415/241-2246 FAX: 415/241-2335.**

UNIVERSITY OF FLORIDA

Assistant Professor/ Weed Scientist

This is a 12-month tenure-track position, 70% research, 30% extension at the Everglades Research and Education Center, Institute of Food and Agricultural Sciences, University of Florida, Belle Glade. Tenure will accrue in the UF Agronomy Department. Emphasis will be placed on comprehensive weed research in agronomic crops important in southern Florida including sugarcane, rice, and commercial sod. Responsibilities may also include selected vegetable crops. Responsibilities include biology of weed/crop interactions, coordination of weed science contributions to IPM programs, and evolution of herbicides for use in cropping systems. Extension programs will center on delivery of latest weed management information through hard-copy and electronic publications, grower meetings, and field days. Qualifications include a Ph.D. in agronomy, horticulture, or a closely related field with emphasis in weed science required. Postdoctoral experience is desirable. Candidates must have excellent verbal and written communication and interpersonal skills. Interested persons are requested to submit the following items: 1) letter of application, 2) a curriculum vitae, 3) copies of undergraduate and graduate transcripts, 4) names of three individuals from whom you have requested letters of recommendation. Closing date for applications is **December 15, 2000**. Information and inquiries may be addressed to: **Dr. Ken Pernezny, Chair, Search and Screen Committee, University of Florida, Everglades Research and Education Center, P.O. Box 8003, Belle Glade, FL 33430-8003. Phone: (561)993-1561.**
E-mail: klp@gnv.ifas.ufl.edu.

SYRACUSE UNIVERSITY

DEAN

College of Arts and Sciences

The College of Arts and Sciences of Syracuse University invites applications and nominations for the position of Dean.

The College of Arts and Sciences was the founding college of Syracuse University and continues as the center of the institution. The College, enrolling 3,200 students, consists of 375 faculty and 22 academic departments organized into three academic divisions: Humanities, Natural Sciences/Mathematics and the Social Sciences. The faculty of the Social Science division of The College is also the faculty of the internationally recognized graduate school, The Maxwell School of Citizenship and Public Affairs.

The College is an integral part of the University's academic vision to be the nation's leading student-centered research university. Syracuse is an independent Research II University and a member of the Association of American Universities. Its fourteen schools and colleges enroll 18,000 students in a broad array of baccalaureate, masters, and doctoral programs. For further information about the University, see **http://www.syr.edu;** for further information about the College of Arts and Sciences, see **http://www-hl.syr.edu/.**

The Dean is the senior administrative officer of The College and reports to the Vice Chancellor for Academic Affairs. Responsibilities of the Dean include budgets, faculty appointments, academic policy, planning for curriculum, instruction, advising, and administrative supervision of academic departments and programs.

The University seeks to appoint a Dean of Arts and Sciences who has:

- a distinguished record in teaching; research, scholarship or creative activity; and service sufficient to warrant appointment in an academic unit at a senior professorial rank;
- significant experience and a record of achievement in higher education administration, including faculty appointment, tenure and promotion; strategic budget planning and management; and academic program development;
- dynamic leadership and collaborative management style appropriate to a large and diverse institution and effectiveness in collegial consultation with all sectors of the university community;
- a record of achievement in promoting diversity among faculty, staff, and students; and
- strong problem-solving, decision-making, interpersonal, and communication skills.

Letters of nomination and applications should be submitted in confidence to:

Shelly W. Storbeck, Managing Director
or Lesley Boyd, Consultant
A.T. Kearney Education Practice
333 John Carlyle Street
Alexandria, VA 22314
703/739-4627 –telephone; 703/518-1782 –facsimile
lesley.boyd@atkearney.com –email.

Salary is competitive and commensurate with experience and qualifications. Review of applications will begin on November 1, 2000 and will continue until the position is filled. The position is available July 1, 2001.

Syracuse University is an equal opportunity/ affirmative action employer committed to excellence through diversity.

Dean, College of Arts and Sciences

Florida Gulf Coast University
Ft. Myers, Florida

Florida Gulf Coast University (FGCU) seeks a dynamic, collaborative, creative dean to lead its largest academic unit through an extraordinary planned period of growth, expansion, and innovative development at the state's newest university.

FGCU is a comprehensive public university offering a broad range of undergraduate and graduate areas of study, with a mandate from the Florida Board of Regents to employ innovative ideas and technologies in the development and delivery of programs and services. FGCU opened for classes in August 1997 and received accreditation by the Southern Association of Colleges and Schools in June 1999. The 760-acre campus, located in one of the fastest growing regions of the United States, complements the natural beauty and ecology of Southwest Florida. Beginning its fourth year of operation, FGCU boasts a student body of 3300 students, a full-time faculty of 170 and an annual operating budget of $36.5 million. A capital expansion program will provide two additional academic buildings, a fine arts complex, a student activity center, and athletic facilities to support the expected enrollment growth to 6000 students by 2003.

The Dean will be responsible for building on a foundation of innovative interdisciplinary undergraduate education that supports all academic disciplines. As a member of the University's management team, the Dean will represent the College on University-wide committees, work closely with the community, and will be responsible for the budgets, programs, personnel, and facilities of the College. The Dean will also be actively involved at the community, state, and national level in outreach, fund raising, and the promotion of higher education issues. The Dean reports to the Provost and Vice President for Academic Affairs.

The university seeks candidates who possess an earned doctorate from an accredited institution in an appropriate discipline, a strong background in higher education, and demonstrated successful experience as an administrative leader. The candidate must qualify for faculty rank in one of the disciplines in the College of Arts & Sciences. A demonstrated capacity for creative leadership and a commitment to participatory decision-making and recognition as a scholar with an outstanding record of undergraduate teaching, research, service and community outreach is essential. The candidate must have experience with undergraduate and graduate curriculum programs, faculty/staff development and experience with budgeting, fiscal management and program/faculty evaluation. The ideal candidate must also possess the willingness to be part of creating a university culture that encompasses the unique aspects of FGCU multiyear/tenure appointments, distance learning, service learning, the environment as a major learning theme, and university/community partnerships. Experience in supervising faculty from diverse academic disciplines and in new program development and reallocation of fiscal and personnel resources to meet changing community and student needs; proven ability in grantsmanship and fundraising and experience in developing a student centered learning environment are preferred.

Screening of applications will begin on or after November 15, 2000 and will continue until the position is filled. The anticipated starting date for the position is June 1, 2001. Applications should be received by **November 15, 2000** to assure full consideration in the screening process.

Applicants and nominees should submit a letter expressing interest and qualifications for the position, current curriculum vitae, and a list of at least five professional references to:

Dean Search Committee
Florida Gulf Coast University
Human Resources, Pos. #10128
10501 FGCU Boulevard South
Fort Myers, Florida 33965-6565

Florida Gulf Coast University is an Equal Opportunity Employer and encourages women, people of color, and people with disabilities to apply. The search is being conducted under the Public Records Act and the Government in the Sunshine laws of the State of Florida.

USF University of South Florida

Founded in 1956 as the first U.S. university to be created wholly in the 20th century, the University of South Florida is now the largest metropolitan university in the Southeastern United States, with a student body of nearly 35,500 spread across four campuses. The rich, multicultural atmosphere of the university is evident not only on the main Tampa campus, but at its branches in St. Petersburg, Sarasota/Manatee, New College, and Lakeland. *USF* promotes delivery systems, curricula, programs and activities that reflect the diversity of South Florida.

But *USF* is much more than just a large, state-assisted institution. Its growing reputation as a dynamic research university is spreading around the country, attracting more and more of the nation's best and brightest scholars to the Tampa Bay Area. *USF* offers degree programs in 79 undergraduate disciplines, 89 master's and specialist programs, and 28 doctoral programs, including the MD. A record number 1525 international students enrolled at *USF* the 1999-2000 academic year. Students from Latin America and the Caribbean totaled 445. *USF*-AHEC's Health Education Training Center is a sponsor of the Rural Youth Soccer Association, which serves over 300 migrant children in south Hillsborough County.

The university is currently recruiting for the following positions:

Position #0247-Asst/Assoc Professor-Electrical Engineering-deadline: OPEN
Position #4200-Asst Professor/Instructor-Computer Science & Engineering-deadline: OPEN
Position #5719-Associate Professor-Computer Science & Engineering-deadline: OPEN
Position #9168-Asst/Assoc Professor-Nursing-deadline: 10/27/00
Position #6067-Asst/Assoc/Full Professor-Aging & Mental Health-deadline: 12/01/00
Position #6339-Asst/Assoc/Full Professor-Aging & Mental Health-deadline: 12/01/00
Position #6386-Asst/Assoc/Full Professor-Aging & Mental Health-deadline: 120/01/00
Position #9003-Assistant Professor-Government & International Affairs-deadline: 10/15/00

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

MANCHESTER COMMUNITY COLLEGE

Manchester Community College is a learner-centered institution committed to access, excellence and relevance. MCC enriches the academic, economic and cultural life of the community by providing comprehensive, innovative and affordable life-long learning opportunities to diverse populations. MCC is seeking enthusiastic candidates with the ability to foster an environment conducive to innovation and creativity as well as effective planning and leadership skills.

Dean of Academic Affairs

For a copy of the vacancy announcement, including minimum qualifications and salary, please visit our website at **www.mcc.commnet.edu/per**, or call (860) 647-6153. Send letter of intent, resume, transcripts, and the names of three references to:

Deborah A. Wilson, Director of Personnel and Contract Administration
Manchester Community College
Great Path
P.O. Box 1046
Manchester, CT 06045-1046

Must be postmarked no later than October 10, 2000

EOE/AA/M/F

RESIDENCE HALL MANAGER

NEW YORK UNIVERSITY

New York University provides residential living in 26 facilities located throughout Manhattan. By the Fall of 2000, NYU will house approximately 10,500 undergraduate and graduate students. The Department of Housing and Residence Life strives to provide students not only with an academically supportive environment, but with a community that enhances their development within the unique context of the urban campus.

Residence Hall Managers are responsible for the overall operation of the hall. Their responsibilities include: development of a positive living/learning environment which in turn will strengthen the educational experiences of its residents; involvement in the selection, training, supervision and evaluation of Resident Assistants and other student staff; supervision of building administrative staff; advisement of the residence hall council; coordination of administrative services and operations; central housing responsibilities and campus duty rotation.

Qualifications:
Successful applicants must have their completed Master's degree in higher education, counseling, student personnel or a related field and 1-2 years residence life experience (full-time or graduate). Qualities of an effective manager include high energy, creativity, organizational and supervisory skills. Experience with a multicultural environment and supervision of a support and student staff is highly desirable.

This is a twelve month, live-on position. Remuneration for this position includes a salary of $27,950, a furnished apartment, University Meal Plan, family tuition remission and excellent University benefits.

Applicants should mail or fax a cover letter, resume, and the names and phone numbers of three references to:

Maurice Washington
Coordinator for Staff Administration
Department of Housing and Residence Life
33 Washington Square West
New York City, New York 10011
Fax: 212-443-0460

Equal Opportunity, Affirmative Action Employer
Applications from women and minorities are encouraged

Washtenaw Community College

Political Science Instructor

A comprehensive two-year college dedicated to student, community and staff success is presently seeking a individual for the position of Political Science Instructor. This individual will teach first and second year college-level courses in Political Science, primarily an American government survey course. The College is located in the city of Ann Arbor, MI, a community of over 100,000 whose growth and vitality is supported through a cultural enrichment of the arts, entertainment, Big Ten Sports, and the surrounding metropolitan area.

The successful candidate must possess a Masters degree in political science or government, with substantial coursework in American government and politics and a record of teaching experience at the college level.

Deadline for receipt of resumes and accompanying materials is December 15, 2000.

Anticipated date of appointment for this position is for the 2001 Fall semester. The initial annual salary is $39,750-$51,860 dependent upon education and work experience; base load of 32 weeks/160 days/450 contact hours per academic year with numerous fringe benefits.

Interested persons should submit letter of interest, resume, all college transcripts (student copies acceptable), two letters of recommendation, copies of first day course hand outs, and copies of student evaluations (completed application will be required if selected for interview) to:

Washtenaw Community College,
Office of Human Resource Management,
First Floor Business Education Building, Room 120,
4800 E. Huron River Dr. PO Box D-1,
Ann Arbor, MI 48106.
(734)973-3497. Job Hotline (734)973-3510.
For job postings see our web site at: **http://www.wccnet.org/jobs.**

AA/EEO/ADA employer.

Education

DIRECTOR OF ENROLLMENT AND REGISTRATION SERVICES

The campus-based Director of Enrollment and Registration Services will work with external constituencies, faculty and staff to attain enrollment and retention goals. The Director oversees enrollment management operations on the campus including registration and records; marketing and recruitment; admissions and student retention; and works in collaboration with the appropriate administrative areas to establish campus enrollment priorities.

A Master's degree in higher education, administration, educational research, Student Personnel or related field is required. The candidate must also have a minimum of five years of progressively responsible experience in higher education administration in an enrollment management environment.

Review of applications will begin September 29, 2000 and continue until the position is filled.

Salary commensurate with education and experience with excellent benefits.

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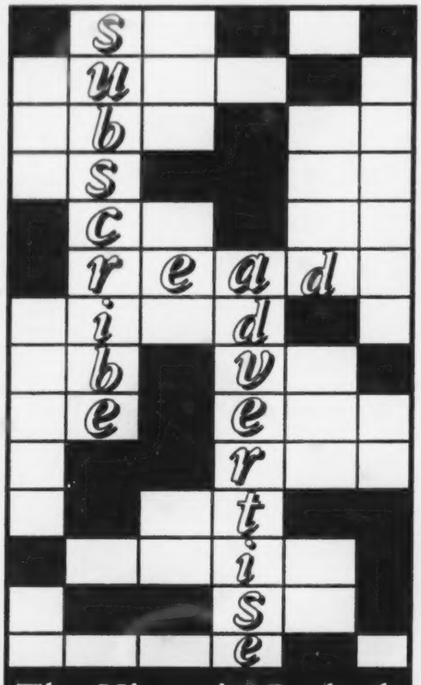

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¡PUNTO FINAL!

A "NEW WAVE" OF LATINO COLLEGE STUDENTS

Patsy Feliciano, assistant director of the Office of Admisssions, University of South Florida, earned a master's degree in Spanish literature and a bachelor's in psychology and Spanish literature from USF. She has been a mentor, counselor, and recruiter for Hispanic high school and college students.

"I am Cuban", she says in Spanish, with a heritage-speaker accent but a definite Cuban flavor–gestures and all. She is the 9th Cuban American of 18 high school seniors I have interviewed for a Latino scholarship. The number strikes me.

I didn't run into many compatriots while attending college. I do remember having Cuban friends in school when I arrived in Tampa in 1980–school-age children who, like me, had come from Cuba that year. It was different in college. We all went in different directions after high school. Many joined the workforce to help their families. Some went to community college. Not many could afford a university or knew the process to gain entry. Some of us managed to finish our degree at a four-year institution. Many others could not afford to go on. There were few of us at the graduate level.

It interested me that half of those students I interviewed are Cuban Americans. And I remembered something else they each had in common. "My parents came in a boat. *¿El Mariel?*" says one of the students. She doesn't know exactly what all that means, only that her parents are from Cuba and sometimes they talk about *El Mariel*. It suddenly dawned on me. They are all the sons and daughters of the Mariel Generation. Born here–American citizens. They are the children of the 125,000 Cubans, ages 19-30, the "marielitos" who came in 1980. Exactly 20 years after the exodus, these youngsters are college age, coming up quietly in our school systems throughout the country. They are smart, bilingual, determined, spontaneous, eloquent, and very refreshing.

This is the "new wave" of Cuban Americans–children whose experiences in the U.S. are very different from those of their parents. These children tell everyone they are Cuban and are not embarrassed to say that their parents came during *El Mariel*. Unsuspecting, perhaps, of the stigma their parents survived, they volunteer how their families arrived in the U.S. from Cuba.

Their parents have a different story. Many now confess they avoided disclosing when and how they arrived here. Some tell how they took on fake nationalities and adopted new Spanish accents to try to escape from the cruel jokes and verbal abuse from other children they encountered in school and in their neighborhoods. Being a marielito was not something you told everyone.

Marielitos were blamed for the social stresses felt in Miami in 1980–a time in Miami when drug lords from Latin America openly fought cocaine wars on the streets and African Americans protested police brutality with outbreaks of violence that spread throughout Dade's African American communities. Undoubtedly, Castro was to blame for the increase in violence that followed the boatlift. His massive and well-orchestrated exodus served two purposes: an escape valve for releasing pressures inside Cuba and an attempt to destabilize Florida by sending criminals and mental patients to discredit the newcomers in the eyes of Americans and the exile community in Miami. But the majority of those who came were decent people who saw *El Mariel* as their only chance to escape Cuba. Many families who could not otherwise come together and would not think of coming separately took this opportunity. Doctors, teachers, and other professionals declared themselves homosexuals or prostitutes to get on the list of the unwanted and therefore be allowed to come. Most who came were hardworking men and women seeking freedom.

Twenty years later, the Mariel Generation is nearly invisible. The marielitos have adapted, integrated, joined the workforce, and flourished. They are among the highest levels of employment and the lowest reliance on public assistance of any refugee group. The Mariel Generation has redeemed itself.

Today, an even newer generation is emerging: the children of those of us who came during the *Mariel* exodus. The first wave of marielitos' children who were born in the U.S. is now college-age. They are overcoming some of the negative trends associated with Latino students, like dropping out of high school to help support their families, and limited English proficiency. They are graduating from high school fully eligible for admission to universities. They aspire to attend four-year institutions. They are familiar with standardized testing, college admission requirements, college applications, financial aid, scholarships, and deadlines. Future generations will even turn to their parents for information and guidance about college in the U.S. They are taking advantage of the opportunities this country has to offer. They will achieve higher success than the generation before them.

To all of them, congratulations and welcome.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**
The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
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All correspondence should include author's full name, address, and phone number.

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A CAPITOL VIEW

Hispanic Education Initiative Sets Five Tough Goals

BY GUSTAVO A. MELLANDER

President Clinton's interest in education is very clear. He has also worked very hard to secure Hispanic support. He recently hosted a meeting in the White House replete with Hispanic politicians as well as Hispanic educators from around the nation.

In prepared remarks, Clinton provided insight into his views about Hispanics and the education afforded them in this country. Clinton opened by stating that "intelligence is equally distributed throughout the world, but opportunity is not; the same is true within our own country."

In August 1999, the White House hosted a Conference on Hispanic Children and Youth. Now, less than a year later, Clinton called together a gathering of Hispanics interested in education to take the next step. He took the opportunity to tout his Hispanic Education Action Plan, which included a $436 million increase for programs to improve Hispanic/Latino student outcomes this year. "And I want to double that investment," he announced.

Clinton noted that his programs have made it possible for more than 90 percent of schools in every low-income area to have at least one Internet connection. Since many Hispanics live in low-income areas, any early intervention via the Internet is thought to be one important step in the reform movement.

Council of Economic Advisors

The same day, the White House released a study by the Council of Economic Advisors that indicated that the average educational level of native-born Hispanics has increased substantially over the last several decades and that the gap between Hispanics and whites has declined.

Compared to 1993, Hispanic students are scoring higher on math tests; greater percentages are completing high school, graduating from college, and getting advanced degrees. But there's bad news as well. The need for education and continuing education is growing even faster.

Since 1993, the percentage of Hispanics with four or more years of college has increased, but only by about two percent. Over the next decade, the number of jobs requiring at least four years of college will more than double.

Hispanics, who represent 11 percent of our workforce, hold just four percent of the infotech jobs–jobs that pay much more than average in the area where jobs are growing most rapidly. When the fastest-growing demographic group in America is underrepresented in the fastest-growing employment sector, it means fewer options for Hispanics. It also means that sooner or later, the nation's economy will have a shortage of highly skilled workers where they are really needed.

The problem is not that Hispanics don't choose careers in key industries. According to the report, Hispanics who graduate from college enter the information technology industry at about the same rate as do non-Hispanics, and earn about as much.

The problem, quite simply, is that not enough Hispanics are finishing college. Once again, too many Hispanics, up to 40 percent in some neighborhoods, never finish high school. Many have suggested that raising the educational achievements of Hispanic students in schools, beginning in pre-school years, continuing into adulthood, and making sure that no person is ever denied access to college because of cost are the logical path to follow.

Making College Accessible

More programs exist than ever before to make college accessible–HOPE scholarships, work-study arrangements, Direct Student Loans Program, Lifetime Learning tax credits, together with institutional financial aid programs. Earlier this year, Clinton proposed an annual tuition tax-deductible program of up to $10,000. Those in the 28 percent and even in the 15 percent income tax rate bracket would be eligible. That would be a significant benefit, especially for lower-middle-class families. Ideally, more youngsters would go to college since more families could afford it.

Five Specific Goals

Clinton urged the conferees to adopt five specific goals to close the Hispanic student achievement gap over the next 10 years. They are:

- Within 10 years, all young Hispanic/Latino children should be enrolled in quality early childhood programs at the same rate as are other Americans.
- Within 10 years, every Hispanic student graduating from high school will have demonstrable English proficiency.
- Within 10 years, there is no gap in test scores and other assessments between Hispanic students and their peers.
- Within 10 years, 90 percent of Latino students complete high school.
- Within 10 years, the percentage of Hispanic students earning college degrees is double what it is today.

The 2010 Alliance

Clinton said his administration is committed to those goals. That very morning, the secretary of education released the first of what will be annual reports measuring progress of Hispanic student achievement.

Clinton also said that the movement needed "an entity outside electoral politics to keep a national spotlight on these goals because they should be the nation's goals, without regard to party." And he announced the creation of such an entity: the 2010 Alliance–a partnership among Hispanic organizations, including La Raza and the National Association for Bilingual Education; and corporate and nonprofit groups, from the Ford, Irvine, Kellogg, and Hazen Foundations to AT&T, General Motors, Univision, and State Farm.

The Alliance is designed to remind the nation of these goals, and to spur commitments–specific ones–at every level of government and the private sector to help meet them.

In the months ahead, the Discovery Channel will publicize the goals in public service announcements to run on its Discovery and Español networks. The educational software firm Lightspan will provide special software and Internet access for computers in Hispanic communities. Many other organizations, from the American Library Association to the Hispanic Radio Network, also are contributing.

Dr. Mellander is a professor at George Mason University.

A Guide to *The Hispanic Outlook* Volume X

COMPILED BY MIA ANDERSON,
SENIOR EDITOR

As an academic, I know the value of a good index! We've worked hard to identify–and then, in some cases, split and/or refine–our index subject categories so that you will find it easier to locate those articles of particular interest. I recommend that you begin by familiarizing yourself with the categories and then peruse the article titles (listed chronologically within categories) to locate the articles that you wish to read.

Regular readers of The Hispanic Outlook–*faculty, administrators, students, and those outside of but interested in higher education matters–will already know the wealth of information and opinion that is available within our pages. Newcomers will discover this rich content on an article-by-article or issue-by-issue basis: articles relating to issues of diversity, affirmative action, curricula; theme issues relating to the arts, law, medicine, sports; articles covering specific colleges and universities, organizations, reports and studies; commentary from a Washington, D.C., insider and from faculty and administrators from around the country; and much more.*

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04/21/00. Pp. 35-37.

University of California-Los Angeles
12/17/99. Pp. 19-20.
06/30/00. Pp. 21-23.

The University of Chicago
04/07/00. Pp. 10-11.

University of Connecticut
07/28/00. Pp. 10-12.

University of Hawaii-Manoa
03/10/00. Pp. 29-31.

University of Houston
05/05/00. Pp. 39-41.

University of Houston-Downtown
09/08/00. Pp. 19-21.

University of Kentucky
12/03/99. Pp. 27-28.

University of Michigan
11/19/99. Pp. 18-21.
04/07/00. Pp. 28-30.

University of Minnesota
06/02/00. Pp. 30-32.

University of New Mexico
04/07/00. Pp. 31-32.

University of Oklahoma
12/17/99. Pp. 16-18.
09/22/00. Pp. 35-37.

University of Oregon
01/28/00. Pp. 24-25.

University of Pennsylvania
01/28/00. Pp. 18-20.
05/05/00. Pp. 24-25.

University of San Francisco
12/03/99. Pp. 23-24.

University of Southern California
02/11/00. Pp. 9-11.
06/30/00. Pp. 24-25.

University of Southern Colorado
10/22/99. Pp. 16-18.
11/19/99. Pp. 18-21.

University of South Florida
12/17/99. Pp. 6-8.

University of Texas-Arlington
08/11/00. Pp. 28-30.

University of Texas-Austin
09/24/99. Pp. 13-17.
10/22/99. Pp. 27-28.
02/25/00. Pp. 11-12.

University of Texas-El Paso
10/22/99. Pp. 24-26.
11/05/99. Pp. 29-31.

University of Texas-San Antonio
06/02/00. Pp. 17-19.
06/02/00. Pp. 33-34.
08/25/00. Pp. 22-25.

University of Wisconsin
11/05/99. Pp. 27-28.

Utah State University
02/11/00. Pp. 17-19.

Wake Forest University (School of Medicine)
06/02/00. Pp. 20-23.

Washington State University
08/25/00. Pp. 15-17.

Western Washington University
06/16/00. Pp. 27-29.

William Paterson University
02/25/00. Pp. 13-15.

Yakima Valley Community College
07/28/00. Pp. 19-21.

Yale University
09/24/99. Pp. 7-9.
04/21/00. Pp. 10-11.
06/02/00. Pp. 14-16.

Communication Patterns in the Classroom: Gender Differences, Part Two

Leveling the Playing Field

BY
ANGELA PROVITERA McGLYNN

In the September 8, 2000, issue of *The Hispanic Outlook*, I discussed gender differences in communication styles and how classroom dynamics can be affected. I referred to the research of Sandler, Silverberg, and Hall (1996), who talk about power differences in the classroom. These authors suggest that a group's power or lack of power, which can be based on gender, race/ethnicity, age, class, or sexual orientation, can affect the classroom environment by replicating our society's power relationships.

One way to explore how power might be reflected in the classroom is to observe which students do most of the talking in class. Study after study examining grade school through graduate school classroom interactions demonstrates that white males do most of the speaking in class. With all the research showing the correlation between active participation in class and the learning process, those of us invested in equal opportunity for classroom learning must address the inequality of the playing field.

In addition to the gender differences in communication styles discussed in Part One, there are other dynamics that influence unequal class participation. Women and men often have different attitudes toward speaking in class. Men might typically believe that it is their job to think of contributions and command the floor frequently to express their ideas. A male student responded to my question, "How would you assess your own participation?" (in my Assessment of Classroom Atmosphere and Dynamics described in Part One): "I speak often, sometimes self-conscious that I may be dominating class time but generally rationalizing that all students have the same opportunity to speak and it is a

When men, women, and children are asked to respond to generic terms such as* he, him, his, man, *and mankind, they are much more apt to visualize males.

Angela Provitera McGlynn

matter of individual initiative."

It is just such a perspective that keeps this student vying for as much class time as he can get. Women, on the other hand, might believe that if they have already spoken in a given class, they should refrain from further participation so as not to dominate the classroom conversation. We might call these differences "the ethics of participation."

Students from certain cultural backgrounds, as well as many women, might be more likely to believe they need to raise their hands and be acknowledged before they speak in class.

Deborah Tannen (1992) says that these attitudes are unspoken. Maybe they are not even known or understood. Frequently, the class participation differences are interpreted very differently as well. Those who speak freely and frequently might believe that those who remain silent have nothing to contribute while students who are holding back from contributing might perceive the talkers as hogging the floor. My assessment results bear this out as well.

Another factor related to the ethics of participation in class involves the issue of students raising their hands to speak or just jumping into the conversation. Tannen says that those students who believe they need to be acknowledged before it is permissible for them to speak do not have an equal opportunity to participate. Students from certain cultural backgrounds, as well as many women, might be more likely to believe they need to raise their hands and be acknowledged before they speak in class. She says that telling those reticent students to feel free to jump in at any time will not make them feel free to do so.

Students' beliefs and attitudes about their role in a classroom are probably learned over years of conditioning. This conditioning might be gender-related, culture-related, class-related, or age-related, and it might be firmly ingrained; changes are possible with motivation and effort on the student's part and with understanding, sensitivity, and training on the instructor's part. It is clear that if classroom dynamics are to change so as to create greater equity in the classroom, faculty must be aware of the dynamics, and then must be proactive facilitators of change. As Tannen states, "The goal of complete equal opportunity in class may not be attainable, but realizing that one monolithic classroom-participation structure is not equal opportunity is itself a powerful motivation to find more diverse methods to serve diverse students–and every classroom is diverse."

What can faculty do in the classroom to facilitate greater participation of females and other students who might be considered members of "outsider" groups? What the Hall and Sandler research found in 1982 on the chilly classroom climate applies not only to females but to members of other groups, based on culture, race/ethnicity, social class, age, and sexual orientation, who might also be reticent to speak in class. Here are some suggestions:

- Avoid the use of the generic *he* in your presentations.
- In addressing the class, use terminology that includes both males and females.
- When referring to students, use the terms ***men*** and ***women*** rather ***kids***, ***boys***, ***girls***, or ***gals***.
- Avoid the use of language or examples in class that assume everyone is heterosexual.

Philosophers have believed, and now cognitive psychologists have demonstrated, that language shapes our thoughts. Study after study has shown that when men, women, and children are asked to respond in some way to generic terms such as ***he***, ***him***, ***his***, ***man***, and ***mankind***, they are much more apt to visualize males. They do not conjure images of both males and females, and this is true for the written word and the spoken word.

This finding has profound implications for how girls and boys in their early education years, and men and women in college, respond to what they read and how they experience the classroom setting. We even know that grade school girls are much less likely to engage in a challenging task if they read a story in which the character engaged in the task is male. Sandler, Silverberg, and Hall (1996) say that the use of male terms to include both genders can exclude women and can reinforce stereotypes that students hold. If young girls and women do not "see" themselves in what they read or in the class discussion, they might feel that the content is not relevant to them. Thus, language usage in the class might affect both their learning and their class participation.

Pamela Cooper (1993), based on the Hall and Sandler chilly classroom climate research, offers the following suggestions to level the classroom playing field:

- Pay particular attention to classroom interaction patterns early in the semester since these patterns are likely to continue throughout the term. During this early period, make a special effort to draw women, and other students who seem reticent to speak, into the discussions.

Women and others who are often hesitant to speak in public are more readily brought into the conversation by the Write/Think/Pair technique.

- Intervene in communication patterns among students that might shut out certain students. For example, if male students pick up on each other's points, but ignore an appropriate comment offered by a female, slow the discussion and pick up on the comment that has been overlooked.
- Respond to female and male students in similar ways when they make comparable contributions to class discussion by crediting comments to their author; "coaching" for additional information; [among other strategies].
- Note patterns of interruption to determine if some students are interrupted more often. (One communication pattern that is well established in the literature is that males tend to interrupt females much more often than they interrupt males, and much more often than females interrupt males.) Make a special effort to ensure that all students have the opportunity to finish their comments.
- Ask male and female students qualitatively similar questions, that is, ask students of both sexes critical thinking questions as well as factual questions.
- Give female and male students an equal amount of time to respond after asking a question.
- Make eye contact with all the students in your class after asking a question to invite a response, particularly with those you have identified as reticent to speak.
- Watch for and respond to nonverbal cues that indicate a student's readiness to participate in class, such as the student's leaning forward or making eye contact.

Some additional strategies that might prove useful:

- Increase the wait time when you ask a question. Teachers generally wait an average of about one second. Gradually increase your wait time to about ten seconds. The longer you wait, the greater the chances that students who are reticent to speak might contribute.
- Have students write their responses to your question before asking for a verbal response. This brings in students who need time to collect their thoughts, and reduces the chances that you will have to call on the same students whose hands fly up as soon as you pose a question.
- In small classes, try a circle or semicircle format so that you have eye contact with everyone in class.
- In large classes, I have found that dividing the room in two, having a large space down the middle where I can walk, and having students tilt their chairs towards the center of the room facilitates greater participation. With my ability to walk down the center aisle, I can establish eye contact with everyone in the room, even those students who usually try to hide in the "back."
- Use the Write-Think-Pair technique: Have students first write a response to your question, then discuss their responses with a learning partner, and then answer your question in large group. This technique gets students to think and write, and to share with another person, which prepares them to speak before the large group. Women and others who are often hesitant to speak in public are more readily brought into the conversation by this preparation.
- Use small group collaborative learning strategies. [Editors' Note: For more discussion on collaborative learning strategies, see earlier *HO* articles by McGlynn: Teaching Strategies That Promote Equal Opportunity, Part One: Collaborative Learning Communities, December 3, 1999; and Part Two: Constructive Controversy, the Jigsaw Technique, and Focus Groups, December 17, 1999].

Research clearly shows that language usage and communication patterns in the classroom greatly affect classroom atmosphere. Teachers at all levels of the educational system can become astute observers of the process, take a proactive role to promote inclusiveness, and intervene where necessary to create a more hospitable atmosphere of learning for all students.

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$42 Million to Hispanic Serving Institutions

76 New and 39 Continuing Federal Grants Awarded

BY GUSTAVO A. MELLANDER

For years, those colleges and universities that serve a high percentage of Hispanic students felt out of the loop when it came to federal funding. Although they were eligible for most grants, a discrete amount of funding was not specifically designated for their needs. Those institutions were, a few years ago, designated as Hispanic Serving Institutions (HSI) and in 1998 were formally recognized in legislation as distinct entities and provided specific funding.

In this year's round of funding, money was designated to help colleges both to plan and to actually implement long-range enrichment programs specifically geared to Hispanic students.

In June, U.S. Secretary of Education Richard W. Riley announced this year's awards. They totaled more than $42 million and will assist 115 colleges and universities. Community colleges are included in this program in recognition of the fact that more Hispanics begin their college careers at community colleges than at any other type of higher education institution.

Of the total, $25.8 million was awarded to fund 76 new grants to Hispanic Serving Institutions (HSI). They are designated "to improve their facilities, academic programs, and student services." Another $16.3 million will support continuation awards to 39 additional HSIs.

"The goal is to increase the college graduation rates of Hispanics," Riley said. "These grants will enable colleges that serve large numbers of Hispanic and disadvantaged students to offer an enriched academic experience that will go a long way toward making that goal a reality."

Later, addressing a White House National Discussion on Hispanic Education, Vice President Al Gore said, "This program is part of a larger, overall effort to increase the achievement of Hispanic students at all levels of education, from preschool through college. Education can open a new world of opportunity for Hispanics and other minorities, and this administration is committed through this program and others like it to help those dreams become a reality. We must reduce the Hispanic dropout rate in America. And I will not rest until we do."

HSIs are colleges or universities in which Hispanics represent at least 25 percent of the student population, and at least half of those students are low-income. Some 195 two- and four-year schools have been designated as HSIs. About 40 percent of Hispanic undergraduate students are enrolled in these schools.

HSIs confer more than 45 percent of associate's degrees and 50 percent of bachelor's degrees awarded to Hispanics and provide access for a large number of other disadvantaged students. Hispanic enrollment in higher education has increased nearly 50 percent in six years–from 782,000 in 1990 to about 1.3 million in 1996–and Riley said the role of HSIs will become increasingly important as the trend continues.

> ***Hispanic enrollment in higher education has increased nearly 50% in six years–from 782,000 in 1990 to about 1.3 million in 1996–and Riley said the role of HSIs will become increasingly important as the trend continues.***

"Because these colleges have a proven track record in retaining and graduating Hispanic students," Riley said, "their continued success is crucial to meeting the educational needs of the burgeoning Hispanic college-going population." By the year 2050, as is so often cited of late, nearly one-quarter of our population will be Hispanic.

Funded under Title V of the Higher Education Amendments of 1998, the program aims to enhance the academic offerings, program quality, and institutional stability of the institutions educating a significant percentage of Hispanic students.

Of the 76 new grants, seven are one-year planning grants to give institutions an opportunity to analyze their strengths and weaknesses and take steps to prepare a Title V development grants application for the following year.

The other 69 are five-year development grants to implement specific activities such as establishing community outreach programs with local elementary and secondary schools; offering special programs to improve students' academic success; purchasing books, telecommunications materials, and/or scientific or laboratory equipment; and supporting exchanges, fellowships and other faculty development programs.

For example, New Mexico Highlands University in Las Vegas will use a $383,500 grant to increase online academic course offerings via distance learning. The funds will enable rural, homebound, and economically disadvantaged students–those who might otherwise not have access to the traditional on-campus experience–to tap into the educational system. New Mexico Highlands was established in 1893 and is the oldest HSI in the U.S.

Los Angeles Southwest College will use a $377,741 grant to strengthen a variety of student support services that are vital to student success, including orientation, financial aid counseling, and academic counseling. Part of the grant will also be used to set up a computer-assisted instruction lab to support classroom instruction and provide Latino students with greater access to technology. In fiscal year 2001, the administration requested $62.5 million for Title V to serve a greater number of Hispanic students attending HSIs.

For more information on how your institution can apply for the next round of grants, call Stephanie Babyak at (202) 401-2311 or Jane Glickman at (202) 401-1307.

$42 MILLION AND COUNTING

$42 MILLION AND COUNTING

PLANNING GRANTS

State	City	Institution	Director	Award
CA	Burbank	Woodbury University	Zelda L Gilbert	$35,000
CA	Ventura	Ventura College	Sandra Avalos	$34,730
IL	Cicero	Morton College	Robert Ericson	$29,048
NM	Albuquerque	University of New Mexico	Peter White	$31,039
PR	Guyama	Pontifical Catholic Univ. of Puerto Rico	Antonio González	$32,250
TX	El Paso	El Paso Community College	Saul Candelas	$32,370
TX	McAllen	South Texas Community College	Aparna B Ganguli	$35,000

DEVELOPMENT GRANTS

State	Institution	City	First-Year Award
AZ	Central Arizona College	Coolidge	$389,882
AZ	Phoenix College	Phoenix	$381,851
AZ	Pima County Community College District	Tucson	$372,487
CA	Fresno City College	Fresno	$376,834
CA	Gavilan College	Gilroy	$372,273
CA	Antelope Valley College	Lancaster	$381,362
CA	Los Angeles City College	Los Angeles	$375,565
CA	Los Angeles Southwest College	Los Angeles	$377,741
CA	Los Angeles Trade-Technical College	Los Angeles	$372,950
CA	Merced College	Merced	$377,675
CA	Oxnard College	Oxnard	$376,000
CA	College of the Desert	Palm Desert	$376,278
CA	Pasadena City College	Pasadena	$376,425
CA	Chaffey Community College	Rancho Cucamonga	$376,070
CA	Canada College	Redwood City	$380,152
CA	Hartnell College	Salinas	$375,153
CA	San Bernardino Valley College	San Bernardino	$375,949
CA	Evergreen Valley College	San José	$377,254
CA	California State University-Monterey Bay	Seaside	$359,357
CA	El Camino College	Torrance	$369,700
CA	Los Angeles Valley College	Van Nuys	$373,500
CA	Rio Hondo College	Whittier	$374,551
CA	Los Angeles Harbor College	Wilmington	$381,155
CO	Adams State College	Alamosa	$379,351

CO	Community College of Denver	Denver	$381,618
CO	Aims Community College	Fort Lupton	$371,834
CO	Trinidad State Junior College	Trinidad	$385,865
FL	Carlos Albizu University	Miami	$356,410
IL	Harry S Truman College	Chicago	$381,475
IL	Northeastern Illinois University	Chicago	$376,434
NJ	New Jersey City University	Jersey City	$377,864
NJ	St. Peter's College	Jersey City	$364,493
NM	Albuquerque Technical Vocational Institute	Albuquerque	$389,874
NM	New Mexico State University-Carlsbad	Carlsbad	$375,994
NM	Clovis Community College	Clovis	$378,991
NM	Northern New Mexico Community College	Espanola	$375,284
NM	New Mexico State University-Las Cruces	Lac Cruces	$375,000
NM	NMSU-Dona Ana Branch Community College	Las Cruces	$390,114
NM	New Mexico Highlands University	Las Vegas	$383,500
NM	Eastern New Mexico University-Roswell	Roswell	$377,250
NM	Santa Fe Community College	Santa Fe	$376,050
NY	College of Mount St. Vincent	Bronx	$227,229
NY	New York City Technical College	Brooklyn	$366,099
NY	Mercy Colllege	Dobbs Ferry	$380,150
PR	Inter American University of Puerto Rico	Aguadilla	$379,000
PR	Inter American University of Puerto Rico	Arecibo	$388,453
PR	Inter American University of Puerto Rico	Barranquitas	$377,678
PR	Caribbean University	Baymon	$381,700
PR	University of Puerto Rico-Cayey	Cayey	$356,287
PR	Atlantic College	Guaynabo	$363,641
PR	Humaco Community College	Humacao	$371,892
PR	Inter American University of Puerto Rico	San German	$377,426
PR	Carlos Albizu University - Caribbean Center for Advanced Studies	San Juan	$359,922
PR	Conservatory of Music of Puerto Rico	San Juan	$377,116
PR	Escuela de Artes Plasticas de Puerto Rico	San Juan	$375,701
PR	Technological College of San Juan	San Juan	$361,500
PR	Universidad Metropolitana	San Juan	$289,086
PR	University of the Sacred Heart	San Juan	$375,706
TX	Sul Ross State University	Alpine	$377,944
TX	Coastal Bend College	Beeville	$368,863
TX	Del Mar College	Corpus Christi	$317,176
TX	Texas A&M University-Corpus Cristi	Corpus Christi	$379,266
TX	University of Texas El Paso	El Paso	$281,705
TX	Texas State Technical College-Harlingen	Harlingen	$390,800
TX	University of Houston-Downtown	Houston	$376,500
TX	Midland College	Midland	$379,207
TX	Our Lady of the Lake University	San Antonio	$374,351
TX	Palo Alto College	San Antonio	$367,871
WA	Heritage College	Toppenish	$371,297

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The Honor Roll

Northeastern University

Urban Engagement a Top Priority

BY ROGER DEITZ

President Richard M. Freeland has made urban engagement a top priority for Northeastern University. Freeland tells *The Hispanic Outlook*, "Ultimately, what we seek to accomplish is to show how a university that was once a city school can transform itself into a leading national institution and at the same time strengthen its commitment to diversity and its constructive impact upon the urban community of which it is a part." Under Freeland's leadership, Northeastern has launched a four-pronged initiative to improve the quality of life in Boston in four key areas: health, economic development, public education, and employment/training.

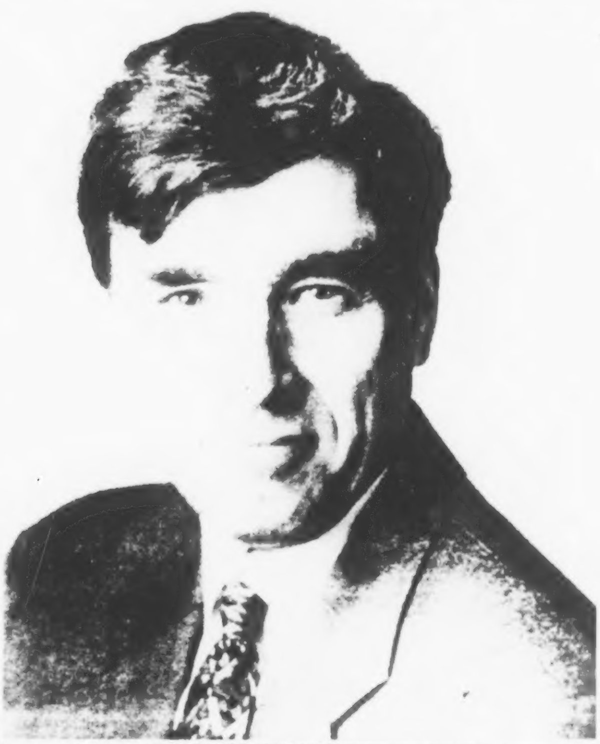
The list of accomplishments to date is impressive. Prominent among them is Northeastern's purchase and redevelopment of a failed economic development project in Lower Roxbury, formerly called Parcel 18, and the fully rented Renaissance Park, a for-profit enterprise, with a goal of stimulating economic activity in Boston's Crosstown area.

Northeastern University campus

Phase two is the recently announced construction of a 980-car parking garage that will make additional development on the parcel possible. Proposals include a hotel and conference center and another office tower or a research and development center.

Northeastern's involvement began with the Parcel 18 Task Force in 1985. The University acquired Renaissance Park, formerly the Ruggles Center, for $17 million in November of 1997 from BankBoston in a foreclosure sale. The existing office building is fully rented. It fits the master plan perfectly because tenants include the Whittier Street Neighborhood Health Center. Under a community benefits-package negotiated during the sale, the Center gets free rent for 30 years. That has a value of $9 million. Other tenants include Beth Israel Deaconess Hospital, Harvard Medical International, Partners Health Care, the Center for Collaborative Education, Deruko Pharmacy, and the Gorbachev Foundation of North America. These entities are kept in the neighborhood for the good of the community, for health and economic strength.

Davenport Commons is the final component of NU's $120 million housing initiative that will create new housing for 1,700 students, drawing them out of Boston's rental market. The initiative has three parts: West Village A, West Villages B & C, and Davenport. West A opened last September. West B & C are



Richard M. Freeland, Northeastern University president

half complete. Both are on University land near Ruggles and Parker Streets. An innovative model for creating affordable housing in the United States, Davenport Commons and Shawmut Estates were conceived and designed by Northeastern University and a development team made up of Trinity Financial, Inc., Madison Park Development Corporation, and Housing Investments, Inc. The project will create 75 new townhouses to be sold at affordable rates to income-eligible families, 125 apartments for rent to Northeastern students, and 2,500 square feet of commercial space. Sixty homes will be located on Tremont Street at the Davenport site; fifteen will be built nearby on Shawmut Avenue. Figuring four students to an apartment, that frees up 425 apartments for use by the community.

During groundbreaking last November for the Davenport, the first-in-nation combined student and affordable family housing development, President Freeland and Mayor Thomas M. Marino were present along with many state, city, and community dignitaries. Mayor Marino said, "This project represents a first for Boston and the nation. Boston, like all major cities, is facing an affordable housing crisis. Northeastern University is helping the City of Boston create affordable homes for Boston families and at the same time create much-needed student housing. We need more partnerships like this one."

Freeland is no stranger to urban higher education and bold financial planning. He is former vice chancellor for academic affairs at the City University of New York (CUNY), the country's largest urban system of higher education, with more than 200,000 students pursuing associate's to

Honor Roll Facts in Brief

INSTITUTION
Northeastern University

LOCATION
Office of Undergraduate Admissions
150 Richards Hall
360 Huntington Avenue
Boston, MA 02115
(617) 373-2200

Northeastern
UNIVERSITY

ESTABLISHED
1898

ENROLLMENT
Total Degree, Fall 1999 21,543 (4.0 percent Hispanic)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

TUITION AND FEES
Tuition for first year $19,396

FACULTY
751 full-time

SEVERAL DEGREE PROGRAMS
Computer Engineering
Environmental Studies
International Affairs
Multimedia Studies

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Latino/a Student Cultural Center
Latin American Student Organization

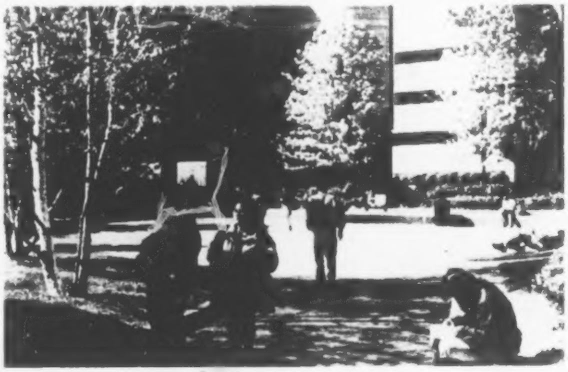
INTERNET ADDRESS
www.neu.edu

doctoral degrees. In his four years there, Freeland coordinated a system-wide strategic planning effort to assure that CUNY's 21 campuses, which had lost $128 million in public support over three years, were using available resources in the most effective way to meet New York City's needs.

At the close of the 19th century, more than half the population of the city of Boston was composed of either immigrants or first-generation Americans. Prominent among the organizations helping these people achieve their dreams was the Boston YMCA. Founded in 1844 in London, the Young Men's Christian Association chose Boston as the location of its first American branch in 1851. In its articles of incorporation, the Boston YMCA promised to have "a committee of teachers and lecturers for any private classes that may be formed by the members." These lectures proved to be immediately popular, drawing large numbers of young men seeking self-improvement.

Building on this success, the directors of the YMCA took a bold step in May 1896, when they organized the "Evening Institute for Young Men." Frank Palmer Speare, a well-known teacher and principal with considerable experience in the public schools, was hired as the institute's director. Two years later, the YMCA advertised the creation of the "Department of Law of the Boston YMCA." The program became an immediate success and marked the birth of Northeastern University.

In 1904, the Department of Law was incorporated and chartered to grant degrees in law, and in 1909, the Cooperative Education Engineering School was established. In 1916, Northeastern College of the Boston YMCA was established. By 1922, that became Northeastern University of the Boston YMCA (the year the College of Business was founded). Finally, in 1935, Northeastern University was formed as a corporation with a board of trustees, as a College of Liberal Arts was established.


Students on campus

Women were first admitted to day classes in 1943. Other highlights include the merger of New England College of Pharmacy with Northeastern to form the College of Pharmacy and Allied Health Professions in 1962, the establishment of a College of Nursing in 1964, and the merger of Tuft's University's Bouve-Boston School with Northeastern to form Boston-Bouve College in 1964. The merger of Boston Bouve College of Human Development Professions in 1992 with its College of Pharmacy and Allied Health Professions formed the new Bouve College of Pharmacy and Health Sciences. Last year, this school merged with the College of Nursing to create the Bouve College of Health Sciences.

Northeastern University is a private research university (Carnegie Classification Research II) offering a comprehensive range of undergraduate and graduate programs leading to degrees through the doctorate level. A world leader in "practice-oriented education," Northeastern emphasizes educational programs that link classroom learning with workplace experience and integrate professional preparation with study in the liberal arts and sciences. The main campus is located on 60 acres in Boston's newly designated cultural district, the Avenue of the Arts, between the Museum of Fine Arts and Symphony Hall. The institution consists of 37 academic and administrative buildings and 19 dormitory and residential buildings. Annual first-year-student tuition is $19,395, with the average tuition for upper-class students at around $16,320. For 1999-2000, total degree enrollment was 21,543; full-time undergraduate enrollment, 11,836. Part-time undergraduate enrollment was 6,249, and graduate enrollment, 2,889.

Full-time undergraduate minority students include 738 African Americans, 469 Hispanics, and 998 Asians. Overall, total degree-seeking Hispanics number 858, again, 4.0 percent of the total. There are 2,150 international students overall pursuing degrees, for 9.1 percent.

Full-time faculty number 751, with part-time in day programs at 290. There are 146,012 alumni. Northeastern has four library facilities: Snell Library and the Law Library, both on campus, and libraries that support programs at the Burlington, Mass., campus and the Marine Science and Maritime Study Center in Nahant, Mass. The University has a full-service Intra-net with approximately 6,500 live network connections to all offices, classrooms, labs, and 4,200 student residences.

On April 29, 1997, Northeastern broke ground for its Latino/a Student Cultural Center, the most comprehensive of its kind in the region. Linda Delgado, Latino Center director, called it "the only center in the entire area that has both an academic program and a social component under one roof." Delgado says the Center's mission "is very clear."

"The Center exists," she says, "to bring together the social, cultural, and academic aspects in the Northeastern University's Latino/a students' lives. The Center provides a non-threatening environment where this integration can occur. Recently I've been asked, 'Why do Latino's need a center?' Even more frequently–'Doesn't this kind of center promote segregation and exclusion?' My response is that the Latino/a Student Cultural Center is not a private club for Latinos only, nor is it just for members of LASO (the Latin American Student Organization). Rather it is a welcoming place for anyone interested in and sensitive to Latino/a concerns. To understand the implications of the changing U.S. demography and the international political and economic picture, it is critical that the general public learn more about Latino culture in America." Another important goal of the Center is to help guide Northeastern's Hispanic students as they navigate through the University's systems. The Center offers programs in Financial Aid Workshops and Career Services Workshops as well as a Graduate School Preparation Program and Student Leadership Training. Also academic and personal advising; financial aid, housing and judicial affairs support; assistance with financial and academic difficulties; a website to keep students informed of on-campus, state-wide, and national events; and scholarship and fellowship information. Information is available too on job opportunities and internships, and there is a collection of Hispanic-interest books, magazines, community events, and other literature. Many cultural and social activities revolve around the Center–lectures, visiting speakers, an Awards and Recognition Dinner, and Northeastern University Latino/a Alumni Weekend.

Wanted: 2 Million Teachers, Especially Minorities

BY AMALIA DUARTE

When the baby boomers do something, they do it in a big way. They can't help it: it's a matter of their sheer numbers.

The latest move they're making is from the busy world of work to the relaxed world of leisure. They are starting to retire, and this bulge of retiring baby boomers is having an enormous impact on America's elementary and secondary school classrooms.

"It's a huge problem," said Mildred Hudson, CEO of Recruiting New Teachers, Inc., a Massachusetts-based nonprofit formed in 1986 to raise esteem for teaching, expand the pool of prospective teachers, and improve the nation's teacher recruitment and development policies and practices.

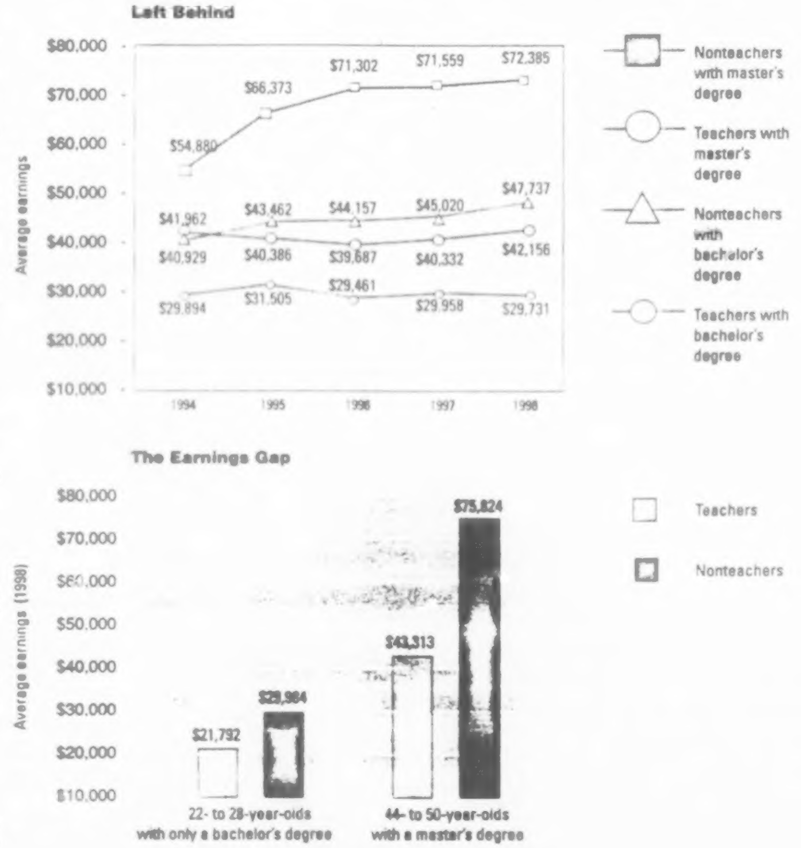
"We'll need 2.2 million teachers in classrooms from K-12 over the next 10 years to fill this gap. It's a problem we've known about and have been talking about for the past 10 to 15 years. And now, it's upon us."

Retiring boomers are thinning the ranks of teachers and, obviously, taking with them years of accumulated knowledge and experience. It's a huge problem that is only going to get worse in the coming decade. The first wave of boomers is just starting to hit their early 50s. Quite simply, the older the boomers get, the more likely they are to retire.

And the retirement problem is compounded by what's happening at the other end of the pipeline. Young teachers are dropping out. Meanwhile, the number of minority students, especially Hispanics, is steeply rising, but the teaching pool remains almost exclusively white. The result is that minority students in urban school districts, such as Los Angeles and New York City, are increasingly being

The High Cost of Teaching

The earnings between teachers and other college graduates grew substantially during the late 1990s. By 1998, older teachers with graduate degrees earned an average of about $25,000 less than their peers.



NOTE: All figures are represented in 1998 dollars to control for inflation.
SOURCE: *Education Week* analysis of U.S. Census Bureau's 1992-1999 "Current Population Survey-March Supplement."

taught by novices and are very unlikely to see people of color leading a class.

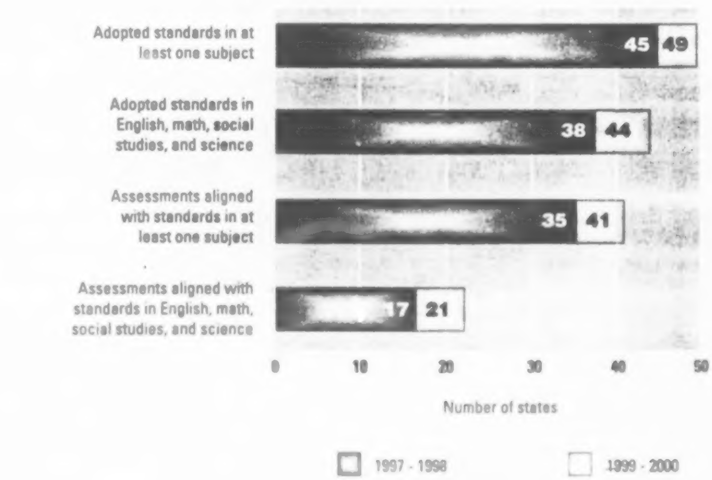
"Clearly, urban districts face particular challenges, and a lot of them have been striving mightily but are at a real disadvantage in trying to compete with the surrounding suburban districts in terms of salary and working conditions," said Lynn Olson, senior editor at *Education Week* and project editor for "Quality Counts 2000," an annual look at the nation's schools. "Urban districts tend to have higher teacher turnover and larger numbers of new and inexperienced teachers."

"Quality Counts 2000" uncovered a number of unsettling trends about the pool of new teachers. First and foremost, new teachers are leaving the field almost as fast as they come in. Nearly one in five teachers who started in the public schools in the 1993-94 school year had left the classroom within three years, according to "Quality Counts 2000."

Even more disturbing, the young teachers who left the classroom were often the best and brightest candidates. Those who had scored in the top quartile on college entrance exams were nearly twice as likely to leave the field as those who scored in the bottom quartile. The report concluded that "those who enter and remain in teaching typically have lower test scores than their peers."

Standards and Measures

States have made significant progress on setting academic standards over the past two years. But many still are not fully measuring whether students are reaching the standards.



SOURCE: *Education Week*

This booming economy, in which Corporate America is fighting over talent, certainly isn't making teacher recruitment any easier. "It's an incredibly hot job market, and for bright, talented young people, there are lots or opportunities, and the same is true for minorities," said Olson.

And it's no secret that, in general, elementary and secondary school teachers don't earn as much as professionals with similar educational backgrounds. *Education Week*'s study also delved into this salary gap, and the findings were startling. In 1998, teachers aged 22 to 28 made an average of almost $8,000 less than did other college graduates of the same age. And the gap is even worse for older, more experienced teachers. Teachers aged 44 to 50 were paid $23,655 less than their were peers in other professions. In this dot-com world, teaching wouldn't seem to hold a very good long-term earnings outlook.

Gender is yet another factor contributing to this teacher shortage. Most teachers are women, and it used to be one of the few professions open to women. But today, women enjoy many more options than ever before, and teaching is no longer high on the agenda.

But this growing salary gap and broader opportunities for women are only part of the problem. After all, teaching has always been a passion, not just a profession. There are other factors cited by those who give up on teaching. "What we found is that poor working conditions, student discipline problems, and lack of support were major reasons cited for leaving the field," said Olson.

These trends all collide in urban school districts, where good teachers and stability are needed the most. Discipline problems, lack of support, and a lower pay scale are all exacerbated in urban districts. And class size tends to be larger. All of these are the factors that drive new teachers away.

On top of all this, there is the growing disparity between the demographics of teachers and that of the nation's students. Teachers are overwhelmingly white and female, but the students in K-12 are becoming increasingly minority. In 1996, 36 percent of students enrolled in public elementary and secondary schools were considered part of a minority group, an increase of 12 percentage points from 1976, according to a recently published report from the National Center for Education Statistics. Yet, only about 12 percent of teachers are members of minority groups. This jump in the minority student population was largely due to the growth in the percentage of Hispanic students.

In 1996, about one out of every four students who lived in a central city and who attended public schools was Hispanic, up from approximately one out of every ten students in 1972. At the same time, the percentage of African American students in central city public schools declined very slightly from 32.5 percent in 1972 to 31.9 percent in 1996.

Overall, the percentage of Hispanic students has nearly tripled over the past three decades. In 1996, Hispanic children comprised 14.3 percent of all K-12 public school students, up from 5.8 percent in 1972. Meanwhile, there was only a small uptick in the overall percentage of African American students. In 1996, African American youngsters made up 17 percent of K-12 students, up from 14.8 percent in 1972.

This explosion in the Hispanic school-age population reflects increased immigration from Latin

1998 Earned Income

	All ages		Ages 22-28 only		Ages 44-50 only	
	Teachers	**Nonteachers**	**Teachers**	**Nonteachers**	**Teachers**	**Nonteachers**
Bachelor's or higher	$35,500	$55,059	$22,653	$30,574	$38,889	$62,544
Bachelor's only	$29,731	$47,737	$21,792	$29,984	$33,684	$54,942
Master's or higher	$42,156	$72,385	$26,826	$33,644	$43,313	$75,824

Source: *Education Week* analysis of U.S. Census Bureau's 1999 "Current Population Survey: March Supplement."

America during those years and higher-than-average birth rates among Hispanics as compared to those among the general U.S. population. And, again, those numbers are set to go even higher. Many expect this year's U.S. Census to place Hispanics as the dominant minority group in the U.S., with projections for the Latinization of the United States to continue if both immigration and births stay at the current pace.

But minorities aren't entering teaching in anywhere near the numbers needed to make a dent in these demographics. Part of the problem is, again, the pipeline. The high dropout rate, especially among Hispanics, means too many minority youngsters never make it out of high school, let alone into college teaching programs. And those minorities who do reach college and are better prepared get heavily wooed by other fields and by corporations. And there's another factor: the home front.

"Oftentimes, middle-class minority parents discourage their children from going into teaching because they don't think it will provide them with any upward mobility," said Ana Maria Villegas, a professor of curriculum and education at Montclair State University. "The fact is that teaching is not perceived as a prestigious profession, so that takes away from people wanting to become teachers."

But what is the impact on young minority children? Common sense would conclude that white females who might not have much experience interacting with minorities will not be up to the task of teaching African American and Hispanic youth. "We don't know if the African American child necessarily gets better grades in a classroom with an African American teacher," said Hudson, "but we know that it can be devastating for minority children if the teacher lacks cultural sensitivity."

The research is not entirely conclusive, but some studies have found a connection between race and educational results. "Learning requires that the teacher be able to help students build connections with what they know and are familiar with," said Villegas. "Kids bring something into the classroom, and you've got to make the links. When teachers don't know the life experience and cultural background of their students, it makes it harder for them to build the kinds of bridges that are necessary to learning."

And, obviously, the lack of minority teachers sends a not-too-subtle message to minority youth. "For a child, a teacher is a major authority figure outside of the home," said Villegas. "Yet, you have children who go through education with almost no exposure to people of color in authority positions. It reinforces the stereotypes that people of color are not worthy of holding such positions. There are no role models."

But there is some good news to report. Faced with this growing crisis, school districts and states are starting to become much more aggressive in teacher recruitment and are creating alternative programs that often attract a significant number of minorities. Massachusetts, for example, now offers hiring bonuses to teachers, something that is commonplace in corporations. Other states have implemented loan-forgiveness programs that kick into effect after a teacher has spent a set amount of time in the district.

Another major trend is alternative routes into teaching that offer mid-career professionals or young people who didn't major in education a quicker way to get a teaching certificate. California, New Jersey, and Texas, all states with large Hispanic populations, have successfully used these routes to recruit minorities into teaching. Another group being lured through these programs is paraprofessionals, who already have experience in the classroom but lack teaching credentials. Other groups, such as returning Peace Corps volunteers and outgoing U.S. Army troops, are being targeted for recruitment. The former group has cross-cultural training, while the latter includes large numbers of minorities. And both groups are used to tackling tough problems.

In 1996, Florida started an initiative called the Florida Fund for Minority Teachers, which provides scholarships to minorities in 29 colleges and universities throughout the state. Special consideration is given graduates of community colleges since many minorities attend them. Recipients get $4,000 per year and in return must teach full-time within the state's public schools for an equal amount of time. A one-year scholarship recipient, for instance, must teach for one year; a two-year award winner must teach for two years. The program includes an annual conference that brings together students, scholars, and institutional contacts. Part of the purpose is for the minority students to learn more about the advantages of entering the teaching profession. This year, 750 scholarships have been awarded, and the goal is to reach 1,000.

"We are excited about our program," said Assistant Director Iana Baker of the Florida Fund for Minority Teachers. "First, we are getting minorities into teaching, which is a huge concern in Florida because of our large Hispanic and African American population. And we are getting people who would not have gone into teaching otherwise. These are math and science majors who may not have considered teaching."

It's just this type of program that will have to proliferate in order to ease this crisis in the classroom.

"There is awareness around this issue. Schools are attempting to become more creative in their recruitment," said Hudson. "But a lot more needs to be done."

New Survey Shows Hispanic Parents VERY PRO EDUCATION

Conventional Wisdom "Off the Table"

BY JEFF SIMMONS

IC AGENDA

Deborah Wadsworth, Public Agenda's president

"Since they were babies, I said, 'After you finish college, then you can start thinking about what you want to do.' I think it served me well. It did open doors."

Those words, spoken by the patriarch of a Hispanic family in El Paso, Texas, dispel the notion that immigrants are unfamiliar with the importance of a college education. The man was part of a focus group of Hispanic parents who sat down to talk about the emphasis on college.

The comment is quoted in a recent report that counters what once appeared to be conventional wisdom: that low college attendance rates among Hispanics and African Americans equaled low interest in higher education. Instead, the authors note, conventional wisdom was wrong.

"The values are very strong, so this suggests that the obstacles to participation must be elsewhere," says John Immerwahr, author of *Great Expectations: How the Public and Parents - White, African American and Hispanic - View Higher Education.*

"Typically in public opinion, values change very slowly."

The report, by the New York City-based group Public Agenda, found a staggering 87 percent of American parents believe that a college diploma today is as necessary as a high school diploma once was. The study was touted as the most extensive public opinion survey ever of Americans' views on higher education.

"One of the things I found surprising is the way in which people have changed their attitude toward higher education," Immerwahr says. "When I started looking at higher education, people like myself who had gone to a four-year college and all of that said college is a life-changing experience. Most people who had not gone to college said this was a piece of paper you really needed in credentialist terms.

"Now what everybody says is that it's not just a piece of paper but that you need the experience. Indeed, people say you can get a pretty good job now without going to college, but not the kind of job you want for our children. It's the kind of job where you won't have the skills to change jobs over the next 30 years."

The report found a sharp contrast along racial ethnic lines when it came to the desire to attend college and enrollment. Those parents polled were asked to select one thing that would most help a young person succeed in the world today.

Thirty-three percent of white high school parents chose a college diploma, while 47 percent of African Americans did so, and 65 percent of Hispanic parents. The Hispanic response is nearly double that of high school parents overall, which was at 35 percent.

Twenty-nine percent of white parents cited "knowing how to get along with people," while 37 percent of Black parents and 19 percent of Hispanic ones did so.

The reverse level of importance was stressed when it came to a good work ethic. Ten percent of Hispanic and African American parents cited that, while 29 percent of white parents did so. All three groups gave similar, low levels of import to work skills learned on the job.

"From time to time you hear stereotypes thrown around that racial or ethnic minorities with whom the system is not doing very well have low aspirations. This survey takes that issue off the table," says Patrick Callan, president of the National Center for Public Policy and Higher Education in San José, Calif.

"There was a certain 'blame the victim' mentality in this country, and this does a lot to take that stereotype and demolish it," he says. "Those groups understand and have very high aspirations. They are the most unequivocal about how essential college is."

The report notes that a host of explanations have been provided to explain why Hispanic and African American college participation rates are significantly lower than the overall population. Some have cited higher rates of poverty that curtail access. Others suggest that predominantly Black or Hispanic schools are less successful at preparing students for postsecondary school studies. And it's been suggested that families don't feel higher education is a priority.

But the author notes that "The findings from this study seem to conclusively eliminate that last reason" and that a college education "is especially important to African American and Hispanic parents, who are significantly more likely to emphasize higher education than either white parents or the population as a whole."

CENTER FOR
LICY AND
UCATION

"There was a certain 'blame the victim' mentality in this country, and this does a lot to take that stereotype and demolish it."

PATRICK CALLAN, PRESIDENT, NATIONAL CENTER FOR PUBLIC POLICY AND HIGHER EDUCATION

Another question asked was whether a college education is necessary for a person to succeed in today's work world, or whether there were other ways to succeed without a college education. Again, sharply different responses. Sixty-five percent of Hispanic, 32 percent of white, and 44 percent of African American high school parents said a college education was necessary to succeed. Meanwhile, 34 percent of Hispanic parents said there were other ways to succeed. Nearly twice as many white parents agreed–65 percent, and 54 percent of Black parents.

"This is not a question about Hispanics; this is a question about values and the way the world works," Immerwahr says. "It's startling to see differences of this magnitude. There are twice as many members of the general public (67 percent) saying you can be Bill Gates by going into sales."

There is also a considerable difference between interest and enrollment. The study determined that 37 percent of 18- to 24-year-olds who attended college in 1998 were white, while only 30 percent were African American and 20 percent were Hispanic.

The attainment of Bachelor of Arts degrees showed a similar disparity. Twenty-five percent of those 25 years old and older who attained such degrees were white, while 15 percent were Black and 11 percent were Hispanic.

"Significantly, the value placed on college education is highest among those who have the lowest rates of participation," the author cites. That is one of the most striking findings," Immerwahr says. "There is clearly a gap between participation rates and values."

Public Agenda's president, Deborah Wadsworth, says the study challenges a number of assumptions.

"Parents acknowledge that paying for college is difficult, but they believe they will find a way to pay for it," she says. "The importance of a college education as absolutely essential to a good life is a change from just a few years ago. A few years ago, people thought too many people were going to college."

Public Agenda is a nonprofit, nonpartisan group founded 25 years ago by U.S. Secretary of State Cyrus Vance and social scientist Daniel Yankelovich. Funded by corporations and private foundations, Public Agenda strives to tap into the public mindset on a wide range of issues ranging from health care to education to the environment.

"We were created to fill a distinctive niche–to help American leaders better understand the public's values and concerns on public policy issues that the country struggles with, and to translate complex and arcane policies."

Courtland Lee, dean of the School of Education at Hunter College in New York City, says that the findings expose the value that Hispanic and African Americans have placed on higher education for generations.

"The problem is that understanding the dynamics of what it takes to get into college coupled with socioeconomic limitations often got in the way so there might have been a college goal, but participation often fell short," Lee says. "We certainly see a rise in those attending college, but there's still a number who could and don't attend because they lack the resources and understanding of the process."

Immerwahr agrees that access isn't limited only by funds.

"If you look at what parents are saying, they say, 'College is expensive and we worry about it, but somehow we are going to work this out.' Even minority parents say, 'We will work this out.' Right now people are able to do this," he says, noting one observation: "People think college is essential, but they don't think it should be free."

Other Findings

The study looked at expectations toward higher education institutions. Parents were asked how important different criteria were for college administrators to address–areas such as costs, diversity, career counseling, standards, and teacher quality.

Overall, white, Black, and Hispanic parents gave the same levels of priority to such areas as costs, career counseling, standards, and tuition. But in nearly every case, a higher percentage of Hispanic parents felt the areas were absolutely essential.

"People feel great about higher education now, but they won't always feel great if they see problems with access, because that's their key value," Immerwahr says. "They think higher education is the entry ticket to a middle-class lifestyle."

One major disparity arose over the level of importance of a diverse student population: 29 percent of white parents, 47 percent of Hispanic parents, and 59 percent of Black parents maintained it was absolutely essential.

Another significant gap regarded the importance of administrators' lowering the numbers of students who drop out or take too long to graduate. Thirty-nine percent of Hispanic and 24 percent of white parents deemed it absolutely essential.

More white parents felt that qualified Black and Latino students had more opportunity to get a college education than did others–29 percent. Only 17 percent of Hispanic parents agreed.

Moreover, 37 percent of Hispanic parents maintained that qualified Blacks and Latinos had less opportunity, and 28 percent of white parents felt that way. Overall, 30 percent of high school parents agreed, and 29 percent of the general public.

Parents were asked what their children should gain from college.

A college education "is especially important to African American and Hispanic parents, who are significantly more likely to emphasize higher education than either white parents or the population as a whole."

JOHN IMMERWAHR, AUTHOR, *GREAT EXPECTATIONS: HOW THE PUBLIC AND PARENTS–WHITE, AFRICAN AMERICAN AND HISPANIC–VIEW HIGHER EDUCATION*

If you had to choose the one thing that most can help a young person succeed in the world today, would you say it is:

	General Public	High School Parents	White High School Parents	African American High School Parents	Hispanic High School Parents
A college education	35%	35%	33%	47%	65%
Knowing how to get along with people	30	32	29	37	19
A good work ethic	26	23	29	10	10
Work skills learned on the job	5	7	6	5	6
Don't know	3	5	4	3	1

n= 1,015 general public; 200 parents of high school students; 201 white parents of high school students; 202 African American parents of high school students; 202 Hispanic parents of high school students

Note: Percentages in table may not equal 100% due to rounding or missing answer categories

Do you think that a college education is necessary for a person to be successful in today's work world, or do you think that there are many ways to succeed in today's work world without a college education?

	General Public	High School Parents	White High School Parents	African American High School Parents	Hispanic High School Parents
There are many ways to succeed in today's work world without a college education	67%	63%	66%	54%	34%
OR					
College education is necessary for a person to be successful in today's work world	31	36	32	44	65
Don't know	3	2	2	3	2

n= 1,015 general public; 200 parents of high school students; 201 white parents of high school students; 202 African American parents of high school students; 202 Hispanic parents of high school students

Note: Percentages in table may not equal 100% due to rounding or missing answer categories

	Participation in Higher Education of 18-24 Year-Olds	B.A. Attainment Rates Among the 25+ Populations
Whites	37%	25%
African Americans	30	15
Hispanics	20	11

Sources: "Percentage of the Population 3 to 34 Years Old Enrolled in School, by Age, Gender, Race and Hispanic Origin: October 1947 to 1998." U.S. Census Bureau, 1998. "Percentage of People 25 Years Old and Over Who Have Completed High School or College, by Race, Hispanic Origin and Sex: Selected Years 1940 to 1998." U.S. Census Bureau, 1998.

Overwhelmingly, white, Black, and Hispanic parents agreed on what was essential, important, and not too important. However, there were some differences.

For instance, a greater percentage of white parents felt that students should gain a sense of maturity, acquire the ability to get along with others, and attain the ability to solve problems quickly.

A greater percentage of Hispanic parents felt it absolutely essential that students acquire top-notch writing and speaking skills; learn the responsibilities of citizenship, such as voting and volunteering; and receive increased exposure to great writers and thinkers in subjects such as literature and history.

The "Great Expectations" study was prepared after a telephone survey of 1,015 adults ages 18 and older in December of last year. Besides interviews with the general public, surveyors talked with 202 African American, 202 Hispanic, and 201 white parents of children in high school. And then, they sat down with a group of 200 randomly selected parents.

"There is a notion that in higher education," notes Immerwahr, "success or failure is primarily the responsibility of the student, whereas in kindergarten through 12th grades, success or failure is the responsibility to a greater degree of the school.

"Higher education is a time when students acquire more responsibility, and people are supposed to be more self-motivated and self-directed. If you tell someone the person's dropping out of high school, then they are upset and say it's the school's fault. But if you tell someone the person's dropping out of college, there is a radically different attitude."

Public Agenda is hopeful that the findings will spur dialogue, if not change. Its goal with this report, as with others, has been to raise consciousness to find, according to its brochure, "workable solutions--solutions that will assure a more prosperous and secure future for every citizen."

Immerwahr says the report "suggests to people that there is possibly another way to work out the problem of different participation rates.

"These findings sent a wake-up call to people in higher education that while the situation is very positive now as far as public opinion, that positive is predicated on a number of factors that won't always be there."

Renewed Debate Rages over DIVERSITY

President of Teacher's College at Columbia Calls for Change

BY MARILYN GILROY

Diversity. It is a word that pervades most corners and facets of life at U.S. colleges and universities. The academic rhetoric speaks of a "diverse student body," "diversifying the faculty," and "diversifying the curriculum." These phrases might sound impressive, but a new report issued recently by Arthur E. Levine, president of Teachers College, Columbia University, poses questions about how successful the higher education community has been in confronting issues concerning campus diversity.

Are campuses really coming to grips with the many issues raised by diversity, or are they adrift in myriad diversity programs where, as math experts would say, the whole is NOT equal to the sum of the parts?

Levine concludes that higher education "has not been an effective factor in the social policy debate on diversity." He expressed his views in a *New York Times* Op-Ed piece this past summer entitled "The Campus Divided, and Divided Again," pointing out that the academy really does not agree on what diversity means or how it should be achieved. In many cases, colleges have what he calls a "grab bag of unplanned diversity initiatives" that lack comprehensive and systematic planning for achieving goals. That, he says, has led to a fragmenting of the student population, especially in co-curricular activities in which separation and self-segregation of students occurs based on their differences.

For example, one school that Levine visited had a business club divided into a dozen different groups–a women's business club, a Latino business club, a disabled student business club.

"Colleges must be able to explain publicly and defend the practices in which they are engaged." One of seven recommendations.

ARTHUR E. LEVINE, PRESIDENT,
TEACHERS COLLEGE, COLUMBIA UNIVERSITY, REGARDING DIVERSITY

a gay student business club, and so on. He uses this example to conclude that students are making finer and finer distinctions between themselves and others.

The Op-Ed piece and Levine's expanded report entitled "Diversity on Campus" did not go unnoticed. While many individuals were intrigued with the ideas set forth in the piece, some protested vigorously that Levine had overlooked the larger societal context. After all, society is still grappling with diversity issues, and the campuses are merely mirrors of that struggle. Other critics contend that the degree to which students self-segregate is more of a myth than fact, and they point out that Levine's report ignores data that supports this.

"Actually, we were quite dismayed by his column," said Debra Humphreys, director of programs at the Office of Education and Diversity Initiatives of the Association of American Colleges and Universities (AAC&U). "We feel he only tells part of the story and ignores recent research that shows that student self-segregation on campus is more of a perception instead of a reality."

Humphreys wrote and researched a report issued last year by the AAC&U and funded by the Ford Foundation Campus Diversity Initiative. Her report indicated that contrary to claims such as Levine's, self- segregation does not appear to be widespread, and in those cases where it does exist, "it may be an essential ingredient in many students' persistence and success in college."

The report relies in part on the research of Anthony Antonio, assistant professor of education at Stanford University, who examined the extent to which students perceive racial balkanization at UCLA and whether their perceptions reflect the reality of actual close friendship patterns. Antonio reported that more than 90 percent of students in his survey agreed that students predominantly cluster by race and ethnicity on campus. This would seem to support Levine's contention that if you "walk into almost any college cafeteria, you find that students are sitting at tables with people of the same ethnicity, race, or difference they find important."

However, when Antonio moved beyond perceptions and measured friendship groups, he found that only one in six students (17 percent) reported having friendship groups that were racially and ethnically homogeneous. In fact, the most common friendship group on campus (46 percent) was racially and ethnically mixed, with no racial or ethnic group constituting a majority.

Dr. Carol Geary Schneider, AAC&U president

But Arthur Levine's criticism of diversity in higher education centered on more than just student self-segregation. His expanded report paints a broader picture of the academic community, which, in general, is uncomfortable and uncertain about the concept of diversity and therefore has floundered on the issue.

"Diversity is a subject that we are unable to discuss on most campuses. In fact, I can think of no more painful issue in all of higher education today, one that mirrors the angst in the larger society," says Levine.

"We live in an age in which the dirty words on college campuses are no longer four letters; they are at least six letters–racist, sexist, and homophobic."

He cites polarization on campus, saying that two groups dominate the discourse–one yelling that diversity has eclipsed all aspects of college life and the other shouting that colleges remain impervious to diversity.

And, he asks, if we are unable to deal with diversity successfully, what hope is there for our students and graduates to live and work in a diverse society?

Levine's national reputation has lent clout to his assertions that academia has provided weak leadership in this area. He presides over one of the nation's finest and most prestigious institutions, Teachers College at Columbia University, which was founded in 1887 to provide a new kind of schooling for the teachers of poor, immigrant children in New York City. It has educated nearly 100,000 individuals from around the world, but it also conducts research on critical issues related to equity, teaching of science and math, and the role of the family in the educational process.

Levine's last book, *When Hope & Fear Collide*, gained widespread attention for capturing the nature of students in the middle '90s. While noting that students still expressed optimism and belief in the American dream, he also chronicled their anxieties about success and was one of the first to describe the binge drinking phenomenon, grade inflation, and new patterns of socialization between sexes and among races on campus.

This time, Levine's assertions have stung some of those who say his conclusions are not accurate and are even somewhat short-sighted.

Dr. Carol Geary Schneider, president of AAC&U, says that Levine's articles overlook the larger context of diversity on campus. "The reality is that both majority and minority students on campus face the challenge of dealing with problems that society hasn't solved," said Schneider. "For example, high schools are now very segregated. Research shows there has been some reversal on the desegregation efforts of the past, and minorities, such as Latinos, seem to have become steadily more segregated, not less. So, it is not the colleges that are balkanizing students, society is."

Geary is referring to Gary Orfield's research entitled "Resegregation in American Schools," which studied national trends in K-12 public school enrollment. Published last year by the Civil Rights Project, Harvard University, the report shows that there is serious segregation, particularly in the nation's large metropolitan areas, despite two and half decades of civil rights law and integration measures.

But even though a great many white college students come from public schools that are largely segregated, Schneider says studies have found that students actively want to meet individuals from other backgrounds and that the majority of minority students frequently socialize with people outside their ethnic groups.

Her colleague, Debra Humphreys, agrees. "What we have is perception vs. reality. Many buy into the perception of segregated student life, but the research shows that this clustering isn't widespread, that in fact students do interact across racial lines."

And sometimes where racial/ethnic clustering does exist, it might be an important component contributing to the psychological health and educational success of many students, according to Humphreys. In actuality, she says, the availability of these groups helps individuals become more involved in college, which actually leads to higher persistence rates. Furthermore, because they are more involved, they eventually have more interaction than do those who do not participate in extra curricular activities.

Adds Carol Schneider, "Again the research shows that college students make friends in affinity groups of various kinds as a way of dealing with the stress of college and especially with the stress of being minority, whether based on religion, ethnicity, or sexual orientations."

What about Faculty?

But what about the other core groups on campus, such as faculty? Levine is very concerned about the low level of faculty involvement in the diversity agenda and their reluctance to engage in substantial curriculum reform. He cites widespread complacency and lack of incentives for faculty involvement. The situation is compounded because students are also not eager to tackle the subject. Levine found that in many cases, students do not want to talk about diversity, and most faculty say that the topic is greeted with silence or painful discussions when it is raised in the classroom. Levine says that quite frankly, students seem more willing to talk about the intimate details of their sex lives than to discuss race relations on campus.

Humphreys acknowledges that there might be faculty who have difficulty when attempting to deal with diversity. "Some faculty might be afraid to introduce diversity topics because they have not been trained to handle the classroom dynamics that occur during sensitive discussions," said Humphreys.

> ***Recently, ETS reported that 80 percent of the projected growth on campuses in the next 15 years will come from expanded enrollment of minority students.***

However, both Humphreys and Schneider contend that sweeping generalizations such as Levine's ignore the progress that faculty and institutions have made in focusing on diversity and integrating it into the mission of higher education. They believe strongly that the higher education community has been a significant contributor to helping students understand and cope with multicultural America.

"We feel that faculty and institutions have made tremendous progress focusing on diversity," says Schneider. "They have made it part of their mission and part of the curriculum, and they are beginning to see results that are resulting in long-term change.

"Diversity on campus and in the curriculum is producing new knowledge, new respect, and new commitment to intergroup community. Faculty and administrators are making a palpable difference and have achieved significant results in the last five years."

Levine's Recommendations

Whether the situation on today's campuses is one that calls for alarm or one that calls for congratulations, all agree that diversity in college will continue to increase. Recently, ETS reported that 80 percent of the projected growth on campuses in the next 15 years will come from expanded enrollment of minority students. For this reason, Arthur Levine's concerns will continue to be discussed. He has offered the following seven recommendations as an agenda for higher education:

1. Presidents need to provide leadership on the issue of diversity.
2. The entire campus community needs to be engaged in the issue–faculty, students, staff, and trustees.
3. The campus needs to develop mechanisms for safe, candid, and college-wide discussion regarding diversity.
4. Colleges need to define clearly the operating definition for diversity on campus and the goals for achieving it.
5. Institutions should develop a comprehensive, long-range plan for diversity–detailing timelines, responsible parties, completion dates, and resources allocated.
6. Colleges must be able to explain publicly and defend the practices in which they are engaged.
7. Institutions should carry out research on the effectiveness of the methods employed to achieve diversity and the consequences of achieving diversity on campus.

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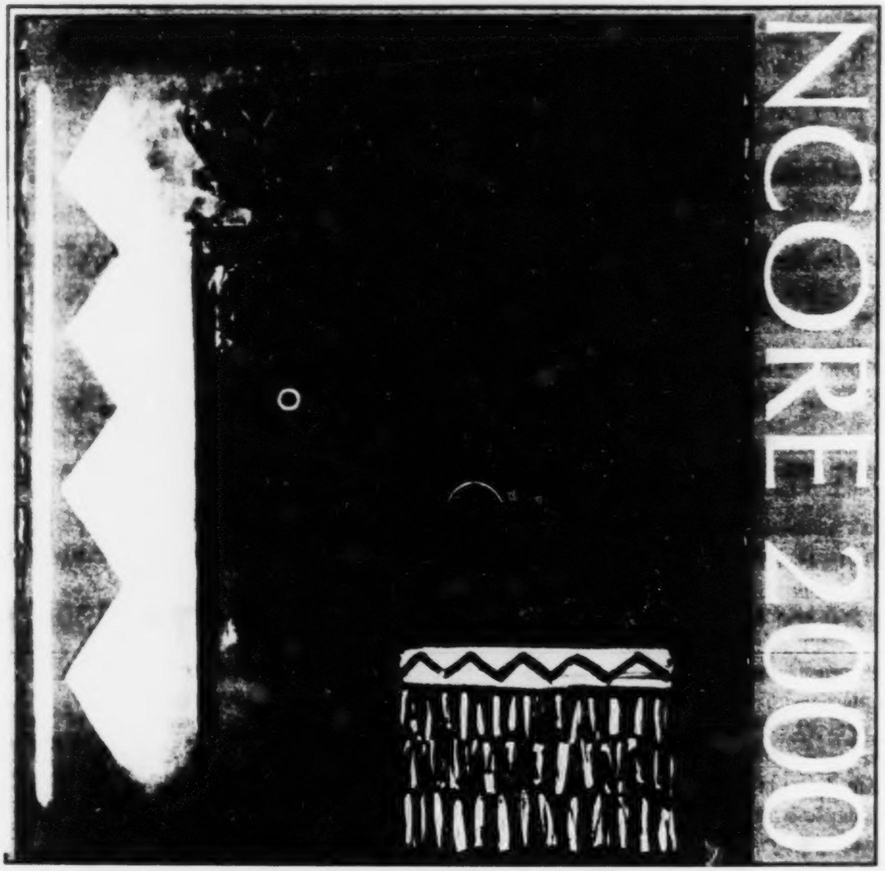
Readers might also want to access Debra Humphreys' report at http://www.inform.umd.edu/diversityweb/Leadersguide/SED/studeseg.html and "Diversity and the College Curriculum" at http://www.inform.umd.edu/EdRes/Topic/Diversity/Response/Web/LeadersguideCT/curriculum.

Latino Caucus Working Well with NCORE

Southwest Center Seeks New Director and New Directions

BY INÉS PINTO ALICEA

This year's conference attracted about 300 Latinos of some 1,600 participants. Latinos sponsored nearly 25 presentations, and actor Edward James Olmos was the keynote speaker.



In 1961, at the height of social unrest, seven academically based facilities were created to deal with issues of race, segregation, equity, and civil rights. The University of Oklahoma (OU) in Norman took on the task of creating the only center west of the Mississippi–the Southwest Center for Human Relations Studies–to help resolve the social conflict of the time.

"As you can imagine, it took a lot of guts" said Rosa Cintrón, a member of the Center's executive committee and associate professor and dean of OU's University College. "OU provided resources to accomplish the goals."

The Center, which is part of OU's College of Continuing Education, has survived and weathered the challenges of racial and diversity issues since, and in 2001, the Center celebrates 40 years of existence. The Center itself is at a crossroads. Long-time Executive Director Dr. Maggie Abudu recently retired. Its executive committee, which determines policy issues of the Center, is undertaking a nationwide search for a new executive director as well as undergoing some soul searching to determine whether it should return to some of its more historic approaches or take new paths and, if so, what they should be.

The largest and best-known activity of the Center and the one that keeps it financially afloat is the National Conference on Race and Ethnicity in American Higher Education (NCORE). The idea of NCORE, as part of the Center, was developed by Abudu, who took over

Larry Medina, member of the executive committee and the University's director of the McNair Scholars Program

leadership of the Center in 1985 and launched NCORE three years later as a "national forum for higher education institutions to improve racial and ethnic relations."

She said that she decided something needed to be done to address the resurgence in the early 1980s of racial problems.

"The racial and ethnic climate on campuses is fundamental to ensuring access to higher education," said Abudu. "I wanted to provide a forum where people of all aspects of higher education can come together to share ideas and positive models about what can be done."

This year, the conference, held in June in Santa Fe, New Mexico, attracted some 1,600 participants, representing a variety of academics–provosts, professors, assistant deans, and multicultural directors. Abudu said that the cross section is instrumental in advancing discussions and debate on civil rights and equity issues. Students, too, are an integral part of the conference. The Walt Disney Co. provides scholarships that allow about 40 interested students to attend through its Disney Scholars program. The company pays the $395 annual conference fee for the students and sponsors many activities, meals, and events just for students.

The presentations at the conference explored counselor training, treatment of women faculty throughout the world, managing emotion in race relations training, and more. Abudu said, however, that NCORE is not just a forum to share information about racial issues. "You get to be around people who are committed to the same purposes."

"It is a place for nourishment and rejuvenation after a year of struggles in their own institution to promote the cause of racial understanding," she said.

Dr. William Carmack, the Center's first executive director and current interim director, said the Center faced significant opposition initially when it opened in 1961. "It was pretty hairy at the time," said Carmack, a retired OU professor. "I got asked to leave town by the county attorney and mayor. I got a lot of hate mail. The University stood behind us though. The president said, 'If you're doing the right thing, then keep doing it.'"

At the time, the Center dedicated its activities to community interventions, providing training to state and local government officials, police, school boards, and minorities on a variety of issues. For example, the Center trained police that people were allowed to demonstrate and that there were ways to handle crowd control without violating civil rights. The Center also trained newspaper editors to include pictures in their pages of minority brides and not to gratuitously disclose the race of people arrested for crimes. The Center also wrote the desegregation plan for Oklahoma schools.

"We tried to be the voice for the disadvantaged," said Carmack. "The Center has accomplished some good, but it has fallen short of our dreams."

Carmack said that NCORE has become extremely popular and has been the focus of the Center's work in recent years and that the executive committee would like to return to some of the Center's original tasks of community intervention with the new executive director. Still, NCORE will be the focus of the Center's work, he said. The 21-member executive board, he reported, decided that it would divide itself into three committees to try to address the Center's three major tasks at hand–maintaining NCORE, looking for a new executive director, and investigating new avenues for the Center to take. Carmack said he hopes that some of the Center's new programming will take it back to its roots of community outreach and advocacy.

"NCORE fills a void, but I don't see why that is all we have to do with the new needs emerging and the American dream unrealized," Carmack said. "NCORE is a great thing. It just grew so quickly. It preempted other things. So many people say they depend on this conference, so I say that if it isn't broken, why fix it."

His sentiments are echoed by others.

"What else can the Southwest Center do? What other areas can we move into? What can we do to reflect the transition to a new director?" said Larry Medina, a member of the executive committee and the University's director of the McNair Scholars Program, a federal government program.

Cintrón said that NCORE and the Center still have a lot of work to do. She said that many colleges and universities do not have representatives at the NCORE annual meetings and that some of the participants are there under "tenuous" conditions.

"The progress of the '70s can be lost tomorrow if we do not realize that the specter of oppression is always part of the horizon," said Cintrón. "The reality is that many of our citizens, many of our students, still suffer from inequalities, racism, and daily attacks to their sense of dignity. Who is not at the table? NCORE must keep this question in the forefront."

William R. Carmack, Ph.D., interim director at University of Oklahoma Southwest Center for Human Relations Studies

NCORE'S Latino Caucus

The Latino Caucus of the National Conference on Race and Ethnicity in American Higher Education (NCORE) wanted to support the plight of migrant farmworkers fighting the use of dangerous pesticides on grapes, so the group asked that the hotel where the conference was being held not serve grapes.

"It did happen immediately," said Caucus member Rosa Cintrón. "This is now a policy issue: hotels where the conference is housed are not to serve grapes." While the grape issue might not seem significant to many, it is telling of the growing importance of a group within the conference that struggled to find ways to have its voice heard.

In 1995, Latinos represented only about 50 of the more than 1,000 participants at the annual conference, yet they were eager to see Latino keynote speakers, more scholarly papers and presentations about Latinos, more Latino-related vendors, and more of a Latino presence in the overall agenda, said Caucus co-chair Ana María Cobo, assistant dean and director of the Intercultural Center at Swarthmore College, near Philadelphia.

This year's conference attracted about 300 Latinos of some 1,600 participants, Latinos sponsored nearly 25 presentations, and actor Edward James Olmos was the keynote speaker.

"Now the Native American and Asian groups are holding up the Latino Caucus as a model," said Larry Medina. "The Latino educators have gone from expressing concerns about their lack of representation to saying, 'We can do this on our own.' There was a lot of complaining that NCORE was focused on African American issues, but the Latinos decided to make it something positive."

Medina said that when he joined the Southwest Center's executive committee, the Latino members turned to him to address all of their concerns and resolve the problems, as he was at the time the committee's sole Latino.

"In 1996, we began to organize ourselves, and in 1997, we realized part of the problem was us," said Medina. "We weren't submitting a lot of proposals. We got better in 1998 and even better in 1999."

Dr. Maggie Abudu is credited with helping launch NCORE's Latino Caucus by providing guidance, assistance, and much-needed funding. But she is modest about her role. "It really is a partnership," said Abudu. "They brought their concerns to me. I would not have been able to reflect those concerns on my own. They've done a masterful job at developing sessions, at bringing critical issues facing Latinos. They are very well organized. I respect them very deeply."

"We've grown tremendously," said Cobo. "We've established a more visible caucus. We are dealing with national issues affecting Latinos. No other national caucus deals with higher education issues affecting Latinos at predominantly white institutions."

Cintrón agrees, saying, "I am a member of many other higher education organizations that claim to be "in touch" with the changing demographics and the needs of our Latino students, and none offers this number of academic presentations."

Cobo said that the Caucus also has been a wonderful source to find Latino mentors and to create a network amongst themselves to expand professional opportunities and address professional challenges. Cobo said the Caucus is developing a list server, a database of all Latino members, to assist them with networking and mentoring.

"It's a place where I feel safe talking about issues," said Cobo. "There is this sense of community within the Caucus. As young professionals, we don't get much guidance, so having mentors helping us succeed has been great. My role models are part of this Caucus."

At the June conference, the Latino Caucus decided to divide the group regionally so they can possibly meet and carry out activities throughout the year rather than wait for their annual meeting at the next conference in June 2001 in Seattle. The group also decided to focus its efforts in the coming year on the following issues: access to education of Latinos; recruitment/retention of Latino students, staff, and faculty; mentoring and outreach programs for Latino students; K-12 preparation; and the inclusion of more Latino history in curricula.

"We have really committed people who have a passion for this and who really want to make it work," said Cobo.

Cobo said that the future for the Latino Caucus is even brighter. The group is developing a website. She would like to see presentations and scholarly papers by and about Latinos published. She also hopes to develop a newsletter to keep Caucus members informed about activities throughout the year. She said the Caucus is working with NCORE to expand its budget.

"We're trying to do more research for Latinos in higher education, research that will be instrumental to administrators dealing with the recruitment and retention of Latino students," Cobo said.

Cobo also has taken on the job of working with the Latino student caucus so it will be able to have more workshops at the conference and develop leadership skills.

"That's going to be a vital piece," said Cobo of her work with the Latino students, whom she said often have a hard time adjusting to life in predominantly white institutions.

Cobo said she also hopes that in the future, the group will be able to develop a relationship with the Hispanic Association of Colleges and Universities (HACU), which represents primarily Hispanic Serving Institutions, colleges and universities with Latinos comprising more than 25 percent of the total student enrollment.

"Right now, we have to work within the body of our own caucus," she said. "We need a stronger voice."

Medina said that he is certain the Caucus will continue to expand its presence. "I've seen the evolution of the Latino Caucus," said Medina. "This has become a group of people empowering themselves. It's been real satisfying to watch."

Getting Foster Youth into College

"Aged Out" SJSU Grad Helps Improve Options

BY
SYLVIA HUTCHINSON AND
NANCY L. STAKE

San José State
UNIVERSITY

"Some say that I beat the odds, others say that I am resilient, and some even say that I'm simply lucky."

ALFRED PÉREZ,
SJSU '98

For most young people, it would be a proud day to be invited to speak at a White House ceremony, to sit beside the president and to be introduced by the First Lady. But it was especially meaningful for former San José State University student Alfred Pérez because he had come such a long way.

Pérez was one of the 530,000 U.S. children who are in foster care on any given day. He spent 11 bleak and lonely years moving between California group homes, foster homes, and children's shelters. And he was one of the more than 20,000 teens who "age out" of the foster care system annually without returning to the homes of their birth parents.

A White House ceremony

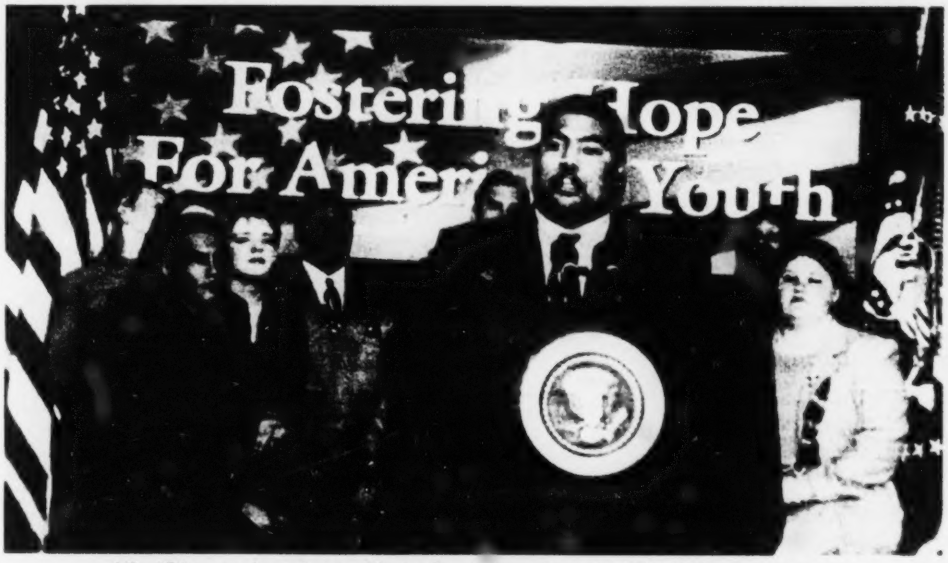
Last December, Pérez took part in a bill-signing ceremony at the White House for the Foster Care Independence Act, a law that greatly strengthens the support for young people who leave foster care at age 18 to make the transition to adulthood and self-sufficiency.

"Now, for many Americans, the 18th birthday is an important one," said Mrs. Clinton in her remarks. "Turning 18 means you can vote…get a job or go to school. But it should never mean that you're left on your own. For too many young people, turning 18 has been just the beginning of a lonely and sometimes harrowing journey toward adulthood. Just half of all young people who have aged out of foster care complete high school. Fewer than one in three have health care coverage. One in four have been homeless."

"The Foster Care Independence Act recognizes one fundamental principle: all of us must take responsibility for helping these young people build lives worthy of their spirit and potential," she said.

Added President Clinton, "This Act expands access to health care, education, housing, and counseling for young people who must leave foster care when they turn 18. The bill also gives states more resources and flexibility to help former foster children finish high school and go on to college, to help young people get jobs and vocational training, and to provide counseling for those learning to live on their own. Above all, to make sure young adults leaving foster care know that they are not out there alone."

Pérez was one of two students who spoke that day. He emphasized that it is a myth that people can make it alone. "The Foster Care Independence Act of 1999 is about ensuring that foster youth, like myself, will have to do less on their own to make it in the adult world. This legislation adds important new



Alfred Pérez speaks at signing of Foster Care Independence Act in White House ceremony.

Alfred Pérez with President Clinton

safeguards that will help states care better for people like me and prepare them for the world they face," he said.

The Turning Point

Looking back on his journey to the White House, Pérez recalls that the turning point in his life–after "aging out" at 18–was his participation in the Independent Living Skills Program, a program that is strengthened by the new law. Says Pérez, "The program connected me with my peers, and I felt less alone. It was the first time in my life that I recognized that we were all struggling with how to become productive citizens in a world that seemed, sometimes, to work against us."

As part of this program, he met Timothy Hamp, a caring adult who became his mentor. Although no one in foster care had ever talked to Pérez about further education, Hamp took the young man's goal of getting into college seriously. He helped him to identify schools and complete applications, then drove him the 250 miles to the Humboldt State University campus to settle into a dorm. "He did what any parent would do for his own child," Pérez says. Later, Pérez transferred to San José State University because he liked its urban setting and it offered the major he wanted–social work.

A Meeting with Hillary

Pérez also joined a group called California Youth Connection (CYC), a San Francisco-based advocacy program made up of former and current foster care youth. The CYC empowers and trains these youth (ages 14 to 24) for advocacy and leadership. Through CYC, in November 1997, Pérez and six other foster youth met First Lady Hillary Clinton when she visited UC-Berkeley to give a major speech on the Adoption and Safe Families Act. These young people opened up a new perspective for the First Lady when they talked about the pain of aging out of the foster care system, with no family, home, or financial support. Later, when she gave her speech, she referred to the stories she had just heard.

In helping Pérez prepare for that meeting, SJSU social work professor Joan Merdinger said, "Read her book, *It Takes a Village*." Pérez did, and then he thought of a book that he wanted to bring to Mrs. Clinton's attention, a book entitled *The Heart Knows Something Different: Teenage Voices of the Foster Care System*.

This collection of essays by foster children details the obstacles encountered when they leave the system: few caring adults, few resources, few skills, few incentives. Pérez gave Mrs. Clinton the book, and she promised to read it.

Two years later, when Pérez and 11 other former foster care youth gathered at the White House ceremony, Mrs. Clinton acknowledged Pérez with a hug and said, "It's because of you that we're here." She also acknowledged the many members of Congress, child advocacy organizations, and individuals who worked tirelessly to support the landmark legislation to strengthen the foster care system.

Helping at the Local Level

Pérez has done more than influence national politics. While at SJSU, he had heard of a state law that directs the California State University (CSU) and community colleges to help former foster youth get into college and graduate. However, the law (now part of Education Code, Sec. 89340) had no provision for funding, and administrators he spoke with at San José State and other CSU

CALIFORNIA

Alfred Pérez with First Lady Hillary Clinton at UC-Berkeley meeting.

schools had not heard of it.

Working with Janet Knipe of CYC, and with Sylvia Rodríguez Andrew, SJSU's dean of social work, Pérez put together a public forum in April of 1998 with a panel of seven students who had been through the foster care system. The impact of the panel was powerful. As the young people spoke, Pérez recalls that packets of tissues were passed from hand to hand in the audience. Afterwards, the University created a task force to address the concerns raised: housing, financial aid, medical care, and mutual support.

The response was overwhelming. "We had so many people wanting to help," recalls Stacey Morgan-Foster, associate vice president for student affairs. But identifying students who needed and qualified for assistance was not easy. Counselors say that former foster care students often want to move on from past experiences, and do not want to ask for help or be seen as objects of pity.

The Work Continues

Merdinger and her SJSU social work colleague Alice Hines obtained small grants from a CSU research fund and from state lottery funds to study how young people make it from foster care to college, and to assess their needs once they get there. Based on the survey results, they helped produce a brochure with information about services that these students most need, such as housing and health care. Meanwhile, Merdinger and Hines have recently received a much larger grant from the California Social Work Education Center at UC-Berkeley to extend their survey to other CSU campuses. Morgan-Foster says that community support remains high and there are plans to develop a scholarship program. In addition, SJSU now has a support group for students, Former Foster Youth Organization, established through the commitment of a graduate student.

Pérez is of course proud of his role in bringing much-needed support to former foster youth who want to become responsible and productive adults. He has come a long way, but in another sense, he is just getting started. After graduating from SJSU in 1998, he enrolled in the master's program at the University of Michigan School of Social Work, and plans to work in the area of public policy. "I want a job where I can shape child welfare policy and make the foster care system more responsive," he says.

"Some say that I beat the odds, others say that I am resilient, and some even say that I'm simply lucky. All of that is probably true. However, in my heart, I know that I am more than lucky and it's more than being resilient. I survived a system that can be cruel–only because of the deep caring and hard work of many people."

SJSU's College of Social Work: Meeting the Challenge

Sylvia Hutchinson, interim director of communications and public affairs at San José State University, has a 20-year career in university advancement. Hutchinson is editor of SJSU's alumni publication, Washington Square. *Prior to SJSU, she worked at Trenton State College in New Jersey [now The College of New Jersey].*

Nancy L. Stake, public affairs specialist at San José State University, is editor of OnCampus, *the faculty/staff newsletter, and she contributes articles to the University alumni publication. Prior to SJSU, Stake had a 15-year career in the high-tech public relations field. She has a master's of science degree in mass communications from San José State University.*

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The Department of Physics at the University of Utah invites applications for a tenure-track, Assistant/Associate faculty position to begin August 2001 in the field of theoretical high energy physics. A research interest in astroparticle physics is desirable. A Ph.D. degree in physics or a related field is required. The successful candidate must be able to teach effectively at both the undergraduate and graduate levels. Presently, the Physics Department conducts research in lattice QCD, string theory, relativistic astrophysics, and the large-scale structure of the universe. It has a strong effort in computational physics and experimental high energy astrophysics. Further information may be found at the URL http://www.physics.utah.edu

The deadline for receipt of application materials is December 15, 2000. A letter of interest, statement of research plans, vita publication list and three letters of recommendation should be sent to:

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Department of Physics, University of Utah
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UIC

DEPARTMENT HEAD

DEPARTMENT OF POLITICAL SCIENCE
UNIVERSITY OF ILLINOIS AT CHICAGO
SEARCH REOPENED

The Department of Political Science at the University of Illinois at Chicago (UIC) invites applications and nominations for the position of Head.

Located in downtown Chicago, UIC is a Research I University with 16,000 undergraduate and 8,000 graduate and professional students. The Department of Political Science has a diverse and active faculty of 21 members, and has a strong tradition of participatory decision-making. The department offers the BA, MA, and PhD degrees.

The Department Head is the chief administrative officer with responsibilities for the instructional programs of the department; administrative, budgetary, and promotion decisions; and for providing leadership in the development of research, teaching, and public service. Candidates should present a strong research record, evidence of successful administrative performance, as well as the ability to operate effectively in a collegial environment. In addition, candidates must be qualified for appointment at the rank of full professor with tenure. The field of research and teaching specialization is open. The position is available as of August 21, 2001.

Applications should be received by October 2, 2000, for full consideration; however, the search will continue until the position is filled.

Applications should include a full curriculum vitae, a letter of application, and the names, addresses, and telephone numbers of academic references. Applications and nominations should be addressed to:

Professors Christopher Maurer and Bette L. Bottoms, Co-Chairs
Search Committee for the Head of Political Science
University of Illinois at Chicago
College of Liberal Arts and Sciences (m/c 228)
601 S. Morgan St.
Chicago, IL 60607-7104

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Brazilians Try ESL Teacher Training at RHODE ISLAND COLLEGE

Courtesy of the Fulbright Teacher Exchange

BY
JOE BECK

Both Brazilian professors are finding the teaching at Rhode Island College to be of very high quality and the students motivated.

"Educational exchange can turn nations into people, contributing as no other form of communication can to the humanizing of international relations. Man's capacity for decent behavior seems to vary directly with his perception of others as individual humans with human motives and feelings, whereas his capacity for barbarism seems related to his perception of an adversary in abstract terms, as the embodiment, that is, of some evil design or ideology."

-Senator J. William Fulbright

The need for well-trained English-as-a-Second-Language teachers has brought educators from as far as Brazil to Rhode Island College. The visiting educators are here as part of a Fulbright Teacher Exchange Program.

"Rhode Island College is one of the few institutions in New England to have a teacher training program in ESL, and the Fulbright people chose Rhode Island College (RIC) because they are interested in getting RIC's program involved in the exchange program," explained Gale Goodwin Gómez, who holds a joint appointment as associate professor in anthropology and educational studies at RIC.

The two Brazilian faculty members are pleased with the reception they've received at RIC. "We didn't really choose the site. We applied for the program, and the Fulbright Teacher Exchange placed us," explained Vladia Borges, who teaches at the Federal University in Ceara as an assistant professor of English. Her colleague, Gilcela Mendes, holds a similar position at the State University of Feira de Santana.

Both of the Brazilian educators arrived on March 18 and stayed until May 4. They were kept busy and introduced to how teachers are trained at RIC, according to Goodwin Gómez. "They were able to observe our teaching methods in some of our ESL classes, and scheduled presentations and activities with our faculty as well as visits to nearby public schools."

Although this is their first visit to RIC and to the state of Rhode Island, they are veteran travelers to the United States. Borges came to Arkansas in the '70s as a high school exchange student. Mendes spent time in Mississippi as part of a Rotary Cultural Exchange program.

Both Brazilian professors are finding the teaching at RIC to be of very high quality and the students motivated. They have especially enjoyed the camaraderie of their American colleagues. "The professors and others here are very friendly," said Mendes. "We feel very welcome and comfortable with the living arrangements."

Borges appreciates the American history so prevalent in Rhode Island.

"Rhode Island is very beautiful," says Borges, who notes that the Ocean State was one of the first American colonies and is full of history. The primary reason for their visit was never far away.

Particularly noted were the RIC graduate students in the ESL teaching program, who seemed to be very involved. This observation was taken to heart, according to Mendes. "We really expect to exchange some good ideas," she noted.

Exchange is the key word that added to the success of the program. Gale Goodwin Gómez and Willis E. Poole, assistant professor of educational studies, participated in turn in the Fulbright Teacher Exchange, traveling to universities in July. They are among the 12 American educators in this year's Fulbright program who will exchange with 12 Brazilian faculty now in the U.S.

Brazilian faculty are also visiting institutions of higher learning in Boston, Chicago, and Washington, D.C. "Although the program has been in place for a while, this is the first time the Fulbright Teacher Exchange has taken place at RIC," according to Goodwin Gómez.

While there, both Brazilian educators toured the WaterFire displays in Providence and some of the fabled mansions of Newport. They also visited New York City, Boston, and Montreal.

As a culminating activity, they joined all the other Fulbright teachers for a two-day session in Washington, D.C., at which the 24 scholars rendered progress reports to the Fulbright Commission, which is comprised of members of Congress, and began a research project.

All the educators participating in the exchange program helped live out the purpose of the Fulbright Teacher Exchange: they helped promote mutual understanding between the people of the United States and the people of other countries through educational exchange. The teachers seized the opportunity to live and work abroad by exchanging positions with educators from more than 20 countries.

By living and working in the cultures of their host countries, they gained an understanding and appreciation of the similarities and the differences between nations. Visiting teachers were able to share new perceptions with their students, and returning Fulbright Exchange Teachers transmitted an awareness of what is happening in the part of the world they visited.

Benefits

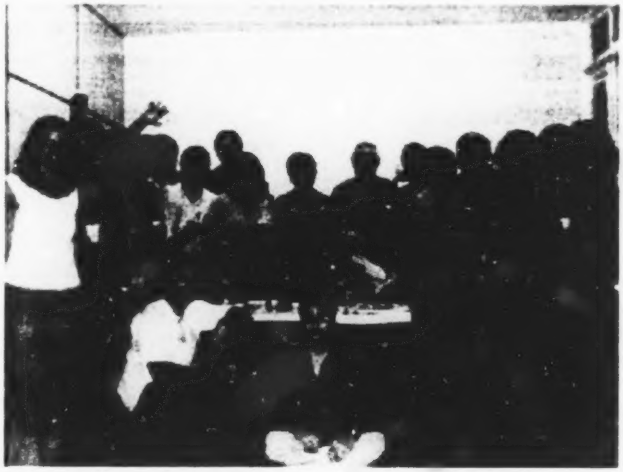
The Fulbright Teacher Exchange literature lists benefits to several constituencies–teachers, administrators, schools, and communities at large. For all, the potential for increased awareness of another language, country, or culture, and a chance to see how Americans are viewed in another sector. For faculty and adminstrators, exposure to new perspectives, new teaching methods or new managerial styles, and the potential for new friendships and professional relationships in the international community. Students then benefit from what their teachers learn.

For the schools, development of a professional relationship between the participating institutions, which can lead to privately arranged teacher exchanges, student linkages, and future student exchanges.

Eligibility

Elementary through four-year-college teachers and school administrators are eligible to apply for positions abroad. However, not all categories of applicants are eligible for all countries.

An applicant must meet all of the following seven requirements: at the time of application, a candidate must be a U.S. citizen, be fluent in English, hold at least a bachelor's degree, have a current full-time teaching or administrative assignment in the U.S. or one of its territories, be in at least the third year of teaching or administration (teachers applying just for the seminar need only be in the second full year), have the approval of the school administration, and not have participated in a Fulbright Teacher Exchange longer than eight weeks in the last two years.



After interviews, a process begins in which the U.S. Department of State works with binational Fulbright Commissions, embassies, and other cooperating agencies at matching teachers of similar subjects and levels. The Fulbright Teacher and Administrator Exchange Program is based on binational agreements. All participants must be acceptable to cooperating agencies and educational authorities in both countries.

Teachers selected for the program must attend an orientation workshop, usually scheduled in August, prior to the start of the school year. The workshop is considered an essential part of the exchange. Selection presumes the teachers' participation in all the activities.

Conditions regarding school leaves of absence are also considered. In general, exchange teachers are granted a leave of absence with pay and use their regular salary to cover daily expenses while abroad. Foreign teachers are also generally paid by their home schools, and replace their U.S. counterparts at no additional cost to the hosting school.

In the case of one-way assignments, teachers are required to obtain a leave of absence without pay, and a stipend is provided by the U.S. Department of State to cover living expenses while abroad.

Fulbright History

The history of the Fulbright Program is important in its continued influence and primary mission. It was established in 1946, at the end of World War II, to increase mutual understanding between the people of the U.S. and other countries, through the exchange of persons, knowledge, and skills. Its primary source of funding is an annual appropriation by the U.S. Department of State.

Participating governments and host institutions also contribute financial support through direct cost-sharing and through tuition waivers, university housing, and other benefits.

Grants are made to citizens of participating countries, primarily for university teaching, advanced research, graduate study, and teaching in elementary and secondary schools. The Department of State is the principal administrator of the worldwide Fulbright Program and as such answers directly to the U.S. Congress on matters of annual funding and recruitment and placement policies.

In addition, there are other bodies at work for the recruitment, screening, and placement of qualified teachers for the program. The U.S. Department of Agriculture Graduate School, Office of International Programs, cooperates with the State Department in administering the Fulbright Program. The Graduate School, USDA staff facilitates and coordinates outreach, screens applicants, arranges interviews, assists in the arrangement of all exchanges and seminars, collects all documentation, prepares publications, and sends information and correspondence to teachers and schools. It also stays in touch with foreign teachers during their time in the U.S.

Since 1946, the program has helped nearly 23,000 teachers and administrators contribute to mutual understanding between the United States and countries around the world.

People-Places-Publications-Conferences

PEOPLE & PLACES

Súper Onda Honors New Mexico Student

University of New Mexico (UNM) business student Paul D. García (pictured) was named to *Súper Onda* magazine's top 100 list of Hispanic students.

García is a peer mentor for the Amistades peer mentoring program at UNM's El Centro de la Raza. Student program advisor Andrew González nominated him for the honor, citing his excellent communication skills, positive attitude, and sincere desire to assist others. García said he enjoys helping students with their transition from high school to college.

Súper Onda is published by Hispanic Business Inc., the publisher of *Hispanic Business Magazine*. *Súper Onda* (a Spanish slang term meaning "the wave" or "the latest") is geared toward young adults and includes stories about education, survival skills, current events and issues, and young people in general.

Bilingual Grant Offered at Texas-Permian Basin

UTPB The Career Advancement, Retraining and Education (CARE) grant–a Title VII Career Ladder Grant funded through the U.S. Department of Education–has been available at The University of Texas of the Permian Basin (UTPB) for students and teachers who want to upgrade their education and are interested in bilingual education.

As more and more teachers reach retirement age and school districts expand, the demand will increase for bilingual and ESL teachers in and around the University and across the state of Texas.

The CARE program is funded for five years at $300,000 per year. Through it, undergraduate students are able to attend UTPB or area junior colleges for the first two years of instruction in order to give them more flexibility in scheduling and services. Those who qualify receive tuition and book scholarships.

Urbina Receives ALMA Award

The Adult Literacy Media Alliance (ALMA), a national television- and video-based multimedia service developed with the support of the Ford Foundation and the Lila Wallace-*Reader's Digest* Fund, gave a Community Innovation Award to José Urbina, an educator in the workforce development department at El Paso Community College in Texas.

Urbina was awarded for using TV411 to instruct his class of 15 displaced workers from local work sites in basic skills, employment skills, and life skills. TV411 is ALMA's groundbreaking literacy series that uses real-life topics to teach pre-GED-level basic skills.

Rocha Becomes President of Santiago Canyon

Dr. Mark Rocha recently became president of Santiago Canyon College, one of California's newest community colleges. He will guide its development as a comprehensive college offering a full range of academic and student services. Reporting to the community college district chancellor, his responsibilities include planning, organizing, and implementing educational policy and procedures to develop curricula and student support services. He also is in charge of budget management and the institution's fund-developing efforts.

A former provost at Seton Hall University (N.J.), Rocha has a bachelor's degree from Villanova University, a master's from CSU-Fullerton, and a doctorate from the University of Southern California.

Badillo Renamed to CUNY Board

The New York Senate unanimously approved Gov. George A. Pataki's reappointment of Herman Badillo as chair of the City University of New York board of trustees. Badillo, who has been a trustee for more than a decade, including two years as vice chair, will serve a seven-year term.

Badillo was the first Hispanic commissioner in the history of New York City, the first Hispanic elected borough president, the first person of Puerto Rican origin elected to the U.S. Congress, and the first Hispanic deputy mayor in New York City's history. He has a bachelor's degree from City College of New York, was class valedictorian at Brooklyn Law School, was admitted to the New York Bar in 1955, and became a CPA in 1956.

Texas Foundations Contribute $500,000 to UTSA

UTSA Two well-known philanthropic groups from Texas made grants totaling $500,000 to enhance ongoing University of Texas-San Antonio (UTSA) research aimed at isolating the genes associated with memory formation. The research might have relevance in the understanding of catastrophic memory impairment caused by conditions such as Alzheimer's disease.

The Ewing Halsell Foundation and the Robert J. Kleberg, Jr., and Helen C. Kleberg Foundation each gave $250,000 to support Professor Joe L. Martínez, Jr. and his research team in their efforts to better understand the process of how the brain stores and retrieves information at the most basic levels. Martínez, director of life sciences at UTSA, holds the University's endowed Ewing Halsell chair in biology.

Rey Feo Committee Presents $25,000 to ACCD

In Texas, Rey Feo Mike de la Garza (l.), Johnny Gabriel, president of the LULAC (League of United Latin American Citizens) Rey Feo Scholarship Committee, Inc., and Tom Sandoval, organization treasurer, presented a $25,000 check to Alamo Community College

District (ACCD) Chancellor Robert W. Ramsay (r.) to renew the LULAC Rey Feo Parent-Child Scholarship program for a fourth year.

The donation will provide $1,000 scholarships to an ACCD college for 25 kids, all under the age of 6 and most of them children of single mothers. The scholarship funds will be placed in a trust for the children until they graduate from high school and attend an ACCD college. As part of the program, the children's mothers, many of them first-generation college-goers, will get help securing financial aid and other types of support to ensure their success in college.

Minnesota Mentoring Sways Student

When Ilinois native Christine Schmidt, a Chicana, was deciding where to go to college, she was leaning toward attending an in-state university. But after learning about the president's distinguished faculty mentor program at the University of Minnesota, she changed her mind.

"This program really helped me decide to come to the University of Minnesota," said Schmidt, a junior majoring in Spanish. "It's nice to have faculty who will be there to help and support you." Schmidt (l.) was matched with American studies and history professor Elaine Tyler May (r.). The two meet regularly to talk about schoolwork and also spend time lunching and attending musicals.

Introduced in 1986, the faculty mentor program has served more than 800 students, many of whom have gone on to attend graduate and professional schools.

Rancho Santiago Chancellor Receives Honors

In California, Dr. Eddie Hernández, Jr., Rancho Santiago CCD chancellor, was recognized by two groups for his commitment to quality higher education. Hernández received the Education Service Award from *Union Hispana*, one of Southern California's leading Spanish-language newspapers, and the Aaron/Elijah Lovejoy Award from the Black Chamber of Commerce of Orange County.

Photo © Jim Johnson Photography

Both organizations praised Hernández for his educational and economic empowerment of ethnic minority students. He has been instrumental in pushing for a number of programs that offer help via counseling, tutoring, and transfer opportunities.

Latina Names Ruiz "Latina of the Year"

Latina magazine named historian Vicki Ruiz (pictured), chair of the Chicana and Chicano studies department at Arizona State University, "Latina of the Year" in the field of education for her contributions to Latina history. Ruiz was to be profiled this month in *Latina* along with celebrities and businesswomen in other fields.

Ruiz learned about her Mexican American heritage at the kitchen table, hearing tales of the past from her mother and grandmother. She heard about coal-mining struggles, labor activism, strikes, farm workers, and politics. Her writing centers on the women at the core of these stories–often unheralded Mexican American women of the 20th century who kept their families together through personal strength.

Ruiz will share the award with Virginia Sánchez Korrol, head of Brooklyn College's (N.Y.) Puerto Rican and Latino studies department. Korrol and Ruiz are jointly producing a new reference work, *Latinas in the United States: An Historical Encyclopedia*, for which they received $140,000 from the Ford Foundation. It is slated for publication in 2003 by Indiana University Press.

Public Broadcasters Foresee Latino Voting Influence

This year's U.S. presidential candidates have been putting more effort into reaching the nation's estimated 31.3 million Latinos, and a recent survey indicates that their attention is well warranted. A public broadcasters' poll indicates that U.S. Hispanics strongly believe they have a stake in this year's presidential election–and that more than 5.8 million Latinos are preparing to vote.

The Public Broadcasting Latino Poll 2000, a partnership between six national public radio and television organizations, polled 1,000 Latinos in the heavily Hispanic states of Texas, New York, Illinois, California, and Florida.

While most polls have excluded unregistered Latinos, this poll sought the views of a broad cross section. "We understand that the nation's expanding Latino population is due largely to immigration and believe that those immigrants may eventually be active in the political process," said Dr. Edward Rincón, president of Rincón and Associates, a market research firm specializing in ethnic consumers.

MDDC Staffer a HACU/ETS Policy Fellow

Magda Castiñeyra, assistant to the president of the Medical Center Campus of Miami-Dade Community College (Fla.), was one of 14 young professionals nationwide chosen for the 2000 HACU/ETS (Hispanic Association of Colleges and Universities/Educational Testing Services) policy fellows program, created to develop and expand the pool of Hispanic leaders in higher education. Fellows will enhance their professional knowledge and leadership skills in the policy arena, learn to use data to support policy positions, and network with peers and others interested in Hispanic education issues.

Castiñeyra has a master's degree from Harvard.

Calvin Runs Minority Scholars Program for 10th Year

Since its inception in 1991, Calvin College's (Mich.) Entrada scholars program has been designed to prepare ethnic minority high school students for life after high school.

At the heart of Entrada is a three-week Calvin College summer school course, which Entrada students take with other Calvin students. Entrada students also live in the residence hall, eat in the dining hall, study in the library, shoot hoops in the gym, order late night pizzas, do a service project, get a heavy dose of computer skills–a typical college experience. Trained educators, serving as academic coaches, help the students.

Calvin's Rhae Ann Booker is the Entrada director.

Grand Rapids Establishes Program in Mexico

Students of Grand Rapids Community College in Michigan and citizens of St. Vicente de Paul in Merida, Mexico, set up a program in which college students will connect with people in poverty-stricken areas of Yucatán. Students will gain cultural experiences and engage with doctors treating AIDS patients from the entire state.

Twelve students of Spanish and two advisors travel to Mexico during spring break with the goal of practicing and improving their Spanish and earning college credit. The mission will provide a spark of hope to people who often do not receive medical treatment until it is too late, due to lack of funds.

Loyola Awards Scholarships at Latino Art Competition

Loyola University-Chicago (Ill.) was among several Chicago institutions that collectively provided more than $38,000 to winners of Latino Art Beat's Third Annual Art Competition. The event was part of a festival with the theme "Hispanic Heritage and Culture and What It Means to Me." Between 10,000-15,000 people attended the festivities, which received major TV coverage. The art contestant winners included Xochitl Rivera, Nazareth Avila, Evelyn Sanford, Sam Espinosa, Marisela Rodríguez, Anthony Davila, and José Díaz.

Latino Art Beat is a not-for-profit organization that encourages the artistic talents of high school students. D. Rossi Nuccio, its president (pictured l. with Daniel O. Cisneros, vice president), said, "Latino Art Beat is delighted to have formed, in 1998, this scholarship partnership with Loyola, which obviously stands for service commitment to the community and supports cultural diversity among its students."

Tardeada Raises $5,000 for Pima Scholarships

Co-hosted by Pima Community College in Arizona and the League of United Latin American Citizens (LULAC), the third annual Tardeada, or afternoon dance, raised $5,000 for the Hispanic Student Endowment Fund of the PCC Foundation.

Cele Peterson and Armando de León were honorary chairs at the dance, which featured the music of Los Changuitos Feos and the Miguel Díaz Band.

The Hispanic Endowment Fund was created to promote bilingual skills of students who will use them for vocational, professional, or personal advancement. Pima offers more than 120 bilingual courses for students who elect this approach.

North Florida Student Honored for Volunteer Efforts

Photo ©Tom Cain

Ruth López, who graduated from the University of North Florida (UNF) in the spring with a dual major in international studies and Spanish, knows that volunteering can be hard work. In addition to directing the UNF Volunteer Center, López developed the Alternative Spring Break Away program and volunteered at the Clara White Mission, the I.M. Sulzabacher Center for the Homeless, and the Second Harvest Food Bank.

For her efforts, López received this year's Albert D. Ernest Jr. Caring Award. She was given a bronze sculpture created by nationally known sculptor Frank Eliscu, designer of the Heisman Trophy, and she also received a cash award for the charity of her choice.

"Ruth López is genuinely committed to improving the lives of those around her," said Tom Robertson, assistant vice president for student affairs.

CCNY Grad Earns Medical School Scholarship

Photo © André Beckles

The City University of New York awarded Dominican immigrant Cristian Castro the prestigious Jonas E. Salk Scholarship for medical school.

Growing up in a remote village in the Dominican Republic, Castro experienced the consequence of not having a physician nearby when his father had a stroke and died on the way to the hospital.

Inspired to become a physician, Castro moved to New York, enrolled in City College of New York (CCNY), and maintained a high academic standing while working more than 40 hours a week. He was on the Dean's List five times at CCNY, was elected to the Golden Key National Honor Society, and received a Volunteer Service Award from the United Hospital Fund. He graduated with honors in biochemistry and will attend the New York College of Osteopathic Medicine.

Cal State L.A. Director Appointed to Commission on Aging

Photo © Stan Carstensen, Cal State L.A.

Jorge J. Lambrinos, director of the Edward R. Roybal Institute for Applied Gerontology at CSU-Los Angeles, was one of nine appointed by Gov. Gray Davis to the California Commission on Aging.

A veteran of Operation Desert Storm and a lieutenant colonel in the U.S. Army Reserve, Lambrinos has been in the field of aging for more than 30 years in different capacities at the local, state, and federal levels. He has directed the Roybal Institute since 1993 and is active on many boards, including the Pasadena Senior Center, Leadership Council of L.A.County Aging Organizations, and the University of Southern California Alzheimer's Disease Research Center advisory board.

North Texas Center Hosts Education Conference

The University of North Texas (UNT) System Center at Dallas hosted the 4th Student Access to Higher Education conference, a result of a partnership between the Texas A&M University System, the Dallas County Community College District, and the UNT System. Gloria Bahamon (pictured), multicultural affairs administrator with UNT's office of equity and diversity, helped coordinate this year's event and moderated the discussions.

Both university systems and the district have been trying to increase rates of access, retention, and graduation of underserved populations. The initial mission of the conference–created by Daniel Hernández, Texas A&M associate vice chancellor of community development–has been to find solutions to the problem of low matriculation of students of color in higher education.

Governor Signs Florida International College of Law Bill

The option of a quality, affordable, legal education for South Floridians materialized when Florida Gov. Jeb Bush signed into law a bill establishing the College of Law at Florida International University (FIU).

FIU's new branch, which will open in 2003, will be housed at University Park in West Miami-Dade County.

"Finally there will be a viable way for South Floridians, including many minorities, to obtain a quality, affordable legal education without uprooting their lives," said FIU President Modesto A. Maidique.

The College of Law at FIU is the result of lobbying efforts by community and business leaders, many of them Black and Hispanic, who maintained that Florida needed public law schools at universities with high minority student enrollment–schools such as FIU and Florida A&M University.

NJ Mayor Obtains Funding for Dominican Health Clinic

Woodridge Mayor James E. McGreevey (pictured), a candidate for governor, obtained a commitment from the Dominican Republic government to provide two million pesos to finance the expansion of a health clinic in the township's sister city of Paraiso in the province of Barahona.

Paraiso, on the southwesterly coast of the Dominican Republic, is a rural, impoverished community of 22,000. Only one in five residents has a steady source of income. Most live substantially below the poverty level.

While in the Dominican Republic, McGreevey met with the nation's president-elect, Hipólito Mejía; the senate president, Ramón Alburquerque; the House of Representatives General Assembly president, Dr. Rafaela O. Alburquerque; and Frank J. Morales, director of the Dominican Institute at Seton Hall University (N.J.).

Westminster Offers Special Study-Travel Class

Westminster College in Pennsylvania is offering its students a new class, The Ecology and History of Latin America. It links a biology class and a history class into a cluster course taught by two faculty members. The tropical ecology portion is taught by Dr. Ann Throckmorton, associate professor of biology, and the history portion is taught by Dr. Eugene G. Sharkey, professor of history.

After a seven-week classroom experience, 24 students will travel for 20 days to Belize, Central America, to study the culture, natural history, ecology, and geology.

Phillips Petroleum Supports Oklahoma for 34th Year

Continuing its major 34-year commitment to the University of Oklahoma (OU), Phillips Petroleum Co. presented $225,000 to OU for scholarships, professional development, and other support, including $150,000 for the Phillips scholars program.

Begun in 1996 and underwritten by Phillips, the program serves talented Hispanic, Native American, and African American students who have demonstrated high academic achievement, community leadership, and involvement, and who are in areas of study in which Phillips Petroleum typically recruits.

Citrus Students Elect New Board

Citrus College (Calif.) students elected Associated Students of Citrus College (ASCC) executive board members for the fall 2000 semester: president, Aaron Valdez (pictured); vice president, Jesús Lozano; senators, Michelle Bart, María Ruiz, and Klaudia Garza. ASCC officers represent the Citrus College student body on issues regarding academic standards, co-curricular activities, and campus life.

Valdez is an economics major who plans to transfer to UCLA; Lozano is an administration major who plans to transfer to CSU-LA; Bart is a communications major with plans to transfer to CSU-Fullerton; Ruiz is a behavioral science major who plans to transfer to CSU-Domínguez Hills; and Garza is studying psychology and communications and plans to transfer to San Diego State University.

Mt. Hood Student Government Honors

In Oregon, the Mt. Hood Community College (MHCC) Associated Student Government named Gayle Parker (pictured) Outstanding Advisor of the Year, for the second consecutive year. Parker is the college's Hispanic programs coordinator and an advisor to the campus Latino club.

Mary Kowalsky, dean of the MHCC Westside Campus, was named Honorary Member of the student association.

Archbishop González Addresses Siena Graduates

Archbishop Roberto O. González was a guest speaker at Siena College's (N.Y.) 60th commencement, and received an honorary degree.

A member of the Siena Class of 1972, González has been described in the *New York Times* as "the kind of leader whom New York's Catholics would spontaneously embrace. He is a listener, a man who seems to want not only to teach his people, but also to hear what they have to say."

The modest, fully bilingual friar was named auxiliary bishop of Boston, Mass., at age 38 and was later assigned to Corpus Christi, Texas. In March 1999, he was appointed archbishop of San Juan, Puerto Rico, and became a prominent voice against U.S. military activities in Vieques, which have caused the deaths of local civilians.

Texas-Pan American Benefits from Hispanic Scholarship Fund

The University of Texas-Pan American (UTPA) was awarded $245,000 by the South Texas/Hispanic Scholarship Fund (HSF)–the most funding provided by the program to any U.S. university and more than a third of the total allocated to the South Texas region. Awards ranging from $500 to $1,750 were distributed to 131 UTPA students.

Since 1975, UTPA students have received $500,000 from HSF, said Kristen Reza, HSF development officer. UTPA ranks 11th out of the top 25 colleges and universities nationwide in receiving funds and is fourth in Texas, behind Texas A&M, UT-Austin, and UT-El Paso.

The South Texas/HSF has nearly doubled its awards to UTPA every year since 1995-96, when 26 students were given $26,000.

Cal State L.A. Students Develop Rehab Solutions

California State University-Los Angeles engineering and technology first-year students from H.E.R.E. (Hands-on Experiences in Rehabilitation Engineering)–a two-year-old Cal State L.A. program that engages students in the MESA engineering program–developed hockey wheelchairs with improved bumper systems.

During a presentation of the students' projects, participants in the wheelchair sports program at the Rancho Los Amigos National Rehabilitation Center (pictured, Diego Rodríguez and Ramón Cervantes) tested the new high-impact aluminum bumper system.

"Our students are solving real-world problems," said Samuel Landsberger, Northrop Grumman engineering endowed chair, School of Engineering and Technology, Cal State L.A. "They are really energized because they know that their designs have the potential to actually help people."

Bravo Group Names Account Director

The Bravo Group

Christine Hahn is the new account director for The Bravo Group, San Francisco, Calif. Hired by Bravo as a management supervisor in 1996, Hahn has been in Hispanic advertising for 14 years. She worked at the J. Walter Thompson/Los Angeles "Hispania West" division, at Casanova Pendrill Publicidad, and at BBDO/West in Los Angeles (then known as "BBDO Hispanica").

Hahn earned a bachelor's degree in foreign language studies at Smith College and a master's at the University of California-Irvine, where she focused on Latin American studies and the Spanish language.

Daisy Expósito, chief creative officer, The Bravo Group, cited Hahn's initiative and motivation as qualities beneficial to the company.

Escobar Benefits from Women's Educational Foundation

Concepción Escobar is one of the many exceptional women completing graduate degrees with support from the AAUW (American Association of University Women) Educational Foundation.

Studying for a M.Ed. at the Harvard University Graduate School of Education (Mass.), Escobar hopes to shape public education policy in disadvantaged urban areas–for example, the promotion of equity and education in Latina communities. "I want to empower people through instilling the values of self-determination, academic achievement, and community service," said Escobar.

Having grown up in a Chicago, Ill., community that she describes as surrounded by violence and mistreatment of females, Escobar worked as a teacher in inner-city Chicago and volunteered with the Peace Corps, helping Latinas young and old.

CSU-Hayward Grad Awarded Spain Fellowship

Recent CSU-Hayward graduate Luis Ojeda was given a Fulbright Fellowship for nine months of graduate work in Spain, where he will study the impact of the new European currency, the Euro, on the national banking system. Nationwide, about 1,000 fellowships are awarded annually to students and faculty.

Ojeda earned bachelor's degrees from CSU-Hayward in three subjects–economics, history, and international studies. He captained a championship California Pacific League men's varsity soccer team, was on the board of directors of the Associated Students and the Family Support Services of the Bay Area, chaired the University union board, was a student mentor, and more.

Ojeda's goal is to work at a management consultant firm, preferably with international projects.

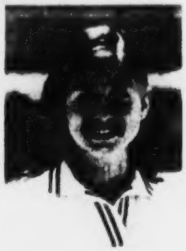
Manuel Gamio Endowment at Texas-Arlington

A $25,000 endowment for Mexican American and Latino studies was established at The University of Texas-Arlington (UTA). The Manuel Gamio Endowment is named in honor of Dr. Manuel Gamio, a Mexican anthropologist who studied Mexican migration to and from the United States in the 1920s and 1930s. His publications, in English and Spanish, were influential in both countries. Gamio also advised the Mexican government on emigration policy during the 1940s.

The endowment is funded in part by a $12,000 gift from six law firms and a matching gift of $13,000 from UTA. Manuel García y Griego (pictured), director of UTA's Center for Mexican American Studies, said the Center will use part of the funds to support one $500 scholarship each year for the next three years for a UTA student engaged in a program of study that includes Mexican American or Latino studies. García y Griego is a recognized scholar on Mexican immigration and has testified as an expert witness in immigration-related legal cases.

Girón Excels at Cal State L.A.

With a 4.0 GPA, Glenda Girón finished ahead of all 89 students in this year's CSU-Los Angeles child and family studies department graduating class.



Girón attributes much of her knowledge and skills, specifically in teaching, to Cal State L.A. Professors Kaveri Subrahmanyan, Rico Gnaulati, and Jennifer Ferris. Ferris provided a compelling portrait of the National Honors Society Golden Key and Phi Kappa Phi member: "It hasn't been an easy road for Glenda. She didn't speak any English when she moved here from Guatemala in 1992. She took night classes to learn English at the same time she was working with her mother sewing clothes. Yet, she received her high school diploma in less than six months. Glenda has achieved extraordinary distinction."

Girón plans to continue her studies at Cal State L.A., pursuing a multiple-subject teaching credential and a master's degree in educational foundation and interdivisional studies.

Hillsborough Community President Named to Minority Commission

Gwendolyn W. Stephenson, president of Hillsborough Community College (HCC) in Florida, was appointed to a three-year term on the American Association of Community College's (AACC's) commission on minority resources, which will advise the AACC staff and board on public policy issues, professional development, and program initiatives regarding greater access to higher education for minorities.

Stephenson has been president of HCC–a comprehensive, two-year college–since 1997.

Cuellar Speaks at Texas-Pan American

State Rep. Henry Cuellar addressed higher education funding, the Texas Grant Scholarship Program, and other items during a visit to The University of Texas (UT)-Pan American.

According to Cuellar, three factors are influencing the growth of South Texas and the entire state: demographics, technology, and diversification. The Hispanic population continues to grow, technology is rapidly changing, and the economy is moving from agricultural to service-oriented. To handle this transition, Cuellar said, universities like UT-Pan American must partner with local school districts to give children every opportunity to learn and be productive.

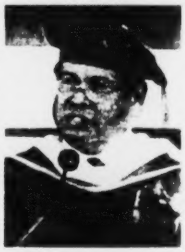
Both UT-Pan American and Cuellar hope to see the university develop into a Tier II doctoral-research institution within The University of Texas System.

Texas Wesleyan and Mexican Students Collaborate

Students and faculty from Texas Wesleyan University and the Instituto Tecnologico y de Estudios Superiores de Monterrey in Saltillo, Mexico, collectively acted as consultants for companies interested in importing from or exporting products to the Dallas/Fort Worth metroplex. The project was part of the International Business Practicum, a two-course series taught at Wesleyan for students planning to enter the international business field.

Students worked with two companies, Coronado's Fashion Tailoring and MCA Events, investigating the feasibility and costs of bringing clothing and jewelry in from Mexico for the two Coronado family-owned businesses.

Pico Addresses Grossmont Graduates



When Chairman Anthony R. Pico–today an acclaimed leader of Native Americans–came to Grossmont College (Calif.) in 1965, he brought with him the values of the Kumeyaay Indians, a culture that cherishes learning, he told Grossmont graduates at commencement.

His experience at Grossmont reflects that of many who choose to attend the community college. The demands of his professors helped build self-confidence, he said, and showed him how he could accomplish his goals through focus and applied efforts. "Today, I look at learning as a starving person approaching a buffet table filled with foods of all kind. I know that as hungry as I am, I will never be able to finish dining at the table of knowledge," said Pico.

Pico has spent the past 18 years as Viejas Band Chairman improving the lives and future of his people.

Texas Minority Students Improving

Minority students in Texas continue to close the gap with Anglos on test scores, reports a recent study.

The passing rate of minority students on the TAAS exam (Texas Assessment of Academic Skills) is still well below that of Anglo students, but minorities have made a marked improvement, according to a report released by The Texas Educational Excellence Project. Pass rates for Latinos, it says, went up from 46.1 percent in 1995 to 61.9 percent in 1999. African American pass rates increased from 33.6 percent in 1995 to 64.0 percent. Anglo pass rates were 74.8 percent in 1995 and 87.9 percent in 1999.

The Texas Educational Excellence Project, a joint program of the George Bush School of Public Service and the department of political science at Texas A&M University, focuses on original research on the quality and equity of education in Texas. TEEP makes recommendations based on data, but the districts/schools decide whether they will use the information to implement change.

Cortés Joins San Francisco Institute

Michael E. Cortés is the new director of the University of San Francisco's (USF's) Institute for Nonprofit Organization Management, in CA. Cortés has more than 20 years experience in research and the study of public policy, organization theory, and nonprofit organizations, and is an expert on the Latino nonprofit sector in the United States. Before joining USF, he was an assistant research professor at the University of Colorado-Denver's Graduate School of Public Affairs.

Cortés has written many articles and book chapters on public policy, "nonprofits," and philanthropy in the Latino community. He has a bachelor's degree, master's, and doctorate from the University of California-Berkeley and also a master's from the University of Michigan-Ann Arbor.

PUBLICATIONS

Real Life in Castro's Cuba

By Catherine Moses

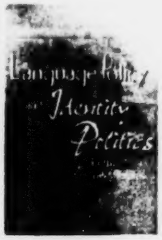
REAL LIFE IN
CASTRO'S
CUBA
CATHERINE MOSES

Catherine Moses lived and worked in Cuba in press and cultural affairs at the United States Interest Section from 1995 to 1996. This book documents her experiences and perceptions of Cuba during her two years there.

2000. 184 pgs. ISBN 0-8420-2837-4. $18.95 paper. Scholarly Resources. (800) 772-8937.

Language Policy and Identity Politics in the United States

By Ronald Schmidt, Sr.



What language should U.S. citizens speak? Should bilingual education be offered in public schools? Do non-English-speaking U.S. citizens deserve equal rights? These and other heated questions are the subject of this book, a compelling study of the politics, policies, and problems associated with this important debate.

2000. 296 pgs. ISBN 1-56639-755-3. $21.95 paper. Temple University Press. (800) 447-1656.

Michoacán and Eden: Vasco de Quiroga and the Evangelization of Western Mexico

By Bernardino Verástique

Michoacán and Eden

Don Vasco de Quiroga was the first bishop of Michoacán in Western Mexico. Driven by his profound respect for Spanish jurisprudence and the desire to convert the native Purhépecha-Chichimec peoples to a purified form of Christianity, he sought to establish New World Edens in Michoacán by congregating the people into pueblo-hospitals (newly formed Amerindian communities), where clerics could more easily teach them the fundamental beliefs of Christianity and the values of Spanish culture.

2000. 214 pgs. ISBN 0-292-78738-3. $19.95 paper. University of Texas Press. (800) 252-3206.

Barrio-Logos: Space and Place in Urban Chicano Literature and Culture

By Raúl Homero Villa

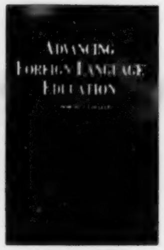
BARRIO LOGOS

Struggles over space and resistance to geographic displacement gave rise to much of Chicano history and culture. In this book, Raúl Villa explores how California Chicano/a writers, journalists, artists, activists, and musicians have used expressive culture to oppose the community-destroying forces of urban renewal programs and massive freeway development and to create and defend a sense of Chicano place-identity.

2000. 286 pgs. ISBN 0-292-78742-1. $16.95 paper. University of Texas Press. (800) 252-3206.

Advancing Foreign Language Education at Community Colleges

Diane U. Eisenberg, Nadya Labib, and James R. Mahoney, eds.



This booklet presents case histories of 21 colleges that participated in the second year of the American Association of Community Colleges' Improving Foreign Language Education at Community Colleges project. The case histories demonstrate model approaches to strengthening and enhancing foreign language education.

1995. 72 pgs. ISBN 0-87117-284-4. $15.00 paper. AACC. (800) 250-6557.

The Politics of Antipolitics: The Military in Latin America

Brian Loveman and Thomas M. Davies, Jr., eds.

POLITICS OF
ANTIPOLITICS

Latin America is moving toward democracy. The region's countries hold elections, choose leaders, and form new governments. But is the civilian government firmly in power? Or is the military still influencing policy and holding the elected politicians in check under the guise of guarding against corruption, instability, economic uncertainty, and other "excesses" of democracy?

Revised and updated.

1997. 426 pgs. ISBN 0-8420-2611-8. $23.95 paper. Scholarly Resources. (800) 772-8937.

A Place Called Milagro de la Paz

By Manlio Argueta

A Place Called
Milagro de la Paz

This book tells the story of the courage and strength of a single mother and her daughters, who persevere in the face of loss. Filled with magical, lyric moments of love and compassion, strangely illuminated by the figure of a young girl with butterflies in her hair who suddenly appears and adopts the family, this tale exemplifies magical realism.

2000. 206 pgs. ISBN 1-880684-68-3. $14.95 paper. Curbstone. (860) 423-5110.

The Blood of Guatemala: A History of Race and Nation

By Greg Grandin

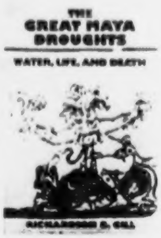
In Guatemala, a vibrant pan-Mayan movement has emerged, one that is challenging Ladino (non-indigenous) notions of citizen-

ship and national identity. In this book, Greg Grandin locates the origins of this ethnic resurgence in the social processes of 18th- and 19th-century state formation rather than in the ruins of the national project of recent decades.

2000. 343 pgs. ISBN 0-8223-2495-4. $18.95 paper. Duke University Press. (888) 651-0122.

The Great Maya Droughts: Water, Life, and Death

By Richardson Benedict Gill

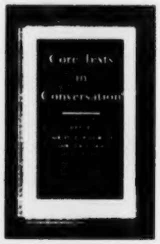


This innovative study argues that the collapse of Classic Maya civilization was driven by catastrophic drought. Drawing on knowledge of other prehistoric and historic droughts, this book is a useful study of the relationship of humans to their natural and physical environment.

2000. 464 pgs. ISBN 0-8263-2194-1. $49.95 cloth. University of New Mexico Press. (800) 249-7737.

Core Texts in Conversation

Jane Kelley Rodeheffer, David Sokolowski, and J. Scott Lee, eds.



Co-published with the Association for Core Text and Courses, this book contains a collection of core texts that are appropriate for students of all majors. The volume is a resource for educators attempting to create a cohesive structure to their curriculum, integrating it with texts of cultural significance.

2000. 224 pgs. ISBN 0-7618-1679-8. $27.50 paper. University Press of America. (800) 462-6420.

Everyday Life and Politics in Nineteenth Century Mexico: Men, Women, and War

By Mark Wasserman

NINETEENTH CENTURY MEXICO

Mark Wasserman shows the links between ordinary Mexican men and women and the events that shaped their lives and that of their country, from Independence to the Revolution. Combining lively explanations of social history, political and economic change, and gender relations, Wasserman offers an original history of Mexico's 19th century.

2000. 248 pgs. ISBN 0-8263-2171-2. $19.95 paper. University of New Mexico Press. (800) 249-7737.

Latina Self-Portraits: Interviews with Contemporary Women Writers

Bridget Kevane and Juanita Heredia, eds.

Latina literature is one of the fastest growing and most exciting fields in fiction. Comprising Chicana, Cuban, Dominican, and Puerto Rican writers and writers descended from a combined U.S. and Latin American heritage, this literature is characterized by revisionist views of recent history, stories about exile and borders, a blending of genres, and a complex understanding of the term "feminist."

2000. 166 pgs. ISBN 0-8263-1972-6. $19.95 paper. University of New Mexico Press. (800) 249-7737.

Anxious Intellects: Academic Professionals, Public Intellectuals, and Enlightenment Values

By John Michael

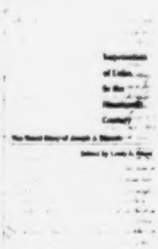
ANXIOUS INTELLECTS

John Michael discusses how critics from the right and the left have perceived 9 9the intellectual's role in a pluralized society, weighing intellectual authority against public democracy, universal against particularistic standards, and criticism against the respect of popular movements. Michael asserts that these Enlightenment-born issues are the very grounds from which real intellectual work must proceed.

2000. 218 pgs. ISBN 0-8223-2496-2. $17.95 paper. Duke University Press. (888) 651-0122.

Impressions of Cuba in the Nineteenth Century: The Travel Diary of Joseph J. Dimock

Louis A. Pérez, ed.



This book describes the social, economic, and political conditions in the 1850s. Dimock's entries of his travels and his observations as an American reveal details of Cuban agriculture, plant life, and natural resources. The diary gives elaborate accounts of the sugar industry as well as an extensive commentary on the daily life of slaves, Spaniards, and Cubans.

1998. 150 pgs. ISBN 0-8420-2658-4. $16.95 paper. Scholarly Resources. (800) 772-8937.

Architectural Heritage of the Caribbean: An A-Z of Historic Buildings

By Andrew Gravette

Architectural Heritage of the Caribbean

– Better known for its sand and sea, the Caribbean is also home to a wealth of historic buildings. As a region colonized by Spanish, French, British, and Dutch settlers, its architecture reflects an unparalleled variety of colonial influences. Featuring more than 1,000 architectural sites across the region, this comprehensive guide describes churches, plantation houses, fortresses, and ordinary homes.

2000. 340 pgs. ISBN 1-55876-238-8. $22.95 paper. Markus Wiener. (732) 225-2727.

Many publications featured in this section are available through amazon.com.

CONFERENCES

"The Assessment Institute"

September 28-30 - Santa Clara, Calif.
November 9-11 – Philadelphia, Pa.

Sponsored by the National Center on Postsecondary Teaching Learning, and Assessment and by ACT.

Contact: (814) 865-5917; e-mail, nctla@psu.edu; website, www.ed.psu.edu/cshe/nctla.htm.

18th Annual U.S. Hispanic Leadership Conference

September 28-October 1

The USHLI has as its conference theme this year: "Latinos in the New Millennium: Building on the Past to Provide Promise for the Future." At the Hyatt Regency, McCormick Place, Chicago.

Contact: (312) 427-8683; website, www.ushli.com.

Hispanic Women's Corporation 15th Annual Conference

October 5-6

The 15th Annual Hispanic Women's Conference, presented by the Hispanic Women's Corporation. At the Phoenix Civic Plaza in Phoenix, Ariz.

Contact: (888) 388-4HWC or (602) 954-7995; e-mail, hwc@inetmail.att.net.

Two-Year College English Association

October 5-7

"Diverse Teaching, Diverse Students, Diverse Ways of Thinking" is the theme for this year's regional conference of the TYCEA of the National Council of Teachers of English. In Detroit.

Contact: Ella Davis or Mary Mahoney, (313) 922-3311.

Latin American and Caribbean Studies Symposium

October 6-7

St. John's University's Committee on Latin American and Caribbean Studies (CLACS) will hold an international symposium, "Immigrants from Latin America and the Caribbean: Coping in New York City," to "evaluate the social, educational, legal, economic, political, and psychological adaptation of immigrants from Latin America and the Caribbean to the New York City area." At St. John's University.

Contact: (718) 990-1932; e-mail, CLACS@stjohns.edu.

Management Institute for Women in Higher Education Administration

October 12-14
November 17-18

Sponsored by the Higher Education Resource Services at Wellesley College. In Wellesley, Mass.

Contact: Susan Knowles, (781) 283-2529; e-mail, sknowles@wellesley.edu.

New Mexico Counseling Association Annual Conference

October 23-25

"Counseling 2000: Honoring Diversity, Working Together." At Old Town Sheraton Inn, Albuquerque, N.M.

Contact: Diane Wilhoite, (505) 771-5384.

Forum 2000 & NACME Career Fair

October 25-28

"Affirming Diversity: Real Commitment, Real Results." Among the confirmed speakers are Dr. Ana Margarita "Cha" Guzmán, White House Commission on Educational Excellence for Hispanic Americans, and Dr. Elsa Macias, senior research associate, Tomás Rivera Policy Institute. At the Westin Hotel, Long Beach, Calif.

Contact: NACME, (212) 279-2626; website, www.nacme.org/events.

AAC&U's 3rd Biannual Diversity and Learning Conference

October 26-29

"Diversity and Learning: Identity, Community, and Intellectual Development" is designed both for working teams of faculty and administrators and for individuals interested in improving classroom teaching, changing their curriculum, fostering systemic change in their institutions, and investing more in local and global communities. At the Westin William Penn Hotel in Pittsburgh, Pa.

Contact: (202) 387-3760; e-mail, meetings@aacu.nw.dc.us; website, www.aacu-edu.org/Meetings/divlearn00.html.

The College Board Centennial Forum

October 28-November 1

Networking and professional development opportunities; sessions on cutting-edge field-specific research and development; keynote addresses by world-renowned speakers. At the Marriott Marquis Hotel, New York City.

Contact: (212) 713-8050; website, www.collegeboard.com.

HACU 14th Annual Conference

November 4-7

This year's theme: "Championing Hispanic Success in Higher Education." At the Albuquerque Convention Center, Albuquerque, N.M.

Contact: website, www.hacu.org.

Research Centers in Minority Institutions International Symposium

November 12-15

International symposium on health disparities. In San Juan, Puerto Rico.

Contact: Beatrice Raiford or Walter Sullivan, (404) 752-1634; e-mail, raiforb@msm.edu; website, www.rcmi2000.upr.edu.

AAHE Conference on Faculty Roles & Rewards

February 1-4, 2001

This 9th annual conference will focus on the changing professoriate and the two developments most salient in driving that change–new technologies and the generational shift now taking place in the faculty. At the Tampa Marriott Waterside in Tampa, Fla.

Contact: website, www.aahe.org.

Book Review

By Eduardo Mendieta

***American Encounters: Greater Mexico, The United States, and the Erotics of Culture,* by José E. Limón.** 250 pages including index. Boston: Beacon Press, 1998. ISBN: 0-*8070-0236-5*. $27.00 hardcover.

This is an incredibly erudite book. Once you pick it up, you will be hooked, and what a high awaits you! Limón knows how to weave a story with suspense and rewarding dénouements, and how to translate obtuse theoretical constructs into illuminating insights about social reality. He writes out of profound respect for the plight of Mexican Americans. But does so with critical tenderness, even a tinge of fatherly admonition.

Limón begins in the early 19th century, when Texas declared its independence, the U.S. waged war on Mexico, and the Guadalupe Hidalgo treaty of 1848 was signed, sealing the fate of Mexico and inaugurating the creation of what Limón calls greater Mexico. The book ends in 1995, with the shooting of Selena, and an analysis of Cormac McCarthy's *All the Pretty Horses*. And in between, judicious and clear analyses of the writing of Katherine Anne Porter, Manuel Gamio, Samuel Ramos, Octavio Paz, and deconstructions of movies like Stanley Kramer's *High Noon*, John Sayles' *Lone Star*, and Gregory Nava's *Selena*. We also get analyses of the lyrics of many corridos and cowboy ballads. Even a spatter of bawdy politics when Limón discusses the fall of Henry Cisneros in tandem and contrapunto with the rise and fall of Ann Richards and the fiction of Sandra Cisneros. We are treated to brief but informative discussions of the works of Marcuse, Fromm, Giddens, Ortner, Appadurai, and others.

This is truly cultural studies at its best: irreverence, eclecticism, critical finesse, Gaudian constructions (which here means creative exuberance and seditious pastiche and hybridity). Social reality is not here grist for some theoretical machine. The roles are reversed. Theory makes sense because reality is much more complicated, more evocative, and more convoluted. Theory pales in comparison to the richness of people's experience, and this is why this book is so erudite. Limón has reached out and grabbed what will help him make sense of the incredibly over-determined culture and life of Mexican Americans on the borderlands of greater Mexico.

What holds together such a rich book? Why will you say "Yeah!" and not "What was that about?" when you finish reading it? This book is about the erotics of culture; about how culture is lived, how culture circulates through our bodies. The sexed and gendered body is the conduit of culture, just as it is its detritus. This is why culture is suffused with desire. Culture is the froth of desire: the blush on the furtive look of sexual yearning. What Limón has done superbly is to illustrate and demonstrate how the erotics of culture has informed the encounter between the U.S. and greater Mexico. He shows how the Anglo-American has sexually marked Mexican corporeality, and how such a branding has turned the Mexican body into a locus of sedition and abjection, desire and abhorrence, concupiscence and self-flagellation. Mexican corporeality, in turn, has not suffered patiently this imperial and lascivious gaze. This body has contested it, deflected it, even looked back, in defiance, without shame, even with pride and arrogance. And this is why Selena is the heroine of this book, the heart-throb of many carnales, and a diva to many hermanas.

Limón writes, "At a moment of absolute perceived political failure within this community...Selena offered hope and presence. She combined sheer musical and dancing talent, energized by a sexuality that served to ameliorate repression. She joined these to a smile of sheer innocence and a background of well-known and quite real organic ties to family and community."

But it is precisely at this point where my encomiums must give way to critique. *Erotics of culture* is but a benign name for the erotics of power. Power is wielded not just by quarantining the poor and delinquent, but also through regimentation of the body. Power is deployed and relayed through the domesticated body. The contestation of such power therefore also takes the forms of counter-hegemonic and seditious erotics: the flaunting of curvaceous body parts, piercing, shaving, scarring, and so on. But to what extent is such an erotics "bread and circus" masking powerlessness, real and suffered. Yo tambien quiero ....(fill in the blank), but I also want more of our kids going to college, running for major or governor, getting the high-paying jobs, going on to become CEOs, earning Ph.D.s so that they can assign Jose Limón's books in classes about "American Culture." Is this querer, este deseo, different from what Limón wants? No, for what enamored him to Selena is precisely the failure of our political culture. So I think Limón would agree that the project of a Mexican American erotics of culture is the obverse side of a culture of politics, a culture of civic engagement, democratic creativity, constitutional faithfulness. The body politic desires, but only in and through active and committed citizens.

Eduardo Mendieta is assistant professor of philosophy at the University of San Francisco and a devotee of both Selena and Jennifer López.

If interested in submitting a book review, please *e-mail us at outlook@aol.com for Book Reviewers' Guidelines.*

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Executive Director, NAHLS
Morehead State University
212 Rader Hall
Morehead, KY 40351
Telephone: (606) 783-2650
Fax: (606) 783-5046
www.NAAAS.org

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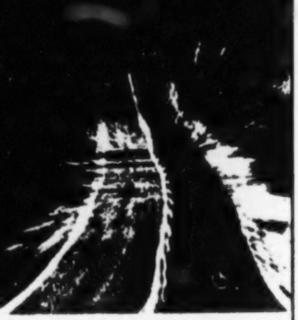

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The successful applicant will have excellent communication skills, a bachelor's degree and two years' experience that provides extensive knowledge of federal and/or state legislative and policy formulation and processes. An advanced degree and direct lobbying experience on the federal level for a public sector client are preferred. Salary will be commensurate with education and experience.

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Iowa State University is an equal opportunity/affirmative action employer and encourages nominations of, and applications from, women and minority candidates.

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URBAN AND REGIONAL PLANNING PROGRAM

The Urban and Regional Planning Program intends to appoint a faculty member at any rank for Fall 2001. We seek expertise in geographic information systems (GIS); applicants should be qualified to teach an introductory course in GIS and an intermediate course in GIS and spatial analysis. Applicants should have strength in another subject area in urban planning as well; we prefer specialization in transportation planning, but environmental planning, land use, and other fields are welcome. A Ph.D. in planning or a related field is highly desirable. Applicants should have interest in educating both Master's and Ph.D. students. Faculty at the University of Michigan are expected to be widely recognized for their scholarly and creative work. Our program expects to make several new faculty appointments over the next few years.

Applicants should send a letter explaining their interest in the position, a curriculum vitae, and names of three references. Chair applicants should include a statement outlining their view of architectural education. Professor of Practice applicants should include a portfolio of their professional work. Fellowship applicants should include a portfolio and research proposal. Review of applications will begin November 1, 2000, with interviews planned for January through March 2001.

Send materials and address inquiries to either

Chair, URP Search Screening Committee (for GIS position) or
Architecture Program Search Committee (for all other positions)
Taubman College of Architecture + Urban Planning
2000 Bonisteel Blvd.
Ann Arbor, MI 48109-2069

Visit our website:
http://www.caup.umich.edu/faculty/

The University of Michigan is a non-discriminatory affirmative action employer

University of Nebraska at Omaha

DEAN OF LIBRARY SERVICES

The University of Nebraska at Omaha, a comprehensive metropolitan university, invites applications and nominations for the position of Dean of Library Services. The Dean of Library Services reports to the Vice Chancellor for Academic Affairs and serves on the Chancellor's Council and the Deans Forum. The University Library has a staff of 15 faculty, 38 staff, and 50 student assistants. The Learning Center also reports to the Dean. The university has a strong commitment to achieving diversity among faculty and staff. We are particularly interested in receiving applications from members of under-represented groups and strongly encourage women and persons of color to apply for this position.

The University Library has an operating budget of $4 million of which $1.8 million is allocated for acquisitions. Its collections number over 800,000 volumes, and include extensive government documents and microforms collections. There are more than 3,000 current periodical subscriptions and a diverse array of electronic databases. Additional information can be found on the library's web site:

http://library.unomaha.edu/ and at http://www.unomaha.edu/aa/faculty.html/

Review of applicants will begin November 3, 2000, and continue until the position is filled. Applicants should submit a letter of application, curriculum vitae, and names, addresses, telephone numbers and e-mail addresses of three professional references. Applications, nominations, and all other correspondence should be sent to:

Dean John Flocken
Chair Search Committee
ASH 231, 6001 Dodge St.
University of Nebraska at Omaha
Omaha, NE 68182-0013

UNIVERSITY OF CALIFORNIA SANTA CRUZ

Photography

UNIVERSITY OF CALIFORNIA, SANTA CRUZ Assistant Professor Tenure-track. Seeking innovative photographer w/broad knowledge of historical & contemporary art practices to teach all levels of photography, foundation courses, art seminars & special topics in the arts. Additionally desirable: digital imaging, alternative processes, or photo printmaking processes. MFA or equivalent professional qualifications, strong exhibition record, demonstrated teaching excellence & demonstrated potential for undertaking administrative service. Submit: letter of application, CV, 20 slides of recent work & 10 slides of student work, syllabi & relevant undergraduate curriculum plans, names, addresses & phone numbers of 3 references, SASE for materials you would like returned. Send to: **Search Committee #273, Baskin Visual Arts, University of California, Santa Cruz, CA 95064** *AA. EOE. WMA.*

Closing date: 11/15/2000

Questions: visart@cats.ucsc.edu

Electronic Art

UNIVERSITY OF CALIFORNIA, SANTA CRUZ Assistant Professor Tenure-track. Seeking innovative electronic artist w/broad knowledge of historical and contemporary art practices & theoretical issues to teach all levels of electronic art, special topics in interactive technologies, foundation courses and art seminars. MFA or equivalent professional qualifications, demonstrated teaching excellence & demonstrated potential for undertaking administrative service. Knowledge of Macintosh environment required. Knowledge of PC & SGI environments desirable. Send letter of application, CV, documentation of recent work (slides, video tape, CD-ROM, and/or URL) and student work, names, addresses, phone numbers of 3 references, SASE with postage sufficient to return. Send to: **Search Committee #530, Baskin Visual Arts, University of California, Santa Cruz, CA 95064** *AA. EOE. WMA.*

Closing Date: 11/15/2000

Questions: visart@cats.ucsc.edu

PRINCETON UNIVERSITY

Woodrow Wilson School of Public and International Affairs

Master's Degree in Public Policy: A One-Year Program For Midcareer Professionals

The Woodrow Wilson School of Public and International Affairs at Princeton University offers a Master's Degree in Public Policy (M.P.P.), providing rising leaders in the international and domestic policy worlds an opportunity to expand their organizational skills and intellectual breadth to compete in an increasingly complex global environment.

Qualifications. Applicants must possess a minimum of 7 years of professional experience in domestic or international government agencies, and/or experience in the nonprofit sector. Successful candidates must demonstrate creativity, leadership skills, a commitment to public service, and the intellectual capacity to thrive in a demanding academic setting.

Financial Assistance. The School's generous policy meets the full demonstrated needs of all admitted students. More than three-quarters of graduate students at the School receive financial aid, which for most includes full tuition and a stipend for living expenses.

To Apply. For an application and further information, contact:

Woodrow Wilson School of Public and International Affairs
Master's Degree in Public Policy
Princeton University
Princeton, NJ 08544-1013
Telephone: 609-258-4836
E-mail:MPP9@princeton.edu
W ebsite: http://www.wws.princeton.edu/degree/mpp.html

Applications must be received by January 3, 2001.

The Woodrow Wilson School also offers a two-year Master's degree in Public Affairs (M.P.A.) and a Ph.D. degree program.

ST. JOHN'S
UNIVERSITY
FOUNDED 1870

ST. JOHN'S UNIVERSITY

Jamaica, New York

DEAN OF ST. JOHN'S COLLEGE

St. John's University, Jamaica, New York, invites nominations and applications for the position of Dean of St. John's College of Liberal Arts and Sciences. St. John's University is Catholic, Vincentian, and metropolitan. As a university, St. John's is committed to academic excellence and the pursuit of wisdom which flows from free inquiry, religious values, and human experience. Founded in 1870 to provide the youth of New York City with an intellectual and moral education, St. John's is inspired by compassion and a zeal for service. Distinguished by its strong core liberal arts curriculum, scholarly research and academic excellence, St. John's is one of the nation's largest Catholic universities, with a culturally, religiously, and ethnically diverse student body of more than 18,000 men and women. Comprised of seven schools with campuses in Queens and Staten Island and a Graduate Center in Rome, Italy, the University benefits from the cultural diversity and the intellectual and artistic resources offered by metropolitan New York.

The Dean serves as the academic leader and strategic planner for St. John's College. Reporting to the Provost, the Dean is responsible for graduate and undergraduate programs, implementing an enhanced core curriculum, recruiting new faculty, working with faculty to develop a balance between teaching, research and service, and administering a sizeable staff located on two campuses. In addition, the Dean will provide strong leadership to implement programs designed to increase enrollment and retention within the College, to establish and nurture improved inter-college relationships within the University, and to foster an academic culture rich in scholarly research and innovative teaching methodologies by motivating and energizing the faculty.

The successful candidate must have an earned doctorate in one of the disciplines in the College and a distinguished record of academic achievement commensurate with a tenured professor. He or she must have a proven track record as a senior level administrator with exceptional experience in the areas of budgeting and planning, as well as outstanding communication skills. In addition, he or she must be a consensus builder with a demonstrated commitment to team-based management. The Dean must embrace the values of Catholic higher education. Experience in a collective bargaining environment is desirable.

Review of credentials will begin immediately and continue until the position is filled. Please submit nominations and expressions of interest, in confidence, to:

St. John's University Dean of St. John's College Search
c/o EDUCATIONAL MANAGEMENT NETWORK/WITT/KIEFFER
98 Old South Road
Nantucket, MA 02554

Inquiries should be directed to the University's search consultants, Nancy A. Martin or Jane E. Courson at 508-228-6700 or via e-mail at stjohnsdean@emnemn.com. For additional information about the University please consult their Web site at http://www.StJohns.edu.

St. John's University is an Affirmative Action, Equal Opportunity Employer.
Women and minorities are encouraged to apply.

Educational Management Network/Witt/Kieffer

Broward Community College
Opening doors to a brighter future

Enrollment Services Officer, #704

Bachelor's degree and two years admissions experience at postsecondary level and experience with student information system. Strong organizational, interpersonal, computer and communication skills; strong customer service skills and ability to work independently and as part of a group. High level of energy and flexibility needed. Valid driver's license with reliable transportation. Evenings and weekends required. Bilingual applicants are encouraged to apply. Central campus. **Salary:** $26,513-$42,764. **Closing date:** 10/13/00.

Please forward official applications with position title/# & copies of transcripts & licenses to :

Broward Community College
225 E. Las Olas Blvd., Human Resources
Ft. Lauderdale, FL 33301
Please call (800)682-3646 for an official application.
www.broward.cc.fl.us/jobs/
EA/EO Institution

RICE

DEPARTMENT OF ART & ART HISTORY

Rice University is seeking applications for a tenure-track position, open rank, in the **history of European art, ca. 1750-20th century,** to begin August 2001. Field of research is open. It is desirable for the candidate to have an interest in theory and a range of visual arts, to include one or more of the following: architecture, photography, film, or prints, as well as sculpture and painting. Opportunities for collaboration with other disciplines and local museums. Teaching to include field surveys, specialized courses, and participation in a general survey of Western art. Ph.D., some teaching experience, and publications preferred. Application deadline is January 5, 2001.

Send letter of application, curriculum vitae, examples of scholarship/publications, and at least three letters of recommendation to **Professor Linda Neagley, Chair, Search Committee, Department of Art and Art History, MS-21, P.O. Box 1892, Rice University, Houston, Texas, 77251-1892.**

Rice University is an equal opportunity employer committed to diversity and equality in education and employment.

Assistant Director

Center for Effective University Teaching

The Center is seeking an Assistant Director to work in collaboration with the Director and Center staff to plan, coordinate and implement a variety of programs and activities. Specific duties include developing and implementing programs for the training of graduate students and teaching assistants. The Assistant Director will also plan and conduct workshops for faculty on teaching and the evaluation of teaching. In addition you will plan and conduct portfolio workshops for non-tenured faculty and work with departments and colleges to develop and expand seminars on academic and life-skills management for freshman students. Responsibilities include performing statistical analysis of course evaluation information.

Candidates require a Master's degree; Ph.D. strongly preferred. Demonstrated success in faculty development and teaching improvement programming in higher education with related experience in statistical analysis. Must be able to work in a diverse and multicultural environment and adapt to the cultures of a variety of traditional and professional academic programs.

Send cover letter and resume to: Donna M. Qualters, 225 Hayden Hall, Northeastern University, 360 Huntington Avenue, Boston, MA 02115.

Northeastern University is an Equal Opportunity/ Affirmative Action, Title IX Employer.

Northeastern
UNIVERSITY

THE AMERICAN UNIVERSITY IN CAIRO

FACULTY POSITIONS

Applications are invited for the following openings at The American University in Cairo (AUC). Founded in 1919, AUC's campus is located in Cairo, Egypt, and its degree programs are accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. The undergraduate degree programs in Construction and Mechanical Engineering are also accredited by the Accreditation Board for Engineering and Technology (ABET). For more information see our website at www.aucegypt.edu. The Ph.D. is required for every position except where otherwise specified. University teaching experience is required. Two-year appointments begin September 2001. Renewal of an appointment depends upon institutional needs and/or the appointee's performance. The normal teaching load is three courses per semester and English is the language of instruction. Salary and rank are according to scale based on qualifications and professional experience. For expatriates, housing, annual round-trip air travel for appointee and accompanying family, plus schooling for up to two children are included. In view of AUC's protocol agreement with the Egyptian Government which requires specific proportions of Egyptian, U.S., and third-country citizen faculty, at this time preference will be given to qualified applicants who are U.S. citizens. Application instructions are given below.

School of Business, Economics and Communication

ECONOMICS. Teach B.A. and M.A. level intermediate and advanced microeconomics (including the economics of information and the application of game theory) and also labor economics and history of economic thought. **JOB # ECON-1**

ECONOMICS. Teach B.A. and M.A. level intermediate and advanced macroeconomics (including dynamic macro theory), money and banking, international economics (and exchange rate policy). **JOB # ECON-2**

ECONOMICS. Teach B.A. and M.A. level econometrics and time series, mathematical economics, and the economics and econometrics of finance. **JOB # ECON-3**

Economics candidates should also be well-versed in the use of software packages like EViews and RATS, and should be prepared to run a "workshop" course in applied economics for graduate students.

MANAGEMENT. Three vacant positions. Candidates will be expected to teach both graduate and undergraduate courses in one or more of the following areas: accounting, finance, marketing and international business. **JOB # MGMT-1/3**

School of Humanities and Social Sciences

ANTHROPOLOGY. One opening for a faculty member to teach introduction to cultural anthropology, ethnographic fieldwork methods, and upper-division and M.A.-level graduate courses in three or more of the following areas: history of social theory, contemporary anthropological theory, third world development, agrarian transformation, environment and society, migration and refugee studies, and Sub-Saharan Africa or the Middle East and North Africa. **JOB # SAPE-2**

ANTHROPOLOGY. One opening for a faculty member to teach introduction to cultural anthropology, ethnographic fieldwork methods and upper-division and M.A.-level graduate courses in three or more of the following areas: kinship, gender, psychological anthropology, medical anthropology, peasant or pastoral communities and the Middle East and North Africa or Sub-Saharan Africa. **JOB # SAPE-3**

ARABIC AND ISLAMIC STUDIES. Duties include teaching courses on classical Arabic literature, survey courses in translation, Arab-Islamic history, Islamic thought and institutions, Arab-Islamic historiography and seminar in Islamic studies. An excellent command of classical and medieval Arabic is required, as well as extensive experience in the use of primary sources. **JOB # AS-1**

EGYPTOLOGY. One opening for an Egyptologist to teach undergraduate courses particularly on History of Ancient Egypt from prehistory to the Arab conquest, Art and Architecture of Ancient Egypt and Culture and Society of Ancient Egypt and other aspects of its material culture. Minimum of four years teaching experience is required. Areas and theoretical specialization open. **JOB # SAPE-1**

FRESHMAN WRITING PROGRAM. Three or more openings for experienced writing and rhetoric teachers to teach writing, rhetoric and research. Experience in writing using computers and/or Business/Technical Writing would be a plus. M.A. in related fields in literature or the humanities is required. **JOB # FWP-1/3**

FILM HISTORIAN/THEORIST. Candidates should be capable of teaching introductory film courses and Selected Topics courses in Film, Film/Video Production, and other specific areas within the teacher's special field of expertise. Candidates will also be responsible for organizing campus film events, occasionally in conjunction with community organizations. In the past these events have included imaginative and innovative international festivals. An interest in Third World cinema and significant production experience are a definite plus. **JOB # PVA-2**

PSYCHOLOGY. Clinical Psychology. One opening for a faculty member to teach undergraduate courses as General Psychology, Personality, Abnormal Psychology, Assessment of Individual Differences. Possible participation in Core Curriculum Social Science/Humanities Seminar, possible participation in University counseling Center. **JOB # SAPE-5**

POLITICAL SCIENCE. Comparative Politics. Two Positions with specialization in the Middle East to teach Middle East Politics at beginning and advanced levels in the BA and MA programs. Specialization with Middle East Politics is open but expertise on Iraq and/or Turkey is of special interest to us. Interest in and ability to teach European Politics and/or Political Economy an asset, as is also an interest in Refugee Studies, Third World Politics generally, and International Law, particularly as these pertain in the Middle East. **JOB # PS-1/2**

POLITICAL SCIENCE. International Relations with specialization in International Relations Theory and International Organization. Candidate should be prepared to teach a range of IR courses at the undergraduate and graduate levels. Of special importance for this position is background relevant for teaching International Relations Theory at the graduate level. Experience supervising MA theses in International Relations is an asset, as is also a background in International Political Economy or Refugee Studies. Of particular interest to us are candidates who have had experience with a Model United Nations program. **JOB # PS-3**

SOCIOLOGY. One opening for a faculty member to teach three or more of the following courses: introduction to sociology, quantitative methods with computer applications in social sciences, criminology, medical sociology, gender, migration and refugee studies, and social psychology; upper division and M.A. level graduate courses in contemporary sociological theory, third world development, the Arab World and the Middle East. **JOB # SAPE-4**

TEACHING ENGLISH AS A FOREIGN LANGUAGE. Methods of Teaching a Foreign Language. Opening for an experienced faculty member to teach methods in the M.A. in TEFL program. Individual with strong background in methodology to teach foreign language teaching methods and supervise TEFL practicum. Additional teaching experience is desirable in bilingual education, curriculum and materials development, CALL/instructional technology, second language acquisition, ESL program administration, ESP, teaching reading or teaching writing. Familiarity with Arabic and the middle East is useful, though the language of instruction is English. The position primarily involves teaching in the MA program and supervising MA theses. **JOB # ELI-1**

TEACHING ENGLISH AS A FOREIGN LANGUAGE. Second Language Acquisition. Opening to teach SLA in the M.A. in TEFL program. Strong preference will be given to candidates with additional expertise in structure of English/pedagogical grammar. Additional teaching experience is desirable in curriculum and materials development, ESL program administration, ESP, teaching reading, or teaching writing. Experience in CALL/instructional technology would be a strong asset. Familiarity with Arabic and the Middle East is useful, though the language of instruction is English. The position primarily involves teaching in the MA program and supervising MA theses, with the possibility of teaching undergraduate courses. **JOB # ELI-2**

TEACHING ENGLISH AS A FOREIGN LANGUAGE. English as a Foreign Language Instructor. One or more openings for experienced English Language Teachers to teach English as a foreign language in the English Language Institute. A Masters degree in TEFL/TESL in hand at the time of application is required. Several years of teaching experience, including at least two years of international experience, are normally required, along with EAP experience and a commitment to instructional improvement. Experience in curriculum and materials development, CALL/instructional technology, and/or testing is highly desirable. **JOB # ELI-3**

THEATRE. Scenic/Costume Designer. Responsibilities include teaching scene, costume design at the beginning and advanced levels, introduction to theatre, working with student and professional shop crews, guiding student designers, and serving as Scenery & Costume Designer for four mainstage productions each year. Applicants must have an MFA in design, successful college level teaching experience, and appropriate exposure as a theatre professional. **JOB # PVA-1**

School of Sciences and Engineering

CHEMISTRY. Organic Chemistry. Preferably has a minimum of five years experience teaching organic chemistry to chemistry majors. Successful candidate will be expected to teach organic and general chemistry including laboratories to undergraduate students. **JOB # CHEM-1**

ENGINEERING. Construction Engineering. Candidate will teach B.Sc. and M.Sc. level courses and will conduct research in hydraulics and environmental sanitation. **JOB # ENGC-1**

ENGINEERING. Mechanical Engineering. Several openings. Candidates will teach B.Sc. and M.Sc. level courses and will conduct research in the following areas: industrial engineering, material and manufacturing and thermofluids processes and systems. **JOB # ENGM-1/3**

MATHEMATICS. Two openings. Candidates are expected to teach all levels of undergraduate Mathematics students, as well as participating in research. **JOB # MATH-1**

PHYSICS. Successful candidate will teach all levels of undergraduate and graduate physics, and should be able to conduct graduate research involving students. Particular consideration will be given to candidates with a proven ability to participate actively in upgrading sensors and instrumentation laboratories. **JOB # PHYS-1**

APPLICATION INSTRUCTIONS: Send letter of application specifying Job # with C.V. and names and addresses of three references to: **Dr. Earl (Tim) Sullivan, Provost, The American University in Cairo, 420 Fifth Avenue, Fl. 3-HO, New York, N.Y. 10018-2729, or e-mail mrussell@aucnyo.edu. Deadline for applications is October 27, 2000.**

THE AMERICAN UNIVERSITY IN CAIRO IS AN EQUAL OPPORTUNITY EMPLOYER.

Provost and Vice President for Academic Affairs
THE UNIVERSITY OF TEXAS AT TYLER

The University of Texas at Tyler invites nominations and applications for the position of Provost and Vice President for Academic Affairs. The University seeks dynamic and creative leadership from a chief academic officer as it develops new academic programs and expands others to pursue growth and its vision of excellence in the new millennium.

THE UNIVERSITY
U.T. Tyler offers both graduate and undergraduate degrees and is located in the beautiful East Texas lake country on the I-20 corridor, 90 miles east of Dallas. The University serves a region with a population of close to one million by offering academic programs in 48 undergraduate and 24 graduate areas. The University contributes significantly to the economic growth and cultural enrichment of the region.

RESPONSIBILITIES
Reporting to the President, the Provost and Vice President for Academic Affairs has broad responsibility for the development, administration, growth and quality of all academic programs including leadership in academic planning and resource allocation, the administration of academic budgets, academic policy development and implementation, and all matters directly affecting the faculty. He/She encourages, supervises and evaluates the deans of six colleges and directors of associated academic divisions. The six colleges are: Business Administration, Education and Psychology, Engineering, Liberal Arts, Nursing, and Science and Mathematics. Also reporting to the Provost are the Library, Academic Computing Center, Graduate Studies, Audio-Visual and Interactive Television, Institutional and Sponsored Research, and the Longview and Palestine campuses.

QUALIFICATIONS
Qualifications include academic and professional accomplishment at the dean or director level sufficient to command the broad respect of the academic and local community and to provide educational leadership for U.T. Tyler and its extension programs. Substantial experience in the areas of budgeting, financial planning and policy development and a record of progressively responsible administrative experience in higher education is preferred. Experience with university distance education programs and the attendant technology is also preferred. The successful candidate must demonstrate strong interpersonal and communication skills. A demonstrated commitment to the goals and principles of equal opportunity and educational diversity is essential. Doctoral degree required.

APPOINTMENT AND APPLICATION INFORMATION
This position has a starting date of June 1, 2001, or a date as soon thereafter as practical. Salary is competitive and commensurate with qualifications and experience. Review of candidates will begin on September 20, 2000. The University will accept and review applications and nominations received after this initial deadline until the position is filled. Qualified candidates should forward a letter of interest that contains a brief statement of educational philosophy, and includes a resume and the names, addresses and telephone numbers of at least four references to the following:

UT
TYLER

Dr. Linda Klotz, Chair
VPAA Screening Committee
Office of the President
The University of Texas at Tyler
3900 University Blvd.
Tyler, TX 75701-6699
e-mail: lklotz@mail.uttyl.edu
website: http://www.uttyler.edu

The University of Texas at Tyler is an EEO/AA Employer
Women and Minorities are Strongly Encouraged to Apply

Education

ETS *Educational Testing Service*

Educational Testing Service, the world's largest and best educational measurement institution and leader in educational research, has an immediate opening in our Princeton, NJ campus for a senior-level scientist to direct the Center for Teaching and Learning. The Center is part of our research Division and is focused on issues of educational policy and teaching practice and their impact on student learning and teacher effectiveness. The Center also houses the ETS Policy Information Center.

DIRECTOR
Center for Teaching and Learning

Research will involve a wide range of factors related to learning, including student characteristics and background; educational and social resources; teacher preparation and professional development. Also included are licensing and certification systems; state level policies and requirements, including standards for students and teachers; technology implementation; and the role of assessment in instruction and accountability systems.

Qualifications for the Center Leader include a Ph.D. in psychology, education, measurement or economics, a strong record of original research in educational evaluation and/or policy, and management experience in an academic and/or research setting. The Center Leader should have a deep understanding of policy issues related to teaching, teacher education, education reform and/or assessment practice, a proven track record in attracting research funding, a strong publication record, and an appreciation for both quantitative and qualitative approaches in addressing relevant problems. Candidates should have excellent writing skills and be able to represent ETS and its Research Division with distinction. **This position offers a significant national presence in the educational policy arena.**

ETS provides outstanding benefits, competitive salary, generous relocation, employee-friendly policies, 403(b) with immediate eligibility, immediate matching and vesting, plus an ETS provided retirement plan. We support continuing professional development. Please send 2 copies of your resume including salary requirements to **Mike Smith, ETS, MS 02-D, Rosedale Rd., Princeton, NJ 08540, or fax to 609-497-6022 or e-mail mlsmith@ets.org.** ETS is an equal opportunity, affirmative action employer M/F/H/V.

www.ets.org

UNIVERSITY OF CALIFORNIA, DAVIS
Environmental Engineering Faculty Position Available

The Department of Civil and Environmental Engineering at UC Davis invites applications and nominations for a tenure-track position in environmental engineering with specialization in biological systems and treatment. The position is open at Assistant and Associate Professor levels. Requirements include a doctorate in engineering and a demonstrated record of success in, or evidence of outstanding potential for, both teaching and building a vigorous independent research program. The successful candidate will have a strong background and interest in water and wastewater quality and applying advances in the biological sciences to process design.

Areas of special interest include, but are not limited to, microbial ecology, application of molecular tools, public health, and non-point source pollution. Experience with municipal wastewater or water treatment plants and formal training in computational methods is desirable. She/he will join departmental colleagues in teaching undergraduate courses in environmental engineering and graduate courses related to water and wastewater treatment as well as biological systems.

To be assured of consideration, applications must be submitted by October 2, 2000. Applicants should submit a complete resume, including a statement of teaching and research interests, transcripts, a list of relevant professional experience and publications, and the name, mailing address, telephone number, and e-mail address of three references to

Jeannie L. Darby, Professor
Department of Civil and Environmental Engineering
University of California
One Shields Avenue
Davis, CA 95616-5294

E-mail inquiries may be addressed to **jdarby@ucdavis.edu**
Information about the department can be found at **http://cee.engr.ucdavis.edu/**

UC Davis and the Department of Civil and Environmental Engineering are committed to building a more diverse faculty, staff, and student body in response to the changing population and educational needs of California and the nation. The University of California is an affirmative action/equal opportunity employer.

RICE

DEPARTMENT OF ART & ART HISTORY

Rice University is seeking applications for a tenure-track position, assistant professor rank, in the **history of modern and contemporary American art**, to begin August 2001. Field of research is open. It is desirable that the candidate is also qualified to teach theory and criticism and one or more of the following areas: the history and criticism of museums, architecture, film, photography or video. Opportunities for collaboration with other disciplines and local museums. Teaching to include field surveys, specialized courses, theory and criticism, and perhaps participation in a general survey of Western art. Ph.D., some teaching experience, and publications preferred. Application deadline is January 5, 2001.

Send letter of application, curriculum vitae, examples of scholarship/publications, and at least three letters of recommendation to **Professor William Camfield, Chair, Search Committee, Department of Art & Art History, MS-21, P.O. Box 1892, Rice University, Houston, Texas, 77251-1892.**

Rice University is an equal opportunity employer committed to diversity and equality in education and employment.

EDUCATION

ROOSEVELT UNIVERSITY
College of Education

Chair of the Teacher Preparation Department

The College of Education at Roosevelt University invites applicants for the position of Chair of the Teacher Preparation Department. The person selected will provide leadership in unifying the four teacher preparation programs (Early Childhood, Elementary Education, Secondary Education, and Master of Arts in Teacher Leadership). Responsibilities include scheduling, advising, overseeing the budget, assessment planning, certification, and some teaching. The successful candidate will have an earned doctorate in an education field, teaching experience in public schools, and must meet requirements for appointment at the rank of associate professor. Applicants should provide a letter detailing qualifications for the position, a current vita, a brief statement of teaching philosophy, plus transcripts and three letters of recommendation. Review of applicants will begin on October 16, 2000 and continue until the position is filled. Further information can be obtained at
http://www.roosevelt.edu/academics/coe/jobs/chair-teach-prep.htm

Materials should be sent to:

Dr. Renate Rohde
Associate Dean for
Academic Affairs
College of Education
Roosevelt University
1400 N. Roosevelt Blvd.
Schaumburg, IL 60173-4348
AA/EOE

Roosevelt University is an equal opportunity, affirmative action institution. Qualified minority candidates are especially encouraged to apply.

CARLETON COLLEGE

Tenure-Track Positions Open for Fall 2001

Art and Art History

Photography and Digital Processes. We seek a person to teach intro and advanced B&W photo and color photo, digital photography and digital imaging. Possibility of advanced seminars in Studio Art. MFA with teaching experience required. Send letter of application, c.v., 20 slides of own work, 10-20 slides of student work, list of references and SASE to Fred Hagstrom, Chair, Department of Art and Art History. Application deadline is **December 1, 2000.**

Asian Languages and Literatures

Chinese. We seek applicants for a position in Chinese language and literature who have a strong commitment to teaching Chinese language to undergraduates. Qualifications include: native or near-native competence in Chinese and English, training and experience teaching Chinese language at college level, Ph.D. in Chinese language and literature. Send letter of application, c.v., and three letters of recommendation to Mark Hansell, Chair, Department of Asian Languages and Literatures. We will be interviewing at the AAS in Chicago in March, 2001. Application deadline is **February 5, 2001.**

Japanese. We seek applicants for a position in Japanese language and literature who have a strong commitment to teaching Japanese language to undergraduates. Qualifications include: native or near-native competence in Japanese and English; training and experience teaching Japanese language at college level, Ph.D. in Japanese language and literature, and ability to teach pre-modern literature. Send letter of application, c.v., and three letters of recommendation to Mark Hansell, Chair, Department of Asian Languages and Literatures. We will be interviewing at the AAS in Chicago in March, 2001. Application deadline is **February 5, 2001.**

Chemistry

We seek a person with teaching strengths in introductory chemistry, thermodynamics, kinetics and an upper-division course in one's field of expertise. Research areas that will most complement our department are those in materials science, condensed phase physical chemistry, biophysical chemistry or computational chemistry. Facilities and start-up funds will be provided. Submit c.v., graduate and undergraduate transcripts, three letters of reference, a statement of teaching philosophy (including areas of teaching interests), and a statement of proposed research to Marion Cass, Chair, Department of Chemistry. Carleton is engaged in efforts to attract, retain, and nurture underrepresented students in the sciences. We seek candidates with particular interest and strength in this area. Application deadline is **October 16, 2000.**

Philosophy

Social & Political and Continental. We seek a person with specialty/concentration in social and political philosophy and continental philosophy. Ph.D. and significant teaching experience is required. Send letter of application and placement file (including c.v., three recommendations, and a writing sample) to Gary Iseminger, Chair, Department of Philosophy. Preference given to complete applications received by **December 8, 2000.**

Physics and Astronomy

Theoretical Physicist. We seek a recent Ph.D. in theoretical or computational physics with a strong commitment to teaching undergraduates in a liberal arts environment and, in particular, the ability to contribute imaginatively to our physics curriculum. We also look for the ability to maintain an active research program in which students can be involved; facilities and start-up funds will be provided. To apply, send a letter describing your suitability for the position, c.v., and three supporting letters to Bill Titus, Chair, Search Committee, Department of Physics and Astronomy. Carleton is engaged in efforts to attract, retain, and nurture underrepresented students in the sciences. We seek candidates with particular interest and strength in this area. Full consideration will be given to applications received by **December 1, 2000.**

Political Science

Comparative Politics. We seek candidates with expertise in the politics of comparative and international environmental movements, regimes, policy-making, organizations, and parties. A regional specialty in Eastern Europe, the post-Soviet Republics, or Southern Asia is preferred but candidates with other regional interests (excluding Latin America, China, and East Asia) are also invited to apply. Candidates should be prepared to teach courses in comparative environmental politics and public policy or international environmental law and politics in addition to the introduction to comparative politics and thematic courses consistent with the candidate's breadth of expertise. Send cover letter describing teaching and research interests, c.v., writing samples, and reference letters to S. Schier, Chair, Department of Political Science. Application deadline is **November 8, 2000.**

Religion

Islam. We seek a specialist in Islam who (a) is committed to excellence in teaching and research, (b) has primary training in Islamic religion and culture and, ideally, secondary training in one other Asian or Near Eastern religious tradition, (c) is skilled at relating the mainstream of Islam to its various historical and cultural settings, (d) has a strong interest in methodological and comparative issues in the field of religious studies, and (e) is willing to relate the study of Islam to other programs, e.g., Asian Studies, Political Science, African Studies, African-American Studies, American Studies, and/or Women's Studies. Send c.v., transcripts, and at least three letters of reference to Anne E. Patrick, Chair, Department of Religion. Preliminary interviews will be held at the AAR annual meeting in Nashville. Application deadline is **October 31, 2000.**

Romance Languages and Literatures

Spanish. This department has two position openings - one in Peninsular Literature with specialty in 20th Century/Contemporary Spanish Literature; the other in Latin American Literature, specialty open. These positions require teaching in the Spanish language sequence as well as literature courses in the specialty and participation in our off-campus study program(s). Native or near-native fluency in Spanish required. The candidates should show a commitment to teaching excellence, college service and research/scholarship. Submit a letter of application, c.v., three letters of recommendation, and a writing sample to Becky Boling, Chair, Department of Romance Languages and Literatures. Preliminary interviews will be held at the MLA in Washington, D.C. Application deadline is **November 10, 2000.**

GENERAL INFORMATION FOR ALL OPENINGS:

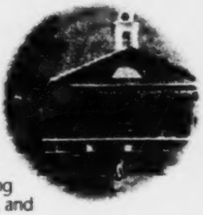
All positions at Assistant Professor level (with Ph.D. or terminal degree by time of appointment). In extraordinary cases higher rank will be considered. Carleton is a highly selective liberal arts college with 1800 undergraduates located 45 miles south of Minneapolis and St. Paul. The Carleton calendar includes three 10-week terms and the standard teaching load is six courses, although first-year faculty teach five. Carleton College is an affirmative action/equal opportunity employer. Women and minorities strongly encouraged to apply.

Carleton College, One North College Street, Northfield, MN 55057

For additional information, visit Carleton's website at **http://www.carleton.edu/**

Tenure-Track Position

International Studies Program



The International Studies Program invites applications for a tenure-track position preferably at the assistant professor rank to begin September 2001. The International Studies Program is the largest BA Program on campus with over 100 majors. International Studies major is interdisciplinary in nature encompassing Geography, International Relations, Economics, and Cultural Studies etc.

Candidates must have completed a Ph.D. in an appropriate cognate field from an accredited institution by August 2001. A regional focus in one or more non-western/developing region (Latin America or Asia) is required. The strongest candidates will have a solid record of research and teaching as well as professional and/or government experience and have substantial international experience.

The position includes teaching introductory courses, other courses in regional and topical areas, as well as opportunities to teach courses in the College's Honors Program and Study Abroad Program. The institution supports research and faculty development, and encourages and rewards innovative teaching. Salary is competitive and commensurate with qualifications and experience.

For best consideration, please submit curriculum vita, three letters of reference, course syllabi, and evidence of teaching effectiveness by December 1, 2000, to: **Dr. Sean M. McDonald, Director,**
International Studies Program,
Bentley College,
175 Forest Street,
Waltham, MA 02452-4705;
smcdonald@bentley.edu

Visit the Bentley College website at
http://www.bentley.edu
and the department website at
http://ecampus.bentley.edu/dept/int/.

BENTLEY COLLEGE

Bentley College is an equal opportunity employer building strength through diversity

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California University of Pennsylvania

PENNSYLVANIA, CALIFORNIA 15419. California University of Pennsylvania. **ASSISTANT PROFESSOR.** The Department of Earth Sciences, California University of Pennsylvania, is seeking applications for a tenure-track appointment beginning in the Fall semester of 2001 (Approximate 9-month salary range for this rank: $42,578.00 to $59,911.80). **CULTURAL GEOGRAPHER** with a specialization in Hospitality Management. A Ph.D. is preferred. The Department of Earth Sciences seeks an outstanding faculty member to complement an existing Planning concentration in Geography and a Parks and Recreation Management program, as well as to participate in the development of a Hospitality Management concentration in Geography. The successful candidate must be capable of and committed to teaching, community service and outreach, and to scholarship. The candidate should have a broad background in geography, with an emphasis in hospitality management, tourism, and/or eco-tourism. The candidate should be capable of teaching geography courses from among the following: Regional Geography, Survey of Travel and Tourism, and World Cities, among others. The candidate must also be capable of teaching the following courses: Introduction to Geography, Introduction to Planning, and Hospitality Industry Management. Knowledge and experience with hospitality management and associated technology is a necessity. In order to be a leading candidate in this search, in addition to the aforementioned requirements, the candidate minimally must be fluent in the English language, be able to communicate well, perform well in a teaching demonstration and successfully complete the interview process. California University of Pennsylvania is an equal opportunity/affirmative action employer. Minorities, women and individuals with disabilities are encouraged to apply. Also, in accordance with the terms of the collective bargaining agreement between the State System of Higher Education and APSCUF, the successful candidate may be assigned to perform work at off-campus sites, in the evening/weekend college and/or provide instruction through distance education. Send letter of application, full curriculum vitae, list of course work, and military discharge papers (if veteran) and the names, addresses, phone numbers and e-mail addresses of three professional references. Review of the applications begins 15 November and continues until the position is filled. Apply:

Dr. Thomas Mueller
Chairman, Search Committee
Department of Earth Sciences
250 University Avenue, Box 55
Phone: (724) 938-4255
e-mail: mueller@cup.edu

HARVARD UNIVERSITY

GRADUATE SCHOOL OF BUSINESS ADMINISTRATION FACULTY OPENINGS

Harvard Business School announces faculty positions beginning July 1, 2001, for professorships in the following areas:

Accounting and Control: financial accounting and analysis, management accounting, and management control. Closing date: December 29, 2000.

Business, Government & International Economy: comparative politics, international political economy, business-government relations, applied macroeconomics, and business history. Closing date: November 1, 2000.

Competition and Strategy: business unit and corporate strategy, global strategy, competitive dynamics, boundaries and organization of the firm, technology and strategy, and economic reasoning. Closing date: December 17, 2000.

Entrepreneurial and Service Management: entrepreneurial management, high technology start ups. In addition to academic qualifications, demonstrated involvement and understanding of business practice is required. Closing date: December 1, 2000.

Finance: corporate finance, capital markets, investments, and financial institutions. Closing date: December 15, 2000.

General Management: international management, organizations and markets, strategic management. Closing date: December 1, 2000.

Marketing: international marketing, business-to-business marketing, product management, new product development, marketing organization and systems. Closing date: September 29, 2000.

Negotiation, Organizations and Markets: prescriptive approaches to negotiation and conflict resolution, especially from strategic and psychological viewpoints, and empirical and theoretical exploration of economic, psychological, and sociological aspects of the management of organizations. Possible positions also at the senior level. Closing date: December 29, 2000.

Organizational Behavior: organizational behavior and organization theory. December 1, 2000.

Technology and Operations Management: management of processes for producing goods and services, management of technology, operations strategy, transportation and logistics, productivity, and quality. Closing date: December 15, 2000.

Positions entail case method teaching at graduate and executive program levels. Applicants should have outstanding records in Ph.D. and DBA programs, and strong potential and interest to do research and to develop teaching materials at the forefront of their fields. Salaries and fringe benefits are fully competitive. Candidates should submit current CV; full transcripts of undergraduate and graduate work; a list of awards and honors received; copies of publications and current working papers; description of courses taught; and three letters of recommendation. Applications must be received by the closing date of the position. Women and minorities are encouraged to apply. If applying for more than one position, please submit the appropriate number of complete packages to:

Imelda T. Dundas
Harvard Business School
Soldiers Field Road
Boston, Massachusetts 02163

Equal Opportunity/Affirmative Action Employer

CHANCELLOR

UMASS

University of Massachusetts
Boston

The President and the Board of Trustees of the University of Massachusetts announce a national search for the position of Chancellor of the Boston campus. The leadership of the Boston campus presents a unique and extraordinary opportunity. The Chancellor Search Committee invites nominations and expressions of interest for this position.

As the chief executive officer of the campus, the Chancellor reports to the President of the University. The Chancellor is a member of the President's Executive Council along with the Chancellors of the University's other campuses in Amherst, Dartmouth, Lowell and Worcester. The Boston campus functions within a university-wide policy framework set by the Board of Trustees.

The 175-acre Boston campus is located at Columbia Point on the Boston Harbor adjacent to the John F. Kennedy Library and the Massachusetts State Archives. The campus is a nationally recognized model of excellence for urban universities and the only metropolitan public research university in the Commonwealth of Massachusetts and New England. The campus serves an undergraduate and graduate student enrollment of approximately 13,000 students. The student population is uniquely diverse having 35% of students 30 years of age or older and students of color accounting for 35% of undergraduate enrollment. The faculty is composed of 456 full-time and 405 part-time members who are affiliated with the University's five colleges: Arts and Sciences, Graduate College of Education, Management, Nursing and Public & Community Service.

The Boston campus also boasts twelve institutes and centers that focus on the special needs of metropolitan regions and have received particular acclaim for their work on public policy and environmental science issues. The Boston campus is a Doctoral/Research University Intensive institution offering 61 undergraduate, 25 Master's and 9 Doctoral programs. There are a total of 1,149 full and part-time employees. The campus' operating budget is $150 million.

The Chancellor Search Committee seeks a talented leader who would have a strong commitment to the University's comprehensive mission. For information on the University of Massachusetts Boston, please visit the **www.umb.edu**. Nominations and expressions of interest should be sent, in confidence, to the address below. The Committee will begin reviewing credentials immediately and will continue until the position is filled.

R. William Funk
Korn/Ferry International Education Practice
500 N. Akard
3232 Lincoln Plaza
Dallas, Texas 75201

The University of Massachusetts is an Affirmative Action Equal Opportunity Employer

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USF University of South Florida

Founded in 1956 as the first U.S. university to be created wholly in the 20th century, the University of South Florida is now the largest metropolitan university in the Southeastern United States, with a student body of nearly 35,500 spread across four campuses. The rich, multicultural atmosphere of the university is evident not only on the main Tampa campus, but at its branches in St. Petersburg, Sarasota/Manatee, New College, and Lakeland. *USF* promotes delivery systems, curricula, programs and activities that reflect the diversity of South Florida.

But *USF* is much more than just a large, state-assisted institution. Its growing reputation as a dynamic research university is spreading around the country, attracting more and more of the nation's best and brightest scholars to the Tampa Bay Area. *USF* offers degree programs in 79 undergraduate disciplines, 89 master's and specialist programs, and 28 doctoral programs, including the MD. A record number 1525 international students enrolled at *USF* the 1999-2000 academic year. Students from Latin America and the Caribbean totaled 445. *USF*-AHEC's Health Education Training Center is a sponsor of the Rural Youth Soccer Association, which serves over 300 migrant children in south Hillsborough County.

Some of *USF "Points of Pride"*
- The School of Accountancy is one of the best programs in the country. Its students routinely score among the nation's top five advanced-degree schools in the country.
- Produces more MBA graduates than any other school in the state.
- The student body is diverse. Nearly six out of ten students are women and one out every five is a racial or ethnic minority.

The university is currently recruiting for the following positions:

Position #0247-Asst/Assoc Professor-Electrical Engineering-deadline: OPEN
Position #4200-Asst Professor/Instructor-Computer Science & Engineering-deadline: OPEN
Position #5719-Assistant Professor-Computer Science & Engineering-deadline: OPEN
Position #9168-Asst/Assoc Professor-Nursing-deadline: 10/27/00
Position #6067-Asst/Assoc/Full Professor-Aging & Mental Health-deadline: 12/01/00
Position #6339-Asst/Assoc/Full Professor-Aging & Mental Health-deadline: 12/01/00
Position #6386-Asst/Assoc/Full Professor-Aging & Mental Health-deadline: 12/01/00
Position #9003-Assistant Professor-Government & International Affairs-deadline: 10/15/00
Position #1358-Asst/Assoc Professor-Internal Medicine-deadline: 04/30/01
Position #0695-Asst/Assoc Professor-Internal Medicine-deadline: 01/31/01
Position #2772-Assistant Professor-Family Medicine-deadline: 10/31/00
Tracking #2000-1231-001-Assistant Professor-Government & Intl Affairs-deadline: 10/15/00

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

UNIVERSITY OF WEST FLORIDA
Full-Time Faculty Position in Literature

English. Assistant Professor (tenure earning) World literature secondary interests in two of the following areas: Creative Writing (playwriting preferred), Ante-Bellum American Literature, Gender and Ethnic Studies, Film Studies, the Novel, or Critical Theory (Position #100670). Starting date August 2001. Requires Ph.D. in hand, excellent teaching record, and demonstrated record of research and publication. $35,000-37,500. Cover letter, vita, and three letters of recommendation by 15 Nov. 2000 to **Dr. Carlos L. Dews, Chair, Department of English and Foreign Languages, University of West Florida, 11000 University Parkway, Pensacola, FL 32514-5750.**

Women and minority candidates are strongly urged to apply. Equal Opportunity/Access/Affirmative Action employer.

UNIVERSITY OF CALIFORNIA, SANTA BARBARA

The Department of Psychology, University of California, Santa Barbara, seeks to fill a faculty position in Social Psychology, effective July 1, 2001. Applicants at any professorial rank are invited to apply. Candidates must have a strong research program in social psychology and provide evidence of research productivity and excellence in teaching commensurate with their rank. Responsibilities include teaching at both the undergraduate and graduate levels and supervision of students in research. Ph.D. required at time of appointment. Salary and level of appointment depend on qualifications. Submit vita, reprints, statement of teaching and research interests, and three letters of recommendation to: **Social Psychology Search Committee, Department of Psychology, University of California, Santa Barbara, CA 93106-9660.** Applications will be reviewed beginning **November 1st, 2000.**
UCSB is an Equal Opportunity/Affirmative Action Employer

UCSB

Diversity valued.
Opportunities await.

As Baltimore's premier comprehensive university, Towson University provides a rewarding, stimulating environment for its students, as well as its faculty and staff. Our professionals embody the multi-cultural, humanistic community that is our university, and are encouraged to reach their full potential by putting the essential teachings of academe and diversity into practice. For more information, and to find out about our current openings, visit or call:

www.towson.edu

Academic Affairs: 410-830-4480 (faculty openings)
Job Line: 410-830-2161 (all other openings)

Towson University is an equal opportunity/affirmative action employer and has a strong institutional commitment to diversity. Women, minorities, persons with disabilities and veterans are encouraged to apply.

TOWSON
UNIVERSITY

College of Fine Arts and Communication

Assistant Professor, Theatre, COFAC-N-1401

Associate/Full Professor, Chairperson, Art, COFAC-N-1407

Assistant Professor, Art Historian, COFAC-N-1413

Assistant Professor, Music, Applied Voice, COFAC-N-1411

Assistant Professor, Music, Theory/Musicianship, COFAC-N-1412

Assistant Professor, Mass Communication and Communication Studies, COFAC-N-1417

Chairperson, Associate/Full Professor, Mass Communication and Communication Studies, COFAC-N-1418

College of Science and Mathematics

Chairperson, Biological Sciences, CSM-N-1403

Chairperson, Physics, Astronomy and Geosciences, CSM-N-1406

Assistant Professor, Science Education, CSM-N-1415

College of Business and Economics

Chairperson, Management, CBE-N-1404

Associate/Full Professor, Management, CBE-N-1405

Current Academic Vacancies

For full description of vacancies, visit www.towson.edu

College of Liberal Arts

Assistant Professor, Political Science, International Relations, CLA-N-1408

Assistant Professor, Political Science, State and Local Government, CLA-N-1409

Assistant Professor, Gerontology Program, CLA-N-1410

Assistant Professor, Family Studies Program, CLA-N-1414

Assistant Professor, Mythology/Western Tradition, English, CLA-N-1420

College of Health Professions

Assistant Professor, Physical Education, CHP-N-1416

Assistant/Associate Professor, Speech-Language Pathology, Communication Sciences and Disorders, CHP-N-1419

Towson University is an equal opportunity/affirmative action employer and has a strong institutional commitment to diversity. Women, minorities, persons with disabilities, and veterans are encouraged to apply.

THE LOS ANGELES COMMUNITY COLLEGE DISTRICT
invites applications and nominations for the following position:

• VICE PRESIDENT OF STUDENT SERVICES

Los Angeles Harbor College

FILING DEADLINE: SEPTEMBER 29, 2000.
WOMEN, MINORITIES AND THE DISABLED ARE ENCOURAGED TO APPLY

The Los Angeles Community College District is seeking a Vice President of Student Services to serve at Los Angeles Harbor College. Interested individuals who possess the required training and experience are invited to submit applications. Reporting to the College President, the Vice President of Student Services provides administrative leadership and operational supervision for a comprehensive student services program.

REQUIREMENTS: Applicants must have an earned master's degree or an advanced degree of at least equivalent standard from an accredited college or university. Also required are three years of successful full-time experience as an administrator or faculty member in accredited institutions of higher learning, and two years of successful full-time experience in administrative or management positions in business, industry, education or government. Administrative experience in an accredited institution of higher learning may count for both requirements.

COMPENSATION: The current salary range is $89,999 to $115,531 annually. New employees to the District will be allocated within the salary range according to previous salary. Employee benefits include 15.5 paid holidays annually, 24 days paid vacation annually, medical/hospital, dental and vision care plans and a $40,000 group life insurance policy.

FILING AN APPLICATION: All applicants must file a letter of intent which relates to the responsibilities and desirable qualifications detailed in the position announcement. That announcement is available from the district. Candidates in the District pool will be notified by letter; their applications need not be reviewed if they fail to respond with a letter of intent which addresses the issues covered in the flyer. For those not in the pool, the letter of intent, resume, and the names, addresses and phone numbers of at least three references must be sent. Materials should be received not later than 4:30 p.m. on Friday, September 29, 2000, but late applications may be accepted until the position is filled. Cleared candidates will be sent additional application materials, and will be placed in a continuing pool for up to two years. If selected, additional documentation, such as official transcripts, will be required. Send to: **Human Resources Division, Los Angeles Community College District, 770 Wilshire Blvd., Los Angeles, CA 90017, or FAX (213) 891-2411. For information on the District please access http://www.laccd.edu on Internet. For additional information contact the Human Resources Division at (213) 891-2252.**

THE LACCD IS AN EQUAL OPPORTUNITY EMPLOYER

Director of the Henry M. Jackson School of International Studies
Stanley Golub Professor of International Studies
University of Washington

The University of Washington is continuing its search for the position of Director, Henry M. Jackson School of International Studies, with a term to begin July 1, 2001. The successful candidate will have administrative experience and a distinguished record. The Director will also hold the title of Stanley D. Golub Professor International Studies.

The educational mission of the Jackson School stresses interdisciplinary international and comparative studies. The Jackson School faculty engages in research and instruction in a range of international programs that combine area expertise with disciplinary skills. In addition to chairing a faculty unit within the College of Arts and Sciences, the Director oversees Department of Education Arts and Sciences Title VI NRC centers; a research institute; and thirteen-degree granting programs, including international studies, comparative religion, Jewish studies and ten regional programs. The Director will be involved as well with community groups and appropriate professional organizations. The Director will be expected to play a role in the University's development of its international programs and in fund raising. Salary will be commensurate with the position and the experiences and achievements of the candidate.

Candidates for the position should have a Ph.D. or its equivalent. Letters of interest should include a full c.v., the names of four references, and information about administrative experience; materials should be sent to:

JSIS Director's Search
c/o Divisional Dean Susan Jeffords
College of Arts & Sciences
Box 353765, University of Washington
Seattle, WA 98195-3765

For more information you may contact Mary Pullen, Assistant to Divisional Dean Susan Jeffords, via email at marpul@u.washington.edu.

Priority will be given to candidates that apply by **December 15, 2000.**

The University of Washington is building a multicultural faculty and strongly encourages applications from female and minority candidates; the institution is an equal opportunity/affirmative action employer.

Elmhurst
College

Elmhurst College, a four-year liberal arts college in the western suburbs of Chicago seeks applicants for Assistant Professor of Spanish beginning Fall Term, 2001. This is a tenure track position. Specialization in Latin America preferred, ability to teach well all levels of language, literature and culture. Teach 6 courses each year, advise students, participate in college and departmental life. Excellent teaching ability is critical and potential to do scholarship is very important. Must have completed Ph.D. by June, 2001. (Although subject to approval by Board of Trustees, this is a replacement position in a growing department.) Please submit letter of application and a statement of teaching philosophy by November 15, 2000 to **Dr. Earl Thompson, Chair, Department of Foreign Languages and Literatures, Elmhurst College, 190 Prospect Ave., Elmhurst, Il 60126.** Selected candidates will be invited to interview at MLA Convention.

Applications from women and members of minority groups strongly encouraged. We seek candidates with demonstrated ability to contribute positively to a multicultural campus community.

Saint Joseph College

West Hartford, Connecticut

Associate Dean

Saint Joseph College provides a rigorous liberal arts and professional education for a diverse student population while maintaining a strong commitment to developing the potential of women.

The College invites applications for the position of Associate Dean. The Associate Dean will be involved in all aspects of the academic program at Saint Joseph College and will have primary responsibility for directing and coordinating the Weekend College; the division on our campus which provides an option for working men and women to earn a Baccalaureate degree on weekends and evenings. The Associate Dean will work collegially with the Vice President for Academic Affairs in administering the academic programs of the College and will serve as primary academic affairs liaison with the Academic Advisement Office, the Academic Resource Center, and Student Services. The individual must be committed to the goals and ideals of Saint Joseph College.

The successful candidate will possess an appropriate terminal academic degree, have experience with adult degree programs and a commitment to the goals, values and mission of Saint Joseph College. Strong interpersonal skills, a strong work ethic and flexibility to work some nights and weekends will be required. Familiarity with the academic programs at Saint Joseph College is preferred.

Send letter of application and curriculum vitae to **Human Resource Department, Associate Dean Search, Saint Joseph College, 1678 Asylum Avenue, West Hartford, CT 06117.**

Review of applications will begin immediately and continue until the position is filled. An EOE/M/F/V/D employer. Women and minorities are encouraged to apply.

Learn more about Saint Joseph College at **www.sjc.edu**

Academic Dean

Blue Ridge Community College invites applications for the position of Dean of Instruction and Student Services. The Dean will provide visionary and vigorous leadership to a dynamic faculty committed to student-centered and innovative instruction. The Dean reports to the President and joins an administrative team in guiding and directing the College as it meets the challenge of preparing its students for the 21st Century.

The Dean of Instruction and Student Services is the Chief Academic Officer of the College and is responsible for:

- Planning, developing, implementing, and evaluating all college academic programs, including an AA&S College Transfer degree, several AAS Occupational/Technical degrees, diploma, certificate, and career studies certificate programs, and a vibrant distance- learning program.
- Providing leadership, with area administrators, for two Academic Divisions, Learning Resources, Admissions and Records, Counseling Services, and the Center for Training and Development. The Dean also supervises the Tech-Prep Coordinator on behalf of the Blue Ridge Tech-Prep Consortium.

Qualifications:

- A combination of at least seven years successful experience in teaching and administration in a postsecondary institution. Community college experience is preferred.
- A commitment to achieving academic excellence and a knowledge of how technology can be used for improving instruction.
- A demonstrated understanding of occupational/technical and distance learning programs.
- Effective communication skills (oral, written, and listening).
- Commitment to a participative leadership style.
- Knowledge of, and commitment to, student support services that contribute to the total education of the student.
- A clear understanding of, and commitment to, the philosophy of the comprehensive community college.
- An earned doctorate from an accredited institution.

Blue Ridge Community College, a member of the Virginia Community College System, is located in the Central Shenandoah Valley between the cities of Harrisonburg and Staunton. The College's 1999-2000 unduplicated enrollments were 4,096 students enrolled in credit courses (1,625 FTES) and 5,596 unduplicated enrollments in non-credit courses, workshops, and seminars. Learn more about the college's vision, values, strategic directions, and community at www.br.cc.va.us.

The anticipated position start date is January 2, 2001. Salary range is $76,363 - $87,181 contingent upon credentials and experience.

To Apply:

A completed Commonwealth of Virginia Application for Employment Form, (available at the college website: click BRCC Community, then employment), vita, and letter of interest must be received no later than 5:00 p.m., October 13, 2000, by Ms. June Powers, Human Resources Office, Blue Ridge Community College, P.O. Box 80, Weyers Cave, VA 24486, telephone (540) 234-9261, ext. 213, TDD 234-0848.

Blue Ridge Community College is an Equal Employment Opportunity/Affirmative Action employer. Minorities are strongly encouraged to apply.

Blue Ridge
Community College

The University of Michigan
Department of Communication Studies

FACULTY OPENINGS 2001-2002
ASSISTANT/ASSOCIATE/ PROFESSOR OF COMMUNICATION STUDIES

The University of Michigan Department of Communication Studies seeks applicants for several faculty positions. Growing department emphasizes mass communication as a social phenomenon and the study of mass media systems, processes, contexts, and effects. Positions expected to be available, and possible areas of research and teaching, are as follows:

Position 1: Media Systems, including specializations in history of the media or media systems, media organizational routines, international media systems, new media technology, and/or media economics.

Position 2: Media History/Media and Culture, including specializations in press history, history of advertising, or entertainment culture or history.

Position 3: Public Media Campaigns, including specializations in public health campaigns or the way that the news covers public health issues.

For all positions, appointment likely at assistant professor level, but more advanced candidates will be considered. The University of Michigan is a nondiscriminatory/affirmative action employer. Applicants should identify position of interest and send a vita, three letters of recommendation, scholarly writing sample, and evidence of teaching effectiveness.

SEND APPLICATIONS TO:

Search Committee
Department of Communication Studies
The University of Michigan
2020 Frieze Building
105 South State Street
Ann Arbor, MI 48109-1285

DEADLINE: Evaluation of applicants will begin immediately and continue until positions are filled.

DEPARTMENT CHAIR, FULL/ASSOCIATE PROFESSOR

The Department of Communication Sciences and Disorders at Emerson College invites applications from nationally/internationally recognized scholars with demonstrated administrative experience for the position of Chair. The department includes undergraduate and nationally-ranked graduate degree programs in speech-language pathology as well as non-degree undergraduate programs in mathematics, psychology, science and American Sign Language. The department also houses an active clinical education program comprising seven internal speech-language-hearing clinics.

The Chair will serve as the academic, research and administrative leader of the department's five disciplines. The Chair will also be responsible for working with faculty in each of the disciplines to develop and maintain strong undergraduate and graduate curricula that reflect the multidisciplinary nature of the department. Responsibilities also include teaching one course per semester in the area of specialization, student advising, and College service. The tenure track appointment is for twelve months, beginning September 2001. Salary and benefits are competitive.

The successful candidate must have an earned Ph.D. specializing in communication sciences and disorders, CCC-SLP preferred, and should be eligible for the rank of Full Professor although Associate Professors with substantial administrative experience will be considered. In addition, candidates should have demonstrated evidence of research and grant writing success and be able to attract strong faculty, students and resources.

Located in the heart of Boston with its many academic and medical institutions, Emerson College is a 120-year old comprehensive liberal arts institution with 2700 undergraduates and 900 graduate students. The College offers degrees in the fields of communication and performing arts.

Inquiries should be addressed to: **Cynthia Bartlett, Interim Chair of Communication Sciences and Disorders: 617-824-8320 (phone); or Cynthia_Bartlett@emerson.edu (e-mail).** Faculty will be available at the Placement Center at the ASHA Convention in Washington, DC to talk with interested candidates. Please send a letter of application, curriculum vita, three letters of recommendation, reprints and evidence of administrative and teaching skills to: **Chair Search Committee, c/o Cynthia L. Bartlett, Department of Communication Sciences & Disorders, Emerson College, 120 Boylston Street, Boston, MA 02116-4624. Application review will begin January 16, 2001 and will continue until the position is filled.** Emerson College is an Equal Opportunity/ Affirmative Action Employer focused on workforce diversity. Visit our website at: **www.emerson.edu**

EMERSON college

University of Nebraska Lincoln

FAMILY LIFE SPECIALIST/ASSISTANT PROFESSOR to establish programming in the area of Building Strong Families/Building Human Capital - Individual and Family Development. Seeking candidates for a tenure-track, 12-month position with 100% Cooperative Extension responsibilities in the Department of Family and Consumer Sciences. Position located at the Panhandle Research and Extension Center, Scottsbluff, NE. Successful candidate will work with Extension Educators/Specialists on a district and statewide basis, community service organizations, and appropriate state agencies to develop, implement and evaluate educational programs to address critical family life issues such as building strong family structures, the effects of inter-generational family structures, parenting issues in traditional and non-traditional units. Requires a Ph.D. in human development and family studies, or related field, as well as excellent outreach, teaching, communication and grant writing skills.

Submit letter of application, vitae, graduate transcripts, sample publications and three letters of reference to: **Dr. Linda Boeckner, Co-Chair, Search Advisory Committee, c/o Mary Kleeb, University of Nebraska-Lincoln, Department of Family and Consumer Sciences, 123 Home Ec Bldg., Lincoln, NE 68583-0801.** Review of applications will begin on Monday, **October 16, 2000,** and continue until a suitable candidate is identified. The University of Nebraska is committed to a pluralistic campus community through Affirmative Action and Equal Opportunity and is responsive to the needs of dual career couples.

We assure reasonable accommodation under the Americans With Disabilities Act. Contact Dr. Boeckner at 308/632-1256 or the Department of Family and Consumer Science at 402/472-9343 for additional information.

COLUMBIA BUSINESS SCHOOL

The Management Division of the Graduate School of Business of Columbia University has three openings for faculty positions in organization theory, strategy, or a combination of the two, beginning in the fall of 2001. We will consider candidates at all ranks, ranging from assistant to full tenured professor. Positions require strong research and teaching experience with a Ph.D. in a relevant or related field. Candidates should begin their application by visiting our job-search web site at **http://www.gsb.columbia.edu/divisions/management/ search**, where they will be asked to complete an online application form and electronically upload their curriculum vitae. A letter of interest, three letters of recommendation and samples of current research (including a dissertation proposal summary for doctoral candidates) should be mailed to:

Barbara Valentine, Search Coordinator
Columbia Business School, Uris Hall
3022 Broadway, Room 7N
New York, NY 10027
email: bvalent@claven.gsb.columbia.edu

The deadline for completed applications is November 1, 2000.

Columbia University is an Equal Opportunity/Affirmative Action employer. Minorities and women are encouraged to apply.

NCTEACH

North Carolina Teachers of Excellence for All CHildren

We Invite Professionals With a College Degree, Desiring To Teach in Secondary and Middle Schools in North Carolina, To Participate in a Rigorous, High Quality Lateral Entry Teacher Licensure Program

We are looking for applicants who wish to teach: secondary math or science; middle grades math, science, language arts, or social studies; K-12 special education; or K-12 second language (Spanish, French or ESL).

PROGRAM COMPONENTS: Full-time, intensive, six week Summer Institute June-July, 2001; Fall and Spring semester courses and mentoring support during first year of teaching; PRAXIS Examination assistance; Mentoring and coaching during the second year of teaching. NC TEACH is offered at six host sites across the state.

QUALIFICATIONS: Minimum of a bachelor's degree from an accredited institution with a major appropriate to the proposed area of teacher licensure. Recommended undergraduate grade point average of at least a 3.0 on a 4.0 scale in the major, and a 2.5 on a 4.0 scale cumulative GPA. Applicants must take either the Graduate Record Examination (GRE) general test (math and verbal) or the Miller Analogies Test (MAT). ***Prep courses for GRE and/or MAT offered for NC TEACH applicants at a reduced rate.*** Commitment to students, their families, their communities, and the profession. At least 3-5 years successful work experience. Effective written and oral communication skills. Agree to participate in all program activities. No criminal record.

PROGRAM COSTS: Tuition and fees for 12 to 18 graduate semester hours earned during the first year of the program; textbooks and supplies–approximately $400; application fee (varies). Participants will receive a $500 stipend after successful completion of the Summer Institute and hiring, in their content areas, by a school district.

Upon successful completion of the NC TEACH Program, licensure testing requirements, and any additional academic work required by the host site on the basis of the initial transcript review for the particular licensure area, program participants will be recommended for a clear initial teaching license.

For Applications and More Information, Access our Web Site http://ncteach.ga.unc.edu,
call 919-962-4562, or Write to:
NC TEACH
University of North Carolina General Administration
Post Office Box 2718
Chapel Hill, NC 27515-2718

NC TEACH is committed to equality of educational opportunity and encourages diversity in its applicant pool.

SARAH LAWRENCE COLLEGE

Art Historian
African Art

Full time tenure track position beginning August 2001 at small liberal arts college 20 miles from NYC nationally recognized for its unique collegial and pedagogical system, emphasizing small seminars and independent student research projects. We are seeking qualified candidates to teach the arts and architecture of Sub-Saharan Africa.

Candidates should also have **1)** a second interest either in twentieth-century arts of the African Diaspora, particularly in the Americas, or in artistic traditions considered "outside" the canon of Western European and North American art (i.e., Tribal and Ethnic arts of Asia and the Pacific, etc.), **2)** methodological flexibility, **3)** teaching experience, and **4)** publications. This appointment can be made at a senior level. Tenured candidates will be offered a two-year residency and an early decision either to remain with tenure or return to their home institution. This appointment -the third in two years-is part of an expansion of the department of Visual Culture that will include a comprehensive curriculum, formalized interactions with colleagues and students in other disciplines, and a new facility in the next five years. Interested candidates please send a cover letter, CV, three letters of recommendation, and a publication to:**Naudia Forbes, Faculty Secretary, Att: HOHE, Sarah Lawrence College, 1 Meadway, Bronxville, NY, 10708. Deadline: November 1, 2000.**

EOE. Women and minorities are particularly encouraged to apply.

ILLINOIS

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

The Department of Sociology, University of Illinois at Urbana-Champaign (UIUC), expects to fill one or more senior positions in the coming year, preferably at the level of full professor, though we will also consider candidates for associate professor. A Ph.D. is required by appointment date. The area of specialization is open, but our major strengths are in (1) science, technology and the environment, (2) transnational studies, (3) race and inequality and (4) population, health and the life course, and for one position preference will be given to candidates working in areas (1) and/or (2).Applicants should have a national and international reputation in research, and demonstrated teaching abilities. Willingness to undertake a leadership role within the department is also a consideration. The appointment will begin 21 August 2001, or by mutual arrangement. Salary is commensurate with experience. Please send a cover letter, CV and contact information for three references to:

Andrew Pickering
Acting Head
Department of Sociology
University of Illinois at Urbana-Champaign
326 Lincoln Hall
702 S. Wright St.
Urbana, IL 61801
(Telephone 217-333-1950; fax 217-333-5225)
To be sure of full consideration, applications must be received by 15 December 2000.

The University of Illinois is an Affirmative Action, Equal Opportunity, Employer.

UNIVERSITY OF REDLANDS

WHITEHEAD COLLEGE

DEPARTMENT OF MANAGEMENT AND BUSINESS

INFORMATION SYSTEMS/TELECOMMUNICATIONS (ASSISTANT/ASSOCIATE PROFESSOR)

The Department of Management and Business at Whitehead College of the University of Redlands invites applications for a tenure-track faculty position in Information Systems/Telecommunications. Candidates must have an earned doctorate in Information Systems, Telecommunications, or related fields or, for assistant level, have the degree completed by September 2001 The position is eleven months and provides one month of leave per annum. The position will be at Associate Professor or Assistant Professor rank, commensurate with qualifications.

The University of Redlands, located in southern California midway between Los Angeles and Palm Springs, is a private non-denominational, liberal arts university that offers programs for both residential and non-traditional students. The University's Whitehead College provides innovative degree programs to approximately 2,200 adult learners throughout Southern California. About 1,500 students are enrolled in the residential College of Arts and Sciences.

Candidates must have teaching experience and interest in adult students. Work experience in Telecommunications or Information Systems and in interdisciplinary, collaborative settings is strongly preferred. Candidates should submit evidence of effective teaching and experience in curricular and program development. Experience in mentoring part-time faculty is desirable. Successful candidates for the position will demonstrate active scholarship and willingness to serve the academic community through committee work and governance. Candidates must be able to drive to visit university sites in southern California.

The University of Redlands is an Equal Opportunity Employer and does not discriminate on the basis of race, color, religion, age, nondisqualifying disability, gender, sexual orientation, veteran status, marital status, national origin or ethnic origin. We actively encourage applications from women and members of under-represented populations.

The search committee will commence reviewing applications on **September 29, 2000.** The position will remain open until filled, and the position may start as early as July, 2001. Please send a letter of application with curriculum vitae and teaching evaluations, and request three references to send their letters of recommendation to:

IT Search, Dean's Office
Whitehead College
University of Redlands
1200 East Colton Avenue
P.O. Box 3080, Redlands, CA 92373-0999

SALT LAKE
COMMUNITY COLLEGE

Assistant to the Vice President of Academic Services

(#00030)

Assist the Vice President of Academic Services in providing leadership to encompass instructional and academic support for the multicampus comprehensive Community College, with emphasis on internal and external curriculum process coordination; instructional scheduling process; enrollment management; Academic Services budget; and national, state and regional accreditations.

Requirements: Bachelor's and Master's degree from an accredited college or university required. Community college teaching experience required; full-time community college teaching experience preferred; curriculum development experience preferred. Experience working within the Utah System of Higher Education or a comparable system helpful.

Application Process: Position is open until filled. Reviewing begins September 20, 2000. Please submit an official SLCC employment application, cover letter, resume and photocopy of transcripts to:

Salt Lake Community College, Human Resources, 4600 South Redwood Road, P.O. Box 30808, Salt Lake City, Utah 84130; Phone: (801) 957-4210; TTY: (801) 957-4692; Fax: (801) 957-4721; www.slcc.edu/hr/hr.htm

EO/AA EMPLOYER

NORTHERN ARIZONA UNIVERSITY

Capital Assets and Services

Facility Services is seeking a new organizational structure within the department and has three position openings for the newly developed Department of Capital Assets and Services.

Assistant Vice President for Capital Assets and Services - #552710

Capital Assets and Services is seeking an Assistant VP to provide leadership, capital programming, operation maintenance, construction review, and management planning for the program. This person should possess effective communication/presentation skills, a strong leadership background, knowledge of industry standards, and the ability to develop strategy into action.

Minimum Qualifications: Bachelor's degree from an accredited institution of higher education, preferably in planning, architecture, engineering or related field; OR, ten years or more of directly related experience including senior management experience.

Annual Salary: Competitive and commensurate with experience.

Application Deadline: Open, however, review of applications will begin on September 25, 2000.

Application Instructions: Submit an application, resume and a list of (5) professional references to: Dave Lorenz, Committee Chair, VP for Administration, PO Box 4088, Flagstaff, AZ 86011-4088

Director of Facility Services - #552712

Capital Assets and Services is seeking a Director of Facility Services to manage the physical plant operation and maintenance of facilities used by Northern Arizona University. This person will provide day-to-day leadership and strategic direction for the department, oversee administration budget and contracts, and plan the overall objective of work goals in coordination with other administrative professionals.

Minimum Qualifications: Bachelor's degree in business management, engineering, or related field; OR, possess ten years or more directly applicable experience, of which, at least five years have been in directing operations.

Annual Salary: Competitive and commensurate with experience.

Application Deadline: Open, however, review of applications will begin on October 9, 2000.

Application Instructions: Submit an application, resume and a list of (5) professional references to: Ann Rivera, Search Committee Chair, VP for Administration, PO Box 4088, Flagstaff, AZ 86011-4088

Director of Campus Planning and Development - #552711

Capital Assets and Services is seeking a Director of Campus Planning and Development to assist with managing the planning, capital programming, construction, and analysis of facilities used by Northern Arizona University. This person will supervise and coordinate the activity of the planning, design, and construction department, prepare materials for the submittal to the AZ Board of Regents, and ensure excellent consumer service and timely delivery of services.

Minimum Qualifications: Bachelor's degree in business; planning, architecture, engineering, or related field; OR, possess ten years or more directly applicable experience, of which, at least five years have been in directing, planning, or other collaborative decision-making process.

Annual Salary: Competitive and commensurate with experience.

Application Deadline: Open, however, review of applications will begin on October 9, 2000.

Application Instructions: Submit an application, resume and a list of (5) professional references to: Ann Rivera, Search Committee Chair, VP for Administration, PO Box 4088, Flagstaff, AZ 86011-4088.

An NAU job application is required for all Classified Staff and Service Professional positions. Applications and a full job description can be accessed at www.nau.edu/hr or requested by calling the Human Resources Department at (520) 523-2223.

NAU is an Equal Opportunity/Affirmative Action Institution. Women, minorities, veterans and individuals with disabilities are encouraged to apply.

WESTERN NEW ENGLAND COLLEGE

SCHOOL OF LAW

Springfield, Massachusetts

DEAN SEARCH

If you share our commitment
to excellence in teaching
professional skills and
values and you have

Vision,
Passion,
Stamina,
Conviction,
and Humor...

please consider joining us.

To apply, send current résumé and letter of interest to:

Western New England College School of Law
Professor Eric Gouvin, Chair, Dean Search Committee
1215 Wilbraham Road, Springfield, MA 01119-2684
413-782-1431 • E-mail: egouvin@law.wnec.edu
Website: www.law.wnec.edu

Western New England College is an equal opportunity employer.

California University of Pennsylvania

PENNSYLVANIA, CALIFORNIA 15419. California University of Pennsylvania. **ASSISTANT PROFESSOR.** The Department of Earth Sciences, California University of Pennsylvania, is seeking applications for a tenure-track appointment beginning in the Fall semester of 2001, approximate 9-month salary range for this rank: $42,578 - $59,911. **METEOROLOGIST.** A candidate with a background in the geosciences is desired. A Ph.D. in a Geoscience-related discipline is preferred. The Department of Earth Sciences seeks an outstanding faculty member to contribute to existing concentrations in Broadcast Meteorology and Operational Meteorology, as well as to participate in the development of an undergraduate Meteorology major and a Master of Science in Broadcast Meteorology. The successful candidate should be able to demonstrate experience with and proficiency in atmospheric sciences, as well as skill in working with undergraduate students, a commitment to community service, and the ability to contribute to the operation of the California University Weather Center and the Broadcast Meteorology Studio. It would be desirable for the candidate to be capable of teaching a variety of geo-related courses, such as Introduction to Earth Science, World Regional Geography, and Map Principles. The candidate must also be able to teach a wide range of meteorology courses, from Weather Analysis, Hydrometeorology, and Forecasting through Practicum in Broadcast Meteorology I and II. Knowledge of and experience with computer-based meteorology display equipment is required. In order to be a leading candidate in this search, in addition to the aforementioned requirements, the candidate minimally must be fluent in the English language, be able to communicate well, perform well in a teaching demonstration and successfully complete the interview process. California University of Pennsylvania is an equal opportunity/affirmative action employer. Minorities, women and individuals with disabilities are encouraged to apply. Also, in accordance with the terms of the collective bargaining agreement between the State System of Higher Education and APSCUF, the successful candidate may be assigned to perform work at off-campus sites, in the evening/weekend college and/or provide instruction through distance education. Send letter of application, full curriculum vitae, a list of courses taken related to the position, and military discharge papers (if veteran) and the names, addresses, phone numbers and e-mail addresses of three professional references. Review of the applications begins 15 December 2000 and continues until the position is filled. Apply:

Dr. Robert A. Vargo
Chairperson, Meteorology Search Committee
Department of Earth Sciences
250 University Avenue, Box 55
Phone: (724) 938-5969; e-mail: vargo@cup.edu

TEXAS TECH UNIVERSITY

Vice President Positions

Texas Tech University, under the leadership of its new President, is recruiting creative and talented individuals to serve as Vice Presidents and be part of a dynamic new leadership team. The University invites nominations and applications for the following positions: a Vice President for Fiscal Affairs; Vice President for Student Affairs; Vice President for Research, Graduate Studies and Technology Transfer; Vice President for Information Technology; and Vice President for Institutional Advancement. All positions report directly to the President.

Texas Tech, founded in 1923, is one of the four leading research/graduate universities in Texas and is part of the Texas Tech University System. The Texas Tech campus in Lubbock (population 200,000) has a student population of approximately 25,000 students –including 21,000 undergraduate and 4,000 graduate and professional students. The University is comprised of 10 colleges and schools and offers 119 undergraduate, 99 masters and 50 doctoral degrees. The Lubbock area is the West Texas center for education, agriculture, healthcare, banking and business.

The Vice President for Fiscal Affairs acts as the Chief Fiscal Officer for the University and is responsible for managing, directing and controlling the financial affairs of the University. This Vice President has direct responsibility for all fiscal matters affecting the University including strategic planning and budgeting. This Vice President will also be responsible for providing strategic vision for and oversight of the University's financial operations including operating and capital budgets, financial planning and projections, investment management and accounting operations.

The Vice President for Student Affairs serves as the Senior Student Affairs Officer responsible for the administration, coordination, development, management, and planning of the University's policies, programs and services related to campus life and student development including fifteen departments and seven centers. These activities are designed to contribute to the education and development of students.

The Vice President for Research, Graduate Studies and Technology Transfer is responsible for advancing the research mission of the University and representing the institution's research interests to federal and state governments, industry, and other national and international constituents. This Vice President oversees all policies and procedures relating to research, technology transfer and economic development, and works closely with the faculty to encourage and support research and scholarly activities. This Vice President will also support and strengthen graduate education at the University, by serving as Dean of the Graduate School.

The Vice President for Information Technology acts as the Chief Information Officer for the University. This Vice President is responsible for developing and managing the University's technology services and information services to take advantage of opportunities and meet future technological challenges. Areas of responsibility include data operations, telecommunications, technology customer services, technology assessment and support, information systems and development, and information management. The Vice President will be responsible for strategic planning in Information Technology, and for creating a culture of communication and collaboration.

The Vice President for Institutional Advancement is responsible for the planning, managing, and coordinating the overall identification, cultivation, solicitation, and stewardship of major gifts from target constituents (individual donors, as well as corporations and foundations) in support of the academic colleges and schools of Texas Tech University. The Vice President will also coordinate the strategies to redefine and broaden the University's image and name recognition.

Interested applicants should possess extensive professional and administrative experience within their respective areas as well as a proven record of success and leadership skills. They must value open communication and understand the importance of promoting a diverse university community.

Review of nominations and applications will begin **October 15, 2000** and continue until appointments are made. Confidential inquiries and applications may be directed to **Office of the President, Texas Tech University, P.O. Box 42005, Lubbock, Texas 79409.**

For more information about these positions, including the minimum acceptable qualifications and primary leadership duties and responsibilities, please visit:
http://www.vpfa.admin.ttu.edu/personnel/home.htm

Texas Tech University is an Equal Opportunity Employer and encourages nominations and applications from minority and female applicants.

MILLSAP PROFESSORSHIP OF FAMILY DIVERSITY AND MULTICULTURAL STUDIES

The Department of Human Development and Family Studies at the University of Missouri-Columbia is recruiting for the endowed Millsap Professorship of Family Diversity and Multicultural Studies. The department has identified multiculturalism and family diversity as its foci and seeks an individual with expertise in racial and ethnic issues in human development and/or family studies. The starting date for the 9-month position is Aug., 2001. Preferred rank is advanced Associate or Full Professor. Duties include teaching undergraduate and graduate courses; advising undergraduate, masters and doctoral students; conducting an active program of research; participating in the department's new Center for Family Policy and Research; and engaging in university and community service. Women and minorities are especially encouraged to apply. The Department of Human Development and Family Studies at the University of Missouri-Columbia does not discriminate on the basis of race, color, religion, national origin, ancestry, sex, age, disability, status as disabled veteran or veteran of the Vietnam era, or sexual orientation. Review of applications will begin immediately and will continue until the position is filled. Send a cover letter addressing qualifications and interests, vitae, reprints, and 3 letters of reference to: **Mark Fine, Ph.D., Search Committee Chair; Dept. of Human Development and Family Studies; 314 Gentry Hall; University of Missouri-Columbia; Columbia, MO 65211. Email or phone questions to: finem@missouri.edu; 573-884-6301**

COLBY

Colby, a highly selective private liberal arts college of 1750 students located in central Maine, seeks applicants for the following position:

CURATOR

COLBY COLLEGE MUSEUM OF ART

Colby seeks a talented individual to serve as the newly endowed Peter and Paula Lunder Curator of the Museum of Art. Curator responsibilities include originating exhibitions, maintenance of curatorial records, research and development of Museum publications, and recommending acquisitions. The Curator will also supervise a registrar, support grant writing efforts with the College's development office, recruit and train docents, and conduct public tours/lectures as part of community outreach programs. Advanced degree, significant curatorial experience, and a broad background in American art required. Strong communication skills, and the ability to establish and maintain effective relationships with staff, students, faculty, donors and friends of the Museum also required.

Interested candidates should submit two copies of a cover letter and two copies of a resume, including the names and telephone numbers of three references to: **Douglas C. Terp, Director of Personnel Services, Colby College, 5500 Mayflower Hill, Waterville, ME 04901-8855.** A review of applications will begin in early November and will continue until the position is filled.

Colby is an Equal Opportunity/Affirmative Action employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged.

For more information about the College, please visit the Colby web site: **www.colby.edu**

THE COLLEGE OF
WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-2363

Tenure-Track Positions for Fall 2001

Art History
Communication
Economics
Education
German
Modern European History
U.S. 20th-century History
Psychology
Theatre

The positions are posted jointly with the **Five Colleges of Ohio Consortium**. For complete descriptions, go to **www.wooster.edu**; scroll down and select the Jump to **Employment Opportunities** or call or e-mail Linda Farmer 330-263-2133--lfarmer@acs.wooster.edu

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DIRECTOR OF THE LEARNING CIRCLE/COMMUNITY OUTREACH COORDINATOR

Oversee all support services and activities offered through The Learning Circle and serve as an outreach counselor to identify grades 8-12 students interested in participating in the "6 A's" Program for underachieving students interested in allied health. The ideal candidate will possess a BA/BS (Master's preferred), demonstrated experience with at-risk students, a driver's license and the ability to work some weekends and travel locally.

Email resume w/letter of interest to: humanresources@mountida.edu *or* **send to Office of Human Resources, Mount Ida College,**
777 Dedham
Street, Newton
Centre, MA 02459.

Mount Ida College

EOE

UNIVERSITY OF WEST FLORIDA
Full-Time Faculty Position in Literature

English. Assistant Professor (tenure earning) British Medieval and Renaissance literature with secondary interest in at least one of the following areas: Creative Writing (playwritting preferred), Gender Studies, or Critical Theory preferred (Position #11453). Starting date August 2001. Requires Ph.D. in hand, excellent teaching record, and demonstrated record of research and publication. $35,000-37,500. Cover letter, vita, and three letters of recommendation by 15 November 2000 to Dr. **Carlos L. Dews, Chair, Department of English and Foreign Languages, University of West Florida, 11000 University Parkway, Pensacola, FL 32514-5750.**

Women and minority candidates are strongly urged to apply. Equal Opportunity/Access/Affirmative Action employer.

University of
Nebraska
Lincoln

FAMILY LIFE SPECIALIST/ASSISTANT PROFESSOR with a concentration in aging and the family. Seeking candidates for a tenure-track, 12-month position with 100% Cooperative Extension responsibilities in the Department of Family and Consumer Sciences. Position located at the West Central Research and Extension Center, North Platte, NE. Successful candidate will provide statewide leadership in the implementation and evaluation of family life education programs related to the Sustainable Families Action Plan and provide leadership within the West Central District for the coordination of the FCS program. Requires a Ph.D. in family consumer sciences, or related field, as well as excellent program planning, computer and grant writing skills.

Submit letter of application, vitae, graduate transcripts, sample publications and three letters of reference to: **Dr. Kathy Prochaska-Cue, Co-Chair, Search Advisory Committee, University of Nebraska-Lincoln, Department of Family and Consumer Sciences, 123 Home Ec Bldg., Lincoln, NE 68583-0801.** Review of applications will being on **Monday, October 9, 2000,** and continue until a suitable candidate is identified. The University of Nebraska is committed to a pluralistic campus community through Affirmative Action and Equal Opportunity and is responsive to the needs of dual career couples.

We assure reasonable accommodation under the Americans With Disabilities Act. Contact Dr. Prochaska-Cue at **402/472-5517** for additional information.

AMHERST COLLEGE

FACULTY POSITIONS

Amherst College accounces searches for ten full-time assistant professor tenure-track positions for the 2001-2002 academic year.

Amherst College is a private undergraduate liberal arts college for men and women, with 1600 students and 165 faculty. Located in the Connecticut River Valley of western Massachusetts, Amherst participates with Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts in the Five-College Consortium. For all faculty positions, completion of the Ph.D. or appropriate equivalent is expected. Candidates should have a strong commitment to undergraduate and interdisciplinary teaching in a liberal arts context and a well-articulated plan for sustained research. Additional information on faculty openings at the College can be found on the following web-site: **http://www.amherst.edu/~deanfac/facultypositions.htm. Mailing address: Amherst College, P.O. Box 5000, Amherst, MA 01002-5000.**

Amherst is an equal opportunity, affirmative action employer, and encourages women, minorities and persons with disabilities to apply. The administration, faculty and student body are committed to attracting talented candidates from groups now under-represented on campus.

BIOLOGY. Organismal biology. For details, see web-site indicated above.

CHEMISTRY. Environmental chemistry. For details, see web-site indicated above.

ECONOMICS. Transitional economies. The Department is looking for an economist with empirical and theoretical interests in transitional economies. The successful candidate will teach courses in his or her specialty, participate in the introductory course and teach one of three intermediate theory courses (macroeconomics, microeconomics or econometrics); two courses per semester, usually three preparations annually. Startup funds and research support are available. Submit curriculum vitae and graduate transcript, and arrange for three letters of reference to be sent to: Professor Goeffrey Woglom, Chair, Department of Economics, by November 24, 2000.

ENGLISH. African American literary and cultural studies. Candidates should demonstrate a familiarity with the development of African American cultural expression in its diverse forms and be prepared to relate its traditions to other literatures, cultures, and/or scholarly discourses. Two courses each semester with additional senior tutorials; responsibilities include first-year writing-intensive courses, specialized advanced seminars, and open enrollment courses in African American literature and cultural history. Send letter of application, curriculum vitae, and dossier to: Search Committee, Department of English, by November 1, 2000.

FINE ARTS. Artist/printmaker. MFA and teaching experience required. Strong exhibition record expected. The successful candidate must be able to teach all levels of printmaking and drawing in a department combining studio and art history and must also contribute to studio foundation courses, offer classes in his or her specialty, advise honors students and supervise other independent study. Ability to teach digital imaging desirable. Experience in overseeing a complete printmaking studio and supplies required. Broad practical and theoretical artistic education and the ability to integrate teaching into a multidisciplinary curriculum needed. Submit personal statement, curriculum vitae, names of three references, 20 slides (at least 5 slides of drawings) and SASE for return of materials to: Carol Clark, Chair, Department of Fine Arts, by January 19, 2001. Interviews at CAA meetings by prior appointment only.

MATHEMATICS. Mathematics. Scholarly specialty open. The Department seeks candidates with broad intellectual interests, a strong commitment to excellence in research and undergraduate teaching, and the ability to develop a research program with opportunities for undergraduate participation. Submit curriculum vitae, list of publications, graduate and undergraduate transcripts, and letter describing plans for teaching and research. In addition, arrange to have three letters of recommendation sent to: Prof. David Cox, Chair, Search Committee, Department of Mathematics and Computer Science. For full consideration, applications should be completed by December 1, 2000. E-mail queries to: search@math.amherst.edu.

PHILOSOPHY. Ethics. Area of concentration open. Four courses per year (two each semester), senior thesis supervision and the usual non-teaching duties. Send letter of application, curriculum vitae, a sample of written work, graduate school transcript and at least three letters of recommendation to: Professor Alexander George, Chair, Department of Philosophy. For full consideration, applications should be completed by December 4, 2000.

PSYCHOLOGY/NEUROSCIENCE. Physiological psychology/behavioral neuroscience. Two courses per semester (physiological psychology with laboratory, a biologically based introductory course and intermediate and advanced courses in specialty areas), directing senior research projects, developing an active research program, and participating in the Neuroscience Program expected. Postdoctoral work plus some teaching experience also expected. Submit curriculum vitae, sample preprints/reprints and a statement of teaching and research interests, and arrange to have three letters of reference sent to: Chair of the Physiological Search Committee, Department of Psychology, by October 15, 2000.

PHYSICS. Experimental physics. Candidates should have broad intellectual interests. Preference will be given to those with postdoctoral research and teaching experience, as well as to candidates whose research plans provide opportunities for on-site undergraduate participation. Start-up funds available. The Department currently has seven tenured or tenure-track faculty members, excellent machine and electronics shops and a skilled technical support staff. Submit curriculum vitae, list of publications and letter describing plans for teaching and research, and arrange for three letters of recommendation to be sent to: Chair, Search Committee, Department of Physics, before December 15, 2000 for full consideration.

THEATER AND DANCE. Director/dramaturg. The successful candidate will be expected to develop an integrated series of courses in stage direction, dramatic literature/history and performance theory for ran undergraduate, liberal arts curriculum. The study of dance and theater at Amherst is an integrated one, and expertise in interdisciplinary and/or cross cultural performance practices is necessary. The department seeks a person with both academic and professional backgrounds; an MFA and professional experience are required. Send letter of application and resume to: **Peter Lobdell, Chair, Department of Theater and Dance by December 1, 2000.**

ACE

DIRECTOR, SPECIAL PROJECTS
GED TESTING SERVICE

The American Council on Education (ACE), has an opening for an individual who will report directly to the Executive Director and will manage special projects and programmatic initiatives. The individual will represent the program to major constituencies and provide program and policy leadership as well as develop appropriate communications for policy analysis and research findings. Will provide marketing analysis expertise to GED partners regarding the expansion of the GED Program. Will identify and develop mechanisms to strengthen the transition of GED graduates into postsecondary education and/or improved employment situations. Experience in process management preferred. Individuals should have strong management capabilities, especially in a fastpaced environment with multiple priorities/projects. Must work effectively in a cross-functional team (matrix management environment). Strong oral and written communication skills required. Must be self-directed and innovative. Nominations and expressions of interest should be sent to:

Director, Special Projects-GED
American Council on Education
One Dupont Circle, NW, Room 250
Washington, DC 20036
EEO/AA/Disabled/V

ST. MARY'S UNIVERSITY

Vice President for Academic Affairs

The Board of Trustees and the Vice Presidential Search Committee of St. Mary's University invite applications and nominations for the position of Vice President for Academic Affairs. The Vice President is appointed by the Board of Trustees for a term of three years renewable on the recommendation of the President and is the chief academic officer of the University. The office of the Vice President is primarily concerned with the educational program which is based on the mission and common objectives of the University.

St. Mary's University is an urban university located in San Antonio, Texas. Founded in 1852 by Marianist Brothers and Priests, it is the oldest Catholic university in the southwest. Rooted in the Catholic intellectual tradition, the University strives to contribute to the urgent task of extending justice, freedom and dignity to all people. While there is no requirement that the successful applicant must be Catholic he or she must share values consistent with the mission of the University. He or she must have a commitment to implementing the Catholic and Marianist purposes of the university and a management style that emphasizes community-based values, open communication and inclusiveness. St. Mary's is one of three institutions of higher education in the United States owned by the Society of Mary.

With a total enrollment of more than 4,100 students, with a 54% Hispanic student body, St. Mary's prides itself on its near 150 years of service to the nation, Texas, and South Texas in particular.

As a Catholic university in the Marianist tradition, St. Mary's is committed to educating our students in a setting that provides both liberal arts and professional preparation, and most importantly links these two educational perspectives. A strong core curriculum ensures that all of our graduates will possess the values, knowledge, and technical skills that will enable them to contribute to society in meaningful and helpful ways. St. Mary's is also committed to service to our society, as evidenced by the involvement of many of our students, faculty members, administration, and staff in service learning projects and activities both inside and outside the classroom.

Due to the importance of providing appropriate leadership regarding our academic mission , it is highly preferred that the Vice President possess an earned doctorate. As an institution that prides itself on its diversity, we welcome applications from men, women, minority and majority group members who feel that they can strongly support our mission.

To apply, please send a letter of application, curriculum vitae, and the names, addresses, and phone numbers of three individuals who can provide recommendations, postmarked by October 31, 2000.

Vice Presidential Search Committee
c/o Dr. Anthony Kaufmann, Chairperson
Box #78
St. Mary's University
One Camino Santa Maria
San Antonio, Texas 78228-8578
Web Site: **www.stmarytx.edu/outreach/employment**

AA/EOE

KANKAKEE COMMUNITY COLLEGE

Enhancing quality of life through learning

PRESIDENT

Kankakee Community College invites applications and nominations for the position of President.

The college, located on a 177-acre campus 50 miles south of Chicago, enrolls more than 5,000 students annually and serves more than 8,000 additional residents through corporate and continuing education programs. KCC provides high quality transfer and career programs, plus adult education and literacy programs at multiple sites throughout its 1,600-square-mile district. The college enjoys a sound financial status, with one of the lowest student tuition and property tax rates in Illinois. It is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

The President reports to a seven-member, elected Board of Trustees. The Board seeks a President who will continue the college's tradition of strong, positive leadership while responding to the district's future educational challenges.

For a presidential profile brochure which describes the position and qualifications and explains the application process, or to nominate a candidate, contact:

Carol Webber, Search Liaison
Kankakee Community College
P.O. Box 888
Kankakee, IL 60901-0888
815-933-0216
cwebber@kcc.cc.il.us

The profile brochure also is on the KCC web site at www.kcc.cc.il.us in the "About KCC" section.

Nominations and applications will be accepted until the position is filled. The Search Committee will determine who will be interviewed by late November 2000. Preferred starting date is April 1, 2001. Candidates who cannot make themselves available until a later date will be considered, but they are asked to indicate their date of availability. Salary and benefits are competitive with institutions of comparable size.

An Affirmative Action, Equal Opportunity Employer

Florida Community College

at Jacksonville

District Director
of Enrollment Services and Registrar

Florida Community College at Jacksonville seeks a student-focused director to lead the College's district-level enrollment services, registration and records operation within a multi-campus environment.

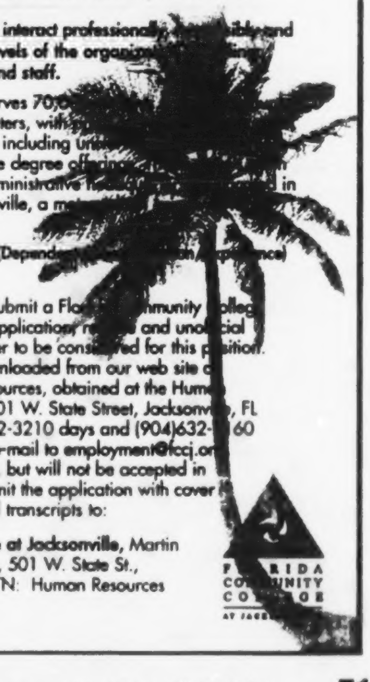
The successful candidate for this management position will play a leadership role in the creation and implementation of both enrollment services and student success goals and initiatives. The position provides direct supervision over all district-level staff in the areas of admissions, registration and records. Additionally, the successful candidate will be expected to provide collaborative, college-wide leadership to campus and center personnel engaged in enrollment services and student success functions with the goals of achieving higher levels of customer service, enrollment, retention, and student success.

QUALIFICATIONS

Master's degree in Educational Leadership, Foundations in Education, Administration, Public Administration, or related; supplemented by three years of managerial/supervisory experience in registration, records management and admissions procedures for an educational institution, preferably in higher education.

Additionally the successful candidate will possess the following preferred characteristics.

- **A burning desire to continually improve student access to educational services and to continually improve student success.**
- **A passion for providing the highest possible level of service to our students and a track record which demonstrates the successful application of process improvement skills.**
- **The proven ability to manage integrated, relational student information systems**
- **A vision for the application of current and emerging E-commerce capabilities to student service functions**
- **Ability to master federal, state, and institutional rules, regulations, and policies and to learn and lead in inter-institutional initiatives such as the Florida Academic Counseling and Tracking for Students and electronic transcript communications programs.**
- **A demonstrated ability to interact professionall [illegible] ibly and collaboratively with all levels of the organiza [illegible] administration, faculty and staff.**



This progressive College serves 70, [illegible] five campuses and four centers, with [illegible] education to college credit, including [illegible] than 50 associate in science degree off [illegible] population base and its administrative [illegible] in the growing city of Jacksonville, a m [illegible] than one million residents.

SALARY: $56,280–$78,168 (Depend [illegible] ence)

HOW TO APPLY

Interested candidate must submit a Flo [illegible] mmunity Colleg at Jacksonville completed application, r [illegible] and unofficial copies of transcripts in order to be cons [illegible] ed for this position. An application can be downloaded from our web site a www.FCCJ.org/HumanResources, obtained at the Hum [illegible] Resources Department at 501 W. State Street, Jacksonv [illegible], FL 32202, by calling (904)632-3210 days and (904)632- [illegible] 60 evenings/weekends or by e-mail to employment@fccj.or [illegible] A résumé may be attached, but will not be accepted in lieu of an application. Submit the application with cover letter, résumé and unofficial transcripts to:

Florida Community College at Jacksonville, Martin Center for College Services, 501 W. State St., Jacksonville, FL 32202, ATTN: Human Resources

ROBERT WOOD JOHNSON MEDICAL SCHOOL

CHAIR

Department of Pediatrics

The University of Medicine and Dentistry of New Jersey-Robert Wood Johnson Medical School seeks candidates for the position of Chair, Department of Pediatrics. Candidates must have an MD degree, be Board Certified and eligible for licensure in New Jersey. The desirable candidate should be of national stature for his/her accomplishments in Academic Pediatrics with outstanding leadership qualities. He/she must have demonstrated success in promoting excellent teaching, scholarship and research, as well as developing and implementing clinical programs.

Nominations should include a brief statement of the attributes and qualities of the individual which make him/her ideally suited for this position, and a curriculum vitae. Please send applications to the Chair of the search committee:

Peter S. Amenta, M.D., Ph.D.
Professor and Chair, Department of Pathology
and Laboratory Medicine
UMDNJ - Robert Wood Johnson Medical School
One Robert Wood Johnson Place
New Brunswick, NJ 08903

The Department of Pediatrics supports a number of nationally and internationally renowned researchers and clinicians. The Department has almost 100 faculty members in the divisions of General Pediatrics and 17 pediatric subspecialties. A new Children's Hospital will be completed on campus in Spring 2001 and construction of a new biomedical research institute, The Child Health Institute of New Jersey, will begin shortly. Other clinical affiliations continue to develop.

Visit our website at: http://www.umdnj.edu/hrweb/

UMD
NEW JERSEY

Founded in 1962, UMDNJ - Robert Wood Johnson Medical School, with campuses in New Brunswick/Piscataway and Camden, is one of eight schools of the University of Medicine and Dentistry of New Jersey. Located in Central New Jersey, approximately one hour from New York and Philadelphia, Robert Wood Johnson Medical School serves as the only academic health center for the region with a population of 3 million people.

UMDNJ is an Affirmative Action/Equal Opportunity Employer, M/F/D/V, and a member of the University Health System of New Jersey. Women and minorities are encouraged to apply.

ASSISTANT PROFESSOR IN CHICANO STUDIES

The Department of Chicano Studies in the College of Liberal Arts at the University of Minnesota-Twin Cities invites applications for a full-time, nine-month, tenure-track appointment at the Assistant Professor level affective August 2001.

Areas of specialization are sought in the social sciences, particularly, Political Science or Sociology. Preference will be given to candidates with a broad interest and experience in Chicano Studies scholarship.

The successful candidate must have a Ph.D. or equivalent terminal degree by August of 2001 and must show promise of significant research-based scholarship. Candidates must be able to demonstrate teaching excellence, academic knowledge of other ethnic groups, and an awareness of gender issues.

Candidates must have an ability to teach Chicano Studies courses within a transdisciplinary context, a commitment to collaborative teaching and student-centered learning and the desire to build a strong Chicano Studies Department.

Applicants should submit a letter of application, curriculum vitae, and three letters of evaluation to **Dr. Eden Torres, Chair of the Chicano Studies Search Committee, Department of Chicano Studies, 2 Scott Hall, 72 Pleasant Street SE, Minneapolis, MN 55455.** Review of applications will begin on **October 15, 2000.** After initial screening, the search committee may require additional materials. The search will remain open until the position is filled.

For further information contact: **Helen Rieger, Executive Secretary, Chicano Studies Department, (612)624-6309,** or e-mail **riege002@tc.umn.edu.**

The University of Minnesota is an equal opportunity employer.

COLUMBIA

FACULTY

The Department of Liberal Education wishes to hire a tenure track faculty member in Interdisciplinary Social Science with specialization in Anthropology, Psychology, or Sociology. Possible areas of expertise can include cultural studies, creativity and community, and urban studies, with a commitment to arts and media. A Ph.D. in one of the above-mentioned disciplines, experience in undergraduate teaching, and evidence of professional development is required. Tenured and non-tenured candidates will be considered. The position is scheduled to begin in January or September 2001. Application review will begin October 15 and continue until the position is filled.

Columbia College is a diverse, open admissions, urban institution of 8,900 undergraduate and graduate students emphasizing arts and communications in a liberal education setting. We offer a competitive salary and excellent benefits package. Minority and Women applicants are especially encouraged to apply. Please send letter application, a 2-4 page statement of your teaching philosophy, a current curriculum vita, and three letters of reference to:

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Department of Liberal Education, ISS-1
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605
eoe m/f/d/v

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THE NATIONAL ASSOCIATION OF INDEPENDENT SCHOOLS

WASHINGTON, DC

PRESIDENT

August 1, 2001

The National Association of Independent Schools (NAIS) seeks candidates for the position of President effective August 1, 2001.

NAIS is a national education association serving 1025 independent day and boarding schools in the United States and 38 other countries. Independent schools are primarily supported by tuitions, charitable contributions, and endowment income. Member schools are accredited, non-profit, independently governed, and practice nondiscriminatory policies. A strong network of regional and state organizations supports and extends the work of the national association.

NAIS provides services and leadership to these member schools which include reporting on educational trends and research, producing publications and holding major conferences on critical issues, supporting diversity and multicultural education, and collecting and publishing statistics. NAIS also monitors and, as needed, represents the views of independent schools in regard to federal legislation, regulations, and legal issues. NAIS provides professional development opportunities for heads, trustees, and association leaders and, above all, articulates and promotes high standards of educational quality and ethical behavior.

The Presidential Search Committee seeks a visionary leader and effective manager who:

- understands and can be a spokesperson for independent schools;
- has been a national presence in education;
- has expertise in areas of public policy and governmental relations;
- has powerful communication skills;
- can lead the team-based NAIS staff and facilitate relationships with member associations;
- will further the growing use of technology;
- is entrepreneurial in spirit; and
- will be passionate in support of the vision and mission of the Association.

The Search Committee particularly encourages women, people of color, and candidates with related but diverse backgrounds and experience to enter the search. Compensation will be highly competitive. Inquiries will be held in confidence. Candidates are asked to send a resume, statement of philosophy, cover letter, and list of references no later than **October 11, 2000** to:

Joyce G. McCray, Lead Consultant
Ralph Manuel, Leah Rhys, Clay Stites
Independent Educational Services
5006 Weaver Terrace, NW
Washington, DC 20016
202-244-0937
fax: 202-244-2984
jgmccray@aol.com

The National Association of Independent Schools welcomes applications from all qualified individuals without regard to race, religion, creed, color, gender, sexual orientation, age, physical challenge, or national origin.

THE UNIVERSITY OF OKLAHOMA

DIRECTOR

Southwest Center for Human Relations Studies

The Southwest Center for Human Relations Studies was founded in 1961 in the College of Continuing Education to coordinate the resources of the University in training, public awareness, conferences, intervention and support for communities and organizations involved in issues based on race or ethnicity, gender, age, or other arbitrary classification. The Center conducts the nation's largest annual conference on race and ethnicity in higher education (NCORE) and has sponsored numerous conferences in areas such as school integration, law enforcement and minorities, civil rights, women's issues, diversity in the workplace, multicultural leadership development, and other topics associated with human rights and intergroup relations.

The Director of the Center supervises a small staff of program developers and draws on the larger faculty of the University and appropriate outside experts for special needs. Depending upon the applicant's credentials, an adjunct appointment in the University would be acceptable to the Center and would facilitate positioning the Center to access all faculty resources.

The Director should have the following qualifications:

- Familiarity with trends and issues in the general area of human relations
- Demonstrated ability to work with persons of various ethnic, racial, and social backgrounds
- Commitment to human rights and social diversity
- Terminal degree preferred and Master's degree required
- Experience in organizational management within a higher education setting and conference planning
- Demonstrated excellent written, oral, and formal presentation skills
- Demonstrated ability to acquire resources for program support

The Director reports to the Assistant Vice President for Public and Community Services and works with an advisory Executive Committee. The University of Oklahoma is an equal opportunity affirmative action employer and seeks especially women and/or minorities for this position. Salary is negotiable, depending on the candidate's qualifications and experience. Applications will be received until the position is filled. Screening and review of candidates will begin October 6, 2000.

Address inquiries or applications to:
Human Resources
The University of Oklahoma
905 Asp Avenue, Room 205
Norman, Oklahoma 73019

THE STATE UNIVERSITY OF NEW JERSEY

RUTGERS

CRIMINAL JUSTICE FACULTY

The School of Criminal Justice at Rutgers University - Newark has approval to hire a tenure-track faculty member to join us in Fall 2001. The appointment can be made at any rank. The School seeks a candidate of exceptional promise as a scholar and as a teacher. Expertise in the area of race/ethnicity, urban studies, and crime is preferred.

The School of Criminal Justice is a graduate program offering M.A. and Ph.D. degrees in Criminal Justice. The School also directs a criminal justice undergraduate program which is part of the College of Arts and Sciences. In January 2000, the School moved into a new building on the Newark campus, which also houses the Rutgers-Newark Law School, the secretariat for the World Criminal Justice Library Network, and the Criminal Justice/NCCD library. This library is widely regarded as the best specialized criminal justice collection in the nation, and it regularly attracts international visitors as part of its Fellows program. The campus at Rutgers-Newark was ranked by U.S. News & World Report as #1 in the nation in 1998 and 1999 for student diversity. Research support is excellent. Women and minorities are strongly encouraged to apply.

Applications, including curriculum vitae and addresses of three references, should be sent to:

Dr. Mercer L. Sullivan, Chair
Search Committee
School of Criminal Justice
Rutgers University
123 Washington Street, 5th floor
Newark, NJ 07102-3094
mercers@andromeda.rutgers.edu

Rutgers, The State University of New Jersey, is a member of the Association of American Universities and is committed to excellence in scholarship. Rutgers is an equal opportunity/affirmative action employer.

REVIEW OF APPLICATIONS WILL BEGIN NOVEMBER 1, 2000.

PRAIRIE VIEW A&M UNIVERSITY

SCHOOL OF JUVENILE JUSTICE & PSYCHOLOGY

TEXAS JUVENILE CRIME PREVENTION CENTER

Prairie View A&M University was most recently redefined by the people of Texas by an amendment to the constitution in 1984. Through that amendment, Prairie View joined the University of Texas at Austin and Texas A&M University as the state's only constitutionally designated "institutions of the first class." The main campus is approximately 45 miles northwest of Houston, Texas, on U.S. Highway 290.

The School of Juvenile Justice and Psychology is authorized to award the following:

- Doctor of Philosophy degree in Juvenile Justice
- Master of Science degree in Juvenile Justice
- Master of Science degree in Juvenile Forensic Psychology
- Bachelor of Science degree in Criminal Justice
- Bachelor of Science degree in Criminal Justice with specialization in Juvenile Justice
- Bachelor of Science degree in Psychology

Professor of Criminal Justice/Juvenile Justice

Applicants must have a Doctorate degree in Criminology or Criminal Justice and /or related field with experience in graduate teaching and research. Preference will be given to those who have 8 years experience with specialization in juvenile justice and background and interest in the training of Ph.D. students for this newly developed field of Juvenile Justice.

Associate Professor of Criminal Justice with specialization in Juvenile Justice

Applicants must have a Doctorate degree in Criminal Justice/Criminology or related field and experience in graduate teaching and research. Preference will be given to those who have five years experience with specialization in Juvenile Justice or work related experience in the training of graduate students.

Associate Professor of Psychology

Applicants must have a Doctorate degree in Psychology and 5 years experience in graduate teaching and research. Preference will be given to those who have a specialization in Forensic Psychology and work related experience in the training of graduate students.

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Candidates must have demonstrated scholarship in teaching, research, publication and grant writing. Successful candidates may be able to negotiate tenure and a highly competitive salary.

Appointment - September 1, 2001. (Tenure-track, Academic Year Appointment).

These positions will remain open until filled. Interested applicants must submit an application/resume and three letters of recommendation to:

Prairie View A&M University
Office of Human Resources
P.O. Box 5
Prairie View, Texas 77446

PVAMU IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

BEST COPY AVAILABLE

PRESIDENT

LORAS COLLEGE

Educating Principled Thinkers.

Loras College invites inquiries, nominations, and applications for the position of President. Loras is a Catholic, diocesan, coeducational, liberal arts college classified as a Masters institution. The President is the Chief Executive Officer with authority for the management of academic, business, and administrative operations of the College. In collaboration with the executive management team, the President provides leadership for the College consistent with the direction set by the Board of Regents, the governing body of Loras.

Founded in 1839 by Bishop Mathias Loras, the first Catholic Bishop of Iowa, the College overlooks the Mississippi River in the heart of the upper Midwest. Loras is located in Dubuque, Iowa on a scenic 60-acre campus. The broad cultural and sports activities at the College are complemented by a community experience which includes the Museum of Art, Symphony Orchestra, Grand Opera House, Five Flags Convention Center, 10 golf courses, and 14 scenic nature and recreation parks.

The comprehensive Campus Facility Plan guides the on-going enhancement of the campus facilities including the initiation of the new $18 million Academic Resource Center. The Wahlert Memorial Library which is the home of Iowa's third largest private academic library collection with holdings of over 500,000 items, houses an outstanding rare book collection including a manuscript collection dating back to the 12th century. The Technology Center offers a variety of computing facilities and services. IBM RS/6000s and Novell NetWare servers provide general interactive and instructional computing for the College. Loras has already enhanced its infrastructure for the scheduled campus wide utilization of laptops in a "notebook" environment in 2001-2002.

Loras College is in U. S. News & World Report Regional Top Tier, Newsweek Hidden Treasures, Barron's Best Buys in College Education, and Ruggs Recommendations. Loras ranks 37th among the nation's 232 Catholic colleges in the total number of students who have earned a baccalaureate degree. With a commitment to **"the total development of the student,"** the College dedicates its faculty, staff, and facilities primarily to undergraduate programs in a residential setting.

The College offers undergraduate majors in 62 programs and master's degrees in 18 programs. The annual operating budget is $34 million with an endowment of $31 million dollars. The average ACT score for all students was 22.3, with 29% of the students in the top one-fifth of their high school graduating class. The student body is 85% Catholic with students of other faiths warmly welcomed. The College is a member of NCAA Division III, participates in the Iowa Intercollegiate Athletic Conference, and sponsors 21 intercollegiate sports with over 35% of the student body participating. There are now over 30 active Loras alumni clubs made up of 20,000 alumni from around the world who enthusiastically support the College. In 1998, Loras was the recipient of a $10 million gift, one of the largest single contributions to a private Iowa higher education institution in history.

The student body includes over 1700 men and women selectively admitted from 25 states and 16 countries. The College has 200 full and part-time staff employees, 160 full and part-time faculty members, of which 95% hold graduate degrees, and 65% are tenured. The student-faculty ratio is 11-1.

The new President of Loras will have the personal characteristics of an effective Chief Executive Officer and many of the experiences and abilities to be able to articulate a clear vision of the importance of a Catholic College; lead, guide, and motivate the executive management team with vision and a collaborative leadership style; understand and appreciate higher education academic culture; assure effective financial stewardship of resources; and demonstrate enthusiasm to play a major role in fund raising. A terminal degree is required.

The compensation package is competitive with peer institutions. Attractive and convenient housing will be provided.

For the fullest consideration, materials should be received by October 12, 2000, although review of application materials will begin immediately and continue until the position is filled. Candidates should provide a resume, the names, titles, e-mail and business addresses, business, and home telephone numbers of at least five references, and a cover letter describing their interest in the position and the experiences which match the areas of focus described above. All materials will be held in confidence; and references will not be contacted until candidates have been notified. Candidates are encouraged to send these materials electronically as an attached Word document. Individuals wishing to nominate candidates for the position should submit a letter of nomination, including the name, position, address, and telephone number of the nominee.

The position is available in May 2001. Inquiries, applications, and letters of nomination should be sent to:

Jan Greenwood, Ph.D., Vice President
A.T. Kearney Executive Search
Loras College Presidential Search
333 John Carlyle Street
Alexandria, VA 22314
Phone: (703) 739-4619
Fax: (703) 519-0391
E-mail: _greenwoodteam@atkearney.com

Information about Loras College is readily accessible through their website
http://www.loras.edu

Loras College is an equal opportunity employer committed to diversity within the workplace

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FACULTY OPENING

The Richard and Rhoda Goldman School of Public Policy invites applications for an appointment to the faculty at the Assistant Professor rank to begin July 1, 2001. The position is open with respect to disciplines and areas of research as long as they relate to the analysis of problems in the public and nonprofit sectors. Preference will be given to scholars who have demonstrated through publication the potential to make leading research contributions relevant to the analysis of public policy problems, who have teaching experience, and who have demonstrated through their activities a commitment to public policy. Qualified applicants must hold a doctoral degree or its equivalent at the time of application.

The School seeks an individual whose interests are interdisciplinary and integrative in a manner useful for public problem solving. Such interests include but are not limited to the practical uses of policy analysis, legal analysis, public financial management, environmental policy, and science and technology policy. All members of the School's faculty are expected to contribute to the core curriculum. The School particularly seeks applications from those with interests in teaching its core masters course in practical policy analysis or legal analysis. The School expects to appoint an individual who is broadly conversant with the social and behavioral sciences and who will engage with an intellectually diverse faculty.

Candidates should send **(1)** a cover letter, **(2)** a vitae, **(3)** an example of an article submitted to or accepted by a refereed journal, **(4)** a brief summary of professional training, **(5)** a brief summary of relevant teaching experience, and **(6)** the names of three references to: **Professor Eugene Bardach, Faculty Search Committee, Goldman School of Public Policy, 2607 Hearst Avenue, University of California, Berkeley, CA 94720-7320.** The deadline to submit an application is **December 15, 2000**. All applications received after the postmark of that date will not be considered. Early applications are encouraged.

The University of California is an Equal Opportunity, Affirmative Action Employer

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New York University

Department of Health Studies

Department Chair

SCHOOL OF EDUCATION

The Department of Health Studies invites applications for Department Chair, rank of Associate or full Professor with tenure, starting on September 1, 2001. The Department contains diverse programs and faculty, all vitally connected to urban and international settings with graduate programs in Community Health Education, School/College Health Education, Rehabilitation Counseling, Deafness Rehabilitation, Recreation Services/Resources Management, and Therapeutic Recreation. Department faculty are engaged in research, training and demonstration projects in health promotion and disease prevention focusing on HIV/AIDS, asthma, substance abuse, mental health of high-risk youths, and drug-free schools.

The ideal candidate will have a demonstrated record of academic leadership, intellectual breadth and depth. Special attention will be given to scholars whose work shows potential for building on the department's strengths. The Chair will provide direction that facilitates program development, faculty research, and grant development.

Qualifications include an earned doctorate, strong record of research, substantial teaching and administrative experience, grant writing success, significant publications in peer-reviewed journals, and the ability to work with a diverse faculty.

Nominations or a letter of application and a curriculum vitae, should be sent before **October 15, 2000** to: **Professor Alyson Taub, c/o Chair Search Coordinator, 82 Washington Square East - Room 400, New York University, New York, NY 10003-6680.**

NYU is an Equal Opportunity/Affirmative Action Employer

Director of Doctoral Program

University of Connecticut, School of Social Work

The University of Connecticut School of Social Work, a leader in MSW graduate education in Connecticut and throughout the New England region, is an integral part of the State's flagship, land and sea grant Research One University. It shares with the other units of the University the pursuit of excellence in teaching, research and scholarship and a commitment to public service that disseminates the University's knowledge to the broader community.

The School is currently seeking approval to establish the first doctoral program in social work in Connecticut and the first doctoral program in social work in a public university in New England. It will prepare graduates for leadership roles in social work research and scholarship, administration policy analysis and education. The first class is to be admitted in September 2002. Scholarships, teaching and research assistantships will be available. An endowed Chair has been established for the position of Director.

Responsibilities: oversee final stages of planning and development of a new, research-based doctoral program in social work. Provide academic leadership for all aspects of a new Ph.D. Degree program. Chair faculty doctoral committee and lead review and finalization of curriculum. Work with other units of the University and graduate school to develop interdisciplinary educational opportunities. Complete development of procedures for administration of the program, including recruitment, admissions, financial aid, examination standards and committee structures.

Qualifications:

- Doctorate in social work
- Scholarly record to support appointment to endowed professorship
- Proven research capability
- Experience in teaching and educational administration in graduate social work education (preference for experience in doctoral education)
- Commitment to diversity

Salary: Competitive

- 9-month or 11-month appointment

Applications will be accepted until the position is filled. Screening will begin immediately with an anticipated date of hiring of September, 2001. Please send *curriculum vitae* including the names, addresses and phone numbers of three references to: **Associate Dean Catherine Havens, University of Connecticut School of Social Work, 1798 Asylum Avenue, West Hartford, CT 06117-2698.** *We encourage applications from under-represented groups, including minorities, women and people with disabilities.* **(Search# 01A53)**

University of Connecticut

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education

DIRECTOR, JOB PLACEMENT CENTER

Our progressive community college is seeking a Job Placement Center Director who will be responsible for the administration, development, implementation, coordination, and evaluation of job services offered by the college. Master's degree in Counseling, Student Development, Adult Education, or related field and 3-5 years experience or special training in administration of career and/or job placement services/grants administration required. We offer a competitive salary and excellent benefits package. Send resume to Office of Human Resources at:

Moraine Valley Community College

10900 S. 88th Ave. Palos Hills, IL 60465

EEO M/F/D/V

MICHIGAN STATE UNIVERSITY

Assistant/Associate Professor

The Department of Food Science and Human Nutrition, Michigan State University, seeks applicants for a tehure-track position in Human Nutrition. The successful candidate will develop a research program in biochemical/molecular nutrition and will teach and advise students. Application deadline is **October 15, 2000**. For more information see our website: **http://www.msu.edu/unit/fshn** or contact **Joseph Schroeder (517-353-9878; schroe58@msu.edu).**

EOE/AA

California University of Pennsylvania

California University of Pennsylvania is accepting applications for Dean of the College of Education and Human Services and for Dean of the College of Liberal Arts. Full position details are available by visiting our web site, **www.cup.edu/employ**. Application review begins on **October 1, 2000** and will continue until a selection is made.

California University of Pennsylvania is an AA/EEO employer and encourages the applications of women, minorities and the physically challenged.

WICHITA STATE UNIVERSITY

INNOVATION - EXCELLENCE- LEADERSHIP

ASSOCIATE DEAN

College of Health Professions
Wichita State University

Building on 25 years of program excellence, the College of Health Professions (CHP) at Wichita State University has forged a new vision of innovation and excellence in education to promote a healthy society. We are a learner-centered community dedicated to developing outstanding health professionals by valuing our students, integrating teaching, scholarship, practice, and service, and partnering with the community. Our core values are **excellence, leadership, professionalism, innovation, and collaboration!**

CHP is acclaimed for excellence in its health professions programs, its clinical education, and its strong community relationships. Now we're searching for an energetic and innovative Associate Dean to help shape our future by promoting scholarly activity and research within the College and partnering with the community to build interdisciplinary instructional, research, and service opportunities. For more information about the College and a complete position description, visit our website at www.feist.com/~wsucofhp/ or contact the College of Health professions at (316) 978-3600 or the address listed below.

REQUIRED QUALIFICATIONS
Earned doctorate; successful leadership experience in academic administration and curriculum development and management; evidence of scholarly achievement, successful teaching experience in health and human services programs at the undergraduate and/or graduate levels; and record of success in securing external funding and managing funded projects. Required knowledge, experience, and abilities include familiarity with the health care system and an understanding of how the disciplines within CHP fit into that system; understanding of academic issues related to health professions education and accreditation requirements and process for health professions programs; experience in establishing and maintaining community partnerships; demonstrated ability to foster and accomplish interdisciplinary collaboration; and experience in assessing students and programs. The successful applicant must also be a global thinker with vision for the future of health professions education and practice outcomes, as well as a high-energy individual with excellent communication and interpersonal skills, ability to develop and implement effective faculty development activities and to mentor faculty in research efforts, successful experience with diverse populations, and a commitment to diversity.

CONDITIONS OF APPOINTMENT
This is a full-time, twelve-month position, eligible for tenure review. Salary, rank, and tenure status will be commensurate with qualifications.

PREFERRED START DATE: March 1, 2001 (negotiable).

APPLICATION PROCEDURE:
Send letter of application addressing required qualifications, curriculum vitae, and the names, addresses, and phone numbers of three professional references to: Peter A. Cohen, Ph.D, Dean, College of Health Professions, Wichita State University, Wichita, Kansas 67260-0043. For full consideration, applications must be received by November 15, 2000; the position will remain open until filled.

The City of Wichita, with a metropolitan population of over 400,000, is the largest business, industrial, and cultural center in the state. Wichita State University (enrollment of 15,000 students) is one of six state-supported universities in Kansas and is distinguished by its urban mission and non-traditional student body. The College of Health Professions, one of WSU six degree-granting colleges, offers fifteen health professions programs at the certificate, associate, baccalaureate, and master's degree levels. The College enjoys excellent physical facilities, and its health professions programs receive outstanding support from the surrounding health care community, which includes three major medical centers, a Veteran's Administration Center, a state medical school, and numerous clinical facilities and practitioners. *AA/EOE*

PEPPERDINE UNIVERSITY

THE GEORGE L. GRAZIADIO
SCHOOL OF BUSINESS AND MANAGEMENT

The George L. Graziadio School of Business and Management of Pepperdine University is seeking faculty for several positions, effective September 1, 2001. Pepperdine's main campus in Malibu, California overlooks the Pacific Ocean, and there are five education centers in Southern California, to serve students in The Graziadio School. The School offers seven master's programs and one bachelor's program. Faculty may teach in more than one program and interact with diverse students, including fully employed, executive, and full-time residential students.

We are accepting applications for tenure-track positions in the following disciplines:
Accounting
Finance
Organization Behavior
Strategy
Technology Management/Management Information Systems

Successful candidates will have a terminal degree in the discipline in which they will teach, demonstrated scholarly capabilities, and strong teaching ability. Positions are ranked from assistant professor to professor; rank, salary and benefits are commensurate with experience.

Pepperdine University is an Equal Opportunity Employer and does not unlawfully discriminate on the basis of any status or condition protected by applicable federal or state law. Pepperdine is religiously affiliated with the Churches of Christ. It is the purpose of Pepperdine to pursue the very highest employment and academic standards within a context, which celebrates and extends the spiritual and ethical ideals of the Christian faith. While students, faculty, staff, and members of the Board of Regents represent many religious backgrounds, Pepperdine reserves the right to seek, hire, and promote persons who support the goals and mission of the institution, including the right to prefer co-religionists.

To apply, please send a curriculum vitae, and the names, addresses, and telephone numbers of three references postmarked by October 27, 2000, to: Dr. Peggy Crawford, Associate Dean, Academic Affairs, Pepperdine University, The George L. Graziadio School of Business and Management, 400 Corporate Pointe, Culver City, CA 90230.

UWM

UNIVERSITY OF WISCONSIN MILWAUKEE

DEAN, SCHOOL OF NURSING

The University of Wisconsin-Milwaukee (UWM) seeks nominations and applications for the position of Dean of the School of Nursing.

UWM, Wisconsin's major public urban research university, located near the attractive shores of Lake Michigan, is organized into 12 schools and colleges and has an enrollment of 23,000 students. The Dean is responsible for administrative, organizational and creative leadership for the undergraduate program, graduate program with Family Nurse Practitioner and Clinical Specialist tracks and Doctor of Philosophy programs in nursing. Candidates must be internationally recognized for scholarly achievements, demonstrate leadership, hold an earned doctoral degree, meet requirements for tenured professor, and be eligible for RN licensure by the state.

Applications must include letter of interest, vita and names, addresses and telephone numbers of three reference persons. Review of applications will begin November 10, 2000. Submit applications to: **Phyllis M. King, Chair, Search and Screen Committee for the Dean of the School of Nursing, University of Wisconsin-Milwaukee, Enderis Hall 979, P.O. Box 413, Milwaukee, WI 53201.**

UWM is an AA/EO employer.

For a complete position description, please visit our Web site at
www.uwm.edu/Dept/Nursing

Sul Ross State University invites applications for the following Title V positions:

Position #01-1. **Title V Coordinator (12 month position)/Assistant or Associate Professor.** Salary commensurate with credentials (Asst. Professor rate $43,152 - $46,776; Associate Professor rate $51,630 - $60,000). **Required**: Terminal degree in a teaching area Doctorate in Education; eligibility for appointment to rank as Assistant Professor or Associate Professor in Department of Education; at least three years experience in higher education; two years experience in direct management of state and federal grant programs; experience in budgeting grant programs; strong interpersonal and communication skills; demonstrated ability to work as a member of a leadership team. **Preferred**: Specialization in Elementary Education or Reading, possessing or eligible for Texas Teacher Certification in specialization area; experience in managing administrative units], experience in Title III or Title V programs.

Position #01-2. **ExCET Coordinator.** $34,704 **Required**: Master's in Education; experience in data analysis; demonstrated communication and leadership skills; experience in using educational technology; experience in developing and working in collaborative ventures. **Preferred**: Doctorate degree.

Position #01-3. **Student Intervention Specialist.** $34,704. **Required**: Master's degree. Experience in diagnosing learning and reading problems and development improvement strategies; familiarity with computer-assisted learning systems; experience in working with student improvement systems. **Preferred**: Doctorate degree.

Positions available immediately. Submit letter of application, vita, transcripts, and three letters of recommendation to **Leigh Anne Sutton, Director of Business Operations, Sul Ross State University, Rio Grande College, 205 Wildcat Dr., Del Rio, TX 78840.** Review of applications will begin immediately and continue until the position is filled. *EEO/AAE.* Sul Ross is a member of the Texas State University System. Visit our website **(http://www.sulross.edu)** to view complete announcement for each position.

COMMUNITY
COLLEGES
OF SPOKANE

Associate Vice Chancellor for Marketing and Public Relations, District Office. Search re-opened. This position is responsible for the organization and management of the external and internal communication with special emphasis in the areas of public relations, marketing, news bureau (information services), publications, college and community relations, student recruitment, and special events and projects. Develop and supervise an external communications program through the use of publications, meetings, news media, and technology; supervise an internal communication program with an emphasis on interpersonal communication, which includes award/recognition programs, newsletters, bulletins, and other printed materials. Bachelor's degree in journalism, broadcasting, public relations, human relations, educational administration or related field and five years professional experience in marketing, communications, public relations or related field. Higher earned degree; higher education experience is desirable. Salary is commensurate with experience and education up to $83,000. Open until filled, screening of applications begins **October 2, 2000**.

Manager, Center for Service Learning, Spokane Falls Community College. The manager will direct and provide the overall administrative support for SFCC's comprehensive service learning program and federal service learning grant. This position will establish the service learning center, implement the grant activities (including budgeting and reporting), and provide overall leadership for service learning initiatives for students, faculty, staff, administrators, and community based organizations. Bachelor's degree with two years experience in supervision and management. Proven ability to work with community groups and diverse populations. Successful grant writing and grant implementation experience. Experience in higher education; personal experience as a volunteer or service learner desirable. $44,000. Open until filled, screening of applications begins on **September 27, 2000**.

For position details, qualification requirements, and official application, contact **Human Resources Office, Community Colleges of Spokane, 2000 N. Greene Street, Spokane, WA 99217-5499 at (509) 533-7429, TTY (509) 533-7466 or access our Website at http://ccs.spokane.cc.wa.us.** *AA/EOE*

DEAN OF THE COLLEGE OF LIBERAL ARTS

Texas A&M University at College Station is seeking candidates for the Dean of the College of Liberal Arts. Consisting of 12 departments, the College has over 380 tenure-track faculty who serve 5800 students in 40 graduate and undergraduate degree programs, including 9 interdisciplinary programs. The College has 8 Distinguished Professors, 7 Endowed Chairs, and 28 named professorships.

In response to the University's strategic plan, Vision 2020 (**http://www.tamu.edu/new/vision/**), the Dean will be asked to develop new initiatives in interdisciplinary studies throughout the University, to build linkages between the liberal arts and sciences, and to increase the standing of the College nationally. The Dean's duties will also include, most notably, facilitating opportunities to obtain extramural funding; aggressively advocating the interests of the humanities, the arts, and the social and behavioral sciences; and advancing the College's efforts in recruiting and retaining multiethnic and diverse faculty members and students.

More information about this position is posted on the web at: **http://www.tamu.edu/provost**. The Search Committee will begin screening applications on **November 15, 2000.** Nominations and applications should be sent in writing to:

Dr. Richard E. Ewing
Chair, Dean of Liberal Arts Search
312 Administration Building
1112 TAMU
Texas A&M University
College Station, TX 77843-1112
By email: richard-ewing@tamu.edu

COLUMBIA

FACULTY

COLUMBIA COLLEGE CHICAGO invites applications for a tenure track faculty position in the Arts, Entertainment & Media Management Department to teach in the area of Fashion/Retail Management, beginning in Fall, 2000 or Spring, 2001. The department emphasizes management for the business of the arts, entertainment, media, and fashion. Review will begin immediately and continue until the position is filled.

Responsibilities include teaching Fashion/Retail Management and courses in the Management core curriculum; assisting in training professional part-time faculty; participating in new curricular initiatives; advising undergraduates and possibly graduate students and developing assessment programs and procedures. Teaching and/or work experience in the fashion and retail industry, an advanced degree or equivalent professional experience and working knowledge of current technology in the field is required. A network of local and national contacts in the field is highly desirable.

Columbia College is a diverse, open admissions, urban institution of 8,800 undergraduate and graduate students emphasizing arts and communications in a liberal education setting. We offer a competitive salary and excellent benefits package. Minority and Women applicants are especially encouraged to apply. Submit a letter of application, curriculum vitae, salary history and the name, addresses and phone numbers of three references to:

Management Search, F/RM-1
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605
eoe m/f

DEAN
COLLEGE OF EDUCATION AND HUMAN SERVICES

Montclair State University invites nominations and applications for the position of dean of the College of Education and Human Services. The dean, who reports to the provost/vice president for Academic Affairs, serves as the chief academic and administrative officer of the College.

The individual selected as dean must have the vision to identify and pursue new opportunities that will allow the College to remain a national leader in the education of educators and renewal of the schools and the intellectual strength to direct its growth and development within the framework of shared academic governance. She/he must be capable of being regarded as an intellectual leader not only within the College, but across the campus and within the community as well. The dean will be responsible for the administrative and fiscal management of the College, with special attention to the recruiting and development of faculty. She/he will be responsible for effectively representing the College to the campus, alumni and external communities, and provide leadership in the pursuit of the external resources required to augment State appropriations. The dean will be expected to influence and implement government policy affecting programs within the College at the state and national levels. The dean will be a key member of the University's senior leadership and will be imaginative in finding ways to advance the goals and objectives of both the College and the University and fostering collaborations across the campus. Further details about the qualifications for this position are available at http://www.montclair.edu.

With a faculty of 85 scholars/teachers and 2,000 students, the College of Education and Human Services offers professional programs leading to the B.S., M.A., M.Ed., M.A.T., and Ed.D. degrees. The College is organized into six departments: Curriculum and Teaching; Counseling, Human Development and Educational Leadership; Educational Foundations; Health Professions, Physical Education, Recreation and Leisure Studies; Human Ecology; and Reading and Educational Media. The College is home to a number of other units including the nation's first Center of Pedagogy, the New Jersey Network for Educational Renewal and the Institute for the Advancement of Philosophy for Children. As one of the original members of the National Network for Educational Renewal founded by John Goodlad, the College's programs for educators and educational renewal have received national and international recognition for strengthening the education of educators and fostering renewal in the schools. The College is a member of the Holmes Partnership, the Teacher Education Council of State Colleges and Universities, the Council of Great City Colleges, and the Association of Colleges and Schools of Education in State Universities and Land Grant Colleges. The College is accredited by the National Council for Accreditation in Teacher Education, and programs are accredited by the American Association of Family and Consumer Science, the American Dietetics Association, and the National Recreation and Parks Association.

Montclair State University is a comprehensive public university offering a rich array of programs to approximately 13,500 undergraduate students and post-baccalaureate students. Founded in 1908, the University is organized into three colleges and three schools: College of Education & Human Services, College of Humanities & Social Sciences, College of Science & Mathematics, School of the Arts, School of Business, and the Graduate School. Characterized by a faculty of 450 teacher-scholars, Montclair State offers ten undergraduate degrees in more than 70 major areas of study and seven degrees at the Master's and Doctoral level in 36 areas of study. The University is located 14 miles west of New York City on a beautiful 200-acre suburban New Jersey campus.

Applicants should submit a letter of application, a résumé and the names, addresses and phone numbers of five references to: Montclair State University, C316-V#9/HOHE, Upper Montclair, NJ 07043. The review of applications will begin in October, 2000 and will continue until the position is filled. The expected starting date is July 1, 2001.

An Equal Opportunity/Affirmative Action Institution

www.montclair.edu

MONTCLAIR
STATE
UNIVERSITY

VICE PRESIDENT - BUSINESS AND FINANCE
SOUTHEAST MISSOURI STATE UNIVERSITY

RESPONSIBILITIES: The Vice President for Business and Finance is the University's chief financial and business officer, reports directly to the President, and serves as a member of the Executive staff. The Vice President has executive oversight for a broad range of financial, business, and support operations including financial planning and budgeting, controller functions, auditing, cash and investment management, student financial services (financial aid and student accounts), business operations (purchasing, central receiving, bookstore, printing, vending, trademark licensing), human resources (personnel, payroll, risk management, training/development), computing, telecommunications, and the University's multipurpose arena. In coordination with the President, the Vice President provides oversight of the intercollegiate athletics program. In addition, the Vice President chairs the University's collegial Budget Review Committee, and serves as Treasurer of the Board of Regents and as Treasurer of the University's foundation.

QUALIFICATIONS: Candidates must possess extensive senior-level experience in a broad variety of management areas, preferably in an institution of higher education. Experience must include significant administration of several of the above areas with demonstrated expertise in strategic and financial planning, budgeting, accounting, and treasury functions. The candidates must have: a proven record of success in planning, problem solving, and managing a skilled professional organization with a diverse financial structure; a record of outstanding communication and the achievement of solid interpersonal working relationships with all university and community constituencies; an understanding of and commitment to the goals and values of an academic community; a strong commitment to diversity and equal opportunity; and an appropriate degree at the master's level or above.

THE UNIVERSITY: Southeast Missouri State University is a fully accredited comprehensive regional institution serving the southeastern quadrant of Missouri, including the St. Louis metropolitan area, with degree programs at the associate, bachelor, master, and specialist levels. The University has a student body of almost 9,000 and full-time faculty of approximately 400. Classes are held on the main campus in Cape Girardeau, Missouri, and in University-operated outreach centers in several other communities. Existing colleges and schools include: Business, Education, Health & Human Services, Liberal Arts, Polytechnic Studies, Science & Mathematics, Kent Library, University Studies, Graduate Studies, and Extended Learning. A new $38 million River Campus overlooking the Mississippi River in Cape Girardeau is under development as the site of a proposed School of Visual and Performing Arts. University revenues for Fiscal 1999 totaled over $100 million. The Foundation has a $23 million endowment with assets totaling $37 million.

THE COMMUNITY: Cape Girardeau, a progressive city with 40,000 residents is located between St. Louis and Memphis, and serves a region of over 250,000 population as the center for education, retailing, medicine, manufacturing, communications, transportation and cultural activities. The community has been listed among the nation's most livable "micropolitan" areas. The region has a cost of living slightly below the national average.

SALARY AND BENEFITS will be competitive and commensurate with experience and credentials.

APPLICATION PROCEDURE: The review of applications will begin on October 2, 2000, and continue until the position is filled. Applicants should submit a letter of interest including a résumé and the names, addresses, telephone numbers, and e-mail addresses of five references to: **Ms. Debbi Cecil Robinson; Office of Human Resources; Southeast Missouri State University; Mail Stop 3150; One University Plaza; Cape Girardeau, Missouri 63701.**

Southeast Missouri State University is an equal opportunity / M-F / affirmative action employer. Women and minority candidates are strongly encouraged to apply.

Assistant/Associate Professor Puerto Rican Studies in Social Work

University of Connecticut, School of Social Work

The University of Connecticut School of Social Work, a leader in MSW graduate education in Connecticut and throughout the New England region, is an integral part of the State's flagship, land and sea grant Research One University. It shares with the other units of the University the pursuit of excellence in teaching, research and scholarship and a commitment to public service that brings the knowledge of the University to the people of the State and the world. The curriculum of the School of Social Work is a two-year, 60-credit master's program that focuses on methods as its primary approach to advanced concentrations. These methods are Administration, Casework, Community Organization, Group Work and Policy and Planning.

The Puerto Rican Studies project in the UConn School of Social Work was founded by Dr. Julio Morales in 1980, to address the need for culturally appropriate social work practice with Puerto Rican communities in Connecticut and South Western Massachusetts and to recruit, retain and graduate Puerto Rican and other Latino/a social work students. Five courses in Puerto Rican Studies and social work practice are offered at the school on a regular basis. Puerto Rican Studies is an elective substantive area within the School's curriculum.

Puerto Rican Studies in Social Work Faculty Position: Applications are being sought for a tenure track assistant/associate position in Puerto Rican studies. This appointee will coordinate and teach courses on Puerto Rican Studies as related to social work practice, recruit Latino/a students, advise Latino/a and other students and work with the Organization of Latin American Students. This person must be able to provide training and consultation to social service agencies in the Puerto Rican community. Scholarly contributions to the knowledge base of Puerto Rican Studies are expected.

Qualifications:

- **Candidates must be bilingual (English-Spanish)**
- **Knowledge and expertise in Puerto Rican culture and issues affecting Puerto Rican and other Latino/a communities in the United States**
- **Doctorate in social work or a related field; candidates with ABD with completion in near proximity will be considered**
- **MSW and at least two years relevant post-MSW practice experience**
- **Experience in teaching and working with students is also desirable**
- **Ability to contribute to one or more of the method concentrations**

Applications will be accepted until the position is filled. Screening will begin immediately with an anticipated date of hiring of September 2001. Please send *curriculum vitae* including the names, addresses and phone numbers of three references to: Associate Dean Catherine Havens, University of Connecticut School of Social Work, 1798 Asylum Avenue, West Hartford, CT 06117-2698. ***We encourage applications from under-represented groups, including minorities, women and people with disabilities.*** **(Search# 01A52)**

University of Connecticut

The College of Arts and Humanities at the University of Maryland, College Park invites applications for the following faculty positions to begin in the fall term 2001.

Art: Tenure track Assistant Professor: Drawing and Foundations. Application Deadline: **December 1, 2000,** for best consideration.

Art History and Archaeology: 1. Senior scholar (tenured full or associate professor) in Twentieth-century European Art. Application deadline: November 1, 2000, for best consideration. 2. Tenure track Assistant Professor in Pre-Columbian Art and Archaeology (joint appointment with Dumbarton Oaks). Application deadline: **November 15, 2000,** for best consideration.

Communication: Two Positions: Tenure track Assistant Professor & tenure track or tenured Associate Professor, both in rhetoric with a specialty in Political Communication (rhetoric of social change, of public policy, of political/electoral media, etc.). Application deadline: **October 15, 2000,** for best consideration.

English: 1. Senior appointment (Full or Associate Professor) in the literature of the Eighteenth century. 2. Tenure track Assistant Professor in digital and humanities computing. Application deadline for 1 and 2: October 20, 2000, for best consideration. 3. Tenure-track Assistant Professor in 20th Century American Literature. 4. Tenure Track Assistant Professor in Rhetoric, Writing, & Composition (area of specialization open). 5. Senior Appointment in African-American/African Diaspora Literature. Application deadline for 3, 4, and 5: **November 7, 2000,** for best consideration.

French and Italian: Tenure track Assistant Professor in French Filmic Studies/Contemporary French Culture. Application deadline: **December 1, 2000** for best consideration.

Germanic Studies: Tenured Associate Professor in German Cultural Studies (interdisciplinary research interest in 18th Century preferred). Application deadline: **November 10, 2000,** for best consideration.

History: 1. Tenure-track Asst. Prof. in the history of Modern Central Europe: Application deadline: **October 25, 2000,** for best consideration. 2. Tenure-track Assistant Prof. in Asian-American history. Application deadline: **November 12, 2000,** for best consideration. 3. Senior scholar (tenured Full or Associate Prof.) in the history of U.S. Mass Media in the 20th Century. Application deadline: **October 27, 2000,** for best consideration.

School of Music: 1. Tenured Full or Associate Professor of Music Education (specialist in choral music). 2. Tenured or tenure-track Associate Professor of Voice (Mezzo or Tenor). 3. Tenure-track Assistant Professor or tenured-track/tenured Associate Professor of Violin. Application deadline: **December 1, 2000,** for best consideration.

Philosophy: Reopened search for a senior scholar (full or associate professor) in political Philosophy. Application deadline: **December 1, 2000,** for best consideration.

Spanish and Portuguese: Tenure track Assistant Prof. or junior Associate Prof. in Caribbean literatures and cultures. Application deadline: **November 30, 2000,** for best consideration.

A Terminal degree is required for each of these positions. For more information, or to submit an application, contact the Search Committee Chair (relevant department), University of Maryland, College Park, Maryland, 20742. The University of Maryland, College Park is strongly committed to the principle of diversity. We are especially interested in receiving applications from a broad spectrum of people, including women, members of ethnic minorities, and disabled individuals.

EOE/AA

UNIVERSITY OF MARYLAND

Saint Joseph College
West Hartford, CT

Faculty Position in Special Education
Department of Child Study/Education/Special Education

Saint Joseph College provides a rigorous liberal arts and professional education for a diverse student population while maintaining a strong commitment to developing the potential of women.

The College invites applications for a tenure track assistant/associate professor appointment to begin January 2001. Minorities are encouraged to apply. Responsibilities will include teaching in the teacher certification program at the undergraduate and graduate levels. Teaching responsibilities will include courses in the integrated special education/elementary education program. Additional responsibilities may include supervision of students in field placements and will involve advisement of students and scholarly research.

Qualifications include a doctorate in education or a related field and a minimum of 3 years of experience teaching in or administering schools. Experience working with diverse student learners is highly desirable. The successful candidate shall understand and support the College's mission.

Send letter of application, curriculum vitae, copies of transcripts, and three letters of reference from people who have supervised your work to **Human Resource Department, Education Search, Saint Joseph College, 1678 Asylum Avenue, West Hartford, CT 06117.**

Review of applications will begin immediately and continue until the position is filled.

An EOE/M/F/V/D employer. Women and minorities are encouraged to apply.

Learn more about Saint Joseph College at **www.sjc.edu**

UWM

UNIVERSITY OF WISCONSIN MILWAUKEE

DEAN OF THE SCHOOL OF EDUCATION and CHANCELLOR'S DEPUTY FOR EDUCATION PARTNERSHIPS

The University of Wisconsin-Milwaukee (UWM), Wisconsin's premier urban research university, offers baccalaureate, masters, and doctoral degrees across 12 schools and colleges serving 23,000 students. The campus is located in an attractive setting near Lake Michigan, minutes from downtown Milwaukee. The Dean directs the School of Education's mission to prepare professional educators through a strong program of academics, research, and community outreach across five academic departments and through certification programs at the undergraduate, post-baccalaureate and masters levels, as well as an interdisciplinary Doctor of Philosophy Program in Urban Education. As Chancellor's Deputy, the Dean leads education partnerships between UWM schools, colleges and divisions, local school systems, area post-secondary institutions, and community partners.

Candidates must have an earned doctoral degree, experience as a college or university faculty member, and meet the requirements of scholarship, teaching and service for a tenured appointment as full professor in a department in the School.

Applications must include a letter of interest, curriculum vitae, and the names, addresses and telephone numbers of five references. Review of applications will begin November 1, 2000, and continue until the position is filled. Submit applications to: **Professor Anthony Ciccone, Chair, Search and Screen Committee for the Dean of Education and Chancellor's Deputy for Education Partnerships, University of Wisconsin-Milwaukee, P.O. Box 413, Mitchell Hall 225, Milwaukee, WI 53201.**

UWM is an AA/EO employer.

A complete position description can be found at
http://www.uwm.edu/SOE

DIRECTOR, UNC-CH SILER CITY YOUTH INITIATIVE

The University of North Carolina at Chapel Hill is receiving applications for a full-time position of Director, Siler City Youth Initiative (SCYI), within the Kenan Institute of Private Enterprise at the Kenan-Flagler Business School.

Director provides administrative oversight for this demonstration project designed to improve the academic performance and overall life chances of disadvantaged public school students, beginning at the fourth grade, through after-school, weekend, and summer academic and cultural enrichment programs, as well as through interventions to improve child-rearing skills and family-management practices of parents/guardians. Director responsible for program development and implementation; fund-raising; operations management; budget preparation and administration; and supervision of program's model teachers, clinical social worker(s), and volunteer tutors.

Qualified applicants must be fully bilingual (Spanish/English) and have a verifiable successful track record in fund raising. Other requirements: an advanced degree in a relevant field, i.e., social work, sociology, or education; 5 to 7 years of program administration; exceptional oral/written communications and organizational skills; strong computer skills using Microsoft Office, email and the Internet. Experience in interacting effectively with corporate executives, academic administrators, and government/foundation officials.

A letter of application and resume should be sent by **October 15, 2000** to:

Chair, Search Committee
Siler City Youth Initiative
Kenan Institute of Private Enterprise
The University of North Carolina at Chapel Hill
Kenan Center, CB# 3440
Chapel Hill, NC 27599-3440

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER. WOMEN AND MINORITIES ARE ENCOURAGED TO IDENTIFY THEMSELVES.

SAN MATEO COUNTY
COMMUNITY COLLEGE DISTRICT
(three California community colleges, located on the beautiful San Francisco Bay Peninsula!)

cordially invites readers and colleagues of Hispanic Outlook in Higher Education to consider us for your next career move! A wide variety of academic, administrative and classified positions are open each year.

Currently open:

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DRAMA INSTRUCTOR
SPANISH INSTRUCTOR
MULTIMEDIA ART & TECHNOLOGIES INSTRUCTOR
COSMETOLOGY INSTRUCTOR
REFERENCE / INFORMATION RESOURCES LIBRARIAN
PRODUCER-DIRECTOR, Station KCSM TV/FM
BROADCAST ENGINEER I, Station KCSM TV/FM

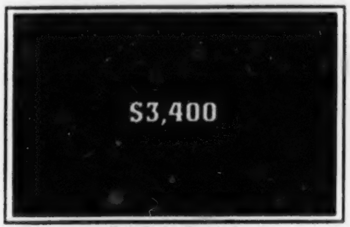
And many, many more!

For full job announcements and required application materials, please become a regular visitor to our WEB PAGE at:
smccd.net/smcccd/jobs/jobs.html
OR, call Human Resources directly at: (650) 574-6555.

EOE/ADA

HISPANIC OUTLOOK 2000-2001 RATE CARD

SUGGESTED AD SIZES



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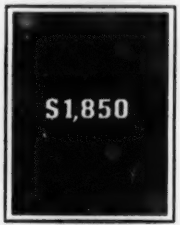

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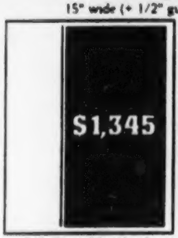

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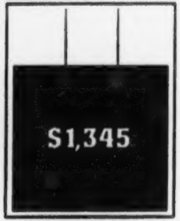

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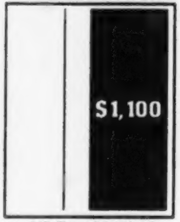

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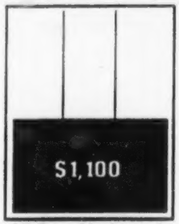

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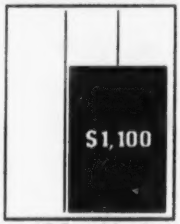

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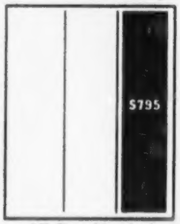

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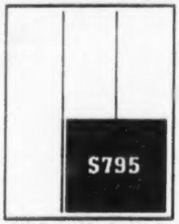

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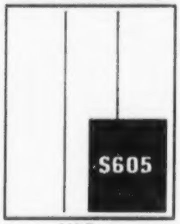

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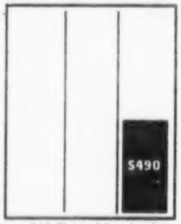

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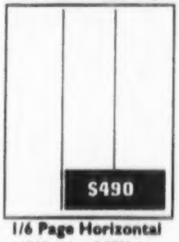

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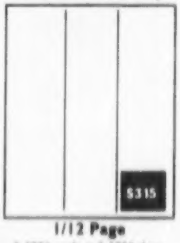

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November 6	Oct. 17	**Law School Issue**
November 20	Oct. 31	***Publisher's Picks Issue**
December 4	Nov. 14	
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January 8	Dec. 19	
January 29	Jan. 9	***Financing a College Education**
February 12	Jan. 23	
February 26	Feb. 6	***Women in Higher Education**
March 12	Feb. 20	***Community College Issue**
March 26	March 6	
April 9	March 20	**Graduate School Issue**
April 23	April 3	
May 7	April 17	*** Top 100 Colleges for Hispanics**
May 21	May 1	
June 4	May 15	***Health Professions Issue**
June 18	May 29	
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August 27	Aug. 7	
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San José State
UNIVERSITY

Provost and Vice President for Academic Affairs

San José State University is now beginning a national search for a Provost and Vice President for Academic Affairs. The Provost is the chief academic officer of the University; acts as senior executive in the President's absence; has line responsibility for all academic administrators; and provides leadership in planning, developing, assessing, and overseeing all academic programs.

San José State University, the first public institution of higher education on the West Coast, is located in the heart of Silicon Valley and seeks a visionary leader who can direct the University in shaping its curriculum and instruction to meet its future needs. The successful candidate will be a creative, resourceful individual with humanistic values and exceptional organizational and communication skills who can guide the academic development of the campus and further its ties with constituent communities in and around Silicon Valley, the state, and the nation. Located in downtown San Jose, the nation's eleventh and California's third largest city, the University provides a cultural, artistic, and technical center for the surrounding community. San José State University is one of the largest of the 23 campuses of the California State University.

A regional, metropolitan university, San José State University excels at teaching in a wide variety of undergraduate and graduate programs in its eight colleges: Applied Sciences and Arts, Business, Education, Engineering, Humanities and the Arts, Science, Social Sciences, and Social Work. Diversity in both culture and curriculum is a central element of the campus. Many ethnic groups are represented, and no single ethnic group predominates among our student body of 26,000. Degrees are awarded in 136 subject areas, including a substantial number of professional majors.

The University has nearly 2000 faculty members. Their focus is on excellence in teaching as well as scholarly and professional achievement. The campus enjoys a tradition of collaborative policy development and decision-making between faculty and administration.

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- Ability to facilitate partnerships among academic programs and other divisions of the university, their faculty and students, and community constituents
- Ability to exercise leadership in creating a supportive learning environment
- Skill in creating a campus climate supportive of educational equity, including recruiting, developing and managing a diverse faculty and staff
- Skill in fiscal planning and resource management

NOMINATIONS AND APPLICATIONS: should be addressed to:

Dr. Judith Lessow-Hurley, Chair
Search Committee for Provost and
Vice President for Academic Affairs
Office of the President
San José State University
One Washington Square
San José, CA 95192-0002

OR

Jan Greenwood, Ph.D
Vice President, A.T. Kearney, Inc.
SJSU Provost & VPAA Search
333 John Carlyle Street
Alexandria, VA 22314
Phone: 703-739-4619 Fax: 703-519-0391
Email: greenwoodteam@atkearney.com

Applications should include the following: a narrative letter indicating how the individual's training and experience relate specifically to the listed job qualifications; a current vita; and the names, titles, email and business addresses and business and home phone numbers of at least five professional references. Screening will begin immediately and continue until the position is filled. Applications and nominations will be accepted until the position is filled, but only candidates whose applications are complete and received by October 3, 2000, will be assured of receiving full consideration.

Women, minorities and persons with disabilities are encouraged to apply. SJSU is an equal opportunity employer.

www.sjsu.edu

¡PUNTO FINAL!

SANGRE DE INDIOS: CHIAPAS REVISITED

Fr. Alberto Huerta is associate professor in the Department of Modern and Classical Languages, University of San Francisco.

British writer Graham Greene once told me that the Catholic Church needed martyrs in order to survive. It came as no surprise, then, when the Vatican Secretariat for declaring Saints announced recently that 28 Mexicans from the Cristero movement of 70 years ago would be canonized. It was a time when President Plutarco Elías Calles persecuted the Catholic Church. The only anomaly in this group will be the Indian Juan Dies, who witnessed our Lady of Guadalupe's miraculous apparitions in the early 16th century–an historic moment that initiated large-scale indigenous conversions to the Catholic Church. But I wonder if this gesture of canonization will appease the Maya Indios in Chiapas, who are without a bishop.

The Vatican removed Auxiliary Bishop Raúl Vera López from the diocese of San Cristóbal de las Casas, in Chiapas, and reassigned him to Saltillo, Coahuila, México.

After Bishop Samuel Ruiz resigned last year due to advanced age, it seemed as if Bishop Raul Vera López, in Chiapas the last five years and a supporter of Ruiz's policies of Church accommodation to the Indigenous expression of faith and their demands for social justice, would continue. The Vatican's end-of-year decision seemed calculated to avoid media attention. I think of the final scene in Gregorio López y Fuentes' award-winning 1935 novel, *El Indio*. The wounded protagonist hunkers armed on the craggy ground, watches the road, and waits for the gente de razón (euphemism for those of the civilized western world) to come and get him. A friend in San Cristobal told me, El Indio is "haunted for the moment by the vision of an endless distrust."

The Vatican decision disconcerted local church leaders, particularly Chiapaneco poet Juan Bañuelos, who had formed part of the now-defunct National Commission for Intermediation in the Chiapas conflict between Mexican civil and military authorities and the Indigenous Zapatista insurgents of January 1994. Bañuelos did not mask his bitterness: "I was not mistaken. We had hoped they [the Vatican] would leave Don Raúl. This would have allowed the continuation of Bishop Ruiz's work. The future of the Indigenous People and the future of Chiapas become more somber.... The Vatican is following the savage policies of capitalism that becomes disinterested in anyone who does not produce or consume. And since they (the Maya Indians) do not produce or consume, they have no right to live. They do not count and should not be taken into account. It seems an exaggeration to put it in this way. But this is what is happening."

Mexican Church authorities, including Papal Nuncio Justo Mullor, insist that Bishop Vera López's removal and reassignment was a church decision unrelated to pressures from the Mexican government, the military, or any other vested interest groups. The Bishop's vow of obedience obligated him to accept the new appointment to Saltillo.

Beyond the usual rumors of Vatican intrigue, and hearsay about certain Mexican Bishops having a say in the matter, the fact remains that the diocese of San Cristóbal de las Casas is now vacant. What will the Vatican do next?

If it does not immediately name a bishop, it can name a temporary administrator, who will have limited power, able to make few serious decisions. Essentially, a lame duck, holding things together until a bishop is named. People in Chiapas speculate that since a new president will be elected in June, current President Ernesto Zedillo has not wanted to bloody his hands with the Chiapas conflict. He has deported foreign clergy and press, and militarized the state with half of México's standing army. He seems to want to leave it to his successor to find a way out of this embarrassing political quagmire.

The Catholic Church, on the other hand, is perceived by some local Indios as punishing them for unknown causes. One told me he felt as if the Church had chosen, like Pontius Pilate, to wash its hands of Chiapas: "We are Indios. When has anyone ever really cared about us?" Distrust has come full swing. And now the Indios do not know whom they can ever trust again. They have been wounded by the Vatican's decision to remove their bishop.

With no protection from the Catholic Church, this flock of Indios waits patiently for the inevitable slaughter. Ironically, these Indios might be subject to canonization one hundred years from now!

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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